¡CHÉVERE! INTRODUCTORY SPANISH I



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

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Introductory Spanish I

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

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This text was compiled on 09/03/2026

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1: About This Course

Pedagogical Foundations and Features:

Waymaker Spanish 1 and 2 offer a comprehensive introductory Spanish sequence, providing guidance and practice in reading, writing, listening to, and speaking Spanish. Each module includes thematic vocabulary, sequenced grammar instruction, numerous self-check drills and exercises, open-form communicative activities, scaffolded writing assignments, and reading passages exploring various aspects of life and culture in the Spanish-speaking world. Each grammar section is introduced by a short reading passage to highlight new structures and patterns within their linguistic context. Within each lesson, self-grading practice activities with targeted feedback allow students to learn by doing and track their level of mastery. The text is accompanied by engaging images and videos throughout, and all vocabulary and reading passages include audio files to practice pronunciation and listening comprehension.

About Our Team:

Spanish 1 was designed and developed by the Spanish department at SUNY Oneonta in cooperation with Lumen Learning. This project was supported by SUNY OER Services with funds from New York State's 2018-2019 budget allocation for Open Educational Resources.

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Special Thanks To:

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

Acknowledgments

This book has benefited from the contributions of many people, including Mya Joi, Rosemary Bryerton, Alan Scott, Brad Lugo, and Margarita Garcia-Notario.

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1: Course Contents at a Glance

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

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

En la clase

- En el salón de clases
- Números 0-31

¿Cuántos libros hay?

- Género de sustantivos
- Número de sustantivos

¿Qué hay en la clase?

- Artículos indefinidos y definidos
- ¿Qué hay?

Module 2 ¿Eres estudiante?

¿Qué día es hoy?

- Días y meses

¿Cuál es la fecha hoy?

- La fecha

¿El lápiz es de ella?

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

¿El estudiante es inteligente?

- Colores
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- ¿qué/cuál?

¿Tienes que estudiar hoy?

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- Tener + que

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Cultura U4

- Cultura: La universidad

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- Los posesivos
- ¿Cuánto(s) y quién(es)?

¿Qué aprendemos ahora?

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- Conjugación (verbos -er/-ir)

Mi perro es bonito y pequeño

- Adjetivos descriptivos
- Los países, las nacionalidades y más

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- Making Plans or Going Places?

¡Sí, podemos!

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Module 11 ¿Traigo un mapa?

¿Dónde está el banco?

- Navegando la ciudad

¿Estás caminando ahora?

- El presente progresivo
- El presente y el presente progresivo

¿Conoces la ciudad?

- Saber y conocer

¿Dónde estás? ¿De dónde eres?

- Ser y Estar II

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1: Learning Outcomes



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

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

3. Use verbs ending in -ar, numbers up to 100 and telling time to talk about when things are happening
    - 3.1 Talk about locations at the university and numbers up to 100
        - 3.1.1 Identify the meanings of common -ar verbs
        - 3.1.2 Form numbers up to 100
    - 3.2 Use correct conjugations of select verbs ending in -ar
        - 3.2.1 Identify the correct conjugations of select verbs ending in -ar
    - 3.3 Use verbs ending in -ar
        - 3.3.1 Identify the correct conjugations of verbs ending in -ar
        - 3.3.2 Answer questions using -ar verbs
        - 3.3.3 Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)
    - 3.4 Use numbers and time-related vocabulary to describe activities on various days and times
        - 3.4.1 Tell the time
        - 3.4.2 Recognize and understand spoken time
4. Use the vocabulary of courses at the university and the verbs tener and ir to talk about studying at university
    - 4.1 Use the vocabulary of courses and locations at the university
        - 4.1.1 Recognize the vocabulary of locations and courses at the university
    - 4.2 Use the irregular verb tener and the question words ¿qué? and ¿cuál?
        - 4.2.1 Recognize the use of the irregular verb tener
        - 4.2.2 Recognize the subject of a spoken sentence based on the conjugation of tener
        - 4.2.3 Ask and answer questions with ¿qué/cuál?
    - 4.3 Use expressions with the verb tener
        - 4.3.1 Recognize and understand the common expressions with the verb tener
        - 4.3.2 Use tener + que + infinitive to describe things one has to do
    - 4.4 Use the irregular verb ir to talk about going places
        - 4.4.1 Recognize the correct conjugations of the verb ir
    - 4.5 Learn about two universities in the Spanish-speaking world
        - 4.5.1 Identify information from a written text about universities in the Spanish-speaking world
5. Use the vocabulary of family relations, possessive adjectives, and regular -er/-ir verbs, and adjectives of physical and mental traits
    - 5.1 Use the vocabulary of family relations
        - 5.1.1 Recognize vocabulary of family relations
        - 5.1.2 Understand spoken information about the members of a family
    - 5.2 Use possessive adjectives and the questions words ¿cuántos? and ¿quién(es)?
        - 5.2.1 Recognize possession indicated by possessive adjectives
        - 5.2.2 Ask and answer questions with ¿cuántos y quién(es)?
    - 5.3 Use verbs ending in -er and -ir
        - 5.3.1 Recognize the meaning of verbs in the present tense that end in -er & -ir
        - 5.3.2 Identify the correct conjugation of verbs in the present tense that end in -er & -ir
        - 5.3.3 Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir
    - 5.4 Use adjectives describing physical and mental traits and nationality
        - 5.4.1 Recognize adjectives describing physical and mental traits
        - 5.4.2 Identify people based on spoken descriptions
        - 5.4.3 Recognize adjectives of nationality used to describe people
6. Talk about clothing and the weather and use gustar + infinitive and numbers past 100
    - 6.1 Use the vocabulary of clothing to talk about what people are wearing
        - 6.1.1 Recognize the vocabulary of clothing
        - 6.1.2 Identify articles of clothing based on spoken descriptions
    - 6.2 Use numbers past 100
        - 6.2.1 Recognize numbers past 100
    - 6.3 Describe the weather
        - 6.3.1 Recognize the vocabulary of weather
        - 6.3.2 Understand spoken descriptions of the weather
    - 6.4 Use gustar+infinitive to express what you and others like to do
        - 6.4.1 Recognize phrases using gustar+infinitive to express what someone likes to do
        - 6.4.2 Comprehend spoken sentences expressing what someone likes to do
    - 6.5 Discuss the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
        - 6.5.1 Identify information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela

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

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

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

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

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

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

YouTube Video

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

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

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

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

YouTube Video

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

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

YouTube Video

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

YouTube Video

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

YouTube Video

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

YouTube Video

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

YouTube Video

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

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1.2: Introduction to Encantado



¡Hola!

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

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

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

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

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1.3: En contexto- ¡Bienvenidos a la clase!



El Nuevo Estudiante

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

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

Actividad 1.3.A

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Text-only version of questions

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

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1.4: Vocabulario- ¡Bienvenidos a la clase!

Objetivos

Identify and use common greetings and goodbyes



A typical familiar conversation:

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



This same conversation might include some variations:

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



Look at the differences if one person introduces two others:

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



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

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



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



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



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

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

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

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

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

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

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

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

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

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

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

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

Despedidas (*Farewells*)

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

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1.5: Vocabulario- El alfabeto

Objetivos

- Recognize the sounds of letters in Spanish

EL ALFABETO

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



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

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

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

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

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

Digraphs

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

ch (ce-hache)

ll (doble ele)

qu (cu-u)

rr (doble erre)

Accent marks

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

¡Ajá!

bebé

quiquiriquí

¡Achú!

An important question

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

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

How do I type special characters? available at the end of this section.

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Answers

EL ALFABETO

Add texts here. Do not delete this text first.

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

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

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

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

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1.6: Gramática- ¿Formal o informal?

Objetivos

- Identify formal and informal greetings

What differences do you notice between these two dialogues?



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



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

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

YouTube Video

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Alejandro Octavio Aguilera
México, Monterrey, N.L.

Sr. Aguilera explains:

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

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

Read the full transcript

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

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1.7: Ejercicios- ¡Bienvenidos a la clase!

Objetivos

- Identify common greetings and goodbyes
- Identify appropriate responses to spoken greetings and goodbyes
- Identify formal and informal greetings
- Recognize the sounds of letters in Spanish

A. Saludos y respuestas

Actividad 1.7.A

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B. Saludos y respuestas

Actividad 1.7.B

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C. Saludos y respuestas

Actividad 1.7.C

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D. ¿Formal o informal?

Actividad 1.7.D

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E. ¿Cuál usamos?

Actividad 1.7.E

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F. El alfabeto.

Actividad 1.7.F

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Text only

A. Saludos y respuestas

1.

Señor Sánchez: Buenos días.
Señor Ramírez: Buenos días, ____ Martín Ramírez.
Señor Sánchez: Mucho gusto, me llamo Pedro Sánchez.
Señor Ramírez: ____

- te llamas
- cómo se llama
- me llamo
- mi nombre

- El gusto es mío
- ¿De dónde eres?
- ¿Cómo estás?
- Buenos días.

2.

Marta: ¡Hola! ¿Cómo te llamas?
Aaman: _____. Me llamo Aaman.

- Buenas días
- Buenas tardes
- Hasta luego
- Nos vemos

3.

Señora Peña: Buenos días, señor Gómez. ¿Cómo está usted?
Señor Gómez: _____, señorita Peña. ¿Y usted?

- Cómo se llama, gracias.
- De dónde eres, gracias
- Igualmente, gracias
- Más o menos, gracias

4.

Profesor: Profesora Hernández, le presento a mi estudiante Julio.
Julio: _____.
Profesora: El gusto es mío.

- Mucho gusto
- Muy bien
- Igualmente
- Mi nombre es Julio

5.

Pedro: Hola, Juana. Te presento a mi amiga, Sarita.
Juana: Mucho gusto.
Sarita: _____.

- Encantada
- Encantado
- De dónde eres
- Incandescente

6.

Estudiante: Bueno, profesor, adiós.
Profesor: Muy bien, _____.

- ¿Qué tal?
- mucho gusto
- hasta mañana
- le presento

B. Saludos y respuestas

1. Rasima: Hola, Clarissa. Te presento a mi amiga, Felipa.
   Clarissa: (Shaking hands with Felipa) _____. (Nice to meet you)
2. Profesora: ¡Hola! Yo soy la profesora Araújo. ¿_____ usted?
   Jenelle: Me llamo Jenelle Rodríguez, soy estudiante de su clase.
3. Estudiante: Bueno, profesora, adiós.
   Profesora: Muy bien, _____. (See you tomorrow)
4. Julia: ¡Hola! ¿_____? (How's it going?)
   Trúc: Muy bien, gracias. ¿Y tú?
5. _____, señorita. (Good morning)
6. _____, señora. (Good afternoon)
7. Xiomara: ¿_____? (Where are you from?)
   Anastasio: Soy de El Salvador. ¿Y tú?
8. Fabiana: ¡Chao!
   Plácido: ¡_____! (See you later)

C. Saludos y respuestas

1.
   - Me llamo Marcos.
   - Muy bien, ¡gracias! ¿Y tú?
   - Igualmente.
   - Soy de Lima Perú.
2.
   - Igualmente, ¡gracias!
   - Muy bien, ¡gracias! ¿Y tú?
   - Encantada, ¡gracias!
   - Bien, ¡gracias! ¿Y usted?
3.
   - Igualmente, ¡gracias!
   - Me llamo Marta.
   - No muy bien. Muy mal
   - Mucho gusto.
4.
   - Muy bien.
   - Me llamo Jada.
   - Soy de España.
   - Este es Keiko
5.
   - Soy de Puerto Rico.
   - Esta es Julia.
   - Me llamo Nikolai
   - Muy bien.
6.
   - Muy bien, ¡gracias! ¿Y tú?
   - Te presento a Roberto.
   - El gusto es mío
   - ¡Nos vemos!
7.
   - Igualmente
   - ¡Qué tal!
   - Me llamo Juana.
   - ¡Adiós!
8.
   - Bien, gracias. ¿Y usted?
   - Mi nombre es Ana.
   - ¡Chao!
   - ¿De dónde eres?

D. ¿Formal o informal?

1. Alejandra: ¿Cómo está?
   Benito: Bien, gracias. ¿Y usted?
   - informal

    - formal
2. Alberto: ¿Qué tal?
   Belinda: Bien, gracias.
    - informal
    - formal
3. Antonio: ¿De dónde eres?
   Belen: Soy de Venezuela.
    - formal
    - informal
4. Alejandro: ¿Cómo se llama usted?
   Belen: Me llamo Belen.
    - formal
    - informal
5. Binh: ¡Hola! Soy Binh. ¿Y tú? ¿Cómo te llamas?
   Annette: Mi nombre es Annette. Mucho gusto.
    - informal
    - formal
6. Alberto: Buenas tardes, Señora Chen. ¿Cómo está usted?
   Señora Chen: Bien, gracias. ¿Y usted?
    - informal
    - formal
7. Ady: OK, Davon. ¡Hasta luego!
   Davon: ¡Chao, Ady!
    - informal
    - formal
8. Annette: ¿De dónde es usted?
   Benito: Soy de Perú.
    - formal
    - informal

E. ¿Cuál usamos?

1. Which form would you use to speak to your teacher?
    - ¿Cómo se llama?
    - ¿Cómo te llamas?
2. Which form would you use to speak to your sister's mother-in-law?
    - ¿Cómo está?
    - ¿Cómo estás?
3. Which form would you use to speak to your friend's 10-year-old cousin?
    - ¿Cómo se llama?
    - ¿Cómo te llamas?
4. Which form would you use to speak to the person who is interviewing you for a job?
    - Bien, ¿y usted?
    - Bien, ¿y tú?
5. Which form would you use to speak to your friend?
    - ¿Cómo estás?
    - Cómo está?
6. Which form would you use to speak to an older stranger on the train?
    - ¿De dónde es usted?
    - ¿De dónde eres?

F. El alfabeto.

Fill in the blank with the spelled-out word you hear.

1.

2. **Audio**

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1.8: Introduction to En la clase



las carpetas

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

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

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

Here are some more techniques for learning new vocabulary:

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1.9: Vocabulario- En el salón de clases

Objetivos

- Identify common objects in the classroom

Vocabulario

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

Audio

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

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

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



En la clase (*in the class*)

Audio

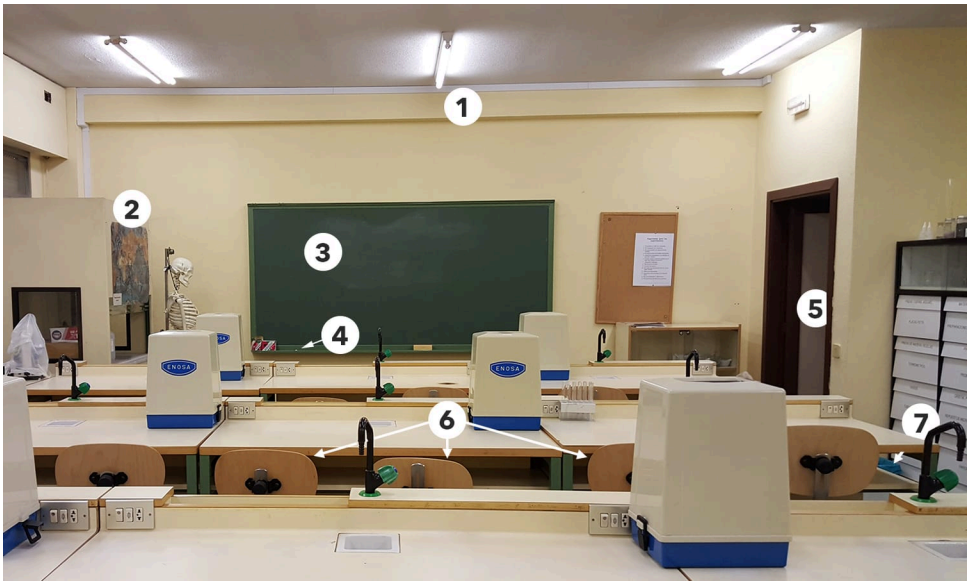
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1. **la pared** (*wall*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
2. **el estudiante** (*student, m*)	Audio *This interactive element is not available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

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

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



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

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

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

Una palabra útil (*a useful word*):

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

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1.10: Vocabulario- Números 0-31

Objetivos

- Form numbers up to 31

Los números 0-31









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

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

10 diez	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
11 once	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
12 doce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
13 trece	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
14 catorce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
15 quince	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
16 dieciséis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

17 diecisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
18 dieciocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
19 diecinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
20 veinte	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
21 veintiuno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
22 veintidós	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
23 veintitrés	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

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

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

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



Los burros de Don Tomás

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

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

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

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

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1.11: Ejercicios- En el salón de clases y los números

Objetivos

- Identify common objects in the classroom
- Form numbers up to 31
- Recognize spoken numbers

A. ¿Lógico o Ilógico?

Actividad 1.11.A

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B. En la clase

Actividad 1.11.B

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C. No tengo... *(I don't have...)*

Actividad 1.11.C

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D. Números 0-31

Actividad 1.11.*D*

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E. Números 0-31

Actividad 1.11.*E*

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F. Un poco de matemáticas

Actividad 1.11.*F*

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Text Only

A. ¿Lógico o Ilógico?

Write whether each statement is **L** (*lógico* – logical) or **IL** (*ilógico* – illogical).

1. _____ Hay una mesa en mi mochila.
2. _____ Hay un mapa en la pared.
3. _____ Hay ventanas en la tiza.
4. _____ Hay una silla en el bolígrafo.
5. _____ Hay una ventana en la pared.
6. _____ Hay un lápiz en mi mochila.
7. _____ Los estudiantes estudian (*study*) en la puerta.
8. _____ Hay papel en la carpeta.

B. En la clase

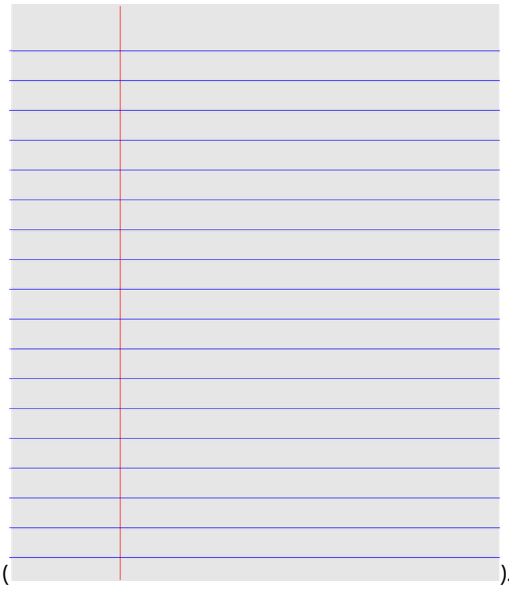
Circle the word that does not belong in each set of words

1. la carpeta – el lápiz – el bolígrafo – el marcador
2. el pupitre – la cortina – la mesa – la silla
3. el profesor – el estudiante – la tiza – la clase
4. el papel – el teléfono – la computadora – la calculadora
5. el diccionario – el libro – el cuaderno – la luz
6. el reloj – el mapa – el escritorio – la pizarra
7. la pared – la mochila – la ventana – la puerta

C. No tengo... *(I don't have...)*

Fill in the missing words.

1. Teresa: ¡Hola Carlos! ¿Cómo estás?
   Carlos: Muy bien, gracias, Teresa. ¿Y tú?

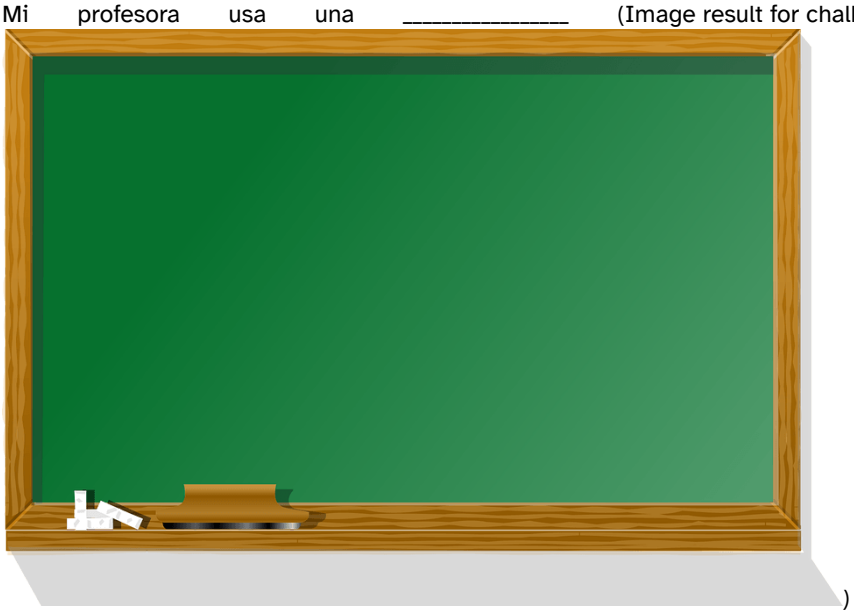


   Teresa: Muy bien, gracias. Oye, No tengo _____ ( ). ¿Tú tienes? (*do you have any?*)



   Carlos: No, no tengo. Pero tengo un _____ ( ).

2. Mi profesora usa una _____ (Image result for chalk) en la _____ (



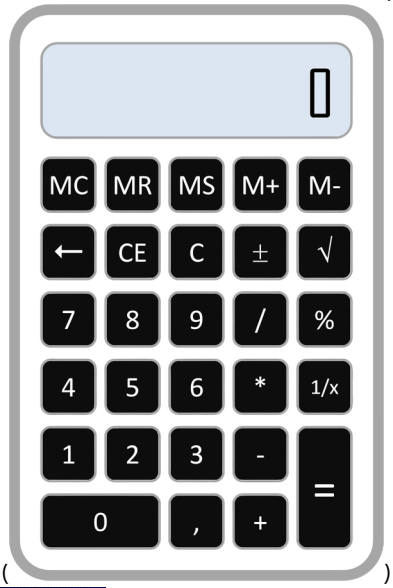
) de la clase.



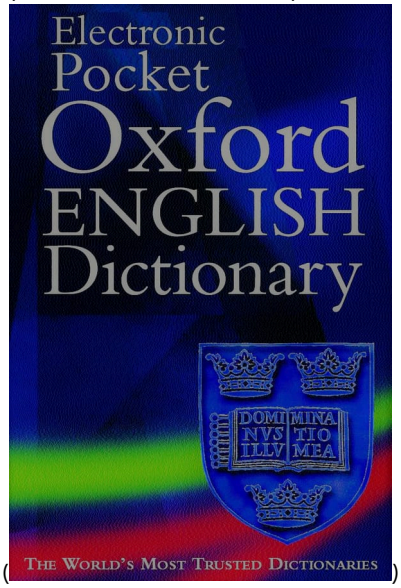
3. Rodrigo: ¿Hay una _____ ( ) en tu clase?
   Miguel: No, pero hay un _____ (



)

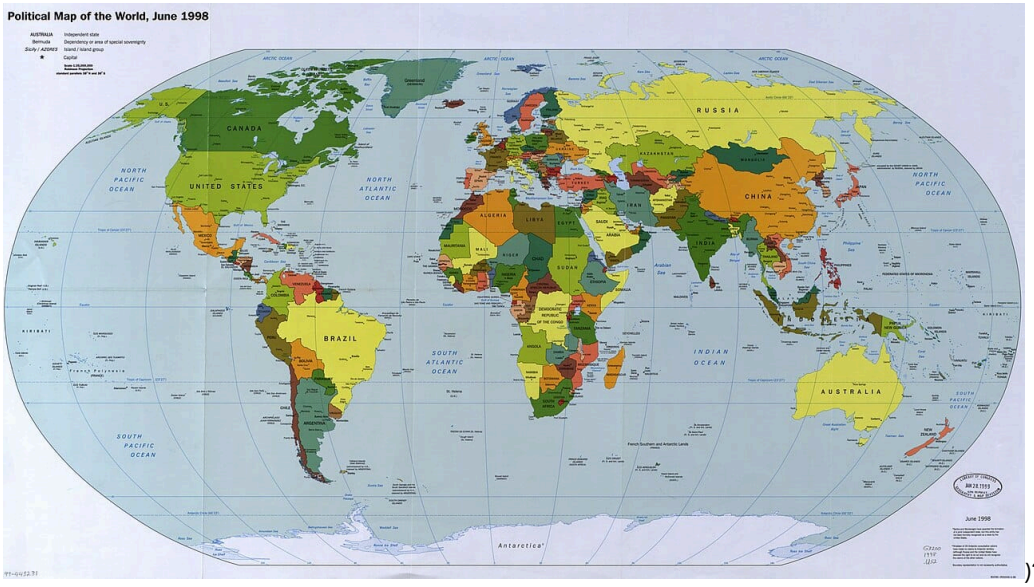


4. Yo necesito (*need*) una _____ ( ) para mi clase de matemáticas y un _____ (



) para mi clase de español.

5. Carlota: Ana, ¿en tu salón de clase hay un _____ (



)?

Ana: No, hay dos. Hay uno de Latinoamérica y uno de Estados Unidos.

D. Números 0-31 A

1. Which is the correct written form of the number 6?
   - tres
   - siete
   - trece
   - seis
2. Which is the correct written form of the number 12?
   - doce
   - once
   - dos
   - trece
3. Which is the correct written form of the number 15?
   - cincuenta
   - cinco
   - quince
   - dieciséis
4. Which is the correct written form of the number 17?
   - diecisiete
   - seis
   - siete
   - setenta
5. Which is the correct written form of the number 21?
   - treinta y uno
   - veinte
   - ventiuno
   - veintidós
6. Which is the correct written form of the number 8?
   - seis
   - siete
   - ochenta
   - ocho
7. Which is the correct written form of the number 29?
   - veintiocho
   - veintinueve
   - diecinueve
   - nueve

8. Which is the correct written form of the number 14?
    - cuarenta
    - cuatro
    - catorce
    - quince
9. Tres más (+) dos es igual a (=) _____.
    - doce
    - cinco
    - treinta
    - veintidós
10. Nueve menos tres son _____.
    - trece
    - seis
    - siete
    - once
11. Cuatro más ocho son _____.
    - cinco
    - doce
    - quince
    - trece
12. Quince más cinco son _____.
    - catorce
    - veinte
    - veinticinco
    - diecinueve
13. Diecinueve menos diez son _____.
    - ocho
    - diez
    - nueve
    - cero
14. Veinte más seis son _____.
    - veintiséis
    - catorce
    - veintisiete
    - veinticinco
15. Diecisiete menos dos son _____.
    - dieciséis
    - quince
    - nueve
    - veinticinco
16. Veinticuatro más seis son _____.
    - treinta
    - dieciocho
    - siete
    - dieciséis

E. Números 0-31

Form numbers up to 31

1. Escribe en letra el número: 16_____
2. Escribe en letra el número: 20_____
3. Escribe en letra el número: 22_____
4. Escribe en letra el número: 30_____
5. Escribe en letra el número: 23_____
6. Escribe en letra el número: 0_____
7. Escribe en letra el número: 13_____
8. Escribe en letra el número: 7_____

F. Un poco de matemáticas

Solve the following basic math problems and write in letters the resulting number.

1. 5 + 2 = ___; _____
2. 30 ÷ 10 = ___; _____
3. 3 x 4 = ___; _____
4. 30 – 8 = ___; _____
5. 15 + 10 = ___; _____

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1.12: Introduction to ¿Cuántos libros hay?

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

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

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1.13: En contexto- Género y número de sustantivos

Objetivos

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

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

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

Actividad 1.13.A

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Text only version of questions

Preguntas de análisis:

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

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

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1.14: Gramática- Género de sustantivos

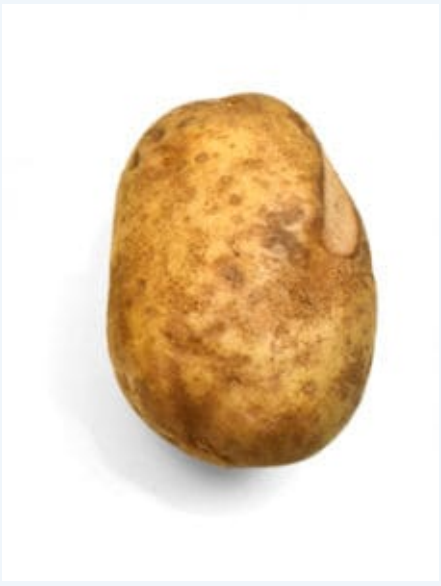
Objetivos

- Identify the gender of nouns

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



el Papa



la papa

Género de los sustantivos (Gender of Nouns)

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

1. The gender of nouns:

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

    la chic**a**

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la sill**a**

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la tiz**a**

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

  la televi**sión**

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la educa**ción**

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la dificul**tad**

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la universi**dad**

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la l**umbre**

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

el chic**o**

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el libr**o**

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el cuaderno

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

el problema

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el clima

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el idioma

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

la clas**e**

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el dient**e**

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el coch**e**

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

el honor

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el hospital

Audio

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el hotel

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

el pupitre

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el lápiz

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el reloj

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la luz

Audio

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la pared

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

  el día

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el mapa

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la mano

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la foto (short for *la fotografía*)

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la moto (short for *la motocicleta*)

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2. People:

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

el muchacho (*boy*)

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la muchacha (*girl*)

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el niño (*male child*)

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la niña (*female child*)

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el maestro (*male teacher*)

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la maestra (*female teacher*)

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el compañero de clase (*male classmate*)

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la compañera de clase (*female classmate*)

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el amigo (*male friend*)

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la amiga (*female friend*)

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

el hombre (*man*)

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la mujer (*woman*)

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

el estudiante (*male student*)

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la estudiante (*female student*)

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el dentista (*male dentist*)

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la dentista (*female dentist*)

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

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

- el caso (*case*)

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  la casa (*house*)

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  View this Audio online

- el puerto (*port*)

  Audio

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  la puerta (*door*)

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- el Papa (*the Pope*)

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la papa (*potato*)

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- el libro (*book*)

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la libra (*pound*)

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1.15: Gramática- Número de sustantivos

Objetivos

- Change nouns from singular to plural

Número de los sustantivos (*Number of Nouns*)



un perro



muchos perros

How to make a noun plural:

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

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) (chica – chica**s**

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)

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

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) (reloj – reloj**es**

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)

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

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) (luz – luc**es**

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)

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

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1.16: Ejercicios- Género y número de sustantivos

Objetivos

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

A. Género de sustantivos

Actividad 1.16.A

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B. Masculino a femenino y viceversa

Actividad 1.16.B

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C. Falsos amigos (*false friends*)

Actividad 1.16.C

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D. Singular a plural

Actividad 1.16.D

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E. Singular a plural

Actividad 1.16.E

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Text Only

A. Género de sustantivos

1. _____ reloj es nuevo.
   - La
   - El
2. _____ puerta está abierta.
   - La
   - El
3. _____ teléfono es muy antiguo.
   - El
   - La
4. _____ basura está llena (full).
   - El
   - La
5. _____ computadora es muy moderna.
   - El
   - La
6. _____ estudiante es un chico guapo.
   - El
   - La
7. _____ perro es pequeño.
   - La
   - El
8. _____ ventana está abierta.
   - El
   - La

B. Masculino a femenino y viceversa

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

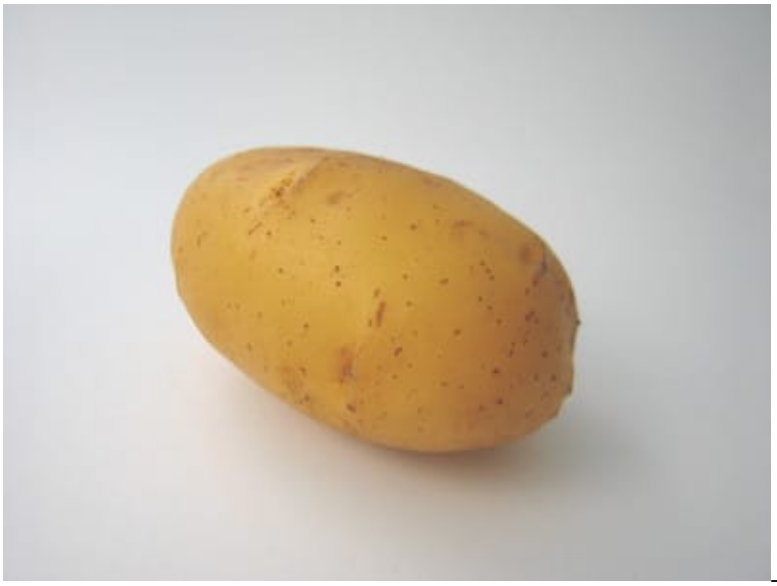
1. el maestro →_____
2. la niña →_____
3. el compañero de clase →_____
4. la estudiante →_____
5. el hombre →_____
6. la profesora →_____

C. Falsos amigos (*false friends*)

Identify each object in the picture. **¡OJO!** Pay attention to the gender of each noun.

1. A door_____
2. 

_____
3. 
_____

4.  _____
5.  _____

D. Singular a plural

1. _____ son nuevos. (El profesor)
   - El profesor
   - Los profesores
   - La profesora
   - Las profesoras
2. _____ son de color azul. (la mochila)
   - Mochilas
   - Los mochilas
   - Las mochila
   - Las mochilas
3. _____ son blancas. (la tiza)
   - Tizas
   - Las tiza
   - Los tizas
   - Las tizas
4. _____ funcionan perfectamente. (La calculadora)
   - Los calculadoras
   - Calculadoras
   - La calculadoras
   - Las calculadoras
5. _____ son grandes. (La casa)
   - Los casas
   - Las casa

- Las casas
- La casa

6. ____ son rojos. (El lápiz)
   - Las lápices
   - Los lápiz
   - Lápices
   - Los lápices
7. ____ son muy creativos. (El estudiante)
   - La estudiante
   - Las estudiantes
   - Los estudiantes
   - El estudiante
8. ____ son modernos. (El teléfono)
   - Los teléfonos
   - Teléfono
   - Las teléfonos
   - El teléfonos

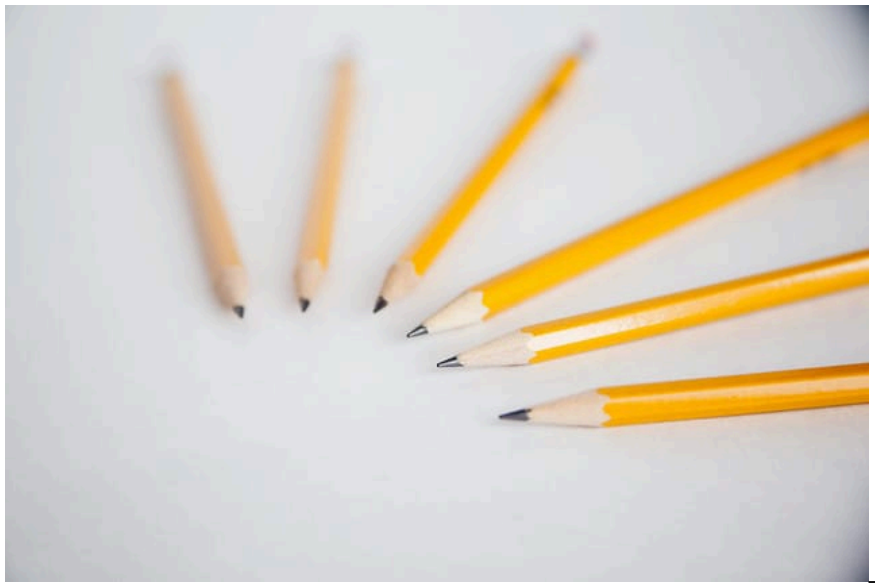
E. Singular a plural

1.  _____ están aquí.
2.  _____ son rojas.

3.  _____ están abiertas.

4. 

_____ son nuevas.

5.  _____ están en la mesa.

6.  _____ son antiguos.

7.  _____ están libres.

8.  _____ son moradas.

F. Singular a plural

Change the nouns from singular to plural. Notice if the noun is masculine or feminine.

Ejemplo: el cuaderno = los cuadernos; la luz = las luces

1. La universidad ..... plural:_____
2. El papel ..... plural:_____
3. La bandera ..... plural:_____
4. El mapa ..... plural:_____
5. La chica ..... plural:_____
6. El pupitre ..... plural:_____
7. La mochila ..... plural:_____
8. La pared..... plural:_____
9. La mano ..... plural:_____
10. El chico ..... plural:_____

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1.17: Introduction to ¿Qué hay en la clase?

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

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1.18: En contexto- Artículos indefinidos y definidos / Hay

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

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

Preguntas de análisis:

Actividad 1.18.A

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Preguntas de análisis:

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

Definite article	Indefinite article	Noun
		facultad

		mochilas
		mapas
		profesor

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1.19: Gramática- Artículos indefinidos y definidos / Hay

Objetivos

- Select the appropriate definite or indefinite article for the context







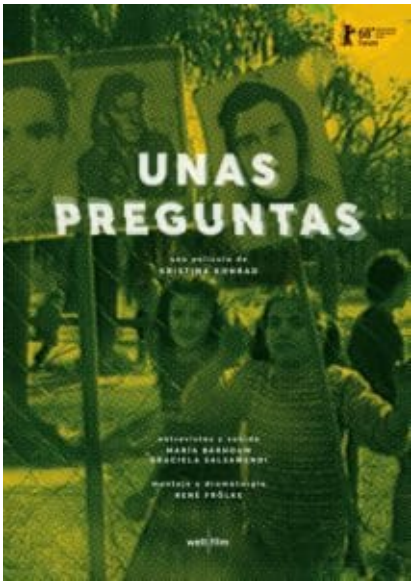
Definite articles (*the*) are used with **specific** nouns. They also tell us whether a noun is masculine or feminine AND plural or singular. They can be expressed in four ways:

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

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







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

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

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

El verbo hay

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



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

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

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

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

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

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

YouTube Video

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View this YouTube Video online

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1.20: Ejercicios- Artículos indefinidos y definidos / Hay

Objetivos

- Select the appropriate definite or indefinite article for the context
- Identify whether there is or there are different items based on spoken questions

A. Artículos definidos e indefinidos

Actividad 1.20.A

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B. Artículos definidos e indefinidos

Actividad 1.20.B

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View this Interactive Content online

C. ¿Qué hay?

Actividad 1.20.C

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View this Interactive Content online

Text Only

A. Artículos definidos e indefinidos

Circle the correct definite or indefinite article.

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

En (**la / una**) Universidad Complutense de Madrid hay muchos salones de clases. En (**el / un**) salón de clases de Martín hay muchas cosas (*many things*). Hay (**la / una**) pizarra con (**la / una**) tiza y (**la / una**) mesa con (**la / una**) computadora de Martín. También hay (**el / un**) diccionario. (**El / Un**) teléfono de Martín está en (**la / una**) silla cerca de (*near*) (**la / una**) puerta del salón de clases.

B. Artículos definidos e indefinidos

Circle the article that best fits each sentence.

1. En (**la / una**) universidad hay muchos salones de clases.
2. En el salón de clases de Paula hay (**la / una**) mochila roja.
3. (**La / Una**) mochila es de Paula.
4. Dentro de la mochila, Paula tiene (*has*) (**el / un**) lápiz.
5. (**El / Un**) lápiz es verde.
6. En el salón de clases hay (**la / una**) mesa.
7. En (**la / una**) mesa hay una computadora.
8. (**La / Una**) computadora es nueva.

C. La clase de español

Fill in the blanks with the definite (**el/ la/ los/ las**) or indefinite (**un/ una/ unos/ unas**) article. **¡OJO!** Pay attention to the gender and number of the noun.

Roberto es ____ *estudiante de español en la universidad.*

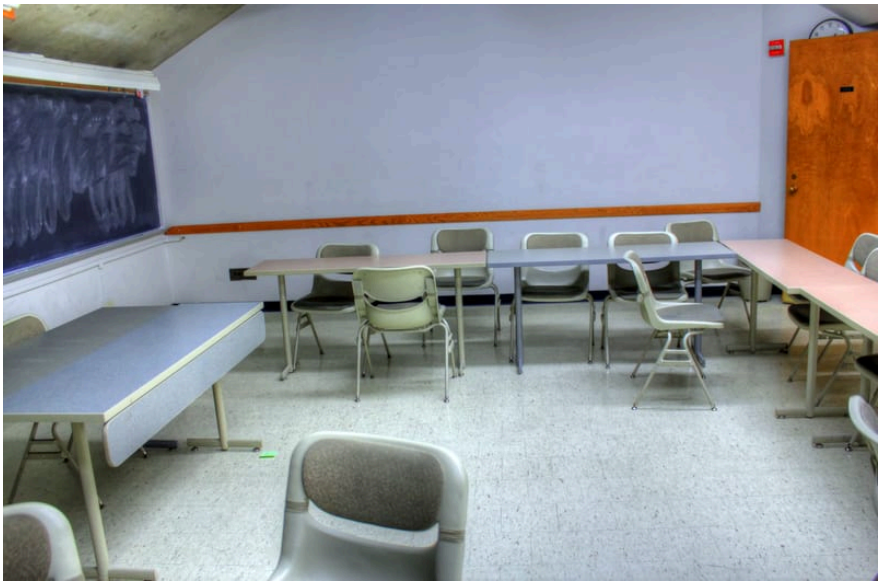
Me gusta mucho mi universidad. En ____ salones de clases de la universidad hay muchas cosas. En mi salón de clase de español hay ____ pizarra verde, ____ proyector blanco y ____ pupitres morados. ____ tizas en mi salón de clases son blancas y amarillas. Mi profesora de español tiene ____ oficina grande. En ____ oficina de mi profesora hay ____ computadora, ____ escritorio y ____ libros. ____ reloj en su escritorio es muy grande. ____ profesora de español es inteligente y amable.

¿Qué hay?

1. Play the audio and answer the question it asks, based on the image below.



2. Play the audio and answer the question it asks, based on the image below.



3. Play the audio and answer the question it asks, based on the image below.



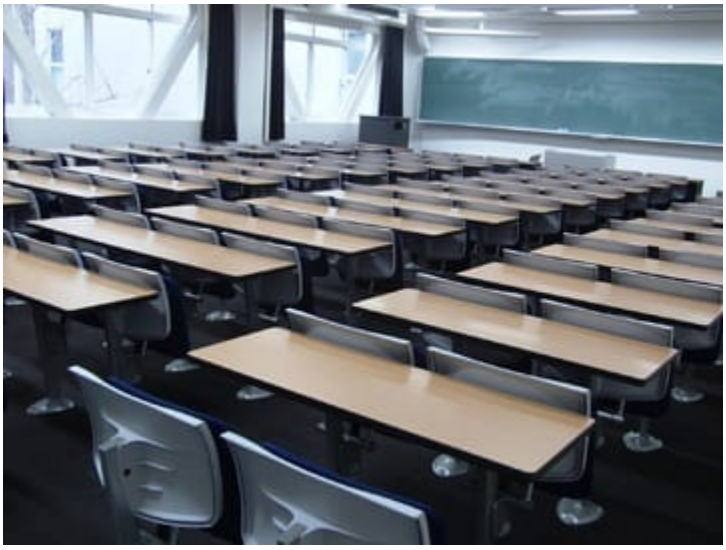
4. Play the audio and answer the question it asks, based on the image below.



5. Play the audio and answer the question it asks, based on the image below.



6. Play the audio and answer the question it asks, based on the image below.



7. Play the audio and answer the question it asks, based on the image below.



8. Play the audio and answer the question it asks, based on the image below.



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1.21: Putting It Together- ¡Hola! ¿Cómo te llamas?

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

Vocabulario: Saludos y respuestas

Saludos y respuestas (*Greetings and Responses*)

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

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

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

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

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

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

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

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

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

Despedidas (*Farewells*)

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

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

Vocabulario: En el salón de clase

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

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View this Audio online



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

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

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



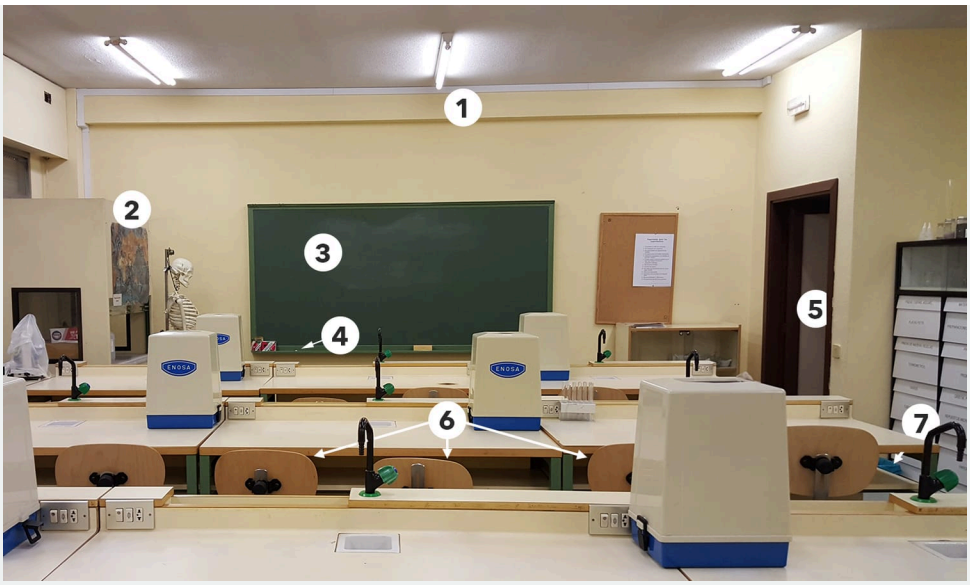
En la clase (*in the class*)

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View this Audio online

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

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



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

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

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

Una palabra útil (*a useful word*):

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

Vocabulario: Números 0-31

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

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

11 once	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
12 doce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
13 trece	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
14 catorce	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
15 quince	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
16 dieciséis	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
17 diecisiete	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

18 dieciocho	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
19 diecinueve	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
20 veinte	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
21 veintiuno	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
22 veintidós	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
23 veintitrés	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	
24 veinticuatro	*This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	

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

Use definite and indefinite articles

Definite articles:

	masculino	femenino
singular	el	la
plural	los	las

Indefinite articles:

	masculino	femenino
singular	un	una
plural	unos	unas

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1.22: Discussion- Todo sobre mí

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

Task: This activity has three parts.

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

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

YouTube Video

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

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

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

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

Ejemplo:

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

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1.23: Discussion- Preguntas con números

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

Task: This activity has three parts.

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

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

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

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

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

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

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

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

Ejemplo:

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

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

Additional comments students can use to wrap up the conversation:

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

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1.24: Assignment- Collaborative Peer Activity- Una conferencia

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish with a partner. The collaboration part of this activity will take approximately 20 minutes, so plan accordingly. In this activity, your partner and you are working to host an international conference. You will each have different information about equipment available and presenter needs.

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

Task: With your partner, decide who will be Estudiante 1 and who will be Estudiante 2. Download or print the PDF linked here.

Inside, you will find two different packets, one for Estudiante 1 and one for Estudiante 2. Instructions are broken down step by step for each of you as you work together to complete the missing information in each of your packets.

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

1. ¿Qué cosas necesita cada (each) persona? For example, Alma Mar necesita una computadora y seis sillas.
2. ¿Qué cosas hay y qué cosas no hay en cada sala?
3. You will need to provide proof of your interaction with your partner to your instructor. Please upload a photo or screenshot of your portion of the completed PDF activity so that your instructor can see the work you did.

Criteria: 50% of the grade for this activity comes from your thoughtful reflection addressing questions 1-9 on the previous Task portion above. The other 50% of the grade will come from point 10, the "proof" you submit to your instructor through a photo or screenshot of your portion of the completed activity. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, upload media, etc.), please ask for clarification before beginning.

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2: ¿ERES ESTUDIANTE?

2.1: Why It Matters- ¿Eres estudiante?

2.2: Introduction to ¿Qué día es hoy?

2.3: Vocabulario- Días y meses

2.4: Ejercicios- Días y meses

2.5: Introduction to ¿Cuál es la fecha hoy?

2.6: En contexto- La fecha / ¿Cuándo?

2.7: Gramática- La fecha / ¿Cuándo?

2.8: Ejercicios- La fecha

2.9: Introduction to ¿El lápiz es de ella?

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

2.11: Gramática- Los pronombres de sujeto

2.12: Gramática- El verbo ser / Ser + de

2.13: Ejercicios- Los pronombres de sujeto / El verbo ser

2.14: Introduction to ¿El estudiante es inteligente?

2.15: Vocabulario- Colores, algunos adjetivos

2.16: En contexto - Concordancia de adjetivos

2.17: Gramática- Concordancia de adjetivos

2.18: Ejercicios- Concordancia de adjetivos

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

2.20: Cultura- Los hispanos en los Estados Unidos

2.21: Putting It Together- ¿Eres estudiante?

2.22: Assignment- Escribir

2.23: Discussion- Fechas

2.24: Discussion- Una entrevista sobre colores

2.25: Assignment- Collaborative Peer Activity- El zodiaco chino

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2.1: Why It Matters- ¿Eres estudiante?

El verbo ser

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

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

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

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

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Julieta Venegas — **Eres para mí**
Julieta Venegas Percevault is an American-born Mexican singer, songwriter, instrumentalist and producer who sings pop-rock in Spanish. The Los Angeles Times praised "Her lyrics of wounded idealism and wrecked love affairs [which] extend a rich Mexican

tradition of popular music imbued in bitter fatalism." (More about Julieta Venegas on Wikipedia)

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

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Los colores

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

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

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J. Balvin – **Blanco**

YouTube Video

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

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Shakira – **Amarillo**

YouTube Video

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View this YouTube Video online

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

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2.2: Introduction to ¿Qué día es hoy?

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

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

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2.3: Vocabulario- Días y meses

Objetivos

Identify months and days

Días y meses

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

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1. lunes

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2. martes

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3. miércoles

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4. jueves

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5. viernes

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6. sábado

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7. domingo

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Meses del año (*Months of the year*)

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1. enero

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2. febrero

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3. marzo

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4. abril

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5. mayo

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6. junio

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7. julio

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8. agosto

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9. septiembre

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10. octubre

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11. noviembre

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12. diciembre

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Y cómo se llama ese mes
que está entre Diciembre y Enero?

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-Pablo Neruda

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

Palabras útiles

hoy (*today*)

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

Audio

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

Audio

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ayer (*yesterday*)

Audio

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anteayer (*the day before yesterday*)

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mañana (*tomorrow*)

Audio

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pasado mañana (*the day after tomorrow*)

Audio

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en tres días (*in three days*)

Audio

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que viene (*next, coming*)

Audio

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el lunes que viene (*next Monday*)

Audio

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siempre (*always*)

Audio

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

Audio

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2.4: Ejercicios- Días y meses

Objetivos

- Identify months, days, and seasons

A. Meses del año

Actividad 2.4.A

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B. Días de la independencia

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

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

Día(s) de la independencia (DD/MM)		
 Argentina **9/7**	 El Salvador **15/9**	 Paraguay **14/5** y **15/5**



Bolivia **6/8**



Guatemala **15/9**



Perú **28/7**



Chile **12/2**



Honduras **15/9**



República Dominicana **27/2**



Colombia **20/7** y **7/8**



México **16/9**



Uruguay **25/8**



Costa Rica **15/9**



Nicaragua **15/9**



Venezuela **5/7**



Ecuador **10/8** y **24/5**



Panamá **28/11**

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

Actividad 2.4.B

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C. Días de la semana

Actividad 2.4.C

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A. Meses del año

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

B. Días de la independencia

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

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

Día(s) de la independencia (DD/MM)


Argentina **9/7**


El Salvador **15/9**


Paraguay **14/5** y **15/5**


Bolivia **6/8**


Guatemala **15/9**


Perú **28/7**


Chile **12/2**


Honduras **15/9**


República Dominicana **27/2**


Colombia **20/7** y **7/8**


México **16/9**


Uruguay **25/8**


Costa Rica **15/9**


Nicaragua **15/9**


Venezuela **5/7**

 Ecuador **10/8** y **24/5**	 Panamá **28/11**	

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

C. Días de la semana

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

    - Hoy es sábado
8. Si pasado mañana es sábado, ¿qué día es hoy?
    - Hoy es domingo
    - Hoy es lunes
    - Hoy es miércoles
    - Hoy es jueves

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2.5: Introduction to ¿Cuál es la fecha hoy?



¿Cuál es la fecha? What is the date?*

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

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

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2.6: En contexto- La fecha / ¿Cuándo?



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

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

Preguntas para analizar la gramática:

Actividad 2.6.A

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Actividad 2.6.B

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Preguntas para analizar la gramática:

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

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2.7: Gramática- La fecha / ¿Cuándo?

Objetivos

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

La fecha

The verb *ser* is used to give dates:

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

Audio

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

Audio

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

Audio

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

Audio

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

Audio

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

Audio

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More about using dates in Spanish:

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

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

You may also spell out numbers when writing dates:

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

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

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

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

sentence:

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

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

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

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

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

Cuándo

The interrogative (question word) “cuándo” means “when.”

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

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

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

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2.8: Ejercicios- La fecha

Objetivos

- Tell the date
- Understand spoken dates

A. La fecha

Actividad \(\PageIndex{A}\)

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B. La fecha

Actividad \(\PageIndex{B}\)

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C. La fecha

Actividad \(\PageIndex{C}\)

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D. Escuchar: La fecha

Actividad \(\PageIndex{D}\)

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Text Only

Tell the date

1. 

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

2. 

   - Es el veintitrés de abril.
   - Es el trece de marzo.
   - Es el trece de abril.
   - Es el tres de abril.
3. 

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

4. 

   - Es el primero de agosto.
   - Es el uno de julio.
   - Es el primero de junio.
   - Es el primero de mayo.
5. 

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

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

7. 

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

8. 

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

9. 

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

10. 

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

11. 

Hoy es el ____ de noviembre.
    - veintisiete
    - veintiséis
    - diecisiete
    - dieciséis
12. 

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

13. 

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

14. 

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

15. 

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

16. 

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

Tell the date

1. 

Es el catorce de _____.

2. 

Hoy es el veintitrés _____ septiembre.

3. 

Es el _____ de agosto.

4. 

Hoy es _____ veintinueve de julio.

5. 

Es el dieciocho de _____.

6. 

Es el _____ de marzo.

7. 

Hoy es el veinticinco de _____.

8. 

Hoy es el cuatro de _____.

Understand spoken dates

1. Which date is the speaker talking about?









2. Which date is the speaker talking about?









3. Which date is the speaker talking about?









4. Which date is the speaker talking about?









5. Which date is the speaker talking about?









6. Which date is the speaker talking about?









7. Which date is the speaker talking about?









8. Which date is the speaker talking about?





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2.9: Introduction to ¿El lápiz es de ella?

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

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

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

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

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

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

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

Objetivos

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



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

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

Preguntas de análisis:

Actividad 2.10.A

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Preguntas de análisis:

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

Yo:	nosotros:
Tú:	vosotros: sois

él/ella/usted:	ellos/ellas/ustedes:

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

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

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2.11: Gramática- Los pronombres de sujeto

Objetivos

- Change personal nouns into subject pronouns



Pronombres de sujeto

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

In Spanish, the singular subjects are:

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

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

Plural subjects are:

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

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

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

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

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

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

More detailed explanation of the subject pronouns in Spanish

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

First Person

While the first person singular *yo* works very much like the "I" in English, the first personal plural "we" has two forms in Spanish based on the gender composition of the group. If the group and speaker are all females then the *nosotras* form is used, but if there is a single male in the group, then the *nosotros* form is required. While the Spanish Academy of Languages has suggested recently that this be changed to agree with the gender of the majority, adoption of this will likely take some time in mainstream culture.

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

Second Person

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

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

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

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

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

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

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

Third Person

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

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

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2.12: Gramática- El verbo ser / Ser + de

Objetivos

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

El verbo *ser*



aumento = increase; las aulas: classrooms

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

Examples of conjugating with singular subjects:

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

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- Tú **eres** (*You are*)

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- él **es**

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/ ella **es**

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/ usted **es**

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

Examples of conjugating with plural subjects:

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

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

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- ellos **son**

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/ ellas **son**

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/ ustedes **son**

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

ser (*to be*)	
singular	**plural**
yo soy Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	nosotros somos
tú eres	vosotros sois*
él es Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	ellos son Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
/ ella es Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	/ ellas son Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
/ usted es Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	/ ustedes son Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

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



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

Using *ser*

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

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

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  - **Es** mi cuaderno.

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

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

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- To ask and say your profession
  - A: ¿**Eres** profesor?

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

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- To describe something or someone.
  - El cuaderno **es** rojo.

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- La profesora **es** inteligente.

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

Possession with *ser*

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

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

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2.13: Ejercicios- Los pronombres de sujeto / El verbo ser

Objetivos

- Change personal nouns into subject pronouns
- Identify the correct conjugations of the verb ser (to be)
- Recognize possession indicated by ser + de

A. Los pronombres de sujeto

Actividad 2.13.A

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B. Los pronombres de sujeto

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C. Los pronombres de sujeto

Actividad 2.13.C

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D. El verbo ser

Actividad 2.13.D

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E. El verbo ser

Actividad 2.13.E

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F. El verbo ser

Actividad 2.13.F

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G. El verbo ser

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H. Ser + de

Actividad 2.13.H

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I. Ser + de

Actividad 2.13.I

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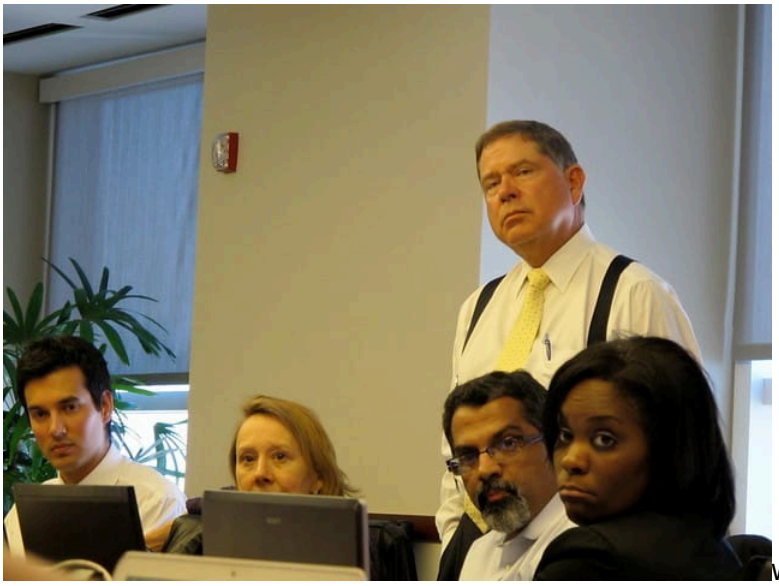
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Text Only

A. Los pronombres de sujeto

1. 

Which pronoun would you use to refer to the people depicted here?
   - ellas
   - nosotras
   - nosotros
   - ellos

2.  Which pronoun would you use to refer to the people depicted here?
   - ellos
   - ellas
   - yo
   - nosotras
3.  Which pronoun would you use to talk **to** the people depicted here?
   - usted
   - tú
   - ellas
   - ustedes

4.  Which pronoun would you use to refer to the person depicted here?
   - yo
   - él
   - ella
   - usted
5.  Which pronoun would you use to refer to the person depicted here?
   - ellos
   - ella
   - él
   - tú

6.  Which pronoun would you use to talk **to** the person depicted here?
    - usted
    - tú
    - ella
    - nosotros
7.  Which pronoun would you use to talk **to** the people depicted here?
    1. ellos
    2. usted
    3. vosotros
    4. tú

8.  This is a group selfie. Which pronoun would the people in this group use to refer to themselves?
    - ustedes
    - nosotros
    - vosotros
    - nosotras

B. Los pronombres de sujeto

1. _____ (she) se llama María y es mi amiga._____ (he) se llama Carlos y es mi amigo también.

    - ellos
    - él
    - ellas
    - ella

    - yo
    - usted
    - él
    - ella

2. _____ (you, informal singular) eres de Madrid, ¿no?No, _____ (I) soy de Alicante.

    - él
    - usted
    - tú
    - ella

    - nosotras
    - nosotros
    - yo
    - él

3. ¿De dónde son Marcos y Martín?_____ son de Madrid. (they)

    - ellos
    - ellas
    - nosotros
    - vosotros

4. Mis padres y yo nacimos en España. ____ (we) somos españoles.

- ustedes
- yo
- nosotros
- vosotras

5. ¿De dónde son ____? (you formal plural)____ (we) somos de Ciudad de Guatemala.

- ustedes
- vosotros
- nosotros
- ellas

- yo
- nosotros
- ustedes
- vosotras

C. Los pronombres de sujeto

1. ¿De dónde son _____? (you formal plural) _____ somos de Madrid. (we)
2. Nosotros somos profesores en la universidad, ¿y _____? (you formal singular) _____ soy de Madrid también y soy profesora de español en una escuela aquí. (I)
3. ¿Cómo se llama _____? (you formal singular) Me llamo Sara Espí, ¿y _____? (you formal plural)
4. _____ (we) somos Martín García y Marcos Vences Ferrero.
5. _____ (you informal plural, all female, in Spain)sois las amigas de Paula, ¿no? Sí, _____ (we, all female) somos amigas de Paula en la universidad, ¿y tú?
6. _____ (I) soy compañera de clase de Paula. Me llamo María. Nosotras somos Victoria y Elsa. ¿De dónde eres _____, María? (you)
7. Yo soy de un pueblo cerca de Madrid y ¿de dónde sois _____? (you, plural, all female, in Spain) _____ (we, all female) también somos de Madrid.

D. El verbo ser

Match the best logical ending to each sentence.

1. Yo ____ a. es un profesor de arte
2. Tú ____ b. eres de Argentina
3. Diego y yo ____ c. soy Guillermo
4. Los estudiantes ____ d. somos estudiantes
5. Marco ____ e. son inteligentes

E. El verbo ser

Circle the correct conjugation of verb 'ser' in each case.

1. Nosotros (**sois / son / somos**) de Cochabamba, Bolivia.
2. Los estudiantes (**son / es / soy**) amables y responsables.
3. ¿ (**soy / eres / es**) tú de Ecuador?
4. No, yo no (**soy / es / somos**) de Ecuador.
5. Carlos y Enrique (**somos / sois / son**) estudiantes de la Profesora Ramírez.
6. Vosotras (**son / somos / sois**) profesoras en la Universidad de Barcelona?
7. Ella (**es / eres / son**) la compañera de clase de Yuraima.
8. ¿Usted (**eres / son / es**) el presidente de la Universidad?

F. El verbo ser

1. Nosotras _____ buenas estudiantes.
   - eres
   - sois
   - somos
   - son
2. ¿_____ Julieta italiana?
   - eres
   - es
   - soy
   - son
3. No, ¡Miguel y yo no _____ tontos!
   - son
   - sois
   - soy
   - somos
4. Tú _____ buen jugador de fútbol.
   - es
   - eres
   - soy
   - sois
5. Laura, yo _____ tu nuevo compañero de clase.
   - eres
   - son
   - soy
   - es
6. Angélica y su hermano _____ actores famosos.
   - eres
   - son
   - somos
   - sois
7. ¡Buenos días! Yo _____ Marcos y este _____ mi amigo.
   - eres
   - es
   - son
   - soy
   - ----
   - somos
   - eres
   - sois
   - es
8. Él _____ Antonio. Sus padres _____ de Uruguay.
   - es
   - eres
   - sois
   - soy
   - ----
   - soy
   - somos
   - es
   - son
9. ¡Antonio! Su novio _____ muy guapo. Él _____ de Buenos Aires y se llama Luis.
   - soy
   - somos
   - son
   - es
   - ----

    - eres
    - es
    - son
    - sois
10. Ellos ____ novios desde hace 2 meses.
    - eres
    - son
    - somos
    - soy

G. El verbo ser

1. ¡Hola! Nosotras _____ Carolina y María.
2. Yo _____ de Colombia.
3. Farah _____ de Alemania.
4. Nosotras _____ amigas de la universidad.
5. Farah _____ una estudiante muy buena.
6. El papá de Farah _____ profesor en nuestra universidad.
7. Él _____ muy simpático.
8. Sus clases _____ muy interesantes pero también muy difíciles.

H. Ser + de

1. Los libros ____ los estudiantes.
    - son de
    - ser de
    - es de
    - son
2. La mesa ____ la chica.
    - es de
    - son de
    - ser de
    - es
3. El perro ____ los chicos.
    - es
    - es de
    - ser de
    - son
4. La casa ____ la familia Pérez.
    - ser de
    - es
    - son de
    - es de
5. Las mochilas ____ los estudiantes.
    - son de
    - ser de
    - es de
    - es
6. Los cuadernos ____ Juanita.
    - ser
    - es
    - son
    - son de

I. Ser + de

1. El libro _____ _____ la profesora.

2. La casa _____ _____ la chica.
3. Los perros _____ _____ Juan.
4. Las mochilas _____ _____ los chicos.
5. La mesa _____ _____ la estudiante.
6. Los lápices _____ _____ María y Juanita.
7. La gata _____ _____ Carlos.

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2.14: Introduction to ¿El estudiante es inteligente?

Adjectives

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

- the ball
- the **red** ball

or a description:

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

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

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

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

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

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2.15: Vocabulario- Colores, algunos adjetivos

Objetivos

- Identify the color of things

Vocabulario: descripciones



Biomuseo, Panamá

Los colores

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rojo

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anaranjado

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rosado

Audio

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blanco

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negro

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marrón

Audio

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gris

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azul oscuro

Audio

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azul claro

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 claro (*clear or light*)

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 oscuro (*dark*)

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colorido (*colorful*)

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descolorido (*colorless*)

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opaco (*dull, opaque*)

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Algunos adjetivos:

interesante (*interesting*)

inteligente

importante

grande (*big*)

amable (*nice*)

feliz (*happy*)

alegre (*joyful*)

fácil (*easy*)

difícil (*difficult*)

paciente/ impaciente

idealista/realista

optimista/pesimista

sociable

egoísta (*selfish*)

Text Only

Los colores

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

Algunos adjetivos:

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

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2.16: En contexto - Concordancia de adjetivos

Objetivos

- Recognize the correct position, gender and number of adjectives



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

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

Preguntas de análisis:

Actividad 2.16.A

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

Preguntas de análisis:

1. Underline all of the adjectives in the text.

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

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

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2.17: Gramática- Concordancia de adjetivos

Objetivos

- Recognize the correct position, gender and number of adjectives

Concordancia de adjetivos (*Adjective agreement*)

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

- el hombre (the man)

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- los hombres (the men)

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- la niña (the girl)

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- unas niñas (some girls)

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

Four-form adjectives

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

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

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

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

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

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

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

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

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

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Two-form adjectives

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

- el documento importante (the important document)

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- la clase importante (the important class)

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- los documentos importantes (the important documents)

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- las clases importantes (the important classes)

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

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

Pluralization of adjectives

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



- el marcador verde (the green marker)

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- los marcadores verdes (the green markers)

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- la bandera blanca (the white flag)

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

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- las luces débiles (the weak lights)

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Position of adjectives

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

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

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

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

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, *alguno* (some)

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, *ningun* (any)

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, *cada* (every)

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

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

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

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

- Alto (top or high / tall)

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

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

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.

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

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

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

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

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.

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

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

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

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2.18: Ejercicios- Concordancia de adjetivos

Objetivos

- Identify the color of things
- Recognize the correct position, gender and number of adjectives
- Identify things based on spoken descriptions

A. Ubicación

Actividad 2.18.A

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B. Los adjetivos

Actividad 2.18.B

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C. Los adjetivos

Actividad 2.18.C

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D. Los colores

Actividad 2.18.D

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E. Escuchar: Los adjetivos

Actividad 2.18.E

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A. Ubicación

Place the adjective in brackets in the correct place in the sentence; only use one of the blank spaces per sentence and cross out the unused ones.

1. [roja] El _____ libro _____ tiene una portada (*cover*) _____.
2. [disciplinados] Los _____ estudiantes _____ pasan horas _____ en la biblioteca _____.
3. [cinco] _____ estudiantes _____ visitan la _____ universidad _____ este semestre.
4. [alto] El _____ chico _____ es _____ jugador _____ de básquetbol.
5. [singulares] Las _____ palabras _____ normalmente no terminan en _____ 's' _____.
6. [rojo] El _____ bolígrafo _____ es de la _____ profesora _____.
7. [rayado (*lined*)] Usamos el _____ papel _____ para tomar _____ apuntes (*notes*) _____.
8. [gruesas (*thick*)] Usamos las _____ hojas de papel _____ para dibujar (*to draw*) en la clase _____ de arte _____.
9. [multicolores] Las _____ mochilas _____ de los _____ estudiantes _____ son _____.

B. Los adjetivos

1. Tenemos clase en el edificio más ____ del campus.
   - pequeña
   - grandes
   - gran
   - grande
2. Tengo un cuaderno ____ para mi clase de español.
   - roja

- rojas
- rojo
- rojos

3. Cantamos una canción ____ en el auditorio del Centro Internacional.
   - peruana
   - peruanos
   - peruano
   - peruanas
4. Tengo que memorizar un poema ____ en español.
   - corto
   - corta
   - cortos
   - cortas
5. Hay una competencia de los equipos ____ de fútbol en el estadio este fin de semana.
   - intramurales
   - intramural
6. Compro unos libros muy ____ en la librería.
   - caro
   - cara
   - caros
   - caras
7. Los estudiantes pasan muchas horas ____ en la biblioteca.
   - largos
   - larga
   - largas
   - largo
8. Necesito una pluma ____ para tomar el examen.
   - negra
   - negros
   - negro
   - negras
9. Dibujo con un lápiz ____ en mi clase de arte.
   1. blando
   2. blanda
   3. blandos
   4. blandas
10. ¡Esta es una clase muy ____!
    1. interesante
    2. interesantes

C. Los adjetivos

1.  La alubia = bean
    - Hay 12 alubias anaranjadas en la cesta.
    - Hay 12 alubias rojas en la cesta.
    - Hay 12 alubias amarillas en la cesta.
    - Hay 12 alubias verdes en la cesta.
2.  El pimiento = bell pepper
    - Hay 3 pimientos verdes en la cesta.
    - Hay 3 pimientos amarillos en la cesta.
    - Hay 3 pimientos verde en la cesta.
    - Hay 3 pimientos amarillas en la cesta.

3.  El ajo = garlic
    - Los ajos son marrones.
    - Los ajos son verdes.
    - Los ajos son anaranjados.
    - Los ajos son blancos.
4.  Tomate = tomato
    - Los 2 tomates pequeños son rojos.
    - Los 2 tomates pequeñas son rojas.
    - Los 2 tomates pequeños son anaranjado.
    - Los 2 tomates pequeños son anaranjados.

5.  Uva = grape
    - Hay uvas verde y rojo.
    - Hay uvas verdes y rojos.
    - Hay uvas verde y morado.
    - Hay uvas verdes y moradas.
6.  Sandía = watermelon
    - La sandía es roja.
    - La sandía es verdes.
    - La sandía es verde.
    - La sandía es morada.

7.  Fresa = strawberry
    - Hay 5 fresas rojas.
    - Hay 5 fresas verdes.
    - Hay 5 fresas moradas.
    - Hay 5 fresas azules.
8.  Arándanos = blueberries
    - Los arándanos son azules.
    - Los arándanos son azul.
    - Los arándanos son marrones.
    - Los arándanos son blancos.

9.  Respaldo de una silla = backrest of a chair
    - El respaldo de la silla es triangular.
    - El respaldo de la silla es ovalado.
    - El respaldo de la silla es esférico.
    - El respaldo de la silla es cuadrado.
10. 
    - No hay ningunos papeles en la mesa.
    - Hay cada papeles en la mesa.
    - Hay muchos papeles en la mesa.
    - Hay muy papeles en la mesa.

D. Los colores

1. ¿De qué color es un plátano? (plátano = *banana*) Una plátano es _____.
2. ¿De qué color es una naranja (*an orange*)?Una naranja es _____.
3. ¿De qué color es el cielo (*sky*)?El cielo es _____.
4. ¿De qué color es el césped (*grass*)?El césped es _____.
5. ¿De qué color es el elefante?El elefante es _____.
6. ¿De qué color es el cuervo (*crow*)?El cuervo es _____.
7. ¿De qué color es el oso polar? (*polar bear*)El oso polar es _____.
8. ¿De qué color es el oso grizzly? (*grizzly bear*)El oso grizzly es _____.

E. Los adjetivos

1. ¿Dónde está la amiga de la persona que habla? Está ____ .

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   - lejos de su casa
   - a la izquierda del baño
   - a la derecha del baño
   - enfrente de la cocina

2. ¿Dónde está la persona que habla? Está ____ .

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   - cerca de la cocina
   - lejos de la casa
   - al lado de la habitación de sus padres
   - lejos de la habitación de sus padres

3. ¿Dónde está la amiga? Está ____ .

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   - en la mesa
   - al lado del dormitorio de su hermana
   - a la izquierda del comedor
   - lejos de la oficina

4. ¿Dónde está el amigo? Está ____ .

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- al lado de la entrada
- en la mesa
- lejos de la entrada
- a la izquierda del comedor

5. ¿Dónde está su perro? Está ____ .

Audio

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- a la izquierda del escritorio
- en la mesa
- lejos de la cocina
- a la derecha del escritorio

6. ¿Dónde está su padre?

Audio

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- cerca de los dormitorios
- en la mesa
- lejos de la oficina
- a la izquierda del baño

Contribute!

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

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

As Janet Swaffar and Katherine Arens point out:

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

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2.20: Cultura- Los hispanos en los Estados Unidos

Objetivos

In this section, you will...

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

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

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



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

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



Julia Álvarez

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

Luchita Hurtado

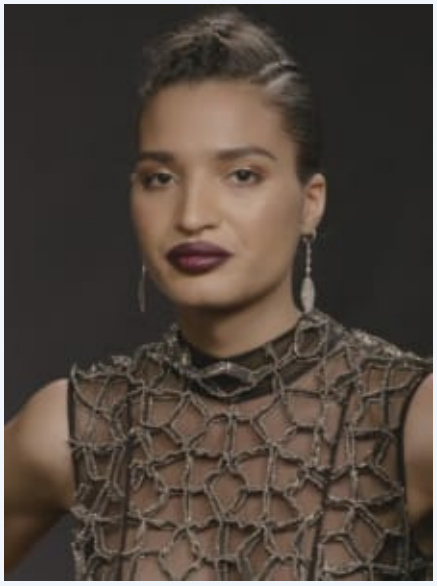
Luchita Hurtado (Caracas, Venezuela, 28 de octubre de 1920) es una pintora venezolana, cuyo estilo artístico ha estado inmerso entre el surrealismo, y la abstracción informalista. (More about Luchita Hurtado on Wikipedia) Click here to read an article about Hurtado in the L.A. Times



Gwen Ifill

Gwendolyn L. Ifill (/ˈaɪfəl/ EYE-fəl; September 29, 1955 – November 14, 2016) was an American journalist, television newscaster, and author. In 1999, she became the first woman of African descent to host a nationally televised U.S. public affairs program with Washington Week in Review.
Ifill was born in the Queens neighborhood of Jamaica in New York City, the fifth of six children of African Methodist Episcopal (AME) minister (Oliver) Urcille Ifill, Sr., a Panamanian of Barbadian descent who emigrated from Panama, and Eleanor Ifill, who was from Barbados. (More about Gwen Ifill on Wikipedia)

	**Lin-Manuel Miranda** Lin-Manuel Miranda (Nueva York, 16 de enero de 1980) es un compositor, letrista, actor, cantante, dramaturgo y productor estadounidense, creador y protagonista de los musicales de Broadway In the Heights y Hamilton. Lin-Manuel Miranda nació en el barrio neoyorquino de Washington Heights en Manhattan y creció en Inwood. Es de origen puertorriqueño. (Wikipedia)
	**Mario J. Molina** José Mario Molina Pasquel y Henríquez (Ciudad de México , 19 de marzo de 1943)1 es un ingeniero químico mexicano. Mario Molina recibió junto con Sherwood Rowland el Premio Nobel de Química por ser los pioneros en establecer la relación entre el agujero de ozono y los compuestos de cloro y bromuro en la estratosfera. (More about Mario J. Molina on Wikipedia)



Indya Moore

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



Ellen Ochoa

Ellen Ochoa (Los Ángeles, California; 10 de mayo de 1958) es una física, científica y una astronauta de la NASA. Sus abuelos paternos eran mexicanos. Fue la primera mujer de origen hispano en haber viajado al espacio.

	**David Ortiz** David Ortiz (Santo Domingo, República Dominicana; 18 de noviembre de 1975), es un exjugador profesional de béisbol dominicano. Jugaba como bateador designado y primera base y desarrolló su carrera en los Minnesota Twins y en los Boston Red Sox de las Grandes Ligas de Béisbol (MLB). (More about David Ortiz on Wikipedia)
	**Sonia Sotomayor** Sonia Sotomayor (Nueva York, Estados Unidos, 25 de junio de 1954) es una Juez Asociada en la Corte Suprema de los Estados Unidos. Sotomayor es hija de padres puertorriqueños.

* Note: ¿Quiénes somos los latinos o hispanos?

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

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

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

Hispanics and Identity

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

Source: Pew Research Center: Hispanic Identity.

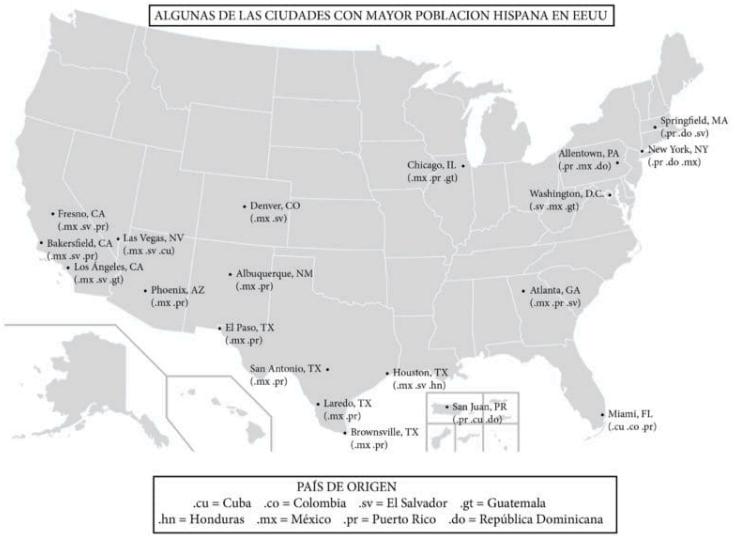
Actividades

Paso 1: Interactive activity

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

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

Paso 2: Analysis and comparative activities



Algunas de las Ciudades con Mayor Población Hispana en EEUU

Bakersfield, CA: .mx, .sv, .pr
Fresno, CA: .mx, .sv, .pr
Los Angeles, CA: .mx, .sv, .gt
Los Vegas, NV: .mx, .sv, .cu
Phoenix, AZ: .mx, .pr
El Paso, TX: .mx, .pr
Albuquerque, NM: .mx, .pr
Denver, CO: .mx, .sv
San Antonio, TX: .mx, .pr

Laredo, TX: .mx, .pr
Houston, TX: .mx, .sv, .hn
Brownsville, TX: .mx, .pr
Chicago, IL: .mx, .pr, .gt
Atlanta, GA: .mx, .pr, .sv
Washington, DC: .sv, .mx, .gt
Miami, FL: .cu, .co, .pr
Allentown, PA: .pr, .mx, .do
New York, NY: .pr, .do, .mx
Springfield, MA: .pr, .do, .sv

A. Letras del alfabeto

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

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

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

B. Números

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

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

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

Lista de códigos de área de teléfono:

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

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

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

- Los Angeles, CA: 747, 818, 310, 424, 213, 323

- Miami, FL: 305, 786
- New York, NY: 917, 347, 718, 929, 212, 332, 646
- Phoenix, AZ: 602, 623, 480
- San Antonio, TX: 210, 726

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

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2.21: Putting It Together- ¿Eres estudiante?

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

Días y Meses

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

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1. lunes

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2. martes

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3. miércoles

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4. jueves

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5. viernes

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6. sábado

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7. domingo

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Meses del año (*Months of the year*)

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1. enero

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2. febrero

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3. marzo

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4. abril

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5. mayo

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6. junio

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7. julio

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8. agosto

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9. septiembre

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10. octubre

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11. noviembre

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12. diciembre

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Palabras útiles

hoy (*today*)

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

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

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ayer (*yesterday*)

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anteayer (*the day before yesterday*)

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mañana (*tomorrow*)

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pasado mañana (*the day after tomorrow*)

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en tres días (*in three days*)

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que viene (*next, coming*)

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el lunes que viene (*next Monday*)

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siempre (*always*)

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

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La fecha

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

Singular subject pronouns:

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

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

Plural subjects:

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

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

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

Audio

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

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

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

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él es

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ellos son

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/ ella es

Audio

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View this Audio online

/ ellas son

Audio

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View this Audio online

/ usted es

Audio

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View this Audio online

/ ustedes son

Audio

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Los colores

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

Algunos adjetivos:

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

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2.22: Assignment- Escribir

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

Paso 1: Re-read the letter from Manuel. (From the "En contexto" pages in this chapter, reprinted below).

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

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

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

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

¡A editar!

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

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2.23: Discussion- Fechas

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

Task: This activity has four parts.

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

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

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

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

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

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

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

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

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

Ejemplo:

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

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

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

Script

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

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

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

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2.24: Discussion- Una entrevista sobre colores

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

Task: This activity has three parts:

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

Part 1. Read and respond to the following questions in Spanish. Use complete sentences, and be sure to change possessive adjectives as necessary! Post your response to the discussion board.

1. ¿De qué color (o colores) es tu animal favorito?
2. ¿De qué color son tus ojos (eyes)?
3. ¿De qué color es tu bolígrafo preferido?
4. ¿De qué color es tu cuaderno favorito?
5. ¿De qué color es tu silla favorita?

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

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

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

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

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

Ejemplo:

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

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

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

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2.25: Assignment- Collaborative Peer Activity- El zodiaco chino

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

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

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

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

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

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

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

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3: ¿QUÉ CLASES TOMAS?

3.1: Why It Matters- ¿Qué clases tomas?

3.2: Introduction to ¿Estudias en la biblioteca?

3.3: Vocabulario- Verbos en -ar

3.4: Vocabulario- Números 30-100

3.5: Ejercicios-Números 30-100

3.6: Introduction to ¿Qué idiomas hablas tú?

3.7: En contexto- Conjugación de verbos en -ar

3.8: Gramática- Conjugación de verbos en -ar

3.9: Ejercicios- Conjugación de verbos en -ar

3.10: Introduction to ¿Caminas a la universidad?

3.11: En contexto- Verbos regulares con –ar

3.12: Gramática- Verbos regulares con –ar

3.13: Ejercicios- Verbos regulares con –ar

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

3.15: En contexto- La hora

3.16: Gramática- ¿Qué hora es?

3.17: Ejercicios- ¿Qué hora es?

3.18: Putting It Together- ¿Qué clases tomas?

3.19: Discussion- Entrevista- ¿A qué hora?

3.20: Assignment- Collaborative Peer Activity- En un restaurante

3.21: Discussion- Guardias de seguridad

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3.1: Why It Matters- ¿Qué clases tomas?

-AR verbs

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

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

YouTube Video

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

YouTube Video

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

YouTube Video

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

YouTube Video

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La hora

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

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

YouTube Video

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Shakira – **Antes De Las Seis**

YouTube Video

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

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3.2: Introduction to ¿Estudias en la biblioteca?

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

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

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3.3: Vocabulario- Verbos en -ar

Objetivos

- Identify the meanings of common -ar verbs

verbos regulares con –AR:



ayudar

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bailar

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buscar (*to look for*)

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caminar

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cantar

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cocinar

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comprar

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descansar (*to rest*)

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desear (*to wish*)

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enseñar

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escuchar

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esquiar

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estudiar

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ganar

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hablar

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llamar

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llegar

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mandar

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mirar

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nadar

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necesitar (*to need*)

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practicar

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preguntar

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regresar

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tomar

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to access it online.

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trabajar

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usar (*to use*)

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viajar

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Answer available at the end of this section.

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Answers

verbos regulares con –AR:

ayudar (*to help*)
bailar (*to dance*)
buscar (*to look for*)

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

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3.4: Vocabulario- Números 30-100

Objetivos

- Form numbers up to 100

Los Números de 30-100







16 dieciséis

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17 diecisiete

Audio

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View this Audio online

18 dieciocho

Audio

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19 diecinueve

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View this Audio online

20 veinte

Audio

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21 veintiuno

Audio

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22 veintidós

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23 veintitrés

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24 veinticuatro

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View this Audio online

25 veinticinco

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26 veintiséis

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30 treinta

Audio

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31 treinta y uno

Audio

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32 treinta y dos

Audio

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33 treinta y tres

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34 treinta y cuatro

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35 treinta y cinco

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36 treinta y seis

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37 treinta y siete

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38 treinta y ocho

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39 treinta y nueve

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40 cuarenta

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43 cuarenta y tres

Audio

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49 cuarenta y nueve

Audio

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50 cincuenta

Audio

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51 cincuenta y uno

Audio

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55 cincuenta y cinco

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60 sesenta

Audio

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62 sesenta y dos

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66 sesenta y seis

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70 setenta

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73 setenta y tres

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77 setenta y siete

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80 ochenta

Audio

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84 ochenta y cuatro

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88 ochenta y ocho

Audio

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90 noventa

Audio

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99 noventa y nueve

Audio

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100 cien

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

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  - 54 = 50 + 4: cincuenta y cuatro

    Audio

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    View this Audio online
  - 72 = 70 + 2: setenta y dos

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- 87 = 80 + 7: ochenta y siete

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3.5: Ejercicios-Números 30-100

Objetivos

- Form numbers up to 100

Actividad 3.5.A

A. Los números

Actividad 3.5.B

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B. Los números

Actividad 3.5.C

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A. Los números

1. Which is the correct written form of the number 27?
   - diecisiete
   - veintisiete
   - veintiséis
   - setenta y siete
2. Which is the correct written form of the number 16?
   - diecisiete
   - diecinueve
   - dieciocho
   - dieciséis
3. Which is the correct written form of the number 95?

- noventa y cinco
- treinta y cuatro
- cincuenta y nueve
- sesenta y cinco

4. Which is the correct written form of the number 43?
   - treinta y cuatro
   - treinta y tres
   - cuarenta y tres
   - veintitrés
5. Which is the correct written form of the number 90?
   - sesenta
   - ochenta
   - noventa
   - setenta
6. Which is the correct written form of the number 30?
   - tres
   - veintitrés
   - trece
   - treinta
7. Which is the correct written form of the number 53?
   - cuarenta y tres
   - treinta y cinco
   - cincuenta y tres
   - sesenta y tres
8. Which is the correct written form of the number 66?
   - cincuenta y seis
   - setenta y siete
   - setenta y seis
   - sesenta y seis
9. Which is the correct written form of the number 76?
   - sesenta y siete
   - sesenta y seis
   - setenta y seis
   - setenta y siete

B. Los números

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

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3.6: Introduction to ¿Qué idiomas hablas tú?

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

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

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

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

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

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3.7: En contexto- Conjugación de verbos en -ar

en contexto

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

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


Preguntas de análisis:

Actividad 3.7.A

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Preguntas de análisis:

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

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

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

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

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3.8: Gramática- Conjugación de verbos en -ar

Objetivos

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

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

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

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

Hablar:

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(yo) habl**o**

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(nosotros) habl**amos**

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(tú) habl**as**

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(vosotros) habl**áis***

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(él / ella / usted) habl**a**	(ellos / ellas / ustedes) habl**an**
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* Note: This second-person plural form (vosotros) is only used in the variety of Spanish used in Spain. In other Spanish dialects the third person plural form (ustedes) is used in both formal and informal plural direct-address situations.

Ejemplos

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:

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

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- Yo **hablo** español y francés. (*I speak Spanish and French.*)

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- ¿Qué idiomas **hablan** tus amigos? (*What languages do your friends speak?*)

Audio

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

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3.9: Ejercicios- Conjugación de verbos en -ar

Objetivos

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

A. Conjugacion (verbos -ar)

Actividad 3.9.A

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A. Conjugacion (verbos -ar)

1. – ¿Marco ____ por teléfono?

   – Sí, él ____ por teléfono.

   - habla
   - hablan
   - hablamos
   - hablas
2. – ¿Las profesoras ____ con los estudiantes?

   – Sí, ellas ____ con los estudiantes.

   - habla
   - hablan
   - hablamos
   - habláis
3. – ¿De qué hablas, Lucy?

   – Yo ____ de los verbos regulares en español.

   - hablo
   - hablan
   - habláis
   - hablamos
4. – ¿Hablan ustedes con amigos?

   – Sí, nosotros ____ con amigos cada día.

   - habláis

   - hablamos
   - hablo
   - hablan
5. – ¿Tú ____ mucho?

   – Yo no, pero mi hermano sí.

   - hablas
   - hablan
   - hablo
   - habla
6. – Ellas ____ de la práctica de soccer.

   – Sí, y ellas ____ también de la práctica de lacrosse.

   - habláis
   - habla
   - hablan
   - hablamos
7. – ¿Raúl, hablas del almuerzo?

   – Sí, yo ____ del almuerzo.

   - hablamos
   - hablo
   - hablas
   - habláis
8. – ¿Tú ____ español?

   – ¡Sí, yo hablo español!

   - habla
   - hablas
   - hablamos
   - hablan

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3.10: Introduction to ¿Caminas a la universidad?



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

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3.11: En contexto- Verbos regulares con –ar

Objetivos

- Identify the correct conjugations of verbs ending in -ar

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

▫Hola!

daniel.fernandez@dqx.pe

▫Hola!

Daniel,

▫Hola! ¿Qué tal? Esta universidad y mis clases son muy buenas. El único problema es que es difícil estudiar en la residencia estudiantil, por eso normalmente voy a la biblioteca.

Hoy trabajo mucho, no hay tiempo para descansar. ? Necesito comprar un libro de $75 de la librería y mi novia paga $100 por un libro. Después, mis amigos y yo necesitamos una mesa para estudiar en la biblioteca; siempre estudio por la tarde. Luego practico fútbol con mis amigos en el gimnasio. Finalmente, descanso por la noche. Escucho música mientras (while) tomo té.

¿Qué tal tu horario? ¿Practicas fútbol mucho? o ¿Bailas cada noche con tu novia? ? Yo llamo a mamá por la noche.

▫Necesito irme! ¿Vas a escribirme pronto?

▫Vamos a hablar pronto!

Juan



Preguntas de análisis:

Actividad 3.11.A

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Text only version of the questions

Preguntas de análisis:

1. Underline all of the “-ar” verbs in the text.

2. Fill out a conjugation chart of the verbs you underlined.

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3.12: Gramática- Verbos regulares con –ar

Objetivos

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

Here's that list of verbs again:

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

Infinitives

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

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

Conjugation

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

Regular -ar Verbs

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

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

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

Basic sentence structure: statements

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

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

Basic sentence structure: yes-no questions

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

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

Basic sentence structure: negation

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

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

Modal verbs

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

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

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3.13: Ejercicios- Verbos regulares con –ar

Objetivos

- Identify the correct conjugations of verbs ending in -ar
- Answer questions using -ar verbs
- Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)

A. Verbos regulares con –ar

Actividad 3.13.A

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B. Verbos regulares con –ar

Actividad 3.13.B

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C. Verbos regulares con –ar

Actividad 3.13.C

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D. Verbos regulares con –ar

Actividad 3.13.D

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E. Escuchar: Verbos regulares con –ar

Actividad 3.13.E

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A. Verbos regulares con –ar

Write the conjugated verbs into the correct space

ayuda – llega – cantamos – miro – trabajamos – caminan – llama – escuchas – toman

1. Los fines de semana yo _____ una película con mi novio.
2. Sara _____ a su familia por teléfono todos los domingos.
3. ¿Tú _____ música cuando estudias?
4. Mi hermano y yo _____ en un supermercado.
5. Cristóbal siempre _____ a su abuela en el jardín.
6. Ustedes _____ en el parque todas las mañanas.
7. Nosotras _____ en la banda de la universidad, ¿verdad?
8. Los estudiantes _____ muchas clases este semestre.
9. Usted _____ a casa a las cinco todos los días.

B. Verbos regulares con –ar

1. Nosotros ____ Filosofía
   - estudio
   - estudia
   - estudiáis

- estudiamos

2. El profesor ____ a sus estudiantes.
   - ayudo
   - ayudan
   - ayuda
   - ayudas
3. Daniel y José ____ a la universidad.
   - caminamos
   - caminan
   - caminar
   - camino
4. Rosa ____ un cuaderno y un lápiz para tomar apuntes.
   - usan
   - usa
   - usamos
   - usáis
5. El avión ____ temprano al aeropuerto.
   - llegan
   - llegar
   - llegáis
   - llega
6. Los amigos ____ su canción favorita
   - Cantas
   - canta
   - canto
   - cantan

C. Verbos regulares con –ar

1. Hoy el chico _____ (caminar) a la escuela.
2. Mis amigos y yo _____ (practicar) para el partido del sábado.
3. ¿Tú _____ (usar) esta calculadora?
4. Mis amigos _____ (estudiar) para el examen, pero mi hermano y yo _____ (esquiar) por las montañas.
5. En la clase de coro, los estudiantes _____ (cantar).
6. El niño _____ (escuchar) a su mamá.
7. Tú _____ (llamar) al médico.
8. _____ (estudiar) para la clase de Inglés.

D. Verbos regulares con –ar

1. ¿Ayudas a tu mamá en la casa?
   - Sí, ayudo a mi mamá.
   - Sí, ayudan a tu mamá.
   - Sí, ayudamos a tu mamá.
   - Sí, ayudas a tu mamá.
2. ¿Bailan ustedes todos los sábados?
   - Sí, bailas todos los sábados.
   - Sí bailan todos los sábados.
   - Sí, bailo todos los sábados.
   - Sí, bailamos todos los sábados.
3. ¿Buscas un libro en la biblioteca?
   - Sí, busco un libro en la biblioteca.
   - Sí, buscamos un libro en la biblioteca.
   - Sí, buscan un libro en la biblioteca.
   - Sí, buscas un libro en la biblioteca.
4. ¿Caminan ustedes a la escuela?
   - Sí, caminan a la escuela.

- Sí, caminamos a la escuela.
- Sí, camino a la escuela.
- Sí, caminas a la escuela.

5. ¿Canta María en inglés?
   - No, no canto en inglés.
   - No, María no canta en inglés.
   - No, María hace no canta en inglés.
   - No, María canta en inglés.
6. ¿Cocina Luis en casa?
   - No, Luis cocina en casa.
   - No, yo no cocino en casa.
   - No, Luis hace no cocina en casa.
   - No, Luis no cocina en casa.
7. ¿Compran los niños helado de la camioneta (ice cream from the truck)?
   - No, no compran helado de la camioneta.
   - No, no compro helado de la camioneta.
   - No, hace no compran helado de la camioneta.
   - No, los niños compran helado de la camioneta.
8. ¿Descansan las abuelas (grandmothers) en el banco (on the bench)?
   - No, las abuelas no descansan en el banco.
   - No, las abuelas descansan en el banco.
   - No, las abuelas hace no descansan en el banco.
   - No, tú no descansas en el banco.

E. Verbos regulares con –ar

1. ¿Dónde está la amiga de la persona que habla? Está _____ .

Audio

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- lejos de su casa
- a la izquierda del baño
- a la derecha del baño
- enfrente de la cocina

2. ¿Dónde está la persona que habla? Está _____ .

Audio

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- cerca de la cocina
- lejos de la casa
- al lado de la habitación de sus padres

- lejos de la habitación de sus padres

3. ¿Dónde está la amiga? Está ____ .

Audio

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- en la mesa
- al lado del dormitorio de su hermana
- a la izquierda del comedor
- lejos de la oficina

4. ¿Dónde está el amigo? Está ____ .

Audio

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- al lado de la entrada
- en la mesa
- lejos de la entrada
- a la izquierda del comedor

5. ¿Dónde está su perro? Está ____ .

Audio

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- a la izquierda del escritorio
- en la mesa
- lejos de la cocina
- a la derecha del escritorio

6. ¿Dónde está su padre?

Audio

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- cerca de los dormitorios
- en la mesa
- lejos de la oficina
- a la izquierda del baño

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



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

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

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

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

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3.15: En contexto- La hora

Objetivos

- Recognize times of day



¿Qué hora es?

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

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

Preguntas de comprensión:

Actividad 3.15.1

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Preguntas de comprensión:

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

Preguntas de análisis:

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

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3.16: Gramática- ¿Qué hora es?

Objetivos

- Tell the time

La hora



Time is constructed using the following structure:

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

2:10 a.m. →

Audio

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

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

¿Qué hora es?

5:00 →

Audio

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

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

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

Audio

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

Audio

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

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

Audio

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

Audio

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

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

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

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Es la una. (or

Audio

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Es la una en punto.).

La hora de eventos

The question

Audio

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

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



¿Qué hora es 19:00h?

