

SPANISH
Basic Course

TEXTBOOK 1
Lessons 1-10

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**DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER**

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INTRODUCTION

Welcome to the Defense Language Institute Foreign Language Center's Spanish Basic Course. This course is designed with you, the adult learner, in mind. It contains material that we hope you will find challenging, interesting, and motivating.

You are about to begin an exciting journey into the world of Spanish language and culture. There are 20 Spanish speaking countries, not including the United States which has a Hispanic population of approximately 25 million people. It is our hope, as you travel through the lessons contained in the textbook, that you will not only find the activities to be interesting and helpful to you as you acquire the Spanish language, but that you will gain some insight into the richness and beauty of the Spanish speaking culture.

The course is written for adult military and/or civilian learners who are in an intensive learning environment. It is based on current theoretical and practical thinking regarding second language acquisition. The approach taken in the course is one that combines communicative, thematic, and task-based activities, reflecting also the variety of learning styles and strategies that the learner brings to the language learning experience.

If you are a resident student of Spanish at the DLIFLC, you will have 25 weeks to reach your goal, to achieve a 2-2-2 on the Defense Language Proficiency Test and to successfully meet the requirements of the FLO (Final Learning Objectives) subskills test. The materials contained in this course are designed with this goal in mind. Some of the materials included in the program are taken directly from Spanish-speaking newspapers, magazines, news broadcasts, etc. You will listen to as well as read, talk, and write about a variety of articles and stories and be asked to do multiple tasks such as get the main idea or look for specific information and then write or respond orally. Throughout the course, you will also be asked to work with FLO subskills tasks such as transcription, summarizing, reading handwritten texts, and translating and interpreting from and into Spanish. You will be exposed to many different authentic texts which deal with a variety of topics, all of which are based on real-life experiences.

ROLE OF THE LEARNER

The learner is an *active participant* in the language learning process. You must take charge of your learning and seek opportunities to use the language in and outside the classroom. You will benefit from knowing your learning style preference, e.g. Visual/Auditory, Global/Analytic/ etc., and should stretch yourself to become comfortable with other learning approaches. You also will benefit from conducting periodic self-evaluations of your progress in the program and experimenting with a variety of learning strategies. You will be asked to participate in pair or small group work throughout the course. By expressing your thoughts freely and sharing your ideas with others, you will learn to exchange ideas and information and learn from fellow classmates.

ROLE OF THE TEACHER

The teacher serves as a *guide* or *facilitator*, helping the learners recognize their styles and suggesting strategies for acquiring the language. The teacher is a *counselor* who provides learners with recommendations for overcoming learning obstacles and tailors instruction according to the needs of the learners. The teacher provides feedback to the learners and assists and encourages them in doing ongoing assessments of their progress. The teacher is a *motivator* who exposes the student to a variety of techniques and guides the student through the learning activities in a manner that keeps the student interested and excited about learning. The teacher is a *professional* who knows about second language acquisition, uses materials and techniques effectively and stays current in the field of foreign language education by attending foreign language conferences and reading professional books and journals.

LEARNING STYLES AND STRATEGIES

The course writers have included activities which address a variety of learning styles, visual, auditory, global, analytic, etc. While you may have a preference to learning visually, e.g. via reading, you will also need to be comfortable learning via listening, etc. Upon entering the program, you will be given information on learning styles and will perhaps be asked to fill out a questionnaire that will help you identify your preferred style. Use the information that your teachers provide you with regarding your particular style and request information about learning strategies to facilitate your learning.

In order to increase your chances of becoming a successful language learner, you will have to employ and experiment with a variety of learning strategies. Take an active role in learning and be aware of what you are doing while you are learning. You as a learner will maximize your learning experience by using a number of strategies for the various learning tasks which you will encounter. You will become familiar with these and many other strategies as you go through the Spanish Basic Course.

The following strategies will help you become a successful language learner:

- **Planning** and organizing your learning activities, whether you are in class or at home. This includes knowing how to study and deciding when it is best to study alone or with a partner or a group. It also includes time management, knowing how much time you have to study, and what, when, and how you should prioritize your tasks. Knowing what and when to review is also a part of effective planning for tests.
- **Focusing** on the important information and ignoring that which is not relevant.
- **Understanding** how, where, and when you learn best.
- **Self-correcting** or monitoring your work.
- **Paying attention.** Stay focused. Anticipate what will come next.
- **Being self-confident.** Expect to succeed. Motivate yourself.
- **Taking risks.** Speak out. Guess when you don't know and use your skills.
- **Using background knowledge.** Use what you know about the world, the culture, the people, procedures, etc.
- **Knowing how to deal with the unknown.** Don't be overwhelmed with new and authentic material. Focus on what you **can get** from a text, not on what you **can't get** from it.
- **Experimenting with strategies.** Observe or ask other learners what works for them and try using alternate strategies.

Remember to be an **ACTIVE PARTICIPANT** in the learning process. And most importantly, enjoy your experience with the language and culture.

UNIT 1: PERSONAL BACKGROUND

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
Pre-Chapter	Spanish alphabet Spanish writing system geography military	recognize and use the Spanish alphabet recognize cognates understand titles/mil. ranks read names of Spanish speaking countries	N/A
1 Personal ID	greetings names titles/mil. ranks geography origin/nationality cardinal numbers 0-20 classroom	exchanging social courtesies introducing oneself, including title or military rank exchanging personal information naming the Spanish speaking countries and their capitals talking about one's immediate surroundings (the classroom) understanding and using high-frequency expressions for the classroom understanding and expressing quantities up to 20 understanding reading texts through cognates	definite/indefinite articles nouns subject pronouns affirmative, negative and interrogative sentences the present tense of ser and estar, and its uses the prepositions de/en interrogative words the present tense of tener the impersonal form of haber: hay
2 Family	family composition physical appearance family events friends colors calendar (weeks/months) cardinal numbers 21-101 marital status age	asking and giving biographical information discussing family relationships and events describing persons, including character traits relating colors to particular objects such as flags of nations using the calendar understanding and expressing quantities up to 101	the present tense of regular verbs ending in -ar, -er, -ir adjectives possessive adjectives (short forms) the prepositions de and con the conjunctions y/e and o/u the verb tener for expressing age
3 Occupations	work places professions/trades salaries calendar (dates, year) clock time schedules cardinal numbers above 101 military base facilities military duties job ads	extracting information from job ads discussing occupations and work places describing a military work day/schedule naming facilities on a military installation telling the time and the date understanding and using numbers to 5,000,000	possessive adjectives (long forms) possessive pronouns present tense of hacer expression hay que expressions for telling time
4 Housing	parts of a house furniture street/mailng addresses types of houses household chores home repairs military housing real estate ads	extracting information from real estate ads comparing living arrangements stating housing, furniture, and home repair needs talking about household chores describing a house, its rooms, and the location of the objects they contain talking about future plans	the present tense of ir the periphrastic future the expression tener que a first look at comparisons the prepositions a and de the contractions al and del
5	Review of Unit 1 and BRIDGE: Hiring a Spanish Teacher		

UNIT 2: EVERYDAY ACTIVITIES

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
6 Clothing	clothing uniforms sizes shopping money/prices currencies sales ads	extracting information from clothing ads and size conversion tables stating clothing needs, both military and civilian shopping for civilian and military clothing discussing work attire understanding the monetary units of the Spanish speaking countries	the present tense of stem-changing verbs, o ⇒ ue: poder and e ⇒ ie: querer the verbs poder/querer/necesitar + infinitive the number uno a first look at the prepositions por and para
7 Weather	climate seasons weather phenomena thermometer scales weather forecasts leisure time activities vacation geography	understanding climates and seasons focusing on the Spanish speaking countries comparing climates extracting details from weather forecasts and briefing this information converting temperatures from one scale to another planning activities depending on the weather and the season selecting weather-appropriate clothing, both military and civilian interpreting for a non-Spanish speaker gathering information	idiomatic uses of hace, está, and hay in weather expressions the present tense of stem-changing verbs e ⇒ i: decir and pedir the verbs pedir and preguntar adverbs siempre and nunca the future tense a first look at progressive constructions and present participles
8 Daily Activities	daily routine schedules of daily activities weekend activities lifestyles	describing a daily routine expressing emotions planning activities based on weather projections negotiating conflicting time schedules to arrange for a meeting talking about civilian and military schedules and lifestyles	reflexive pronouns reflexive verbs the verbs poner and ponerse use of the infinitive after antes de and después de
9 Daily Life	banking post office telephone errands	conducting everyday business transactions at a bank and the post office using the telephone taking messages on the telephone interpreting for a non-Spanish speaker doing errands	demonstrative adjectives and pronouns the adverbial form -mente the adverbs también and tampoco the adjectives and pronouns todo, toda, todos, and todas more about the prepositions por and para the verb venir the verb volver + a + infinitive, the verbs creer and pensar the verbal form quisiera



Preliminary Chapter

¡Bienvenidos! Welcome!



Objectives

Let us look at some essential information you will need as you begin your language learning adventure. In the next few pages you will learn about:

- the Spanish alphabet,
- stress and accentuation,
- punctuation,
- capitalization,
- cognates,
- regions, countries, and nationalities,
- military ranks.

In addition to discussing this information in class, you may listen to the alphabet, stress and accentuation, regions, countries, and nationalities, and military ranks of the armed forces of the United States provided for you at the beginning of the first Homework tape.

THE ALPHABET/EL ALFABETO

LETRA/NOMBRE		PRONUNCIACION	EJEMPLO
a	a	similar to <i>a</i> in <i>father</i>	Panamá, mapa, banana
b	be	like <i>b</i> in <i>boy</i>	bomba, burro, beso
c	ce	like <i>k</i> in <i>koala</i> before <i>a/o/u</i> as <i>s</i> in <i>Sam</i> before <i>e/i</i> (L.Am.) as <i>th</i> in <i>thick</i> before <i>e/i</i> (Spa.)	calibre, coco, Cuba cero, cigarro, cinco
ch	che	like <i>ch</i> in <i>China</i>	Chile, chapa, chocolate
d	de	like <i>d</i> in <i>day</i>	dedo, caldo, día, doctor
		like <i>th</i> in <i>with</i>	todo, cada, moda
e	e	similar to <i>e</i> in <i>egg</i>	elefante, Ecuador, eso
f	efe	like <i>f</i> in <i>final</i>	farol, fusil, feliz
g	ge	as <i>h</i> before <i>e/i</i>	gente, gerente, gitano
		like <i>g</i> in <i>go</i> before <i>a/o/u</i>	gato, goma, guayaba
		like <i>gue</i> in <i>guess</i> before <i>ue</i>	guerra, guerrero, guerrilla
		like <i>gui</i> in <i>geese</i> before <i>ui</i>	guineo, guía, Guido
		as <i>we</i> in <i>wet</i> before <i>üe</i>	vergüenza, cigüeña, bilingüe
		as <i>wee</i> in <i>we</i> before <i>üi</i>	pingüino, güira, güisqui
h	hache	always silent	huevo, hotel, habanero
i	i	similar to <i>ee</i> in <i>eel</i>	sí, Felipe, indicar
j	jota	like <i>h</i> in <i>ham</i>	José, jefe, jalea
k	ka	like <i>c</i> in <i>care</i>	kilo, koala, kiosco
l	ele	like <i>l</i> in <i>love</i>	palo, libre, isla
ll	elle	similar to <i>y</i> in <i>you</i>	llanta, ametrallar, taller
m	eme	like <i>m</i> in <i>map</i>	mes, misil, Salamanca
n	ene	like <i>n</i> in <i>neck</i>	neblina, nunca, nieve
ñ	eñe	like <i>ny</i> in <i>canyon</i>	España, ñandú, cañón
o	o	similar to <i>o</i> in <i>order</i>	orden, soldado, con
p	pe	like <i>p</i> in <i>part</i>	Pepe, pasar, punto
q	cu	as <i>kee</i> in <i>key</i> before <i>ui</i> as <i>ke</i> in <i>Kent</i> before <i>ue</i>	tequila, Guayaquil, quien
r	ere	like British <i>r</i> in <i>very</i>	que, tanque, panqueque
rr	erre	always trilled	Perú, pero, cámara
s	ese	like <i>s</i> in <i>Sam</i>	Rosa, revolución, perro
t	te	like <i>t</i> in <i>top</i>	solución, santo, silbar
u	u	like <i>u</i> in <i>tuna</i>	techo, taco, tiempo
v	ve, uve	like <i>b</i> in <i>boy</i>	atún, turrón, universo
w	doble ve, uve doble	like <i>w</i> in <i>wet</i>	revólver, avión, Virginia
x	equis	as <i>s</i> in <i>Sam</i> before consonant as <i>s</i> in <i>Sam</i> when word initial as <i>ks</i> in <i>sex</i> before vowels	washingtoniano, whisky
		like <i>h</i> in <i>ham</i>	extremo, exponer, extrañar
y	i griega, ye	like <i>y</i> in <i>year</i> like <i>ee</i> in <i>eel</i>	xilófono, Xiomara, xenofobia
z	zeta	like <i>s</i> in <i>Sam</i> (L. America) like <i>th</i> in <i>thick</i> (Spain)	taxi, exento, examen
			México, mexicano, Xavier
			yanqui, Yucatán, playa
			hoy, muy, rey
			zarzuela, zeta, zinc, zorro

Note: In some modern Spanish dictionaries you may find that "ch" and "ll" are not separate letters but are included under "c" and "l".

STRESS AND ACCENTUATION

1. Words ending in a vowel, **n** or **s** are stressed on the next to the last syllable.

calle	sargento	resumen
tesis	caravana	cabo
hijo	padre	especialista
marineros	soldado	plumas

2. Words ending in a consonant other than **n** or **s** are stressed on the last syllable.

entender	mayor	reloj
cuartel	comedor	verdad
coronel	hablar	tapiz
ciudad	mamut	cognac

3. Words that do not follow the above rules must have a written accent mark over the vowel of the stressed syllable.

león	lápiz	francés
rubí	ejército	aéreo
simpático	pájaro	capitán
escribaselas	exámenes	digámoselo

4. Words that have the same spelling but different meanings take the accent mark to distinguish one from the other.

el	<i>the</i>	él	<i>he, him</i>
te	<i>you</i>	té	<i>tea</i>
mi	<i>my</i>	mí	<i>me</i>
tu	<i>your</i>	tú	<i>you</i>
de	<i>of, from</i>	dé	<i>give!</i>
mas	<i>but</i>	más	<i>more</i>
se	<i>(reflexive)</i>	sé	<i>I know</i>
si	<i>if</i>	sí	<i>yes</i>

5. Interrogative words take an accent mark.

¿Qué?
¿Cómo?
¿Quién?

¿Dónde?
¿Cuándo?
¿Quiénes?

¿Cuál?
¿Cuánto?
¿Por qué?

6. When using capital letters, usage of the written accent mark is optional.

AMERICA
AFRICA

AMÉRICA
ÁFRICA

NOTE: Throughout this course, Spanish names will take a written accent mark, as needed, when they are used in a Spanish context or without context, such as in a list. No written accent mark will be used in Spanish names when used in an English context, such as within English sentences or paragraphs.

Spanish context: La Sra. Pérez es de Perú.
English context: *Mrs. Perez is from Peru.*

Also note that capital letters are not accented in this course.

PUNCTUATION

Here is an overview of some common punctuation marks and their Spanish names. Use this overview for reference any time you need it.

colon (:) dos puntos	parentheses () paréntesis
comma (,) coma	period (.) punto
exclamation mark (!) signos de admiración	question mark (?) signos de interrogación
hyphen (-) guión	quotation marks ("") comillas
ellipsis (...) puntos suspensivos	semicolon (;) punto y coma

In Spanish, the question mark and the exclamation mark are used both at the beginning and at the end of interrogations and exclamations, and the first mark is always inverted.

¿Dónde está el teniente?	<i>Where is the lieutenant?</i>
¡Qué casa tan grande!	<i>What a large house!</i>

When only a part of the sentence is a question or exclamation, the marks are placed at the beginning and at the end of that part.

Capitán, ¿dónde vive Ud.?	<i>Captain, where do you live?</i>
El es de Chile, ¡qué lindo país!	<i>He is from Chile, what a beautiful country!</i>

CAPITALIZATION

As in English, proper names are capitalized in Spanish.

Cristóbal Colón	Simón Bolívar	Jorge Washington
Europa	Sudamérica	Norteamérica
España	Venezuela	Estados Unidos

Unlike English, nouns and adjectives denoting nationalities, languages, days of the week, months, ideologies, ranks, military services, etc., are usually not capitalized in Spanish.

Mi amigo es nicaragüense .	My friend is Nicaraguan.
Ella habla español y ruso .	She speaks Spanish and Russian.
No trabajo los domingos .	I do not work on Sundays.
Su cumpleaños es en enero .	His birthday is in January.
Guillermo es demócrata .	William is a Democrat.
El es capitán del ejército.	He is an Army Captain.

COGNATES/LOS COGNADOS

A cognate is a word that has the same origin as another word in a different language. There are many cognates in English and Spanish.

Words whose spelling and meaning are identical or very similar in both languages are called "**true cognates**".

Some words that are spelled the same way and have the same meaning (but different pronunciation!) in both languages are: central, color, cruel, doctor, hotel, inferior, legal, piano, radio, superior.

In other cases, some Spanish words that have certain endings have equivalent endings in English.

Spanish ending of a word

-ario	revolucionario
-cia	proficiencia
-ción	nación
-dad	autoridad
-fía	geografía
-ia	historia
-ía	cardiología
-io	remedio
-ismo	optimismo
-ista	comunista
-mente	constantemente
-orio	ilusorio
-oso	generoso

English ending of a word

-ary	revolutionary
-cy	proficiency
-tion	nation
-ty	authority
-phy	geography
-y	history
-y	cardiology
-y	remedy
-ism	optimism
-ist	communist
-ly	constantly
-ory	illusory
-ous	generous

Sometimes, even though some words have similar or identical spelling, their meaning may be quite different in both languages. These are called "**false cognates**". Here are some of them:

actual	<i>present/of this time</i>	la lectura	<i>reading</i>
actualmente	<i>currently</i>	la librería	<i>bookstore</i>
la carta	<i>letter</i>	el pan	<i>bread</i>
embarazada	<i>pregnant</i>	restar	<i>to subtract</i>
el éxito	<i>success</i>	soportar	<i>to tolerate/endure</i>

REGIONS, COUNTRIES, AND NATIONALITIES REGIONES, PAISES Y NACIONALIDADES

Centroamérica, centroamericano/a	<i>Central America, Central American</i>
El Caribe, caribeño/a	<i>The Caribbean, Caribbean</i>
Europa, europeo/a	<i>Europe, European</i>
Norteamérica, norteamericano/a	<i>North America, North American</i>
Sudamérica, sudamericano/a	<i>South America, South American</i>
Argentina, argentino/a	<i>Argentina, Argentinian</i>
Bolivia, boliviano/a	<i>Bolivia, Bolivian</i>
Chile, chileno/a	<i>Chile, Chilean</i>
Colombia, colombiano/a	<i>Colombia, Colombian</i>
Costa Rica, costarricense	<i>Costa Rica, Costa Rican</i>
Cuba, cubano/a	<i>Cuba, Cuban</i>
Ecuador, ecuatoriano/a	<i>Ecuador, Ecuadorean</i>
El Salvador, salvadoreño/a	<i>El Salvador, Salvador(e)an</i>
España, español/a	<i>Spain, Spanish</i>
Guatemala, guatemalteco/a	<i>Guatemala, Guatemalan</i>
Honduras, hondureño/a	<i>Honduras, Honduran</i>
México, mexicano/a	<i>Mexico, Mexican</i>
Nicaragua, nicaragüense	<i>Nicaragua, Nicaraguan</i>
Panamá, panameño/a	<i>Panama, Panamanian</i>
Paraguay, paraguayo/a	<i>Paraguay, Paraguayan</i>
Perú, peruano/a	<i>Peru, Peruvian</i>
Puerto Rico, puertorriqueño/a	<i>Puerto Rico, Puerto Rican</i>
República Dominicana, dominicano/a	<i>Dominican Republic, Dominican</i>
Uruguay, uruguayo/a	<i>Uruguay, Uruguayan</i>
Venezuela, venezolano/a	<i>Venezuela, Venezuelan</i>

MILITARY RANKS OF THE ARMED FORCES OF THE UNITED STATES
RANGOS MILITARES DE LAS FUERZAS ARMADAS DE
LOS ESTADOS UNIDOS (EE.UU.)

ARMY

Private	E-1	Soldado raso
Private E-2	E-2	Soldado
Private First Class	E-3	Soldado de primera clase
Corporal	E-4	Cabo
Specialist	E-4	Especialista
Sergeant	E-5	Sargento
Staff Sergeant	E-6	Sargento administrativo/de segunda clase
Sergeant First Class	E-7	Sargento de pelotón/de primera clase
Master Sergeant	E-8	Sargento maestre
First Sergeant	E-8	Primer sargento
Sergeant Major	E-9	Sargento mayor administrativo
Command Sergeant Major	E-9	Sargento mayor en jefe
Sergeant Major of the Army		Sargento mayor del ejército
Warrant Officer	WO1	Oficial técnico
Chief Warrant Officer	CW2-4	Jefe técnico
Second Lieutenant	O-1	Subteniente
First Lieutenant	O-2	Teniente
Captain	O-3	Capitán/Capitana
Major	O-4	Mayor
Lieutenant Colonel	O-5	Teniente coronel
Colonel	O-6	Coronel/a
Brigadier General	O-7	General de brigada
Major General	O-8	General de división
General	O-10	General
General of the Army		General del ejército

AIR FORCE		LA FUERZA AEREA
Airman Basic	E-1	Aerotécnico/a
Airman	E-2	Aerotécnico/a
Airman First Class	E-3	Aerotécnico/a de primera
Senior Airman	E-4	Aerotécnico/a mayor
Staff Sergeant	E-5	Sargento tercero
Technical Sergeant	E-6	Sargento segundo
Master Sergeant	E-7	Sargento primero
Senior Master Sergeant	E-8	Sargento segundo en jefe
Chief Master Sergeant	E-9	Sargento primero en jefe
Chief Master Sergeant of the Air Force		Sargento primero en jefe de la fuerza aérea

Los rangos de los oficiales de la fuerza aérea son los mismos que tiene el ejército, sólo que el más alto sería general de la fuerza aérea.

MARINE CORPS		LA INFANTERIA DE MARINA
Private	E-1	Soldado raso
Private First Class	E-2	Soldado de primera clase
Lance Corporal	E-3	Cabo de lanza
Corporal	E-4	Cabo
Sergeant	E-5	Sargento
Staff Sergeant	E-6	Sargento administrativo
Gunnery Sergeant	E-7	Sargento de artillería
First Sergeant	E-8	Primer sargento
Master Sergeant	E-8	Sargento maestre
Sergeant Major	E-9	Sargento mayor
Master Gunnery Sergeant	E-9	Sargento maestre de artillería
Sergeant Major of the Marine Corps		Sargento mayor de la infantería de marina

Los rangos de los oficiales son los mismos que tiene el ejército, sólo que la infantería no tiene el equivalente a general del ejército.

NAVY**LA MARINA DE GUERRA/
LA ARMADA**

Seaman Recruit	E-1	Marinero/a recluta
Seaman Apprentice	E-2	Marinero/a aprendiz
Seaman	E-3	Marinero/a
Petty Officer Third Class	E-4	Suboficial de tercera clase
Petty Officer Second Class	E-5	Suboficial de segunda clase
Petty Officer First Class	E-6	Suboficial de primera clase
Chief Petty Officer	E-7	Contramaestre
Senior Chief Petty Officer	E-8	Contramaestre de cargo
Master Chief Petty Officer	E-9	Contramaestre mayor
Master Chief Petty Officer of Fleet/ Command		Contramaestre mayor de flotilla/de comando
Master Chief Petty Officer of the Navy		Contramaestre mayor de la marina
Ensign	O-1	Alférez de fragata
Lieutenant Junior Grade	O-2	Alférez de navío
Lieutenant	O-3	Teniente de navío
Lieutenant Commander	O-4	Capitán de corbeta
Commander	O-5	Comandante
Captain	O-6	Capitán/Capitana
Rear Admiral (Lower Half)	O-7	Contralmirante de primera clase
Rear Admiral (Upper Half)	O-8	Contralmirante
Vice Admiral	O-9	Vicealmirante
Admiral	O-10	Almirante
Fleet Admiral	O-11	Capitán general de la armada

Material contained in the Preliminary Chapter
is for student reference.

Unit One

Personal Background



Lesson 1: Personal ID



Lesson 2: Family



Lesson 3: Occupations



Lesson 4: Housing



**Lesson 5: Review of Unit One
Bridge "Hiring a Spanish Teacher"**



Lesson 1

Personal ID



Objectives

The following functions or tasks will be practiced in listening, speaking, reading, and writing activities:

- exchanging social courtesies,
- introducing oneself, including title or military rank,
- exchanging personal information,
- naming the Spanish speaking countries and their capitals,
- talking about one's immediate surroundings (the classroom),
- understanding and using high-frequency expressions for the classroom,
- understanding and expressing quantities up to 20,
- understanding reading texts through cognates.

The following structures will be introduced:

- definite/indefinite articles,
- nouns,
- subject pronouns,
- affirmative, negative and interrogative sentences,
- the present tense of **ser** and **estar**, and its uses,
- the prepositions **de/en**,
- interrogative words,
- the present tense of **tener**,
- the impersonal form of **haber**: **hay**.

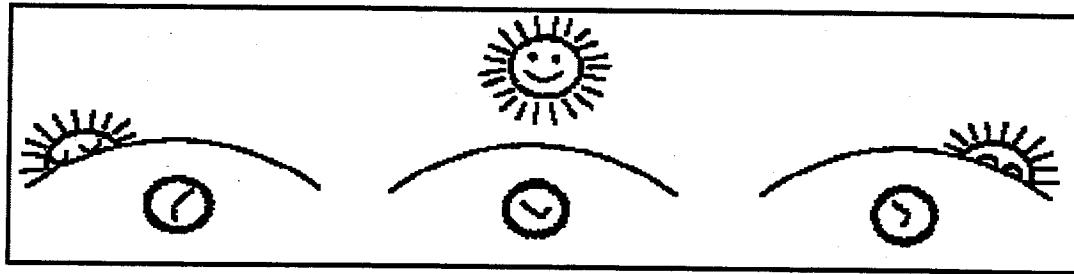
INTRODUCCION



Actividad 1

Read aloud the different ways of greeting and saying good-bye. Then greet your teacher and classmates.

Saludos y despedidas



Buenos días.

Buenas tardes.

Buenas noches.

¿Cómo está Ud.?
¡Hola!
¿Qué tal?
¿Qué hay?
¿Qué hay de nuevo?
¿Qué hubo?
¿Cómo estás?



Bien.
Muy bien.
No muy bien.
Regular.

Adiós.
Hasta luego.
Hasta mañana.
Hasta la vista.
Hasta pronto.
Chao.





Actividad 2

Listen to the conversations and check the appropriate column indicating whether you have heard a greeting or a farewell.

Greeting

Farewell

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |



Actividad 3

Work in pairs. Imagine yourself in the following situations. What will you say in Spanish? Share your findings with the class.

