

Spanish Final 6-8-16

Vocabulary

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| 1. Skirt | falda |
| 2. Long sleeve | una camisa de manga larga |
| 3. Underwear | la ropa interior |
| 4. Scarf | una bufanda |
| 5. Necklace | una cadena/ un collar |
| 6. silver/gold ring | un anillo (de plata/oro) |
| 7. Belt, buckle | un cinturon (hebilla=buckle) |
| 8. Leather wallet | una billetera (de cuero) |
| 9. Silk blouse | blusa (de seda) |
| 10. Cotton dress | un vestido (de algodón) |
| 11. Wool jacket | la chaqueta de lana |
| 12. sweater/ cardigan | el sueter |
| 13. Black, brown shoes | zapatos de negros/ marrón |
| 14. Raincoat | un impermeable |
| 15. Umbrella | la sombrilla |
| 16. Bag | bolsa/ bolso |
| 17. Stockings | unas medias |
| 18. High heels | zapatos de tacón |
| 19. Rubber | la goma |
| 20. Size (for shoes) | numero |
| 21. Size (for clothes) | talla |
| 22. Trench coat | la gabardinas |
| 23. Embroidery | el bordado |
| 24. Pocket | el bolsillo |
| 25. Fabric | la tela |
| 26. Knockoff | una imitación / un ----- falso |
| 27. Stripes | a ---de rayas |
| 28. Print | estampado |
| 29. Plaid | a - de cuadros |
| 30. Polkadots | de lunares-de bolitas |
| 31. Fits loosely | la queda flojo |
| 32. Fits me bad | me queda mal |
| 33. It's on sale | está en liquidacion |
| 34. Lower price, the offer | está rebajado, está de oferta |
| 35. Size 10 | calzo el 10 |
| 36. Size 40 | calzo el 40 |
| 37. Coat | abrigo |
| 38. Helmet | gorra vs. casco |
| 39. Shoelaces | cordones |
| 40. Shoe sole | suela |
| 41. Earrings | aretes |

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| 42. Slippers | pantuflas, zapatillas para casa |
| 43. Medal | un collar / una medalla |
| 44. Bracelet | pulsera |
| 45. Broach | un broche |
| 46. Pendant | un colgante |
| 47. T-shirt | camiseta |
| 48. Shirt | camisa |
| 49. Pants | pantalón |
| 50. Jeans | vaqueros |
| 51. Boots | botas |
| 52. Shoes | zapatos |
| 53. Suit | traje |
| 54. Bathing suit | bañador |
| 55. Velvet | terciopelo |
| 56. Cordery | pana |
| 57. Silk | seda |
| 58. Linnen | lino |
| 59. Leather | cuero o piel |
| 60. Gloves | guantes |
| 61. Flip-flop | chancletas |
| 62. Sandals | sandalias |
| 63. Flats | zapatos planos |
| 64. Sneakers | zapatillas deportivas |
| 65. Shoes | el calzado |
| 66. Track suit | el chandal |

Making Comparisons

Comparing 2 or more unequal things or people:

When comparing two or more objects in Spanish, the words “más” and “menos” are used to indicate more and less. To say that something is more than another, the following construction is used: (Note that the adjective must still match the gender of the object it modifies.

- **{Object 1} es más (adjective) que {Object 2}.**
- El elefante es más gordo que el gato. (The elephant is fatter than the cat.)
- La chica es más alta que su hermano. (The girl is taller than her brother.)

Más _____ que (“de” before a number)

Ella tiene más de tres hermanos.

She is smarter than my sister.

Ella es más inteligente que mi hermana

I am taller than my teacher.

Yo soy más alto que mi profesor

Similarly, to say that something is less than another: {Object 1} es menos (adjective) que {Object 2}.

- Esta silla es de menos calidad que la otra. (This chair is of less quality than the other.)

más / menos que can also be used to compare quantities, actions, etc.

- yo estudio más que ella. (I study more than she does).
- Mi casa tiene menos cuartos que tu casa. (My house has less rooms than yours.)

When comparing numeric quantities, we use de instead of que:

- Ella tiene más de 20 pesos en su bolsa. (She has more than \$20 pesos in her purse.)