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

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

Practicar

Type the time shown on the clock (or the digital readout) at the link below. Then press “submit.” You can do this as many times as you want to practice telling time.
Modelo:
4:15
Son las cuatro y cuarto.
12:50
Es la una menos diez.
Son diez para la una.

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

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3.17: Ejercicios- ¿Qué hora es?

Objetivos

- Tell the time
- Recognize and understand spoken time

A. ¿Que hora es?

Actividad 3.17.A

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B. ¿Que hora es?

Actividad 3.17.B

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C. ¿Que hora es?

Actividad 3.17.C

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D. ¿Escuchar: La hora

Actividad 3.17.D

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A. Que hora es?

1. ¿Qué hora es? 12:50
   - Son las una menos diez de la tarde.
   - Son las diez y cincuenta de la tarde.
   - Es la una y diez minutos de la tarde.
   - Es la una menos diez de la tarde.
2. ¿Qué hora es? 9:05
   - Son las diez y cinco.
   - Son las nueve y cinco.
   - Son las diez menos cinco.
   - Es la nueve y cinco.
3. ¿Qué hora es? 0:42
   - Son las doce menos dieciocho.
   - Es la una menos dieciocho.
   - Son las doce.
   - Es la una y cuarenta y dos.
4. ¿Qué hora es? 13:00
   - Es el mediodía.
   - Es la una en punto de la tarde.
   - Es a la una.
   - Son las una en punto.
5. ¿Qué hora es? 21:30
   - Son las nueve y media de la noche.
   - Son las nueve y cuarto.
   - Son las diez menos treinta.
   - Es la nueve y media.
6. ¿Qué hora es? 5:45
   - Son las seis y cuarto.
   - Son las cinco menos cuarto.
   - Son las cinco y cuarto.
   - Son las seis menos cuarto.
7. ¿Qué hora es? 12:00
   - Es el mediodía.
   - Son las mediodía.
   - Es la mediodía.
   - Son los mediodía.
8. ¿Qué hora es? 0:00
   - Es el medianoche.
   - Es la medianoche.
   - Es el mediodía.

- Es la mediodía.

B. Que hora es?

1. Yo voy al parque a _____ siete y media.
   - los
   - las
   - la
   - el
2. ¿_____ qué hora termina la clase?
   - con
   - a
   - en
   - por
3. ¿Quieres ir al banco conmigo a la _____ de la tarde?
   - medianoche
   - uno
   - una
   - un
4. Él tiene una cita a las tres en _____.
   - media
   - menos
   - punto
   - puente
5. Almorzamos al _____.
   - media
   - mediodía
   - medianoche
   - tarde
6. Son las _____ menos diez. 10:50
   - diez
   - once
   - doce
   - una
7. Son _____ once en punto. 11:00
   - los
   - la
   - el
   - las
8. Son las tres y _____. 3:15
   - media
   - cuatro
   - cuarto
   - menos

C. Que hora es?

1. Son las siete y _____. 7:15
2. Son las cinco y _____. 5:04
3. Son las dos _____ diez. 13:50
4. Son las dos y _____. 2:30
5. Son las tres _____ punto. 15:00
6. Es la _____ menos doce. 12:48
7. Son las _____ menos veintinueve. 23:31
8. Son _____ ocho y media. 8:30

D. Escuchar: La hora

1. What time is the speaker talking about?

Audio

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   - 13:04
   - 14:15
   - 12:45
   - 13:15
2. What time is the speaker talking about?

Audio

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   - 10:45
   - 15:30
   - 15:00
   - 9:00
3. What time is the speaker talking about?

Audio

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   - 12:00
   - 6:30
   - 18:30
   - 7:30
4. What time is the speaker talking about?

Audio

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- 10:00
- 4:15
- 8:00
- 16:00

5. What time is the speaker talking about?

Audio

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- 12:15
- 23:00
- 11:00
- 1:00

6. What time is the speaker talking about?

Audio

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- 22:00
- 8:00
- 8:45
- 21:00

7. What time is the speaker talking about?

Audio

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- 18:00
- 9:00
- 7:00
- 6:00

8. What time is the speaker talking about?

Audio

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- 9:30
- 9:00
- 7:00
- 10:00

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3.18: Putting It Together- ¿Qué clases tomas?

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

Numbers up to 100

16 dieciséis
17 diecisiete
18 dieciocho
19 diecinueve
20 veinte
21 veintiuno
22 veintidós
23 veintitrés
24 veinticuatro
25 veinticinco
26 veintiséis
30 treinta
31 treinta y uno
32 treinta y dos
33 treinta y tres
34 treinta y cuatro
35 treinta y cinco
36 treinta y seis
37 treinta y siete
38 treinta y ocho
39 treinta y nueve
40 cuarenta
43 cuarenta y tres
49 cuarenta y nueve
50 cincuenta
51 cincuenta y uno
55 cincuenta y cinco
60 sesenta
62 sesenta y dos
66 sesenta y seis
70 setenta
73 setenta y tres
77 setenta y siete
80 ochenta
84 ochenta y cuatro
88 ochenta y ocho
90 noventa
99 noventa y nueve
100 cien

Verbs ending in -ar

- ayudar (*to help*)
- bailar (*to dance*)
- buscar (*to look for*)
- caminar (*to walk*)
- cantar (*to sing*)

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

Conjugation

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

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

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

Hablar

Audio

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:

(yo) habl**o** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(nosotros) habl**amos** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
(tú) habl**as** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(vosotros) habl**áis*** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
(él / ella / usted) habl**a** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	(ellos / ellas / ustedes) habl**an** Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online

Basic sentence structure: statements

The basic structure of simple sentences in Spanish is the same as in English: subject – verb – object.

Basic sentence structure: yes-no questions

Either they have the same word order as a simple sentence and are spoken with a rising intonation instead of falling, or the verb and subject are reversed (verb – subject – object).

Note that Spanish does NOT use an auxiliary or helping verb like English (*do/does*).

- ¿Estudiamos el español? (*Do we study / are we studying Spanish?*)

Basic sentence structure: negation

Answering affirmatively: say “sí” (*yes*) and state your answer.

- Sí, estudiamos el español.

Answering negatively: put the word “no” before the verb (subject – no – verb – object). The Spanish word “no” means both “no” and “not”.

- No estudiamos el francés. (*We do not study French.*)

Modal verbs

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

- **Deseo estudiar** un idioma de cada continente. (***I want to study*** *one language from each continent.*)

Telling time

Time is constructed using the following structure:

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

¿Qué hora es?

5:00 →

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

Audio

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

Audio

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

Audio

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

Audio

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Son diez **para** las siete.* (*It's ten to seven.*—more common in Latin America)
1:00 →

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

Audio

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View this Audio online

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

Audio

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

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

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

Audio

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Es la una. (or

Audio

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Es la una en punto.)

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3.19: Discussion- Entrevista- ¿A qué hora?

Purpose: You will practice your conversation skills in Spanish by listening to a recording and responding to the questions about your schedule in Spanish. You will get exposure to different -ar verbs, and you will practice changing them based on the subject of the sentence. You will also need to answer the question *¿A qué hora…?* with *a la* or *a las* depending on the time at which you do these activities. You may use the Entrevista PDF to help you prepare your answers before recording.

Click here to download the Entrevista PDF.

Task: This activity has four parts.

1. An introductory listening portion modeling questions and answers
2. An original audio post to the discussion board answering and asking questions
3. An audio response to your peers
4. A final audio post to those who commented on your original posts

Part 1. Listen to the following questions about student schedules and norms. The Spanish instructor includes an example answer after each question to model the activity.

Part 2. Pick three questions you want to answer and three questions you want to ask your fellow students (these may be the same or different, but they need to be from the 7 options modeled in the original audio file by the Spanish instructor). Using a computer or a voice memo function on a smartphone, in a single audio file record your answers to the 3 questions you selected to answer in Spanish, along with the 3 questions you chose to ask you peers (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Post the audio file including your three responses and three questions in Spanish to the discussion board. Others will be able to hear your responses and questions in Spanish, just as you can hear theirs.

Part 3. You will respond to the original posts of two classmates by answering the three questions they asked you and asking them ¿y tú? to 1 of their questions.

Part 4. Just as you have responded to the three questions of two of your peers and asked them ¿y tú?, some of your peers have responded to your questions and asked you ¿y tú? on your original post. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions, and politely thank them for their time and sign off. If you need some help wrapping up the conversation, there are some ideas listed below.

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

> Parts 1 & 2. 30% of the grade will be earned from this portion of the activity. You will hear 7 questions, and you will choose 3 questions that you would like to answer and 3 questions you would like to pose to your classmates. Record your 3 responses plus your 3 questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 5% and each question for your peers is worth 5%.
>
> Part 3. 40% of the grade will be earned for interacting with two peers on their initial posts: you are to answer the three questions on the posts of two peers, so each answer is worth 5% and responding with ¿y tú? after one question is worth 5%.
>
> Part 4. 30% of your grade will be earned for responding to your peers on your original post: you are to answer the ¿y tú? question that your two peers asked on your original post (10% each) and politely thank them and sign off (5% each).

Ejemplo:

Sally listens to the recording. She looks at the Entrevista PDF and follows along with the Spanish instructor as she hears the questions asked and the responses given. Sally then chooses which three questions she wants to answer and which three she wants to ask to her classmates. She then records her responses in Spanish to the three questions she chooses to answer and she ends by asking three questions to her classmates. She uploads this single audio file to the discussion board. She has earned 30% of the points for this activity.

She then finds two peers, Tom and Rebecca, and she listens to their responses to the original prompt, as well as the questions

they ask her. She looks at the Entrevista PDF and circles the questions that she needs to answer for each peer. She then prepares her responses, carefully changing the verb endings and being sure to include *a la* or *a las* in her responses. She records a single file for each peer in which she answers the three questions they asked her and she follows up with *¿y tú?* on one of the three questions her peers asked. She has earned 40% of the points for this activity.

Sally goes back to her original post and sees that two of her classmates have answered the questions she asked. She listens to their responses carefully and takes note of what they are asking her when they ask their *¿y tú?* question. She records a final audio file for each peer in which she answers their *¿y tú?* question, thanks them by name, and signs off.

Additional comments students can use to wrap up the conversation:

- Yo también (*I as well/ Me too*)
- Como tú (*Like you*)
- ¡Gracias! (*Thank you!*)
- Adiós (*Goodbye*)
- Hasta luego (*See you later*)
- Cuídate (*Take care*)
- Nos vemos (*See you!*)

Script

You will hear 7 questions and 7 responses in this recording. Each new question will be introduced by the number of the question and the answer will immediately follow.

¿A qué hora estudias español?

- Estudio español a las 10 de la noche.

¿A qué hora es tu clase favorita?

- Mi clase favorita es a las 9 de la mañana.

¿A qué hora miras la televisión?

- Miro la televisión a las cinco de la tarde.

¿A qué hora caminas con el perro o caminas para hacer ejercicio?

- Camino con el perro a las 7 de la mañana.

¿A qué hora bailas con tus amigos?

- Bailo con mis amigos a medianoche.

¿A qué hora llegas a tu primera clase?

- Llego a mi primera clase a las 8 de la mañana.

¿A qué hora regresas a tu casa o dormitorio?

- Regreso a mi dormitorio a la una de la tarde.

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3.20: Assignment- Collaborative Peer Activity- En un restaurante

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish with a partner about dollars and cents in Spanish. The collaboration part of this activity will take approximately 20 minutes, so plan accordingly. You will each have access to different information, and working together, you will both be able to fill in the information gaps on your respective charts.

After you work with your partner through the questions, you will independently write a reflection about your experience doing this activity.

Task: Download or print the following PDF. PDF: En un restaurante. Inside, you will find information about a scenario in which five diners who have paid their tabs have to separate the change they are each due. Determine who will be Estudiante 1 and who will be Estudiante 2. Start off by reading the scenario and instructions for Paso 1. After you have completed each chart, check your answers by completing Paso 2.

After you complete the activity with your partner, you will write a report in Spanish 'Reporte' based on your interaction with your partner. Your report needs to answer the following questions in paragraph form. Make sure to write out the numbers in letters.

1. ¿Cuánto dinero paga cada (each) persona?
2. ¿Cuánto cambio recibe (receives) cada persona?
3. You will need to provide proof of your interaction with your partner to your instructor. Please upload a photo or screenshot of your portion of the completed PDF activity so that your instructor can see the work you did.

Criteria: 50% of the grade for this activity comes from your thoughtful reflection addressing questions 1-5 on the previous Task portion above. The other 50% of the grade will come from point 6, the "proof" you submit to your instructor through a photo or screenshot of your portion of the completed activity. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, respond to a prompt, etc.), please ask for clarification before beginning.

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3.21: Discussion- Guardias de seguridad

Purpose: You will practice your presentation skills and your ability to describe a scenario in Spanish that includes the location and relevant details using -ar verbs. In this activity, you will be presenting a report of a strange incident that is happening on campus from the perspective of a security team who is sending a Zoom report to their boss up the chain of command.

Task: This activity has four parts:

1. Use the PDF to choose an incident and create an "incident report"
2. Watch a video from a Spanish instructor modeling how to do this activity
3. Record a video describing the incident you chose
4. Interact with your peers on their reports of incidents

Part 1. Download or print the following PDF. Click here to download the PDF Guardias de Seguridad. Look through both sets of cameras to get a complete idea of what is going on at the various locations on campus. Decide which scenario you would like to describe, and fill out an incident report, *un reporte de incidentes*. Post the completed *reporte* de incidentes as a photo or image to the discussion board.

Lugar en que ocurrió el incidente:	la biblioteca		Hora (24 hrs):	13:29
Tipo de incidente:	☐ Animal peligroso (peligroso = dangerous)	Descripción del incidente:	Los estudiantes escuchan un ruido mientras estudian.Hay una cabra en la biblioteca. La cabra mastica los libros.	
	☑ Queja de ruido (noise complaint)			
	☑ Actividad peligrosa			
	☐ Otro (other)			

Part 2. Watch a Spanish instructor describe an example scenario via a Zoom recording about an incident that is happening on campus. Notice that she includes a visual of both cameras and the completed incident report.

YouTube Video

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View this YouTube Video online

Part 3. Use a computer or a smartphone to record a short video in which you describe the scenario you chose (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Be sure to include where you are and what is happening. You will need to have a visual prop (photo, etc.) of both the incident report and the security cameras you are describing. The easiest way to do this might be to record your presentation via Zoom as you saw modeled by the Spanish instructor. If that is not an option for you, you may upload screenshots of the cameras and a photo of the completed incident report to the discussion board along with your video clip.

Part 4. Watch the video presentations of two of your peers. Post a written comment to each peer in which you name three things in Spanish that you saw or heard in their video.

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

Parts 1 & 2. Choose a scenario to report on and fill out the *reporte de incidente*s. Watch the video example of a Spanish instructor describing an incident on campus. This is worth 20% of the total, and will require proof of the *reporte de incidente*s posted as an image to the discussion board.

Part 3. Record your own video describing an incident on campus in Spanish (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). The video report is worth 40% of the grade. The visual props of the completed reportaje de incidentes and the two camera perspectives are each worth 10%.

Part 4. Choose two peers and watch their presentations. After watching your your peers' presentations, post a written comment in which you name three things in Spanish that you saw or heard in their video. Write your comments in complete sentences. Each written comment is worth 10% of the total grade.

Ejemplo:

Rebecca downloads the PDF and chooses to report on the scenario in the residencia. She fills out the *reporte de incidente*s and posts a picture of the completed form to the Discussion board, earning 20% of the total grade. She watches the example video of the Spanish instructor reporting on an incident in *la biblioteca*. She models her own video off of the Spanish instructor's video, making sure to use descriptive verbs and precise nouns to describe what is happening in the *residencia*. She doesn't have access to a computer, so she has to make do with her cell phone camera to record. She clarifies this in English at the beginning of her video, directing her peers to the screenshot images of both cameras and the incident report that she posts to the Discussion Board along with the video, and she earns 60% of the total grade. Rebecca watches the videos of two classmates and writes three complete sentences in Spanish of things she saw or heard in each peer's video. She earns 20% of the total grade.

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4: ¿TIENES PRISA?

4.1: Why It Matters- ¿Tienes prisa?

4.2: Introduction to ¿Descansas en la residencia estudiantil?

4.3: Vocabulario- La universidad

4.4: Ejercicios- La universidad

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

4.6: En contexto- El verbo tener

4.7: Gramática- El verbo tener

4.8: Gramática- Preguntas con “¿qué?” y “¿cuál?”

4.9: Ejercicios- El verbo tener y ¿qué/cuál?

4.10: Introduction to ¿Tienes que estudiar hoy?

4.11: En contexto- Expresiones con tener

4.12: Gramática- Expresiones con tener y tener + que

4.13: Ejercicios- Expresiones con tener y tener + que

4.14: Introduction to ¿Adónde vas?

4.15: En contexto- El verbo ir

4.16: Gramática- El verbo ir

4.17: Ejercicios- El verbo ir

4.18: Introduction to Cultura- La universidad

4.19: Cultura- La universidad

4.20: Putting It Together- ¿Tienes prisa?

4.21: Assignment- Escribir

4.22: Discussion- Tu vida y tus preferencias

4.23: Assignment- Collaborative Peer Activity- Los modos de transporte

4.24: Discussion- ¿Qué tiene? ¿Qué tiene que hacer?

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4.1: Why It Matters- ¿Tienes prisa?

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

What do these song titles have in common?

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

YouTube Video

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

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

YouTube Video

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

YouTube Video

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

YouTube Video

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

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4.2: Introduction to ¿Descansas en la residencia estudiantil?

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

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4.3: Vocabulario- La universidad

Objetivos

- Recognize the vocabulary of locations and courses at the university

Vocabulario: La universidad

Lugares de la universidad

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El auditorio

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La biblioteca

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La cafetería

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El centro estudiantil

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El estadio

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El gimnasio

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El laboratorio

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La residencia estudiantil

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La librería

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Vocabulario de la universidad

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el curso (*course*)

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el examen,

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la prueba (*test, exam*)

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el horario (*schedule*)

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el semestre (*semester*)

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el trabajo (*assignment*)

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el compañero de clase /

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la compañera de clase (*classmate*)
la calificación,

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la nota (*grade*)

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la especialización (*major*)

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la tarea (*homework*)

Los cursos en la universidad

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El arte (*Art*)



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Las artes escénicas (*Performing Arts*)



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La biología (*Biology*)



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Las ciencias políticas (*Political science*)



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Las ciencias sociales (*Social Sciences*)



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La comunicación (*Communications*)



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La criminología (*Criminal justice*)



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La economía (*Economics*)



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La educación (*Education*)



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La educación física (*Physical Education*)



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La educación primaria (*Elementary education*)



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La enfermería (*Nursing*)



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La filosofía (*Philosophy*)



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Las finanzas (*Finance*)



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La historia (*History*)



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La historia de la música (*Music History*)



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La informática (*Computer science*)



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La ingeniería (*Engineering*)



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El inglés (*English*)



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Las lenguas (*Languages*)



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La literatura (*Literature*)



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El márketing,

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la mercadotecnia (*Marketing*)



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Las matemáticas (*Mathematics*)



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La música (*Music*)



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Los negocios (*Business*)



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



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La psicología (*Psychology*)



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La química (*Chemistry*)



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View this Audio online

La religión comparada (*Religion*)



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View this Audio online

La sociología (*Sociology*)

Text only version:

Lugares de la universidad (Places at the University)

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

Vocabulario de la universidad (Vocabulary of University)

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

- la tarea (homework)

Los cursos en la universidad (Courses at the University)

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

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4.4: Ejercicios- La universidad

Objetivos

- Recognize the vocabulary of locations and courses at the university

A. Lugares de la universidad

Actividad 4.4.A

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B. Vocabulario de la Universidad

Actividad 4.4.B

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C. ¿Dónde está el objeto?

Actividad 4.4.C

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D. Vocabulario de la Universidad

Actividad 4.4.D

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Text Only

A. Lugares de la universidad

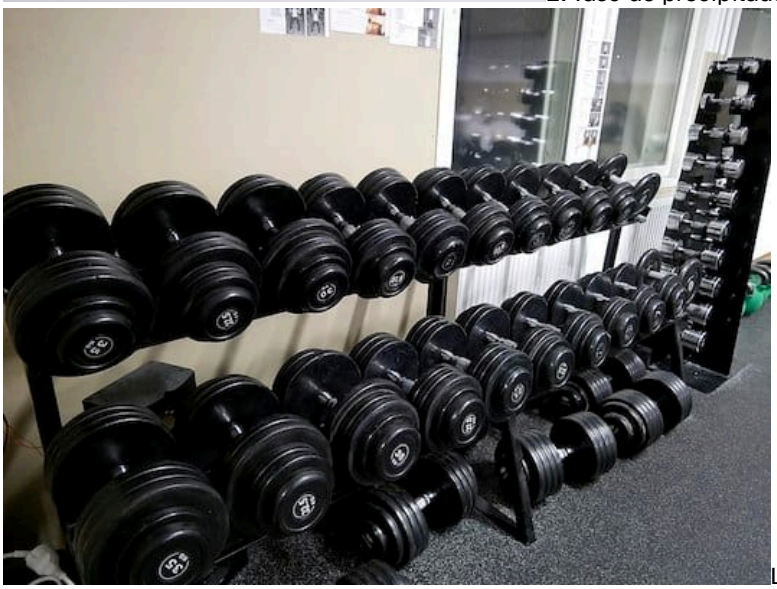
Donde haces ejercicios (where you do exercises/get exercise)	El laboratorio
Donde haces tarea	El auditorio
Clase de biología	La biblioteca
Donde pasas tiempo con amigos (where you spend time with friends)	La residencia estudiantil
Donde comes (where you eat)	La cafetería
Donde duermes (where you sleep)	El estadio
Partido de fútbol	El gimnasio
Donde miras un concierto	El centro estudiantil

B. Vocabulario de la Universidad

1. Duermo en (*I sleep in*) ____.
   - la residencia estudiantil
   - el gimnasio
   - el estadio
   - el centro estudiantil
2. Miramos (*we watch*) un concierto en ____.
   - la residencia estudiantil
   - el auditorio
   - la biblioteca
   - la cafetería
3. Tomo (*I take*) una clase de biología en ____.
   - el centro estudiantil
   - la biblioteca
   - el gimnasio
   - el laboratorio
4. Comemos en (we eat in) ____.
   - la cafetería
   - el laboratorio
   - el auditorio
   - la biblioteca
5. Tú compras (*buy*) los libros para tus clases en ____.
   - el centro estudiantil
   - la biblioteca
   - el estadio
   - la librería

C. ¿Dónde está el objeto?

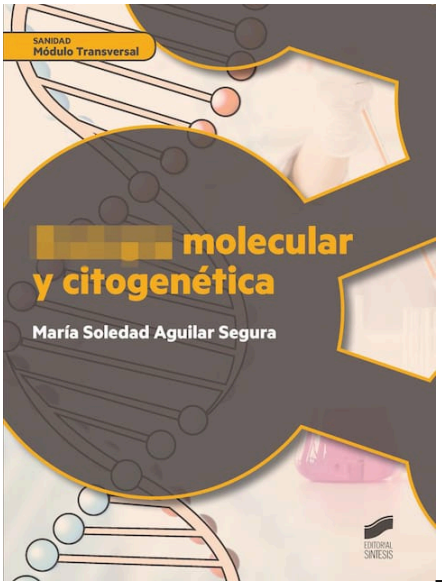
1. 

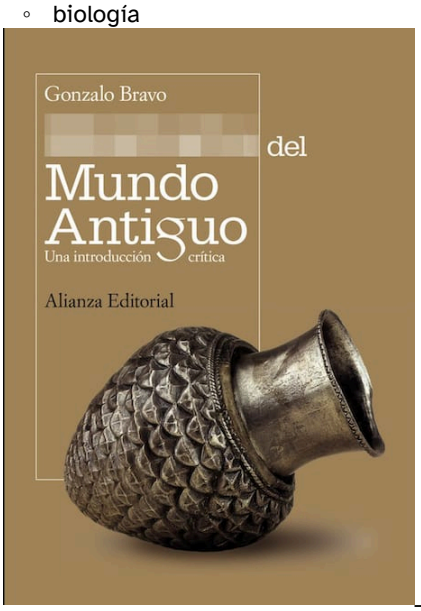
El vaso de precipitado está en _____.
2. 
Las pesas están en _____.

3.  Los libros antiguos están en _____.
4.  Una cama está en _____.
5.  La comida está en _____.

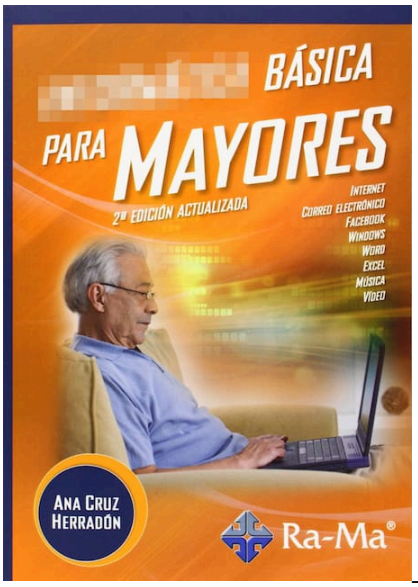
6.  El escenario está en _____.
7.  El fútbol de mesa está en _____.
8.  Compro (*I buy*) un libro en _____.

D. Vocabulario de la Universidad

1. 

_____ molecular y citogenética
   - informática
   - psicología
   - negocios
   - biología
2. 

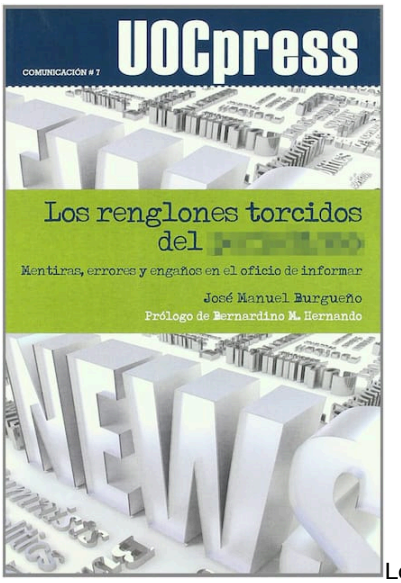
_____ del Mundo Antiguo: Una introducción crítica.
   - enfermería
   - historia
   - química
   - matemáticas

3. 

_____ básica para mayores: Internet, correo electrónico, Facebook, Windows, Word, Excel, etc.
   - finanzas
   - ciencias políticas
   - informática
   - criminología

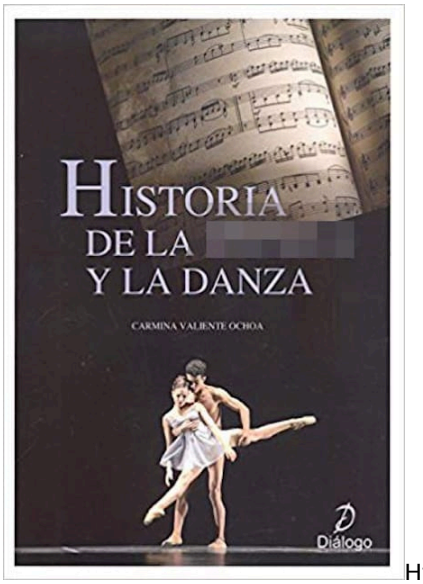
4. 

_____ para mentes inquietas
   - filosofía
   - ingeniería
   - comunicación
   - sociología

5. 

Los renglones torcidos del ____: Mentiras, errores y engaños en el oficio de informar
   - mercadotecnia
   - educación
   - inglés
   - periodismo
6. 

Instrumentación quirúrgica en ____: Técnicas y procedimientos
   - enfermería
   - comunicación
   - las lenguas
   - informática

7. 

Historia de la ____ y la danza
    - enfermería
    - música
    - matemáticas
    - educación primaria
8. 

____: Juegos e Iniciación Deportiva de 6 a 12 Años
    - economía
    - las profesiones médicas y de salud
    - educación física
    - literatura

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

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

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4.6: En contexto- El verbo tener



¿Cómo están tus clases?

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

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

Preguntas de análisis:

Actividad 4.6.A

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Preguntas de análisis:

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

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

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4.7: Gramática- El verbo tener

Objetivos

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

Verbo tener

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

tener (*to have*)	
(stem: ten; irregular yo-form; stem-vowel change)	
singular	plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ten**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ten**emos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **tienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ten**éis**

tener (*to have*)	
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ella **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellas **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  usted **tiene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ustedes **tienen**



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



miedo = fear, porque = because

- **Audio**

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María **tiene** una clase de psicología a las dos de la tarde. (*María has a psychology class at 2 p.m.*)

- **Audio**

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¿Cuántos lápices **tienes** en tu mochila? (*How many pencils do you have in your backpack?*)

Tener años

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

- Audio

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  ¿Cuántos años tienes? (*How old are you?*)

- Audio

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  View this Audio online

  Tengo 22 años. (*I am 22 years old.*)

- Audio

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  Tengo trece años. (*I'm 13.*)

- ¿Cuántos años tiene él? (*How old is he?*)

- Audio

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  View this Audio online

  Tiene ochenta y siete años. (*He's 87.*)

Audio

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¿Cuántos años tienen? (*How old are they?*)

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

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4.8: Gramática- Preguntas con “¿qué?” y “¿cuál?”

Objetivos

- Ask and answer questions with ¿qué? and ¿cuál?

Preguntas con *¿qué?* y *¿cuál?*

You have already used some question words to elicit specific information:

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  ¿Cómo te llamas? (*What is your name?* – literally, *How do you call yourself?*)

- **Audio**

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  ¿Cómo estás? (*How are you?*)

- **Audio**

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  ¿Cuál es tu correo electrónico? (*What is your email?*)

Audio

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¿Cuántas sillas hay? (*How many chairs are there?*)

In the next few modules, we'll look at the various question words, or *interrogatives*, that are used to ask for specific information in Spanish. We'll start with *¿qué?* and *¿cuál?*

¿Qué? literally means "what?", and its usage in Spanish is very similar to English. Spanish has two words to ask "which?", depending on whether the answer is anticipated to be singular (*¿cuál?)*, or plural (*¿cuáles?*). As when asking "which?" in English, *¿cuál?* asks for an answer from among a more or less limited number of options.

Notes:

1. Interrogatives have written accent marks which help distinguish them from the same words used as relative pronouns or conjunctions:

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   ¿**Qué** dices? (*What are you saying?*)

   Audio

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   No puedo escuchar **lo que** dices. (*I can't hear what you're saying.*)



This graffiti says: "Si hay más autos que árboles qué respiramos?" (Si hay más... = *If there are more...*)

2. Cuál has singular and plural forms:
   - ¿**Cuál** tienes? (*Which one do you have?*)
   - ¿**Cuáles** tienes? (*Which ones do you have?*)
3. As in English, interrogatives normally come at the beginning of the question or the part of a sentence in which information is sought. Be sure to include the upside down question mark at the point where the question begins:

   Audio

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     ¿Qué clases tomas? (*What classes do you take?*)
   - Y tu amigo, ¿qué clases toma? (*And your friend, what classes does he take?*)

Further clarification: *qué* in contrast with *cuál* may be confusing sometimes for English speakers. For example: "what is your name?" does not translate as *¿qué es tu nombre?*. Instead you need to use the question word *¿cuál?*, meaning: "which of many proper names out there is yours?".

The example above—"¿Qué clases tomas?"—may be used with either of these question words: "qué" requires an answer with the name/definition of these courses, whereas "¿cuáles clases tomas?" requires naming which of many courses out there are the ones you are taking.

Follow this link for a more detailed explanation of the difference between ¿qué? and ¿cuál?.

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4.9: Ejercicios- El verbo tener y ¿qué/cuál?

Objetivos

- Recognize the use of the irregular verb tener
- Recognize the subject of a spoken sentence based on the conjugation of tener
- Ask and answer questions with ¿qué? and ¿cuál?

A. El verbo tener

Actividad 4.9.A

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B. El verbo tener

Actividad 4.9.B

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C. Escuchar: El verbo tener

Actividad 4.9.C

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D. ¿Qué/Cuál?

Actividad 4.9.D

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Text only

A. El verbo tener

1. Tú ____ un gato.
   - tengo
   - tenéis
   - tienes
   - tiene
2. Ella ____ pelo rizado.
   - tiene
   - tengo
   - tienen
   - tenemos
3. Yo ____ un coche viejo.
   - tenéis
   - tenemos
   - tienes
   - tengo
4. Paco y Ana ____ una casa grande.
   - tienen
   - tenéis
   - tienes
   - tenemos
5. Mi profesor ____ una clase cada día.
   - tienen
   - tiene
   - tengo
   - tienes
6. ¿____ usted un bolígrafo?
   - Tenéis
   - Tene
   - Tiene
   - Tienen
7. La tienda ____ ropa y zapatos.
   - tengo
   - tienen
   - tienes
   - tiene
8. Nosotros ____ dos perros.
   - tenemos
   - tienes
   - tienen

- tenéis

B. El verbo tener

1. Nosotros _____ dos perros.
2. Yo no _____ problemas, ¿y tú?
3. Nosotros _____ clases todos los días.
4. ¿Vosotros _____ materiales para dibujar (to draw)?
5. Pedro _____ diez años y habla dos idiomas.
6. Las estudiantes _____ mochilas, libros y cuadernos.
7. Yo _____ dieciocho años y soy estudiante.
8. ¿Cuántos años _____ tú?

C. El verbo tener

1. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

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   - él
   - ella
   - yo
   - tú
2. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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   - ellos
   - él
   - tú
   - vosotros
3. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- tú
- nosotros
- yo
- usted

4. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- vosotros
- nosotros
- ellos
- tú

5. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- Ali y Jia
- Yo
- Él
- Tú

6. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- ellas
- vosotros
- nosotros
- ella

7. What is the subject of the verb *tener* in the following sentence (that is, for whom is *tener* conjugated)?

Audio

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- los estudiantes
- yo
- tú
- Marta

D. ¿Qué/Cuál?

1. ¿____ es un libro de texto?
   - qué
   - cuáles
   - cuál
2. ¿____ prefieres? ¿El café o el té?
   - cuáles
   - que
   - qué
3. ¿____ son las bicicletas más populares?
   - cuáles
   - qué
   - cuál
4. ¿____ clases tomas este semestre?
   - cuáles
   - cuál
   - qué
5. ¿____ de los tres libros es más importante?
   - cuál
   - cuáles
   - qué
6. ¿____ es tu número de teléfono?
   - cual
   - cuál
   - qué
7. ¿____ son tus aplicaciones favoritas? ¿Snapchat, Instagram, Twitter, WhatsApp?
   - cuáles
   - qué
   - cuál
8. ¿____ es la física cuántica?
   - qué
   - cuál
   - cuáles

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4.10: Introduction to ¿Tienes que estudiar hoy?

In this section, we'll look at some expressions with the verb *tener*. Some of these will translate pretty directly from English, and others will seem more counter-intuitive. As always, the best strategy is to try not to translate, but instead to memorize the phrases in the context of a sentence.

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4.11: En contexto- Expresiones con tener

Objetivos

- Recognize and understand the common expressions with the verb tener

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

Preguntas de análisis:

Actividad 4.11.A

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Preguntas de análisis:

1. Based on the context above, what do all of the underlined expressions mean?
2. Look at the context of “tener + que,” Does this expression imply:
   - Something the speaker has already done?
   - Something the speaker has to do?

- Something the speaker is doing right now?

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4.12: Gramática- Expresiones con tener y tener + que

Objetivos

- Recognize and understand the common expressions with the verb tener
- Use tener + que + infinitive to describe things one has to do

Tener + noun for physical conditions

There are a number of idiomatic expressions that combine forms of *tener* with certain nouns to express some physical conditions of people; these are expressed with "to be" in English, so you'll have to pay close attention to remembering the Spanish way of saying them.

- Tener calor = *to be/feel hot* (literally, "to have heat")
- Tener frío = *to be/feel cold*
- Tener hambre = *to be hungry*
- Tener miedo = *to be afraid*
- Tener prisa = *to be in a hurry*
- Tener sed = *to be thirsty*
- Tener vergüenza = *to be embarrassed*
- Tener ganas de = *to be in the mood for*
- Tener sueño = *to be sleepy*
- Tener suerte = *to have luck, be fortunate*
- tener # años = *to be # years old*

Tener + *que* + infinitive: *to have to*

The verb *tener* doesn't just mean "to have" in the sense of possession: it is also used when we try to convey something that we have to do or need to do, following the structure: ***tener* + *que* + infinitive**. This is an example of a modal verb construction where "tener" is conjugated and the other verb is not; it's different from English in that you need the word "que" to complete the meaning.

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  Este semestre **tengo que estudiar** mucho. (*This semester I have to study a lot.*)

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Esteban **tiene que hacer** la tarea para su clase de literatura. (*Esteban has to do the homework for his literature class.*)

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Nosotros **tenemos que hablar** con nuestra profesora de español. (*We have to speak with our Spanish professor.*)

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4.13: Ejercicios- Expresiones con tener y tener + que

Objetivos

- Recognize and understand the common expressions with the verb tener
- Use tener + que + infinitive to describe things one has to do

A. Expresiones con tener

Actividad 4.13.A

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B. Tener + que

Actividad 4.13.B

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C. Tener + que

Actividad 4.13.C

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A. Expresiones con tener

Recognize and understand the common expressions with the verb tener

1. El niño _____ a las abejas (bees).
    - tiene hambre
    - tiene sed
    - tiene miedo
    - tiene sueño
2. Nosotros siempre _____ después de la práctica de soccer.
    - tenemos frío
    - tenemos miedo
    - tenemos hambre
    - tenemos vergüenza
3. En general los bebés _____ después de comer.
    - tienen sueño
    - tienen prisa
    - tienen años
    - tienen vergüenza
4. ¡Qué calor, la temperatura es de 88 grados! ¡Yo _____!
    - tengo sed
    - tengo ganas de
    - tenemos prisa
    - tengo frío
5. Usted no lleva suéter y la temperatura es de 45 grados, ¡usted _____!
    - tiene frío
    - tiene sed
    - tiene miedo
    - tiene calor
6. Nosotros no _____ de hablar español en público.
    - tenemos calor
    - tenemos sed
    - tenemos sueño
    - tenemos vergüenza
7. Para Alma el chocolate es fantástico, ella siempre _____ chocolate.
    - tiene prisa
    - tiene vergüenza
    - tiene ganas de
    - tiene miedo
8. ¡Son las 9:50AM y la clase es a las 10AM, yo _____ por llegar!
    - tengo sed
    - tengo años
    - tengo prisa
    - tengo que

B. Tener + que

1. Él _____ consultar al médico.
    - tiene que
    - tiene
2. Ellos _____ buscar a su perro.
    - tienen que
    - tienen
3. Los triángulos _____ tres lados.
    - tienen

    - tienen que
4. Yo ____ hacer mi tarea
    - tengo
    - tengo que
5. Él ____ una chaqueta azul.
    - tiene
    - tiene que
6. Ellos ____ caminar a la escuela.
    - tienen que
    - tienen
7. Vosotros ____ regresar antes de medianoche.
    - tenéis
    - tenéis que
8. Nosotros ____ tres días de vacaciones en mayo.
    - tenemos
    - tenemos que

C. Tener + que

1. Él _____ cocinar la cena.
2. ¿Qué _____ tú hoy para el almuerzo (lunch) hoy?
3. Vosotros _____ hablar con la profesora.
4. Todos los estudiantes _____ teléfonos.
5. Yo _____ un hermano.
6. Yo _____ venir a las horas de oficina.
7. Nosotros _____ viajar a México.
8. Elena _____ practicar inglés.

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4.14: Introduction to ¿Adónde vas?

Hopefully by now you feel like your Spanish is really going places. In this section we'll learn to talk about going places in Spanish. To do that, we'll be using the irregular verb "ir", to go. Have you noticed yet that all the really useful verbs are irregular? As always, you'll just have to memorize the different conjugated forms. Fortunately, you'll have a lot of practice, because there are a lot of places to go.

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4.15: En contexto- El verbo ir

Objetivos

- Recognize the correct conjugations of the verb ir

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

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

Preguntas de análisis:

Actividad 4.15.A

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Preguntas de análisis:

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

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

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4.16: Gramática- El verbo ir

Objetivos

- Recognize the correct conjugations of the verb ir

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

ir (*to go*)

Singular	Plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo **voy**	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros **vamos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **vas**	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros **vais**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online él / ella / usted **va**	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online ellos / ellas / ustedes **van**



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

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

- Audio

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  No voy a la fiesta esta noche porque hay un examen mañana. (*I’m not going to the party tonight, because there’s a test tomorrow.*)

- Audio

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  Ellos van al gimnasio todos los días. (*They go to the gym every day.)*



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

Contracciones

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

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

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

- Audio

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  Vamos **al** parque con el perro. (*We go to the park with the dog.*)

- Audio

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  Vamos **a los** negocios locales. (*We go to the local businesses.*)

Audio

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Los científicos llegan **del** Instituto de Salud Pública. (*The scientists come from the Institute of Public Health.*)

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Los maestros llegan **de la** Universidad Complutense de Madrid. (*The teachers come from the Complutense University of Madrid.*)

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4.17: Ejercicios- El verbo ir

Objetivos

- Recognize the correct conjugations of the verb ir
- Identify where people are going based on spoken text

A. El verbo ir

Actividad 4.17.A

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B. El verbo ir

Actividad 4.17.B

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Text only

A. El verbo ir

1. Yo ____ al cine con Felipe.
   - vas
   - vais
   - voy
   - vamos
2. Tú ____ a la escuela a las ocho de la mañana.
   - vas
   - vamos
   - va
   - vais
3. Nosotros ____ al zoológico para ver los tigres.
   - vamos
   - vais

    - voy
    - va
4. Los amigos ____ a la piscina para nadar.
    - van
    - vamos
    - va
    - voy
5. La profesora ____ a la escuela para trabajar.
    - va
    - vais
    - vamos
    - voy
6. Tú ____ al café para tomar un chocolate caliente.
    - vas
    - va
    - vais
    - voy

B. El verbo ir

1. María _____ a la escuela para estudiar.
2. Jesús y Antonio _____ al parque para jugar básquetbol.
3. El chico _____ a un partido de fútbol con su padre.
4. Nosotros _____ a un restaurante caro para cenar.
5. Vosotras _____ a un restaurante caro para cenar.
6. Yo _____ a un correo con una carta.
7. El profe _____ a un restaurante caro para cenar.
8. Los niños _____ al supermercado para comprar unas manzanas.

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4.18: Introduction to Cultura- La universidad

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

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4.19: Cultura- La universidad

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



¿Qué hay en la Biblioteca Central de la UNAM?

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



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

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

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

Es muy buena idea viajar a donde las personas practican la cultura y usan la lengua todo el tiempo, no solamente en la clase.

En Madrid, por ejemplo, si estudias arte, visitas el Museo del Prado. O si estudias literatura, visitas la casa-museo de Miguel de Cervantes.

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Paso 1: Ejercicios de interpretación

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

1. Cierto o Falso El bachillerato en México es igual al 'bachelors degree' en EEUU.
2. Cierto o Falso En la ciudad universitaria de la UNAM, en Coyoacán, los estudiantes practican futbol en el estadio olímpico.
3. Cierto o Falso La Facultad de Filología en la Complutense es para estudiar las ciencias.
4. Cierto o Falso La UNAM tiene 41 programas de posgrado y 127 carreras o especializaciones de licenciatura o pregrado.
5. Cierto o Falso Los estudiantes extranjeros en España solamente toman clases por crédito académico.
6. Cierto o Falso Los cursos en España solo son posibles en verano.

Paso 2: Actividades de interacción

A. Facultades

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

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

B. ¿Cuándo viajan?

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

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

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

Otoño	30/08 – 21/12	11/08 – 30/11	20/08 – 17/12

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

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

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

Paso 3: Actividades de creación y comparación

A. ¿Qué clases tomas? Tu horario

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

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

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

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

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

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

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

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

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

Now in your current university:

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

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4.20: Putting It Together- ¿Tienes prisa?

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

Vocabulario: La universidad

Lugares de la universidad (Places at the University)

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

Vocabulario de la universidad (Vocabulary of University)

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

Los cursos en la universidad (Courses at the University)

- El arte (Art)
- Las artes escénicas (Performing Arts)
- La biología (Biology)
- Las ciencias políticas (Political science)
- Las ciencias sociales (Social Sciences)
- La comunicación (Communications)
- La criminología (Criminal justice)
- La economía (Economics)
- La educación (Education)
- La educación física (Physical Education)
- La educación primaria (Elementary education)
- La enfermería (Nursing)
- La filosofía (Philosophy)
- Las finanzas (Finance)
- La historia (History)
- La historia de la música (Music History)
- La informática (Computer science)
- La ingeniería (Engineering)
- El inglés (English)
- Las lenguas (Languages)

- La literatura (Literature)
- El márketing, la mercadotecnia (Marketing)
- Las matemáticas (Mathematics)
- La música (Music)
- Los negocios (Business)
- Las profesiones médicas y de salud (Medical and health professions)
- La psicología (Psychology)
- La química (Chemistry)
- La religión comparada (Religion)
- La sociología (Sociology)

El verbo tener

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

tener (*to have*)	
(stem: ten; irregular yo-form; stem-vowel change)	
singular	plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ten**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ten**emos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **tienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ten**éis**

tener (*to have*)	
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
él **tiene**	ellos **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
ella **tiene**	ellas **tienen**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
usted **tiene**	ustedes **tienen**

Preguntas con ¿qué? y ¿cuál?

¿Qué? literally means “what?”, and its usage in Spanish is very similar to English. Spanish has two words to ask “which?”, depending on whether the answer is anticipated to be singular (*¿cuál?)*, or plural (*¿cuáles?*). As when asking “which?” in English, *¿cuál?* asks for an answer from among a more or less limited number of options.

Expresiones con tener y tener + que

Tener + noun for physical conditions

- Tener calor = *to be/feel hot* (literally, “to have heat”)
- Tener frío = *to be/feel cold*
- Tener hambre = *to be hungry*
- Tener miedo = *to be afraid*
- Tener prisa = *to be in a hurry*
- Tener sed = *to be thirsty*
- Tener vergüenza = *to be embarrassed*

- Tener ganas de = *to be in the mood for*
- Tener sueño = *to be sleepy*
- Tener suerte = *to have luck, be fortunate*
- tener # años = *to be # years old*

Tener + *que* + infinitive: *to have to*

El verbo ir

ir (*to go*)

Singular	Plural
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo **voy**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros **vamos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **vas**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros **vais**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online él / ella / usted **va**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online ellos / ellas / ustedes **van**

Contracciones

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

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4.21: Assignment- Escribir

Your partner in class has won a spotlight in the University's newsletter as the top student of the semester and it is your job to interview him/her for the 75-100 word article. Follow the steps below to complete the task.

Paso 1: Talk to a classmate using the following guided questionnaire as well as adding **3 more questions** you would like to ask. Be sure to take notes on what your partner says.

1. ¿Cómo te llamas?
2. ¿Cómo se escribe tu nombre? ¿Y tu apellido?
3. ¿Cuál es la fecha de tu cumpleaños?
4. ¿Cuántas clases tomas este semestre?
5. ¿Cuántos créditos tomas este semestre?
6. ¿Cuáles son tus clases este semestre?
7. ¿Qué clases tomas los lunes, martes, ...etc?
8. ¿Cuál es tu clase favorita?
9. ¿Qué clases tomas los lunes, martes, ...etc?
10. ¿Cuál es tu día favorito de la semana?
11. ¿Cuál es tu peor (*worst*) día de la semana?
12. ¿A qué hora es tu primera clase los lunes, martes...etc?
13. ¿Cuál es tu especialidad académica?
14. ¿Trabajas? ¿Dónde?
15. ¿Cuántas horas trabajas por semana?
16. ¿Qué clases vas a tomar el próximo semestre?
17. ¿Que vas a hacer para el descanso de invierno (*winter break*) o descanso de verano (*summer break*)?
18. _____
19. _____
20. _____

Paso 2: Using the information you have collected from the interview, write a logical and organized paragraph. Starting with the information about his/her daily life and then moving into the future plans. Be sure to title your writing: "La vida de mi compañero como estudiante universitario"

¡A editar!

1. Do you properly introduce your partner as an introduction sentence?
2. Do your -ar verbs agree with the subject?
3. Did you use the verb "ir" and form the future correctly?
4. Did you check your spelling, punctuation, and capitalization?
5. Have you looked at combining short sentences together with "y" or "pero"?
6. Have you tried transition words at the beginning of sentences such as "también" (*also*) or "después de (infinitive)" (*after*)?
7. Did you write a paragraph with 75-100 words?

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4.22: Discussion- Tu vida y tus preferencias

Purpose: You will practice your conversation skills in Spanish by listening to a recording and responding to the questions about your life and preferences in Spanish, as well as asking questions to your fellow classmates. You will get exposure to different questions that start with ¿Qué? and ¿Cuál?, and you will respond to these questions changing verb endings as necessary.

Task: This activity has four parts.

1. An initial listening activity
2. An audio recording based on the prompts in the listening portion
3. An audio response to your peers and an additional question.
4. A final audio post to those who commented on your original post.

Part 1. Listen to the following questions about your life and preferences.

Part 2. Pick three questions you want to answer and three questions you want to ask your fellow students (these may be the same or different, but they need to be from the 10 questions presented in the original audio file by the Spanish instructor). You may write down the questions you choose to answer and ask your peers if you would like to reference them for your recording. Using a computer or a voice memo function on a smartphone, in a single audio file record your answers to the 3 questions you selected to answer in Spanish, along with the 3 questions you chose to ask you peers (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Post the audio file including your three responses and three questions in Spanish to the discussion board. Others will be able to hear your responses and questions in Spanish, just as you can hear theirs.

Part 3. You will respond to the original posts of two classmates by answering the three questions they asked you and asking them one question in return. This question must be a complete question from the original 10 presented; it cannot be *¿y tú*? for this activity.

Part 4. Just as you have responded to the three questions of two of your peers and asked them an additional question, some of your peers have responded to your questions and asked you a question on your original post. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions, and politely thank them for their time and sign off. If you need some help wrapping up the conversation, there are some ideas listed below.

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

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

Parts 1 & 2. 30% of the grade for this activity comes from this portion. You will hear 10 questions, and you will choose 3 questions that you would like to answer and 3 questions you would like to pose to your classmates. Record your 3 responses plus your 3 questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 5% and each question for your peers is worth 5%.

Part 3. 40% of your grade will be earned for interacting with two peers on their initial posts: you are to answer the three questions on the posts of two peers, so each answer is worth 5% and responding with one follow up question per peer is worth 5%.

Part 4. 30% of your grade will be earned for responding to your peers on your original post: you are to answer the follow up question that your two peers asked on your original post (10% each) and politely thank them and sign off (5% each).

Ejemplo:

Tom listens to the recording. He then chooses which three questions he wants to answer and which three he wants to ask to his classmates. He writes the questions down so that he can reference them while he is recording the audio file. Tom then records his responses in Spanish to the three questions he chooses to answer and he ends by asking three questions to his classmates. He uploads this single audio file to the discussion board. He has earned 30% of the points for this activity.

Tom then finds two peers, Sally and Tim, and he listens to their responses to the original prompt, as well as the questions they ask him. He then prepares his responses, carefully changing the verb endings and being sure to answer each question completely. He records a single file for each peer in which he answers the three questions they asked him, and he follows up with one additional question that was on the Spanish instructor's recording. He has earned 40% of the points for this activity.

Tom goes back to his original post and sees that two of his classmates have answered the questions he asked. He listens to their responses carefully and listens to their additional questions. He records a final audio file for each peer in which he answers their additional question, thanks them by name, and signs off.

Script

1. ¿Cuál es tu clase favorita?
2. ¿Cuál es tu cafetería favorita / café favorito?
3. ¿Qué clases tomas este semestre?
4. ¿Cuáles son las especializaciones más populares en tu universidad?
5. ¿Qué hay en tu mochila?
6. ¿Cuál es el código de área (*area code*) de tu teléfono?
7. ¿Cuál es tu especialización?
8. ¿Qué lenguas hablas?
9. ¿Cuál es tu clase más difícil este semestre?
10. ¿Necesitas música o silencio para estudiar?

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4.23: Assignment- Collaborative Peer Activity- Los modos de transporte

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish about different modes of transportation. The collaboration part of this activity will take approximately 20 minutes, so plan accordingly. You will each have access to the same information and instructions, but you will be talking about your opinions and they might differ.

After you work with your partner through the various steps in this activity, you will independently write a reflection about your experience doing this activity.

Task: Download or print the following PDF. Inside, you will find information about a family whose members share a car, but who need to get to different places at different times. With your partner, complete steps one through four.

PDF of Los modos de transporte

Criteria: 100% of the grade for this activity comes from your answers on the .pdf document (each Paso is worth 25% of the total grade). If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, upload media, etc.), please ask for clarification before beginning. Please write on the top right of the .pdf document the name of the person you worked with in order to complete this activity.

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4.24: Discussion- ¿Qué tiene? ¿Qué tiene que hacer?

Purpose: You will practice your powers of deduction and your writing skills in Spanish by reading several prompts about problems various people have run into. You will need to decipher what the problem is from the prompt and make recommendations by answering the questions 1. ¿Qué tiene la persona? and 2. ¿Qué tiene que hacer?. Note that all the answers to the question ¿Qué tiene la persona? will involve a special meaning with tener, such as “hunger, thirst, fear, etc.”

Task: This activity has two parts:

1. An initial response to the five prompts
2. A follow up interaction with two classmates with two additional recommendations each

Part 1. Read and respond to the following prompts in Spanish. Post your responses to the discussion board in a single post. Be sure to include the numbers 1-5 along with your answers to the questions 1. ¿Qué tiene la persona? and 2. ¿Qué tiene que hacer?.

1. Luisa tiene la garganta seca *(dry throat)*.
2. Esteban y Carolina miran una película de horror.
3. Horacio y yo entramos en la clase equivocada (*the wrong classroom*).
4. Tu clase es a las 10, y son las 9:59 ahora.
5. Los científicos viajan al Polo Norte (*the North Pole*).

Part 2. You will read the responses of two classmates and choose to follow up on two of their statements. You will read the recommendation of your classmate that answers the question *¿Qué tiene que hacer?*, and using the **tener + que + infinitivo** structure, you will add an additional recommendation that makes sense. Be sure to include the prompt number along with your comment so that it is clear. Your recommendation must be different from that of your classmates!

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

Part 1. 80% of the points for this activity will be earned by answering the questions 1. *¿Qué tiene la persona?* and 2. *¿Qué tiene que hacer?* on your original post for each of the five prompts. Each response is worth 8%.

Part 2. 20% of the points for this activity will be earned for interacting with two peers on their initial posts: you are to choose two of the recommendations from your peers and add an additional recommendation using the **tener + que + infinitivo** structure. Be sure to include the prompt number along with your comment so that it is clear. Each additional recommendation (4 total) is worth 5%.

In the following example, Becky responds to the initial post (only two of the prompts have been shown here as an example). Her peers, Erica and Tim, write an additional recommendation using the tener + que + infinitivo structure. Becky still needs to find two peers and write a total of four additional recommendations in order to earn full points.

Ejemplo:

Becky: #2. Esteban y Carolina miran una película de horror. Ellos tienen miedo. Tienen que apagar el televisor. #3. Horacio y yo entramos en la clase equivocada. Tenemos verguënza. Tenemos que pedir perdón.	
	Erica: #2 Esteban y Carolina tienen que escoger una película diferente. #3 Nosotros tenemos que salir de la clase equivocada.
	Tim: #2 Esteban y Carolina tienen que cerrar la puerta y las ventanas con llave. #3 Horacio y yo tenemos que escondernos las caras y salir corriendo.

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5: ¿QUIÉNES SON LOS MIEMBROS DE UNA FAMILIA?

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

5.2: Introduction to El árbol de familia

5.3: Vocabulario- La familia

5.4: Ejercicios- La familia

5.5: Introduction to Mi casa es tu casa

5.6: En contexto- Los posesivos

5.7: Gramática- Los posesivos

5.8: Gramática- ¿Cuánto(s) y quién(es)?

5.9: Ejercicios- Los posesivos/ ¿Cuánto(s) y quién(es)?

5.10: Introduction to ¿Qué aprendemos ahora?

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

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

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

5.14: Ejercicios- Verbos regulares de -er/-ir

5.15: Introduction to Mi perro es bonito y pequeño

5.16: Vocabulario- Adjetivos descriptivos

5.17: Gramática- Los países y las nacionalidades

5.18: Ejercicios- Adjetivos descriptivos / Los países y las nacionalidades

5.19: Putting It Together- ¿Quiénes son los miembros de una familia?

5.20: Assignment- Mi familia famosa

5.21: Discussion- Mi familia

5.22: Discussion- -er and -ir verbs

5.23: Discussion- Mascotas

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

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

Here are two salsa songs about families:

Ruben Blades – Amor y Control

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

YouTube Video

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

Carla Morrison – Compartir

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

YouTube Video

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Akil Ammar – Comprendo

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

YouTube Video

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Ana Tijoux (con Juan Ayala) – Creo en Ti

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

YouTube Video

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Gusttavo Lima Part. Gente de Zona – Lo Que Tú y Yo Vivimos

Nivaldo Batista Lima, better known by his stage name Gusttavo Lima, is a Brazilian singer. Gente de Zona is a Cuban reggaeton band made up of musicians Alexander Delgado and Randy Malcom.

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5.2: Introduction to El árbol de familia



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

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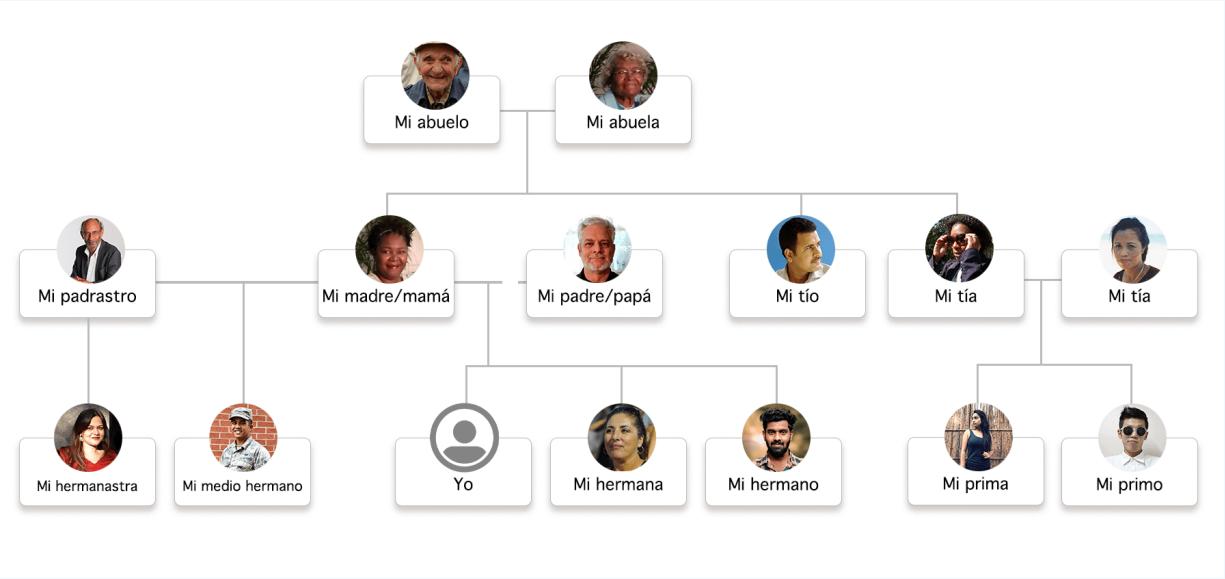
5.3: Vocabulario- La familia

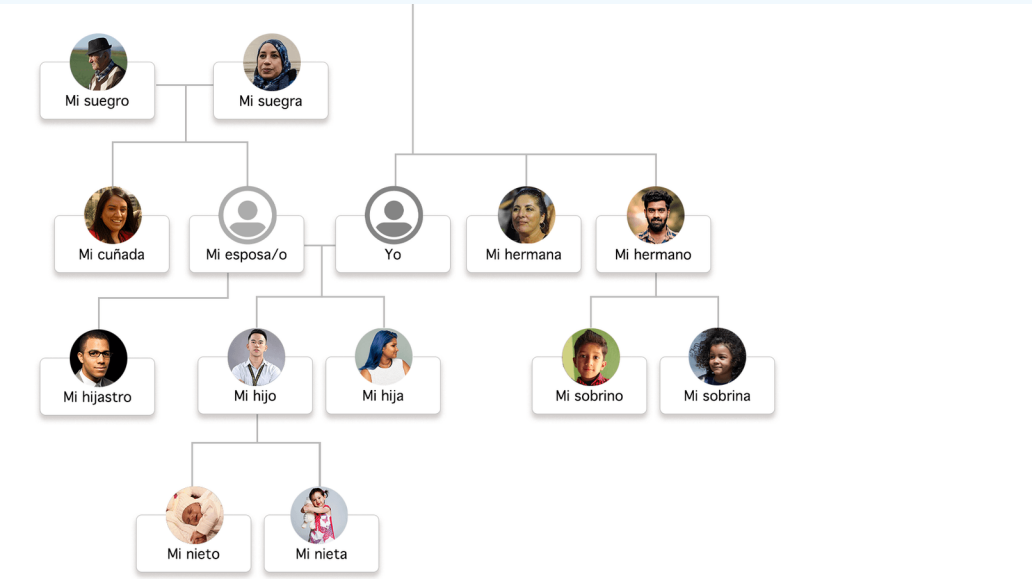
Objetivos

- Recognize vocabulary of family relations

Vocabulario

La familia





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

Text version of the family tree (with audio):

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  View this Audio online



El abuelo / La abuela (*grandfather / grandmother*)

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El esposo / La esposa (*husband / wife*)

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El hermano / La hermana (*brother / sister*)

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El hijo / La hija (*son / daughter*)

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La madre, mamá (*mother, mom*)

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El nieto / La nieta (*grandson / granddaughter*)

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El novio / La novia (*boyfriend / girlfriend*)

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El padre, papá (*father, dad*)

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La pareja (*couple*)

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El pariente (*relative*)

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El primo / La prima (*cousin*)

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El sobrino / La sobrina (*nephew / niece*)

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El tío / La tía (*uncle / aunt*)

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La cuñada / el cuñado (*sister-in-law / brother-in-law*)

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Los medio hermanos / el medio hermano/ la media hermana (*half-siblings / half-brother / half-sister*)

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Los hermanastros / el hermanastro / la hermanastra (*stepsiblings / stepbrother / stepsister*)

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El hijastro / La hijastra (*stepson / stepdaughter*)

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La madrastra / El padrastro (*stepmother / stepfather*)

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La suegra / el suegro (*mother-in-law / father-in-law*)

Tipos de familias:

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación
- La familia política
- La familia moderna
- La familia tradicional

Mascotas



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el conejo



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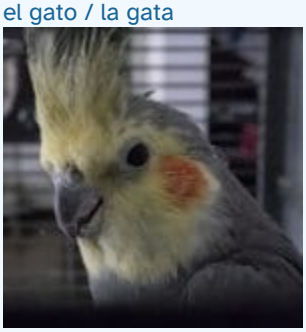
el cuy



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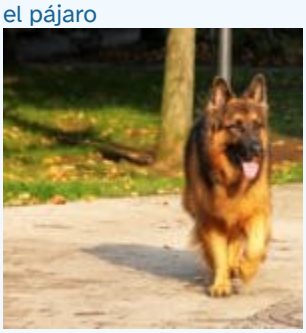
el gato / la gata



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el pájaro



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el perro / la perra



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el pez



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la tortuga

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5.4: Ejercicios- La familia

Objetivos

- Recognize vocabulary of family relations
- Understand spoken information about the members of a family

A. La familia real

Actividad 5.4.A

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B. Escuchar: La familia

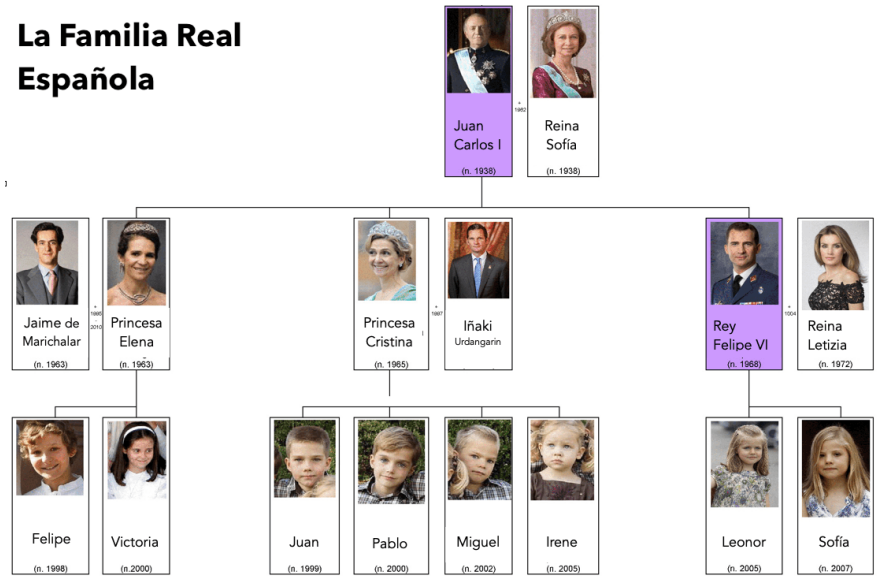
Actividad 5.4.B

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Text only

A. La familia real



1. Juan Carlos 1 es ____ de Felipe y Victoria.
2. La Reina Letizia es la ____ de Miguel.
3. Pablo y Juan son ____ de Miguel e Irene.
4. Leonor es ____ de Victoria.
5. La Reina Letizia es ____ de la Princesa Cristina.
6. Juan Carlos 1 es el ____ de Iñaki.
7. Leonor es la ____ de la Princesa Elena.
8. Filipe es el ____ de Elena y Jaime.

B. La familia

1. ¿De quién habla la persona? (Who is the person talking about?) De ____ .

Audio

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   - su primo
   - su hermana
   - su padre
   - su tío
2. ¿A quién visita ella en Nueva York? A ____ .

Audio

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View this Audio online

- su hermano
- su tía
- su abuela
- su hermana

3. ¿Quién tiene 2 años? ____ .

Audio

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- su padre
- su nieto
- su primo
- su sobrino

4. ¿De quién habla la persona? De ____ .

Audio

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- sus tíos
- sus abuelos
- su tía
- su madre

5. ¿De quién habla la persona? De ____ .

Audio

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- su marido
- su hermano
- su cuñado
- su nieto

6. ¿Quién es la nueva mujer de su padre? _____ .

Audio

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- su hermana
- su madrastra
- su madre
- su hijastra

7. ¿Quiénes tienen 12 años? _____ .

Audio

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- sus padres
- su abuela
- sus hermanastros
- sus sobrinos

8. ¿Quién cumple 90 años en abril? _____ .

Audio

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- su madre
- su tía
- su nieto
- su abuela

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5.5: Introduction to Mi casa es tu casa

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

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5.6: En contexto- Los posesivos

Objetivos

- Recognize possession indicated by possessive adjectives

Mi familia inmediata

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

Juanita Sánchez
8.4.2019

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

Preguntas de análisis:

Actividad 5.6.A

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Text-only version

Juanita Sánchez
8.4.2019

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

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

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5.7: Gramática- Los posesivos

Objetivos

- Recognize possession indicated by possessive adjectives

Posesión con ser + de

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

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

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

Audio

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Las mochilas son de los muchachos. (*The bookbags are the boys'.*)

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

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

Los adjetivos posesivos

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

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

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

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

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

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

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

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mi libro *(my book)*

- Audio

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

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mi familia *(my family)*

- Audio

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mis familias *(my families)*

- Audio

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

- Audio

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

- Audio

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

- Audio

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nuestras famili**as** (*our families)*

- Audio

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tu libro *(your book)*

- Audio

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

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tu casa *(your house)*

- Audio

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

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

- Audio

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

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

- Audio

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

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

- Audio

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

- Audio

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

- Audio

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

- Audio

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

- Audio

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

- Audio

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  View this Audio online

  su casa *(their house or your house)*

- Audio

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

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

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5.8: Gramática- ¿Cuánto(s) y quién(es)?

Objetivos

- Ask and answer questions with ¿cuántos y quién(es)?

¿Cuánto?



"Fusiles" = rifles; traer = "to bring." From a famous (purported) conversation between Fidel and Raúl Castro. Described in "How Cuba Remembers Its Revolutionary Past and Present."

You may recall using *cuánto* in the question "¿Cuántos años tienes?". We use this question word before a noun when that noun may be counted or measured. *¿Cuánto/cuántos?* means "how many" if the noun is countable (meaning you can count up by adding more of the items), and means "how much" if the noun is uncountable (meaning an indivisible, collective thing).

Por ejemplo:

- ¿Cuánto cuesta? (*How much does it cost?*)
- ¿Cuántos dólares tienes? (*How many dollars do you have?*)

¡Be careful! *¿Cuánto?* must agree in number and gender with the noun it is asking about.

- Masculine singular: ¿Cuánto tiempo tenemos? (*How much time do we have?*)
- Feminine singular: ¿Cuánta luz entra por la ventana? (*How much light comes in through the window?*)
- Masculine plural: ¿Cuántos perros tienes en casa? (*How many dogs do you have at home?*)
- Feminine plural: ¿Cuántas hermanas tienes? (*How many sisters do you have?*)

¿Quién?

> Haz bien y no mires a quien.
>
> (Proverbio)

The question "Who speaks Spanish?" uses the interrogative "who" as a subject. Just like in English, the Spanish question ¿Quién habla español? uses the interrogative *quién* as the subject. *Quién* is the singular version of "who," and is meant to represent one person. Therefore, the verb is conjugated in the él/ella form as if one person were the subject of the sentence.

- ¿Quién vive en tu casa? (*Who lives in your house?* – assuming it is or might be only one person)
- ¿Quién es tu padre? (*Who is your father?* – asking about one person)

Quiénes is the plural version of “who,” and is meant to represent multiple people. Here you would use the ellos/ellas form of the verb.

- ¿Quiénes son tus padres? (*Who are your parents?* – asking about more than one person)
- ¿Quiénes viven en tu casa? (*Who lives in your house?* – assuming or knowing that more than one person lives there)

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5.9: Ejercicios- Los posesivos/ ¿Cuánto(s) y quién(es)?

Objetivos

- Recognize possession indicated by possessive adjectives
- Ask and answer questions with ¿cuántos y quién(es)?

A. Los posesivos

Actividad 5.9.A

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B. Los posesivos

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C. Los posesivos

Actividad 5.9.C

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D. ¿Cuánto(s) y quién(es)?

Actividad 5.9.D

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E. ¿Cuánto(s) y quién(es)?

Actividad 5.9.E

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Text only

A. Los posesivos

Yo tengo dos hermanos, un hermano y una hermana. (Mi / Su) hermano es simpático. (Tu / Mi) hermana es inteligente. Tenemos algunas mascotas. (Nuestra / Nuestro) perro es de (mi / tu) hermano, (mi / su) nombre es Pepe. (Nuestra / Nuestro) gata es de (mi / tu) hermana, (mi / su) nombre es Chocolate. ¿Como es (mi / tu) familia?

B. Los posesivos

1. _____ madre se llama María.
   - Tus
   - Mi
   - Mis
   - La
2. La hermana de Julio tiene 12 años. _____ hermano tiene 14 años.
   - Sus
   - La
   - Mis
   - Su
3. Vivo cerca. _____ casa está al final de la calle.
   - Sus
   - Mis
   - La
   - Mi
4. María está con _____ amigas.
   - tu
   - las

    - mi
    - sus
5. ¿Te gusta mucho jugar con ____ perro?
    - sus
    - los
    - vuestros
    - tu
6. ¿Tenéis ____ mochilas para el viaje?
    - la
    - tus
    - vuestras
    - su
7. Pablo está aquí solo. ____ padres tienen que trabajar en Madrid.
    - Tus
    - Su
    - Sus
    - El
8. Mi amiga no me quiere ayudar con ____ deberes.
    - mis
    - las
    - tu
    - el

C. Los posesivos

1. — ¿Cómo se llama tu madre?

   – _____ madre se llama Juanita.

2. —¿Quiénes son estos chicos?

   — Los chicos son _____ hermanos. (my)

3. — ¿Dónde vive la familia de María?

   — _____ familia vive en Salamanca.

4. — ¿Cómo se llaman los perros de Juan y Carlos?

   — _____ perros se llaman Bobo y Toto.

5. —¿De dónde es mi padre?

   —_____ padre es de Madrid.

6. — ¿Son estos chicos de vuestro colegio? (*“Are these guys are from our school?”*)

   — Sí, estos chicos son de _____ colegio.

7. — ¿Cómo están tus compañeras?

   — _____ compañeras están bien.

8. ¿Estás bien? – No, _____ brazo está roto.

D. ¿Cuánto(s) y quién(es)?

1. ¿____ años tienes?

- Quién
- Cuántos
- Cuánto
- Quiénes

2. ¿____ es tu mejor amiga?
   - Cuántos
   - Quién
   - Cuánta
   - Quiénes
3. ¿____ dinero tienes?
   - Cuánto
   - Cuántos
   - Cuántas
   - Quién
4. ¿____ son estos chicos?
   - Cuánto
   - Quién
   - Quiénes
   - Cuánta
5. ¿____ es la hermana de Pablo?
   - Quiénes
   - Cuántas
   - Cuántos
   - Quién
6. ¿____ hermanos tienes?
   - Quiénes
   - Cuántas
   - Cuántos
   - Quién
7. ¿____ tiempo nos queda?
   - Cuánta
   - Cuántas
   - Quién
   - Cuánto

E. ¿Cuánto(s) y quién(es)?

1. Julio tiene tres gatos y un perro grande. ¿_____ gatos tiene Julio?
2. Julia tiene un perro pequeño y una gata. ¿_____ gatas tiene Julia?
3. Antonio tiene tres gatos y un perro. Su amigo tiene dos perros. ¿_____ tiene cuatro animales?
4. Laura tiene pelo negro. Tiene dos gatos negros y un perro blanco. ¿_____ animales negros tiene Laura?
5. Ana tiene un perro grande y un gato gordo. ¿_____ perros tiene Ana?
6. Antonia es muy deportista. Le gusta correr con su perro. A Marta le gusta correr con sus dos perros. ¿_____ tiene dos perros?
7. Anita tiene muchos animales. Tiene un gato, una gata, dos perros y tres vacas. ¿_____ animales tiene Anita?
8. Carlos y su hermano tienen dos perras, un perro y un gato. ¿_____ perras negras tienen Carlos y su hermano?

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5.10: Introduction to ¿Qué aprendemos ahora?



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

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

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

Objetivos

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



¿Decidimos comprar el bolso rojo o el rosado?

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

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

Preguntas:

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Actividad 5.11.B

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Actividad 5.11.$C1$

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Actividad 5.11.$C2$

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Actividad 5.11.$D1$

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Actividad 5.11.$D2$

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Text-only version of questions

1. What is the subject pronoun for the verb forms “debo” and “abro”? What are their infinitives?

2. What is the subject pronoun for the verb forms “debes” and “abres”? What are their infinitives?

3. What is the subject pronoun for the verb forms “vende” and “recibe”? What are their infinitives?

4. What is the subject pronoun for the verb forms “debemos” and “abrimos”? What are their infinitives?

5. What is the subject pronoun for the verb forms “venden” and “descubren”? What are their infinitives?

6. Compare the different verb endings for these ER and IR verbs... when are they the same and when are they different?

7. Compare the verb endings for these ER and IR verbs with the endings for the AR verbs that you have already learned... how are they similar and how are they different?

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

Objetivos

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



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

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

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

-er verbs

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aprender (*to learn*)

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beber (*to drink*)

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comer (*to eat*)

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comprender (*to understand*)

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correr (*to run*)

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creer (*to believe*)

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deber (*must, should*)

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leer (*to read*)

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vender (*to sell*)

-ir verbs

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abrir (*to open*)

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compartir (*to share*)

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cumplir (*to complete*)

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decidir (*to decide*)

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describir (*to describe*)

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escribir (*to write*)

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recibir (*to receive*)

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vivir (*to live*)

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

Objetivos

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

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





"History is won by those who write it."

beber *(to drink)*	
(stem: beb)	
singular	**plural**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	**Audio** *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
yo beb**o**	nosotros beb**emos**

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  tú beb**es**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  vosotros beb**éis**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él/ella/usted beb**e**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos/ellas/ustedes beb**en**

vivir *(to live)*	
(stem: viv)	
singular	**plural**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  yo viv**o**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  nosotros viv**imos**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  tú viv**es**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  vosotros viv**ís**

Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él/ella/usted viv**e**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos/ellas/ustedes viv**en**

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

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

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5.14: Ejercicios- Verbos regulares de -er/-ir

Objetivos

- Recognize the meaning of verbs in the present tense that end in -er & -ir
- Identify the correct conjugation of verbs in the present tense that end in -er & -ir
- Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir

A. Verbos regulares de -er/-ir

Actividad 5.14.A

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B. Verbos regulares de -er/-ir

Actividad 5.14.B

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C. Verbos regulares de -er/-ir

Actividad 5.14.C

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D. Verbos regulares de -er/-ir

Actividad 5.14.D

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E. Escuchar: Verbos regulares de -er/-ir

Actividad 5.14.E

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Text only

A. Verbos regulares de -er/-ir

deben • leen • beben • venden • creen • deciden

1. Las chicas _____ las novelas de ciencia-ficción.
2. Los republicanos _____ en la responsabilidad individual.
3. Este año los seniors _____ a qué universidad asistir.
4. Ellos _____ café cada día.
5. Esa tienda es muy ecléctica, las dueñas (owners) _____ objetos interesantes y únicos.

B. Verbos regulares de -er/-ir

1. Yo ____ en el estado de Nueva York.
   - corro
   - comprendo
   - cumplo
   - vivo
2. Vosotros ____ composiciones para la clase de inglés.
   - coméis
   - escribís
   - debéis
   - recibís
3. La autora ____ una escena muy real en la historia.
   - corre
   - comparte
   - lee
   - describe

4. Nosotros _____ las ventanas del estudio.
    - vivimos
    - abrimos
    - cumplimos
    - bebimos
5. Cada año, el adolescente _____ regalos en su cumpleaños.
    - vive
    - recibe
    - cree
    - comprende
6. Los médicos _____ la importancia de su profesión.
    - escriben
    - venden
    - comprenden
    - comparten
7. Yo _____ cada día por el parque para hacer ejercicio.
    - bebo
    - debo
    - corro
    - decido
8. José _____ correr por el parque o en un gimnasio para hacer ejercicio.
    - debe
    - cree
    - escribe
    - describe
9. Nosotros _____ el almuerzo durante el recreo (recess).
    - cumplimos
    - leemos
    - compartimos
    - vivimos
10. En el kínder/prescolar, vosotras _____ algo nuevo todos los días.
    - debéis
    - aprendéis
    - cumplís
    - corréis
11. Tú eres muy responsable y _____ con tus obligaciones, ¡gracias!
    - compartes
    - aprendes
    - cumples
    - corres

C. Verbos regulares de -er/-ir

1. Rosalía _____ en Galicia, España.
    - vivo
    - vives
    - viven
    - vive
2. Rosalía y sus amigas _____ pasar mucho tiempo al aire libre (in the fresh air).
    - debemos
    - deben
    - debéis
    - debe
3. Los gallegos (personas de Galicia) frecuentemente _____ empanadas grandes en sus picnics.
    - compartís
    - compartes
    - comparto
    - comparten

4. ¿Qué _____ tú en tus picnics?
    - coméis
    - come
    - comes
    - como
5. Rosalía _____ doce años en junio.
    - cumplen
    - cumple
    - cumples
    - cumplo
6. Nosotros _____ el castellano, pero muchas personas hablan gallego en Galicia.
    - comprendes
    - comprendo
    - comprendemos
    - comprenden
7. Los gallegos _____ el clima de Galicia como templado (*temperate*): llueve bastante y no hace demasiado calor.
    - describís
    - describen
    - describimos
    - describo
8. Antes de visitar Galicia, yo _____ el pronóstico del tiempo.
    - leo
    - lee
    - leemos
    - lees
9. Muchos católicos _____ visitar a la Catedral de Santiago de Compostela, en Galicia, España.
    - deciden
    - decide
    - decides
    - decidís
10. Los católicos _____ que el Apóstol Santiago está enterrado (*is buried*) en Santiago de Compostela.
    - crees
    - cree
    - creéis
    - creen

D. Verbos regulares de -er/-ir

1. Pedro _____ (aprender) japonés en la universidad.
2. Los chicos _____ (beber) agua mineral después de hacer ejercicio.
3. Tú _____ (escribir) un correo electrónico al profesor.
4. Mi abuela es católica y _____ (creer) en la Virgen de Guadalupe.
5. Ustedes _____ (vivir) cerca del campus universitario.
6. Vosotros _____ (comprender) lo que dice la profesora.
7. Yo _____ (recibir) muchos regalos para mi cumpleaños.
8. Alejandra y Beatriz _____ (deber) estudiar para el examen de física.

E. Verbos regulares de -er/-ir

1. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- yo
- ellos
- ella
- tú

2. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- vosotros
- nosotros
- ellos
- él

3. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- vosotros
- nosotros
- ellos
- tú

4. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- yo
- tú
- nosotros
- ella

5. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- yo
- tú
- ella
- vosotros

6. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- yo
- Antonio
- vosotros
- ellos

7. Listen to the audio clip and determine the subject pronoun for which the verb is conjugated.

Audio

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- ellas
- vosotros
- nosotros
- ellos

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5.15: Introduction to Mi perro es bonito y pequeño



Mi perro es bonito y pequeño.

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

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5.16: Vocabulario- Adjetivos descriptivos

Objetivos

- Recognize adjectives describing physical and mental traits

Vocabulario: Adjetivos descriptivos

El aspecto físico



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alto/a



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bajo/a



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bonito/a



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guapo/a



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feo/a



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delgado/a



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gordo/a



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grande



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pequeño/a



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joven



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viejo/a



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



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pelirrojo/a (*red-haired*)



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rubio (*blond-haired*)

La personalidad



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



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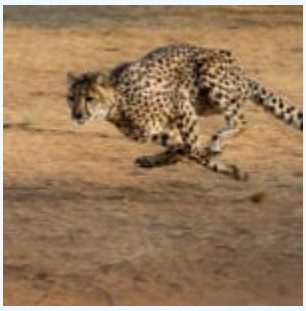
amable



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antipático/a



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atlético/a



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bueno/a



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cariñoso/a



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cómico/a



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egoísta



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famoso/a



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generoso/a



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honesto/a (*honest*)



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impaciente



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inteligente



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interesante



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malo/a



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paciente



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perezoso/a



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pobre (poor)



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rico/a



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serio/a



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simpático/a (*nice*)



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sociable



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tímido/a



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tonto/a



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trabajador/a

Text-only version with translations

El aspecto físico (*physical aspect*)

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

La personalidad (*personality*)

- aburrido/a (*boring* [w. ser])
- amable/a (*nice, amiable*)
- antipático/a (*unfriendly*)
- atlético/a (*athletic*)
- bueno/a (*good*)

- cariñoso/a (*caring*)
- cómico/a (*funny*)
- egoísta (*selfish*)
- famoso/a (*famous*)
- generoso/a (*generous*)
- honesto/a (*honest*)
- impaciente (*impatient*)
- inteligente (*intelligent*)
- interesante (*interesting*)
- malo/a (*bad*)
- paciente (*patient*)
- perezoso/a (*lazy*)
- pobre (*poor*)
- rico/a (*rich*)
- serio/a (*serious*)
- simpático/a (*nice*)
- sociable (*sociable*)
- tímido/a (*timid*)
- tonto/a (*foolish, silly*)
- trabajador/a (*hard-working*)

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5.17: Gramática- Los países y las nacionalidades

Objetivos

- Recognize adjectives of nationality used to describe people

Los países, las nacionalidades y más

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

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

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

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

América

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

Europa

Albania, albana/o
Alemania, alemán/ alemana

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

África

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

Asia

Afganistán, afgana/o
Armenia, armenia/o
Baréin, bareiní
Camboya, camboyana/o
Catar, catarí
China, chino/a
Corea del Norte, norcoreana/o
Filipinas, filipina/o
India, india/o
Indonesia – indonesia/o
Irak / Iraq, irakí / iraquí
Japón, japonés
Malasia, malaya/o
Omán, omaní
Paquistán / Pakistán, paquistaní / pakistaní
Singapur, singapurense
Sri Lanka, srilanqués / ceilanés
Tailandia, tailandés
Uzbekistán, uzbeka/o
Vietnam, vietnamita
Yemen, yemení

Oceanía

Australia, australiana/o
Nueva Zelanda, neozelandés

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

YouTube Video

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5.18: Ejercicios- Adjetivos descriptivos / Los países y las nacionalidades

Objetivos

- Recognize adjectives describing physical and mental traits
- Identify people based on spoken descriptions
- Recognize adjectives of nationality used to describe people

A. Adjetivos descriptivos

Actividad 5.18.A

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B. Adjetivos descriptivos

Actividad 5.18.B

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C. Adjetivos descriptivos

Actividad 5.18.C

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D. Escuchar: Adjetivos descriptivos

Actividad 5.18.D

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E. Los países y las nacionalidades

Actividad 5.18.E

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Text only

A. Adjetivos descriptivos

guapa • atlética • mala • generosa • pobre • egoísta • rica • tímida

1. Una persona que juega al tenis es _____.
2. Una persona que tiene mucho dinero es _____.
3. Una persona que no tiene dinero es _____.
4. Una persona que es modelo (*a model*) es muy _____.
5. Una persona que roba (*steals*) es _____.
6. Una persona que no le gusta compartir (*share*) es _____.

B. Adjetivos descriptivos

1. Una persona que trabaja mucho es _____.
2. Una persona que no habla con mucha gente es _____.
3. Una persona que sabe (*knows*) mucho es _____.
4. Una persona que le gusta compartir es _____.
5. Una persona que hace bromas (*makes jokes*) es _____.
6. Una persona que siempre dice la verdad (*truth*) es _____.

C. Adjetivos descriptivos

1. Una persona deportista es una persona ____.
   - honesta
   - alta
   - perezosa

- atlética

2. Un bebé con el pelo rojo es ____.
   - moreno
   - pelirrojo
   - rubio
   - gordo
3. Mi perro Frodo es _____, por eso el veterinario ordena ejercicio y dieta para él.
   - delgado
   - gordo
   - sociable
   - guapo
4. El cómico Larry David es una persona sin (without) paciencia, él es _____.
   - bajo
   - interesante
   - impaciente
   - amable
5. Mis abuelos son _____ pero ellos son muy activos y dinámicos.
   - jóvenes
   - viejos
   - famosos
   - aburridos
6. Nosotros somos guapas, inteligentes, _____ y modestas.
   - interesantes
   - tímidas
   - feas
   - tontas
7. Oprah Winfrey, Bill Gates y Jeff Bezos son muy _____.
   1. pobres
   2. ricos
   3. serios
   4. tontos

D. Adjetivos descriptivos

1. Which picture is the best match for the person being described in the audio clip?

Audio

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2. Which picture is the best match for the person being described in the audio clip?

Audio

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3. Which picture is the best match for the person being described in the audio clip?

Audio

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4. Which picture is the best match for the person being described in the audio clip?

Audio

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5. Which picture is the best match for the person being described in the audio clip?

Audio

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6. Which picture is the best match for the person being described in the audio clip?

Audio

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7. Which picture is the best match for the person being described in the audio clip?

Audio

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E. Los países y las nacionalidades

Where are these soccer fans from?

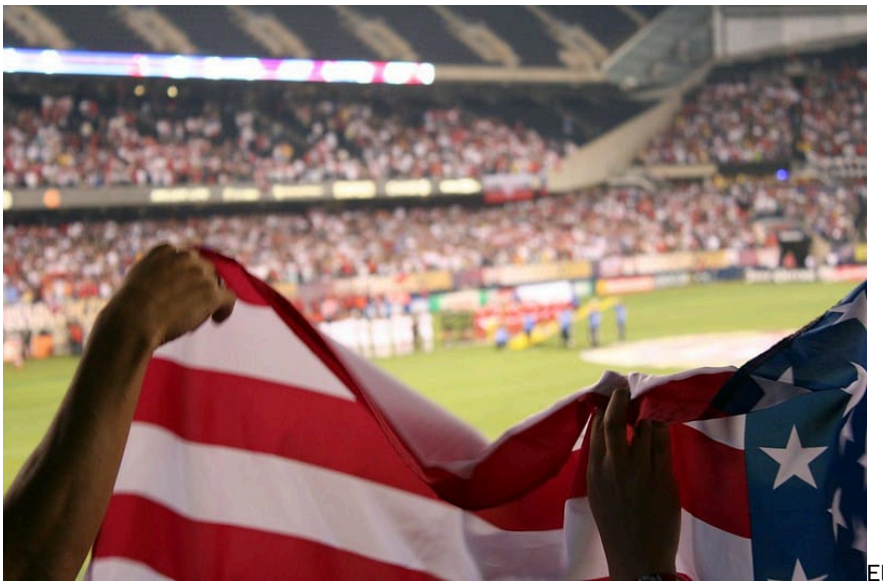
1.  Él es de Argentina. Él es _____ .
2.  Ella es _____.

3.  Ellos son _____.
4. 

Él es _____.
5. 

Ellas son de Ecuador. Ellas son _____.

6.  Ellos son de México. Ellos son _____.
7.  Ellos son de España. Ellos son _____.
8.  Ella es de Uruguay. Ella es _____.

9.  Ellos son _____.

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5.19: Putting It Together- ¿Quiénes son los miembros de una familia?

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

La familia

La familia

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

Tipos de familias:

- Familia nuclear o pequeña
- Familia extendida o grande
- Primera, segunda, tercera generación
- La familia política
- La familia moderna
- La familia tradicional

Mascotas

- el conejo (*rabbit, bunny*)
- el cuy (*guinea pig*)
- el gato / la gata (*cat*)
- el pájaro (*bird*)
- el perro / la perra (*dog*)
- el pez (*fish*)
- la tortuga (*turtle*)

Los posesivos

Posesión con ser + de

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

Los adjetivos posesivos

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

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

¿Cuánto(s) y quién(es)?

¿Cuánto/cuántos? means “how many” if the noun is countable (meaning you can count up by adding more of the items), and

means “how much” if the noun is uncountable (meaning an indivisible, collective thing).

Quién is the singular version of “who,” and is meant to represent one person. Therefore, the verb is conjugated in the él/ella form as if one person were the subject of the sentence. *Quiénes* is the plural version of “who,” and is meant to represent multiple people. Here you would use the ellos/ellas form of the verb.

Verbos regulares de -er/-ir

-ER VERBS

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

-IR VERBS

- abrir (to open)
- compartir (to share)
- cumplir (to complete)
- decidir (to decide)
- describir (to describe)
- escribir (to write)
- recibir (to receive)
- vivir (to live)

Adjetivos descriptivos

El aspecto físico (*physical aspect*)

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

La personalidad (*personality*)

- aburrido/a (*boring* [w. ser])
- amable/a (*nice, amiable*)

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

Los países y las nacionalidades

- Argentina, argentina/o
- Bolivia, boliviana/o
- Canadá, canadiense
- Chile, chilena/o
- Colombia, colombiana/o
- Costa Rica, costarricense
- Cuba, cubana/o
- Ecuador, ecuatoriana/o
- El Salvador, salvadoreña/o
- Estados Unidos, estadounidense
- Guatemala, guatemalteca/o
- Honduras, hondureña/o
- México, mexicana/o
- Nicaragua, nicaragüense
- Panamá, panameña/o
- Paraguay, paraguaya/o
- Perú, peruana/o
- República Dominicana, dominicana/o
- Uruguay, uruguaya/o
- Venezuela, venezolana/o
- España, español/ española

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5.20: Assignment- Mi familia famosa

Imagina que tú eres parte de una familia famosa; escribe 3-4 frases sobre tu familia sin decir tu nombre. Tu familia famosa puede ser real o ficticia. Utiliza los adjetivos posesivos. Ahora tus compañeros adivinan quién eres. (Imagine that you are part of a famous family; write 3-4 sentences about your family without saying your name. Your famous family can be real or fictional. Use the possessive adjectives. Now your classmates guess who you are.)

Modelo: Hay cinco personas en mi familia y dos mascotas. Mi hermano se llama Bart y mi hermana se llama Maggie. Nuestro perro se llama Santa's little helper y nuestra gata se llama Snowball. ¿Quién soy yo?

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5.21: Discussion- Mi familia

Purpose: You will practice your presentation skills and your ability to describe others in Spanish by introducing a "family member" or "family members" through a video presentation. You will practice your listening skills by watching a Spanish instructor describe a member of her "*familia*" and then by watching and responding to the presentations of two peers.

Task: This activity has four parts:

Part 1. Watch a Spanish instructor introduce and describe her "family member and pet."

YouTube Video

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Part 2. Use a computer or a smartphone to record a short video in which you describe a "family member(s)" in Spanish (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). This can be a real family member or a pretend family member. You will need to have a visual prop (photo, etc.) of this family member(s) that is visible in your video as you describe them in Spanish.

Part 3. Watch the video presentations of two of your peers and respond with one follow up question in Spanish.

Part 4. Answer the questions your peers posed to you about your original video post, thank them, and sign off.

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

> Parts 1 & 2. Watch the video example of a Spanish instructor introducing and describing her "family member and pet." Record your own video introducing and describing a "family member(s)" in Spanish (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). You and the visual prop of this family member(s) will need to be visible in the video. You must use at least 7 descriptive adjectives (5 % each/ 35% total) and you must identify the family member's relationship to you (25%).
>
> Part 3. Choose two peers and watch their presentations. After watching your your peers' presentations, record and upload one follow up question about the family member who you "met" in the video. The follow up is worth 20%.
>
> Part 4. Answer the questions your peers asked you about the person(s) or pet(s) you presented as a family member. Record a unique response to each peer as a video comment, thank them, and graciously end the conversation. Upload each video to the discussion board. Each video is worth 10%: 6% for answering the question, 2% for thanking each peer, and 2% for graciously ending the conversation.

Ejemplo:

John watches the video of the Spanish instructor introducing and describing her family member and pet. He notices that she uses the phrase *te presento a* to introduce her family members, and he decides to use that in his video. John records a video in which he introduces his peers to his father, Darth Vader, and his child, Chucky. John makes sure that both himself and the figurines of his "family members" are visible in the video he records. John uses *mi padre* and *mi hijo* to identify his family members and earns 25 points. He then uses *peligroso*, *espantoso*, and *fuerte* to describe his father and *malo*, *travieso*, *pequeño* and *joven* to describe his child. He earns 35 points. John watches the videos of two classmates and asks each classmate a follow up question: *¿Cuántos años tiene tu hermana?* and *¿Te llevas bien con tus padres?* and earns 20 points. He then watches the follow up questions his classmates left for him on his video and responds with a video in return. In his videos, he answers the questions, thanks each peer by name, and says *hasta luego*. He earns 20 more points. His grade for the assignment is 100/100, in spite of a couple of

errors he made during recording.

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5.22: Discussion- -er and -ir verbs

Purpose: You will practice your conversation skills in Spanish by listening to a recording and responding to the questions in Spanish. You will get exposure to different -er and -ir verbs, and you will practice changing them based on the subject of the sentence. You will also need to change the possessive pronouns as necessary so that your responses make sense. You may use the Encuesta PDF to help you prepare your answers before recording. Click here to download the Encuesta PDF.

Task: This activity has three parts.

Part 1. Listen to the following recording about student life.

Audio

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Part 2. Using a computer or a voice memo function on a smartphone, record your answers to 5 of the questions in Spanish, and post your responses in Spanish to the discussion board. Others will be able to hear your responses in Spanish, just as you can hear theirs.

Part 3. Listen to the responses of two peers in your class. Then, prepare some general statements about you and your peers in Spanish using the “nosotros” form. Be sure to change possessive pronouns as necessary, too! You will choose three statements using the nosotros form and post them as a written comment on the discussion board.

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

Parts 1 & 2. You will hear 10 questions, and you will choose 5 questions that you would like to answer. Record 5 responses in Spanish to those questions in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 17%.

Part 3. Choose two peers and listen to their responses. After listening to your peers’ responses, you will make generalizations using the “nosotros” form. You will type in three generalizations and post them to the discussion board as a written comment in Spanish. You must include the names of your peers in these generalizations. Each written statement in the “nosotros” form is worth 7.5%.

Ejemplo:

Mark listens to the recording. He looks at the Encuesta PDF and uses Paso 1 to prepare his responses to the recorded prompt. He then records his responses in Spanish to the 5 questions he chooses to answer and uploads them to the discussion board. He has earned 85 points.