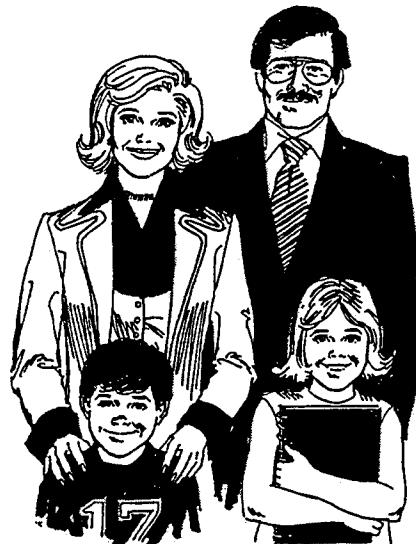
1. It is 5 p.m. and you meet your instructor in the street.
2. It is 5 p.m. and you meet a friend in the street.
3. It is 8 a.m. and you meet a friend in the mess hall.
4. It is noon and you are leaving your classroom for lunch.
5. You have finished shopping and are leaving the store.
6. It is almost midnight and you are going home after a party.
7. You arrive at your classroom in the morning.
8. It is 3 p.m. and you are going home for the day.



Actividad 4

Write your full name, your father's full name, and your mother's full name.

Read the names of the members of the family in the picture below. Share with the class the differences you find between the way these people write their names and the way you and your parents write yours.



Alicia Romero de Jiménez

o

Alicia Romero Pérez

Ramón Jiménez Romero

Ramón Jiménez Flores

María Jiménez Romero



Actividad 5

Work in pairs. Look at the picture on the previous page. Suppose that Ramon and Alicia's daughter grows up and marries a man named Jose Alvarez Zamora. What will their children's last names be? Write them. Share your answers with the class.

Imagine that you are planning to marry either Juan Garcia or Rosita Perez. What will your children's last names be if you were in Latin America? Write their last names.

NOTA CULTURAL: Customarily, the **nombre completo** (full name) of a person from a Spanish speaking country consists of the **nombre de pila** (first name) followed by two surnames - the **apellido paterno** (father's family name) and the **apellido materno** (mother's family name), traditionally in that order. The **nombre de pila** can also be a compound name: Juan Carlos, Ana Luisa.

In the Spanish speaking countries married women do not drop their maiden names. They traditionally attach their husband's surname(s) to their own by using **de** (of). Today, some married women only use their maiden surnames(s). If Gloria Vega Flores marries Antonio Romero Gades, she may decide to be known as Gloria Vega de Romero, Gloria Vega Flores, or Gloria Vega Flores de Romero. When Hispanic women divorce, they customarily drop their husband's surname and the accompanying **de**.



Actividad 6

Work in pairs. Following the model ask your partner the questions below. Take notes and report your findings to the class.

¿Cómo se llama Ud.?



*Me llamo Rodrigo
Gómez Castillo.*

1. *¿Cómo se llama Ud.?* _____
2. *¿Cómo se llama su compañero de cuarto?* _____
3. *¿Cómo se llama el monitor de la clase?* _____
4. *¿Cómo se llaman los profesores de la clase?* _____
5. *¿Cómo se llama esta escuela?* _____

ACTIVIDADES DE VOCABULARIO



Actividad 1

A. What do you already know about Spanish speaking countries? Discuss the following questions.

1. What Spanish speaking country is in North America?
2. What are the Spanish speaking countries of Central America?
3. What are the Spanish speaking countries of South America?
4. Which Spanish speaking countries are in the Caribbean?
5. Which is the Spanish speaking country in Europe?
6. There is a very small country in West Africa whose official language is Spanish. Can you guess the name of the country and its capital? *(The answer is at the bottom of the next page.)

B. Look at the map and read the names of the Spanish speaking countries and their capitals.

España y América Latina



C. Read this information and summarize it orally in English.

NOTA: Más de 300 millones de personas hablan español en el mundo y unos 17 millones hablan español en su casa en Estados Unidos. Hay países de habla hispana en Norteamérica, Centroamérica, Sudamérica, el Caribe, Europa y África. Puerto Rico no es un país independiente sino un Estado Libre Asociado de Estados Unidos.



Actividad 2

Work in pairs. Take turns asking your partner where the Spanish speaking countries are located and write the answers in the spaces provided.

Example:

¿Dónde está Colombia?

Colombia está en Sudamérica.

1. ¿Dónde está Ecuador?

2. ¿Dónde está El Salvador?

3. ¿Dónde está Panamá?

4. ¿Dónde está Cuba?

5. ¿Dónde está Chile?

6. ¿Dónde está Nicaragua?

7. ¿Dónde está México?

8. ¿Dónde está Costa Rica?

*The answer is **Guinea Ecuatorial** (Equatorial Guinea) and its capital is **Malabo**.



Actividad 3

Work in pairs. Take turns asking your partner what the Spanish speaking countries' capitals are and write the answers in the spaces provided.

Example:

¿Cuál es la capital de Colombia?

La capital de Colombia es Bogotá.

1. ¿Cuál es la capital de Argentina?
2. ¿Cuál es la capital de Honduras?
3. ¿Cuál es la capital de Perú?
4. ¿Cuál es la capital de Uruguay?
5. ¿Cuál es la capital de Venezuela?
6. ¿Cuál es la capital de España?
7. ¿Cuál es la capital de Bolivia?
8. ¿Cuál es la capital de Guatemala?



Actividad 4

Listen and fill in the blanks with the corresponding nationality.

1. La Sra. de Trujillo es de España, es _____.
2. Los Sres. Torres son de México, son _____.
3. El Sr. González es de Guatemala, es _____.
4. El capitán Moya es de El Salvador, es _____.
5. El especialista Gómez es de Honduras, es _____.
6. La Srita. Calderón es de Nicaragua, es _____.
7. El cabo Camacho es de Costa Rica, es _____.

8. El teniente Juan Martínez es de Panamá, es _____.
9. La Sra. Bandera y el Sr. Coloso son de Colombia, son _____.
10. El Dr. Ycaza es del Ecuador, es _____.
11. El Sr. Guzmán y el Sr. Tablada son del Perú, son _____.
12. El oficial técnico Molina es de Chile, es _____.
13. La capitana Morales es de la Argentina, es _____.
14. El aerotécnico Duarte es del Uruguay, es _____.
15. La Sra. Hernández es del Paraguay, es _____.
16. El Sr. Suárez es de Bolivia, es _____.
17. El marinero Puente es de Venezuela, es _____.
18. La Sra. Quintana y la Sra. Ortega son de Cuba, son _____.
19. El Sr. Trujillo es de la República Dominicana, es _____.
20. El coronel Soriano es de Puerto Rico, es _____.



Actividad 5

Listen and match the people and the countries where they are from by writing the letter of the country in the space provided.

- | | | |
|-----------|----------------------------|----------------|
| 1. _____ | María Pérez Ambrosio | a. Paraguay |
| 2. _____ | Pedro Llorente Martínez | b. Honduras |
| 3. _____ | Alberto García Rosales | c. Venezuela |
| 4. _____ | José Luis Rojas Pinilla | d. Chile |
| 5. _____ | Rosario Vázquez López | e. Puerto Rico |
| 6. _____ | Pascual Arias Serra | f. Nicaragua |
| 7. _____ | Beatriz López Altamirano | g. Perú |
| 8. _____ | Victor Gutiérrez Alba | h. Guatemala |
| 9. _____ | Antonio José Cruz Sucre | i. Panamá |
| 10. _____ | María Antonia Castro Colón | j. México |

Los números

0	cero		
1	uno	11	once
2	dos	12	doce
3	tres	13	trece
4	cuatro	14	catorce
5	cinco	15	quince
6	seis	16	dieciséis/ diez y seis
7	siete	17	diecisiete/ diez y siete
8	ocho	18	dieciocho/ diez y ocho
9	nueve	19	diecinueve/ diez y nueve
10	diez	\$ 20 \$	veinte



Actividad 6

Listen to the following phrases and write only the numbers you hear.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |



Actividad 7

Work in pairs. Look at these bus tickets from Argentina and practice saying the numbers you know. Read the numbers as single digits.

LIN: 60 INT: 512 CH: 505 DESCIENDA POR ATRAS
Nº 08850 SECCION 02U 11:54
26/02/95 \$ 3.50

LIN: 60 INT: 74 CH: 74 DESCIENDA POR ATRAS
Nº 56149 SECCION 06I 15:13
26/02/95 \$ 1.00 * 02 = 2.00

LIN: 160 INT: 75 CH: 04 DESCIENDA POR ATRAS
Nº 03553 SECCION 01U 18:46
26/02/95 \$ 0.50 * 02



Actividad 8

Work in pairs. Look at the list of ranks provided in the **Preliminary Chapter** and find the Spanish equivalent of your rank. State your rank to the class. Also look up and practice saying the ranks of your partner and classmates.



Actividad 9

Listen to ten sentences stating people's names and ranks. They will be read in random order. As you listen, match the names and ranks by writing the letter of the rank next to the appropriate name.

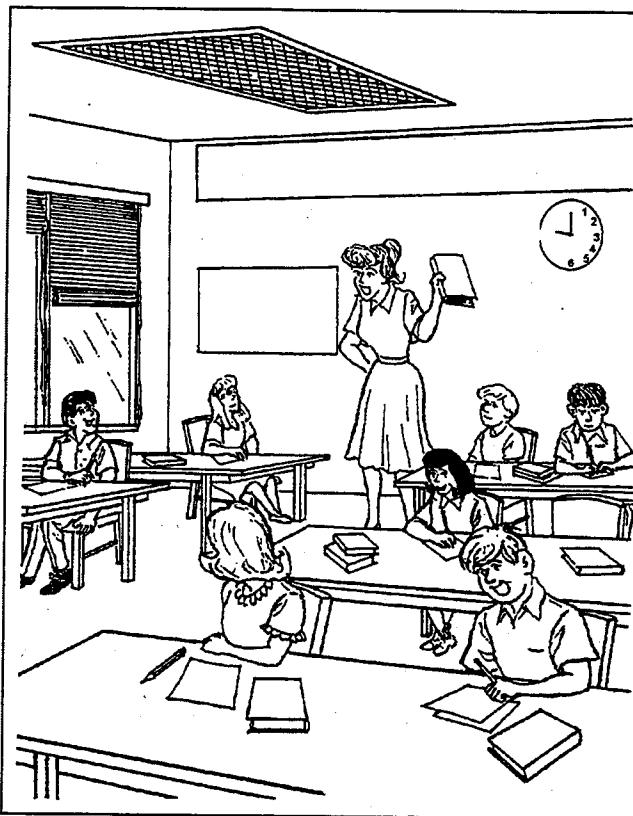
- | | | |
|-----------|-----------------------------|------------------------|
| 1. _____ | José Antonio Duarte Pérez | a. Captain |
| 2. _____ | Ramón Miyar Beltrán | b. Seaman |
| 3. _____ | Sebastián Vidal Piñero | c. Warrant Officer |
| 4. _____ | Josefina María Alfaro López | d. Private First Class |
| 5. _____ | Tomás Maldonado Zurbarán | e. Sergeant |
| 6. _____ | Emilio Ortega Castañeda | f. Colonel |
| 7. _____ | Raúl Solís Gutiérrez | g. Specialist |
| 8. _____ | Julia Cárbara Valdez | h. Major |
| 9. _____ | Juan Andrade Aragón | i. Airman |
| 10. _____ | María Antonia Ibarra Muñoz | j. Lance Corporal |



Actividad 10

A. Look at the picture. Draw lines matching the objects and the names that you can find in the picture. Write in Spanish on the lines below, the objects that you cannot find in the picture. Then compare the objects in the picture with the ones in your classroom.

el techo



el reloj

la luz

la pared

la ventana

la profesora

la pizarra

el alumno

el marcador

la mesa

el borrador

la silla

el piso

el libro

la grabadora

el diccionario

la cinta

el lápiz

los audífonos

la pluma

el calendario

el papel

B. Work in two groups. Your teacher will hand you some blank labels and a list of the English words for some of the objects in your classroom. Write the Spanish words for the objects on the labels and affix them to the appropriate objects.



Actividad 11

Write in Spanish the answers to the following questions about the objects in the class.
Use the previous picture. Share your answers with your classmates.

1. What do you use to write on the blackboard? _____
2. What do you use to find an unknown word? _____
3. What do you use to write on paper? _____
4. What do you use to erase the blackboard? _____
5. What do you use to find what time it is? _____
6. What do you use to sit on? _____
7. What do you use to record something? _____
8. What do you turn on when the room is dark? _____
9. What do you use to find the date? _____
10. What do you open when the room is too hot? _____



Actividad 12

Listen to the following Spanish sentences. Each contains one of the classroom objects indicated below. Write the number of the sentence next to the object mentioned.

- | | |
|-------------------|------------------------|
| a. _____ clock | g. _____ tape recorder |
| b. _____ pencil | h. _____ eraser |
| c. _____ pen | i. _____ calendar |
| d. _____ marker | j. _____ blackboard |
| e. _____ notebook | k. _____ chair |
| f. _____ map | l. _____ light |



Actividad 13

These expressions will be very useful for you in the classroom. Repeat them with your teacher.



Escuchen.
Lean.
Escriban.
Conteste, por favor.
Pase a la pizarra.
Abran el libro.
Cierren el libro.
¿Comprenden?
¿Hay preguntas?



Repita, por favor.
No comprendo.
No sé.
Tengo una pregunta.
¿Cómo se dice . . . en
español?
¿Qué quiere decir . . . ?
¿Cómo se escribe . . . ?



Actividad 14

Listen and recognize who would normally say the following expressions in a classroom setting. Check in the columns provided if the expressions are said by a teacher or a student.

Profesor

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

Alumno

ESTRUCTURAS



¡Atención!

THE ARTICLES/LOS ARTICULOS

An *article* is a word placed before a noun to show whether the noun refers to a specified person, animal, place, thing or quality (*definite articles*) or unspecified person, animal, place, thing or quality (*indefinite articles*).

Definite and Indefinite Articles

	singular			plural		
	masculine	feminine		masculine	feminine	
definite	el	la	<i>the</i>	los	las	<i>the</i>
indefinite	un	una	<i>a/an</i>	unos	unas	<i>some</i>

el alumno
la alumna

(the student)
(the student)

los alumnos
las alumnas

(the students)
(the students)

un alumno
una alumna

(a student)
(a student)

unos alumnos
unas alumnas

(some students)
(some students)



Actividad 1

Work as a whole class. Say the following phrases in Spanish.

1. a school
2. the floor
3. a notebook
4. the windows
5. the (female) teacher
6. some soldiers
7. a blackboard
8. the (male) student
9. a pencil
10. some books

NOTE: In Spanish, when talking about oneself or someone else, using the person's title or rank, use the definite article: **Yo soy el capitán Cox.**

Mi profesor es el señor Robles.

When addressing someone directly, using the person's title or rank, omit the definite article: **Buenos días, señor Robles.**



¡Atención!

NOUNS/LOS SUSTANTIVOS

A *noun* is a word that refers to a person, an animal, a place, a thing, or a quality. In Spanish, nouns have a gender (*masculine/feminine*) and number (*singular/plural*). Nouns are usually preceded by an article which agrees with the noun's gender and number.

Gender	Endings	Examples
Masculine	-o	el libro, el chico (Some exceptions: la mano, la foto, la moto)
Feminine	-a	la casa, la niña (Some exceptions: el día, el diploma, el mapa, el clima, el idioma, el tema, el programa, el problema)
Always feminine	-ción -sión -dad -tad -tud -umbre -rie	la nación, la lección la pasión, la ilusión la ciudad, la enfermedad la dificultad, la facultad la actitud, la solicitud la costumbre, la cumbre la serie, la carie
Always masculine	-j	el reloj
Sometimes masculine, sometimes feminine	-e -l -d	el parque, la clase el papel, la capital el césped, la pared
Masculine or feminine, referring to a specific person	-nte -ista	el/la estudiante el/la teniente el/la comandante el/la dentista el/la especialista el/la paracaidista

More about NOUNS/*LOS SUSTANTIVOS*

NOTE: There are some nouns that can take either the masculine or the feminine article, but their meaning will change according to the article they take. Here are some examples:

Masculine

el capital	<i>capital (money)</i>
el orden	<i>order (arrangement/organization)</i>
el parte	<i>military report</i>
el caza	<i>fighter plane</i>
el Papa	<i>pope</i>

Feminine

la capital	<i>capital (city)</i>
la orden	<i>order (command/religious order)</i>
la parte	<i>part/portion</i>
la caza	<i>hunting</i>
la papa	<i>potato</i>

NOTE: Feminine nouns beginning with **a** or **ha** take the masculine definite article **el** when the first syllable is stressed. In the plural, the article **las** is used. Here are some examples:

el agua	<i>water</i>	las aguas	<i>waters</i>
el águila	<i>eagle</i>	las águilas	<i>eagles</i>
el arma	<i>weapon</i>	las armas	<i>weapons</i>
el hacha	<i>ax</i>	las hachas	<i>axes</i>
el aula	<i>classroom</i>	las aulas	<i>classrooms</i>

Plural of nouns

Endings	Plural	Examples
vowel	add -s	el soldado/los soldados la mesa/las mesas
consonant	add -es	el capitán/los capitanes la canción/las canciones
-z	change -z to -c and add -es	el lápiz/los lápices la cruz/las cruces



Actividad 2

Write the corresponding definite article of the following nouns. There is one exception, find it! Some nouns may take both articles: masculine and feminine.

- | | |
|----------------------|------------------------|
| 1. _____ escuela | 11. _____ profesor |
| 2. _____ alumno | 12. _____ señora |
| 3. _____ sargento | 13. _____ estudiante |
| 4. _____ lección | 14. _____ costumbre |
| 5. _____ cuaderno | 15. _____ clase |
| 6. _____ ciudad | 16. _____ aula |
| 7. _____ audífono | 17. _____ dificultad |
| 8. _____ problema | 18. _____ pared |
| 9. _____ diccionario | 19. _____ ventana |
| 10. _____ ilusión | 20. _____ especialista |



Actividad 3

Write the following nouns in the plural.

- | | | | |
|-----------------|-------|-----------------|-------|
| 1. la pluma | _____ | 7. el capitán | _____ |
| 2. el papel | _____ | 8. el lápiz | _____ |
| 3. la grabadora | _____ | 9. la cinta | _____ |
| 4. la luz | _____ | 10. el reloj | _____ |
| 5. el general | _____ | 11. el marcador | _____ |
| 6. el soldado | _____ | 12. la señorita | _____ |



¡Atención!

THE PRONOUNS/LOS PRONOMBRES

A *pronoun* is a word that takes the place of a noun.

Subject Pronouns

A *subject pronoun* is a pronoun used as a subject of a verb.

singular	plural		
yo	I nosotros/nosotras we		
tú	you (<i>familiar</i>) vosotros/vosotras you (<i>familiar</i>)		
usted (Ud.)	you (<i>formal</i>) ustedes (Uds.) you (<i>formal</i>)		
él	he ella	ellos ellas	they

NOTE: In Spanish, since the verb ending indicates the subject, the *subject pronouns* do not need to be used at all times except when needed for clarification or emphasis.

NOTE: Use **tú** (*you, singular, familiar*) when addressing someone you know well, a close friend, somebody your age, or a child.

Use **usted** (*you, singular formal*) in all other circumstances.

NOTE: **Vosotros** and **vosotras** are used only in Spain to express *you (plural, familiar)*. In all the other Spanish speaking countries, **ustedes** is used to express *you (plural, both familiar and formal)*. Throughout this course, you will occasionally see or hear **vosotros** and **vosotras**, however, these forms are not taught or tested.



Actividad 4

Work as a whole class. What subject pronouns will you use when you talk *to* or *about* the following people? Follow the examples.

You talk *to* your boss

Usted

You talk *about* your boss

él/ella

1. You talk *about* your father
2. You talk *to* your best friend
3. You talk *about* yourself
4. You talk *to* your teacher
5. You talk *to* your little nephew
6. You talk *to* Mr. and Mrs. Gómez
7. You talk *about* your male classmates
8. You are in Colombia talking *to* a group of friends
9. You talk *about* the four women at the movies
10. You and your friend are talking *about* yourselves
11. You talk *about* Mrs. Fuentes
12. You talk *to* your friend Diana
13. You talk *about* a man and several women
14. You talk *to* Mr. García and his son
15. You are a soldier and talk *to* your Puerto Rican platoon sergeant



¡Atención!

Affirmative Sentences

In Spanish, the usual word order is subject, verb, and object.

Jaime tiene dinero.
(subject/verb/object)

Jaime *has money.*

Negative Sentences

In Spanish, to express negation, the word **no** is placed in front of the verb.

Jaime **no** tiene dinero.

Jaime does not have money.

If the answer to a question is negative, the word **no** is placed at the beginning of the sentence and in front of the verb.

¿Tiene Jaime dinero?
No, Jaime **no** tiene dinero.

Does Jaime have money?
No, Jaime does not have money.

Interrogative Sentences

In Spanish, in general, the subject and verbs are inverted in interrogative sentences.

¿Tiene Jaime dinero?
(verb/subject/object)

Does Jaime have money?

NOTE: As you have seen in the previous examples, Spanish does not have an equivalent to the English **do** and **does**.



¡Atención!

VERBS/LOS VERBOS

A *verb* is a word that expresses an action or a state of being.

THE VERB *TO BE*

There are two verbs in Spanish meaning *to be*: **SER** and **ESTAR**. Each verb has very specific uses, and they are not interchangeable.

NOTE: There is a third verb in Spanish that also means *to be*: **HABER**. You will learn about this verb later in this lesson and throughout the course.



¡Atención!

The Present Tense of *ser* (to be)

singular		plural
yo	soy	nosotros/as
tú	eres	vosotros/as
Ud.		Uds.
él } ella }	es	ellos } ellas }
		son

Soy soldado.

I am a soldier.

Somos militares

We are in the military

Eres mi amigo.

You are my friend.

© 2005 Microsoft

We are in the middle

Ud. es profesor.

You are a teacher.

Uds son cabos

You are corporeal

El es capitán.

He is a canto

**Cas. son casos.
Ellos son oficiales**

*You are corporal.
They are officers.*

NOTE: When stating a military rank, use ser.: **Soy sargento**, **Soy militar**



¡Atención!

The Present Tense of *estar* (to be)

singular	plural
yo	estoy
tú	estás
Ud.	
él	está
ella	
nosotros/as	estamos
vosotros/as	estáis
Uds.	
ellos	están
ellas	

Estoy en el ejército. *I am in the Army.* Estamos en la marina. *We are in the Navy.*
Estás cansado. *You are tired.*
Ud. está contento. *You are happy.* Uds. están tristes. *You are sad.*
El está en Panamá. *He is in Panama.* Ellos están en Cuba. *They are in Cuba.*
Ella está en casa. *She is at home.* Ellas están enfermas. *They are ill.*

NOTE: When stating that you are in the Armed Forces or in which of its branches you are, use *estar*: **Estoy en las fuerzas armadas.**
Estoy en el ejército.



¡Atención!

PREPOSITIONS/LAS PREPOSICIONES

Prepositions connect and indicate the relationship between words.

To indicate *origin*, use the verb *ser* plus the preposition *de*.

El aerotécnico **es de** Florida.

The airman is from Florida.

Las profesoras **son de** Honduras.

The teachers are from Honduras.



Actividad 5

Complete the following sentences using the verb *ser*. You may need to refer to the table following Actividad 6.

1. Nosotros _____ militares.
2. Mi amigo _____ de Colombia.
3. Los profesores _____ de diferentes países.
4. Esta ciudad _____ grande.
5. Tú _____ soldado.
6. Uds. _____ capitanes.
7. Las señoritas _____ guatemaltecas.
8. Yo _____ estudiante de español.
9. El teniente _____ de Colorado.
10. La conferencia _____ mañana.



¡Atención!

To indicate *location*, use the verb **estar** plus the preposition **en**.

México **está en** Norteamérica.
Las alumnas **están en** la escuela.

*Mexico is in North America.
The students are at school.*



Actividad 6

Complete the following sentences using the verb **estar**. You may need to refer to the table on the next page.

1. El capitán _____ en la fuerza aérea.
2. Kansas _____ en el centro del país.
3. Yo _____ muy ocupado hoy.
4. Los soldados _____ en el cuartel.
5. El Ecuador _____ en Sudamérica.
6. La sargento _____ en la infantería de marina.
7. Nosotros _____ en el instituto.
8. María y Alberto _____ en el ejército.
9. El teniente _____ muy enfermo.
10. Nosotros _____ en las fuerzas armadas.
11. Mi amiga _____ en su casa.
12. Los aerotécnicos _____ en la clase.

The following summary of the uses of **ser** and **estar** is provided for your information. Items 4 in this table were not previously discussed and should be considered to be **ADDITIONAL INFORMATION**. You will see the term **ADDITIONAL INFORMATION** reoccur in the **Estructuras** parts of this course. It points out information that was added to include more sophisticated aspects of grammar than needed in the lesson. **ADDITIONAL INFORMATION** will not be practiced or tested in this lesson.

SER is used to express	ESTAR is used to express
1. Identification, nationality, occupation Soy Juan Pérez. <i>I am Juan Pérez.</i> Pedro es chileno. <i>Pedro is Chilean.</i> El es capitán. <i>He is a captain.</i>	1. Location Estoy en la marina. <i>I am in the navy.</i> Lima está en Perú. <i>Lima is in Peru.</i> Ellos están aquí. <i>They are here.</i>
2. Origin, possession, material, with de Somos de Cuba. <i>We are from Cuba.</i> El libro es de Rosa. <i>It is Rosa's book.</i> El anillo es de oro. <i>It is a gold ring.</i>	2. Health Ella está bien. <i>She is fine.</i> ¿Cómo están Uds.? <i>How are you all?</i> Estamos enfermos. <i>We are ill.</i>
3. Inherent characteristic, description Ella es mi madre. <i>She is my mother.</i> Las casas son rojas. <i>The houses are red.</i> El libro es nuevo. <i>The book is new.</i>	3. Condition/state of being El niño está triste. <i>The child is sad.</i> Están muertos. <i>They are dead.</i> El café está frío. <i>The coffee is cold.</i>
4. Time, date and where/when an event takes place Son las dos. <i>It is two o'clock.</i> Hoy es martes. <i>Today is Tuesday.</i> La fiesta es aquí. <i>The party is here.</i>	4. Progressive tenses Estoy estudiando. <i>I am studying.</i> Ella está leyendo. <i>She is reading.</i> Están comiendo. <i>They are eating.</i>
NOTE: To express marital status - soltero/a (single), casado/a (married), viudo/a (widower, widow), divorciado/a (divorced)- either ser or estar can be used.	



¡Atención!

Common Interrogative Words

¿Qué? *	<i>What?</i>	¿Qué es eso?	<i>What is that?</i>
¿Cuál? *	<i>What?</i>	¿Cuál es la capital de España?	<i>What is the capital of Spain?</i>
¿Cuál? *	<i>Which (one)?</i>	¿Cuál es mi libro?	<i>Which is my book?</i>
¿Cuáles? *	<i>Which (ones)?</i>	¿Cuáles son mis libros?	<i>Which ones are my books?</i>
¿Cómo?	<i>How?</i>	¿Cómo está Ud.?	<i>How are you?</i>
¿Quién?	<i>Who?</i>	¿Quién es ella?	<i>Who is she?</i>
¿Quiénes?	<i>Who?</i>	¿Quiénes son ellos?	<i>Who are they?</i>
¿Dónde?	<i>Where?</i>	¿Dónde está María?	<i>Where is Mary?</i>
¿De dónde?	<i>From where?</i>	¿De dónde es ella?	<i>Where is she from?</i>
¿Cuándo?	<i>When?</i>	¿Cuándo comen los soldados?	<i>When do the soldiers eat?</i>
¿Por qué?	<i>Why?</i>	¿Por qué está aquí?	<i>Why is he here?</i>
¿Cuánto?	<i>How much?</i>	¿Cuánto dinero?	<i>How much money?</i>
¿Cuánta?	<i>How much?</i>	¿Cuánta agua?	<i>How much water?</i>
¿Cuántos?	<i>How many?</i>	¿Cuántos libros?	<i>How many books?</i>
¿Cuántas?	<i>How many?</i>	¿Cuántas mesas?	<i>How many tables?</i>

* Both **qué** and **cuál** mean *what* in questions using the verb *ser*.

