SOLT Spanish Module 1 Lesson 1

The Alphabet in Context
At the end of the lesson you will recognize and pronounce the alphabet of the Spanish language. This way you will be able to become acquainted with sounds that are similar and different than your own native language. For this purpose you will:

1. **Identify the Alphabet**
   - Recognize each character of the alphabet
   - Identify the name of each character of the alphabet

2. **Vowel Sounds**
   - Recognize vowels
   - Produce vowel and diphthong sounds
   - Produce vowel-consonant combinations

3. **Consonant Sounds**
   - Pronounce consonants sounds

4. **Recognize Cognates**
   - Identify cognates
   - Pronounce cognates
Language and culture are inseparable. Culture serves as a home for the language and also as a vehicle to transmit, preserve and create language. As you learn about the Latin-American world you will become acquainted not only with the language patterns, but with some of the cultural patterns as well.
1. Identify the Spanish Alphabet

In Spanish, vowels and consonants always “sound” the same as opposed to English. For example: consider the different sounds of “a” in English, as in apple, tomato, and art. Repeat after your instructor the letters of the Spanish alphabet and how they sound in the words used as examples.

<table>
<thead>
<tr>
<th>Letra (Letter)</th>
<th>Nombre (Name)</th>
<th>Ejemplo (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>a</td>
<td>arte</td>
</tr>
<tr>
<td>B</td>
<td>be</td>
<td>bomba</td>
</tr>
<tr>
<td>C</td>
<td>ce</td>
<td>café</td>
</tr>
<tr>
<td>*Ch</td>
<td>che</td>
<td>Chile</td>
</tr>
<tr>
<td>D</td>
<td>de</td>
<td>dólar</td>
</tr>
<tr>
<td>E</td>
<td>e</td>
<td>él</td>
</tr>
<tr>
<td>F</td>
<td>efe</td>
<td>famoso</td>
</tr>
<tr>
<td>G</td>
<td>ge</td>
<td>geografía</td>
</tr>
<tr>
<td>H</td>
<td>hache</td>
<td>hola</td>
</tr>
<tr>
<td>I</td>
<td>i latina</td>
<td>idea</td>
</tr>
<tr>
<td>J</td>
<td>jota</td>
<td>Japón</td>
</tr>
<tr>
<td>K</td>
<td>ka</td>
<td>kilo</td>
</tr>
<tr>
<td>L</td>
<td>ele</td>
<td>limón</td>
</tr>
<tr>
<td>*Ll</td>
<td>elle (doble l)</td>
<td>llama</td>
</tr>
<tr>
<td>M</td>
<td>eme</td>
<td>mañana</td>
</tr>
<tr>
<td>N</td>
<td>ene</td>
<td>numeroso</td>
</tr>
<tr>
<td>Ñ</td>
<td>eñe</td>
<td>señor</td>
</tr>
<tr>
<td>O</td>
<td>o</td>
<td>ópera</td>
</tr>
<tr>
<td>P</td>
<td>pe</td>
<td>permiso</td>
</tr>
<tr>
<td>Q</td>
<td>cu</td>
<td>Quito</td>
</tr>
<tr>
<td>R</td>
<td>ere</td>
<td>tortilla</td>
</tr>
<tr>
<td>Rr</td>
<td>erre</td>
<td>burro</td>
</tr>
<tr>
<td>S</td>
<td>ese</td>
<td>sí</td>
</tr>
<tr>
<td>T</td>
<td>te</td>
<td>tú</td>
</tr>
<tr>
<td>U</td>
<td>u</td>
<td>Uruguay</td>
</tr>
<tr>
<td>V</td>
<td>ve</td>
<td>victoria</td>
</tr>
<tr>
<td>W</td>
<td>doble u (doble ve)</td>
<td>Washington</td>
</tr>
<tr>
<td>X</td>
<td>equis</td>
<td>examen</td>
</tr>
<tr>
<td>Y</td>
<td>I griega</td>
<td>yo</td>
</tr>
<tr>
<td>Z</td>
<td>zeta</td>
<td>zapato</td>
</tr>
</tbody>
</table>

*There are 28 official letters. In 1994, the Spanish Language Academy declared that ch and ll are no longer official letters.
2. Vowel Sounds

Spanish is often referred to as a “phonetic language” because it is usually pronounced as it is written; only the sounds are short, not extending into a second sound. Also, vowel and consonant combinations are placed together and create sounds in words pretty much as they do in English. Spanish vowels are short, clear and clipped; never drawn out, and their sounds are basically invariable. In order to produce accurate pronunciation of the Spanish vowels, the lips, tongue, and jaw muscles must be considerably tense and in a relatively constant position. Think of Spanish vowels as pure sounds, the position of the mouth remaining the same throughout the pronunciation of the vowel. They are pronounced clearly even in unstressed positions, unlike English vowels. The following pronunciation guide will help you master the sounds of the Spanish language.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A, as in <em>ah!</em></td>
<td>casa</td>
<td>ama</td>
<td>fama</td>
</tr>
<tr>
<td>E, as in <em>café</em></td>
<td>bebé</td>
<td>nene</td>
<td>este</td>
</tr>
<tr>
<td>I, as in <em>machine</em></td>
<td>sí</td>
<td>difícil</td>
<td>fin</td>
</tr>
<tr>
<td>O, as in <em>no</em></td>
<td>loco</td>
<td>solo</td>
<td>como</td>
</tr>
<tr>
<td>U, as in <em>blue</em></td>
<td>cuna</td>
<td>cultura</td>
<td>uno</td>
</tr>
</tbody>
</table>

Class activity. Repeat after your instructor the vowel sounds and example words.

Pair activity. Working with a partner, pronounce the vowels sounds and example words.

There are weak vowels (i, u) and strong vowels (a, e, o). This affects pronunciation when we have two vowels together. Strong vowels (a, e, o) each count as a separate syllable as in *mu-se-o*. But a weak (i, u) and a strong (a, e, o) vowel count as one as in *na-cio-nal*. This single sound is called a "diphthong". The stressed or louder vowel will be the strong vowel. Two weak (i, u) vowels also make a diphthong and the stress rests on the second of the two weak vowels as in *ciu-dad*. Any variations in pronunciation from these rules require a written accent as in *flúi-do*. Accents marks also determine meaning. Accent marks change word meanings as much as changing any other letter would as in *el (the) / él (he)*.

**Note:** The letter “y” is considered a “semi-vowel” because it can function as a vowel as well as a consonant. In each case, it has a different sound. Because of its vowel sound, which is similar to “i”, we include it in this section. Examples: y (and), hay (there is / there are), and virrey (viceroy)
3. **Produce vowel sounds**

Pair activity. Take turns pronouncing the vowels and the words used as examples.

- **A** This vowel \( A \) is pronounced as the English “A” in *father*.

  grande       ciudad       una       nación       calles

- **E** The letter \( E \) is always pronounced "E" as in *bet, test, bless*.

  México   América         que            es               el

- **I** \( Y \) and the letter \( I \) is always pronounced "EE" as in *greet, beet*. (\( Y \) generally when it stands alone or at the end of a word) is pronounced as the English “I” in *police*.

  Chile        Paraguay        y            estoy        continente

- **O** The letter \( O \) is always pronounced "O" as in *obey* (but without the slightest trace of a “U” sound. It is a clean, distinct “O“sound).

  no         colonia          como        nación         México      importante

- **U** The letter \( U \) is always pronounced "OO" as in *cool*.

  un                  Sudamérica               cultura                  algunos             única
4. Consonant Sounds

Listen to your instructor’s explanation of the following pronunciation key, and repeat the words used as examples.

Letter

B 1. The letter **B** is pronounced "**B**" as in *bit*.
   Examples:  bonitos  bellas  barrios

However, when the letter **B** appears between vowels it is pronounced very softly. In fact, the **B** between vowels is so soft that your lips hardly touch when you pronounce it. Try pronouncing the word "abundancia" with a soft **B**.

   Examples:  Colombia  también  habitantes

C 1. The **C** before A, O, U is hard as the “**C**” in *can*.
   Examples:  América  capital  continente  encuentra

2. The **C** before E or I is soft as the **C** in *cent*.
   Examples:  nación  centro  ciudad  principal  veces

3. **CC** is pronounced "**X**."  "**Acción**" is pronounced "**axion**."

CH 1. As in *child*.
   Examples:  muchacha  mucho

D 1. The letter **D** is pronounced "**D**" as in "*do*.
   Examples:  dedo  idioma

2. When the **D** is the last letter of a word or when it appears between vowels, it is pronounced as a soft **TH**. Say the English word "*the*" several times making the **TH** very soft; then say "ciudad," pronouncing both D's with the same soft **TH**.

   Examples:  elevada  usted  Estados Unidos  de  dos
F
1. This letter is pronounced as F in the English word fool.

Examples: edificio famoso fácil fábrica Felipe

G
1. The G before A, O, U is hard as in get.

Examples: algo lengua agua pregunta algunas

2. The G before “E” or “I” is pronounced “H” as in hen. "General" is pronounced "Heneral."

Examples: vegetación higiene trabajar José región

3. GUE is pronounced "GUE" as in guest.

4. GUI is pronounced "GEE" as in geese.

H
1. The H is always silent in Spanish. "Hotel" is pronounced "otel."

Examples: hay hasta ahora historia higiene

J
1. The J is pronounced "H" as in hen.

Examples: juez Javier

L
1. The L is pronounced "L" as in let.

Examples: Luis Chile la capital del los

LL
1. In some parts of Spain and in other parts of the Spanish-speaking world, “ll” is pronounced like the English y in young. In other parts of the Spanish-speaking world, “ll” as well as the consonant “y” are pronounced like “s” in pleasure and at times like “j” in judge.

Examples: caballo llevo yacer yugular yoyo
The Alphabet in Context

Introduction
Module 1 Lesson 1

M
1. M is pronounced as "M" in the English word *meet*.
   Examples: muy mucho México llaman

N
1. N is pronounced like "n" in the English word *never*.
   Examples: norte nación son un

Ñ
1. The Ñ is pronounced "NY." "Cabaña" is pronounced "cabanya" and "señor" is “senyor”.
   Examples: montañas señor niños mañana

P
1. P is pronounced approximately like “P” in the English word *speak*.
   Examples: parte país pero primitivas

Q
1. The letter Q when followed by “UE” is pronounced "KE" as in *kept*.
   Examples: que queso
2. When followed by “UI” is pronounced "KEE" as in *keen, keep*.
   Examples: Quito quiero

R
1. The R is slightly trilled except when it is the first letter in a word, in which case it is strongly trilled.
   Examples: diferentes rey pobres parques centro

RR
1. RR is always strongly trilled.
   Examples: ferrocarril Monterrey desarrollar

S
1. This letter is pronounced like the “S” in the word *sea*.
   Examples: país casi Sudamérica residencia señor
1. The **T** is always pronounced as the "TT" in *attractive*.

   Examples: norte continente parte también

2. The letter **Y** is pronounced "Y" as in *yet*.

   2. However, when the letter **Y** stands alone it is pronounced "EE" as in *beet*. "Y" means "and" in Spanish.

3. The **Z** is pronounced "S" as in *sent*. The rest of the letters are pronounced as they are in English, with only very slight variations. In some parts of Spain the **C** before E or I is pronounced "H," and the **Z** is always pronounced "TH".

5. Division of syllables

   The division of words into Syllables = *Silabeo*. Not many of us are sure where to divide English words into syllables. Spanish words may be divided more easily because six rules may be applied to govern their division.

   In general a syllable must contain a vowel. A syllable can't contain a consonant by itself.

   ca-sa ma-no

   But it may contain one vowel and no consonant.

   le-o e-so

   1. A consonant between two vowels will form a syllable with the second vowel.

   ca-sa i-de-a A-mé-ri-ca Mé-xi-co a-gra-da-ble

   2. Separate two consonants but do not leave a consonant by itself.

   li-bro can-ción par-te gran-de par-que

   3. Do not separate two weak vowels because is a diphthong (see rule 6).

   fies-ta sies-ta
4. Combination of three consonants is generally divided after the first consonant.
   
   siem-pre  en-tre  san-gre  cen-tral  in-dus-trial

5. Two adjacent strong vowels form two separated syllables.
   
   pa-se-o  o-es-te  mu-se-o  ma-es-tro  le-e

6. Adjacent strong and weak vowels or two weak vowels normally combine to form a single syllable. Remember, this combination of two vowels is called a diphthong.
   
   Co-lom-bia  go-bier-no  na-cio-nes  es-ta-tua  ciu-dad

7. The r and the l combine with certain consonants cannot be separated: bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr.
   
   li-bro  gran-de  siem-pre  en-tre  san-gre  cen-tral  in-dus-trial  ma-es-tro

**Exercise 1**

**Separating into syllables**

Pair activity. Working with another student, separate the following words into syllables.

1. gobierno
2. Colombia
3. nación
4. América
5. museo
6. industrial
7. parte
6. Stress/Accentuation

Listen and then pronounce the stressed words after your instructor.

1. Words ending in a consonant, except -n or -s, are stressed on the last syllable.
   
   capital nacional español metal públicos

2. Words ending in a vowel or -n or -s are stressed on the next to the last syllable
   
   norte continente naciones edificios México

3. Words which stress is not in conformity with these rules bear a written accent on the
   stressed vowel.
   
   América nación árbol público también

4. In a combination of a strong and weak vowel or of two weak vowels, the strong vowel
   or the second of two weak vowels is normally stressed in an accented syllable.
   
   gobierno tiempo viejo bien puerto

5. In combinations of a strong and weak vowel, when the weak vowel is stressed, there is
   always a written accent which divides the two vowels into separate syllables.
   Otherwise the combination becomes a diphthong of one syllable with the stress on the
   strong vowel.
   
   país río continúa frío hay fuerte
7. Recognize cognates

It is very easy to build a large vocabulary of Spanish words. In fact, you already know a thousand English words that become Spanish words if you change them very slightly. Listen to the cognate rules and repeat the cognate examples after your instructor.

Example:

1. Words which end in "OR." These words are often identical in Spanish and English:

   el docTOR        el acTOR

   Spanish words ending in “OR” carry stress on the last syllable.

2. Words that end in "AL." These also are often identical in Spanish and English:

   the animAL = el animal

   the criminAL = el criminal

   Stress the word in the last syllable:

   el a-ni-mAL        el cri-mi-nAL
   el ca-nAL          el lo-cAL

3. Words that end in "BLE" These also are often identical in Spanish and English:

   caBLE        terriBLE        notaBLE        horriBLE

   These words are stressed on the next to the last syllable: Example: no-TA-ble

4. Words that end in "IC" in English.

   To change them into Spanish simply add the letter "O" IC = ICO.

   the public = el públiCO

   el atlántico    romántico    automático

   These words take a written accent on the second-to-the last syllable.

   pú-bli-co        au-to-má-ti-co
5. Words that end in "ENT" or "ANT." If you simply add the letter "E" to many of these words, they become Spanish words:

\[
\begin{align*}
\text{ENT} &= \text{EntE} \quad \text{el accidente} \\
\text{ANT} &= \text{AntE} \quad \text{el instante} \\
\text{the president} &= \text{el presidente} \\
\text{important} &= \text{importante}
\end{align*}
\]

Words that end in “ENT” or “ANT” are stressed on the next to the last syllable.

Example: presidente

Words that end in "ENT" or "ANT" are accented on the next to the last syllable:

\[
\begin{align*}
\text{acci}\text{DENte} &\quad \text{instANte}
\end{align*}
\]

6. Words that end in "TOR" in English change TOR to DOR and you will have the Spanish word:

\[
\begin{align*}
\text{TOR} &= \text{DOR} \\
\text{senator} &= \text{senaDor} \\
\text{accelerator} &= \text{aceleraDor}
\end{align*}
\]

7. Words that end in “TION” in English change to “CION” with an accent on the “o”.

\[
\begin{align*}
\text{demonstration} &= \text{demostración} \quad \text{nation} = \text{nación} \quad \text{information} = \text{información}
\end{align*}
\]
Exercise 2

Review of cognate endings

Pair activity. Working with a partner, alternate giving each other the following type of cognate examples:

2 cognates ending in TOR ____________ ____________.
3 cognates ending in CIÓN ____________ ____________ ____________.
3 cognates ending in ICO ____________ ____________ ____________.
2 cognates ending in DOR ____________ ____________.

Exercise 3

Reading Exercise:

Class activity. To practice pronunciation, each student will read a sentence aloud. Your instructor will correct the pronunciation if necessary.

CARACAS, VENEZUELA

Exercise 4

Introduction review

Pair activity. Compare your notes with a partner after completing the exercise.

1. Spell your name.

2. Pronounce your Spanish name.

3. The instructor will dictate some words to you. Write them in Spanish:

4. Now that you wrote the words, divide them in syllables. Discuss it with the class.

Exercise 5

Cognates

Pair activity. Using cognates (nouns and adjectives), the verb to be and the article “the”, create short statements in Spanish and read them aloud to one another.

Example:  Article  Cognate (noun)  verb to be  Cognate (Adjective)
El  actor  es  popular.
El  doctor  es  excelente.
1. Accents

Although writing is not the emphasis of this course, you will notice that the Spanish language has accents, which are either stressed orally, or they are written. Accents give meaning to words. As you progress in the target language you will observe and become familiar with them. Some accented words you have learned as cognates in this lesson are:

Repeat the following examples after your instructor.

bebé  café  sí  vegetación  acción  nación

**Note** You will also notice that question marks and exclamation marks come in pairs in the Spanish language. It will be very helpful if you just generally observe patterns of accent use, for example: question words always have an accent.

2. Cognates

In the introduction section, you were introduced to the concept of cognates to learn about word-endings. COGNATES (cognados), are words that are written in a similar way in both languages and have similar meanings as well. The word “doctor” is a cognate because it is written in the same way in English and Spanish, they mean the same, and in this case they are even pronounced in a similar way. There are also “false cognates”. Although they appear similar in sound and spelling they have different meaning.

**Exercise 6**

Class activity. Working as a group, take turns repeating the cognates and their similar translation.

<table>
<thead>
<tr>
<th>Add one letter</th>
<th>anual</th>
<th>annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>accidente</td>
<td>accident</td>
<td></td>
</tr>
<tr>
<td>profesor</td>
<td>professor</td>
<td></td>
</tr>
<tr>
<td>comunión</td>
<td>communion</td>
<td></td>
</tr>
<tr>
<td>presente</td>
<td>present</td>
<td></td>
</tr>
<tr>
<td>gramatical</td>
<td>grammatical</td>
<td></td>
</tr>
<tr>
<td>instant</td>
<td>occasional</td>
<td></td>
</tr>
</tbody>
</table>
3. Gender of nouns-Género de los sustantivos

In English, nouns that refer to males are masculine, nouns that refer to females are feminine, and all the nouns are neutral.

boy masculine lady feminine

A. In Spanish however, all nouns are either masculine or feminine, and it is necessary to know the gender of each noun in order to speak and write Spanish correctly.

un libro masculine una ciudad feminine

B. While there is no way to determine the gender of all Spanish nouns, the endings of the nouns indicate their gender in most cases. This is especially apparent because more than half of the Spanish nouns end in “o” or “a”.

4. Masculine endings:

a.) Nouns ending in –o are masculine.

el apellido el centro el edificio el gobierno

b.) Many nouns ending in –ma are masculine.

el clima el problema el esquema el programa

c) Nouns endings in –en, -or, -ol, -el, are masculine.

el tren el doctor el árbol el papel

5. Feminine endings:

a.) Nouns ending in –a are feminine.

la cultura la mezcla la taza

b) * Noun endings in -ista are neutral in gender and the article will tell you if you are referring to a man or a woman.

el (la) artista el (la)especialista el (la) dentista el (la) turista
c.) Nouns ending in –ion, -dad-, -tad, and -umbre are feminine.

<table>
<thead>
<tr>
<th>-ion</th>
<th>-dad</th>
<th>-tad</th>
<th>-umbre</th>
</tr>
</thead>
<tbody>
<tr>
<td>nación</td>
<td>ciudad</td>
<td>libertad</td>
<td>costumbre</td>
</tr>
<tr>
<td>civilización</td>
<td>universidad</td>
<td>dificultad</td>
<td>legumbre</td>
</tr>
<tr>
<td>región</td>
<td>realidad</td>
<td>facultad</td>
<td>lumbre</td>
</tr>
</tbody>
</table>

6. Forms of Adjectives-Formas de Adjetivo

Adjectives whose masculine singular form ends in –o have a feminine form in –a. The plural is formed by adding –s to each form.

A.) Adjectives whose masculine singular form ends in –o have a feminine form in –a. The plural is formed by adding –s to each form.

<table>
<thead>
<tr>
<th></th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td>bello</td>
<td>bella</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>bellos</td>
<td>bellas</td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td>público</td>
<td>pública</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>públicos</td>
<td>públicas</td>
</tr>
</tbody>
</table>

B.) Adjectives whose masculine singular form does not end in –o usually has the same form for both genders. The plural is formed just as the plural of nouns.

<table>
<thead>
<tr>
<th></th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td>diferente</td>
<td>diferente</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>diferentes</td>
<td>diferentes</td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td>natural</td>
<td>natural</td>
</tr>
<tr>
<td></td>
<td>naturales</td>
<td>naturales</td>
</tr>
</tbody>
</table>
C. Adjectives of nationality whose masculine singular form ends in a consonant add-a to form the feminine. The plural is formed just as the plural of nouns.

<table>
<thead>
<tr>
<th></th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td>español</td>
<td>española</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>españoles</td>
<td>españolas</td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td>inglés</td>
<td>inglesa</td>
</tr>
<tr>
<td></td>
<td>ingleses</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 7**

Pair activity. Now that you know more about gender and number, take turns placing the correct definite article on the following nouns. Remember to pay attention to the plural form.

Example:

el árbol     los árboles

___ mapa
___ torres
___ avión
___ problema
___ mano
___ taxista
___ base

___ acciones
___ mar
___ dilemas
___ sol
___ dentistas
___ bondad
___ alemanes
7. Articles

Note: The concept of gender in words is unlike the way we refer to objects, places or things in general in English, but it is important to apply it at all times in the Spanish Language.

Number and Gender agreement

In English, the definite article remains the same, it is always “the”. In Spanish, it is very important to take into account; number and gender agreement between articles, nouns and adjectives. Because ALL nouns have gender, that determines whether the article and the adjective that accompany the noun are feminine or masculine.

Exercise 8

The definite and the indefinite articles are as follow: An example for each is provided.

<table>
<thead>
<tr>
<th>DEFINITE ARTICLE</th>
<th>INDEFINITE ARTICLE</th>
<th>NOUN</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>el</td>
<td>masculine singular</td>
<td>un</td>
<td>masculine singular</td>
</tr>
<tr>
<td>la</td>
<td>femenine singular</td>
<td>una</td>
<td>femenine singular</td>
</tr>
<tr>
<td>los</td>
<td>masculine plural</td>
<td>unos</td>
<td>masculine plural</td>
</tr>
<tr>
<td>las</td>
<td>femenine singular</td>
<td>unas</td>
<td>femenine plural</td>
</tr>
</tbody>
</table>

Note: Generally speaking, nouns that end with “a” are feminine and those that end in “o” are masculine, but not ALL nouns end in these two vowels, some end in “e,” like “el tomate,” or “la representante,” and they may be masculine or feminine nouns. Recognition of these will come with practice.
Exercise 9

Class activity. Repeat the examples after your instructor. Most nouns ending in “a” are generally feminine.

Examples:

| la casa | la mamá | la hermana | la silla | la mesa |

Nouns that end in “o” are generally masculine.

Examples:

| el teléfono | el hermano | el talento | el asiento |

Nouns that end in “e” may be masculine or feminine.

Examples:

| el parque | la calle |

Nouns, which refer to males, are masculine.

Examples:

| el señor | el chico | el muchacho | el niño |

Nouns, which refer to females, are feminine.

Examples:

| la señora | la chica | la muchacha | la niña |

Exercise 10

Pair activity. Working with a partner, provide the correct article for the following nouns. You don’t need to know the meaning, just look at the ending.

1. libro
2. alumna
3. amigo
4. lección
5. fruta
6. profesor
7. dinero
8. tienda
9. escuela
10. campo
8. Plurals

Pair activity. Working with a partner, alternate reading the rules of plurals to each other and practice pronouncing the following plural forms.

To form plurals in Spanish, follow the following rules:

a) “s” is added to nouns ending in an unstressed vowel.

- camino \(\rightarrow\) caminos
- casa \(\rightarrow\) casas
- mesa \(\rightarrow\) mesas
- libro \(\rightarrow\) libros

b) “es” is added to words ending in a consonant.

- canción \(\rightarrow\) canciones
- monitor \(\rightarrow\) monitores
- impresor \(\rightarrow\) impresores
- ángel \(\rightarrow\) ángeles

c) “es” is added to nouns with only one syllable which end in “s”.

- Dios \(\rightarrow\) dioses
- mes \(\rightarrow\) meses

d) If the noun ends with the letter “z”, change the “z” to “ces”.

- voz \(\rightarrow\) voces
- raíz \(\rightarrow\) raíces
- fugaz \(\rightarrow\) fugaces

e) If the noun has more than one syllable and it ends in “s” DO NOT CHANGE.

- la dosis \(\rightarrow\) las dosis
- la crisis \(\rightarrow\) las crisis
- el oasis \(\rightarrow\) los oasis
- el análisis \(\rightarrow\) los análisis

Exercise 11

Pair activity. Working with a partner, alternate converting the following nouns to a plural form and then come up with some phrases that include these words:

1. ciudad ____
2. novela ____
3. lección ____
4. tesis ____
5. zapato ____
6. juez ____
9. Sentence Structure with Adjectives

Although there are many similarities between English and Spanish, such as the alphabet, the combination of word sounds and the use of cognates, Spanish cannot be translated literally into English, because there are differences in sentence structure. The order or placement of words (parts of speech) may vary in Spanish. For example, a beginning Spanish student should always place the adjective after the noun in Spanish to use the normal structure, but will, in more advanced lessons, learn that sometimes the adjective is used before the noun as in English in order to emphasize, be dramatic or poetic.

Example:

\[
\begin{array}{ccc}
\text{adj.} & \text{noun} & \text{noun adj.} \\
\text{English} = & \text{The red rose.} & \text{Spanish} = \text{La rosa roja}
\end{array}
\]

You may encounter later on, however, a poetic phrase such as: The red rose of summer. \textit{La roja rosa del verano.}

Exercise 12

Pair activity. Working with a partner, put the following articles, nouns, and adjectives, in the same order as the previous example. Remember to match number and gender with the definite and indefinite articles.

\begin{itemize}
  \item **Articles:** el, la, los, las, un, una, unos, unas
  \item **Nouns:** ángel, ángeles, doctora, doctoras
  \item **Adjectives:** importante, importantes, elegante, elegantes
\end{itemize}
10. Sentence structure with verbs

You may find a closer translation when you add a verb, but you should be aware, that Spanish is more flexible and the same thing can be said using a different word order.

Example:

**English**

<table>
<thead>
<tr>
<th>subj.</th>
<th>verb</th>
<th>adj.comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td>rose</td>
<td>is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>red</td>
</tr>
</tbody>
</table>

**Spanish**

<table>
<thead>
<tr>
<th>subj.</th>
<th>verb</th>
<th>adj.comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>La</td>
<td>rosa</td>
<td>es</td>
</tr>
<tr>
<td></td>
<td></td>
<td>roja</td>
</tr>
</tbody>
</table>

The sentence structure for a questions is as follows:

Example:

<table>
<thead>
<tr>
<th>verb</th>
<th>subj.</th>
<th>adj.</th>
<th>verb</th>
<th>adj.</th>
<th>subj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is</td>
<td>the</td>
<td>rose</td>
<td>¿Es</td>
<td>roja</td>
<td>la</td>
</tr>
<tr>
<td></td>
<td>red?</td>
<td></td>
<td></td>
<td></td>
<td>rosa?</td>
</tr>
</tbody>
</table>

**Note:** Interrogative words and more about questions and exclamations is covered in Grammar note #8 Questions and exclamations.

**Exercise 13**

Pair activity. Using the same articles, nouns, and adjectives from the previous exercise, plus the verb *ser*, and then exchange with your partner short sentences like the above word order example.

1. El ángel es _________________.
2. Un ángel es _________________.
3. ¿Es importante el ____________? 4. ¿Es elegante la ________________?
5. Un doctor es _________________.
6. Una doctora es _________________.

25
11. Sentence structure in the negative

Literal translation can also prove to be a problem when the negative is introduced. The word “no” in Spanish precedes the verb.

Example:

English: The rose is not red.  
Spanish: La rosa no es roja.

Exercise 14

Pair activity. Work with a classmate, and using the following cognates, form negative sentences like the example.

1. El museo no es moderno.
2. La música no es romantica.

Exercise 15

Negatives forms in sentence structure

Pair activity. Continue with your partner, making sentences in the negative form (no es) with the appropriate definite or indefinite articles:

Example: Ricardo no es un hombre trabajador.

estudiante/inteligente     música/emocionante     persona/fascinante
presidente/cómico          museo/importante       presente/constante
12. Questions and Exclamations

A) In Spanish as in English, intonation as well as question marks can change a statement into a question. Listen to your instructor pronounce the following with the changes in intonation, then repeat afterwards. Do the same with the exclamations in example “B”.

Example:

Alejandra es profesora  ¿Alejandra es profesora?

Alexandra is a teacher  Alexandra is a teacher?

B) In the case of the words *Cuánta* and *Qué*, they can be used as interrogatives or as words in an exclamation.