He then finds two peers, Andy and Rebecca, and he listens to their responses to the original prompt. He takes notes, and finds that he and Andy are a lot alike, but that he and Rebecca share few similarities. He looks at the Encuesta PDF and uses Paso 4 to prepare three statements, carefully changing the verb endings and possessive pronouns. He posts them as a written comment on the discussion board. He has earned 15 points. Here are his statements:

1. Andy, Rebecca y yo vivimos con un compañero de cuarto.
2. Andy y yo recibimos buenas notas en nuestras clases, pero Rebecca no recibe buenas notas en sus clases.
3. Andy y yo comemos en la cafetería todos los días, pero Rebecca no come en la cafetería con frecuencia. Ella come en casa.

Script

1. ¿Aprendes mucho en tus clases?
2. ¿Lees mucho pero no lees demasiado para tus clases?
3. ¿Escribes mucho en la clase de composición?
4. ¿Crees que tus profesores son buenos?
5. ¿Comprendes la mayoría de la información que estudias?
6. ¿Recibes buenas notas?
7. ¿Bebes mucho café?
8. ¿Comes en la cafetería todos los días?
9. ¿Vives con una compañera o un compañero de cuarto?
10. ¿Compartes responsabilidades con tu compañera o compañero de cuarto?

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5.23: Discussion- Mascotas

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

Task: This activity has three parts:

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

Part 1. Read and respond to the following prompt in Spanish. Post your response to the discussion board.

- ¿Tienes mascotas?
- Si (*if*) tu respuesta es sí: ¿Cómo se llama(n)? ¿Cuántas mascotas tienes? ¿Qué tipo de animales son?
- Si tu respuesta es no: ¿Deseas tener una mascota? ¿Por qué sí o por qué no?

Part 2. You will read the responses of two classmates and post a follow up comment and question in Spanish to these two classmates. Be creative and authentic! If you need some help perpetuating the conversation, there are some ideas listed below.

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

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

> Part 1. 30% will be earned for posting your initial response in Spanish to the discussion board.
>
> Part 2. 40% will be earned for interacting with two peers on their initial posts: you are to comment and question on the posts of two peers, so each comment/question is worth 20%.
>
> Part 3. 30% will be earned for responding to your peers on your original post: you are to answer two follow up questions that your peers asked about your original post and politely thank them and sign off (15 % each) .

In the following example, Erica posts her response to the prompt. Her peers, Janelle and Becky, write a comment and question. Erica responds to their question and politely wraps up the conversation. Erica still needs to comment and ask a question to two other peers on the discussion board.

Ejemplo:

Erica: Hola. Me llamo Erica. Sí, tengo tres mascotas. Tengo un gato que se llama Cookie y dos perros que se llaman Tony y Tommy.		
	Janelle: Hola Erica. Me encantan los perros. ¿Cuántos años tienen tus perros?	
		Erica: Hola Janelle. Me encantan los perros también. Tony tiene 3 años y Tommy tiene 10 años. Gracias por conversar conmigo. Hasta la próxima vez.
	Becky: Hola Erica. No tengo mascotas, pero deseo tener un gato. ¿Es una buena idea tener un gato en tu opinión?	
		Erica: Hola Becky. En mi opinión es una buena idea tener un gato. Son muy fåciles de mantener y son buena compañía. Gracias por tu comentario y pregunta. Nos vemos.

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

- ¿Tu mejor amigo (*best friend*) tiene mascotas? ¿Qué tipo de animales son?
- ¿Qué tipo de mascota es tu favorito, los gatos/gatas o los perros?
- ¿Qué tipo de mascota es tu favorito, los peces o los pájaros?

- ¿Deseas tener una mascota más?

Additional comments students can use to perpetuate the conversation:

- Algo me dice que... (*Something tells me that...*)
- ¡Qué lástima! / ¡Qué pena! (*What a pity / That's too bad*)
- ¿En serio? / ¿Verdad? (*Really?*)
- ¡No me digas! (*No way!*)
- ¡Ay dios mío!/¡madre mía! (*Oh my goodness!*)
- ¡Qué bueno! ¡Qué bien! (*That's great!*)
- Chévere / Bacano / Qué padre (*Cool!*)

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6: ¿NECESITO UN SUÉTER?

6.1: Why It Matters- ¿Necesito un suéter?

6.2: Introduction to ¿Qué ropa llevas?

6.3: Vocabulario- La ropa

6.4: Ejercicios- La ropa

6.5: Introduction to ¿Cómo contamos?

6.6: Vocabulario- Los números 101 +

6.7: Ejercicios- Los números 101 +

6.8: Introduction to ¿Qué tiempo hace hoy?

6.9: En contexto- El clima

6.10: Vocabulario- El clima

6.11: Ejercicios- El clima

6.12: Introduction to ¿Qué te gusta hacer?

6.13: En contexto- Gustar + infinitivo

6.14: Gramática- El verbo gustar + infinitivo

6.15: Ejercicios- El verbo gustar + infinitivo

6.16: Introduction to Cultura- Camino de Santiago

6.17: Cultura- Camino de Santiago

6.18: Putting It Together- ¿Necesito un suéter?

6.19: Assignment- Escribir

6.20: Discussion- La chequera real

6.21: Assignment- Collaborative Peer Activity- Las vacaciones–el clima y la ropa

6.22: Discussion- El verbo “gustar” + infinitivo

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6.1: Why It Matters- ¿Necesito un suéter?

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

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

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

YouTube Video

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

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

YouTube Video

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

YouTube Video

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

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

YouTube Video

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

YouTube Video

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

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

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6.2: Introduction to ¿Qué ropa llevas?



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

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

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6.3: Vocabulario- La ropa

Objetivos

Recognize and describe articles of clothing

Vocabulario: La ropa

Las prendas de ropa (*articles of clothing*)

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el abrigo



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el bolso



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las botas



la bufanda



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los calcetines



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la camisa



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la camiseta



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la chaqueta



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la falda



la gorra



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el gorro



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los guantes



el impermeable



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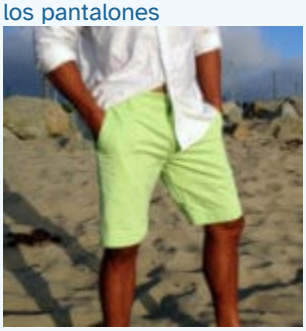
los lentes



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los pantalones



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to access it online.

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los pantalones cortos



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el paraguas



el pijama



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el sombrero



el suéter



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los tenis



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el traje



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el traje de baño



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el vestido



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los zapatos

Un verbo útil (*a useful verb*):

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

Text only list

Las prendas de ropa (articles of clothing)

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

Un verbo útil (a useful verb):

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

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6.4: Ejercicios- La ropa

Objetivos

- Recognize the vocabulary of clothing
- Identify articles of clothing based on spoken descriptions

A. ¿Qué llevan las mascotas? (*What are the pets wearing?*)

Actividad 6.4.A

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B. La ropa

Actividad 6.4.B

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Text only

A. ¿Qué llevan las mascotas? (What are the pets wearing?)

1. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

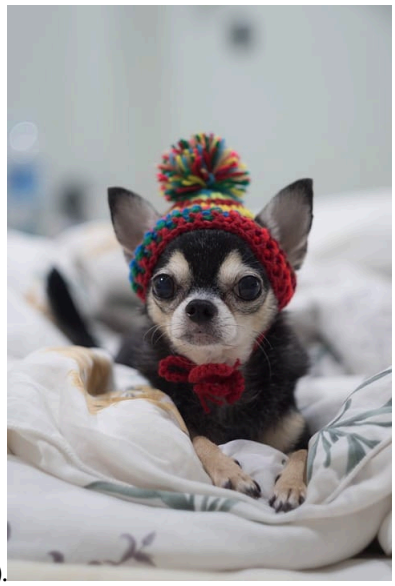
image). 
    - traje de baño
    - gorro
    - lentes
    - zapatos
2. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the image). 
    - gorro
    - pantalones
    - camisa
    - calcetines
3. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

image). 
   - gorros
   - trajes de baño
   - vestidos
   - bolsos
4. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the image). 
   - tenis
   - gorro
   - botas
   - bolso
5. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the

image). 
    - sombrero
    - paraguas
    - camisa
    - lentes
6. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the image). 
    - gorro
    - zapatos
    - camiseta
    - pantalones
7. Selecciona todas las prendas de ropa que aparecen en el imagen (Select all of the articles of clothing that appear in the



image).

- lentes
- vestido
- bufanda
- gorro

B. La ropa

1. Which picture corresponds to the speaker's description?

Audio

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2. Which picture corresponds to the speaker's description?

Audio

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3. Which picture corresponds to the speaker's description?

Audio

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4. Which picture corresponds to the speaker's description?

Audio

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VIESMANN
#Wintertans
8



5. Which picture corresponds to the speaker's description?

Audio

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6. Which picture corresponds to the speaker's description?

Audio

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7. Which picture corresponds to the speaker's description?

Audio

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6.5: Introduction to ¿Cómo contamos?



In this section, we'll learn to count past one hundred. Thousands, tens of thousands, even millions. Some of the words can be a bit tricky (especially *mil*, which means thousand, not million!) but as they say, *No hay mal que cien años dure* (There is no pain which lasts a hundred years).

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6.6: Vocabulario- Los números 101 +

Objetivos

- Recognize numbers past 100

Vocabulario: Los números 101-1000+










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

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98 noventa y ocho

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99 noventa y nueve

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100 cien

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101 ciento uno

Note how the pattern changes slightly: we're not using *y* anymore. That's just to separate the tens place from the ones place. So "one hundred one," not "one hundred *and* one."

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102 ciento dos

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110 ciento diez

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120 ciento veinte

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

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200 doscientos

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300 trescientos

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400 cuatrocientos

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500 quinientos

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600 seiscientos

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700 setecientos

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800 ochocientos

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900 novecientos

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

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1500 mil quinientos

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2000 dos mil

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4000 cuatro mil

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100.000 cien mil

1.000.000 un millón
11.000.000 once millones

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

- (in)

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

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  1821 = (en) mil ochocientos veintiuno
- 2019 = dos mil diecinueve

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

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

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6.7: Ejercicios- Los números 101 +

Objetivos

- Recognize numbers past 100
- Recognize spoken numbers past 100

A. Los números 101 +

Actividad 6.7.A

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B. Los números 101 +

Actividad 6.7.B

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C. Excuchar: Los números 101 +

Actividad 6.7.C

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Text only

A. Los números 101 +

1. Identifica cuál es la escritura correcta de: 519
   - quinientos nueve
   - quinientos noventa y uno
   - cincuenta y nueve
   - quinientos diecinueve
2. Identifica cuál es la escritura correcta de: 750
   - setenta y cinco
   - setecientos cincuenta
   - sesenta y cinco
   - seiscientos cincuenta
3. Identifica cuál es la escritura correcta de: 191
   - ciento nueve y uno
   - cientos nueve y uno
   - ciento diecinueve
   - ciento noventa y uno
4. Identifica cuál es la escritura correcta de: 942
   - novecientos dos
   - novecientos veinticuatro
   - noventa y dos
   - novecientos cuarenta y dos
5. Identifica cuál es la escritura correcta de: 683
   - sesenta y tres
   - setecientos treinta y ocho
   - seiscientos ochenta y tres
   - setecientos ochenta y tres
6. Identifica cuál es la escritura correcta de: 274
   - doscientos setenta y cuatro
   - doscientos sesenta y cuatro
   - doscientos cuarenta y siete
   - dos siete cuatro
7. Identifica cuál es la escritura correcta de: 308
   - trescientos ocho
   - trescientos ochenta
   - treinta y ocho
   - trescientos ochenta y ocho
8. Identifica cuál es la escritura correcta de: 467
   - cuatrocientos sesenta y siete
   - trescientos sesenta y siete
   - setecientos sesenta y siete
   - quinientos sesenta y siete

B. Los números 101 +

1. 835_____
2. 1000_____
3. 726_____
4. 984_____
5. 182_____
6. 456_____
7. 611_____
8. 397_____

C. Los números 101 +

1. What is the number that you hear?

Audio

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   - $3.700.050
   - $3.605
   - $30.705
   - $3.750
2. What is the number that you hear?

Audio

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   - $1.311
   - $1.301
   - $300.011
   - $1.311.000
3. What is the number that you hear?

Audio

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   - €19.050
   - €1.950.000
   - €1.950
   - €1.500.000
4. What is the number that you hear?

Audio

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- 2.500 wones
- 12.500.000 wones
- 2.015 wones
- 11.500 wones

5. What is the number that you hear?

Audio

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- $40.750
- $4.750.000
- $40.000.750
- $4.750

6. What is the number that you hear?

Audio

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- $2.000.395
- $12.395
- $295
- $2.395

7. What is the number that you hear?

Audio

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- $12.647
- $2.647.000
- $2.646
- $2747

8. What is the number that you hear?

Audio

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- $1.853
- $853
- $1.000.853
- $1.083

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6.8: Introduction to ¿Qué tiempo hace hoy?



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

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

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6.9: En contexto- El clima

Objetivos

- Recognize the vocabulary of weather



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

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

Preguntas:

Actividad 6.9.A

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Text-only version of questions

1. Antonio says: “Vamos a dar un paseo esta tarde.” (*We’re taking a walk this afternoon.*) Why?

2. Who is having nicer weather, Antonio or Gael?

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

4. What about Gael’s clothing?

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

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6.10: Vocabulario- El clima

Objetivos

- Recognize the vocabulary of weather

Vocabulario: El clima y las estaciones

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

A:

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¿Qué tiempo hace hoy? (*What is the weather like today?*)
B: Hoy hace frío y hace viento. (*Today it is cold and windy.*)

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



Hace mucho calor.

This interactive



Hace fresco.

to access it online.



Hace frío.

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Hace sol.

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Hace buen tiempo.

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Hace mal tiempo.

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Hace viento.

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



Hay niebla.

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Nieva / está nevando.



Está despejado.



Está nublado. This code to access it online.



Está húmedo. This code to access it online.



Está soleado This code to access it online.



Hay relámpagos. (There's lightning) This code to access it online.



Truenos. (It's thundering)

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Llovizna.

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Llueve mucho / está lloviendo.

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

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El verano

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El otoño

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El invierno

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La primavera

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Text only

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

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

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

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

Las estaciones del año (The seasons of the year)

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

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6.11: Ejercicios- El clima

Objetivos

- Recognize the vocabulary of weather
- Understand spoken descriptions of the weather

A. Las estaciones del año

Video 6.11.A

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Actividad 6.11.A

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B. El clima

Actividad 6.11.B

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C. El clima

Actividad 6.11.C

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D. Pronóstico de tiempo (The Weather Report)

Actividad 6.11.D

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A. Las estaciones del año

Las estaciones del año son cuatro: _____ , _____, _____ y _____. Cada estación, más o menos, tiene tres meses. Diciembre, enero y febrero son los meses de _____. A la _____ le corresponden marzo, abril y mayo. Las vacaciones escolares son durante el _____; es decir, junio, julio y agosto. Los meses del _____ son septiembre, octubre y noviembre. Pero en los países que se ubican al sur de la línea ecuatorial, las estaciones se dan en otros meses: así cuando aquí es invierno, allá es verano.

B. El clima

1. 

En el termómetro leo 28° centígrados, porque...
   - hace calor
   - está húmedo
   - hace frío

- hace viento

2. 

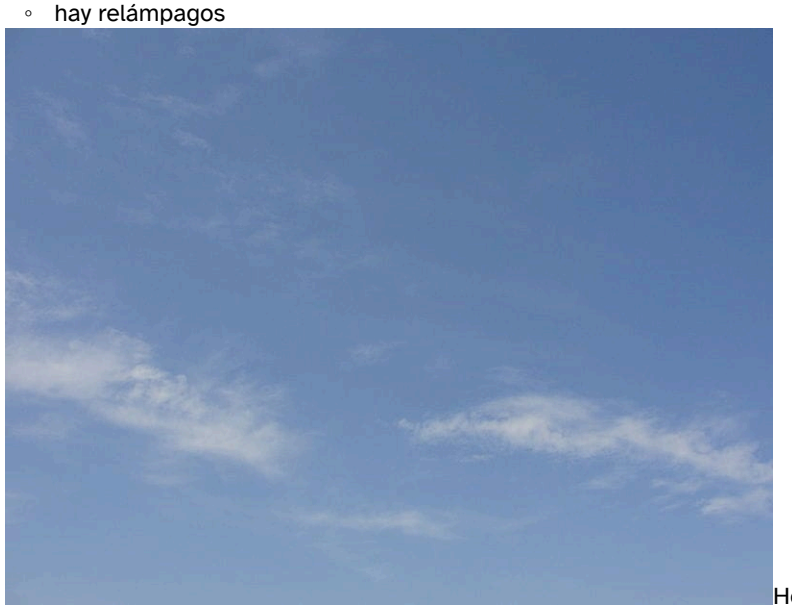
En el termómetro leo 28° fahrenheit, porque...
   - hace calor
   - hace sol
   - hace fresco
   - hace frío
3. 

En el higrómetro leo 90%, porque...
   - truena
   - está húmedo
   - hace sol
   - hace frío
4. 

En el anemómetro leo 15 millas por hora, porque...

- llueve mucho
- hace calor
- está nevando
- hace viento

5. 
En el pluviómetro leo 1 centímetro, porque...
   - truena
   - hay niebla
   - está lloviendo
   - hace sol
6. 
Cuando miro por la ventana no veo (I don't see) nada, porque...
   - hace sol
   - truena
   - hace buen tiempo
   - hay niebla

7.  Cuando miro por la ventana veo muchos charcos (puddles), porque...
    - hace mal tiempo
    - hace buen tiempo
    - nieva
    - hay relámpagos
8.  Hoy el cielo (sky) está azul, porque...
    - está lloviendo
    - está despejado
    - hay niebla
    - llovizna

9.  Hoy el cielo (sky) está gris, porque...
    - está despejado
    - está nublado
    - está soleado
    - hace sol
10.  Hoy es peligroso (*dangerous*) salir, porque...
    - hay relámpagos
    - hace fresco
    - no hace frío
    - hace buen tiempo

C. El clima

1. Cuando hace _____ , vamos a la playa (*we go to the beach*).
2. Cuando hace _____, nos ponemos suéteres.
3. Cuando hace _____, volamos una cometa (*we fly a kite*).
4. Cuando hay _____, no veo (*I don't see*) nada.
5. Cuando _____, mi perro tiene miedo (*my dog is afraid*).
6. Cuando _____, podemos (*we can*) esquiar.
7. Cuando está _____ , bebo mucha agua.
8. Cuando _____, el suelo está mojado (*the ground is wet*).

D. Pronóstico de tiempo (The Weather Report)

1. Listen to the weather report and choose the appropriate picture for the day.

Audio

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View this Audio online

El martes:









2. Listen to the weather report again and choose the appropriate picture for the day.

Audio

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El miércoles:









3. Listen to the weather report and choose the appropriate picture for the day.

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El viernes:









4. Listen to the weather report again and choose the appropriate picture for the day.

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El sábado:









5. Listen to the weather report and choose the appropriate picture for the day.

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El domingo:









6. Listen to the weather report again and choose the appropriate picture for the day.

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El lunes:









7. Listen to the weather report and choose the appropriate picture for the day.

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El sábado:









8. Listen to the weather report again and choose the appropriate picture for the day.

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El domingo:









9. Listen to the weather report and choose the appropriate picture for the day.

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El jueves:









10. Listen to the weather report again and choose the appropriate picture for the day.

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El viernes:









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6.12: Introduction to ¿Qué te gusta hacer?

What do you like to do when you're not studying Spanish? In this section, we'll learn to use the verb *gustar* to talk about what we like to do. Note: We're not talking about **things** we like yet– that's a little more complicated. Just activities we like– that is, verbs.

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6.13: En contexto- Gustar + infinitivo

Objetivos

- Recognize phrases using gustar+infinitive to express what someone likes to do

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

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

Actividad 6.13.A

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Actividad 6.13.B

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Gael: ¡Hola, Antonio! ¿Qué tal?
Antonio: Muy bien. Mi mujer y yo vamos a dar un paseo esta tarde. Nos gusta caminar cuando hace muy buen

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

Preguntas de análisis

1. Look for all of the forms of “gustar”. How is it conjugated in each sentence?

2. What words come before “gustar” and to whom do they refer?

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6.14: Gramática- El verbo gustar + infinitivo

Objetivos

- Recognize phrases using gustar+infinitive to express what someone likes to do

The verb *gustar* is used to indicate things or activities that you like, but it is a little different in Spanish than in English. You'll learn more about how *gustar* and other verbs like it work later, but for now you can see how it is used with infinitives:

	singular	**plural**
1ª *(1st)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta
2ª *(2nd)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta
3ª *(3rd)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta

As you see, instead of conjugating *gustar* to match the subject as you do with most verbs, only the third person ending is used along with different pronouns (me, te, le, nos, os, les). *Gustar* is frequently used in Spanish with infinitives to indicate likes (and dislikes):



No le gusta nadar.

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¿Qué te gusta hacer? *(What do you like to do?)*

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Me gusta comer en restaurantes buenos. *(I like to eat in good restaurants.)*

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Te gusta cantar y bailar, ¿no? *(You like to sing and dance, right?)*

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  Nos gusta correr todos los días. *(We like to run every day.)*

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  Le gusta escuchar música. *(He likes to listen to music.)* or *(She likes to listen to music.)* or *(You [formal] like to listen to music.)*

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  A usted no le gusta nadar. (You don't like to swim.)

Useful phrases when talking about things you like or dislike:

- A mí me gusta... (*I like to...*; the "a mí" phrase is added for emphasis or clarification.)
- Me gusta ( ) más. (*I like to (activity) more.*)

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  Me gusta mucho. (*I like it a lot.*)

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A mí también. (*Me too / I do too.*)

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No me gusta... (*I don't like to...*)

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No me gusta nada ( ). (*I don't like to (activity) at all.*)

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A mí tampoco. (*Me neither / I don't either.*)

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¿Qué te gusta hacer? (*What do you like to do?*)

- **Audio**

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¿Te gusta...? (*Do you like to...?*)

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¿Y a ti? (*And you?*)

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ni (*neither, nor*)

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o (*or*)

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  sí (*yes*)

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  con (*with*)

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  y (*and*)

- Audio

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  pero (*but*)

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6.15: Ejercicios- El verbo gustar + infinitivo

Objetivos

- Recognize phrases using gustar+infinitive to express what someone likes to do
- Comprehend spoken sentences expressing what someone likes to do

A. Gustar + infinitive

Actividad 6.15.A

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B. Gustar + infinitive

Actividad 6.15.B

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C. Escuchar: Gustar + infinitive

Actividad 6.15.C

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Text only

A. Gustar + infinitive

1. — A mí me gusta nadar. ¿Y a ti?— No ____ gusta nadar.
   - te
   - os
   - le
   - me
2. A mi madre ____ gusta pintar.
   - nos
   - os
   - le
   - te
3. A mis hermanas ____ gusta dormir.
   - les
   - le
   - te
   - me
4. ¿A vosotras ____ gusta leer?
   - me
   - te
   - os
   - nos
5. A nosotros ____ gusta ir a la playa.
   - le
   - te
   - me
   - nos
6. A mis padres ____ gusta leer el periódico por la mañana.
   - les
   - me
   - nos
   - os
7. A mí ____ gusta ver películas en el cine.
   - le
   - te
   - me
   - les
8. A Antonia ____ gusta dibujar.
   - os
   - les
   - le
   - me

B. Gustar + infinitive

1. A mí _____ _____ dormir.
2. A mis hermanos _____ _____ jugar al baloncesto.
3. A mis amigas _____ _____ ir al cine.
4. A nosotros _____ _____ trabajar juntos.
5. A mi padre _____ _____ cocinar.
6. ¿A vosotras _____ _____ bailar?
7. A mi perro _____ _____ comer mucho.
8. A mis abuelos _____ _____ andar.

C. Gustar + infinitive

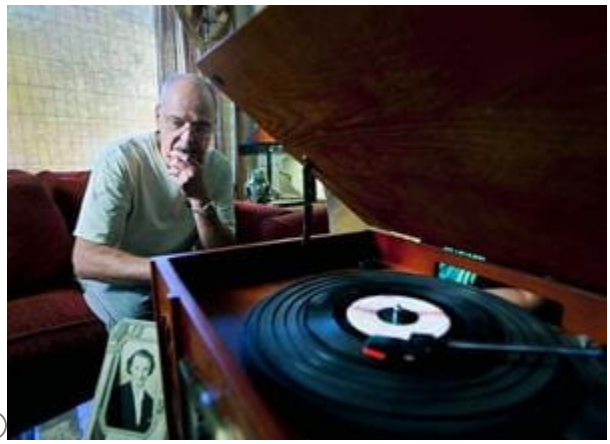
1. Which picture corresponds to the spoken description?

Audio

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2. Which picture corresponds to the spoken description?

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3. Which picture corresponds to the spoken description?

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4. Which picture corresponds to the spoken description?

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5. Which picture corresponds to the spoken description?

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6. Which picture corresponds to the spoken description?

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7. Which picture corresponds to the spoken description?

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8. Which picture corresponds to the spoken description?

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6.16: Introduction to Cultura- Camino de Santiago

The following *Cultura* reading is about the *Camino de Santiago*, an ancient pilgrimage route in Northern Spain. If you want to know more about the *Camino,* there are many websites devoted to the route, and any number of videos detailing the many sights along the way. Here, for example, is a video about the *Camino* by travel writer Rick Steves.

YouTube Video

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6.17: Cultura- Camino de Santiago

Objetivos

- Learn about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
- Practice what you have learned so far.



Un mapa del Camino de Santiago. Busca (*look for*) un mapa físico o político de España para comparar.

¿Qué es el Camino de Santiago? Es una ruta de peregrinaje que los católicos toman para visitar la tumba del Apóstol Santiago el Mayor en la ciudad de Santiago de Compostela, en la región de Galicia, España. Un peregrinaje es un viaje religioso, y el Santiago de Compostela es la tercera destinación de peregrinaje más importante a los católicos, después de Jerusalén y Roma.

Hoy en día hay aviones y autobuses, pero a muchas personas les gusta caminar la ruta a Santiago de Compostela por razones espirituales o en honor de la tradición, que data de la época medieval. El norte de España está a 43° de latitud; la ruta principal pasa al lado de las montañas Cantábricas y cruza las sierras gallegas a una altitud máxima de 1250 metros. En invierno, hace bastante frío y hay tormentas; llueve mucho e incluso nieva en las montañas. Por eso, la mayoría de las personas decide caminar el Camino de Santiago en la primavera o verano.


¿Qué ropa debemos llevar para caminar a Santiago de Compostela en la primavera?

Desde Pamplona a Santiago de Compostela son 665 kilómetros, y es normal tomar 28 días para completar el peregrinaje a pie. En los pueblos pequeños por la ruta, muchos peregrinos pasan la noche en albergues especiales, donde comen, beben y comparten información sobre la ruta y sobre sus países de origen.



El albergue de peregrinos en San Juan de Villapañada. ¿Qué deseas preguntar a los otros peregrinos que vienen al albergue?



La Catedral de Santiago de Compostela. ¿Qué emociones tiene el peregrino al finalmente llegar a su destino?

El Camino de Santiago pasa por varias ciudades muy viejas en el norte de España y cada ciudad tiene su catedral. Pero al final los peregrinos llegan a la Catedral de Santiago de Compostela, que data de 1100-1211 y representa diferentes estilos de arquitectura. Cada año celebran un festival en honor a Santiago el Mayor, las Fiestas del Apóstol, en las dos últimas semanas de julio, y hay fuegos artificiales, conciertos, desfiles, y misas especiales para el santo patrón de la ciudad.

A. Preguntas

Contesta las preguntas con oraciones completas en español (*answer the questions in complete sentences in Spanish*).

1. ¿Qué es un peregrinaje? ¿Qué es un peregrino?
2. ¿Cuál es la destino final del Camino de Santiago?
3. ¿Qué tiempo hace en el Camino de Santiago en invierno? ¿Y en verano?
4. ¿Qué hay de interesante en la ruta del Camino?

B. La concha de vieira

La concha de vieira (*scallop seashell*) es el símbolo tradicional del Camino de Santiago, y usan una concha dibujada con rayas (*a shell drawn with rays or lines*) para marcar la ruta. Describe y compara las diferencias entre estas dos fotos (*describe and compare the differences between these two photos*).





C. Una tarjeta postal

Imagina que eres peregrino/a en el Camino de Santiago; escoge una de las fotos arriba y escribe una tarjeta postal a un amigo/a sobre cómo es (*imagine that you are a pilgrim on the Camino de Santiago; choose one of the above photos and write a postcard to a friend about what it's like*). Necesitas estas frases para abrir y para terminar tu tarjeta: Querido/a — (*Dear —*), y Un abrazo, de — (*A hug, from —*). Cuánto caminas? ¿Te gusta caminar? ¿Cuántas horas caminas al día? ¿Con quién caminas? ¿Es bonito? ¿Cuáles pueblos o ciudades visitas? ¿A dónde vas a llegar? ¿En cuántos días vas a llegar?

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6.18: Putting It Together- ¿Necesito un suéter?

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

La ropa

Las prendas de ropa (articles of clothing)

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

Un verbo útil (a useful verb):

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

Los numeros 100+

98 noventa y ocho
99 noventa y nueve
100 cien

101 ciento uno

Note how the pattern changes slightly: we're not using y anymore. That's just to separate the tens place from the ones place. So "one hundred one," not "one hundred and one."

102 ciento dos
110 ciento diez
120 ciento veinte

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

200 doscientos
300 trescientos
400 cuatrocientos
500 quinientos
600 seiscientos
700 setecientos
800 ochocientos
900 novecientos

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

1500 mil quinientos
2000 dos mil
4000 cuatro mil
100.000 cien mil

1.000.000 un millón
11.000.000 once millones

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

(in) 1950 = (en) mil novecientos cincuenta
(in) 1821 = (en) mil ochocientos veintiuno

El clima

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

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

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

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

Las estaciones del año (The seasons of the year)

- El verano (summer)
- El otoño (fall)

- El invierno (winter)
- La primavera (spring)

El verbo gustar + infinitivo

The verb *gustar* is used to indicate things or activities that you like, but it is a little different in Spanish than in English. You'll learn more about how *gustar* and other verbs like it work later, but for now you can see how it is used with infinitives:

	singular	**plural**
1ª *(1st)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta
2ª *(2nd)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta
3ª *(3rd)*	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta

As you see, instead of conjugating *gustar* to match the subject as you do with most verbs, only the third person ending is used along with different pronouns (me, te, le, nos, os, les).

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6.19: Assignment- Escribir



¡Vamos de viaje! Vas a estudiar en un país hispano durante el semestre de primavera. Sigue los pasos abajo y escribe entre 60 – 100 palabras. (*You are going to study abroad in a Spanish-speaking country during the spring semester. Follow the steps below and write 60-100 words.*)

Paso 1: Elige un país hispano. (*Choose a Spanish-speaking country.*)

Paso 2: Descubre el clima de tu país hispano con el enlace abajo. Escribe algunas palabras o frases sobre el clima. (*Discover your Spanish-speaking country's weather with the link below. Write some words or phrases about the weather there.*)

Enlace: El Clima

Paso 3: Mira la moda o ropa típica de tu país hispano en este enlace: https://www.mercadolibre.com, elige el país, mira la categoría "Fashion" o "clothing" y elige ropa para tu viaje. Luego, contesta las preguntas: ¿De qué color es la ropa? ¿Cuánto cuesta la ropa? ¿Cuánto cuesta todo en total? Recuerda que los precios son de los EEUU… ¿cuál es la moneda en tu país hispano? (*Look at the fashion or clothes from your Spanish-speaking country here: https://www.mercadolibre.com, pick the country, find the category called "Fashion" or "Clothing", then pick out an appropriate outfit for your trip. What color are the clothes? How much do they cost? What would you spend in total? Remember, prices are local… what's the local currency in your Spanish-speaking country?*)

Paso 4: Con la información de pasos 2 y 3, escribe un párrafo sobre el clima y la ropa de tu país hispano. (*With the information from steps 2 and 3, write a paragraph about the weather and clothes from your Spanish-speaking country.*)

Paso 5: Edita tu párrafo. (*Edit your paragraph.*)

1. Is your paragraph logically organized or do you skip from one idea to the next? Do you have an introduction sentence and a closing sentence?
2. Are there any short sentences you can combine together?
3. Are there any spelling errors? (Check the numbers and vocabulary from this unit)
4. Did you conjugate -er/-ir verbs correctly?
5. Do your adjectives agree in number and gender with their nouns?

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6.20: Discussion- La chequera real

Purpose: You will practice your listening skills with large numbers to fill out several checks for the Princess of Spain. You will also work with your peers to interpret that information from Spanish into English and from Euros into U.S. Dollars.

Task: This activity has three parts:

1. Choose the 5 aural prompts you want to use for this activity and fill out the checks
2. Take screenshots of completed checks and post to the discussion board
3. Interact with two peers on their original posts, interpreting the information

Paso 1. Open the PDF and choose 4 transactions you would like to be responsible for.

1. Audio

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   View this Audio online

   Bienes Raíces Reales: 36.000€. – alquiler (*rent*) de vivienda, mes de octubre

2. Audio

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

   View this Audio online

   Sra. Natalia Martínez: 19.500€ – sueldo (*salary*) de cocinera, mes de octubre

3. Audio

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

   View this Audio online

   Restaurante Las Albóndigas: 3.708,92€ – fiesta de cumpleaños de sobrino

4. Audio

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Sastrería Las Agujas: 7.148,50€ – reparaciones al vestido de gala (*ball gown*)

5. Audio

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Tintorería Las Manchas: 1.212€ – lavandería (*laundry*), mes de octubre

6. Audio

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

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Letamendi Motor: 10.914€ – alquiler de limusina, mes de octubre

7. Audio

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Depto. De Tráfico Municipal: 15.000€ – multas (*fines*) de velocidad y parqueo

8. Audio

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Srta. Amalia Legazpi: 20.730€ – sueldo de asistente, mes de octubre con bonus

9. Audio

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Fundación Ángeles de la Merced: 500.000€ – para huérfanos refugiados (*refugee orphans*)

10. Audio

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Biblioteca Municipal: 2.750.000€ – renovaciones de biblioteca infantil

Listen to the audio files, noting the European accent, and fill out the checks on the fillable PDF PDF download of the cheques reales.

Paso 2. Once you have filled out the checks in Spanish with today's date, recipient, amount due (written), amount due (numerical), memo, and signature, take a screenshot of your checks and post them to the discussion board. Be sure to pay careful attention to the order of the date in Spanish: dd/mm/yyyy. Also, pay attention to where commas and periods go in large numbers in Spanish! These might feel "backwards" to you.

Paso 3. You will look over the uploads of two classmates and choose to follow up on three of each of their screenshot uploads. You will look at the memo portion of the check and the amount portions of the check (make sure these are the same!). You will then interpret this information for a U.S. based accountant. You will need to convert the Euro amount to a U.S. Dollar amount based on the current exchange rate and **write the amount in numerical form and in letters**. You may use a search function on the Internet to find the current conversion from Euros to USD. Post your written response with the USD amount on the discussion board.

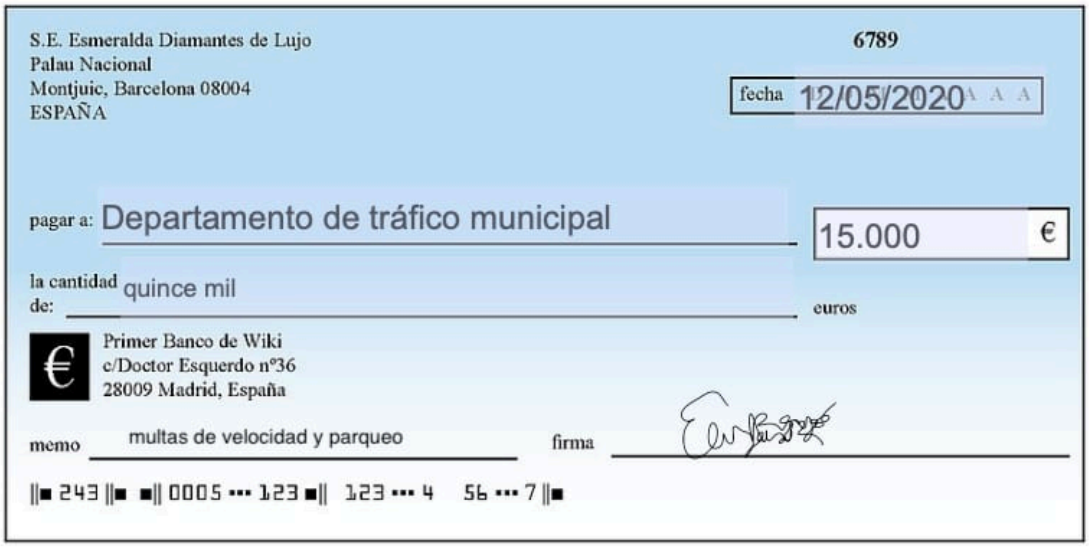
Criteria: The components of this activity add up to 100%.

Pasos 1 & 2. 40% of the points for this activity will be earned by listening to the aural prompts, filling out 4 of the checks, and posting screenshots of the completed checks to the discussion board.

Paso 3. 60% of the points for this activity will be earned for interacting with two peers on their initial posts: you are to choose three of each of their checks and interpret the information for a U.S. based accountant. Convert the Euro amount to USD. Type this amount in letters and numbers as a discussion board comment under each respective check.

Ejemplo:

Tim uploads the following image to the discussion board, along with three other images of filled out checks. We will look only at this one as an example.



Sally chooses Tim as one of her two peers. She picks three of Tim's checks that she will interpret for a U.S. based accountant. Beneath each image, she converts the Euros into USD. For this image, she writes:

Sally: $16,274.55 dieciséis mil doscientos setenta y cuatro dólares con cincuenta y cinco centavos.

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6.21: Assignment- Collaborative Peer Activity- Las vacaciones–el clima y la ropa

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish about different outfits you will need to pack for a vacation based on the weather and the activities you have planned. The collaboration part of this activity will take approximately 20 minutes, so plan accordingly. You will each have access to different information, so decide who will be Estudiante 1 and who will be Estudiante 2. Preview your portion of the worksheet in advance so you have an idea of what to do on your end for each of the three steps.

Task: You and your friend are taking a road trip for Spring Break and leaving right after classes on Friday. Estudiante 1 has been to Los Ángeles before, but this is the first time for Estudiante 2, although he/she has good friends who live there. Estudiante 1 will help Estudiante 2 decide what to pack for the 7-day trip based on the weather. Estudiante 2 will help Estudiante 1 decide what to pack based on the special activities for the week.

Download or print the following PDF. Inside, you will find two different pages, one for Estudiante 1 and one for Estudiante 2. Each student has a unique task for this activity. Start with Paso 1 and read the directions; then, make notes on your downloaded or printed PDF, as you will have to turn this in to your instructor. After you finish Paso 1, move on to Pasos 2 & 3.

PDF download: Las vacaciones

After you complete the activity with your partner, you will write a 'Reporte' based on your interaction with him/her. Your report needs to answer the following questions in paragraph form. You do not need to talk about every single vacation day and every single activity. You can generalize about the weather and you can pick two or three activities to talk about.

1. ¿Cómo se llama tu compañero(a)?
2. ¿Cómo es el clima en Los Ángeles la semana de tus vacaciones?
3. ¿Qué tipo de ropa vas a llevar para tus vacaciones en Los Ángeles?
4. ¿Qué actividades vas a hacer en Los Ángeles con tu compañero(a)?

Criteria: 75% of the grade for this activity comes from your answers on the .pdf document (you only need to submit the part that you played in the interaction—Estudiante 1 or Estudiante 2). The remaining 25% of the grade comes from your 'Reporte' based on the interaction with your partner. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, upload media, etc.), please ask for clarification before beginning.

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6.22: Discussion- El verbo “gustar” + infinitivo

Purpose: You will practice your listening and speaking skills in Spanish by posing five questions to your classmates about their likes and dislikes, and responding to the questions they ask you in Spanish as well. You will share information about how much you like or dislike certain activities by using the following words: *odio* (I hate it), *no me gusta*, *soy indiferente*, *me gusta*, and *me gusta mucho* followed by the activities in question.

Task: This activity has four parts.

1. An introductory writing portion preparing questions and answers
2. An original audio post to the discussion board answering and asking questions
3. An audio response to your peers
4. A final audio post to those who commented on your original posts

Paso 1. Download or print the following PDF. PDF download: ‘Gustar’ + infinitivo Look at the chart in Paso 1 and put a checkmark in the box that represents your feelings for each of the eight activities listed. Choose five activities from the same list on the chart that you want to ask your classmates about. Using *el verbo gustar + infinitivo*, prepare five questions for your classmates regarding what they like to do.

Paso 2. Using a computer or a voice memo function on a smartphone, record your questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording) and post this voice recording to the discussion board. Others will be able to hear your five questions in Spanish, just as you can hear theirs.

Paso 3. Listen to the questions of two peers in your class. You may take notes as you listen so that you can remember what they asked you, as each person will ask you five questions. Then, record your responses to their questions in a single audio file for each peer (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording) Be sure to use the following phrases: *odio*, *no me gusta*, *soy indiferente*, *me gusta*, and *me gusta mucho* followed by the activities in question. You may use the chart you completed in Part 1 to guide you through your responses. Ask them about their own preference on one of the questions they asked you by saying *¿y a ti?* directly after your answer.

Ejemplo:

Original question: ¿Te gusta bailar?

Student response + follow-up question: Sí, me gusta mucho bailar. ¿Y a ti?

Paso 4. Just as you have responded to the five questions of two of your peers and asked them ¿y a ti? to one question, some of your peers have responded to your questions and asked you ¿y a ti? on one of your questions from your original post. Finish up the conversations by responding to each peer who asked you a follow up question on your original post. Answer their questions, incorporating one of the following phrases: odio, no me gusta, soy indiferente, me gusta, and me gusta mucho followed by the activities in question.

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

Pasos 1 & 2. 25% of the grade will be earned from this portion of the activity. Answer the questions so they are true for you, then prepare five questions based on the PDF chart for your peers using the el verbo gustar + infinitivo construction. Record a single audio file that includes these five questions and post the file to the discussion board. Each question is worth 5%.

Paso 3. 60% of the total grade. Choose two peers and listen to their questions. After listening to your peers’ questions, you will answer their five questions in Spanish using the following phrases: odio, no me gusta, soy indiferente, me gusta, and me gusta mucho followed by the activities in question. You will then ask ¿y a ti? as a follow-up question to one of the questions they asked you. You will need to make two audio files, one for each peer. Each audio file should include the answers to the questions your peer asked you as well as the follow-up question. Post this file to the discussion board as a response to your peer. Each answer is worth 5% and your *¿y a ti?* question to each peer is worth 5%.

Paso 4. 15% of your grade will be earned for responding to your peers on your original post: you are to answer the *¿y a ti?* question that your two peers asked on your original post (7.5% each) using the following words: odio, no me gusta, soy

indiferente, me gusta, and me gusta mucho followed by the activities in question.

Ejemplo:

Cari downloads the PDF and draws an X on the chart for each activity listed based on how much she likes to do it. She then chooses the verbs *bailar*, *pintar*, *beber Coca-Cola*, *cantar karaoke,* and *hacer tarea* to use in sentences to ask her classmates about what they like to do. She records a single audio file in which she asks those five questions and she posts it to the discussion board. She has earned 25% of the total grade for this activity.

She then finds two peers, Tabitha and Tim, and she listens to the questions they created. She takes notes, and then she records an audio file responding to Tabitha's questions (asking one follow up ¿y a ti?) and an audio file responding to Tim's questions (asking one follow up *¿y a ti*?). She posts these responses under Tabitha and Tim's original post, and she has earned 60% of the points for this assignment.

To wrap up, Cari goes back to her original post and listens to the responses of her peers. As she listens, she takes notes so that she can be sure to know what the *¿y a ti*? follow up question was referring to. She records and posts a final response to each peer in which she answers their follow up question. She has earned the remaining 15% of the points for this assignment.

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7: ¿DÓNDE ESTÁN MIS LLAVES?

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

7.2: Introduction to En la casa

7.3: Vocabulario- En la casa

7.4: Ejercicios- La casa

7.5: Introduction to ¿Dónde está el gato?

7.6: En contexto- El verbo estar + preposiciones

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

7.8: Ejercicios- El verbo estar + preposiciones

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

7.10: En contexto- Ir + a + infinitivo

7.11: Gramática- Ir + a + infinitivo

7.12: Ejercicios- Ir + a + infinitivo

7.13: Introduction to ¡Sí, podemos!

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

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

7.16: Ejercicios- Verbos con cambio de raíz (o-ue)

7.17: Putting It Together- ¿Dónde están mis llaves?

7.18: Discussion- ¿Dónde están las mascotas?

7.19: Discussion- El futuro–ir + a + infinitivo

7.20: Assignment- Collaborative Peer Activity- Compañeros de cuarto

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

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

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

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

YouTube Video

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Shakira – **Estoy Aquí**

YouTube Video

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

YouTube Video

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Shakira – **Dónde Están Los Ladrones?**

YouTube Video

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

YouTube Video

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7.2: Introduction to En la casa



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

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

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

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

Objetivos

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

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

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7.3: Vocabulario- En la casa

Objetivos

- Recognize the vocabulary of rooms and furniture in the home

En la casa



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View this Audio online

el baño (*bathroom*)

1.

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el inodoro (*toilet*)
2.

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la bañera (*bathtub*)
3.

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la ducha (*shower*)
4.

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el espejo (*mirror*)
5.

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el lavabo (*sink*)

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el dormitorio (*bedroom*)

1.

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la cama (*bed*)

2.

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la mesita de noche (*night stand*)

3.

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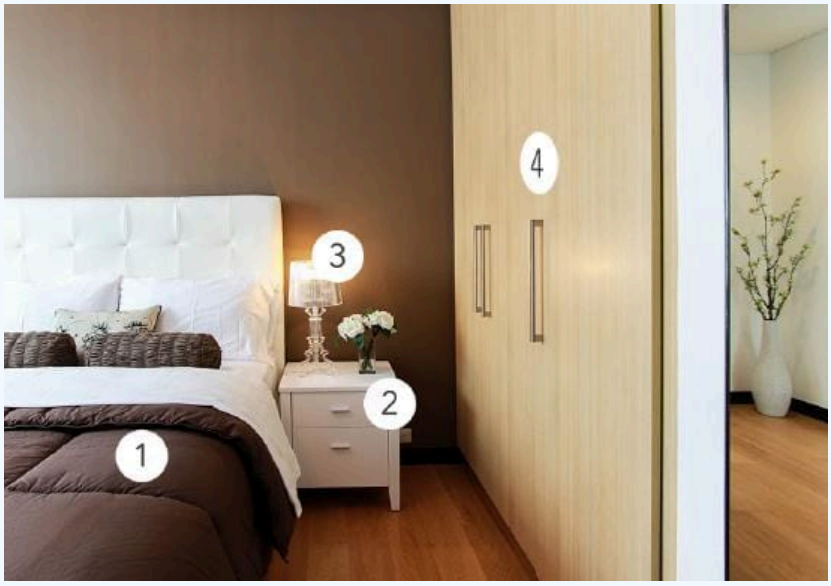
la lámpara (*lamp*)

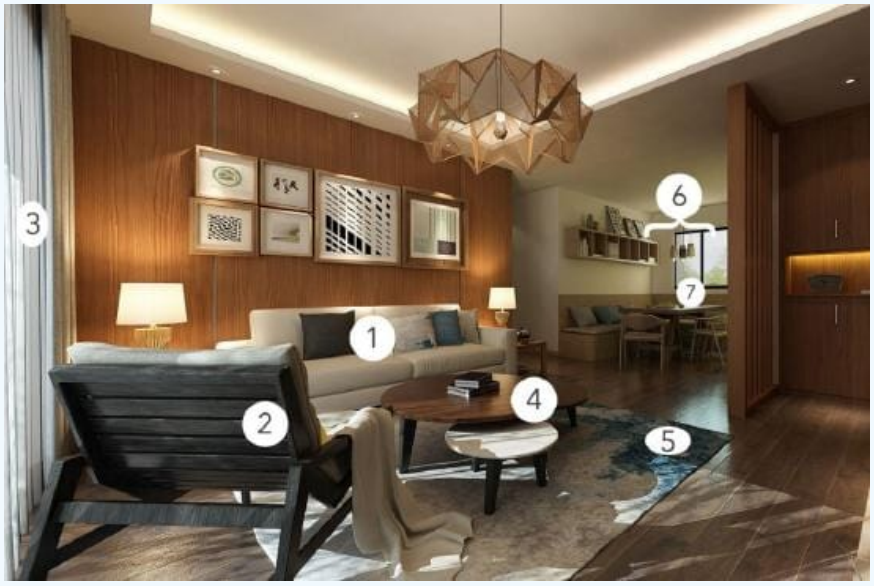
4.

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View this Audio online

el armario (*closet*)





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View this Audio online

la sala (*living room*)

1.

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

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el sofá (*sofa/couch*)

2.

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el sillón (*armchair*)

3.

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la cortina (*curtain*)

4.

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View this Audio online

la mesita (*little table*)
5.

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la alfombra (*carpet*)
6.

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el comedor (*dining room*)
7.

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La mesa (*table*)



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la cocina (*kitchen*)

1.

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el refrigerador

2.

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la nevera / el congelador (*freezer*)

3.

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el fregadero (*sink*)

4. la estufa (*stove*)

5.

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el microondas (*microwave*)

6.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online. View this Audio online	el horno (*oven*)
7.	
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8.	
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Text only

el baño (bathroom)

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

el dormitorio (bedroom)

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

la sala (living room)

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

el comedor (dining room)

- La mesa (table)

la cocina (kitchen)

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

el patio (patio)

el jardín (garden)

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7.4: Ejercicios- La casa

Objetivos

- Recognize the vocabulary of rooms and furniture in the home

A. ¿Qué es esto?

Actividad 7.4.A

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A. ¿Qué es esto?

1. ¿Qué es esto?



   - el baño
   - el armario
   - la sala
   - la estufa
2. ¿Qué es esto?



- la nevera
- el comedor
- la estufa
- el dormitorio

3. ¿Qué es esto?



- un horno
- una nevera
- un jardín
- una estufa

4. ¿Qué es esto?



- la cocina
- el espejo
- el sillón
- la ducha

5. ¿Qué es esto?



- la cocina
- el comedor
- la cama
- la cortina

6. ¿Qué es esto?



- una alfombra
- un armario
- una estufa
- un inodoro

7. ¿Qué es esto?



- un armario
- una ducha
- un lavabo
- una bañera

8. ¿Qué es esto?



- una lámpara
- una lampa
- una cortina
- una alfombra

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7.5: Introduction to ¿Dónde está el gato?



¿Dónde está el gato?

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

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

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7.6: En contexto- El verbo estar + preposiciones

Objetivos

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



¿Dónde están mis llaves?

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

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

Preguntas:

Actividad 7.6.A

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Preguntas:

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

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

Objetivos

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

Estar

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

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

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

Estar y la localización

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

- alrededor (*around*)
- **Audio**

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  View this Audio online

  al lado de (*beside, next to*)

Audio

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enfrente de (*in front of*)

Audio

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

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

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debajo de (*under*)

Audio

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en (*on, in*)

- **Audio**

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encima de (*on, above*)

- **Audio**

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detrás de (*behind*)

- **Audio**

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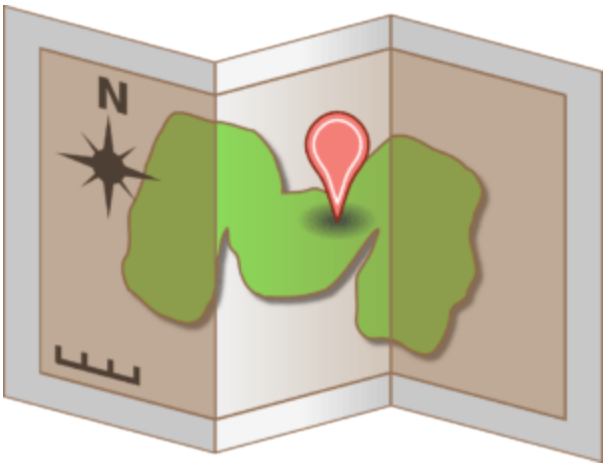
cerca de (*close to*)

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lejos de (*far from*)



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

- **Audio**

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

- **Audio**

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

- Audio

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

- Audio

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

- Audio

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

- Audio

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  View this Audio online

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

¿Dónde?

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

- ¿**De dónde** eres? (*Where are you from?*)
- Soy de Oneonta, Nueva York. (*I am from Oneonta, New York.*)

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

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7.8: Ejercicios- El verbo estar + preposiciones

Objetivos

- Recognize the correct conjugations of the verb estar
- Use the prepositions of location to describe where things and people are located in a house
- Identify locations from spoken text
- Ask and answer questions with the word ¿dónde?

A. El verbo estar

Actividad 7.8.A

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B. El verbo estar

Actividad 7.8.B

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C. Preposiciones

Actividad 7.8.C

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D. Escuchar: El verbo estar + preposiciones

Actividad 7.8.D

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A. El verbo estar

Write the correct word from the word box into the spaces. You may use the word more than once.

estoy • están • estamos • está

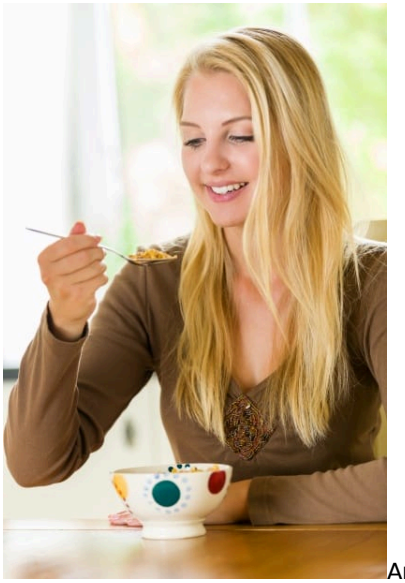
1. El baño _____ a la izquierda de la sala.
2. ¿_____ ustedes en Canadá o en los Estados Unidos?
3. Yo _____ en Georgia en este momento.
4. La biblioteca _____ cerca del parque.
5. Mis amigos y yo _____ en un partido de fútbol americano.
6. ¿Tú _____ todavía (*still*) en la cama?
7. Los libros _____ en la mesita de noche.
8. Tu restaurante favorito _____ cerca del centro de la ciudad.

B. El verbo estar

1. La mesa _____ enfrente de las ventanas.
2. Las sillas _____ cerca de la mesa.
3. No puedo encontrar mis libros. ¿Sabes (*do you know*) dónde _____?
4. ¿Y tú? ¿Dónde _____ ahora?
5. ¡Mi familia y yo _____ en Cancún para las vacaciones!
6. El hotel _____ al lado de un restaurante muy bueno.
7. A la izquierda del restaurante _____ las tiendas de artesanías mexicanas.
8. En este momento mis hermanos _____ en el mar. ¡Les gusta nadar en el Caribe!
9. Yo _____ en el recibidor (*lobby*) del hotel. A mí me gusta mirar a las personas.
10. Nuestros padres _____ cerca de mis hermanos, pero no nadan. Les gusta leer libros en el sol.

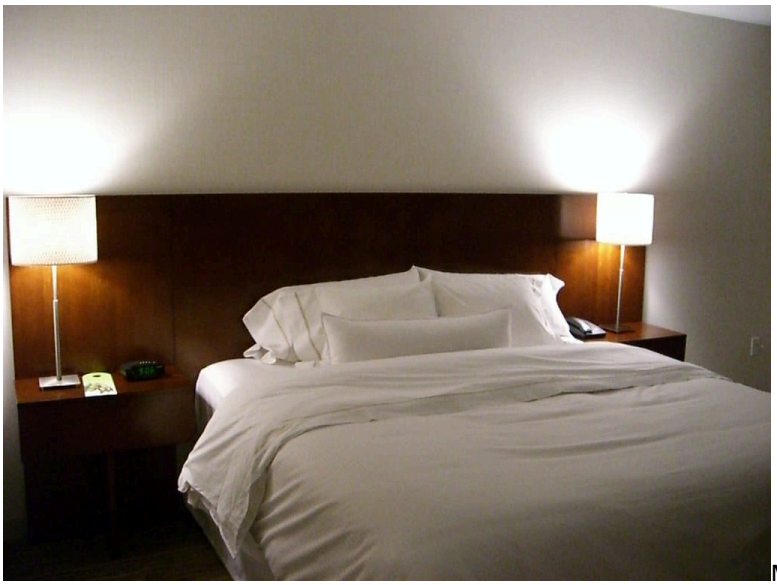
C. Preposiciones

1.  ¿Dónde están las llaves?Están ____ (*beside*) del móvil.
   - a la izquierda
   - enfrente
   - al lado
   - lejos
2.  Juan no puede encontrar su mochila. ¿Dónde está?____ de (*in front of*) la mesa.
   - a la derecha
   - lejos
   - a la izquierda
   - enfrente

3.  Anita necesita comer su desayuno. ¿Dónde está?____ de (*in front of*) ella.
   - detrás
   - a la izquierda
   - enfrente
   - a la derecha
4.  Pablo está buscando sus gafas. ¿Dónde están?____ de (*to the right of*) sus llaves.
   - detrás
   - enfrente
   - a la derecha
   - a la izquierda

5. 

Mis amigas tienen que tomar el autobús. ¿Dónde está el autobús?_____ del (*to the right of*) coche rojo.
    - lejos
    - a la izquierda
    - a la derecha
    - detrás
6. 
Tengo un perro y dos gatos. ¿Dónde están mis gatos? Están _____ de (*near*) la entrada.
    - cerca
    - a la derecha
    - detrás
    - lejos

7.  Mi hermana está cansada. ¿Dónde está su cama? Está _____ (*in front of*) de la pared.
    - enfrente
    - lejos
    - a la derecha
    - a la izquierda
8. 

Mi próxima clase es biología. ¿Dónde está mi libro? Está _____ (*on*) la silla.
    - a la izquierda de
    - lejos de
    - enfrente de
    - en

El verbo estar + preposiciones

1. ¿Dónde está la amiga de la persona que habla? Está _____ .
    - a la derecha del baño
    - a la izquierda del baño
    - lejos de su casa
    - enfrente de la cocina
2.

¿Dónde está la persona que habla? Está _____ .

- lejos de la habitación de sus padres
- lejos de la casa
- cerca de la cocina
- al lado de la habitación de sus padres

3. ¿Dónde está la amiga? Está _____ .

   - lejos de la oficina
   - a la izquierda del comedor
   - al lado del dormitorio de su hermana
   - en la mesa

4. ¿Dónde está el amigo? Está _____ .

   - lejos de la entrada
   - a la izquierda del comedor
   - al lado de la entrada
   - en la mesa

5. ¿Dónde está su perro? Está _____ .

   - a la derecha del escritorio
   - a la izquierda del escritorio
   - lejos de la cocina
   - en la mesa

6. ¿Dónde está su padre?

   - a la izquierda del baño
   - en la mesa
   - lejos de la oficina
   - cerca de los dormitorios

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

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

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

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

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

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7.10: En contexto- Ir + a + infinitivo

Objetivos

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



Vamos a almorzar en un lugar nuevo.

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

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

Preguntas de análisis:

Actividad 7.10.A

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Preguntas de análisis:

1. Look at the underlined phrases; do these phrases express the past, present or future?

2. What verb is needed to form these expressions?

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

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7.11: Gramática- Ir + a + infinitivo

Objetivos

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

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



¿Va usted a comer conmigo?

Audio

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- **Audio**

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  Yo **voy a estudiar** esta noche. (*I'm going to study tonight.*)

Audio

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Tú no **vas a ganar** mucho dinero aquí. (*You are not going to earn much money here.*)

Audio

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  View this Audio online

Ella **no va a comprar** el libro. (*She's not going to buy the book.*)

Audio

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Ustedes **van a mirar** la tele, ¿verdad? (*You all are going to watch TV, right?*)

Vocabulario útil para hablar del futuro

Audio

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Esta tarde (*this afternoon*)

Audio

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Esta noche (*tonight*)

Audio

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Esta semana (*this week*)

Audio

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

  View this Audio online

Este año (*this year*)

Audio

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Mañana (*tomorrow*)

Audio

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Pasado mañana (*the day after tomorrow*)

- Audio

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La semana que viene (*next week*)

- Audio

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El próximo año (*next year*)

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7.12: Ejercicios- Ir + a + infinitivo

Objetivos

- Recognize statements about plans and future events which use the infinitive after ir + a
- Identify plans and future events from spoken text
- Distinguish the use of ir with destinations and the use of ir with infinitives

A. Ir + a + infinitivo

Actividad 7.12.A

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B. Ir + a + infinitivo

Actividad 7.12.B

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C. ¿Qué frase habla del futuro?

Actividad 7.12.C

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D. Making Plans or Going Places?

Actividad 7.12.D

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E. Escuchar: Making Plans or Going Places?

Actividad 7.12.E

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A. Ir + a + infinitivo

1. Nosotros _____ fútbol esta tarde.
   - vamos a jugar
   - vais a jugar
   - voy a jugar
   - van a jugar
2. Vosotros _____ una película nueva.
   - van a ver
   - ir a ver
   - vais a ver
   - vamos a ver
3. Ellos _____ en la biblioteca.
   - vais a estudiar
   - voy a estudiar
   - vamos a estudiar
   - van a estudiar
4. Ellas _____ mucho al restaurante italiano.
   - va a comer
   - voy a comer
   - vamos a comer
   - van a comer
5. Él _____ el tren a Madrid esta tarde.
   - va a tomar
   - van a tomar
   - voy a tomar
   - vamos a tomar

6. Yo ____ mucho agua hoy.
    - vas a beber
    - va a beber
    - vamos a beber
    - voy a beber

B. Ir + a + infinitivo

1. El chico _____ _____ _____ el autobús a Valencia mañana por la mañana. (tomar)
2. La madre _____ _____ _____ el libro nuevo a su hijo. (leer)
3. Las niñas _____ _____ _____ en el mar. (nadar)
4. Nosotras _____ _____ _____ al cine.
5. Vosotros _____ _____ _____ a la compañera de clase en el hospital.
6. Yo _____ _____ _____ en mi cama nueva.

C. ¿Qué frase habla del futuro?

1. ¿Qué frase habla del futuro?
    - Yo voy al cine.
    - ¿Vas tú con nosotros?
    - Nosotros vamos a la playa.
    - Yo voy a estudiar esta noche.
2. ¿Qué frase habla del futuro?
    - ¿Vais vosotros al cine?
    - Yo voy a la piscina.
    - Ellos van al centro comercial.
    - Tú vas a cocinar con tu madre.
3. ¿Qué frase habla del futuro?
    - ¿Vais a comer con nosotras?
    - Ellos van a un restaurante para comer.
    - ¿Vas tú a la tienda conmigo?
    - María va al teatro.
4. ¿Qué frase habla del futuro?
    - Vamos a estudiar para el examen.
    - Ellas van a una discoteca para bailar
    - Ella va a la parada de autobús.
    - Él va al café para tomar un chocolate caliente.
5. ¿Qué frase habla del futuro?
    - Ellos van a la playa.
    - La chica va a la tienda de zapatos.
    - Voy a ver a mi abuela este fin de semana.
    - Nosotros vamos al teatro para ver la obra.
6. ¿Qué frase habla del futuro?
    - ¿Vais vosotros a tomar un café?
    - Ellas van al aeropuerto para ir a Francia.
    - ¿Va tu amiga a la playa?
    - Ellos van al correo.

D. Making Plans or Going Places?

1. Ellos van a ir a España el verano próximo.
    - Future plans
    - Going places
    - Both future plans and going places (planning to go somewhere).
2. El niño va a mirar la tele mañana.
    - Future plans
    - Going places

- Both future plans and going places (planning to go somewhere).

3. Ellos van a la iglesia (church) todos los domingos.
   - Future plans
   - Going places
   - Both future plans and going places (planning to go somewhere).
4. ¿Vamos a cenar a las siete y media la semana próxima?
   - Future plans
   - Going places
   - Both future plans and going places (planning to go somewhere).
5. Nosotros vamos a jugar fútbol esta tarde.
   - Future plans
   - Going places
   - Both future plans and going places (planning to go somewhere).
6. ¿Por qué no vas a la playa?
   - Future plans
   - Going places
   - Both future plans and going places (planning to go somewhere).
7. Van a ir a Tailandia en noviembre. Les gusta probar comidas nuevas y experimentar culturas diferentes.
   - Future plans
   - Going places
   - Both future plans and going places (planning to go somewhere).
8. Vamos a la Ciudad de México.
   - Future plans
   - Going places
   - Both future plans and going places (planning to go somewhere).

E. Making Plans or Going Places?

1. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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   - Future plans
   - Going plans

2. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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View this Audio online

   - Future plans
   - Going plans

3. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

4. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

5. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

6. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

7. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

8. How is *ir* used in the following audio clip? Does it refer to future plans or going somewhere?

Audio

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- Future plans
- Going plans

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7.13: Introduction to ¡Sí, podemos!

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

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

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs

Lee la conversación entre Javier y Silvia de nuevo. Luego, contesta las preguntas de análisis. (*Read the conversation between Javier and Silvia again. Then answer the analysis questions.*)



Vamos a almorzar en un lugar nuevo.

Javier:	Hola mi amor, ¿vas a **almorzar** conmigo?
Silvia:	¿Dónde vas a comer?
Javier:	¿Dónde voy a comer? Voy a almorzar en la cocina como siempre.
Silvia:	Cada día **almuerzo** en la cocina. Vamos a almorzar en un lugar nuevo.
Javier:	¿Dónde? ¿En la sala?
Silvia:	No, los niños **juegan** en la sala. Ellos van a molestarnos (bother us).
Javier:	¿En el dormitorio?
Silvia:	No, el gato **duerme** en el dormitorio. Nosotros vamos a molestarlo (bother him).
Javier:	Solamente queda (is left) el baño. ¿Vas a almorzar encima del inodoro?
Silvia:	Quizás **almuerzo** en el garaje donde **puedo** imaginar que voy a viajar.
Javier:	Vale mi amor, ¡buen viaje!

Preguntas de análisis:

Actividad 7.14.A

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Text only version of questions

1. Finish the conjugation charts for the following verbs:

Verbo	Yo	Tú	Él/ Ella/ Usted	Nosotros	Ellos/Ellas/Ustedes
Almorzar					
Dormir					
Jugar					
Poder					

2. In which subject form is there no stem change?

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- En contexto: Verbos con cambio de rau00edz (o-ue). **Authored by**: SUNY Oneonta with Lumen Learning. **Provided by**: SUNY Oneonta. **License**: *CC BY: Attribution*

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7.15: Gramática- Verbos con cambio de raíz (o-ue)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs

Remember that infinitives, the dictionary form of verbs, end in -ar, -er, or -ir in Spanish; the part of the verb that remains when you remove the infinitive ending is called the verb's stem. There are three categories of **stem-changing verbs**, which all follow a similar pattern of changing the last vowel of their stem in the conjugated forms where that vowel is stressed. The verb endings are the same ones that we've learned already, according to whether it's an -ar, -er or -ir verb.

Notice that the stem vowel in the infinitive changes in all three singular forms, as well as the third-person plural, but not in the first- or second-person plural. That is to say that when the verb's subject is *yo, tú, él, ella, usted, ellos, ellas,* or *ustedes,* then the stem vowel will change. But the stem vowel in the *nosotros, nosotras, vosotros* and *vosotras* forms is the same as the infinitive.

We'll start with the verbs that change from **o** to **ue**. Here's an example of an o-ue verb, followed by a list of verbs that are conjugated with this pattern:

Dormir (*to sleep*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermo**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online dormimos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **duermes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online dormís

3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  **duerme**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  **duermen**

Verbos con cambio de raíz (*stem-changing verbs*) o – ue

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  Almorzar (*to eat lunch*)

- Audio
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  View this Audio online
  

  Costar (*to cost*)

- Audio
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  Devolver (*to return a thing, to give back*)

Audio

- *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.*

  View this Audio online

Encontrar (*to find*)

Audio

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Jugar (*to play*) (u-ue: juego, juegas, juega, jugamos, jugáis, juegan)

Audio

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Poder (*to be able*)

Audio

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Recordar (*to remember*)

Audio

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Volver (*to return, to come back*)

Some examples of stem-changing vowels used in complete sentences:

- ¿Puedes hablar español? (*Can you speak Spanish?*)
- Sí, puedo hablar un poco. (*Yes, I can speak a little.*)
- ¿A qué hora vuelven ustedes a casa? (*What time do you -plural- return home?*)
- Volvemos a casa a las cinco y media de la tarde. (*We return home at 5:30 pm.*)

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7.16: Ejercicios- Verbos con cambio de raíz (o-ue)

Objetivos

- Recognize the correct conjugations of o-ue stem-changing verbs
- Understand spoken statements using o-ue stem-changing verbs

A. Verbos con cambio de raíz (o-ue)

Actividad 7.16.A

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B. Verbos con cambio de raíz (o-ue)

Actividad 7.16.B

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C. Escuchar: Verbos con cambio de raíz (o-ue)

Actividad 7.16.C

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A. Verbos con cambio de raíz (o-ue)

1. Jugar – Él ____
    - jugamos
    - jugáis
    - juega
    - juegas
2. Dormir – Ellos ____
    - duerme
    - dormís
    - duermen
    - dormimos
3. Devolver – Yo ____
    - devuelven
    - devolvemos
    - devolvéis
    - devuelvo
4. Recordar – Tú ____
    - recuerdas
    - recuerdo
    - recordáis
    - recordamos
5. Volver – Él ____
    - volvemos
    - vuelvo
    - volvéis
    - vuelve
6. Encontrar – Yo ____
    - encuentra
    - encontráis
    - encuentro
    - encontramos
7. Costar – Ésto ____
    - cuestas
    - cuesto
    - costamos
    - cuesta
8. Poder – Nosotros ____
    - podemos
    - pueden
    - puede
    - puedo

B. Verbos con cambio de raíz (o-ue)

1. Lorena y Margarita _____ (encontrar) el perro perdido (lost).
2. Las muchachas _____ (poder) cantar muy bien.
3. Yo _____ (volver) muy tarde (*late*) a casa los lunes.
4. Nosotros _____ (jugar) videojuegos todos los días.
5. Normalmente yo _____ (almorzar) al mediodía en un restaurante barato. (*cheap*)
6. Tú _____ hablar muchos idiomas.
7. Kira _____ (volver) a su casa muy tarde.
8. Ellos _____ (recordar) un evento importante.

C. Verbos con cambio de raíz (o-ue)

1. What is the infinitive of the verb that you hear?

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- costar
- dormir
- devolver
- poder

2. What is the infinitive of the verb that you hear?

Audio

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- volver
- jugar
- almorzar
- devolver

3. What is the infinitive of the verb that you hear?

Audio

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- devolver
- encontrar
- almorzar
- recordar

4. What is the infinitive of the verb that you hear?

Audio

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- poder
- devolver
- recordar
- dormir

5. What is the infinitive of the verb that you hear?

Audio

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- devolver
- volver
- dormir
- poder

6. What is the infinitive of the verb that you hear?

Audio

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- recordar
- almorzar
- devolver
- poder

7. What is the infinitive of the verb that you hear?

Audio

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- encontrar
- volver
- costar
- recordar

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7.17: Putting It Together- ¿Dónde están mis llaves?

See the review summaries below to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

En la casa

el baño (bathroom)

- el inodoro (toilet)
- la bañera (bathtub)
- la ducha (shower)
- el espejo (mirror)
- el lavabo (sink)

el dormitorio (bedroom)

- la cama (bed)
- la mesita de noche (night stand)
- la lámpara (lamp)
- el armario (closet)

la sala (living room)

- el sofá (sofa/couch)
- el sillón (armchair)
- la cortina (curtain)
- la mesita (little table)
- la alfombra (carpet)

el comedor (dining room)

- La mesa (table)

la cocina (kitchen)

- el refrigerador
- la nevera / el congelador (freezer)
- el fregadero (sink)
- la estufa (stove)
- el microondas (microwave)
- el horno (oven)

el patio (patio)

el jardín (garden)

Estar + location

if you are talking about where a person or a thing is located, you will use *estar*:

estar *(to be)*		
	singular	**plural**

1ª	yo **estoy**	nosotros **estamos**
2ª	tú **estás**	vosotros **estáis**
3ª	él ella usted **está**	ellos ellas ustedes **están**

Prepositions of location

- alrededor (*around*)
- al lado de (*beside, next to*)
- enfrente de (*in front of*)
- a la derecha de (*to the right of*)
- a la izquierda de (*to the left of*)
- debajo de (*under*)
- en (*on, in*)
- encima de (*on, above*)
- detrás de (*behind*)
- cerca de (*close to*)
- lejos de (*far from*)

¿Dónde?

The question word used to ask about locations is **¿Dónde?** (where?). It can be combined with prepositions to ask more specific questions, for example: **¿De dónde?** (from where?) and **¿Adónde?** (to where?).

Ir + a + infinitivo

The verb *ir* is used as a way to describe future plans when used in the following manner: *ir* + *a* + infinitive. It's important to remember that you only need to conjugate *ir* in this kind of sentence.

- Yo **voy a estudiar** esta noche. (*I'm going to study tonight.*)
- Tú no **vas a ganar** mucho dinero aquí. (*You are not going to earn much money here.*)
- Ella **no va a comprar** el libro. (*She's not going to buy the book.*)
- Ustedes **van a mirar** la tele, ¿verdad? (*You all are going to watch TV, right?*)

Verbos con cambio de raíz (o-ue)

Here's an example of an o-ue verb, followed by a list of verbs that are conjugated with this pattern:

Dormir (*to sleep*)		
	Singular	Plural

1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  **duermo**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  dormimos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  **duermes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  dormís
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  **duerme**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  **duermen**

Verbos con cambio de raíz (*stem-changing verbs*) o – ue

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  Almorzar (*to eat lunch*)

Audio

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  View this Audio online

Costar (*to cost*)

Audio

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Devolver (*to return a thing, to give back*)

Audio

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Encontrar (*to find*)

Audio

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Jugar (*to play*) (u-ue: juego, juegas, juega, jugamos, jugáis, juegan)

Audio

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Poder (*to be able*)

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Recordar (*to remember*)

- Audio

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Volver (*to return, to come back*)

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7.18: Discussion- ¿Dónde están las mascotas?

Purpose: You will practice your listening skills with prepositions to figure out where the pets are in the different rooms of a house. You will then react to two peers' posts about their understanding of where the pets are in the rooms.

Task: This activity has five parts:

Before watching the video, please review Vocabulario: En la casa in this unit.

1. Watch the video of the Spanish instructor describing the scenario
2. Fill in the blanks with the prepositions you hear for each scenario
3. Draw in the pets as best as you can on the sketch of each room
4. Post your sketches
5. Respond to the sketches of two peers

Pasos 1 & 2: Download or print the PDF (see below) and fill in the blanks with the preposition you hear in the video. Pay close attention to any contractions (al or del) and the number of blanks you have to fill in.

YouTube Video

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Paso 3: Download or print the PDF (see below). Draw in the pets as best as you can on the sketch of each room following the script where you filled in the blanks with prepositions. If you feel your drawing does not represent the desired pet, write the pet's name in Spanish below the drawing (i.e. el perro, el conejo, etc.)

PDF download: ¿Dónde están las mascotas?

Paso 4: You will post your sketches to the discussion board.

Paso 5: Check the sketches of two of your peers and compare them with your own sketches. Comment on the location of two pets in your and your peers' living room sketches and on the location of two pets in your peers' bathroom sketches.

Criteria: The components of this activity add up to 100%.

> **Pasos 1-4:** 60% of the grade for this activity will be earned by drawing in the pets in the appropriate places in the sketched rooms and from posting these sketches to the discussion board.
>
> **Paso 5:** 40% of the grade for this activity will be earned from your feedback on the correct or incorrect locations of three pets in each sketch of your two peers (5% for each pet).

Script

> Estoy en la sala de mi casa. En la sala de mi casa hay un perro, un hámster, dos conejos, un loro y un gato. El perro está (1)_____ ____ sofá. El hámster está (2)_____ ____ la mesita. Hay dos conejos (3)_____ ____ la mesita, (4)____ _____ ____ las flores. Hay un loro que mira por la ventana. El loro está (5)_____ ____ la casa. Hay un gato (6)____ _____ _____ ____ la ventana. El gato está (7)_____. El gato también mira por la ventana. Quiere agarrar (grab) al pobre loro.
>
> Ahora estoy en el baño. En el baño de mi casa hay una tortuga, un gato, un perro, un hámster, un pájaro y un

conejo. Hay una tortuga (8)_____ ____ inodoro. El gato está (9)____ _____ ____ la ventana. El perro está (10)_____ ____ la bañera y el hámster está (11)_____ ____ la bañera. Hay un pájaro que se mira en el espejo. Es un pájaro que puede hablar y es un loro. El conejo está (12)_____ ____ lavamanos.

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7.19: Discussion- El futuro–ir + a + infinitivo

Purpose: You will practice your speaking and listening skills in Spanish by posing five questions to your classmates about when they think certain things are going to happen and responding to the questions they ask you about the future in Spanish as well. You will use the form ir + a + infinitivo in both your questions and your answers.

Task: This activity has three parts.

1. An original audio post to the discussion board asking questions
2. An audio response to your peers answering their questions and asking a follow-up question
3. A final audio post to those who commented on your original post

Paso 1. Choose five questions from the list below that you want to ask your classmates about. Using a computer or a voice memo function on a smartphone, record your questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording) and post this voice recording to the discussion board. Pay close attention to the form of verb 'ir' in the question so you can adjust it, if need be, when you answer the question. Others will be able to hear your five questions in Spanish, just as you can hear theirs.

1. ¿Cuándo vas a tomar el próximo examen de español?
2. ¿Cuándo van a bailar tus amigos y tú en el club?
3. ¿Cuándo va a terminar este semestre?
4. ¿Cuándo van a participar ustedes en un juego de básquetbol?
5. ¿Cuándo vas a ir a la biblioteca?
6. ¿Cuándo va a viajar tu mejor amigo(a)?
7. Tus compañeros de clase y tú, ¿cuándo van a memorizar el vocabulario?
8. ¿Cuándo vas a comer en la cafetería?
9. ¿Cuándo van a inventar los científicos un sustituto sostenible (sustainable) para el plástico?

Paso 2. Listen to the questions of two peers in your class. You may take notes as you listen so that you can remember what they asked you, as each person will ask you five questions. Then, record your responses to their questions in Spanish in a single audio file for each peer (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Pay special attention to the form of the verb ir, as some questions are directed at tú while others have a different subject. Hint: if you hear the form van with no identified subject, assume your classmate is talking about you and your friends, ustedes. Ask them about their own opinion about one of the questions they asked you by saying ¿Qué opinas tú? If you need some help with time frames for your responses, there are some ideas listed below.

Paso 3. Just as you have responded to the five questions of two of your peers and asked them ¿Qué opinas tú? to one question, some of your peers have responded to your questions and asked you ¿Qué opinas tú? on one of your questions from your original post. Finish up the conversations by responding to each peer who asked you a follow up question on your original post. Post a recording to each peer in Spanish that answers their questions by using the ir + a + infinitivo construction. If you need some help responding to your peers, there are some ideas listed below.

Criteria: The components of this activity add up to 100%.

Paso 1. 25% of the total grade. Choose five questions from the list for your peers using the ir + a + infinitivo construction. Record a single audio file that includes these five questions and post the file to the discussion board. Each question is worth 5%.

Paso 2. 60% of the total grade. Choose two peers and listen to their questions. After listening to your peers' questions, you will record an answer in a single audio file to their five questions in Spanish and you will ask ¿Qué opinas tú? as a follow up question to one of the questions they asked you. Each answer is worth 5% and your ¿Qué opinas tú? question to each peer is worth 5%.

Paso 3. 15% of your grade will be earned for responding to your peers on your original post: you are to answer the ¿Qué opinas tú? question that your two peers asked on your original post (7.5% each) using the ir + a + infinitivo construction.

Ejemplo:

Joanna chooses five questions from the list to ask her classmates about what they think is going to happen and when. She records a single audio file in which she asks those five questions and she posts it to the discussion board. She has earned 25% of the total grade for this activity.

She then finds two peers, Alan and Sally, and she listens to the questions they asked in their original post. She takes notes, and then she records an audio file responding to Alan's questions (asking one follow up ¿Qué opinas tú?) and an audio file responding to Sally's questions (asking one follow up ¿Qué opinas tú?). She posts these responses under Alan's and Sally's original posts, and she has earned 60% of the points for this assignment.

To wrap up, Joanna listens to the responses of her peers. As she listens, she takes notes so that she can be sure to know what the ¿Qué te opinas? follow up question was referring to. She records and posts a final response to each peer in which she answers their follow up question. For one peer, she is surprised at their answer so she says ¿De veras? before sharing her answer to the question. For the other peer, she agrees with their answer so she says Opino lo mismo before sharing her answer to the question. She has earned the remaining 15% of the points for this assignment.

Additional words and phrases useful for this activity:

- Esta tarde – (*This afternoon*)
- Esta noche – (*Tonight*)
- Esta semana – (*This week*)
- Este (lunes/martes/etc.) – *This (day of the week)*
- Este año – (*This year*)
- Mañana – (*Tomorrow*)
- Pasado mañana – (*The day after tomorrow*)
- La semana que viene – (*Next week*)
- El próximo año – (*Next year*)
- Estoy de acuerdo. – (*I agree*)
- Opino lo mismo. – (*I think the same thing.*)
- ¿De veras? – (*Really?/Seriously?*)

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7.20: Assignment- Collaborative Peer Activity- Compañeros de cuarto

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish about different priorities for household items in a shared living situation on a fixed budget. The collaboration part of this activity will take approximately 10 minutes, so plan accordingly. You will each have access to different information, so decide who will be Estudiante 1 and who will be Estudiante 2. Preview your portion of the worksheet in advance so you have an idea of what to do on your end for each of the three steps.

Task: Download or print the following PDF. Inside, you will find two different pages, one for Estudiante 1 and one for Estudiante 2. Each student has a unique task for this activity. Start with Paso 1 and read the directions; then, make notes on your downloaded or printed PDF, as you will have to turn this in to your instructor. After you finish Paso 1, move on to Pasos 2 & 3.

PDF download: Compañeros de cuarto

After you have talked to your partner and filled out the information on the PDF, you will write a *Reporte* on the things you and your compañero(a) de cuarto agreed to get at the garage sales, with your limited budget. Use the following guiding questions in order to write a paragraph in Spanish:

1. ¿Qué cosas tienen ahora tú y tu compañero(a) de cuarto en el apartamento?
2. ¿Cuánto cuesta (cost) cada objeto nuevo en el apartamento? (Por ejemplo: el televisor cuesta...)
3. ¿Estás contento(a) con los objetos nuevos que tú y tu compañero(a) de cuarto tienen en el apartamento?

Criteria: 50% of the grade for this activity comes from your *Reporte* addressing questions 1-3 on the previous Task portion above. The other 50% of the grade will come from the "proof" you submit to your instructor through a photo or screenshot of your completed activity. Please include the name of the classmate you worked with for this activity on the top right corner of the document. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, upload media, etc.), please ask for clarification before beginning.

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8: ¿CÓMO PASAS TU TIEMPO LIBRE?

8.1: Why It Matters- ¿Cómo pasas tu tiempo libre?

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8.1: Why It Matters- ¿Cómo pasas tu tiempo libre?

Ozuna – **Dile Que Tú Me Quieres**
Juan Carlos Ozuna Rosado, known simply by his surname Ozuna, is a Puerto Rican Latin trap and reggaeton singer. (Wikipedia page on Ozuna)

YouTube Video

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Manu Chao – **Me Gustas Tu**
Manu Chao is a French musician of Spanish descent. He sings in French, Spanish, English, Italian, Arabic, Catalan, Galician, Portuguese, Greek and occasionally in other languages.

YouTube Video

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Zenet – **Me Gustas**
Zenet is a Spanish jazz vocalist and actor.

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Los Amigos Invisibles – **La Que Me Gusta**
Los Amigos Invisibles is a Venezuelan band that plays a blend of disco, acid jazz and funk mixed with Latin rhythms.

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El Kanka – **Me gusta**
Juan Gómez Canca, known artistically as El Kanka, is a Spanish singer-songwriter, composer and musician

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We'll also be learning adverbs with -mente. Like this one:

Elvis Crespo – **Suavemente**
Elvis Crespo Díaz (born July 30, 1971 in New York City) is an American singer and songwriter of the Merengue genre. He has won multiple awards, including a Grammy and a Latin Grammy Award in merengue.

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8.2: Introduction to ¿Cuál es tu pasatiempo favorito?

¿Cuál es tu pasatiempo favorito? In this vocabulary section, we'll learn how to talk about pastimes and sports.



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8.3: Vocabulario- Los pasatiempos

Objetivos

- Identify verbs and nouns related to pastimes, sports and other activities

Vocabulario: Los pasatiempos

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Los pasatiempos



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charlar



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jugar un juego de mesa



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access it online.

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dibujar



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jugar a los bolos



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dar una vuelta / dar un paseo / ir de paseo



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jugar videojuegos



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navegar el internet



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pasar el tiempo



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View this Audio online

salir



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tejer



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tocar el piano



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access it online.

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tocar la guitarra



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trepar árboles

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Los deportes



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el alpinismo



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access it online.

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andar en bicicleta



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el atletismo



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el básquetbol



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el béisbol



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esquiar (en la nieve)



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esquiar en la tabla



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el fútbol



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el fútbol americano



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el golf



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levantar pesas



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access it online.

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la natación



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pescar



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el tenis



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el vóleibol

Text only

Los pasatiempos

- charlar (chat)
- jugar un juego de mesa (play a board game)
- dibujar (draw)
- jugar a los bolos (go bowling)
- dar una vuelta / dar un paseo / ir de paseo (go for a walk)
- jugar videojuegos (play videogames)
- navegar el internet (surf the web)
- pasar el tiempo (pass time, hang out)
- salir (go out)
- tejer (knit)
- tocar el piano (play piano)
- tocar la guitarra (play the guitar)
- trepar árboles (climb trees)

Los deportes

- el alpinismo (mountaineering, mountain climbing)
- andar en bicicleta (to go on a bike ride)
- el atletismo (track and field)
- el básquetbol (basketball)
- el béisbol (baseball)
- esquiar (en la nieve) (ski [in the snow])
- esquiar en la tabla (snowboard)
- el fútbol (soccer)
- el fútbol americano (American football)
- el golf (golf)
- levantar pesas (lift weights)
- la natación (swimming)
- pescar (fishing)
- el tenis (tennis)
- el vóleibol (volleyball)

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8.4: Ejercicios- Los pasatiempos

Objetivos

- Identify verbs and nouns related to pastimes, sports and other activities
- Understand spoken statements about pastimes, sports and other activities

A. Los pasatiempos

Actividad 8.4.A

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B. Los pasatiempos

Actividad 8.4.B

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C. Los pasatiempos

Actividad 8.4.C

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D. Los pasatiempos

Actividad 8.4.D

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E. Los pasatiempos

Actividad 8.4.E

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F. Los pasatiempos

Actividad 8.4.F

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G. Los pasatiempos

Actividad 8.4.G

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A. Los pasatiempos

navegar en internet • jugar un juego de mesa • pescar • tejer • jugar videojuegos • dar un paseo • levantar pesas • charlar • andar en bicicleta • tocar el piano • tocamos la guitarra

1. A mi hermano le gusta _____ como Super Mario.
2. A nosotros nos gusta la música, entonces _____.
3. A Elisa le gusta _____ porque es más rápido que caminar.
4. Me gusta _____ porque como pescado fresco.
5. A Juan le gusta _____ en el gimnasio.
6. A Luna le gusta mucho _____ con sus amigas por teléfono.
7. Me encanta la música, entonces me gusta _____.
8. A mi madre y a mí nos gusta _____ en la calle.
9. Quiero saber mucho de los actores. Me gusta _____ para leer sobre ellos.

B. Los pasatiempos

1. Me gusta hacer cosas con las manos.
   - charlar
   - tejer
   - esquiar
   - la natacíon
2. A ella le encanta la nieve.
   - ir de paseo
   - tocar el piano
   - dibujar
   - esquiar
3. ¿Qué prefieres hacer en el gimnasio?
   - dibujar
   - levantar pesas
   - tejer
   - pescar
4. Cuando toda la familia está en casa.
   - hacer alpinismo
   - jugar al béisbol
   - jugar un juego de mesa
   - esquiar
5. Las chicas lo hacen en Starbucks.
   - esquiar
   - charlar
   - jugar al golf
   - jugar al vóleibol
6. Después de cenar, nos gusta...
   - ir de paseo
   - trepar árboles
   - esquiar en tabla
   - jugar a los bolos

C. Los pasatiempos

1. A ellos les gusta ____ en casa.
   - jugar videojuegos
   - trepar árboles
   - dar una vuelta
   - esquiar

2. Mi abuela es una persona mayor. A ella le gusta sentarse en una silla y ____.
   - ir de paseo
   - tejer
   - andar en bicicleta
   - levantar pesas
3. A ustedes les gusta ____ en el mar.
   - nadar
   - dibujar
   - tejer
   - hacer alpinismo
4. Se puede ____ para buscar información.
   - pasar el tiempo
   - navegar en internet
   - levantar pesas
   - tocar la guitarra
5. Juegan al ____ con las manos y no con los pies.
   - golf
   - fútbol
   - fútbol americano
   - pesca
6. El niño de 5 años aprende a ____ con su padre en el parque.
   - andar en bicicleta
   - tocar el piano
   - esquiar
   - tejer

D. Los pasatiempos

1. Después de _____ (fishing), puede comer los pescados.
2. A los niños les gusta _____ (to climb trees) en el jardín.
3. A Juan le gusta _____ (mountaineering) porque a él le gustan las montañas.
4. A mi madre le encanta ver a Venus Williams *[the tennis player]* jugar al _____.
5. A Julia le gusta la música. Ella sabe (knows how) _____ (to play the piano).
6. María es artista. Ella sabe _____ (to draw) bien.
7. A mis amigos y a mí nos gusta _____ (to chat) en un café.

E. Los pasatiempos

1. Tam:

   Audio

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   ¿Qué le gusta hacer a Tam en su tiempo libre?

   - Trepar árboles
   - Dar un paseo
   - Navegar en internet
   - Jugar al tenis
2. Luna:

Audio

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¿Qué hace Luna los viernes?

- Pasar el tiempo
- Andar en bicicleta
- Jugar al fútbol
- Dar un paseo

3. Juan:

Audio

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¿Qué hace Juan en su tiempo libre?

- jugar al fútbol
- jugar al béisbol
- jugar al tenis
- jugar al fútbol americano

4. Elisa:

Audio

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¿Qué hace Elisa en su tiempo libre?

- dibujar
- tejer
- salir
- dar un paseo

5. Antonio:

Audio

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¿Qué hace Antonio cuando no tiene clases?

- jugar al béisbol
- jugar al fútbol
- esquiar
- jugar a los bolos

6. María:

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¿Qué hace María en su tiempo libre?

- ir de excursión
- tejer
- trepar árboles
- dar un paseo

F. Los pasatiempos

1. Lupe:

Audio

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¿Qué le gusta jugar en su tiempo libre?









2. Roberta:

Audio

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¿Qué hace Roberta en su tiempo libre?









3. Alberto:

Audio

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¿Qué le gusta a Alberto?









4. Rosa:

Audio

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¿Qué le gusta hacer a Rosa?









5. Belén:

Audio

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¿Qué le gusta hacer a Belén en su tiempo libre?









6. Daniel:

Audio

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¿Qué le gusta hacer a Daniel en su tiempo libre?









G. Los pasatiempos

1. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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En mi tiempo libre me gusta _____ con mis amigos. Vamos a restaurantes, bares, y cafés juntos.

2. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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En mi tiempo libre me gusta _____. Me gustan los deportes.

3. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Voy a las montañas con mis amigos cada invierno. Nos gusta _____ en la nieve.

4. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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A mis amigos y a mí nos gusta _____ en nuestro tiempo libre. Charlamos en un café y también por teléfono.

5. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Me voy al mar este fin de semana porque me gusta _____.

6. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Me gusta mucho _____ (volleyball). Juego con un equipo a la universidad. Es muy divertido.

7. Listen to the recording, then fill in the missing word(s) in the transcript.

Audio

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Me gusta la música. En mi tiempo libre me gusta _____.

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8.5: Introduction to ¿Te gustan los deportes?

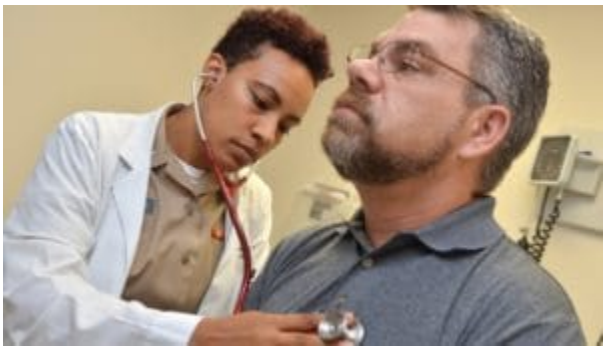
We've already seen how to say we like doing things—*gustar* + infinitive does the trick: *Me gusta trepar árboles* (I like to climb trees). As you'll see, liking *things* in Spanish is a little trickier than liking to *do things* (*gustar* + infinitive). That's because we have to conjugate *gustar* for the thing or things liked, rather than the one liking them. In the next section, we'll learn how to do that.

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8.6: En contexto- El verbo gustar + sustantivos

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like



Enrique va al médico para hablar sobre su salud mental.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer frecuentemente?
Enrique:	Normalmente, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?
Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Actividad 8.6.A

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Preguntas de análisis:

Underline all of the uses of “gustar” in the conversation. How is “gustar” conjugated? Why would someone say “Me gusta la banana pero no me gustan las naranjas”? To whom do the verbs refer? What is the difference between “gustar” and “querer”?

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8.7: Gramática- El verbo gustar + sustantivos

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like

In Unit 4 we saw how to say that I or you like to do something, using *me/te gusta* + infinitive. Of course, it's possible to say that you like things, too, just a little more complicated.

The Spanish equivalent of "I like" is *me gusta*, which literally means "it pleases me". To indicate whether someone else likes something, you change the indirect object pronoun so the thing is pleasing to that person:

forms for different people liking a singular thing		
	persona singular	persona plural
primera (1a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta (*I like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta (*We like*)
segunda (2a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta (*You like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta (*You all like*)
tercera (3a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta (*He/She likes*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta (*They like*)

When you use the verb *gustar,* the verb form you choose will depend on whether what you like is a singular noun, a plural noun, or a verb.

The verb form *gusta* is always in the singular when the noun that is liked or disliked is singular, because *it* is pleasing to the person:

- Audio

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  (A mí) me gusta la casa. (*I like the house. Literally: The house pleases me.*)

- Audio

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  (A ti) te gusta la salsa picante. (*You—informal singular—like hot sauce.*)

- Audio

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  View this Audio online

  (A usted) le gusta la comida. (*You—formal singular—like the food.*)

- Audio

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  (A él) le gusta el libro. (*He likes the book.*)

Audio

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(A ellas) les gusta el coche. (*They like the car.*)

Audio

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(A nosotros) nos gusta el café. (*We like coffee.*)

What if plural things are pleasing to you? The verb form *gustan* is always in the plural when the noun is plural or there are two nouns, because *they* please the person:

Audio

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(A mí) me gustan las casas. (*I like the houses. Literally: The houses please me.*)

Audio

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(A ti) te gustan las manzanas. (*You—informal singular—like the apples.*)

- Audio

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(A usted) le gustan las comidas. (*You—formal singular—like the foods.*)

- Audio

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(A él) le gustan los libros. (*He likes the books.*)

- Audio

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(A ellas) les gustan los coches. (*They like the cars.*)

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(A nosotros) nos gustan los animales. (*We like animals.*)

As we saw in Unit 4, the verb form *gusta* is always in the singular when it is followed by a verb, even if there are many verbs listed, because *it* pleases the person *to do* the actions:

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(A mí) me gusta cantar mucho. (*I like to sing a lot. Literally: It pleases me a lot to sing.*)

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(A tí) te gusta recibir y escribir cartas. (*You–informal singular– like to receive and write letters.*)

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(A usted) le gusta escuchar la música. (*You–formal singular– like to listen to music.*)

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(A él) le gusta comer y bailar. (*He likes to eat and dance.*)

- Audio

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(A ellas) les gusta aprender el español. (*They like to learn Spanish.*)

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(A nosotros) nos gusta correr. (*We like to run.*)

Note: In all of the above examples, the sentences are written with a prepositional phrase (a mí, a ti, etc.) at the beginning of the sentence. This is optional and most Spanish-speakers will omit this phrase, but they may use it for emphasis in much the way we might emphasize in English by stressing a word or putting it in bold in writing: "**You** don't like beets? Well, **I** do!" Another use is for clarification in the third person. Since *Le gusta comer y bailar* could have several translations ("He likes to eat and dance" or "She likes to eat and dance" or "You like to eat and dance" or " likes to eat and dance"), the clarifying phrase is used more often with *le* or *les*.