Qué is used when you ask for a definition, explanation, information in general:

¿Qué es una capital?
¿Qué idioma estudia Ud.?

What is a capital?
What language do you study?

Cuál can mean *what* or *which*. It is used when you ask about a specific person, place, or thing.

¿Cuál es la capital de Chile?
¿Cuál es la ciudad más grande de Chile?

What is the capital of Chile?
Which (one) is the largest city in Chile?

NOTE: To answer a **¿Por qué?** (*why*) question, use **porque** (*because*).



Actividad 7

Work as a whole class. Read the following statements and change them to form as many questions as you can think of. The first has been done for you as an example.

1. El capitán es de Nueva York.

¿De dónde es el capitán? ¿Quién es de Nueva York?

2. Bolivia está en Sudamérica.

3. La profesora es de Buenos Aires.

4. El profesor se llama José Pérez Asenjo.

5. La capital es Tegucigalpa.

6. La señora Martínez es de Bogotá.

7. En la clase hay diez alumnos.

8. El libro del sargento está en el escritorio del profesor.

9. Estoy bien.

10. El número de teléfono del cabo es 4-10-20-15

11. Hay dos profesoras en el aula.

12. El especialista estudia español en el Instituto.

13. Mañana hay clase.

14. Porque no hay profesor.

15. Me llamo Rosa Gómez.



¡Atención!

The Present Tense of *tener* (to have)

singular		plural	
yo	tengo	nosotros/as	tenemos
tú	tienes	vosotros/as	tenéis
Ud.		Uds.	
él	tiene	ellos	tienen
ella		ellas	

Juan tiene dinero.

Tenemos libros.

Juan has money.

We have books.



Actividad 8

Work in pairs. Ask your partner the following questions and write the answers you receive. Add more questions using **tener**. Write them and the answers in the spaces provided. Reverse roles. Report your findings to the class.

1. ¿Cuántos libros de español tiene Ud.? _____
2. ¿Tienen tareas los soldados? _____
3. ¿Cuántos alumnos tienen diccionario? _____
4. ¿Cuántas plumas tiene Ud.? _____
5. ¿Cuándo tenemos clase? _____
6. _____
7. _____
8. _____
9. _____
10. _____



¡Atención!

Impersonal use of *haber* (to be): *hay*

En el aula **hay** un profesor.
Hay diez soldados aquí.

There is a teacher in the classroom.
There are ten soldiers here.



Actividad 9

Answer the following questions.

1. ¿Cuántos alumnos hay en la clase?
2. ¿Cuántas aerotécnicas hay aquí?
3. ¿Cuántas plumas hay en su escritorio?
4. ¿Hay una pizarra en la clase?
5. ¿Dónde hay muchos marineros?
6. ¿Hay una capitana en el cuartel?
7. ¿Hay mapas en las paredes?
8. ¿Cuántos diccionarios hay en la clase?
9. ¿Dónde hay muchos pilotos?
10. ¿Cuántos marcadores hay en la mesa?

ACTIVIDADES DE INTEGRACION

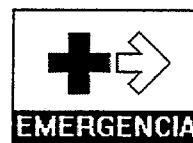


Actividad 1

A. Work as a whole class. Read these ads (**anuncios**) and signs (**señales**), which come from different Spanish speaking countries, and identify the words you recognize. Words that look similar both in English and in Spanish are called cognates. Guess the meaning of the following words.



INFORMACION



EQUIPOS
DE OFICINA



RESTAURANTE



EIC

ESCUELA INTERNACIONAL
CERVANTES



Dentista



PRESENTA

PRESIDENTE
ENTRA EN AMBIENTE

HOTEL PLAZA

* * * *

FESTIVAL
TROPICAL

B. Look at some of the Spanish newspapers in your classroom and see how many cognates you can find!



Actividad 2

Work in pairs. Pretend you are at a social gathering. There are people that you know and people you don't know. Take turns greeting them appropriately.

People you know	People you don't know
Your friend Carlos Your friend's wife Rosa Your roommate Ernesto Mr. and Mrs. Perez	Captain Morales Doctor Coronado Colonel Romero Professor Duarte



Actividad 3

Work in pairs. Introduce yourself. Tell where you are from, give your rank and branch of service. Then take turns introducing each other to your classmates.



Actividad 4

Make questions from these sentences using the following interrogative words. Some sentences can have more than one question. Share your responses with the class.

¿Cómo? ¿Quién? ¿Dónde? ¿De dónde? ¿Cuál? ¿Qué? ¿Cuántas?

1. Ella está bien.

2. Venezuela está en Sudamérica.

3. La Paz es la capital de Bolivia.

4. El Sr. Noriega es de Panamá.

5. Su dirección es: Calle Alameda nº 7.

6. Su número de teléfono es: 2-33-41-56.

7. El es sargento.

8. Hay once personas en la sala de clase.

9. Yo tengo una grabadora.

10. El profesor se llama Francisco Morales.



Actividad 5

Work in pairs. Role-play. You are conducting the interrogation of an informant whose credibility has to be established. Elicit information on your partner's background to fill out this form. Your partner will use an assumed identity to play his/her role. You may use **¿Cuál es su . . . ?** (What is your . . . ?) After the interrogation is completed, report your findings to the class.

CEDULA DE IDENTIDAD

<i>Apellido</i>	<i>Nombre</i>
<i>Dirección</i> <i>(calle y número)</i>	
<i>(ciudad)</i>	<i>(código postal)</i>
<i>Nº de teléfono</i>	
<i>Rango</i>	<i>Servicio</i>
<i>País de origen</i>	<i>Nacionalidad</i>



Actividad 6

Listen to ten sentences. Each sentence contains one of the numbers in the row. Circle the number mentioned in each sentence.

- | | | | | |
|-----|----|----|----|----|
| 1. | 4 | 6 | 5 | 3 |
| 2. | 10 | 13 | 19 | 11 |
| 3. | 12 | 5 | 6 | 15 |
| 4. | 9 | 7 | 6 | 1 |
| 5. | 0 | 5 | 10 | 3 |
| 6. | 12 | 11 | 2 | 20 |
| 7. | 15 | 0 | 5 | 13 |
| 8. | 20 | 19 | 15 | 17 |
| 9. | 2 | 11 | 12 | 14 |
| 10. | 1 | 18 | 16 | 13 |



Actividad 7

Listen to the following sentences and find out how many and what items this student has received in supplies. Write the information in Spanish in the appropriate boxes. Share your findings with the class.

Number	Item



Actividad 8

Read the questions and answers and match them up. Then compare your work with one of your classmates. After comparing your work, you and your partner should take turns translating orally each question and the appropriate response.

1. ___ ¿Cómo está Ud.? a. Ella es de Nicaragua.
2. ___ ¿Dónde está Lima? b. Es Tegucigalpa.
3. ___ ¿Cuál es la capital de Honduras? c. Diez alumnos y un profesor.
4. ___ ¿De dónde es Violeta Chamorro? d. Ejército.
5. ___ ¿Cuál es su nacionalidad? e. Yo tengo una.
6. ___ ¿Cuál es su número de teléfono? f. En Sudamérica, es la capital del Perú.
7. ___ ¿Qué rango tiene Fidel Castro? g. Soy panameño.
8. ___ ¿Cuántas personas hay en la clase? h. Muy bien, gracias. ¿Y Ud.?
9. ___ ¿Quién tiene una grabadora aquí? i. 6-13-15-10
10. ___ ¿Cómo se dice en español "Army"? j. Es comandante del ejército cubano.



Actividad 9

Fill in the blanks with the appropriate form of **ser** or **estar**. Then in the right column give the reason for making your choice (location, identity, or origin). The first one is given as an example.

1. Nosotros estamos en Monterey. _____ location
2. Monterey _____ en California. _____
3. California _____ en los Estados Unidos. _____
4. Monterey _____ una ciudad pequeña. _____
5. Yo _____ en la clase de español. _____
6. Los estudiantes _____ militares y los profesores _____ civiles. _____
7. Nuestra escuela _____ en el Presidio de Monterey. _____
8. Nuestra clase no _____ grande. _____
9. Yo _____ de _____ (name of your state). _____
10. Yo _____ en _____ (your branch of service). _____



Actividad 10

Work in pairs. Take turns asking each other questions in order to fill in the missing information on the charts. Ask about the last names, ranks, and country of origin of the people listed. Student 1 has information that Student 2 needs to complete his/her chart and vice versa.

Student 1

Nombre	Rango	País
Carlos Fernández Vélez		Ecuador
Jose María	Aerotécnico	
Alberto de la Torre Acebo		Puerto Rico
Guillermo Ceballos Gómez		Uruguay
Andrés Marcos Zurita	Mayor	
Juan		Bolivia
Pedro Manrique Torres	Capitán	

Student 2

Nombre	Rango	País
Carlos Fernández Vélez	Sargento	
Jose María Carrillo Lugo		El Salvador
Alberto de la Torre Acebo	Soldado	
Guillermo	Cabo	
Andrés Marcos Zurita		Honduras
Juan Rojas Badajoz	Marinero	
Pedro		Argentina

 **Actividad 11**

Listen to the following sentences which tell us where some Spanish speaking countries are located. Check if they are True or False.

True

False

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



Actividad 12

Listen to several sentences in Spanish which are regularly used in a language classroom. Match the Spanish sentence you hear with the following English phrase that best conveys the meaning. Write the number of the sentence you hear next to its English equivalent.

The speaker

- wants to hear something again.
- doesn't understand something.
- wants to know if there are any questions.
- is asking for a pencil.
- wants to know how to say something in Spanish.
- wants to know somebody's name.
- wants to know how to write something.
- wants to ask a question.
- wants the books closed.
- wants somebody to answer.
- wants someone to read.
- wants someone to listen.



Actividad 13

Listen to six dialogues. In each of the dialogues two members of the armed forces are mentioned. Put a check mark next to the name of the person who is higher in rank.

- | | | | |
|---------------|--------------------------|-----------|--------------------------|
| 1. Martínez | <input type="checkbox"/> | Flores | <input type="checkbox"/> |
| 2. Bustamante | <input type="checkbox"/> | Fernández | <input type="checkbox"/> |
| 3. Ibarra | <input type="checkbox"/> | Benítez | <input type="checkbox"/> |
| 4. Rodríguez | <input type="checkbox"/> | Campos | <input type="checkbox"/> |
| 5. Arévalo | <input type="checkbox"/> | Herrera | <input type="checkbox"/> |
| 6. Sánchez | <input type="checkbox"/> | Martel | <input type="checkbox"/> |



1

Actividad 14

Listen to the following sentences and find out the number of people attending an international conference as well as their nationalities. Write the information. Share your findings with the class.

NOTA CULTURAL: The term used to refer to a person from the United States can vary from one Spanish speaking country to another. The term **americano** is frequently used to refer to people from the United States, although everyone from the American continent is **americano**. **Norteamericano** is also used to refer to someone from the U.S., although Canada and Mexico are also part of North America. The term **estadounidense** can be a good choice to avoid conflicts and keep everybody happy.



Actividad 15

Work in pairs. Go to another class and find out the name, rank and origin of five students and the teacher of the class. Take notes and report your findings to your classmates.

GLOSARIO

Saludos y despedidas

Greetings and Farewells

Adiós./Chao.	<i>Good-bye.</i>
Bien.	<i>Fine.</i>
Buenas noches.	<i>Good night.</i>
Buenas tardes.	<i>Good afternoon.</i>
Buenos días.	<i>Good morning.</i>
¿Cómo está Ud.?	<i>How are you? (form.)</i>
¿Cómo estás?	<i>How are you? (fam.)</i>
Hasta la vista.	<i>See you.</i>
Hasta luego.	<i>See you later.</i>
Hasta mañana.	<i>See you tomorrow.</i>
Hasta pronto.	<i>See you soon.</i>
Hola.	<i>Hello.</i>
Muy bien.	<i>Very well.</i>
No muy bien.	<i>Not so good.</i>
¿Qué hay de nuevo?	<i>What's new?</i>
¿Qué hay?	<i>How's it going?</i>
¿Qué hubo?	<i>How's it going?</i>
¿Qué tal?	<i>How's it going?</i>
Regular.	<i>So-so.</i>

Expresiones útiles en la clase

Useful Classroom Expressions

Abran el libro.	<i>Open the book.</i>
Cierren el libro.	<i>Close the book.</i>
¿Cómo se dice . . . ?	<i>How do you say . . . ?</i>
¿Cómo se escribe . . . ?	<i>How do you spell . . . ?</i>
¿Comprenden?	<i>Do you understand?</i>
Conteste, por favor.	<i>Answer, please.</i>
Escriban.	<i>Write.</i>
Escuchen.	<i>Listen.</i>
¿Hay preguntas?	<i>Are there any questions?</i>
Lean.	<i>Read.</i>
No comprendo.	<i>I don't understand.</i>
No sé.	<i>I don't know.</i>
Pase a la pizarra.	<i>Go to the blackboard.</i>
¿Qué quiere decir . . . ?	<i>What does . . . mean?</i>
Repita, por favor.	<i>Repeat, please.</i>
Tengo una pregunta.	<i>I have a question.</i>

Datos personales

Personal Data

el apellido	<i>last name</i>
civil	<i>civilian</i>
¿Cómo se llama?	<i>What is your name?</i>
la dirección	<i>address</i>
Me llamo . . .	<i>My name is . . .</i>
militar	<i>service member/military</i>
el nombre	<i>first name</i>
el número de teléfono	<i>telephone number</i>
el señor (Sr.)	<i>gentleman (Mr.)</i>
la señora (Sra.)	<i>lady (Mrs.)</i>
la señorita (Srta.)	<i>miss</i>

Palabras interrogativas

Interrogative Words

¿Cómo?	<i>How?</i>
¿Cuál?	<i>What?/Which?</i>
¿Cuáles?	<i>Which ones?</i>
¿Cuándo?	<i>When?</i>
¿Cuánto/a?	<i>How much?</i>
¿Cuántos/as?	<i>How many?</i>
¿De dónde?	<i>From where?</i>
¿Dónde?	<i>Where?</i>
¿Qué?	<i>What?</i>
¿Quién?	<i>Who? (sing.)</i>
¿Quiénes?	<i>Who? (plural)</i>
¿Por qué?	<i>Why?</i>

Otras palabras

Other Words

de	<i>from</i>
de nada	<i>you're welcome</i>
en	<i>in/at</i>
gracias	<i>thank you</i>
hay	<i>there is/there are</i>
porque	<i>because</i>

La escuela/El instituto

The School/The Institute

Verbos

el aula	<i>classroom</i>	estar	<i>to be</i>
el/la alumno/a	<i>pupil/student</i>	ser	<i>to be</i>
los audífonos	<i>earphones</i>	tener	<i>to have</i>
el borrador	<i>eraser</i>		
el calendario	<i>calendar</i>		
la cinta	<i>tape</i>		
la clase	<i>class/classroom</i>		
el/la compañero/a de clase	<i>classmate</i>		
el cuaderno	<i>notebook</i>		
el diccionario	<i>dictionary</i>		
el escritorio	<i>desk</i>		
el/la estudiante	<i>student</i>		
la grabadora	<i>tape recorder</i>		
el lápiz	<i>pencil</i>		
el libro	<i>book</i>		
la luz	<i>light</i>		
el mapa	<i>map</i>		
el marcador	<i>marker</i>		
la mesa	<i>table</i>		
el papel	<i>paper</i>		
la pared	<i>wall</i>		
el piso	<i>floor</i>		
la pizarra	<i>blackboard</i>		
el pizarrón	<i>blackboard</i>		
la pluma	<i>pen</i>		
el/la profesor/a	<i>teacher</i>		
la puerta	<i>door</i>		
el reloj	<i>clock/watch</i>		
la sala de clase	<i>classroom</i>		
la silla	<i>chair</i>		
la tarea	<i>homework</i>		
el techo	<i>ceiling/roof</i>		
la tiza	<i>chalk</i>		
la ventana	<i>window</i>		

Lesson 2

Family



Objectives

The following functions or tasks will be practiced in listening, speaking, reading, and writing activities:

- asking and giving biographical information,
- discussing family relationships and events,
- describing persons, including character traits,
- relating colors to particular objects such as flags of nations,
- using the calendar,
- understanding and expressing quantities up to 101.

The following structures will be introduced:

- the present tense of regular verbs ending in -ar, -er, -ir,
- adjectives,
- possessive adjectives (short forms),
- the prepositions **de** and **con**,
- the conjunctions **y/e** and **o/u**,
- the verb **tener** for expressing age.

INTRODUCCION



Actividad 1

Reading in a foreign language oftentimes requires that we guess at the meaning of unknown words. As you read the short texts presented here and in the following activities, please read for the text's overall meaning or gist. This is called *skimming*. Later, you will be asked to read for specific information. This is called *scanning*.

You should also know that many of the reading texts you will see in this and future lessons are authentic texts of culturally authentic sources. Remember to use your guessing skills when approaching a text that contains words that are unfamiliar to you.

In this section you will find three pictures of families from Latin American countries. Read the information provided below each picture. Discuss in Spanish with the class the similarities and differences between U.S. and Latin American families.



Una familia ecuatoriana en una reunión familiar. La abuela está en el centro rodeada de sus hijos, yernos, nueras y dieciocho nietos.

NOTA CULTURAL: In Spanish speaking countries, **la familia** (the family) is the most important social unit. The term **la familia** normally refers to the extended family, not only to the nuclear family, as in the United States. **La familia** generally includes father and mother, children and their spouses, grandchildren, grandparents, uncles, aunts, and cousins. **Los padres** (the parents) means the father and the mother. **Los parientes** (relatives) are usually the persons beyond the extended family.



Una familia de indígenas de los Andes. Tres generaciones: abuela, padres y nieto. La abuela lleva al niño en su espalda.

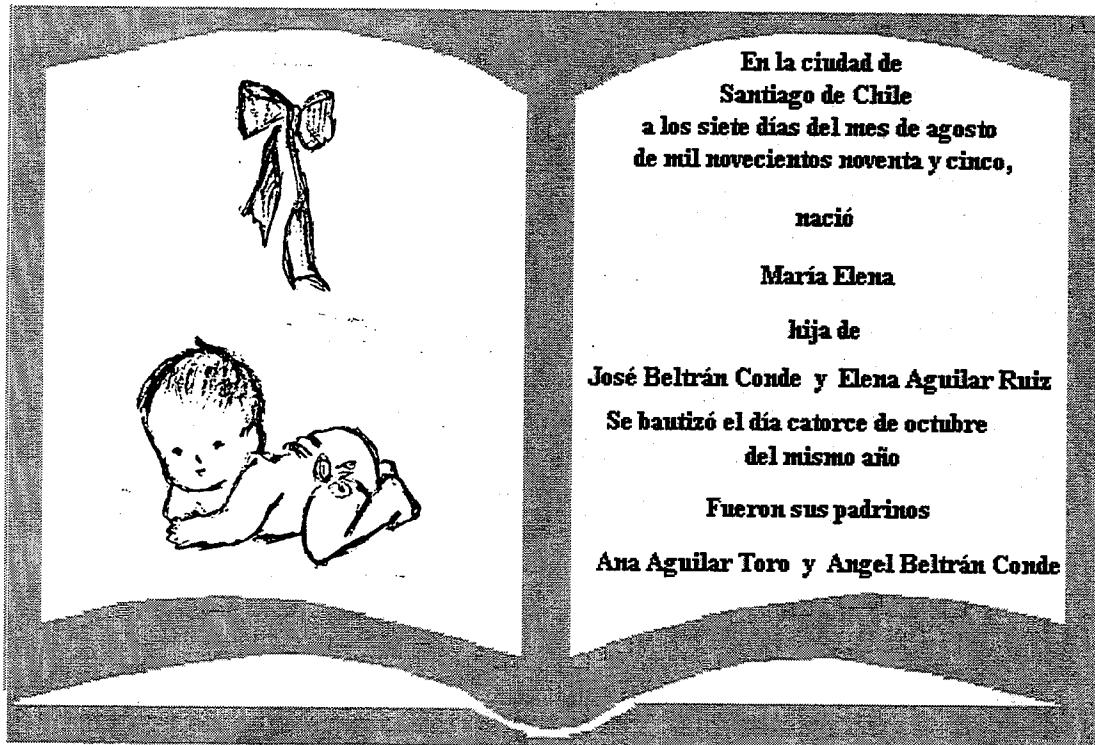
Niños del sur de Colombia.
Cuatro hermanos casi de la
misma edad.





Actividad 2

Read the following document. What family event is being announced? Do you recognize any cognates?



NOTA CULTURAL: In Spanish speaking countries, it is customary for the parents of an infant/child to select two people, either family members or close friends, to be their child's **padrinos** (godparents) at **el bautizo** (christening). **El padrino** (godfather) and **la madrina** (godmother) are responsible for looking after **el ahijado** (godson) or **la ahijada** (goddaughter) in case of the parents' absence/death. The godparents are referred to by the child's parents as **comadre** and **comadre**.



Actividad 3

Read the following document. What do you think it is? Do you recognize any cognates? What are Dolores and Juan's last names? Which members of the family are mentioned?

Dolores Ortega de Morales Rosa Rojas de Tello
Esteban Morales Ruiz Luis Tello Cárdenas

invitan al matrimonio
de sus hijos

Dolores y Juan

Que se realizará, Dios mediante,
en la Iglesia de la Merced,
el día sábado quince de mayo
a las veinte horas y luego a la
recepción que ofrecerán
los padres de la novia en
el Club de la Unión.

NOTA CULTURAL: In Spanish speaking countries, children, regardless of their age, usually live in their parents' home until they get married and/or are economically established. Generally, teenagers or young adults do not move out of their parents' home and into their own apartments. It is also generally not common for young adults to "live together" before marriage in their own apartment or house.



Actividad 4

Scan the following document. Look for cognates. What do you think this document contains? How many words do you recognize? Where would you see such a document?

INVITACION A SEPELIO

La esposa, Rosalia Zamora de Castillo, los hijos: Bolívar, Guadalupe, María, Sandra, Marcela, Alejandro, Patricio, Nelson y Clara, los hijos políticos, nietos, hermanos, hermanos políticos y demás familiares del señor

 **Eduardo José
Castillo Garcés**

Comunican a sus amigos y relacionados su sensible fallecimiento e invitan a la misa de cuerpo presente que se celebrará a las 1600 horas en la iglesia de María Auxiliadora y al traslado de sus restos mortales al cementerio general, entrada No. 1, a las 1700 horas del día de hoy.

Tegucigalpa, noviembre 22

ACTIVIDADES DE VOCABULARIO



Actividad 1

Work as a whole class. Look at the family tree. How many people are there in this family? Find the relation between the members of the family. Refer to the narrative below to identify key vocabulary. Then compare this family to yours.



María y Enrique son los **abuelos** de Elena.
Carmela es la **madre** de Elena y Juan es el **padre**.
Pedrito y Rosa son **primos** de Elena.
Pedrito y Rosa son **hijos** de Victoria y Pedro.
Carmela es **tía** de Rosa y Pedrito.
Elena es **nieta** de María y Enrique.
Pedro es **tío** de Elena.
Carmela es la **esposa** de Juan, y Pedro es el **esposo** de Victoria.
Pedrito y Rosa son **hermanos**.
Victoria y Carmela son **cuñadas**.
María es la **suegra** de Juan.
Juan es el **yerno** de María.
Victoria es la **nuestra** de María.



Actividad 2

Complete each set of family members by adding the missing male or female counterpart.
Then translate each set.



Translation

hermano	y	
	y	madre
tío	y	
	y	abuela
sobrino	y	
	e	hija
suegro	y	
	y	esposa
nieto	y	
	y	prima
cuñado	y	
	y	madrina



Actividad 3

Work in pairs. Complete the following sentences. Report your information to the class.

1. La madre de mi padre es mi _____.
2. El esposo de mi tía es mi _____.
3. La madre de mi esposa es mi _____.
4. La hija de mi hermana es mi _____.
5. El hijo de mi tío es mi _____.
6. El hijo de mi madre es mi _____.
7. El hermano de mi esposa es mi _____.
8. La hija de mi hijo es mi _____.
9. El padre de mi esposa es mi _____.
10. El padre de mi primo es mi _____.



Actividad 4

- A. Listen and check. You will hear a conversation about a family. Look at the list below and check the family members mentioned.

Persons Mentioned	
Grandfather	
Grandmother	
Parents	
Brothers	
Sister	
Aunt	
Uncle	
Cousins	
Grandchildren	
Nephews	
Children	

- B. Listen to the tape again and find out how many family members this person has. Report your findings to the class.

Persons	Number
Grandfather	
Grandmother	
Parents	
Brothers	
Sister	
Aunt	
Uncle	
Cousins	
Grandchildren	
Nephews	
Children	

Los colores

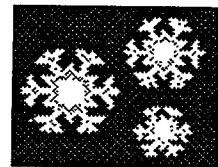


Actividad 5

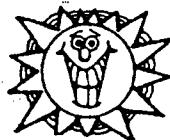
Work as a whole class. Read the following sentences and translate them. Use your guessing skills.



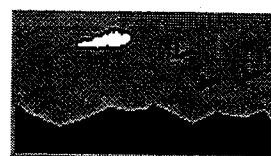
El gato es negro.



La nieve es blanca.



El sol es amarillo.



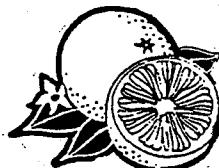
El cielo es azul.



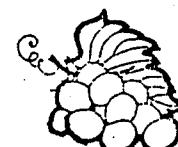
Las hojas son verdes.



La manzana es roja.



Las naranjas son anaranjadas.



Las uvas son moradas.



El café es café.

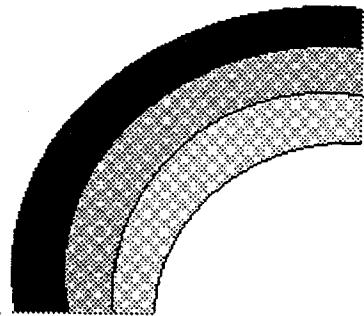


Las nubes son grises.



Actividad 6

Work in pairs. Using your background knowledge, arrange colors in the sequence of the color spectrum as you see them in a rainbow. Write them in Spanish on the lines below. Share your information with the class.





Actividad 7

Work in pairs. Ask your partner what color he/she associates with the following words. Write them in Spanish in the space provided. Think of additional things that remind you of a particular color. Do other cultures have different associations? Ask your teacher. Does he/she see the same color(s) you see?