Example:

¿Cuánto cuesta?  How much does it cost?  Or  ¿Cuánto cuesta!  How much it costs!

¿Qué es “divertido”?  What is “fun”?  Or  ¡Qué divertido!  What fun!

C) Notice that the correct sentence structure in Spanish follows the adjective after the noun word order for exclamations as well, when using the words “*tan*” and “*más*”, which can be interpreted as “such a”, “what a”, “terribly”, or “very,” and that Spanish flexibility allows for also saying the same thing in the English word order version.

Example:

¡Qué rosa *tan* bella!  =  Such a beautiful rose!

¡Qué rosa *más* bella!

Or as in the English word order:  ¡Qué bella rosa!  What a beautiful rose!
Interrogatives words: All interrogatives words have a written accent mark. You must memorize these.

- ¿Qué?          What?  Which?
- ¿Quién? ¿Quiénes?  Who?  Whom?
- ¿Cuál? ¿Cuáles?  Which?  Which one?  What?
- ¿Dónde?          Where?
- ¿Adónde?        Where to?
- ¿De donde?      Where from?
- ¿Cómo?          How?
- ¿Por qué?        Why?
- ¿Cuándo?        When?
- ¿Cuánto? ¿Cuánta? How much?
- ¿Cuántos? ¿Cuántas? How many?

**Note**

- ¿Qué? - is used to ask for a simple definition or explanation.
- ¿Cuál? - is used to ask a question in which a choice among one or more things is implied or to request personal information.

Example: ¿Qué es cultura? *What is culture?*

  ¿Cuál es cómico? *Which one is comical?*

**Exercise 16**

Pair activity. Working with a partner, underline the Spanish words that correctly convey the English.

1. (Dónde, Adónde)  *Where to van ustedes?*
2. (Cuándo, Cuánto)  *How much cuesta el libro?*
3. (Cuál, Qué)       *Which periódico quiere?*
4. (Cuántos, Cómo)   *How many quiere usted?*
5. (Por qué, Dónde)  *Why estás aquí?*
The vocabulary has been grouped in four equally important categories. They are nouns, adjectives, articles, useful words and interrogatives.

### Nombres

- **el accidente** accident
- **la acción** action
- **el acelerador** accelerator
- **el actor** actor
- **América** America
- **el ángel** angel
- **el animal** animal
- **el atlántico** atlantic
- **el bebé** baby
- **el cable** cable
- **el café** coffee
- **la cámara** camera
- **el canal** channel
- **la capital** capital
- **el color** color
- **la comunión** communion
- **la cultura** culture
- **la demostración** demonstration
- **el director** director
- **el doctor** doctor
- **el emblema** emblem
- **el error** error
- **el examen** exam
- **el favor** favor
- **el gobierno** government
- **el humor** humor
- **la idea** idea
- **el idioma** language
- **la inclinación** inclination
- **la información** information
- **la mamá** mother
- **el metal** metal
- **México** Mexico
- **el motor** motor
- **el museo** museum
- **la música** music
- **la nación** nation
- **la ópera** opera
- **el papá** father
- **el parque** park
- **la parte** part
- **el permiso** permit
- **el presente** present
- **el presidente** president
- **el problema** problem
- **el profesor** professor
- **el público** public
- **la radio** radio
- **el secreto** secret

### Adjetivos

- **agresivo** aggressive
- **anual** annual
- **artístico** artistic
- **automático** automatic
- **cómico** comical
- **conformista** conformist
- **conservador** conservative
- **constante** constant
- **criminal** criminal
- **emocionante** exciting
- **enorme** enormous
- **exacto** exact
- **excelente** excellent
- **famoso** famous
- **fascinante** fascinating
- **generoso** generous
- **honorable** honorable
- **importante** important
- **impresionante** impressive
- **industrial** industrial
- **inferior** inferior
- **inmenso** immense
- **instante** instant
- **inteligente** intelligent
- **interesante** interesting
- **liberal** liberal
- **moderno** modern
- **nacional** national
- **nervioso** nervous
- **notable** notable
- **ocasional** occasional
- **pasivo** passive
- **principal** principal
- **realista** realist
- **romántico** romantic
<table>
<thead>
<tr>
<th>Artículo</th>
<th>Definidos</th>
<th>the (masculine, sing.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>el</td>
<td>the (masculine, sing.)</td>
</tr>
<tr>
<td></td>
<td>los</td>
<td>the (masculine, pl.)</td>
</tr>
<tr>
<td></td>
<td>la</td>
<td>the (feminine, sing.)</td>
</tr>
<tr>
<td></td>
<td>las</td>
<td>the (feminine, pl.)</td>
</tr>
<tr>
<td>Artículo</td>
<td>Indefinidos</td>
<td>a (masculine, sing.)</td>
</tr>
<tr>
<td></td>
<td>un</td>
<td>a (masculine, sing.)</td>
</tr>
<tr>
<td></td>
<td>unos</td>
<td>a (masculine, pl.)</td>
</tr>
<tr>
<td></td>
<td>una</td>
<td>a (feminine, sing.)</td>
</tr>
<tr>
<td></td>
<td>unas</td>
<td>a (feminine, pl.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Palabras Útiles</th>
<th>mucho</th>
<th>much, a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>poco</td>
<td>a little</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preguntas</th>
<th>¿Cómo?</th>
<th>how?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>¿Cuándo?</td>
<td>when?</td>
</tr>
<tr>
<td></td>
<td>¿Cuánto?/¿Cuánta?</td>
<td>how much?</td>
</tr>
<tr>
<td></td>
<td>¿Cuántos?/¿Cuántas?</td>
<td>how many?</td>
</tr>
<tr>
<td></td>
<td>¿De dónde?</td>
<td>where...from?</td>
</tr>
<tr>
<td></td>
<td>¿Por qué?</td>
<td>Why?</td>
</tr>
<tr>
<td></td>
<td>¿Qué?</td>
<td>What?, Which?</td>
</tr>
<tr>
<td></td>
<td>¿Quién? ¿Quiénes?</td>
<td>Who? Whom?</td>
</tr>
<tr>
<td></td>
<td>¿Qué tal?</td>
<td>How is it going?</td>
</tr>
</tbody>
</table>
1. The Spanish Language

There are approximately 3,000 recognized languages in use in the world today. Of these, Spanish follows Chinese, English, Russian and Hindu in the total number of people who speak it. Spanish is truly a universal language. In 1981, it was spoken by some four hundred million people and it was the official language of more than twenty free, independent and sovereign nations, which make up, culturally and spiritually, a true Hispanic community of nations. Spanish is also spoken in the United States (including Puerto Rico), Guam, the Philippines, Canada and Morocco. Spanish is a member of the Romance language group and has two major dialects: Andalusian and Castillian. These dialects generally differ in pronunciation from the letter combinations ce, ze, and za. Speakers of the Andalusian dialect pronounce these combinations with an s sound, while Castillian speakers of Spanish share a common linguistic system and a common grammar.

Although inhabitants of the various provinces of Spain and the various countries have slightly differing vocabularies and pronunciation and use different expressions, these variations do not hamper communication. Most Spanish words come from the Latin language (the language of the Roman Empire). But because so many people speak Spanish in so many places, the language quickly adopts new words and borrows words from other languages, particularly Arabic, English, and continental European languages such as French and Italian. In the Caribbean region and in Central and South America, indigenous languages have heavily influenced Spanish. An organization called: The Royal Spanish Language Academy (La Real Academia Española) has branches in countries where Spanish is spoken and establishes norms for spelling and grammatical forms.

2. The First Spanish Grammar

Antonio de Nebrija was the first to reduce the multiplicity of oral traditions on the Castilian peninsula and standardize the Spanish language, first with grammar and later with a dictionary. Nebrija recognized that Queen Isabella of Spain needed a national language if she was going to govern rather than rule her subjects. Antonio de Nebrija wrote the very first: Gramática de la lengua castellana (Grammar of the Castillian language) in Salamanca in 1492, at the same time that Columbus sailed to America and the jewesh people who would not convert to Catholicism were exhiled from Spain.
Activity 1

Listening

Pair activity. Word boundaries in English are very strong. You can usually hear the /s/ or the /k/ sounds at the end of a word. Word endings tend to be weak in Spanish. How weak they are depends on the dialect (variation of the language) rather than for purely phonetic reasons. However, you can usually hear the beginning sound more clearly. Listen to your instructor read some words and write the beginning sound you think you can hear. When you have finished compare your list with your partner’s.

1. _____  
2. _____  
3. _____  
4. _____  
5. _____  
6. _____  
7. _____  
8. _____  
9. _____  
10. _____  
11. _____  
12. _____  
13. _____  
14. _____  
15. _____  
16. _____  
17. _____  
18. _____  
19. _____  
20. _____
Activity 2

Social Event

Class activity. Spell each other’s names, changing partners as you complete each spelling session. Circulate around the room during this activity as if you were at a social gathering, interacting with everyone in the room. In a notepad, write the names of the people you meet.

Activity 3

Pronunciation

Class activity. Listen to the poems and pay close attention to the pronunciation. Listen and repeat aloud on your own the following Spanish poem and tongue twisters. You will have an opportunity to practice what you have learned about sounds this far. Concentrate on pronunciation. The instructor may call on a few volunteers to read these poems for the rest of the class.

SENSEMAYA by Nicolás Guillén (Excerpt)

SOUNDS: 'y' 'll'

¡Mayombé-bombé-mayombé!
Sensemayá, la culebra...
¡Mayombé-bombé-mayombé!
Sensemayá, no se mueve
¡Mayombé-bombé-mayombé!
Sensemayá, la culebra
¡Mayombé-bombé-mayombé!
Sensemayá, se murió.
Trabalenguas (tongue twisters)

SOUNDS: 'rr'

1) Erre con erre cigarro
   Erre con erre barril
   Rápido corren los carros
   Cargados de azúcar por el ferrocarril

2) Un carro cargado de rocas
   Iba por la carretera haciendo
   Carric, carrac, carric, carrac
Activity 3 (Continued)

SOUNDS: 'tr'

En tres tristes trastos de trigo,
Tres tristes tigres comían trigo,
Comían trigo,
Tres tristes tigres,
En tres tristes trastos de trigo.

Activity 4

Pronounced accent stress

Note to the Instructor: Students must realize that the natural stress of the Spanish language always falls on the next to the last syllable. The instructor and the students could do an experiment by pronouncing the following list of Spanish words. They must also realize that this is why most of them do not require a written accent mark. It is rather the “exceptions” that need it.

Class activity. Pronounce these words after your teacher. The stressed syllable is written in bold letters.

1. bandera
2. comida
3. triste
4. mapa
5. camisa
6. vestido
7. dinero
8. madera
9. morena
10. mochila

Activity 5

Using the dictionary

Class activity. Look up words at random that do not have a written accent mark and volunteer to read it to the class. Your instructor will give feedback as to whether the word was pronounced correctly by each student or not.
Activity 6

Plurals

Pair activity. Work with your partner to change the following words to the plural form by adding “S” to the nouns and changing the articles “The” to match the nouns in gender and number. Refer to Exercises 10 and 11 in the Grammar Notes if necessary. The instructor will call on students to give the plural version.

Example:  

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>El maestro</td>
<td>Los maestros</td>
</tr>
</tbody>
</table>

**SINGULAR**  

<table>
<thead>
<tr>
<th>The camera</th>
<th>La cámara</th>
</tr>
</thead>
<tbody>
<tr>
<td>The street</td>
<td>La calle</td>
</tr>
<tr>
<td>The sky</td>
<td>El cielo</td>
</tr>
<tr>
<td>The scorpion</td>
<td>El alacrán</td>
</tr>
<tr>
<td>The building</td>
<td>El edificio</td>
</tr>
<tr>
<td>The bear</td>
<td>El oso</td>
</tr>
<tr>
<td>The student</td>
<td>El estudiante</td>
</tr>
<tr>
<td>The nation</td>
<td>La nación</td>
</tr>
<tr>
<td>The actor</td>
<td>El actor</td>
</tr>
<tr>
<td>The animal</td>
<td>El animal</td>
</tr>
</tbody>
</table>

**PLURAL**
**Activity 7**

**Synonyms**

Class activity. Looking for similar meanings for these cognates, students will take turns going to the chalkboard to write a pair of synonyms as soon as he or she finds one. One will come from list A and the matching pair from list B.

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>sección</td>
<td>enorme</td>
</tr>
<tr>
<td>característica</td>
<td>parte</td>
</tr>
<tr>
<td>tendencia</td>
<td>atributo</td>
</tr>
<tr>
<td>talento</td>
<td>inclinación</td>
</tr>
<tr>
<td>artístico</td>
<td>habilidad</td>
</tr>
<tr>
<td>inmenso</td>
<td>estético</td>
</tr>
</tbody>
</table>

**Activity 8**

**Antonyms**

Pair activity. You and your partner will match antonyms or opposites. There are special books with antonyms and synonyms, which are of great help for vocabulary expansion. Match the adjectives in Column A with the adjectives in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>cómico/a</td>
<td>tradicional</td>
</tr>
<tr>
<td>generoso/a</td>
<td>realista</td>
</tr>
<tr>
<td>moderno/a</td>
<td>pasivo/a</td>
</tr>
<tr>
<td>idealista</td>
<td>serio/a</td>
</tr>
<tr>
<td>agresivo/a</td>
<td>hipócrita</td>
</tr>
<tr>
<td>sincero/a</td>
<td>egoísta</td>
</tr>
</tbody>
</table>
Activity 9

Letters that are different from English

Class activity. Repeat after your instructor the pronunciation of the following four letters in the Spanish alphabet that are different from the English alphabet. Repeat as many times as necessary, then repeat the words used as examples.

<table>
<thead>
<tr>
<th>Ch</th>
<th>Ll</th>
<th>Ñ</th>
<th>Rr</th>
</tr>
</thead>
<tbody>
<tr>
<td>charro</td>
<td>llamo</td>
<td>niño</td>
<td>carro</td>
</tr>
</tbody>
</table>

Activity 10

Letters that sound different from English

Class activity. Pronounce the following letters after your instructor and then the words used as examples.

<table>
<thead>
<tr>
<th>B</th>
<th>V</th>
<th>G</th>
<th>H</th>
<th>J</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>burro</td>
<td>vaca</td>
<td>aborto</td>
<td>gendarme</td>
<td>globo</td>
<td>hombre</td>
</tr>
<tr>
<td>zorra</td>
<td>azufre</td>
<td>abominable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 11

The alphabet

Pair activity. Fill in the missing letters of the Spanish alphabet and compare with a classmate.

Abc__def__hi__k__ __ mn__opq___stuv___y__.
Activity 12

Spelling

Pair activity. Alternate spelling the following to each other.

1. Your first and last name ________________________________.
2. The name of your city ________________________________.
3. The name of your teacher ________________________________.
4. The name of your MOS ________________________________.
5. The name of your favorite dish ________________________________.

Activity 13

Letters

Pair activity. You and your partners will take turns spelling the following with the Spanish letters and see how quickly your classmate can recognize the words or names.

a. your favorite movie
b. your favorite restaurant
c. a popular band
d. your middle name
e. your favorite show
**Activity 14**

**Listening and spelling**

Class activity. Listen to your instructor. He will choose several letters and he will say aloud the name of the letters. Your task is to recognize the name of the letter in Spanish by writing it in a piece of paper. At the end of the activity you will compare answers with your classmates.

**Activity 15**

Class activity. Listen to the following words as your instructor reads them. Write them and identify the diphthong. Compare the spelling and diphthongs.

**Activity 16**

**Pronunciation recognition**

Is it /r/ or /rr/? Pronounce to yourself the following list, and then write the answer.

Example: ¿Is it “r”, o is it “rr”?

<table>
<thead>
<tr>
<th>Roberto</th>
<th>carril</th>
<th>Alfredo</th>
<th>Rivera</th>
<th>cristalino</th>
<th>predicado</th>
<th>arroyo</th>
</tr>
</thead>
</table>

b) Is it /k/ or /s/? Pronounce after your instructor.

<table>
<thead>
<tr>
<th>queso</th>
<th>cuando</th>
<th>celebra</th>
<th>cariño</th>
<th>declara</th>
<th>consulado</th>
<th>fecundo</th>
</tr>
</thead>
</table>

c) Is it /h/ or /g/? Pronounce after your instructor.

<table>
<thead>
<tr>
<th>genio</th>
<th>Guillermo</th>
<th>girasol</th>
<th>regenera</th>
<th>regateo</th>
<th>indigena</th>
<th>gustar</th>
</tr>
</thead>
</table>
Activity 1

Definite Articles: reading, writing, speaking.

Pair activity. Read each of the following words aloud to your partner, taking turns with each word. Add the definite articles in writing. Write and share with each other the plural forms.

Example:
el profesor, la profesora, los profesores, las profesoras

1. profesora
2. casa
3. canción
4. ángel
5. mes
6. voz
7. dosis
8. análisis
9. raíz
10. libro

Activity 2

Indefinite articles: reading, writing, speaking

Pair activity. Repeat activity 1. Replacing the definite articles with the indefinite articles.

Example:
un profesor, una profesora, unos profesores, unas profesoras
Activity 3

Cognates/antonyms: reading, listening, identification.

Pair activity. Taking turns with your partner, match the adjectives in the first column with their antonyms in the second column. Tell your partner the antonym of your cognate, then, have him/her give you the meaning for both words.

1. sincero  a. nervioso
2. inferior  b. realista
3. agresivo  c. hipócrita
4. liberal  d. superior
5. individualista  e. conservador
6. tranquilo  f. pasivo
7. idealista  g. conformista

Activity 4

Cognates: reading, listening, identification

Pair activity. Take turns reading the following sentences aloud with a partner. Alternately complete them by choosing the appropriate cognate from the list below: The answers may vary.

| paciente, eficiente, responsable, justo, prudente, religioso, elegante |
|---|---|
| 1. Usualmente el presidente de una compañía es... |
| 2. Una princesa es... |
| 3. Un ministro es... |
| 4. Una secretaria es... |
| 5. Un maestro de niños es... |
The Alphabet in Context
Homework
Module 1 Lesson 1

Activity 1

Pronunciation

Practice the pronunciation of the list of words below, one word at a time.

2. águila  7. pequeño  12. hay  17. amarillo  27. trece  32. Carmen
3. arco  8. imán  13. ciudad  18. cinturón  28. hierba  33. librería
5. cero  10. Cádiz  15. problema  20. miércoles  30. ley  35. poesía

Activity 2

Cognates

Guess the English equivalent of the following Spanish cognates:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>sección</td>
<td></td>
</tr>
<tr>
<td>inmenso</td>
<td></td>
</tr>
<tr>
<td>tendencia</td>
<td></td>
</tr>
<tr>
<td>artístico</td>
<td></td>
</tr>
<tr>
<td>mexicano</td>
<td></td>
</tr>
<tr>
<td>músico</td>
<td></td>
</tr>
<tr>
<td>danza</td>
<td></td>
</tr>
<tr>
<td>utilizar</td>
<td></td>
</tr>
</tbody>
</table>

Activity 3

Cognates

Read the following paragraph:

El Presidente Clinton recibe una invitación del Príncipe de Gales. Clinton está muy ocupado en una visita a África, pero considera que la invitación es muy importante. Es necesario hablar de Diana. Ella es la princesa más popular de Inglaterra. La familia Real es mágica por la existencia de los castillos, los reyes y los príncipes que todavía viven allí. En el futuro van a desaparecer.

1. Make a list of all the words you consider COGNATES.
2. Write its meaning next to each word.
3. What is the gist of the paragraph?
Activity 4

Definite Articles

Change the definite articles (el, la, los, las) to the indefinite articles (un, una, unos, unas).

a. la bomba
b. los dólares
c. el famoso
d. la idea
e. el kilo
f. los limones
g. el permiso
h. la victoria
i. los zapatos
j. el examen

Activity 5

Definite Articles

Write in the indefinite articles for the following words.

___ ama
___ casa
___ loco
___ cuna
___ nene
___ cultura
___ ópera
___ permiso
___ tortilla
___ automóvil
Greetings & Introductions
Greetings and Introductions

At the end of this lesson you will be able to greet different people in the Hispanic World according to their age, rank, gender and time of day. For this purpose you will:

1. **Greet others**
   - Use appropriate greetings for different times of the day
   - Use formal greetings
   - Use informal greetings
   - Greet your superiors and guests

2. **Introduce yourself**
   - Tell your name
   - Ask the name of another person
   - Pronounce common first and last names
   - State your birthplace

3. **Introduce others**
   - Ask and answer simple questions about other people’s names and birthplace
   - Ask and answer simple questions about your birthplace
   - Ask and answer simple questions about first and last names
   - Introduce two separate parties in the TL

4. **Exchange social courtesies**
   - Ask another person where he/she is from
   - Talk about courtesy visits to the TR

5. **Extend invitations**
   - Extend an invitation
   - Accept an invitation
   - Pay compliments to your friend
   - Ask and answer simple questions about other’s well being
After English, Spanish is the language most commonly spoken in the Western Hemisphere. Spanish speaking countries are not distant, and you may visit them in the future. You will not get the most out of such a visit unless you can communicate in the language. One of the first steps is to learn the customs and traditions. This includes being able to properly greet and introduce yourself and others to people you contact. The following scenario provides you with a realistic piece of language that will be useful to you.

Scenario

At the barracks:

Sargento: Buenos días, Capitán. Soy el Sargento Morales. ¿Cómo está usted?

Capitán: Estoy bien, gracias. ¿Y Ud?

Sargento: Muy bien, gracias.

Capitán: ¿De dónde es Ud., Sargento Morales?

Sargento: Soy de Colombia, señor.

Capitán: Yo soy de Venezuela.
Greetings and Introductions

Introduction            Module 1 Lesson 2

1. Greet others

**saludos**

¡Hola!
¡Buenos días!
¡Buenas tardes!
¡Buenas noches!
¿Qué tal!
¿Cómo está? (formal)
¿Cómo estás? (familiar)
¿Cómo le va? (formal)
¿Cómo te va? (familiar)
¿Qué hay de nuevo?

**despedidas**

¡Adiós!
¡Hasta luego!
¡Hasta mañana!
¡Hasta la vista!
¡Hasta pronto!
¡Chao! (Chile, Costa Rica, Argentina)
Nos vemos.

**Exercise 1**

Pair activity. Working with a partner decide how many different ways can you respond to the following greetings and phrases:

1. ¡Buenas tardes!
2. ¡Adiós!
3. ¿Qué tal?
4. ¡Hola!
5. ¡Buenas noches!
6. ¡Hasta mañana!
7. ¿Cómo está?
2. Introduce yourself

Buenos días, soy Marta Hernández.
Buenos días, Marta. Yo soy la señora Collazo.
Mucho gusto, señora Collazo.
¡Igualmente!

If you want to know someone’s name you can ask:

<table>
<thead>
<tr>
<th>Question</th>
<th>Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál es su nombre?</td>
<td>Mi nombre es _______________________</td>
</tr>
<tr>
<td>¿Cómo se llama? (formal)</td>
<td>Me llamo __________________________</td>
</tr>
<tr>
<td>¿Cómo te llamas? (familiar)</td>
<td>Él /Ella se llama ___________________</td>
</tr>
<tr>
<td>¿Cómo se llama él/ella?</td>
<td></td>
</tr>
</tbody>
</table>

If you want to state your name you can use any of the above:

Soy __________________
Me llamo __________________
Mi nombre es __________________

Exercise 2

Pair activity. Practice these dialogues with your partner. Use your real names and also practice with your Hispanic name assigned in class.

¡Hola! ¿Cómo te llamas?
¡Hola! Soy __________________.
Mucho gusto! Mi nombre es __________________.
Mucho gusto!

¡Buenas tardes! ¿Qué tal? ¿Cómo está?
Muy bien! Gracias.
Me llamo __________, ¿y usted?
Me llamo __________, ¡Mucho gusto!
¡Encantado!
Greetings and Introductions  

Introduction  
Module 1 Lesson 2  

3. Introducing others  

If you want to know where someone is from:  

<table>
<thead>
<tr>
<th>Question</th>
<th>Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿De dónde es él/ella/?</td>
<td>Él/Ella es de ________________</td>
</tr>
<tr>
<td>¿De dónde son ellos/ellas?</td>
<td>Ellos/Ellas son de ____________</td>
</tr>
<tr>
<td>¿De dónde son ustedes?</td>
<td>Somos de _________________</td>
</tr>
<tr>
<td>¿De dónde eres tú?</td>
<td>Soy de _________________</td>
</tr>
</tbody>
</table>

If you want to introduce one or more persons to your friends:  

Les presente a ________________  

If you want to introduce one or more individuals to one person:  

Le presente a _________ y __________.  

Exercise 3  

Group activity. Practice the following introduction:  

1. one friend to another  
2. two friends to another person  
3. one friend to 2 persons  

Exercise 4  

Group activity: Form groups of three. You and a friend are sitting at a table and a Honduran acquaintance comes to say hello. Introduce them to each other and let them exchange information. Follow the script and switch roles.  

A. Hola! say the name of the Honduran friend  
B. ¿Qué tal? ____________________  
A. Muy bien gracias ___________. Te presento a (say the name of the friend at the table)  
B. Mucho gusto ________________  
C. Igualmente.  
B. ¿De dónde es usted?  
C. Soy de ___________ ¿y usted?  
B. Soy de aquí, de Tegucigalpa.  

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4. Exchange social courtesies

Practice the following dialogue:

A. Greet B
B. Respond and ask how he is doing
A. Respond and ask for his name
B. Respond and ask for A’s name
A. Say you are delighted to meet him
B. Respond accordingly
A. Ask where he is from
B. Respond and ask the same
A. Say good-bye
B. Respond

Expresiones útiles de cortesía:

Mucho gusto
El gusto es mío
Un placer
Encantado(a)
Con permiso
Perdón
Gracias
Muchas gracias
De nada
Por nada
1. Forms of address

There are two forms of address, (1) informal, which is used with family, friends, and sometimes peers/colleagues; and (2) formal, with everybody else. If you are ever in doubt as to which form to use, it is always more appropriate to use the formal. You may also hear the following Spanish phrases below for the formal.

Formal:

¡Buenos días, Sr. Martínez!
¡Buenas tardes, Sra. Claros!
¡Buenas noches, Señorita Anaya!
¡Adiós!

Notice that last names are not usually used with the informal greetings. ¿Qué tal?, ¿Qué hay de nuevo?, and ¿Cómo te va? are also commonly used with family and friends.

See the informal forms below:

Informal:

¡Hola, José!
¿Qué tal, Pedro?
¿Cómo te va, Sofía?
¡Buenos días, Manuel!
Tip of the day: The English “Ms.”, which could mean “Miss” or “Mrs.”, cannot be expressed in Spanish. If in doubt, an older woman is called Señora. Use Señorita for a younger woman. Even if she is married, she will feel flattered by your use of this term.

2. Sentence Structure

Word order of the declarative sentence / Orden gramatical de la oración

Ordinary Spanish word order is more flexible than English word order. The following English sentence may be said in four different ways in Spanish.

a. Declarative Sentence:

Article noun verb adjective article noun verb adjective
La casa es blanca The house is white

The ordinary way of making a declarative sentence interrogative is to place the verb before the subject.

b. Interrogative Sentence:

Verb adjective article noun verb article noun adjective
Es blanca la casa? Is the house white?

c. Affirmative answer:

Sí, article noun verb adjective Yes, article noun verb adjective
Sí, la casa es blanca. Yes, the house is white.

d. Negative answer:

In Spanish, placing the word “no” before the verb forms a negative sentence.

No, article noun No verb adjective No, article noun verb Not adj.
No, la casa no es blanca. No, the house is not white.
3. Subject Pronouns

Before conjugating any verb, it is important that you learn to recognize the subject pronouns (pronombres personales).

<table>
<thead>
<tr>
<th>Subject Pronouns /Personal Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
</tr>
<tr>
<td>tú</td>
</tr>
<tr>
<td>él</td>
</tr>
<tr>
<td>ella</td>
</tr>
<tr>
<td>usted (Ud.)</td>
</tr>
<tr>
<td>nosotros (as)</td>
</tr>
<tr>
<td>ellos</td>
</tr>
<tr>
<td>ellas</td>
</tr>
<tr>
<td>ustedes (Uds.)</td>
</tr>
</tbody>
</table>

**FUNCTION:**

A. Since the verb in Spanish specifies the person and number of the subject to a much greater degree than in English, these pronouns are used much less than their English equivalents.

- ¿Cómo está el capitán? How is the captain?
  - (Él) está bien. He is fine.
- ¿Quién es ella? Who is she?
- ¿De dónde es él? Where is he from?

This is particularly true of “yo”, although it may be used for emphasis or contrast.

- ¿Cómo está Ud.? How are you?
  - Estoy bien, gracias. I’m fine, thanks.
- Yo estoy bien; él está regular. I am fine; he is so-so.
Greetings and Introductions

Grammar Notes

B. “Él” and “ella” are most often used to clarify or emphasize the subject.

C. “Usted” is the formal form of “you”. You will see it used in the abbreviated form as “Ud.,” but it is still pronounced as the full word “usted”.

D. In Spanish, there is no equivalent subject pronoun form for “it”. Additionally, there is no form for “they” when referring to things.

E. “Nosotros” is used for two or more males or mixed company (male and female). “Nosotras” refers to an all female group.

F. “Ellos” and “ellas” are the plural counterparts of “él” and “ella”. “Ellos” is used for two or more males or mixed company.

G. “Ustedes” (abbreviated as “Uds.”) is used to address two or more people.

**Exercise 2**

Pair activity. Take turns giving the appropriate subject pronouns.