Some other words that work the same way as gustar:

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Doler (*to hurt; literally: to be painful*) —

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Me duelen los pies. (*My feet hurt / are hurting me.*)

Audio

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Encantar (*to love; literally: to be enchanting*) —

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A los mexicanos les encantan los dramas coreanos. (*Mexicans love Korean dramas.*)

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Molestar (*to mind; literally: to be irritating, bothersome*) —

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¿Le molesta la música? No, estoy bien. (*Do you mind the music? No, I'm fine.*)

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8.8: Gramática- Querer y gustar

Objetivos

- Use “querer” and “gustar” to explain your wants and likes

In English both of the following sentences use the basic subject-verb-object sentence structure: “I want a vacation” and “I like vacations.” They’re not the same in Spanish!

To contrast these thoughts we’ll need to learn the conjugation of *querer* (to want). For now, just memorize it as if it were irregular. But you may notice that it has a stem-vowel change that’s similar to *tener*—that’s actually a fairly common pattern in Spanish and you will learn more about it in the next section.

QUERER (*to want*)		
	singular	plural
primera persona	**quiero**	**queremos**
segunda persona	**quieres**	**queréis**
tercera persona	**quiere**	**quieren**

- Yo quiero una vacación. (*I want a vacation.*)
- Juanito y yo queremos salir y jugar en el jardín. (*Johnny and I want to go outside and play in the garden.*)
- ¿Quiere usted unos juguetes de madera? (*Do you want some wooden toys?*)

But in Spanish as we learned in the previous section, “to like” (*gustar*) is used in a different structure: in Spanish a person does not like a thing, but rather the thing is pleasing to the person.

- A mi me gustan las vacaciones de invierno y a ti te gusta las vacaciones de verano. (*I like the winter vacation and you like the summer vacation.*)
- A Juanito y a mí nos gusta salir y jugar en el jardín. (*Johnny and I like to go outside and play in the garden.*)
- ¿Le gustan a usted los juguetes de madera? (*Do you like wooden toys?*)

Can you spot the differences in the sentence structure? Sentences with *querer* (to want) use the subject pronouns or just the nouns to say who wants the thing. But sentences with *gustar* (to like) use the indirect object pronouns (me – te – le – nos – os – les) to identify the person being pleased, and if you further specify the person being pleased, you need to use the preposition “a” (“a mí”, “A Juanito”, etc.).

Also, in sentences with *querer* the verb needs to agree with the person who wants the thing, whereas in sentences with *gustar* the verb needs to agree with the thing that is pleasing to the person.

- Me gustan los rompecabezas. Quiero estos rompecabezas, por favor. (*I like puzzles. / Puzzles are pleasing to me. I want these puzzles, please.*)
- Los niños quieren jugar el béisbol cada día. A los niños les gusta mucho jugar el béisbol. (*The children want to play baseball every day. They children like playing baseball a lot. / Playing baseball is very pleasing to the children.*)

It’s important not to confuse these two very common sentence structures!

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8.9: Ejercicios- El verbo gustar + sustantivos / Querer y gustar

Objetivos

- Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
- Distinguish what things are pleasing to different people based on spoken text
- Use "querer" and "gustar" to explain your wants and likes

A. El verbo gustar + sustantivos

Actividad 8.9.A

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B. El verbo gustar + sustantivos

Actividad 8.9.B

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C. El verbo gustar + sustantivos

Actividad 8.9.C

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D. Escuchar: El verbo gustar + sustantivos

Actividad 8.9.D

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E. Querer y gustar

Actividad 8.9.E

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F. Querer y gustar

Actividad 8.9.F

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A. El verbo gustar + sustantivos

1. A Marta le _____ los animales.
   - gusta
   - gustar
   - gustan
   - gusto
2. A los chicos les _____ la película nueva.
   - gusta
   - gustar
   - gustan
   - gusto

3. A vosotros os ____ las películas graciosas.
    - gusta
    - gustar
    - gustan
    - gusto
4. A los profesores les ____ las conferencias.
    - gusta
    - gustar
    - gustan
    - gusto
5. A Marcos le ____ la novia de su hermano.
    - gusta
    - gustar
    - gustan
    - gusto

B. El verbo gustar + sustantivos

1. A los estudiantes ____ gustan las clases fáciles.
    - les
    - le
    - me
    - nos
2. A ellos ____ gusta la amiga de Pablo.
    - te
    - les
    - me
    - le
3. A tí no ____ gusta la mejor amiga de María.
    - te
    - me
    - le
    - nos
4. A vosotras ____ gustan los zoológicos.
    - os
    - nos
    - le
    - me
5. A Maite y Pablo ____ gusta el pelo largo y negro de Antonia.
    - le
    - me
    - les
    - nos
6. A tí ____ gustan los perros.
    - te
    - le
    - les
    - me
7. A nosotras ____ gusta la clase de Biología.
    - nos
    - me
    - le
    - les

C. El verbo gustar + sustantivos

1. A mí me _____ tu sobrino.

2. A tí _____ gustan los gatos negros.
3. A ellos _____ gusta el básquetbol.
4. A Ana _____ gustan los deportes.
5. A nosotros _____ gusta el juego nuevo de María.
6. A tí te _____ tu familia.
7. A ellos les _____ las comidas corridas (*fast food*).
8. A ellas les _____ el chico nuevo de la clase.

D. El verbo gustar + sustantivos

1. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - les gusta
   - le gustan
   - le gusta
   - les gustan

2. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - le gustan
   - les gustan
   - le gusta
   - les gusta

3. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - le gustan

- les gustan
- le gusta
- les gusta

4. **Audio**

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¿Qué has oído? (*What did you hear?*)

- nos gusta
- os gustan
- nos gustan
- os gusta

5. **Audio**

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¿Qué has oído? (*What did you hear?*)

- me gustan
- te gustan
- te gusta
- me gusta

6. **Audio**

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¿Qué has oído? (*What did you hear?*)

- le gusta
- le gustan
- les gusta
- les gustan

7.

Audio

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¿Qué has oído? (*What did you hear?*)

- le gustan
- les gusta
- les gustan
- le gusta

8. **Audio**

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   ¿Qué has oído? (*What did you hear?*)

   - les gustan
   - le gustan
   - le gusta
   - les gusta

E. Querer y gustar

1. Ella _____ un helado.
   - quiere
   - gustan
   - gusta
   - quiero
2. A él le _____ la chica.
   - gusta
   - quieres
   - quiere
   - gustan
3. A ellos les _____ el auto antiguo.
   - gustan
   - quieren
   - quiere
   - gusta
4. Yo _____ un postre.
   - quieres
   - gusta
   - gustan
   - quiero
5. Vosotros _____ nuevos amigos.

    - gustan
    - quieren
    - gusta
    - queréis
6. Tú ____ una mascota.
    - quieres
    - gusta
    - gustan
    - quiere
7. A ustedes les ____ las películas.
    - gusta
    - gustan
    - quiere
    - quieren
8. A vosotras os ____ los chicos.
    - gusta
    - gustan
    - quieren
    - queréis
9. La señora ____ tener otra hija más.
    - quieres
    - gustan
    - gusta
    - quiere
10. A nosotros nos ____ los libros clásicos.
    - gustan
    - gusta
    - queremos
    - quieren
11. Los trabajadores ____ vacaciones.
    - gustan
    - quiere
    - quieren
    - gusta
12. A mí me ____ las frutas dulces.
    - gustan
    - gusta
    - quiero
    - quieren

F. Querer y gustar

1. La chica _____ un postre.
2. Las mujeres _____ unos zapatos.
3. A los hombres les _____ las camisas.
4. A la niña le _____ las manzanas.
5. A mí me _____ las películas románticas.
6. Mi amiga _____ un perro.
7. A ti te _____ desayunar con tu mamá.
8. Yo _____ un tomate.

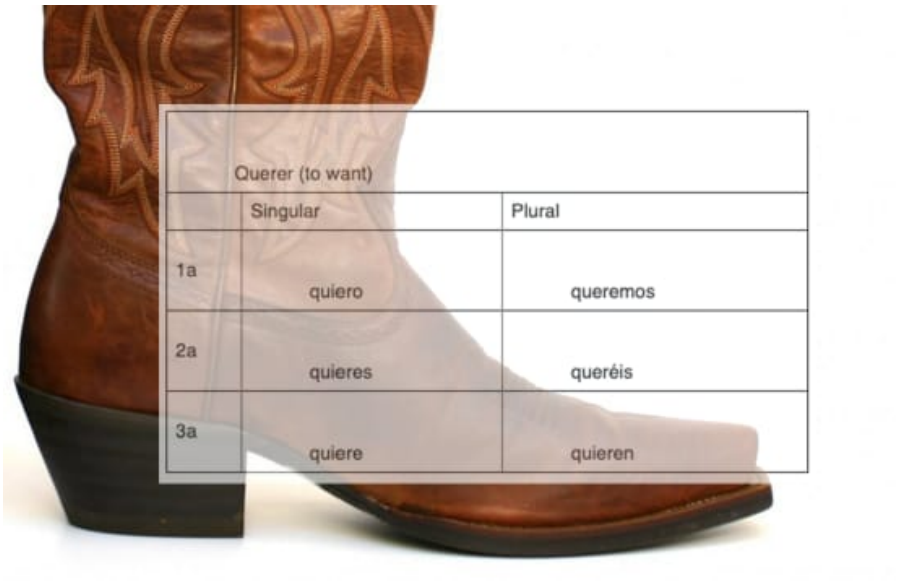
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8.10: Introduction to ¿Prefieres patinar o esquiar?

Continuing our journey through the stem-vowel changes, we're going to work on verbs that change from e-ie. This particular stem-vowel change might look familiar, since we just learned one of the verbs: querer. For example, *Ella quiere un helado* (She wants an ice cream). Incidentally, verbs with a stem-vowel change are sometimes called "verbos de bota" because in the conjugation chart, the stem-vowel change fits into a boot shape (all the forms except *nosotros* and *vosotros*).



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8.11: En contexto- Verbos con cambio de raíz (e-ie)

Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs

Lee la conversación entre el médico y Enrique de nuevo. Luego, contesta las preguntas de análisis.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer frecuentemente?
Enrique:	Normalmente, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?
Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Actividad 8.11.A

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Preguntas de análisis:

Write down all the infinitives of the verbs with stem changes e-ie that appear in the conversation.

Which subjects need a stem vowel change in these verbs and which subjects do not need a stem vowel change?

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8.12: Gramática- Verbos con cambio de raíz (e-ie)

Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs

With this group of verbs, the stem vowel **e** changes to an **ie** in all of the forms except the first and second person plural.

	Comenzar (*to start, to begin*)	
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  comienzo	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  comenzamos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  comienzas	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  comenzáis
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  comienza	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  comienzan

Note that the *nosotros* and *vosotros* forms do not change their 'e' to 'ie', because the stress in those forms falls on the next syllable.

And remember that the stem-changing vowel does not affect the personal ending for the verb, which depends on who the subject

is and whether the verb is in the -AR, -ER, or -IR conjugation group. Here's an example of a familiar -ER verb that has the e-ie stem change:

Audio

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Querer (*to want*)

	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quiero	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online queremos
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quieres	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online queréis
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quiere	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online quieren

Venir

The verb *venir* means “to come”, and it has the same irregularities as *tener* when conjugated in the present tense. But it doesn’t have so many idiomatic uses!

venir (*to come*)		
	singular	plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online yo ven**go**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nosotros ven**imos**
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online tú **vienes**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online vosotros ven**ís**

	venir (*to come*)	
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  él **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellos **vienen**
	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ella **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ellas **vienen**
	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  usted **viene**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online  ustedes **vienen**

- Audio
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  Ellos vienen a la universidad todos los días. (*They come to the university every day.*)

Audio

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¿A qué hora vienes a la clase de español? (*At what time do you come to Spanish class?*)

Vocabulario: algunos verbos con cambio de raíz e – ie

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Cerrar (*to close*)

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Comenzar (*to start, to begin*)

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Empezar (*to start, to begin*)

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Entender (*to understand*)

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Pensar (*to think*)

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Preferir (*to prefer*)

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Perder (*to lose*)

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Querer (*to want*)

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Sentir (*to feel*)

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Tener (*to have*) (yo tengo, tú tienes...)

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Venir (*to come*) (yo vengo, tú vienes...)

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8.13: Ejercicios- Verbos con cambio de raíz (e-ie)

Objetivos

- Recognize the correct conjugation of e-ie stem-changing verbs
- Understand spoken questions using e-ie stem-changing verbs

A. Verbos con cambio de raíz (e-ie)

Actividad 8.13.A

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B. Verbos con cambio de raíz (e-ie)

Actividad 8.13.B

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C. Escuchar: Verbos con cambio de raíz (e-ie)

Actividad 8.13.C

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A. Verbos con cambio de raíz (e-ie)

1. Empezar – Tú ____
   - empieza
   - empezamos
   - empiezas
   - empezáis
2. Querer – Ellas ____
   - quieren
   - queremos
   - quiero
   - queréis
3. Comenzar – Yo ____
   - comienzo
   - comienzas
   - comenzamos
   - comenzáis
4. Tener – Tú ____
   - tenemos
   - tienes
   - tiene
   - tenéis
5. Cerrar – Yo ____
   - cerramos
   - cierras
   - cerráis
   - cierro
6. Pensar – Tú ____
   - piensas
   - pensamos
   - pensáis
   - piensa

B. Verbos con cambio de raíz (e-ie)

1. Pensar – Tú _____
2. Perder – Él _____
3. Venir – Usted _____
4. Pensar – Vosotras _____
5. Entender – tú _____
6. Sentir – Él _____

C. Verbos con cambio de raíz (e-ie)

1. Audio

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   View this Audio online

What is the infinitive of the verb that you hear?

- recordar
- entender
- tener
- perder

2. **Audio**

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What is the infinitive of the verb that you hear?

- venir
- ver
- ir
- tener

3. **Audio**

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What is the infinitive of the verb that you hear?

- pedir
- perder
- poner
- pensar

4. **Audio**

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What is the infinitive of the verb that you hear?

- recibir
- entender
- costar
- tener

5.

Audio

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What is the infinitive of the verb that you hear?

- jugar
- comenzar
- cerrar
- decir

6.

Audio

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What is the infinitive of the verb that you hear?

- encontrar
- entender
- almorzar
- empezar

7.

Audio

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What is the infinitive of the verb that you hear?

- encontrar
- empezar
- entender
- almorzar

8.

Audio

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What is the infinitive of the verb that you hear?

- sentir
- entender
- tener
- costar

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8.14: Introduction to ¿Corres rápidamente?

By now we've learned quite a lot of verb conjugation patterns to say that people do actions, so now it's time to learn how to make adverbs, which let us say **how** people do those actions. Don't know much about adverbs? Click here for an explanation of adverbs in English, and how they are different from adjectives. And soon instead of just studying, you will be able to study *eficazmente,* and instead of just learning, you can learn *rápidamente*!

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8.15: En contexto- Adverbios de modo

Objetivos

- Recognize adverbs of motion ending in -mente

Lee la conversación entre el médico y Enrique de nuevo. Luego, contesta las preguntas de análisis.

Médico:	Hola, Enrique. ¿Cómo estás hoy?
Enrique:	Bien. ¿Y usted?
Médico:	Muy bien, gracias. ¿Cómo puedo ayudarte?
Enrique:	Quiero mejorar mi salud mental. Me siento perezoso todo el tiempo.
Médico:	Ok. ¿Tienes un pasatiempo que te gusta hacer **frecuentemente**?
Enrique:	**Normalmente**, me gusta andar en bicicleta. Pero estamos en invierno y no me gusta el frío.
Médico:	Pienso que necesitas un deporte para el invierno. ¿Te gusta la nieve?
Enrique:	No mucho, por eso me gustan los videojuegos durante el invierno.
Médico:	Te entiendo, durante el invierno todos queremos quedarnos en casa. En mi opinión, necesitas más vitamina D. En un día, ¿qué comes, **generalmente**?
Enrique:	Tristemente me gusta la comida chatarra como papas fritas y pizza. No me gustan los vegetales.
Médico:	Si quieres sentirte mejor, necesitas comer mejor comida. Te voy a poner en contacto con una nutricionista. ¿Qué piensas?
Enrique:	Ok, muchas gracias.
Médico:	Ok y mientras tanto, necesitas buscar un pasatiempo para hacer ejercicio.
Enrique:	Vale, muchas gracias, señor.

Preguntas de análisis:

Actividad 8.15.A

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Preguntas de análisis:

What do the underlined words describe? Change the following adjectives into adverbs similar to the underlined ones above:

- suave →
- amable →

- rápido →

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8.16: Gramática- Adverbios de modo

Objetivos

- Recognize adverbs of motion ending in -mente

Adverbs are words that modify verbs, that is they describe **how** actions are done. You learned the most common adverb in one of the very first lessons of this course: *bien* (meaning “well”), which modifies the verb *estar* in the answer that everyone gives when asked *¿Cómo estás? —Estoy bien, gracias* (I am well, thanks).

Normally, English turns adjectives into adverbs by adding the suffix -ly; similarly, Spanish turns many adjectives into adverbs by adding the suffix **-mente** to the **feminine singular form of the adjective**.

- normal → normalmente (*normally*)
- similar → similarmente (*similarly*)
- triste → tristemente (*sadly*)
- frecuente → frecuentemente (*frequently*)
- rápido → rápidamente (*rapidly, quickly*)
- largo → largamente (*at length*)

Adverbs are invariable in Spanish, which is to say that the suffix -mente does *not* change to agree in gender or number.

- Papá Oso camina pesadamente. (*Papa Bear walks heavily.*)
- Mamá Oso camina cuidadosamente. (*Mama Bear walks carefully.*)
- Los ositos caminan alegremente. (*The baby bears walk happily.*)

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8.17: Ejercicios- Adverbios de modo

Objetivos

- Recognize adverbs of motion ending in -mente

A. Adverbios de modo

Actividad 8.17.A

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Text only

A. Adverbios de modo

1. El conejo corre _____.
   - rápidomente
   - rápidamento
   - rápidamente
   - rápidmente
2. El caimán bosteza (yawns) _____.
   - grandemente
   - grande
   - grandamente
   - grandomente
3. Los pájaros agitan sus alas (wings) _____.
   - energicosmente
   - enérgicamentes
   - enérgicamente
   - enérgicomente
4. Las tortugas caminan _____.
   - lentas
   - lentomente
   - lentamentes
   - lentamente
5. El búho mira el bosque _____.
   - sabio
   - sabiomente
   - sabiamento
   - sabiamente
6. El pingüino se viste _____.
   - formalamente
   - formal

    - formalmente
    - formalmento
7. El ratoncito sale de su hoyo (hole) ____.
    - tímidomente
    - tímidamente
    - tímidamento
    - tímido
8. Las hormigas trabajan ____.
    - diligente
    - diligentamente
    - diligentemente
    - diligentementes

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8.18: Introduction to Cultura- El fútbol y el dominó

In this Cultura reading, we'll learn about two important pastimes in the Spanish-speaking world. One is the game of dominoes, the other the sport of soccer—or fútbol, as most of the world would say.

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8.19: Cultura- El fútbol y el dominó

Vamos a imaginar que vives en un país hispano. ¿Cómo vas a pasar tu tiempo libre? Puedes quedarte en casa jugando en internet—y muchos hispanos hacen eso. O puedes salir a participar en un deporte para mantener tu salud y conectarte con la comunidad.

El fútbol



El final del torneo “Superclásico” entre el River Plate y los Boca Juniors en 2010, con el estadio completamente lleno.

De todos los deportes, el fútbol—que jugamos con los pies, no como el fútbol norteamericano—es el más popular en el mundo hispano. También los equipos y jugadores hispanos son entre los más exitosos. Por ejemplo, la Copa Mundial de FIFA es el campeonato de fútbol entre equipos de todo el mundo (juegan por la Copa cada cuatro años) y sólo Brasil, Alemania e Italia tienen más títulos que el equipo nacional de Argentina (que tiene dos). Argentina también tiene algunos de los equipos regionales mejores y más populares: el Club Atlético River Plate y el Club Atlético Boca Juniors, por ejemplo. ¿Tiene tu comunidad un equipo de fútbol profesional o semi-profesional? ¿Prefieres un equipo nacional en particular para la Copa Mundial?



El “saque de meta” ocurre cuando la pelota sale del campo por el lado de la meta y el jugador patea el balón desde la esquina del campo.

Si quieres jugar el fútbol, debes comprender algo de las reglas: juegan en un campo rectangular de césped natural o artificial, con una meta o portería en cada extremo del campo. El partido tiene dos períodos de cuarenta y cinco minutos. Como máximo, once personas juegan en un equipo, y como mínimo, siete personas; este número incluye el portero. El portero es el único jugador que puede tocar el balón o la pelota con las manos, excepto cuando el balón sale fuera de juego por el lado del campo—se llama el “saque de banda” y para hacerlo un jugador se para en la línea y tira el balón sobre la cabeza con las dos manos. ¿Cómo son similares o diferentes estas reglas, en comparación con deportes populares en otras culturas, como el rugby o el básquetbol?

El béisbol



Mariano Rivera cierre un partido para los Yankees de Nueva York.

El béisbol es particularmente popular en Cuba y la República Dominicana, y algunos de los mejores jugadores de béisbol en Estados Unidos son hispanos. Roberto Clemente, un jardinero derecho para los Piratas de Pittsburgh y originalmente de Puerto Rico, es el primer hispano para entrar en el Baseball Hall of Fame. Y el panameño Mariano Rivera es considerado el mejor lanzador de cierre de todos los tiempos. ¿Puedes tú jugar el béisbol?

El dominó



Un partido de dominó. ¿Cuáles juegos de mesa tienes en tu cultura?

¿No te gustan los deportes? El dominó es un juego de mesa popularísimo en el Caribe, Centroamérica y la costa caribeña de Sudamérica. Jugamos el dominó con fichas rectangulares que tienen de 0-6 puntos, y el objetivo es conectar fichas con puntos similares hasta llegar a cierta puntuación. Hay muchas frases idiomáticas asociadas con el dominó, por ejemplo el acto de mezclar o revolver las fichas antes de jugar se llama “fregar” o “hacer la sopa”.

Actividades

A. Preguntas de comprensión

Contesta las preguntas sobre la lectura arriba.

1. ¿Cuáles son algunos equipos populares de fútbol en Latinoamérica y de dónde son?
2. ¿Bajo cuáles circunstancias es permitido tocar el balón con la mano en un juego de fútbol?
3. ¿Quiénes son algunos beisbolistas hispanos famosos?
4. ¿En cuáles regiones hispanas juegan mucho el dominó?

B. Conversación sobre el deporte

Mira la siguiente foto y contesta las preguntas con un compañero de clase.



Unos jóvenes en una plaza de la Ciudad de México.

1. ¿Cómo pasan el tiempo estos jóvenes? ¿Dónde están ellos? ¿Cuántas personas hay en cada equipo? ¿Qué tiempo hace en la foto?
2. ¿Puedes jugar el fútbol? ¿Entiendes las reglas del fútbol? ¿Cuáles deportes te gustan?
3. ¿Qué ropa te pones para jugar el fútbol? ¿Para jugar otros deportes?
4. ¿Prefieres jugar los deportes, asistir a juegos como espectador, o mirar en televisión? ¿Por qué?
5. ¿Miras la competición en algún deporte esta semana? ¿Quién está ganando?
6. ¿Tiene tu escuela equipos que juegan algunos deportes? ¿Cuáles? ¿Son equipos exitosos?
7. ¿Cómo juegan los jugadores al comienzo de un partido? ¿Cómo juegan si ganan? ¿Y si pierden? ¿Son los deportes buenas experiencias para los niños? ¿Por qué?

C. Recomendaciones

¿Cuál deporte o pasatiempo (¡usa tu imaginación!) recomiendas para las siguientes personas, y por qué? ¿Cuál deporte no debe jugar? Conversa con un compañero de clase sobre sus recomendaciones.

1. una persona que quiere correr mucho
2. una persona que no tolera estar en el sol brillante
3. una persona a quien le gusta colaborar con otras personas
4. una persona bastante solitaria
5. una persona que está delicada de salud (*in poor health* or *at risk of illness*)
6. una persona muy intelectual a quien le gusta la estrategia

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8.20: Putting It Together- ¿Cómo pasas tu tiempo libre?

Below is a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Vocabulario: Los pasatiempos

Los pasatiempos

- charlar (chat)
- jugar un juego de mesa (play a board game)
- dibujar (draw)
- jugar a los bolos (go bowling)
- dar una vuelta / dar un paseo / ir de paseo (go for a walk)
- jugar videojuegos (play videogames)
- navegar el internet (surf the web)
- pasar el tiempo (pass time, hang out)
- salir (go out)
- tejer (knit)
- tocar el piano (play piano)
- tocar la guitarra (play the guitar)
- trepar árboles (climb trees)

Los deportes

- el alpinismo (mountaineering, mountain climbing)
- andar en bicicleta (to go on a bike ride)
- el atletismo (track and field)
- el básquetbol (basketball)
- el béisbol (baseball)
- esquiar (en la nieve) (ski [in the snow])
- esquiar en la tabla (snowboard)
- el fútbol (soccer)
- el fútbol americano (American football)
- el golf (golf)
- levantar pesas (lift weights)
- la natación (swimming)
- pescar (fishing)
- el tenis (tennis)
- el vóleibol (volleyball)

Gustar + nouns

The Spanish equivalent of “I like” is *me gusta*, which literally means “it pleases me”. To indicate whether someone else likes something, you change the indirect object pronoun so the thing is pleasing to that person:

forms for different people liking a singular thing		
	persona singular	persona plural
primera (1a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online me gusta (*I like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online nos gusta (*We like*)
segunda (2a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online te gusta (*You like*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online os gusta (*You all like*)
tercera (3a)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online le gusta (*He/She likes*)	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online les gusta (*They like*)

When you use the verb *gustar,* the verb form you choose will depend on whether what you like is a singular noun, a plural noun, or a verb.

The verb form *gusta* is always in the singular when the noun that is liked or disliked is singular, because *it* is pleasing to the person:

- (A mí) me gusta la casa. (*I like the house. Literally: The house pleases me.*)

The verb form *gustan* is always in the plural when the noun is plural or there are two nouns, because *they* please the person:

- (A mí) me gustan las casas. (*I like the houses. Literally: The houses please me.*)

Some other words that work the same way as gustar:

- Doler (*to hurt; literally: to be painful*) — Me duelen los pies. (*My feet hurt / are hurting me.*)

- Encantar (*to love; literally: to be enchanting*) — A los mexicanos les encantan los dramas coreanos. (*Mexicans love Korean dramas.*)
- Molestar (*to mind; literally: to be irritating, bothersome*) — ¿Le molesta la música? No, estoy bien. (*Do you mind the music? No, I'm fine.*)

Querer

QUERER (*to want*)		
	singular	plural
primera persona	**quiero**	**queremos**
segunda persona	**quieres**	**queréis**
tercera persona	**quiere**	**quieren**

- Yo quiero una vacación. (*I want a vacation.*)

Stem-changing verbs e-ie

With this group of verbs, the stem vowel **e** changes to an **ie** in all of the forms except the first and second person plural.

Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Comenzar (*to start, to begin*)

	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzo	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comenzamos

2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzas	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comenzáis
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienza	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online comienzan

- Cerrar (to close)
- Comenzar (to start, to begin)
- Empezar (to start, to begin)
- Entender (to understand)
- Pensar (to think)
- Preferir (to prefer)
- Perder (to lose)
- Querer (to want)
- Sentir (to feel)
- Tener (to have) (yo tengo, tú tienes...)
- Venir (to come) (yo vengo, tú vienes...)

Adverbios de modo

Spanish turns many adjectives into adverbs by adding the suffix **-mente** to the **feminine singular form of the adjective**.

- normal → normalmente (*normally*)
- similar → similarmente (*similarly*)
- triste → tristemente (*sadly*)
- frecuente → frecuentemente (*frequently*)
- rápido → rápidamente (*rapidly, quickly*)
- largo → largamente (*at length*)

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8.21: Assignment- Mi pasatiempo/deporte favorito – Presentación oral

Paso 1: Prepara una presentación de PowerPoint o programa similar con UNA sola diapositiva (*slide*). La diapositiva necesita tener muchas imágenes (*images*) y muy pocas (*very few*) palabras.

Paso 2: Usa el mapa conceptual abajo para preparar una presentación oral o grabación (*recording*) de 3 minutos. Puedes escribir palabras claves (*key words*) en tus apuntes, pero no oraciones completas. HABLA, NO LEAS (*SPEAK, DON'T READ*).



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8.22: Assignment- Escribir

Objetivos

Use *gustar* to say what things you like and dislike.

¿Te gusta la música hispana? Escribe 100-120 palabras con los pasos abajo:

Paso 1: Investigación

Pulsa en el siguiente enlace para explorar una variedad de la música hispana, según el programa de la radio NPR, "Alt Latino". Busca una variedad de música y encuentra una que te gusta. Toma apuntes sobre el nombre del cantante/grupo, tipo de música y por qué te gusta o no te gusta.

NPR "Alt Latino"

Paso 2: Conversación

Conversa con un compañero de la clase sobre la música en el enlace.

1. ¿Escuchas mucha música hispana? ¿Tienes experiencia con alguna de estas bandas?
2. ¿Cuáles canciones te gustan más? ¿Cuáles te gustan menos? ¿Por qué prefieres esas canciones? A tu compañero, ¿le gustan las mismas canciones?
3. ¿Pueden ustedes comparar esta música con otra música que escuchan?

Paso 3: Escritura

Ahora escribe un ensayo de 100-120 palabras sobre tu investigación y conversación de la música hispana.

Paso 4: Revisión

Vuelve a leer tu ensayo: ¿Usas *gustar* con los pronombres correctos y las terminaciones correctas? ¿Usas una buena variedad de verbos, conjugados correctamente? Los adjetivos y artículos que usas, ¿concuerdan en género y número con sus sustantivos?

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8.23: Discussion- Verbos como “gustar”

Purpose: You will practice your listening and speaking skills in Spanish by listening to a recording about a Spanish instructor’s preferences and experiences. All of the topics will use verbs that function like gustar. You will then ask about others and share information about your own life and preferences with your classmates.

Task: This activity has four parts.

1. An initial listening activity
2. An audio recording of questions for your peers
3. An audio response to two peers
4. Written summaries in Spanish of your peers’ answers

Paso 1. Listen to the following recording about the Spanish instructor’s preferences and experiences.

Paso 2. Choose three questions from the options below that you would like to ask your classmates. Using a computer or a voice memo function on a smartphone, record your questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording), and post your questions in Spanish to the discussion board. Others will be able to hear your questions in Spanish, just as you can hear theirs.

1. ¿Qué tipo de música te gusta mucho? ¿Qué tipo de música no te gusta para nada (*at all*)?
2. ¿Te duelen frecuentemente los pies (*feet*)? ¿Te duelen los ojos (*eyes*) al final del día? ¿Por qué?
3. ¿Qué te encanta hacer en las vacaciones? ¿Por qué?
4. ¿Qué te molesta más de tu universidad o tu trabajo? ¿Por qué?
5. ¿Te gusta la casa o residencia donde vives ahora? ¿Por qué?

Paso 3. Listen to the questions of two peers in your class. Then, record a single audio file for each peer in which you answer their questions in Spanish (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording).

Paso 4. Listen to the responses your peers share to the questions you asked on your original post. Write a summary of the information that they shared with you in Spanish as a comment to their post under your original post. Since you will be taking about your peers, don’t forget to change the indirect object pronoun that go with verbs like “gustar” (*me/ te/ le/ nos/ os/ les*).

Criteria: The components of this activity add up to 100%.

> Pasos 1 & 2. 30% of the grade from this activity will be earned here. You will hear a Spanish instructor tell information about her preferences and experiences. You will then choose three questions from the list to ask your peers in Spanish. Record 3 questions in Spanish in a single audio file and post it to the discussion board (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each question is worth 10%.
>
> Paso 3. 40% of the grade from this activity will be earned here. Choose two peers and listen to the questions they asked you. After listening to your peers’ questions, you will record unique responses in a single audio file, one file for each peer. You will then post your responses to the three questions as a response to two peers’ original posts. Each recording is worth 20% and should include information about all three of the questions they asked.
>
> Paso 4. 30% of the grade from this activity will be earned here. After you listen to the responses of your peers uploaded to your original post, you will write a summary in Spanish under their comment to your original post. Each summary in Spanish is worth 15%. Don’t forget to change the indirect object pronoun that go with verbs like “gustar” (me/ te/ le/ nos/ os/ les) when you are writing your summaries on your peers’ posts.

Ejemplo:

Hasan listens to the recording of the Spanish instructor. He then records the three questions he has chosen in Spanish and uploads them to the discussion board. He has earned 30% of the points for this assignment.

Hasan then finds two peers, Cari and Ayesha, and he listens to the three questions they each chose to ask. He takes notes and

prepares his responses to those questions. He then records two audio files, one for Cari and one for Ayesha, in which he answers their questions. He posts each as a response to their original comment. He has earned 40% of the points for this assignment.

To wrap up, Hasan listens to the responses that two of his peers, Bedour and Cari, left under his original post. He then writes a summary in English about what he heard. He understood Bedour perfectly and was able to write a summary, but he was confused about some of the things Cari said. Hasan writes a summary about Cari's response to the best of his ability and also asks for clarification. He writes, "Hi Cari. Thanks for answering my questions. I learned that you like to go to the beach for vacation and that you like your apartment, but I didn't understand what bothers you most about your job. Can you clarify that for me?" Hasan has earned 30% of the points for this assignment for his summaries.

Script

1. A mí, me gusta la música en español, especialmente el reguetón y las bachatas. No me gusta para nada el bluegrass.

2. Me duelen frecuentemente los pies porque camino mucho. Me duelen los ojos al final del día, especialmente si uso demasiado mi computadora.

3. Me encanta viajar en las vacaciones. Me encanta ir al extranjero para practicar mi español.

4. No me molesta nada de mi universidad ni de mi trabajo. Casi todo es perfecto en mi institución.

5. No me gusta el apartamento donde vivo yo. Hay poco espacio y mi vecinos hacen mucho ruido.

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8.24: Assignment- Collaborative Peer Activity- Los pasatiempos

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish with a partner to talk about popular activities and when the best time is to participate in them, using a PDF worksheet to guide you. The collaboration part of this activity will take approximately 20 minutes, so plan accordingly. You will each have different information about activities and weather scenarios.

After you work with your partner through the information, you will independently write a *Reporte* based on the activity you did with your partner.

Task: With your partner, decide who will be Estudiante 1 and who will be Estudiante 2. Download or print the following PDF.

PDF download: Los pasatiempos

Inside, you will find two different packets, one for Estudiante 1 and one for Estudiante 2. Take a moment to preview the activity before beginning, as Paso 1 can be done independently. Instructions are broken down step by step for each of you as you work together to complete the missing information in each of your packets.

After you complete the activity with your partner, you will write a *Reporte* based on the activity you did with your partner. Your Reporte should be in Spanish, and should include the answers to the following questions, written in a cohesive paragraph:

1. ¿Qué actividades te gusta hacer normalmente en tu tiempo libre?
2. ¿Qué actividades no te gusta hacer regularmente en tu tiempo libre?
3. ¿Qué recomendaciones de tu compañero/a vas a seguir (follow)? ¿Por qué?
4. ¿Qué recomendaciones de tu compañero/a no vas a seguir? ¿Por qué?
5. You will need to provide proof of your interaction with your partner to your instructor. Please upload a photo or screenshot of your portion of the completed PDF activity so that your instructor can see the work you did.

Criteria: 50% of the grade for this activity comes from your thoughtful *Reporte* addressing questions 1-4 on the previous Task portion above. The other 50% of the grade will come from point 5, the "proof" you submit to your instructor through a photo or screenshot of your portion of the completed activity. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, upload media, etc.), please ask for clarification before beginning.

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8.25: Discussion- Verificación de datos (Fact Check)

Purpose: You will practice your writing skills in Spanish by building complete sentences using Subject, Verb, and Object prompts. Each verb you may use is a stem-changing verb, so you will have to pay close attention to the details.

Task: This activity has two parts:

1. An initial post to the discussion board with six unique sentences
2. A follow up interaction with two classmates "fact checking" their sentences

Paso 1. Create six unique sentences in Spanish using the Subject, Verb, and Object prompts below (you may modify the Object prompts as you would like, but the Subject and Verb prompts may not change). Note that the Object options are verbs that you will use in the infinitive form, since you will conjugate the first verb in each construction. You may use each word only once. Be sure to pay close attention to the verb conjugation, as each of the verbs you will conjugate is a stem-changing verb. Push yourself, and be creative! You may add additional pieces of information, such as locations, time frames, etc. to make these sentences more robust.

- Sujetos posibles: Adela – Bernardo y Javier – las compañeras de clase – nosotros – Tomás – tú – ustedes – yo
- Verbos posibles: empezar – pensar – cerrar – tener – preferir – querer – comenzar – entender
- Objetos posibles: charlar – dibujar – tocar el piano – navegar el internet – jugar videojuegos

Paso 2. You will read the six sentences of two classmates and choose to follow up on three of their statements. You will read the sentence and double check that the subject and verb correspond correctly. Double check the stem change as well! If you have any recommendations that would make the sentence stronger, share them with your partner, like locations, times, with whom the activity is being done, etc. If you agree with how your partner built the sentence, let them know that you agree with the grammar and syntax in their sentence. You must retype the final version of the sentence as the final part of each comment, even if no changes have been made.

Criteria: The components of this activity add up to 100%.

> Paso 1. 40% of the points for this activity will be earned by creating six sentences with one component from each of the Subject, Verb, and Object prompts for this activity and posting them to the discussion board. You may incorporate additional or different Objects as you see fit, but the Subject and Verb prompts must be used for each sentence.
>
> Paso 2. 60% of the points for this activity will be earned for interacting with two peers on their initial posts. You are to read the posts of two peers and choose three of their sentences to "fact check." Your comment on each sentence should either let your partner know that you agree with the structure and grammar of the sentence or it should offer a recommendation for changes in the sentence. Each comment is worth 5%. You must retype the final version of the sentence as the final part of each comment, even if no changes have been made. Each final version of the sentence is worth 5%.

In the following example, Carolina makes her original post to the discussion board (only two sentences have been shown here as an example). She makes a couple of errors, and her peers help her see what they are. Her peers, Keiko and Tatiana, each choose three of her sentences to "fact check" (only two have been shown here as an example). Carolina still needs to find two peers and write a total of six "fact check" comments and final versions of those sentences to earn full points.

Ejemplo:

Carolina: 1. Adela empeza charlar con su hermana. 2. ¿Ustedes piensan tocar el piano este fin de semana para la festa?	
	Keiko: Hola Carolina. Nice job on your sentences! It looks like you forgot to stem change in your first sentence. It should say: empieza. Your second sentence looks great! Nice job Final versions: 1. Adela empieza charlar con su hermana. 2. ¿Ustedes piensan tocar el piano este fin de semana para la festa?

	Tatiana: Hola Carolina. I agree with Erica that your first sentence verb should be “empieza.” Also, I think you spelled “party” wrong in the second sentence. It should say “fiesta.” Good job! Final versions: 1. Adela empieza charlar con su hermana. 2. ¿Ustedes piensan tocar el piano este fin de semana para la fiesta?

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9: ¿ESTÁS TRISTE? ¿POR QUÉ?

9.1: Why It Matters- ¿Estás triste? ¿Por qué?

9.2: Introduction to ¿Estás contento hoy?

9.3: Vocabulario- Adjetivos de emoción y condición

9.4: Ejercicios- Adjetivos de emoción y condición

9.5: Introduction to ¿Cómo estás?

9.6: En contexto- Estar + emociones

9.7: Gramática- Estar + emociones

9.8: Ejercicios- Estar + emociones

9.9: Introduction to ¿Cómo eres? ¿Cómo estás?

9.10: En contexto- Ser y Estar I

9.11: Gramática- Ser y Estar I / ¿Cómo?

9.12: Ejercicios- Ser y Estar I

9.13: Introduction to ¿Estás cansada o estás enferma?

9.14: En contexto- Conjunciones coordinadas

9.15: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?

9.16: Ejercicios- Conjunciones coordinadas / Porque and ¿por qué?

9.17: Putting It Together- ¿Estás triste? ¿Por qué?

9.18: Assignment- Collaborative Peer Activity- ¿Cómo es? ¿Cómo está ahora?

9.19: Discussion- ¿Cómo son los estudiantes?

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9.1: Why It Matters- ¿Estás triste? ¿Por qué?

Fidel Nadal – **Emocionado**
Fidel Nadal is an Afro-Argentinian Reggae musician, songwriter and pioneer of Latin American Reggae and the underground punk/hardcore movement of Argentina. (Wikipedia page on Fidel Nadal)

YouTube Video

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Luis Fonsi – **Cansada**
Luis Alfonso Rodríguez López-Cepero, known by his stage name Luis Fonsi, is a Puerto Rican singer, songwriter and actor.

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Fanny Lu – **Feliz**
Fanny Lucía Martínez Buenaventura, better known professionally as Fanny Lu, is a Colombian singer, songwriter and actress from Santiago de Cali, Colombia. (Wikipedia page for Fanny Lu)

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Ramona – **Tristes Ojos**
Ramona is an indie-rock band from Tijuana, Mexico.

YouTube Video

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José José – **El triste**
José Rómulo Sosa Ortiz, known by his stage name José José, was a Mexican musician, singer and occasional actor. This recreation of José José's big break at the at *Festival de la Canción Latina* is from the Telemundo series *José José, el príncipe de la canción*.

YouTube Video

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Pedro Infante – **Enojada conmigo**
Pedro Infante Cruz was a Mexican actor and singer. Hailed as one of the greatest actors of the Golden Age of Mexican cinema, he is considered an idol in Mexico and other Latin American countries such as Venezuela, Guatemala and Peru. (Wikipedia page on Infante)

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Julio Jaramillo – **Avergonzado**
Julio Alfredo Jaramillo Laurido was a notable Ecuadorian singer and recording artist who performed throughout Latin America, achieving great fame for his renditions of boleros, valses, pasillos, tangos, and rancheras. (Wikipedia entry on Jaramillo)

YouTube Video

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El Bomby Ft DonkiRap — **Estamos melos**
El Bomby is a Colombian singer, dancer, and clarinetist. "Estamos Melos" (melos = well, calm, mellow) became the unofficial

anthem of the Colombian national soccer team at the 2018 World Cup in Russia.

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9.2: Introduction to ¿Estás contento hoy?

In this section we'll learn words to talk about emotions, states, and conditions. Whether that makes you happy or anxious, at least you'll be able to describe these feelings.

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9.3: Vocabulario- Adjetivos de emoción y condición

Objetivos

- Recognize adjectives of condition and emotion
- Give an appropriate response to someone's condition or emotion

Vocabulario: Adjetivos de emoción y condición



interesado/a (interested)



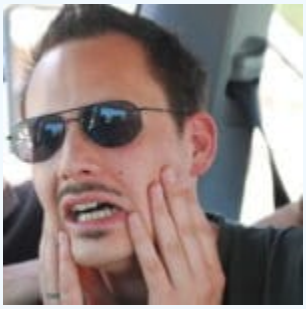
aburrido/a (bored)



sorprendido/a



emocionado/a



asustado/a (frightened)



despierto/a (awake)



dormido/a



cansado/a



borracho/a



confundido/a



alegre



contento/a



feliz



triste (sad)



deprimido/a (depressed)



enamorado/a



enojado/a



en forma



sano/a



enfermo/a



tranquilo/a



preocupado/a



estresado/a



nervioso/a



frustrado/a



ocupado/a (busy)



limpio/a



sucio/a



vivo/a (alive)



muerto/a



abierto/a



cerrado/a



orgulloso/a (proud)



avergonzado/a
(embarrassed)

Algunas respuestas (*some answers*)

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¡Felicitaciones! (*Congratulations!*)

¡Qué bien! (*That's great!*)

Lo siento. (*I'm sorry.*)

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¿Cómo se usan en conversación? (*How are they used in conversation?*)

- —

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Oh, qué horror! (*Oh, that's terrible!*)

Oye, ¿estás bien?

—

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No, estoy enfermo.

—

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Lo siento. ¿Puedes ir a casa a descansar?

- —

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Hola, pareces feliz hoy. (*You seem happy today.*)

—

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Sí, estoy muy contento con mi nota en el examen.

—

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¡Qué bien! ¡Felicitaciones!

- —

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Hola, ¿cómo estás?

—

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Estoy muy ocupada hoy.

—

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Ah, ¿sí? ¿Qué tienes que hacer?

Answer available at the end of this section.

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Answers

Vocabulario: Adjetivos de emoción y condición

interesado/a (interested)
aburrido/a (bored)
sorprendido/a (surprised)
emocionado/a (excited)
asustado/a (frightened)
despierto/a (awake)
dormido/a (asleep)
cansado/a (tired)
borracho/a (drunk)
confundido/a (confused)
alegre (happy)
contento/a (content/happy)
feliz (happy)
triste (sad)
deprimido/a (depressed)
enamorado/a (in love)
enojado/a (angry)
en forma (fit, in good shape)
sano/a (healthy)
enfermo/a (sick)
tranquilo/a (tranquil and calm)
preocupado/a (worried)
estresado/a (stressed)
nervioso/a (nervous)
frustrado/a (frustrated)
ocupado/a (busy)
limpio/a (clean)
sucio/a (dirty)
vivo/a (alive)
muerto/a (dead)
abierto (open)
cerrado/a (closed)
orgulloso/a (proud)
avergonzado/a (embarrassed)

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9.4: Ejercicios- Adjetivos de emoción y condición

Objetivos

- Recognize adjectives of condition and emotion
- Give an appropriate response to someone's condition or emotion

A. Adjetivos de emoción y condición

Actividad 9.4.A

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B. Adjetivos de emoción y condición

Actividad 9.4.B

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C. Adjetivos de emoción y condición

Actividad 9.4.C

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A. Adjetivos de emoción y condición

1. Julieta está muy ____ porque no entiende los deberes.
   - frustrada
   - alegre
   - enamorada
   - frustrado
2. Juan está muy ____. Siempre come verduras.
   - celoso
   - sano
   - borracho
   - sana
3. Estoy muy ____ hoy. Tengo que trabajar y además tengo deberes.
   - sorprendida
   - ocupada
   - celosa
   - enamorada
4. Vosotros estáis relajados. Vosotros estáis muy ____.
   - tranquilos
   - locos
   - confundidos
   - enojados
5. Estás ____. Vas al gimnasio cada día.
   - confundido
   - deprimido
   - enojado
   - en buena forma
6. Está llorando. Está ____.
   - contenta
   - en buena forma
   - feliz
   - deprimida
7. Julia está muy ____ porque perdió su sombrero favorito.
   - contenta
   - alegre
   - triste
   - feliz
8. Bebiste mucho alcohol y ahora estás ____.
   - borracho
   - alegre
   - enamorado
   - celoso
9. Los estudiantes están ____ porque hoy hay un examen en su clase de Historia.
   - nerviosos
   - alegres
   - locos
   - felices
10. A Juan le gustan los idiomas. Él está ____ en aprender español.
    - interesado
    - enamorado
    - deprimido
    - enojado
11. El ladrón robó mis cosas. Estoy ____.
    - sana
    - tranquila

- alegre
- enojada

12. Los niños no se sienten bien. Están ____.
    - enfermos
    - emocionados
    - enojados
    - sorprendidos

B. Adjetivos de emoción y condición

1. Roberto sonríe. Él está _____. (*content*)
2. Elizabeth no entiende las instrucciones. Ella está _____. (confused)
3. No sabíamos de la fiesta. Estamos _____. (surprised)
4. Vosotros bebéis mucho alcohol. Estáis _____. (drunk)
5. No me gusta la oscuridad. Estoy _____. (scared)
6. Tú lloras. Tú estás _____. (sad)
7. La madre está _____ (*frustrated*) porque su hija siempre le dice “no”.
8. Nosotros ganamos el partido de fútbol. Estamos muy _____. (*happy*)

C. Adjetivos de emoción y condición

1. Estamos emocionados porque encontramos un nuevo apartamento. Está muy cerca del metro.
    - Lo siento.
    - Oh, ¡qué horror!
    - ¿Qué pasa?
    - ¡Felicitaciones!
2. Estoy frustrado. Saqué malas notas en la clase de Inglés.
    - ¡Felicitaciones!
    - ¡Qué bien!
    - Lo siento.
    - ¡Muy bien!
3. ¡Tengo muy buenas noticias! Estoy enamorada de mi novio y nos vamos a casar.
    - ¡Felicitaciones!
    - ¿De veras?
    - Lo siento.
    - Oh, ¡qué horror!
4. Mi padre está muy enojado porque perdí su sombrero.
    - ¡Muy bien!
    - ¡Felicitaciones!
    - Lo siento.
    - ¡Qué bien!
5. ¡Estoy muy feliz porque voy a ser mamá!
    - ¿Qué pasa?
    - ¡Felicitaciones!
    - Oh, ¡qué horror!
    - Lo siento.
6. No saqué una buena calificación (*grade*) en el examen de francés.
    - ¡Qué bien!
    - ¡Muy bien!
    - Lo siento.
    - ¡Felicitaciones!
7. Estoy muy ocupada. Tengo mucho que hacer pero no tengo suficiente tiempo.
    - ¡Muy bien!
    - ¡Felicitaciones!
    - ¡Qué bien!
    - ¿Qué pasa?
8. Hoy vamos a comprar un coche nuevo.

- ¡Qué pena!
- ¡Felicitaciones!
- Lo siento.
- Oh, ¡qué horror!

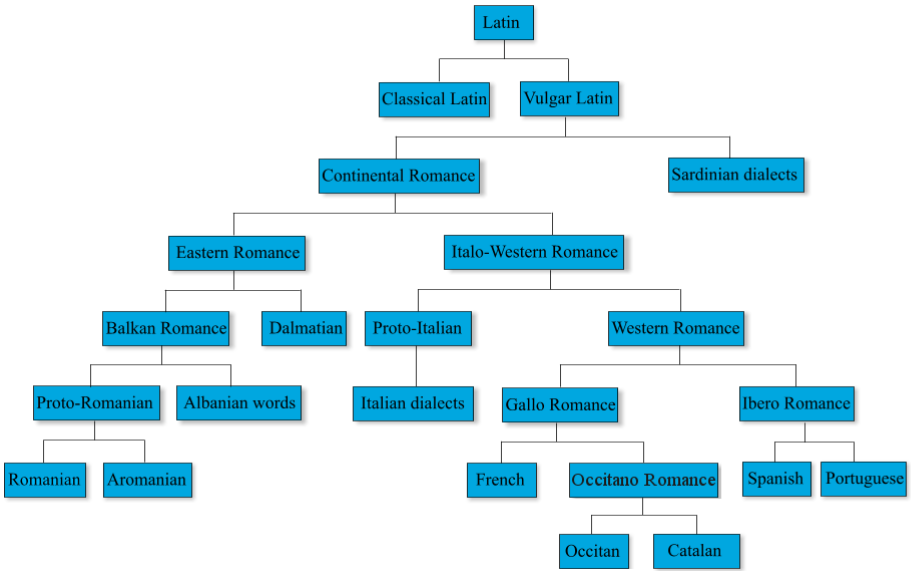
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9.5: Introduction to ¿Cómo estás?

As we have already seen, Spanish has two verbs that translate to the English “to be”: *ser* and *estar*. In this section, we’ll look at one of the most common uses of *estar*: to describe conditions and emotions.



Why are there two verbs? Romance languages (Spanish, Catalan, Galician, Portuguese, French, Italian, and Romanian) derive from Latin, and Latin had three main verbs that could function like “to be”: **sedēre** “to sit”, **esse** “to be”, and **stāre** “to stand” or “to stay”. The first two, **sedēre** and **esse**, combined eventually into ***essere**, which came to mean “to be (permanently or essentially)”, in contrast to **stāre,** which meant “to be (temporarily or incidentally).” Do you see where we’re going here? ***Essere** = *ser*; **stāre** = *estar*.

Note: although English has only one form of “to be,” we still get to join in the fun with words that take on qualities from their etymological roots. **Esse** gives us essence, essential, presence, and absence (among others), while **stāre** gives us instance, instant, state, status, station, and substitute. See the pattern?

So does that help you understand the difference between *ser* and *estar*?

No? OK, how about this: “For how you feel or where you are, always use the verb *estar*.”

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9.6: En contexto- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions



Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Lee su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Actividad 9.6.A

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Preguntas de análisis:

1. Busca las instancias en la conversación donde una forma de “estar” tiene un adjetivo después. ¿Qué tipo de descripción comunican esos adjetivos? (*condiciones y emociones* as opposed to *características esenciales*)
2. Mira los adjetivos usados con “estar” para decidir: ¿es Luz un hombre o una mujer? ¿Es Jesús un hombre o una mujer?

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9.7: Gramática- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions

Gramática: "Estar" con emociones

In this lesson you will learn to describe emotions and states using adjectives after *estar*.

Before we go forward, let's take a quick refresher on the present indicative conjugation of this irregular verb.

Estar (*to be*)		
1a	**estoy**	**estamos**
2a	**estás**	**estáis**
3a	**está**	**están**

Like the adjectives used with *ser*, these adjectives must agree with the noun that they modify and will require appropriate changes for gender and number.

¿Cómo estás hoy?

Estar is used with descriptive adjectives to talk about **emotional conditions** and **states of being**.



El gato está tranquilo.



Los gatos están enérgicos.

- Ana está muy content**a** y tranquil**a**. (*Ana is very happy and calm.*)

Note the changes based on gender and number in the following:

- Tomás está content**o** y tranquil**o.** (*Tomás is happy and calm.*)
- Nosotros estamos content**os** y tranquil**os**. (*We are happy and calm* [if we keep saying it, it'll come true…])
- Tomás y su hermano están sorprendid**os**. (*Tomás and his brother are surprised.*)
- ¿Por qué estáis vosotras preocupad**as**? (*Why are you worried?* – asking a group of all females, informally, in Spain)

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9.8: Ejercicios- Estar + emociones

Objetivos

- Identify how estar is used with adjectives to describe conditions and emotions
- Describe conditions and emotions based on spoken prompts

A. Estar + emociones

Actividad 9.8.A

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B. Estar + emociones

Actividad 9.8.B

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C. Escuchar: Estar + emociones

Actividad 9.8.C

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A. Estar + emociones

1. Tofique ____ muy frustrado. Su ordenador no funciona.
   - estoy
   - está
   - estamos
   - estás
2. Los novios ____ enamorados.
   - estás
   - estáis
   - están
   - está
3. El estudiante ____ muy nervioso antes del examen.
   - estoy
   - está
   - están
   - estás
4. Vosotros ____ en buena forma. ¿Vais al gimnasio?
   - estáis
   - está
   - están
   - estamos
5. Nosotros trabajamos mucho. ____ cansados.
   - estoy
   - estamos
   - estáis
   - están
6. Recibí muy buenas notas en la clase de Español. ____ muy contenta.
   - están
   - estoy
   - está
   - estás
7. A él le gusta más el coche de su vecino. ____ celoso.
   - estás
   - está
   - están
   - estáis
8. Los chicos ____ tranquilos.
   - estoy
   - están
   - estamos
   - estáis

B. Estar + emociones

1. Elisa _____ feliz. Encontró un nuevo trabajo.
2. Yo _____ nerviosa. Tengo un examen hoy.
3. Los niños _____ muy alegres porque no hay clases hoy.
4. Mis padres _____ muy sanos. Caminan en el parque cada noche.
5. Lupe _____ enamorada de Juan.
6. Tú _____ preocupado por los terremotos.
7. Juan y yo _____ muy contentos.
8. El perro _____ asustado por los fuegos artificiales.

C. Estar + emociones

1. **Audio**

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   View this Audio online

   Ella está muy _____ .

   (Llorar = to cry)

   - feliz
   - contenta
   - triste
   - alegre

2. **Audio**

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   View this Audio online

   Él está muy _____ .

   - enojado
   - nervioso
   - contento
   - loco

3. **Audio**

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   View this Audio online

   El hombre está _____ .

   - borracho
   - en buena forma
   - triste
   - sorprendido

4.

Audio

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El bebé está _____ .

- enojado
- tranquilo
- sorprendido
- loco

5.

Audio

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Ellos están _____ .

(Se casan = get married)

- asustados
- enamorados
- nerviosos
- enojados

6.

Audio

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Él está _____ .

- sorprendido
- nervioso
- contento
- alegre

7.

Audio

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Ellos están ____ .

(entender = to understand)

- celosos
- confundidos
- alegres
- felices

8. Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Él está ____ .

- emocionado
- enfermo
- enojado
- enamorado

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9.9: Introduction to ¿Cómo eres? ¿Cómo estás?

The different ways of saying **to be** in Spanish are one of the aspects that differ most from English. Now that we've seen some uses of **ser** and **estar** separately, it's time start contrasting them side-by-side in terms of how they are used with adjectives. *Es difícil! Pero tú estás preparado/a!*

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9.10: En contexto- Ser y Estar I

Objetivos

- Recognize different uses of *ser* and *estar*



Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Vuelve a leer su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Actividad 9.10.A

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Text only version of questions

Preguntas de análisis:

1. Compara las instancias de “estar” + adjetivo con las instancias de “ser” + adjetivo. ¿Cuál verbo usamos en español para describir las personalidades? ¿Cuál verbo usamos para describir la emoción que siente una persona? ¿Cuál verbo usamos para describir las características permanentes de las cosas? ¿Cuál verbo usamos para describir la condición de las cosas?

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9.11: Gramática- Ser y Estar I / ¿Cómo?

Objetivos

- Recognize different uses of ser and estar
- Ask and answer questions with ¿Cómo?

Ser and *estar* both mean "to be", and both can be followed by adjectives, but they're not the same! We use different adjectives with each one, to convey different kinds of "being".

Adjetivos usados con *ser:* Personality, general lifestyle, or qualities

You might remember that we used *ser* to talk about the inherent, essential or identifying qualities or characteristics of a person or thing:

- alto/a (*tall*) – bajo/a (*short*)
- amable/a (*nice, amiable*) – antipático/a (*unfriendly*)
- honesto/deshonesto (*honest/dishonest*)
- inteligente (*intelligent*)

Adjetivos usados con *estar:* Conditions or states

And in a previous section we used *estar* to talk about the temporary, relative, or contingent condition of a person or thing:

- contento (*happy, content*) – triste (*sad*)
- sano (*healthy*) – enfermo (*sick*)
- tranquilo (*calm*) – preocupado (*worried*)
- cansado (*tired*) – enérgico (*energetic*)

When trying to decide between *ser* and *estar*, ask yourself: is this a **characteristic** of the person/thing (use *ser*), or is it a **condition** or state (use *estar*)? For this reason, emotions usually go with *estar,* while personality traits go with *ser*.



This sidewalk closure is a temporary state, not a permanent characteristic (hopefully). So the sign reads "La acera está cerrada."

Adjetivos usados con *ser* y *estar*

With some adjectives, the meaning of the same word changes depending on whether you are trying to describe a characteristic or a condition. For instance: *Él es aburrido* (he is **boring** [quality or characteristic]) vs. *Él está aburrido* (he is **bored** [state or

condition]).



Él es aburrido. (*He is boring.*) / Él está aburrido. (*He is bored.*)

Examples of change in meaning for specific adjectives:

- Vivo
  El abuelo está vivo. (*still alive*)
  El abuelo es vivo. (*clever, alert*)
- Listo
  El niño es listo. (He's *clever*: personality)
  El niño está listo. (He *is ready to do some activity.*)
- Verde
  La fruta está verde. (*The fruit is green, immature, not ripe.*)
  La fruta es verde. (*permanent color of the fruit*)
- Joven
  La abuela está joven para su edad. (*comparative, she is old in age, but looks young*)
  Tienes diez años, eres muy joven para mirar esa película. (*age as defining characteristic*)
- Rico
  La mujer es rica. (*wealthy*)
  La comida está rica. (*delicious*)
  ¡OJO! Using *está rico/a* to refer to people has a sexual connotation, and can be offensive. "He/she is hot looking."

A few notes to consider:

- Muerto
  El abuelo está muerto. (*The grandfather is dead.* Even though when a person is dead it is a permanent condition, "estar" is used because becoming "dead" only takes a second to change from "estar vivo".)
- Embarazada
  Mi compañera está embarazada. (*My roommate is pregnant.* This adjective is only used with women. In English sometimes it is common to hear that the couple or the man is "pregnant" also, implying that both are parenting; however, in Spanish a man is never "embarazado".)

¿Cómo?

Now it's time for a closer look at a question word that you have been using ever since the very start of this course. *¿Cómo?* literally means "how?", but is not always translated that way in English. Notice in the following examples how the difference between *ser* and *estar* drives a different translation of *¿cómo?*.

- “¡Hola! ¿Cómo estás?” “Estoy bien, gracias.” (*“Hi! How are you?” “I’m fine, thanks.”*)
- “¿Cómo es tu novio?” “Es cómico y muy inteligente.” (*“What is your boyfriend like?” “He’s funny and very intelligent.”*)
- “¿Cómo vamos a aprender todo esto?” “Vamos a estudiar gradualmente, un poco cada día.” (*“How are we going to learn all of this?” “We are going to study gradually, a little bit every day.”*)

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9.12: Ejercicios- Ser y Estar I

Objetivos

- Recognize different uses of ser and estar

A. Ser y Estar

Actividad 9.12.A

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Ser y Estar

1. Muggsy Bogues es bajo para un basquetbolista.
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
2. Los niños están contentos durante el recreo (during recess).
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
3. Dos de mis abuelos están vivos.
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
4. Mi abuela es viva; siempre cuenta chistes (tells jokes).
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
5. ¡Hola! ¿Cómo estás?
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
6. Vamos a vivir en la misma residencia. ¿Cómo eres?
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
7. Este café está frío.
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial
8. El es tan frío; rompe con (he breaks up with) su novia con un SMS.
   - Condición temporaria o relativa
   - Característica permanente, inherente o esencial

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9.13: Introduction to ¿Estás cansada o estás enferma?

Up to now we have been creating only the simplest sentences: one subject, one verb, one object. This is fine for simple situations, but what if you want to combine ideas into longer sentences? You'll need a conjunction such as "and", "or", "but" or "because"!

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9.14: En contexto- Conjunciones coordinadas

Objetivos

- Recognize coordinating conjunctions

Luz y Jesús toman la misma clase de estudios latinoamericanos y tienen que preparar una presentación oral. Lee su conversación y contesta las preguntas de análisis después.

Jesús:	Hola, Luz, ¿cómo estás?
Luz:	Regular. Estoy cansada porque mis compañeras son ruidosas y no puedo dormir bien. Y tú, ¿cómo estás?
Jesús:	Estoy bien, pero estoy un poco preocupado por nuestra presentación en la clase de Estudios Latinoamericanos.
Luz:	¿No estamos listos? Es una presentación bastante breve.
Jesús:	La parte visual está terminada, pero la parte oral es más importante y necesitamos organizar eso.
Luz:	¿Cómo quieres organizar la parte oral? ¿Comienzo yo o comienzas tú?
Jesús:	Yo voy a estar nervioso y tú eres muy buena en las presentaciones. Tú puedes comenzar con la introducción y yo puedo continuar con los datos de nuestra investigación.
Luz:	Sí, los números son más fáciles para ti y siempre estoy confundida por las estadísticas. ¿Cuándo quieres practicar la presentación?
Jesús:	¿Podemos reunirnos mañana después de clase?
Luz:	Sí, es una hora conveniente. Muy bien, hasta luego.
Jesús:	Gracias, hasta entonces.

Preguntas de análisis:

Actividad 9.14.A

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Text only version of questions

Preguntas de análisis:

1. Busca los usos de las conjunciones “y”, “o”, “pero” y “porque”. En cada caso, identifica el verbo conjugado antes y el verbo conjugado después de la conjunción.
2. ¿Cuál de estas conjunciones expresa una razón o una causa? ¿Cuál expresa una opción o alternativa? ¿Cuál expresa una acción adicional? ¿Cuál de estas conjunciones expresa un contraste o una excepción?

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9.15: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?

Objetivos

- Recognize coordinating conjunctions
- Recognize the difference between porque and ¿por qué?

Conjunciones coordinadas

Coordinating conjuctions are the easiest way to join two simple sentences into one longer one. Usually when you use a coordinating conjunction no changes need to be made to the original simple sentences, though you may want to use pronouns to avoid repeating words. The four main coordinating conjunctions in Spanish are: **y** (*and*), **o** (*or*), **pero** (*but*), and **porque** (*because*).

- Hablo el inglés. Comprendo el español. → Hablo el inglés y comprendo el español. (*I speak English and understand Spanish.*)
- Por la tarde tomo una siesta. A veces doy un paseo. → Por la tarde tomo una siesta o a veces doy un paseo. (*In the afternoon I take a nap or sometimes I go for a walk.*)
- Mis hermanos son artísticos. Yo no dibujo bien. → Mis hermanos son artísticos pero yo no dibujo bien. (*My siblings are artistic but I don't draw well.*)
- Estudio idiomas extranjeros. Los idiomas extranjeros abren oportunidades internacionales. → Estudio idiomas extranjeros porque abren oportunidades internacionales. (*I study foreign languages because they open up international opportunities.*)

Porque vs. ¿por qué?

These two words are frequently confused in Spanish because of their similarities in spelling and pronunciation, but they are really completely different words! Once you remember that all question words have accent marks in Spanish and the connecting words (conjunctions and relative pronouns) do not, then you should be able to tell these apart. Then you'll just need to remember that the question is the one written as two words.

- ¿¿Por qué me haces esto?? (*Why are you doing this to me??*)
- Lo hago porque me preocupo por ti. (*I do it because I worry about you.*)

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9.16: Ejercicios- Conjunciones coordinadas / Porque and ¿por qué?

Objetivos

- Recognize coordinating conjunctions
- Recognize the difference between porque and ¿por qué?

A. Conjunciones coordinadas

Actividad 9.16.A

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B. Porque & ¿por qué?

Actividad 9.16.B

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A. Conjunciones coordinadas

1. Mi amiga está triste ___ llora mucho. (ambos = both)
   - pero
   - o
   - y
   - porque
2. Mi amiga llora mucho ___ tiene problemas con su novio. (razón = reason)
   - pero
   - o
   - y
   - porque
3. Yo estoy nerviosa en los exámenes ___ me concentro en el material. (contraste)
   - pero

    - o
    - y
    - porque
4. Una persona resiliente acepta su situación ____ cambia sus circunstancias. (alternativa)
    - pero
    - o
    - y
    - porque
5. Mi amigo está contento en su trabajo ____ está un poco aburrido a veces. (excepción)
    - pero
    - o
    - y
    - porque
6. Cuando no hay mucho trabajo, mi amigo lee el periódico ____ juega en la computadora. (alternativa)
    - pero
    - o
    - y
    - porque
7. Yo estoy frustrada ____ no puedo resistir la tentación de los juegos en la computadora. (razón = reason)
    - pero
    - o
    - y
    - porque
8. Para cambiar mis malos hábitos, debo evitar (avoid) malas influencias ____ debo comenzar nuevos hábitos buenos. (ambos = both)
    - pero
    - o
    - y
    - porque

B. Porque & ¿por qué?

1. ¿ _____ están aburridos en la clase?
2. Están aburridos _____ no están interesados en el material.
3. ¿Estás sorprendida por la respuesta? ¿ _____ ?
4. El niño está emocionado _____ gana el juego.
5. ¿ _____ estás asustado? Solamente es una araña (spider).
6. Son las dos de la madrugada, ¿ _____ están despiertos los niños ahora?
7. Los niños no están dormidos _____ no están cansados.
8. ¿¡ _____ están borrachos en el trabajo!? Pueden causar grandes problemas.

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9.17: Putting It Together- ¿Estás triste? ¿Por qué?

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Adjetivos de emoción y condición

interesado/a (interested)

aburrido/a (bored)

sorprendido/a (surprised)

emocionado/a (excited)

asustado/a (frightened)

despierto/a (awake)

dormido/a (asleep)

cansado/a (tired)

borracho/a (drunk)

confundido/a (confused)

alegre (happy)

contento/a (content/happy)

feliz (happy)

triste (sad)

deprimido/a (depressed)

enamorado/a (in love)

enojado/a (angry)

en forma (fit, in good shape)

sano/a (healthy)

enfermo/a (sick)

tranquilo/a (tranquil and calm)

preocupado/a (worried)

estresado/a (stressed)

nervioso/a (nervous)

frustrado/a (frustrated)

ocupado/a (busy)

limpio/a (clean)

sucio/a (dirty)

vivo/a (alive)

muerto/a (dead)

abierto (open)

cerrado/a (closed)

orgulloso/a (proud)

avergonzado/a (embarrassed)

Algunas respuestas (*some answers/responses*):

- ¡Felicitaciones! (*Congratulations!*)

- ¡Qué bien! (*That's great!*)

- ¿De veras? ¿Qué pasa? (*Really? What's going on?*)

- Lo siento. (*I'm sorry.*)

- Oh, ¡qué horror! (*Oh, that's terrible!*)

Estar + emotions

Estar is used with descriptive adjectives to talk about **emotional conditions** and **states of being**.

- Ana está muy content**a** y tranquil**a**. (*Ana is very happy and calm.*)

Ser vs estar with adjectives

Adjetivos usados con *ser:* Personality, general lifestyle, or qualities

Ser is used to talk about the inherent, essential or identifying qualities or characteristics of a person or thing:

- alto/a (*tall*) – bajo/a (*short*)
- amable/a (*nice, amiable*) – antipático/a (*unfriendly*)
- honesto/deshonesto (*honest/dishonest*)
- inteligente (*intelligent*)

Adjetivos usados con *estar:* Conditions or states

Estar is used to talk about the temporary, relative, or contingent condition of a person or thing:

- contento (*happy, content*) – triste (*sad*)
- sano (*healthy*) – enfermo (*sick*)
- tranquilo (*calm*) – preocupado (*worried*)
- cansado (*tired*) – enérgico (*energetic*)

When trying to decide between *ser* and *estar*, ask yourself: is this a **characteristic** of the person/thing (use *ser*), or is it a **condition** or state (use *estar*)? For this reason, emotions usually go with *estar,* while personality traits go with *ser*.

¿Cómo?

¿Cómo? literally means "how?", but is not always translated that way in English.

Notice in the following examples how the difference between *ser* and *estar* drives a different translation of *¿cómo?*.

"¡Hola! ¿Cómo estás?" "Estoy bien, gracias." (*"Hi! How are you?" "I'm fine, thanks."*) "¿Cómo es tu novio?" "Es cómico y muy inteligente." (*"What is your boyfriend like?" "He's funny and very intelligent."*)

Conjunciones coordinadas

The four main coordinating conjunctions in Spanish are: **y** (and), **o** (or), **pero** (but), and **porque** (because).

Porque vs. ¿por qué?

These two words are frequently confused in Spanish because of their similarities in spelling and pronunciation, but they are really completely different words.

¿¿Por qué me haces esto?? (Why are you doing this to me??)
Lo hago porque me preocupo por ti. (I do it because I worry about you.)

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9.18: Assignment- Collaborative Peer Activity- ¿Cómo es? ¿Cómo está ahora?

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using Spanish to describe how things normally are with the verb ser versus how they are right now with the verb estar. The collaboration part of this activity will take approximately 10 minutes, so plan accordingly. You will each have access to the same information, and you will take turns describing the pictures in Spanish.

PDF download: ¿Cómo es? ¿Cómo está ahora?

After you work with your partner through the information, you will independently write a reflection about your experience doing this activity.

Task: With your partner, take turns describing the pairs of photos you see. Estudiante 1 will use *ser* and *estar* to describe sets 2 and 4 following the example (set 1). Estudiante 2 will use *ser* and *estar* to describe sets 3 and 5. As you are listening to your partner describe the photos, take notes of the verb and descriptive adjectives used with each photo. You will need these notes for the next step: your *Reporte*.

After you complete the activity with your partner, you will write a *Reporte* where you answer the following questions in Spanish in a short paragraph:

1. ¿Cómo se llama tu compañero de clase?
2. ¿Cómo son las cosas en las fotos de la izquierda de tu compañero? ¿Cómo están los lugares en las fotos de la derecha de tu compañero?
3. Usa tu imaginación para escribir una oración original usando 'ser' + adjetivo y una oración original usando 'estar' + adjetivo.

Criteria: 100% of the grade for this activity comes from your Reporte addressing questions 1-3 on the previous Task portion above. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, upload media, etc.), please ask for clarification before beginning.

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9.19: Discussion- ¿Cómo son los estudiantes?

Purpose: You will practice your listening and speaking skills in Spanish by listening to a recording and responding to the prompts in Spanish, as well as asking questions to your fellow classmates. You will focus on using the verb *ser* with descriptive adjectives that best describe the people in the prompt.

Task: This activity has four parts:

1. A recording and an opportunity to prepare your responses
2. An initial response to the prompts in Spanish
3. Two additional prompts posed to two of your classmates
4. A final response to the two additional prompts your classmates posed to you

Paso 1. Below, you will see eight prompts. A Spanish instructor has chosen four of those prompts for you to respond to. Listen to the recording the Spanish instructor made, and choose an answer from the word bank that best fits each prompt. You may write it down to reference in the next step. The word bank and prompts are listed for you below so that you can read along with the Spanish instructor.

Word Bank:

Son inteligentes – Son listos – Son liberales – Son responsables – Son terribles – Son vivos – Son perezosos – Son jóvenes – Son cómicos

Prompts:

1. Traen sus tareas, sus cuadernos, prestan atención, participan en clase, hacen preguntas y sacan buenas notas: _____ _____.
2. Hacen los trabajos escritos temprano, comienzan sus lecturas con tiempo de anticipación, balancean (*balance*) sus actividades y manejan (*manage*) bien su tiempo: _____ _____.
3. Tienen ideas progresistas, su criterio sobre los conceptos de moralidad son amplios y flexibles: _____ _____.
4. No tienen mucha edad, se sienten fuertes generalmente, les gusta divertirse y salir con los amigos: _____ _____.
5. Cuentan historias chistosas, se ríen de todo con gracia y a veces juegan con las palabras (*make plays-on-words*): _____ _____.
6. No hacen las tareas, pierden mucho el tiempo (*waste time*), tienen excusas y generalmente sacan malas notas porque no estudian: _____ _____.
7. Les piden a sus profesores listas con guías para estudiar, van a la oficina del profesor y tratan de entender el formato de los exámenes, se preocupan por su rendimiento (performance) y promedio académico (*academic average*): _____ _____.
8. Salen tarde por la noche, van a fiestas, se emborrachan y al otro día tienen dolor de cabeza (*headache*): _____ _____.

Paso 2. In a single audio file, repeat the prompts the Spanish instructor chose and share your answers using ser with descriptive adjectives (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). The format for your response should be Prompt Number, Prompt, *Respuesta* (your answer).

Paso 3. Pick two additional prompts you want to pose to your fellow students (you need to choose from the 4 prompts that the Spanish instructor did NOT use in Part 1). Using a computer or a voice memo function on a smartphone, in a single audio file read the two additional prompts you chose in Spanish (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Post the audio file as a comment to two of your peers.

Paso 4. Just as you have posted two additional prompts to two peers, some of your peers have posted additional prompts to you. In a single audio file, read the additional prompts out loud and share your answers using *ser* with descriptive adjectives (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). The format for your response should be Prompt Number, Prompt, *Respuesta*, Your answer.

Criteria: The components of this activity add up to 100%.

> **Pasos 1 & 2.** 40% of your grade will be earned for responding to the prompts given in the Spanish instructor's recording. You will hear four prompts, and you will record a single audio file in which you read each prompt again and use *ser* with descriptive adjectives to describe the people in the prompts. Post this audio file to the discussion board (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 10%.
>
> **Paso 3**. 30% of your grade will be earned for interacting with two peers on their initial posts: you are to record an audio file in which you read the two additional prompts you chose and post this audio file as a follow up comment to two peers. You may use the same audio file for both peers if you would like.
>
> **Paso 4.** 30% of your grade will be earned for responding to your peers who gave you two additional prompts. You are to record a single audio file in which you read each prompt again and use ser with descriptive adjectives to describe the people in the prompts (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). You may respond with an audio file for each peer, or you may combine all of your final prompts and responses into a single audio file. The format for your response should be Prompt Number, Prompt, *Respuesta* (your answer).

Ejemplo:

Danny listens to the recording. He prepares his answers to the prompts by using the word bank given. Danny then records a single audio file in which he repeats each prompt and gives his answer. He uploads this single audio file to the discussion board. He has earned 40% of the points for this activity.

Danny then finds two peers, Tom and Tim, and he posts two additional prompts as a comment to each of their original posts. He uses the same audio file so that he doesn't have to record twice. He has earned 30% of the points for this activity.

Danny goes back to his original post and sees that two of his classmates have posted two additional prompts each for him to respond to. He listens to their prompts carefully and prepares his answers. He records a final audio file in which he addresses the prompts of each peer by reading the prompt again and answering the prompt with *ser* and descriptive adjectives. He has earned 30% of the points for this activity.

Script

> You will hear four prompts, along with their numbers. You may read along with the Spanish instructor. The written prompts are under Part 1 of the Task portion of this activity.
>
> Número 1. Traen sus tareas, sus cuadernos, prestan atención, participan en clase, hacen preguntas y sacan buenas notas: _____ _____.
>
> Número 3. Tienen ideas progresistas, su criterio sobre los conceptos de moralidad son amplios y flexibles: _____ _____.
>
> Número 5. Cuentan historias chistosas, se ríen de todo con gracia y a veces juegan con las palabras (make plays-on-words): _____ _____.
>
> Número 7. Les piden a sus profesores listas con guías para estudiar, van a la oficina del profesor y tratan de entender el formato de los exámenes, se preocupan por su rendimiento (performance) y promedio académico (academic average): _____ _____.

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10: ¿CUÁL ES TU COMIDA FAVORITA?

10.1: Why It Matters- ¿Cuál es tu comida favorita?

10.2: Introduction to ¿Qué te gusta comer?

10.3: Vocabulario- Comida

10.4: Ejercicios- Comida

10.5: Introduction to ¿El restaurante sirve papas fritas?

10.6: En contexto- Verbos con cambio de raíz (e-i)

10.7: Gramática- Verbos con cambio de raíz (e-i)

10.8: Ejercicios- Verbos con cambio de raíz (e-i)

10.9: Introduction to ¿Salgo con ustedes?

10.10: En contexto- Verbos irregulares en la forma de “yo”

10.11: Gramática- Verbos irregulares en la forma de “yo”

10.12: Ejercicios- Verbos irregulares en la forma de “yo”

10.13: Introduction to ¿Qué es esto?

10.14: En contexto- Todas las preguntas

10.15: Gramática- Todas las preguntas

10.16: Ejercicios- Todas las preguntas

10.17: Introduction to Cultura- Las comidas típicas y rápidas

10.18: Cultura- Las comidas típicas y rápidas

10.19: Putting It Together- ¿Cuál es tu comida favorita?

10.20: Assignment- Preguntas

10.21: Discussion- Preguntas y respuestas

10.22: Discussion- ¿Qué hábitos tienes?

10.23: Assignment- Collaborative Peer Activity- Veinte preguntas

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10.1: Why It Matters- ¿Cuál es tu comida favorita?

Here are some songs to whet your appetite for the module ahead. What do they have in common?

El Gran Combo — **Arroz con habichuela**
El Gran Combo de Puerto Rico, commonly known as El Gran Combo, is a Puerto Rican salsa orchestra based in San Juan, Puerto Rico. Celebrating its 50th anniversary in 2012, it is often considered Puerto Rico's most successful musical group, and is considered "the most popular Salsa group that has ever existed".

YouTube Video

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Grupo Fantasma — **Arroz con frijoles**
Grupo Fantasma is a nine-piece, Grammy Award-winning Latin funk orchestra from Austin, Texas.

YouTube Video

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The Joe Cuba Sextet — **La tortilla**

Joe Cuba (April 22, 1931 – February 15, 2009), was an American conga drummer of Puerto Rican descent widely regarded as the "Father of Latin Boogaloo".

YouTube Video

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Casi Creativo — **Come vegetales**
This one speaks for itself.

YouTube Video

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Ondatrópica – **Tiene sabor, tiene sazon**

Ondatrópica is a multi-generational Colombian supergroup.

YouTube Video

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Desconecte (The Sconek-T) – **Algodón de Azúcar**

Desconecte (The Sconek-T or THESCONEK-T) is an ensemble from Mexico that combines string instruments with electronica. (Desconecte Facebook page)

YouTube Video

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10.2: Introduction to ¿Qué te gusta comer?



Eso es pan comido.

At this point we need some food vocabulary— otherwise we'll be stuck eating cognates like *pizza*, *chocolate*, and *dónut*s. That's what we'll work on in this section.

At this point you must be used to memorizing vocabulary- *Eso es pan comido* (Lit. "It's eaten bread": It's a piece of cake).

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10.3: Vocabulario- Comida

Objetivos

- Recognize the vocabulary of foods, cooking, and eating

Vocabulario: Comida

Frutas

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el durazno



la fresa



la manzana



el melón



la naranja

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la piña

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or scan the QR code to access it online.

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la banana



el plátano



la sandía

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code to access it online.

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las uvas

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Verduras

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el brócoli

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el cebolla

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code to access it online.

View this Audio online



la ensalada

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la lechuga

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el maíz

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el pepino

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View this Audio online



el tomate

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la zanahoria

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Carbohidratos

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el arroz

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el azúcar

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el cereal

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los frijoles

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the QR code to access it online.

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el pan

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las papas, las patatas

Proteínas, grasas y productos lácteos

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el camarón

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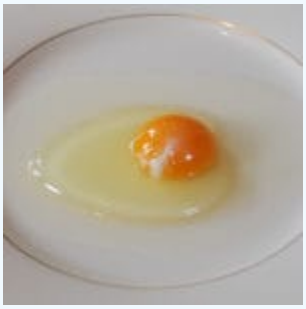
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la carne



la crema



el huevo



la mantequilla



el pavo



el pescado



el pollo



el queso



el yogur

Condimentos

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la salsa de tomate



la mayonesa

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access it online.

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la mostaza

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el pepinillo

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or scan the QR code to access it online.

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la pimienta

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la sal

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la salsa picante

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Bebidas

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la cerveza

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el jugo, el zumo

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la leche

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el refresco

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el vino tinto

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to access it online.

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el vino blanco

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Postres

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el flan

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el helado

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code to access it online.

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las galletas

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el pastel

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Platos



las arepas

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el jamón ibérico

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la parrillada

Utensilios

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la copa

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la cuchara

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el cuchillo

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la olla

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to access it online.

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el plato

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la servilleta

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the link or scan the QR code to access it online.

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la taza

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el tenedor

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el vaso

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Comidas

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el desayuno

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el almuerzo

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la merienda

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la cena

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Answer available at the end of this section.

Text only list

Frutas

- el durazno (peach)
- la fresa (strawberry)
- la manzana (apple)
- el melón (cantaloupe, melon)
- la naranja (orange)
- la piña (pineapple)
- la banana (banana)
- la sandía (watermelon)
- las uvas (grapes)

Verduras (vegetables)

- el brócoli (broccoli)
- la cebolla (onion)

- la ensalada (salad)
- la lechuga (lettuce)
- el maíz (corn, maize)
- el pepino (cucumber)
- el tomate (tomato)
- la zanahoria (carrot)

Carbohidratos

- el arroz (rice)
- el azúcar (sugar)
- el cereal (cereal)
- los frijoles (beans)
- el pan (bread)
- las papas, las patatas (potatoes)

Proteínas, grasas y productos lácteos

- el camarón (shrimp)
- la carne (meat)
- la crema (cream)
- el huevo (egg)
- la mantequilla (butter)
- el pavo (turkey)
- el pescado (fish)
- el pollo (chicken)
- el queso (cheese)
- el yogur (yogurt)

Condimentos

- la salsa de tomate (ketchup)
- la mayonesa (mayonnaise)
- la mostaza (mustard)
- el pepinillo (pickle)
- la pimienta (pepper [black pepper])
- la sal (salt)
- la salsa picante (hot/spicy sauce)

Bebidas (drinks)

- la cerveza (beer)
- el jugo, el zumo (juice)
- la leche (milk)
- el refresco (soda, pop)
- el vino tinto ([red] wine)
- el vino blanco ([white] wine)

Postres (desserts)

- el flan (flan, custard)
- el helado (ice cream)
- las galletas (cookies)
- el pastel (cake, pie)

Platos (dishes)

- las arepas (corn flour fritters)

- el jamón ibérico (Iberian ham)
- la parrillada (barbecued meat)

Utensilios

- la copa (wine glass)
- la cuchara (spoon)
- el cuchillo (knife)
- la olla (pot)
- el plato (plate)
- la servilleta (napkin)
- la taza (coffee or tea cup)
- el tenedor (fork)
- el vaso (water glass)

Comidas (meals)

- el desayuno (breakfast)
- el almuerzo (lunch)
- la merienda (snack)
- la cena (dinner, supper)

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Answers

Vocabulario: Comida

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10.4: Ejercicios- Comida

Objetivos

- Recognize the vocabulary of foods, cooking, and eating

A. Comida

Actividad 10.4.A

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B. Comida

Actividad 10.4.B

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A. Comida

1. Quiero comer un bocadillo con ____ y queso.
   - jamón
   - taza
   - plato
   - leche
2. Marcos necesita una ____ para su café con leche.
   - cebolla
   - copa
   - crema
   - taza
3. María prepara el ____ para su familia . Prepara huevos con pan.
   - desayuno
   - tomate

- pastel
- flan

4. La cocinera necesita un _____ para cortar las verduras.
   - cuchillo
   - horno
   - pan
   - flan
5. Mi postre favorito es el _____.
   - horno
   - flan
   - pan
   - maíz
6. Para la _____ tenemos pizza.
   - carne
   - salsa
   - cena
   - cuchara
7. Para cocinar necesitamos sal y _____.
   - horno
   - salsa
   - maíz
   - pimienta
8. Para comer necesito un tenedor y un _____.
   - queso
   - cuchillo
   - jamón
   - jugo
9. La _____ es una fruta de color amarillo.
   - banana
   - jamón
   - tomate
   - vino
10. El _____ es una verdura de color rojo.
    - carne
    - matequilla
    - maíz
    - tomate
11. El _____ no se puede comer caliente.
    - cuchillo
    - helado
    - vaso
    - vaso
    - plato
12. El _____ viene del mar.
    - cuchillo
    - jamón
    - vaso
    - pescado

B. Comida

1. Comemos _____ (*eggs*) para el desayuno.
2. María come _____ (*bread*) con mantequilla por la mañana.
3. Yo no como arroz con _____ (*chicken*) porque soy vegetariana.
4. Se le pone _____ (*butter*)al pan.
5. La _____ (*milk*) es una bebida de color blanco.
6. A muchos niños no les gusta la _____ (*salad*) porque tiene muchas verduras.
7. Mucha gente toma el café con leche y _____ (*sugar*).

8. El _____ (*banana*) es una fruta dulce y amarilla..

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10.5: Introduction to ¿El restaurante sirve papas fritas?

In this section, we'll learn our last group of stem-vowel changing verbs: the ones that shift from **e** to **i**.

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10.6: En contexto- Verbos con cambio de raíz (e-i)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Lee su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Actividad 10.6.A

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Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, servir, pedir
2. ¿Cuáles formas de estos verbos tienen un cambio en la vocal de su raíz, y cuáles formas no tienen cambio? ¿Cuál verbo tiene una forma con una irregularidad adicional?

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10.7: Gramática- Verbos con cambio de raíz (e-i)

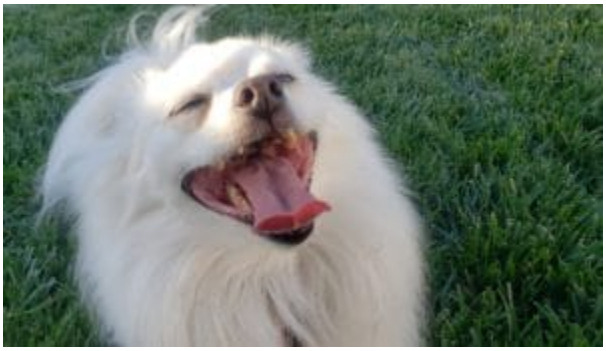
Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs

Here we'll be learning the verbs with stem vowels that change from **e** to **i**. Interestingly, all the verbs in this group are -IR verbs.

Pedir (*to ask for, to request*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pido**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedimos**
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pides**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedís**
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pide**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **piden**

Vocabulario: algunos verbos con cambio de raíz e – i



“El que ríe de último ríe mejor” (The one that laughs last, laughs better.)

- Audio

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Decir (*to say, to tell*) (yo digo, tú dices, él dice, nosotros decimos, vosotros decís, ellos dicen)

- Audio

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Reír (*to laugh*) (yo río, tú ríes, él ríe, nosotros reímos, vosotros reís, ellos ríen)

- Audio

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Repetir (*to repeat*)

Audio

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Seguir (*to follow, to continue*)

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Servir (*to serve*)

Audio

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Sonreír (*to smile*) (yo sonrío, tú sonríes...)

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10.8: Ejercicios- Verbos con cambio de raíz (e-i)

Objetivos

- Recognize the correct conjugations of e-i stem-changing verbs
- Understand spoken questions using e-i stem-changing verbs

A. Verbos con cambio de raíz (e-i)

Actividad 10.8.A

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B. Verbos con cambio de raíz (e-i)

Actividad 10.8.B

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A. Verbos con cambio de raíz (e-i)

1. Repetir – Usted _____
   - repetimos
   - repites
   - repite
   - repetís
2. Decir – Ustedes _____
   - decimos
   - decís
   - dices
   - dicen
3. Sonreír – Ellas _____
   - sonríes

    - sonreís
    - sonríen
    - sonreímos
4. Reír – Yo ____
    - ríen
    - ríe
    - reímos
    - río
5. Seguir – Él ____
    - sigue
    - sigo
    - seguís
    - seguimos
6. Pedir – Ellos ____
    - piden
    - pide
    - pides
    - pedimos
7. Servir – Yo ____
    - sirves
    - sirven
    - sirve
    - sirvo

B. Verbos con cambio de raíz (e-i)

1. Decir – Él _____
2. Pedir – Tú _____
3. Reír – Ellos _____
4. Repetir – Yo _____
5. Seguir – Nosotros _____
6. Servir – Ustedes _____
7. Sonreír – Tú _____

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10.9: Introduction to ¿Salgo con ustedes?

In this section, we'll look at a group of verbs that may be regular, irregular, stem changers *and* have an irregularity in their *yo* (first person singular) form. Don't hold their eccentricity against them, though; these are very worthwhile verbs. In fact, without them (*valer*, in particular), everything is worthless.

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10.10: En contexto- Verbos irregulares en la forma de “yo”

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form



Emilio y Nuño organizan la comida para una conferencia en su trabajo. Vuelve a leer su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Actividad 10.10.A

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Preguntas de análisis:

1. Busca las formas de los verbos que siguen: decir, traer, salir
2. ¿Cuáles formas de estos verbos tienen una irregularidad? ¿Cuál consonante aparece en esas formas irregulares?

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10.11: Gramática- Verbos irregulares en la forma de “yo”

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form

You have learned so far that there are some regular verbs that simply add the ending to suit their subject, other verbs with changes in the stem vowel, and other totally irregular verbs. In addition to these conjugations, there is a group of verbs that may be regular, irregular, stem changers *and* have an irregularity in their *yo* (first person singular) form.

Vamos a ver cuáles son esos verbos...

Tener (*to have*) ‘Yo’ and stem changer	**Hacer** (*to make/to do*) Regular other than ‘yo’	**Salir** (*to leave, to go out*) Regular other than ‘yo’	**Traer** (*to bring*) Regular other than ‘yo’	**Venir** (*to come*) ‘Yo’ and stem changer	**Valer** (*to be worth*) Regular other than ‘yo’	**Poner** (*to put*) Regular other than ‘yo’	**Seguir** (*to follow*) ‘Yo’ and stem changer	**Decir** (*to say, to tell*) ‘Yo’ and stem changer
tengo	hago	salgo	traigo	vengo	valgo	pongo	sigo	digo
tienes	haces	sales	traes	vienes	vales	pones	sigues	dices
tiene	hace	sale	trae	viene	vale	pone	sigue	dice
tenemos	hacemos	salimos	traemos	venimos	valemos	ponemos	seguimos	decimos
tenéis	hacéis	salís	traéis	venís	valéis	ponéis	seguís	decís
tienen	hacen	salen	traen	vienen	valen	ponen	siguen	dicen

Oír (*to hear*) Irregular, has “y” in some forms because of three vowels together: “i” in the middle becomes a “y” sound, and an accent mark is needed at other times to separate the weak and strong vowels.	**Ver** (*to see*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.	**Dar** (*to give*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.
oigo	veo	doy
oyes	ves	das
oye	ve	da
oímos	vemos	damos
oís	veis	dais
oyen	ven	dan

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10.12: Ejercicios- Verbos irregulares en la forma de “yo”

Objetivos

- Recognize the correct conjugations of verbs that have irregularities in the yo form
- Understand spoken sentences using irregular verbs

A. Verbos irregulares en la forma de “yo”

Actividad 10.12.A

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B. Verbos irregulares en la forma de “yo”

Actividad 10.12.B

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C. Escuchar: Verbos irregulares en la forma de “yo”

Actividad 10.12.C

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A. Verbos irregulares en la forma de “yo”

1. Yo voy a una fiesta. Yo _____ un postre y vino.
   - traemos
   - traigo
   - traes
   - trae
2. Yo tengo mucho que hacer hoy. Primero, _____ mis deberes.
   - hago
   - hace
   - hacemos
   - haces
3. Yo _____ las manos encima de la mesa.
   - pongo
   - pone
   - ponéis
   - pones
4. Yo me tengo que ir. Yo _____ del restaurante para caminar a mi casa.
   - sale
   - salimos
   - salgo
   - sales
5. Yo uso lentes porque yo no _____ muy bien.
   - ve
   - ves
   - vemos
   - veo
6. Yo soy maestra y _____ buenas notas a todos mis estudiantes.
   - doy
   - da
   - dais
   - das
7. Yo _____ mis deberes en la cafetería.
   - pongo
   - hago
   - traigo
   - veo
8. Yo _____ la mochila en la silla a lado de mí.
   - veo
   - hago
   - salgo
   - pongo
9. Es viernes y yo _____ con mis amigos.
   - traigo
   - hago
   - pongo
   - salgo
10. Yo _____ a mis perros al parque cada sábado.
    - salgo
    - pongo
    - hago
    - traigo
11. Hoy hace sol pero yo _____ algunas nubes en el cielo.
    - veo
    - pongo

- doy
- hago

12. Yo ____ la basura afuera.
    - salgo
    - hago
    - traigo
    - doy

B. Verbos irregulares en la forma de “yo”

1. Yo _____ (hacer) los deberes de la clase de Inglés.
2. Después de tres días de lluvia, yo _____ (ver) el sol.
3. Yo _____ (poner) los anillos encima de la mesa.
4. Yo _____ (salir) de la casa para dar un paseo.
5. Yo voy a la casa de una amiga, así que _____ (traer) una botella de vino.
6. A mis niños les encanta el helado (*ice cream*). Yo les _____ (dar) un poco después de la escuela.
7. Es la una de la madrugada y yo no _____ (ver) ningún taxi.
8. Yo _____ (poner) los pies encima de la silla.

C. Verbos irregulares en la forma de “yo”

1. What is the infinitive of the verb you heard here?
    - traer
    - hacer
    - ver
    - dar
2. What is the infinitive of the verb you heard here?
    - hacer
    - decir
    - ver
    - dar
3. What is the infinitive of the verb you heard here?
    - ver
    - oír
    - salir
    - seguir
4. What is the infinitive of the verb you heard here?
    - traer
    - dar
    - hacer
    - ver
5. What is the infinitive of the verb you heard here?
    - valer
    - venir
    - ver
    - decir
6. What is the infinitive of the verb you heard here?

- seguir
- hacer
- ver
- oír

7. What is the infinitive of the verb you heard here?

    - hacer
    - traer
    - dar
    - poner

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10.13: Introduction to ¿Qué es esto?

You've learned all the question words individually, now it's time to put them all together. ¿Estás listo/a? ¡Sí! ¿Qué esperamos?

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10.14: En contexto- Todas las preguntas

Objetivos

- Review and practice use of all question-words

Emilio y Nuño organizan la comida para una conferencia en su trabajo. Vuelve a leer su conversación y contesta las preguntas de análisis que siguen.