Love	_____
Death	_____
A bride	_____
The sea	_____
Autumn leaves	_____
Grass	_____
Strawberries	_____
A taxi	_____
A school bus	_____

Hope	_____
A baby girl	_____
A baby boy	_____
A flamingo	_____
A baby chick	_____
A bear	_____
A fire truck	_____
An ambulance	_____
Highway signs	_____

Los números



20
21
22
23
24
25
26
27
28
29

veinte
veintiuno
veintidós
veintitrés
veinticuatro
veinticinco
veintiséis
veintisiete
veintiocho
veintinueve

30
31

treinta
treinta y uno

70
71

setenta
setenta y uno

40
41

cuarenta
cuarenta y uno

80
81

ochenta
ochenta y uno

50
51

cincuenta
cincuenta y uno

90
91

noventa
noventa y uno

60
61

sesenta
sesenta y uno

100
101

cien
ciento uno



Actividad 8

Listen to the following sentences and write only the numbers you hear. Use numerals.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |



Actividad 9

Listen and find out the number and color of school supplies that this student received. Then write the number into the appropriate box. Use numerals. Listen as many times as necessary.

	plumas	marcadores	lápices	cuadernos
azul				
anaranjado				
blanco				
verde				
rojo				
amarillo				
negro				
café				
gris				
morado				

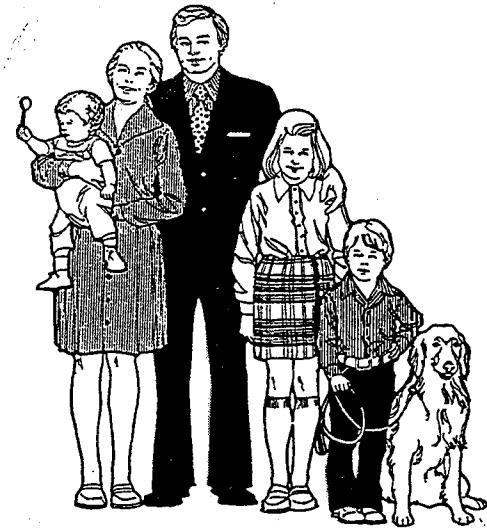
Actividad 10

Look at the two pictures. Listen to two excerpts and write in Spanish the family members mentioned and their ages. Report your findings to the class.

Picture number 1



Picture number 2



Family member

Age

Family member

Age



Actividad 11

A. Before beginning this activity, go to the glossary and quickly preview the months in Spanish. You will notice that they are very similar to English. Now, listen to the following information about various family members' birthdays and ages. Write the information in English in the appropriate box. Listen as many times as necessary.

Family members	Date	Month	Age
Juan			
Older sister			
Younger sister			
Grandfather			
Grandmother			
Father			
Mother			

B. Look at this calendar page and discuss the following questions.

1. Using the above chart, on what day of the week does Juan's parents' birthday fall?
2. What is the first day of the week on the Spanish calendar?
3. On what day does Christmas Day fall?
4. How many Sundays are there in this month?
5. How many Wednesdays are there in this month?

El calendario

Dicembre						
Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOTE: To say: Today is Monday, omit the article. (Hoy es lunes.)

To say: The party is on Monday, use the article. (La fiesta es el lunes.)



Actividad 12

A. Work as a whole class. Select a name for each of the following categories. Write in Spanish whether they are single, married, divorced, or a widowed.

Personalities	Name	Marital Status
The President of the U.S.		
The Pope		
A member of the royalty		
A U.S. general		
An actor		
An actress		
A singer/rock star		
A football star		
An Olympic athlete		
A comedian		

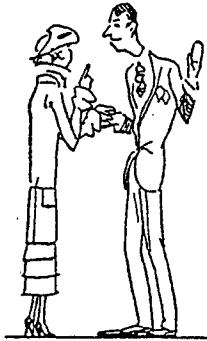
B. Survey your classmates and find out who is single, married, or divorced. Write their names and ranks in Spanish.

Solteros	Casados	Divorciados



Actividad 13

Look at the pictures and read the different descriptions of people. Who do you know with the same physical appearance?



Los Sres. Talavera son
muy altos y delgados.



La novia es gordita y
el novio es delgado.



El capitán Morales
es bajo.



María es muy guapa.
Es rubia y tiene el pelo
largo y los ojos azules.
Es muy joven.



El Sr. Ortega es
una persona mayor
y tiene lentes.



Mercedes tiene el
pelo corto y rizado.



Actividad 14

Read the following sentences and write an opposite description of the people described on the previous page. The first sentence is given as an example. Report your information to the class.

Los Sres. Talavera son altos.

Los Sres. Talavera son bajos.

La novia es gordita.

El capitán Morales es bajo.

María es muy guapa.

El Sr. Ortega es viejo.

Mercedes tiene el pelo corto y rizado.



Actividad 15

Work in pairs. Choose a person in the class and describe him/her. Take notes and report back to the class. Ask the class to guess who that person is.



Actividad 16

- A. Read the following newspaper ad. Circle the characteristics that this person has to have in order to qualify for the job. Would you qualify for the job?

Si Ud. es una persona trabajadora, amable, optimista, simpática, inteligente, honesta, ordenada y elegante, tenemos un trabajo para Ud.

Para más información llame al teléfono 23-67-85

- B. Work in pairs. Interview your partner to determine his/her personality type. Check the characteristics that apply in the chart provided. Report your findings to the class.

Example:

¿Es Ud. generoso?
Sí, soy generoso./No, no soy generoso.

generoso		importante	
trabajador		interesante	
amable		tímido	
vago		simpático	
estudioso		hablador	
optimista		elegante	
antipático		pesimista	
grosero		inteligente	
honesto		...	

ESTRUCTURAS



¡Atención!

VERBS/LOS VERBOS

A *verb* is a word that expresses an action or a state of being.

Yo trabajo.

I work.

Ellos están contentos.

They are happy.

Infinitive (infinitivo) is the form of a verb showing no subject or number.

hablar

to speak, to talk

comer

to eat

vivir

to live

Spanish verbs consist of a *stem* and an *ending*. There are three endings: **-ar, -er, -ir**.

stem

ending

habl-

-ar

com-

-er

viv-

-ir

The verb ending will change according to the subject and the time (*tense*) when an action or a state of being takes place. When the verb ending changes, the verb is *conjugated*, and therefore no longer an infinitive. In Spanish, as in English, verb tenses are divided into three main groups: *present* (*el presente*), *past* (*el pasado*), and *future* (*el futuro*).



¡Atención!

Talking about the present

The Present Tense of *hablar* (to speak, to talk)

singular

yo	hablo
tú	hablas
Ud.	
él	habla
ella	

plural

nosotros/as	hablamos
vosotros/as	habláis
Uds.	
ellos	hablan
ellas	



Actividad 1

Work as a whole class. Conjugating the -ar verb **hablar**, make as many sentences as you can to tell what languages these people speak.

Yo	HABLAR	español.
Tú		italiano.
Ud.		inglés.
El		ruso.
Ella		francés.
Nosotros		chino.
Uds.		coreano.
Ellos		japonés.
Ellas		árabe.



¡Atención!

The Present Tense of

comer (to eat)

singular	
yo	como
tú	comes
Ud.	
él } ella	come
plural	
nosotros/as	comemos
vosotros/as	coméis
Uds.	
ellos } ellas	comen

vivir (to live)

singular	
yo	vivo
tú	vives
Ud.	
él } ella	vive
plural	
nosotros/as	vivimos
vosotros/as	vivís
Uds.	
ellos } ellas	viven



Actividad 2

Work as a whole class. Conjugating the -er verb **comer**, and the -ir verb **vivir**, make as many meaningful sentences as you can to tell where these people eat and live.

Yo
Tú
Ud.
El
Ella
Nosotros
Uds.
Ellos
Ellas

COMER

VIVIR

en la casa.
en el restaurante.
en el cuartel.
en la escuela.
en El Salvador.
en *Burgerland*.
en la oficina.
en Estados Unidos.
en la pizzería.



¡Atención!

ADJECTIVES/LOS ADJETIVOS

An *adjective* is a word that describes a noun or a pronoun.

An adjective agrees in gender and number with the noun or pronoun it describes.

Agreement in Gender

Adjectives ending in **-o** in the masculine singular change to **-a** to form the feminine.

alto/alta pequeño/pequeña amarillo/amarilla

Adjectives of nationality, when ending in a consonant, require the addition of **-a** to form the feminine.

español/española inglés/inglesa francés/francesa

Adjectives ending in **-e** do not usually change from masculine to feminine.

inteligente excelente elegante

Adjectives ending in a consonant do not usually change from masculine to feminine.

azul fácil difícil

Adjectives ending in **-or, -án, -ón, -ín** require the addition of **-a** to form the feminine.

trabajador/trabajadora	preguntón/preguntona	hablador/habladora
holgazán/holgazana	chiquitín/chiquitina	parlanchín/parlanchina



Actividad 3

Write the proper endings (o/a/e) for the following adjectives, according to the gender of the nouns.

- | | |
|--------------------------|----------------------------|
| 1. libro nuev _____ | 4. libro interesant _____ |
| 2. mesa blanc _____ | 5. señora encantador _____ |
| 3. alumno estudios _____ | 6. lección important _____ |



¡Atención!

ADJECTIVES/LOS ADJETIVOS

Agreement in Number

If the noun or pronoun being described by an adjective is plural, the adjective has to be pluralized. To form the plural of adjectives, follow these rules.

Ending of the adjective	To form the plural	Examples
vowel	add -s	hermosa/hermosas
consonant	add -es	popular/populares
-z	change -z to -c and add -es	feliz/felices



Actividad 4

Write the following adjectives in the plural.

1. fácil _____
2. impresionante _____
3. barato _____
4. paraguaya _____
5. grande _____
6. liberal _____
7. gris _____
8. caro _____
9. capaz _____
10. canadiense _____



¡Atención!

ADJECTIVES/LOS ADJETIVOS

Position of Adjectives

In Spanish, unlike in English, **adjectives** are usually placed after the noun they describe.

hombre **delgado**
thin man

mujer **moderna**
modern woman

important job
trabajo **importante**

Some adjectives drop the **-o** in the masculine singular when placed before the noun.

niño **bueno/buen** niño
good boy

hombre **malo/mal** hombre
bad man

libro **primero/primer** libro
first book

día **tercero/tercer** día
third day

Some adjectives change meaning depending on their position.

amigo **viejo/viejo** amigo
old friend/long-time friend

casa **grande/gran** casa
big house/grand (great) house



Actividad 5

Work as a whole class. Translate the following phrases.

1. alumna excelente
2. black pens
3. coronel uruguayo
4. important books
5. capitanas jóvenes
6. yellow pencils
7. pizarras grandes
8. Colombian lady
9. soldado alto
10. new lights



¡Atención!

Possessive Adjectives

Possessive adjectives denote possession. In Spanish there are two forms for the possessive adjectives: the *short forms* and the *long forms*. The long forms will be introduced in Lesson 3.

Short Forms of the Possessive Adjectives

singular	plural	
mi	mis	<i>my</i>
tu	tus	<i>your (familiar)</i>
su	sus	<i>your his her its their</i>
nuestro/nuestra	nuestros/nuestras	<i>our</i>
vuestro/vuestra	vuestros/vuestras	<i>your (familiar, Spain)</i>

The short forms of the possessive adjectives always precede the noun:

tu hijo/*your son*, **tu hija**/*your daughter*.

The possessive adjectives **mi**, **tu** and **su** agree in number with the possessed noun, each having two forms, singular and plural, regardless of the gender of the noun:

mi hijo/*my son*, **mis hijos**/*my sons*,
mi hija/*my daughter*, **mis hijas**/*my daughters*.

Only **nuestro** and **vuestro** agree in number and gender with the possessed noun, therefore each has four forms, singular, plural, masculine and feminine:

nuestro hijo/*our son*, **nuestros hijos**/*our sons*,
nuestra hija/*our daughter*, **nuestras hijas**/*our daughters*.

The forms **vuestro/a**, **vuestros/as** (*your, familiar plural*) are used when referring to the subject pronoun **vosotros** in Spain.

REMEMBER: The possessive adjectives do not agree with the possessor but with the possessed noun.



¡Atención!

More about the short forms of the possessive adjectives

Although **su** and **sus** can mean *his, her, its, your, and their*, the exact meaning is usually clear from the context of the sentence. If needed, use the following forms for clarification.

de Ud.	<i>your</i>	de Uds.	<i>you</i>
el libro de Ud./su libro	<i>your book</i>	el tío de Uds./su tío	<i>your uncle</i>
de él	<i>his</i>	de ellos	<i>their</i>
la madre de él/su madre	<i>his mother</i>	el hijo de ellos/su hijo	<i>their son</i>
de ella	<i>her</i>	de ellas	<i>their</i>
el lápiz de ella/su lápiz	<i>her pencil</i>	la clase de ellas/su clase	<i>their class</i>



Actividad 6

Translate the following phrases.

1. My brothers _____
2. Our dictionary _____
3. Your (familiar) pens _____
4. His grandmother _____
5. Your (formal) uncle _____
6. My sister _____
7. Their classrooms _____
8. Her books _____



¡Atención!

Another use of the preposition *de*

To express *possession* or *relationship* in Spanish, use the preposition **de** plus noun. Unlike English, Spanish does not use the apostrophe.

la mesa **de** Juan
las hijas **de** Rita

Juan's table
Rita's daughters

When the preposition **de** precedes the article **el**, **de + el** becomes **del**.

la esposa *de el* capitán
becomes
la esposa **del** capitán

the captain's wife
the captain's wife



Actividad 7

Translate the following phrases. Write them in the spaces provided. Remember to use the necessary definite articles.

1. Gloria's husband
2. The (male) soldier's pen
3. Roberto's aunts
4. The (female) captain's pencil
5. Cristina's daughters
6. The children's father
7. The airman's book
8. Mr. Rodriguez's wife



¡Atención!

Using the preposition *con*

Trabaja **con** el señor Ruiz.
Escribo **con** una pluma.

*He/she works with Mr. Ruiz.
I write with a pen.*



Actividad 8

Work in pairs. Interview your partner. Ask the following questions and take notes. Reverse roles. Report your findings to the class.

1. ¿Con quién vive Ud.?

2. ¿Con qué escribe en su papel?

3. ¿Con quién estudia Ud.?



Actividad 9

Translate the following sentences.

1. He studies with his book.

2. Marina lives with her parents.

3. We eat with our friends.



¡Atención!

CONJUNCTIONS/LAS CONJUNCIONES

A *conjunction* connects words, phrases, clauses, or sentences.

y

and

Isabel y Fernando
hijo y padre

Isabel and Fernando
son and father

NOTE: When the word that is right after *y* begins with *i* or *hi*, use *e* instead of *y*.

NOTE: When the word that is right after *y* begins with *hie*, *y* does not change.

Fernando e Isabel
padre e hijo
nieve y hielo

Fernando and Isabel
father and son
snow and ice

o

or

oj o boca
hombre o ni o

eye or mouth
man or boy

NOTE: When the word that is right after *o* begins with *o* or *ho*, use *u* instead of *o*.

boca u ojo
ni o u hombre

mouth or eye
boy or man



Actividad 10

Work as a whole class. Say the conjunction needed to connect these words.

A. Choose either *y* or *e*.

1. madre ____ padre
3. ingl s ____ irland s
2. espa olas ____ italiano s
4. flor ____ hierba

B. Choose either *o* or *u*.

1. t o ____ t a
3. cuartel ____ hotel
2. Ana ____ Olga
4. hermano ____ hermana



¡Atención!

Expressing Age

To express age, Spanish uses the verb **tener** (to have). Note that, unlike English, Spanish does not use the verb *to be*.

El soldado **tiene** dieciocho años.

The soldier is eighteen years old.

Las niñas **tienen** cuatro meses.

The girls are four months old.

To ask *How old are you?* in Spanish, you can say **¿Cuántos años tiene Ud.?** or **¿Qué edad tiene Ud.?**

¿Cuántos años tiene el niño?

How old is the boy?

¿Qué edad tiene Ud., cabo?

How old are you, corporal?



Actividad 11

Work as a whole class. Translate the following sentences.

1. Sus padres tienen sesenta y seis años.
2. Maria's sister is fifteen years old.
3. **¿Cuántos años tiene su prima?**
4. The captains are thirty-five years old.
5. El coronel tiene cuarenta y cinco años.
6. How old are they?
7. Su hijo tiene cinco meses de edad.
8. Jose's grandparents are seventy-seven years old.
9. Nuestro amigo tiene veinte años.
10. The soldier's wife is nineteen years old.

ACTIVIDADES DE INTEGRACION



Actividad 1

Work as a whole class. Take a moment to think about your family. Share some information, in Spanish, about your family.



Actividad 2

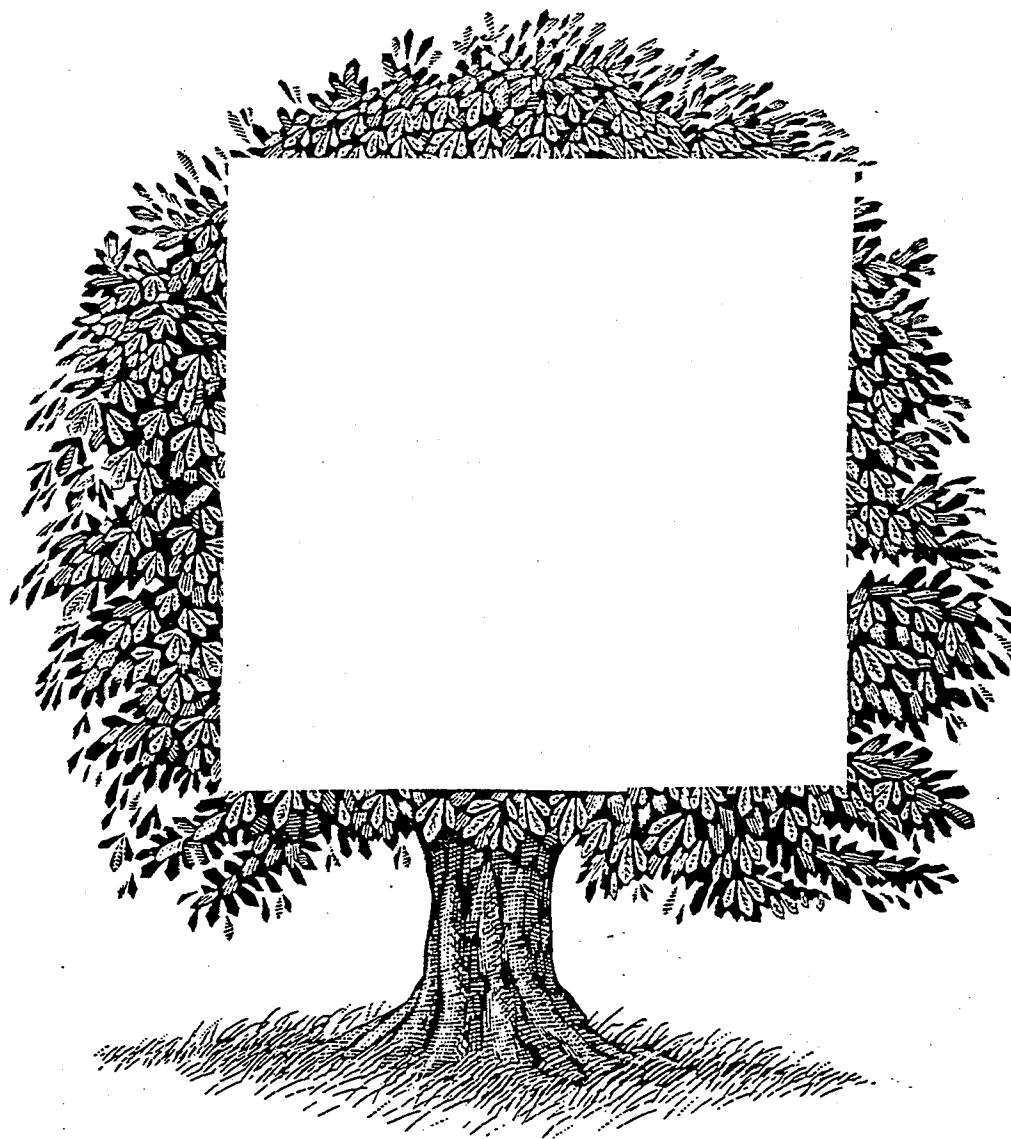
Prepare a family tree of your own family or any family of your choice in the space provided. Share it with the class.

A large, empty rectangular box intended for students to draw their family tree. The word "YO" is printed in the center of the box.



Actividad 3

Listen to a conversation between two friends looking at a family photo. Listen as many times as necessary. Take notes and draw a family tree. Share your work with the class.





Actividad 4

Work in pairs. Ask your partner the following questions and write the answers in Spanish. Make sure to use your knowledge of cognates. Reverse roles. Share your findings with the class.

1. ¿Cuál es su nombre completo?

2. ¿De qué estado es?

3. ¿Cuál es su estado civil?

4. ¿Cuándo es su cumpleaños?

5. ¿Cómo se llaman su padre y su madre?

6. ¿De dónde son sus padres?

7. ¿Cuál es el estado civil de sus padres?

8. ¿Cuántos hermanos tiene?

9. ¿Cuál es su color favorito?

10. ¿Quién es su artista favorito?

11. ¿Qué deporte practica?

12. ¿A qué deportista admira más?

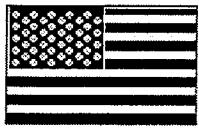


Actividad 5

A. Listen to the following exchanges about the colors of the flags of different Latin American countries. Write the country and the colors in Spanish. Share your findings with the class.

País	Color de la bandera

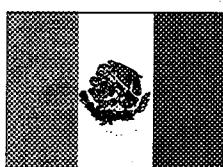
B. Work as a whole class. Look at these flags from around the world. Read their descriptions. Do you recognize them?



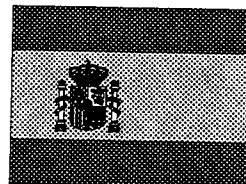
(roja, blanca y azul)



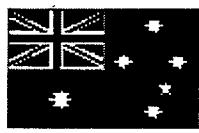
(roja, blanca y roja)



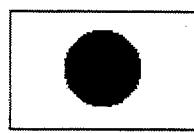
(verde, blanca y roja)



(roja, amarilla y roja)



(azul, roja y blanca)



(blanca y roja)



Actividad 6

Survey your classmates. Find out what the most popular color in the classroom is by asking them about one of their school supplies and what color it is. Take notes and report your findings to the class.

Example:

¿De qué color es su _____?



Actividad 7

Work in pairs. Take turns telling each other in Spanish which of your relatives share the same physical characteristics (eye and hair color, height, . . .). Include yourself when applicable. Take notes and report your findings to the class.

Example:

Mi padre, mi abuela y yo tenemos el pelo negro.



Actividad 8

- A. Listen to a taped police report. A policeman is interviewing someone who witnessed a crime. Listen as many times as necessary. Take notes on the description of the suspect and the eyewitness' phone number.

- B. Based on your notes, draw a sketch of the suspect. Below the sketch write a short summary in Spanish of the physical appearance of the suspect. Share your "wanted poster" with the class.

SE BUSCA



Actividad 9

A. Imagine you are searching for the woman or man of your dreams and have gotten in touch with a dating service. The agency has given you a tape with information about six people. Listen, take notes in English, and then decide which person you want to meet. Listen as many times as necessary.

Person 1

Name	
Country of origin	
Age	
Current residence	
Personality	
Physical description	
Marital status	

Person 2

Name	
Country of origin	
Age	
Current residence	
Personality	
Physical description	
Marital status	

Person 3

Name	
Country of origin	
Age	
Current residence	
Personality	
Physical description	
Marital status	

Person 4

Name	
Country of origin	
Age	
Current residence	
Personality	
Physical description	
Marital status	

Person 5

Name	
Country of origin	
Age	
Current residence	
Personality	
Physical description	
Marital status	

Person 6

Name	
Country of origin	
Age	
Current residence	
Personality	
Physical description	
Marital status	

DECISION:

(name)

B. Role-play. To ensure that you make the best choice possible, the agency has asked you to phone one more person that has just been added to the list. Request the information indicated below. Obtain as much information as you can from the individual. Take notes in English and then decide if you stand by your first choice or have changed your mind.

Work in pairs. Your teacher will give each of you a card with the information you will give to your partner in response to his/her questions. Play the role appropriate to your gender. Report back to your class about your final decision.

Information Requested	Information Provided
Ask his/her name.	
Ask him/her where he/she is from.	
Ask him/her how old he/she is.	
Ask him/her where he/she lives.	
Ask about his/her type of personality.	
Ask for a physical description.	
Ask about his/her marital status.	

FINAL DECISION

(name)



Actividad 10

A. Listen to 8 short passages containing information about people who live on **Calle Principal**. Enter the information into the chart. After listening, compare your notes with the class. Fill in the missing information based on what is shared in class.

	Person(s)	House No.	Marital status	Work	Other details
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

B. Now listen to the tape again and complete the missing information. Share your findings with the class.

1. El _____ Camacho _____ en la casa número 24. Elena Morales de Camacho y su _____ Hugo _____ en un banco. Los dos _____ Paraguay.
2. Jaime Pérez y su _____ Leonilda viven en la casa número 29 con sus dos hijos. Tienen dos hijos _____, Luis y Carlos. Leonilda es muy activa. Es secretaria y _____ todos los días después de _____.
3. Luis, es el _____ adoptivo de los Pérez. Está en la escuela. Va a la escuela en bicicleta. Es el hermano _____.
4. Carlos es el otro hijo _____ de los Pérez. Es el mayor. Estudia en la universidad. _____ idiomas.
5. Pilar Jordán _____ en la casa número 30 con su prima Lola. Es profesora de música. Pilar es la _____ de David. Se van a casar en _____.
6. David es _____ de la fuerza aérea. Vive sólo en la casa número 21. Está _____. No tiene hijos. El y Pilar _____ novios.
7. Lola Cárdenas _____ divorciada. _____ en el periódico local. Ella y su prima Pilar son _____ y tienen pelo _____.
8. El Sr. Pepe Flores es _____. Vive en la casa número 26. El es viudo. Es _____ de español. Tiene cuatro hijos que _____ en Uruguay.



Actividad 11

Listen to these passages which include information about different families and mark the statements True or False. Listen as many times as necessary.

1. This family is celebrating the father's 78th birthday. **T** **F**
2. Eduardo is the youngest brother. **T** **F**
3. Maria and Carmela are cousins. **T** **F**
4. All of Ramiro's sisters are named María. **T** **F**
5. Jaime's oldest brother is named Enrique. **T** **F**



Actividad 12

A. Read the following story from a newspaper and fill in the blanks with the appropriate words from the Jumble Box below.