1. Jorge y yo
2. María y Ana
3. Sergio y Esteban
4. Martha y Noé
5. José
6. Elena
7. Tú y ella
8. Tú y él
9. Carlos, Marcos, Andrés y Maricela
10. Juan y Rosa
Exercise 3

Pair activity. Decide with your partner which form of “you” would you use when addressing the following people.

1. your doctor
2. your classmates
3. your friend’s children
4. a famous poet
5. your sister
6. your dog
7. your wife
8. your instructor

__________________
__________________
__________________
__________________
__________________
__________________
__________________
__________________
4. **Ser** Vs. **Estar**

These two verbs mean **TO BE**, but in Spanish they express two totally different ideas.

**SER:** In the Present Tense

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>soy</td>
<td><em>I am</em></td>
</tr>
<tr>
<td>tú</td>
<td>eres</td>
<td><em>you are</em></td>
</tr>
<tr>
<td>él/ella, Ud.</td>
<td>es</td>
<td><em>he/she is, you are</em></td>
</tr>
<tr>
<td>nosotros</td>
<td>somos</td>
<td><em>we are</em></td>
</tr>
<tr>
<td>ellos/ellas, Uds.</td>
<td>son</td>
<td><em>they are, you (plural) are</em></td>
</tr>
</tbody>
</table>

**ESTAR:** In the Present Tense

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>estoy</td>
<td><em>I am</em></td>
</tr>
<tr>
<td>tú</td>
<td>estás</td>
<td><em>you are</em></td>
</tr>
<tr>
<td>él/ella, Ud.</td>
<td>está</td>
<td><em>he/she is, you are</em></td>
</tr>
<tr>
<td>nosotros</td>
<td>estamos</td>
<td><em>we are</em></td>
</tr>
<tr>
<td>ellos/ellas, Uds.</td>
<td>están</td>
<td><em>they are, you (plural) are</em></td>
</tr>
</tbody>
</table>
4. Ser Vs Estar (Continued)

<table>
<thead>
<tr>
<th>Ser</th>
<th>Estar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-Description and characteristic.</strong></td>
<td><strong>-To express temporary condition.</strong></td>
</tr>
<tr>
<td>Soy alto.</td>
<td>Estoy cansado</td>
</tr>
<tr>
<td>I am tall.</td>
<td>I am tired.</td>
</tr>
<tr>
<td><strong>-Origin and nationality.</strong></td>
<td><strong>-To express health condition.</strong></td>
</tr>
<tr>
<td>José es de Perú.</td>
<td>Estoy enfermo</td>
</tr>
<tr>
<td>José is from Perú.</td>
<td>I am sick.</td>
</tr>
<tr>
<td><strong>-To express time.</strong></td>
<td><strong>-To express temporary or permanent location.</strong></td>
</tr>
<tr>
<td>Son las tres de la tarde.</td>
<td>Estoy en la sala de clase.</td>
</tr>
<tr>
<td>It is three in the afternoon.</td>
<td>I am in the classroom.</td>
</tr>
<tr>
<td><strong>-To express deadline.</strong></td>
<td><strong>-To form the progressive tenses.</strong></td>
</tr>
<tr>
<td>La tarea es para mañana.</td>
<td>Estoy hablando.</td>
</tr>
<tr>
<td>The homework is for tomorrow.</td>
<td>I am speaking.</td>
</tr>
<tr>
<td><strong>-Express profession.</strong></td>
<td><strong>-To form the active voice.</strong></td>
</tr>
<tr>
<td>José es soldado.</td>
<td>La puerta está cerrada.</td>
</tr>
<tr>
<td>José is a soldier.</td>
<td>The door is closed.</td>
</tr>
<tr>
<td><strong>-To express ownership.</strong></td>
<td><strong>-To express death</strong></td>
</tr>
<tr>
<td>El libro es de Miguel.</td>
<td>Él está muerto.</td>
</tr>
<tr>
<td>The book belongs to Miguel.</td>
<td>He is dead.</td>
</tr>
<tr>
<td><strong>-To express made of.</strong></td>
<td></td>
</tr>
<tr>
<td>El uniforme es de algodón.</td>
<td></td>
</tr>
<tr>
<td>The uniform is made of cotton.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 4

Pair activity. Using the above explanations, take turns to determine which conjugation is required to complete the sentences.

<table>
<thead>
<tr>
<th>SOY</th>
<th>I am</th>
<th>ESTOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERES</td>
<td>you are(fam.)</td>
<td>ESTÁS</td>
</tr>
<tr>
<td>ES</td>
<td>he/she is</td>
<td>ESTÁ</td>
</tr>
<tr>
<td></td>
<td>you are (for.)</td>
<td></td>
</tr>
<tr>
<td>SOMOS</td>
<td>we are</td>
<td>ESTAMOS</td>
</tr>
<tr>
<td>SON</td>
<td>they are</td>
<td>ESTÁN</td>
</tr>
<tr>
<td></td>
<td>you are(pl)</td>
<td></td>
</tr>
</tbody>
</table>

1. Yo ______ de Costa Rica.
2. Él ______ alto y rubio. (tall and blond)
3. Ella ____________ inteligente.
5. Tú ____________ doctor.
7. Usted __________ casado.
8. Yo __________ cansada. (tired)
9. Juan __________ en la clase.
11. María y Laura ____________ secretarias.
Exercise 5

Pair activity. Take turns asking and answering the following questions. Using SER or ESTAR.

1. ¿Quién es él?
2. ¿De dónde es ella?
3. ¿Qué es ella?
4. ¿De dónde son ustedes?
5. ¿De dónde eres tú?
6. ¿Qué son ellos?
7. ¿Dónde está él?
8. ¿Dónde está Nicaragua?
9. ¿Dónde están los estudiantes?
10. ¿Quiénes están en la clase?
5. **Naming: The verb “llamarse” – To call oneself.**

Here is one way to ask someone’s name:

¿Cuál es su nombre?  
-Mi nombre es Esteban.  

But a more common way is to use the verb form **llamar** (call).

¿Cómo se llama usted?  
-Norma  

You may answer the question either briefly, by saying your name as in the preceding example, or in a complete sentence with the pronoun **me** (myself) and the verb **llamo** (I am called).

Me llamo Fernando.  

<table>
<thead>
<tr>
<th>yo me llamo</th>
<th>My name is</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú te llamas</td>
<td>Your name is</td>
</tr>
<tr>
<td>él/ella se llama, Ud. se llama</td>
<td>His/Her name is, your name is</td>
</tr>
<tr>
<td>nosotros nos llamamos</td>
<td>Our name is</td>
</tr>
<tr>
<td>ellos/ellas se llaman, Uds. se llaman</td>
<td>Their name is, your (plural) names are</td>
</tr>
</tbody>
</table>

Friends meet at a restaurant or at the office and introduce themselves.

Pedro: Hola, ¿cómo te llamas?  
Arturo: Me llamo Arturo. ¿Y tú?

Pedro: Me llamo Pedro.  
Arturo: Mucho gusto, Pedro.  
Pedro: Igualmente.
Manuela: Hola. ¿Cómo se llama Ud?
Beatriz: Me llamo Beatriz Molina.
¿Y Usted?
Manuela: Me llamo Manuela Iñigo.
Beatriz: Mucho gusto.
Manuela: Igualmente.

Exercise 6

¿Cómo se llama...? Class activity.

Note to the Instructor: You may say: ¿Cómo se llama la persona número uno?
Then the students can answer one by one by saying, “Se llama Estela, etc.”

¿Cómo se llama él? ¿Cómo se llama ella?
Greetings and Introductions

Vocabulary

Module 1 Lesson 2

The vocabulary has been grouped in four equally important categories. They are greetings, military ranks, verbs, and useful words.

<table>
<thead>
<tr>
<th>Saludos</th>
<th>Palabras Útiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adiós.</td>
<td>apellido</td>
</tr>
<tr>
<td>Bienvenido.</td>
<td>la ciudad</td>
</tr>
<tr>
<td>¡Buenos días!</td>
<td>de</td>
</tr>
<tr>
<td>¡Buenas noches!</td>
<td>la despedida</td>
</tr>
<tr>
<td>¡Buenas tardes!</td>
<td>ella</td>
</tr>
<tr>
<td>Es un placer.</td>
<td>enfermero/a</td>
</tr>
<tr>
<td>¡Hasta la vista!</td>
<td>Este</td>
</tr>
<tr>
<td>¡Hasta luego!</td>
<td>hasta</td>
</tr>
<tr>
<td>¡Hasta mañana!</td>
<td>hombre/mujer</td>
</tr>
<tr>
<td>Hola.</td>
<td>intérprete</td>
</tr>
<tr>
<td>Mucho gusto.</td>
<td>el médico</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rangos Militares</th>
<th>Verbos</th>
</tr>
</thead>
<tbody>
<tr>
<td>cabo</td>
<td>estar</td>
</tr>
<tr>
<td>capitán</td>
<td>llamarse</td>
</tr>
<tr>
<td>coronel</td>
<td>ser</td>
</tr>
<tr>
<td>general</td>
<td></td>
</tr>
<tr>
<td>general de brigada</td>
<td></td>
</tr>
<tr>
<td>de división</td>
<td></td>
</tr>
<tr>
<td>mayor</td>
<td></td>
</tr>
<tr>
<td>sargento</td>
<td></td>
</tr>
<tr>
<td>sargento mayor</td>
<td></td>
</tr>
<tr>
<td>soldado</td>
<td></td>
</tr>
<tr>
<td>de primera clase</td>
<td></td>
</tr>
<tr>
<td>teniente</td>
<td></td>
</tr>
<tr>
<td>teniente coronel</td>
<td></td>
</tr>
<tr>
<td>corporal</td>
<td>to be (location)</td>
</tr>
<tr>
<td>captain</td>
<td>to be named</td>
</tr>
<tr>
<td>colonel</td>
<td>to be (origin)</td>
</tr>
<tr>
<td>general</td>
<td></td>
</tr>
<tr>
<td>brigadier general</td>
<td></td>
</tr>
<tr>
<td>major general</td>
<td></td>
</tr>
<tr>
<td>major</td>
<td></td>
</tr>
<tr>
<td>sergeant</td>
<td></td>
</tr>
<tr>
<td>major sergeant</td>
<td></td>
</tr>
<tr>
<td>soldier</td>
<td></td>
</tr>
<tr>
<td>private 1st class</td>
<td></td>
</tr>
<tr>
<td>lieutenant</td>
<td></td>
</tr>
<tr>
<td>lieutenant colon</td>
<td></td>
</tr>
<tr>
<td>officer</td>
<td></td>
</tr>
<tr>
<td>personnel</td>
<td></td>
</tr>
<tr>
<td>pilot</td>
<td></td>
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<tr>
<td>enlisted</td>
<td></td>
</tr>
<tr>
<td>greetings</td>
<td></td>
</tr>
<tr>
<td>Mister</td>
<td></td>
</tr>
<tr>
<td>Madam</td>
<td></td>
</tr>
<tr>
<td>Miss</td>
<td></td>
</tr>
<tr>
<td>his/her</td>
<td></td>
</tr>
<tr>
<td>NCO</td>
<td></td>
</tr>
<tr>
<td>South</td>
<td></td>
</tr>
<tr>
<td>homework</td>
<td></td>
</tr>
<tr>
<td>tropa</td>
<td></td>
</tr>
<tr>
<td>visit</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>
1. Greetings

In the Hispanic world it is common for a woman to greet a friend by kissing him or her on one or both cheeks. Also, Hispanics often hug to greet or say goodbye to one another. Men normally greet each other by shaking hands or embracing. Hispanics also tend to stand closer to the person they are addressing than do non-Hispanics.

2. Titles

The title “Don” is used as a sign of respect whenever a male is addressed: “Don José”, and “Doña” is used to address a female. These titles are not capitalized except at the beginning of a sentence.

3. Military address

When introducing two people to each other, it is customary for Hispanics to first introduce the younger person (or the one of lower rank) to the older or higher ranking person, just like in the U.S. Also, note that people traditionally shake hands when they meet or part. In the U.S. military, it is customary to address persons of higher rank as “Sir”. In Spanish, “mi” is used with the appropriate rank when addressing superiors, but the rank alone is used when addressing someone of lower rank.

Example:

Sergeant: ¡Buenos días, mi Coronel!
Colonel: ¡Buenos días, Sargento!
Greetings and Introductions

Activity Activities

Module 1 Lesson 2

Activity 1

Addressing titles to greet others

Pair activity. Read the following dialogues and mark the correct answers. Then compare your choices to your partner’s.

1. A. Buenas noches, señor. A. is ___ a male / ___ a female
   B. Buenas noches, señora. B. is ___ single / ____ married

2. A. ¿Qué tal, Mónica? Monique is Paul’s ___ professor/____ friend
   B. ¿Qué tal, Pablo?

3. A. Buenas noches. A. This conversation takes place in the ___morning / ____ evening
   B. Hasta luego. B. ___ just arrived / ____ is leaving

Activity 2

Greeting others

Pair activity. It is early in the morning; greet your partner and your instructor.

Example:

Sargento Moreno: Buenos días, mayor González.
Mayor González: Buenos días, sargento Moreno.
Activity 3

Greeting other people

Pair activity. Imagine yourselves in the following situations in Panama. How would you greet? Take turns doing this exercise orally.

1. It is 8:00 pm and you meet Mr. Martínez. You say:
2. It is 8:00 pm and you run into your instructor. You say:
3. It is noon and you meet Miguel in the mess hall. You say:
4. It is 10 pm and your daughter María is going to bed. You say:
5. It is almost midnight and you are leaving your friends Roberto and Cristina’s house after a party. You say:
6. You enter a local bakery in the afternoon to buy some bread and greet the clerk. You say:
7. You have finished shopping and are leaving the store. You say:
8. You join two passengers in a compartment on the train. You say:
9. You are having dinner alone at a restaurant. Someone joins you and says “¡Buenas tardes!” You say:
10. You have finished your meal and leave the restaurant. You say:
Greetings and Introductions

Application Activities

Spanish SOLT I

Module 1 Lesson 2

Activity 4

Subject pronouns

Pair activity. Use the appropriate pronouns. The answers may vary as you compare your answers with your partner’s.

1. _________ es de Saint-Louis.
2. _________ son pesimistas.
3. _________ soy de Cuba.
4. _________ eres de Argentina.
5. _________ son de Nueva York.

Activity 5

Introducing yourself

Pair activity. You have planned to meet at a certain place. When you meet you will introduce yourselves giving as many details as possible. Don’t forget to greet each other first.
Activity 6

Greet others (Review)

Pair activity. Working with your partner, match the following greetings in six pairs that make sense.

Example:

- Buenos días, profesora.
- Buenos días, Raúl.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cómo estás?</td>
<td>Hasta la vista.</td>
<td>Bien, gracias</td>
<td>¿Cómo te llamas?</td>
</tr>
</tbody>
</table>

Activity 7

Introducing yourself

¡Hola! Soy el sargento Reyes y soy de Phoenix. Estoy en el Fuerte Huachuca. ¿Y tú?

Group activity. Get in a group of three or four and introduce yourself following the example given above.
Activity 8

To ask about someone

Pair activity. Working with your partner, write the questions for each of the following situations. Most have more than one possibility:

a. You think the student seated next to you is called Robert. Ask him for confirmation.

b. You are looking for your new Spanish instructor, Mrs. Laredo. You spot a woman. Think of three ways to ask her if she is your instructor.

c. While pointing at another soldier, ask your friend in two different ways if that soldier is a colonel.

d. You fell asleep in the train. When you wake up, you are not sure where you are. Ask the people in your compartment in three different ways if you are in Costa Rica.

Activity 9

¿Cómo te llamas?

Class activity. Walk around the classroom and practice introducing yourself to your classmates.

Activity 10

Introduce yourself/others

Pair activity. Working with a partner, write a short paragraph about your partner. Say your names, hometowns, and languages spoken.
Tip of the day: When introducing others to other people you use the expression “Te presento a” (informal), or “Le presento a” (formal), “Let me introduce you to...”

Activity 11

Response anticipation

Pair activity. With a partner take turns and do the following activity. Say aloud what you would say if they ask you for the following information:

a. Introduce yourself to a group of people you meet for the first time.
b. Introduce your husband or wife to a new friend.
c. Say what your wife/husband would say to each other.
d. Someone is introducing you to someone else. The other person says “Mucho gusto”, what would you respond?
e. You introduce your teenage daughter to your friend’s teenage son. What would they say to each other?
f. You were just given a promotion at work and the president of your company, who is coming from out of town, wants to meet you. What might you say to each other?

Activity 12

Translation

Pair activity. Read the following dialogue and translate it to a partner:

- Buenos noches, señorita Gómez. ¿Cómo está usted?
- Muy bien, gracias. ¿Y usted?
- Más o menos. Estoy nervioso.
- Adiós.
- Hasta mañana.
Activity 13

Scenario at the passport office

Pair activity. This is a situation at a passport office. Take turns reading the following dialogue.

Customer: Buenos días.
Clerk: Buenos días. ¿Qué desea?
Customer: Necesito un pasaporte.
Clerk: ¿Cómo se llama? Por favor.
Customer: Me llamo Gabriel Alonso Martínez.
Clerk: ¿De dónde es Ud.?
Customer: Soy de Ecuador.
Clerk: ¿Cuál es el nombre de su papá?
Customer: Se llama Manuel Alonso Martínez.
Clerk: ¿Cómo se llama su mamá?
Customer: Se llama Guillermina Consuelo Carballo.

Note: Students will study and practice full names in Lesson 4.

Activity 14

Constructing your own dialogue

Class activity. Listen to your instructor as he/she explains what you are supposed to do for this activity.

Note for the instructor:

a. Assign the roles of a person seeking a passport and that of a clerk typed in individual pieces of paper, to students at random. Ask the students to reconstruct the dialogue in the proper order. Allow for immediate feedback.

b. At the end of the dialogues give situations to the students and ask them to construct their own dialogue based on the situations given and the vocabulary used in this lesson.
Activity 15

Introducing yourself

Pair activity. It is in the afternoon and you see a lady you would like to meet. Introduce yourself to the lady. If there is a shortage of females in the classroom the names and roles can be changed.

Example:

Sargento Peña: Buenas tardes. Mi nombre es José Peña. ¿Cómo se llama Ud.?
Dama (lady): Buenas tardes. Me llamo María Tapia.
Sargento Peña: ¿Es Tapia su apellido?
Dama: Sí, Tapia es mi apellido paterno.
Activity 16

Who’s…/Where is he/she from?

Pair activity. Read the following and answer the questions to each other orally.

Maria Irene Correa, Antigua, Guatemala.

Rodrigo Patricio Pérez, Concepción, Chile.

Rafael Armando Hernández, San Juan, Puerto Rico.

Paulina Emilia Ramírez, Bogotá, Colombia.

Francisco Javier de la Cruz, Tlaquepaque, Jalisco, México.

Silvia Anette Marín, Salta, Argentina.

Rocío Amalia Torres, Guayaquil, Ecuador.

1. ¿De dónde es Paulina Emilia Ramírez?
2. ¿Quién es de Salta, Argentina?
3. ¿De dónde es Rodrigo Patricio Pérez?
4. ¿Quién es de San Juan, Puerto Rico?
5. ¿De dónde es Silvia Anette Marín?
6. ¿Quién es de Tlaquepaque, México?
7. ¿De dónde es Rocío Amalia Torres?
8. ¿Quién es de Concepción, Chile?
9. ¿De dónde es María Irene Correa?
10. ¿Quién es de Guayaquil, Ecuador?
11. ¿De dónde es Francisco Javier de la Cruz?
12. ¿Quién es de Antigua, Guatemala?
Activity 17

Where are the capitals?

Class activity. Ask students to select a classmate they would like to interview. Make sure everyone is interviewed. Use the maps in Activity 18 to answer questions.

Example 1:  ¿Dónde está Santiago?
-Santiago está en Chile.

1. ¿Dónde está La Paz?

2. ¿Dónde está Bogotá?

3. ¿Dónde está Quito?

4. ¿Dónde está San Juan?

5. ¿Dónde está Managua?

6. ¿Dónde está Buenos Aires?

7. ¿Dónde está Lima?

8. ¿Dónde está San José?

9. ¿Dónde está Santo Domingo?
Activity 18

Map of Latin America

Pair activity. Now look at the map and ask what and where the capital of certain country is. The other student will give the appropriate answer. Follow the example:

Example:  -¿Cuál es la capital de México? ¿Dónde está la capital de México?
- La capital de México es…
- La Ciudad de México está en el centro del país.
Activity 18 (Continued)

Class activity. Pretend you are from different Spanish-speaking countries. Go around the classroom and ask your classmates for their country of origin.

Example:

Sargento Morales: Cabo Sosa, ¿cómo está? ¿De dónde es Ud.?
Sargento Morales: ¿Ud. es hondureño?
Cabo Ramos: Sí, soy hondureño.
Greetings and Introductions

Activity 20

Where are you from?

Class activity. Students circulate around the room and ask three other students where they are from. Write the answers down and report to the class in the following way:

<table>
<thead>
<tr>
<th>Note for the Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the students circulate around the room and ask three people where they are from. They must write it down and report to the class in the following way:</td>
</tr>
<tr>
<td>Robert es de Nueva York.</td>
</tr>
<tr>
<td>Peter es de California.</td>
</tr>
<tr>
<td>Marion es de Colorado.</td>
</tr>
</tbody>
</table>

Activity 21

Exchanging social courtesies

Pair activity. Situations: A visiting professor from Colombia is attending a conference in Venezuela. This is an exchange between “el profesor Olivares (de Colombia)” and “el profesor Ramírez (de Venezuela)” at a conference in Mérida. Professor Olivares is looking for the opening session of the conference. Take turns and read the following dialogue.

<table>
<thead>
<tr>
<th>P.O.</th>
<th>Buenos días. Me llamo Gladys Olivares y soy de Colombia</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.R.</td>
<td>Mucho gusto. ¿Es Ud. profesora universitaria?</td>
</tr>
<tr>
<td>P.O.</td>
<td>Sí, soy profesora de lingüística en la Universidad de Los Andes.</td>
</tr>
<tr>
<td>P.R.</td>
<td>Profesora Olivares, me da mucho gusto verla en esta conferencia. Entonces, ¿es Ud. de Santa Fé de Bogotá?</td>
</tr>
<tr>
<td>P.O.</td>
<td>No, (yo) soy de Cartagena, pero vivo en la capital con mi familia.</td>
</tr>
<tr>
<td>P.R.</td>
<td>¡Bienvenida! Yo soy el profesor Ramírez.</td>
</tr>
</tbody>
</table>
Tip of the day: Conversations between Hispanics can be very loud, fast, and punctuated with many gestures. People may raise their voices, but not necessarily in anger; very often it is done to better convey a point. More than one person may talk at the same time, and people may interrupt one another, starting to talk before the speaker has finished. In informal conversation, animated or not, this is not considered rude or disrespectful. In fact, at times, someone’s failure to interrupt could be taken as a sign of the person’s lack of interest in the speaker or in what is being said.

Activity 22

Social courtesies Tú and Usted (Ud.)

Pair activity. Working with a partner, determine in the following cases, which people you address as “tú” and which people you would address as “Ud.” Both forms carry different conjugations.

Ex.:  Tú   Your spouse
      Ud.  Your boss

1. _____ someone with a higher rank
2. _____ your mother
3. _____ the president of U.S.
4. _____ your brother or sister or cousin
5. _____ an adult you just met
6. _____ your instructor
7. _____ your cat or any other pet
8. _____ your best friend
9. _____ a lady at the store
10. _____ a child
Greetings and Introductions

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Activity 23

Social courtesies: ¿Tú or Ud.?

Pair activity. Who would be more likely to say the following while getting acquainted, the people in the photo to the left or those in the photo to the right? You may write I for IZQUIERDA or D for DERECHA. When you are finished, compare your answers with your partner’s.

IZQUIERDA

1. ¿Cómo se llama? ___
2. ¿Cómo te llamas? ___
3. ¿De dónde eres? ___
4. ¿De dónde es usted?
   ___
5. Soy Marta, ¿y tú? ___
6. ¿Cómo está? ___

DERECHA

7. ¿Cómo estás? ___
8. ¿Eres estudiante? ___
9. ¿Dónde estudias? ___
10. ¡Buenas noches! ___
11. ¡Buenas tardes! ___
12. Somos Rita, Gloria y Lupe, ¿y tú? ___

Activity 24

Formal and Informal/social courtesies

Pair activity. Take turns telling each other; how would you address the following people? As tú or usted?

1. Your father ____________
2. Your sister ____________
3. A friend ________________
4. Your nephew ____________
5. A waiter ________________
6. A waitress ______________
7. A co-worker ____________
8. An elder ________________
9. Your boss ______________
10. A salesman ____________
Greetings and Introductions

Activity 25

Find the words

Pair activity. Working with a partner, determine how many words from this lesson can you find here? You may work in horizontal, vertical, or diagonal directions. ¡Suerte! (Good luck!)

S E H C 0 N A C A O A
A A 0 1 K N S O Y B
T P L R S U X A E B Z
I E A U G Ch C R I K L
R O Q Rr D C T O Y E V
O X V C I O U N A L I
Ñ D F Ll A M S E N O R
E Ll Z Rr S O T S X X A
S O I D A W E X K D T
C E H R Ll T D W R E S
Z Y U L W P N C O Q E

Activity 26

Forming words

Pair activity. Now, still working in pairs, unscramble the following words. Place the letter on the right slot.

SECHON DETUS
LOAH RES
SOIDA SOLLE
SIDA ARTES
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Activity 27

Greetings in context

Pair activity. Imagine yourselves in the following situations in a Spanish-speaking country. What would you say? There is more than one possible answer for most situations.

1. It is 3:00 pm and you meet Mrs. Lopez, your longtime neighbor. You say:
2. It is 11:00 pm and you see your instructor. You say:
3. It is noon and you meet John in the mess hall. You say:
4. It is almost midnight and you are leaving your friends Roberto and Helena’s house. You say:
5. You enter a bakery in the afternoon. A young female employee greets you. You say:
6. You enter a café in the morning and are greeted by a waiter. You say:

Activity 28

Open dialogues.

Pair activity. Read to each other the following dialogues as you fill in the blanks with the appropriate greeting.

The new student

E1: Hola, _______. ¿Cómo estás?
E2: _______. Y tú?
E1: _______

In the office

E1: Buenos días, _______. ¿Cómo está Ud?
E2: Estoy _______. ¿Y usted?
E1. _______. ¿Quién es ella?
E2: Es ___________________. Es la secretaria.
Greetings and Introductions 

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Activity 29

Introducing yourself to the class

Pair activity. Pair up and write these dialogues in Spanish using an assumed identity. Then practice the dialogues and present them to the class.

1. 
   A: Say hello. Say who you are.
   B: Introduce yourself and say hello.
   A: Ask where B is from.
   B: Say where you are from. Ask where A is from.
   A: Say where you are from.

2. 
   A: Say good evening. Give your name.
   B: Repetition.
   A: Repeat your name. Then spell your name.
   B: Give your name. Say good evening.

3. 
   A: Say hello to B.
   B: Say hello to A.
   A: Ask who a third person in the room is.
   B: Say who the third person is.
   A: Ask where he is from.
   B: Say where he is from. Say good-bye.
Activity 30

Understanding an ad

Pair activity. This is a list of retired adults registered for a swimming class. Read through the names and mark the correct statement from the choices below. When you are finished compare your answers with your partner’s.

<table>
<thead>
<tr>
<th>Natación para jubilados</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Lunes 10 a 12 horas</em></td>
</tr>
<tr>
<td>Alfonsina Cevallos</td>
</tr>
<tr>
<td>Pilar Requena</td>
</tr>
<tr>
<td>Carmen Chamorro</td>
</tr>
<tr>
<td>Teresa Safiro</td>
</tr>
<tr>
<td>Mercedes Cantú</td>
</tr>
<tr>
<td>Manuela Ponce</td>
</tr>
<tr>
<td>Asunción Torres</td>
</tr>
<tr>
<td>Lourdes Cabello</td>
</tr>
<tr>
<td>Concepción Delgadillo</td>
</tr>
<tr>
<td>Adriana Sandoval</td>
</tr>
</tbody>
</table>

a) Swimming is for women only

b) Swimming is for men only

c) Swimming is for women and men
Activity 31

Ranks

Class activity. Practice the ranks below with your instructor, then cover the English definition and see how many you can remember correctly. Write in the space provided down below the ones you missed and try it once more with the definitions covered up.

<table>
<thead>
<tr>
<th>Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOS HOMBRES DE LA TROPA</strong></td>
</tr>
<tr>
<td><em>The men of the troop</em></td>
</tr>
<tr>
<td><strong>Personal reclutado</strong></td>
</tr>
<tr>
<td>Soldado</td>
</tr>
<tr>
<td>Soldado de primera clase</td>
</tr>
<tr>
<td>Cabo</td>
</tr>
<tr>
<td>Sargento</td>
</tr>
<tr>
<td>Sargento Mayor</td>
</tr>
<tr>
<td><strong>Oficiales</strong></td>
</tr>
<tr>
<td>Teniente</td>
</tr>
<tr>
<td>Capitán</td>
</tr>
<tr>
<td>Mayor</td>
</tr>
<tr>
<td>Teniente Coronel</td>
</tr>
<tr>
<td>Coronel</td>
</tr>
<tr>
<td>General</td>
</tr>
</tbody>
</table>
Activity 31

Self introduction

Class activity. Complete the following paragraph with information about yourself. Then practice the pronunciation by reading the paragraph out loud until you almost memorize it. Be ready to share it with the whole class.