Emilio:	Bueno, por la mañana necesitamos café por lo menos. Y fruta con pan dulce, ¿qué piensas?
Nuño:	El jefe dice que no debemos gastar tanto dinero, entonces yo digo que mejor ahorramos dinero en el desayuno para tener un almuerzo mejor.
Emilio:	De acuerdo. Servimos café no más por la mañana. ¿Cuáles son nuestras opciones para el almuerzo?
Nuño:	O salimos al restaurante El Toro, o todos traemos nuestro almuerzo de la casa.
Emilio:	¡Qué horror! Yo no traigo mi almuerzo a una conferencia. Pero si todos salen a almorzar no vamos a tener tiempo para las sesiones por la tarde. ¿Por qué no pedimos sándwiches del Café Delicias?
Nuño:	¿Pides sándwiches de ese café con frecuencia? ¿Cuánto cuestan? ¿Cómo son?
Emilio:	Salgo a almorzar allí con la familia los domingos. Sirven sándwiches muy buenos, siempre en pan horneado en el café mismo. Creo que los precios son razonables, pero debemos comparar los menús. ¿Cuándo tenemos que decidir?
Nuño:	El jefe quiere un plan completo para el viernes; necesitamos hablar otra vez mañana. ¿Quién va a investigar los menús, tú o yo?
Emilio:	Yo investigo los menús, no te preocupes. ¿A qué hora hablamos mañana?
Nuño:	Yo puedo a las once y media, ¿está bien?
Emilio:	Sí, está bien. Hasta entonces.

Preguntas de análisis:

Actividad 10.14.A

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Preguntas de análisis:

1. Busca todas las preguntas en esta conversación y apunta las palabras interrogatorias.
2. Dos de las preguntas no tienen una palabra interrogatoria... ¿qué tipo de respuesta necesitas dar a una pregunta sin palabra interrogatoria? (*sí/no* rather than *información*)

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10.15: Gramática- Todas las preguntas

Objetivos

- Review and practice use of all question-words

Do you remember that questions without question words (*palabras interrogatorias*) are yes-no questions? Good! If you want to ask for specific information you'll need to use the right question word. In previous chapters you have learned the different question words to use in greetings, asking about place of origin, asking the time, inquiring about different things, frequencies, likes and dislikes...etc. Let's summarize all of question words.

Palabra para preguntar ¡Atención a la acentuación!	**Question word**	**Ejemplo**	**Explicación**
¿Qué?	What?	¿Qué es esto?	Pide definición de un sustantivo.
¿Cuál? / ¿Cuáles?	Which one/ ones?	¿Cuál es tu nombre? ¿Cuáles prefieres?	Singular / Plural. Pide una o unas de alguna categoría.
¿Cómo?	How?	¿Cómo te llamas?	Pide descripción de un verbo.
¿Dónde?	Where?	¿Dónde vives?	Pide lugar. Generalmente usado con el verbo "estar" para pedir locación.
¿De dónde?	From where?	¿De dónde vienes?	Pide lugar de origen.
¿A dónde?	To where?	¿A dónde vas?	Pide destino. Generalmente se usa con el verbo "ir" (irregular).
¿Quién? / ¿Quiénes?	Who?	¿Quién eres tú? ¿Quiénes son ellos?	Singular / Plural. Pide identificación de personas.
¿Cuándo?	When?	¿Cuándo es tu cumpleaños?	Pide el momento, la hora o la época.
¿Cuánto? / ¿Cuánta? / ¿Cuántos? / ¿Cuántas?	How many?	¿Cuántos años tienes?	Singular / Plural / Femenino / Masculino. Pide cantidades de cosas o personas.
¿Por qué?	Why?	¿Por qué piensas esto?	Pide razones.

¡Atención a la acentuación!

All question words have an accent mark on one of the strong vowels—a, e, o—but never on the weak vowels: i, u.

¿Por qué este lleva la tilde y "porque" no la lleva?

Don't confuse the question word "¿por qué? (two words, accent mark) with the conjunction "porque" (one word and no accent mark), which means "because".

¡Atención a la estructura y composición de oraciones!

When these words are used to link clauses in a sentence, they do not carry accent marks. Examples:

1. Pienso **que** hablas español muy bien. (*I think **that** you speak Spanish very well.*)
2. La ciudad **en la cual** vivimos es pequeña. (*The city **in which** we live is small.*)
3. Me gusta **como** cocinas. (*I like **how** you cook.*)

4. El país **donde** vives tiene muchas ventajas, aunque tenga problemas. (*The country **where** you live has many advantages, though it may have problems.*)
5. Pedimos la cena **cuando** no queremos cocinar. (*We order dinner **when** we don't want to cook.*)
6. Gertrudis no entiende la lección **porque** está mirando su celular mucho en clase. (*Gertrude doesn't understand the lesson **because** she is looking at her cell phone constantly in class.*)
7. Benito sirve en su plato de comida **cuanto** sus ojos le dicen que puede comer. (*Benito serves on his dinner plate **as much as** his eyes tell him that he can eat.*)

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10.16: Ejercicios- Todas las preguntas

Objetivos

- Review and practice use of all question-words

A. Todas las preguntas

Actividad 10.16.A

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B. Todas las preguntas

Actividad 10.16.B

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A. Todas las preguntas

1. ¿____ años tiene Raúl?
   - Cómo
   - Cuántos
   - Qué
   - Cuáles
2. ¿____ te llamas?
   - Qué
   - Cuántos
   - Cómo
   - Como
3. ¿De ____ color es la manzana?
   - cuándo
   - por qué
   - cómo
   - qué
4. ¿____ tiempo hace hoy?

- Como
- Que
- Cómo
- Qué

5. ¿____ es tu número de teléfono?
   - Cual
   - Cuanto
   - Cuánto
   - Cuál
6. ¿____ prefieres el helado de vainilla?
   - Porque
   - Cómo
   - Por qué
   - Qué
7. ¿____ kilos pesa el caballo?
   - Qué
   - Por qué
   - Cómo
   - Cuántos
8. ¿____ se llama el profesor de español?
   - Cuál
   - Cuánto
   - Por qué
   - Cómo
9. ¿____ color prefieres: azul o amarillo?
   - Por qué
   - Qué
   - Cómo
   - Cuánto
10. ¿____ es tu música favorita?
    - Por qué
    - Cuál
    - Porque
    - Cual
11. ¿____ es la profesora de Historia?
    - Qué
    - Cuánto
    - Por qué
    - Cómo
12. ¿____ me hablas así?
    - Qué
    - Que
    - Por qué
    - Porque

B. Todas las preguntas

1. ¿De _____ tipo de raza de es tu perro?
2. ¿_____ quieres hacer este fin de semana?
3. ¿_____ quieres ir al cine?
4. ¿_____ se llama la novia de Alberto?
5. La chaqueta está disponible en azul o amarillo. ¿_____ color prefieres tú?
6. ¿_____ copas vas a beber esta noche?
7. ¿_____ hijos tiene la señora García?
8. Mi madre va a cocinar la cena. ¿_____ prefieres: pescado o lomo?

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10.17: Introduction to Cultura- Las comidas típicas y rápidas

Food is the essence of culture, and the easiest thing to share—and you now know enough Spanish to keep the conversation going, whether it's over a bit of *churros y chocolate* or a full-on *parrillada*!

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10.18: Cultura- Las comidas típicas y rápidas



¿Prefieres mojar tus churros en chocolate o en café?

¿Quieres explorar la cultura hispana, pero no puedes viajar al extranjero? ¿Por qué no vas de excursión en el mundo de las comidas y recetas hispanas? Y no debes limitar tu experiencia a leer recetas y mirar fotos—vas a encontrar muchísimos ingredientes latinoamericanos en el supermercado de tu propio barrio, entonces puedes cocinar estos platos para tus compañeros de clase y tus amigos.

Algunas cosas son comunes a toda Latinoamérica, como por ejemplo la tradición de tomar café para el desayuno (bueno, el café es ahora el desayuno normal en casi todo el mundo), pero en España también es tradicional desayunar **churros y chocolate**: los churros son rosquillas largas, fritas y cubiertas con azúcar y canela, y los mojamos en una taza de chocolate caliente, o a veces, una taza de café.



¿Quieres intentar cocinar una tortilla española?

Una comida un poco diferente entre España y Latinoamérica es la tortilla. La **tortilla española** básica consiste en patatas y cebollas picadas, mezcladas con ajo y huevos y la cocinamos en una sartén. Puedes mezclar otros vegetales con los huevos en tu tortilla si prefieres. Vas a tener que practicar cómo voltear la tortilla, pero vale la pena intentar y la tortilla española es deliciosa incluso si la rompes. Curiosamente, en España comen la tortilla más para una merienda, y en Latinoamérica frecuentemente la tortilla española es para el desayuno. ¡Y no debemos confundir la tortilla española con la **tortilla de maíz** o la **tortilla de harina**! En México y Centroamérica preparan pequeños círculos de masa de maíz o de harina, y estas tortillas sirven para envolver los tacos y burritos, etc., o sirven como sustituto al pan.



¿Quieres probar estas tortillas de maíz con arroz y frijoles?

En casi todo el mundo hispano sirven el **arroz** con cada comida, frecuentemente combinado con los frijoles. Pero en el Caribe también comen mucho también la **mandioca** o yuca, un tubérculo muy nutritivo que se prepara de manera similar a las **patatas**. Y en los Andes el arroz es sustituido frecuentemente por las patatas, porque las patatas originan en esas montañas y tienen una larga tradición de cultivarlas allí.

El **maíz** es un ingrediente nativo a las Américas que usan en comidas tradicionales de casi todos los países hispanos. Además de las tortillas de maíz, en el norte de Sudamérica (Colombia y Venezuela), cocinan pequeños pasteles de una masa de maíz, llamados **arepas**. Y en Chile tienen un plato llamado **pastel de choclo**, que tiene una masa de maíz sobre una mezcla de carne y otros ingredientes.



Estas son arepas tradicionales, simples. ¿Quieres comer tus arepas con crema fresca y/o queso encima? ¿O unas salchichas dentro?

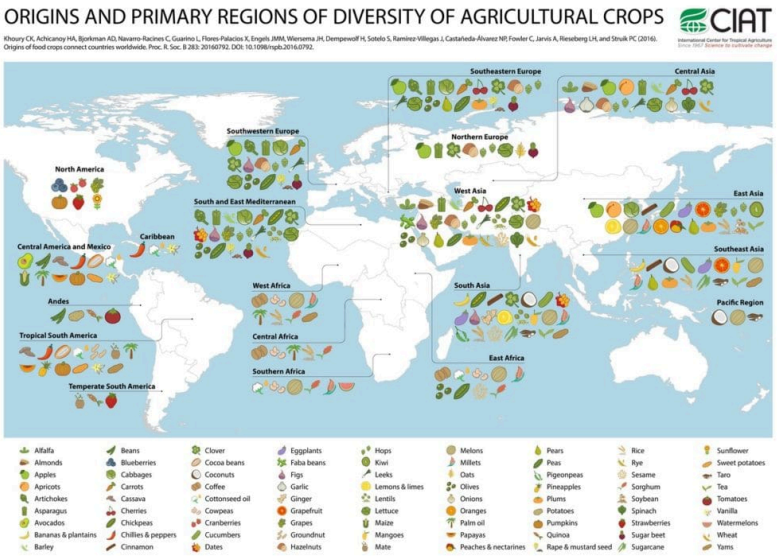
No vamos a olvidar el sur de Sudamérica, donde crían mucho ganado en las Pampas. En Argentina y Uruguay les gusta mucho hacer una **parrillada** o un **asado**, o sea una fiesta para cocinar una cantidad de carne excelente sobre un fuego abierto. Un asado argentino es más que simplemente una comida, es un evento social—¡para eso realmente vas a necesitar viajar allí!

Preguntas de comprensión

1. ¿Cuáles son unos ingredientes comunes en diferentes países hispanos?
2. ¿Cuál es una comida tradicional en el norte de Sudamérica? ¿En Chile? ¿En el sur de Sudamérica?
3. ¿Cuáles de las comidas mencionadas arriba pueden ser buenas para el desayuno? ¿Cuáles comidas mencionadas pueden ser buenas para una merienda? ¿Cuáles pueden servir para el almuerzo o la cena?

Orígenes de las comidas

Observa el siguiente mapa sobre los orígenes de algunas comidas y contesta las preguntas.



1. ¿De dónde son las fresas? ¿Y el maíz? ¿Y los tomates? ¿Y las manzanas? ¿Y las naranjas? ¿Y las cebollas? ¿Y el arroz? ¿Y la lechuga? ¿Y el azúcar? ¿Y las patatas?
2. ¿Cuáles de las comidas en el mapa te gustan y cuáles no te gustan?
3. ¿Cuáles de las comidas en el mapa vas a comer hoy o en los próximos días? ¿En cuáles platos o recetas vas a comer esas comidas? (e.g. Voy a comer patatas en papas fritas.)

Actividad de exploración y conversación

Paso 1: Primero busca en internet la receta para uno de los siguientes platos tradicionales y responde a las preguntas con oraciones completas.

1. ¿Cuál es el ingrediente principal de tu receta? ¿Puedes encontrar el ingrediente en el supermercado de tu barrio?
2. ¿Te gustan todos los ingredientes de la receta? ¿Te va a gustar ese plato?
3. ¿Tienes un plato similar en la comida tradicional de tu pueblo?
4. El plato que investigas, ¿es picante? ¿Prefieres la comida picante o suave?
5. Imagina que vas a tener una fiesta en tu clase de español. ¿Quieres servir este plato en la fiesta?

- gazpacho (de Andalucía, España)
- el mole poblano (de Puebla, México)
- las sopapillas (de México)
- los nacatamales (de Honduras)
- el mofongo (de la República Dominicana)
- el ceviche (del Perú)
- los alfajores (del Perú, Chile, y Argentina)

Paso 2: Ahora compara tu receta y tus opiniones con las de un compañero/una compañera.

Comida callejera rápida

Observa las siguientes imágenes de comida callejera rápida en el mundo hispano, y conversa con un compañero de clase.



Un puesto callejero de arepas.



Un puesto de panes dulces y empanadas en la Feria del Mole, México.



Un puesto peruano de salchichas y papas, “Salchipapas”.

1. Compara estos puestos de comida callejera rápida con la comida rápida en tu pueblo. ¿Cuál es más similar? ¿Cuándo comes este tipo de comida? ¿Hay días feriados o eventos cuando comes más comida callejera?
2. Juego de roles (*role-play*): Imagina que tú trabajas en uno de estos puestos de comida, y tu compañero de clase viene a comprar algo de comer. Necesitan hablar de qué quiere, cómo quiere su comida, si quiere algo más y cuánto cuesta. Intenta no usar nada de inglés al hacer la transacción. Entonces tú vas a comprar algo de tu compañero de clase de otro puesto de comida.

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10.19: Putting It Together- ¿Cuál es tu comida favorita?

See each section below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Vocabulario: Comida

Frutas

- el durazno (peach)
- la fresa (strawberry)
- la manzana (apple)
- el melón (cantaloupe, melon)
- la naranja (orange)
- la piña (pineapple)
- la banana (banana)
- la sandía (watermelon)
- las uvas (grapes)

Verduras (vegetables)

- el brócoli (broccoli)
- la cebolla (onion)
- la ensalada (salad)
- la lechuga (lettuce)
- el maíz (corn, maize)
- el pepino (cucumber)
- el tomate (tomato)
- la zanahoria (carrot)

Carbohidratos

- el arroz (rice)
- el azúcar (sugar)
- el cereal (cereal)
- los frijoles (beans)
- el pan (bread)
- las papas, las patatas (potatoes)

Proteínas, grasas y productos lácteos

- el camarón (shrimp)
- la carne (meat)
- la crema (cream)
- el huevo (egg)
- la mantequilla (butter)
- el pavo (turkey)
- el pescado (fish)
- el pollo (chicken)
- el queso (cheese)
- el yogur (yogurt)

Condimentos

- la salsa de tomate (ketchup)
- la mayonesa (mayonnaise)
- la mostaza (mustard)
- el pepinillo (pickle)
- la pimienta (pepper [black pepper])
- la sal (salt)
- la salsa picante (hot/spicy sauce)

Bebidas (drinks)

- la cerveza (beer)
- el jugo, el zumo (juice)
- la leche (milk)
- el refresco (soda, pop)
- el vino tinto ([red] wine)
- el vino blanco ([white] wine)

Postres (desserts)

- el flan (flan, custard)
- el helado (ice cream)
- las galletas (cookies)
- el pastel (cake, pie)

Platos (dishes)

- las arepas (corn flour fritters)
- el jamón ibérico (Iberian ham)
- la parrillada (barbecued meat)

Utensilios

- la copa (wine glass)
- la cuchara (spoon)
- el cuchillo (knife)
- la olla (pot)
- el plato (plate)
- la servilleta (napkin)
- la taza (coffee or tea cup)
- el tenedor (fork)
- el vaso (water glass)

Comidas (meals)

- el desayuno (breakfast)
- el almuerzo (lunch)
- la merienda (snack)
- la cena (dinner, supper)

Verbs with stem-vowel change e-i

All the verbs in this group are -IR verbs.

Pedir (*to ask for, to request*)		
	Singular	Plural
1a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pido**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedimos**
2a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pides**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pedís**
3a	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **pide**	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online **piden**

- **Decir** (*to say, to tell*) (yo digo, tú dices, él dice, nosotros decimos, vosotros decís, ellos dicen)
- **Reír** (*to laugh*) (yo río, tú ríes, él ríe, nosotros reímos, vosotros reís, ellos ríen)
- **Repetir** (*to repeat*)
- **Seguir** (*to follow, to continue*)
- **Servir** (*to serve*)
- **Sonreír** (*to smile*) (yo sonrío, tú sonríes...)

Irregular verbs in the “yo” form

Tener (*to have*) ‘Yo’ and stem changer	**Hacer** (*to make/to do*) Regular other than ‘yo’	**Salir** (*to leave, to go out*) Regular other than ‘yo’	**Traer** (*to bring*) Regular other than ‘yo’	**Venir** (*to come*) ‘Yo’ and stem changer	**Valer** (*to be worth*) Regular other than ‘yo’	**Poner** (*to put*) Regular other than ‘yo’	**Seguir** (*to follow*) ‘Yo’ and stem changer	**Decir** (*to say, to tell*) ‘Yo’ and stem changer

tengo	hago	salgo	traigo	vengo	valgo	pongo	sigo	digo
tienes	haces	sales	traes	vienes	vales	pones	sigues	dices
tiene	hace	sale	trae	viene	vale	pone	sigue	dice
tenemos	hacemos	salimos	traemos	venimos	valemos	ponemos	seguimos	decimos
tenéis	hacéis	salís	traéis	venís	valéis	ponéis	seguís	decís
tienen	hacen	salen	traen	vienen	valen	ponen	siguen	dicen

Oír (*to hear*) Irregular, has “y” in some forms because of three vowels together: “i” in the middle becomes a “y” sound, and an accent mark is needed at other times to separate the weak and strong vowels.	**Ver** (*to see*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.	**Dar** (*to give*) Regular other than ‘yo’, but note that accent mark is not needed for vosotros form, since it is one syllable.
oigo	veo	doy
oyes	ves	das
oye	ve	da
oímos	vemos	damos
oís	veis	dais
oyen	ven	dan

All question words

Palabra para preguntar ¡Atención a la acentuación!	**Question word**	**Ejemplo**	**Explicación**
¿Qué?	What?	¿Qué es esto?	Pide definición de un sustantivo.
¿Cuál? / ¿Cuáles?	Which one/ ones?	¿Cuál es tu nombre? ¿Cuáles prefieres?	Singular / Plural. Pide una o unas de alguna categoría.
¿Cómo?	How?	¿Cómo te llamas?	Pide descripción de un verbo.
¿Dónde?	Where?	¿Dónde vives?	Pide lugar. Generalmente usado con el verbo “estar” para pedir locación.
¿De dónde?	From where?	¿De dónde vienes?	Pide lugar de origen.
¿A dónde?	To where?	¿A dónde vas?	Pide destino. Generalmente se usa con el verbo “ir” (irregular).
¿Quién? / ¿Quiénes?	Who?	¿Quién eres tú? ¿Quiénes son ellos?	Singular / Plural. Pide identificación de personas.
¿Cuándo?	When?	¿Cuándo es tu cumpleaños?	Pide el momento, la hora o la época.
¿Cuánto? / ¿Cuánta? / ¿Cuántos? / ¿Cuántas?	How many?	¿Cuántos años tienes?	Singular / Plural / Femenino / Masculino. Pide cantidades de cosas o personas.
¿Por qué?	Why?	¿Por qué piensas esto?	Pide razones.

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10.20: Assignment- Preguntas

Lee los párrafos siguientes y genera todas las preguntas posibles sobre la información que contiene la lectura (*generate as many questions as possible about the information contained in the passages*).

Lectura #1 "Mi madre"

Mi madre es una mujer muy fuerte. Ella es de Ecuador y vive en los EEUU por veinte años. Tiene solamente un hijo, yo, y es muy buena madre, tiene mucha paciencia. Ella asiste a la universidad por la noche mientras trabaja por las mañanas. Su especialidad en la universidad es contabilidad. Mi madre quiere un mejor trabajo en una compañía grande. Mi madre es una mujer pequeña y flaca con pelo rizado. Es una mujer pequeña, pero siempre dice que las cosas buenas vienen en envase (*container*) pequeño. Tiene una personalidad muy fuerte, por lo tanto las personas siempre le piden consejos y van a ella cuando tienen problemas. Ella es la persona que ayuda a la familia y a los amigos sin pensar y perdona a la gente que le hace mal porque dice que no es bueno guardar el resentimiento (*keep grudges*) .

Lectura #2 "¿Quién soy yo?"

Desde (*since*) que estoy en la universidad todo cambia día a día (*from one day to the next*) para mí. Es muy difícil, pero me gusta. Después de estar mucho tiempo solo, a veces con amigos y gente interesante me voy conociendo (*I'm getting to know myself*) poco a poco. En la universidad veo mucha gente diversa: de diferentes orígenes, razas, religiones, formas de pensar y me comparo para descubrir quién soy. Soy un chico cariñoso, simpático, leal, observador e inteligente. Aunque siempre hago errores y muchas veces soy perezoso, nunca paro de trabajar (*I never stop working*) para ser una mejor (*better*) persona. Estoy empezando a aprender de mis errores y vencer mis demonios (*conquer my demons*). Me estoy mejorando (*I'm improving myself*), aunque nadie lo vea (*even if no one sees it*).

Soy mestizo: soy mitad indígena (*indigenous*), mitad europeo con un poco de africano y árabe. Cuando la gente me pregunta de dónde soy, digo que soy hispano o latino, pero muchos no saben lo que significa eso porque cada latino es algo diferente. Somos una mezcla (*mix*) del mundo viejo (*Old World, i.e. Europe*) y el mundo nuevo (*New World, i.e. the Americas*). Cada hispano tiene su propia (*their own*) historia étnica. Vengo de gente científica, inteligente, trabajadora y humilde—no estoy hablando de los europeos, hablo de mi parte indígena. Muchos hispanos quieren ser blancos y piensan que ser indígena, negro o moreno es malo, pero en realidad no es nada malo. Mi apellido (*family name*) es Patiño, en el Ecuador no es un apellido de prestigio; es de un pueblo donde hay muchos indígenas y es verdad que mi abuelo paterno es indígena. Todavía no tengo suficiente experiencia para saber qué tengo que hacer o con quién debo estar, en este momento estoy viviendo mi vida día a día.

Lectura #3 "Mis lenguajes"

Aunque el español es mi primer idioma, nadie lo puede notar porque no tengo nada de acento en inglés. Yo hablo español en casa con mis padres—es mi primer idioma, o mejor dicho, la lengua que hablamos en mi casa entre toda mi familia. Mis hermanos y yo hablamos bien el inglés porque somos de los Estados Unidos y vamos a escuelas en este país. Mis padres por otro lado, quieren aprender el inglés porque ellos saben que para ser exitosos (*successful*) en los Estados Unidos tienen que aprender a hablar, entender y escribir el inglés.

Mis papás hablan el español en casa y yo les contesto en español, pero a veces les contesto en inglés porque cuando voy a la escuela en Nueva York solamente hablamos en inglés y los maestros piensan que debo practicar mucho el inglés. Aunque mis padres no quieren que yo olvide (*don't want me to forget*) el idioma de mi origen, de mi familia. Practico el español cuando hablo con mis abuelos en México por teléfono y también cuando mis padres ayudan a algunos amigos mientras llegan y se adaptan a la vida en los EEUU y viven con nosotros por un rato (*for a while*) en la casa.

En mi comunidad no hay muchos hispanos, no escucho mucho español en al calle, pero cuando llego a la casa todo cambia (*everything changes*). Son dos mundos diferentes para mí. Siento que aunque me gusta hablar español y estar con mi familia, a veces no quiero hablar mi idioma cuando estoy en una comunidad con la mayoría de gente estadounidense que solo habla inglés, pues no quiero ser "la diferente". Pero ahora que estoy en la universidad, tengo más amigos que son hispanos y con ellos puedo hablar en español y me siento feliz porque por fin (*finally*) siento que pertenezco (*I belong*) a un grupo.

- Haz (*make*) una lista de preguntas para entrevistar (*to interview*) a los autores de estos párrafos.
- Haz una lista de preguntas para investigar el contexto histórico y geográfico de estos párrafos.

- Haz una lista de preguntas para estimular la reflexión personal sobre estos párrafos y para explorar las similaridades y las diferencias con tu vida.

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10.21: Discussion- Preguntas y respuestas

Purpose: You will practice your written sentence building skills in Spanish by participating in a discussion board in Spanish. In this activity, you will focus on the ***tú*** and ***yo*** forms of certain stem-changing verbs, particularly on those with irregular *yo* forms.

Task: This activity has three parts:

1. An initial post where you ask your peers 4 of the questions below.
2. A response in Spanish to two questions in two of your classmates' posts with a follow up question.
3. A follow-up response in Spanish answering the questions your classmates asked you on your original post.

Paso 1. Choose four of the following questions in Spanish and conjugate the verbs shown in parentheses. Be sure to pay attention to both stem changes and endings! Post your completed four questions, written in Spanish, to the discussion board.

1. ¿Qué música _____ (oír – tú) normalmente?
2. ¿Qué cosa _____ (ver – ustedes) por la ventana?
3. ¿Qué _____ (tener – los niños) en el plato?
4. ¿Qué _____ (hacer – tú) los fines de semana?
5. ¿A qué hora _____ (venir – tus compañeros) a la clase de español?
6. ¿Qué cosas _____ (traer – tú) en tu mochila?
7. ¿A qué hora _____ (salir – tus amigos) de su trabajo?
8. ¿Qué cosas les _____ (dar – tú) de comer a tus amigos en una fiesta?

Paso 2. You will read the four questions of two classmates and choose two questions to answer. Follow up your responses with *¿y tú?*

Paso 3. Just as you have read and responded to two of your peers, some of your peers have read and responded to you. Answer the two follow up questions your peers posed on your original post, thank them and sign off.

Criteria: The components of this activity add up to 100%.

> Part 1. 20% of the points for this activity will be earned by filling in the blanks and posting four questions in Spanish to the discussion board (5% each question).
>
> Part 2. 40% of the points for this activity will be earned for interacting with two peers on their initial posts. You are to read and answer two of the four questions that two of your peers posted, and follow up with a '¿y tú? question. Each answer and follow up question is worth 10%.
>
> Part 3. 40% of the points for this activity will be earned by reading your peers' responses to your original questions, making sure you answer their follow up '¿y tú?' questions, thank them for writing and sign off.

In the following example, Ida posts four questions from the list to the discussion board after filling in the blanks with each verb. She then goes to two of her classmates' posts and reads their questions. Ida chooses to answer the two questions and follows up her responses with *¿y tú?* Ida then goes to her original post and sees that Maaya and Ali have answered her questions and followed up with *¿y tú?* She then answers their follow up questions, thanks them for writing to her and signs off.

– **Ejemplo**: This is an example using a question that is not on the list of options.

Ida: 1) ¿Qué _tienes_ que hacer hoy?		
	Maaya: ¡Hola, Ida! Hoy yo tengo que ir al supermercado a comprar la comida para la cena. ¿Y tú?	
		Ida: ¡Hola Maaya! ¡Qué aburrido! Yo hoy tengo que llevar a mi perro al veterinario. Gracias por escribir. Nos vemos pronto.
	Ali: ¡Buenos días, Ida! ¿Cómo estás? Esta tarde yo tengo que llamar a mi mamá. ¿Y tú?	

		Ida: ¿Qué tal, Ali? Hoy yo tengo que estudiar para mi examen de matemáticas. Gracias por hablar conmigo. Hasta pronto.

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10.22: Discussion- ¿Qué hábitos tienes?

Purpose: You will practice your conversation skills in Spanish by listening to a recording and responding to the questions about your life and habits in Spanish, as well as asking questions to your fellow classmates. You will get exposure to different stem-changing and irregular verbs in the questions, and you will respond to these questions in the yo form, changing the verbs as necessary. Hint: many of these are "yo-go" verbs.

Task: This activity has four parts.

1. An initial listening activity
2. An audio recording based on the prompts in the listening portion
3. A written response in Spanish to two peers' questions
4. A final written response in Spanish to peers' follow up questions

Part 1. Listen to the following questions about your life and habits in Spanish. You may read along with the Spanish instructor. Notice the spelling and pronunciation of the stem-changing verbs presented in this activity.

1. ¿Tienes tarea todos los días? ¿Dónde haces las tareas para tus clases?
2. ¿Haces deportes? ¿Qué días?
3. ¿Pones atención en clase a las explicaciones de tus profesores? ¿Cuál clase es más difícil para ti?
4. ¿Traes los libros contigo (with you) en tu mochila todos los días?
5. ¿Sales con tus amigos los fines de semana? ¿Adónde van?
6. ¿Dices la verdad siempre? O ¿a veces dices mentiras? ¿Cuándo? ¿A quién?
7. ¿Ves "youtube" todos los días? ¿Qué ves en "youtube"?
8. ¿Oyes conversaciones ajenas (Do you eavesdrop/hear other people's conversations) a veces? ¿Cuándo? ¿De quién?
9. ¿Das dinero a los pobres necesitados *(in need)?* ¿Cuándo? ¿A quiénes?

Part 2. Pick three questions you want to answer and three questions you want to ask your fellow classmates (these may be the same or different, but they need to be from the 9 questions presented in the original audio file by the Spanish instructor). Using a computer or a voice memo function on a smartphone, in a single audio file record your answers to the 3 questions you selected to answer in Spanish, along with the 3 questions you chose to ask you peers (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Post the audio file including your three responses and three questions in Spanish to the discussion board. Others will be able to hear your responses and questions in Spanish, just as you can hear theirs.

Part 3. You will respond to the original posts of two classmates by answering the three questions they asked you and asking them one question in return. This question must be a complete question from the original 9 presented; it cannot be ¿y tú? for this activity.

Part 4. Just as you have responded to the three questions of two of your peers and asked them an additional question, some of your peers have responded to your questions and asked you a question on your original post. Finish up the conversations by responding to each peer who commented on your original post. Answer their questions, and politely thank them for their time and sign off.

Criteria: The components of this activity add up to 100%.

> Parts 1 & 2. 30% of the grade for this activity is earned in this portion of the activity. You will hear 9 questions, and you will choose 3 questions that you would like to answer and 3 questions you would like to pose to your classmates. Record your 3 responses plus your 3 questions in Spanish in a single audio file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording). Each response is worth 5% and each question for your peers is worth 5%.
>
> Part 3. 40% of your grade will be earned for interacting with two peers on their initial posts: you are to answer the three questions on the posts of two peers, so each answer is worth 5% and responding with one follow up question per peer is worth 5%.
>
> Part 4. 30% of your grade will be earned for responding to your peers on your original post: you are to use Spanish to answer

the follow up question that your two peers asked on your original post (10% each) and politely thank them and sign off (5% each).

Ejemplo:

Rashon listens to the recording. He then chooses which three questions he wants to answer and which three he wants to ask to his classmates. Rashon then records his responses in Spanish to the three questions he chooses to answer and he ends by asking three questions in Spanish to his classmates. He uploads this single audio file to the discussion board. He has earned 30% of the points for this activity.

Rashon then finds two peers, Elie and Rebecca, and he listens to their responses to the original prompt, as well as the follow up questions they ask him. He then prepares his responses, paying careful attention to the changes to the verbs and being sure to answer each question completely. He writes his answers to each of his peers' three questions, and he follows up with one additional question that was on the Spanish instructor's recording. He has earned 40% of the points for this activity.

Rashon goes back to his original post and sees that two of his classmates have answered the questions he asked. He reads their responses and their follow up questions carefully. He writes a final message for each peer in which he answers their follow up question, thanks them by name, and signs off.

Script

In this activity, you will hear a series of questions to elicit conversation using irregular and stem-changing verbs. There are nine conversation points, and each conversation point will have additional follow up questions. A new conversation point will be introduced by a number. Feel free to pause the recording as necessary and to take notes about what you hear so that you can prepare a response.

1. ¿Tienes tarea todos los días? ¿Dónde haces las tareas para tus clases?

2. ¿Haces deportes? ¿Qué días?

3. ¿Pones atención en clase a las explicaciones de tus profesores? ¿Cuál clase es más difícil para ti?

4. ¿Traes los libros contigo (with you) en tu mochila todos los días?

5. ¿Sales con tus amigos los fines de semana? ¿Adónde van?

6. ¿Dices la verdad siempre? O ¿a veces dices mentiras? ¿Cuándo? ¿A quién?

7. ¿Ves "youtube" todos los días? ¿Qué ves en "youtube"?

8. ¿Oyes conversaciones ajenas (Do you eavesdrop/hear other people's conversations) a veces? ¿Cuándo? ¿De quién?

9. ¿Das dinero a los pobres necesitados? ¿Cuándo? ¿A quiénes?

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10.23: Assignment- Collaborative Peer Activity- Veinte preguntas

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to play Twenty Questions in Spanish with a partner. The collaboration part of this activity will take approximately 15 minutes, so plan accordingly.

Choose who will be Estudiante 1 and who will be Estudiante 2. **Don't peek at the other person's file, or you will ruin the game!** You will each receive a different picture and paragraph in Spanish describing the picture you have been designated. You will each have access to ideas for questions to ask your partner in four different categories: ***General***, ***Personas***, ***AnimalesyCosas***.

After you work with your partner through the questions, you will independently write a *Reporte* based on your experience doing this activity with your classmate.

Task: Download or print the following PDF. Inside, you will find the information you need to play Veinte preguntas. Start off by looking at the picture you have been given and read its description. Then, glance through the question options that are available to you to help you play this game.

Download PDF for Estudiante 1

Download PDF for Estudiante 2

After you have glanced through your portion of the activity, you will take turns attempting to figure out what the other person's picture and description is. Each partner should have the opportunity to ask and answer questions. Keep track of how many questions your partner has to ask before they guess what your picture is!

If you want to play again, or if someone sees the image accidentally, you may each think of your own Animal, Person, or Thing and go about asking your 20 questions again.

After you complete the activity with your partner, you will write a *Reporte* about based on your collaborative experience. Your Reporte needs to answer the following questions in Spanish in paragraph form:

1. ¿Cómo se llama tu compañero(a)?
2. Las preguntas de mi compañero(a) son... 1), 2), 3)
3. ¿Cómo es la persona/ el animal/ la cosa de tu compañero(a)?
4. ¿Cómo es tu persona/ animal/ cosa?

Criteria: 100% of the grade for this activity comes from your *Reporte* addressing questions 1-4 on the previous Task portion above. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, respond to a prompt, etc.), please ask for clarification before beginning.

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11: ¿TRAIGO UN MAPA?

11.1: Why It Matters- ¿Traigo un mapa?

11.2: Introduction to ¿Dónde está el banco?

11.3: Vocabulario- Navegando la ciudad

11.4: Ejercicios- Navegando la ciudad

11.5: Introduction to ¿Estás caminando ahora?

11.6: En contexto- El presente progresivo

11.7: Gramática- El presente progresivo

11.8: Ejercicios- El presente progresivo

11.9: Introduction to ¿Conoces la ciudad?

11.10: En contexto- Saber y conocer

11.11: Gramática- Saber y conocer

11.12: Ejercicios- Saber y conocer

11.13: Introduction to ¿Dónde estás? ¿De dónde eres?

11.14: En contexto- Ser y Estar II

11.15: Gramática- Ser y Estar II

11.16: Ejercicios- Ser y Estar II

11.17: Putting It Together- ¿Traigo un mapa?

11.18: Discussion- ¿Adónde van?

11.19: Assignment- Collaborative Peer Activity- Conocer versus saber

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11.1: Why It Matters- ¿Traigo un mapa?

In this module, we'll be learning the present progressive tense—the verb tense for ongoing actions: "I am walking," "I am dancing," or "I am learning."

The playlist for this module is challenging you to think about ongoing actions—and offering hints about how the present progressive tense is formed in Spanish.

Enrique Iglesias — **Bailando** (ft. Descemer Bueno & Gente de Zona)
Enrique Miguel Iglesias Preysler (born 8 May 1975) is a Spanish singer, songwriter, actor and record producer who is widely regarded as the King of Latin Pop. Descemer Bueno (born July 5, 1971) is a Cuban singer, songwriter, and record producer. Gente de Zona is a Cuban reggaeton band made up of musicians Alexander Delgado and Randy Malcom.

YouTube Video

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GTA and Jenn Morel — **Buscando**
Jenn Morel is a Dominican singer and songwriter. (Interview with Morel) GTA (acronym of Good Times Ahead) are an electronic music duo from Miami consisting of house, electro house, trap and hip hop producers Julio Mejia (born December 8, 1990) and Matt Toth (born August 22, 1990).

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Julieta Venegas — **Algo está cambiando**

Julieta Venegas Percevault is an American-born Mexican singer, songwriter, instrumentalist and producer who sings pop-rock in Spanish.

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El Langui — **Trabajando en el barrio**

El Langui is an actor, rapper, and disabilities activist from Madrid.

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Orishas — **Tumbando y dando**
Orishas are a Cuban hip hop group from Havana, Cuba, founded in 1999. Los Orishas began as Cuban rap group Amenaza ("threat" or "menace") in the early 1990s. Led by Joel Pando, Amenaza became the first rap group to address the issue of racial identity in Cuban society.

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Francisca Valenzuela – **Flotando**
Francisca Valenzuela is an American-born Chilean singer, poet, and multi-instrumentalist.

YouTube Video

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Henry Cole & Villa Locura Feat Tego Calderon — **Caminando**
Henry Cole is a shape-shifting drummer whose versatile, multicultural style positions him at the forefront of a growing wave of jazz innovation and cross-cultural 21st-century rhythms. (Biography on the Henry Cole website)

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11.2: Introduction to ¿Dónde está el banco?



In this section, we'll learn the vocabulary for locations in a city.

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11.3: Vocabulario- Navegando la ciudad

Objetivos

- Recognize the vocabulary of places in the community

Vocabulario

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Lugares en la comunidad (*places in the community*)



el aeropuerto

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el banco

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el bar

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el barrio

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el café

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to access it online.

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la calle

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la casa

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el centro comercial

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el cine

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la ciudad

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el club

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el correo

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la discoteca

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el edificio

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la escuela

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la estación de metro

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la farmacia

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el hospital

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el hotel

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la iglesia

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el mercado

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el museo

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el negocio (*business*)

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la parada de autobús

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el parque

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la piscina

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la plaza

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el restaurante

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el supermercado

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el teatro

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la tienda

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el zoológico

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Text only list

Lugares en la comunidad (places in the community)

- el aeropuerto (airport)
- el banco (bank)
- el bar (bar, pub)
- el barrio (neighborhood)
- el café (cafe, coffee shop)
- la calle (street)
- la casa (house)
- el centro comercial (mall, shopping center)
- el cine (cinema, movie theater)
- la ciudad (city)
- el club (club)
- el correo (post office)
- la discoteca (disco, dance hall)
- el edificio (building)
- la escuela (school)
- la estación de metro (subway station)
- la farmacia (pharmacy, drug store)
- el hospital (hospital)
- el hotel (hotel)
- la iglesia (church)
- el mercado (market)
- el museo (museum)
- el negocio (business)
- la parada de autobús (bus stop)
- el parque (park)
- la piscina (pool)
- la plaza (plaza, city square)
- el restaurante (restaurant)
- el supermercado (supermarket)
- el teatro (theater)
- la tienda (store, shop)
- el zoológico (zoo)

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11.4: Ejercicios- Navegando la ciudad

Objetivos

- Recognize the vocabulary of places in the community

A. Navegando la ciudad

Actividad 11.4.A

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B. Navegando la ciudad

Actividad 11.4.B

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C. Escuchar: Navegando la ciudad

Actividad 11.4.C

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A. Navegando la ciudad

1. Mona quiere ver pinturas así que va al ...
    - hotel
    - museo
    - café
    - correo
2. ¿Dónde puedes comprar un chocolate caliente? En un ....
    - hospital
    - club
    - café
    - edificio
3. ¿Dónde hay mucho dinero? En el ....
    - teatro
    - banco
    - cine
    - parque
4. ¿A dónde va la gente los domingos? A ....
    - la parada de autobús
    - la farmacia
    - la iglesia
    - la escuela
5. Pablo necesita leche y manzanas. Tiene que ir al ....
    - supermercado
    - parada de autobús
    - restaurante
    - zoológico
6. A Marta le gustan los animales y por eso va al ....
    - correo
    - negocio
    - restaurante
    - zoológico
7. Vamos al _____ para tomar un café con leche.
    - hotel
    - parque
    - café
    - negocio
8. Vamos al _____ para comprar frutas frescas.
    - parque
    - teatro
    - restaurante
    - mercado
9. Para ver una película vas al _____ .
    - mercado
    - supermercado
    - cine
    - hotel
10. Cuando tienes hambre vas a _____ .
    - un restaurante
    - un parque
    - una parada de autobús
    - un banco
11. Los animales están en _____.
    - el supermercado
    - el zoológico

- la piscina
- la escuela

12. María va a ____ para nadar.
    - el correo
    - la escuela
    - el supermercado
    - la piscina

B. Navegando la ciudad

1. Para tomar el tren tienes que ir a la _____ del metro.
2. Para tomar una cerveza vas a un _____ .
3. Cuando necesitas una camiseta vas al _____ _____.
4. Antonio vive en un _____ nuevo. (neighborhood)
5. La familia de Jesús tiene una _____ grande.
6. Madrid es una _____ en España.
7. Hay aviones en el _____.
8. En el centro de la _____ (*town square*) hay un pozo (*well*).

C. Navegando la ciudad

1. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - la tienda
   - la calle
   - la farmacia
   - la estación del metro

2. Listen to the following audio clip and try to decide where the person is going.

   Audio

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   View this Audio online

   ¿Adónde va la persona? A ...

   - un restaurante
   - un correo
   - un parque
   - la calle

3. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A un ...

   - supermercado
   - parque
   - café
   - correo

4. Listen to the following audio clip and try to decide where the person is going.

¿Adónde va la persona? A ...

- un restaurante
- un edificio
- una farmacia
- un parque

5. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un barrio
   - un café
   - un correo
   - un parque

6. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - un hospital
   - un restaurante
   - un café
   - un correo

7. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? Al ...

   - correo
   - mercado
   - hotel
   - club

8. Listen to the following audio clip and try to decide where the person is going.

   ¿Adónde va la persona? A ...

   - la escuela
   - la calle
   - la parada de autobús
   - la farmacia

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11.5: Introduction to ¿Estás caminando ahora?

When we talk about the present, people often refer to their present life using the present tense: "I work at the supermarket." However, there is another verb tense for the continuous present, the **present progressive tense**, which is used to create a greater sense of continuity or ongoing action.

In English, the present progressive tense (or present continuous tense—it's the same thing) is formed by combining the verb "to be" with the present participle: for instance, "I am working."* So:

- Present tense: *I work*.
- Present progressive/continuous tense: *I am working*.

In Spanish, the present progressive tense functions similarly:

- Present tense: *Trabajo*.
- Present progressive tense: *Estoy trabajando*.

Note that Spanish always uses *estoy* with the present progressive. We'll discuss that more in the section that follows.

*For more on the present progressive tense in English, see the entry on Advanced Verb Tenses in the Guide to Writing.

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11.6: En contexto- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive

Rosa y Patricia están en el vestíbulo del albergue juvenil *(youthhostel)*. Lee su conversación, y luego contesta las preguntas de análisis.

Rosa:	Hola, Patricia, ¿qué estás **leyendo**?
Patricia:	Es un guía de la ciudad. ¿Sabes dónde están las oficinas de información turística?
Rosa:	La verdad es que no sé dónde están. Sólo estoy **visitando** Oviedo y no conozco la ciudad bien.
Patricia:	Vamos a ver... el guía dice que las oficinas están en la Plaza de la Constitución. ¿Quieres venir conmigo?
Rosa:	Bueno, los otros de mi grupo están **durmiendo** una siesta pero yo no estoy cansada. ¿Qué hora es? Mi cita con Carlos en la Plaza del Fontán es a las tres y media.
Patricia:	Son las dos ahora, y la Plaza del Fontán está cerca de la Plaza de la Constitución, mira el mapa. ¡La coincidencia es perfecta! Y mientras estamos **caminando** allí, puedes explicarme cómo conoces a este Carlos.
Rosa:	¡Ay, Patricia! Realmente sabes improvisar los planes.

Preguntas de análisis:

Actividad 11.6.A

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Preguntas de análisis:

1. Busca los verbos en el presente progresivo que aparecen en la conversación. (pista: hay 4)
2. ¿Cuáles son los infinitivos de estos verbos? ¿Cómo es diferente la conjugación de los verbos de -ar y los verbos de -er/-ir?

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11.7: Gramática- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive

The present progressive (or continuous) is a compound construction of two verbal forms that cannot be separated by any other word: the auxiliary verb + the gerund. The progressive may be used in different tenses by changing the conjugation of the verb *estar* (past, present or future) and leaving the gerund in its intact form. For now let's focus on the present progressive:

Subject Pronoun + *estar* (conjugated) + gerund



bajar = to go down

What's a gerund? In English, gerunds all end in *-ing*: *reading*, *dancing*, *singing*, etc. (For more on gerunds in English, see the entry on gerunds in the Guide to Writing.)

In Spanish, the ending of the gerund depends on the kind of verb:

- for -ar verbs: drop the "-ar" and add → -ando
- for -er and -ir verbs: drop the "-er" or "-ir" and add → -iendo
- Stem-changing -ir verbs (not -ar or -er verbs!) change their stem vowels as follows: o-u, e-i. Note: verbs that change from e-ie and e-i in the present tense both change e-i in the gerund form.
- The gerund of the verb *ir* is irregular: *yendo*.



sigan = *keep, continue* (plural imperative of "seguir"); subir = *to go up*

Ejemplos:

- -ar verb:
  - Tom**ar** → tom**ando** (*taking*)
  - Cant**ar** → cant**ando** (*singing*)
  - Comenz**ar** → comenz**ando** (*starting*) **¡OJO!** Though this has a stem-change in the present it's an -ar verb so its gerund is regular.
- -er verbs:
  - Beb**er** → beb**iendo** (*drinking*)
  - Volv**er** → volv**iendo** (*returning*)
  - **¡OJO!** Though "volver" has a stem-change in the present, it's an -er verb so its gerund is regular.
- -ir verb:
  - Escrib**ir** → escrib**iendo** (*writing*)
- stem-changing -ir verbs:
  - Dorm**ir** → d**u**rm**iendo** (*sleeping*)
  - Prefer**ir** → pref**i**r**iendo** (*preferring*)
  - Serv**ir** → s**i**rv**iendo** (*serving*)

	singular	**plural**
1ª	estoy escribiendo	estamos escribiendo
2ª	estás escribiendo	estáis escribiendo
3ª	está escribiendo	están escribiendo

Note: To form a negative sentence in the present progressive, place the *no* in front of the form of *estar*:

- No estoy escribiendo *(I am not writing*).

Remember that the present progressive is used to express an action in progress at the moment of expression. Note the differences in meaning:

- Estudio español. *(I study Spanish/I am studying Spanish.* a general description of the situation over a period of time: you are taking Spanish as part of your studies this semester.)
- Estoy estudiando español. (*I am studying Spanish.* an action in progress right now: you have your book out or a site open and you are actively studying a lesson or preparing right now.)

Note also: Although in English, the present progressive tense can refer to events in the future ("We are going to the movies tonight"), in Spanish the present progressive always refers to ongoing action. For future actions, Spanish uses the present tense or the future tenses.

- Vamos al cine este fin de semana. (*We're going to the movies this weekend.*)

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11.8: Ejercicios- El presente progresivo

Objetivos

- Recognize correct forms of the present progressive
- Distinguish present progressive from present tense in spoken statements

A. El presente progresivo

Actividad 11.8.A

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B. El presente progresivo

Actividad 11.8.B

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C. El presente y el presente progresivo

Actividad 11.8.C

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A. El presente progresivo

1. Juan ____ en la biblioteca.
   - estar estudiando
   - estudiando
   - están estudiando
   - está estudiando
2. Estamos en un bar porque ____ el cumpleaños de un amigo.
   - está celebrando
   - celebrando
   - estar celebrando
   - estamos celebrando
3. Mi madre ____ mi comida favorita.
   - estás cocinando
   - estar cocinando
   - está cocinando
   - cocinando
4. Mi novio ____ al béisbol en el parque.
   - estás jugando
   - está jugando
   - jugando
   - estar jugando
5. Yo ____ al restaurante para encontrar a mis amigos.
   - están llegando
   - llegando
   - estoy llegando
   - estar llegando
6. El equipo ____ el fútbol en el estadio.
   - está practicando
   - están practicando
   - estar practicando
   - practicando
7. Él está en muy buena forma. Él ____ pesas en el gimnasio.
   - estar levantando
   - levantando
   - están levantando
   - está levantando
8. Los amigos ____ un café en el bar.
   - tomando
   - está tomando
   - estar tomando
   - están tomando
9. Yo ____ clases en la universidad.
   - está tomando
   - estar tomando
   - tomando
   - estoy tomando
10. Las mujeres ____ en la mesa.
    - está charlando
    - están charlando
    - estar charlando
    - charlando
11. Nosotros ____ por teléfono.
    - estamos hablando
    - hablando

    - estáis hablando
    - estar hablando
12. María _____ una carta en su casa.
    - escribiendo
    - estar escribiendo
    - estás escribiendo
    - está escribiendo

B. El presente progresivo

1. Vosotros _____ _____ en el paseo. (caminar)
2. Pablo _____ _____ sus deberes. (hacer)
3. Juan y Carlos _____ _____ con su profesor en la universidad. (hablar)
4. Nosotros _____ _____ experimentos en el laboratorio. (hacer)
5. Vosotros _____ _____ en un bar. (tapear)
6. Yo _____ _____ un examen en la clase de español. (tomar)
7. Tú _____ _____ una carta a tu madre. (escribir)
8. La familia _____ _____ a las montañas. (viajar)

C. El presente y el presente progresivo

1. El avión está llegando al aeropuerto.
    - Presente progresivo
    - Tiempo presente
2. La señora está depositando dinero en el banco.
    - Presente progresivo
    - Tiempo presente
3. Los amigos toman una copa de vino en el bar.
    - Presente progresivo
    - Tiempo presente
4. Las parejas están saliendo del café ahora.
    - Presente progresivo
    - Tiempo presente
5. Yo quiero vivir en esta calle.
    - Presente progresivo
    - Tiempo presente
6. Esa familia está escogiendo su nueva casa.
    - Presente progresivo
    - Tiempo presente
7. Están construyendo un nuevo centro comercial en esa calle.
    - Presente progresivo
    - Tiempo presente
8. El barrio de la universidad está al norte del aeropuerto.
    - Presente progresivo
    - Tiempo presente

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11.9: Introduction to ¿Conoces la ciudad?

By now, you know quite a bit of Spanish. Do you know any native Spanish speakers? Knowing things in Spanish can be a bit tricky, since there are two ways to say “to know”: *saber* and *conocer*. Do you know the difference? Read on to find out.

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11.10: En contexto- Saber y conocer

Objetivos

- Recognize the appropriate uses of the verbs saber and conocer

Rosa y Patricia están en el vestíbulo del albergue juvenil *(youthhostel)*. Lee su conversación, y luego contesta las preguntas de análisis.

Rosa:	Hola, Patricia, ¿qué estás leyendo?
Patricia:	Es un guía de la ciudad. ¿Sabes dónde están las oficinas de información turística?
Rosa:	La verdad es que no sé dónde están. Sólo estoy visitando Oviedo y no conozco la ciudad bien.
Patricia:	Vamos a ver... el guía dice que las oficinas están en la Plaza de la Constitución. ¿Quieres venir conmigo?
Rosa:	Bueno, los otros de mi grupo están durmiendo una siesta pero yo no estoy cansada. ¿Qué hora es? Mi cita con Carlos en la Plaza del Fontán es a las tres y media.
Patricia:	Son las dos ahora, y la Plaza del Fontán está cerca de la Plaza de la Constitución, mira el mapa. ¡La coincidencia es perfecta! Y mientras estamos caminando allí, puedes explicarme cómo conoces a este Carlos.
Rosa:	¡Ay, Patricia! Realmente sabes improvisar los planes.

Preguntas de análisis:

Actividad 11.10.A

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Actividad 11.10.B

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Preguntas de análisis:

1. Busca los usos de “saber” y “conocer” en la conversación. ¿Cuáles formas son? ¿Es su conjugación completamente regular en el tiempo presente?
2. Mirando el contexto arriba, decide cuál verbo (“saber” o “conocer”) usamos para hablar de lugares o personas que son

familiares. ¿Cuál verbo (“saber” o “conocer”) usamos para información y abilidades?

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11.11: Gramática- Saber y conocer

Objetivos

- Recognize the appropriate uses of the verbs saber and conocer

There are two verbs in Spanish that translate “to know” in English, similar to what you have observed with the English verb “to be”. The two ways of knowing in Spanish are *saber* and *conocer*.

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Audio

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Saber Irregular in the first person singular, regular in all other forms in the present tense..	**Conocer** Irregular in the first person singular, regular in all other forms in the present tense.
sé	conozco
sabes	conoces
sabe	conoce
sabemos	conocemos
sabéis	conocéis
saben	conocen

The distinction is not so difficult to remember:

Saber → to know a skill / how to do something, to be aware of some information, to have knowledge about some topic.

Conocer → to know a person, to be familiar with who they are because of a previous physical encounter. Also to know a place because you have been there.

Ejemplos:

Saber
Yo sé las tablas de multiplicación. (*I know the times tables.*)

Audio

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Tú sabes hablar un poco de español. (*You know how to speak a bit of Spanish.*)

Audio

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Nosotros sabemos a qué hora es el partido de fútbol. (*We know what time the soccer game is.*)

Audio

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Ellos saben jugar dominó. (*They know how to play dominoes.*)

Conocer

Audio

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Yo conozco a la presidenta de la universidad personalmente. (*I know the president of the university.*—personally, we've met)

Audio

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¿Tú conoces la ciudad de Nueva York? (*Do you know / are you familiar with the city of New York?*)

Saber y Conocer

Audio

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Ellos conocen un lugar donde las personas que saben jugar dominó van los domingos. (*They know / are familiar with a place where the people who know how to play dominoes go on Sundays.*)

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11.12: Ejercicios- Saber y conocer

Objetivos

- Recognize the appropriate uses of the verbs saber and conocer

A. Saber y conocer

Actividad 11.12.A

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B. Saber y conocer

Actividad 11.12.B

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A. Saber y conocer

1. ¿_____ a mi amigo Juan?
   - sabes
   - conoces
   - conozco
   - sé
2. Mi padre _____ pescar.
   - conocen
   - sé
   - conoce
   - sabe
3. ¿Juanita _____ dibujar?
   - conocen
   - conoce
   - saben

- sabe

4. Yo ____ a Silvia.
   - sé
   - conoce
   - sabe
   - conozco
5. Ellos ____ París.
   - saben
   - conoce
   - conocen
   - sé
6. ¿_____ quién es él?
   - conoces
   - conoce
   - sabes
   - sabe
7. Vosotros no ____ nadar.
   - conocemos
   - sabemos
   - sabéis
   - conocéis
8. Yo ____ la respuesta.
   - conozco
   - sé
   - sabe
   - conoce
9. Ellos ____ a la profesora.
   - sabe
   - conocen
   - saben
   - conoce
10. Nosotros ____ hablar español.
    - sabemos
    - sabe
    - conoce
    - conocemos
11. ¿Quién ____ a Lidia?
    - sabe
    - conoce
    - conozco
    - sé
12. Tomás ____ tocar el piano.
    - sabemos
    - sabe
    - conocemos
    - conoce

B. Saber y conocer

1. Juan está en muy buena forma. Él _____ levantar pesas.
2. ¿_____ ellos al vecino nuevo?
3. Mi padre _____ cocinar.
4. Me gustaría _____ a mucha gente.
5. Quiero _____ quién es la profesora de matemáticas.
6. ¿_____ la nueva película con Antonio Banderas?
7. ¿_____ a qué hora llega el avión?
8. ¿A quién _____ la madre de Elena?

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11.13: Introduction to ¿Dónde estás? ¿De dónde eres?

In this chapter you're learning a special use of "estar" in the present progressive tense; that means it's time to finish our comparison of "ser" and "estar".

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11.14: En contexto- Ser y Estar II

Objetivos

- Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

Rosa y Patricia están en el vestíbulo del albergue juvenil *(youthhostel)*. Lee su conversación, y luego contesta las preguntas de análisis.

Rosa:	Hola, Patricia, ¿qué estás leyendo?
Patricia:	Es un guía de la ciudad. ¿Sabes dónde están las oficinas de información turística?
Rosa:	La verdad es que no sé dónde están. Sólo estoy visitando Oviedo y no conozco la ciudad bien.
Patricia:	Vamos a ver... el guía dice que las oficinas están en la Plaza de la Constitución. ¿Quieres venir conmigo?
Rosa:	Bueno, los otros de mi grupo están durmiendo una siesta pero yo no estoy cansada. ¿Qué hora es? Mi cita con Carlos en la Plaza del Fontán es a las tres y media.
Patricia:	Son las dos ahora, y la Plaza del Fontán está cerca de la Plaza de la Constitución, mira el mapa. ¡La coincidencia es perfecta! Y mientras estamos caminando allí, puedes explicarme cómo conoces a este Carlos.
Rosa:	¡Ay, Patricia! Realmente sabes improvisar los planes.

Preguntas de análisis:

Actividad 11.14.A

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Text only version of questions

Preguntas de análisis:

1. Busca las veces donde aparecen formas de “estar” y “ser” en la conversación, y según su contexto decide cuál categoría corresponde:
   ° característica esencial o permanente
   ° condición temporaria
   ° decir la hora
   ° definición o identificación
   ° locación
   ° presente progresivo

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11.15: Gramática- Ser y Estar II

Objetivos

- Distinguish *ser* and *estar* in their unique uses (time, definition, origin, location, present progressive)
- Review the contrasting use of *ser* and *estar* with adjectives

In a previous section you studied the difference in usage and meaning between *ser* and *estar* when followed by adjectives:

- ¿Cómo es él? Es aburrido. (*What's he like? He's boring.*)
- ¿Cómo está él? Está aburrido. (*How's he doing? He's bored.*)

Now let's further review and contrast *ser* and *estar* by also remembering the ways we can use them that are unique to each one:

SER

1. definitions and identifications (ser + noun)
2. origins and materials (ser + de + noun)
3. telling time (son las # / es la #)
4. essential characteristics (ser + adjective)

ESTAR

1. location (estar + [preposition of place] + noun)
2. present progressive tense (estar + gerund)
3. conditions and emotions (estar + adjective)

Ejemplos:

- ¿Qué es eso? Es un pastel de chocolate. (*What is that? It's a chocolate cake.*—identification, material)
- ¿De dónde es tu profesora? Ella es de Venezuela. (*Where is your professor from? She is from Venezuela.*—origin)
- ¿Qué hora es en España? Son las nueve y media de la noche, unas seis horas antes de los Estados Unidos. (*What time is it in Spain? It's 9:30 pm, some six hours ahead of the US.*—telling time)
- ¿Dónde está mi diccionario? Es importante para la clase de español. (*Where is my dictionary? It's important for Spanish class.*—location, essential characteristic)
- ¿Dónde está Juanito? Ya son las ocho y estoy preocupada. (*Where's Johnny? It's eight o'clock already and I'm worried.*—location, telling time, condition/emotion)
- Está entrando en casa ahora, y está avergonzado por preocuparte. (*He's coming in the house now, and he's embarrassed for having worried you.*—present progressive, condition/emotion)

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11.16: Ejercicios- Ser y Estar II

Objetivos

- Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

A. Ser y Estar II

Actividad 11.16.A

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B. Ser y Estar II

Actividad 11.16.B

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Text only

A. Ser y Estar II

1. Paco y Julieta son novios.
   - Ellos están enamorados
   - Ellos estar enamorados
   - Ellos son enamorados
   - Ellos ser enamorados
2. José y Carolina trabajan en una escuela. Enseñan a leer a los niños.
   - José y Carolina están maestros
   - José y Carolina ser maestros
   - José y Carolina estar maestros
   - José y Carolina son maestros
3. Mi equipo favorito de fútbol americano ganó el partido ayer.
   - Yo soy feliz
   - Yo estoy feliz
   - Yo estar feliz

   - Yo ser feliz
4. La niña llora porque perdió su muñeca.
   - Ella está triste
   - Ella ser triste
   - Ella es triste
   - Ella estar triste
5. Yo camino todo el día en el zoológico.
   - Yo estar cansada
   - Yo estoy cansada
   - Yo ser cansada
   - Yo soy cansada
6. Los niños ven elefantes en el zoológico.
   - Los elefantes están grandes
   - Los elefantes son grandes
   - Los elefantes ser grandes
   - Los elefantes estar grandes
7. No duermo mucho, entonces ...
   - yo soy cansado
   - yo ser cansado
   - yo estoy cansado
   - yo estar cansado
8. Laura tiene pelo castaño y ojos color café.
   - Ella está muy bonita
   - Ella ser muy bonita
   - Ella estar muy bonita
   - Ella es muy bonita
9. Nosotros vamos a la biblioteca.
   - La biblioteca está cerrada
   - La biblioteca es cerrada
   - La biblioteca estar cerrada
   - La biblioteca ser cerrada
10. Pablo y Juan vienen de Alemania.
   - Ellos estar alemanes
   - Ellos son alemanes
   - Ellos ser alemanes
   - Ellos están alemanes
11. Mi mejor amiga tiene pelo negro y ojos color café.
   - Ella está morena
   - Ella es morena
   - Ella ser morena
   - Ella estar morena
12. Los alumnos estudian mucho porque saben que ____ importante.
   - es
   - está
   - están
   - son

B. Ser y Estar II

1. Yo trabajo en el supermercado. _____ en la esquina izquierda de la Calle Bretón.
2. Yo quiero mucho a mi novia. Nosotros _____ enamorados.
3. Hace mucho calor hoy. Nosotros queremos _____ en el mar.
4. A mi hermano le gusta enseñar. Él _____ profesor.
5. Las mujeres _____ tomando una copa en el bar.
6. La amiga de Pablo _____ de Francia.
7. New York _____ muy lejos de San Francisco.
8. Roberto no sabía nada de la fiesta. Él _____ sorprendido.

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11.17: Putting It Together- ¿Traigo un mapa?

Click on each link below for a review summary to help you complete the assignments and prepare for the quiz to demonstrate your mastery of the objectives.

Vocabulario: Navegando la ciudad

Lugares en la comunidad (places in the community)

- el aeropuerto (airport)

- el banco (bank)

- el bar (bar, pub)

- el barrio (neighborhood)

- el café (cafe, coffee shop)

- la calle (street)

- la casa (house)

- el centro comercial (mall, shopping center)

- el cine (cinema, movie theater)

- la ciudad (city)

- el club (club)

- el correo (post office)

- la discoteca (disco, dance hall)

- el edificio (building)

- la escuela (school)

- la estación de metro (subway station)

- la farmacia (pharmacy, drug store)

- el hospital (hospital)

- el hotel (hotel)

- la iglesia (church)

- el mercado (market)

- el museo (museum)

- el negocio (business)

- la parada de autobús (bus stop)

- el parque (park)

- la piscina (pool)

- la plaza (plaza, city square)

- el restaurante (restaurant)

- el supermercado (supermarket)

- el teatro (theater)

- la tienda (store, shop)

- el zoológico (zoo)

Present progressive

Present progressive:

Subject Pronoun + *estar* (conjugated) + gerund

In Spanish, the ending of the gerund depends on the kind of verb:

- for -ar verbs: drop the "-ar" and add → -ando

- for -er and -ir verbs: drop the "-er" or "-ir" and add → -iendo

- Stem-changing -ir verbs (not -ar or -er verbs!) change their stem vowels as follows: o-u, e-i. Note: verbs that change from e-ie and e-i in the present tense both change e-i in the gerund form.

- The gerund of the verb *ir* is irregular: *yendo*.

Saber & conocer (to know)

Saber	**Conocer**
Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online	Audio *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.* View this Audio online
Irregular in the first person singular, regular in all other forms in the present tense..	Irregular in the first person singular, regular in all other forms in the present tense.
sé	conozco
sabes	conoces
sabe	conoce
sabemos	conocemos
sabéis	conocéis
saben	conocen

Saber → to know a skill / how to do something, to be aware of some information, to have knowledge about some

topic.

Conocer → to know a person, to be familiar with who they are because of a previous physical encounter. Also to know a place because you have been there.

Ser & estar

Ser

- definitions and identifications (ser + noun)

- origins and materials (ser + de + noun)

- telling time (son las # / es la #)

- essential characteristics (ser + adjective)

Estar

- location (estar + [preposition of place] + noun)

- present progressive tense (estar + gerund)

- conditions and emotions (estar + adjective)

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11.18: Discussion- ¿Adónde van?

Purpose: You will practice your listening skills by watching a Spanish instructor give her answers to several prompts about where people go in certain situations and by voice captioning the responses of your peers. You will practice your speaking skills by recording a video of your own in which you answer some of the same prompts with different ideas for where people go in certain situations.

Task: This activity has four parts:

1. Watch the video of the Spanish instructor responding to the prompts
2. Record a video response to five of the prompts
3. Interact with two peers by voice captioning two of their sentences
4. "Fact check" the voice captions of your peers on your original video post

Paso 1. Watch the following video as the instructor models her responses to the prompts that are listed below. You will then choose five of the prompts that you want to respond to. Prepare your answers to the prompts, and make sure that you have come up with a unique idea of where people go in certain situations; only one of your "locations" where people are may be the same as what the Spanish instructor said in the video. Don't forget to follow the format *Cuando* + prompt + *ir* + *a* + location

YouTube Video

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View this YouTube Video online

Your sentences should follow this format: *Cuando* + prompt + *ir* + *a* + location. Here is an example from Prompt 1:

Prompt: Tú estás enfermo/a.

Response: Cuando estás enfermo/a, vas al café para comprar una infusión de manzanilla.

1. Tú estás enfermo/a.
2. Una persona necesita depositar dinero.
3. Los estudiantes necesitan estudiar la historia.
4. Nosotros deseamos jugar al aire libre.
5. Yo no tengo comida en mi casa.
6. Los políticos tienen que hacer un discurso público.
7. Hay una película nueva con mi actor favorito.
8. Es verano y tenemos mucho calor.
9. Una persona vive en un lado de la ciudad y su trabajo está en el otro lado.
10. Nosotros viajamos de EEUU a España.

Paso 2. Record your video response to the five prompts you chose to answer in a single video file (if you make mistakes, it is okay and expected; start over from the beginning of the sentence and keep recording) and post it to the discussion board. Note that you are posting your answers to the prompts, not reading the prompt itself.

Paso 3. Watch the video responses of two peers. You will choose two of their five sentences to voice caption. This means you will listen to what they say in Spanish and write down what you hear in Spanish. Listen for the format to help guide you in your captioning: Cuando + prompt + ir + a + location.

Paso 4. You will verify the voice captions your peers posted for you. Read what they wrote and check it against the answer you prepared and recorded. If they got it perfect, let them know in a written comment in English. If they made a couple of errors,

clarify what you said to them by writing a comment. Be sure to thank your peers for working with you.

Criteria: The components of this activity add up to 100%.

Pasos 1 & 2. 30% of the grade for this activity will be earned by responding to five prompts in Spanish in a video file and posting this file to the discussion board.

Paso 3. 40% of the grade for this activity will be earned from voice captioning in Spanish two of the responses two of your peers made.

Paso 4. 30% of the grade for this activity will be earned from verifying the voice captions your peers made of your recording. Be sure to tell them if they are correct or if they misunderstood; give specific details in your response about any differences between what they heard and what you said. Thank them for working with you.

Script

For this activity, we will be using the prompts that are listed in the “Task” portion of this assignment.

You can also see the written 10 prompts for this activity on my screen. I will answer each of the prompts to model this activity. You need to come up with your own responses to five of these prompts, and you may only have one response that is the same as mine. Pay careful attention to who the sentence is about, as the verb forms will need to correspond correctly with the subject.

Cuando estás enfermo/a, vas al café para comprar una infusión de manzanilla. Cuando una persona necesita depositar dinero, va al cajero automático. Cuando los estudiantes necesitan estudiar la historia, van a la casa de su amigo. Cuando deseamos jugar al aire libre, vamos a las montañas. Cuando no tengo comida en mi casa, voy a un restaurante para comer. Cuando los políticos tienen que hacer un discurso público, van al centro. Cuando hay una película nueva con mi actor favorito, voy al cine. Cuando es verano y tenemos mucho calor, vamos al río. Cuando una persona vive en un lado de la ciudad y su trabajo está en el otro lado de la ciudad, toma el tren para ir al otro lado de la ciudad. Cuando nosotros viajamos de los Estados Unidos a España, vamos al aeropuerto.

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11.19: Assignment- Collaborative Peer Activity- Conocer versus saber

Purpose: You will meet with a classmate in person, over Zoom, or via a phone call to practice using information in Spanish with a partner to talk about what you know, differentiating between *saber* and *conocer*, while using a PDF worksheet to guide you. The collaboration part of this activity will take approximately 30 minutes, so plan accordingly. You will each have access to the same information, but your answers will likely vary.

After you work with your partner through the information, you will independently write a *Reporte* based on your interaction with your peer.

Task: Download or print the following PDF. Take a moment to preview the activity before beginning, as Paso 1 can be done independently. Instructions are broken down step by step for each of you as you work together to learn about your partner's knowledge and experiences.

PDF download: Conocer vs. saber

After you complete the activity with your partner, you will write a *Reporte* based on your collaborative experience. Your Reporte needs to address the following points in paragraph form in Spanish:

1. ¿Cómo se llama tu compañero(a)?
2. ¿Qué cosas sabe hacer tu compañero(a)?
3. ¿Qué cosas no sabe hacer tu compañero(a)?
4. ¿A quién conoce tu compañero(a)?
5. ¿A quién no conoce tu compañero(a)?
6. You will need to provide proof of your interaction with your partner to your instructor. Please upload a photo or screenshot of your portion of the completed PDF activity so that your instructor can see the work you did.

Criteria: 40% of the grade for this activity comes from your *Reporte* addressing questions 1-5 on the previous Task portion above. The other 60% of the grade will come from point 6, the "proof" you submit to your instructor through a photo or screenshot of your portion of the completed activity. If you are unsure about how your instructor wants you to submit this assignment (i.e. upload a word processing file, upload media, etc.), please ask for clarification before beginning.

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12: RESOURCES- ACTIVIDADES

12.1: Actividades- ¡Hola! ¿Cómo te llamas?
12.2: Actividades- ¿Eres estudiante?
12.3: Actividades- ¿Qué clases tomas?
12.4: Actividades- ¿Tienes prisa?
12.5: Actividades- ¿Quiénes son los miembros de una familia?
12.6: Actividades- ¿Necesito un suéter?
12.7: Actividades- ¿Dónde están mis llaves?
12.8: Actividades- ¿Cómo pasas tu tiempo libre?
12.9: Actividades- ¿Estás triste? ¿Por qué?
12.10: Actividades- ¿Cuál es tu comida favorita?
12.11: Actividades- ¿Traigo un mapa?

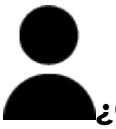
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12.1: Actividades- ¡Hola! ¿Cómo te llamas?

(Note: The activities on this page are designed to promote active communication in Spanish. In an online course, your instructor may ask you to complete the activities using a separate tool, such as video/voice recording or web-conferencing software. Even if the activities are not assigned as coursework, they can be used for individual practice and review.)

- Actividades 1.1: ¡Bienvenidos a la clase!
- Actividades 1.2: En el salón de clases y los números
- Actividades 1.3: Género y número de sustantivos
- Actividades 1.4: Artículos indefinidos y definidos / Hay

Actividades 1.1: ¡Bienvenidos a la clase!

A.  ¿Qué saludo usas?

Give the appropriate greeting depending on the time of the day. **¡OJO!** This exercise uses the 24 hour time. To convert from 24 hour time to 12 hour, just subtract 12 from the hours 13 and up. (Por ejemplo: 15:37 = 3:37 p.m.)

Modelo:



17:00*

Estudiante: “¡Buenas Tardes!”



15:37



00:10



08:05



15:05



12:35



06:43



23:55



18:42



07:20



02:45

B. Preguntas

Respond to the following questions.

1. ¿Cómo te llamas?
2. ¿Qué tal?
3. ¿De dónde eres?
4. ¿Cómo estás?

C.  Nombres

With a partner, spell the following names out loud. One person spells and the other listens and corrects the pronunciation. Be sure to pronounce the tildes (*accents*).

Modelo: Madison
Estudiante 1: Madison M (eMe) A (a) D (De) I (i) S (eSe) O (o) N (eNe)
Estudiante 2: ¡Muy bien!

Estudiante 1:

1. Miguel
2. Roberto
3. José María
4. Ladislao
5. Tomás

Estudiante 2:

1. Gustavo
2. Alejandra
3. Maritza
4. Xiomara
5. Hilda

D. 

Ask five students in the class for their first name (nombre) and last names (apellidos). Be sure to spell out your name.

Modelo:
Estudiante 1: ¿Cómo te llamas?
Estudiante 2: Me llamo Alejandra. ¿Y tú? Estudiante 1: Me llamo Maria Cristina. ¿Cuál es tu apellido y cómo se escribe?
Estudiante 2: Es Escudero. e-ese-ce-u-de-e-ere-o. ¿Y tu apellido?
Estudiante 1: Es Montoya. eme-o-ene-te-o-ye-a

F.  Bingo

Circulate among your classmates and try to find people who fit the following descriptions. How would you find out this information? What questions would you ask? (Consider: if you ask "where are you from," you'll find out if they're from nearby or far away. If you ask the classmate for their name, you'll know if it's a long or short name. And so on)

_____ es de muy lejos (is from far away).	_____ es de cerca (is from nearby).	_____ es de otro estado (another state).

_____ tiene un nombre muy largo (has a very long name)		_____ tiene un nombre comenzando con J (has a name starting with J)
_____ está bien.	_____ está regular o mal.	_____ es un nombre de una sílaba (one syllable).

Download the Bingo card

E. Situaciones

Person A: You are a young person meeting Person B, an older person. You keep using the informal forms, which seems to annoy Person B.	Person B: You are an older person meeting Person A, a younger person. Person A keeps using the informal forms, which annoys you.
Person A: You are two professionals introducing yourselves in a loud room. You can't seem to hear the name of Person B. Person B has to spell it a few times, since you keep misunderstanding the letters.	Person B: You are two professionals introducing yourselves in a loud room. Person can't seem to hear your name. You have to spell it a few times, since Person A keeps misunderstanding the letters.
Person A You and Person B are both students. You meet and say hello. You are having a great day, but Person B is having a terrible day. You are extremely cheery.	Person B You and Person A are both students. You meet and say hello. You are having a terrible day, but Person A seems to be having a great day. Person A's cheerfulness gets on your nerves, and you leave in disgust.
Person A You are a student. You want to know if Person B is Professor Rivera. Person B is indeed Professor Rivera, but seems very busy. When Professor Rivera says "see you tomorrow!" you are confused, since there's no class tomorrow.	Person B You are Professor Rivera. Person A, a student, wants to know if you are Professor Rivera. You're too busy to talk right now, so you listen distractedly, then say "see you tomorrow!" and rush off.
Person A At the office: You meet a new co-worker, Partner B. You're pretty sure that Partner B is "Lobo", an old friend from college. You greet Lobo enthusiastically.	Person B At the office: You meet a new co-worker, Partner A. Partner A seems convinced that you're "Lobo," an old friend of theirs. You are definitely not "Lobo."
Download PDF	

Actividades 1.2: En el salón de clases y los números

A. Números 0-31

Write the numbers your instructor will read out loud. Make sure to write them in letters as well as in numerical form.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B.  ¿Cómo se escribe?

Spell the vocabulary of the classroom out loud (with or without a partner).

Modelo:
Estudiante 1: ¿Cómo se escribe mochila?
Estudiante 2: Eme – o – ce – hache – i – ele – a

C.  Preguntas con números

Answer the following questions with the numbers you have learned.

Modelo: ¿Cuántos años tienes? (*How old are you?*)
Estudiante 1: ¿Cuántos años tienes?
Estudiante 2: Veinte ¿Y tú?
Estudiante 1: Veintidós

1. ¿Cuántos años tienes?
2. ¿Cuántos libros tienes?
3. ¿Cuántos lápices tienes?
4. ¿Cuántos papeles tienes?
5. ¿Cuántos teléfonos tienes?
6. ¿Cuántos cuadernos tienes?
7. ¿Cuántos relojes tienes?
8. ¿Cuántos profesores tienes?
9. ¿Cuántas clases tienes?
10. ¿Cuántas carpetas tienes?

Actividades 1.3: Género y número de sustantivos

A.  Singular a plural.

Change the nouns from singular to plural. Notice if the noun is masculine or feminine.

Modelo: el cuaderno = los cuadernos; la luz = las luces

1. La universidad ..... plural: _____
2. El papel ..... plural: _____
3. La bandera ..... plural: _____

4. El mapa ..... plural: _____
5. La chica ..... plural: _____
6. El pupitre ..... plural: _____
7. La mochila ..... plural: _____
8. La pared..... plural: _____
9. La mano ..... plural: _____
10. El chico ..... plural: _____

Actividades 1.4: Artículos indefinidos y definidos / Hay

A. ¿Hay o no hay?

Look at the photo and say whether the item(s) mentioned is/are there.



Modelo: pizarras
Estudiante 1: ¿Hay pizarras?
Estudiante 2: Sí, hay tres pizarras. / Sí, hay pizarras. / No, no hay pizarras.

B. / ¿Qué hay?

Take turns with a partner asking and answering the following questions about what is in your classroom or the space where you work.

Modelo:¿Hay mesas?
Estudiante 1: ¿Hay mesas?
Estudiante 2: Sí, hay una mesa / Sí, hay mesas / No, no hay mesas.

1. ¿Hay sillas?
2. ¿Hay computadoras?
3. ¿Hay puertas?
4. ¿Hay pupitres?

5. ¿Hay ventanas?
6. ¿Hay mapas?
7. ¿Hay banderas?
8. ¿Hay mesas?

C.1. ¿Qué hay en la clase?

Take turns with a partner asking and answering questions about what is in the classroom below.

Modelo:

- Estudiante 2: ¿Hay sillas?
- Estudiante 1: Sí, hay sillas
- Estudiante 2: ¿Cuántas sillas hay?
- Estudiante 1: Hay veinticinco sillas.

Estudiante 1



Estudiante 2



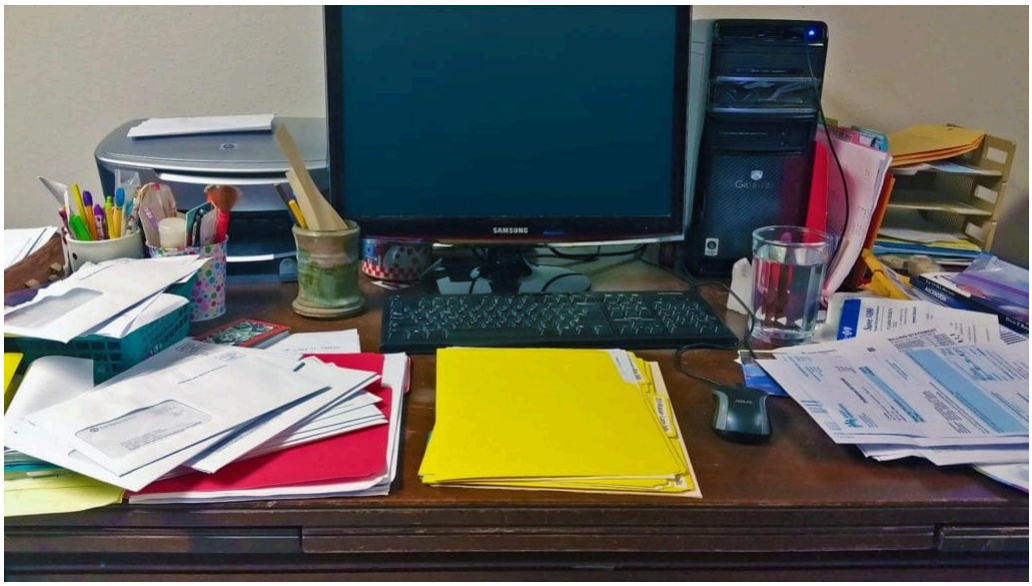
C.2. ¿Qué hay en tu oficina?

You and your partner are now teachers and below is a picture of your office and your partner's office. Take turns asking each other questions about the other person's office.

Modelo:

- Estudiante 1: ¿Hay mapas?
- Estudiante 2: Sí, hay mapas / No, no hay mapas.

Estudiante 1



Estudiante 2



Download PDF of this activity

D.  ¿Cuántas personas?

Say how many of the following kinds of people you see in the photographs.

- profesor
- maestro
- hombre (*men*) o mujer (*women*)
- estudiante
- niño (*child*)
- ¿y en tu propia (*your own*) clase?

Modelo:
Estudiante 1: ¿Cuántos estudiantes hay en la foto 1?
Estudiante 2: Hay un estudiante.

1.



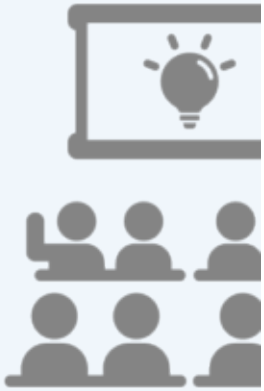
2.



3.



4.



Tu propia clase (Your c

Download PDF of this activity

E. / ¿Qué necesitamos?

Paso 1: It's a month before school starts and you and your partner are co-teachers in an elementary school. You must compare your inventory of what you both have (¿Hay suficientes _____ (*Are there enough*)?) and decide how many more you need to buy, given that there will be 25 students in the class.

Modelo: Pupitre – 26

Estudiante 1: ¿Hay suficientes pupitres?
Estudiante 2: Si, hay veintiséis pupitres. / No, necesitamos cinco más.



Inventario de estudiante 1:

1. Papel – 20
2. Libro – 21
3. Cuaderno – 9
4. Lápiz – 13
5. Bolígrafo – 2
6. Diccionario inglés/inglés – 1
7. Mapa de México – 0

Inventario de Estudiante 2:

1. Computadora – 0
2. Calculadora – 0
3. Pizarra – 2
4. Tiza – 0
5. Basura – 0
6. Mapa del mundo – 1
7. Diccionario inglés/español – 0

Paso 2: Inventario de nuestra (*our*) clase. Now do your own inventory of your own classroom; compare yours with a classmate's: whose list is more complete? Did you count up the same number of each item? **¡OJO!** Be sure to spell out the numbers.

Download PDF of this activity

F. Conferencia de biología

You and your partner are planning an international biology conference. It's time to figure out where all the presentations will be held. Each of you has corresponded with half of the presenters, and has been given half of the information about rooms at the conference center.

Instructions:

1. Fill in the "Notas" table by checking off the items each of your presenters needs, as articulated in their email to you (in your inbox: "Recibidos"). Even if you don't understand all the words in the email, try to figure out what the presenter is asking for.
2. Tell your partner which equipment your first presenter needs, as well as the number of chairs the room should have. Your partner will check their list of available rooms and decide which one would be best for that presenter.

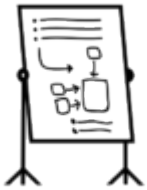
3. Now your partner explains what their first presenter needs. Check your list of available rooms (“Tabla de capacidad”) to find the right room, and write the presenter’s name in the column to the right. They may need to spell out the name!
4. Repeat for all presenters.

See below your half of the information (or download the pdf).

Estudiante 1: Recibidos (inbox)

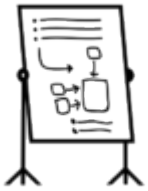
	Dra. Alma Mar maralma@unam.mx para mí ▼ ¡Gracias por su mensaje! El título de mi presentación es “A las plantas les gusta la música heavy metal?” Necesito una computadora con altavoces (speakers) para reproducir ejemplos musicales. La audiencia será muy pequeña (un máximo de seis personas).
	Dra. Denisse Núñez dnunez@una.py para mí ▼ ¡Gracias! Me siento honrada por asistir a la reunión. Mi presentación es sobre la calculación de la probabilidad de la vida inteligente en nuestro sistema solar. Solamente necesito una pizarra para mis ecuaciones. Me gustaría una mesa para impulsar una discusión. Espero 10-12 personas en la audiencia.
	Julia Duckworth-Clarke mega@uq.edu.au para mí ▼ Presento el proyecto MEGA que cría tiburones gigantes para proteger los arrecifes de coral de los buzos (from scuba divers). Espero 9-12 personas en la audiencia. Necesito un mapa del mundo. Necesito un salón sin ventanas. No fotos por favor.
	Chet Frank chet@ecowow.biz para mí ▼ Mi presentación (la que presento al Foro Económico Mundial en Davos) se llama “Yes, We Can Buy Our Way Out of Climate Change!” (“¡Sí, podemos comprar una solución al cambio climático!”) Necesito un micrófono y un proyector. Tengo mi propia computadora. Puede esperar un grupo grande (30 y más) ya que soy orador popular.
	Prof. Dr. Dr. Helmut von Torkle torkle@uni-freiburg.de para mí ▼ Mi presentación se llama “Courtship Rituals of the Sea Slug” (“Rituales de cortejo de la babosa de mar”). Tengo una presentación de Powerpoint con muchas fotos y tablas fascinantes (necesito un proyector). Mi presentación es muy difícil así que espero una audiencia muy pequeña (3-5 personas). Además normalmente mis presentaciones llevan mucho tiempo así que necesito un reloj para mantenerme puntual para no pasarme de tiempo.

Estudiante 1: Notas

				
Alma Mar				
Denisse Núñez				
Julia Duckworth-Clarke				
Chet Frank				
Helmut von Torkle				

Modelo: Alma Mar **necesita** (needs) una computadora y sillas para seis personas.

Estudiante 1: Tabla de capacidad

Sala de reuniones				

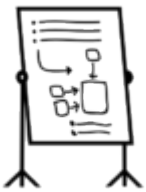
Sala 11	✘ no	✘ no	✘ no	✓ sí
Sala 12	✘ no	✓ sí	✘ no	✘ no
Sala 14	✘ no	✓ sí	✓ sí	✘ no
Sala 16	✓ sí	✓ sí	✘ no	✘ no
Sala 18	✓ sí	✓ sí	✘ no	✓ sí

Modelo: En la sala 11 hay una computadora y un proyector. Hay doce sillas.

Estudiante 2: Recibidos (inbox)

	Dr. Noah de la Rosa noahrosa@uasd.edu.do para mí ▾ Presento mi trabajo sobre los hámsters siberianos en peligro de extinción. Necesito una computadora y un proyector. Espero 10-12 personas.
	Dr. Fen Guo guo@tsinghua.edu.cn para mí ▾ ¡Gracias por su correo electrónico! Mi presentación se llama “Enzymes and Algorithms: Building a Better Cheese” (“Enzimas y Algoritmos: Crear un Queso Mejor”). Me gustaría una mesa bastante grande para 12 personas. También necesitamos una ventana que se puede abrir.
	Dr. Joaquín Pereira jp@ort.edu.uy para mí ▾ Me alegra mucho poder asistir a la reunión. Mi presentación es sobre las fuentes energéticas basadas en plancton. El grupo será grande (más de 30 personas). Necesito un micrófono y una pizarra blanca.
	Prof. Nadja Petrov nadjap@nsu.ru para mí ▾ Me siento honrada por estar a esta reunión. El título de mi presentación es: “Can Cats Tell Time?” (“Pueden los Gatos Decir la Hora?)” Espero una audiencia de 4-6 personas. Necesito una pizarra y un reloj para una demostración. Tengo mi propio puntero láser.
	Dra. Violeta Pérez-Huerta perezhuerta@uam.es para mí ▾ ¡Gracias por invitarme a la reunión! Mi clase se llama “Arañas Súper Genéticamente Modificadas: Son Monas (cute), ¿Pero Son Inocuas (safe)?” Necesito un salón sin ventanas. La audiencia será pequeña (menos de 6).

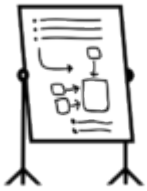
Estudiante 2: Notas

				
Noah de la Rosa		✓		

Fen Guo				
Joaquín Pereira				
Nadja Petrov				
Violeta Pérez-Huerta				

Modelo: Noah de la Rosa **necesita** (needs) una computadora, un proyector, y sillas para doce personas.

Estudiante 2: Tabla de capacidad

Sala de reuniones				
Sala 21	✘ no	✓ sí	✘ no	✘ no
Sala 22	✓ sí	✘ no	✘ no	✘ no

Sala 25	✘ no	✓ sí	✘ no	✓ sí
Sala 26	✘ no	✘ no	✓ sí	✘ no
Sala 27	✓ sí	✓ sí	✘ no	✓ sí

Modelo: En la sala 21 hay un proyector y un reloj. Hay seis sillas.

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12.2: Actividades- ¿Eres estudiante?

(Note: The activities on this page are designed to promote active communication in Spanish. In an online course, your instructor may ask you to complete the activities using a separate tool, such as video/voice recording or web-conferencing software. Even if the activities are not assigned as coursework, they can be used for individual practice and review.)

- Actividades: Días y meses
- Actividades: La fecha
- Actividades: Los pronombres de sujeto / El verbo ser
- Actividades: Concordancia de adjetivos

Actividades: Días y meses

A.  ¿Cuándo es?

1. ¿En qué mes es tu cumpleaños? Mi cumpleaños es el _____
2. ¿En qué meses tienes vacaciones de verano (summer vacation)?
3. ¿Cuál es tu mes favorito?
4. ¿Cuál es el primer mes de la primavera?
5. ¿Cuántos meses hay en un año? En un año hay _____ meses.
6. ¿Cuántas semanas hay en un mes? En un mes hay _____ semanas.
7. ¿Cuántas días hay en un semana? En una semana hay _____ días.

B.  ¿Cuál día?

Estudiante 1

¿Cuál día toca Elisa la guitarra?
¿Cuál día corta Elisa el pelo?
¿Cuál día mira Elisa la televisión?
¿Cuál día termina Elisa las tareas?
¿Cuál día consulta Elisa al médico?
¿Cuál día compra Elisa billetes de avión?
¿Cuál día limpia Elisa el cuarto?
¿Cuál día estudia Elisa?

Horario de Bharat						
l	ma	mi	j	v	s	d
Nadar	Jugar al baloncesto	Trabajar	Hablar con mi abuela	Cantar con el coro	Practicar al tenis	Rezar en la iglesia
Escuchar la música	Llevar prestado libros de la biblioteca	Estudiar	Mandar una carta	Cocinar la cena	Mirar una película en el cine	Caminar en el parque

Estudiante 2

Horario de Elisa

l	ma	mi	j	v	s	d
Preparar el viaje	Cortar el pelo	Comprar billetes de avión	Tocar la guitarra	Consultar al médico	Trabajar	Hablar con mi amigo
Investigar en la librería	Terminar las tareas	Buscar a mi gato	Limpiar el cuarto	Estudiar	Escuchar la música	Mirar la televisión

¿Cuál día va Bharat a la biblioteca?
¿Cuál día cocina Bharat la cena?
¿Cuál día trabaja Bharat?
¿Cuál día escucha Bharat la música?
¿Cuál día camina Bharat en el parque?
¿Cuál día manda Bharat una carta?
¿Cuál día practica Bharat al tenis?
¿Cuál día canta Bharat con el coro?

Actividades: La fecha

A. La fecha

Write down the dates your instructor will read. Watch your spelling and capitalization.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

B. Preguntas

With a partner answer the following questions:

1. ¿Cuál es la fecha de hoy?
2. ¿Cuándo es tu cumpleaños?
3. ¿Cuál es tu día favorito?
4. ¿Cuál es tu mes favorito?

C. Los cumpleaños de la clase

Go around and ask everyone in the class, "¿Cuándo es tu cumpleaños?" Be sure to write down the day and the name of the person in the box below. Let's see how many birthdays we have in each month!

enero	febrero	marzo	abril	mayo	junio	julio	agosto	septiembre	octubre	noviembre	diciembre

D. Festivos

Paso 1: With a partner, look at the current calendar below to find holidays in Spanish-speaking countries. Take turns asking questions when certain holidays are for that specific month.

Modelo: (If class is during February)
Estudiante 1: ¿Cuándo es el día de San Valentín?
Estudiante 2: El Día de San Valentín es el catorce de febrero.

https://calendar.google.com/calendar/b/2/embed?showTitle=0&height=600&wkst=2&hl=es&bgcolor=%23FFFFFF&src=es.ar%23holiday%40group.v.calendar.google.com&

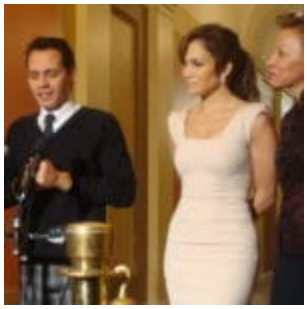
Paso 2: Answer the following questions about specific holidays. Be sure to flip through the calendar to find specific dates.

1. En muchos países el Día del Trabajo es en mayo. ¿Cuál día es el Día del Trabajo?
2. En Colombia, el Día de San José es en marzo. ¿Cuál día es el Día de San José?
3. En Argentina, el Día del Respeto a la Diversidad Cultural es en octubre. ¿Cuál día es el Día del Respeto a la Diversidad Cultural?
4. En Puerto Rico, el Día de Acción de Gracias es en noviembre. ¿Cuál día es el Día de Acción de Gracias por el próximo (*next*) año?
5. En México, el Día de la Independencia es en septiembre. ¿Cuál día es el Día de la Independencia?

Actividades: Los pronombres de sujeto / El verbo ser

A. Los pronombres de sujeto

Which pronoun would you use to talk **about** the following famous singers and other people?



Marc Anthony, Nydia Velázquez y Jennifer López



Shakira



Carlos Vives y Maluma



Juan Luis Guerra y Romeo Santos



Ricky Martin



Carlos Santana y yo



Fanny Lu y Farina

B. 👤/👥 ¿Formal o informal?

Now imagine that instead of talking **about** these people, you are talking **to** them. What pronouns will you use for direct address?

Marc Anthony, Nydia Velázquez y Jennifer López
Shakira
Carlos Vives y Maluma
Un/a estudiante en la clase
Toda la clase
El/La rector/a (*college president*) de la universidad

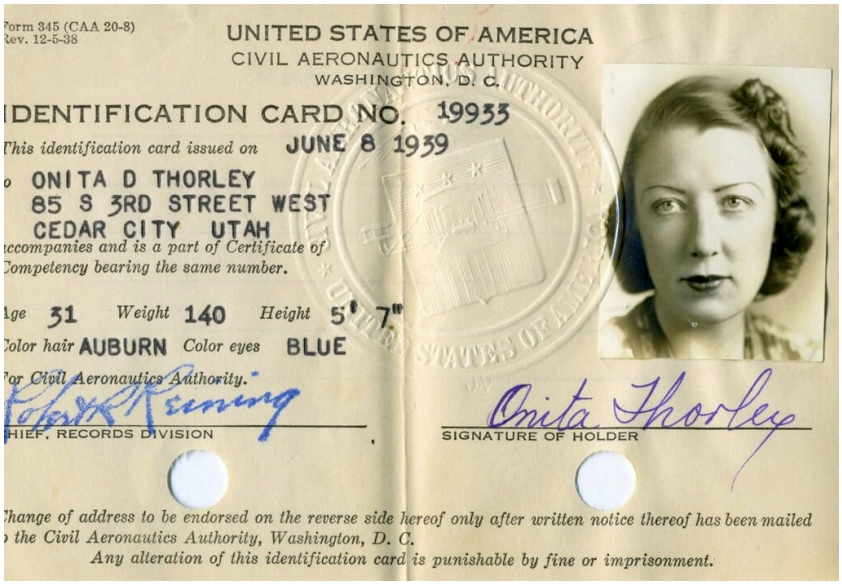
C. 👤/👥 Preguntas

Answer the following questions with a partner.

1. ¿De dónde eres?
2. ¿De dónde es el profesor o la profesora de español?
3. ¿De dónde es tu mamá?
4. ¿De dónde es tu abuela (*grandmother*) o abuelo (*grandfather*)?
5. ¿Cómo eres?
6. ¿Cómo es tu semestre?

D. 👤/👥 Tarjetas de identidad

Answer the questions in complete sentences, according to the ID card pictured.