Amor sin fronteras. No _____ una telenovela, es la historia de _____ matrimonio ecuatoriano-peruano en Quito. Ella, Violeta Alarcón, es _____ Lima. El, Alfredo Bravo, _____ de Guayaquil. Tienen 38 años de casados y _____ en Quito, la _____ de Ecuador. Se conocieron hace 40 _____, durante una guerra entre los dos _____. Violeta se siente tan peruana como ecuatoriana y Alfredo se considera tan _____ como peruano. Tienen tres hijas y un _____. Todos _____ ecuatorianos. Marcela, la hija _____, está casada con un peruano y tiene un _____ de ocho años. Viven en Lima, cerca de los _____, los padres de Violeta. Ana _____ Isabel _____ solteras y viven en Quito con sus padres. José Antonio, el hijo, es _____ del ejército ecuatoriano y _____ en un puesto militar en la frontera entre el Ecuador y _____. Las frecuentes guerras entre el Ecuador y el Perú separan políticamente a _____ dos países pero no a la _____ Bravo-Alarcón.

paises son viven mayor Colombia es años
está abuelos de niño
ecuatoriano sargento un capital e
es están familia hijo los

B. Translate the previous paragraph orally.

GLOSARIO

La familia *The Family*

el abuelo *grandfather*
 la abuela *grandmother*
 la cuñada *sister-in-law*
 el cuñado *brother-in-law*
 la esposa *wife*
 el esposo *husband*
 la hermana *sister*
 el hermano *brother*
 la hija *daughter*
 el hijo *son*
 la madre *mother*
 la madrina *godmother*
 el marido *husband*
 la nieta *granddaughter*
 el nieto *grandson*
 la novia *fiancée/bride*
 el novio *fiancé/groom*
 la nuera *daughter-in-law*
 el padre *father*
 los padres *parents*
 el padrino *godfather*
 los parientes *relatives*
 el/la primo/a *cousin*
 la sobrina *niece*
 el sobrino *nephew*
 la suegra *mother-in-law*
 el suegro *father-in-law*
 la tía *aunt*
 el tío *uncle*
 el yerno *son-in-law*

Descripciones *Descriptions*

amable *nice (person)*
 alto/a *tall*
 antipático/a *unpleasant*
 bajo/a *short*
 bonito/a *pretty*
 delgado/a *thin*
 elegante *elegant*
 estudioso/a *studious*
 feo/a *ugly*
 generoso/a *generous*
 gordo/a *fat*
 grosero/a *rude/uncouth*
 guapo/a *good-looking*
 hablador/a *talkative*
 honesto/a *honest*
 importante *important*
 inteligente *intelligent*
 interesante *interesting*
 joven *young*
 mayor *older*
 menor *younger*
 nuevo/a *new*
 optimista *optimistic*
 pesimista *pessimistic*
 simpático/a *nice/pleasant (person)*
 tímido/a *timid/shy*
 trabajador/a *hard working/industrious*
 vago/a *lazy*
 viejo/a *old*

Estado civil *Marital Status*

casado/a *married*
 divorciado/a *divorced*
 soltero/a *single*
 viudo/a *widowed*

La cabeza *The Head*

la barba
el bigote
las canas
los ojos
el pelo
pelo castaño
pelo corto
pelo lacio
pelo largo
pelo negro
pelo rizado
pelo rubio

beard
moustache
gray hair
eyes
hair
brown hair
short hair
straight hair
long hair
black hair
curly hair
blond hair

Otras palabras *Other Words*

la bandera
el bautizo
la boda
el cumpleaños
cumplir años
la edad
la fiesta
el hombre
el matrimonio
la mujer
la niña
el niño
los niños
tener . . . años

flag
christening
marriage/wedding
birthday
to have a birthday
age
party/celebration/holiday
man
marriage/wedding
woman/wife
girl
boy
children
to be . . . years old

Los meses del año *Months of the Year*

enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

January
February
March
April
May
June
July
August
September
October
November
December

Los idiomas *Languages*

alemán
árabe
chino
coreano
español
francés
inglés
italiano
japonés
ruso

German
Arabic
Chinese
Korean
Spanish
French
English
Italian
Japanese
Russian

Los días de la semana *Days of the Week*

lunes
martes
miércoles
jueves
viernes
sábado
domingo

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Los colores

Colors

amarillo/a	<i>yellow</i>
anaranjado/a	<i>orange</i>
azul	<i>blue</i>
blanco/a	<i>white</i>
café	<i>brown</i>
gris	<i>gray</i>
morado/a	<i>purple</i>
negro/a	<i>black</i>
rojo/a	<i>red</i>
verde	<i>green</i>

Verbos

Verbs

comer	<i>to eat</i>
correr	<i>to run</i>
escribir	<i>to write</i>
estudiar	<i>to study</i>
hablar	<i>to talk</i>
leer	<i>to read</i>
trabajar	<i>to work</i>
vivir	<i>to live</i>

Lesson 3

Occupations



Objectives

The following functions or tasks will be practiced in listening, speaking, reading, and writing activities:

- extracting information from job ads,
- discussing occupations and work places,
- describing a military work day/schedule,
- naming facilities on a military installation,
- telling the time and the date,
- understanding and using numbers to 5,000,000.

The following structures will be introduced:

- possessive adjectives (long forms),
- possessive pronouns,
- present tense of **hacer**,
- expression **hay que**,
- expressions for telling time.

INTRODUCCION



Actividad 1

Work as a whole class. Read the following ads from the Peruvian newspaper, *El Comercio*. What professions and trades are mentioned? If you were looking for a job, which of the ads might you be interested in answering?

CHOFER CAMIONERO

Necesitamos 2 Choferes para comida categoría E, no mayor de 45 años.

Presentarse con documentos en calle Los Topacios 184, Balconcillo La Victoria. Horario de oficina.

235-19216

ELECTRICISTA AUTOMOVILES OFICI.1*

Precisa Agencia Oficial
Seat V.W

Se valorarán conocimientos mecánica
C/Badajoz, n.º 54

MECANICO

Con experiencia que sepa fabricar balanzas de abanico. Presentarse sus documentos y certificado de la PIP. Jr.

Marcos Farfán 3450 Independencia. Atrás de Senati
113-1913

SECRETARIA

Que sepa Contabilidad, inglés. Presentarse con documentos y certificado de la PIP. Jr. Marcos Farfan 3450, Independencia, atrás de SENATI.
113-1913

NUTRICIONISTA

Sr. necesita Sra. o Srt. Nutricionista con experiencia para familia particular (paciente). Llamar por Teléfono al 22-3066 de 9 a 12 m. y de 3 a 6 pm.
012-1285

PROFESORES DE INGLES

Colegio de prestigio requiere profesores con título pedagógico.

Presentarse el 12-01-95 a las 9:00 a.m. en Av. EE.UU. 569, Jesús María.
211-04453

*Limo
Service*

Solicitamos
Recepcionista

Para trabajar en la mañana. Información
teléfonos: 959. 1051, 959.0432.

El Comercio



Actividad 2

Now look at these two ads which are also from *El Comercio*. What is the difference between these ads and the ones on the previous page? What are these ads about? Do they sound interesting to you? Remember to use your knowledge of cognates to guess the meaning.

LA PRESTIGIOSA ACADEMIA DEL PERU

EMCH
FAP
NAVAL
ENAMM
POLICIA
NACIONAL
PG•PT•PS

CITEN
ETE
ESOFAP
SANIDAD
MILITAR
SANIDAD
POLICIAL

TE PREPARA PARA EL INGRESO A LAS

ESCUELAS MILITARES

✓ Conocimientos ✓ Aptitud académica ✓ Orientación militar
 ✓ Instrucción pre-militar ✓ Atletismo y gimnasia (Pro-crecimiento)
 ✓ Defensa personal ✓ Natación ✓ Examen médico.

ACADEMIA PRE-CADETE

pedro paulet
R.D.S. 878-79-ED

AV. WILSON 1218
AV. WILSON 1980
Psje. VELARDE 113
331391 - 331452
LIMA

CICLO ANUAL,
Y SEMIANUAL
INICIO:
10 AGOSTO

6833716

El Comercio

CARRERAS DE EXITO

Ahora tú puedes estudiar las carreras más fascinantes del mundo moderno.

Profesionales de primera harán que desarrolles todas tus aptitudes y cualidades para desempeñarte en los cargos del más alto nivel.

SECRETARIADO EJECUTIVO COMPUTARIZADO

AVIACION COMERCIAL Y TURISMO

COMPUTACION

ETIQUETA SOCIAL Y MODELAJE

Cuatro fascinantes carreras ; EXITO TOTAL !

INICCS

Av. Larco 1247 - Miraflores Telf. 442330

182200

ES CARGOTSA

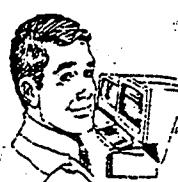
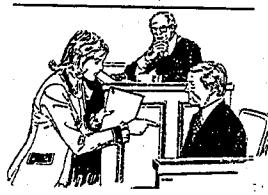
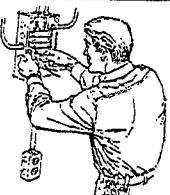
El Comercio

ACTIVIDADES DE VOCABULARIO



Actividad 1

Look at the pictures and label them using words from the box below. Make sure you use your knowledge of cognates. Share your findings with the class.



el chofer	el electricista	el hombre de negocios
la secretaria	el profesor	la enfermera
el plomero	el programador	el médico
el policía	el mecánico	el pintor
		el arquitecto
		el farmacéutico
		el artista
		la abogada

NOTA CULTURAL: The role of women in Spanish speaking countries has been gradually changing over the past two decades. Today many women from these countries pursue university careers, and while there may not be the same number of professional women in these countries as there are in the United States, the number of female doctors, lawyers, engineers, and architects is steadily increasing. Jobs such as taxi/bus/truck drivers, carpenters, and plumbers are customarily held by men and usually by individuals not of the middle or upper socio-economic classes. Military jobs/careers are not commonly held by women.



Actividad 2

Survey your fellow students to find out which professions or trades are most commonly held by your classmates' family members. Report your findings to the class.

Profesión/oficio	Número de personas

Profesión/oficio	Número de personas



Actividad 3

- A. Read the following summary of a report from South America and circle all the occupations mentioned. Share your findings with the class.

Hoy día entre la población de adolescentes ha habido un descenso en solicitudes a escuelas de artes y oficios, tales como escuelas que se dedican al aprendizaje de destrezas manuales para obtener un título de carpintero, electricista, plomero, mecánico, etc. Sin embargo hay un porcentaje muy alto de jóvenes que se orienta hacia carreras técnicas tipo computación para obtener un título de programador de computadoras.

B. Based on the summary you read on the previous page, work in small groups of three or four and talk about the following questions. Each group's spokesperson will report back to the class.

1. According to this article, what career field are young people choosing these days?
2. How does this information compare with what you know about today's youth in the United States and their career choices?



Actividad 4

Listen to the following sentences and write the occupations that are described. Then match each occupation you listed in the column on the left with the corresponding place of employment by writing the number next to it. Share your findings with the class.

- | | |
|----------|--------------------------------------|
| 1. _____ | _____ a. el hospital |
| 2. _____ | _____ b. el consultorio del dentista |
| 3. _____ | _____ c. la oficina |
| 4. _____ | _____ d. el taller |
| 5. _____ | _____ e. el cuartel |
| 6. _____ | _____ f. la farmacia |
| 7. _____ | _____ g. el economato |
| 8. _____ | _____ h. el cuartel general |

NOTA CULTURAL: The workplace environment of Spanish speaking countries requires generally that employees address or refer to their employers or bosses by using the title that reflects the employers' highest academic degree, profession, or job. **Doctor/doctora García** (*Doctor Garcia*), **jefe Luna** (*Chief Luna*), **coronel/a Jiménez** (*Colonel Jimenez*), etc., are examples of titles that are used. It is not customary for employees to be on a first name basis with their employers as is often the case in the United States.



Los números



cien



ciento uno



doscientos



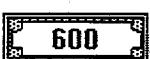
trescientos



cuatrocientos



quinientos



seiscientos



setecientos



ochocientos



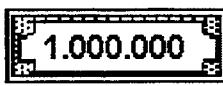
novecientos



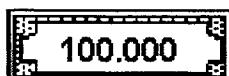
mil



cinco mil



un millón (de)



cien mil



cinco millones (de)

Más información sobre los números

- **Cien** is used when it precedes a noun or when counting.

Hay **cien** ingenieros.
Ochenta, noventa, **cien**, etc.

- **Ciento** is used in compound numbers between 100 and 200.

Ciento uno, ciento diez, ciento noventa

- When 200-900 modify a noun, they agree in gender with it.

Doscientos maestros, seiscientas secretarias

- **Mil** is never used with **un** for counting.

Mil, dos mil, tres mil, etc.

NOTA CULTURAL: In American English, some numbers have different meanings than in British English, Spanish, and other languages.

1,000,000,000 in the U.S. is *one billion*.

1.000.000.000 in Spanish is **mil millones**.

1,000,000,000,000 in the USA is *one trillion*.

1.000.000.000.000 in Spanish is **un billón** or **un millón de millones**.

When writing numbers, in most Spanish speaking countries, a period is used where English uses a comma: **1.000** instead of *1,000* (one thousand). A comma is used where English normally uses a decimal point: **0,05** instead of *0.05*.



Actividad 5

Listen to the following phrases and write the numbers you hear.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

NOTA CULTURAL: In Spanish, full dates are written differently from English. Dates may be written in any of the following ways: **23 de mayo de 1998; 23 de mayo, 1998; 23/5/1998.** Note that first one writes the day, then the month, then the year. When saying the year, in Spanish, numbers are not broken up as in English. 1998 is not "nineteen ninety-eight" but rather **mil novecientos noventa y ocho** (one thousand nine hundred ninety-eight).



Actividad 6

Listen to a report about a family, their occupations and professions, and how much each member of the family earns. Take notes and share your findings with the class.

Persona	Ocupación o Profesión	Sueldo



Actividad 7

Work in pairs. Study the Jumble Box of trades and professions. Then with your partner, decide whether each occupation is oriented more towards a civilian or military job and write the information in the table. Discuss your answers with your other classmates.

<i>profesor</i>	<i>policía</i>	<i>abogado</i>	<i>interrogador</i>
<i>médico</i>		<i>enfermero</i>	<i>intérprete</i>
<i>chofer</i>	<i>arquitecto</i>	<i>ingeniero</i>	<i>electricista</i>
<i>lingüista</i>	<i>mecánico</i>	<i>pintor</i>	<i>plomero</i>
	<i>programador de computadoras</i>	<i>carpintero</i>	<i>dentista</i>
	<i>hombre de negocios</i>	<i>artista</i>	<i>farmacéutico</i>

Civil	Militar



Actividad 8

A soldier has accidentally misplaced his/her duty schedule and calls someone from the same company to give him/her the information he/she needs.

Read the information below to familiarize yourself with the duties. Then listen and write the information requested on the schedule. Listen as many times as necessary. Share your findings with the class.

Hacer ejercicios
físicos

Desfile

Formación

Descansamos

Estar de guardia

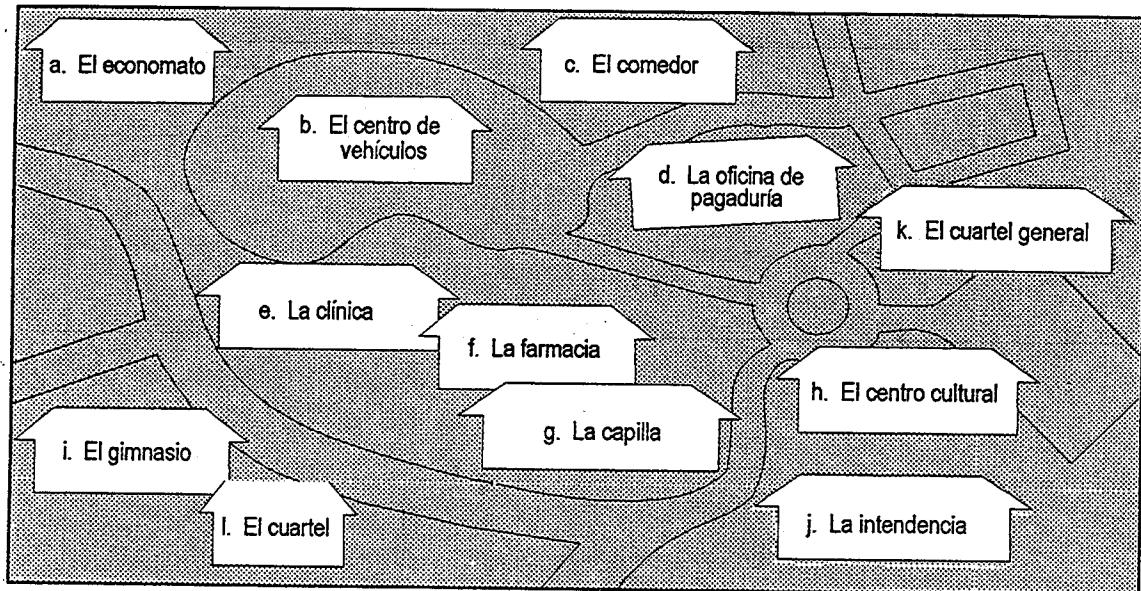
Inspección

Hora	Actividad



Actividad 9

A. Work as a whole class. Talk with your teacher and the other students about the different places you see on the map of this military installation. Compare the facilities that are found on this base with other bases where you have been stationed before.



B. Work in pairs. Referring to the map, match the letter of the facilities with the definitions on the following page. Use your knowledge of cognates, the glossary, or get your teacher's help.

1. _____ El comandante trabaja aquí.
2. _____ En este edificio los soldados hacen ejercicios físicos.
3. _____ Aquí comen los soldados.
4. _____ En este edificio están los vehículos militares de la base.
5. _____ Los soldados viven aquí cuando están en la base.
6. _____ Aquí los soldados reciben sus rifles.
7. _____ Los soldados reciben su sueldo aquí.
8. _____ En este edificio los soldados y civiles celebran conferencias, reuniones y eventos culturales.
9. _____ Aquí trabajan los doctores, médicos y enfermeros.
10. _____ Los soldados van a este edificio cuando hay una boda o una ceremonia religiosa.
11. _____ Aquí compran los militares y su familia cosas para la casa, para comer y artículos personales.
12. _____ Aquí compran los soldados las medicinas para ellos y sus familias.



Actividad 10

Listen to the information that a student is providing about his roommate Eric's family. Write in the chart the information provided about each person mentioned. Listen as many times as necessary. The information about Eric himself is given as an example. Share your work with the class.

Name	Relation to Eric	Origin / place of residence	Occupation	Work place
Eric	_____	Arizona	Lance Corporal	Marine Corps

ESTRUCTURAS



¡Atención!

Possessive Adjectives

Possessive adjectives denote meaning or possession.

Long Forms of the Possessive Adjectives

singular	plural	
mío/mía	míos/mías	<i>my; (of) mine</i>
tuyo/tuya	tuyos/tuyas	<i>your; (of) yours (familiar)</i>
suyo/suya	suyos/suyas	<i>your; (of) yours his; (of) his her; (of) hers its; (of) its their; (of) theirs</i>
nuestro/nuestra	nuestros/nuestras	<i>our; (of) ours</i>
vuestro/vuestra	vuestros/vuestras	<i>your; (of) yours (familiar, Spain)</i>



Actividad 1

Write the long form of the possessive adjectives and compare your work with your classmates. Follow the example:

tu chofer

el chofer

tuyo

1. mi enfermera

la enfermera

2. tus secretarias

las secretarias

3. nuestros lingüistas

los lingüistas

4. sus empleados

los empleados

5. mis abogados

los abogados



¡Atención!

More about the long forms of the possessive adjectives

The long forms of the possessive adjectives are placed after the noun:

amiga mía	<i>my friend</i>
una amiga mía	<i>a friend of mine</i>

The long forms of the possessive adjectives agree in number and gender with the possessed noun. The use of the long forms of the possessive adjectives after the noun adds an emphatic or contrastive quality to the ownership.

Ella es una amiga suya .	<i>She is a friend of his.</i>
Ellas son unas amigas suyas .	<i>They are some friends of his.</i>
¡Amiga mía!	<i>My friend!</i>
¡Amigas mías!	<i>My friends!</i>
¿Cómo estás, amiga mía ?	<i>How are you, my friend?</i>
¿Cómo están, amigas mías ?	<i>How are you, my friends?</i>
La señora es amiga tuya .	<i>The lady is a friend of yours.</i>
Las señoras son amigas tuyas .	<i>The ladies are friends of yours.</i>

Although **suyo**, **suya**, **suyos**, **suyas** can have several meanings, the exact message is usually clear from the context of the sentence. If necessary, use the following forms for clarification, emphasis or contrast: **de Ud.**, **de él**, **de ella**, **de Uds.**, **de ellos**, **de ellas**:

Es amiga suya . = Es amiga de Ud.	<i>She is a friend of yours.</i>
Es amiga suya . = Es amiga de él .	<i>She is a friend of his.</i>
Es amiga suya . = Es amiga de ella .	<i>She is a friend of hers.</i>
Es amiga suya . = Es amiga de Uds.	<i>She is a friend of yours.</i>
Es amiga suya . = Es amiga de ellos .	<i>She is a friend of theirs.</i>
Es amiga suya . = Es amiga de ellas .	<i>She is a friend of theirs.</i>

REMEMBER: The possessive adjectives do not agree with the possessor but with the possessed noun.

NOTE: **Nuestro/a/os/as** can also be expressed as **de nosotros/as**, according to the gender of the possessor:

Es amiga nuestra .	<i>She is a friend of ours.</i>
Es amiga de nosotros .	<i>She is a friend of ours. (male or male and female possessors)</i>
Es amiga de nosotras	<i>She is a friend of ours. (female possessors)</i>



¡Atención!

Possessive Pronouns

Possessive pronouns take the place of a noun to show possession.

singular	plural	
el mío/la mía	los míos/las mías	<i>mine</i>
el tuyo/la tuya	los tuyos/las tuyas	<i>yours (familiar)</i>
el suyo/la suya	los suyos/las suyas	<i>yours his hers its theirs</i>
el nuestro/la nuestra	los nuestros/las nuestras	<i>our</i>
el vuestro/la vuestra	los vuestros/las vuestras	<i>yours (familiar, Spain)</i>

To form a *possessive pronoun*, use the appropriate form of the definite article (**el, la, los, las**) + the long form of the possessive adjective, dropping the noun.

Possessive adjective: **El profesor mío es guatemalteco./My teacher is Guatemalan.**

Possessive pronoun: **El mío es guatemalteco./Mine is Guatemalan.**

A possessive pronoun agrees in number and gender with the noun it replaces, not with the possessor.

Although **el suyo, la suya, los suyos, las suyas** can have several meanings, the exact message is usually clear from the context of the sentence. If necessary, for clarification, emphasis, or contrast drop the **suyo** form, keep the appropriate definite article (**el, la, los, las**) and add **de Ud., de él, de ella, de Uds., de ellos, de ellas:**

Mi sargento y **el suyo** son de Panamá. = Mi sargento y **el de Ud.** son de Panamá./
My sergeant and yours are from Panama.



Actividad 2

The following phrases have the *long forms of the possessive adjectives*. Change these possessive adjectives to *possessive pronouns*. Write them in the spaces provided. Follow the example:

los compañeros míos

los míos

1. la pluma mía

2. los lápices tuyos

3. el problema nuestro

4. las mesas suyas

5. el reloj mío

6. los escritorios nuestros



Actividad 3

Going from the short form of the possessive adjective to the possessive pronoun, replace the **bolded** phrases with the appropriate possessive pronoun. Follow the example:

Mi capitán es joven.

El mío es joven.

1. **Mis primos** son militares.

2. ¿Dónde está **tu sargento**?

3. ¿Cómo se llama **su dentista**?

4. **Nuestro coronel** es mexicano.

5. ¿De qué país es **su profesor**?

6. ¿Cuántos años tiene **tu jefe**?

7. ¿De dónde son **sus compañeros**?

8. **Nuestras amigas** son de Tejas.



¡Atención!

The Present Tense of <i>hacer</i> (to do, to make)			
singular		plural	
yo	hago	nosotros/as	hacemos
tú	haces	vosotros/as	hacéis
Ud.		Uds.	
él	}	ellos	hacen
ella			



Actividad 4

Form sentences from the following words using the appropriate endings for **hacer**.

- ### 1. Nosotros / hacer/ ejercicios físicos.

2. Tú / hacer / tus tareas.

3. Los soldados / hacer / ejercicio.

4. Yo / hacer / mi trabajo.



Atención!

Impersonal construction with *haber que* + infinitive

Hay que estudiar todos los días.

One has to study everyday.

We have to study everyday.

It is necessary to study every day.



Actividad 5

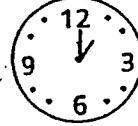
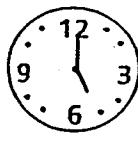
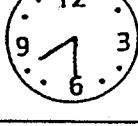
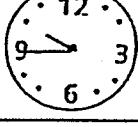
Take turns orally translating the following sentences which describe what a military student has to do.

1. Hay que ser un buen soldado.
2. Hay que descansar los domingos.
3. En el ejército hay que estar de guardia.
4. Hay que trabajar en las fuerzas armadas.
5. En la escuela hay que hablar español.
6. Hay que desfilar en la base.
7. Hay que tener formación.
8. En las fuerzas armadas hay que hacer ejercicios físicos.
9. Hay que vivir en el cuartel.
10. Hay que estudiar mucho.



¡Atención!

TELLING TIME

¿Qué hora es?	What time is it?
<p>The verb ser is used to tell time in Spanish.</p> <p>Es is used with one o'clock. Es la una.</p> <p>Son is used with all other hours. Son las cinco.</p>	 <p><i>It is one o'clock.</i></p>  <p><i>It is five o'clock.</i></p>
<p>In Spanish the hour (la hora) is feminine. The feminine definite articles la/las are always used before the hours.</p> <p>Es la una y cuarto. Son las tres y cinco.</p>	 <p><i>It is a quarter after one.</i></p>  <p><i>It is five past three.</i></p>
<p>The hour is given first, then the minutes.</p> <p>Son las seis y veinte.</p>	 <p><i>It is twenty after six.</i></p>
<p>The equivalent of <i>past</i> or <i>after</i> is y.</p> <p>Son las ocho y media.</p>	 <p><i>It is half past eight.</i></p>
<p>The equivalent of <i>to</i> or <i>till</i> is menos.</p> <p>Son las diez menos cuarto.</p>	 <p><i>It is a quarter to ten.</i></p>
<p>The equivalent of <i>on the dot</i> or <i>sharp</i> is en punto.</p> <p>Son las once en punto.</p>	 <p><i>It is eleven o'clock sharp.</i></p>



¡Atención!

More about telling time.

At + time is a + la(s) + time:

A la una y dieciséis.

At one-sixteen

When a specific time is followed by a period of the day, use **de la (mañana, tarde, noche):**

Mi clase es a las ocho **de la mañana.**
Estudio a las seis **de la tarde.**
La fiesta es a las nueve **de la noche.**

*My class is at eight in the morning.
I study at six in the evening.
The party is at nine o'clock at night.*

When a specific time is not mentioned, use **por la** or **en la (mañana, tarde, noche):**

Trabajo **por la mañana.**
Trabaja **en la tarde.**
Estudiamos **por la noche.**

*I work in the morning.
He works in the afternoon.
We study at night.*

The following expressions will be useful to ask about and express time in Spanish:

¿Qué hora es?

What time is it?

Es la una.

It is one o'clock.

¿A qué hora es la fiesta?

At what time is the party?

Es a las cinco.

It is at five.

Son las tres y cuarto.

It is three-fifteen.

Es la una menos cuarto.

It is a quarter to one.

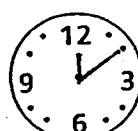
Es a las cuatro y media.

It is at four-thirty.

When telling time, follow this order:

1. **Es** or **Son:** **Son**
2. **la** or **las:** **las**
3. the hour: **doce**
4. **y** or **menos:** **y**
5. the minutes: **diez.**

Write the answer to this question in Spanish. **¿Qué hora es?**





Actividad 6

Translate the following sentences.

1. What time is it?

2. It is two twenty-five.

3. At what time is the inspection?

4. It is at six in the morning.

5. I do my homework at night.

NOTA CULTURAL: As in English, Spanish uses **a.m.** and **p.m.** in printed information. In many countries the twenty-four hour clock is used, especially in printed timetables, such as bus, train, or cinema schedules. Generally, civilians use a colon (:) between the hours and the minutes (16:40), the military do not (1640).



Actividad 7

Work as a whole class. Say the following times in Spanish. Start with **es la** or **son las**.