Hola. Mi nombre es ___________________________. Yo soy estudiante en __________________. Mi rango es ___________________. Este semestre yo estudio _______________. Después (after) de terminar (finishing) esta clase voy a viajar. Planeo ir a ______________________. Estudio español porque es muy importante ser bilingüe. Yo presto mucha atención para aprender porque quiero ser un buen estudiante y quiero aprender (to learn).

Activity 32

Introduce others

Class activity. Introduce one of your classmates to the rest of the class. First ask him three basic personal questions:

Example: ¿Cómo te llamas? (What is your name?)

¿En qué trabajas? (What type of work do you do?)

¿Eres estudiante? (Are you a student?)

1._______________________________________________________________.

2._______________________________________________________________.

3._______________________________________________________________.
Greetings and Introductions

Activity 33

Plural and singular

Class activity. One student will say a sentence in singular and somebody in the class will say the same sentence in plural.

Activity 34

Interview your classmates

Class activity. Go around the class and interview three classmates. Ask them for their full names, make sure you write down their paternal and maternal last names. The instructor will call on you to introduce your classmates to the class.

Activity 35

Introducing yourself

Pair activity. Introduce yourself to a partner and tell him where you are from. He will do the same thing and you will ask him where exactly his country and city is located.

Activity 36

Saying good-bye

Class activity. It is late in the afternoon, in complete sentences, say good-bye to your classmates one at a time and using a variety of farewell expressions.
Greetings and Introductions

Skill Integration

Module 1 Lesson 2

Activity 1

Greeting each other: speaking, and listening

Class activity. You will hear various greetings from your instructor. You are given several possible answers; choose the one that is appropriate. The instructor will call on various students at random to verify their response.

1. a. ¡Muy bien! Gracias.
   b. ¡Hasta luego!
   c. ¡Buenos días!

2. a. ¡Hola! ¿Qué tal?
   b. ¡Adiós!
   c. Bien. ¿Y tú?

3. a. No, gracias.
   b. ¡Buenas noches!
   c. ¡Bien!, gracias!

4. a. ¡Muy bien! Gracias.
   b. ¡Mucho gusto!
   c. ¡Buenas tardes!

5. a. Ella es de Cuba.
   b. Soy de Cuba.
   c. Sí, gracias.
Activity 2

True or false: Listening, and speaking.

Pair activity. Listen to your instructor and answer with True or False. Then compare your answers with another classmate’s.

A.
1. _____ It is afternoon.
2. _____ Sonia is married.
3. _____ Sonia’s last name is Ramírez.
4. _____ She is Chilean.

B.
1. _____ It is morning.
2. _____ Mario is a student.
3. _____ Mario is Peruvian.
4. _____ He is talking to his...

C.
1. _____ It is night.
2. _____ He is Costa Rican.
3. _____ He is talking to a friend.
4. _____ His last name is Rodríguez.

D.
1. _____ It is afternoon.
2. _____ She is married.
3. _____ She is Argentinean.
4. _____ Her last name is Arvelo.
Greetings and Introductions

Skill Integration

Module 1 Lesson 2

Activity 3

Personal names: reading, listening, and speaking.

Class activity. Your instructor will give you the Spanish version of your names whenever possible and then you, the students, will walk around the classroom and ask your classmates to spell-out their names. You may substitute their own names for another Hispanic name of their choice. Below is a list of some possibilities in personal name translation. You may be able to come up with your own name translation as well.

Alberto-Albert
Beatriz-Betty
José-Joseph
Marta-Martha
Patricia-Patricia
Ricardo-Richard
Rosa María-Rosemary

Ana-Anne
Carlos-Charles
Catalina-Kathleen
María-Mary
Pablo-Paul
Roberto-Robert

Antonio-Anthony
Jaime-James
Luis-Lewis
Rubén-Ruben

Arturo-Art
Juan-John
Margarita-Margaret
Miguel-Michael
Raymundo-Raymond
Rosa-Rose
Silvia-Sylvia

Rodolfo-Rudolph
Activity 1

Greet others

Read the parts of this dialogue and then add more conversation of your own. Complete the dialogue.

¡Hola! ¿Cómo estás?
Muy bien gracias, y tú?
Más o menos.
Te invito a ________________.
Muchas ________________.
¿Dónde ________________.
En ________________.

Activity 2

Greeting others

You will hear various people greeting you. You are given several possible answers; choose the one that is not appropriate.

1. a. Bien. ¿Y tú?
   b. Hola, bien. ¿Y tú?
   c. ¡Hasta mañana!

2. a. Muy bien.
   b. Hasta mañana.
   c. Hasta luego.

3. a. ¿Qué tal?
   b. Hasta la vista.
   c. ¡Hasta luego
Activity 3

Greeting in Spanish

CD ROM. You will hear some Spanish greetings. Underline the correct English equivalent.

1. Hello, Pedro.
   Good morning, Pedro.

2. Good day!
   Good afternoon!

3. Good-bye, doctor.
   Good evening, doctor.
Activity 4

Introducing yourself

CD ROM. Listening comprehension. You will hear people introduce themselves. Listen carefully and complete the following chart.

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Ciudad</th>
<th>País</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lima</td>
<td>Uruguay</td>
</tr>
<tr>
<td>Manuel</td>
<td></td>
<td>Venezuela</td>
</tr>
</tbody>
</table>
Greetings and Introductions                                          Spanish SOLT I
Homework                                                        Module 1 Lesson 2

Activity 5

Identifying subject pronouns

Which subject pronouns will you choose in the following situations?

1. Talking to your best friend
2. Talking about your female friend
3. Talking to your parents
4. Talking about your classmates and yourself
5. Talking to your instructor
6. Talking about the members of the US women’s soccer team
7. Talking about your father
8. Talking about yourself
9. Talking about your male and female superiors

Activity 6

Asking the name of another person.

Fill in the blanks.

A. Buenas noches. ____ llamo Franco Villa.
B. ____
   A. Franco Villa
   B. _____________
Greetings and IntroductionsSpanish SOLT I
HomeworkModule 1 Lesson 2

Activity 7

Introducing yourself

Fill in the blanks. Write only one possible answer in each blank.

1. A: ¡_____________________________! Yo me _______________ Rafael
2. Cárdenas.
   B: Mario Bermúdez. Buenos días, ____________________.

3. A: Buenas tardes! Yo _______________ llamo Ángel García.
   B: ¿_______________________?
   A: García, Ángel García.
   B: ¡Buenas tardes! Juan Gallardo, para servirle.
   A: Mucho gusto

4. A: __________________________el sargento Morales. ___________ es
5. mecánico. Él _______________ Nueva York.
   B: Mucho gusto. Agustín Escobar, para servirle.

6. A: ¿___________ es _________?
   B: ______________ Carmen Montero.
   A: ¿___________ es ___________?
   B: ________ Chile.
   A: ¿_______ profesora?
   B: No, ____________________ periodista.
Greetings and Introductions

Homework Module 1 Lesson 2

Activity 8

Introducing others

“Te presento a.” (This is so and so...)/“Déjame presentarte a”. (Let me introduce you to...)

Javier, te presento a María (Javier this is María)
Javier, déjame presentarte a María (Javier, let me introduce you to María)

Fill in the blanks introducing others:

Ernestina,________________Francisco.

Josefina,________________________Carmen.

Manuel,________________________Rodrigo.
## Activity 9

### Introduce others

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cristina Castañeda</td>
<td>Chile</td>
</tr>
<tr>
<td>Domitila Muñóz</td>
<td>Guatemala</td>
</tr>
<tr>
<td>Eva Carvajal</td>
<td>Costa Rica</td>
</tr>
<tr>
<td>Fernando Alcántara</td>
<td>Perú</td>
</tr>
<tr>
<td>Estela Cabrera</td>
<td>Honduras</td>
</tr>
<tr>
<td>María Félix</td>
<td>México</td>
</tr>
</tbody>
</table>

Introduce the 6 people from the countries above, explaining what their occupations are in those countries:

Example: Mariana Guzmán es de Guatemala, ella es secretaria.

________________________________                ________________________________
________________________________                ________________________________
________________________________                ________________________________
Greetings and Introductions  
Homework  
Module 1 Lesson 2

**Activity 9** (Continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luis Galindo</td>
<td>Bolivia</td>
</tr>
<tr>
<td>Emilio Flores</td>
<td>Guatemala</td>
</tr>
<tr>
<td>Maricela Rodriguez</td>
<td>Costa Rica</td>
</tr>
<tr>
<td>Felipe Carrillo</td>
<td>Venezuela</td>
</tr>
<tr>
<td>Beatriz Díaz</td>
<td>Colombia</td>
</tr>
<tr>
<td>Ernesto Ochoa</td>
<td>Honduras</td>
</tr>
</tbody>
</table>

Describe who these people are and their nationalities.

Example: Rodrigo Lozano es intérprete, él es colombiano.

________________________________                ________________________________
________________________________                ________________________________
________________________________                ________________________________

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Activity 10

Create a dialogue

A. Two neighbors meet on their way to the bus station one day early in the morning and they greet each other – Carmen and Elisa.

Carmen:

Elisa:

B. A teenager walks up to his teacher at school and greets her – Rodolfo and Miss Ana Castillo.

Student:

Teacher:

C. Two men work together and say goodbye to each other after a day’s work – Rodolfo and Javier.

Rodolfo:

Javier:
Activity 11

Review

Use the appropriate forms of the verb SER.

1. ¿De dónde _____ usted?
2. Clara _____ chilena.
5. ¿Tú ______ optimista?
6. Yo ______ inteligente.

Activity 12

Introducing others

Complete the following dialogue with the appropriate expressions.

Isabel: Buenas _______ Antonio ¿Cómo estás?
Antonio: _________________________________.
Isabel: Te presento a mi amigo Gerardo.
Antonio: _________________________________.
Gerardo: _________________________________.
Antonio: ¿De dónde eres?
Gerardo: Soy de Nicaragua.
Isabel: ¡Ah! Aquí viene otro amigo ¿cómo estás, David?
Antonio: _________________________________.
Gerardo: _________________________________.

Activity 13

Personal information

In the following name, identify what they are: Manuel Antonio Cáceres Maldonado
Greetings and Introductions

Homework

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Activity 14

What’s your name?

Write your own name in the Latin American tradition

_______________________________________________

Activity 15

Write a dialogue

Ask your best friend his full name in the Hispanic tradition, and his place of birth. He will also ask you to give your information.

You:
Your best friend answers:

Your best friend:
You answer:

Activity 16

Coming up with questions

Change into questions using question marks. Then answer the questions.

1. María habla inglés ________________________________________________.
2. Juan y María viven en Paraguay ____________________________________.
3. Patricia vive en Canadá______________________________________________.
4. Pablo y Pedro hablan español_________________________________________.
Greetings and Introductions

Homework

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Activity 17

Introductions

Read the dialogue and select the correct statement.

B: Encantado. Yo soy el Teniente Gregg

1. A is in ____ New York/___ Fort Bragg.
2. B is ____ a male/ ___ a female

Activity 18

Names, last names, rank

Fill in the spaces provided with names, last names, cities and different ranks.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td>Nombre</td>
<td>Nombre</td>
</tr>
<tr>
<td>Ciudad</td>
<td>Ciudad</td>
<td>Ciudad</td>
</tr>
<tr>
<td>Rango</td>
<td>Rango</td>
<td>Rango</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td>Nombre</td>
<td>Nombre</td>
</tr>
<tr>
<td>Ciudad</td>
<td>Ciudad</td>
<td>Ciudad</td>
</tr>
<tr>
<td>Rango</td>
<td>Rango</td>
<td>Rango</td>
</tr>
</tbody>
</table>
Greetings and Introductions  
Homework  

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Activity 19  

Social courtesies - ¿Tú o Usted?

Write the correct versión of “you” in the spaces provided.

1. Your teacher =  
2. Your mother =  
3. Your best friend =  
4. Your boss =  
5. The president of the university =  
6. Your waitress =  
7. Your son =  
8. A male in a business letter =  

Activity 20  

An invitation  

CD ROM. Listening comprehension. Listen to the dialogue and answer the following questions in English.

1. What are their names?  
2. Their relationship is formal or informal?  
3. Who extends the invitation?  
4. What is the invitation for?  
5. When is the invitation?
Greetings and Introductions

Homework

Module 1 Lesson 2

Activity 21

Review

Supply the missing verb or verb endings.

1. ¿Cómo se llam_____ usted?
   ¿De dónde _______ usted?
   ¿_______ usted mecánico?
2. ¿Cómo se llam___ ella?
   Ella se llam___ Celia.
   Ella ___ de Bolivia.
3. ¿Cómo se llam____ él?
   Él se llam___ Javier Sánchez.
   Él _____ de Nicaragua.
4. Yo me llam___ __________________(your name)
   Yo ___ de ________________(your hometown)
5. Él se llam___ Víctor.
   Él ____ de Honduras.
6. Ella se llam____ Rosa Marín.
   Ella _____ de Cuba.
7. ¿Cómo te llam____ tú?
   Yo me llam____ Jorge Méndez.
   Yo _____ de Ecuador.
Greetings and Introductions

Homework

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Speaking Preparation

Activity 22

Choose from one of the three topics listed below to prepare for a mini presentation.

A) Prepare to speak in class by introducing yourself to the class briefly, and telling something about your friends.

B) Prepare to speak in front of the class with another classmate by greeting him/her,

C) Exchanging social courtesies, and asking where she/he is from.
Describing your Surroundings
Describing your Surroundings

Objectives

In this lesson you will be able to distinguish between colors, describe sizes, places, furniture, tell your age, count currency and even give your license plate number. For this purpose you will:

1. Describe One’s Surrounding
   - Describe sizes, styles, and colors
   - Describe a place or location
   - Describe furniture

2. Identify Colors of Objects
   - Name the colors of different objects
   - Ask and answer simple questions about objects

3. Express Quantities up to 20
   - Count from 0 to 20
   - Number the objects in the classroom
   - Tell your license plate
   - Count currency
   - Tell your SSN
The world is a rainbow of colors. In this lesson you will discover not only different colors, but sizes and shapes of things as well. You will also begin counting objects, including currency. Numbers will also be used to talk about age and about important numbers, such as the social security number.

Scenario

A soldier going to Ecuador is taking a Spanish course. In the class he begins to recognize and describe objects in the classroom:

El borrador es negro y está en la pizarra blanca. En mi salón de clase hay unos libros de color, verde, amarillo y azul. Hay dos ventanas chicas, una mesa grande, y una mochila que cuesta veinte sucrés. El salón de clase es muy moderno y la profesora me dedica mucha atención. Tengo dos bolígrafos y un lápiz amarillo. La profesora tiene una tiza.
1. **Describe one’s surroundings**

El salón es

- grande.
- pequeño.
- moderno.
- viejo.

La mesa es

- redonda.
- cuadrada.
- ovalada.

La pizarra está

- delante de
- al lado de
- atrás de

**Exercise 1**

Pair activity. Identify items and furniture in the classroom by pointing to objects or images to a classmate. Your partner will write down the things you describe. Take turns. Use the vocabulary as needed.

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
2. **Identify colors of objects**

**Los colores**

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>blanco</td>
<td>white</td>
</tr>
<tr>
<td>amarillo</td>
<td>yellow</td>
</tr>
<tr>
<td>anaranjado</td>
<td>orange</td>
</tr>
<tr>
<td>rosado</td>
<td>pink</td>
</tr>
<tr>
<td>rojo</td>
<td>red</td>
</tr>
<tr>
<td>negro</td>
<td>black</td>
</tr>
<tr>
<td>*verde</td>
<td>green</td>
</tr>
<tr>
<td>*azul</td>
<td>blue</td>
</tr>
<tr>
<td>*gris</td>
<td>gray</td>
</tr>
<tr>
<td>*café</td>
<td>brown</td>
</tr>
</tbody>
</table>

*colors are adjectives, therefore when they end in a consonant they have no gender. You can only make them plural: verde-verdes, azul-azules etc.*

**Exercise 2**

Pair activity. Working with a partner, help each other come up with the colors of the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Color</th>
<th>Item</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>the sky</td>
<td></td>
<td>your boots</td>
<td></td>
</tr>
<tr>
<td>snow</td>
<td></td>
<td>your uniform</td>
<td></td>
</tr>
<tr>
<td>tree</td>
<td></td>
<td>fire</td>
<td></td>
</tr>
<tr>
<td>coal</td>
<td></td>
<td>the clouds</td>
<td></td>
</tr>
<tr>
<td>sun</td>
<td></td>
<td>rosy cheeks</td>
<td></td>
</tr>
</tbody>
</table>
3. Express numbers up to 20

<p>| | | | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>cero</td>
<td>11</td>
<td>once</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>uno</td>
<td>12</td>
<td>doce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>dos</td>
<td>13</td>
<td>trece</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>tres</td>
<td>14</td>
<td>catorce</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>cuatro</td>
<td>15</td>
<td>quince</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>cinco</td>
<td>16</td>
<td>diez y seis (diecisésis)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>seis</td>
<td>17</td>
<td>diez y siete (dieciséiete)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>siete</td>
<td>18</td>
<td>diez y ocho (dieciocho)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ocho</td>
<td>19</td>
<td>diez y nueve (diecinueve)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>nueve</td>
<td>20</td>
<td>veinte</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>diez</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 3**

Pair activity. Complete the following series of numbers and then compare your answers with your partner’s.

1. dos, cuatro, seis, ………dieciocho
2. uno, tres, cinco, …. diecisiete
3. cinco, diez, ……. veinte
4. uno, cuatro, …….. diecinueve

**Exercise 4**

Pair activity. Take turns asking each other how many of these items are in the classroom.

¿Cuántos/as ________ hay?

Hay #_______.

_____ pupitres   _____ ventanas
_____ pizarra    _____ mapas
_____ estudiantes _____ puertas
_____ escritorios _____ libros
1. Expressing Existence: *Hay* (form of the verb *haber*)

The verb form *hay* expresses the idea of existence. When used with singular nouns it means *there is*; with plural nouns it means *there are*.

¿Qué *hay* en el salón de clase? *What is there in the classroom?*
-Hay cinco sillas, dos escritorios, y siete estudiantes. *-There are five chairs, two desks and seven students.*

Exercise 1

Pair activity. What’s in your backpack? List at least four things and compare your list with your partner’s.

1. _______________________________ 2. _______________________________
3. _______________________________ 4. _______________________________

2. Tener means *to be ... years old and to have.*

![Note:](image)

In Spanish we “HAVE” years, therefore, it is helpful to know the verb TENER, which means TO HAVE.

**TENER**

<table>
<thead>
<tr>
<th>yo</th>
<th>tengo</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú</td>
<td>tienes</td>
</tr>
<tr>
<td>él / ella / Ud.</td>
<td>tiene</td>
</tr>
<tr>
<td>nosotros</td>
<td>tenemos</td>
</tr>
<tr>
<td>ustedes</td>
<td>tienen</td>
</tr>
<tr>
<td>ellos/ellas</td>
<td>tienen</td>
</tr>
</tbody>
</table>

**TO HAVE**

<table>
<thead>
<tr>
<th>I have</th>
<th>you have</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/she has</td>
<td>you (formal) have</td>
</tr>
<tr>
<td>we have</td>
<td>you have (plural)</td>
</tr>
<tr>
<td>they have</td>
<td></td>
</tr>
</tbody>
</table>

Example: Tengo dos cuadernos.
3. Possessive adjectives

Possessive adjectives are used to denote ownership or possession. They agree in number with the noun they modify. *SU* means her, his, their and your (formal). The exact meaning is usually clear from the context of the sentence. Remember they agree with the possession not the possessor.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mi</td>
</tr>
<tr>
<td>your (fam.)</td>
<td>tu</td>
</tr>
<tr>
<td>your</td>
<td>su</td>
</tr>
<tr>
<td>his, her</td>
<td>sus</td>
</tr>
<tr>
<td>their</td>
<td></td>
</tr>
<tr>
<td>our</td>
<td>nuestro/a</td>
</tr>
<tr>
<td></td>
<td>nuestros/as</td>
</tr>
</tbody>
</table>

Example: ¿Tienes *tu* libro de español?
Sí, pero no tengo *mis* cuadernos.

Exercise 2

Pair activity. Help each other fill out the blanks with the appropriate possessive adjectives.

1. Ellos tienen (their) ____________ vasos.
2. Ella tiene (my) ________cuaderno.
3. Ellos son (my) ________ estudiantes.
4. ________ (their) libro está sobre la mesa.
5. ________ (our) instructoras están ocupadas.
6. Yo tengo (her) ____________ silla.
7. Nosotros somos (their) ________ amigos.
4. Age description-using numbers 1-20

Use the numbers above to tell age (pretend you are twenty years old or less).

Formal: ¿Cuántos años tiene? (How old are you?)

Informal: ¿Cuántos años tienes? (How old are you?)

-Tengo veinte años. (I’m twenty years old.)

5. Prepositions of location

The verb “estar” + preposition of location are used to describe the location of a person or an object.

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>al lado de</td>
<td>next to</td>
</tr>
<tr>
<td>alrededor de</td>
<td>around</td>
</tr>
<tr>
<td>arriba de</td>
<td>above</td>
</tr>
<tr>
<td>atrás de</td>
<td>behind</td>
</tr>
<tr>
<td>debajo de</td>
<td>under, below</td>
</tr>
<tr>
<td>delante de</td>
<td>in front of</td>
</tr>
<tr>
<td>enfrente de</td>
<td>in front of</td>
</tr>
<tr>
<td>entre</td>
<td>between</td>
</tr>
</tbody>
</table>

Example: El cuaderno está debajo de los libros.

Exercise 3

Pair activity. Help each other fill out the blanks with the correct preposition.

1. Ellos están ___________(behind) la pared.
2. La planta está ________(in front of) la ventana.
3. La bandeja está ________(above) la mesa.
4. Los libros están ________(under) los pupitres.
5. Él está ________(next to) la puerta.
The vocabulary has been grouped in eight categories equally important. They are nouns for the classroom, nouns for the house, colors, numbers 0-20, prepositions, possessive adjectives, verbs, and more adjectives.

### En la clase

- **el cuaderno**: notebook
- **el escritorio**: desk
- **el, la estudiante**: student
- **el libro**: book
- **el pizarrón**: chalkboard
- **el pupitre**: student desk
- **el reloj**: clock / watch
- **el retroproyector**: overhead projector

### En la casa

- **la almohada**: pillow
- **la bandeja**: tray
- **la cama**: bed
- **la colcha**: bedspread
- **el cuadro**: picture
- **la lámpara**: lamp
- **las luces**: lights
- **la mesa**: table
- **la pared**: wall
- **el piso**: floor
- **la planta**: plant
- **el plato**: dish
- **la puerta**: door
- **la silla**: chair
- **el vaso**: glass
- **la ventana**: window

### Colores

- **amarillo**: yellow
- **anaranjado**: orange
- **azul**: blue
- **blanco**: white
- **claro**: light
- **gris**: grey
- **morado**: purple
- **negro**: black
- **oscuro**: dark
- **rojo**: red
- **rosado**: pink
- **verde**: green

### Números (0-20)

- **cero**: zero
- **uno**: one
- **dos**: two
- **tres**: three
- **cuatro**: four
- **cinco**: five
- **seis**: six
- **siete**: seven
- **ocho**: eight
- **nueve**: nine
- **diez**: ten
- **doce**: twelve
- **trece**: thirteen
- **catorce**: fourteen
- **quince**: fifteen
- **dieciséis**: sixteen
- **diecisiete**: seventeen
- **dieciocho**: eighteen
- **diecinueve**: nineteen
- **veinte**: twenty

### Preposiciones

- **al lado de**: next to
- **alrededor de**: around
- **arriba de**: above
- **atrás de**: behind
- **debajo de**: under, below
- **delante de**: in front of
- **enfrente de**: in front of
- **entre**: between

### Adjetivos Posesivos

**Singular**

- **mi**: my
- **nuestra /o**: our
- **su**: his, her
- **tu**: your (familiar)

**Plural**

- **mis**: my
- **nuestras /os**: our
- **sus**: his, her
- **tus**: your
## Describing your Surroundings

### Spanish SOLT I

#### Vocabulary

<table>
<thead>
<tr>
<th>Verbos</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>abrir</td>
<td>to open</td>
</tr>
<tr>
<td>comer</td>
<td>to eat</td>
</tr>
<tr>
<td>correr</td>
<td>to run</td>
</tr>
<tr>
<td>escribir</td>
<td>to write</td>
</tr>
<tr>
<td>haber</td>
<td>to be</td>
</tr>
<tr>
<td>hay</td>
<td>there is, there are</td>
</tr>
<tr>
<td>preparar</td>
<td>to prepare</td>
</tr>
<tr>
<td>tener</td>
<td>to have</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Más adjetivos</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>antiguo</td>
<td>ancient</td>
</tr>
<tr>
<td>blando</td>
<td>soft</td>
</tr>
<tr>
<td>brillante</td>
<td>bright colored</td>
</tr>
<tr>
<td>chico</td>
<td>small</td>
</tr>
<tr>
<td>corto</td>
<td>short (in length)</td>
</tr>
<tr>
<td>cuadrado</td>
<td>square</td>
</tr>
<tr>
<td>duro</td>
<td>hard</td>
</tr>
<tr>
<td>grande</td>
<td>big</td>
</tr>
<tr>
<td>largo</td>
<td>long</td>
</tr>
<tr>
<td>moderno</td>
<td>modern</td>
</tr>
<tr>
<td>nuevo</td>
<td>new</td>
</tr>
<tr>
<td>ovalado</td>
<td>oval</td>
</tr>
<tr>
<td>pequeño</td>
<td>small</td>
</tr>
<tr>
<td>redondo</td>
<td>round</td>
</tr>
<tr>
<td>suave</td>
<td>smooth</td>
</tr>
<tr>
<td>viejo</td>
<td>old</td>
</tr>
<tr>
<td>vivo</td>
<td>bright colored</td>
</tr>
</tbody>
</table>
1. Buses in Latin America

“Buses” are referred to in many different ways in Hispanic America. In México, they are called *camiones*, in Chile they are called *micros, microbuses, or buses*. In some Central American countries, they are sometimes called *guaguas*. Ironically, a *guagua* in Chile is a “baby”. It is interesting and important to find out what “buses” are called in different countries. The route number identifies buses that service the urban areas. Thus, it becomes crucial to become familiar with route numbers and corresponding routes within the city.
Activity 1

Describe your surroundings

Pair activity. A. You and your partner will look around the classroom and take turns asking and answering the following questions:

1. ¿Dónde está el escritorio?
3. ¿Cómo es el escritorio?
4. ¿Cómo es el salón?
5. ¿Dónde está la pizarra?
6. ¿Dónde están las mesas?
7. ¿Cómo son las mesas?
8. ¿Dónde está la ventana?
9. ¿Cómo es la ventana?
10. ¿Qué hay detrás de tí?
11. ¿Qué hay delante de tí?

B. Now choose a few items on top of your desks and give a brief description of each item to each other.
Example: El libro es rojo. Es pequeño y tiene muchas páginas.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Activity 2

Describe place or location

<table>
<thead>
<tr>
<th>arriba</th>
<th>debajo de</th>
<th>al lado de</th>
<th>detrás de</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Diagram" /></td>
<td><img src="image2" alt="Diagram" /></td>
<td><img src="image3" alt="Diagram" /></td>
<td><img src="image4" alt="Diagram" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>delante de</th>
<th>enfrente de</th>
<th>entre</th>
<th>alrededor</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Diagram" /></td>
<td><img src="image6" alt="Diagram" /></td>
<td><img src="image7" alt="Diagram" /></td>
<td><img src="image8" alt="Diagram" /></td>
</tr>
</tbody>
</table>

Pair activity. You and your partner will choose 8 things from your classroom and take turns describing their location using complete sentences.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________
Note: To the Instructor

A good way to demonstrate location is to bring at least three students to the front of the classroom and move them in front of each other, to the side, behind, etc.

Activity 3

Where is it?

Pair activity. Working with your partner, describe the following picture. Write 10 sentences describing the size, furniture, etc. Compare your descriptions to your partner’s list.

Example: La almohada está sobre la cama.

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

Describe with colors

Pair activity. Working with your partner, describe the objects that you have in your bedroom. You and your partner take turns to describe your rooms.

Which colors do you obtain when you mix the following ones?

- blanco + negro = gris
- azul + amarillo = verde
- rojo + azul = morado
- rojo + blanco = rosado
- rojo + Amarillo = anaranjado

Activity 5

Describing the outdoors

Pair activity. Listen to your instructor describe the outdoor image in the next page. You will also imagine how it is and describe it to one of your classmates. Here you have a list of words you may need. Use your dictionary to come up with more.


Example:

El cielo es muy azul. \(\text{The sky is blue.}\)
Hay muchas plantas..... \(\text{There are many plants.}\)
Hay mucho sol, el sol es amarillo, etc.
Activity 5 (Continued)

Tip of the day: In Spanish, the words “muy” = very, “mucho” = much, and “muchos/as” = many are used to describe and are often used interchangeably by mistake by non-native speakers.
**Activity 6**

**What do you have in your apartment?**

Pair activity. Working with your partner, describe what you have in your apartment. Also, tell your partner about the things you don’t have. Your partner will write down your answers. Then, switch roles. Select from the objects below.

Example: En mi apartamento tengo un escritorio.

![Various objects including a bed, blanket, chair, calendar, clock, glass, desk, doors, lamp, plant, plate, mattress, and table.

**Activity 7**

**Describing objects**

Pair activity. You and your partner take turns to give a description of all the objects shown above.