Form 345 (CAA 20-8)
Rev. 12-5-38

UNITED STATES OF AMERICA
CIVIL AERONAUTICS AUTHORITY
WASHINGTON, D. C.

IDENTIFICATION CARD NO. 19933

This identification card issued on JUNE 8 1939

to ONITA D THORLEY
85 S 3RD STREET WEST
CEDAR CITY UTAH

accompanies and is a part of Certificate of Competency bearing the same number.

Age 31 Weight 140 Height 5' 7"
Color hair AUBURN Color eyes BLUE

For Civil Aeronautics Authority.

Robert K Fleming
CHIEF, RECORDS DIVISION

Onita Thorley
SIGNATURE OF HOLDER

Change of address to be endorsed on the reverse side hereof only after written notice thereof has been mailed to the Civil Aeronautics Authority, Washington, D. C.
Any alteration of this identification card is punishable by fine or imprisonment.

United States of America Civil Aeronautics Authority

Identification Card No. 19933
Issued on: June 8 1939

Onita D. Thorley
85 S 3rd Street West, Cedar City Utah

Age: 31, Weight, 140, Height 5'7"
Color hair: Auburn; Color eyes: Blue

Preguntas:

- ¿Cómo se llama ella?
- ¿De dónde es ella?
- ¿Cuál es su profesión? (e.g. ¿Es ella una profesora, una secretaria, una pilota...?)



DUPLICADO

SERVICIO DE MIGRACION

FORMA 5

NUM. 131855 / 62.

TARJETA DE IDENTIFICACION EXPEDIDA POR la Legación de México en Ciudad Trujillo (Rep. Dominicana.)

A Dolores Rivas Cherif de Anaña

CUYO RETRATO Y FIRMA CONSTAN EN SEGUIDA

MEDIA FILIACION DEL INTERESADO

ESTATURA 1.46 metros COMPLEXION delgada

COLOR blanco PELO rubio

CEJAS rubias OJOS azules

NARIZ recta-larga BOCA mediana

BIGOTE — BARBA —

SEÑAS PARTICULARES

DATOS COMPLEMENTARIOS

AÑO EN QUE NACIO 1904 ESTADO CIVIL viuda

PROFESION, OFICIO U OCUPACION sus labores

IDIOMA NATIVO español

OTROS IDIOMAS QUE HABLA Francés

LUGAR DE NACIMIENTO Madrid-ESPAÑA

NACIONALIDAD ACTUAL española

RELIGION Positivista RAZA caucásica

LUGAR DE RESIDENCIA Ciudad Trujillo

NOMBRE Y DOMICILIO DE SU PARIENTE MAS CERCANO Manuel Rivas Cherif Pariente Y. 2260 N. Y.

OBSERVACIONES Autorización por cable núm 3149 de Relaciones Exteriores fecha 15 mayo 1941.

CONSTANCIA SOBRE LEGAL INTERNACION (ART. 37 DE LA LEY)

Ciudad Trujillo, Distrito de Santo Domingo, Republica Dominicana. MAY 26 1941 El Ministro.

FIRMA DEL CONSUL O DELEGADO DE MIGRACION Y SELLO FECHADOR RESPECTIVO

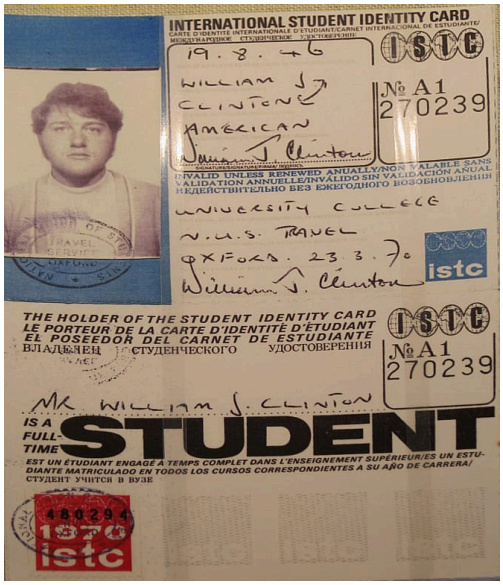
Servicio de migración/ Tarjeta de identificación

Dolores Rivas Cherif de Anzaña

Año en que nacio: 1904
Estado civil: viuda (widow)
Profesión, oficio u ocupación: sus labores (housewife)
Idioma nativo: español Otros idiomas que habla: Frances
Lugar de nacimiento: Madrid-ESPAÑA
Nacionalidad actual: española

Preguntas:

- ¿Cuál es su nombre completo?
- ¿Cuál es su estado civil?
- ¿De dónde es ella (cuál es su lugar de nacimiento)?



INTERNATIONAL STUDENT IDENTITY CARD

ISTC

19.8.46

WILLIAM J CLINTON

AMERICAN

№ A1 270239

INVALID UNLESS RENEWED ANUALLY/NON VALABLE SANS VALIDATION ANNUELLE/INVÁLIDO SIN VALIDACION ANUAL НЕДЕЙСТВИТЕЛЬНО БЕЗ ЕЖЕГОДНОГО ВОЗОБНОВЛЕНИЯ

UNIVERSITY COLLEGE

N.U.S. TRAVEL

OXFORD. 23.3.70

istc

THE HOLDER OF THE STUDENT IDENTITY CARD LE PORTEUR DE LA CARTE D'IDENTITÉ D'ÉTUDIANT EL POSEEDOR DEL CARNET DE ESTUDIANTE ВЛАДЕЛЕЦ СТУДЕНЧЕСКОГО УДОСТОВЕРЕНИЯ

ISTC

№ A1 270239

MR WILLIAM J. CLINTON

IS A FULL-TIME STUDENT

EST UN ÉTUDIANT ENGAGÉ A TEMPS COMPLET DANS L'ENSEIGNEMENT SUPÉRIEUR/ES UN ESTUDIANTE MATRICULADO EN TODOS LOS CURSOS CORRESPONDIENTES A SU AÑO DE CARRERA/ СТУДЕНТ УЧИТСЯ В ВУЗЕ

480294 1970 istc

International Student ID

William J. Clinton

University College
Oxford

Preguntas:

- ¿Cómo se llama el estudiante?
- ¿Es una persona famosa? ¿Por qué?
- ¿A cuál universidad asiste (does he attend)

Actividades: Concordancia de adjetivos

A. ¿Cómo es?

With a partner, take turns asking the following questions and answering them with the adjectives. **¡OJO!** Be careful with the plurals.

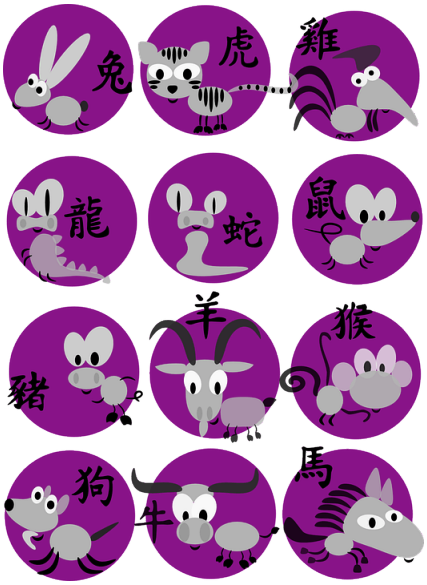
Estudiante 1:

1. ¿Cómo son los profesores de español?
2. ¿Cómo es una policía?
3. ¿Cómo son los artistas?
4. ¿Cómo es el libro de español?

Estudiante 2:

1. ¿Cómo es el presidente?
2. ¿Cómo son los políticos?
3. ¿Cómo son las clases en nuestra (*our*) universidad?
4. ¿Cómo es tu actor favorito?

B. El zodiaco chino



The Chinese Zodiac categorizes people and their personalities based on the year they were born. There are 12 different animals that represent different birth years. Start by finding your birth year on the list. Read the name of the animal that represents that year, as well as the descriptive adjectives that supposedly represent people born in that year. Then, answer the following questions.

1. ¿Cuál es tu signo del zodiaco chino?
2. ¿Cómo eres?
3. ¿Estás de acuerdo (*do you agree*) con la descripción? (Sí, estoy de acuerdo / No, no estoy de acuerdo) ¿Por qué?
4. ¿Cuál es el signo zodiaco chino de tu mamá? ¿Cómo es ella?
5. ¿Cuál es el signo zodiaco chino de tu mejor (*best*) amigo(a)? ¿Cómo es él o ella?
6. ¿Cuál es el signo zodiaco chino de tu hermano o hermana? ¿Cómo es él o ella?

El conejo (*rabbit*) 1927, 1939, 1951, 1963, 1975, 1987, 1999, 2011, 2023 elegante, responsable, sensible (*sensitive*)	El tigre (*tiger*) 1926, 1938, 1950, 1962, 1974, 1986, 1998, 2010, 2022 valiente, tolerante, arrogante	El gallo (*rooster*) 1933, 1945, 1957, 1969, 1981, 1993, 2005, 2017, 2029 excéntrico, crítico, competente
El dragón (*dragon*) 1928, 1940, 1952, 1964, 1976, 1988, 2000, 2012, 2024 inteligente, entusiasta, idealista	La serpiente (*snake*) 1929, 1941, 1953, 1965, 1977, 1989, 2001, 2013, 2025 misteriosa, apasionada, celosa (*jealous*)	La rata (*rat*) 1924, 1936, 1948, 1960, 1972, 1984, 1996, 2008, 2020 amable, optimista, adaptable
El cerdo (*pig*) 1935, 1947, 1959, 1971, 1983, 1995, 2007, 2019, 2031 diligente, generoso, inocente	La cabra (*goat*) 1931, 1943, 1955, 1967, 1979, 1991, 2003, 2015, 2027 tranquila, atractiva, pesimista	El mono (*monkey*) 1932, 1944, 1956, 1968, 1980, 1992, 2004, 2016, 2028 curioso, arrogante, innovador
El perro (*dog*) 1934, 1946, 1958, 1970, 1982, 1994, 2006, 2018, 2030 prudente, impaciente, creativo	El buey (*ox*) 1925, 1937, 1949, 1961, 1973, 1985, 1997, 2009, 2021 persistente, honesto, obstinado	El caballo (*horse*) 1930, 1942, 1954, 1966, 1978, 1990, 2002, 2014, 2026 energético, sociable, independiente

Download PDF for el zodiaco Chino

C. Los colores

Look around and identify things that are the following colors.

1. azul oscuro
2. blanco
3. verde
4. morado
5. rosado
6. rojo

D. ¿De qué color es?

With a partner, take turns asking and answering the following questions.

1. ¿De qué color (o colores) es tu animal favorito?
2. ¿De qué color es tus ojos (*eyes*)*?*
3. ¿De qué color es tu bolígrafo favorito?
4. ¿De qué color es tu cuaderno favorito?

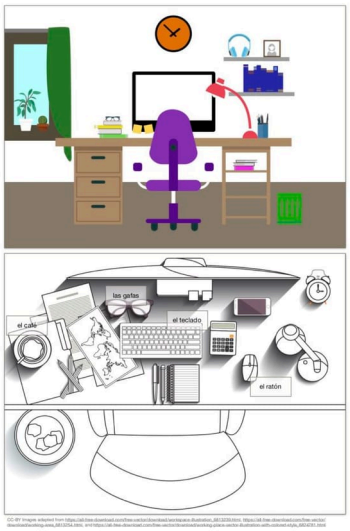
5. ¿De qué color es tu silla favorita?

E. ¿De qué color es?

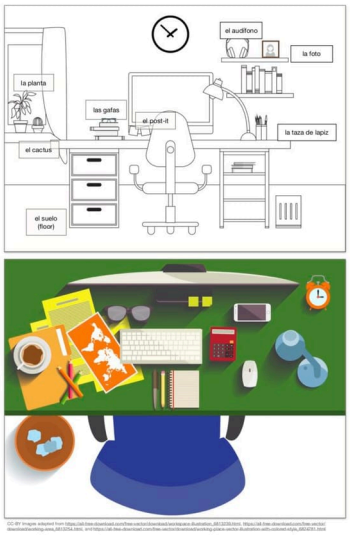
Cada compañero pulsa sobre el enlace apropiado para mirar un imagen en color y otro sin colores. Toma turnos preguntando de qué color son los objetos en el imagen de tu compañero (Each partner clicks on the appropriate link to see one image in color and another without colors. Take turns asking what color the objects are in your partner's image).

Click on the images for larger versions, or download the PDF to print.

Estudiante 1



Estudiante 2



Download a PDF of the activity

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- Activities. **Authored by**: Diamond Wilson with Lumen Learning. **License**: *CC BY: Attribution*

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12.3: Actividades- ¿Qué clases tomas?

(Note: The activities on this page are designed to promote active communication in Spanish. In an online course, your instructor may ask you to complete the activities using a separate tool, such as video/voice recording or web-conferencing software. Even if the activities are not assigned as coursework, they can be used for individual practice and review.)

- Actividades: Verbos -ar/ Números 30-100
- Actividades: Verbos regulares con –ar
- Actividades: ¿Qué hora es?

Actividades: Verbos -ar/ Números 30-100

A.  ¡Bingo!

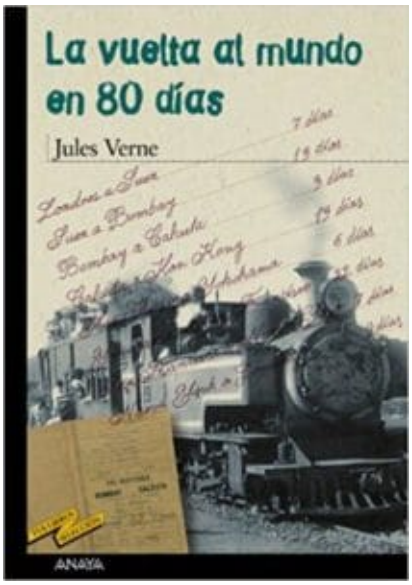
The following link brings up a randomly-generated bingo card (each one is different). When you hear a number on your card, click it to mark the square.

https://course-building.s3-us-west-2.amazonaws.com/Spanish/bingo/bingo.html

B.  ¿Como se dicen los títulos? (How would you say these book titles?)



59 Segundos: Piensa un poco para cambiar mucho



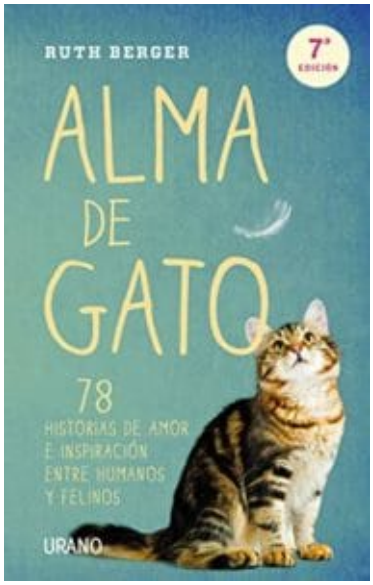
La vuelta al mundo en 80 días



Cómo jubilarse a los 55: multiplica tus ahorros con una visión de largo plazo



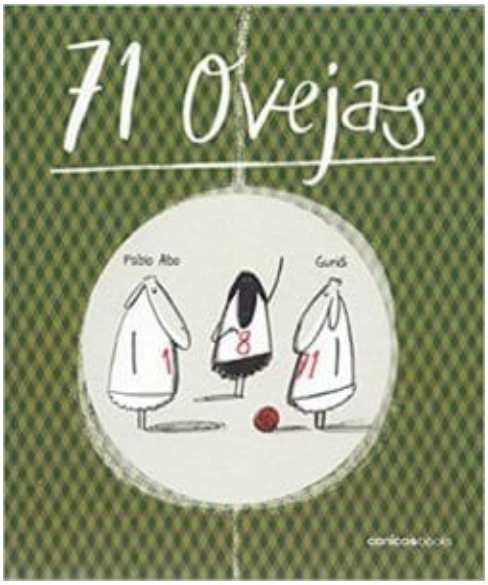
Sin trama y sin final: 99 consejos para escritores



Alma de gato: 78 historias de amor e inspiración entre humanos y felinos



37 tortugas



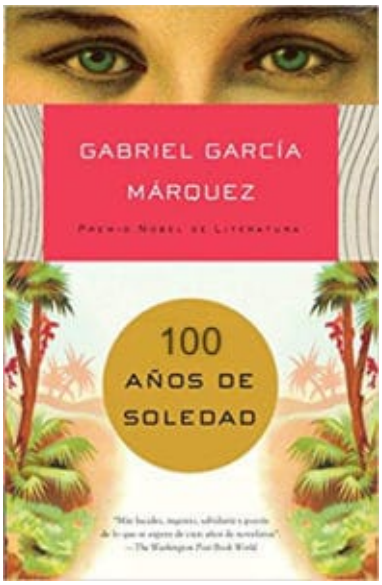
71 ovejas



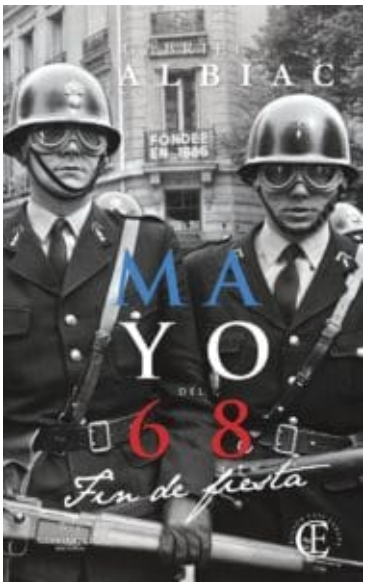
84, Charing Cross Road



21 lecciones para el siglo XXI



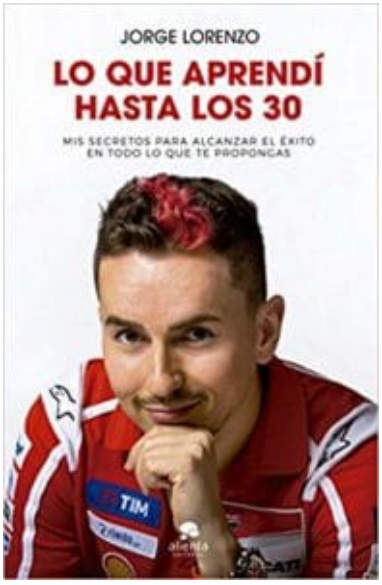
100 años de soledad



Mayo del 68: fin de fiesta



49 goles espectaculares



Lo que aprendí hasta los 30: Mis secretos para alcanzar el éxito en todo lo que te propongas



Mecano 82: La construcción del mayor fenómeno del pop español

¿Cuál libro compras para ti? ¿Cuál libro compras para tu amig@?

C. En un restaurante



You went out to dinner with a friend who introduced you to several people in a large group. You asked the *mesero* to bring everyone their own individual *cuenta*. You and your partner use a credit card, but the rest of the group all pay in cash. When the *mesero* returns, all the change is scrambled. Work with your partner to determine the amount of change due.

Estudiante 1

Paso 1: You have the *cuentas* of everyone in the group. Share with your partner how much each *cuenta* was. Your partner has made a list of how much everyone paid. Get the missing information from your partner and use it to fill out the chart. Then, decide how much change each person should get back. Be sure to say the numbers in Spanish! Hint: $12.90 in Spanish is *doce* ***dólares*** *con noventa* ***centavos***.

	Cuenta	Pagó (*paid*)	Cambio (*change needed*)
Sofía	24.86 USD		
Raúl	22.47 USD		
Felipe	13.12 USD		

Luis	14.92 USD		
Soraya	27.25 USD		

Paso 2: Double check that you gave each person the right amount of change. Write the name of the party member next to the corresponding amount of money s/he should have received.

_____ cinco dólares con ocho centavos _____ dos dólares con setenta y cinco centavos _____ seis dólares con ochenta y ocho centavos _____ dos dólares con cincuenta y tres centavos _____ cinco dólares con catorce centavos

Estudiante 2

Paso 1: You have made a list of how much everyone paid. Your partner has the *cuentas* of everyone in the group. Share with your partner how much each person paid. Get the information from your partner and use it to fill out the chart. Then, decide how much change each person should get back. Be sure to say the numbers in Spanish! Hint: $12.90 in Spanish is *doce **dólares** con noventa **centavos***.

	Cuenta	Pagó (*paid*)	Cambio (*change needed*)
Sofía		$30	
Raúl		$25	
Felipe		$20	
Luis		$20	
Soraya		$30	

Paso 2: Double check that you gave each person the right amount of change. Write the name of the party member next to the corresponding amount of money s/he should have received.

_____ cinco dólares con ocho centavos _____ dos dólares con setenta y cinco centavos _____ seis dólares con ochenta y ocho centavos _____ dos dólares con cincuenta y tres centavos _____ cinco dólares con catorce centavos

Download PDF of this activity

Actividades: Verbos regulares con –ar

A. Hablando del semestre en la Universidad

Talk to your partner, guiding your conversation with the following questions. Be sure to conjugate the verbs in the brackets on the line according to the subject. If the conversation develops further, feel free to talk and practice (usar “yo también” (me too) o “yo tampoco” (me neither) si es necesario) **¡OJO!** There may be a need for some infinitives.

1. –¿Cómo está tu semestre de otoño (*fall*) /de primavera (*spring*)?
   –Está _____ (bien/muy ocupado/muy difícil/muy fácil/un poco complicado/no muy complicado). ¿Y tú?
2. –¿Cuántas clases [tomar] _____? ¿Cuántos créditos?
   –[Tomar] _____ clases, y son _____ créditos. ¿Y tú?
3. –¿Cómo [ser] _____ tu horario cada día de la semana?
   –Los (lunes/martes/etc.) yo [tomar] _____. ¿Y tú?
4. –¿[Trabajar] _____? ¿Dónde? ¿Cuándo (*when*)?
   –Sí, [trabajar] _____ en _____, los (lunes/martes/etc.) / No, no [trabajar] _____. ¿Y tú?
5. –¿[Necesitar] _____ [trabajar] _____? ¿[Necesitar] _____ más dinero?
   –Sí, [necesitar] _____ un trabajo y tener más dinero. / No, no [necesitar] _____ un trabajo, [necesitar]

_____. ¿Y tú?

6. –¿[Necesitar] _____ [estudiar] _____ más? ¿Para cuál clase [necesitar] _____ [estudiar] _____ más?
   –Sí, [necesitar] _____ [estudiar] _____ más para (matemáticas/biología/etc.). / No, estoy bien, no [necesitar] _____ [estudiar] _____ más. ¿Y tú?

B. Guardias de Seguridad



You and your partner are security guards. Unfortunately, your monitors are not working very well. You'll have to work together to get a complete view of the situations on campus. For each location, start with camera 1. If your camera 1 is working, ask a yes/no question in Spanish regarding what you see. Then your partner will answer using the information they see in their camera. If your camera 1 isn't working, your partner will describe the scene. Use the following extra words to guide you.

Modelo: Student 1 does not see camera 1 in the library.
Estudiante 1: ¿Una cabra mastica los libros en la biblioteca?
Estudiante 2: No. Los estudiantes estudian en la biblioteca.

Active -ar verbs:	**New -ar verbs:**
ayudar bailar caminar (al perro) (*to walk [the dog]*) cantar enseñar escuchar estudiar hablar llamar llegar mirar regresar	tocar guitarra (eléctrica) masticar (*to chew up*) destrozar (*to destroy*) pilotear (*to pilot*) **Extra words:** la cabra (*goat*) el caimán (*alligator*) el dinosaurio el/la extraterrestre (*alien*) el robot el monstruo (*monster*) el tiburón (*shark*) el ratón (*mouse*) (regresar, pilotear)

You can take notes on this Incident Report form.

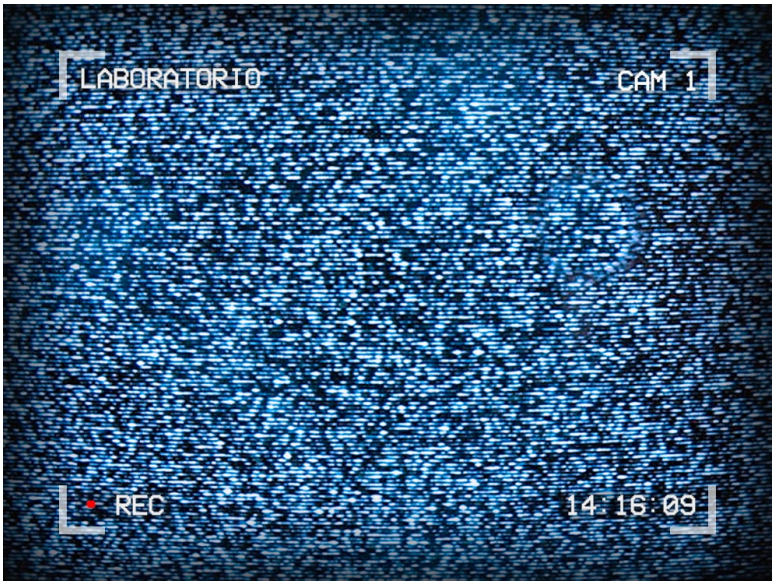
Click on the appropriate link below to see your bank of monitors.

Estudiante 1




GIMNASIO
CAM 1
REC
13:40:08
GIMNASIO
REC
AULA
CAM 1
REC
13:44:45
AULA
REC

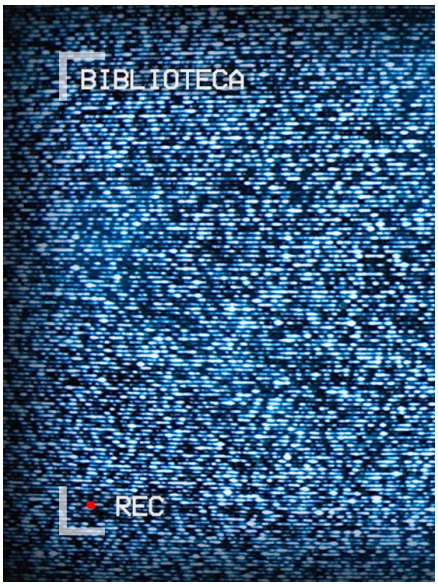

PARQUE
CAM 1
REC
13:58:01
PARQUE
REC
CENTRO
CAM 1
CENTRO DE ATENCION AL ESTUDIANTE
REC
14:03:39
CENTRO
REC





Estudiante 2






RESIDENCIA
CAM 1
REC
13:32:12
RESIDENCIA
REC
GIMNASIO
CAM 1
REC
13:40:08
GIMNASIO
REC


AULA
CAM 1
REC
13:44:45
AULA
REC
PARQUE
CAM 1
REC
13:58:01
PARQUE
REC

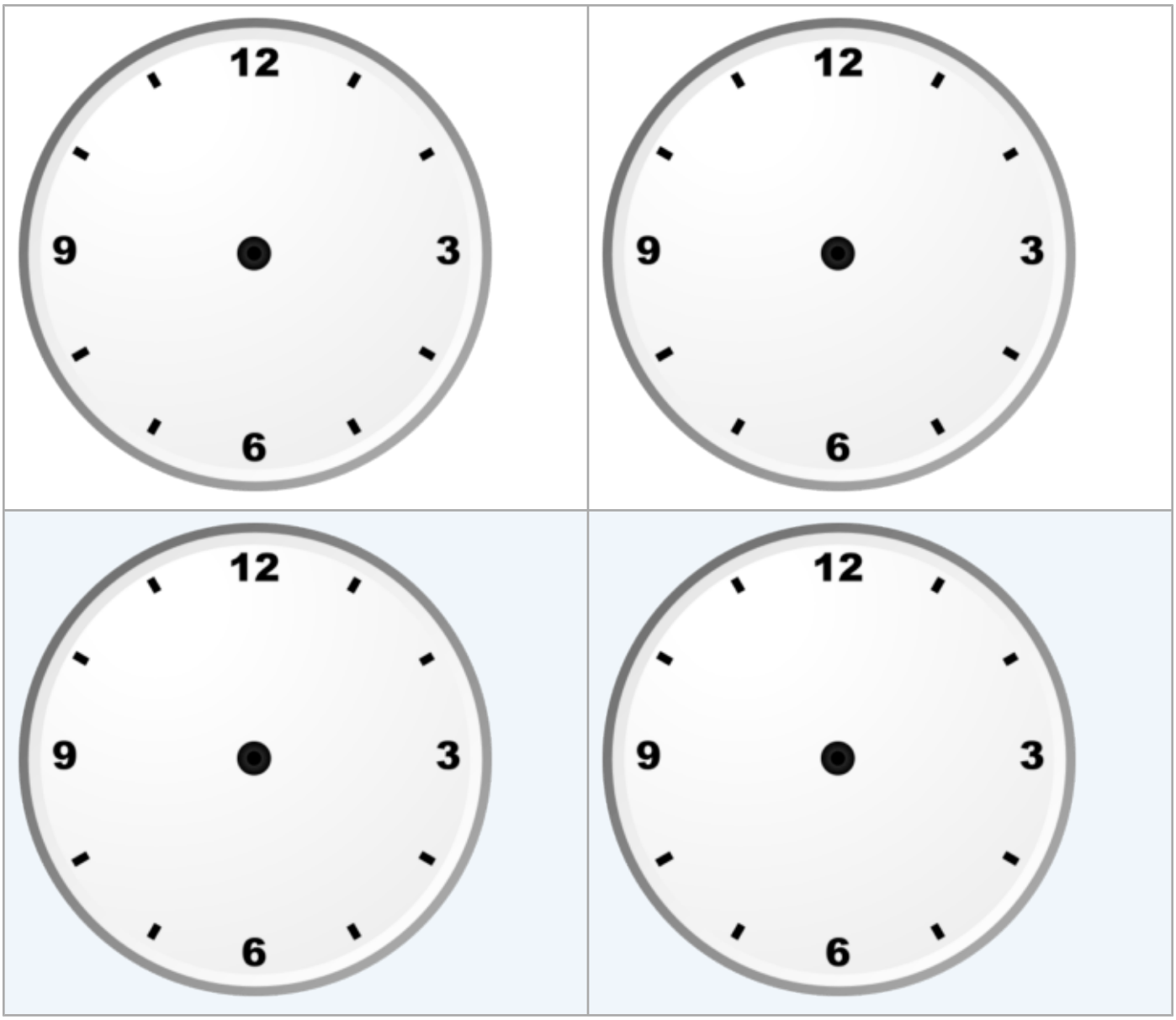


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Actividades: ¿Qué hora es?

A. Relojes

Listen to your instructor read what time it is. Draw the hands on each clock showing the time.



B. A que hora ____?

Complete the following statements using time references.

1) Mi clase de español es _____
2) Ahora (*now*) _____
3) Nosotros llegamos a la universidad _____
4) Tú estudias _____
5) Regreso a mi casa _____

C. Entrevista (interview)

You and your partner interview each other to find out what time you do different things. Write down your partner's answers so you can inform the class later.

Modelo: Isabel, ¿a qué hora estudias el español?

—Yo estudio el español a las seis de la mañana.
—Isabel estudia el español ¡a las seis de la mañana!

1. ¿A qué hora estudias el español?
2. ¿A qué hora es tu clase favorita?
3. ¿A qué hora miras la televisión?
4. ¿A qué hora caminas con el perro o caminas para hacer ejercicio?
5. ¿A qué hora bailas con tus amigos?
6. ¿A qué hora llegas a tu primera clase?
7. ¿A qué hora regresas a tu casa o dormitorio?

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D. El horario

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12.4: Actividades- ¿Tienes prisa?

(Note: The activities on this page are designed to promote active communication in Spanish. In an online course, your instructor may ask you to complete the activities using a separate tool, such as video/voice recording or web-conferencing software. Even if the activities are not assigned as coursework, they can be used for individual practice and review.)

- Actividades: La universidad
- Actividades: El verbo tener/ ¿qué/cuál?
- Actividades: Expresiones con tener/ Tener + que
- Actividades: El verbo ir

Actividades: La universidad

A.  ¿Dónde está el objeto?

Tell where the objects would be found using the vocabulary of the places of the University. There may be more than one possible correct answer.

Modelo: Una hamburguesa
Estudiante A: ¿Dónde está la comida?
Estudiante B: En la cafetería.

1. Una pelota para jugar básquetbol
2. Un libro para comprar
3. Una computadora para usar
4. Una cama para descansar (*to rest*)
5. Un libro para estudiar
6. Muchas mesas para trabajar con amigos
7. Un piano para tocar
8. Un televisor (*television set*) para mirar

B.  Preguntas

Respond to the following questions in complete sentences using the -AR verbs that you have learned.

Example: ¿Qué haces (*What do you do*) a las nueve de la mañana (*at 9 am*)?
—Yo camino a clase.

1. ¿Qué haces en el auditorio?
2. ¿Qué haces en la biblioteca?
3. ¿Qué hacen tú y tus amigos en los fines de semana?
4. ¿Qué hacemos en la librería?
5. ¿Qué haces en el laboratorio?
6. ¿Qué haces con la computadora?
7. ¿Qué hacen ellos en la cocina?
8. ¿Qué hace tu amigo después de la clase de español?

C.  Conecciones

Find as many objects as possible from the vocabulary list that have a connection with the following things.

Modelo: Hay una conección con los números

— las matemáticas, la economía, la nota...

1. Hay una conección con el cuerpo humano (the human body)
2. Hay una conección con los sonidos (sounds)
3. Hay una conección con la tecnología
4. Hay una conección con el pasado (the past)
5. Hay una conección con el estrés (stress)

Actividades: El verbo tener/ ¿qué/cuál?

A.  Preguntas con “¿qué?” y “¿cuál?”

With a partner, take turns asking and answering the following questions:

1. ¿Cuál es tu clase favorita?
2. ¿Cuál es tu cafetería favorita / café favorito?
3. ¿Qué clases tomas este semestre?
4. ¿Qué días son más fáciles / difíciles este semestre?
5. ¿Cuáles son las especializaciones más populares en tu universidad?
6. ¿Qué hay en tu mochila?
7. ¿Qué hay en el laboratorio de química, pero no en el laboratorio de lenguas?

B.  Fiesta de cócteles

Try to find at least one person in the class who has the same answer as you to each of the following questions.

1. ¿Cuál es el código de área (*area code*) de tu teléfono?
2. ¿Cuál es tu especialización?
3. ¿Qué lenguas hablas?
4. ¿Cuál es tu clase más difícil este semestre?
5. ¿Cuál es la primera letra de tu nombre?
6. ¿Necesitas música o silencio para estudiar?

C.  ¿Qué tienes?

With a partner, take turns asking and answering questions using tener.

1. ¿Tienes amigos en la clase de español? ¿Cuántos?
2. ¿Tienes mucha tarea? ¿Para cuál clase?

3. ¿Tienes una especialización? ¿Cuál?
4. ¿Tienes una clase favorita? ¿Cuál?
5. ¿Tienes muchos exámenes/proyectos? ¿Para cuál clase?

D.  ¿Cuántos años tienen?

Answer the questions in full sentences, using a form of *tener # años*.

1. La fecha de nacimiento (*birthdate*) del Rey Felipe VI de España es el 30 de enero de 1968. ¿Cuántos años tiene?
2. La fecha de nacimiento de la cantante y actriz tejana Selena Gómez es el 22 de julio de 1992. ¿Cuántos años tiene?
3. La fecha de nacimiento de la actriz y cantante estadounidense Chita Rivera es el 23 de enero de 1933. ¿Cuántos años tiene?
4. La fecha de nacimiento del astronauta español Pedro Duque es el 14 de marzo de 1963. ¿Cuántos años tiene?
5. La fecha de nacimiento de la autora chilena Isabel Allende es el 2 de agosto de 1942. ¿Cuántos años tiene?
6. ¿Y tú? ¿Cuántos años tienes tú?

E.  ¿Cuántos años tiene..?

Take turns with your partner asking and answering how old the following people are. If you don't know their age, guess and preface your answer with *Creo que* (I believe that).

Modelo: ¿Cuántos años tiene tu profesor de inglés?
Estudiante 1: Creo que el profesor tiene cuarenta años.
Estudiante 2: No, creo que el profesor tiene veinte años.

1. El/la presidente de los Estados Unidos
2. Tu actor/actriz favorito/a
3. Tu cantante favorito
4. Tu profesor/a de español
5. Tu jefe/a de trabajo
6. Tu escritor/a favorito/a
7. Tu deportista favorito

Actividades: Expresiones con tener/ Tener + que

A.  Situaciones

For each situation, say how the person feels using a form of *tener* + noun. What does that person have to ask?

Modelo: Martín tiene el estómago vacío (*empty stomach*).
Estudiante 1: Martín tiene hambre. Martín tiene que preguntar, "¿Hay comida?"

1. Luisa tiene la garganta seca (*dry throat*).
2. Esteban y Carolina miran una película de horror.
3. Horacio y yo entramos en la clase equivocada (*the wrong classroom*).
4. Tu clase es a las 10, y son las 9:59 ahora.
5. Los científicos viajan al Polo Norte (*the North Pole*).

B.  ¿Cuándo tienes...?

Paso 1: (Solo) Using the list of expressions with "tener" below, write down complete sentences about when these emotions happen to you using time expressions or days of the week. You may also need to write more to explain your reasoning.

Modelo: tener sed
Estudiante: Tengo sed a las diez de la manana después de tomar cafe.

1. tener hambre
2. tener prisa
3. tener sueño
4. tener ganas de mirar televisión
5. tener calor

Paso 2: (con un compañero) Take turns asking each other when the expressions above happen to you. Be sure to write down the information about your partner!

Modelo: Tener sed
Estudiante 1: ¿Cuándo tienes sed?
Estudiante 2: Tengo sed a las diez de la mañana después de tomar café. ¿Y tú?
Estudiante 1: Tengo sed después de la clase de español porque hablamos mucho.

Paso 3: (con la clase) Your professor will now ask you to report the information about your partner to the class.

Modelo: Tener sed
Profesor: ¿Cuándo tiene sed estudiante 1?
Estudiante 2: Estudiante 1 tiene sed después de la clase de español porque hablamos mucho.

C.  Conversación

Paso 1: (Solo en casa) Find some events happening in your area in the coming week and jot down the days and times.

Paso 2: (En clase) Find a partner and ask them if they are going to go (using "ir" + "a" + infinitive) to the events you wrote down; be sure to tell them the event, the date, and the time. Your partner needs to come up with excuses as to why he/she cannot come (using "tener" + "que" + infinitive). Your goal is to try to get them to relent and come to one of the events. Then switch roles.

Modelo: Hay una fiesta de cumpleaños.
Estudiante 1: ¿Vas a mi fiesta de cumpleaños el viernes, el veintisiete de marzo al mediodía?
Estudiante 2: No, tengo que estudiar.
Estudiante 1: Puedes (*you can*) estudiar durante el fin de semana.
Estudiante 2: Sí, pero tengo que estudiar con mis amigos.

Actividades: El verbo ir

A.  ¿Cuándo?

Answer the following questions with a specific day of the week and a reason why a person goes to this place in the university or does not go to this place. ¡Usa tu imaginación!

Modelo: ¿Cuándo va la secretaria a la oficina?
Estudiante 1: ¿Cuándo va la secretaria a la oficina?
Estudiante 2: La secretaria va a la oficina de lunes a viernes para trabajar.

1. ¿Cuándo vas a la universidad?
2. ¿Cuándo no va el profesor a la universidad?
3. ¿Cuándo van los estudiantes a la biblioteca?
4. ¿Cuándo no va el bibliotecario (*librarian*) a la biblioteca?
5. ¿Cuándo van los padres a la residencia estudiantil?
6. ¿Cuándo van los estudiantes al cafeteria?
7. ¿Cuándo no va el presidente de la universidad a la cafeteria?
8. ¿Cuándo van los estudiantes al gimnasio?



B. ¿Adónde va un estudiante?

Take turns with a partner asking questions and explaining where the students go on campus when they are in these specific situations.

Modelo:¿Adónde va un estudiante para descansar?

Estudiante 1: ¿Adónde va un estudiante para descansar?
Estudiante 2: El estudiante va a la residencia estudiantil.

Estudiante 1:

1. ¿Adónde va un estudiante para estudiar?
2. ¿Adónde va un estudiante para jugar fútbol?
3. ¿Adónde va un estudiante para ver teatro?
4. ¿Adónde va un estudiante para comprar un libro?

Estudiante 2:

1. ¿Adónde va un estudiante para comer (*eat*)*?*
2. ¿Adónde va un estudiante para tomar Starbucks?
3. ¿Adónde va un estudiante para practicar biología?
4. ¿Adónde va un estudiante para usar una computadora?



C. Colaboración

It is not possible to be in two places at the same time. With a partner, you need to decide what to do and who is going to do it at each location.

Modelo: Hay un gran festival de cine (*movies*), teatro y arte este fin de semana y tú y tu compañero de clase son reporteros culturales.
Estudiante 1: Si tú vas al cine para mirar las películas, yo voy al teatro para mirar los bailes.
Estudiante 2: Muy bien, y vamos al museo de arte juntos para hablar con los artistas.

1. Tú y tu compañero de clase acaban de mudarse (*just moved in*) en la residencia estudiantil, y no hay comida ni muebles (*furniture*) en tu cuarto.
2. Un grupo de 8 posibles nuevos estudiantes van a visitar su universidad, necesitan mostrar (*to show*) todo el campus en 20 minutos.
3. Ustedes organizan un evento y necesitan colgar carteles (*hang posters*) en todo el campus en menos de 10 minutos.

D.  Los modos de transporte

Paso 1: La familia Rodríguez quiere limitar las emisiones. Toda la familia va a compartir un carro.

¿Quién debe usar el carro? Pon una marca (✓) junto a las siguientes situaciones si la persona debe usar el carro.

1. Tomás (9 años) va a la escuela entre semana _____
2. Ronaldo (45 años) va al trabajo en el centro _____
3. Isabel (21 años) va a la universidad _____
4. María (43 años) va a la biblioteca, al mercado, a la lavandería y al centro comercial entre semana _____
5. Tomás va a la casa de Ben para visitar a sus amigos los sábados por la tarde _____
6. Ronaldo y María van a un restaurante los sábados a las siete y media de la noche ___
7. Isabel trabaja de la 1:00 a las 5:00 los lunes, martes y jueves en la librería de la universidad ____
8. Todos van a la misa los domingos a las ocho y media de la mañana ____

Paso 2: Si la persona no debe usar el carro, recomienda un modo de transporte diferente para las siguientes situaciones.

Ejemplo:
Para ir al cine, Isabel debe tomar el bus o andar en bicicleta. Otros modos de transporte posibles:

- Tomar el tren
- Andar en bicicleta
- Tomar el bus
- Tomar un taxi
- Tomar un uber
- Caminar

1. Para ir a la escuela, _____
2. Para ir al trabajo en el centro, _____
3. Para ir a la universidad, _____
4. Para ir a la biblioteca, al mercado, a la lavandería y al centro comercial, _____
5. Para ir a la casa de un amigo, _____
6. Para ir a un restaurante, _____
7. Para ir al trabajo después de las clases, _____
8. Para ir a la misa con la familia entera, _____

Paso 3: Pregúntale a tu compañero/a sobre sus hábitos y el modo de transporte que usa normalmente.

Ejemplo:

Estudiante 1: ¿Adónde vas para comprar comida?
Estudiante 2: Yo voy al supermercado para comprar comida.
Estudiante 1: ¿Qué medio de transporte usas para ir al supermercado?
Estudiante 2: Uso mi carro para ir al supermercado.

¿Adónde vas.....y qué medio de transporte usas...?

1. para comprar comida
2. los fines de semana
3. los lunes por la mañana
4. los viernes por la tarde
5. los domingos
6. para ver una película
7. para comprar nueva ropa
8. para estudiar

9. para una cita (date)
10. para hacer ejercicio

Paso 4: Haz una comparación entre tus respuestas y las respuestas de tu compañero/a. Escribe una oración para cada situación que muestra sus similitudes y diferencias.

Ejemplos:

Mi compañero de clase y yo vamos al supermercado para comprar comida. Usamos nuestros carros para ir al supermercado.
Mi compañero de clase va a Chicago los fines de semana. Toma un avión para ir a Chicago. Yo voy a la casa de mis padres los fines de semana. Tomo el bus para ir a su casa.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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12.5: Actividades- ¿Quiénes son los miembros de una familia?

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- Actividades: La familia
- Actividades: Los posesivos/ ¿Cuánto(s) y quién(es)?
- Actividades: Verbos regulares de -er/-ir
- Actividades: Adjetivos descriptivos/ Los países y las nacionalidades

Actividades: La familia

A. Mi Familia

Responde a las siguientes oraciones dando el nombre de la persona descrita. (Respond to the following sentences giving the name of the person described.)

Modelo: La madre de mi madre es mi: Abuela



1. La hija de mi tío es mi: _____
2. La hija de mi mamá es mi: _____
3. El esposo de mi abuela es mi: _____
4. La pareja de mi hermano es su: _____
5. Los hijos de mis hijos son mis: _____
6. Los hijos de mi tía son mis: _____
7. La hermana de mi padre es mi: _____
8. El esposo de mi madre es mi: _____
9. El tío de mi padre es mi: _____
10. La hija de mi hermana es mi: _____

B. Tu familia/ Su familia

A. Tu familia. Cambia el párrafo con ejemplos de tu familia. Incluye los adjetivos posesivos apropiados. (Change the paragraph with examples from your family. Include the appropriate possessive adjectives.)

Primero, tengo una familia muy grande. En mi casa, yo vivo con mis padres, mis hermanos y mi abuela. No parece tan grande, pero tengo cinco hermanos. Todos mis hermanos son mayores, y yo soy la hermana menor. Mi hermano mayor se llama Juan y su esposa vive en la casa también. Además, ellos tienen dos hijos, mis sobrinos. Sus hijos se llaman Pablo y Juan. Además, mi familia tiene dos mascotas: nuestro perro, que se llama Ricky y nuestra tortuga, que se llama Margarita. Entre todas las personas en mi familia, mi persona favorita es mi abuela. Ella cocina para todos y su comida es deliciosa. Aunque mi abuela es mi persona favorita, mi familia es muy importante en mi vida. ¿Tienes una persona favorita en tu familia?

Modelo: Yo tengo tres hermanos, dos hermanos y una hermana...

B. Su familia. Ahora describe tu familia a un compañero. Luego escucha sobre la familia de tu compañero y toma apuntes sobre la información. Después de la actividad, reporta la información a la clase. (Now describe your family to a classmate. Then listen about your classmate's family and take notes on the information. After the activity, report the information to the class.)

Modelo: E1: ¿Cómo es tu familia?
E2: Tengo un hermano...
E1: ¿Cómo se llama tu hermano?
E2: Mi hermano se llama...

C. Mascotas

Responde a las siguientes preguntas con un compañero. (Respond to the following questions with a partner.)

1. ¿Tienes mascotas? Si tu respuesta es sí: ¿Cómo se llama(n)? ¿cuántas mascotas tienes? ¿Qué tipo de animales son?
2. Tu mejor amigo (best friend), ¿tiene mascotas y qué tipo de animales son?
3. ¿Qué tipo de mascota es tu favorito, los gatos/gatas o los perros?
4. ¿Qué tipo de mascota es tu favorito, los peces o los pájaros?
5. ¿Deseas tener una mascota (más)?

Actividades: Los posesivos/ ¿Cuánto(s) y quién(es)?

A. Mi familia

Lee el párrafo y elige el adjetivo posesivo apropiado. (Read the paragraph and choose the appropriate possessive adjectives.)



Yo tengo dos hermanos, un hermano y una hermana. (Mi/Su) hermano es simpático. (Tu/Mi) hermana es inteligente. Tenemos algunas mascotas. (Nuestra/Nuestro) perro es de (mi/tu) hermano, (mi/su) nombre es Pepe. (Nuestra/Nuestro) gata es de (mi/tu) hermana, (mi/su) nombre es Chocolate. Como es (mi/tu) familia?

B. Tu familia.

Cambia el párrafo en actividad A (Mi familia) con ejemplos de tu familia. Incluye los adjetivos posesivos apropiados. (Change the paragraph in activity A (My family) with examples from your family. Includes the appropriate possessive adjectives.)

Modelo: Yo tengo tres hermanos, dos hermanos y una hermana...

C. Su familia.

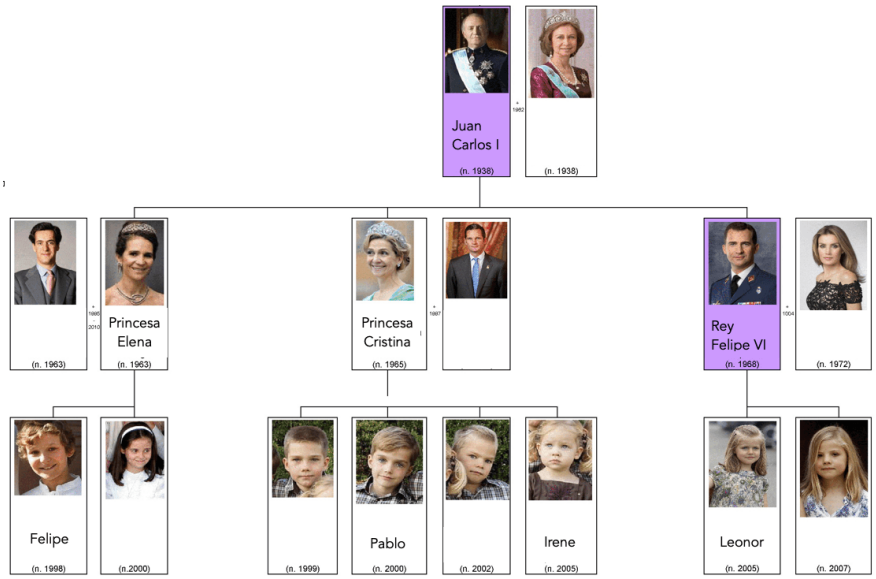
Ahora describe tu familia a un compañero. Luego escucha sobre la familia de tu compañero y toma apuntes sobre la información. Después de la actividad, reporta la información a la clase.Modelo:

E1: ¿Cómo es tu familia?
E2: Tengo un hermano...
E1: ¿Cómo se llama tu hermano?
E2: Mi hermano se llama...

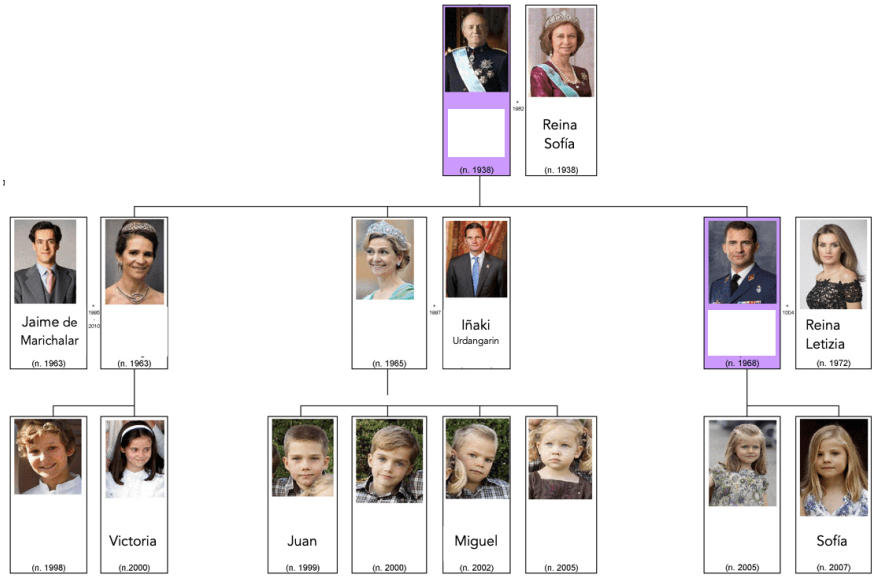
D. La familia real Española

Fill in the missing names by asking your partner about the relationships within this family. Try not to use the same relationship twice!

Estudiante 1



Estudiante 2



Download PDF of this activity

Actividades: Verbos regulares de -er/-ir

A. / Los estudiantes no tienen dinero

Habla con unos compañeros de clase sobre la vida de estudiantes en su universidad y otras. Trata de usar números específicos (Speak with some classmates about student life at your university and others. Try to use specific numbers).

1. ¿Beben los estudiantes café todos los días? ¿Dónde? ¿Cuánto cuesta una bebida?



2. ¿Viven los estudiantes en apartamentos o en campus? ¿Cuánto cuesta el alquiler? (the rent)
3. ¿Leen muchos libros? ¿Compran sus libros o alquilan (rent) sus libros? ¿Cuánto cuestan los libros? ¿Cuál clase tiene los libros más caros (expensive)?
4. ¿Comen los estudiantes en restaurantes o en la cafetería? ¿Cuánto cuesta la cuenta? (the bill)
5. ¿Salen los estudiantes mucho durante el fin de semana? ¿Dónde? ¿Cuánto es la cuenta? (the bill)
6. ¿Abren los estudiantes muchas cuentas (accounts) de internet? ¿Cuáles? (Netflix/Hulu/HBO etc.) ¿Cuánto cuesta en total?

B. / Encuesta (survey)

You are doing a survey of student life and practices on your campus. Use the following questions to help you see what is trending amongst students and instructors.

Paso 1: Answer the following questions as they apply to you. Choose *sí* or *no* for each one. If you choose no, change the sentence a bit as necessary to make it true for you. Hint: the *yo* is always optional in these types of sentences.

1. sí ? no ? Yo _____ (aprender) mucho en mis clases.
2. sí ? no ? _____ (leer) mucho, pero no leo demasiado (too much) para mis clases.
3. sí ? no ? _____ (escribir) mucho en la clase de composición.
4. sí ? no ? Yo _____ (creer) que mis profesores son buenos.
5. sí ? no ? _____ (comprender) la mayoría de la información que estudio.
6. sí ? no ? _____ (recibir) buenas notas (grades).
7. sí ? no ? _____ (beber) mucho café.
8. sí ? no ? Yo _____ (comer) en la cafetería todos los días.
9. sí ? no ? _____ (vivir) con un(a) compañer@ de cuarto.
10. sí ? no ? Yo _____ (compartir) responsabilidades con mi compañer@ de cuarto.

Paso 2: Now using the verb *deber,* do a self analysis of two things you should do that would help you do better as a student. Note: *deber* is always followed by an infinitive.

Ejemplo: Yo debo estudiar más.

1. _____
2. _____

Paso 3: Interview your partner. Ask your partner the same questions in the tú form. Be sure to change the verb! You may write the

form of the verb in the blank. The first three have been done to help get you started. If you partner answers no, s/he should clarify what s/he does instead. For the last question, ask what your partner should do to have success as a student.

Modelo:

Estudiante 1: ¿Vives con un compañero de cuarto?
Estudiante 2: No, no vivo con un compañero de cuarto. Vivo con mi familia. ¿Y tú? ¿Vives con un compañero de cuarto?
Estudiante 1: Sí, yo vivo con una compañera de cuarto. Se llama Julia.

1. sí ? no ? ¿Aprendes mucho en tus clases?
2. sí ? no ? ¿Lees mucho, pero no lees demasiado (too much) para tus clases?
3. sí ? no ? ¿_____ (escribir) mucho en la clase de composición?
4. sí ? no ? ¿_____ (creer) que tus profesores son buenos?
5. sí ? no ? ¿_____ (comprender) la mayoría de la información que _____ (estudiar)?
6. sí ? no ? ¿_____ (recibir) buenas notas (grades)?
7. sí ? no ? ¿_____ (beber) mucho café?
8. sí ? no ? ¿_____ (comer) en la cafetería todos los días?
9. sí ? no ? ¿_____ (vivir) con un(a) compañero/a de cuarto?
10. sí ? no ? ¿_____ (compartir) responsabilidades con mi compañero/a de cuarto?
11. ¿Qué debes hacer para tener éxito (to be successful/to have success)?

Paso 4: Based on your answers and your partner's answers, write five generalizations about what "we" both do or don't do. Watch out for those tricky -ir verbs in the *nosotros* form!

Modelo: No vivimos con un compañero de cuarto. Vivimos con familia.

1. Nosotros _____
2. Nosotros _____
3. Nosotros _____
4. Nosotros _____
5. Nosotros _____

Download PDF of this activity

Actividades: Adjetivos descriptivos/ Los países y las nacionalidades

A. Mis amigos y mi familia.

Describe las personas o mascotas de tu familia utilizando siete adjetivos de la lista en 4.2.2. ¡Ten cuidado con el género y número de los adjetivos! (Describe the people or pets in your family using 7 of the adjectives from the list in 4.2.2. Be careful with the gender and number of the adjectives!).

Modelo: Mi mejor amiga es inteligente y creativa. Ella tiene dos perros. Un perro, Rocky, es tonto y grande. La otra, Amelia, es bonita y tranquila. Los dos son simpáticos.

B. Para mejorar.



Tu amigo tiene una F en el párrafo abajo. Ayúdalo a recibir una A. Añade adjetivos apropiados– ¡Usa tu imaginación! Ten cuidado con el género y número de los adjetivos (Your friend has an F on the paragraph below. Help him to receive an A. Add appropriate adjectives– Use your imagination! Be careful with the gender and number of the adjectives).

Tengo una familia. Mi familia vive en una casa. En mi casa viven mis hermanos, mi mamá, mi papá y mi abuela. Mi abuela es una mujer. Mi papá es un hombre. Tenemos una mascota. Nuestra mascota es un pájaro.

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12.6: Actividades- ¿Necesito un suéter?

(Note: The activities on this page are designed to promote active communication in Spanish. In an online course, your instructor may ask you to complete the activities using a separate tool, such as video/voice recording or web-conferencing software. Even if the activities are not assigned as coursework, they can be used for individual practice and review.)

- Actividades: La ropa
- Actividades: Los números 101 +
- Actividades: El clima
- Actividades: El verbo gustar + infinitivo

Actividades: La ropa

A.  ¿Cuál es el problema? (What's the problem?)

Explica cuál es el problema con la ropa que estas personas llevan y qué deben llevar (Explain what the problem is with the clothes that these people are wearing and what they should wear).

1. Es el verano y Estela lleva un abrigo y botas para nadar en el mar.
2. Rodrigo tiene mucho frío y lleva una camiseta y pantalones cortos.
3. Está nevando y Cecille lleva tenis sin (without) calcetines.
4. Armando trabaja en la oficina y lleva un traje con una camiseta.
5. Hace mucho viento y Luisa lleva un paraguas.

B.  Adivinanzas (guessing games)

1. En pequeños grupos, una persona describe la ropa–¡con colores!–de una persona en la clase, y los compañeros adivinan quién es (In small groups, one person describes the clothing–with colors!–of someone in the classroom, and the rest of the group guesses who it is).



2. En sus grupos toman turnos haciendo gestos para simular usar diferentes prendas de ropa y los compañeros adivinan cuál prenda de ropa es (In your groups take turns making gestures to pretend to use different articles of clothing, and the rest of the group guesses which article of clothing it is).

Actividades: Los números 101 +

A.  Chequero real (Royal exchequer)

Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Tú eres tesorero de la Princesa Esmeralda y ella gasta mucho dinero. Llena los cheques apropiadamente, escribiendo los numerales necesarios. ¡No olvides firmar los cheques! (You are treasurer to Princess Esmeralda and she spends a lot of money. Fill out the checks appropriately, writing out the necessary numbers. Don't forget to sign the checks!).

S.E. Esmeralda Diamantes de Lujo
Palau Nacional
Montjuic, Barcelona 08004
ESPAÑA

6789

fecha D D M M A A A A

pagar a: _____ €

la cantidad
de: _____ euros

€ Primer Banco de Wiki
c/Doctor Esquerdo nº36
28009 Madrid, España

memo _____ firma _____

⑈ 243 ⑈ ⑆ 0005 ••• 123 ⑆ 123 ••• 4 56 ••• 7 ⑈

Audio

1. *This interactive element is not available in this format. Visit the link or scan the QR code to access it online.*

   View this Audio online

   Bienes Raíces Reales: 36.000€. – alquiler (rent) de vivienda, mes de octubre

2. Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Sra. Natalia Martínez: 19.500€ – sueldo (salary) de cocinera, mes de octubre

3. Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Restaurante Las Albóndigas: 3.708,92€ – fiesta de cumpleaños de sobrino

4. Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Sastrería Las Agujas: 7.148,50€ – reparaciones al vestido de gala (ball gown)

5. Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Tintorería Las Manchas: 1.212€ – lavandería (laundry), mes de octubre

6. Audio

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Letamendi Motor: 10.914€ – alquiler de limusina, mes de octubre

7. **Audio**

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Depto. De Tráfico Municipal: 15.000€ – multas (fines) de velocidad y parqueo

8. **Audio**

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Srta. Amalia Legazpi: 20.730€ – sueldo de asistente, mes de octubre con bono

9. **Audio**

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Audio online

Fundación Angeles de la Merced: 500.000€ – para huérfanos refugiados (refugee orphans)

10. **Audio**

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Biblioteca Municipal: 2.750.000€ – renovaciones de biblioteca infantil

Download the PDF (it's form-fillable!)

B. Línea de tiempo

Cada estudiante pregunta a su compañero sobre las fechas que faltan en su línea de la historia española, usando verbos en el tiempo presente para hacer las preguntas. (Each student will have to ask their partner about the dates missing from their timeline of Spanish history, using verbs conjugated in the present tense to ask the questions.)

Estudiante A

Estudiante A: Completa tu línea de tiempo. Pregunta a tu compañero(a) sobre las fechas que no tienes y escribe los años (ask your partner about the dates that you don't have and write the years). Necesitas conjugar los verbos de las preguntas en el tiempo presente (you need to conjugate the verbs in the questions in the present tense).

evento y fecha	pregunta
Iberia Románica (????-????) a.C. = antes de Cristo d.C. = después de Cristo	1. ¿De qué año a qué año ____ (durar) la España Románica?
España Visigótica (409 – 711)	
primera iglesia al Apóstol Santiago en Compostela (????)	3. ¿En qué año ____ (edificar) los gallegos la primera iglesia en honor al Apóstol Santiago?
Califa al-Hakam II en Córdoba (915-976)	
el Cid Campeador (????-????)	5. ¿Cuando ____ (vivir) y ____ (luchar) contra los musulmanes el Cid Campeador?
unión de Aragón y Cataluña (1137)	
Alfonso X 'el Sabio' (????-????)	7. ¿Cuándo ____ (vivir) y ____ (escribir) libros en de poesía e historia, el rey Alfonso X 'el Sabio' en Castilla-León?
independencia de Portugal (1385)	
Reconquista de Granada, Expulsión de judíos, Primera gramática castellana, Primer viaje de Cristóbal Colón (????)	9. ¿Cuándo ____ (ocurrir) la Reconquista de Granada, la expulsión de los judíos, la publicación de la primera gramática castellana, y el primer viaje de Cristóbal Colón? ¡Un año muy importante!
conquista de los aztecas(1521) conquista de los incas (????)	11. ¿Cuándo ____ (conquistar) Francisco Pizarro a los incas?
publicación de Don Quijote (1605)	
primer rey Borbón de España (????)	13. ¿Cuándo ____ (subir) el primer Borbón al trono español?
primera Constitución de España (1812)	
Guerra Civil Española (????-????)	15. ¿De qué año a qué año ____ (durar) la Guerra Civil Española?
crisis económica (2008 – 2014)	

Estudiante B

Estudiante B: Completa tu línea de tiempo. Pregunta a tu compañero(a) sobre las fechas que no tienes y escribe los años (ask your partner about the dates that you don't have and write the years). Necesitas conjugar los verbos de las preguntas en el tiempo presente (you need to conjugate the verbs in the questions in the present tense).

evento y fecha	pregunta
Iberia Románica (206 a.C. – 409 d.C.) a.C. = antes de Cristo d.C. = después de Cristo	
España Visigótica (????-????)	2. ¿De qué año a qué año ___ (durar) la España Visigótica?
primera iglesia al Apóstol Santiago en Compostela (829)	
Califa al-Hakam II en Córdoba (????-????)	4. ¿Cuándo ___ (vivir) y ___ (estudiar) la astronomía el Califa al-Hakam II en Córdoba?
el Cid Campeador (1043 – 1099)	
unión de Aragón y Cataluña (????)	6. ¿Cuando ___ (ocurrir) la unión del reino de Aragón y el Condado de Cataluña?
Alfonso X 'el Sabio' (1221 – 1284)	
independencia de Portugal (????)	8. ¿Cuándo ___ (ocurrir) la independencia de Portugal?
Reconquista de Granada, Expulsión de judíos, Primera gramática castellana, Primer viaje de Cristóbal Colón (1492)	¡Un año muy importante!
conquista de los aztecas (????) conquista de los incas (1532)	10. ¿Cuándo ___ (conquistar) Hernán Cortés a los aztecas?
publicación de Don Quijote (????)	12. ¿Cuándo ___ (publicar) Miguel de Cervantes su novela famosa, Don Quijote de la Mancha?
primer rey Borbón de España (1700)	
primera Constitución de España (????)	14. ¿Cuándo ___ (escribir) los patriotas la primera constitución española?
Guerra Civil Española (1936 – 1939)	
crisis económica (????-????)	16. ¿Cuándo ___ (caer) España en la crisis económica y cuándo ___ (terminar) la crisis?

Actividades: El clima

A.  ¿Qué tiempo hace en esta estación?

Determina cuál estación representa cada foto y di (o escribe) una oración describiendo el clima en cada una. (Determine which season each of the photos represents and say (or write) a sentence describing the weather in each one.)



Ejemplo: En el otoño no hace buen tiempo y hay niebla.

















B. / ¿Qué pasa en invierno?

Para cada estación, di qué tiempo hace y selecciona un verbo apropiado del banco de palabras para decir qué hacen las personas entonces. (For each season, say what the weather is and choose an appropriate verb from the word bank to say what people do then.)

Modelo: En verano hace calor y las personas nadan en la piscina.

tomar el sol, caminar en el parque, nadar en la piscina, esquiar, cultivar las flores, limpiar las hojas caídas (fallen leaves), limpiar la nieve

1. En invierno...
2. En primavera...
3. En verano...
4. En otoño...

C. ¿Qué tiempo hace en otras ciudades?

Busca en internet el tiempo que hace en las siguientes ciudades y contesta las preguntas en oraciones completas (Look up on the internet what the weather is in the following cities, and answer the questions in complete sentences).

Madrid, España; San Antonio, Texas; La Ciudad de Panamá, Panamá; La Paz, Bolivia; Valparaíso, Chile; Montevideo, Uruguay

1. ¿Qué tiempo hace ahora?
2. ¿Cuál es la temperatura allí ahora?
3. ¿Tiene un buen pronóstico (forecast) para el tiempo de mañana y pasado mañana?
4. ¿Hace mejor o peor (better or worse) tiempo en tu ciudad ahora?
5. ¿Cuál es la estación en las diferentes ciudades? ¡ojo! Algunas son del hemisferio sur.

D. Las vacaciones

You and your friend are taking a road trip for Spring Break and leaving right after classes on Friday. Student A has been to Los Ángeles before, but this is the first time for Student B, although Student B has good friends who live there. Student A will help Student B decide what to pack for the 7-day trip based on the weather. Student B will help Student 1 decide to pack based on the special activities for the week.

Estudiante 1

Paso 1: You have researched the weather forecast for the week you plan to spend in southern California. Based on the forecast below, explain to your friend what the weather will be like during your time there. You may use the present tense for this activity. Note that the degrees are in Celsius!

			
sábado 23°C/12°C	domingo 22°C/13°C	lunes 27°C/13°C	martes 20°C/10°C

Ejemplo: *Estudiante 1: Hace sol y hace buen tiempo el sábado. La temperatura está a 23 grados Celsius o más o menos 76 grados Fahrenheit.*

Paso 2: Your friend is helping you decide what you should take to LA for Spring Break. Based on what they tell you about the activities they have planned, decided how many of each item you should take on your trip. There are some blanks for additional items you will want to add to your suitcase based on what you know about the weather from Paso 1!

_____ traje(s) de baño
_____ traje(s)
_____ camisa(s)
_____ vestido(s)

_____ zapatos formales
_____ tacones high heels
_____ bolso(s)
_____ falda(s)
_____ pantalon(es)
_____ guantes
_____ calcetines(s)
_____
_____
_____

Paso 3: Compare your list with your partner's list. Is there anything you forgot to pack? Add it to your suitcase!

Estudiante 2

Paso 1: Your friend is helping you decide what you should take to LA for Spring Break. Based on what they tell you about the weather, decided how many of each item you should take on your trip. There are some blanks for additional items you will want to add to your suitcase based on the specific activities you have planned in Paso 2.

_____ gorra(s)
_____ pantalones cortos
_____ bufanda(s)
_____ camiseta(s)
_____ jean(s)
_____ chaqueta(s)
_____ calcetines
_____ zapatos de tenis
_____ sandalias
_____ abrigo(s)
_____ paraguas
_____
_____
_____

Paso 2: You have arranged several fun activities with the help of your friends who live in the LA area. Use the space below each picture to help you describe what you will be doing while you are in Los Ángeles. Then, tell your friend about the activities you have planned so that Student 1 can pack their bags accordingly. You might discover you need to add some items to your bag as well!



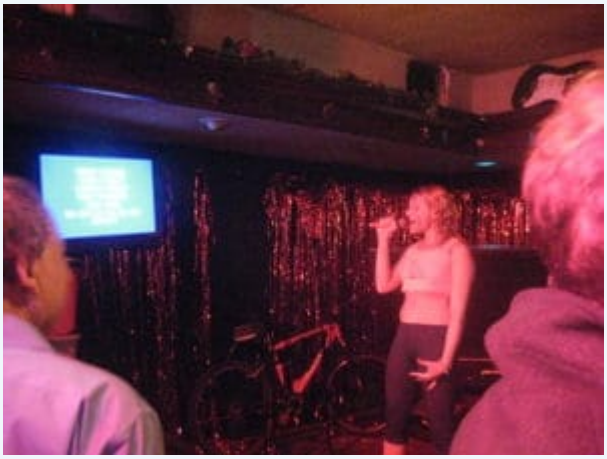
caminar en la playa

¿Qué día? _____
¿A qué hora? _____
¿Dónde? _____
¿Con quién? _____



montar en una montaña rusa

¿Qué día? _____
¿A qué hora? _____
¿Dónde? _____
¿Con quién? _____



cantar en el karaoke

¿Qué día? _____
¿A qué hora? _____
¿Dónde? _____
¿Con quién? _____



bailar

¿Qué día? _____
¿A qué hora? _____
¿Dónde? _____
¿Con quién? _____



visitar Hollywood

¿Qué día? _____
¿A qué hora? _____
¿Dónde? _____
¿Con quién? _____

Paso 3: Compare your list with your partner's list. Is there anything you forgot to pack? Add it to your suitcase!

Download PDF of this activity

Actividades: El verbo gustar + infinitivo

A. / Me gusta...

Pregunta a tus compañeros si les gusta hacer las siguientes actividades. (Ask your classmates whether they like to do the following activities).

Paso 1: Tu opinión. Primero marca una X en la escala entre "Odio" hasta "Me gusta mucho", con tu opinión de las actividades. (Your opinion. First mark an X on the scale from "I hate it" to "I like it a lot", with your opinion of the activities).

	Odio	No me gusta	Soy indiferente	Me gusta	Me gusta mucho
jugar al fútbol					
bailar					
pintar					
escribir					

leer libros					
beber Coca-Cola					
cantar karaoke					
hacer tarea					

Paso 2: Encuesta (Survey). Entonces, habla con ocho personas en la clase y pregúntales si les gusta hacer las actividades. Escribe sus nombres en la escala de opinión (Then, speak with 8 people in the class and ask them if they like to do the activities. Write their names on the opinion scale).

- Vivian: ¿Te gusta pintar?
- Mae: ¡Sí, me gusta pintar mucho!

Paso 3: Informe (Report). Finalmente, informa a la clase sobre las opiniones de unos compañeros (Finally, inform the class about the opinions of some classmates).

- Vivian (reporting back): A Mae le gusta pintar mucho, pero a mí no me gusta pintar.

Download PDF of this activity

B.  ¿A quién le gusta hacer?

Contesta las preguntas con el nombre de una persona a quien le gusta hacer las siguientes actividades. (Answer the questions with the name of a person who likes to do the following activities).

Modelo:

- ¿A quién le gusta pintar?
- A mi novio le gusta pintar.

1. ¿A quién le gusta hacer ejercicio?
2. ¿A quién le gusta jugar tenis?
3. ¿A quién le gusta tocar un instrumento?
4. ¿A quién le gusta estudiar lenguas?
5. ¿A quién le gusta leer novelas de terror?
6. ¿A quién le gusta ver películas románticas?
7. ¿A quién le gusta comer en restaurantes italianos?

C.  ¿Qué te gusta hacer?

Pregunta a tu compañero qué le gusta hacer durante las fechas específicas abajo. Escribe lo que dice tu compañero y si ustedes están de acuerdo puedes decir: ¡A mí también! (Ask your partner what he/she likes to do during the specific dates below. Write what your partner says and if you agree you can say: Me too!)

Modelo:

El cuatro de julio _____

- Rebeca:¿Qué te gusta hacer el cuatro de julio?
- Molly: Me gusta hacer camping el cuatro de julio.
- Rebeca: A Molly le gusta hacer camping el cuatro de julio.

Estudiante 1

1. Los fines de semana _____
2. El lunes por la tarde _____
3. En el invierno _____
4. Para Halloween _____
5. Para su cumpleaños _____
6. Cuando hace calor _____

Estudiante 2

1. El sábado por la mañana _____
2. El miércoles por la noche _____
3. En el otoño _____
4. Para la Navidad _____
5. Para su cumpleaños _____
6. Cuando hace frío _____

Download PDF of this activity Version 1, Version 2 (more involved)

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12.7: Actividades- ¿Dónde están mis llaves?

(Note: The activities on this page are designed to promote active communication in Spanish. In an online course, your instructor may ask you to complete the activities using a separate tool, such as video/voice recording or web-conferencing software. Even if the activities are not assigned as coursework, they can be used for individual practice and review.)

- Actividades: La casa
- Actividades: El verbo estar + preposiciones
- Actividades: Ir + a + infinitivo
- Actividades: Verbos con cambio de raíz (o-ue)

Actividades: La casa

A.  ¿Qué necesitan?

Tú y tu compañero van a alquilar un apartamento. Escribe una lista de 4 muebles que necesitan comprar en los cuartos abajo. (You and your roommate are going to rent an apartment. Write a list of 4 pieces of furniture that you need to buy for each of the rooms below.)

1. La cocina
    1.
    2.
    3.
    4.
2. El dormitorio
    1.
    2.
    3.
    4.
3. La sala
    1.
    2.
    3.
    4.
4. El patio
    1.
    2.
    3.

B.  ¿Cómo es tu casa?

Imagina que vives en una de estas casas. Tu compañero quiere alquilar un dormitorio en tu casa. Contesta las preguntas abajo– ¡usa tu imaginación! Después, cambia papeles (Imagine that you live in one of these houses. Your partner wants to rent a room in your house. Answer the questions below– use your imagination! Then switch roles).









1. ¿Cuántos dormitorios hay?
2. ¿Qué muebles hay en el dormitorio que alquilan?
3. ¿Hay un baño privado para la habitación que alquilan?
4. ¿Cuántas personas viven en la casa?
5. ¿Cuánto cuesta el alquiler?

C. Compañeros de casa

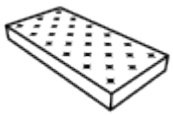
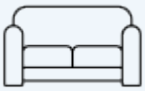
You and your friend from college are getting an apartment together. Your apartment has some great amenities, but you need to purchase some items in order to furnish your apartment. Student 1 and Student 2 decide to divide and conquer, and each of you visits a separate garage sale. You each have $150 to spend on garage sale items. Spend your money wisely!

Estudiante 1

Paso 1: Pick three amenities from the following list that are already included in your apartment. Choose carefully! You can't have it all and pay cheap rent.

	un espejo en el baño	una secadora	
	una nevera	dos baños	 x 2
	una lavadora		

Paso 2: You find a garage sale that has some really great deals. Decide what you will buy to take home to your apartment based on your needs and your roommate's needs. Everything you get will fit in your apartment, but you only have $150!

	un colchón viejo $40	una pecera $40	
	un sofá rojo $60	un trampolín $30	
	una lámpara $10	un juego de toallas y toallitas $13	
	una batería $40	una bola de discoteca $50	
	un abrelatas $5	un perrito $0	

Paso 3: With your roommate, organize your combined purchases based on where you will place the items you purchased in your house.

En la sala:

_____

_____

_____

_____

En la cocina

_____

_____

_____

_____

En el baño

_____

_____

_____

_____

En el dormitorio de Estudiante 1

_____

_____

_____

_____

En el dormitorio de Estudiante 2

_____

_____

_____

_____

En el lavadero

_____

_____

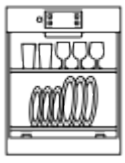
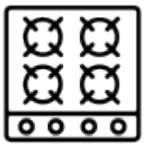
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Estudiante 2

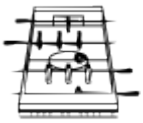
Add texts here. Do not delete this text first.

Paso 1: Pick three amenities from the following list that are already included in your apartment. Choose carefully! You can't have it all and pay cheap rent.

	un lavaplatos	una estufa	

	un horno	tres armarios	 x3
	un microondas		

Paso 2: You find a garage sale that has some really great deals. Decide what you will buy to take home to your apartment based on your needs and your roommate's needs. Everything you get will fit in your apartment, but you only have $150!

	un colchón casi nuevo $50	dos cobijas y dos almohadas $15	
	dos sillas y una mesa $65	una mesita central $20	
	una máquina de karaoke $20	una mesa de futbolín $60	
	una máquina de pinball $70	un televisor $70	
	una cafetera $15	un gatito $0	

Paso 3: With your roommate, organize your combined purchases based on where you will place the items you purchased in your house.

En la sala:

_____

_____

_____

_____

En la cocina

_____

_____

_____

_____

En el baño

_____

_____

_____

_____

En el dormitorio de Estudiante 1

_____

_____

_____

_____

En el dormitorio de Estudiante 2

_____

_____

_____

_____

En el lavadero

_____

_____

_____

_____

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Actividades: El verbo estar + preposiciones

A.  Adivinanzas (guessing game)

Tú dices a tu compañero dónde está una cosa en la sala de clase y el compañero tiene que adivinar qué es la cosa. (You tell a classmate where a thing is in the classroom, and the classmate has to guess what the thing is).

B. Dónde están las mascotas?

Using *estar* and the prepositions of location, tell your partner where the pets are in the following pictures. Your partner will do the same. As you hear where the pets are, draw them into the empty rooms.

Estudiante A









Estudiante B









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Actividades: Ir + a + infinitivo

A. / Planes

Answer the following questions with complete sentences. Then compare your responses with a partner. The following words in the box may be useful in some of your answers.

Esta tarde – Esta noche – Esta semana – Este (lunes/martes/etc.) – Este año – Mañana – Pasado mañana – La semana que viene – El próximo año



1. ¿Cuándo vas a tomar el próximo examen de español?
2. ¿Cuándo van tus amigos y tú a bailar en el club?
3. ¿Cuándo va a terminar este semestre?
4. ¿Cuándo van a participar en un juego de básquetbol?
5. ¿Cuándo vas a ir a la biblioteca?
6. Tu mejor amigo/amiga (*best friend*), ¿cuándo va a viajar?
7. Tus compañeros de clase y tú, ¿cuándo van a memorizar el vocabulario?
8. ¿Cuándo vas a comer en la cafetería?
9. ¿Cuándo van los científicos a inventar un sustituto sostenible para el plástico?

B. / Un Calendario ocupado

With a partner, take turns asking and answering questions about Marianela's plans according to her calendar. **¡OJO!** You need to come up with a verb and possibly more information that fits logically with the situation.

Modelo:
Estudiante 1: ¿Qué va a hacer Marianela el martes, 3 de septiembre?
Estudiante 2: Va a mirar una exposición en el museo de arte.

septiembre						
lunes	**martes**	**miércoles**	**jueves**	**viernes**	**sábado**	**domingo**
1) en la escuela (ella es profesora)	2) una exposición museo de arte	3) café con Tomás	4) biblioteca	5) un obra de teatro en auditorio con Tía Luisa	6) fruta en el mercado de granjeros (*farmers*)	7) iglesia (*church*)
8) televisión	9) el cumpleaños a su amigo	10) un juego de tenis con su amiga	11) cuadernos para sus estudiantes en la tienda (*store*)	12) una carta en la oficina de correos (*mail*)	13) un concierto en el parque	14) iglesia
15) en la cama	16) una película en el cine con Tía Luisa	17) la casa de sus padres	18) en las montañas	19) casa de los primos	20) festival en la plaza	21) con su padre por teléfono
22) museo de historia con Tía Luisa	23) como voluntaria en el hospital	24) salsa con Tomás	25) en la cocina de mamá	26) mamá al aeropuerto	27) en la piscina con los primos	28) para el comedor de beneficencia (*soup-kitchen*)

29) personas en las calles (*streets*)	30) medicina en la farmacia					

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Actividades: Verbos con cambio de raíz (o-ue)

A. Conversación

Answer the following yes/no questions with a partner. Try to go above and beyond just saying yes/no with the supplemental conversation questions.

1. ¿Almuerzas enfrente del televisor? (Sí: ¿Qué miras? No: ¿Dónde almuerzas?)
2. ¿Puedes tener fiestas en tu apartamento/casa? (Sí: ¿Cuándo? No: ¿Por qué no?)
3. ¿Vuelves a la casa de tus padres frecuentemente? (Sí: ¿Cuándo? No: ¿Por qué no?)
4. ¿Duermes con el televisor prendido? (Sí: ¿Qué miras? No: ¿Por qué no?)

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12.8: Actividades- ¿Cómo pasas tu tiempo libre?

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- Actividades: Los pasatiempos
- Actividades: El verbo gustar + sustantivos / Querer y gustar
- Actividades: Verbos con cambio de raíz (e-ie)
- Actividades: Adverbios de modo

Actividades: Los pasatiempos

A.  ¿Cuándo?

Habla con un compañero de clase y contesta las siguientes preguntas diciendo la hora, el día o la estación cuando haces la actividad (o puedes decir que nunca [never] la haces). ¿Necesitas repasar (review) decir la hora o usar el vocabulario del calendario? Vuelve a mirar las unidades 2 y 3 para repasar.

1. ¿En qué meses esquías en la nieve?
2. ¿En qué meses juegas al vóleibol de playa (beach)?
3. ¿Hasta (until) qué hora juegas videojuegos?
4. ¿Cuándo charlas con tus amigos?
5. ¿Cuándo tejen las abuelas?
6. ¿Cuándo trepan árboles los niños?
7. ¿A qué hora levantas pesas?
8. ¿A qué hora vas al partido de básquetbol?

B.  Tiempo libre

Imagina que estás de vacación con un compañero de clase en los lugares de las fotos. Conversa con tu compañero sobre cómo quieren pasar el tiempo. ¿Les gusta el lugar? ¿Qué tiempo hace? ¿Cuál ropa deben llevar? ¿Qué pueden/quieren hacer? ¿Qué no pueden/no quieren hacer?



Campo de amapolas (poppies) en Soria, España.



Las ruinas de Machu Picchu en las montañas Andes, Perú.



El barrio San Telmo, Buenos Aires, Argentina.



Pingüinos en Tierra del Fuego, Argentina.

C. Los pasatiempos

Paso 1: Decide si las siguientes actividades van mejor con la primavera, el verano, el otoño o el invierno. Si uno puede hacer las actividades en cada estación, selecciona “no importa.” Organiza las palabras en la categoría apropiada.

La primavera	El verano	El otoño	El invierno	No importa

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Estudiante 1

- Jugar un juego de mesa

- Pasar tiempo con amigos

- Trepar árboles

- Esquiar

- Levantar pesas

- Practicar el atletismo

- Andar en bicicleta

- Jugar al fútbol americano

- Tocar el piano

- Dar una vuelta/dar un paseo

Paso 2: No sabes qué hacer con tu tiempo libre. Pregúntale a tu compañero/a de clase qué debes hacer para divertirte en cada situación. Escribe la recomendación de tu compañero/a y decide si lo vas a hacer o no.

Ejemplo:

Estudiante 1: Está lloviendo y hace fresco. ¿Qué debo hacer con mi tiempo libre?
Estudiante 2: Debes charlar con un amigo por teléfono.
Estudiante 1: Debo charlar con un amigo por teléfono. Sí__ No ✓

Hace calor y estás cerca de un lago
_____ Sí__ No__ Hace sol pero hace mucho frío
_____ Sí__ No__ Es un viernes por la noche y no tienes tarea
_____ Sí__ No__ Estás en la sala de espera y tu celular no tiene carga
_____ Sí__ No__ Estás en un centro turístico durante las vacaciones de invierno
_____ Sí__ No__

Paso 3: Tu compañero/a te va a preguntar sobre tus recomendaciones de actividades que se puede hacer con su tiempo libre. Escucha con cuidado lo que te dice sobre la situación. Después, selecciona una actividad de tu lista de Paso 1 y díle lo que debe hacer.

Ejemplo:
Estudiante 2: Está lloviendo y hace fresco. ¿Qué debo hacer con mi tiempo libre?
Estudiante 1: Debes charlar con un amigo por teléfono.

Estudiante 2

- Jugar videojuegos
- Salir con amigos
- Navegar la red/navegar el internet
- Pescar
- Practicar el alpinismo
- Esquiar en la tabla/Hacer snowboard
- Tocar la guitarra
- Tejer
- Dibujar
- Jugar a los bolos

Paso 2: Tu compañero/a te va a preguntar sobre tus recomendaciones de actividades que se puede hacer con su tiempo libre. Escucha con cuidado lo que te dice sobre la situación. Después, selecciona una actividad de tu lista de Paso 1 y díle lo que debe hacer.

Ejemplo:
Estudiante 1: Está lloviendo y hace fresco. ¿Qué debo hacer con mi tiempo libre?
Estudiante 2: Debes charlar con un amigo por teléfono.

Paso 3: No sabes qué hacer con tu tiempo libre. Pregúntale a tu compañero/a de clase qué debes hacer para divertirte en cada situación. Escribe la recomendación de tu compañero/a y decide si lo vas a hacer o no.

Ejemplo:
Estudiante 1: Está lloviendo y hace fresco. ¿Qué debo hacer con mi tiempo libre?
Estudiante 2: Debes charlar con un amigo por teléfono.
Estudiante 1: Debo charlar con un amigo por teléfono. Sí__ No ✓

Hace fresco y estás afuera con tus sobrinos
_____ Sí__ No__ Hace sol pero hace mucho frío
_____ Sí__ No__ Es un viernes por la noche y no tienes tarea
_____ Sí__ No__ Es un buen día de primavera
_____ Sí__ No__ Es sábado a las seis de la mañana y está nevando
_____ Sí__ No__

Download PDF of this activity

Actividades: El verbo gustar + sustantivos / Querer y gustar

A. Completa la frase

Termina la oración con la forma correcta del verbo **gustar**.



¿Te gustan los camarones?

1. Me _____ aprender español.
2. A Jorge le _____ patinar y correr todos los días.
3. Te _____ tacos y tamales, ¿verdad?
4. A nosotros no nos _____ montar a caballo.
5. A ellas les _____ cantar y bailar.
6. A Manuel y Mario les _____ coches nuevos.
7. A mí no me ____ las piñas.
8. ¿Te ____ el chocolate? ¿O la vainilla?
9. Le ____ los pasteles a Raúl.
10. ¿A Felipe y Letizia les ____ la tortilla española?

B. / Gustos

Explica si les gustan o no las siguientes cosas a las siguientes personas.

Modelo: –A Pablo le gustan las manzanas. – o – Le gustan las manzanas a Pablo.

Pablo		 las manzanas

nosotros		 la pizza
Felisa y Selina		 las cebollas
tú	¿?	 las fresas
él		 las galletas

ustedes		 el café
Lola		 la sandía
nosotros		 los pimientos
Alejandro y Julio		 el pollo

ella		 los huevos
Denisa		 el refresco

C. Conversación

Conversa con un compañero o compañera de clase sobre sus gustos y preferencias.

1. ¿Qué tipo de música te gusta mucho? ¿Qué tipo de música no te gusta para nada?
2. ¿Te duelen frecuentemente los pies? ¿Te duelen los ojos al final del día? ¿Por qué?
3. ¿Qué te encanta hacer en las vacaciones? ¿Por qué?
4. ¿Qué te molesta más de tu universidad o tu trabajo? ¿Por qué?
5. ¿Te gusta la casa o residencia donde vives ahora? ¿Por qué?

D. ¿Por qué? (Why?)

Usa **querer** o **gustar** para explicar por qué haces las siguientes cosas (why you do the following things).

Modelo: ¿Por qué estudias el español?
–Quiero hablar con Shakira en español. / Me gustan las lenguas extranjeras.

1. ¿Por qué vas a las montañas?
2. ¿Por qué comes vegetales?
3. ¿Por qué escribes ese blog?
4. ¿Por qué van Luis y Felipe a la cocina?
5. ¿Por qué lleva Ana dos suéteres?

Actividades: Verbos con cambio de raíz (e-ie)

A.  Construir oraciones

Primero, selecciona un sujeto, un verbo y un objeto lógico; luego conjuga el verbo y agrega otras palabras necesarias para construir una oración completa (First, choose a subject, a verb and a logical object; then conjugate the verb and add other necessary words to construct a complete sentence). Escribe 5 oraciones completas.

Modelo: Las compañeras de clase – preferir – dibujar

Las compañeras de clase prefieren dibujar en sus casas.

- Sujetos posibles: Adela – Bernardo y Javier – las compañeras de clase – nosotros – Tomás – tú – ustedes – yo
- Verbos posibles: empezar – pensar – cerrar – tener – preferir – querer – comenzar – entender
- Objetos posibles: charlar – dibujar – tocar el piano – navegar el internet – jugar videojuegos

Actividades: Adverbios de modo

A. Generalmente, ¿qué haces?

Paso 1: Cambia los adjetivos (en la caja) para ser adverbios de modo.

Normal – General – Bien – Mal – Tranquila – Fuerte – Rápido – Fácil – Lento

Paso 2: Con un compañero, utiliza un adverbio de modo de la caja para cada situación.

1. Charlo con mis padres.
2. Juego ajedrez.
3. Ando en bicicleta.
4. Mi hermano levanta pesas.
5. El profesor enseño los adverbios de modo.
6. Hago exámenes.

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12.9: Actividades- ¿Estás triste? ¿Por qué?

(Note: The activities on this page are designed to promote active communication in Spanish. In an online course, your instructor may ask you to complete the activities using a separate tool, such as video/voice recording or web-conferencing software. Even if the activities are not assigned as coursework, they can be used for individual practice and review.)

- Actividades: Adjetivos de emoción y condición
- Actividades: Estar + emociones
- Actividades: Ser y Estar I/ ¿Cómo?
- Actividades: Conjunciones coordinadas/ Porque & question word por que

Actividades: Adjetivos de emoción y condición



A. Emociones y condiciones

Selecciona el adjetivo más apropiado al contexto de la oración. ¡Atención al significado (meaning) *y* a la concordancia (agreement) de género y número!

1. Voy a los funerales de mi abuela y estoy muy (alegre / interesado / triste).
2. La Copa Mundial es este año y estamos muy (asustados / emocionados / enfermos).
3. Los estudiantes están (frustrados / sanos / tranquilos) porque sus libros de texto son tan caros (so expensive).
4. Tú corres y nadas mucho– debes estar (celosa / en buena forma / enamorada).
5. Los estudiantes tienen mucha tarea, por eso ellos están (borrachos / cansados / celosos).
6. Los científicos están (contentos / enfermos / sorprendidos) por los resultados inesperados (unexpected results).
7. Yo estoy (alegre / enojada / tranquila) a causa de (because of) la injusticia en el mundo (the injustice in the world).
8. Mi gatita (kitten) está (confundido / confundida / confundidos / confundidas) cuando hablo en español.
9. Los niños están (feliz / feliza / felizos / felices) porque es verano y están de vacaciones.
10. El payaso (clown) está (deprimido / deprimida / deprimidos / deprimidas) porque las personas están (asustado / asustada / asustados / asustadas) por su apariencia.

Actividades: Estar + emociones



B. ¿Qué les pasa a los estudiantes hoy en clase?

Escoge del banco de frases lo que piensas que les ocurre a los estudiantes, de acuerdo con la descripción.

Están nerviosos – Están contentos – Están callados – Están concentrados – Están cansados – Están preparados – Están tristes – Están preocupados – Están enfermos

1. No hablan y todos miran sus celulares y la luz está apagada: _____ _____.
2. Se ríen, hablan mucho y hacen preguntas a la profesora: _____ _____.
3. Están escribiendo, solo tienen un examen en su pupitre y un bolígrafo; algunos tienen lápiz y borrador: _____ _____.
4. Llegan con tazas de café, algunos en pijamas aun (still), otros se duermen en la clase y otros miran al profesor sin parpadear (without blinking): _____ _____.
5. Estudian mucho para un examen y las preguntas son muy difíciles; ¡pueden perder el examen! _____ _____.
6. Llegan a clase y leen un letrero (sign) que dice que el profesor cancela la clase: _____ _____.

7. No llegan muchos a clase y hace frío; es invierno: _____ _____.

C.  ¿Cómo son los estudiantes?

Escoge del banco de frases con descripciones de cómo piensas que son los estudiantes.

Son inteligentes – Son listos – Son liberales – Son responsables – Son terribles – Son vivos – Son perezosos – Son jóvenes – Son cómicos

1. Traen sus tareas, sus cuadernos, prestan atención, participan en clase, hacen preguntas y sacan buenas notas: _____ _____.
2. Hacen los trabajos escritos temprano, comienzan sus lecturas con tiempo de anticipación, balancean (balance) sus actividades y manejan (manage) bien su tiempo: _____ _____.
3. Tienen ideas progresistas, su criterio sobre los conceptos de moralidad son amplios y flexibles: _____ _____.
4. No tienen mucha edad, se sienten fuertes generalmente, les gusta divertirse y salir con los amigos: _____ _____.
5. Dicen historias chistosas, se ríen de todo con gracia y a veces juegan con las palabras (make plays-on-words): _____ _____.
6. No hacen las tareas, pierden mucho el tiempo (waste time), tienen excusas y generalmente sacan malas notas porque no estudian: _____ _____.
7. Les piden a sus profesores listas con guías para estudiar, van a la oficina del profesor y tratan de entender el formato de los exámenes, se preocupan por su rendimiento (performance) y promedio académico (academic average): _____ _____.
8. Salen tarde en la noche, se van a fiestas, se emborrachan y al otro día tienen dolor de cabeza (headache): _____ _____.

Actividades: Ser y Estar I/ ¿Cómo?

A. ¿Cómo eres? ¿Cómo estás?

Con un compañero, describe cómo son y cómo están las siguientes personas en tu vida.

La persona	¿Cómo es?	¿Cómo está? (Ahora)
Tu madre		
Tu padre		
Tu hermano o hermana		
Tu mascota		
Tu mejor amigo		

B.  ¿Cómo es? ¿Cómo está ahora?

Mira las fotos paralelas siguientes y describe los lugares a tu compañero de clase usando los verbos *ser* y *estar* más un adjetivo. El compañero necesita identificar cuál foto describes. Entonces habla de qué emociones tienen las personas al estar en esos lugares.

1.



Una panorámica de la ciudad de Barranquilla. (Usa *ser* + adjetivo)



Una foto de una calle de Barranquilla durante el Carnaval en febrero. (Usa *estar* + adjetivo)

2.



Una foto de un grupo de personas posando para la cámara con uniforme de una institución. (Usa *ser* + adjetivo)



El mismo grupo de personas haciendo una actividad. (Usa *estar* + adjetivo)

3.

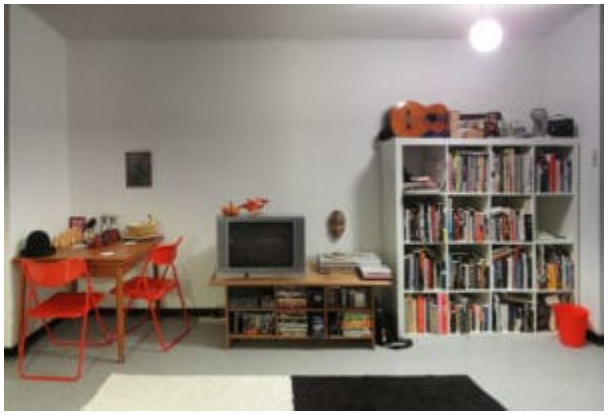


Una foto del equipo estadounidense de fútbol femenino mirando a la cámara, neutral sin mostrar mucha emoción. (Usa s*er* + adjetivo)



Una foto del mismo equipo mostrando mucha emoción. (Usa *estar* + adjetivo)

4.



Una foto de un cuarto de una casa con las cosas en su lugar. (Usa s*er* + adjetivo)



Una foto de un cuarto de la casa, pero ahora desordenado. (Usa *estar* + adjetivo)

5.