The following four adjectives have irregular forms (used in both comparisons and superlatives):

- bueno (good): mejor (better, best)
 - Esta película es mejor que la otra. (This film is better than the other one.)
- malo (bad): peor (worse, worst)
 - Los dulces son peores que los vegetales. (Candy is worse than vegetables.)
- mayor (older, oldest)
 - Juan es mi hermano mayor (John is my older brother.)
- menor (younger, youngest).
 - Rosa es menor que Rodrigo. (Rose is younger than Rodrigo.)
 - Gonzalo es el menor. (Gonzalo is the youngest.)

Superlatives

To say that something is “the greatest” or “the best” in their category, the superlative is used in this fashion.

- **{Object 1} es el/la/los/las (adjective) del / de la/los/las (group of comparison.)**
 - La jirafa es la más alta de los animales. (The giraffe is the tallest of the animals.)
 - La jirafa es el animal más alto.
- Pablo y María son los más inteligentes de la clase. (Paul and Mary are the most intelligent in the class.) Pablo y María son los estudiantes más inteligentes de la clase.

Comparing equal items or people:

To say that two things are equal, “tan...como” is used:

- **{Object 1} es tan (adjective) como {Object 2}.**
 - El profesor es tan interesante como la televisión. (The professor is as interesting as T.V.)
 - Yo soy tan gordo como tú. (I am as fat as you are.)

When comparing similar actions, you change tan to tanto:

- Ella baila tanto como una profesional. (She dances as much as a professional.)
- Yo como tanto como un elefante. (I eat as much as an elephant.)

When comparing similar quantities, tanto is used and should match the items being compared in number and gender:

- Ella tiene tanto dinero como el rey. (She has as much money as the king.)
- Tú tienes tantas hermanas como Miguel. (You have as many sisters as Michael.)
- Yo tengo tanta paciencia como Job. I have as much patience as Job.

In Spanish the absolute superlative is equivalent to *extremely, exceptionally, super, or very* before an adjective or adverb.

To form the absolute superlative of most adjectives and adverbs, drop the final vowel, if there is one, and add **-ísimo/a(s)**.

malo ® mal- ® malísimo

¡El bistec está **malísimo**!

The steak is very bad!

difícil + -ísimo ® difícilísimo

Esta prueba es **difícilísima**.

This quiz is exceptionally difficult.

mucho ® much- ® muchísimo

Comes **muchísimo**.

You eat a lot (very, very much).

fácil + ísimo ® facilísimo

Los exámenes son **facilísimos**.

The tests are extremely easy.

To sum it up:

Comparisons of inequality (different)

- Más / menos + QUE (or “de” before a NUMBER)

Comparisons of equality (same)

- Tan / tanto / tanta / tantos / tantas + COMO
- Use “tan” when comparing adjectives (tan guapo como, tan pobre como)
- Use “tanto” when comparing actions or verbs (estudio tanto como tú) - AS MUCH AS
- When comparing nouns, we match the noun (tanto, tanta, tantos, tantas) Tantas hermanas como, tanto tiempo como, tantos libros como)
- Tan goes after verb

Superlative

- El/la/los/las más / menos de
- _____ es el/la _____ más / menos de _____.

History:

- To think in Ecuador or Peru is to think about beautiful Andean sceneries. But the truth is that Ecuador and Peru split into three very different geographical areas: in the west the coast, called the "litoral" in Peru; in the center the mountains or the mountain range; and in the west the Amazon area, called the "Oriente" en Ecuador (East of Ecuador) and the forest in Peru. Despite the proximity to the equator, the climate of the coast of Ecuador and Peru is neither very warm nor very rainy. Why? So, a cold current called the current of the Pacific Ocean or the current Humboldt bathes the coast and lowers the temperature and the precipitation. Many parts of the Peruvian coast are so arid that there are desert areas. These immense tropical forests of the Amazon basin covers most of the territory of the two countries but due to the heat, dense vegetation and the inaccessibility [it] is here where lives the smallest number of inhabitants. More than 50 percent of each country's population lives in the mountains. Bolivia has no coast. It lost its access to the sea in the war with Chile also called the war of the Pacific (1878-1884). Bolivia Andes are divided into two mountain ranges - the Eastern and the Western - separated by a plateau of high winds and a very sparse vegetation. In the East, Bolivia, like its neighbours has a vast area of tropical forests.