Example: La lámpara es moderna y morada.
Activity 8

Numbers 0 through 20

Pair activity. Working with your partner pronounce the numbers from 0 to 20.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>cero</td>
<td>1</td>
<td>uno</td>
<td>seis</td>
<td>once</td>
</tr>
<tr>
<td>2</td>
<td>dos</td>
<td>siete</td>
<td>12</td>
<td>doce</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>tres</td>
<td>ocho</td>
<td>13</td>
<td>trece</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>cuatro</td>
<td>nueve</td>
<td>14</td>
<td>catorce</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>cinco</td>
<td>diez</td>
<td>15</td>
<td>quince</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: The numbers 16-19 have an optional spelling: 16: diez y seis; 17: diez y siete; 18: diez y ocho; 19: diez y nueve. Notice also that number 16 is written with an accent when it is in one word.

Tip of the day: Did you know that another word for brown is pardo and that pink is also known as rosa?

Activity 9

What number do you have?

Class activity. The instructor will distribute cards with random numbers from 0-20 written on them. The instructor must give everyone opportunity to participate. The instructor will ask, ¿Quién tiene el 19? The student with the card number19 will answer, for example, Tengo el número 19.
Describing your Surroundings

Application Activities

Module 1 Lesson 3

Activity 10

Describing items in the classroom

Pair activity. Working with your partner, describe to each other the items below.
Activity 11

The classroom environment

Class activity. Use the words provided to ask/answer how many are in the classroom.

Note to the Instructor: Point to the objects in the actual classroom and have students count aloud with you.

Q. ¿Cuántos/as______________hay en el salón de clase?
A. Hay ____________.

<table>
<thead>
<tr>
<th>estudiantes</th>
<th>mesas</th>
<th>borradores</th>
<th>pizarrones</th>
<th>ventanas</th>
<th>paredes</th>
</tr>
</thead>
<tbody>
<tr>
<td>puertas</td>
<td>luces</td>
<td>sillas</td>
<td>pupitres</td>
<td>libros</td>
<td></td>
</tr>
</tbody>
</table>

1. _________________________________________________________

2. _________________________________________________________

3. _________________________________________________________

4. _________________________________________________________

5. _________________________________________________________
Activity 12

How many?

Pair activity. Working with your partner and using the clues provided, ask each other how many of the following objects are found in the classroom.

Example: ¿Cuántas mochilas hay?
-Hay (18) dieciocho mochilas.
Activity 13

Count foreign currency

Pair activity. Working with your partner, agree on a US dollar amount. Next, count the amount in the following foreign currencies. You may round up the numbers to make the exercise a little easier.

Example: 10 dólares americanos son 140 lempiras.

Argentina peso 1:$1US

Belice dollar 2:$1US

Bolivia boliviano 5.7:$1US

Perú nuevo sol 3.4:$1US

El Salvador colón 8.7:$1US

República Dominicana peso 15.7:$1US
Activity 13 (Continued)

Guatemala  
quetzal 6.8:$1US

Honduras  
lempira 14:$1US

México  
peso 9.9:$1US

Nicaragua  
córdoba 11.3:$1US

Puerto Rico  
dólar 1:$1

Uruguay  
peso 11:$1
Activity 13 (Continued)

<table>
<thead>
<tr>
<th>Country</th>
<th>Currency</th>
<th>Exchange Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombia</td>
<td>peso 1545</td>
<td>$1US</td>
</tr>
<tr>
<td>Cuba</td>
<td>peso 23</td>
<td>$1US</td>
</tr>
<tr>
<td>Ecuador</td>
<td>sucre 2000</td>
<td>$1US</td>
</tr>
<tr>
<td>Paraguay</td>
<td>guarani 2900</td>
<td>$1US</td>
</tr>
<tr>
<td>Venezuela</td>
<td>bolivar 576</td>
<td>$1US</td>
</tr>
<tr>
<td>Chile</td>
<td>peso 500</td>
<td>$1US</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>colón 276</td>
<td>$1US</td>
</tr>
</tbody>
</table>

Activity 14

Practice numbers

Class activity. Make up a social security number. Ask your classmates their social security number. Tell your classmates your social security number in Spanish.

Example: ¿Cuál es tu número de seguro social? Mi número de seguro social es: 378-47-5331
Activity 15

Coordinates “seek-and-find” mission

Pair activity. Working with your partner, each will draw an oval inside random squares using the coordinates on the grid below. Do not let your partner see the location of your squares. Then take turns trying to locate each other’s ovals by saying coordinates in Spanish.

|   | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V |
| 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 18|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 19|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 20|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Activity 16

Review

Class activity. A) Exchange phone numbers with classmates. Say them aloud and write them.

Example: As you say seis, cuatro, uno, cinco, y nueve, your classmate writes:

\[
\begin{array}{ccccc}
6 & 4 & 1 & 5 & 9 \\
\end{array}
\]

B) Describe how many objects there are in the classroom.

Example: Hay una profesora en el salón de clase. Hay quince estudiantes…etc.

C) Circulate around the classroom and obtain the numbers of three license plates from your classmates:

¿Cuál es el número de tus placas?

1. ____________________________________
2. ____________________________________
3. ____________________________________

D) Continue to circulate around and ask the age of your classmates and see how many have the same age. Also ask them their SSN (they can make one up).

1. ________________   ________________________
2. ________________   ________________________
3. ________________   ________________________
Activity 17

How old are…

Class activity. Pretend you and your classmates are less than 20 years old. Form a circle, and using the forms of “tener” you have learned, ask the person in your right his age, and continue the pattern until the circle is complete. Use the polite form of “tener”.

Examples:  -¿Cuántos años tiene Ud.?       -Tengo 18 años.
          -¿Cuántos años tiene él?       -Tiene 18 años.

Activity 18

How old are these people?

Pair activity. Working with partner, take turns to answer the following questions. Pretend the following people are less than 20 years old. Compare your answers with your partner’s.

¿Cuántos años tiene Juanito? ¿Cuántos años tiene Adriana?

Él ______ _______ años.          Ella ______ _________ años.

¿Cuántos años tienen Martín y su papá? ¿Cuántos años tiene el señor Mendoza?

Martín ______ _______ años y su papá ______ _____ años.        Él ______ _________ años.
Activity 1

Narration: listening, writing, and speaking.

You will hear your instructor relate a short narration about Hispanic universities. Listen carefully to the entire selection. Listen again and write each sentence during the pauses.

You will then answer a series of questions related to the dictation as the instructor calls on you. Answer them with complete sentences. Refer to your dictation.

Activity 2

Telling colors: speaking, and listening.

Pair activity. Working with your partner, ask what color are the following things. Take turns to ask and answer, ¿De qué color es...?

Example: ¿De qué color es el océano? -El océano es azul.

1. un carro
2. una planta
3. un perro
4. una casa
5. un gato
6. una cama
7. una almohada
8. un pupitre
9. un escritorio
10. una bandeja
Activity 3

Following instructions: listening, and speaking

Pair activity. You and your partner will listen to your instructor. Your instructor will read a letter from one of your friends who want to ask you a favor. Find out what the favor is about. Then take turns asking and telling each other the answers to questions 1 through 4.

1. Who is writing the letter?
2. From where is he writing?
3. Who is with him?
4. What things do you need to buy? How many?
Activity 1

Description of indoor environment

Describe locations, places, sizes and styles. Use your dictionary to come up with new words for describing. Looking at the following picture, write 7 sentences about what you see in the picture.

Example: ¿Dónde está la lámpara?
   La lámpara está al lado de la ventana.

1. ____________________________________________________
2. ____________________________________________________
3. ____________________________________________________
4. ____________________________________________________
5. ____________________________________________________
6. ____________________________________________________
7. ____________________________________________________
Activity 2

Identify colors of objects

CD ROM. What color is it? Listen to the descriptions of eight objects and identify their colors.

Activity 3

Colors and more colors

What colors do you associate with the following?

1. Cola
2. Irish Spring Soap
3. The Energizer Bunny
4. Howard Johnson
5. Ivory Snow
6. Pepsi
7. Burger King
8. M&M’s
Activity 4

Identifying the objects in your classroom

A) Write a short paragraph where you describe your classroom. Pay attention to the spelling.

B) CD ROM. Listen to the description of a classroom and determine which classroom is being described. Then, write a short paragraph to describe the other classroom. Choose which classroom A or B.

The description is about classroom ___________
**Activity 5**

**Reading comprehension**

Read the following ad and then decide if the following phrases are true or false. Use your dictionary if you need to.

---

**General de Confitería Precisa**

**Necesitamos Cajeras**

Ofrecemos: * Horario de 9 a 14 h.  
Requisitos: * Edad de 24 a 38 años  
Personas responsables  
Personas interesadas llamar al tel. 300 21 20 martes 21-4-00 de 9 a 14 horas y preguntar por Rosa Ma. Cristóbal

---

Look through the above “Help Wanted” ad and determine if the following statements about it are true or false. Mark your answer accordingly.

1. A confectionary company is in need of cashiers.  
   T  F

2. Only people 35 or older may apply.  
   T  F

3. Only responsible people need to apply.  
   T  F

4. One should call Monday through Friday during office hours.  
   T  F

5. Those interested should call and ask for Mario.  
   T  F
Activity 6

Classroom items descriptions

¿Qué hay en el salón de clase?

Example: En mi salón de clase hay una silla vieja.
En mi salón de clase hay un pizarrón verde.

1. un lápiz
2. una ventana
3. un pizarrón
4. un reloj
5. un bolígrafo
6. una mesa
7. un libro
8. una puerta

A. amarillo/a
B. moderno
C. azul
D. fácil
E. blanco/a
F. largo/a
G. viejo/a
H. pequeño/a
I. grande
J. difícil

Activity 7

Possessives

A. Rewrite the sentences giving the plural of the expression in bold.

Example: Tengo mi papel. Tengo mis papeles.

1. Tengo su cuaderno.
2. No tenemos nuestro periódico.
3. Ustedes tienen mi programa.
4. ¿Están los niños en su cuarto?
5. Tiene su rifle listo.

_____________________________________.

_____________________________________.

_____________________________________.

_____________________________________.

_____________________________________.

_____________________________________.

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**Activity 7** (Continued)

B. Answer the following questions.

Example: ¿Es su maestra? (Sí/ nuestra) Sí, es nuestra maestra.

1. ¿Es su pluma? (No/nuestra).

2. ¿Es su sombrero? (Sí/mi).

3. ¿Son sus cuadernos? (No/nuestros).

4. ¿Es su casa? (No/su).

5. ¿Tiene su pasaporte? (Sí/mi).

6. ¿Son sus estudiantes? (No/mis).
Activity 8

Giving descriptions

Choose from one of the speaking preparations below:

A.) Come to class prepared to describe your ideal home. Bring some photographs or magazine cutouts to demonstrate what it would be like: You will point out colors, objects, and quantity of items in each room. You may choose to describe the garden as well.

B.) Be prepared to speak in class about the objects in the classroom environment, describing your surroundings with colors, sizes, and styles. You may choose to describe the possible price of some of the objects.
The Family
After this lesson you will be able to identify and talk about your family members. For this purpose you will:

1. **Identify family relationships**
   - Identify family members
   - Talk about your family
   - Ask about other family members
   - Discuss your family tree
   - Discuss family events
The family unit is the center of Hispanic society. Their concept of the extended family contrasts with our concept of a nuclear family. Nonetheless, you will have an opportunity to share your family with members of the class, and you will also be able to learn about extended families in the Hispanic world, the physical characteristics of their members, and their personalities.

**Scenario**


**Exercise 1**

Pair activity. Working with your partner, identify the family members of the scenario above. Take turns to talk about Agustín family members. Ask as many as ten questions.

Example: ¿Cuántos niños tienen Agustín y Rita?
Tienen cuatro.
1. Identify family relationship

<table>
<thead>
<tr>
<th>La familia y los parientes</th>
</tr>
</thead>
<tbody>
<tr>
<td>madre</td>
</tr>
<tr>
<td>padre</td>
</tr>
<tr>
<td>esposo/a</td>
</tr>
<tr>
<td>hijo/a</td>
</tr>
<tr>
<td>hermano/a</td>
</tr>
<tr>
<td>primo/a</td>
</tr>
<tr>
<td>tío/a</td>
</tr>
<tr>
<td>sobrino/a</td>
</tr>
<tr>
<td>nieto/a</td>
</tr>
<tr>
<td>abuelo/a</td>
</tr>
<tr>
<td>cuñado/a</td>
</tr>
<tr>
<td>yerno</td>
</tr>
<tr>
<td>nuera</td>
</tr>
<tr>
<td>suegro/a</td>
</tr>
</tbody>
</table>

**Exercise 2**

Pair activity. Working with your partner, ask about the family tree in the next page. Take turns asking and answering, to help each other complete the statements:


1. Eduardo es __________ de María.
2. Raúl es __________ de Jorge.
3. Ana es __________ de Manuel.
5. Tomás es __________ de Mario.
6. Raúl es __________ de Margarita.
10. María es __________ de Raúl.
**MI FAMILIA**

- **Soy el abuelo.**  
  **Eduardo Suárez Ramírez**

- **la abuela**  
  **Margarita López de Suárez**

- **la nuera**
  - **Ana Ruiz de Suárez**
  - **Raúl Suárez López**
  - **Sara Suárez de Gómez**
  - **Manuel Gómez Villa**

- **hijo**  
  - **el yerno**
  - **los nietos**
  - **los gemelos**
  - **los primos**

- **Noé Suárez Ruiz**  
  **Jorge Suárez Ruiz**  
  **Mario Suárez Ruiz**  
  **María Gómez Suárez**  
  **Tomás Gómez Suárez**
1. Conjugations in the Present Tense.

In Spanish it is necessary to conjugate verbs. This means that each pronoun (I-you-he-she) requires a different form for the verb, or a way to say “a different conjugation”. The names of the verbs in Spanish (or infinitives) can only end in AR-ER-IR. In order to conjugate, whether in the present, past or any other tense, it is important to take this into consideration. For example: HABLAR (to talk); COMER (to eat); VIVIR (to live). These endings determine the way in which you will conjugate the verb.

<table>
<thead>
<tr>
<th>yo</th>
<th>hablAR</th>
<th>comER</th>
<th>vivIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú</td>
<td>hablO</td>
<td>comO</td>
<td>vivO</td>
</tr>
<tr>
<td>él-ella-Ud.</td>
<td>hablA</td>
<td>comE</td>
<td>vivE</td>
</tr>
<tr>
<td>nosotros</td>
<td>hablAMOS</td>
<td>comEMOS</td>
<td>vivIMOS</td>
</tr>
<tr>
<td>uds.</td>
<td>hablAN</td>
<td>comEN</td>
<td>vivEN</td>
</tr>
<tr>
<td>ellos-ellas</td>
<td>hablAN</td>
<td>comEN</td>
<td>vivEN</td>
</tr>
</tbody>
</table>

Note: The part of the verb written in capital letters is the ending corresponding to regular verbs that end in AR-ER-IR. To conjugate, separate the root of the verb from the ending:
Example: caminar>camin=ar. “camin” is the root of the verb. By adding the endings written above in capital letters, you can begin to conjugate.

Exercise 1

Pair activity. Working with your partner, fill out the blanks with the correct verb conjugation in the present tense. Compare your conjugation with your partner’s.

Example: Yo camino.
2. New expressions

Functions of “ya”, “ya no” and “todavía” and “todavía no"

<table>
<thead>
<tr>
<th>ya</th>
<th>already</th>
<th>¿Ya está aquí el hombre?</th>
<th>Is the man here already?</th>
</tr>
</thead>
<tbody>
<tr>
<td>todavía no</td>
<td>not yet</td>
<td>No, todavía no llega</td>
<td>No, he has not arrived yet</td>
</tr>
<tr>
<td>todavía</td>
<td>still</td>
<td>¿Todavía vive Ud. aquí?</td>
<td>Do you still live here?</td>
</tr>
<tr>
<td>ya no</td>
<td>not anymore</td>
<td>No, ya no vivo aquí</td>
<td>No, I do not live here anymore</td>
</tr>
<tr>
<td></td>
<td>no longer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>no more</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2

Pair activity. Working with your partner, take turns to answer questions using either ya no (no longer) or todavía (still).

Example: ¿Vive Cristóbal Colón todavía?
No, ya no vive.

1. ¿Vive George Washington todavía?
2. ¿Camina el presidente Reagan todavía?
3. ¿Vive Frank Sinatra todavía?
4. ¿Habla John Wayne todavía?
5. ¿Corre Elvis Presley todavía?
6. ¿Vive Mikhail Gorbachev todavía?
7. ¿Hablan los Rolling Stones todavía?
3. Expressing Possession: The Verb \textit{tener:}

There are several ways of expressing possession in Spanish, just as in English. Unlike English, Spanish does not use an apostrophe and s.

\textbf{A.} Perhaps the simplest way of expressing possession is to use the verb \textit{tener} (\textit{to have}). You have already heard the verb form \textit{tiene} (\textit{has}) in sentences such as “Mario \textit{tiene} hermanos”. Like the verb ser, \textit{tener} is an irregular verb because of changes in its stem.

\begin{center}
\begin{tabular}{l c}
(yo) & \textit{tengo} \\
(tú) & \textit{tienes} \\
(usted, él, ella) & \textit{tiene} \\
(nosotros/as) & \textit{tenemos} \\
(ustedes/los/as) & \textit{tienen}
\end{tabular}
\end{center}

Example: Profesor Ramos, ¿\textit{tiene} Ud. un carro nuevo?  
- Sí, \textit{tengo} un Toyota verde.

\textbf{B.} The verb \textit{ser} (\textit{to be}) followed by the preposition \textit{de} (\textit{of}) can also be used to express possession. The equivalent of the English word “whose” is \textit{¿de quién?} (literally, \textit{to} or \textit{of whom}).

Example: \textit{¿De quién es} el carro? \textit{¿De quién es} hermano Joel?  
- \textit{Es de} Joaquín. \textit{-Es hermano de} Lupita.

\textbf{C.} The preposition \textit{de} (\textit{of}) followed by the masculine article \textit{el} (\textit{the}) contracts to \textit{del} (\textit{of} \textit{the}).

Example: \textit{¿De quién es} la computadora?  
- \textit{La computadora es del} profesor.

The other combinations of \textit{de} + article do not contract: \textit{de la, de los, de las}.

Example:  
\textit{Los zapatos de} la niña son nuevos. \textit{The girl’s shoes are new.}
Exercise 3

Pair activity. Working with your partner, fill out the blanks using the verb **tener**.

Example: Luis **tiene** una hermana.

1. Jorge ___________ dos hijos.
2. Esteban y yo ___________ un carro viejo.
3. Marcos _____________ familia en Perú.

4. Review of possessive adjectives with family members:

**Mi** and **su** agree in number with the noun that follows.
**Nuestro/a** agree in gender and number with the nouns that follow
**Su(s)** can have various meanings: *your, his, her, or their*. The context normally clarifies
to whom **su(s)** refers.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>mi</strong> hijo /a</td>
<td><strong>mis</strong> hijos /os</td>
</tr>
<tr>
<td><strong>tu</strong> hijo /a</td>
<td><strong>tus</strong> hijos /os</td>
</tr>
<tr>
<td><strong>nuestro</strong> hijo</td>
<td><strong>nuestros</strong> hijos</td>
</tr>
<tr>
<td><strong>nuestra</strong> hija</td>
<td><strong>nuestras</strong> hijas</td>
</tr>
<tr>
<td><strong>su</strong> hijo</td>
<td><strong>sus</strong> hijos</td>
</tr>
<tr>
<td><strong>su</strong> hija</td>
<td><strong>sus</strong> hijas</td>
</tr>
</tbody>
</table>

Example: ¿De qué color es **tu** carro?
- Mi carro es blanco.

Possessive adjectives must be plural in form if the noun that follows is plural. Remember
that these adjectives modify the object(s) that are possessed, not the person who
possesses them. In the following example **sus** agrees with the possessed noun **lápices** not
with the possessor Gerardo.

Example: Gerardo escribe con **sus** lápices.
4. Review of possessive adjectives with family members (continued)

Exercise 4

Pair activity. Working with your partner, fill out the blanks using the correct form of mi, tu, nuestro, or su.

Example: Carlos tiene sus padres aquí.

1. (tu, tus) Jorge, ¿corres con ____ hijos?
2. (nuestra, nuestro) Esteban camina ____ perro.
3. (su, sus) Marcos vive con _____ familia en Perú.
4. (su, sus) Norma no habla con _____ padres.
5. (mi, mis) _____ hermanos comen mucho.

4. Spanish Full Names

When asked for her “apellido de soltera”, María Elena Flores Moreno responds “Flores” which is her paternal last name. If María Elena then marries Mr. Salvador Orozco Luna, her full name becomes María Elena Flores de Orozco, the maternal name “Moreno” is dropped, or, in a shorter version, Señora María Elena de Orozco. The “de” is possessive, and shows that she is Mr. Orozco’s wife. Customs are changing even in Latin America, so María Elena might use only Sra. María Elena Orozco, with no possessive “de”. More and more Latin women use this neutral form nowadays. Just as in English, it’s the male’s name that gets passed down to the children.

Example: María Elena Flores Moreno - single
María Elena Flores de Orozco – After she married Salvador Orozco Luna

Exercise 4

Pair activity. Working with another classmate, share with each other your full name how it would be in the Hispanic traditional form.
5. The Future tense

The common form of the future tense is “ir a” + the infinite form of the verb.

Example: Voy a estudiar. (I’m going to study)

Periphrastic Future. The verb ir, plus the preposition a, plus an infinitive which expresses the idea of future time construction is called the periphrastic future.

It corresponds to the English “to be going to” + infinitive.

(yo) voy a +
(tú) vas a +
(él/ella/Ud.) va a +
(nosotros) vamos a +
(ellas/Uds.) van a (you plural) +

<table>
<thead>
<tr>
<th>Verb</th>
<th>+ a +</th>
<th>Infinitive</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>voy</td>
<td>a</td>
<td>a trabajar</td>
<td>I am going to work</td>
</tr>
<tr>
<td>va</td>
<td>a</td>
<td>comer</td>
<td>You/he/she is going to eat</td>
</tr>
<tr>
<td>vamos</td>
<td>a</td>
<td>a beber</td>
<td>We are going to drink</td>
</tr>
<tr>
<td>van</td>
<td>a</td>
<td>a escribir</td>
<td>You/they are going to write</td>
</tr>
</tbody>
</table>

Exercise 5

Group activity. Form groups of five students and each student list one thing he/she is going to do this week with their family. Each student reads their activity to the rest of the group.

Example: Vamos a celebrar el cumpleaños de mi hija.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

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The vocabulary has been grouped in three categories equally important. They are family, verbs, and useful words.

### La familia

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>abuelo /a</td>
<td>grandfather/grandmother</td>
</tr>
<tr>
<td>cuñado /a</td>
<td>brother-in-law/sister-in-law</td>
</tr>
<tr>
<td>esposa /a</td>
<td>husband/wife</td>
</tr>
<tr>
<td>hermano /a</td>
<td>brother/sister</td>
</tr>
<tr>
<td>hijastro /a</td>
<td>step-son/step-daughter</td>
</tr>
<tr>
<td>hijo /a</td>
<td>son/daughter</td>
</tr>
<tr>
<td>la madre</td>
<td>mother</td>
</tr>
<tr>
<td>la mamá</td>
<td>mom</td>
</tr>
<tr>
<td>nieto /a</td>
<td>grand-son/grand-daughter</td>
</tr>
<tr>
<td>la nuera</td>
<td>daughter-in-law</td>
</tr>
<tr>
<td>el padrastro</td>
<td>father-in-law</td>
</tr>
<tr>
<td>el padre</td>
<td>father</td>
</tr>
<tr>
<td>el papá</td>
<td>dad</td>
</tr>
<tr>
<td>los parientes</td>
<td>relatives</td>
</tr>
<tr>
<td>primo /a</td>
<td>cousin</td>
</tr>
<tr>
<td>sobrino /a</td>
<td>nephew/niece</td>
</tr>
<tr>
<td>suegro /a</td>
<td>father-in-law/mother-in-law</td>
</tr>
<tr>
<td>tío /a</td>
<td>uncle/aunt</td>
</tr>
<tr>
<td>el yerno</td>
<td>son-in-law</td>
</tr>
</tbody>
</table>

### Palabras útiles

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>alguien</td>
<td>someone</td>
</tr>
<tr>
<td>el aniversario</td>
<td>anniversary</td>
</tr>
<tr>
<td>el año</td>
<td>year</td>
</tr>
<tr>
<td>casado /a</td>
<td>married</td>
</tr>
<tr>
<td>cerca de aquí</td>
<td>close by</td>
</tr>
<tr>
<td>la ciudad</td>
<td>city</td>
</tr>
<tr>
<td>cumpleaños</td>
<td>birthday</td>
</tr>
<tr>
<td>divorciado /a</td>
<td>divorced</td>
</tr>
<tr>
<td>el domicilio</td>
<td>address</td>
</tr>
<tr>
<td>edad</td>
<td>age</td>
</tr>
<tr>
<td>el estado civil</td>
<td>marital status</td>
</tr>
<tr>
<td>la foto</td>
<td>photo</td>
</tr>
<tr>
<td>los gemelos</td>
<td>twins</td>
</tr>
<tr>
<td>hombre</td>
<td>man</td>
</tr>
<tr>
<td>mellizos</td>
<td>twins</td>
</tr>
<tr>
<td>mujer</td>
<td>woman</td>
</tr>
<tr>
<td>nacimiento</td>
<td>birth</td>
</tr>
<tr>
<td>niño /a</td>
<td>boy/girl</td>
</tr>
<tr>
<td>la persona</td>
<td>person</td>
</tr>
<tr>
<td>¡Por supuesto!</td>
<td>Of course!</td>
</tr>
<tr>
<td>quinceañero</td>
<td>fifteenth birthday</td>
</tr>
<tr>
<td>señores/as</td>
<td>gentlemen/ladies</td>
</tr>
<tr>
<td>soltero /a</td>
<td>single</td>
</tr>
<tr>
<td>todavía</td>
<td>still</td>
</tr>
<tr>
<td>todavía no</td>
<td>not yet</td>
</tr>
<tr>
<td>viudo /a</td>
<td>widower/widow</td>
</tr>
<tr>
<td>ya</td>
<td>already</td>
</tr>
<tr>
<td>ya no</td>
<td>no longer</td>
</tr>
</tbody>
</table>

### Verbos

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>caminar</td>
<td>to walk</td>
</tr>
<tr>
<td>comer</td>
<td>to eat</td>
</tr>
<tr>
<td>correr</td>
<td>to run</td>
</tr>
<tr>
<td>escribir</td>
<td>to write</td>
</tr>
<tr>
<td>hablar</td>
<td>to speak</td>
</tr>
<tr>
<td>ir</td>
<td>to go</td>
</tr>
<tr>
<td>voy a ir</td>
<td>I am going to</td>
</tr>
<tr>
<td>tener</td>
<td>to have</td>
</tr>
<tr>
<td>vivir</td>
<td>to live</td>
</tr>
</tbody>
</table>
1. The extended family:

Aunts, uncles, cousins, nephews and nieces are considered members of the extended family. Even godparents are considered important members of the family, and they may assume important roles in some family matters. All members of the extended family must take care of the older generations. The idea of an older member of the family such as a grandparent or great-grandparent having to go to a convalescent home is unheard-of in the Hispanic culture. Women live at home with their parents until they get married. Men are expected to do the same, but when they become older, it becomes acceptable for them to live on their own outside the home.

2. Diminutives:

Spanish speakers especially favor diminutives. Diminutive forms literally indicate small size, but they also communicate affection and a positive attitude. Diminutives can be formed from ordinary nouns (hermanito, hermanita) or from personal names (Arturito, Elenita) The latter serve as nicknames. Women tend to use diminutives more than men do. Diminutives are used not just for family terms, but for objects as well, as if you were saying that something is cute or dear.

3. Last names:

People are listed alphabetically by their two last names, that is, the paternal, then the maternal last name, followed by the first name or name.

Example:

Flores Moreno, María Elena
Flores Moreno, Miguel Ángel
Flores Pérez, José Antonio

4. Quinceañero:

In the United States the sixteenth birthday is special, but in the Hispanic world the fifteenth birthday marks a special celebration. This is why it is called “quinceañero”. It is more important for girls than boys. In some countries, such as Mexico, the celebration rivals only with the girl’s wedding day. In other countries, such as Chile and Argentina, it is still a rite of passage into womanhood but the celebrations have different characteristics and they are definitely on a lower scale.
Activity 1

Which relative is it?

Pair activity. Working with your partner, fill out the blank with the correct "relative". Compare your answer with your partner’s.

1. El hijo de mi tía es mi _____________.
2. La madre de mi madre es mi _____________.
3. Mi ______________ es la hija de mi madre.
4. El hermano de mi madre es mi _______________.
5. La esposa de mi hermano es mi _____________.

Activity 2

La familia Suárez

Pair Activity. With a partner, answer the following questions according to the family tree in activity 1. Take turns and ask each other the following questions aloud.

Example: ¿Cómo se llama el hermano de Sara Suárez de Gómez?
Se llama _____________.

1. ¿Cómo se llama la esposa de Manuel Gómez Villa? _________________________
2. ¿Cuántos hijos tienen Raúl Suárez y su esposa? _________________________
3. ¿Quién es la esposa del Sr. Eduardo Suárez Gómez? ______________________
4. ¿Quiénes son los padres de los gemelos? _____________________________
5. ¿Quiénes son los hijos de Ana Ruiz? ________________________________
6. ¿Con quién está casada Sara Suárez? ________________________________
7. ¿Qué parentesco tienen Tomás Gómez y Mario Suárez? ______________
8. ¿Qué parentesco hay entre Manuel Gómez y Margarita López? __________
9. ¿Quién es María Gómez? _____________________________
10. Noé Suárez y Tomas Gómez son ________________________________
Activity 3

Se llama/ se llaman

Pair activity. In this exercise you will speak about another person and talk about more than one person. Use “se llaman/ they are called” for the plural form.