Una foto de una playa en su estado natural. (Usa *ser* + adjetivo)



Una foto del mismo lugar natural pero sucio y con basura. (Usa *estar* + adjetivo)

Actividades: Conjunciones coordinadas/ Porque & question word por que

A. ¿Estás triste or feliz? ¿Por qué?

Con un compañero, decide tu emoción y explica por qué tienes esa emoción.

1. Recibes una mala nota en la clase de matemáticas. ¿Estás sorprendido o triste? ¿Por qué?
2. Conduces un viaje largo de cinco horas. ¿Estás aburrido o contento? ¿Por qué?
3. Tienes que hablar enfrente de la clase. ¿Estás nervioso o emocionado? ¿Por qué?
4. El clima va a ser lluvioso por una semana ¿Estás deprimido o alegre? ¿Por qué?
5. Son las cinco de la mañana. ¿Estás despierto o dormido? ¿Por qué?

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12.10: Actividades- ¿Cuál es tu comida favorita?

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- Actividades: Comida
- Actividades: Verbos con cambio de raíz (e-i)
- Actividades: Verbos irregulares en la forma de "yo"
- Actividades: Todas las preguntas

Actividades: Comida

A.  ¿Qué te gusta?

Paso 1: Imagina una combinación de comidas diferentes, una cosa de la lista A con otra cosa de la lista B. Escribe la combinación sugerida. Pregúntale a tu compañero/a de clase si le gustan las dos comidas juntas. Escribe una frase que representa la respuesta de Estudiante 2.

Ejemplo:

Escrito:	**Dicho**:
Combinación sugerida: la pizza con mostaza *A mi compañero/a, ___ le gusta ✓no le gusta.* *A mi compañero de clase, le gusta la pizza con alas de pollo.*	*Estudiante 1: Te gusta la pizza con mostaza?* *Estudiante 2: No, no me gusta la pizza con mostaza. Me gusta la pizza con alas de pollo.* *Estudiante 1: A mi compañero de clase, le gusta la pizza con alas de pollo*

Estudiante 1

Lista A	**Lista B**
El pavo	Mostaza
La pizza	Mayonesa
Los camarones	Salsa de tomate
La carne	Pepinillos
La parrillada	Lechuga
Una ensalada	Helado
La sopa de pollo	Vino tinto
El pastel de chocolate	Crema de leche
Los bananos	Azúcar
Las fresas	Cerveza
El sushi	Arroz
Los duraznos	Frijoles

Estudiante 2

Lista A	Lista B
Los huevos revueltos	Puré de papas
Los huevos fritos	Melón
La hamburguesa	Cebolla
Las uvas	Brócoli
Los cereales	Mantequilla
El jamón ibérico	Miel (honey)
La sopa de pescado	Un refresco
El pan	Queso
La sandía	Salsa picante
El yogur	El jugo de tomate
Las galletas	Sal y pimienta
Las arepas	Piña

1. Combinación sugerida: _____ con _____
   A mi compañero/a, ____ le gusta _____ no le gusta.
   _____
2. Combinación sugerida: _____ con _____
   A mi compañero/a, ____ le gusta _____ no le gusta.
   _____
3. Combinación sugerida: _____ con _____
   A mi compañero/a, ____ le gusta _____ no le gusta.
   _____
4. Combinación sugerida: _____ con _____
   A mi compañero/a, ____ le gusta _____ no le gusta.
   _____
5. Combinación sugerida: _____ con _____
   A mi compañero/a, ____ le gusta _____ no le gusta.
   _____
6. Combinación sugerida: _____ con _____
   A mi compañero/a, ____ le gusta _____ no le gusta.
   _____

Paso 2:

Cada estudiante tiene una lista de vocabulario diferente. Cambia el rol con tu compañero/a de clase.

Contéstale a tu compañero/a de clase con Sí, me gusta(n)_____ o No, no me gusta(n) _____. Si no te gusta la combinación de las dos comidas, díle a tu compañero/a otra combinación que te gusta.

Download a PDF of this activity

E. BINGO

Cada estudiante tiene una página con veinticinco comidas o combinaciones de comidas. Pasa por la clase y pregúntales a tus compañeros si les gustan estas comidas. Escribe el nombre de tu compañero/a en el espacio si le gusta. La primera persona que puede marcar cinco respuestas en línea gana. ¡Ojo! Si la palabra en cuestión empieza con “el/la,” hay que usar ¿Te gusta el/

la_____? Si empieza con “los/las,” hay que usar ¿Te gustan los/las _____?

La salsa picante _____	La leche de cabra (goat) _____	La mayonesa de sabor de ajo (garlic) _____	La mantequilla trufada _____	El jugo de uvas blancas _____
El yogur de sabor a café _____	El queso apestoso (stinky) _____	El helado de pistacho _____	El chocolate amargo (dark/ bitter) _____	El té helado sin azúcar _____
El bistec casi rojo _____	La limonada _____	Las papas al horno _____	Los tacos de lengua _____	Los frijoles con jalapeños _____
El café negro _____	La pizza con piñas y jamón _____	La carne fría _____	Las cebollas crudas _____	Las tortillas de maíz _____
La manzana con mantequilla de maní/cacahuete (peanut butter) _____	Las naranjas con sal _____	Los calamares fritos (fried squid) _____	El ojo del pescado _____	La leche caliente _____

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Actividades: Verbos con cambio de raíz (e-i)

A. Conversación

Answer the following yes/no questions with a partner. Try to go above and beyond just saying yes/no with the supplemental conversation questions.

En tu restaurante favorito...

1. ¿Siempre pides un postre? (Sí: ¿Qué pides? No: ¿Por qué no?)
2. ¿Los meseros sirven la comida a tiempo *(on* time)? (Sí: ¿Cuántos minutos? No: ¿Por qué piensas que no?)
3. ¿Sigues las recomendaciones de los meseros? (Sí: ¿Cuándo? No: ¿Por qué no?)
4. ¿Dices gracias a los meseros? (Sí: ¿Por qué? No: ¿Por qué no?)

Cuando cocinas....

1. ¿Mides tus porciones? (Sí: ¿Por qué? No: ¿Por qué no?)
2. ¿Repites recetas? (Sí: ¿Cuáles? No: ¿Por qué no?)
3. ¿Sigues las instrucciones de las recetas? (Sí: ¿Cuándo? No: ¿Por qué no?)

Actividades: Verbos irregulares en la forma de “yo”

A.  ¿Qué haces?

Llena los espacios en blanco con la forma correcta del verbo indicado. ¡Atención a las formas irregulares!

1. ¿Qué _____ (tener – tú) en tu bolsillo (pocket)? ¡Qué sorpresa! _____ (tener – yo) un anillo (ring).
2. ¿_____ (oír – tú) lo que yo _____ (oír)?
3. ¿Qué _____ (ver – Uds.) por la ventana? Nosotros _____ (ver) el campo (outfield) del estadio de béisbol.
4. ¿_____ (hacer – nosotros) un picnic este sábado? ¿Qué _____ (decir – tú)? Yo _____ (decir) que parece (it seems) buena idea.
5. Yo _____ (tener) un perrito que _____ (venir) a la oficina todos los días. El perro no _____ (tener) idea de qué _____ (hacer), pero ayuda (he helps) emocionalmente.
6. Yo no _____ (traer) un mapa hoy, pero mi amiga _____ (traer) su móvil, que _____ (tener) GPS.
7. Mis amigos _____ (salir) del trabajo a las 5pm, pero yo no _____ (salir) hasta las 8pm.

B.  Vamos a ver...¿Qué hábitos tienes?

Usando los verbos de arriba, conversa con un compañero sobre acciones que haces o no haces generalmente en tu vida. Usa el siguiente cuestionario de guía pero puedes continuar la conversación más allá de (beyond) las preguntas:

1. ¿Tienes tarea todos los días? ¿Dónde haces las tareas para tus clases?
2. ¿Haces deportes? ¿Qué días?
3. ¿Pones atención en clase a las explicaciones de tus profesores? ¿Cuál clase es más difícil para ti?
4. ¿Traes los libros contigo (with you) en tu mochila todos los días?
5. ¿Sales con tus amigos los fines de semana? ¿A dónde van?
6. ¿Dices la verdad siempre? O ¿a veces dices mentiras? ¿Cuándo? ¿A quién?
7. ¿Ves “youtube” todos los días? ¿Qué ves en “youtube”?
8. ¿Oyes conversaciones ajenas (Do you eavesdrop/hear other people’s conversations) a veces? ¿Cuándo? ¿De quién?
9. ¿Das dinero a los pobres necesitados? ¿Cuándo? ¿A quiénes?

Actividades: Todas las preguntas

A.  Preguntas

Escribe la palabra interrogatoria (palabra para preguntar) apropiada al contexto.

1. –¿ _____ estudia Sofia?
   –En la biblioteca generalmente.
2. –¿ _____ días a la semana tiene clase de español?
   –Ella tiene clase de español tres días a la semana.

3. –¿ _____ días trabajas?
   –Solo trabajo los fines de semana.

4. –¿ _____ descansas?
   –Nunca; siempre estoy haciendo algo.

5. –¿ _____ son tus profesores este semestre?
   –Todos son muy buenos, son inteligentes y siempre preparados para clase.

6. –¿ _____ son los nuevos estudiantes internacionales?
   –La mayoría son de Japón.

7. –¿ _____ es la mujer del vestido rojo?
   –Es la novia de mi hijo.

8. –¿ _____ no vienes mañana?
   –Estoy muy ocupada.

9. –¿ _____ son los libros que están sobre la mesa?
   –Son de mi compañero Pablo.

10. –¿ _____ piensas de mi nuevo novio?
    –Es muy guapo, pero casi no habla; parece tímido.

B. Veinte preguntas

Paso 1: Tu compañero/a de clase tiene veinte oportunidades para adivinar el objeto que tú ves en la siguiente foto. Sólo tienes que contestar la pregunta: no debes darle más información.

Ejemplo:
Estudiante 2: ¿Es una cosa, un animal o una persona?
Estudiante 1: Es una persona.
Estudiante 2: Pregunta #2
Estudiante 1: Respuesta #2

Etcétera....

Estudiante 1

	Este animalito es “un ratón.” Es pequeño y gris, y tiene el pelo suave. Tiene orejas (*ears*) grandes y ojos (*eyes*) negros. Le encanta comer queso y Ratatouille. Vive en el garaje, pero las personas de la casa no están contentos con él como huésped (*guest*).

Estudiante 2

	Esta cosa es “una casa.” Es pequeña y marrón, y es de madera y unas piedras especiales que se llaman “ladrillos (*bricks*).” Tiene una puerta y cuatro ventanas. No se puede comprar en una tienda; hay que ir al banco para pedir dinero y comprarla de una persona.

Paso 2: Tu compañero/a de clase tiene una foto. Tienes que adivinar qué hay en la foto con sólo veinte preguntas. Debes usar al menos diez de las siguientes preguntas y debes formar otras preguntas como sea necesario.

Ejemplo:
Estudiante 1: ¿Es una cosa, un animal o una persona?
Estudiante 2: Es una persona.
Estudiante 1: Pregunta #2
Estudiante 2: Respuesta #2
Etcétera....

Pista: Las siguientes preguntas son organizados en grupos.

Preguntas generales:
¿Es una cosa, un animal o una persona?
¿Es hombre o mujer?
¿Cuál es el género de la palabra en español: masculino (el) o femenino (la)?
¿De qué color es...(su pelo, su piel, sus ojos?
¿Es de metal, piedra, madero (wood) o tejido (cloth)?
¿Es popular en los Estados Unidos?

Si es una persona:
¿Quién es su esposo/a?
¿De dónde viene?
¿Cuántos años tiene?
¿Dónde está en este momento?
¿Cuánto dinero tiene?
¿Cuál es su característica más notable?

Si es un animal:
¿Dónde vive?
¿Cómo es?
¿Cuándo es más probable ver este animal: durante la noche o durante el día?
¿Qué le gusta comer?
¿A dónde va para dormir?
¿Lo puedes tener como mascota (pet)? ¿Por qué sí o por qué no?

Si es una cosa:
¿De qué color es?
¿Cuánto cuesta?
¿En cuál tienda se puede comprar esta cosa?
¿Para qué se usa?

¿Quién en la clase tiene esta cosa?
¿Cuándo se usa normalmente?

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12.11: Actividades- ¿Traigo un mapa?

(Note: The activities on this page are designed to promote active communication in Spanish. In an online course, your instructor may ask you to complete the activities using a separate tool, such as video/voice recording or web-conferencing software. Even if the activities are not assigned as coursework, they can be used for individual practice and review.)

- Actividades: Navegando la ciudad
- Actividades: El presente progresivo
- Actividades: Saber y conocer
- Actividades: Ser y Estar II

Actividades: Navegando la ciudad

 A. Situaciones

Explica adónde van las personas cuando están en las siguientes situaciones.

Modelo:

Un niño necesita aprender a leer.
— El niño va a la escuela.

1. Tú estás enfermo/a.
2. Una persona necesita depositar dinero.
3. Los estudiantes necesitan estudiar la historia.
4. Nosotros deseamos jugar al aire libre.
5. Yo no tengo comida en mi casa.
6. Los políticos tienen que hacer un discurso público.
7. Hay una película nueva con mi actor favorito.
8. Es verano y tenemos mucho calor.
9. Una persona vive en un lado de la ciudad y su trabajo está en el otro lado.
10. Nosotros viajamos de EEUU a España.

 B. Colaboración

No es posible estar en dos lugares al mismo tiempo. Con un compañero o compañera de clase, necesitan decidir qué hacer y quién va a ir a cuál lugar.

Modelo: Hay un gran festival de cine, teatro y arte este fin de semana y tú y tu compañero de clase son reporteros culturales.

— Si tú vas al cine para mirar las películas, yo voy al teatro para mirar los bailes.
— Muy bien, y vamos al museo de arte juntos para entrevistar a los artistas.

1. Tú y tu compañero de clase acaban de mudarse (just moved in) a un apartamento nuevo y no tienen nada en el apartamento.
2. Un grupo de 8 posibles nuevos estudiantes vienen a visitar su universidad.
3. Ustedes organizan un evento y necesitan colgar carteles (hang posters) en toda la comunidad.
4. Tú y tu compañero son reporteros para una revista y escriben un artículo especial sobre cómo las personas en su comunidad pasan su tiempo libre.

Actividades: El presente progresivo

A.  En este momento.

Llena el espacio en blanco con el presente progresivo del verbo indicado. ¡Atención a conjugar "estar" y poner el gerundio correcto!

1. En este momento mi compañero de cuarto _____ _____ (tocar) la guitarra.
2. Ahora mismo los estudiantes _____ _____ (estudiar) en la biblioteca.
3. Ahorita mi gato _____ _____ (dormir) en el sofá.
4. En este momento los perros _____ _____ (correr) tras las ardillas (squirrels).
5. Ahora mismo nosotros _____ _____ (escribir) un ejercicio sobre el presente progresivo.
6. Veinte personas _____ _____ (almorzar) ahora en la cafetería.

B.  "¿Qué estás haciendo ahora?"

Mira a tu alrededor, si puedes levántate del pupitre y habla con tus compañeros, como en una *fiesta de cocteles*.

1. Pregunta a cada uno:
   –"¿Qué estás haciendo ahora?"
2. Cada uno de tus compañeros te contesta:
   –"Estoy estudiando/trabajando en mi español/pensando/escribiendo...etc."
3. Cada uno de tus compañeros te pregunta:
   –"¿Y tú?
4. Les respondes a tus compañeros SIN REPETIR verbos en gerundio. Es necesario ser creativo.

C.  En otros lugares.

Con un compañero, contesta las preguntas sobre qué está pasando en otros lugares. ¡Usa tu imaginación! Presta atención a qué hora es o qué tiempo hace en los lugares distantes.

1. ¿Qué están haciendo los astronautas de la Estación Espacial Internacional ahora?
2. ¿Qué está haciendo el Rey de España ahora?
3. ¿Qué está pasando ahora en el Estadio Camp Nou de Barcelona?
4. ¿Qué está pasando ahora en la Estación Científica Neumeyer en Antártida (Antarctica)?
5. ¿Qué están haciendo ahora tus amigos de la escuela primaria (your elementary school friends)?
6. ¿Qué está pasando ahora en el cuarto de al lado (the room next door to you)?

D. / El espía de la familia.



Estás en una gran fiesta familiar, casi toda la familia está presente, menos tu primo (un compañero de clase) que estudia en el extranjero (abroad) y no puede venir porque es mitad de semestre. Tú le estás mandando textos contestando sus preguntas. Él lo quiere saber todo.

Mira el modelo y repite la pregunta y la respuesta usando la foto. Trabaja con un compañero. Escribe las respuestas.

¿Qué está haciendo el abuelo Carlos?
-Está asando la carne con mi papá.



La tía Elena



Las primas Ana, Sylvia, y Marie



El tío David



La abuela Debra



La bebe de mi hermana (mi sobrina)



El primo Luis Eduardo



La tia Estela y el tio Mario



La perra Bella



El hermano menor de Alejandro



El abuelo Enrique

Actividades: Saber y conocer

A. Persona sabia (wise) y conocedor (knowledgeable) de mundo

¿Qué tanto sabes? ¿Qué tanto conoces? ¿Quién es el más sabio? ¿Quién es el más conocedor?

Conversa con tu compañero sobre lo que sabes y conoces y si tú no lo sabes o lo conoces, piensa en otra persona, amigos, profesores o familia. Al final dicen quién es el más “sabio” (wisest) o “conocedor” (knowledgeable) sobre los temas del mundo.

1. ¿Cuántos idiomas sabes hablar? ¿Quién, que conozcas personalmente, sabe hablar más de un idioma?
2. ¿Sabes sobre política? ¿Puedes hablar sobre las posiciones políticas de tu país y lo que pasa en el congreso, el senado y con el presidente? ¿Quién sabe de política en tu familia?
3. ¿Conoces otros países en el mundo? ¿Cuáles? ¿Quién, que conozcas de tus amigos, conoce otros países en el mundo?
4. ¿Cuáles lugares (places) quieres conocer? ¿Con quién quieres conocer estos lugares?
5. ¿Sabes sobre mercados internacionales? ¿Puedes hablar sobre los mercados internacionales que necesita tu país y cuáles son esos mercados/productos y cuáles países los tienen? ¿Quién entre tus profesores sabe sobre los mercados internacionales?
6. ¿Conoces a muchas personas en tu universidad? ¿A quién conoces? No solamente estudiantes sino también profesores y administradores. ¿Eres popular y activo en tu universidad? ¿En cuáles actividades participas? ¿Qué sabes hacer? ¿Conoces a otra persona activa y popular en tu universidad? ¿Quién?

7. Entonces... ¿Quién es el más sabio (the wisest) y conocedor (most knowledgeable) sobre temas de: política y/o mercados internacionales?
8. Entonces... ¿ Quién es el más conocedor de otros países, lugares y culturas del mundo? ¿Quién sabe hablar más idiomas y es bueno con los lenguajes?



B. Conocer versus saber

Paso 1: En cada cajita, selecciona “sí” o “no” dependiendo de tu experiencia. Después decide si debes usar “(no) Conozco” o “(no) Sé” con cada caso.

Sí ✓ No__ Tejer Sí, yo sé tejer.	Sí__ No__ Roma _____	Sí__ No__ A todos mis primos _____	Sí__ No__ Dónde está la biblioteca _____	Sí__ No__ Cuándo empiezan las clases _____
Sí__ No__ El número de teléfono de tu mejor amigo/a _____	Sí__ No__ Un buen restaurante cerca de la universidad _____	Sí__ No__ Preparar arepas _____	Sí__ No__ Quién es el presidente _____	Sí__ No__ A la profesor/Al profesor de francés _____
Sí__ No__ La nueva canción de mi artista favorito/a _____	Sí__ No__ El nombre de la nueva canción de mi artista favorito/a _____	Sí__ No__ Un buen libro que puedes recomendar _____	Sí__ No__ El campus de la universidad _____	Sí__ No__ Dibujar _____
Sí__ No__ España _____	Sí__ No__ Hablar español _____	Sí__ No__ Los suegros de un amigo _____	Sí__ No__ El apellido de mi mejor amigo _____	Sí__ No__ Al presidente _____
Sí__ No__ Dónde están mis llaves _____	Sí__ No__ La fecha del nacimiento de mis padres _____	Sí__ No__ Tocar el piano _____	Sí__ No__ La respuesta a esta pregunta _____	Sí__ No__ A mis abuelos _____

Paso 2: Vas a hacerle una entrevista a tu compañero/a de clase. Selecciona seis de las cajitas y forma una pregunta para tu compañero/a sobre lo que sabe y lo que conoce.

Ejemplo:
Estudiante 1: Sabes manejar un autobus?
Estudiante 2: No, no sé manejar un autobus.
Estudiante 1: No, mi compañera no sabe manejar un autobus.

1. ¿Sabes _____?
Sí, mi compañero _____.
No, mi compañero no _____.
2. ¿Sabes _____?
Sí, mi compañero _____.
No, mi compañero no _____.
3. ¿Sabes _____?
Sí, mi compañero _____.
No, mi compañero no _____.
4. ¿Conoces _____?
Sí, mi compañero _____.
No, mi compañero no _____.
5. ¿Conoces _____?
Sí, mi compañero conoce _____.
No, mi compañero no conoce _____.
6. ¿Conoces _____?
Sí, mi compañero conoce _____.
No, mi compañero no conoce _____.

Paso 3: A verificar. Lee de nuevo las frases de Paso 2. Escribe la razón (en inglés) por la cual escogiste el verbo "Saber" o "Conocer." ¿Tiene sentido? Trabaja con tu compañero/a para llegar a una conclusión.

Ejemplo:
¿Sabes manejar un autobus?
Verbo: saber Razón: knowing how to do something

Verbo: _____ Razón _____
Verbo: _____ Razón _____
Verbo: _____ Razón _____
Verbo: _____ Razón _____
Verbo: _____ Razón _____
Verbo: _____ Razón _____

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Actividades: Ser y Estar II

A. Una foto en el periódico

Con un compañero, elige una foto y responde a las preguntas como ustedes son reporteros. ¡Sea creativo! **¡OJO!** Atención al uso de los verbos ser y estar.







1. ¿Quiénes son las personas en la foto? ¿Cuáles son sus nombres?
2. ¿Cómo están hoy?
3. ¿Cómo son?
4. ¿De dónde son?
5. ¿Dónde están?
6. ¿Qué están haciendo?

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13: RESOURCES- VOCES (READING PASSAGES)

13.1: Voces (supplementary readings and activities)
13.2: Voces- Nos presentamos
13.3: Voces- Estudio en el extranjero
13.4: Voces- La diversidad en las familias
13.5: Voces- Vestuario Indígena de Guatemala
13.6: Voces- El fútbol es más que un deporte para mi familia
13.7: Voces- Preparando los tamales mexicanos para mi familia
13.8: Voces- Navegando la capital de la Salsa- Santiago de Cali, Colombia

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13.1: Voces (supplementary readings and activities)

- Voces: Nos presentamos (pairs with Module 1. ¡Hola! ¿Cómo te llamas?).
- Voces: Estudio en el extranjero (pairs with Module 3. ¿Qué clases tomas?)
- Voces: La diversidad en las familias (pairs with Module 5. ¿Quiénes son los miembros de una familia?)
- Voces: Vestuario Indígena de Guatemala (pairs with Module 6. ¿Necesito un suéter?)
- Voces: El fútbol es más que un deporte para mi familia (pairs with Module 8. ¿Cómo pasas tu tiempo libre?)
- Voces: Preparando los tamales mexicanos para mi familia (pairs with Module 10. ¿Cuál es tu comida favorita?)
- Voces: Navegando la capital de la Salsa: Santiago de Cali, Colombia (pairs with Module 11. ¿Traigo un mapa?)

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13.2: Voces- Nos presentamos

Nos presentamos: (pairs with Module 1. ¡Hola! ¿Cómo te llamas?)



Yo soy estudi
español; me
Erika y soy
asistente
profesora
clase. Mis p
son de Gal
España



En el programa de

1. Tania es de Mé
2. Samuel es de l
3. Julissa es de E
4. Nani y Aida so
5. Victoria es de
6. Yeimi es de Gu

En la universidad

7. Pathy es admin
8. Ana Laura es p
9. Daniel es un pr
10. Ana es de Bra
11. Sara es profes
mexicano y ella h

A. Comprehension exercise

Actividad 13.2.A

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Text only

Cierto – Falso | Hay dos profesoras de los Estados Unidos.

Cierto – Falso | Hay tres asistentes de la profesora y son de España.

Cierto – Falso | Hay dos profesoras de Venezuela.

Cierto – Falso | Hay estudiantes de Bolivia.

Cierto – Falso | Hay una estudiante de dos países, Chile y Paraguay.

B. Interactive activity

Converse with a partner; answer in complete sentences.

1. ¿Cómo te llamas?
2. ¿De dónde eres?
3. ¿De dónde es tu profesor(a) de español?
4. ¿Hay estudiantes latinos en tu clase?
5. ¿De dónde son los estudiantes latinos en tu clase?
6. En el mapa, ¿hay una estudiante de Guatemala? sí/ no, ¿cómo se escribe su nombre?
7. No hay estudiantes latinos de _____, _____ y _____.
8. No hablan (*they don't speak*) español en _____.

C. Analysis activity – On the map

Using the lists and maps above, locate the countries where there are no (*no hay*) estudiantes o profesores who come from those places. Look up the names of the countries if you don't know them!



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13.3: Voces- Estudio en el extranjero

Estudio en el extranjero (pairs with Module 3. ¿Qué clases tomas?)

Kyle is Student from New York who is currently studying in Costa Rica for one semester as part of an exchange program. He does not speak a lot of Spanish, but he is learning. Today he is in a video conference with the office of international education in his home U.S. institution, presenting about his life abroad.

Presentación de Kyle

Hola, todos, qué gusto verlos por mi computador.

Estoy bien y muy contento. Las personas de Costa Rica son muy amables y alegres, “Pura Vida”.

Vivo (*I live*) con una familia de Costa Rica. En esta familia hay un chico de mi edad (*of my age*), que también toma clases en la universidad. Él se llama Pablo y vamos juntos (*together*) a la universidad en el autobús y unos días vamos en nuestras bicicletas. Pablo tiene otros amigos y son mis amigos también. Nosotros practicamos fútbol en el estadio de la universidad. Vamos a la práctica todas las tardes, menos los viernes. Hay mucha naturaleza y camino por los bosques lluviosos (*rain forest*) con mis compañeros de clase todos los viernes.

También tengo amigas. Mi amiga Lucia es muy linda; ella estudia en la biblioteca todas las noches y yo llamo a Lucia para repasar la tarea de biología. Esta clase es muy difícil; no escucho muy bien a la profesora, ella habla muy suave (*soft*) y enseña los conceptos muy rápido (*quickly*).

Tengo otros dos amigos Camilo y Sofía. Ellos viven (*live*) en sus casas también porque aquí en la universidad no hay residencias estudiantiles. Ellos llegan a la universidad temprano (*early*). Estudian teatro y cantan y bailan en el club estudiantil que se llama “Rumba”. Yo voy a sus presentaciones para verlos cantar y bailar. También camino al gimnasio o a la piscina. Los martes nado y los miércoles levanto pesas (*lift weights*); soy una persona muy atlética.

Los fines de semana llamo a mis amigos, vamos a la casa de uno de ellos para cocinar y mirar series en Netflix. Los días en la universidad son buenos y pasan rápido, pero extraño a mi familia y mis perros. Deseo estar en casa pronto e ir a esquiar con mi familia y viajar a lugares calientes fuera de Nueva York.

Paso 1: Ejercicio de interpretación

Fill in the blanks with the appropriate verb and conjugation; look at the reading to guide your content comprehension.

1. Kyle _____ de Nueva York y no _____ mucho español. (ser / hablar)
2. Kyle _____ español y ciencias del ambiente en Costa Rica. (estudiar)
3. Las ciencias del ambiente_____ muy importantes en Costa Rica porque_____ mucha naturaleza. (ser / haber)
4. Kyle y sus compañeros de clase _____ por los bosques lluviosos *(rain forest)* todos los viernes. (caminar)
5. Las personas de Costa Rica se _____ “ticos”. (llamar)
6. Pablo y Kyle _____ futbol todas las tardes. (practicar)
7. Lucía _____ la clase de biología con Kyle en la biblioteca. (estudiar)
8. La profesora de bilogía de Kyle _____ la clase muy rápido. (enseñar)
9. Los amigos de Kyle, Camilo y Sofía, _____ y _____ en el club estudiantil “Rumba”. (bailar / cantar)
10. Kyle _____ muy atlético; él _____ en la piscina, _____ pesas en el gimnasio y _____ futbol todas las tardes en el estadio. (ser / nadar / levantar / practicar)
11. Los fines de semana, los amigos de Kyle _____ y _____ series en Netflix. (cocinar / mirar)
12. Kyle extraña a su familia, él desea _____ con ellos y _____ a lugares calientes fuera de Nueva York. (esquiar / viajar)

Paso 2: Actividad de interacción

Talk with your partner and answer the questions in complete sentences about yourselves.

1. ¿Qué estudias en la universidad?
2. ¿Practicas deportes? ¿Cuál?
3. ¿Eres atlético?
4. ¿A dónde vas para estudiar?
5. ¿Hablas español con tus amigos?
6. ¿Hay personas hispanas en tus clases y hablas español con ellos?
7. ¿Hay profesores que enseñan muy rápido en tus clases?
8. ¿Cocinas con tus amigos?
9. ¿Bailas o cantas?
10. ¿Viajas con tu familia?

Paso 3: Actividad de análisis y creación

Write a different sentence for each day, describing an important activity you do on that day. For each day, use either “ir” or a different “-ar” verb.

Día de la semana	Actividad importante
lunes	estudio español.
martes	
miércoles	
jueves	
viernes	
sábado	
domingo	

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13.4: Voces- La diversidad en las familias

La diversidad en las familias (pairs with Module 5. ¿Quiénes son los miembros de una familia?)

La familia de Monica

Padres separados y viven en una zona rural del estado de Nueva York

Yo vivo en un pueblo llamado White Creek y vivo con mi mamá y mis hermanos, sin mi papá, porque mis padres están divorciados, pero también veo a mi papá frecuentemente porque él vive en el mismo pueblo. Vivir en el campo es bueno porque no hay tanto ruido y puedo salir a correr, jugar fútbol y baloncesto sin preocuparme que pase un carro por la calle. Voy a la cosechadora con mi papá a cortar pasto y maíz. En el rancho trabajan muchos hispanos guatemaltecos y unos americanos.

La familia de Luke

Un hijo adoptado por dos hombres que son sus padres

Yo soy de Búfalo, Nueva York, pero ahora vivo en Brooklyn, Nueva York con mis dos papás y mi hermana gemela. Mi hermana y yo somos adoptados. Nuestra historia es un poco complicada, pero tenemos una vida muy normal. Mis dos papás son maestros, uno ayuda a los niños que tienen problemas para hablar en una escuela primaria y el otro enseña diseño de moda en el “Fashion Institute of Technology.” Tengo la suerte de tener unos padres tan buenos. Ellos son amables, divertidos y muy cariñosos. Recientemente, comencé a hablar con miembros de mi familia biológica. Es un poco difícil pero también es muy interesante.

La familia de Erika

Sus padres son casados y ella es hija única, viven en una zona suburbana muy cerca de la gran ciudad de Nueva York, entre ricos y pobres.

Yo vivo en Westchester, Nueva York en un pueblo muy diverso llamado Ossining. Soy hija única y toda la atención está enfocada en mí. Mis padres son Manuel y Reina. Ellos son de un pueblo llamado Esteiro, en Galicia, España. Mis padres son muy estrictos, pero poco a poco cambian y son más flexibles y permisivos. En Nueva York, vivimos entre los ricos y los pobres. Los ricos viven en una sección lejos del centro del pueblo, los pobres viven en el centro del pueblo y los de clase media viven entre los dos. Observo las ventajas que unos tienen y las desventajas de los otros. Mis padres trabajan muchas horas al día en las casas de los ricos de mi pueblo para pagar mi universidad.

La Familia de Witman

Familia separada en dos países. Su madre vive en Colombia y su padre en los EE. UU.

Mi papa vive en los EE. UU desde el año 2003. Él viaja para cambiar la vida de su familia. Mi padre trabaja en Long Island, NY, en una fábrica de papel, casi todos los días y por largas horas, pero jamás está triste porque mi hermana y yo vivimos con él desde el año 2012. Mi mamá y mi papá se separan y mi mamá no viaja con nosotros. Ella está con mi hermano mayor en Colombia, pero sabe que mi hermana y yo tenemos muchas oportunidades en los EE. UU. Mi papá cancela todos los programas de la televisión en español; entonces mi hermana y yo aprendemos inglés. Mi papá está contento porque mi hermana y yo estudiamos en la universidad.

La familia de Hales

Familia con hijos adoptados y biológicos

Originalmente soy de china y soy una hija adoptada por una familia de raza blanca en los EE. UU. Mis hermanos no son como yo.

Yo me veo diferente a ellos. Mis padres adoptivos son muy buenos. Ellos van hasta China por mí y pagan mucho dinero por mi adopción. Un día yo voy a regresar a China con ellos para conocer. No hablo el chino y no practico las tradiciones chinas, pero amo mucho a mi familia adoptiva. Mis hermanos y yo somos felices y yo soy otra hermana como de sangre. No aprendo el chino ahora, pero estudio español.

Paso 1: Interpretación

Write whose Family is the description below

1. La familia de _____ tiene hijos adoptados y biológicos.
2. La familia de _____ vive entre ricos y pobres.
3. La familia de _____ tiene dos papás y no tiene mamá.
4. La familia de _____ vive en el campo en un rancho.
5. La familia de _____ tiene los padres separados en dos países diferentes.

Match the description with the term related to diversity within type of families

Cuando un padre está solo en la casa con los hijos y no está la madre.	a) Hijo único
Cuando no hay hermanos en una familia, solo un hijo.	b) Padres divorciados
Cuando todos los hijos en una familia son de una madre y un padre por sangre (*by blood)*	c) Padres del mismo género
Cuando papá y mamá tienen problemas y no viven juntos *(together)*	d) Padre soltero
Cuando en una familia dos papás viven juntos y no hay mamá	e) Hijos biológicos

Paso 2: Interacción

Talk to your classmate about your family composition and its members

1. ¿Tienes una familia tradicional, moderna, diferente?
2. ¿Cuántas personas hay en tu familia? (nuclear y/o extendida)
3. ¿Cómo se llaman las personas en tu familia nuclear?
4. ¿Tienes hermanos?
5. ¿Cuántos años tienen?
6. ¿Cómo son? (*use adjectives your learned*)
7. ¿Dónde están? ¿Dónde viven?
8. ¿Dónde trabajan?
9. ¿Quién es una persona especial en tu familia? (madre, padre, tía, prima, abuelo, abuela)
10. ¿Cómo se llama esa persona especial en tu familia?
11. ¿Cuántos años tiene esa persona especial en tu familia?
12. ¿Tienes mascotas? (pets)
13. ¿Cómo se llama? ¿Llaman?
14. ¿Cuántos años tiene? ¿Tienen?

Paso 3: Análisis y comparación

¿Qué tipo de familia tienes?

I. Draw a family tree to describe the different types of families you have (nuclear, extended, in laws, traditional, modern, chosen family...etc). Write their role in the family: mamá, papá, hermano, abuelo, suegro, cuñada, yerno...etc

II.When you are done illustrating the type of family you have, describe it to your classmate orally, talk for a minimum of 2 minutes. You may repeat sentences describing each member's information (name, age, place of residence, personal and physical characteristics...etc)

¿Como se llama?

¿Cuántos años tiene?

¿Dónde vive?

¿Cómo es?'

III. Then answer the questions below comparing your family and your classmate's family, in writing, and paying attention to your sentence construction:

1. ¿Quién tiene la familia más grande?
2. ¿Quién tiene una familia más tradicional?
3. ¿Quién tiene padrastro o madrastra?

4. ¿Quién tiene un abuelo o una abuela favoritos?
5. ¿Quién tiene muchos primos?
6. ¿Quién tiene sobrinos?

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13.5: Voces- Vestuario Indígena de Guatemala

Vestuario Indígena de Guatemala (pairs with Module 6. ¿Necesito un suéter?)

Por Yeimi R. (hablante nativa de Guatemala)

En Guatemala existe mucha diversidad de vestuario, el vestuario que más llama la atención a las personas turistas es el traje típico que usan los indígenas. Sin embargo, no hay solo una clase de gente indígena y por lo tanto un solo tipo de traje. En muchos departamentos *(states)* de Guatemala usan diferente color de traje típico y así es como ellos son identificados. Cada departamento tiene su color típico.



Huipil and skirt from Colotenango, in the Huehuetenango department of Guatemala.

En Guatemala las personas que usan traje típico, ellas mismas tienen que hacer su traje. Usualmente cuando los turistas compran un traje típico, es muy caro porque la tela *(fabric)* que se usa es muy fina y no se arruina fácilmente.

Por ejemplo, San Ildefonso Ixtahuacán es un municipio del departamento de Huehuetenango y ahí las mujeres bordan su huipil con seda de un ancho cuello cuadrado y ellas hacen su traje típico con diferentes diseños geométricos que a ellas las identifican como originarias de este municipio y tienen que usar una faja para sostener su corte.

De acuerdo a Tatiana Mejía en su artículo "*Los 20 Trajes Típicos De Guatemala Más Importantes*" ella describe que las blusas mayas, huipiles o güipiles, son tejidas a mano en un telar y que las mujeres tejedoras se pasan varias horas del día sentadas tejiendo las blusas sobre sus piernas y que la fabricación de un huipil puede tomar hasta seis meses.

La escritora añade que cada prenda es única, decorada con una variedad de diseños y símbolos y que cada uno de ellos tiene un significado religioso; por ejemplo, los diamantes que representan el universo, el camino del sol y el movimiento de la tierra alrededor de la gran estrella solar.

Video 13.5.1

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Huipil making in Santa-catarina (Guatemala)

Jervis, Tatiana Mejía. *"Los 20 Trajes Típicos De Guatemala Más Importantes." Lifeder, 3 oct. 2019, https://www.lifeder.com/trajes-tipicos-guatemala/*

Paso 1: ejercicios de comprensión:

1. ¿Qué es el traje típico de Guatemala?
   - a) un vestido o blusa que usan los indígenas en Guatemala
   - b) un pantalón de colores que usan todas las personas
   - c) Un traje blanco para usar en un matrimonio

2. ¿Por qué el traje tiene un color diferente en cada departamento *(state)*?
   - a) El color es para identificar el origen de los indígenas en cada departamento.
   - b) El color es el favorito de los turistas.
   - c) El color representa la bandera de Guatemala.

3. ¿Quién usa los trajes típicos en Guatemala?
   - a) Los turistas
   - b) Todas las personas
   - c) Los indígenas

4. El traje típico es caro porque...
   - a) La tela es muy fina, no se arruina fácilmente y las mujeres indígenas hacen el traje a mano y les toma muchos meses.
   - b) Los turistas pagan mucho dinero porque es muy bonito.
   - c) Los indígenas son muy pobres y necesitan el dinero.

5. El huipil tiene en su diseño....
   - a) Figuras geométricas como diamantes que representan el universo.
   - b) Animales que comen los indígenas.
   - c) Pájaros que vuelan por las montañas de Guatemala.

6. ¿Quién hace los trajes típicos generalmente?
   - a) La misma persona que los usa, generalmente los indígenas
   - b) Una industria de trajes típicos, generalmente los comerciantes
   - c) Las familias, generalmente la madre de la familia

7. Tejer un Huipil toma_____.
   - a) 5 semanas
   - b) 6 meses
   - c) 1 mes

8. Cada decorado del vestuario tiene un significado religioso, ¿qué significan los diamantes?
   - a) El universo, el camino del sol y el movimiento de la tierra alrededor de la gran estrella solar.
   - b) El dinero, el estatus socioeconómico de la mujer que lleva el traje típico.
   - c) El vestido para asistir a una ceremonia religiosa.

Paso 2: actividades de interacción

Habla con tu compañero, answer the questions in complete sentences:

1. ¿Hay un traje típico en tu país? ¿Donde? Describe el traje típico (colores tipo de prenda de ropa).
2. ¿Cuándo se usan los trajes típicos en tu cultura?
3. ¿Las personas de otros países compran el traje típico de tu país?
4. ¿Usas un traje típico para alguna celebración?
5. ¿Cuáles son tus colores favoritos para vestir?

Paso 3: actividades de análisis y creatividad

You have an important job in a multicultural fair and you need to propose a design of a “traje tipico” in the United States that describes the multiculturalism that exist in this country and the preferences of younger generations. Describe each clothing item and draw a sketch of it. Below are some examples of the Huipil in Guatemala. Design your own as homework and describe it to your classmate orally.

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- Huipil, skirt, belt, mid 20th century, Mam Maya, mid 20th century, huipil and skirt from Colotenango; Textile Museum of Canada. **Authored by**: Daderot. **Located at**: https://es.Wikipedia.org/wiki/Archivo:Huipil,_skirt,_belt,_mid_20th_century,_Mam_Maya,_mid_20th_century,_huipil_and_skirt_from_Colotenango,_belt_from_C_Textile_Museum_of_Canada_-_DSC01059.JPG. **License**: *CC0: No Rights Reserved*

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13.6: Voces- El fútbol es más que un deporte para mi familia

El fútbol es más que un deporte para mi familia (pairs with Module 8. ¿Cómo pasas tu tiempo libre?)

Por A.M, Hablante de español por herencia



En México el fútbol es un deporte muy grande y hermoso para mucha gente. El fútbol es una manera de representarse para los mexicanos. Mis hermanos incluso dicen que es una tradición que se pasa entre generaciones. Ellos también lo describen como una necesidad para estar bien. Yo pienso que el fútbol realmente es más que un deporte, es como una manera de union familiar. El fútbol fue traído *(was brought)* a México durante el siglo XIX desde las colonias inglesas y desde ese entonces la historia y la tradicion nos dicen que el fútbol es muy importante para nosotros los mexicanos y que es más que un deporte.

Desde que yo recuerdo, mi familia y yo vamos a muchos partidos y campeonatos de fútbol . Algunos campeonatos o partidos a los que asistimos son el fútbol de la liga mexicana, el fútbol en la escuela y los partidos entre la familia. Mi familia tambien viaja a muchos otros lugares para poder jugar. En mi familia mis primos, tios y mi padre, con mis hermanos, juegan el fútbol por mas de 30 años.

Uno de mis hermanos ahora tiene 17 años y juega desde los siete años de edad y mi hermano menor desde los seis años tambien empieza a jugar el fútbol. Ahora ellos son parte del equipo de fútbol de la escuela y también son los captitanes del equipo. Yo los veo jugar y a ellos no les importa si se lastiman, lo único que quieren es ganar el partido. Ellos empezaron a jugar porque mi papá siempre manda a hacer un deporte y ellos escogen el fútbol porque ellos ven a mi padre jugar con sus amigos y compadres. Mis hermanos a veces no van a reuniones familiares o las fiestas de cumpleaños, por jugar un partido. Ellos realmente aman el fútbol.

https://www.mexicodesconocido.com.mx/historia-del-futbol-en-mexico-todo-empezo-con-el-juego-de-pelota.html

Paso 1: ejercicios de comprensión:

1. ¿Qué es el fútbol para los mexicanos?
   a. Una manera de representarse
   b. Una práctica de unión familiar
   c. Una tradición que se pasa a nuevas generaciones
   d. a, b, c
2. El futbol llega a las Américas desde:
   a. Inglaterra
   b. Alemania
   c. España
3. ¿Quiénes juegan el futbol en la casa del autor de la historia?
   a. Sus primos, tíos, padre y hermanos por más de 30 años.
   b. Sus abuelos por más de 30 años.
   c. Sus hermanas y su madre por más de 30 años.
4. ¿Qué tipo de partidos de futbol mira la familia del autor de la historia?
   a. Partidos de la liga mexicana

   b. Partidos de la escuela
   c. Partidos entre la familia
   d. a, b, c
5. ¿Por qué el autor de la historia explica que sus hermanos realmente aman el futbol?
   a. Porque se lastiman y no les importa.
   b. Porque no van a reuniones familiares por jugar futbol.
   c. Porque solo quieren ganar el partido
   d. a) a, b, c

Paso 2: actividades de interacción

Habla con tu compañero, answer the questions in complete sentences:

1. ¿Juegas fútbol? ¿En tu familia alguien *(someone*) juega futbol?
2. ¿En tu país las mujeres juegan al futbol o es un deporte más popular para los hombres?
3. ¿Qué deporte te gusta?
4. ¿Quieres ver un partido en un estadio de fútbol de una liga de un país? ¿De cuál?
5. ¿Prefieres los deportes en equipo (*team*) o los deportes individuales?
6. ¿Tienes un jugador de futbol favorito?

Paso 3: actividades de investigación y escritura

Research about the best fútbol teams in Latin America and Europe and tell what you learn:

1. ¿Cada cuantos años se juega el campeonato mundial de futbol?
2. ¿Cuál es país que más gana campeonatos mundiales de futbol en el continente americano? ¿Y en Europa?
3. ¿Cuáles son los rivales del futbol más importantes en España?
4. ¿Hay campeonatos de futbol femenino? ¿Cuándo?
5. ¿Cuál es un equipo femenino de futbol muy bueno en todo el mundo?
6. ¿Cuáles son algunas reglas básicas para jugar futbol?
7. Busca una foto muy importante o famosa que te guste sobre el juego de futbol y describe la foto; ¿quién es?, ¿Qué juego?, ¿De cuál equipo?

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13.7: Voces- Preparando los tamales mexicanos para mi familia

Preparando los tamales mexicanos para mi familia (pairs with Module 10. ¿Cuál es tu comida favorita?)

Por B.D, Hablante de español por herencia

Recuerdo que desde la edad de ocho años ayudo a mi mamá a hacer tamales para la Navidad. Los tamales son un plato latino que se origina en los tiempos de Mesoamerica por los Aztecas. El tamal es un compuesto de masa de maíz, carne, queso, salsa y envuelto en una hoja de maíz. Hay una variedad de tamales, por ejemplo: tamales de salsa verde, mole, dulce, comino, rajas o de frijol. Normalmente los tamales que contienen carne son de pollo y también pueden ser de cerdo. El proceso de hacer los tamales es largo y por esta razón los tamales solo se hacen cuando hay fiestas de cumpleaños o de aniversario, o días festivos como el Día de los muertos, la Navidad o el Año Nuevo.



Para mí la Navidad en particular siempre es emocionante. Desde niña, siempre quiero ayudar a preparar los tamales a mi mamá para este día. En diciembre yo siempre voy con mi mamá al mercado y compramos todos los ingredientes. Primero agarramos un paquete de masa, luego la manteca, sal, pollo y las hojas de maíz. Cuando volvemos a la casa, mi mamá pone las hojas de maíz en una olla llena de agua para ablandar *(to soften)*. Luego ella saca otra olla para cocinar el pollo. Mientras, ella prepara la salsa verde; yo le paso el aguacate los tomates verdes, cilantro y chiles serranos; los ponemos en la licuadora y yo presiono el botón hasta tener buena consistencia. A nosotros nos gustan los tamales de salsa verde y de rajas porque son los más deliciosos en mi opinión. Terminamos la salsa verde y comenzamos a cortar el tomate rojo, los chiles serranos y el queso en rodajas para preparar los tamales de rajas. Cuando el pollo ya está listo lo dejamos enfriar un poco y luego lo desmenuzamos. Tenemos todos los rellenos listos y nos movemos para hacer la masa. Yo abro el paquete de masa y lo volteo en la olla. Mi mamá usa el caldo del pollo y lo voltea en la olla. Ahora metemos nuestras manos para mezclar la masa hasta que no vemos más bolitas de masa, tiene que estar espeso y suave. Cuando tenemos esta consistencia, el proceso de poner todo junto comienza. Agarramos una hoja, luego una cuchara grande de masa y lo ponemos en medio de la hoja. Después ponemos los rellenos, si es un tamal de salsa verde solamente lleva la salsa y el pollo. Si es un tamal de rajas solamente lleva una rodaja de tomate rojo, chile serrano, también queso y pollo. Con todos los ingredientes en el tamal el último paso es enrollarlo. Cuando todos los tamales están hechos se cocinan al vapor por una hora y media.

Aunque preparar tamales es un proceso agotador, ayudar a mi mamá con música de fondo y riéndonos mientras hacemos los tamales es un momento que nunca olvido. También el placer de cocinar con mi mamá a lado mío, para toda mi familia es un tiempo de unidad que aprecio. Esos pequeños momentos significan mucho en mi casa.

Paso 1: ejercicios de comprensión:

1. La masa del tamal es de:
   a. Plátano
   b. Queso
   c. Maíz
2. Los tamales llevan por dentro, el relleno, de:
   a. Plátano, queso y carne
   b. Carne, queso y salsa
   c. Frijoles, queso y carne
3. Los tamales se preparan para los días....
   a. Festivos especiales como la Navidad
   b. Solo para el Dia de los Muertos
   c. Todos los días

Fill in the blanks with the necessary ingredients:

1. La salsa verde lleva: _____, _____, _____ y _____. el aguacate, los tomates verdes, cilantro y chiles serranos
2. Un tamal de salsa verde lleva: _____ y _____. la salsa y el pollo
3. Un tamal de rajas lleva: _____, _____, _____ y _____. una rodaja de tomate rojo, chile serrano, queso y pollo.

Match the verbs used in the preparation of the Tamal with the ingredient that matches the action:

Ejemplo: cocinaràel pollo

1. Comprar
2. Mezclar
3. Desmenuzar
4. Rellenar
5. Enrollar
6. Cortar

a) el tamal

b) con los ingredientes

c) el pollo

d) los tomates

e) la masa

f) los ingredientes

Paso 2: actividades de interacción

Habla con tu compañero, answer the questions in complete sentences:

1. ¿Piensas que te gusta el tamal? ¿Cuál es tu favorito?
2. ¿Comes carne o prefieres un tamal sin pollo o cerdo?
3. ¿Hay en tu familia una tradición de un plato que cocinan para una fecha especial? ¿cuál? Si tienen esa tradición, ¿quién concina este plato?
4. ¿Qué comen en tu familia para la fiesta de la independencia el 4 de julio?
5. ¿Quién prepara la comida mas deliciosa en tu familia?
6. ¿Ayudas a cocinar? ¿Cuándo ayudas?
7. ¿Te gusta cocinar? ¿O prefieres comer y lavar los platos?

Paso 3: actividades de creatividad en la cocina

Write a special recipe for your family, do it simple and basic, following the prompts.

1. ¿Como se llama la receta? _____
2. Escriba una lista de todos los ingredientes para preparar el plato especial:
   _____, _____
   _____, _____
   _____, _____
   _____, _____
3. Escriba el verbo y el ingrediente que necesita en orden (primero, segundo, tercero, cuarto, quinto, sexto, séptimo ... por último.
   Ejemplo: cortarà el tomate.
   Algunos verbos útiles son: cocinar, mezclar, amasar, cortar, fritar, licuar, picar, poner, rellenar, envolver, enrollar, servir, ...etc. and look for more, you may need in a dictionary, you do not need to conjugate them.
4. ¿Cuándo comen este plato en tu familia?
5. ¿Sirven el plato caliente o frio?
6. Busca o toma una foto del plato ya listo.

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13.8: Voces- Navegando la capital de la Salsa- Santiago de Cali, Colombia

Navegando la capital de la Salsa: Santiago de Cali, Colombia... te espero en el Boulevard... (Pairs with Module 11. ¿Traigo un mapa?)

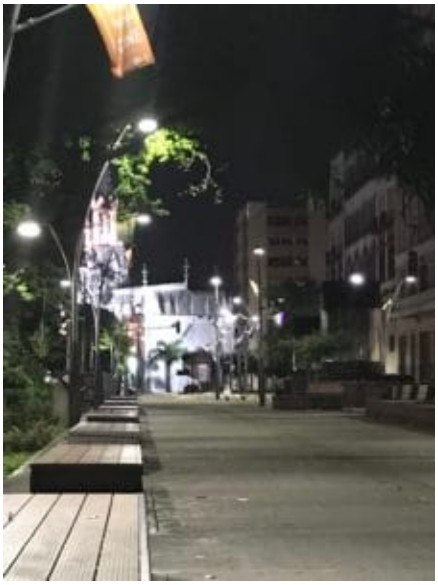



Unos amigos de trabajo visitan a María en su ciudad de origen, Santiago de Cali, al suroeste de Colombia. Ellos están en una casa hotel al sur de la ciudad y quieren recorrer el centro histórico en la tarde, tomar un refresco en el Boulevard al lado del río Cali y luego en la noche ir a bailar en un salsa-bar muy popular del centro de la ciudad.

Maria les da indicaciones de cómo llegar del sur al centro, por el teléfono.

Maria:	¿Aló?
Adam:	Hola Maria, es Adam, ya estamos en el hotel y después de almorzar queremos salir a recorrer la ciudad.
Maria:	Ah, Qué rico, entonces yo los espero en el Boulevard. Primero tienen que tomar un taxi en el sur y venir por toda la calle quinta hasta llegar al centro de la ciudad.
Adam:	¿cuánto tiempo toma?
Maria:	Bueno Cali tiene muchísimo tráfico y mucho más en el sur, pero en la tarde los carros corren más rápido. Hay que planear más o menos cuarenta minutos. A las tres cae el sol y hay una brisa muy rica en Cali. Es buena hora para caminar por la ciudad.
Adam:	Está bien salimos a las tres entonces y tomamos un taxi, pero necesitamos dinero.
Maria:	El banco está en la esquina del hotel. Sacan el dinero y toman el taxi, llegan hasta la calle quinta con carrera quinta. Allí hay una panadería que huele muy bien. Bajan del carro y caminan a la derecha por la carrera quinta hasta llegar al Teatro Municipal Enrique Buenaventura, es un edificio muy antiguo que está entre la carrera quinta con calle sexta; al frente está el edificio del centro cultural de Cali, es de ladrillo anaranjado. Diagonal está en Banco de la Republica y el museo del oro. En la esquina del teatro cruzan a la izquierda y van caminando hasta la otra esquina y allí ven la Iglesia “La Merced” la más antigua de Cali. Es muy bonita, pero cuidado al cruzar la carrera tercera con sexta, hay muchos carros.
Adam:	A qué bien, ¿y por donde seguimos caminado hacia el Boulevard al lado del río Cali?

Maria:	Después de ver La iglesia de la Merced, van hacia la plaza Caicedo, sobre la carrera tercera en dirección a la calle once, allí encuentran la Plaza de Caicedo con las palmeras muy altas, la gran catedral y el antiguo palacio de justicia. Allí toman unas fotos y siguen caminando en dirección al río cruzando por la calle doce a mano izquierda hacia el Boulevard donde a la derecha van a ver la Ermita, otra iglesia de estilo gótico, ícono de Cali. Allí en la Ermita, calle trece con Boulevard, nos vemos.
Adam:	Me interesa ver el conservatorio Antonio María Valencia; ¿está cerca?
Maria:	Oh sí, seguimos caminando por todo el Boulevard, antigua carrera primera, hasta llegar a la calle séptima norte; después de pasar el semáforo cruzamos a la derecha, pasamos el puente del río hasta llegar a la calle segunda norte en la misma séptima y allí queda. Podemos entrar, conocer, puedes tocar el piano un rato y después vamos a comer a la colina de San Antonio y luego a rumbear con la salsa Caleña.
Adam:	¡Chévere!



Paso 1: ejercicios de comprensión:

1. ¿Cómo se llama la ciudad capital de la Salsa?
   a. la Merced
   b. Santiago de Cali
   c. San Antonio
2. ¿Dónde está ubicado el hotel donde está hospedado Adam?
   a. Está en el centro de la ciudad
   b. Está en San Antonio
   c. Está en el sur de la ciudad
3. ¿Dónde encuentra María a Adam?
   a. Se encuentran en la Ermita
   b. Se encuentran en La Merced
   c. Se encuentran en San Antonio
4. ¿Dónde está la panadería que huele tan rico?
   a. Diagonal al Teatro Municipal
   b. En la calle quinta con carrera quinta
   c. A la derecha del centro cultural
5. ¿Dónde está la Ermita?
   a. Está a la derecha por la carrera cuarta
   b. Está al frente de la Merced
   c. Está en la calle trece con el Boulevard

Paso 2: actividades de interacción

Habla con tu compañero, answer the questions in complete sentences:

1. ¿Te gusta la salsa para bailar? ¿Bailas salsa?
2. ¿Quieres visitar una ciudad donde bailar salsa es muy importante y quieres aprender?
3. ¿Visitas algún amigo en otra ciudad? ¿Cual? ¿Llegas a un hotel o la casa de tu amigo?
4. ¿Pides indicaciones para llegar a los lugares importantes de la ciudad que visitas?
5. ¿Te gusta caminar por las ciudades?
6. ¿Prefieres visitar ciudades modernas e industriales o ciudades antiguas e históricas?

Paso 3: actividades de creatividad

Dibuja un mapa de tu ciudad o comunidad, claramente con el nombre de las calles y avenidas. Ubica un hotel, un banco, un lugar importante para la ciudad, un lugar turístico o para hacer alguna actividad especial y también ubica tu casa.

Luego escribe indicaciones para llegar desde el hotel donde esta un amigo que te visita hasta llegar a tu casa o a otro lugar de encuentro. La persona debe pasar por el banco y una cafetería para comprar algo de comer.

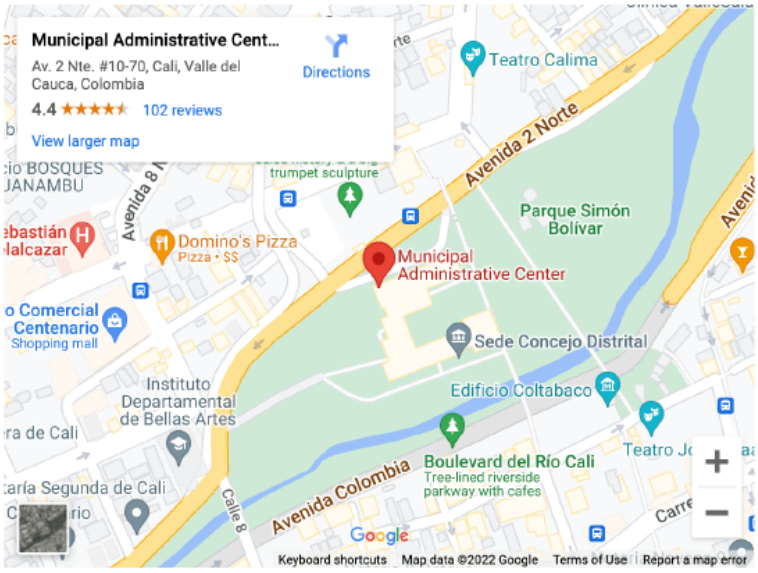
Cali Video with the main salsa song:

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

A link to an interactive element can be found at the bottom of this page.



https://courses.lumenlearning.com/wm...cali-colombia/

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14: RESOURCES- REPASOS (END-OF-MODULE REVIEW ACTIVITIES)

14.2: Repaso- ¡Hola! ¿Cómo te llamas? and ¿Eres estudiante?
14.3: Repaso- ¿Qué clases tomas? and ¿Tienes prisa?
14.4: Repaso- ¿Quiénes son los miembros de una familia? and ¿Necesito un suéter?
14.5: Repaso- ¿Dónde están mis llaves? and ¿Cómo pasas tu tiempo libre?
14.6: Repaso- ¿Estás triste, por qué?, ¿Cuál es tu comida favorita?, and ¿Traigo un mapa?
14.7: Repaso- ¿Traigo un mapa?

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14.2: Repaso- ¡Hola! ¿Cómo te llamas? and ¿Eres estudiante?

Repaso for Unidades 1, 2

A. Verbo 'ser'

Fill in the blanks with the correct form of verb '*ser*'. Pay attention to subject-verb agreement.

¡Hola! Me llamo Manuel y yo _____ de Managua, Nicaragua. Mis padres (*my parents*) _____ de Nicaragua también. Mi amiga Lucía _____ de San José, Costa Rica. Nosotros _____ estudiantes en una universidad en los Estados Unidos. Mis profesores _____ muy amables y mi clase favorita _____ literatura europea. Lucía _____ muy inteligente. ¿Cómo _____ tú?

B. Saludos y despedidas (*greetings and farewells*)

Carolina and Felipe are two students who will be taking Prof. Serrano's Geography class. Fill in the blanks in the conversation with the vocabulary you learned in Unidades 1 y 2. In some cases, there is more than one possible answer.

Carolina: Hola, soy Carolina. ¿Y tú, cómo te llamas?
Felipe: _____ Felipe. ¿_____?
Carolina: Estoy muy bien, gracias.
Felipe: ¿_____, Carolina?
Carolina: Yo soy de Managua, Nicaragua. Mucho gusto.
Felipe: _____.
Carolina: Oye, Felipe, ¿cuál es tu _____?
Felipe: Es Gutiérrez. ¿Y tú?
Carolina: _____ es Salcedo.
...
Prof. Serrano: ¡Hola, clase! Yo _____ la Profesora Serrano y esta es la clase de Geografía 1. ¿Cómo están ustedes?
Carolina y Felipe: Muy bien, ¿_____?
Prof. Serrano: Yo estoy muy bien, gracias. Disculpa, Felipe, ¿qué fecha es hoy?
Felipe: Hoy es _____
Prof. Serrano: Ahh, está bien. Muchas gracias.
...
Carolina: Felipe, ¿estudiamos juntos (should we study together) para la clase de Geografía?
Felipe: ¡Excelente idea! ¿_____?
Carolina: Mi número de teléfono es (607)542-8139.
Felipe: Gracias. Ok, me tengo que ir (I have to go). _____.
Carolina: _____.

C. Número de sustantivos y concordancia de adjetivos

Write sentences using the plural form of each item. Don't forget to pay attention to the agreement of adjectives and to use verb 'ser' in each sentence.

Ejemplo: la computadora / negro — Las computadoras son negras.

1. el pupitre / marrón
   _____
2. el estudiante / inteligente
   _____
3. el salón de clase / grande

_____

4. el muchacho / optimista

_____

5. la mochila / rojo

_____

6. la pared / blanco

_____

7. la mesa / gris

_____

8. la pizarra / verde

_____

9. el lápiz / amarillo

_____

10. la clase / interesante

_____

D. ¿Cuántos hay? / ¿Cuándo es?

Fill in the blanks (remember to write out the numbers in letters).

1. ¿Cuántos meses hay en un año? En un año hay _____ meses.
2. ¿Cuántas semanas hay en un mes? En un mes hay _____ semanas.
3. ¿Cuántos días hay en un semana? En una semana hay _____ días.
4. ¿Cuántos días hay en un mes? En un mes hay _____ días.
5. ¿Cuándo es la Navidad (*Christmas*)? La Navidad es el _____ ____ _____.
6. ¿Cuándo es el Año Nuevo (*New Year's*)? El Año Nuevo es el _____ ____ _____.
7. ¿Cuándo es el Día de Independencia de los Estados Unidos? El Día de Independencia de los Estados Unidos ___ ____ _____ ____ _____.

E. Artículos definidos e indefinidos

Fill in the blanks with a definite (**el/ la/ los/ las**) or indefinite article (**un/ una/ unos/ unas**) according to the context.

¡Me gusta mucho ____ universidad! ____ profesores son interesantes e inteligentes. En mi clase de español hay ____ pizarra verde y ____ proyector blanco. En mi salón de clase no hay ____ mapa. ____ estudiantes de la universidad tienen muchas clases interesantes. Hay ____ problema con mi clase de arte. ____ clase es muy difícil y ____ profesora es muy pesimista.

F. ¿Qué hay?

With a classmate, take turns asking and answering the following questions about what is in the classroom.

Modelo: sillas

Estudiante 1: ¿Hay sillas?
Estudiante 2: Sí, / No, no hay sillas
Estudiante 1: ¿Cuántas sillas hay?
Estudiante 2: Hay veinticinco sillas.

G. Un interrogatorio (*an interrogation*)

With a classmate, answer the following questions. Make sure each one of you gets to answer each question using complete sentences.

1. ¿Cómo te llamas?
2. ¿Cuál es tu apellido?

3. ¿Cómo se escribe tu nombre?
4. ¿De dónde eres?
5. ¿Cuándo es tu cumpleaños?
6. ¿Cuál es tu día de la semana favorito?
7. ¿Cuál es tu color favorito?
8. ¿Qué cosas hay en tu mochila?
9. ¿Cuál es tu correo electrónico?
10. ¿Cuál es tu número de teléfono?

H. Conversación relámpago (*lightning chats*)

With a different classmate, use what you have learned in Unidades 1 & 2 and follow the steps below to introduce yourself and ask questions of a new person in class.

Paso 1: Write down key phrases to say hello, introduce yourself, and say good-bye.

Paso 2: Write down some questions to get to know the other person. (Ex. What's your name? What's your phone number? When's your birthday? etc.) You can use ideas from the activity above.

Paso 3: Ask your classmate these questions.

Paso 4: Write down the information you learned about your classmate in the third person (he/she). Be prepared to share with the class what you learned.

I. Cultura: Los hispanos en los Estados Unidos

With a classmate, answer the following questions about Hispanics in the United States. Answer the questions based on the text we read and discussed in class.

1. ¿Cuántos hispanos hay en los Estados Unidos aproximadamente?
2. ¿En qué estados hay muchas personas hispanas?
3. ¿De dónde son muchos hispanos de los Estados Unidos?
4. ¿Qué personas famosas son hispanas?

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14.3: Repaso- ¿Qué clases tomas? and ¿Tienes prisa?

Repaso for Unidades 3, 4

A. Vocabulario

Write the vocabulary word that best fits each description. Don't forget to include a definite article (el/la/los/las) in front of each noun.

1. El lugar donde hay clases grandes y presentaciones es _____.
2. La clase donde estudiamos sobre computadoras es _____.
3. Starbuck's y Dunkin Donuts son ejemplos de _____.
4. El chino, el español, el francés, el inglés son _____.
5. El lugar donde compramos libros para las clases es _____.
6. Las personas que desear ser maestros en una escuela estudian _____.
7. El cristianismo, el budismo, el islam, etc. son ejemplos de _____.
8. La clase donde estudiamos números, álgebra y cálculo es _____.

B. Verbos regulares en -AR

Fill in each blank with the conjugation of one of the verbs in the word bank. Pay attention to the context so you can choose the correct verb, and pay attention to subject-verb agreement.

tomar	cantar	hablar	descansar	bailar
caminar	estudiar	ganar	practicar	enseñar

Mis días en la universidad son muy interesantes. Yo siempre _____ con mis amigos en el centro estudiantil después de mis clases. Mis amigos y yo _____ a la residencia estudiantil. Mi amiga Luisa _____ en la biblioteca con sus compañeros de clase, porque ellos tienen muchos exámenes. Este semestre yo _____ cinco clases, así que estoy muy ocupado (*very busy*). Todas las tardes mis amigos _____ el fútbol. Ellos no _____ siempre (*always*). Mis profesores son muy inteligentes. Ellos _____ las clases muy bien. Mi novia Elena _____ en un grupo de *acapella* que se llama Musiquita. Los sábados por la noche Elena y yo _____ en un club-discoteca, pero los domingos nosotros _____ en nuestros dormitorios.

C. Expresiones con 'tener'

Say how these people are feeling using an expression with 'tener'. Don't forget to conjugate the verb according to the subject.

1. Son las 9:55am y mi clase de español es a las 10:00am. Yo _____.
2. Hace 102F en el desierto de Sahara. Nosotros _____ y _____.
3. Hay un monstruo debajo de la cama (under the bed). La niña _____.
4. En Alaska hace -20F. Los científicos _____.
5. Tim desea una hamburguesa con queso y un chocolate. Él _____.
6. No me gusta hablar en público. Yo _____.
7. Ellos necesitan agua porque ellos _____.
8. Ya son las 2:00am. ¡Buenas noches! Ellos _____.

D. Verbo 'ir' con contracciones

Fill in the blanks with the correct form of verb '*ir*' and a definite article (el/la/los/las) after a preposition. Don't forget contractions when they are needed. Pay attention to subject-verb agreement.

¿Tú _____ a ir a ____ biblioteca este fin de semana? Manuel y yo _____ por la mañana y Julián _____ por la noche. Yo siempre _____ a ____ cafetería después de mis clases, pero José y Manuela _____ antes de ____ seminario de historia. ¿Tú _____ a ir a la oficina de ____ profesor Torres?

E. ¿'Tener' o 'tener + que + infinitivo'?

Fill in the blanks with a form of the verb '*tener*' or '*tener que*' according to the context. Pat attention to subject-verb agreement.

El próximo semestre yo _____ tomar cinco clase. Mi compañera de clase _____ una profesora de matemáticas muy simpática este semestre. Después de la clase tú _____ descansar en tu dormitorio y nosotros _____ ir a la cafetería. Después de la clase, Irma _____ hablar con su profesor. Los estudiantes _____ muchas responsabilidades y por eso ellos _____ organizar su tiempo. ¿Ud. _____ muchas clases este semestre?

F. ¿Qué hora es?

Tell the time using the structures we have learned in class. Be as specific as possible.

1.  _____
2.  _____
3.  _____
4.  _____

5.  _____
6.  _____
7.  _____
8.  _____

G. Un interrogatorio (*an*interroga*tion*)

With a classmate, answer the following questions. Make sure each one of you gets to answer each question using complete sentences.

1. ¿Adónde vas cuando necesitas ayuda con tus clases?
2. ¿Cuántas clases tienes este semestre?
3. ¿Qué clases tomas este semestre?
4. ¿Cuál es tu especialización en la universidad?
5. ¿Cuáles son tus clases favoritas?
6. ¿Tienes muchos amigos?
7. ¿A qué hora llegas a tu primera clase?
8. ¿A qué hora regresas a tu casa?
9. Cuando llegas a tu casa, ¿descansas o miras la televisión?
10. ¿Cuántos años tienes?

H. Conversación relámpago (*lightning chats*)

With a different classmate, use what you have learned in Unidades 3 & 4 and follow the steps below to introduce yourself and ask questions of a new person in class.

Paso 1: By yourself, fill in the schedule below with the classes you are taking this semester (in Spanish). Include also what you do on the weekends.

Mi horario:

Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
8-9						
9-10						
10-11						
11-12						
12-1						
1-2						
2-3						
3-4						
4-5						
5-6						

Paso 2: Write down some questions that will let you find out what your classmate's schedule looks like this semester. You can use some ideas from the activity above.

Paso 3: Ask your classmate the questions you developed in **Paso 2** questions and fill out the schedule below with your classmate's information. If your classmate has forgotten to tell you what they do one the weekends, make sure to ask follow-up questions to find out and fill in the schedule.

El horario de mi compañero(a) de clase:

Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
8-9						
9-10						
10-11						
11-12						
12-1						
1-2						
2-3						
3-4						
4-5						
5-6						

Paso 4: Write down the information you learned about your classmate in the third person (he/she). Be prepared to share with the class what you learned.

Cultura: La universidad

With a classmate, answer the following questions about universities in the Spanish-speaking world. Answer the questions based on the text we read and discussed in class.

1. ¿Qué clases toman los estudiantes en la Facultad de Ciencias Sociales?
2. ¿Qué clases toman los estudiantes en la Facultad de Medicina?
3. Si vas a una universidad en el extranjero, ¿tienes que tomar clases con créditos o sin (*without*) créditos?

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14.4: Repaso- ¿Quiénes son los miembros de una familia? and ¿Necesito un suéter?

Repaso for Unidades 5, 6

A. Adjetivos posesivos

Read about Antonio's family and then fill in the blanks with the correct possessive adjective. Pay attention to the item/person possessed in order to choose the correct adjective.

_____ familia es muy importante para mí. _____ hermanos son muy simpáticos e inteligentes. _____ padres (los padres de nosotros) son Lucas y Rosalba. Mi hermano tiene una novia muy simpática. _____ (la novia de mi hermano) se llama Cristina y ella es de Quito, Ecuador. _____ padres (los padres de Cristina) viven en Ecuador.

Cuando yo voy de vacaciones con mi familia me gusta nadir y compartir con _____ hermanos. _____ hermana (la hermana de nosotros) no es muy social, así que (*so*) ella siempre lee _____ libros.

B. Verbos regulares en –ER e -IR

Fill in each blank with the conjugation of one of the verbs in the word bank. Pay attention to the context so you can choose the correct verb, and pay attention to subject-verb agreement.

escribir	comer	deber	vivir (2x)	recibir
recibir (2x)	creer	aprender	comprender	leer

En la universidad yo _____ mucho en todas mis clases. Después de la clase, mis amigos y yo _____ en la cafetería. Después vamos a la biblioteca y nosotros _____ libros y _____ la tarea en el cuaderno. En la universidad, yo _____ en la residencia estudiantil con mi compañera de cuarto, pero mis amigos _____ en un apartamento en la ciudad. Los fines de semana yo _____ muchos correos electrónicos de mi familia y de mis amigos. ¿Tú _____ muchos correos electrónicos también? Cuando tengo preguntas sobre mis clases yo _____ hablar con mis profesores. Yo _____ que es importante contactar a los profesores pronto (*soon*) cuando tú no _____ algo sobre la clase.

C. ¿Qué tiempo hace?

Use weather expressions in order to say what the weather is like in each situation. Use two weather expressions in each situation and do not repeat expressions.

1. ¿Qué tiempo hace en Londres (*London*) en marzo?_____
2. ¿Qué tiempo hace en Alaska en enero?_____
3. ¿Qué tiempo hace en Texas en julio?_____
4. ¿Qué tiempo hace en Chicago en abril?_____
5. ¿Qué tiempo hace hoy en tu ciudad?_____

D. Verbo 'gustar' + infinitivo

Fill in the blanks with the correct pronoun (me/ te/ le/ nos/ os/ les) before 'gusta' + infinitive.

A mí _____ gusta correr por el parque. ¿A ti _____ gusta correr? A mi hermana _____ gusta leer libros de aventura, pero a mis padres no _____ gusta leer mucho.

A nosotros no _____ gusta recibir malas notas en las clases y a los estudiantes _____ gusta vender sus libros al final del semestre. ¿A ti _____ gusta vivir en una casa o en un apartamento? A mí _____ gusta vivir en una casa para recibir a muchos amigos.

E. Adjetivos descriptivos

Fill in the blanks with the descriptive adjective that best describes each situation.

1. Un hombre a quien no le gusta trabajar es _____.
2. Una mujer que no tiene dinero es _____.
3. Una persona que mide 6'5'' es _____.
4. Una chica con pelo marrón es _____.
5. Un niño con pelo amarillo es _____.
6. Un chico que juega fútbol, béisbol y tenis es _____.
7. Mi abuela tiene 96 años. Ella es _____.
8. Los muchachos tienen 15 años. Ellos son _____.

F. ¿Cuánto(s) o quién(es)?

Fill in the blanks with the correct question word that would elicit each answer. Pay attention to the gender and number of the answer so you can choose the correct question word.

1. ¿ _____ son tus hermanos? Mis hermanos son Eduardo, Rafael y Gonzalo.
2. ¿ _____ mascotas tienes? Yo tengo cuatro mascotas: dos perros, un gato y una tortuga.
3. ¿ _____ tiempo necesitas para completar la tarea? Necesito una hora para completar la tarea.
4. ¿ _____ es tu mejor amiga? Mi mejor amiga es Rosalía.
5. ¿ _____ son tus compañeros de cuarto? Marcelo y Josué.
6. ¿ _____ clases tomas este semestre? Tomo cinco clases este semestre.
7. ¿ _____ años tienes? Tengo 19 años.
8. ¿ _____ semanas hay en un mes? Hay cuatro semanas en un mes.

G. Un interrogatorio (*an interrogation*)

With a classmate, answer the following questions. Make sure each one of you gets to answer each question using complete sentences.

1. ¿Cuántos compañeros de cuarto tienes?
2. ¿Cuántas personas hay en tu familia?
3. ¿Quién es tu persona favorita en tu familia? ¿Cómo es esa persona?
4. ¿Cómo es tu mejor amigo(a)? Describe a esa persona físicamente y su personalidad.
5. ¿Escribes apuntes en tu cuaderno de español?
6. ¿Dónde vives?
7. ¿Te gustan las mascotas? ¿Qué mascotas tienes? ¿Cómo son?
8. ¿Qué ropa llevas en el verano? ¿En el otoño? ¿En el invierno? ¿Y en la primavera?
9. ¿Qué tiempo hace en tu ciudad en el otoño?
10. ¿Necesitas dinero? ¿Cuánto dinero necesitas?

H. Conversación relámpago (*lightning chats*)

With a different classmate, use what you have learned in Unidades 5 & 6 and follow the steps below to introduce yourself and ask questions of a new person in class.

Paso 1: Using six –ER and –IR verbs from the table below, write six sentences about yourself and the things you do regularly. You can go beyond the basics by incorporating information from previous units (on what days, at what times, where, and with whom you do these activities).

aprender	beber	comer	leer	correr
compartir	decidir	escribir	recibir	vivir

Paso 2: Write down some questions that will let you find out what your classmate does regularly. Ask him/her two Yes/No questions and two information questions using the question words you have learned in these units. You can check the list of questions in the activity above to get some ideas.

Paso 3: Ask your classmate the questions you developed in **Paso 2** and answer your classmate's questions.

Paso 4: Write down the information you learned about your classmate in the third person (he/she). Be prepared to share with the class what you learned.

I. Cultura: Camino de Santiago

With a classmate, answer the following questions about El camino de Santiago. Answer the questions based on the text we read and discussed in class.

1. ¿Qué es un peregrinaje?
2. ¿Cómo hacen las personas en peregrinaje a la ciudad de Santiago de Compostela?
3. Normalmente, ¿cuándo caminan las personas el Camino de Santiago?
4. ¿Qué tiempo hace en el invierno en el Camino de Santiago?
5. ¿Cuántos kilómetros hay entre la ciudad de Pamplona y Santiago de Compostela?
6. ¿Qué cosas hacen los peregrinos en los albergues en la ruta del Camino de Santiago?

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14.5: Repaso- ¿Dónde están mis llaves? and ¿Cómo pasas tu tiempo libre?

Repaso for Unidades 7, 8

A. Verbo 'estar'

Fill in the blanks with the correct form of the verb '*estar*'. Pay attention to subject-verb agreement.

¡Hola! Yo soy Fabiola y ahora yo _____ de vacaciones. Mi familia no _____ conmigo porque ellos _____ en casa. Mi hermano _____ en la escuela y mis padres _____ en su trabajo. Mis amigos y yo _____ en un club de playa y mi novio, Carlos, _____ en el supermercado. ¿Dónde _____ tú ahora?

B. Verbos con cambio de raíz (o-ue) y (e-ie)

Tina and Marta have not seen each other in a while. Follow their conversation and fill in each blank with the conjugation of one of the verbs in the word bank below. Pay attention to the context so you can choose the correct verb, and pay attention to subject-verb agreement and the change that undergoes each verb.

cerrar	almorzar	empezar	costar	querer
comenzar	preferir	poder	volver	jugar

Trina: ¿_____ (tú) jugar vóleibol o básquetbol?
Marta: Me gusta más el básquetbol. Y tú, ¿dónde _____ generalmente?
Trina: Generalmente yo como en la cafetería de la universidad al mediodía. ¿_____ (tú) ir conmigo?
Marta: ¡Sí, claro! ¿A qué hora _____ la cafetería?
Trina: No sé, pero nosotras _____ ir más temprano.
Marta: ¿Cuánto _____ la comida en la cafetería?
Trina: $8 aproximadamente. ¿A qué hora _____ tus clases mañana?
Marta: Mi primera clase _____ a las 9:00 am y después yo _____ básquetbol con mi equipo.
Trina: ¿_____ (tú) a tu dormitorio después de jugar básquetbol?
Marta: Sí, regreso a mi dormitorio inmediatamente después.

C. ¿De dónde? ¿Dónde? O ¿Adónde?

Fill in the blanks with the correct question word (¿De dónde? ¿Dónde? Or ¿Adónde?) that would elicit each answer. Pay attention to the verb used so you can choose the correct question word.

1. ¿_____ vas en tus vacaciones? Generalmente yo voy a Florida en mis vacaciones.
2. ¿_____ está tu hermano? Él está en su habitación en este momento.
3. ¿_____ van los estudiantes en su tiempo libre? Ellos van al centro estudiantil.
4. ¿_____ vienes tú? Yo vengo de almorzar con mi familia en un restaurante.
5. ¿_____ están tus camisas? Mis camisas están en el armario.
6. ¿_____ eres? Yo soy de San José, Costa Rica. ¿Y tú?
7. ¿_____ vas ahora? Ahora voy a jugar tenis con mi papá.
8. ¿_____ estudias? Yo estudio en la biblioteca de la universidad.

D. Verbo 'gustar' + sustantivos

Fill in the blanks with the correct pronoun (me/ te/ le/ nos/ os/ les) and a form of verb 'gustar' (gusta/ gustan). Don't forget to pay

attention to “what is pleasing” in order to choose the correct form of ‘gustar’.

1. A Jorge _____ _____ mucho los deportes, pero a sus padres _____ _____ el béisbol en particular.
2. A nosotros no _____ _____ los videojuegos, pero a Jesús sí _____ _____.
3. ¿A ti _____ _____ la cocina nueva de Adelaida? Sí, a mí _____ _____ todas las habitaciones de su casa.
4. Profesor Montalbán, ¿a usted _____ _____ sus clases este semestre? Sí, todas las clases que yo enseño este semestre son muy interesantes.

E. Preposiciones de lugar

Fill in the blanks with the preposition of place that best describes each item in the image.



1. La silla está _____ la mesa.
2. El libro está _____ la mesa.
3. La fruta está _____ la silla.
4. La mesa está _____ la silla y el lápiz.
5. La silla está _____ la mesa.
6. El lápiz está _____ la mesa.

F. ¿Qué van a hacer?

Say what these people are going to do. Don’t forget to use the structure ‘ir’ + a + infinitive in order to say what they are going to do.

1.  Elisa _____ un suéter para Mario.

2.  Venus y Serena _____ tenis.

3.  ¿Tú _____ esta noche?

4.  Yo _____ con mi amiga Nina en nuestro café favorito.

5.  Los niños _____ en la escuela.
6.  La niña _____ el árbol esta tarde.

G. Un interrogatorio (*an interrogation*)

With a classmate, answer the following questions. Make sure each one of you gets to answer each question using complete sentences.

1. ¿Adónde vas a ir este fin de semana? ¿Qué vas a hacer?
2. ¿Juegas deportes? ¿Qué deportes juegas y dónde juegas?
3. ¿Qué deportes te gustan?
4. ¿Qué programa prefieres mirar en televisión?
5. ¿A qué hora tienes tu primera clase?
6. ¿Dónde están tus libros?
7. ¿Qué cosas hay en tu dormitorio? ¿Dónde están esas cosas?
8. ¿Cuánto cuestan tus libros?
9. ¿Vas a trabajar las próximas vacaciones? ¿Dónde?
10. ¿Qué haces normalmente en tu tiempo libre?

H. Conversación relámpago (*lightning chats*)

With a different classmate, use what you have learned in Unidades 7 & 8 and follow the steps below to introduce yourself and ask questions of a new person in class.

Paso 1: Make a list of your pastimes and the things you like to do and you don't like to do on your free time. Then, using four stem-

changing verbs from the table below, write four sentences about yourself and the things you do. You can go beyond the basics by incorporating information from previous units (on what days, at what times, where, and with whom you do these activities).

almorzar	poder	volver	recordar
comenzar	querer	pensar	preferir

Paso 2: Using stem-changing verbs from the table above, write down some questions that will let you find out what your classmate does regularly. Ask them a combination of Yes/No questions and information questions using the question words you have learned in these units. You can check the list of questions in the activity above to get some ideas.

Paso 3: Ask your classmate the questions you developed in **Paso 2** and answer your classmate's questions.

Paso 4: Write down the information you learned about your classmate in the third person (he/she). Be prepared to share with the class what you learned.

I. Cultura: El fútbol y el dominó

With a classmate, answer the following questions about El fútbol y el dominó. Answer the questions based on the text we read and discussed in class.

1. ¿Dónde es muy popular el béisbol?
2. ¿Quién es un jugador de béisbol hispano muy famoso?
3. ¿Cuántas personas juegan en un equipo de fútbol?
4. En el dominó, ¿qué hace una persona cuando "hace la sopa"?

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14.6: Repaso- ¿Estás triste, por qué?, ¿Cuál es tu comida favorita?, and ¿Traigo un mapa?

A. Verbo 'estar' + emociones

Fill in the blanks with the correct form of verb '*estar*' and an adjective of emotion. Pay attention to subject-verb agreement and the gender and number of the subject.

1. Gloria camina por 10 kilómetros. Gloria _____ _____.
2. Los estudiantes tienen tres exámenes mañana. Ellos _____ _____.
3. Nosotras vamos a la playa el próximo fin de semana. Nosotros _____ _____.
4. Luis ve varios perros que corren hacia (*towards*) él. Luis _____ _____.
5. Trina espera a su novio en la cafetería, pero él no llega. Trina _____ _____.
6. Mi mejor amigo viene hoy de visita. Yo _____ _____.
7. ¿Tú tienes seis clases, trabajas 5 horas y sales a bailar a la discoteca? ¡Wow, tú _____ _____!
8. El hombre que habla es muy monótono. El habla, habla y habla. Yo _____ _____.

B. Verbos irregulares en la persona de 'yo'

Fill in the blank with the conjugation of the verb in parenthesis. Pay close attention to subject-verb agreement.

1. Mi compañera de cuarto _____ a la discoteca todos los fines de semana, pero yo solo _____ una vez al mes. (*salir*)
2. ¿Tú _____ la música en la radio? Yo la _____ todos los días. (*oír*).
3. Yo _____ mis cuadernos en el escritorio. ¿Dónde _____ ustedes sus cuadernos? (*poner*).
4. ¿_____ (tú) muchos hermanos? Yo solo _____ uno. (*tener*).
5. Ellos _____ que hace mucho calor, pero yo _____ que está muy húmedo. (*decir*).
6. Yo _____ una fiesta de cumpleaños para mi novio. ¿Ustedes _____ fiestas de cumpleaños a sus amigos? (*dar*).
7. ¿A qué hora _____ (tú) la tarea de matemáticas? Yo _____ mi tarea a las 4 de la tarde. (*hacer*).
8. Ustedes _____ el pastel de chocolate y yo _____ la ensalada de frutas. (*traer*).

C. Todas las preguntas

Fill in the blanks with the correct question word that would elicit each answer. Pay attention to the verb used so you can choose the correct question word.

1. ¿ _____ es tu casa? Mi casa es grande, bonita y está cerca de la calle principal.
2. ¿ _____ vas de vacaciones en el verano? Voy al Caribe con mi familia.
3. ¿ _____ es tu libro favorito? Mi libro favorito es *Cien años de soledad*.
4. ¿ _____ tienes clase de español? Tengo clase de español los lunes, miércoles y viernes.
5. ¿ _____ cafeterías hay en la universidad? Hay cuatro cafeterías en la universidad.
6. ¿ _____ estudias en la biblioteca? Estudio en la biblioteca porque no me gusta estudiar en mi cuarto.
7. ¿ _____ te gusta hacer en tu tiempo libre? Me gusta tejer y leer.
8. ¿ _____ está tu libro de español? Está en mi mochila.
9. ¿ _____ son cantantes hispanos famosos? Shakira, Ricky Martin y Juan Luis Guerra son cantantes famosos.
10. ¿ _____ es Álvaro? Él es de Chiclayo, Perú.

D. Verbos con cambio de raíz (e>i)

Fill in the blanks with the correct form of one of the verbs from the word bank below. Pay attention to the context so you can

choose the correct verb, and pay attention to subject-verb agreement and the change that each verb undergoes.

servir	repetir	decir
pedir (3x)	seguir (2x)	

1. ¿Qué _____ (tú) cuando vas al restaurante Mi Tierra? A mí me gustan mucho sus empanadas de pollo.
2. Cuando tomo un examen, yo siempre _____ las instrucciones con mucha atención, pero muchos de mis compañeros de clase no _____ las instrucciones como dice la profesora.
3. El mesonero _____ la comida en la mesa.
4. Cuando yo no entiendo algo, la profesora siempre _____ la información.
5. ¿Qué cosas _____ ustedes en Navidad? ¿Ropa, electrónicos, dinero? Yo siempre _____ ropa.
6. ¿Cómo _____ (tú) en inglés "lo siento"? *I'm sorry*.

E. Vocabulario

Write the vocabulary word that best fits each description. Don't forget to include a definite article (el/la/los/las) in front of each noun.

1. Un lugar donde hay muchos animales salvajes, como elefantes, jirafas, cocodrilos, tigres, etc. es _____.
2. Donde podemos comprar frutas y vegetales frescos (fresh) y locales. _____.
3. El lugar adonde vamos a comprar medicinas es _____.
4. Si tengo que hacer una transacción financiera, como depositar un cheque, voy a _____.
5. Si quiero mandar una carta o un paquete a mi familia, voy a _____.
6. Un lugar donde hay muchos doctores, enfermeros y atienden emergencias es _____.
7. Si quiero ver obras de arte de Van Gogh, Rembrandt, Monet y otros artistas famosos, voy a _____.
8. Un lugar muy grande donde hay muchas tiendas y restaurantes es _____.
9. Cuando yo quiero pasar tiempo con mis amigos y bailar toda la noche, yo voy a _____.
10. Lugares como Buenos Aires, Caracas, Madrid, Nueva York, Los Ángeles son ejemplos de _____.

F. ¿Qué están haciendo?

Say what these people are doing right now. Don't forget to use the structure 'estar' + gerundio in order to say what they are doing right now.

1. Ximena _____ _____ (estudiar) para su examen final del lunes.
2. Javier y Clara _____ _____ (preparar) una presentación para su clase más difícil.
3. Nosotros _____ _____ (comer) en un restaurant muy bueno.
4. Irene y Belkis _____ _____ (dormir) porque están cansadas.
5. ¿Qué clases _____ _____ (tomar) (tú) este semestre?
6. Los mesoneros _____ _____ (servir) la comida en el restaurante.
7. La profesora _____ _____ (enseñar) la clase y ella _____ _____ (escribir) en la pizarra.
8. Tú _____ _____ (bebir) un café con leche.

G. ¿'Saber' o 'conocer'?

Read the conversation below and fill in the blanks with the correct form of verb 'saber' or 'conocer'. Pay attention to the context in order to decide which verb to use. Don't forget to pay attention to subject-verb agreement.

Armando: ¡Hola, Josefina! ¿ (1)_____ a Conchita?
Josefina: No, yo no la (2)_____. Mucho gusto, Conchita.
Conchita: El gusto es mío.
Josefina: Conchita, ¿tú (3)_____ preparar alguna comida típica de tu país?
Conchita: ¡Sí, claro! Yo (4)_____ todo lo relacionado con la comida típica española. Mi especialidad es la paella y la tortilla de patatas.
Armando: Conchita, ¿tú (5)_____ Granada?

Conchita: Sí, yo (6)_____ Granada muy bien. Mis padres viven allí.
Armando: ¿ Y (7)_____ bailar sevillanas*?
Conchita: No, no bailo sevillanas, pero (yo) (8)_____ a muchas personas que sí bailan.
Josefina: España es fascinante por su diversidad cultural y gastronómica.

* *Sevillanas* is a type of fork music and dance from Sevilla and its region.

H. ¿ 'Ser' o 'estar'?

Fill in the blanks with a form of verb 'ser' or 'estar'. Pay attention to the context in order to decide which verb to use. Don't forget to pat attention to subject-verb agreement.

1. Lidia _____ de Bolivia, pero ahora ella _____ en Brasil de vacaciones.
2. Nuestros padres _____ muy generosos.
3. ¿ _____ (tú) preocupado? No, yo _____ bien.
4. ¿A qué hora _____ la clase de lingüística?
5. ¿Dónde _____ mi perra Lulú?
6. La pizarra _____ un objeto donde los profesores escriben para dar sus clases.
7. Mis amigas _____ practicando para la competencia de fútbol de este fin de semana.
8. El Sr. Soto _____ enfermo y por eso él _____ en su casa.
9. Yo _____ estudiando para ser pediatra.
10. Nosotros _____ altos y fuertes.

I. Un interrogatorio (*an interrogation*)

With a classmate, answer the following questions. Make sure each one of you gets to answer each question using complete sentences.

1. ¿Cómo eres? ¿Cómo estás hoy?
2. ¿Quién es tu mejor amigo(a)? ¿Cómo es él/ella?
3. ¿Cuál es tu comida favorita del día (desayuno, almuerzo, cena? ¿Qué prefieres comer y beber?
4. ¿Qué desayunas, almuerzas y cenas? ¿Qué bebes normalmente con las comidas?
5. ¿Cuáles son algunas comidas típicas y tradicionales que comes con tu familia?
6. Piensa en tres de tus amigos. ¿Qué crees que están haciendo ellos ahora?
7. Cuando quieres charlar con tus amigos, ¿adónde vas?
8. Cuando vas al supermercado, ¿qué cosas compras?
9. ¿Sabes preparar comida? ¿Qué plato te gusta preparar y servir a tus amigos?
10. ¿Conoces a alguien famoso(a)? ¿Quién? Si no conoces a alguien famoso, ¿a quién quieres conocer?

J. Conversación relámpago (*lightning chats*)

With a different classmate, use what you have learned in Unidades 9, 10 & 11 and follow the steps below to introduce yourself and ask questions of a new person in class.

Paso 1: Make a list of the foods you like and the foods you dislike to eat. Are you allergic to anything? (*Soy alérgico(a) a...*). Also list the dishes you enjoy to eat with your friends and family during holidays.

Paso 2: Write a list of questions to ask your partner regarding what he prefers to eat and drink. Make sure to use a variety of questions words to ask various questions. Use the verbs we learned in units 9, 10 and 11 and watch out for stem-changing verbs and verbs that have an irregular 'yo' form.

Paso 3: Ask your classmate the questions you developed in **Paso 2** and answer your classmate's questions.

Paso 4: Write down the information you learned about your classmate in the third person (he/she). Be prepared to share with the class what you learned.

K. Cultura: Las comidas típicas y rápidas

With a classmate, answer the following questions about Las comidas típicas y rápidas. Answer the questions based on the text we read and discussed in class.

1. ¿Cuáles son algunas comidas típicas en Latinoamérica y en España?
2. ¿Cuáles son algunos ingredientes importantes en la dieta de los latinoamericanos?
3. ¿Cuál es la diferencia entre la tortilla española y la tortilla mexicana y centroamericana?

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14.7: Repaso- ¿Traigo un mapa?

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15: ANCILLARY MATERIALS

15.1: Faculty Resources Overview
15.2: Pacing
15.4: PowerPoints
15.5: In-Class Activities
15.6: Assignments

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15.1: Faculty Resources Overview

We've seen overwhelming demand for high quality, openly-licensed course materials, including supplemental resources to enrich teaching and learning and to make life easier for instructors. To support this need, we've developed and curated faculty resources to use with this course.

Free and Open Supplemental Materials

On the following pages, you will find supplemental resources that are freely available to use with the interactive learning materials for this course. Since these resources are openly licensed, you may use them as is or adapt them to your needs.

Additional Faculty Resources

Additional supplemental resources, learning tools, and support services are available to faculty who adopt Waymaker, OHM, or Candela courses with paid support from Lumen Learning. For many courses, these include some combination of summative assessments, answer keys, solutions manuals, or other materials shared only with authorized instructors in order to protect academic integrity.

Click here to learn more about additional instructor tools and resources available to faculty who adopt Lumen-supported courseware. Information about pricing and payment options is available on this page. Lumen's low-cost support fees replace the cost of expensive textbooks and may be paid by students or by the institution directly.

Continuously Improving Learning Materials

Are you interested in collaborating with us to make these course materials better? We use learning data to identify where content improvements are needed, and then we invite faculty and subject matter experts to work with us developing continuous improvements aimed at increasing learning.

Learn more from this blog post, or sign up here to join our continuous improvement mailing list and stay up to date about upcoming OER hackathons and other continuous improvement activities.

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15.2: Pacing

Below is a reference table for potential pacing of introductory Spanish courses with various lengths and coverage requirements.