- | | | | | |
|----------|----------|----------|----------|-----------|
| 1. 09:45 | 3. 12:15 | 5. 03:44 | 7. 01:05 | 9. 10:45 |
| 2. 1450 | 4. 11:30 | 6. 07:17 | 8. 1859 | 10. 05:00 |

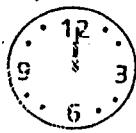


Actividad 8

Work in pairs. Use Spanish at all times. Student A: ask Student B the time using clocks No.1 to No.4 and write the answers received in the spaces provided. Student B: ask Student A the time using clocks No.5 to No.8 and write the answers received in the spaces provided. Be sure to write out the time phrases.

Student A

No. 1



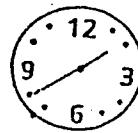
No. 2



No. 3

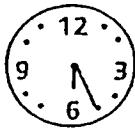


No. 4

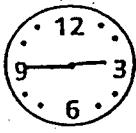


Student B

No. 5



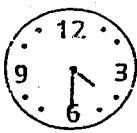
No. 6



No. 7



No. 8



NOTA CULTURAL: The perception of time in Spanish speaking countries may be somewhat different from that in the United States. The visitor from the United States should become aware of the local customs regarding punctuality.



Actividad 9

Work in pairs. Use Spanish at all times. **Student A:** help **Student B** fill out this agenda by supplying him/her with your own weekly schedule. **Student B:** do the same for **Student A**. Then, each student: report to the whole class your partner's schedule of activities.

	por la mañana	por la tarde	por la noche
lunes			
martes			
miércoles			
jueves			
viernes			
sábado			
domingo			

ACTIVIDADES DE INTEGRACION



Actividad 1

Listen to a narration in which an individual talks about his daily schedule. Write the activity and the time in English. Listen as many times as necessary. Share your findings with the class.

Actividad	Hora



Actividad 2

Write your daily schedule in Spanish, indicating your main activities. Share your schedule with the class and compare activities. Find out who has the busiest schedule. Make sure you use complete sentences. The first entry is given to you as an example.



Actividad 3

A. Read these "Help Wanted" ads and answer the questions that follow. Discuss your answers in class.

1

Secretaria

Buena Presencia, con amplia experiencia en taquigrafía.

Presentarse en persona de 10:00 a 1:00 p.m. en Av. Las Magnolias, ahora (Rivera Navarrete) 449, San Isidro.

2

Personal Mecánico

Necesitamos personal mecánico para mantenimiento de máquinas industriales.

- Con conocimiento de soldadura.
- Edad de 24 a 28 años.
- Graduado de SENATY.
- Horas Extra--Beneficios sociales-Alimentos y Movilidad.
- Turnos rotativos: 3 turnos de lunes a sábados.

ENVIAR Curriculum y documentos a FAMESA, KM.28 Autopista Ancon-Puente Piedra.

3

Secretaria y Asistente

Empresa industrial requiere 1 secretaria y 1 asistente de oficina.

Conocimientos básicos de Contabilidad y Computación.
Enviar Curriculum Vitae a Los Talladores N° 160 Urb. Los Artesanos.

4

Laboratorio Bioquímico

NECESITA

Médico Veterinario

Jornada nocturna
Enviar curriculum y pretensiones de sueldo a:
Casilla 250-5
Correo Avenida Mata SANTIAGO

5

Ingeniero Electricista

Graduado, con 8 años de experiencia en fabricaciones de metal, requiere Empresa Constructora
Mandar Curriculum a:
Paseo de la República 285.
Lima, Perú.

1. Do any of the ads mention how much the job will pay?

2. What knowledge does ad number 3 require?

3. Which ad tells the applicant to appear in person?

4. Which ad tells the applicant to state how much money he/she expects to be paid?

5. Which ad specifies that this is night shift work?

6. Which ad requires years of experience on the job?

7. Write three requirements mentioned in ad number 2.

8. What three benefits are offered in ad number 2?

B. Now listen to two conversations which deal with job hunting. Take notes on each individual's abilities and experience and then match each conversation with one of the previous five ads. Listen as many times as necessary.

Conversation 1

Conversation 2

Conversation 1:	Ad _____
Conversation 2:	Ad _____



Actividad 4

A. Work in pairs. Fill in the information that is missing from these two short biographies of famous people in the Hispanic world. **Student 1** has different information than **Student 2**. Take turns asking each other questions.

Student 1



Apellido: KAHLO
Nombre: _____
1907-19 _____
Profesión: pintora
Nacionalidad: _____
Esposa de: Diego Rivera



Apellido: _____
Nombre: Verónica
Profesión: _____
Nacionalidad: chilena
Lugar de trabajo: _____

El Comercio

Student 2



Apellido: _____
Nombre: *Frida*
1907-1954
Profesión: _____
Nacionalidad: *mexicana*
Esposa de: _____



Apellido: **VILLARROEL**
Nombre: _____
Profesión: *artista*
Nacionalidad: _____
Lugar de trabajo: *Teatro
Municipal*

El Comercio

- B.** Do you know of any other well-known figures in the Spanish speaking world?
Writers, politicians, singers, or actors? Share your knowledge with the class.



Actividad 5

Listen and write in the spaces provided the dates of birth and death of the following personalities of the Spanish speaking world.



1. Pancho Villa, caudillo mexicano,



5. Sor Juana Inés de la Cruz, poetisa,



2. Cristóbal Colón, célebre navegante,



6. Simón Bolívar, caudillo venezolano,



3. Miguel de Cervantes, escritor español,



7. Isabel la Católica, reina de España,



4. Pablo Neruda, poeta chileno,



8. Pablo Picasso, pintor español,



Actividad 6

Listen to three dialogues which deal with travel information. Listen specifically for times mentioned and ticket prices and write these in the boxes provided.

1. At the bus station

Times: _____

Prices: _____

2. At the train station

Times: _____

Prices: _____

3. At the airport

Times: _____

Prices: _____



Actividad 7

Listen to a narration which describes the occupation of the various members of the Altamirano family. Listen for specific information such as each person's job, place of employment, and other details of their lives. Read the questions before listening so you will know exactly what to listen for, then answer the questions in the spaces provided. Share your findings with the class.

1. a. What is the father's profession? _____
b. For how long has the father been at his job? _____
c. What is he planning to do after his retirement? _____
d. What is the mother's job? _____

2. a. How are Juan and Mr. Altamirano related? _____
b. What is Juan's profession? _____
c. Where is his office located? _____
d. When does he plan to get married? _____

3. a. Who is Alicia? _____
 - b. What is her profession? _____
 - c. Where does she work? _____
 - d. Why does she want to buy a pharmacy? _____
-
4. a. Who is older, Juan or Alberto? _____
 - b. What is Alberto's occupation? _____
 - c. How many people does he employ? _____
 - d. How many days a week does he work? _____
-
5. a. What is Amalia's husband's name? _____
 - b. How many children do they have? _____
 - c. Why doesn't she like to work in the hospital? _____
 - d. When would she rather work? _____



Actividad 8

Let's talk about life in the Armed Forces, especially at this installation, and the things one must do daily, weekly, or never. Write your ideas in Spanish and then share them with the class. Use **hay que** in your responses. Take notes of things other students mentioned and you have not. The first one is given to you as an example.

Hay que saludar a los oficiales.



Actividad 9

- A. You have been assigned to serve as an escort to a visitor at your installation. There are several stops that the visitor will make. Listen to the orders given to you and take notes in English. Listen as many times as necessary.

B. Use your notes to prepare the visitor's itinerary on the chart below. Include on the schedule time for the colonel to see the additional places he wants to visit. Share your information with the class.



Actividad 10

Work in pairs. Role-play the different parts. Reverse roles.

ROLE-PLAY 1

You are an American soldier working in Panama City, Panama. You meet a Panamanian soldier. Talk with him/her about yourself and specifically about your career.
Student A plays the role of the American and student B plays the role of the Panamanian.

ROLE-PLAY 2

You live and work in Uruguay. You need a secretary to work for you. Interview the applicant.
Student A plays the role of the employer and student B plays the role of the prospective employee.

ROLE-PLAY 3

You are an American soldier stationed at a military base in Honduras. A new Spanish speaking soldier arrives. Talk to him/her about places on the military base.
Student A will play the role of the American soldier and student B plays the role of the new arrival.

ROLE-PLAY 4

You work in Santiago, Chile and need to hire a computer programmer. Interview an applicant for the position.
Student A plays the role of the employer and student B plays the role of the prospective employee.

GLOSARIO

¿Cuándo?

When?

la fecha
el fin de semana
la hora
hoy
la mañana
mañana
la medianoche
el mediodía
el minuto
la noche
el segundo
la tarde

En el trabajo

At Work

el dinero
estar desempleado/a
estar jubilado/a
el/la jefe/a
el sueldo

La hora

Telling Time

¿Qué hora es?
Es la . . . /Son las . . .
y cuarto
y media
menos cuarto
¿A qué hora?
A la . . . /A las . . .

Las profesiones/los oficios

Professions/Trades

date
weekend
hour/appointment
today
morning
tomorrow
midnight
midday
minute
night
second
afternoon/evening

money
to be unemployed
to be retired
boss
salary

What time is it?
It is . . . (o'clock)
a quarter past
half past
a quarter to
At what time?
At . . . (o'clock)

el/la abogado/a
el ama de casa
el/la artista
el/la arquitecto/a
el carpintero
el chofer
el/la dentista
el/la doctor/a
el electricista
el/la empleado/a
el/la enfermero/a
el/la farmacéutico/a
el hombre de negocios
el/la ingeniero/a
el/la intérprete
el/la interrogador/a
el/la lingüista
el mecánico
el/la médico
el/la militar
el/la pintor/a
el plomero
el policía
el/la profesor/a
el/la programador/a
de computadoras
el/la secretario/a

lawyer/attorney
housewife
artist
architect
carpenter
driver
dentist
doctor/physician
electrician
employee
nurse
pharmacist
businessman
engineer
interpreter
interrogator
linguist
mechanic
physician
service member
painter
plumber
policeman
teacher
computer
programmer
secretary

Los deberes militares

Military Duties

el desfile
la parada

los ejercicios físicos
hacer ejercicios físicos

la formación
tener formación

la guardia
estar de guardia
tener guardia

la inspección
tener inspección

Otras palabras

Other Words

ahora
ahí
allí
aquí
bien
hay que

mal
también

Verbos

Verbs

comprar
descansar
desfilar
ganar
hacer
marchar

Los lugares en una base militar

Places at a Military Base

parade
parade/stop

physical exercises
to exercise

formation
to have formation

(military) duty
to be on duty
to have duty

inspection
to have inspection

now
there
over there
here
well
one has to/
we have to/
it is necessary to

badly/bad
also/too

la base
la biblioteca
el campo de deportes
la capilla
el centro cultural
el centro de vehículos
la clínica
el comedor
el comisariato
el consultorio
el cuartel
el cuartel general
el economato
la farmacia
el fuerte
el gimnasio
el hospital
la iglesia
la intendencia
el laboratorio
la oficina
la oficina de abastecimiento
la pagaduría
el taller

base/basis
library
sports field
chapel
cultural center
motor pool
clinic/private hospital
mess/chow hall
base exchange/PX
physician's office
barracks
headquarters
base exchange/PX
pharmacy
fort
gymnasium
hospital
church
supply office
laboratory
office
supply office

finance
auto shop

Lesson 4

Housing



Objectives

The following functions or tasks will be practiced in listening, speaking, reading, and writing activities:

- extracting information from real estate ads,
- comparing living arrangements,
- stating housing, furniture, and home repair needs,
- talking about household chores,
- describing a house, its rooms, and the location of the objects they contain,
- talking about future plans.

The following structures will be introduced:

- the present tense of **ir**,
- the periphrastic future,
- the expression **tener que**,
- a first look at comparisons,
- the prepositions **a** and **de**,
- the contractions **al** and **del**.

INTRODUCCION



Actividad 1

- Let's talk about the problems of finding a place to live, and how difficult it is to find accommodations.
- Where would you find advertisements that will help you with your search?
- This advertisement appeared in a newspaper from El Salvador. Look at it and find the words you know. Try to guess the meaning of some of the words you don't know. Discuss them with the class.

47 RESIDENCIAS EXCEPCIONALES

En la Nueva Santa Ana. Compre ya la suya!

Prima : 20%

Plazo : 10 años

Financia : Banco Desarrollo

Desde
₡300,000.00

1era. Planta.

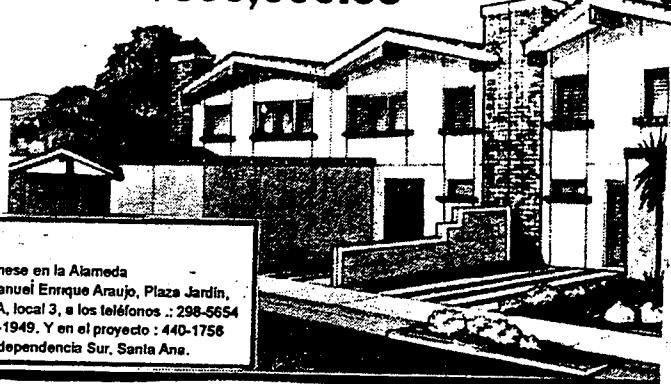
- Cochera para dos vehículos.
- Sala, comedor, cocina, desayunador (independientes)
- Amplio Jardín interior.
- Vestíbulo.
- Baño Social.
- Tendedero.
- Zona de servicio completa.

2era. Planta.

- Dormitorio principal con Closet.
- 2 Dormitorios con Closet.
- Baño principal.
- Sala de estar.

 **residencial
EL TREBOL**

Infórmese en la Alameda
Dr. Manuel Enrique Araujo, Plaza Jardín,
Edif. A, local 3, a los teléfonos : 298-5654
y 887-1949. Y en el proyecto : 440-1756
Av. Independencia Sur, Santa Ana.



El Diario de Hoy

Write all the cognates you find. There are about 12.

Are all these words used the same in English and Spanish?



Actividad 2

Share with the class what type of house you lived in before you came here.

Where do you live now?

Write how many students live in an apartment, a house, or the barracks.

Casa	Apartamento	Cuartel



Actividad 3

Read the ads. Look for cognates.

Which ads are for selling?

Which ads are for buying?

1

BUSCO LOCAL EN ALQUILER

Apropiado para Bingo, área mínima 1,200 mts². Zonas: Miraflores, San Isidro, San Borja, Surco, Lince, Jesús María. Comunicarse al Telf. 4429958 de 9 am. a 3 pm.
8-46953

2

VENDO CASA

Con garaje y de terminar el segundo piso; Cdla. Santiago de Roldós, frente a los Esteros; 323959.

3

02 - B VENDEN DEPARTAMENTOS

4

ALQUILÓ

Local para banco - AFP. Esquina Av. Circunvalación junto al arco de Salamanca. 145 m². con bóveda empotrada. Telf: 4356317.
250-08172

El Comercio



Actividad 4

Read these ads and with the help of cognates, match the descriptions below with the appropriate ad. Put the number of the ad next to the description.

1

DEPARTAMENTOS "ALMERIA - HIGUERETA"

Inmejorable ubicación. A una cuadra del ovalo Higuereta. 3 frentes: Calle Almeria, Av. Tomás Márzano (cuadra 28), y parque las Malvinas.
Dptos. de 2 dormitorios.

Separe el suyo con US\$ 2,800.00

CUOTA INICIAL FINANCIADA A 10 MESES

200800



2

PUEBLO LIBRE

Últimos 5 dptos. de 3 dorm + área de servicio.
Esq. Av. Bolívar y Universitaria
(frente p. principal U. Católica)
Informes en obra todos los días inclusive
Domingos y feriados
de 10:00 a 1:00 y de 2:00 a 6:00
ENTREGA INMEDIATA



0064684

3

PRECIOSA RESIDENCIA UNA PLANTA

Muy finos acabados, 1.165 m², escritorio, 3 dormitorios, 3.5 baños, doble garage, piscina, alarma, cable, 1 cdra. Av. La Molina, Calle Copacabana. \$ 140,000.

VENDE SOPECO: 4408147 - 4227570

232-09284

DEPARTAMENTOS "HIGUERETA"

De 2 y 3 dormitorios, con estacionamientos en sótano con control remoto, frente a parque, con acabados de calidad, para estrenar en Setiembre.
CUOTA INICIAL FINANCIADA Y SALDO EN 24 MESES.
Visite la obra en la esquina de las calles Cervantes y Fleming (espalda Bingo Palace)

VENDE: OCTAVIO PEDRAZA PORRAS 4482560 - 4482911

El Comercio

- Payments in twenty-four months
- The last of the three bedroom apts.
- Garage with remote control
- Available right now
- Cable television

- Information every day of the week
- One-story house
- Two-car garage
- Located in front of the park



Actividad 5

Work with your partner and find out through the context what these words from the ads mean.

a) área de servicio
b) escritorio

c) estacionamiento en sótano
d) para estrenar en septiembre

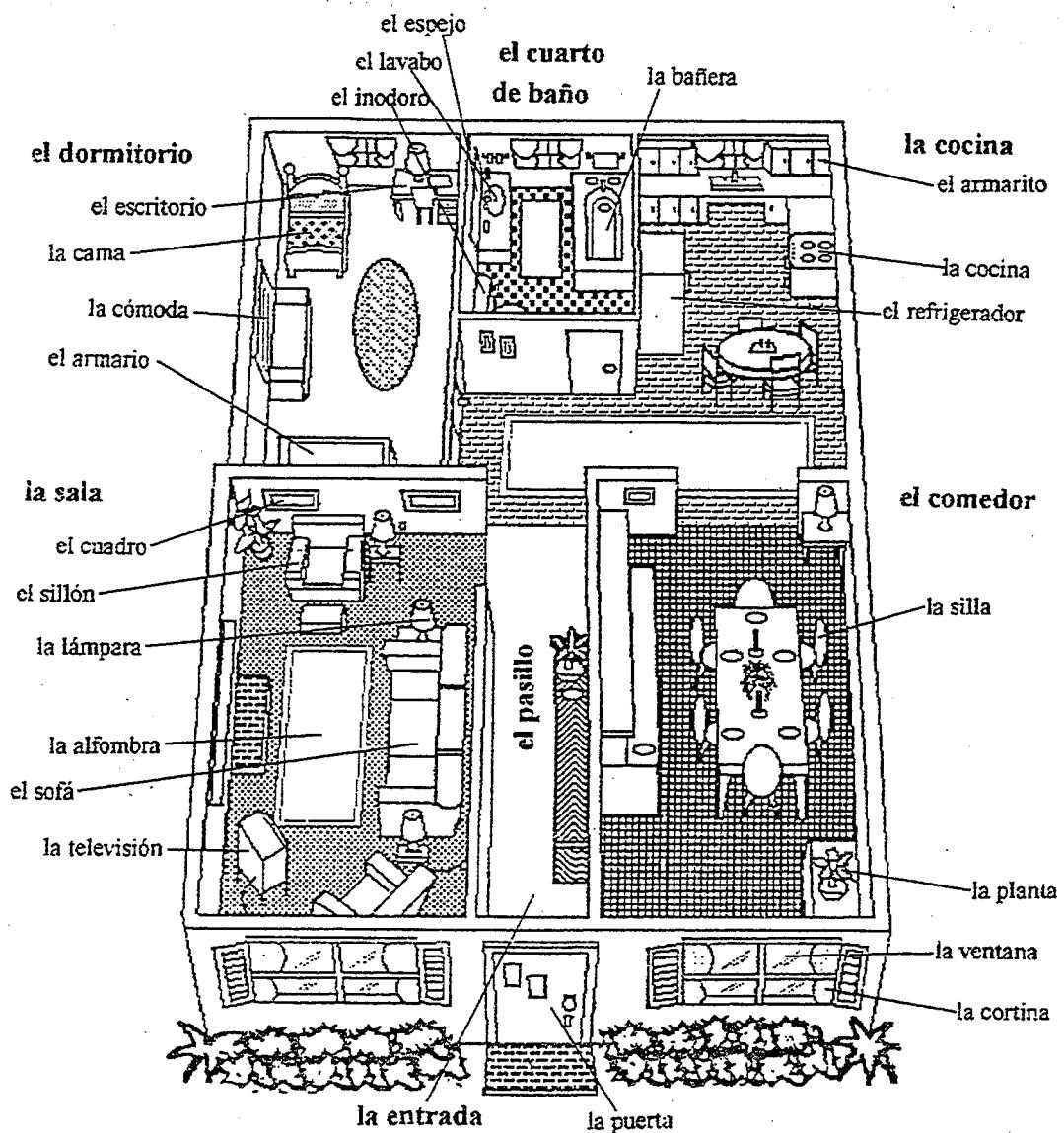
ACTIVIDADES DE VOCABULARIO



Actividad 1

Work in pairs. Look at the picture and familiarize yourself with the vocabulary. Then read the questions in the box below and write the answers in Spanish.

¿Qué cosas hay en 3 de los cuartos?	
¿Qué cosas hay en todos los cuartos?	
¿Qué cosas hay sólo en un cuarto?	





Actividad 2

Under each heading write in Spanish the furniture or objects that you think belong in that room. Use the previous picture and your own knowledge as a guide.

la sala

el comedor

el dormitorio

el cuarto de baño

la cocina

el patio o el jardín



Actividad 3

A. You will hear a conversation describing a bedroom. As you listen, check in the box below all the furniture items you hear mentioned.

Objects	A
sofa	
chair	
radio	
closet	
desk	
dresser	
mirror	
table	
bookshelf	
TV	
lamp	
bed	

B. Listen to the tape again. This time, check only those objects the speaker has in her room.

Objects	B
sofa	
chair	
radio	
closet	
desk	
dresser	
mirror	
table	
bookshelf	
TV	
lamp	
bed	



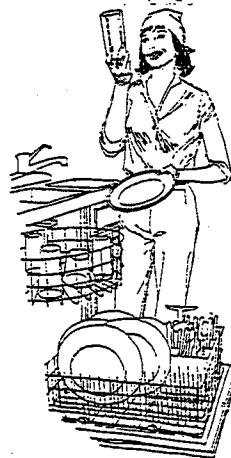
Actividad 4

Work as a whole class. Look at the pictures and think of other household chores. Write them in Spanish in the chart below.

lavar la ropa



lavar los platos



cocinar



limpiar la casa



pasar la aspiradora



Quehaceres domésticos (Household chores)



Actividad 5

Work in pairs. Discuss and write in Spanish what the chores of a soldier at a military base are.

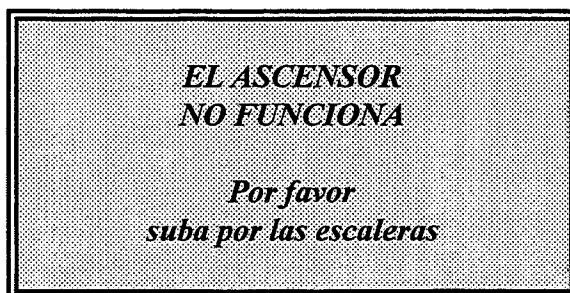
El soldado en una base militar tiene que . . .

<i>El lunes</i>	hacer su cama
<i>El martes</i>	
<i>El miércoles</i>	
<i>El jueves</i>	
<i>El viernes</i>	
<i>El sábado</i>	
<i>El domingo</i>	



Actividad 6

Read this sign. Answer in Spanish. What will you do after reading this sign?





Actividad 7

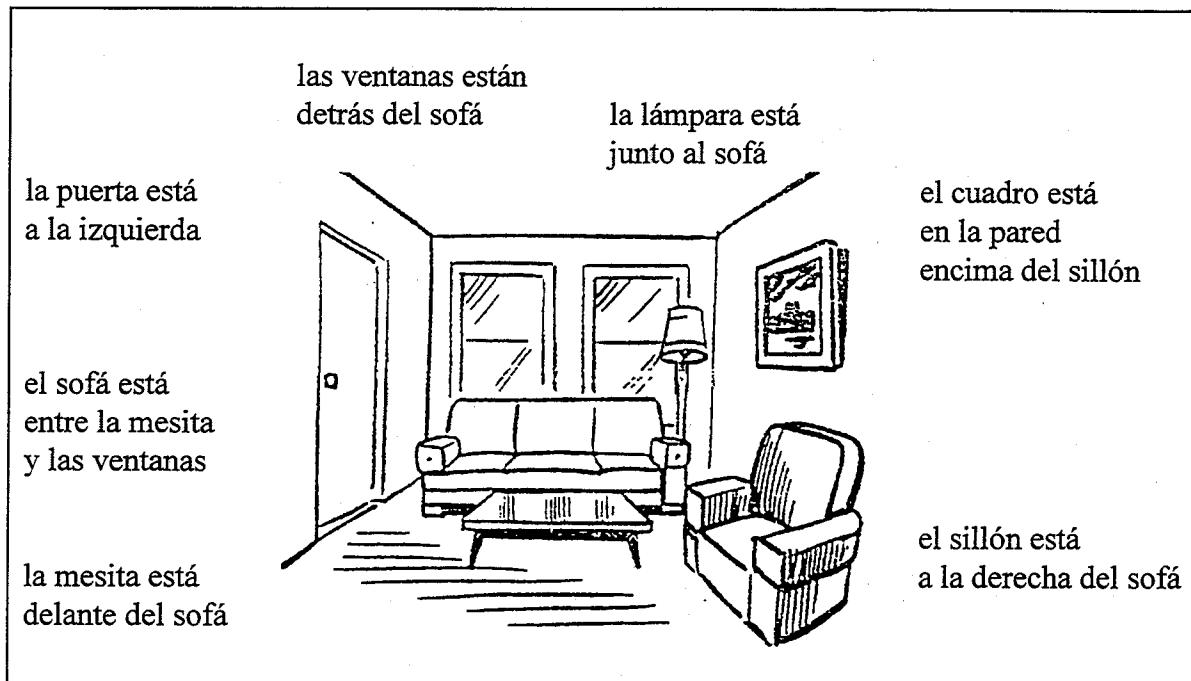
Listen and recognize the sequence. Number the phrases in the order you hear them. Then translate into English below each sentence.

Number	Translation
	Tengo que lavar la ropa pero la lavadora no funciona.
	Hoy no subas en el ascensor, no funciona.
	Hay que llamar al electricista, no hay electricidad.
	No voy a cocinar, el microondas no funciona.
	La aspiradora nueva no aspira bien.
	Tengo que comprar una cafetera nueva. Esta no funciona.
	El teléfono no funciona.
	No hay agua, hay que llamar al plomero.



Actividad 8

A. Work in pairs. Look at the picture and take turns asking each other where things are located in this room. Write the answers in Spanish in the spaces provided.



¿Dónde está/están . . . ?

Las ventanas están cerca de el sofá.

La mesita está _____ sofá.

El sillón está _____ sofá.

La puerta está cerca de el sofá.

El sofá está la mesita y las ventanas.

La lámpara está sofá.

El cuadro está del sillón.

B. Now ask each other where some of the furniture in your classroom is located.

C. Now think about your room and exchange information with a partner about where things are located in your rooms. Take notes on your partner's description of his/her room and report back to the class.

ESTRUCTURAS



¡Atención!

The Present Tense of *ir* (to go)



Actividad 1

Translate the following sentences.

1. Voy a casa de mi amigo Rafael los domingos.

2. José goes to the garden with his brother.

3. María y yo vamos a la sala.

4. The children go to their mother's bedroom in the morning.

5. El soldado va al cuartel a las cuatro.

6. My father goes to the gym every day.

7. El especialista va al comedor a las once.

8. I go to the balcony on my break.



¡Atención!