Listen to what Mara has to say about her family. Afterwards, talk about your family with a partner.

Talk about your family
Activity 4

What about your family?

Pair activity. Use your imagination and the vocabulary you have learned. With a partner create a family tree using the following images. You may draw lines to make connections.
Activity 5

Families

Familias en el Mundo Hispano

With the help of a partner, write the family members that are shown in the picture, ex: la hermana, el tío, los primos, etc.

________________, _________________, ______________.  
________________, _________________, ______________.  
________________, _________________, ______________.  
________________, _________________, ______________.  
__________,
Exercise 6

Who are these famous people?  ¿Cómo se llaman?

Class activity. The instructor will ask students to describe the following personalities.

Ricky Martin

Rigoberta Menchú

César Chávez

Gloria Estefan

Eva Perón

Julio Iglesias
Class activity. Your instructor will pose these questions and suggest answers. Then, the students will interview each other changing partners three times.

1. ¿Cómo se llaman tus padres?  
   Se llaman….

2. ¿Cuántos hermanos y hermanas tienes?  
   Tengo…

3. ¿Cómo se llaman tus hermanos y hermanas?  
   Se llaman…

4. ¿Cuántos años tienen tus hermanos?  
   tiene …  tienen …

5. ¿Eres el mayor, el menor, o estás en medio?  
   Soy el…

6. ¿Tienes algún pariente famoso/a? ¿Cómo se llama?, ¿Por qué es famoso/a?  
   Sí/No...

7. ¿Dónde viven tus padres?  
   Viven en …

8. ¿Dónde viven tus hermanos y hermanas?  
   Viven en …

9. ¿Cómo es tu padre? ¿y tu madre?  
   Mi padre es…

10. ¿Tienes un perro? ¿Cómo se llama? ¿De qué color es?  
    Mi perro se llama…
Activity 8

Mi familia

Pair activity. Working with your partner, take turns and complete the following statements aloud by choosing the correct answer. Keep talking around the circle until you have completed each answer.

1. Los hijos de mis tíos son mis …
   a. hermanos  b. primos  c. tíos  d. amigos

2. Los padres de mis padres son mis …
   a. abuelos  b. tíos  c. primos  d. hermanos

3. Los hijos de mis hermanos son mis…
   a. hermanos  b. sobrinos  c. tíos  d. nietos

4. Los hijos de mis padres son mis …
   a. hermanas  b. hermanos  c. hermano  d. nieto

5. Los tíos de mis hijos son mis …
   a. tíos  b. amigos  c. hermanos  d. primos

6. Los abuelos de mis hijos son mis …
   a. hermanos  b. parientes  c. padres  d. primos

7. Los hermanos de mis padres son mis…
   a. tíos  b. tías  c. hermanos  d. amigos

8. Los abuelos de mis primos son mis…
   a. parientes  b. padres  c. abuelos  d. yernos

9. La madre de mis hijos es mi…
   a. madre  b. amiga  c. pariente  d. esposa

10. El hermano de mi esposa es mi…
    a. primo  b. hijo  c. nieto  d. cuñado
Activity 8 (Continued)

11. La madre de mi padre es mi …
   a. suegra   b. nieto   c. abuela   d. prima

12. El esposo de mi tía es mi …
   a. primo   b. hermano  c. tío   d. esposo

13. La madre de mi esposa es mi…
   a. suegra   b. nieta   c. amiga   d. hija

14. La hija de mi hermana es mi…
   a. prima   b. sobrina  c. nieta   d. nuera

15. El hijo de mi tío es mi…
   a. hijo   b. sobrino  c. primo   d. amigo

16. El hijo de mi madre es mi…
   a. tío   b. nieto   c. hermano  d. padre

17. La hija de mi hijo es mi…
   a. hermana  b. nieta  c. suegra   d. Esposa

18. El hermano de mi esposa es mi…
   a. cuñado  b. hermano  c. nieto   d. hijo

19. El hijo de mi esposa es mi…
   a. nieto   b. yerno   c. primo   d. hijo

20. El padre de mi primo es mi…
   a. primo   b. abuelo  c. hermano d. tío
Tip of the day: The masculine plural form for family members can include both males and females in its meaning: los hijos = sons/children; los padres = fathers/parents; los tíos = uncles/aunts and uncles. Whenever there are two genders, the male gender describes them both in the plural form, ex: El padre y la madre = los padres, El tío y la tía = los tíos, El primo y la prima = los primos.

Activity 9

Family photos

Class activity. Working with classmates, use your family photos or an illustration of your family tree. Tell your classmates who some of the people in your family are as you walk around the classroom.

Activity 10

Talking about your folks

Pair activity. Working with your partner, prepare a short presentation on your own background, your family, and your ancestors.

Activity 11

Introducing your family members

Pair activity. Working with your partner, write the first and last names of 10 members of your own family. You and your partner exchange lists. Ask each other questions about who these people are.

Example: ¿Quién es Pedro Miranda? ¿Cuántos años tiene? ¿Es casado?
Activity 12

Discuss family events

Pair activity. Working with your partner, discuss and compare your family events. Make a list of all of the occasions. Compare your family events with the events celebrated in the Hispanic world.

Activity 13

Talking about the family

Pair activity. Working with your partner, read the following passage aloud. Take turns to answer the following questions.

La familia García mira televisión en las noches. Hay cuatro personas en la familia. Todos comen palomitas de maíz mientras miran el programa de “Home Improvement”. El señor García también trabaja con sus hijos en proyectos de la casa. La señora García estudia en la universidad igual que la esposa de Tim. La familia de la televisión tiene tres hijos, pero la familia García tiene dos hijos, Claudia y Carlos. Los niños del programa, al igual que Claudia y Carlos aman a sus padres. La familia García es una familia muy unida. Cuando el programa termina, Claudia y Carlos se cepillan los dientes, abrazan a sus padres y corren a acostarse.

1. ¿Quién ve televisión todas las noches?
2. ¿Cuántas personas hay en la familia García?
3. ¿Qué programa mira la familia?
4. ¿Qué hace la esposa de Tim?
5. ¿Cuántos hijos tiene la familia de la televisión?
6. ¿Quién tiene dos hijos? Y, ¿cómo se llaman?
**Activity 14**

**Role-play**

You are conducting the interrogation of an informant whose credibility has to be established about his background.

Pair activity. Working with your partner, ask the necessary questions in order to fill out the form below. Your partner will assume the identity of the informant. After completing the form once, switch roles and start again.

Example: ¿Cuál es su nombre completo?

<table>
<thead>
<tr>
<th>Nombre completo:</th>
<th>Soltero:</th>
<th>Profesión:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nacionalidad:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estado civil:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Casado:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Divorciado:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Viudo:</td>
<td></td>
</tr>
<tr>
<td>Hijos:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dirección:</td>
<td>Calle y número</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ciudad:</td>
<td>Código postal:</td>
</tr>
<tr>
<td>Número de teléfono:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Padres:</td>
<td>Padre:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Madre:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domicilio:</td>
<td></td>
</tr>
</tbody>
</table>
Activity 1

Talk about your family: listening, writing, and talking.

Class activity. Working with three other classmates, take notes as you listen to them talk about their families. Pairing up with a partner, take turns to tell each other what you remember about your classmates’ families. Do this two or three times as necessary to cover most of the students in your classroom.

Example: La familia de Roberto es grande.
         Miranda 2 hermanos y 5 tíos.
         El hijo de Carlos se llama Esteban

Activity 2

Interview: listening, and speaking.

Class activity. The whole class takes turns interviewing the instructor about his/her family with the following questions. Then working with a partner, tell each other what you can remember about the interview.

1. ¿Es soltera (o) o casado (a)?
2. ¿Cómo es su familia?
3. ¿Dónde vive su familia?
4. ¿Cómo se llama su mamá?
5. ¿Tiene hijos?
6. ¿Cuántos hermanos tiene?
7. ¿Tiene hermanos?
8. ¿Tiene muchos primos?
9. ¿Tiene sobrinos o sobrinas?
10. ¿Dónde viven sus padres?
11. ¿Tiene una nuera o un yerno?
Activity 3

Family events: listening, and speaking.

Class activity. Working with your classmates, form two large circles. Each circle chooses to talk about a family event. Then, students will pair up with partners from the opposite circles and share information about their two different events.

Example: Cumpleaños La Navidad El día de los enamorados Aniversarios

Activity 4

Family: writing, speaking, listening, and reading.

A. Class activity. Listen and take notes as your instructor reads the sentences below.

1. El teniente es hijo único.
2. Mi abuelo ya no vive.
4. Sus padres son de Guatemala.
5. Yo sólo tengo una hija.
6. Nuestros parientes son de Alemania.
7. Mi primo ya no trabaja con tu papá.
8. Su tío es de Chile y su esposa es de Nicaragua.
9. Mis nietos ya no están en la escuela.
10. Los padres de mi esposa no están en la casa.
11. Vamos a celebrar el cumpleaños de mi hija mañana.
13. Mi hermano tiene dieciséis años.
14. Mi nieta trabaja como secretaria en la compañía de mi suegro.
15. Ella es sobrina del doctor Valdez.

B. Pair activity. Working with your partner, answer the following questions in reference to part A.

A. Who are they talking about? B. What are they saying about them?
Activity 5

Family Bingo: speaking, listening, writing

Class activity. Students will create their playing cards by folding a sheet of paper (see example below) and writing a word to identify a family member i.e. nieto, inside each square. After all the cards are completed, the instructor will start the game. The instructor will call out words randomly. The first student who gets three across or four in a vertical row must let the instructor know by yelling Bingo! Only after a close examination by the instructor of the card in question must be the cardholder declared winner. ¡Buena Suerte!

Example:
Activity 6

An interview: listening, reading, writing, and speaking.

Group activity. Working in small groups of three, read the following interview as you listen to two of your classmates play the roles of interviewer and interviewee. Take notes and tell another classmate about it.

CNN: Sandy, ¿De dónde es?

Sandy: Soy de Ohio. Pero estoy con uno de mis tíos, el general Collin Powell, en la operación “Desert Storm”.

CNN: Comprendo, y en los momentos terribles del Golfo, ¿cómo están su esposo, sus hijos, sus padres y sus hermanos?

Sandy: Muy bien, gracias, mi familia es fantástica.

CNN: ¿Quién es más importante en su familia?

Sandy: Toda mi familia es muy importante pero en particular mi madre y mi hija.

CNN: ¿Cómo es su madre?, ¿y su hija?

Sandy: Mi madre es muy moderna y mi hija es muy simpática.

CNN: ¡Impresionante! Sandy, y ¿las tácticas del general Powell?

Sandy: Prefiero no opinar sobre eso.
Activity 1

The future tense: *Ir a* + a verb

Describe the things you are going to do during a trip to your in-laws house. Use your verb list along with the following vocabulary list.

Example: Voy a visitar a mis suegros en Perú. Vamos a visitar los museos y…, etc.

<table>
<thead>
<tr>
<th>llegar</th>
<th>Lima</th>
<th>visitar</th>
<th>pirámides</th>
<th>Machu Pichu</th>
<th>esposo (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>comer</td>
<td>restaurante</td>
<td>mirar</td>
<td>televisión</td>
<td>en español</td>
<td>hijos</td>
</tr>
<tr>
<td>hablar</td>
<td>teléfono</td>
<td>escribir</td>
<td>cartas</td>
<td>padres</td>
<td>cumpleaños</td>
</tr>
</tbody>
</table>

Add some additional sentences of your own. You may use a dictionary for this.

Example: ¿Qué vas a hacer con tus suegros durante las vacaciones?

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

Future tense review

List 5 things you are going to do this week with your family. You may refer to the “list of common verbs”.

Example: Vamos a celebrar el cumpleaños de mi hija.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________

Activity 3

Your family

Describe your immediate family using your imagination and making up fantastic stories about fictitious family members, such as the Royal Family, the presidents’ family members or famous artists, as well as world leaders, a rock and roll singer or politicians.

Example:

Mi familia es_____________. Mi tía, la princesa Diana, va a venir visitar los EE.UU. este verano.
Activity 4

Family tree

Draw a simple version of a family tree, using your family’s real life names, but applying the use of last names in the Hispanic manner. Use the family tree model in this lesson as reference. You may apply actual photos if you wish or just use the necessary names.

Activity 5

Describe family members

Describe your immediate family members with as many adjectives as you can apply to them. You may leave out any family members that do not apply to you. You may use a dictionary or refer to past lessons in which you have learned adjectives.

Example:

Mi madre es moderna, alta, bonita, inteligente y simpática.

Mi padre______________________________________________________________.

Mi esposa (o)__________________________________________________________.

Mi hija (o)______________________________________________________________.

Mi hermana (o)__________________________________________________________.

Mi cuñada (o)___________________________________________________________.

Mi yerno______________________________________________________________.

Mi nuera______________________________________________________________.

Mi prima (o)____________________________________________________________.

Mi sobrina (o)___________________________________________________________.

Mis abuelos son__________________________________________________________.

Mis nietos son___________________________________________________________.
Activity 6

A skeleton in the closet

Be prepared to describe a colorful character in your family. It should be someone that stands out because he is or has done something unusual. You can make up a fictitious family member.
SOLT Spanish Module 1 Lesson 5

DELGADO

BAJO

ALTO

CORDO

Personal Characteristics
After completion of this lesson you will be able to describe personal characteristics, the physical traits of another person, and to express emotions. For this purpose you will:

1. Identify physical traits of people
   
   • Identify stereotypes of the people from the TR
   • Describe characteristics of an individual
   • Express emotions
1. **Identify physical traits**

A. Algunos adjetivos para describir físicamente a una persona son:

<table>
<thead>
<tr>
<th>guapo</th>
<th>bajo</th>
</tr>
</thead>
<tbody>
<tr>
<td>alto</td>
<td>flaco</td>
</tr>
<tr>
<td>gordo</td>
<td>débil</td>
</tr>
<tr>
<td>fuerte</td>
<td>viejo</td>
</tr>
<tr>
<td>joven</td>
<td>bonito</td>
</tr>
<tr>
<td>feo</td>
<td>delgado</td>
</tr>
</tbody>
</table>

B. Algunos adjetivos para describir las cualidades de una persona

<table>
<thead>
<tr>
<th>amable</th>
<th>bondadoso</th>
<th>serio</th>
<th>desordenado</th>
</tr>
</thead>
<tbody>
<tr>
<td>avaro</td>
<td>deshonesto</td>
<td>bobo</td>
<td>simple</td>
</tr>
<tr>
<td>grosero</td>
<td>comprensivo</td>
<td>creativo</td>
<td>leal</td>
</tr>
<tr>
<td>elegante</td>
<td>responsable</td>
<td>callado</td>
<td>estudioso</td>
</tr>
<tr>
<td>generoso</td>
<td>honesto</td>
<td>irresponsable</td>
<td>estúpido</td>
</tr>
<tr>
<td>cómico</td>
<td>idealista</td>
<td>honesto</td>
<td>noble</td>
</tr>
<tr>
<td>simpático</td>
<td>tonto</td>
<td>lógico</td>
<td>ignorante</td>
</tr>
<tr>
<td>inteligente</td>
<td>malo</td>
<td>obediente</td>
<td></td>
</tr>
<tr>
<td>bueno</td>
<td>realista</td>
<td>inpaciente</td>
<td></td>
</tr>
<tr>
<td>trabajador</td>
<td>arrogante</td>
<td>sincero</td>
<td></td>
</tr>
<tr>
<td>sencillo</td>
<td>atrevido</td>
<td>sociable</td>
<td></td>
</tr>
<tr>
<td>tímido</td>
<td>travieso</td>
<td>desobediente</td>
<td></td>
</tr>
</tbody>
</table>

Example: Mi hermano es **fuerte y trabajador**.

**Exercise 1**

Pair activity. Working with your partner, choose a few adjectives from the list above and describe your favorite actor or TV personality to each other.

Example: Bill Cosby es **alto y muy cómico**.

1. Oprah Winfrey
2. Michael Jordan
3. Joan Launden
4. George Bush
5. George Cooney
6. Cindy Crawford


**Exercise 2**

Pair activity. Working with your partner, complete sentences using the word clues provided. Follow the example below.

**Example:**  

hijo/ María/ ser/ bonito  

Nuestra hija María es bonita.

1. nieto /Isabel /inteligente.

2. sobrino/Humberto/ alegre.

3. hijo/ Mabel y Susana/ simpatica.

4. nieto/ Raúl y Ana/ responsable.

5. sobrino/ José/ guapo.

6. nieto/ Tito/ gracioso.

**2. Emotions**

enojado  
contento  
alegre  
confundido  
triste  
deprimido  
preocupado  
nervioso
a. Agunos adjetivos para describir el estado de ánimo:

<table>
<thead>
<tr>
<th>alegre</th>
<th>inpaciente</th>
</tr>
</thead>
<tbody>
<tr>
<td>nervioso</td>
<td>furioso</td>
</tr>
<tr>
<td>cansado</td>
<td>feliz</td>
</tr>
<tr>
<td>contento</td>
<td>serio</td>
</tr>
<tr>
<td>deprimido</td>
<td>ocupado</td>
</tr>
<tr>
<td>preocupado</td>
<td>confundido</td>
</tr>
<tr>
<td>enojado</td>
<td>enfermo</td>
</tr>
<tr>
<td>triste</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 3**

Pair activity. Working with your partner, answer the following questions with a negative statement. Take turns to answer. Follow the example below.

Example: ¿Está ella triste?
No. Ella está contenta.
No, ella no está triste.

1. ¿Está él deprimido?
2. ¿Está él enojado?
3. ¿Están ellos preocupados?
4. ¿Está ud confundido?
5. ¿Están ellas cansadas?
6. ¿Está él serio?
2. **Comparisons of inequality: más…que / menos…que**

Comparisons of inequality are formed by placing **más** *(more)* or **menos** *(less)* before adjectives and **que** after.

Example: Soy **más alto que** mi hermano.

**Exercise 4**

Pair activity. Working with your partner, compare all your classmates using **más…que /menos…que**. Take turns to compare and answer. Follow the example below.

Example: Pedro es **más alto que** Raúl.

3. **Ser Vs. Estar: permanent characteristics or temporary conditions**

Use **ser** to express permanent characteristics or traits and use **estar** to express temporary conditions.

Example: Soy alto.  
Estoy contento.

**Exercise 5**

Pair activity. Working with your partner, describe your partner using **ser** or **está**. Take turns to describe each other. Follow the example below.

Example: Pedro es trabajador. **Está** ocupado.

4. **Preferir and sentir: stem-changing verbs**

   *e changes to ie*

<table>
<thead>
<tr>
<th>preferir</th>
<th>prefiero</th>
<th>prefieres</th>
<th>prefiere</th>
<th>preferimos</th>
<th>prefieren</th>
</tr>
</thead>
<tbody>
<tr>
<td>sentir</td>
<td>siento</td>
<td>sientes</td>
<td>siente</td>
<td>sentimos</td>
<td>sienten</td>
</tr>
</tbody>
</table>
Prefiero and sentir: stem-changing verbs (continued)

**Exercise 6**

Pair activity. Working with your partner, express your preference for your favorite family member and explain why. Take turns to ask and answer. Follow the example below.

Example: Prefiero a mi abuelo porque es muy alegre.

**Exercise 7**

Pair activity. Working with your partner, express your emotions toward your relatives. Take turns to ask and answer. Follow the example below.

Example: ¿Hablas con tu hermano?
   No, me siento enojado.

**5. Hacer: to do, to make**

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Stem Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>hagO</td>
</tr>
<tr>
<td>tú</td>
<td>hacES</td>
</tr>
<tr>
<td>él/ella/Ud.</td>
<td>hacE</td>
</tr>
<tr>
<td>nosotros/as</td>
<td>hacEMOS</td>
</tr>
<tr>
<td>ellos/ellas/Uds.</td>
<td>hacEN</td>
</tr>
</tbody>
</table>

Example: Nosotros hacemos los ejercicios.

**Exercise 8**

Pair activity. Working with your partner, express what your relatives do. Take turns to ask and answer. Follow the example below.

Example: Mis tíos hacen mesas y sillas.
7. **Hacer: to express duration of time (Present)**

A. To ask questions about duration of time use the following:

Example: ¿Cuánto tiempo **hace que** estudia español?

* (How long have you been studying Spanish?)

B. To answer questions about duration of time use the following:

Example: **Hace** dos meses **que** estudio español.

* (I have been studying Spanish two months.)

C. Other examples: Another way to ask: ¿Cuánto tiempo **hace que** su hermano es piloto?

Another way to answer: Mi hermano es piloto **hace** dos años.

**Note:** For more on “hacer” to express duration of time go to Grammar 9.

**Exercise 9**

Pair activity. Working with your partner, answer the following questions. Take turns to ask and answer. Follow the example below.

Example: ¿Cuánto tiempo hace que su hermano es sargento? (un año)

Hace **un año** que mi hermano es sargento.

1. ¿Cuánto tiempo hace que su padre es maestro? (muchos años)
2. ¿Cuánto tiempo hace que es soldado? (quince meses)
3. ¿Cuánto tiempo hace que está aquí (here)? (ocho semanas)
4. ¿Cuánto tiempo hace que tiene su carro? (poco tiempo)
5. ¿Cuánto tiempo hace que está enfermo? (unos días)
1. Gender in nouns and adjective agreement (Review)

Nouns in Spanish are called SUSTANTIVOS. “Los sustantivos” always have a gender, that is feminine or masculine. Sometimes it refers to the person, and whether it is a boy or a girl – a woman or a man. Sometimes it refers to the noun itself, and whether that particular noun is feminine or masculine, in Spanish there is a list of nouns. At the end, you will find a sample of how you can describe yourself and how you can describe using the verb TO BE, such as “I am tall, nice, etc.” or “he/she is tall, nice, etc.” Pay attention to “a” or “o”. Use “a” when writing about a female person and “o” when describing a male person, “e” is used for both genders.

Example:

María es bonita.

Las fiestas latinoamericanas son muy tradicionales

Jorge es simpático

2. Description of qualities and characteristics

Exercise 1

Pair activity. Read the following passage to your partner and have him/her repeat the information to you without reading it.

3. Stereotypes and descriptions

Quite often cultures are described as having common characteristics such as facial features, physical attributes about height or about their attitudes and traditional practices. For this purpose the verbs ser, estar and tener are often necessary.

Example:

Los mexicanos son adictos a tomar una siesta.

Los latinoamericanos son morenos.

Los indígenas de Guatemala no son altos.

Los hispanos tienen ojos color café o color negro.

Los hispanos tienen muchas fiestas.

4. Characteristics with ser, estar, tener

**Exercise 2**

Pair activity. Based on what you know about the uses of SER, ESTAR, and TENER Indicate whether the following sentences require the use of SER, ESTAR, TENER by writing either an “S” an “E”, or a T. Then translate the characteristic and qualities descriptions below using SER, ESTAR or TENER. When you are finished compare each other’s answer.

1. _______ I am very intelligent.
2. _______ Jaime is sociable.
3. _______ We have brown eyes.
4. _______ Carlota is honest.
5. _______ I am generous.
6. _______ Gavin is an intelligent student.
7. _______ Mary is impatient.
8. _______ Juan has long hair.
9. _______ Carlitos is studious.
10. _______ Ana is blond.
5. Más… que/menos… que

The comparatives *más… que, menos… que* (more than, less than) are used to express inequality.

\[
\text{más / menos} \ + \ \text{adjective} \ + \ \text{que}
\]

Example:

Cristina es *más* alta *que* Miguel.

El español es *menos* complicado *que* el chino.

**Exercise 3**

Pair activity. Using the following descriptions, compare with: *más… que* and *menos… que*.

sincero rubio alto obediente serio ordenado flojo
deporista creativo joven

1. ____________________________.
2. ____________________________.
3. ____________________________.
4. ____________________________.
5. ____________________________.
6. ____________________________.
7. ____________________________.
8. ____________________________.
9. ____________________________.
10. ____________________________.
6. Ser or Estar: Permanent characteristic or temporary condition

When describing something, ser can be used to express a permanent characteristic or trait. Estar can be used to express a temporary condition of something or someone, as well as a state of being.

Example:

La manzana es verde. *The apple is green* (meaning always).
ORM La manzana está verde. *The apple is green* (meaning, it will eventually ripen).

**Exercise 4**

Group activity. In groups of five, take turns coming up with things that may not always be a permanent condition after you read the following cases. Use ser/estar.

<table>
<thead>
<tr>
<th>guapo(a)</th>
<th>serio(a)</th>
<th>impaciente</th>
<th>alegre</th>
<th>divertido (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________________________</td>
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<td>____________________________________________</td>
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</tbody>
</table>

**Tip of the day:** While in English you may use the word “Stupid”, casually and lightly, and it may not be considered always an insult, in Spanish it is pretty strong language and it is considered very offensive to be called “estúpido(a)”. The word used instead, that would have more of the equivalent of “dumb” is “tonto(a)”. 
7. Preferir and sentir: stem-changing verbs

“Preferir” and “sentir” are stem-changing verbs. In “preferir” the second E changes to IE as in the verb “sentir” (to feel), the E changes to IE. The verb “sentir” is used to describe or state emotions. The forms of the verbs preferir and sentir follow:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>1st person singular</th>
<th>2nd person singular</th>
<th>3rd person singular</th>
<th>1st person plural</th>
<th>2nd person plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>preferir</td>
<td>prefiero</td>
<td>prefieres</td>
<td>prefiere</td>
<td>preferimos</td>
<td>prefieren</td>
</tr>
<tr>
<td>sentir</td>
<td>siento</td>
<td>sientes</td>
<td>siente</td>
<td>sentimos</td>
<td>sienten</td>
</tr>
</tbody>
</table>

A. The verb preferir can be followed by another verb in the infinitive form.

Example: Yo prefiero tener un amigo sincero.
Preferimos ser honestos.

B. The verb sentir can be preceded by me, te, se, nos, se like the verb llamar you studied earlier.

Example: Me llamo Mario (My name is Mario.)
Me siento cansado (I feel tired.)

**Exercise 5**

Class activity. Form a circle and each student takes turns interviewing one student in the center of the circle.

Example:

¿Cómo eres?
¿Cómo estás?
¿Cómo te sientes?
¿Qué prefieres?
¿Cómo es tu mamá?
¿Qué prefieres en un amigo?
¿Eres más o menos alto que tu papá?
8. Hacer: to do or to make

yo               hago
tú               haces
él/ella/Ud.      hace
nosotros/as      hacemos
ellos/ellas/Uds. hacen

Example: Yo hago mi tarea.   Ellos hacen carros.

Exercise 6

Pair activity. Write the correct conjugation for the verb “hacer” and compare each other’s answers.

1. Yo no ______________ nada los domingos.
2. Los soldados ______________ ejercicio.
3. Mi primo ______________ muebles.
4. María y Julio ____________ la tarea.
5. Mi hijo y yo ______________ la tarea de la casa.
6. Tú ___________ muchos errores.

9. Hacer: to express duration of time (Present)

A. To ask questions about duration of time use the following:

   cuánto tiempo + hace que + verb in the present form

Example:  ¿Cuánto tiempo hace que estudia español?
   (How long have you been studying Spanish?)

B. To answer questions about duration of time use the following:

   hace + expression of time + que + verb in the present form

Example:  Hace dos meses que estudio español.
   (I have been studying Spanish two months.)
9. **Hacer: to express duration of time (continued)**

C. Other examples: Another way to ask: ¿Cuánto tiempo hace que su hermano es piloto?  
Another way to answer: Mi hermano es piloto hace dos años.

**Exercise 7**

Pair activity. Use the example below to answer the following questions. Take turns asking and answering. Follow the example below.

Example:

¿Cuánto tiempo hace que es estudiante? (seis días)

Hace seis días que soy estudiante.

1. ¿Cuánto tiempo hace que vive en Chile? (dos años)
2. ¿Cuánto tiempo hace que es estudiante? (tres semanas)
3. ¿Cuánto tiempo hace que está casado? (cinco años)
4. ¿Cuánto tiempo hace que no visita a su familia? (un mes)
5. ¿Cuánto tiempo hace que su hermano está en las Fuerzas Armadas? (doce años)
The vocabulary has been grouped in 5 categories equally important. They are personal characteristics, state of mind, physical characteristics, verbs, and useful words.