16 week semesters, covering Spanish 1 in one semester

- Week 1:
  - Module 1: ¡Hola! ¿Cómo te llamas?
    - Section: Encantado
      - Saludos y respuestas: Identify common greetings and goodbyes
      - Escuchar: Saludos y respuestas: Identify appropriate responses to spoken greetings and goodbyes
      - ¿Formal o informal?: Identify formal and informal greetings
      - El alfabeto: Recognize the sounds of letters in Spanish
    - Section: En la clase
      - En el salón de clases: Identify common objects in the classroom
- Week 2:
      - Números 0-31: Form numbers up to 31
      - Escuchar: Números 0-31: Recognize spoken numbers
    - Section: ¿Cuántos libros hay?
      - Género de sustantivos: Identify the gender of nouns
      - Número de sustantivos: Change nouns from singular to plural
    - Section: ¿Qué hay en la clase?
      - Artículos indefinidos y definidos: Select the appropriate definite or indefinite article for the context
      - ¿Qué hay?: Identify whether there is or there are different items based on spoken questions
- Week 3:
  - Module 2: ¿Eres estudiante?
    - Section: ¿Qué día es hoy?
      - Días y meses: Identify months and days
    - Section: ¿Cuál es la fecha hoy?
      - La fecha: Tell the date
      - Escuchar: La fecha: Understand spoken dates
    - Section: ¿El lápiz es de ella?
      - Los pronombres de sujeto: Change personal nouns into subject pronouns
      - El verbo ser: Identify the correct conjugations of the verb ser (to be)
      - Ser + de: Recognize possession indicated by ser + de
- Week 4:
    - Section: ¿El estudiante es inteligente?
      - Colores: Identify the color of things
      - Concordancia de adjetivos: Recognize the correct position, gender and number of adjectives
      - Escuchar: Concordancia de adjetivos: Identify things based on spoken descriptions

16 week semesters, covering Spanish 1 in two semesters

- Week 1:
  - Module 1: ¡Hola! ¿Cómo te llamas?
    - Section: Encantado
      - Saludos y respuestas: Identify common greetings and goodbyes
      - Escuchar: Saludos y respuestas: Identify appropriate responses to spoken greetings and goodbyes
- Week 2:
      - ¿Formal o informal?: Identify formal and informal greetings
      - El alfabeto: Recognize the sounds of letters in Spanish
    - Section: En la clase
      - En el salón de clases: Identify common objects in the classroom
- Week 3:
      - Números 0-31: Form numbers up to 31
      - Escuchar: Números 0-31: Recognize spoken numbers
    - Section: ¿Cuántos libros hay?
      - Género de sustantivos: Identify the gender of nouns
- Week 4:
      - Número de sustantivos: Change nouns from singular to plural
    - Section: ¿Qué hay en la clase?
      - Artículos indefinidos y definidos: Select the appropriate definite or indefinite article for the context
      - ¿Qué hay?: Identify whether there is or there are different items based on spoken questions
- Week 5:
  - Module 2: ¿Eres estudiante?
    - Section: ¿Qué día es hoy?
      - Días y meses: Identify months and days
    - Section: ¿Cuál es la fecha hoy?
      - La fecha: Tell the date
      - Escuchar: La fecha: Understand spoken dates
- Week 6:
    - Section: ¿El lápiz es de ella?
      - Los pronombres de sujeto: Change personal nouns into subject pronouns
      - El verbo ser: Identify the correct conjugations of the verb ser (to be)
      - Ser + de: Recognize possession indicated by ser + de
- Week 7:
    - Section: ¿El estudiante es inteligente?
      - Colores: Identify the color of things
      - Concordancia de adjetivos: Recognize the correct position, gender and number of adjectives

        - Section: Cultura U2
            - Cultura: Los hispanos en los Estados Unidos: Identify written information about Latino, Latina, and Latinx identity in the US
    - Module 3: ¿Qué clases tomas?
        - Section: ¿Estudias en la biblioteca?
            - Verbos -ar (2): Identify the meanings of common -ar verbs
            - Números 30-100: Form numbers up to 100
- Week 5:
    - Section: ¿Qué idiomas hablas tú?
        - Conjugación (verbos -ar): Identify the correct conjugations of select verbs ending in -ar
    - Section: ¿Caminas a la universidad?
        - Verbos regulares con –ar: Identify the correct conjugations of verbs ending in -ar
        - Preguntas: Verbos regulares con –ar: Answer questions using -ar verbs
        - Escuchar: Verbos regulares con –ar: Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)
    - Section: ¿A qué hora es tu primera clase?
        - ¿Qué hora es?: Tell the time
        - Escuchar: ¿Qué hora es?: Recognize and understand spoken time
- Week 6:
    - Module 4: ¿Tienes prisa?
        - Section: ¿Descansas en la residencia estudiantil?
            - Los lugares y cursos de la universidad: Recognize the vocabulary of locations and courses at the university
        - Section: ¿Tienes una clase por la noche?
            - El verbo tener: Recognize the use of the irregular verb tener
            - Escuchar: El verbo tener: Recognize the subject of a spoken sentence based on the conjugation of tener
            - ¿qué/cuál?: Ask and answer questions with ¿qué/cuál?
        - Section: ¿Tienes que estudiar hoy?
            - Expresiones con tener: Recognize and understand the common expressions with the verb tener
            - Tener + que: Use tener + que + infinitive to describe things one has to do
- Week 7:
    - Section: ¿Adónde vas?
        - El verbo ir: Recognize the correct conjugations of the verb ir
    - Section: Cultura U4
        - Cultura: La universidad: Identify information from a written text about universities in the Spanish-speaking world
    - Module 5: ¿Quiénes son los miembros de una
        - Escuchar: Concordancia de adjetivos: Identify things based on spoken descriptions
- Week 8:
    - Section: Cultura U2
        - Cultura: Los hispanos en los Estados Unidos: Identify written information about Latino, Latina, and Latinx identity in the US
    - Module 3: ¿Qué clases tomas?
        - Section: ¿Estudias en la biblioteca?
            - Verbos -ar (2): Identify the meanings of common -ar verbs
            - Números 30-100: Form numbers up to 100
- Week 9:
    - Section: ¿Qué idiomas hablas tú?
        - Conjugación (verbos -ar): Identify the correct conjugations of select verbs ending in -ar
    - Section: ¿Caminas a la universidad?
        - Verbos regulares con –ar: Identify the correct conjugations of verbs ending in -ar
        - Preguntas: Verbos regulares con –ar: Answer questions using -ar verbs
- Week 10:
    - Escuchar: Verbos regulares con –ar: Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)
    - Section: ¿A qué hora es tu primera clase?
        - ¿Qué hora es?: Tell the time
        - Escuchar: ¿Qué hora es?: Recognize and understand spoken time
- Week 11:
    - Module 4: ¿Tienes prisa?
        - Section: ¿Descansas en la residencia estudiantil?
            - Los lugares y cursos de la universidad: Recognize the vocabulary of locations and courses at the university
        - Section: ¿Tienes una clase por la noche?
            - El verbo tener: Recognize the use of the irregular verb tener
            - Escuchar: El verbo tener: Recognize the subject of a spoken sentence based on the conjugation of tener
- Week 12:
    - ¿qué/cuál?: Ask and answer questions with ¿qué/cuál?
    - Section: ¿Tienes que estudiar hoy?
        - Expresiones con tener: Recognize and understand the common expressions with the verb tener
        - Tener + que: Use tener + que + infinitive to describe things one has to do
- Week 13:
    - Section: ¿Adónde vas?
        - El verbo ir: Recognize the correct

familia?
    - Section: El árbol de familia
        - La familia: Recognize vocabulary of family relations
        - Escuchar: La familia: Understand spoken information about the members of a family
    - Section: Mi casa es tu casa
        - Los posesivos: Recognize possession indicated by possessive adjectives
        - ¿Cuánto(s) y quién(es)?: Ask and answer questions with ¿cuántos y quién(es)?
- Week 8:
    - Section: ¿Qué aprendemos ahora?
        - Verbos regulares de -er/-ir: Recognize the meaning of verbs in the present tense that end in -er & -ir
        - Conjugación (verbos -er/-ir): Identify the correct conjugation of verbs in the present tense that end in -er & -ir
        - Escuchar: Verbos regulares de -er/-ir: Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir
    - Section: Mi perro es bonito y pequeño
        - Adjetivos descriptivos: Recognize adjectives describing physical and mental traits
        - Escuchar: Adjetivos descriptivos: Identify people based on spoken descriptions
        - Los países, las nacionalidades y más: Recognize adjectives of nationality used to describe people
- Week 9:
    - Module 6: ¿Necesito un sueter?
        - Section: ¿Qué ropa llevas?
            - La ropa: Recognize the vocabulary of clothing
            - Escuchar: La ropa: Identify articles of clothing based on spoken descriptions
        - Section: ¿Cómo contamos?
            - Los números 101 +: Recognize numbers past 100
        - Section: ¿Qué tiempo hace hoy?
            - El clima: Recognize the vocabulary of weather
            - Escuchar: El clima: Understand spoken descriptions of the weather
        - Section: ¿Qué te gusta hacer?
            - El verbo gustar + infinitivo: Recognize phrases using gustar+infinitive to express what someone likes to do
- Week 10:
        - Escuchar: El verbo gustar + infinitivo: Comprehend spoken sentences expressing what someone likes to do
    - Section: Cultura U6
        - Cultura: Camino de Santiago : Identify conjugations of the verb ir
    - Section: Cultura U4
        - Cultura: La universidad: Identify information from a written text about universities in the Spanish-speaking world
    - Module 5: ¿Quiénes son los miembros de una familia?
        - Section: El árbol de familia
            - La familia: Recognize vocabulary of family relations
- Week 14:
            - Escuchar: La familia: Understand spoken information about the members of a family
        - Section: Mi casa es tu casa
            - Los posesivos: Recognize possession indicated by possessive adjectives
            - ¿Cuánto(s) y quién(es)?: Ask and answer questions with ¿cuántos y quién(es)?
- Week 15:
    - Section: ¿Qué aprendemos ahora?
        - Verbos regulares de -er/-ir: Recognize the meaning of verbs in the present tense that end in -er & -ir
        - Conjugación (verbos -er/-ir): Identify the correct conjugation of verbs in the present tense that end in -er & -ir
        - Escuchar: Verbos regulares de -er/-ir: Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir
- Week 16:
    - Section: Mi perro es bonito y pequeño
        - Adjetivos descriptivos: Recognize adjectives describing physical and mental traits
        - Escuchar: Adjetivos descriptivos: Identify people based on spoken descriptions
        - Los países, las nacionalidades y más: Recognize adjectives of nationality used to describe people

information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
    - Module 7: ¿Dónde están mis llaves?
        - Section: En la casa
            - La casa: Recognize the vocabulary of rooms and furniture in the home
        - Section: ¿Dónde está el gato?
            - El verbo estar : Recognize the correct conjugations of the verb estar
            - El verbo estar + preposiciones : Use the prepositions of location to describe where things and people are located in a house
            - Escuchar: El verbo estar + preposiciones : Identify locations from spoken text
- Week 11:
        - Section: ¿Adónde vas a ir este fin de semana?
            - Ir + a + infinitivo: Recognize statements about plans and future events which use the infinitive after ir + a
            - Escuchar: Ir + a + infinitivo: Identify plans and future events from spoken text
            - Making Plans or Going Places?: Distinguish the use of ir with destinations and the use of ir with infinitives
        - Section: ¡Sí, podemos!
            - Verbos con cambio de raíz (o-ue) : Recognize the correct conjugations of o-ue stem-changing verbs
            - Escuchar: Verbos con cambio de raíz (o-ue) : Understand spoken statements using o-ue stem-changing verbs
    - Module 8: ¿Cómo pasas tu tiempo libre?
        - Section: ¿Cuál es tu pasatiempo favorito?
            - Los pasatiempos: Identify verbs and nouns related to pastimes, sports and other activities
- Week 12:
            - Escuchar: Los pasatiempos: Understand spoken statements about pastimes, sports and other activities
        - Section: ¿Te gustan los deportes?
            - El verbo gustar + sustantivos : Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
            - Escuchar: El verbo gustar + sustantivos : Distinguish what things are pleasing to different people based on spoken text
            - Querer and gustar: Use "querer" and "gustar" to explain your wants and likes
        - Section: ¿Prefieres patinar o esquiar?
            - Verbos con cambio de raíz (e-ie) : Recognize the correct conjugation of e-ie stem-changing verbs
            - Escuchar: Verbos con cambio de raíz (e-ie) : Understand spoken questions using e-ie

Semester 2

- Week 1:
    - Module 6: ¿Necesito un sueter?
        - Section: ¿Qué ropa llevas?
            - La ropa: Recognize the vocabulary of clothing
            - Escuchar: La ropa: Identify articles of clothing based on spoken descriptions
        - Section: ¿Cómo contamos?
            - Los números 101 +: Recognize numbers past 100
- Week 2:
        - Section: ¿Qué tiempo hace hoy?
            - El clima: Recognize the vocabulary of weather
            - Escuchar: El clima: Understand spoken descriptions of the weather
        - Section: ¿Qué te gusta hacer?
            - El verbo gustar + infinitivo: Recognize phrases using gustar+infinitive to express what someone likes to do
- Week 3:
            - Escuchar: El verbo gustar + infinitivo: Comprehend spoken sentences expressing what someone likes to do
        - Section: Cultura U6
            - Cultura: Camino de Santiago : Identify information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
    - Module 7: ¿Dónde están mis llaves?
        - Section: En la casa
            - La casa: Recognize the vocabulary of rooms and furniture in the home
- Week 4:
        - Section: ¿Dónde está el gato?
            - El verbo estar : Recognize the correct conjugations of the verb estar
            - El verbo estar + preposiciones : Use the prepositions of location to describe where things and people are located in a house
            - Escuchar: El verbo estar + preposiciones : Identify locations from spoken text
- Week 5:
        - Section: ¿Adónde vas a ir este fin de semana?
            - Ir + a + infinitivo: Recognize statements about plans and future events which use the infinitive after ir + a
            - Escuchar: Ir + a + infinitivo: Identify plans and future events from spoken text
            - Making Plans or Going Places?: Distinguish the use of ir with destinations and the use of ir with infinitives
- Week 6:
        - Section: ¡Sí, podemos!
            - Verbos con cambio de raíz (o-ue) :

stem-changing verbs
- Week 13:
  - Section: ¿Corres rápidamente?
    - Adverbios de modo: Recognize adverbs of motion ending in -mente
  - Section: Cultura: U8
    - Cultura: El fútbol y el dominó: Identify some important pastimes and sports in the Hispanic world
- Module 9: ¿Estás triste, por qué?
  - Section: ¿Estás contento hoy?
    - Adjetivos de emoción y condición: Recognize adjectives of condition and emotion
    - Algunas respuestas: Give an appropriate response to someone's condition or emotion
  - Section: ¿Cómo estás?
    - Estar + emociones: Identify how estar is used with adjectives to describe conditions and emotions
    - Escuchar: Emociones: Describe conditions and emotions based on spoken prompts
- Week 14:
  - Section: ¿Cómo eres? ¿Cómo estás?
    - Ser y Estar I: Recognize different uses of ser and estar
  - Section: ¿Estás cansada o enferma?
    - Conjunciones coordinadas: Recognize coordinating conjunctions
    - Porque & question word por qué: Recognize the difference between porque and ¿por qué?
- Module 10: ¿Cuál es tu comida favorita?
  - Section: ¿Qué te gusta comer?
    - Food and eating: Recognize the vocabulary of foods, cooking, and eating
  - Section: ¿El restaurante sirve papas fritas?
    - Verbos con cambio de raíz (e-i): Recognize the correct conjugations of e-i stem-changing verbs
  - Section: ¿Salgo con ustedes?
    - Verbos irregulares en la forma de "yo": Recognize the correct conjugations of verbs that have irregularities in the yo form
- Week 15:
  - Escuchar: Verbos irregulares en la forma de "yo": Understand spoken sentences using irregular verbs
  - Section: ¿Qué es esto?
    - Todas las preguntas: Review and practice use of all question-words
  - Section: Cultura
    - Cultura: Las comidas típicas y rápidas: Identify information about some typical dishes of the Hispanic World
- Module 11: ¿Traigo un mapa?

Recognize the correct conjugations of o-ue stem-changing verbs
  - Escuchar: Verbos con cambio de raíz (o-ue) : Understand spoken statements using o-ue stem-changing verbs
- Module 8: ¿Cómo pasas tu tiempo libre?
  - Section: ¿Cuál es tu pasatiempo favorito?
    - Los pasatiempos: Identify verbs and nouns related to pastimes, sports and other activities
- Week 7:
  - Escuchar: Los pasatiempos: Understand spoken statements about pastimes, sports and other activities
  - Section: ¿Te gustan los deportes?
    - El verbo gustar + sustantivos : Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
    - Escuchar: El verbo gustar + sustantivos : Distinguish what things are pleasing to different people based on spoken text
- Week 8:
  - Querer and gustar: Use "querer" and "gustar" to explain your wants and likes
  - Section: ¿Prefieres patinar o esquiar?
    - Verbos con cambio de raíz (e-ie) : Recognize the correct conjugation of e-ie stem-changing verbs
    - Escuchar: Verbos con cambio de raíz (e-ie) : Understand spoken questions using e-ie stem-changing verbs
- Week 9:
  - Section: ¿Corres rápidamente?
    - Adverbios de modo: Recognize adverbs of motion ending in -mente
  - Section: Cultura: U8
    - Cultura: El fútbol y el dominó: Identify some important pastimes and sports in the Hispanic world
- Module 9: ¿Estás triste, por qué?
  - Section: ¿Estás contento hoy?
    - Adjetivos de emoción y condición: Recognize adjectives of condition and emotion
- Week 10:
  - Algunas respuestas: Give an appropriate response to someone's condition or emotion
  - Section: ¿Cómo estás?
    - Estar + emociones: Identify how estar is used with adjectives to describe conditions and emotions
    - Escuchar: Emociones: Describe conditions and emotions based on spoken prompts
- Week 11:
  - Section: ¿Cómo eres? ¿Cómo estás?

        - Section: ¿Dónde está el banco?
            - Navegando la ciudad: Recognize the vocabulary of places in the community
            - Escuchar: Navegando la ciudad: Identify where people are going based on spoken text
        - Section: ¿Estás caminando ahora?
            - El presente progresivo : Recognize correct forms of the present progressive
- Week 16:
            - El presente y el presente progresivo: Distinguish present progressive from present tense
        - Section: ¿Conoces la ciudad?
            - Saber y conocer: Recognize the appropriate uses of the verbs saber and conocer
        - Section: ¿Dónde estás? ¿De dónde eres?
            - Ser y Estar II: Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)
            - Ser y Estar I: Recognize different uses of ser and estar
        - Section: ¿Estás cansada o enferma?
            - Conjunciones coordinadas: Recognize coordinating conjunctions
            - Porque & question word por qué: Recognize the difference between porque and ¿por qué?
- Week 12:
    - Module 10: ¿Cuál es tu comida favorita?
        - Section: ¿Qué te gusta comer?
            - Food and eating: Recognize the vocabulary of foods, cooking, and eating
        - Section: ¿El restaurante sirve papas fritas?
            - Verbos con cambio de raíz (e-i): Recognize the correct conjugations of e-i stem-changing verbs
        - Section: ¿Salgo con ustedes?
            - Verbos irregulares en la forma de “yo”: Recognize the correct conjugations of verbs that have irregularities in the yo form
- Week 13:
            - Escuchar: Verbos irregulares en la forma de “yo”: Understand spoken sentences using irregular verbs
        - Section: ¿Qué es esto?
            - Todas las preguntas: Review and practice use of all question-words
        - Section: Cultura
            - Cultura: Las comidas típicas y rápidas: Identify information about some typical dishes of the Hispanic World
- Week 14:
    - Module 11: ¿Traigo un mapa?
        - Section: ¿Dónde está el banco?
            - Navegando la ciudad: Recognize the vocabulary of places in the community
            - Escuchar: Navegando la ciudad: Identify where people are going based on spoken text
        - Section: ¿Estás caminando ahora?
            - El presente progresivo : Recognize correct forms of the present progressive
- Week 15:
            - El presente y el presente progresivo: Distinguish present progressive from present tense
        - Section: ¿Conoces la ciudad?
            - Saber y conocer: Recognize the appropriate uses of the verbs saber and conocer
        - Section: ¿Dónde estás? ¿De dónde eres?
            - Ser y Estar II: Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

12 week terms, covering Spanish 1 in one term

- Week 1:
  - Module 1: ¡Hola! ¿Cómo te llamas?
    - Section: Encantado
      - Saludos y respuestas: Identify common greetings and goodbyes
      - Escuchar: Saludos y respuestas: Identify appropriate responses to spoken greetings and goodbyes
      - ¿Formal o informal?: Identify formal and informal greetings
      - El alfabeto: Recognize the sounds of letters in Spanish
    - Section: En la clase
      - En el salón de clases: Identify common objects in the classroom
      - Números 0-31: Form numbers up to 31
      - Escuchar: Números 0-31: Recognize spoken numbers
- Week 2:
    - Section: ¿Cuántos libros hay?
      - Género de sustantivos: Identify the gender of nouns
      - Número de sustantivos: Change nouns from singular to plural
    - Section: ¿Qué hay en la clase?
      - Artículos indefinidos y definidos: Select the appropriate definite or indefinite article for the context
      - ¿Qué hay?: Identify whether there is or there are different items based on spoken questions
  - Module 2: ¿Eres estudiante?
    - Section: ¿Qué día es hoy?
      - Días y meses: Identify months and days
    - Section: ¿Cuál es la fecha hoy?
      - La fecha: Tell the date
      - Escuchar: La fecha: Understand spoken dates
    - Section: ¿El lápiz es de ella?
      - Los pronombres de sujeto: Change personal nouns into subject pronouns
- Week 3:
    - El verbo ser: Identify the correct conjugations of the verb ser (to be)
    - Ser + de: Recognize possession indicated by ser + de
    - Section: ¿El estudiante es inteligente?
      - Colores: Identify the color of things
      - Concordancia de adjetivos: Recognize the correct position, gender and number of adjectives
      - Escuchar: Concordancia de adjetivos: Identify things based on spoken descriptions
    - Section: Cultura U2

12 week terms, covering Spanish 1 in two terms

- Week 1:
  - Module 1: ¡Hola! ¿Cómo te llamas?
    - Section: Encantado
      - Saludos y respuestas: Identify common greetings and goodbyes
      - Escuchar: Saludos y respuestas: Identify appropriate responses to spoken greetings and goodbyes
      - ¿Formal o informal?: Identify formal and informal greetings
- Week 2:
    - El alfabeto: Recognize the sounds of letters in Spanish
    - Section: En la clase
      - En el salón de clases: Identify common objects in the classroom
      - Números 0-31: Form numbers up to 31
      - Escuchar: Números 0-31: Recognize spoken numbers
- Week 3:
    - Section: ¿Cuántos libros hay?
      - Género de sustantivos: Identify the gender of nouns
      - Número de sustantivos: Change nouns from singular to plural
    - Section: ¿Qué hay en la clase?
      - Artículos indefinidos y definidos: Select the appropriate definite or indefinite article for the context
      - ¿Qué hay?: Identify whether there is or there are different items based on spoken questions
- Week 4:
  - Module 2: ¿Eres estudiante?
    - Section: ¿Qué día es hoy?
      - Días y meses: Identify months and days
    - Section: ¿Cuál es la fecha hoy?
      - La fecha: Tell the date
      - Escuchar: La fecha: Understand spoken dates
    - Section: ¿El lápiz es de ella?
      - Los pronombres de sujeto: Change personal nouns into subject pronouns
- Week 5:
    - El verbo ser: Identify the correct conjugations of the verb ser (to be)
    - Ser + de: Recognize possession indicated by ser + de
    - Section: ¿El estudiante es inteligente?
      - Colores: Identify the color of things
      - Concordancia de adjetivos: Recognize the correct position, gender and number of adjectives
- Week 6:
    - Escuchar: Concordancia de adjetivos:

        - Cultura: Los hispanos en los Estados Unidos: Identify written information about Latino, Latina, and Latinx identity in the US
    - Module 3: ¿Qué clases tomas?
        - Section: ¿Estudias en la biblioteca?
            - Verbos -ar (2): Identify the meanings of common -ar verbs
            - Números 30-100: Form numbers up to 100
- Week 4:
    - Section: ¿Qué idiomas hablas tú?
        - Conjugación (verbos -ar): Identify the correct conjugations of select verbs ending in -ar
    - Section: ¿Caminas a la universidad?
        - Verbos regulares con –ar: Identify the correct conjugations of verbs ending in -ar
        - Preguntas: Verbos regulares con –ar: Answer questions using -ar verbs
        - Escuchar: Verbos regulares con –ar: Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)
    - Section: ¿A qué hora es tu primera clase?
        - ¿Qué hora es?: Tell the time
        - Escuchar: ¿Qué hora es?: Recognize and understand spoken time
    - Module 4: ¿Tienes prisa?
        - Section: ¿Descansas en la residencia estudiantil?
            - Los lugares y cursos de la universidad: Recognize the vocabulary of locations and courses at the university
        - Section: ¿Tienes una clase por la noche?
            - El verbo tener: Recognize the use of the irregular verb tener
- Week 5:
        - Escuchar: El verbo tener: Recognize the subject of a spoken sentence based on the conjugation of tener
        - ¿qué/cuál?: Ask and answer questions with ¿qué/cuál?
    - Section: ¿Tienes que estudiar hoy?
        - Expresiones con tener: Recognize and understand the common expressions with the verb tener
        - Tener + que: Use tener + que + infinitive to describe things one has to do
    - Section: ¿Adónde vas?
        - El verbo ir: Recognize the correct conjugations of the verb ir
    - Section: Cultura U4
        - Cultura: La universidad: Identify information from a written text about universities in the Spanish-speaking world
    - Module 5: ¿Quiénes son los miembros de una familia?
        - Section: El árbol de familia
            - Identify things based on spoken descriptions
        - Section: Cultura U2
            - Cultura: Los hispanos en los Estados Unidos: Identify written information about Latino, Latina, and Latinx identity in the US
    - Module 3: ¿Qué clases tomas?
        - Section: ¿Estudias en la biblioteca?
            - Verbos -ar (2): Identify the meanings of common -ar verbs
            - Números 30-100: Form numbers up to 100
- Week 7:
    - Section: ¿Qué idiomas hablas tú?
        - Conjugación (verbos -ar): Identify the correct conjugations of select verbs ending in -ar
    - Section: ¿Caminas a la universidad?
        - Verbos regulares con –ar: Identify the correct conjugations of verbs ending in -ar
        - Preguntas: Verbos regulares con –ar: Answer questions using -ar verbs
        - Escuchar: Verbos regulares con –ar: Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)
- Week 8:
    - Section: ¿A qué hora es tu primera clase?
        - ¿Qué hora es?: Tell the time
        - Escuchar: ¿Qué hora es?: Recognize and understand spoken time
    - Module 4: ¿Tienes prisa?
        - Section: ¿Descansas en la residencia estudiantil?
            - Los lugares y cursos de la universidad: Recognize the vocabulary of locations and courses at the university
        - Section: ¿Tienes una clase por la noche?
            - El verbo tener: Recognize the use of the irregular verb tener
- Week 9:
        - Escuchar: El verbo tener: Recognize the subject of a spoken sentence based on the conjugation of tener
        - ¿qué/cuál?: Ask and answer questions with ¿qué/cuál?
    - Section: ¿Tienes que estudiar hoy?
        - Expresiones con tener: Recognize and understand the common expressions with the verb tener
        - Tener + que: Use tener + que + infinitive to describe things one has to do
- Week 10:
    - Section: ¿Adónde vas?
        - El verbo ir: Recognize the correct conjugations of the verb ir
    - Section: Cultura U4
        - Cultura: La universidad: Identify

        - La familia: Recognize vocabulary of family relations
        - Escuchar: La familia: Understand spoken information about the members of a family
- Week 6:
    - Section: Mi casa es tu casa
        - Los posesivos: Recognize possession indicated by possessive adjectives
        - ¿Cuánto(s) y quién(es)?: Ask and answer questions with ¿cuántos y quién(es)?
    - Section: ¿Qué aprendemos ahora?
        - Verbos regulares de -er/-ir: Recognize the meaning of verbs in the present tense that end in -er & -ir
        - Conjugación (verbos -er/-ir): Identify the correct conjugation of verbs in the present tense that end in -er & -ir
        - Escuchar: Verbos regulares de -er/-ir: Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir
    - Section: Mi perro es bonito y pequeño
        - Adjetivos descriptivos: Recognize adjectives describing physical and mental traits
        - Escuchar: Adjetivos descriptivos: Identify people based on spoken descriptions
        - Los países, las nacionalidades y más: Recognize adjectives of nationality used to describe people
- Week 7:
    - Module 6: ¿Necesito un sueter?
        - Section: ¿Qué ropa llevas?
            - La ropa: Recognize the vocabulary of clothing
            - Escuchar: La ropa: Identify articles of clothing based on spoken descriptions
        - Section: ¿Cómo contamos?
            - Los números 101 +: Recognize numbers past 100
        - Section: ¿Qué tiempo hace hoy?
            - El clima: Recognize the vocabulary of weather
            - Escuchar: El clima: Understand spoken descriptions of the weather
        - Section: ¿Qué te gusta hacer?
            - El verbo gustar + infinitivo: Recognize phrases using gustar+infinitive to express what someone likes to do
            - Escuchar: El verbo gustar + infinitivo: Comprehend spoken sentences expressing what someone likes to do
        - Section: Cultura U6
            - Cultura: Camino de Santiago : Identify information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela

        information from a written text about universities in the Spanish-speaking world
    - Module 5: ¿Quiénes son los miembros de una familia?
        - Section: El árbol de familia
            - La familia: Recognize vocabulary of family relations
            - Escuchar: La familia: Understand spoken information about the members of a family
- Week 11:
    - Section: Mi casa es tu casa
        - Los posesivos: Recognize possession indicated by possessive adjectives
        - ¿Cuánto(s) y quién(es)?: Ask and answer questions with ¿cuántos y quién(es)?
    - Section: ¿Qué aprendemos ahora?
        - Verbos regulares de -er/-ir: Recognize the meaning of verbs in the present tense that end in -er & -ir
        - Conjugación (verbos -er/-ir): Identify the correct conjugation of verbs in the present tense that end in -er & -ir
- Week 12:
        - Escuchar: Verbos regulares de -er/-ir: Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir
    - Section: Mi perro es bonito y pequeño
        - Adjetivos descriptivos: Recognize adjectives describing physical and mental traits
        - Escuchar: Adjetivos descriptivos: Identify people based on spoken descriptions
        - Los países, las nacionalidades y más: Recognize adjectives of nationality used to describe people

- Week 8:
  - Module 7: ¿Dónde están mis llaves?
    - Section: En la casa
      - La casa: Recognize the vocabulary of rooms and furniture in the home
    - Section: ¿Dónde está el gato?
      - El verbo estar : Recognize the correct conjugations of the verb estar
      - El verbo estar + preposiciones : Use the prepositions of location to describe where things and people are located in a house
      - Escuchar: El verbo estar + preposiciones : Identify locations from spoken text
    - Section: ¿Adónde vas a ir este fin de semana?
      - Ir + a + infinitivo: Recognize statements about plans and future events which use the infinitive after ir + a
      - Escuchar: Ir + a + infinitivo: Identify plans and future events from spoken text
      - Making Plans or Going Places?: Distinguish the use of ir with destinations and the use of ir with infinitives
    - Section: ¡Sí, podemos!
      - Verbos con cambio de raíz (o-ue) : Recognize the correct conjugations of o-ue stem-changing verbs
- Week 9:
      - Escuchar: Verbos con cambio de raíz (o-ue) : Understand spoken statements using o-ue stem-changing verbs
  - Module 8: ¿Cómo pasas tu tiempo libre?
    - Section: ¿Cuál es tu pasatiempo favorito?
      - Los pasatiempos: Identify verbs and nouns related to pastimes, sports and other activities
      - Escuchar: Los pasatiempos: Understand spoken statements about pastimes, sports and other activities
    - Section: ¿Te gustan los deportes?
      - El verbo gustar + sustantivos : Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
      - Escuchar: El verbo gustar + sustantivos : Distinguish what things are pleasing to different people based on spoken text
      - Querer and gustar: Use "querer" and "gustar" to explain your wants and likes
    - Section: ¿Prefieres patinar o esquiar?
      - Verbos con cambio de raíz (e-ie) : Recognize the correct conjugation of e-ie stem-changing verbs
      - Escuchar: Verbos con cambio de raíz (e-ie) : Understand spoken questions using e-ie stem-changing verbs
- Week 10:
    - Section: ¿Corres rápidamente?

Term 2

- Week 1:
  - Module 6: ¿Necesito un sueter?
    - Section: ¿Qué ropa llevas?
      - La ropa: Recognize the vocabulary of clothing
      - Escuchar: La ropa: Identify articles of clothing based on spoken descriptions
    - Section: ¿Cómo contamos?
      - Los números 101 +: Recognize numbers past 100
    - Section: ¿Qué tiempo hace hoy?
      - El clima: Recognize the vocabulary of weather
- Week 2:
      - Escuchar: El clima: Understand spoken descriptions of the weather
    - Section: ¿Qué te gusta hacer?
      - El verbo gustar + infinitivo: Recognize phrases using gustar+infinitive to express what someone likes to do
      - Escuchar: El verbo gustar + infinitivo: Comprehend spoken sentences expressing what someone likes to do
    - Section: Cultura U6
      - Cultura: Camino de Santiago : Identify information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
- Week 3:
  - Module 7: ¿Dónde están mis llaves?
    - Section: En la casa
      - La casa: Recognize the vocabulary of rooms and furniture in the home
    - Section: ¿Dónde está el gato?
      - El verbo estar : Recognize the correct conjugations of the verb estar
      - El verbo estar + preposiciones : Use the prepositions of location to describe where things and people are located in a house
      - Escuchar: El verbo estar + preposiciones : Identify locations from spoken text
- Week 4:
    - Section: ¿Adónde vas a ir este fin de semana?
      - Ir + a + infinitivo: Recognize statements about plans and future events which use the infinitive after ir + a
      - Escuchar: Ir + a + infinitivo: Identify plans and future events from spoken text
      - Making Plans or Going Places?: Distinguish the use of ir with destinations and the use of ir with infinitives
    - Section: ¡Sí, podemos!
      - Verbos con cambio de raíz (o-ue) : Recognize the correct conjugations of o-ue stem-changing verbs

        - Adverbios de modo: Recognize adverbs of motion ending in -mente
      - Section: Cultura: U8
        - Cultura: El fútbol y el dominó: Identify some important pastimes and sports in the Hispanic world
    - Module 9: ¿Estás triste, por qué?
      - Section: ¿Estás contento hoy?
        - Adjetivos de emoción y condición: Recognize adjectives of condition and emotion
        - Algunas respuestas: Give an appropriate response to someone's condition or emotion
      - Section: ¿Cómo estás?
        - Estar + emociones: Identify how estar is used with adjectives to describe conditions and emotions
        - Escuchar: Emociones: Describe conditions and emotions based on spoken prompts
      - Section: ¿Cómo eres? ¿Cómo estás?
        - Ser y Estar I: Recognize different uses of ser and estar
      - Section: ¿Estás cansada o enferma?
        - Conjunciones coordinadas: Recognize coordinating conjunctions
- Week 11:
    - Porque & question word por qué: Recognize the difference between porque and ¿por qué?
  - Module 10: ¿Cuál es tu comida favorita?
    - Section: ¿Qué te gusta comer?
      - Food and eating: Recognize the vocabulary of foods, cooking, and eating
    - Section: ¿El restaurante sirve papas fritas?
      - Verbos con cambio de raíz (e-i): Recognize the correct conjugations of e-i stem-changing verbs
    - Section: ¿Salgo con ustedes?
      - Verbos irregulares en la forma de "yo": Recognize the correct conjugations of verbs that have irregularities in the yo form
      - Escuchar: Verbos irregulares en la forma de "yo": Understand spoken sentences using irregular verbs
    - Section: ¿Qué es esto?
      - Todas las preguntas: Review and practice use of all question-words
    - Section: Cultura
      - Cultura: Las comidas típicas y rápidas: Identify information about some typical dishes of the Hispanic World
  - Module 11: ¿Traigo un mapa?
    - Section: ¿Dónde está el banco?
      - Navegando la ciudad: Recognize the vocabulary of places in the community
- Week 12:
- Week 5:
    - Escuchar: Verbos con cambio de raíz (o-ue) : Understand spoken statements using o-ue stem-changing verbs
  - Module 8: ¿Cómo pasas tu tiempo libre?
    - Section: ¿Cuál es tu pasatiempo favorito?
      - Los pasatiempos: Identify verbs and nouns related to pastimes, sports and other activities
      - Escuchar: Los pasatiempos: Understand spoken statements about pastimes, sports and other activities
    - Section: ¿Te gustan los deportes?
      - El verbo gustar + sustantivos : Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
- Week 6:
    - Escuchar: El verbo gustar + sustantivos : Distinguish what things are pleasing to different people based on spoken text
    - Querer and gustar: Use "querer" and "gustar" to explain your wants and likes
  - Section: ¿Prefieres patinar o esquiar?
    - Verbos con cambio de raíz (e-ie) : Recognize the correct conjugation of e-ie stem-changing verbs
    - Escuchar: Verbos con cambio de raíz (e-ie) : Understand spoken questions using e-ie stem-changing verbs
- Week 7:
  - Section: ¿Corres rápidamente?
    - Adverbios de modo: Recognize adverbs of motion ending in -mente
  - Section: Cultura: U8
    - Cultura: El fútbol y el dominó: Identify some important pastimes and sports in the Hispanic world
  - Module 9: ¿Estás triste, por qué?
    - Section: ¿Estás contento hoy?
      - Adjetivos de emoción y condición: Recognize adjectives of condition and emotion
      - Algunas respuestas: Give an appropriate response to someone's condition or emotion
- Week 8:
  - Section: ¿Cómo estás?
    - Estar + emociones: Identify how estar is used with adjectives to describe conditions and emotions
    - Escuchar: Emociones: Describe conditions and emotions based on spoken prompts
  - Section: ¿Cómo eres? ¿Cómo estás?
    - Ser y Estar I: Recognize different uses of ser and estar
  - Section: ¿Estás cansada o enferma?

        - Escuchar: Navegando la ciudad: Identify where people are going based on spoken text
    - Section: ¿Estás caminando ahora?
        - El presente progresivo : Recognize correct forms of the present progressive
        - El presente y el presente progresivo: Distinguish present progressive from present tense
    - Section: ¿Conoces la ciudad?
        - Saber y conocer: Recognize the appropriate uses of the verbs saber and conocer
    - Section: ¿Dónde estás? ¿De dónde eres?
        - Ser y Estar II: Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)
        - Conjunciones coordinadas: Recognize coordinating conjunctions
- Week 9:
        - Porque & question word por qué: Recognize the difference between porque and ¿por qué?
    - Module 10: ¿Cuál es tu comida favorita?
        - Section: ¿Qué te gusta comer?
            - Food and eating: Recognize the vocabulary of foods, cooking, and eating
        - Section: ¿El restaurante sirve papas fritas?
            - Verbos con cambio de raíz (e-i): Recognize the correct conjugations of e-i stem-changing verbs
        - Section: ¿Salgo con ustedes?
            - Verbos irregulares en la forma de “yo”: Recognize the correct conjugations of verbs that have irregularities in the yo form
- Week 10:
        - Escuchar: Verbos irregulares en la forma de “yo”: Understand spoken sentences using irregular verbs
        - Section: ¿Qué es esto?
            - Todas las preguntas: Review and practice use of all question-words
        - Section: Cultura
            - Cultura: Las comidas típicas y rápidas: Identify information about some typical dishes of the Hispanic World
    - Module 11: ¿Traigo un mapa?
        - Section: ¿Dónde está el banco?
            - Navegando la ciudad: Recognize the vocabulary of places in the community
- Week 11:
        - Escuchar: Navegando la ciudad: Identify where people are going based on spoken text
        - Section: ¿Estás caminando ahora?
            - El presente progresivo : Recognize correct forms of the present progressive
            - El presente y el presente progresivo: Distinguish present progressive from present tense
        - Section: ¿Conoces la ciudad?
            - Saber y conocer: Recognize the appropriate uses of the verbs saber and conocer
- Week 12:
        - Section: ¿Dónde estás? ¿De dónde eres?
            - Ser y Estar II: Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

8 week terms, covering Spanish 1 in two terms

- Week 1:
  - Module 1: ¡Hola! ¿Cómo te llamas?
    - Section: Encantado
      - Saludos y respuestas: Identify common greetings and goodbyes
      - Escuchar: Saludos y respuestas: Identify appropriate responses to spoken greetings and goodbyes
      - ¿Formal o informal?: Identify formal and informal greetings
      - El alfabeto: Recognize the sounds of letters in Spanish
    - Section: En la clase
      - En el salón de clases: Identify common objects in the classroom
- Week 2:
      - Números 0-31: Form numbers up to 31
      - Escuchar: Números 0-31: Recognize spoken numbers
    - Section: ¿Cuántos libros hay?
      - Género de sustantivos: Identify the gender of nouns
      - Número de sustantivos: Change nouns from singular to plural
    - Section: ¿Qué hay en la clase?
      - Artículos indefinidos y definidos: Select the appropriate definite or indefinite article for the context
      - ¿Qué hay?: Identify whether there is or there are different items based on spoken questions
- Week 3:
  - Module 2: ¿Eres estudiante?
    - Section: ¿Qué día es hoy?
      - Días y meses: Identify months and days
    - Section: ¿Cuál es la fecha hoy?
      - La fecha: Tell the date
      - Escuchar: La fecha: Understand spoken dates
    - Section: ¿El lápiz es de ella?
      - Los pronombres de sujeto: Change personal nouns into subject pronouns
      - El verbo ser: Identify the correct conjugations of the verb ser (to be)
      - Ser + de: Recognize possession indicated by ser + de
- Week 4:
    - Section: ¿El estudiante es inteligente?
      - Colores: Identify the color of things
      - Concordancia de adjetivos: Recognize the correct position, gender and number of adjectives
      - Escuchar: Concordancia de adjetivos: Identify things based on spoken descriptions

8 week terms, covering Spanish 1 in four terms

- Week 1:
  - Module 1: ¡Hola! ¿Cómo te llamas?
    - Section: Encantado
      - Saludos y respuestas: Identify common greetings and goodbyes
      - Escuchar: Saludos y respuestas: Identify appropriate responses to spoken greetings and goodbyes
- Week 2:
      - ¿Formal o informal?: Identify formal and informal greetings
      - El alfabeto: Recognize the sounds of letters in Spanish
    - Section: En la clase
      - En el salón de clases: Identify common objects in the classroom
- Week 3:
      - Números 0-31: Form numbers up to 31
      - Escuchar: Números 0-31: Recognize spoken numbers
    - Section: ¿Cuántos libros hay?
      - Género de sustantivos: Identify the gender of nouns
- Week 4:
      - Número de sustantivos: Change nouns from singular to plural
    - Section: ¿Qué hay en la clase?
      - Artículos indefinidos y definidos: Select the appropriate definite or indefinite article for the context
      - ¿Qué hay?: Identify whether there is or there are different items based on spoken questions
- Week 5:
  - Module 2: ¿Eres estudiante?
    - Section: ¿Qué día es hoy?
      - Días y meses: Identify months and days
    - Section: ¿Cuál es la fecha hoy?
      - La fecha: Tell the date
      - Escuchar: La fecha: Understand spoken dates
- Week 6:
    - Section: ¿El lápiz es de ella?
      - Los pronombres de sujeto: Change personal nouns into subject pronouns
      - El verbo ser: Identify the correct conjugations of the verb ser (to be)
      - Ser + de: Recognize possession indicated by ser + de
- Week 7:
    - Section: ¿El estudiante es inteligente?
      - Colores: Identify the color of things
      - Concordancia de adjetivos: Recognize the correct position, gender and number of adjectives

        - Section: Cultura U2
            - Cultura: Los hispanos en los Estados Unidos: Identify written information about Latino, Latina, and Latinx identity in the US
    - Module 3: ¿Qué clases tomas?
        - Section: ¿Estudias en la biblioteca?
            - Verbos -ar (2): Identify the meanings of common -ar verbs
            - Números 30-100: Form numbers up to 100
- Week 5:
    - Section: ¿Qué idiomas hablas tú?
        - Conjugación (verbos -ar): Identify the correct conjugations of select verbs ending in -ar
    - Section: ¿Caminas a la universidad?
        - Verbos regulares con –ar: Identify the correct conjugations of verbs ending in -ar
        - Preguntas: Verbos regulares con –ar: Answer questions using -ar verbs
        - Escuchar: Verbos regulares con –ar: Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)
    - Section: ¿A qué hora es tu primera clase?
        - ¿Qué hora es?: Tell the time
        - Escuchar: ¿Qué hora es?: Recognize and understand spoken time
- Week 6:
    - Module 4: ¿Tienes prisa?
        - Section: ¿Descansas en la residencia estudiantil?
            - Los lugares y cursos de la universidad: Recognize the vocabulary of locations and courses at the university
        - Section: ¿Tienes una clase por la noche?
            - El verbo tener: Recognize the use of the irregular verb tener
            - Escuchar: El verbo tener: Recognize the subject of a spoken sentence based on the conjugation of tener
            - ¿qué/cuál?: Ask and answer questions with ¿qué/cuál?
        - Section: ¿Tienes que estudiar hoy?
            - Expresiones con tener: Recognize and understand the common expressions with the verb tener
            - Tener + que: Use tener + que + infinitive to describe things one has to do
- Week 7:
    - Section: ¿Adónde vas?
        - El verbo ir: Recognize the correct conjugations of the verb ir
    - Section: Cultura U4
        - Cultura: La universidad: Identify information from a written text about universities in the Spanish-speaking world
    - Module 5: ¿Quiénes son los miembros de una
        - Escuchar: Concordancia de adjetivos: Identify things based on spoken descriptions
- Week 8:
    - Section: Cultura U2
        - Cultura: Los hispanos en los Estados Unidos: Identify written information about Latino, Latina, and Latinx identity in the US
    - Module 3: ¿Qué clases tomas?
        - Section: ¿Estudias en la biblioteca?
            - Verbos -ar (2): Identify the meanings of common -ar verbs
            - Números 30-100: Form numbers up to 100

familia?
    - Section: El árbol de familia
        - La familia: Recognize vocabulary of family relations
        - Escuchar: La familia: Understand spoken information about the members of a family
    - Section: Mi casa es tu casa
        - Los posesivos: Recognize possession indicated by possessive adjectives
        - ¿Cuánto(s) y quién(es)?: Ask and answer questions with ¿cuántos y quién(es)?
- Week 8:
    - Section: ¿Qué aprendemos ahora?
        - Verbos regulares de -er/-ir: Recognize the meaning of verbs in the present tense that end in -er & -ir
        - Conjugación (verbos -er/-ir): Identify the correct conjugation of verbs in the present tense that end in -er & -ir
        - Escuchar: Verbos regulares de -er/-ir: Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir
    - Section: Mi perro es bonito y pequeño
        - Adjetivos descriptivos: Recognize adjectives describing physical and mental traits
        - Escuchar: Adjetivos descriptivos: Identify people based on spoken descriptions
        - Los países, las nacionalidades y más: Recognize adjectives of nationality used to describe people

Term 2

- Week 1:
    - Section: ¿Qué idiomas hablas tú?
        - Conjugación (verbos -ar): Identify the correct conjugations of select verbs ending in -ar
    - Section: ¿Caminas a la universidad?
        - Verbos regulares con –ar: Identify the correct conjugations of verbs ending in -ar
        - Preguntas: Verbos regulares con –ar: Answer questions using -ar verbs
- Week 2:
    - Escuchar: Verbos regulares con –ar: Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)
    - Section: ¿A qué hora es tu primera clase?
        - ¿Qué hora es?: Tell the time
        - Escuchar: ¿Qué hora es?: Recognize and understand spoken time
- Week 3:
    - Module 4: ¿Tienes prisa?
        - Section: ¿Descansas en la residencia estudiantil?
            - Los lugares y cursos de la universidad: Recognize the vocabulary of locations and courses at the university
        - Section: ¿Tienes una clase por la noche?
            - El verbo tener: Recognize the use of the irregular verb tener
            - Escuchar: El verbo tener: Recognize the subject of a spoken sentence based on the conjugation of tener
- Week 4:
    - ¿qué/cuál?: Ask and answer questions with ¿qué/cuál?
    - Section: ¿Tienes que estudiar hoy?
        - Expresiones con tener: Recognize and understand the common expressions with the verb tener
        - Tener + que: Use tener + que + infinitive to describe things one has to do
- Week 5:
    - Section: ¿Adónde vas?
        - El verbo ir: Recognize the correct conjugations of the verb ir
    - Section: Cultura U4
        - Cultura: La universidad: Identify information from a written text about universities in the Spanish-speaking world
    - Module 5: ¿Quiénes son los miembros de una familia?
        - Section: El árbol de familia
            - La familia: Recognize vocabulary of family relations
- Week 6:

	▪ Escuchar: La familia: Understand spoken information about the members of a family ▪ Section: Mi casa es tu casa ▪ Los posesivos: Recognize possession indicated by possessive adjectives ▪ ¿Cuánto(s) y quién(es)?: Ask and answer questions with ¿cuántos y quién(es)? • Week 7: ▪ Section: ¿Qué aprendemos ahora? ▪ Verbos regulares de -er/-ir: Recognize the meaning of verbs in the present tense that end in -er & -ir ▪ Conjugación (verbos -er/-ir): Identify the correct conjugation of verbs in the present tense that end in -er & -ir ▪ Escuchar: Verbos regulares de -er/-ir: Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir • Week 8: ▪ Section: Mi perro es bonito y pequeño ▪ Adjetivos descriptivos: Recognize adjectives describing physical and mental traits ▪ Escuchar: Adjetivos descriptivos: Identify people based on spoken descriptions ▪ Los países, las nacionalidades y más: Recognize adjectives of nationality used to describe people

Term 2

- Week 1:
  - Module 6: ¿Necesito un sueter?
    - Section: ¿Qué ropa llevas?
      - La ropa: Recognize the vocabulary of clothing
      - Escuchar: La ropa: Identify articles of clothing based on spoken descriptions
    - Section: ¿Cómo contamos?
      - Los números 101 +: Recognize numbers past 100
    - Section: ¿Qué tiempo hace hoy?
      - El clima: Recognize the vocabulary of weather
      - Escuchar: El clima: Understand spoken descriptions of the weather
    - Section: ¿Qué te gusta hacer?
      - El verbo gustar + infinitivo: Recognize phrases using gustar+infinitive to express what someone likes to do
- Week 2:
      - Escuchar: El verbo gustar + infinitivo: Comprehend spoken sentences expressing what someone likes to do
    - Section: Cultura U6
      - Cultura: Camino de Santiago : Identify information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
  - Module 7: ¿Dónde están mis llaves?
    - Section: En la casa
      - La casa: Recognize the vocabulary of rooms and furniture in the home
    - Section: ¿Dónde está el gato?
      - El verbo estar : Recognize the correct conjugations of the verb estar
      - El verbo estar + preposiciones : Use the prepositions of location to describe where things and people are located in a house
      - Escuchar: El verbo estar + preposiciones : Identify locations from spoken text
- Week 3:
    - Section: ¿Adónde vas a ir este fin de semana?
      - Ir + a + infinitivo: Recognize statements about plans and future events which use the infinitive after ir + a
      - Escuchar: Ir + a + infinitivo: Identify plans and future events from spoken text
      - Making Plans or Going Places?: Distinguish the use of ir with destinations and the use of ir with infinitives
    - Section: ¡Sí, podemos!
      - Verbos con cambio de raíz (o-ue) : Recognize the correct conjugations of o-ue stem-changing verbs
      - Escuchar: Verbos con cambio de raíz (o-ue)

Term 3

- Week 1:
  - Module 6: ¿Necesito un sueter?
    - Section: ¿Qué ropa llevas?
      - La ropa: Recognize the vocabulary of clothing
      - Escuchar: La ropa: Identify articles of clothing based on spoken descriptions
    - Section: ¿Cómo contamos?
      - Los números 101 +: Recognize numbers past 100
- Week 2:
    - Section: ¿Qué tiempo hace hoy?
      - El clima: Recognize the vocabulary of weather
      - Escuchar: El clima: Understand spoken descriptions of the weather
    - Section: ¿Qué te gusta hacer?
      - El verbo gustar + infinitivo: Recognize phrases using gustar+infinitive to express what someone likes to do
- Week 3:
      - Escuchar: El verbo gustar + infinitivo: Comprehend spoken sentences expressing what someone likes to do
    - Section: Cultura U6
      - Cultura: Camino de Santiago : Identify information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
  - Module 7: ¿Dónde están mis llaves?
    - Section: En la casa
      - La casa: Recognize the vocabulary of rooms and furniture in the home
- Week 4:
    - Section: ¿Dónde está el gato?
      - El verbo estar : Recognize the correct conjugations of the verb estar
      - El verbo estar + preposiciones : Use the prepositions of location to describe where things and people are located in a house
      - Escuchar: El verbo estar + preposiciones : Identify locations from spoken text
- Week 5:
    - Section: ¿Adónde vas a ir este fin de semana?
      - Ir + a + infinitivo: Recognize statements about plans and future events which use the infinitive after ir + a
      - Escuchar: Ir + a + infinitivo: Identify plans and future events from spoken text
      - Making Plans or Going Places?: Distinguish the use of ir with destinations and the use of ir with infinitives
- Week 6:
    - Section: ¡Sí, podemos!
      - Verbos con cambio de raíz (o-ue) :

: Understand spoken statements using o-ue stem-changing verbs
    - Module 8: ¿Cómo pasas tu tiempo libre?
        - Section: ¿Cuál es tu pasatiempo favorito?
            - Los pasatiempos: Identify verbs and nouns related to pastimes, sports and other activities
- Week 4:
        - Escuchar: Los pasatiempos: Understand spoken statements about pastimes, sports and other activities
        - Section: ¿Te gustan los deportes?
            - El verbo gustar + sustantivos : Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
            - Escuchar: El verbo gustar + sustantivos : Distinguish what things are pleasing to different people based on spoken text
            - Querer and gustar: Use "querer" and "gustar" to explain your wants and likes
        - Section: ¿Prefieres patinar o esquiar?
            - Verbos con cambio de raíz (e-ie) : Recognize the correct conjugation of e-ie stem-changing verbs
            - Escuchar: Verbos con cambio de raíz (e-ie) : Understand spoken questions using e-ie stem-changing verbs
- Week 5:
        - Section: ¿Corres rápidamente?
            - Adverbios de modo: Recognize adverbs of motion ending in -mente
        - Section: Cultura: U8
            - Cultura: El fútbol y el dominó: Identify some important pastimes and sports in the Hispanic world
    - Module 9: ¿Estás triste, por qué?
        - Section: ¿Estás contento hoy?
            - Adjetivos de emoción y condición: Recognize adjectives of condition and emotion
            - Algunas respuestas: Give an appropriate response to someone's condition or emotion
        - Section: ¿Cómo estás?
            - Estar + emociones: Identify how estar is used with adjectives to describe conditions and emotions
            - Escuchar: Emociones: Describe conditions and emotions based on spoken prompts
- Week 6:
        - Section: ¿Cómo eres? ¿Cómo estás?
            - Ser y Estar I: Recognize different uses of ser and estar
        - Section: ¿Estás cansada o enferma?
            - Conjunciones coordinadas: Recognize coordinating conjunctions

Recognize the correct conjugations of o-ue stem-changing verbs
        - Escuchar: Verbos con cambio de raíz (o-ue) : Understand spoken statements using o-ue stem-changing verbs
    - Module 8: ¿Cómo pasas tu tiempo libre?
        - Section: ¿Cuál es tu pasatiempo favorito?
            - Los pasatiempos: Identify verbs and nouns related to pastimes, sports and other activities
- Week 7:
        - Escuchar: Los pasatiempos: Understand spoken statements about pastimes, sports and other activities
        - Section: ¿Te gustan los deportes?
            - El verbo gustar + sustantivos : Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
            - Escuchar: El verbo gustar + sustantivos : Distinguish what things are pleasing to different people based on spoken text
- Week 8:
        - Querer and gustar: Use "querer" and "gustar" to explain your wants and likes
        - Section: ¿Prefieres patinar o esquiar?
            - Verbos con cambio de raíz (e-ie) : Recognize the correct conjugation of e-ie stem-changing verbs
            - Escuchar: Verbos con cambio de raíz (e-ie) : Understand spoken questions using e-ie stem-changing verbs

        - Porque & question word por qué: Recognize the difference between porque and ¿por qué?
    - Module 10: ¿Cuál es tu comida favorita?
        - Section: ¿Qué te gusta comer?
            - Food and eating: Recognize the vocabulary of foods, cooking, and eating
        - Section: ¿El restaurante sirve papas fritas?
            - Verbos con cambio de raíz (e-i): Recognize the correct conjugations of e-i stem-changing verbs
        - Section: ¿Salgo con ustedes?
            - Verbos irregulares en la forma de "yo": Recognize the correct conjugations of verbs that have irregularities in the yo form
- Week 7:
        - Escuchar: Verbos irregulares en la forma de "yo": Understand spoken sentences using irregular verbs
        - Section: ¿Qué es esto?
            - Todas las preguntas: Review and practice use of all question-words
        - Section: Cultura
            - Cultura: Las comidas típicas y rápidas: Identify information about some typical dishes of the Hispanic World
    - Module 11: ¿Traigo un mapa?
        - Section: ¿Dónde está el banco?
            - Navegando la ciudad: Recognize the vocabulary of places in the community
            - Escuchar: Navegando la ciudad: Identify where people are going based on spoken text
        - Section: ¿Estás caminando ahora?
            - El presente progresivo : Recognize correct forms of the present progressive
- Week 8:
        - El presente y el presente progresivo: Distinguish present progressive from present tense
        - Section: ¿Conoces la ciudad?
            - Saber y conocer: Recognize the appropriate uses of the verbs saber and conocer
        - Section: ¿Dónde estás? ¿De dónde eres?
            - Ser y Estar II: Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

Term 4

- Week 1:
        - Section: ¿Corres rápidamente?
            - Adverbios de modo: Recognize adverbs of motion ending in -mente
        - Section: Cultura: U8
            - Cultura: El fútbol y el dominó: Identify some important pastimes and sports in the Hispanic world
    - Module 9: ¿Estás triste, por qué?
        - Section: ¿Estás contento hoy?
            - Adjetivos de emoción y condición: Recognize adjectives of condition and emotion
- Week 2:
        - Algunas respuestas: Give an appropriate response to someone's condition or emotion
        - Section: ¿Cómo estás?
            - Estar + emociones: Identify how estar is used with adjectives to describe conditions and emotions
            - Escuchar: Emociones: Describe conditions and emotions based on spoken prompts
- Week 3 :
        - Section: ¿Cómo eres? ¿Cómo estás?
            - Ser y Estar I: Recognize different uses of ser and estar
        - Section: ¿Estás cansada o enferma?
            - Conjunciones coordinadas: Recognize coordinating conjunctions
            - Porque & question word por qué: Recognize the difference between porque and ¿por qué?
- Week 4:
    - Module 10: ¿Cuál es tu comida favorita?
        - Section: ¿Qué te gusta comer?
            - Food and eating: Recognize the vocabulary of foods, cooking, and eating
        - Section: ¿El restaurante sirve papas fritas?
            - Verbos con cambio de raíz (e-i): Recognize the correct conjugations of e-i stem-changing verbs
        - Section: ¿Salgo con ustedes?
            - Verbos irregulares en la forma de "yo": Recognize the correct conjugations of verbs that have irregularities in the yo form
- Week 5:
        - Escuchar: Verbos irregulares en la forma de "yo": Understand spoken sentences using irregular verbs
        - Section: ¿Qué es esto?
            - Todas las preguntas: Review and practice use of all question-words
        - Section: Cultura
            - Cultura: Las comidas típicas y rápidas:

	Identify information about some typical dishes of the Hispanic World • Week 6: ◦ Module 11: ¿Traigo un mapa? ▪ Section: ¿Dónde está el banco? ▪ Navegando la ciudad: Recognize the vocabulary of places in the community ▪ Escuchar: Navegando la ciudad: Identify where people are going based on spoken text ▪ Section: ¿Estás caminando ahora? ▪ El presente progresivo : Recognize correct forms of the present progressive • Week 7: ▪ El presente y el presente progresivo: Distinguish present progressive from present tense ▪ Section: ¿Conoces la ciudad? ▪ Saber y conocer: Recognize the appropriate uses of the verbs saber and conocer ▪ Section: ¿Dónde estás? ¿De dónde eres? ▪ Ser y Estar II: Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

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15.4: PowerPoints

- Module 1 ¡Hola! ¿Cómo te llamas?
  - 1.1 Encantado
  - 1.2 En la clase
  - 1.3 ¿Cuántos libros hay?
  - 1.4 ¿Qué hay en la clase?
- Module 2 ¿Eres estudiante?
  - 2.1 ¿Qué día es hoy?
  - 2.2 ¿Cuál es la fecha hoy?
  - 2.3 ¿El lápiz es de ella?
  - 2.4 ¿El estudiante es inteligente?
  - 2.5 Cultura: Los hispanos en los Estados Unidos
- Module 3 ¿Qué clases tomas?
  - 3.1 ¿Estudias en la biblioteca?
  - 3.2 ¿Qué idiomas hablas tú?
  - 3.3 ¿Caminas a la universidad?
  - 3.4 ¿A qué hora es tu primera clase?
- Module 4 ¿Tienes prisa?
  - 4.1 ¿Descansas en la residencia estudiantil?
  - 4.2 ¿Tienes una clase por la noche?
  - 4.3 ¿Tienes que estudiar hoy?
  - 4.4 ¿Adónde vas?
  - 4.5 Cultura: La universidad
- Module 5 ¿Quiénes son los miembros de una familia?
  - 5.1 El árbol de familia
  - 5.2 Mi casa es tu casa
  - 5.3 ¿Qué aprendemos ahora?
  - 5.4 Mi perro es bonito y pequeño
- Module 6 ¿Necesito un suéter?
  - 6.1 ¿Qué ropa llevas?
  - 6.2 ¿Cómo contamos?
  - 6.3 ¿Qué tiempo hace hoy?
  - 6.4 ¿Qué te gusta hacer?
  - 6.5 Cultura: Camino de Santiago
- Module 7 ¿Dónde están mis llaves?

    - 7.1 En la casa
    - 7.2 ¿Dónde está el gato?
    - 7.3 ¿Adónde vas a ir este fin de semana?
    - 7.4 ¡Sí, podemos!
- Module 8 ¿Cómo pasas tu tiempo libre?
    - 8.1 ¿Cuál es tu pasatiempo favorito?
    - 8.2 ¿Te gustan los deportes?
    - 8.3 ¿Prefieres patinar o esquiar?
    - 8.4 ¿Corres rápidamente?
    - 8.5 Cultura: El fútbol y el dominó
- Module 9 ¿Estás triste? ¿Por qué?
    - 9.1 ¿Estás contento hoy?
    - 9.2 ¿Cómo estás?
    - 9.3 ¿Cómo eres? ¿Cómo estás?
    - 9.4 ¿Estas cansada o enferma?
- Module 10 ¿Cuál es tu comida favorita?
    - 10.1 ¿Que te gusta comer?
    - 10.2 ¿El restaurante sirve papas fritas?
    - 10.3 ¿Salgo con ustedes?
    - 10.4 ¿Qué es esto?
    - 10.5 Cultura: Las comidas típicas y rápidas
- Module 11 ¿Traigo un mapa?
    - 11.1 ¿Dónde está el banco?
    - 11.2 ¿Estás caminando ahora?
    - 11.3 ¿Conoces la ciudad?
    - 11.4 ¿Dónde estás? ¿De dónde eres?

A full set of PowerPoint decks is provided for download below. All decks are tightly aligned to the modules in this course. Since they are openly licensed, you are welcome to retain, reuse, revise, remix, and redistribute as desired.

Download zipped file of all PowerPoints (53.3 MB)

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15.5: In-Class Activities

Lumen's Introductory Spanish I and Spanish II courseware was designed with flexibility in mind; it can be adapted for use online and in person, for large classes and small classes, synchronously and asynchronously, and with a variety of LMS tools and plug-ins.

The first thing to note is the difference between "Ejercicios" and "Actividades" in the course. We've used these terms to designate two different kinds of practice exercises. "Ejercicios" are machine-graded practice activities—questions with one correct answer—that students can do entirely on their own. "Actividades," on the other hand, are open-ended activities. A computer can't grade them because the answers will vary in each case. Even a simple question like "How are you?" has a wide range of answers.

Links to the Actividades pages (one per module):

- Actividades: ¡Hola! ¿Cómo te llamas?
- Actividades: ¿Eres estudiante?
- Actividades: ¿Qué clases tomas?
- Actividades: ¿Tienes prisa?
- Actividades: ¿Quiénes son los miembros de una familia?
- Actividades: ¿Necesito un suéter?
- Actividades: ¿Dónde están mis llaves?
- Actividades: ¿Cómo pasas tu tiempo libre?
- Actividades: ¿Estás triste, por qué?
- Actividades: ¿Cuál es tu comida favorita?
- Actividades: ¿Traigo un mapa?

Here are some tips for using "Actividades" materials in an all-online setting.

Note: For asynchronous communication, these tips do not require any LMS tools beyond the native LMS discussion board. The same principles will apply if your campus uses asynchronous communication tools such as VoiceThread or Bongo, but the setup may be different.

1. Choose the activities for each module or week, targeting the skills you want students to practice.

The "Actividades" pages are found in a module called Actividades in your course shell; each module has a set of activities to go

with it.

The links are draggable, so you can drag them to the module where you want to use them.

The activities in each “Actividades” page progress from relatively simple warm-up questions to more complex communicative scenarios. In a given week, you might consider pairing one or more simple question-and-answer activities with a more complex interaction between students.

2. Be selective.

You probably won’t be able to use all of the activities in the course! Choose the ones that make the most sense for your particular class situation. Do you have a synchronous session, with all the students on video conference at the same time? For a warm-up, a round-robin style of questioning might make most sense. In an asynchronous session, on the other hand, you might not want every student to record all the answers. Instead, you could ask them to record themselves answering 3 or 4 of the questions.

Note: Often the easiest way to have students record themselves is to use their computer or mobile device to make a video recording, then upload it to the discussion board. Your LMS may have plugins or native tools to record directly– check with your LMS administrator or instructional designer for this use case.

3. Create a discussion board for each week or module.

The LMS discussion board can be a good place to keep track of communication activities. Since Lumen courseware is built into the LMS, you can set up a discussion board the standard way for your LMS. See the instructions in the “Spanish I” section above to guide you through the process of setting up a discussion board.

4. Use the buddy system

With many of the more complex activities, students need a partner to complete the activity. One way to accomplish this in an online course is to pair students up and have them schedule one-on-one video or phone calls to do the communicative activities. You can set up an Assignment in the LMS (the same process as creating a discussion) to allow students to report back on each conversation session. It’s a good idea to switch up pairs from time to time to keep things fresh.

In case it’s helpful:

Here are instructions for setting up a discussion board in common learning management systems:

- Instructions for setting up a discussion board in Blackboard
- Instructions for setting up a discussion board in Brightspace
- Instructions for setting up a discussion board in Canvas
- Instructions for setting up a discussion board in Moodle

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15.6: Assignments

The assignments in this course are openly licensed, and are available as-is, or can be modified to suit your students' needs. Answer keys are available to faculty who adopt Waymaker, OHM, or Candela courses with paid support from Lumen Learning. This approach helps us protect the academic integrity of these materials by ensuring they are shared only with authorized and institution-affiliated faculty and staff.

If you import this course into your learning management system (Blackboard, Canvas, etc.), the discussions will automatically be loaded into the discussion tool, and the assignments will be loaded into the assignment tool.

You can view them below or throughout the course.

1. ¡Hola! ¿Cómo te llamas?
    - Discussion: Todo sobre mí
    - Discussion: Preguntas con números
    - Assignment: Collaborative Peer Activity: Una conferencia
2. ¿Eres estudiante?
    - Assignment: Escribir
    - Discussion: Fechas
    - Discussion: Una entrevista sobre colores
    - Assignment: Collaborative Peer Activity: El zodiaco chino
3. ¿Qué clases tomas?
    - Discussion: Entrevista: ¿A qué hora?
    - Assignment: Collaborative Peer Activity: En un restaurante
    - Discussion: Guardias de seguridad
4. ¿Tienes prisa?
    - Assignment: Escribir
    - Discussion: Tu vida y tus preferencias
    - Assignment: Collaborative Peer Activity: Los modos de transporte
    - Discussion: ¿Qué tiene? ¿Qué tiene que hacer?
5. ¿Quiénes son los miembros de una familia?
    - Assignment: Mi familia famosa
    - Discussion: Mi familia
    - Discussion: -er and -ir verbs
    - Discussion: Mascotas
6. ¿Necesito un suéter?

- Assignment: Escribir
- Discussion: La chequera real
- Assignment: Collaborative Peer Activity: Las vacaciones–el clima y la ropa
- Discussion: El verbo “gustar” + infinitivo

7. ¿Dónde están mis llaves?
   - Discussion: ¿Dónde están las mascotas?
   - Discussion: El futuro–ir + a + infinitivo
   - Assignment: Collaborative Peer Activity: Compañeros de cuarto
8. ¿Cómo pasas tu tiempo libre?
   - Assignment: Mi pasatiempo/deporte favorito – Presentación oral
   - Assignment: Escribir
   - Discussion: Verbos como “gustar”
   - Assignment: Collaborative Peer Activity: Los pasatiempos
   - Discussion: Fact Check
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- 10.19: Putting It Together- ¿Cuál es tu comida favorita?
- 10.3: Vocabulario- Comida

conditions
- 11.15: Gramática- Ser y Estar II
- 9.11: Gramática- Ser y Estar I / ¿Cómo?
- 9.2: Introduction to ¿Estás contento hoy?
- 9.5: Introduction to ¿Cómo estás?

confusion
- 9.15: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?

conga drummer
- 10.1: Why It Matters- ¿Cuál es tu comida favorita?

conjugación
- 14.5: Repaso- ¿Dónde están mis llaves? and ¿Cómo pasas tu tiempo libre?
- 14.6: Repaso- ¿Estás triste, por qué?, ¿Cuál es tu comida favorita?, and ¿Traigo un mapa?
- 2.12: Gramática- El verbo ser / Ser + de
- 3.7: En contexto- Conjugación de verbos en -ar
- 4.9: Ejercicios- El verbo tener y ¿qué/cuál?
- 5.14: Ejercicios- Verbos regulares de -er/-ir
- 7.8: Ejercicios- El verbo estar + preposiciones
- 8.22: Assignment- Escribir
- 9.7: Gramática- Estar + emociones

conjugaciones
- 10.10: En contexto- Verbos irregulares en la forma de “yo”
- 10.12: Ejercicios- Verbos irregulares en la forma de “yo”
- 10.8: Ejercicios- Verbos con cambio de raíz (e-i)
- 14.4: Repaso- ¿Quiénes son los miembros de una familia? and ¿Necesito un suéter?
- 3.13: Ejercicios- Verbos regulares con –ar
- 4.15: En contexto- El verbo ir
- 4.17: Ejercicios- El verbo ir

conjugar
- 7.10: En contexto- Ir + a + infinitivo

conjugation
- 10.6: En contexto- Verbos con cambio de raíz (e-i)
- 11.7: Gramática- El presente progresivo
- 15.2: Pacing
- 2.10: En contexto- Los pronombres de sujeto / El verbo ser
- 2.9: Introduction to ¿El lápiz es de ella?
- 3.1: Why It Matters- ¿Qué clases tomas?
- 3.10: Introduction to ¿Caminas a la universidad?
- 3.11: En contexto- Verbos regulares con –ar
- 3.12: Gramática- Verbos regulares con –ar
- 3.14: Introduction to ¿A qué hora es tu primera clase?
- 3.18: Putting It Together- ¿Qué clases tomas?
- 3.6: Introduction to ¿Qué idiomas hablas tú?
- 3.9: Ejercicios- Conjugación de verbos en -ar
- 4.14: Introduction to ¿Adónde vas?
- 4.16: Gramática- El verbo ir
- 4.5: Introduction to ¿Tienes una clase por la noche?
- 4.7: Gramática- El verbo tener
- 5.10: Introduction to ¿Qué aprendemos ahora?
- 5.11: En contexto- Verbos regulares de -er/-ir
- 5.12: Vocabulario- Verbos regulares de -er/-ir
- 6.14: Gramática- El verbo gustar + infinitivo
- 7.11: Gramática- Ir + a + infinitivo
- 7.13: Introduction to ¡Sí, podemos!
- 7.15: Gramática- Verbos con cambio de raíz (o-ue)
- 8.13: Ejercicios- Verbos con cambio de raíz (e-ie)
- 8.14: Introduction to ¿Corres rápidamente?
- 8.5: Introduction to ¿Te gustan los deportes?
- 8.7: Gramática- El verbo gustar + sustantivos

conjugation chart
- 8.10: Introduction to ¿Prefieres patinar o esquiar?

conjugations
- 10.11: Gramática- Verbos irregulares en la forma de “yo”
- 10.7: Gramática- Verbos con cambio de raíz (e-i)
- 7.14: En contexto- Verbos con cambio de raíz (o-ue)
- 7.7: Gramática- El verbo estar + preposiciones / ¿Dónde?

conjunciones
- 9.17: Putting It Together- ¿Estás triste? ¿Por qué?

conjunctions
- 9: ¿Estás triste? ¿Por qué?
- 9.13: Introduction to ¿Estás cansada o estás enferma?
- 9.14: En contexto- Conjunciones coordinadas
- 9.15: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?
- 9.16: Ejercicios- Conjunciones coordinadas / Porque and ¿por qué?

conocer
- 11.10: En contexto- Saber y conocer
- 11.11: Gramática- Saber y conocer
- 11.12: Ejercicios- Saber y conocer
- 11.19: Assignment- Collaborative Peer Activity- Conocer versus saber
- 11.9: Introduction to ¿Conoces la ciudad?

contabilidad
- 10.20: Assignment- Preguntas

context
- 9: ¿Estás triste? ¿Por qué?

contexto
- 9.10: En contexto- Ser y Estar I

continuous improvement
- 15.1: Faculty Resources Overview

continuous tense
- 11.5: Introduction to ¿Estás caminando ahora?

contrast
- 9.16: Ejercicios- Conjunciones coordinadas / Porque and ¿por qué?

contrasts
- 9.9: Introduction to ¿Cómo eres? ¿Cómo estás?

contribuciones
- 8.2: Introduction to ¿Cuál es tu pasatiempo favorito?

contributors
- 5.2: Introduction to El árbol de familia

conversación
- 1.3: En contexto- ¡Bienvenidos a la clase!
- 10.10: En contexto- Verbos irregulares en la forma de "yo"
- 10.14: En contexto- Todas las preguntas
- 11.10: En contexto- Saber y conocer
- 11.14: En contexto- Ser y Estar II
- 12.10: Actividades- ¿Cuál es tu comida favorita?
- 12.3: Actividades- ¿Qué clases tomas?
- 14: Resources- Repasos (End-of-module review activities)
- 14.3: Repaso- ¿Qué clases tomas? and ¿Tienes prisa?
- 14.4: Repaso- ¿Quiénes son los miembros de una familia? and ¿Necesito un suéter?
- 14.5: Repaso- ¿Dónde están mis llaves? and ¿Cómo pasas tu tiempo libre?
- 14.6: Repaso- ¿Estás triste, por qué?, ¿Cuál es tu comida favorita?, and ¿Traigo un mapa?
- 3.7: En contexto- Conjugación de verbos en -ar
- 4.15: En contexto- El verbo ir
- 4.6: En contexto- El verbo tener
- 7.10: En contexto- Ir + a + infinitivo
- 7.19: Discussion- El futuro–ir + a + infinitivo
- 8.22: Assignment- Escribir
- 9.10: En contexto- Ser y Estar I
- 9.6: En contexto- Estar + emociones

conversation
- 1.13: En contexto- Género y número de sustantivos
- 1.18: En contexto- Artículos indefinidos y definidos / Hay
- 1.4: Vocabulario- ¡Bienvenidos a la clase!
- 13.2: Voces- Nos presentamos
- 2.23: Discussion- Fechas
- 2.6: En contexto- La fecha / ¿Cuándo?
- 3.15: En contexto- La hora
- 5.22: Discussion- -er and -ir verbs
- 6.13: En contexto- Gustar + infinitivo
- 6.22: Discussion- El verbo "gustar" + infinitivo
- 6.9: En contexto- El clima
- 7.14: En contexto- Verbos con cambio de raíz (o-ue)
- 8.6: En contexto- El verbo gustar + sustantivos
- 9.3: Vocabulario- Adjetivos de emoción y condición

conversation analysis
- 10.6: En contexto- Verbos con cambio de raíz (e-i)
- 11.6: En contexto- El presente progresivo

conversation patterns
- 1.2: Introduction to Encantado

conversation skills
- 10.22: Discussion- ¿Qué hábitos tienes?
- 3.19: Discussion- Entrevista- ¿A qué hora?
- 4.22: Discussion- Tu vida y tus preferencias

conversational Spanish
- 1.6: Gramática- ¿Formal o informal?

conversations
- 5.4: Ejercicios- La familia

cooking
- 10.2: Introduction to ¿Qué te gusta comer?
- 10.4: Ejercicios- Comida

cooperative work
- 10.6: En contexto- Verbos con cambio de raíz (e-i)

coordinación
- 9.17: Putting It Together- ¿Estás triste? ¿Por qué?

coordinating conjunctions
- 9.14: En contexto- Conjunciones coordinadas
- 9.15: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?
- 9.16: Ejercicios- Conjunciones coordinadas / Porque and ¿por qué?

coordination
- 9.15: Gramática- Conjunciones coordinadas/ Porque and ¿por qué?

cost
- 6.2: Introduction to ¿Qué ropa llevas?

Costa Rica
- 13.3: Voces- Estudio en el extranjero

counting
- 1.10: Vocabulario- Números 0-31
- 3.4: Vocabulario- Números 30-100
- 6.5: Introduction to ¿Cómo contamos?
- 6.6: Vocabulario- Los números 101 +

countries
- 5.17: Gramática- Los países y las nacionalidades

couple
- 5.3: Vocabulario- La familia

course
- 15.6: Assignments

course materials
- 15.1: Faculty Resources Overview

courses of study
- 4.18: Introduction to Cultura- La universidad

courseware
- 15.5: In-Class Activities

cuestionario
- 10.16: Ejercicios- Todas las preguntas

cuisine
- 10.17: Introduction to Cultura- Las comidas típicas y rápidas

culinary terms
- 10.2: Introduction to ¿Qué te gusta comer?

cultura
- 10: ¿Cuál es tu comida favorita?
- 10.18: Cultura- Las comidas típicas y rápidas
- 13.3: Voces- Estudio en el extranjero
- 13.6: Voces- El fútbol es más que un deporte para mi familia
- 13.8: Voces- Navegando la capital de la Salsa- Santiago de Cali, Colombia
- 14.3: Repaso- ¿Qué clases tomas? and ¿Tienes prisa?
- 14.4: Repaso- ¿Quiénes son los miembros de una familia? and ¿Necesito un suéter?
- 14.5: Repaso- ¿Dónde están mis llaves? and ¿Cómo pasas tu tiempo libre?
- 14.6: Repaso- ¿Estás triste, por qué?, ¿Cuál es tu comida favorita?, and ¿Traigo un mapa?
- 2.1: Why It Matters- ¿Eres estudiante?
- 2.19: Introduction to Cultura- Los hispanos en los Estados Unidos
- 4.19: Cultura- La universidad
- 6: ¿Necesito un suéter?
- 8: ¿Cómo pasas tu tiempo libre?
- 8.18: Introduction to Cultura- El fútbol y el dominó
- 8.19: Cultura- El fútbol y el dominó

cultura latina
- 13.7: Voces- Preparando los tamales mexicanos para mi familia

cultura maya
- 13.5: Voces- Vestuario Indígena de Guatemala

cultural diversity
- 10.1: Why It Matters- ¿Cuál es tu comida favorita?

cultural identity
- 15.2: Pacing

cultural norms
- 1.6: Gramática- ¿Formal o informal?

cultural studies
- 4.1: Why It Matters- ¿Tienes prisa?
- 5.17: Gramática- Los países y las nacionalidades

cultural study
- 2.25: Assignment- Collaborative Peer Activity- El zodiaco chino

culture
- 10.17: Introduction to Cultura- Las comidas típicas y rápidas
- 13.2: Voces- Nos presentamos
- 15.4: PowerPoints
- 2: ¿Eres estudiante?
- 2.20: Cultura- Los hispanos en los Estados Unidos
- 6.1: Why It Matters- ¿Necesito un suéter?
- 6.13: En contexto- Gustar + infinitivo
- 6.2: Introduction to ¿Qué ropa llevas?

cumbia
- 6.1: Why It Matters- ¿Necesito un suéter?

currency conversion
- 6.20: Discussion- La chequera real

curso
- 4.20: Putting It Together- ¿Tienes prisa?
- 4.3: Vocabulario- La universidad

cursos
- 12.3: Actividades- ¿Qué clases tomas?

D

dancing
- 3.1: Why It Matters- ¿Qué clases tomas?

date
- 2: ¿Eres estudiante?
- 2.5: Introduction to ¿Cuál es la fecha hoy?

date expressions
- 2.8: Ejercicios- La fecha

dates
- 2.2: Introduction to ¿Qué día es hoy?
- 2.23: Discussion- Fechas

days
- 2: ¿Eres estudiante?
- 2.2: Introduction to ¿Qué día es hoy?
- 2.23: Discussion- Fechas
- 2.3: Vocabulario- Días y meses

decir
- 10.7: Gramática- Verbos con cambio de raíz (e-i)
- 10.8: Ejercicios- Verbos con cambio de raíz (e-i)

definición
- 11.14: En contexto- Ser y Estar II

definitions
- 11.15: Gramática- Ser y Estar II

demographics
- 13.2: Voces- Nos presentamos

deporte
- 13: Resources- Voces (Reading passages)
- 13.1: Voces (supplementary readings and activities)
- 13.6: Voces- El fútbol es más que un deporte para mi familia

deportes
- 13.3: Voces- Estudio en el extranjero
- 14.5: Repaso- ¿Dónde están mis llaves? and ¿Cómo pasas tu tiempo libre?
- 8: ¿Cómo pasas tu tiempo libre?
- 8.19: Cultura- El fútbol y el dominó
- 8.2: Introduction to ¿Cuál es tu pasatiempo favorito?
- 8.20: Putting It Together- ¿Cómo pasas tu tiempo libre?
- 8.3: Vocabulario- Los pasatiempos

describir
9.8: Ejercicios- Estar + emociones
descripción
2.12: Gramática- El verbo ser / Ser + de
2.18: Ejercicios- Concordancia de adjetivos
6.4: Ejercicios- La ropa
description
2.14: Introduction to ¿El estudiante es inteligente?
descriptive
5.16: Vocabulario- Adjetivos descriptivos
5.18: Ejercicios- Adjetivos descriptivos / Los países y las nacionalidades
descriptive adjectives
5.21: Discussion- Mi familia
9.19: Discussion- ¿Cómo son los estudiantes?
despedida
1.3: En contexto- ¡Bienvenidos a la clase!
despedidas
1.21: Putting It Together- ¡Hola! ¿Cómo te llamas?
14.2: Repaso- ¡Hola! ¿Cómo te llamas? and ¿Eres estudiante?
destinations
7.12: Ejercicios- Ir + a + infinitivo
dialogue
1.18: En contexto- Artículos indefinidos y definidos / Hay
2.6: En contexto- La fecha / ¿Cuándo?
6.13: En contexto- Gustar + infinitivo
dialogue analysis
1.6: Gramática- ¿Formal o informal?
dias
2.21: Putting It Together- ¿Eres estudiante?
2.4: Ejercicios- Días y meses
dictionary
1.9: Vocabulario- En el salón de clases
difference
3.15: En contexto- La hora
digital clock
3.16: Gramática- ¿Qué hora es?
digraphs
1.5: Vocabulario- El alfabeto
dining room
7.3: Vocabulario- En la casa
dinner
10.4: Ejercicios- Comida
discusión
5: ¿Quiénes son los miembros de una familia?
5.8: Gramática- ¿Cuánto(s) y quién(es)?
6: ¿Necesito un suéter?
7: ¿Dónde están mis llaves?
7.19: Discussion- El futuro–ir + a + infinitivo
discussion
15.6: Assignments
2: ¿Eres estudiante?
9: ¿Estás triste? ¿Por qué?
discussion board
10.21: Discussion- Preguntas y respuestas
7.18: Discussion- ¿Dónde están las mascotas?
8.25: Discussion- Verificación de datos (Fact Check)
diseño geométrico
13.5: Voces- Vestuario Indígena de Guatemala
dislikes
10.15: Gramática- Todas las preguntas
6.14: Gramática- El verbo gustar + infinitivo
8.9: Ejercicios- El verbo gustar + sustantivos / Querer y gustar
diversidad
10.20: Assignment- Preguntas
13: Resources- Voces (Reading passages)
13.4: Voces- La diversidad en las familias
diversidad cultural
13.5: Voces- Vestuario Indígena de Guatemala
diversidad en las familias
13.1: Voces (supplementary readings and activities)
diversity
2.20: Cultura- Los hispanos en los Estados Unidos
dominoes
8.18: Introduction to Cultura- El fútbol y el dominó
dormir
7.14: En contexto- Verbos con cambio de raíz (o-ue)
dormitorio
7.17: Putting It Together- ¿Dónde están mis llaves?
drawing activity
7.18: Discussion- ¿Dónde están las mascotas?

E

e ie verbs
8.10: Introduction to ¿Prefieres patinar o esquiar?
e to i
10.5: Introduction to ¿El restaurante sirve papas fritas?
eating
10.4: Ejercicios- Comida
Ecuador
10.20: Assignment- Preguntas
11.3: Vocabulario- Navegando la ciudad
educación
10.10: En contexto- Verbos irregulares en la forma de “yo”
11.10: En contexto- Saber y conocer
11.12: Ejercicios- Saber y conocer
11.14: En contexto- Ser y Estar II
2.1: Why It Matters- ¿Eres estudiante?
2.7: Gramática- La fecha / ¿Cuándo?
4.11: En contexto- Expresiones con tener
4.13: Ejercicios- Expresiones con tener y tener + que
4.19: Cultura- La universidad
4.8: Gramática- Preguntas con “¿qué?” y “¿cuál?”
8.2: Introduction to ¿Cuál es tu pasatiempo favorito?
8.3: Vocabulario- Los pasatiempos
9.12: Ejercicios- Ser y Estar I
education
1: ¡Hola! ¿Cómo te llamas?
1.1: Why It Matters- ¡Hola! ¿Cómo te llamas?
1.13: En contexto- Género y número de sustantivos
1.16: Ejercicios- Género y número de sustantivos
1.18: En contexto- Artículos indefinidos y definidos / Hay
1.23: Discussion- Preguntas con números
1.5: Vocabulario- El alfabeto
10.21: Discussion- Preguntas y respuestas
10.7: Gramática- Verbos con cambio de raíz (e-i)
10.9: Introduction to ¿Salgo con ustedes?
11.2: Introduction to ¿Dónde está el banco?
11.5: Introduction to ¿Estás caminando ahora?
11.8: Ejercicios- El presente progresivo
13.2: Voces- Nos presentamos
15.4: PowerPoints
15.5: In-Class Activities
2.10: En contexto- Los pronombres de sujeto / El verbo ser
2.2: Introduction to ¿Qué día es hoy?
2.20: Cultura- Los hispanos en los Estados Unidos
2.23: Discussion- Fechas
2.3: Vocabulario- Días y meses
2.5: Introduction to ¿Cuál es la fecha hoy?
2.6: En contexto- La fecha / ¿Cuándo?
2.8: Ejercicios- La fecha
3.10: Introduction to ¿Caminas a la universidad?
3.11: En contexto- Verbos regulares con –ar
3.15: En contexto- La hora
3.16: Gramática- ¿Qué hora es?
3.18: Putting It Together- ¿Qué clases tomas?
3.2: Introduction to ¿Estudias en la biblioteca?
3.3: Vocabulario- Verbos en -ar
3.4: Vocabulario- Números 30-100
3.6: Introduction to ¿Qué idiomas hablas tú?
3.8: Gramática- Conjugación de verbos en -ar
3.9: Ejercicios- Conjugación de verbos en -ar
4.12: Gramática- Expresiones con tener y tener + que
4.14: Introduction to ¿Adónde vas?
4.16: Gramática- El verbo ir
4.2: Introduction to ¿Descansas en la residencia estudiantil?
4.22: Discussion- Tu vida y tus preferencias
4.5: Introduction to ¿Tienes una clase por la noche?
5.11: En contexto- Verbos regulares de -er/-ir
5.16: Vocabulario- Adjetivos descriptivos
5.18: Ejercicios- Adjetivos descriptivos / Los países y las nacionalidades
5.2: Introduction to El árbol de familia
5.4: Ejercicios- La familia
5.7: Gramática- Los posesivos
6.2: Introduction to ¿Qué ropa llevas?
6.5: Introduction to ¿Cómo contamos?
6.6: Vocabulario- Los números 101 +
7.11: Gramática- Ir + a + infinitivo
7.13: Introduction to ¡Sí, podemos!
7.16: Ejercicios- Verbos con cambio de raíz (o-ue)
7.20: Assignment- Collaborative Peer Activity- Compañeros de cuarto
7.4: Ejercicios- La casa
7.9: Introduction to ¿Adónde vas a ir este fin de semana?
8.10: Introduction to ¿Prefieres patinar o esquiar?
8.12: Gramática- Verbos con cambio de raíz (e-ie)
8.15: En contexto- Adverbios de modo
8.16: Gramática- Adverbios de modo
8.17: Ejercicios- Adverbios de modo
8.18: Introduction to Cultura- El fútbol y el dominó

8.4: Ejercicios- Los pasatiempos
8.6: En contexto- El verbo gustar + sustantivos
8.8: Gramática- Querer y gustar
9.16: Ejercicios- Conjunciones coordinadas / Porque and ¿por qué?
9.4: Ejercicios- Adjetivos de emoción y condición
9.9: Introduction to ¿Cómo eres? ¿Cómo estás?

educational
1.10: Vocabulario- Números 0-31
1.11: Ejercicios- En el salón de clases y los números
5.15: Introduction to Mi perro es bonito y pequeño

educational activity
6.20: Discussion- La chequera real

educational content
2.17: Gramática- Concordancia de adjetivos
5.12: Vocabulario- Verbos regulares de -er/-ir

educational exercises
3.5: Ejercicios-Números 30-100

educational module
3.1: Why It Matters- ¿Qué clases tomas?

educational strategies
2.19: Introduction to Cultura- Los hispanos en los Estados Unidos

eie
8.13: Ejercicios- Verbos con cambio de raíz (e-ie)

ejercicio
11.16: Ejercicios- Ser y Estar II
2.18: Ejercicios- Concordancia de adjetivos
2.4: Ejercicios- Días y meses
3.13: Ejercicios- Verbos regulares con –ar
3.7: En contexto- Conjugación de verbos en -ar
4.17: Ejercicios- El verbo ir
4.9: Ejercicios- El verbo tener y ¿qué/cuál?
8.6: En contexto- El verbo gustar + sustantivos

ejercicios
1.20: Ejercicios- Artículos indefinidos y definidos / Hay
10: ¿Cuál es tu comida favorita?
10.12: Ejercicios- Verbos irregulares en la forma de “yo”
10.8: Ejercicios- Verbos con cambio de raíz (e-i)
11.12: Ejercicios- Saber y conocer
12.10: Actividades- ¿Cuál es tu comida favorita?
2.8: Ejercicios- La fecha
3.17: Ejercicios- ¿Qué hora es?
5: ¿Quiénes son los miembros de una familia?
5.14: Ejercicios- Verbos regulares de -er/-ir
6: ¿Necesito un suéter?
6.4: Ejercicios- La ropa
6.7: Ejercicios- Los números 101 +
7: ¿Dónde están mis llaves?
8: ¿Cómo pasas tu tiempo libre?

el abrigo
6.18: Putting It Together- ¿Necesito un suéter?

el bolso
6.18: Putting It Together- ¿Necesito un suéter?

El Kanka
8.1: Why It Matters- ¿Cómo pasas tu tiempo libre?

el verbo estar
7.8: Ejercicios- El verbo estar + preposiciones

el verbo gustar
8.9: Ejercicios- El verbo gustar + sustantivos / Querer y gustar

el verbo ir
4.17: Ejercicios- El verbo ir

electronica
10.1: Why It Matters- ¿Cuál es tu comida favorita?

emoción
9.17: Putting It Together- ¿Estás triste? ¿Por qué?

emociones
12: Resources- Actividades
12.9: Actividades- ¿Estás triste? ¿Por qué?
14: Resources- Repasos (End-of-module review activities)
14.6: Repaso- ¿Estás triste, por qué?, ¿Cuál es tu comida favorita?, and ¿Traigo un mapa?
7.5: Introduction to ¿Dónde está el gato?
9.10: En contexto- Ser y Estar I
9.6: En contexto- Estar + emociones
9.7: Gramática- Estar + emociones
9.8: Ejercicios- Estar + emociones

emotion
9.11: Gramática- Ser y Estar I / ¿Cómo?
9.3: Vocabulario- Adjetivos de emoción y condición
9.4: Ejercicios- Adjetivos de emoción y condición

emotional_adjectives
9.3: Vocabulario- Adjetivos de emoción y condición

emotions
11.15: Gramática- Ser y Estar II
7.1: Why It Matters- ¿Dónde están mis llaves?
9: ¿Estás triste? ¿Por qué?
9.2: Introduction to ¿Estás contento hoy?
9.5: Introduction to ¿Cómo estás?

en el salón de clase
1.21: Putting It Together- ¡Hola! ¿Cómo te llamas?

en la casa
7.17: Putting It Together- ¿Dónde están mis llaves?

engagement
2.25: Assignment- Collaborative Peer Activity- El zodiaco chino
3.20: Assignment- Collaborative Peer Activity- En un restaurante

English
2.14: Introduction to ¿El estudiante es inteligente?
2.9: Introduction to ¿El lápiz es de ella?
5.16: Vocabulario- Adjetivos descriptivos
8.14: Introduction to ¿Corres rápidamente?
9.5: Introduction to ¿Cómo estás?

English grammar
1.17: Introduction to ¿Qué hay en la clase?
11.5: Introduction to ¿Estás caminando ahora?

ensayo
8.22: Assignment- Escribir

enseñanza
1.20: Ejercicios- Artículos indefinidos y definidos / Hay
4.17: Ejercicios- El verbo ir
7.10: En contexto- Ir + a + infinitivo

entender
10.12: Ejercicios- Verbos irregulares en la forma de “yo”
4.13: Ejercicios- Expresiones con tener y tener + que

equipo
13.6: Voces- El fútbol es más que un deporte para mi familia

escribir
12.8: Actividades- ¿Cómo pasas tu tiempo libre?

escritura
6.7: Ejercicios- Los números 101 +
8: ¿Cómo pasas tu tiempo libre?
8.22: Assignment- Escribir

escuchar
11.4: Ejercicios- Navegando la ciudad
7.19: Discussion- El futuro–ir + a + infinitivo

escuela
11.17: Putting It Together- ¿Traigo un mapa?

español
1.15: Gramática- Número de sustantivos
1.20: Ejercicios- Artículos indefinidos y definidos / Hay
1.3: En contexto- ¡Bienvenidos a la clase!
10.12: Ejercicios- Verbos irregulares en la forma de “yo”
10.20: Assignment- Preguntas
10.8: Ejercicios- Verbos con cambio de raíz (e-i)
11.10: En contexto- Saber y conocer
11.12: Ejercicios- Saber y conocer
11.14: En contexto- Ser y Estar II
11.16: Ejercicios- Ser y Estar II
12: Resources- Actividades
12.10: Actividades- ¿Cuál es tu comida favorita?
12.3: Actividades- ¿Qué clases tomas?
12.6: Actividades- ¿Necesito un suéter?
12.8: Actividades- ¿Cómo pasas tu tiempo libre?
12.9: Actividades- ¿Estás triste? ¿Por qué?
13.3: Voces- Estudio en el extranjero
14: Resources- Repasos (End-of-module review activities)
14.3: Repaso- ¿Qué clases tomas? and ¿Tienes prisa?
14.4: Repaso- ¿Quiénes son los miembros de una familia? and ¿Necesito un suéter?
14.6: Repaso- ¿Estás triste, por qué?, ¿Cuál es tu comida favorita?, and ¿Traigo un mapa?
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2.16: En contexto - Concordancia de adjetivos
2.18: Ejercicios- Concordancia de adjetivos
2.4: Ejercicios- Días y meses
2.7: Gramática- La fecha / ¿Cuándo?
2.8: Ejercicios- La fecha
3.13: Ejercicios- Verbos regulares con –ar
3.17: Ejercicios- ¿Qué hora es?
3.7: En contexto- Conjugación de verbos en -ar
4.11: En contexto- Expresiones con tener
4.13: Ejercicios- Expresiones con tener y tener + que
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4.8: Gramática- Preguntas con “¿qué?” y “¿cuál?”
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5.8: Gramática- ¿Cuánto(s) y quién(es)?
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8.20: Putting It Together- ¿Cómo pasas tu tiempo libre?
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9.17: Putting It Together- ¿Estás triste? ¿Por qué?
9.6: En contexto- Estar + emociones
9.7: Gramática- Estar + emociones
9.8: Ejercicios- Estar + emociones

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5.19: Putting It Together- ¿Quiénes son los miembros de una familia?
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13.1: Voces (supplementary readings and activities)
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estudios
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GLOSSARY

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Sample Word 1 | Sample Definition 1

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