Spanish contractions: *al* and *del*

1. When the preposition **a** precedes the article **el**: **a + el = al**.

Van **a + el** parque = Van **al** parque. *They go to the park.*

2. When the preposition **de** precedes the article **el**: **de + el = del**.

Van **de + el** parque **a la casa** = Van **del** parque **a la casa**. *They go from the park to the house.*



Actividad 2

A. Work in pairs. Make sentences using **a** and create some of your own.

- | | | |
|----------|--------------|----------------|
| 1. Voy | + a + | el jardín. |
| 2. Vas | + a + | la sala. |
| 3. Va | | el dormitorio. |
| 4. Vamos | | la cocina. |
| 5. Van | | el baño. |

B. Work in pairs. Make sentences using **de** and **a** and create some of your own.

- | | | | | |
|----------|---------------|------------|--------------|----------------|
| 1. Voy | + de + | el balcón | + a + | el jardín. |
| 2. Vas | + de + | el garaje | + a + | la sala. |
| 3. Va | | la sala | | el dormitorio. |
| 4. Vamos | | la oficina | | la cocina. |
| 5. Van | | el cuarto | | el baño. |



¡Atención!

The preposition **a** (to) follows a verb of motion (**ir, venir, subir, bajar**) to express direction.

Vengo **a** cocinar.

Vamos **a** la cocina.

I come to cook.

We go to the kitchen.



¡Atención!

Talking about future plans: periphrastic future
ir a + infinitive = to be going to + infinitive

¿Qué **va a** lavar?

Voy **a** lavar la ropa.

What are you going to wash?

I am going to wash the clothes.

▼ MAFALDA



El Comercio



Actividad 3

Make sentences using **ir a**.

- | | |
|---------------------------------------|---------------------------|
| 1. El sábado, Alejandro | arreglar el horno. |
| 2. La próxima semana (tú) | comprar una casa. |
| 3. A las cuatro de la tarde, nosotros | hacer la cama. |
| 4. Mañana por la noche, yo | cocinar en el microondas. |
| 5. Los niños | planchar la camisa. |
| 6. El capitán | arreglar su automóvil. |
| 7. El soldado | limpiar el cuartel. |
| 8. Doña Gloria | encender la luz |
| 9. El profesor García | enchufar el estéreo. |
| 10. La sargento de pelotón | tener inspección. |
- + ir a +**



Actividad 4

Fill in the blanks using the correct form of the verb **ir**.

Roberto y yo _____ a casa de Victoria todos los sábados a las ocho de la noche. Cuando llegamos, todos _____ a la sala. Victoria enseguida _____ a la cocina y nos trae café. Generalmente yo _____ al jardín para ver a su perro. Después, Roberto y Victoria _____ a comprar pizza y yo _____ a alquilar un video para verlo en casa de Victoria. Cuando volvemos a su casa, ella _____ al comedor para cortar la pizza.



Actividad 5

Translate the previous passage.



Actividad 6

Work in pairs. Ask your partner what he/she usually does in the evening. Report your information to the class.



¡Atención!

Comparisons: Inequality

más / menos { noun
 adjective }
 adverb } que

El sofá cuesta **más** dinero **que** la silla.

The sofa costs more money than the chair.

El baño está **menos** limpio **que** la cocina.

The bathroom is less clean than the kitchen.

Jaime corre **más** rápidamente **que** Teresa.

Jaime runs faster than Teresa.

Comparisons: Inequality

más / menos de + number

El tiene **más de** cinco pesos.

He has more than five pesos.



Actividad 7

Work in pairs. Interview a classmate, take notes and elicit as much information as possible. Report your findings to the class.

1. ¿Quién tiene más dinero, Ud. o Donald Trump?

2. ¿Quién es más famoso, Michael Jackson o el presidente?

3. ¿Quién toma más cerveza, Ud. o su compañero de cuarto?

4. ¿Qué país es más largo, Chile o Panamá?

5. ¿Dónde pasa Ud. más tiempo, en la clase o en el cuartel?

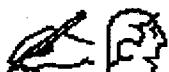


¡Atención!

Another use of **de**
With modifying nouns, the preposition **de** indicates
what something is made of.

Tengo una mesa **de** madera.
Compras una planta **de** plástico.

I have a wooden table.
You buy a plastic plant.



Actividad 8

Translate the following sentences.

1. I am going to buy a crystal lamp.

2. Tengo una puerta de metal en mi garage.

3. He has a plastic plant.

4. El tiene unas sillas de madera en su jardín.

5. Mrs. Flores has paper flowers on the table.



¡Atención!

To indicate obligation:
Use **tener que** (to have to) + infinitive

Tengo que trabajar.
Tenemos que hacer el café.

I have to work.
We have to make the coffee.



Actividad 9

Translate the following sentences.

1. I have to vacuum on Sundays.

2. El sargento tiene que planchar su nuevo uniforme de gala.

3. Soldiers have to wash their clothes.

4. Tenemos que hacer las camas en el cuartel.

5. When do I have to clean the chimney?



Actividad 10

Work in pairs. Interview a classmate and find out what chores he/she has to do today after school. Report your findings to the class.

ACTIVIDADES DE INTEGRACION



Actividad 1

Listen and write in Spanish the information given by each person.

Name	Origin	House	Apt.	Bedrms.	Baths	Phone
María						
Alberto						
Lola						
Elena						
Ramón						



Actividad 2

Listen and write in Spanish the information requested below. Listen as many times as necessary. Then add up and see how much this person is going to spend on furniture. Share your findings with the class.

Tipo de mueble	Color/ Material	Precio
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
TOTAL:		

NOTA CULTURAL: En los países hispanos es común dar a las calles nombres de fechas y personas importantes en la historia del país, como **9 de Julio, Bolívar, Reina Victoria**. El nombre de la calle se escribe primero, luego el número, el piso y el apartamento: Calle Boyacá nº 150, 2º piso, apartamento 48.

En España y en la mayoría de los países latinoamericanos, la planta baja (*ground floor*) de un edificio equivale al primer piso (*first floor*) en los EE.UU.



Actividad 3

A. Listen to a conversation between two friends and choose the correct answer from the options.

1. Where would you guess these friends are talking?

- a. In a restaurant
- b. In Clarita's house
- c. In a park near the house
- d. In Clarita's friend's house

2. What are the two friends going to look at?

- a. Some ads
- b. Some furniture
- c. Pictures of houses
- d. Plans of a house

B. Listen to the conversation again and check the requirements the lady is looking for in a house.

To buy	To rent	Bed-rooms	Bath-rooms	Living room	Dining room	TV room	Patio	Garden	Garage

C. In which of the following ads from Peru will Clarita be interested? Jot down below each ad the reasons why you think she will be interested or not in that particular ad. Then share your findings with the class.

PARACAS

Alquilo hermosas casas totalmente equipadas. 4645920
— 4528491 —
— 4521054.
202-03473

MIRAFLORES CASA

Preciosa ubicación zona Iglesia de Fátima a 1½ Cdra. del Malecón, ideal edificio, Ofc., o vivienda, 6 dormts., 3 baños, 2 salas, cisterna, cochera A.T. 450 A.C. 616 VENDO: Corretajes Pelusa 4472072 - 4447400. 8-40231

ALQUILLO DPTO. PUEBLO LIBRE

Torres Malarín N° 405 - altura Cdra. 9 de la Avda. La Marina con Telf. 2do. piso vista a la calle, 2 dormitorios, azotea US\$ 300, año adelantado. Informes de 3 a 10 de la noche. Telf. 440-1451.
235-21230

RINCONADA DEL LAGO

Linda residencia área 1.020 mt. A/C. 400, 5 dormitorios, sauna piscina, cochera techada teléfono B.B.Q., amplios jardines - 4790828.
251-5765

BARRANCO CASONA

Siglo pasado, frente Parque Municipal, A.T. 750 A.C. 475, habitable, 20 Mts. frente teléfono, \$ 500 x m². B&C 441-9980 - 422-8354.
114-2622

A CIA. EXTRANJERA

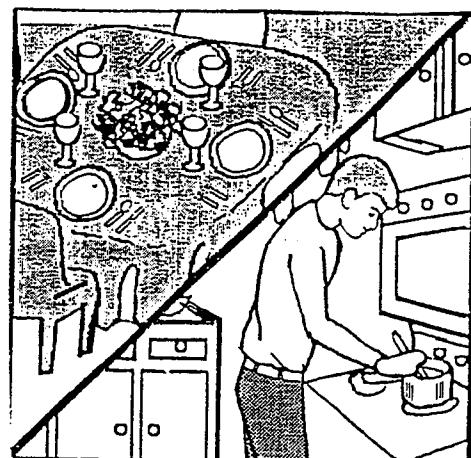
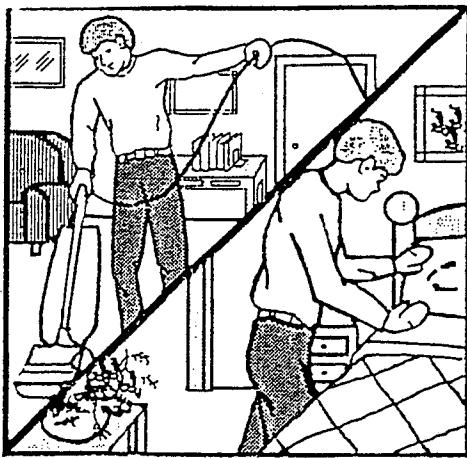
Linda residencia, alquilo, 2 plantas, jardines, coch. 2 carros, 3 dormitorios + 1 escritorio, sistema gral. de alarma, jardines, Telf. etc. informes 4473586 - 440-8286.
011-3499

El Comercio



Actividad 4

A. Describe the pictures below and discuss the household chores the man is performing.



B. Ask two students who does what in their family. Write what each tells you. Then share your findings with the class.

Student 1

Person	Chores

Student 2

Person	Chores



Actividad 5

Work as a whole class. Read and discuss the following NOTA CULTURAL in Spanish.
What is your own opinion?

NOTA CULTURAL: En los países hispanos, las costumbres están cambiando y muchas mujeres trabajan fuera de la casa. También hay familias en las que la mujer es la encargada de las tareas domésticas en la casa y el hombre el encargado de mantener a la familia.



Actividad 6

A. Match the two columns to indicate what these persons do at their job.

- | | | |
|---------|-----------------|----------------------------|
| 1. ___ | El mecánico | a. patrulla las calles. |
| 2. ___ | La profesora | b. habla muchos idiomas. |
| 3. ___ | El soldado | c. arregla coches. |
| 4. ___ | La secretaria | d. explica las lecciones. |
| 5. ___ | El pintor | e. hace muebles de madera. |
| 6. ___ | El electricista | f. escribe cartas. |
| 7. ___ | El policía | g. arregla el baño. |
| 8. ___ | El carpintero | h. trabaja en el cuartel. |
| 9. ___ | El intérprete | i. arregla la luz. |
| 10. ___ | El plomero | j. pinta casas. |

B. Write two more things that can be a part of these people's jobs.

1. El mecánico _____

2. La profesora _____

3. El soldado _____

4. La secretaria _____

5. El pintor _____

6. El electricista _____

7. El policía _____

8. El carpintero _____

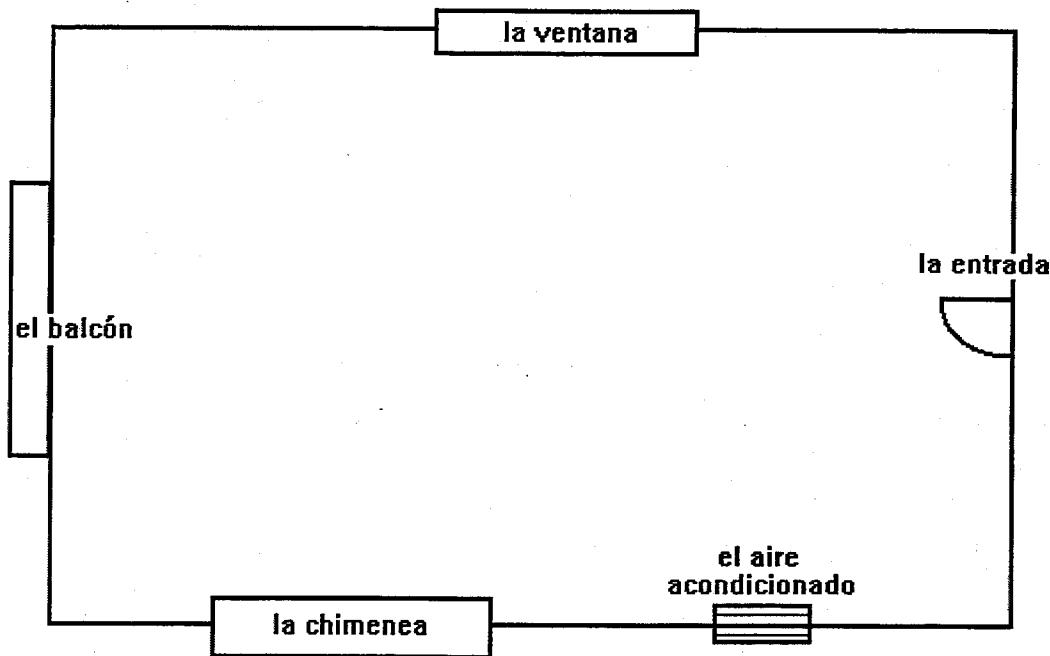
9. El intérprete _____

10. El plomero _____



Actividad 7

- A. You are helping a friend move and he is telling you where to place the furniture in his living room. Listen to his instructions on the tape. Write in Spanish or draw the objects in the correct place. Listen as many times as necessary. (Note: **Pon** means put.)

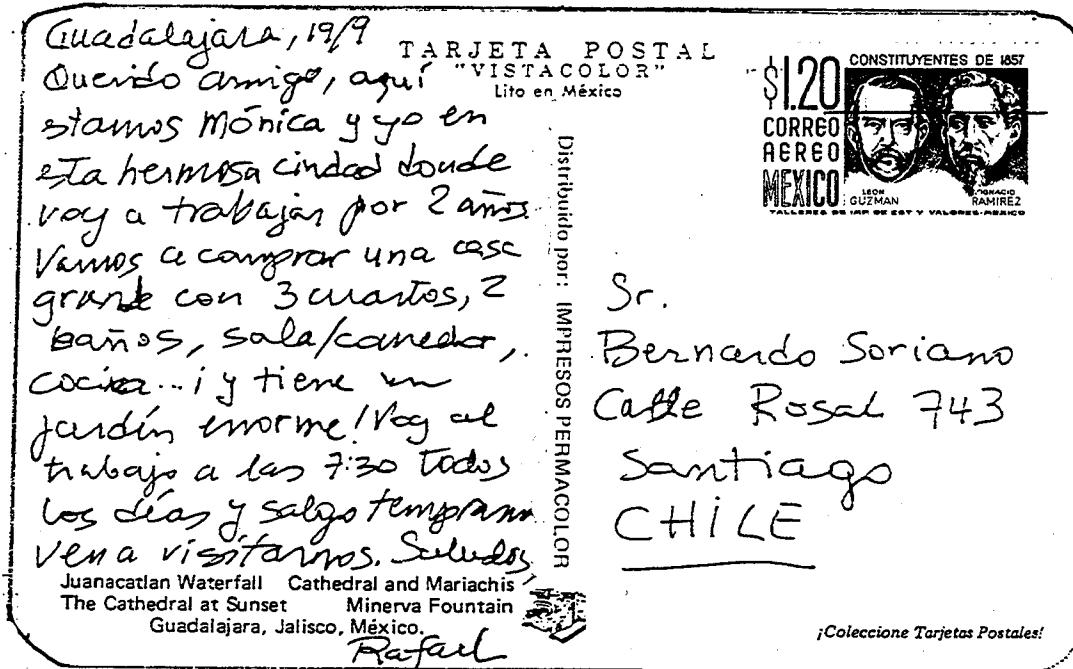


- B. Work in pairs. Pick a room in a typical house and discuss with your partner how to furnish it.



Actividad 8

A. Read this postcard and answer the question below.



What is the country of origin and the country of destination? Write them in the spaces provided.

Origin

Destination

B. Translate the postcard.



Actividad 9

- A. Listen to two conversations among soldiers about the plans they have for the weekend. Take notes on what their plans are. Then share your information with the class.

	Sábado	Domingo
Conversación 1		
Conversación 2		

- B. Work in pairs. Take turns asking and telling each other about your plans for the weekend.



Actividad 10

A. Listen to a conversation between two soldiers to get the gist of what the conversation is about. Select a title in Spanish for the passage.

B. Listen to the conversation again and fill out the chart below with the information requested. Give your teacher a signal to stop the tape when you need to hear something again.

Días de la semana	Actividades
Lunes	
Martes	
Miércoles	
Jueves	
Viernes	
Sábado	
Domingo	

C. Listen once more to the conversation and this time fill out the blanks with the words you hear.

Juan: Daniel, la semana próxima _____ vacaciones, ¿quieres ir a esquiar por dos o tres días?

Daniel: Lo siento, pero _____ muy ocupado toda la semana, no puedo.

Juan: ¿_____ a estar ocupado todos los días?

Daniel: Pues sí, mira, el lunes _____ ir al mecánico a llevar mi auto porque no está funcionando bien. El martes _____ un trabajo en la computadora para el _____ de mi compañía. El miércoles, tengo que ir con mi _____ al dentista. El jueves, _____ a ir a un restaurante para celebrar el _____ de mi padre. El _____ voy a estar de _____. El sábado por la mañana voy a _____ mi auto, y por la noche voy a ir a una fiesta en casa de la _____ de mi hermano.

Juan: ¿Quieres decir que sólo _____ libre el domingo?

Daniel: No, el domingo _____ la tarea de la clase de español y a estudiar _____ vamos a tener un examen muy pronto.

Juan: ¡Vaya hijo, pues sí que _____ a _____ una semana ocupada!



Actividad 11

A. Listen and transcribe ten sentences about the description of a family. Then decide whether sentence number ten is True or False.

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

B. Work in pairs. Take turns describing your family to your partner. Make comparisons between your families.



Actividad 12

Transcribe a message from an answering machine left by the lady of the house to the maid. Listen as many times as necessary. Then translate the message.

María:
No puedo ir a casa a comer, así que aquí le doy la lista de cosas que tiene que hacer hoy:
1.
2.
3.
4.
5.
6.
Hay dos Coca-Colas en el armario de la cocina. Son tuyas.
El cheque de la semana está encima de la mesa.
Muchas gracias y adiós.

Translation
1.
2.
3.
4.
5.
6.



Actividad 13

Work as a whole class. Read and discuss the following NOTA CULTURAL in Spanish. Compare the similarities and differences in the United States.

NOTA CULTURAL: En los países hispanos es común tener empleadas en casa. También se les dice muchacha, criada, chica, sirvienta y mucama. Ellas generalmente se ocupan de los quehaceres domésticos como limpiar, barrer, lavar, planchar, comprar la comida y cocinar. Algunas viven en la casa donde trabajan y están allí por tantos años que se consideran un miembro más de la familia.



Actividad 14

Work in pairs. Role-play the different parts. Reverse roles.

ROLE-PLAY 1

You are in Lima, Perú, to work there for a year and need to rent a house for you and your family. Go to a Real Estate Office (**oficina de bienes raíces**) and talk to the agent.

Student A plays the role of the renter and student B plays the role of the agent.

ROLE-PLAY 2

You are in Costa Rica on vacation with your family and want to rent an apartment at the beach. Talk to the building manager and explain what you want.

Student A plays the role of the vacationer and student B plays the role of the manager.

ROLE-PLAY 3

You are living in Quito, Ecuador. You are tired of household chores and need to hire somebody. Talk to the prospective employee and tell him/her what chores have to be done. Student A plays the role of the employer and student B plays the role of the prospective employee.

ROLE-PLAY 4

You are working at the American Embassy in Madrid, Spain. You are having problems with appliances in the apartment you are renting. Call a repair person and explain what needs to be fixed. Student A will play the role of the renter and student B will play the role of the repair person.

GLOSARIO

Tipos de viviendas *Types of Housing*

el apartamento
la casa
el condominio
el departamento
el edificio

apartment
house
condominium
apartment/department
building

Las partes de una casa *Parts of a House*

el ascensor
el balcón
la cocina
el comedor
el cuarto
el cuarto de baño
el dormitorio
la entrada
la escalera
el garaje/garage
el jardín
el patio
el pasillo
la sala
el vestíbulo

elevator
balcony
kitchen/stove
dining room
room
bathroom
bedroom
entrance
stairway/stairs
garage
garden
patio
hall/hallway
living room
entrance

En el cuarto de baño *In the Bathroom*

la bañera
la ducha
el espejo
el excusado
el inodoro
el lavabo
la tina

bathtub
shower
mirror
toilet
toilet
bathroom sink
bathtub

En la sala *In the Living Room*

la alfombra
la chimenea
la cortina
el cuadro
el estante
el estéreo
la lámpara
el/la radio
el sillón
el sofá
la televisión

En la cocina *In the Kitchen*

el armario
la cocina
el horno
el lavaplatos
el microondas
el refrigerador

En el dormitorio *In the Bedroom*

el armario
la cama
el closet
la cómoda
la mesa de noche

En el jardín *In the Garden*

el árbol
la planta

Expresiones de lugar
Expressions of Location

a la derecha (de) *to the right (of)*
a la izquierda (de) *to the left (of)*
debajo (de) *under*
delante (de) *in front (of)*
dentro (de) *inside*
detrás (de) *behind*
encima (de) *on top (of)*
entre *between*
sobre *on top (of)*

Otras palabras
Other Words

el alquiler *rent*
funciona *it works*
no funciona *it does not work*
más que/de *more than*
menos que/de *less than*
el mueble *piece of furniture*
la ropa *clothes/clothing*
la venta *sale*

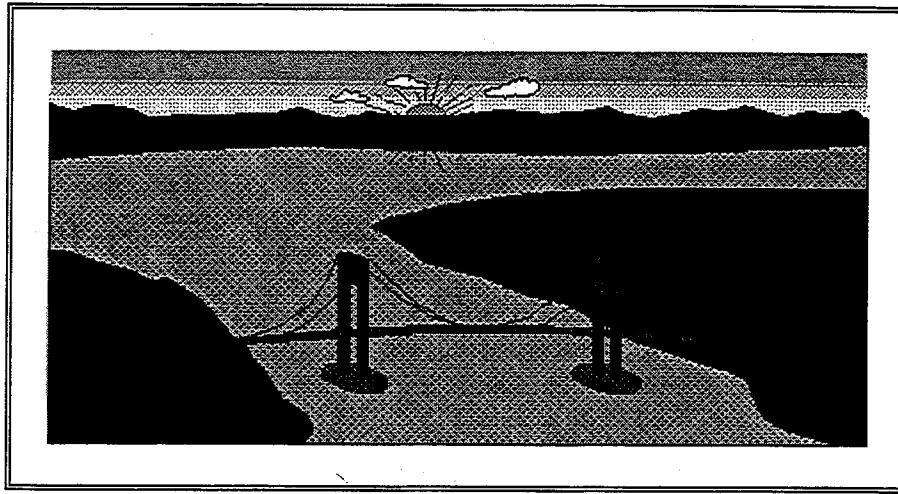
Verbos
Verbs

alquilar *to rent*
apagar *to turn off*
arreglar *to arrange/fix*
cocinar *to cook*
encender (ie) *to turn on*
enchufar *to plug in*
hacer la cama *to make the bed*
ir *to go*
lavar *to wash*
limpiar *to clean*
pasar la aspiradora *to vacuum*
planchar *to iron*
secar *to dry*
vender *to sell*

Lesson 5

REVIEW: Unit 1

BRIDGE: Hiring a Spanish Teacher



Objectives

The first part of this lesson provides a systematic review of Lessons 1-4.

The second part, the BRIDGE, provides practice of the following functions or tasks:

- extracting information from authentic job ads,
- evaluating a handwritten job application,
- rating a job applicant's tape,
- interviewing a job applicant,
- synthesizing information and making a decision on best applicant,
- delivering a presentation on the selected person.

PRACTICA DE LA UNIDAD 1



Actividad 1

Work as a whole class. How many ways do you know for greeting and for saying farewell in Spanish?



Actividad 2

Take turns reading out loud the following paragraph using the proper forms of the verbs **ser** and **estar**.

¡Hola! Yo _____ María Gómez y _____ hondureña. _____ en el ejército de los Estados Unidos, _____ sargento, _____ joven, y _____ soltera. _____ en esta ciudad para visitar la base militar que _____ cerca de aquí. Mi familia _____ grande, mis padres y hermanos _____ en Honduras. Todos nosotros _____ muy contentos porque para mis vacaciones vamos a _____ todos en Tegucigalpa.



Actividad 3

- Brainstorm as a class. How many Spanish speaking countries are there? Name them and their capitals with the help of a map.
- All students stand up. Each student calls out a country. The first student to say where that country is located (**Europa, Norteamérica, Centroamérica, el Caribe o Sudamérica**) can sit down.
- Divide the class into two groups. One group names a country and the other group names its capital.



Actividad 4

Two students work together in front of the class. One gives a short autobiography including name, rank, age, marital status, work place, and family. The other serves as an interpreter to the class. Then students switch roles.



Actividad 5

Take turns reading the following paragraph while changing it into the negative, by using no.

(1) El soldado Ross estudia español en el Instituto de idiomas. (2) Ross trabaja todos los días por la mañana. (3) El limpia su cuarto por las tardes. (4) Los lunes a las seis de la mañana Ross tiene inspección. (5) El tiene problemas con su sargento de pelotón. (6) Su sargento es muy simpático. (7) Es muy estricto. (8) Ross quiere estar en el ejército muchos años (9) y quiere hablar español, ruso y coreano. (10) El quiere ir a otros países en el futuro.



Actividad 6

Formulate as many associations as you can using each of the colors of the spectrum.

Example:

Azul El cielo es azul.



Actividad 7

Create a story about a fictional character. One student will give the lead and everybody in the class will add something to the story. Include such things as nationality, occupation, age, marital status, place of residence, etc.

Juan Mendoza es de . . .



Actividad 8

Listen and formulate questions to the statements you will hear. The tape will be stopped after each statement.



Actividad 9

Listen and write the numbers you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____



Actividad 10

Listen to what people do for a living and guess their profession. The tape will be stopped after each item.



Actividad 11

Describe your room, house, apartment, mentioning where some objects are placed using expressions of location.



Actividad 12

Take turns telling the class about your plans for the weekend.



Actividad 13

Describe your daily schedule, specifying when and where you do the activities or military duties.



Actividad 14

Select one of your family members, a classmate, or a friend and describe his/her physical appearance and personality to the class. Give as much information as you can. (You may want to use a photo you carry in your wallet.)



Actividad 15

Take turns reading the following paragraph out loud and give the opposite (antonym) of the words in **bold-face type**.

Mi amiga Carmen es **soltera**. Carmen es **alta, delgada** y muy **bonita**. Tiene el pelo **corto y rizado**. Ella es muy **vaga** y también muy **pesimista**. El apartamento de Carmen está **a la derecha** del mío, pero su apartamento es **grande y claro**. Tiene dos hermanas **mayores** que ella, y un hermano muy **simpático** y muy **gordo** que trabaja en un gimnasio.



Actividad 16

Find out when your classmates' birthdays are.



Actividad 17

Each student selects two dates that are important to him/her and shares with the class why those dates are so important.

BRIDGE FOR UNIT 1

What is a BRIDGE in Language Learning?

Just as we build bridges to allow us to cross over difficult physical terrain, we can use BRIDGES in language learning to help us cross over difficult linguistic terrain presented by new and challenging language situations. BRIDGES are designed to help you learn strategies for coping with **real-life situations** which at first glance may seem far too advanced for your level of language study. They in effect are meant to "bridge the gap" between classroom learning and real-world application, focusing on skills that will transfer to the job.