<table>
<thead>
<tr>
<th>Las cualidades</th>
<th>Más cualidades</th>
</tr>
</thead>
<tbody>
<tr>
<td>amable</td>
<td>artístico /a</td>
</tr>
<tr>
<td>arrogante</td>
<td>artístico</td>
</tr>
<tr>
<td>atrevido /a</td>
<td>atlético /a</td>
</tr>
<tr>
<td>avaro /a</td>
<td>clásico /a</td>
</tr>
<tr>
<td>bobo /a</td>
<td>creativo /a</td>
</tr>
<tr>
<td>bondadoso /a</td>
<td>divertido /a</td>
</tr>
<tr>
<td>bueno /a</td>
<td>elegante</td>
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<tr>
<td>callado /a</td>
<td>lógico /a</td>
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<td>idealista</td>
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<td>irresponsable</td>
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<td>leal</td>
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<td>malo /a</td>
<td></td>
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<tr>
<td>noble</td>
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<td>realista</td>
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<td>responsable</td>
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<td>serio /a</td>
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<td>simpático /a</td>
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<td>simple</td>
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<td>sincero /a</td>
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<td>tímido /a</td>
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<td>tonto /a</td>
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<td>trabajador /a</td>
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<td>joyful</td>
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<td>serious</td>
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<td>sad</td>
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<table>
<thead>
<tr>
<th>El estado de ánimo</th>
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<tbody>
<tr>
<td>alegre</td>
</tr>
<tr>
<td>cansado /a</td>
</tr>
<tr>
<td>confundido /a</td>
</tr>
<tr>
<td>contento /a</td>
</tr>
<tr>
<td>deprimido /a</td>
</tr>
<tr>
<td>enojado /a</td>
</tr>
<tr>
<td>feliz</td>
</tr>
<tr>
<td>furioso /a</td>
</tr>
<tr>
<td>impaciente</td>
</tr>
<tr>
<td>nervioso /a</td>
</tr>
<tr>
<td>ocupado /a</td>
</tr>
<tr>
<td>preocupado /a</td>
</tr>
<tr>
<td>serio /a</td>
</tr>
<tr>
<td>triste</td>
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</table>

<table>
<thead>
<tr>
<th>Las características físicas</th>
</tr>
</thead>
<tbody>
<tr>
<td>alto /a</td>
</tr>
<tr>
<td>bajo /a</td>
</tr>
<tr>
<td>bonito /a</td>
</tr>
<tr>
<td>débil</td>
</tr>
<tr>
<td>delgado /a</td>
</tr>
<tr>
<td>feo /a</td>
</tr>
<tr>
<td>flaco /a</td>
</tr>
<tr>
<td>fuerte</td>
</tr>
<tr>
<td>gordo /a</td>
</tr>
<tr>
<td>guapo</td>
</tr>
<tr>
<td>joven</td>
</tr>
<tr>
<td>viejo /a</td>
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</tbody>
</table>
### Verbos

<table>
<thead>
<tr>
<th>Verb</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>hacer</td>
<td>to do, to make</td>
</tr>
<tr>
<td>preferir</td>
<td>to prefer</td>
</tr>
<tr>
<td>sentir</td>
<td>to feel</td>
</tr>
</tbody>
</table>

### Palabras útiles

<table>
<thead>
<tr>
<th>Word</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>bien</td>
<td>well</td>
</tr>
<tr>
<td>cabello</td>
<td>hair</td>
</tr>
<tr>
<td>las cualidades</td>
<td>qualities</td>
</tr>
<tr>
<td>el, la deportista</td>
<td>sportsman or woman</td>
</tr>
<tr>
<td>enfermo /a</td>
<td>sick</td>
</tr>
<tr>
<td>el estado de ánimo</td>
<td>state of mind</td>
</tr>
<tr>
<td>limpio /a</td>
<td>clean</td>
</tr>
<tr>
<td>más...que</td>
<td>more than</td>
</tr>
<tr>
<td>menos...que</td>
<td>less than</td>
</tr>
<tr>
<td>moreno /a</td>
<td>brunette</td>
</tr>
<tr>
<td>mucho /a</td>
<td>much, a lot</td>
</tr>
<tr>
<td>muy</td>
<td>very</td>
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<tr>
<td>los ojos</td>
<td>eyes</td>
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<tr>
<td>pardos</td>
<td>hazel</td>
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<tr>
<td>pelirrojo /a</td>
<td>redhead</td>
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<tr>
<td>pelo</td>
<td>hair</td>
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<td>la personalidad</td>
<td>personality</td>
</tr>
<tr>
<td>pobre</td>
<td>poor</td>
</tr>
<tr>
<td>rico /a</td>
<td>rich</td>
</tr>
<tr>
<td>rubio /a</td>
<td>blond</td>
</tr>
<tr>
<td>sucio /a</td>
<td>dirty</td>
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</tbody>
</table>
1. Mestizos

The mixture of the Spanish and the Indian blood brought about the Hispanic called mestizos. The Spanish conquest resulted not only in the conversion of the pagan indigenous people into Christianity, but a whole new race of people through intermarriage. There are still, however, some Indian tribes which continue to preserve their bloodlines, their own religious beliefs, and their traditions all over Latin America.

2. Greetings and Good byes

Greetings and farewells may take up considerable time. The non-Spanish speaking person may consider it time wasted; the native speaker does not. Many Spanish-speaking people think that such human interaction is important enough to spend time on it. “Time is money” would not make sense with respect to greeting and leave-taking.

3. Working hours and the siesta (nap)

In many large Spanish and Latin American cities, working hours are continuous, as in the United States, particularly in federal and state offices. However, in small cities or towns, it is still the fashion to close stores or offices for two or three hours at lunch time so people may take a break and a siesta if they wish. Quite often, this time is spent on long business lunches. Thus, a store or office may be open from 8:00 to 13:00 hours, closed from 13:00 to 16:00 hours, and open again from 16:00 to 21:00 hours. Needless to say, in the newer system of eight continuous working hours, there is no opportunity for the traditional siesta. The siesta was necessary in very hot locations where it was almost impossible to work during the hot noon hours. The climate practically forces people working in the fields or in buildings lacking air conditioning to work either in the early morning hours or in the late afternoon.
Activity 1

Physical characteristics

Pair activity. Working with your partner, read the paragraph and answer the questions below.

Hola, me llamo Tomás. Soy de Yucatán, México. Tengo veintinueve años. Soy alto y delgado. Tengo pelo negro y ojos verdes. Hasta pronto,
Tomás.

1. ¿De dónde es Tomás?
2. ¿Cuántos años tiene Tomás?
3. ¿Cómo es Tomás?
Activity 2

Physical characteristics

Pair activity. Working with your partner, read the paragraph and answer the questions below.


Hasta luego,
Paola.

1. ¿Cómo es Paola?
2. ¿Es alta o baja?
3. ¿Cuántos años tiene?
4. ¿De dónde es ella?
5. ¿Cómo es su amiga Marta?
Activity 3

Interviewing your classmates

Class activity. Working with your class, interview at least three classmates. Ask their name/last name, profession, and marital status. Then ask if they consider the time spent at their duty stations, in their careers, or in their marriages, to be a lot of time.

Example:

a. ¿Hace mucho tiempo que está en el Fuerte Bragg?
   No, sólo cuatro semanas
   ¿Hace mucho tiempo que usted es ingeniero?
   Sí, hace (or, “ya hace”) 4 años

b. ¿Cuál es su...?
   Nombre, Apellido
   Profesión
   Estado civil

Activity 4

What do you prefer?

Pair activity. Working with your partner, discuss student’s preference on appearance and personalities at school. Take turns to ask and answer following the example below.

Example: ¿Cuáles estudiantes prefieres tener?
   Prefiero tener estudiantes responsables.
Activity 5

¿Prefieres?

Class activity. Working in groups of three or more, ask the following questions: Take turns to ask and answer.

¿Prefiere Ud...? los estudiantes pacientes.
las estudiantes bonitas.
los estudiantes traviesos.
¿Prefieres? los estudiantes sinceros.
los estudiantes trabajadores.

Activity 6

More descriptions

Pair activity. Working with your partner, ask about their preference in classmates. Take turns to ask and answer following the example below.

Example: ¿Prefiere usted un estudiante generoso?
Sí, prefiero un estudiante generoso.

Activity 7

¿Prefiere? ¿Cómo se siente?

Pair activity. Working with your partner, complete the questions and supply the answers.

Example: ¿Cómo se sienten sus padres? Se sienten muy bien, gracias.
¿Prefiere correr por la tarde? Prefiero correr por la noche

1. ¿Prefiere ____________________?
2. ¿Cómo se siente ________________?
3. ¿Prefiere trabajar con ____________?
4. ¿Prefiere vivir con _____________?
5. ¿Cómo se sienten ________________?
Activity 8

Review

Pair activity. Working with your partner, select the right answer for the following questions. Take turns asking and answering the questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. ¿Qué hace usted?</td>
<td>A. Soy de los EEUU. B. Vivo en la ciudad. C. Soy enfermero.</td>
</tr>
<tr>
<td>5. Perdone, ¿cómo se siente?</td>
<td>A. ¡Por supuesto! B. No, gracias. C. Muy bien, gracias</td>
</tr>
<tr>
<td>6. ¿Cómo se llama Ud.?</td>
<td>A. Me llamo Eduardo. B. Se llama Sergio. C. Ella se llama Elena.</td>
</tr>
</tbody>
</table>
Activity 9

Emotions – Las emociones

¿Cómo te sientes? / ¿How do you feel?

Pair activity. Working with your partner, express your emotions. Take turns to ask and answer about feelings and emotions following the example below.

Example: ¿Cómo te sientes? Me siento preocupado.

¿Cómo te sientes?

1. Me siento ____________________________.
2. Me siento ____________________________.
3. Me siento ____________________________.
4. Me siento ____________________________.
5. Me siento ____________________________.
6. Me siento ____________________________.
7. Me siento ____________________________.
8. Me siento ____________________________.
9. Me siento ____________________________.
10. Me siento ____________________________.
Activity 1

Meet these people: Listening, reading, writing, and speaking.

Class activity. Working with your classmates, listen to your instructor and answer the questions below. The instructor will call on different students to answer the questions.

Persona #1

Answer the following questions:

1. ¿Qué idioma habla Juana?
2. ¿Cómo es Juana?
3. ¿Cuál persona famosa prefiere Juana?

Persona #2

Answer the following questions:

1. ¿Cómo es María?
2. ¿Es María una estudiante responsable?
3. ¿Qué más sabes de María?
Activity 1 (Continued)

Persona #3

Answer the following questions:

1. ¿Cómo es José?
2. ¿De dónde es José?
3. ¿Cómo es papá de José.
4. ¿Cómo es la mamá de José.
5. ¿Cómo se llaman sus hermanas?

Persona #4

Answer the following questions:

1. ¿De dónde es Gloria?
2. ¿Es su familia grande o chica?
3. ¿Cuántos hermanos y hermanas tiene ella?
4. ¿Cómo son sus hermanos?
**Activity 2**

*Expressing emotions: speaking, listening.*

Class activity. Working in groups of three, each student will take turns asking and telling others how they feel by using “soy”, “estoy”, “me siento”, alternately.

Example:

¿Cómo eres?
¿Cómo estás?
¿Cómo te sientes?

**Activity 3**

*Compare emotions, physical traits, and characteristics: speaking, and listening.*

Class activity. Working in groups of three, compare yourself with one partner at a time, using más / menos …que.

Example:

Estoy más triste que tú.
Soy más alto que tú.
Me siento menos contento que tú.
Soy menos sociable que tú.
Activity 4

Reading, writing, listening, and speaking.

Class activity. Working in groups of three, write a newspaper ad in the “Personals” section of “Excelsior”. Describe yourself and the person you would like to meet following the example below.

Example:
Hola. Mi nombre es Sofia Fimbres y prefiero un hombre serio, sociable, trabajador, sincero, honesto, comprensivo e inteligente, de aproximadamente 40 a 45 años de edad. Yo soy una mujer de 35 años. Soy alegre, deportista, graciosa y muy divertida. Si usted es la persona que prefiero. Por favor, escriba al correo electrónico: sofis45@hotmail.com

Espero su mensaje,

Sofia Fimbres

Now it is your turn, create a similar message:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Note: These ads will be circulated around the classroom and someone will answer it as homework. Include the adjectives you have learned in the supplementary vocabulary, and the verbs: TO BE, TO PREFER and an actual email address where someone in your classroom can reply. The ads and the replies will be read by the students and turned in to the instructor.
Activity 1

Greetings review

Complete the following conversation between two friends that meet on the street. Pay close attention to the greetings vocabulary.

Conversation on the street.

A. ¡_________ Señora Vásquez!
B. ¡Qué ______, Señor Aranda!
A. ¿Cómo __________ usted?
B. Muy __________ ¿y usted?
A. ______________ gracias
B. Bueno. ¡___________ luego!

Activity 2

Complete the statement.

A. ¡Buenos días, señorita!
B. ¡_________ ___!
A. ¿Cómo ______?
B. Muy bien. ¿___________?
A. Bien gracias. __________ Miguel Allende. ¿Cómo ______ usted?
B. __________ María Gutierrez.
A. ¡Mucho ___ , Señorita Gutierrez.
B. ¡___________!
A. ¿De ________?
B. _____de Colombia, ¿y usted?
A. Soy de Puerto Rico. ¿___ usted estudiante aquí?
B. No, no _________. ___ instructora.
A. ¡Qué interesante! Bueno. ¡________!
B. ¡___________!
Activity 3

Situational review

Imagine you are in the following situations. What would you say? Pick the appropriate vocabulary from the list provided below.

1. You are introducing someone.
   - A) ¿Le gusta su trabajo?
   - B) ¡Hasta mañana!
   - C) ¡Adiós!
   - D) Hasta la vista
   - E) Le presento a
   - F) ¿Cómo está usted?

2. You are thanking someone.
   - G) ¡Muchas gracias!
   - H) Sí, lo siento
   - I) ¿Cuánto tiempo hace que está aquí?
   - J) Hola
   - K) ¿Está ocupada esta silla?
   - L) ¿Qué tal?
   - M) Muy bien.
   - N) Hasta.

3. You join two colleagues at a table in the cafeteria and ask politely whether one of the seats at the table is taken.

4. Ask a friend how long he has been here.

5. You tell a friend that you will see him later.

6. You ask someone you know, “how are you?”

7. You ask someone if he/she likes working where he/she works.

8. You are saying “Goodbye” to someone.
Activity 4

Complete the following sentences

Use the vocabulary listed below to complete them:

Bonilla: ¡_____ señor Santos! ¿Cómo _____ usted hoy?
Santos: Bien, ______. ¿Qué tal, señor Bonilla? Le ______ al señor Cruz.
Cruz: ______ gusto, señor Bonilla
Bonilla: El ______ es mío, señor Cruz.
Santos: El señor Cruz ______ aquí en una comisión científica.
Bonilla: Señor Cruz, ¿dónde ______ vivir?
Cruz: ______ vivir en la ciudad.
Bonilla: ¿De dónde ___ usted?
Cruz: ____ de California. Mi familia y yo _____ de Salinas.
Bonilla: ¿Está su esposa ____?
Cruz: No, ________________.
Bonilla: Lo ______ mucho. ¡Hasta luego!
Cruz: _________, señor Bonilla.

trabaja desgraciadamente mucho hola aquí gusto
prefiere somos está de presento adiós
soy prefiero en gracias siento es
Activity 5

Describing with the verbs ser, estar, preferir

One of the uses of ser and preferir is DESCRIPTION.

Example:

Yo prefiero un hombre bajo.

Él es alto    Ella está muy...

Instructions:

Describe yourself, your best friend, one classmate, and at least three members of your family indicating how they are or feel. Give at least 4 characteristics for each of them.

Examples:

Mi esposo John es muy alto, no es ni gordo ni delgado, él es inteligente, simpático y alegre.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________

Activity 6

Describing emotions and characteristics

The verbs ser, estar, sentir, tener and preferir to describe emotions, and characteristics.

<table>
<thead>
<tr>
<th>¿Cómo está usted?</th>
<th>Muy contenta, ¿Y usted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: ¿Cómo está?</td>
<td>B: Estoy ....</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A: ¿Cómo se sienten ustedes?</td>
<td>B: Estamos...</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A: ¿Qué tipo de estudiante prefieres?</td>
<td>B: Prefiero..</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A. ¿Qué color de pelo tienes?</td>
<td>B Tengo</td>
</tr>
</tbody>
</table>
Activity 7

Practice

Pair activity. Using the information from the box above as an example, practice this exercise. Prepare questions and answers to share with your classmates the next day in class.

A: Ask your partner how he is.  
B: Answer A  
Reverse roles.
Activity 8

Describing yourself

Come prepared to speak in front of the class describing your physical traits and your personality (characteristics). Include also your emotional state and what you prefer.
The Calendar
At the end of this lesson you will be able to count up to 100, provide your age and your family’s as well as your home address and to request the price of merchandise. You will also learn to identify and recognize the days of the week as well as the months. After this lesson you will be able to talk about holidays and special activities. For this purpose you will learn how to:

1. **Express Numbers 21 through 100**
   - Provide the age of your family members
   - Provide your home address
   - Request the price of merchandise
   - Buy merchandise

2. **Identify Days of the Week**
   - Recognize the days of the week
   - Pronounce the days of the week
   - Name different activities you perform on different days of the week

3. **Identify Months**
   - Recognize months
   - Pronounce months
   - Provide your and your family members’ birthdays
   - Discuss military activities for the month

4. **Recognize Dates**
   - Write the dates for personal/military activities
   - Name the dates of holidays of the TR
   - Identify important family celebrations dates
   - Talk about specific holiday activities
Personal information connected with numbers such as age, address and phone numbers are important. Special family celebrations and national holidays offer another fascinating aspect of the Hispanic world. The activities include important dates, both with the military and the outside world.

**Scenario**

Marcos, a Special Operations Forces soldier, is telling Armando, his counterpart, some personal information about himself and his family as well as when they celebrate their birthdays:

Armando, yo tengo 37 años. Mi cumpleaños es el 4 de julio, el Día de la Independencia, y el cumpleaños de mi esposa es el 31 de octubre, en la Víspera de Todos los Santos. Mis dos hijos nacieron (were born) el 14 de febrero, el Día de los Enamorados. ¡Qué coincidencia! ¿Verdad? (What a coincidence! Isn’t it?)
1. Express Numbers 21 through 100

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>26</td>
<td>31</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>veintiuno</td>
<td>veintiséis</td>
<td>treinta y uno</td>
<td>setenta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>27</td>
<td>40</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>veintidós</td>
<td>veintisiete</td>
<td>cuarenta</td>
<td>ochenta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>28</td>
<td>41</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>veintitrés</td>
<td>veintiocho</td>
<td>cuarenta y uno</td>
<td>noventa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>29</td>
<td>50</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>veinticuatro</td>
<td>veintinueve</td>
<td>cincuenta</td>
<td>cien</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>30</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>veinticinco</td>
<td>treinta</td>
<td>sesenta</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 1

Who is the youngest/oldest?

Pair activity. Working with your partner, ask each other how old you are and find out who is the youngest and the oldest. Follow the example below.

Example: Estudiante A: ¿Eres más joven que yo? Tengo veintinueve años.
Estudiante B: Sí, soy más joven que tú. Tengo veinticuatro años
Estudiante A: Eres el más joven.

2. Identify Days of the Week

<table>
<thead>
<tr>
<th>lunes</th>
<th>martes</th>
<th>miércoles</th>
<th>jueves</th>
<th>viernes</th>
<th>sábado</th>
<th>domingo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

Activity 2

Days of the week

Pair activity. Working with your partner, pronounce the days of the week while completing the statements below. Take turns to complete it.

1. lunes, martes...
2. sábado, domingo...
3. jueves, viernes...
4. martes, miércoles...
5. viernes, sábado...
3. Identify Months

<table>
<thead>
<tr>
<th>enero</th>
<th>febrero</th>
<th>marzo</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>February</td>
<td>March</td>
</tr>
<tr>
<td>abril</td>
<td>mayo</td>
<td>junio</td>
</tr>
<tr>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>julio</td>
<td>agosto</td>
<td>septiembre</td>
</tr>
<tr>
<td>July</td>
<td>August</td>
<td>September</td>
</tr>
<tr>
<td>octubre</td>
<td>noviembre</td>
<td>diciembre</td>
</tr>
<tr>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
</tbody>
</table>

**Activity 3**

**Days of the week**

Pair activity. Working with your partner, pronounce the months of the year while completing the statements below. Take turns to complete it.

1. enero, febrero…
2. abril, mayo…
3. julio, agosto…
4. octubre, noviembre…

**4. Recognize Dates**

**Holidays**

**Activity 4**

Pair activity. Working with your partner, write the dates for the following occasions. Talk about them with your partner.

Example: ¿Cuándo es el Día de Año Nuevo?
- Es el primero de enero y...

1. Día de la Raza
2. Día de la Independencia
3. Día de San Valentín
4. Día de Acción de Gracias
1. **Numbers 21 through 100**

Repeat the following numbers aloud along with your instructor:

<table>
<thead>
<tr>
<th>Number</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>veintiuno</td>
<td>veintiuno</td>
</tr>
<tr>
<td>22</td>
<td>veintidós</td>
<td>veintidós</td>
</tr>
<tr>
<td>23</td>
<td>veintitrés</td>
<td>veintitrés</td>
</tr>
<tr>
<td>24</td>
<td>veinticuatro</td>
<td>veinticuatro</td>
</tr>
<tr>
<td>25</td>
<td>veinticinco</td>
<td>veinticinco</td>
</tr>
<tr>
<td>26</td>
<td>veintiséis</td>
<td>veintiséis</td>
</tr>
<tr>
<td>27</td>
<td>veintisiete</td>
<td>veintisiete</td>
</tr>
<tr>
<td>28</td>
<td>veintiocho</td>
<td>veintiocho</td>
</tr>
<tr>
<td>29</td>
<td>veintinueve</td>
<td>veintinueve</td>
</tr>
<tr>
<td>30</td>
<td>treinta</td>
<td>treinta</td>
</tr>
<tr>
<td>31</td>
<td>treinta y uno</td>
<td>treinta y uno</td>
</tr>
<tr>
<td>40</td>
<td>cuarenta</td>
<td>cuarenta</td>
</tr>
<tr>
<td>41</td>
<td>cuarenta y uno</td>
<td>cuarenta y uno</td>
</tr>
<tr>
<td>50</td>
<td>cincuenta</td>
<td>cincuenta</td>
</tr>
<tr>
<td>60</td>
<td>sesenta</td>
<td>sesenta</td>
</tr>
<tr>
<td>70</td>
<td>setenta</td>
<td>setenta</td>
</tr>
<tr>
<td>80</td>
<td>ochenta</td>
<td>ochenta</td>
</tr>
<tr>
<td>90</td>
<td>noventa</td>
<td>noventa</td>
</tr>
<tr>
<td>100</td>
<td>cien</td>
<td>cien</td>
</tr>
</tbody>
</table>

*Note: Starting with the number 31, numbers in Spanish are written as separate words, with “y” between the multiples of ten and ones. Keep in mind that the pattern you use to write the 30s, continues with 40s and all the way to 99. I will give you the construction for the 30-31, 40-41, and let you figure out the rest. Notice that the numbers **dos**, **tres** and **seis** always have an accent when combined with another number, but not by themselves. Numbers are also written separately from 16 – 29, but it is more common to see them written as one word.*

2. **Provide your home address**

When asking for someone’s address, use: ¿Cuál es tu dirección?

When giving your own address, use: Mi dirección es...

Example:

¿Cuál es tu dirección? Mi dirección es Gabriela Mistral cero cuarenta y cinco.  
*What’s your address? My address is Gabriela Mistral zero forty-five.*

When asking for someone’s address, use (singular): ¿Cuál es la dirección de (name)?

Use this form when giving someone else’s: Su dirección es Juárez 2356.

Example: ¿Cuál es la dirección de Bill Clinton? Su dirección es La Casa Blanca, Washington, D.C.
3. Request the price of merchandise

When asking the price of something, you should use:

- ¿Cuánto cuesta el/la ...?  \textit{How much does the...cost?}
- Cuesta...pesos.  \textit{It costs $...pesos.}

When asking the price of more than one thing, you should use:

- ¿Cuánto cuestan los/las...?  \textit{How much do the...cost?}
- Cuestan...pesos.  \textit{It costs $...pesos.}

Note: Look at the following example to learn how to express “cents”, although it is not as common in the Hispanic world to find prices in pesos and cents as it is in the US., because they do not add very much to the price of an item, but sometimes you will run into situations when you will need to know this information.

Un kilo de pan cuesta nueve pesos y cincuenta centavos.

\textit{A kilogram of bread costs nine pesos and fifty cents.}

4. Verbs in the Familiar Form.

The familiar \textit{tú} has its own verb ending, which usually is an \textit{s} added to the \textit{usted} form:

Example: ¿Trabaja usted aquí?  ¿Trabajas (tú) aquí?

The personal pronoun \textit{tú} is generally omitted.

Exercise 1

Tú or Ud?

Pair activity. Working with your partner, determine which form of “you” you would use when addressing the following people.

1. A professor
2. Your friend
3. General Powell
4. Your brother
5. Your cat
Exercise 2

Possessive Adjectives (Review)

Possession can be indicated by the following five possessive adjectives.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>mi    my</td>
<td>mis  my</td>
</tr>
<tr>
<td>tu    your (Inf.)</td>
<td>tus  your (Inf.)</td>
</tr>
<tr>
<td>su    your (formal), his, her</td>
<td>sus  your (formal), his, her</td>
</tr>
<tr>
<td>nuestro/a  our</td>
<td>nuestros/as  our</td>
</tr>
<tr>
<td>su    your (formal), their</td>
<td>sus  your (formal), their</td>
</tr>
</tbody>
</table>

Pair activity. Substitute the possessive adjectives according to the nouns in parenthesis. Take turns doing the following item-substitution exercise orally.

1. ¿Dónde está tu clase? (libro, lápiz, amigos)
2. Su cliente está aquí. (hermanos, jefes, oficina)
3. Nuestro jefe es de África. (primos, familia, armas)

Exercise 3

Choose the correct form.

Pair activity. Working with your partner, select and complete the correct Spanish for the English sentences below. Take turns to answer.

1. Her aunt is very tall, but her uncle is very short.
   A. Su tía es…  B. Mi tio es…  C. Tus tíos son…

2. Our class is big, but our teacher is nice.
   A. Nuestras clases son…  B. Nuestra clase es…  C. Sus clases son…

3. Your car is new and my car is old.
   A. Tus carros son…  B. Mi carro es…  C. Tu carro es…
Exercise 3 (continued)

4. His book is long, but my book is interesting.
   A. Su cuaderno es… B. Sus cuadernos son… C. Tus cuadernos son…

5. Our country needs soldiers.
   A. Sus países necesitan… B. Mi país necesita… C. Nuestro país necesita…

Exercise 4

Possessive adjectives

Pair activity. Working with your partner, fill in the blanks by choosing the appropriate possessive adjective. Compare notes with your partner.

mi, mis, tu, tus, su, sus, nuestro, nuestros

1. La mujer bebe __________ refresco lentamente.
2. Los soldados arreglan __________ mochilas.
3. El oficial tiene __________ uniforme listo.
4. ¿Tienes __________ ropa ahí?
5. Sí, tengo __________ documentos aquí.
6. Aquí está (formal) __________ jeep, mi Coronel.
7. Yo necesito __________ dinero hoy.
8. Ellos ya tienen __________ pasajes.
10. Ésta está en __________ casa.
4. The verb “Tener”

Provide the age of your family members

When asking someone about their age, the verb TENER is always used.

¿Cuántos años tiene tu abuelo?  How old is your grandfather?
Él tiene 78 años.  He is 78 years old.

¿Cuántos años tiene su hermano?  How old is your brother?
Él tiene veintiocho años.  He is twenty-eight years old

5. COSTAR (to cost): The Present Tense of an o>ue Stem-changing Verb.

The verb costar is generally used in the third-person singular and plural forms only. Costar is only used for things.

Examples:

¿Cuánto cuesta la computadora?  How much does the computer cost?
Todas las computadoras cuestan mucho.  All the computers cost a lot.
Dos libros de español cuestan $60.  Two books of Spanish cost $60.

Exercise 5

Pair activity. Working with your partner, help one another to complete the sentences below with the verb “costar”.

1. ¿Cuánto ____________ el auto?
2. Los libros ______________ $100.00 dólares.
3. Los uniformes ______________ más de $200.00 dólares.
4. Mi uniforme de gala ______________ más o menos $350.00 dólares.
5. ¿Cuánto ______________ los abrigos en esa tienda?
7. Estos zapatos ______________ $35 dólares.
6. Gustar (to like)

The verb *gustar* expresses the meaning of the English verb “to like.” Grammatically, it is similar to the English expression “to be pleasing to someone.” Usually the verb *gustar* is used with indirect object pronouns (*me, te, le, nos, les*), which indicate to whom something is pleasing. To further clarify to whom something is pleasing, a phrase with a (*a mi, a Ud., a él, a ella, a nosotros, a Uds., a ellos*) is added to the sentence.

Example: A ella *le gusta* escribir. (*She likes to write*)

<table>
<thead>
<tr>
<th>A mí</th>
<th>me</th>
<th>gusta (n)</th>
<th>I like</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ti</td>
<td>te</td>
<td>gusta (n)</td>
<td>you like</td>
</tr>
<tr>
<td>A usted (Ud.)</td>
<td>A él</td>
<td>le</td>
<td>you (sing.) like</td>
</tr>
<tr>
<td>A ella</td>
<td></td>
<td>gusta (n)</td>
<td>he likes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>she likes</td>
</tr>
<tr>
<td>A nosotros</td>
<td>A nosotras</td>
<td>nos</td>
<td>we like</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gusta (n)</td>
<td>we (fem.) like</td>
</tr>
<tr>
<td>A ustedes (Uds.)</td>
<td>A ellos</td>
<td>les</td>
<td>you (pl.) like</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gusta (n)</td>
<td>they like</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>they (fem.) like</td>
</tr>
</tbody>
</table>

1. In the verb *gustar*, only the forms (*gusta*, sing.) or (*gustan*, pl.) are used to conjugate.

Example: A él *le gusta* el auto (*he likes the car*).
A él *le gustan* los autos (*he likes the cars*).

2. The verb *gustar* may also be followed by an infinitive.

Example: A mí *me gusta* escuchar música (*I like to listen to music*).