- The pre-Columbian epoch: From the most remote times many indigenous groups have populated these Andean regions. For some centuries the Incas were subjugating them, going so far as to form in the XVth century an Empire that was going from the south of Colombia up to the north of Chile and from the covered with snow Andean peaks up to the shores(banks) of the Pacific Ocean. The Empire covered an area of 900,000 square kilometers. The commander-in-chief of the Incas was the Inca, a man - god that Son of the Sun was taking the title. The base of the society was constituting it the family or the ayllú, a community formed by a set of families. The incas believed in a Creator God, Viracocha. Viracocha created the world and the beings that inhabited it. Then he disappeared into the sea. Other gods were more important than Viracocha in rites and daily affairs. Among the most important were Inti, the Sun, and Pachamama, the Earth. The Incas believed in a heaven and a hell, a place associated with the cold and hunger. The fate that awaited the dead depended on their acts in life and their social status. The Incas were speaking Quechuan, a language that its progeny keeps on speaking today. They did not know the writing but to count they had an ingenious system. Used the quipus-series of ropes with knots of various types. According to the color of the ropes and the position of the knots, the quipus served as numeric log following a decimal system. The incas were excellent architects. They built houses, temples, fortresses and cities. Of these the most famous and the most intact is Machu Picchu. Also the system of roads was excellent. The layout of the roads was simple. A track ran along the Andes and the other along the coastal zone. There were numerous lodges or inns at varying distances. In the lodges you find foot messengers or men who ran at high speed from one lodge to another carrying messages.

- The base of the sustenance of the Incas was the agriculture. In the highest regions the only practicable cultivation was the potato. Exhibiting the potato successively to the night frosts of the plateau and to the radiant sun of the day, they were dehydrating the potato turning it in chuño. Chuño could be easily transported and preserved for a long time. They also grew corn and quinoa (type of seed) that was used as a cereal. Domesticated cattle, llamas and alpacas, gave them wool, skins and meat. They cut the meat of these animals into thin strips that dried in the Sun to make jerky that could be preserved for a long time.

- The colonization during the first part of the colonial period (sixteenth and seventeenth centuries) the Viceroyalty of Peru stretched from the strait of Magellan to Ecuador. Lima was the capital. During colonial times the Spanish established many cities. Cities resembled the Spain. The streets crossed forming an octagonal network. In the Center was an open space - plaza-typically call the Plaza de Armas. The square was serving as axis to the urban life. Here the main administrative and religious buildings(edifices) were located. More social importance living closest to the Plaza. Their houses used to have two floors and had wooden balconies. For its part the humbler classes lived in single storey

houses which were painted in cheerful colours in some areas. Neighborhoods or Indian villages were situated on the outskirts of the urban center. Colonial society was divided into distinct strata. First came the Noblemen and the descendants of the conquerors that constituted the Creole nobility, children of Spaniards born in America in subsequent generations. Then came the mestizos (half-caste), blacks and Indians.

- From independence until today after three centuries of Spanish domination, the colonists wanted independence. The educated minority, most of them Creole, called for reforms. One of their complaints was against intervencionalista policy and economic control that practiced the Spanish monarchy. The Crown did not allow trade with any other country, only with Spain. They bought the raw materials to the colonists at very low prices and sold them the manufactured products at very high prices. Another problem was the weakness of the Spanish monarchy that culminated in the French invasion of Spain in 1808 when Napoleon appointed his brother José Bonaparte King of Spain. The pro-independence rebellions began in the early 19th century. Simón Bolívar fought in the North, in Venezuela and Colombia. General José de San Martín fought in Argentina and Chile and followed the coast to Lima. The two met in Guayaquil in 1822 but failed to agree on a postwar policy. San Martín retired to France and Bolívar continued the struggle. Under Marshal Sucre and Bolívar Spanish rule in South America ended with the victories of Junín and Ayacucho in 1824.
- Even before independence, interest in regionalist and separatist began to emerge. Instead of forming a large political entity, the dream of Bolívar, the viceroyalties were divided into many different Nations. Since independence the Andean nations of Ecuador, Peru and Bolivia have had a pretty turbulent political history with confrontations between conservatives and Liberals, militarists and experts in civil law. Every country has had democratic governments and dictatorships. And each one has enjoyed stable periods and has suffered from unstable periods. Ecuador, Peru and Bolivia are countries that have retained the largest indigenous population of all the South American countries. The indigenous and mestizo (half-caste) populations reach 70 per cent of the total population of each nation. Today there is a strong revival of interest in the indigenous and this population is asking for a stronger voice in Government and in the leadership of each country where in general the Creole elite keeps exerting major power.