6. Gustar (to like) (continued)

3. The negative, *no*, is placed in front of the indirect object pronoun (*me, le, nos, les*) to form negative sentences.

Example: A ellos *no les gusta* el vino (*They do not like the wine*).
¿*Le gusta* a usted su trabajo?
Sí, *me gusta* / No, *no me gusta*. 232
Exercise 6

Pair activity. Working with your partner, talk about how much you like your job. Take turns to ask and answer following the example below.

Example: ¿Te gusta mucho tu trabajo?
        Sí, me gusta mucho. / No, no me gusta.

7. Likes and dislikes

In order to express likes and dislikes, you will need to learn to function with verbs of indirect object, such as gustar, encantar, and fascinar.

GUSTAR / ENCANTAR / FASCINAR

In Spanish, we say “It is pleasing to me” rather than “I like”. Since the sentence contains an indirect object (to me), it only makes sense that we call these verbs, VERBS OF THE INDIRECT OBJECT. These are not the only ones, but they help us express “likes and dislikes”. The following diagram clearly shows the sentence structure.

A. The person likes one thing.

Example: Me gusta la clase de español.
        I like the Spanish class.

B. The person’s likes are expressed with verbs.

Example: Me gusta cantar.
        I like to sing.

C. The person likes something expressed with the plural form. In this case, you must add an “n” to the verb.

Example: Me gustan las enchiladas.
        I like enchiladas.

Summary: Use GUSTAR in the first two examples

Use GUSTAN when you use the plural form such as the one shown in example #3.
The Calendar
Spanish SOLT I
Module 1 Lesson 6

The vocabulary for this lesson has been grouped in six equally important categories. They are numbers, days of the week, months, useful words, verbs and holidays.

### Los números

<table>
<thead>
<tr>
<th>Número</th>
<th>Traducción</th>
</tr>
</thead>
<tbody>
<tr>
<td>cien</td>
<td>one hundred</td>
</tr>
<tr>
<td>cincuenta</td>
<td>fifty</td>
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<tr>
<td>cincuenta y uno</td>
<td>fifty one</td>
</tr>
<tr>
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<td>ninety one</td>
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<td>ochenta y uno</td>
<td>eighty one</td>
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<td>sesenta</td>
<td>sixty</td>
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<td>sesenta y uno</td>
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<tr>
<td>setenta</td>
<td>seventy</td>
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<tr>
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<td>treinta</td>
<td>thirty</td>
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<tr>
<td>treinta y uno</td>
<td>thirty one</td>
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<tr>
<td>veinticinco</td>
<td>twenty five</td>
</tr>
<tr>
<td>veinticuatro</td>
<td>twenty four</td>
</tr>
<tr>
<td>veintidós</td>
<td>twenty two</td>
</tr>
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<td>veintinueve</td>
<td>twenty nine</td>
</tr>
<tr>
<td>veintiocho</td>
<td>twenty eight</td>
</tr>
<tr>
<td>veintiséis</td>
<td>twenty six</td>
</tr>
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<td>veintisiete</td>
<td>twenty seven</td>
</tr>
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<td>veintitrés</td>
<td>twenty three</td>
</tr>
<tr>
<td>veintiuno</td>
<td>twenty one</td>
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</tbody>
</table>

### Palabras útiles

<table>
<thead>
<tr>
<th>Palabra</th>
<th>Definición</th>
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<tbody>
<tr>
<td>el abrigo</td>
<td>coat</td>
</tr>
<tr>
<td>el auto</td>
<td>car</td>
</tr>
<tr>
<td>automático /a</td>
<td>automatic</td>
</tr>
<tr>
<td>barato /a</td>
<td>inexpensive</td>
</tr>
<tr>
<td>las botas</td>
<td>boots</td>
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<td>los calcetines</td>
<td>socks</td>
</tr>
<tr>
<td>la camisa</td>
<td>shirt</td>
</tr>
<tr>
<td>caro /a</td>
<td>expensive</td>
</tr>
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<td>el caudillo</td>
<td>chief</td>
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<tr>
<td>celebrar</td>
<td>to celebrate</td>
</tr>
<tr>
<td>la chaqueta</td>
<td>jacket</td>
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<td>el cumpleaños</td>
<td>birthday</td>
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<td>económico /a</td>
<td>economic</td>
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<td>el, la escritor /a</td>
<td>writer</td>
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<tr>
<td>estricto /a</td>
<td>strict</td>
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<tr>
<td>el fin de semana</td>
<td>weekend</td>
</tr>
<tr>
<td>hoy</td>
<td>today</td>
</tr>
<tr>
<td>el jefe</td>
<td>chief</td>
</tr>
<tr>
<td>el mes</td>
<td>month</td>
</tr>
<tr>
<td>la moto</td>
<td>motorcycle</td>
</tr>
<tr>
<td>el navegante</td>
<td>sailor</td>
</tr>
<tr>
<td>los pantalones</td>
<td>slacks</td>
</tr>
<tr>
<td>el pintor</td>
<td>painter</td>
</tr>
<tr>
<td>la playa</td>
<td>beach</td>
</tr>
<tr>
<td>probablemente</td>
<td>probably</td>
</tr>
<tr>
<td>la puerta</td>
<td>door</td>
</tr>
<tr>
<td>la reina</td>
<td>queen</td>
</tr>
<tr>
<td>la ropa</td>
<td>clothes</td>
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<td>las sandalias</td>
<td>sandals</td>
</tr>
<tr>
<td>la semana</td>
<td>week</td>
</tr>
<tr>
<td>¡Siéntate!</td>
<td>Sit down!</td>
</tr>
<tr>
<td>solamente</td>
<td>only</td>
</tr>
<tr>
<td>la tienda</td>
<td>store</td>
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### Los días de la semana

<table>
<thead>
<tr>
<th>Día de la semana</th>
<th>Traducción</th>
</tr>
</thead>
<tbody>
<tr>
<td>domingo</td>
<td>Sunday</td>
</tr>
<tr>
<td>jueves</td>
<td>Thursday</td>
</tr>
<tr>
<td>lunes</td>
<td>Monday</td>
</tr>
<tr>
<td>martes</td>
<td>Tuesday</td>
</tr>
<tr>
<td>miércoles</td>
<td>Wednesday</td>
</tr>
<tr>
<td>sábado</td>
<td>Saturday</td>
</tr>
<tr>
<td>viernes</td>
<td>Friday</td>
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### Los meses del año

<table>
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<tr>
<th>Mes</th>
<th>Traducción</th>
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<tbody>
<tr>
<td>abril</td>
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<tr>
<td>agosto</td>
<td>August</td>
</tr>
<tr>
<td>enero</td>
<td>January</td>
</tr>
<tr>
<td>febrero</td>
<td>February</td>
</tr>
<tr>
<td>julio</td>
<td>July</td>
</tr>
<tr>
<td>junio</td>
<td>June</td>
</tr>
<tr>
<td>marzo</td>
<td>March</td>
</tr>
<tr>
<td>mayo</td>
<td>May</td>
</tr>
<tr>
<td>noviembre</td>
<td>November</td>
</tr>
<tr>
<td>octubre</td>
<td>October</td>
</tr>
<tr>
<td>septiembre</td>
<td>September</td>
</tr>
<tr>
<td>diciembre</td>
<td>December</td>
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</table>

### Verbos

<table>
<thead>
<tr>
<th>Verbo</th>
<th>Definición</th>
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<tbody>
<tr>
<td>celebrar</td>
<td>to celebrate</td>
</tr>
<tr>
<td>comprar</td>
<td>to buy</td>
</tr>
<tr>
<td>costar</td>
<td>to cost</td>
</tr>
<tr>
<td>escribir</td>
<td>to write</td>
</tr>
<tr>
<td>escuchar</td>
<td>to listen</td>
</tr>
<tr>
<td>ganar</td>
<td>to earn</td>
</tr>
<tr>
<td>gustar</td>
<td>to like</td>
</tr>
<tr>
<td>leer</td>
<td>to read</td>
</tr>
<tr>
<td>manejar</td>
<td>to drive</td>
</tr>
<tr>
<td>recibir</td>
<td>to receive</td>
</tr>
<tr>
<td>sentar(se)</td>
<td>to sit</td>
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<tr>
<td>trabajar</td>
<td>to work</td>
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<tr>
<td>viajar</td>
<td>to travel</td>
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<tr>
<td>Días feriados</td>
<td>Traducción</td>
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<tr>
<td>------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>el Carnaval</td>
<td>carnival</td>
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<tr>
<td>la Cuaresma</td>
<td>Lent</td>
</tr>
<tr>
<td>Día de las Fuerzas Armadas</td>
<td>Armed Forces Day</td>
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<tr>
<td>Día de Acción de Gracias</td>
<td>Thanksgiving</td>
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<tr>
<td>Día de Año Nuevo</td>
<td>New Year's</td>
</tr>
<tr>
<td>Día de la Bandera</td>
<td>Flag Day</td>
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<tr>
<td>Día de la Independencia</td>
<td>Independence Day</td>
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<tr>
<td>Día de la Pascua</td>
<td>Easter</td>
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<td>Día de la Raza</td>
<td>Columbus Day</td>
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<tr>
<td>Día de las Américas</td>
<td>Day of the Americas</td>
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<tr>
<td>Día de las Madres</td>
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<td>Día de los Enamorados</td>
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<td>Día de los Muertos</td>
<td>Day of the Dead</td>
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<td>Día de los Reyes Magos</td>
<td>Day of the Wise Men</td>
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<td>Día de los Santos Inocentes</td>
<td>April Fool's Day</td>
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<td>Día de San Valentín</td>
<td>Valentine's Day</td>
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<td>Día de Todos los Fieles</td>
<td>All Souls' Day</td>
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<td>Día de Todos los Santos</td>
<td>All Saints Day</td>
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<tr>
<td>Día del Maestro</td>
<td>Teacher's Day</td>
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<tr>
<td>el Domingo de Ramos</td>
<td>Palm Sunday</td>
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<tr>
<td>el Jueves Santo</td>
<td>Holy Thursday</td>
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<tr>
<td>el Miércoles de Ceniza</td>
<td>Ash Wednesday</td>
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<tr>
<td>la Navidad</td>
<td>Christmas</td>
</tr>
<tr>
<td>la Noche Vieja</td>
<td>New Year's Eve</td>
</tr>
<tr>
<td>la Nochebuena</td>
<td>Christmas Eve</td>
</tr>
<tr>
<td>el Viernes Santo</td>
<td>Good Friday</td>
</tr>
<tr>
<td>la Víspera de Todos los Santos</td>
<td>Halloween</td>
</tr>
</tbody>
</table>
1. Calendar

The first day of the Hispanic week is **lunes**, Monday. In our culture, we count periods of one and two weeks by weeks. In Hispanic culture, they are counted by days, and include both the beginning and ending days. The result is that a week is represented as eight days, and two weeks are represented as fifteen days.

**Salimos en ocho días.**
We’re leaving in a week (eight days).

**Salimos en quince días.**
We’re leaving in two weeks (fifteen days).

**Salimos en tres semanas.**
We’re leaving in three weeks.

**Salimos de hoy en ocho días.**
We’re leaving a week from today (from today in eight days).

**Salimos de hoy en quince días.**
We’re leaving two weeks from today (from today in fifteen days).

**Salimos de hoy en tres semanas.**
We’re leaving three weeks from today (from today in three weeks).

In the Hispanic world, the full date is written in a different order from the way we do it: first the number of the day, then the month, then the year. The measures of time go from the smallest (the day) to the next in size (the month) to the largest (the year).

April 30, 2000  
**30 de abril de 2000**

If the date is expressed in figures only, a Roman numeral is usually used for the month:

April 30, 2000 (4/30/00)  
**30/IV/00**  or  **30/4/00**
Activity 1

Let’s practice the numbers 32 to 100.

Pair activity. Help each other write out the numbers in letters where they are missing.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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<td>32</td>
<td>42</td>
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<td>cincuenta</td>
<td>60</td>
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<tr>
<td>41</td>
<td>cuarenta y uno</td>
<td>51</td>
<td>cincuenta y uno</td>
<td>61</td>
</tr>
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<td>72</td>
<td>82</td>
<td>92</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>80</td>
<td>ochenta</td>
<td>90</td>
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<td>100</td>
</tr>
<tr>
<td>81</td>
<td>ochenta y uno</td>
<td>91</td>
<td>noventa y uno</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3

Escucha.

Pair activity. Listen to the following numbers and circle them. Then you will write them down and compare your list with your partner’s.

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

Activity 4

**Note to the Instructor:** Class activity/Interview. Students need to form a circle. After having answered, the first student will turn around and ask the same questions of another student until the circle is complete. After this drill, one student sits in the center of the circle and answers family related questions from all the other students. Students are encouraged to bring back old verbs and adjectives and put them into practice. It is possible that student B does not have a brother or sister or that the relative he or she is being asked about passed away. Here are some answer suggestions for those.
Activity 5

¿Cuántos años...?

Pair activity. With a partner, take turns asking and answering the following questions.

Example: Estudiante A: ¿Cuántos años tiene su mamá?
Estudiante B: Tiene sesenta años. ¿Y su mamá?
Estudiante A: Mi mamá tiene sesenta y cuatro años.

1. Estudiante A: ¿Cuántos años tiene su papá?
   Estudiante B: 
   Estudiante A:

2. Estudiante A: ¿Cuántos años tiene su esposa/o?
   Estudiante B: 
   Estudiante A:

3. Estudiante A: ¿Cuántos años tiene su hermano?
   Estudiante B: 
   Estudiante A:

4. Estudiante A: ¿Cuántos años tiene su hermana?
   Estudiante B: 
   Estudiante A:

5. Estudiante A: ¿Cuántos años tiene su hijo?
   Estudiante B: 
   Estudiante A:
Activity 6

Drinking age

Pair activity. Working with your partner, ask their ages in order to determine who can drink alcohol and who cannot drink. One student will read a question and the other one will answer it. Then you will reverse roles.

Example:

¿Pedro tiene veinte años?    Is Pedro twenty years old?
Pedro no puede beber alcohol.  Pedro cannot drink alcohol.

You may just answer by saying: Sí/ No, (name) (no) puede beber.

1. ¿Mario tiene treinta años?
2. ¿Carmen tiene diecinueve años?
3. ¿Maria tiene treinta y cinco años?
4. ¿José tiene catorce años y su amigo doce?
5. ¿Marcia tiene dieciocho años?
6. ¿Rafael tiene veinticuatro años y Daniel veinticinco?
7. ¿Magdalena tiene veintiún años?
Activity 7

How old are they?

Group activity. In a group of three, one student will ask one of the following questions and whoever answers the question will ask the next one and so on. There might be more than one correct answer.

1. Barbara just got her driver’s license. How old is she?
2. Ramón can drink alcohol now. How old is he?
3. Carlos just graduated from high school. How old is he?
4. Marta just started kindergarten. How old is she?
5. Jorge just graduated from middle school. How old is he?
6. Marina just entered high school. How old is she?
7. Rafael just graduated from college. How old is he?
8. Fernando can vote now. How old is he?
9. Patricia just had her first baby, four years after high school graduation. How old is she?
10. Pedro just got married, three years after graduating from college. How old is he?

Activity 8

Practice giving the following addresses.

Group activity. Four students will play the role of the following people. One student will read the question and whoever is playing the role of the person mentioned will answer the question.

Ana Bolívar 564 ¿Cuál es la dirección de Ana?
Carlos San Martín 2639 ¿Cuál es la dirección de Carlos?
Mercedes Lima 843 ¿Cuál es la dirección de Mercedes?
Joaquín Juárez 2638 ¿Cuál es la dirección de Joaquín?

Su dirección es___________________________________________________________.

💡 Tip of the day: When giving an address in English, the number precedes the street name. In Spanish it’s the opposite, the street name precedes the number. You may opt to say every single number, or use numbers of two or more digits. See the example below:

Mi dirección es Gabriela Mistral, cero, cuarenta y cinco.
Mi dirección es Isla Bermudas, veintisiete, cuarenta y dos.
Activity 9

Buying clothing.

Pair activity. Working with your partner, ask the prices of the items below. The first student will pretend to be a store clerk and the second student will ask the first student for the price of each of the items. The student will respond according to the prices assigned to them. Follow the following example.

Example: CLIENT: ¿Cuánto cuesta este par de zapatos?
STORE CLERK: -Cuesta setenta y cinco dólares

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$13.55</td>
<td>$39.99</td>
<td>$89.45</td>
<td>$70.00</td>
<td>$3.75</td>
</tr>
</tbody>
</table>

Activity 10

Play a role

Pair activity. Working with your partner, change the prices of the items from activity 9 and reverse roles. The student who just pretended to be a store clerk will be the next client and another student will play the role of clerk until each has had a turn to ask and respond.
Activity 11

Buying merchandise

Pair activity. Working with your partner, read the question aloud and the other will answer the questions. Take turns to ask and answer.

1. ¿Es siempre elegante una chaqueta de $100 dólares? ¿Por qué sí o por qué no?
2. ¿Quieres comprar una chaqueta cara o barata? ¿Por qué?
3. ¿Es $25 dólares un precio muy alto para una chaqueta de piel?
4. ¿Es $50 dólares un precio muy bajo para una chaqueta de otro tipo?
5. ¿Te gusta ir de compras? ¿Cuál es tu tienda favorita? ¿Por qué?
7. ¿Qué ropa nueva necesitas comprar ahora?
8. ¿Dónde vas a comprar?
9. ¿Cuánto dinero tienes para comprar ropa?
10. ¿Cuánto dinero necesitas para comprar ropa?

Activity 12

Identify the days of the week

Pair activity. What day is tomorrow if today is…? Take turns and ask each other “Si hoy es…mañana es…” (If today is…tomorrow is?)

1. lunes
2. jueves
3. sábado
4. viernes
5. martes
6. domingo
7. miércoles
Tip of the day: It is important to remember that in Spanish the days of the week and the months of the year are not written with a capital letter as it is in English. In this way Monday becomes lunes and January becomes enero. Also, for sábado and domingo you need to add an –s for it to become plural. The other days have an identical singular and plural form.

Activity 13

Daily routine.

Pair activity. Working with your partner, name the different activities you perform on different days of the week following the example below. Take turns to name the activities.

Example: El lunes lavo ropa...
El martes voy de compras...

<table>
<thead>
<tr>
<th>lunes</th>
<th>martes</th>
<th>miércoles</th>
<th>jueves</th>
<th>viernes</th>
<th>sábado</th>
<th>domingo</th>
</tr>
</thead>
<tbody>
<tr>
<td>-lavar ropa</td>
<td>-ir de</td>
<td>-Leer un</td>
<td>-Conversar</td>
<td>-Trabajar</td>
<td>-Dormir</td>
<td></td>
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<tr>
<td>-comer bien</td>
<td>compras</td>
<td>libro</td>
<td>con mis</td>
<td>poco</td>
<td>tarde</td>
<td></td>
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<tr>
<td>-trabajar</td>
<td></td>
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<td>padres</td>
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<td>-Ir a una</td>
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<td>mucho</td>
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<td>-hablar por</td>
<td>cartas</td>
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<td>-Ir al</td>
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<td>por el parque</td>
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<td>-Visitar</td>
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<td>amigos</td>
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</tbody>
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1. 
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**Activity 14**

**The months of the year.** *(Los meses del año.)*

Class activity. Identify months by repeating with your instructor their pronunciation.

<table>
<thead>
<tr>
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<th>English</th>
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</thead>
<tbody>
<tr>
<td>enero</td>
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<tr>
<td>febrero</td>
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<td>August</td>
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<td>septiembre</td>
<td>September</td>
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<tr>
<td>octubre</td>
<td>October</td>
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<tr>
<td>noviembre</td>
<td>November</td>
</tr>
<tr>
<td>diciembre</td>
<td>December</td>
</tr>
</tbody>
</table>

Note: In Spanish the months of the year are not capitalized except at the beginning of a sentence.

**Activity 15**

**Holidays**

Pair activity. Working with your partner, write the dates for the following occasions. Talk about them with your partner.

Example: ¿Cuándo es el Día de los Muertos?
- Es el dos de noviembre y...

1. Día de los Reyes Magos
2. Navidad
3. Día de Pascua
4. Día de las Madres
Activity 16

Complete the phrase

Pair activity. Working with your partner, read and complete the phrases below. Take turns to read and answer.

1. Tu cumpleaños es el...
2. Hoy es el ...
3. El día de la Víspera de Todos los Santos es el ...
4. El día de dar Gracias es el ...
5. El día de los enamorados es el ...
6. El día de los tontos es el ...
7. El día de la bandera es el ...

Activity 17

Asking common questions.

Pair activity. Working with your partner, complete the questions below by selecting the appropriate verbs from the Jumble Box. Take turns to ask and answer following the example provided.

Example: ¿Dónde trabajas ahora?

1. ¿Dónde _______ ahora?
2. ¿Qué _______ ahora?
3. ¿_________ casado?
4. ¿Cómo se llama _______ esposa?
5. ¿Cuántos hijos _______?
6. ¿Cómo se llaman _______ hijos?
7. ¿Qué clase de auto _______?
8. ¿Cuánto tiempo hace que _______ en el ejército?
9. ¿_________ mucho en tu trabajo?
10. ¿_________ vivir aquí?

estás  te gusta    tu tienes tus  estás
trabajas  estás  manejas  haces  trabajas
Activity 18

More questions

Pair activity. Working with your partner, complete these mini-dialogues by selecting the appropriate responses from the sentences on the right. Read the questions aloud so that your partner can answer back orally.

1. ¿Adónde vas los fines de semana?
2. ¿Qué tipo de carro manejas?
3. ¿Qué necesitas comprar?
4. ¿Adónde vas a ir el próximo fin de semana?
5. ¿Cuándo se va a retirar el Sr. Moro?
6. ¿Por qué vas a vender tu auto?

Activity 19

Talk to your partner.

Pair activity. Working with your partner, complete these mini-dialogues by selecting the appropriate responses from the sentences on the right. Read the questions aloud so that your partner can answer back orally.

A. ¡Hola Santiago! ¿Cómo ____________?
   B. Bien, ¿y ____________?
      A. Bien, gracias. Te presento a mi esposa
      B. ¡Mucho gusto!
      A. ¿Dónde vives ahora?
      B. Mi esposa y yo vivimos en Bogotá, ¿y ...?
         A. ____________ aquí en Cartagena
         B. ____________ gusta vivir aquí?
         A. Sí, ____________ gusta mucho
         B. ¿Fuiste a Estados Unidos el año pasado?
         A. Sí, ____________ a California, ¿y qué haces tú aquí?
         B. Necesito ____________
            A. ¿Qué tipo de carro ____________?
            B. Quiero un carro ____________ (small, 2 doors, red, and manual transmission)
               A. Bueno, pues ¡buena suerte!
               B. Gracias, ¡hasta luego!
**Activity 20**

**Asking information**

Pair activity. Working with your partner, complete the questions below by selecting the appropriate verbs from the Jumble Box. One of you will ask the first question and the other will answer. Then you will reverse roles.

A. ¿Cómo te__________________?
B. Joe. ¿Y tú?
A. Carmen. ¡Encantada!
B. ¡Mucho gusto!
A. ¿De dónde__________________? ¿____________________ americano?
B. Sí.
A. ¿Qué__________________ aquí en Colombia?
B. ________________para las Fuerzas Armadas de EEUU.
A. Ah, ¡qué bien! Y, ¿hace mucho tiempo que ________________aquí?
B. Hace dos años
A. ¿__________________ a estar mucho tiempo?
B. Pues sí, un año
A. ¿__________________ gusta Barranquilla?
B. Sí, ________________gusta mucho
A. ¿Dónde__________________?
B. Vivo en la calle Bolívar.
A. Y, ¿__________________ número de teléfono?
B. No, ¡desafortunadamente!

<table>
<thead>
<tr>
<th>más</th>
<th>te</th>
<th>vives</th>
<th>llamas</th>
<th>estás</th>
<th>tienes</th>
<th>vive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trabajo</td>
<td>eres</td>
<td>gusto</td>
<td>eres</td>
<td>vas</td>
<td>haces</td>
<td>me</td>
</tr>
</tbody>
</table>
Activity 1

Telephone conversation: listening and speaking.

Pair activity. Working with your partner, read and discuss the following telephone conversation about a magazine that is new on the market. Within its pages can be found topics that range from the “Food Editor’s” recipes, to travel, gardening, travel and the preservation of the species

A. “Bueno,”
B. “Hola Marta, ¿qué tal?
A. “Pues, más o menos, y tú, ¿cómo te sientes?
B. “Fantásticamente, estoy fascinada con una nueva revista, es muy interesante, muy moderna, y muy barata.
A. “Qué tipo de revista?”
B. “Es interesantísima, porque tiene una sección de mujeres con recetas de comida, flores para el jardín, y sólo cuesta $3.00 (tres dólares).”
A. “Oh,” “ya tengo una revista feminista.”
B. “No, esta revista es muy especial, incluye una sección de viajes, y una sección de ecología marina, aves y el océano.
A. “¡Mándame una copia, por favor!, a mi dirección de casa:
   “En la colonia Morelos, Calle La Reforma,” 1879, o a mi apartado postal (P.O. Box), número 1487009.
B. ¡Claro que sí!

Activity 2

Integrated skills: reading, speaking, and listening.

Pair activity. Working with your partner, talk about the most outstanding characteristics of the magazine in activity 1 such as: its vibrant colors, topics of interest to women, ecology, price-per-issue, useful travel information, and ecology.

Example: La revista es feminista y....
Activity 3: listening, speaking, and reading.

Class activity. Listen to your instructor as he/she reads the following conversation and answer the questions as he/she calls on you.

1. He was married for _______.
2. He has _______ kids.
3. There are _______ people in the company.
4. He is going to retire in _________
Activity 4

Numbers 21-100: reading, writing, listening, and speaking.

Pair activity. Working with your partner, plan the shopping necessary for each day of the week during the Xmas holidays, starting with lunes, diciembre 19. Compare each other’s lists after you finish writing them.

Example:

El lunes, 19 de diciembre voy a comprar un (a) __________ para mi novio/a.

El martes, 20 de diciembre ________________________________.

El miércoles, ________________________________.

El ________________________________.

El ________________________________.

El ________________________________.

Activity 5

Months and dates: speaking, listening.

Class activity. Do a survey of all of your classmate’s birthdays, and tell your partner who is the youngest and who is the oldest, then have him/her tell you which students are the same age, and how many students are there who were born on the same months.

Example:

__________________________ es el menor.
Activity 1

The Red Cross

Read the following passage and decide if the following statements are true or false. Write C for CIERTO and F for FALSO.

LA CRUZ ROJA DE PERÚ
Necesitamos
más sangre de su tipo.
No importa el tipo de sangre
que usted tenga, este
mundo necesita
de ella.
Por favor, done sangre.
Si desea contribuir comuníquese con nosotros.

According to the announcement:

1. The Red Cross needs your tax-deductible contribution._____
2. The Red Cross needs blood donors of all blood types._____
3. People need only to contact the Red Cross if they need a transfusion._____
Activity 2

CD ROM. Latin American leaders. Listen to the following passage. You will hear the name of various Latin American leaders and the things they’ve done in their countries. Your job is to find out to what countries these leaders belong to.

Match the names on list A with the countries on list B. They are all Latin American leaders of the past and present.

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salvador Allende</td>
<td>Perú</td>
</tr>
<tr>
<td>José de San Martín</td>
<td>Argentina</td>
</tr>
<tr>
<td>Fujimori</td>
<td>Nicaragua</td>
</tr>
<tr>
<td>Simón Bolívar</td>
<td>Chile</td>
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<tr>
<td>Somoza</td>
<td>México</td>
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<tr>
<td>Jamil</td>
<td>Ecuador</td>
</tr>
<tr>
<td>Benito Juárez</td>
<td>Cuba</td>
</tr>
<tr>
<td>José Martí</td>
<td>Venezuela</td>
</tr>
</tbody>
</table>
Activity 3

Numbers

CD ROM. Listen to the following numbers and write them down

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

Activity 4

Introduce yourself

A) Pretend you are attending a Spanish class and during the break, Juan wants to become better acquainted with you, but you don’t want to cooperate, so he has to ask all the questions.

Juan: Buenos días, me llamo Juan, ¿y usted?
Tú: __________________________
Juan: ¿Cómo está?
Tú: __________________________
Juan: Yo soy de Arizona, ¿de dónde es usted?
Tú: __________________________
Activity 5

Understanding an ad

This is a list of retired adults registered for a swimming class. Read carefully and mark the correct statement from the choices below.

I. Escuela de Gimnasia Olímpica
Calle 3 avenida 15
San José, Costa Rica

Horarios de clases:

Lunes, miércoles y viernes:
De 16:10 a 17:30; de 17:30 a 19:00 p.m.
Y de 18:00 a 19:30.

Martes y jueves:
De 16:10 a 17:10 para niñas de 4 a 6 años.

Martes y jueves:
De 17:10 a 18:30 y de 18:10 a 19:30

Sábado: de 10:30 a 11:30 a.m. y de 11:30 a.m. a 13:30.

1. This ad is mainly for:
   a) Swimming lessons for women only
   b) Swimming lessons for men only
   c) Swimming lessons for girls only

2. What day(s) and time are reserved mainly for girls?
   a) Martes y jueves: de 16:10 a 17:10
   a) Lunes, miércoles y viernes: de 16:10 a 17:30
   c) Sábado: de 10:30 a 11:30 a.m. y de 11:30 a.m. a 13:30.
Activity 6

Sharing your personal information

Come to class prepared to share your personal information (age, address, your birthdays, your SSN, your license plate number, etc). Bring some photographs to talk about your family and tell the class how old is each family member.