BRIDGES allow you to step back from the way you may be studying language on a daily basis and take a fresh look from the perspective of language proficiency, i.e., what you can really do with the language you have been learning. BRIDGES give you the opportunity to expand your linguistic repertoire in a non-threatening and cooperative environment. They provide extended exposure to language on a given theme through visual and auditory imagery to help you transfer what you "learn" from short-term to long-term memory. BRIDGES are designed to appeal to the widest range of learning styles: visual, auditory, analytic, and global. You will have ample opportunity both to acquire new language in the way that comes naturally and also to experience language acquisition in ways that will stretch your preferred ways of learning.

BRIDGES involve the gathering and processing of information. They activate a key element of language use, namely, **problem solving**. In each BRIDGE, you and your classmates are placed in a potential job-related situation where **a decision needs to be made or action be recommended**. You have to research, collect, and document relevant data, compile a composite picture from your information and that gathered by others in your class, compare, analyze, and synthesize your findings. You follow a procedure and come up with a product, e.g. a report, a summary, a proposal, a solution to a problem. These activities involve higher order thinking skills that go beyond everyday language communication. You will start engaging in independent thinking and other mental activities while using Spanish, thus going far beyond mere comprehension and reproduction of language features. Practicing the use of these higher order thinking skills in BRIDGES will help you become proficient in Spanish.

In BRIDGE activities, concentrate on trying to get messages and give messages. Of course, you should try to say and write things as correctly as you can. However, there will be times when you will have to take risks, which may result in grammatical and lexical errors. You will rely on yourself and your classmates. Teacher involvement is minimal. You will practice complicated language tasks using language tools that are not quite sufficient, and you will develop coping strategies for getting the task done anyway. These strategies you will learn for linguistic survival will be of invaluable help to you for the rest of this course and throughout your career as a Spanish linguist.

What is a BRIDGE for the Military Language Learner?

The global final learning objectives (FLO) skills of listening comprehension, reading, and speaking are practiced throughout the Spanish Basic Course, along with the more military-task specific FLO "sub-skills." As you work with this BRIDGE and subsequent ones, the focus of the activity types will be largely on military FLO "sub-skills."

BRIDGE activities provide contexts that match as closely as possible the **operational tasks** typical of a wide range of jobs performed by Department of Defense (DoD) linguists. The following FLO "sub-skills" are needed to cope with such operational tasks.

- transcribing spoken number groups,
- transcribing spoken texts,
- summarizing conversations and news broadcasts,
- answering content questions on conversations and broadcasts,
- answering content questions on printed text,
- answering content questions on handwritten text,
- translating foreign language (FL) texts into English,
- translating English texts into FL,
- eliciting biographical and other information from an FL speaker, and
- carrying out two-way interpretation between FL and English speakers.

In BRIDGE activities, you will be speaking, listening, reading, and writing in Spanish and in English. These are real-life skills that could be encountered in real-life military contexts. You will be challenged to deal with authentic Spanish language which has not been tailored to your level of study. The tasks you will perform will let you "stretch" the language you have learned in order to function in unfamiliar situations like those you will encounter in the target country. You will have the opportunity to practice skills such as gisting, note-taking, transcribing, summarizing, rendering Spanish to English and English to Spanish, and conducting biographical interviews. The information gathered in Spanish is generally synthesized and reported in English.

Background Information

In these first four lessons you learned how to greet others and understand and talk about personal identification, family, occupations and housing. Now you will use language and communication skills to apply that knowledge to a situation you may someday experience in a Spanish speaking country.

Preparation at Home

Read this page and the two preceding pages to prepare yourself for the BRIDGE.

Given the situation, brainstorm alone or with a classmate some vocabulary and phrases you think might be needed to carry out these activities. Bring a short list of some of these words to class.

Situation

Imagine that you are stationed in Honduras, at a base called Soto Cano. This is a base that belongs to the Honduran Air Force and that is shared with the United States Armed Forces. It is located in the center of the country, an hour and twenty minutes north of Tegucigalpa. Comayagüela, the closest town to the base, has about 25,000 inhabitants and is located three miles away.

Soto Cano Base needs to hire an instructor to teach a Refresher Spanish Course to the soldiers on the base, before they are deployed to other Latin American countries. You have been detailed to hire a Spanish instructor. An ad has already been placed in the main newspaper of Tegucigalpa. Three people have applied for the job. One applicant has submitted a letter, another one has submitted an audio cassette, and the third one is in the area and has requested a personal interview. You have been tasked to research and recommend the appropriate person for the position. Present your First Sergeant with a recommendation in the form of an oral briefing in English.

Classroom Activities

For this BRIDGE, you will be doing the following activities:

- brainstorming key vocabulary related to the situation,
- extracting information from authentic job ads,
- reading a handwritten job application,
- listening to a taped job application,
- interviewing a job applicant,
- synthesizing information,
- preparing and delivering a simple oral briefing.

Step 1: Brainstorming

Form three groups. You will work in your small group throughout most of the BRIDGE.

In order to help you prepare for your final briefing regarding a Spanish instructor to teach the Refresher Spanish class, you will need to obtain general information about job qualifications. Working in your small group, brainstorm the type of information you will need to find out about a person in order to know if he or she is qualified to do a job. What phrases and words do you think you might need to find out that information? Using the list of words and phrases your group has prepared, discuss the lists with the whole class. Your instructor will provide any assistance needed.

Step 2: Extracting Information from Job Ads

The following page contains job ads from a Honduran newspaper. Work with your group and scan through the ads to find out what the requirements for these jobs are. Read the ads to familiarize yourselves with the type of vocabulary used to describe job qualifications. This information will help you decide on the qualifications you think the teacher chosen for this job should have. Take notes in Spanish on the lines below.

INGENIERO

Empresa de sólido prestigio

Necesita una persona para desempeñar el puesto de

Jefe de Control de Calidad

Con los siguientes requisitos:

- 1.- Ingeniero, con experiencia no indispensable
- 2.- Con conocimientos en computación
- 3.- Con habilidad para organizar, dirigir, relacionarse con las personas y trabajar en equipo
- 4.- Con capacidad de liderazgo
- 5.- Edad no mayor de 35 años
- 6.- Sexo masculino
- 7.- Preferiblemente casado
- 8.- Con disponibilidad de residir en Choloma o alrededores.

OFRECEMOS:

Estabilidad laboral, buen salario, un campo de desarrollo y superación laboral y un ambiente agradable de trabajo.

Interesados favor enviar su currículum vitae y fotografía reciente al apartado postal No. 332706 Comayagüela, D.C., Honduras, C.A.

INSTITUCION EDUCATIVA NECESITA INSTRUCTOR (A) EN COMPUTO

Con dominio y experiencia en la enseñanza de:

**DOS
LOTUS
d BASE
WORD PERFECT**

Favor especificar en los horarios que se encuentra disponible.
Dirigirse a:

**Instructor de Cómputo
Apartado Postal No. 1650
Tegucigalpa, Honduras, C.A.**

SE REQUIERE DE TUTORES

**Para impartir
clases privadas de
francés e italiano.
Interesados favor
llamar al
46-1669
en horas de
oficina.**

Step 3: Reading a Letter of Job Application

A. Work in your group. Your instructor will give each group a copy of the application letter received. Read the letter and extract the most important information from it according to the categories listed below. Discuss with your group members what you consider to be the most essential information and write the group's findings in the chart below. You may do this in English or in Spanish. You will use this information later on to decide from among all the candidates which is the best for the job. Remember: focus on what you already know. You do not have to understand every word in the text to complete this task.

	Letter
Personal Data	
Educational Background	
Work Experience	
Additional Information	

B. As a whole class, compare each group's chart. Each group should share the information contained in their charts. Feel free to add any additional information that you and your group members find missing from your chart. You may do this in English or in Spanish.

Step 4: Listening to a Taped Job Application

Your instructor will give each group a copy of the job application tape received and then leave the room.

Working with your group, listen to the job applicant's recording once without interruption to get the overall meaning. Construct an oral gist of what you have gathered so far. Remember: getting a simple gist is a Final Learning Objective of the Spanish Basic Course.

Step 5: Listening and Taking Notes

A. Working in your group, listen to the applicant's tape again. You may listen to the recording as many times as you need. Listen specifically for information about personal data, educational background, and work experience. As you listen, take notes in the grid provided. You will need this information as well as the information from the letter to decide which of the candidates you consider best for the job.

	Tape
Personal Data	
Educational Background	
Work Experience	
Additional Information	

B. As a whole class, compare each group's chart. Each group should share the information contained in the charts. Feel free to add any additional information that you and your group members find missing from your chart.

Step 6: Preparing for an Interview

A. One person has requested a face-to-face interview for the job. Before the interview takes place, working in your group, prepare in Spanish a list of questions you would like to ask the applicant. Feel free to prepare any additional questions you may want to ask the applicant based on the categories on the chart below.

		Questions
Personal Data	1. Name 2. Address 3. Telephone 4. Age 5. Marital Status 6. Children, if any 7. Citizenship	_____ _____ _____ _____ _____ _____ _____
Educational Background	8. Studies and years 9. Degrees 10. Languages spoken	_____ _____ _____
Work Experience	11. Teaching experience 12. Place of work	_____ _____
Additional Information	13. 14. 15.	_____ _____ _____

B. As a whole class, compare each group's questions. Reach consensus on which questions are formulated the best and write them into the list below. These questions will be asked of the candidate in the face-to-face interview about to take place.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Step 7: Conducting an Interview of an Applicant

As a whole class interview the applicant for a maximum of 10 minutes using the questions previously prepared and asking additional questions if needed. An instructor will play the role of the applicant. Take turns asking questions. When you are not asking questions, take notes on what you hear, writing down essential information on the applicant in the chart provided. You will need this information as well as the letter and the tape to decide which one of the three applicants is best qualified for the job.

		Interviewee's Responses
Personal Data	1. Name 2. Address 3. Telephone 4. Age 5. Marital Status 6. Children, if any 7. Citizenship	_____ _____ _____ _____ _____ _____ _____
Educational Background	8. Studies and years 9. Degrees 10. Languages spoken	_____ _____ _____
Work Experience	11. Teaching experience 12. Place of work	_____ _____
Additional Information	13. 14. 15.	_____ _____ _____

Step 8: Synthesizing Information from Reading, Listening, and Speaking Notes and Making a Decision

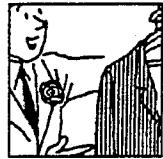
- A.** Working in your small group, go over all previous notes. Consider all the information you have accumulated so far on the three applicants. Decide which applicant best meets the specifications you consider necessary for the job.
- B.** As a whole class reach consensus on which of the applicants is best qualified for the job. Also select a spokesperson to give the final briefing.

Step 9: Making the Final Presentation and Recommendation

Your class is ready to deliver the final oral briefing to your First Sergeant. Because he/she does not speak Spanish, the final briefing will be in English. You will hear a presentation given by the person selected to represent your class recommending that this applicant should be hired to teach the Refresher Spanish Course at Soto Cano Base.

Unit Two

Everyday Activities



Lesson 6: Clothing



Lesson 7: Weather



Lesson 8: Daily Activities



Lesson 9: Daily Life



**Lesson 10: Review of Unit Two
Bridge "Joint Training Exercise"**



Lesson 6

Clothing



Objectives

The following functions or tasks will be practiced in listening, speaking, reading, and writing activities:

- extracting information from clothing ads and size conversion tables,
- stating clothing needs, both military and civilian,
- shopping for civilian and military clothing,
- discussing work attire,
- understanding the monetary units of the Spanish speaking countries.

The following structures will be introduced:

- the present tense of stem-changing verbs, **o** ⇒ **ue**: **poder** and **e** ⇒ **ie**: **querer**,
- the verbs **poder/querer/necesitar** + infinitive,
- the number **uno**,
- a first look at the prepositions **por** and **para**.

INTRODUCCION



Actividad 1

- A. Read the following advertisements. How many of these words do you recognize? How many can you translate with the help of the visual clues?

**GRAN VENTA POR EL DÍA DE LAS MADRES
¡A PRECIOS QUE NADIE TIENE!**

VESTIDOS CASUALES PARA EL VERANO \$9.99 REG. \$19.99	PANTALONES PARA HOMBRE Y MUJER COLORES SURTIDOS \$32.99 REG. \$45.99 RED TAB. Levi's	CAMISETAS PARA DAMAS \$6.99 REG. \$12.99
BLUSAS PARA DAMAS \$9.99 REG. \$19.99	CLASSIC NYLON PARA DAMAS Y CABALLEROS \$19.99 REG. \$26.99	VESTIDOS DE BAÑO PARA DAMAS \$12.99 REG. \$24.99
BIKINIS PARA DAMAS \$12.99 REG. \$24.99 GRAN SELECCION DE VESTIDOS PARA MUJER \$24.99 REG. \$45.99	GRAN SELECCION DE VESTIDOS PARA DAMAS \$19.99 REG. \$39.99 MEDIAS PAQUETES DE 3 PARA HOMBRE Y MUJER ADIDAS NIKE REEBOK \$9.99	

Diario de las Américas

B. Work in pairs. Look at the previous advertisements again and classify the clothing mentioned into the categories listed below. Write the items in Spanish.

Only for Men	Only for Women	For Both Men and Women

C. What did you find out? Are there more advertisements for men's or for women's clothing? Why?



Actividad 2

A. Work in pairs. Look at the following ads from the Mexican newspaper *Excelsior* and talk about what they advertise. Identify the similarities and differences between the three ads.

ALMACEN
Puerto de Liverpool

EQUIPOS PARA AUTOMOVILES Tels.: 51 27 38 - 8 41 77
DE ALTA FIDELIDAD,
ARTICULOS PARA EL HOGAR
JUGUETES, CAFETERAS, PATINES,
ROPA PARA TODA LA FAMILIA
6 Av. 9-49 Zona 1

SUCURSAL:
CENTRO COMERCIAL
MONTSERRAT LOCAL 71-B
ZONA 7
TEL. 91 35 68

ALMACEN
LA CIUDAD DE NANKIN

DE TODO PARA VESTIR AL CABALLERO
TELAS EN GENERAL
CAMISAS, PANTALONES,
TRAJES, ROPA INTERIOR

TEL.: 51 04 13
5a. AVENIDA 15-60 ZONA 1
51 00 91
5a. AVE. 15-56, ZONA 1

TIENDA
LA MODA

ESPECIALIDAD EN ROPA FINA PARA SEÑORAS,
CABALLEROS Y NIÑOS
ARTICULOS DE REGALO
Precios bajos.
VENTAS
POR MAYOR Y MENOR
6a. Ave. y 6a. Calle Esquina, Zona 1
Tel: 2 09 05

Excelsior

B. Work as a whole class. With the help of your teacher, identify as many items of clothing as you can.



Actividad 3

Think about what you have learned in previous lessons. Listen to four dialogues and find out what the people are doing. Write the number of the dialogue next to the appropriate activity. Share your findings with the class.

	buying clothes
--	----------------

	renting a house
--	-----------------

	renting a car
--	---------------

	buying furniture
--	------------------

NOTA CULTURAL: When shopping in Spanish speaking countries, generally customers address the salesperson as **señor** or **señorita**.

NOTA CULTURAL: In Spanish speaking countries, exchanging/returning clothing items you have bought is not as common as in the United States. You may find that some department stores will accept exchanges or returns but you must have a receipt and there may be strict deadlines for these procedures. The best advice is, before leaving the store, you should be quite sure that what you are buying fits well and pleases you.

ACTIVIDADES DE VOCABULARIO



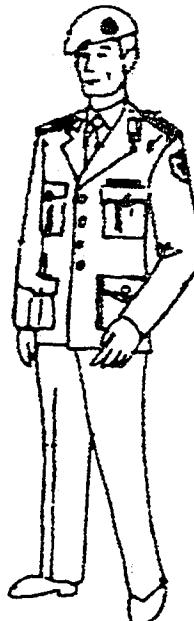
Actividad 1

- A. Listen to three passages describing what the soldiers on this and the following page are wearing. Identify the military clothing items mentioned and number them in the sequence you hear them.
- B. Draw lines connecting the clothing items with the visuals.
- C. Work in pairs and take turns describing each of the soldiers. Use the questions below to guide you.

¿Cómo está vestido este militar?

¿Qué ropa lleva?

Soldado 1



camisa

corbata

saco clase A

pantalones clase A

boina

rango

galones

condecoraciones

zapatos

¿Cómo van vestidos estos militares?
¿Qué ropa llevan?

Soldado 2

- botas
- cinturón
- pantalones de camuflaje
- camisa de camuflaje
- casco



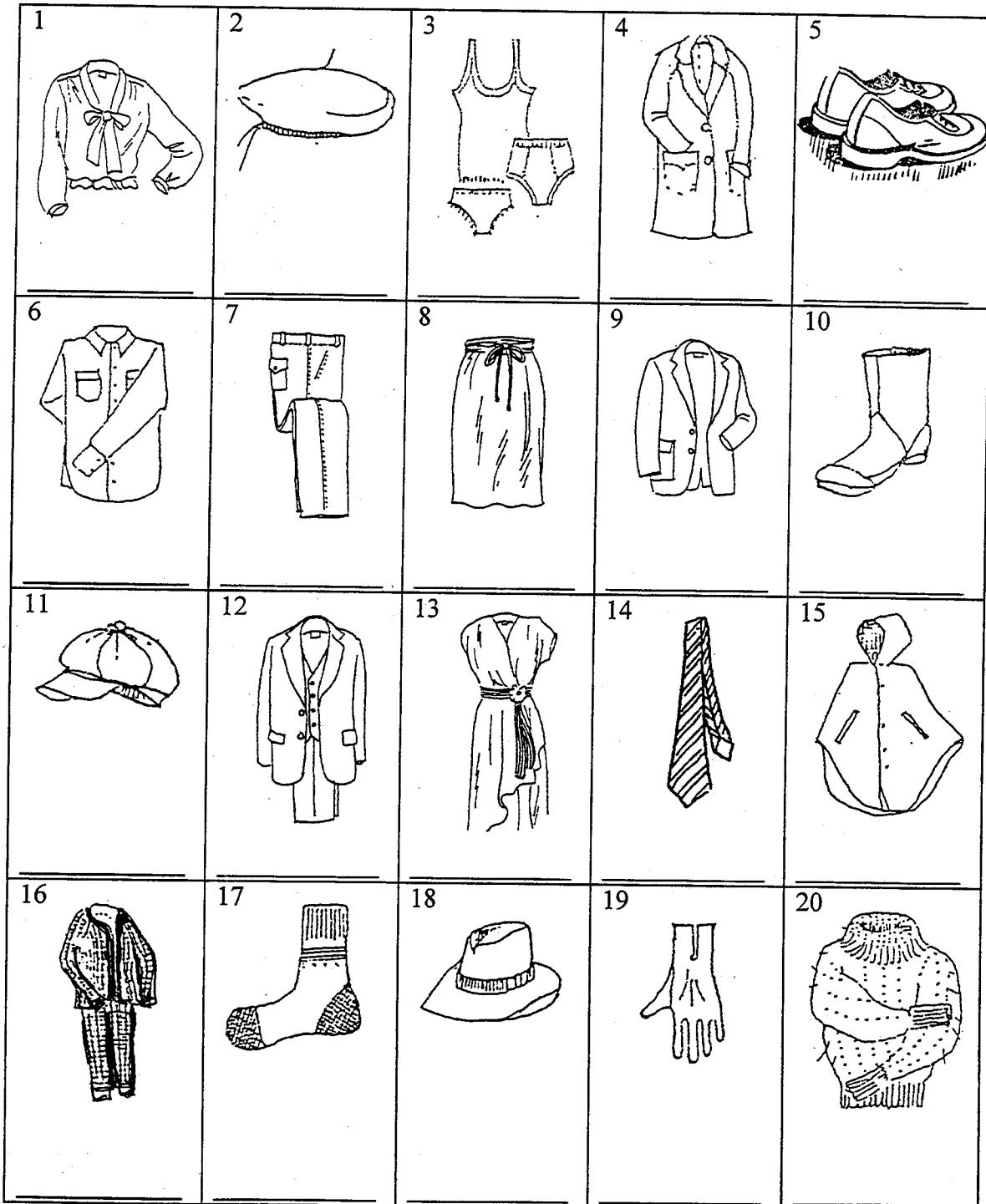
Soldado 3

- saco
- zapatos
- pantalones
- gorra
- corbata
- camisa



Actividad 2

Listen and write, in Spanish, the names of the items mentioned below the corresponding picture. They will be read randomly.





Actividad 3

Work in pairs. This is a chart that will be used in a catalog to sell clothing.

Unfortunately it was printed in black and white. Your task is to help the secretary decode the colors of the various clothing items. Take turns asking each other what color the articles of clothing are. To answer, match the number of the item with the number of the color. Follow the examples:

¿De qué color es el abrigo? (2)
El abrigo es azul. (2)

¿De qué color es el par de guantes? (5)
El par de guantes es negro. (5)

3	2	4	7	4	7
 2	5	1	8	5	1
6	4	1 = red 2 = blue 3 = green 4 = yellow 5 = black 6 = white 7 = brown 8 = grey	4	8	3
7	5		6	8	
4	2				
1	6	6	1	2	3
8	3	1	8	7	 5



Actividad 4

Work in pairs. Discuss what the persons listed below typically wear, or wore, on the job. Share your findings with the class.

El presidente
de los Estados
Unidos

Jorge
Washington

La reina Isabel
de Inglaterra

John Wayne

Marilyn
Monroe

Michael Jackson

El Papa

Frank Sinatra

Madonna

NOTA CULTURAL: Great importance is given in Spanish speaking countries to personal appearance, especially to the way people dress. If one wishes to make a good impression in social or business situations, one should be aware of the dress code in those countries. The use of black and other dark colors is much more common than in the United States, especially among older people. It is also common to dress up on Sundays for activities such as attending church, visiting relatives, or going out to eat. Tennis shoes, T-shirts, and jeans are popular, especially among young Hispanics, but people should know when and where it is appropriate to wear them.



Actividad 5

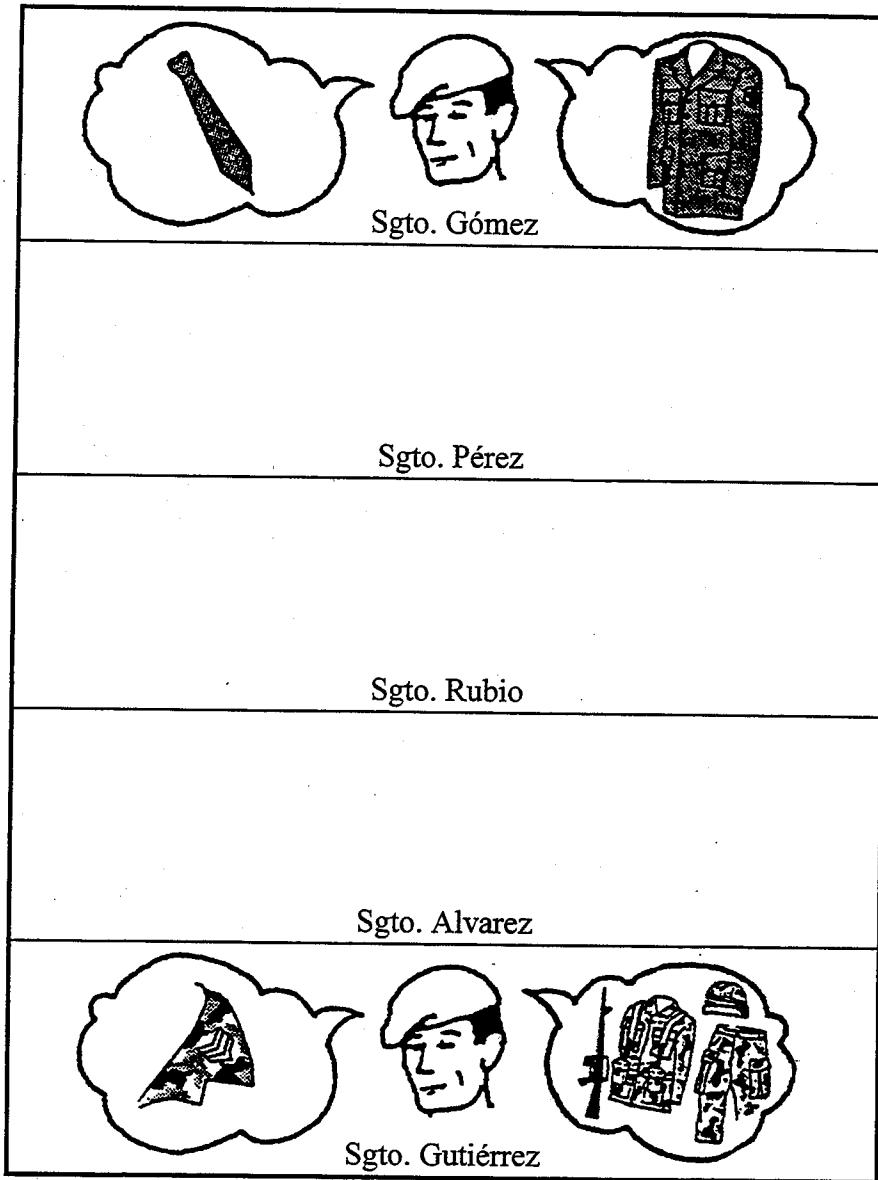
Work in pairs. Student A has information that Student B needs and vice versa. Student A should look only at the chart labeled Student A and Student B should only look at the chart labeled Student B. Take turns asking each other what the people on each of your charts needs and fill in the missing information.

Example: ¿Qué necesita el sargento Pérez?

Student A

	Sgt. Pérez
Sgt. Gutiérrez	
	Sgt. Alvarez
Sgt. Gómez	
	Sgt. Rubio

Student B





Actividad 6

- A. Listen to a short passage from a Spanish newspaper and fill in the blank spaces.
Listen as many times as necessary.



MICHAEL GROSS, Bi-campeón en _____ olimpiadas de Los Angeles. Ahora comenzó su _____ de _____ meses en el batallón de lanceros _____ ubicado en _____. El tuvo _____ con su _____ pues sólo tenían _____ hasta el tamaño _____ y el nadador _____ tamaño _____.

- B. Discuss with the class the problem Michael had and how you think it was solved.

C. Using the chart below find out what clothing and shoe sizes you or any member of your family will need to ask for when shopping in South America. Share this information with the class. Use the questions below to guide you.

¿Qué talla usa?

¿Qué tamaño usa?

Tallas; Estados Unidos (E.U.) - Sud América (S.A.)					
Falda, Vestido, Abrigo, Pantalones		Blusa		Calzado	
E.U.	S.A.	E.U.	S.A.	E.U.	S.A.
10	38	30	38	6	37
12	40	32	40	7	38
14	42	34	42	8	39
16	44	36	44	9	40
20	48	38	46	10	41
		40	48	11	42
				12	43
				13	44
Traje, Abrigo (Caballeros)		Camisa		Pantalones (Caballeros)	
E.U.	S.A.	E.U.	S.A.	E.U.	S.A.
36	46	14	36	30	40
38	48	14½	37	32	42
40	50	15	38	34	44
42	52	15½	39	36	46
44	54	16	40	38	48
46	56	16½	41	40	50
		17	42	42	52

NOTA: Algunos países hispanos usan las mismas tallas que en los Estados Unidos.



Actividad 7

Listen to 3 conversations between a salesperson and his customers and write, in Spanish, the item, its size, color, and price into the appropriate box and column.

Dialogue 1

Artículo	Talla	Color	Precio

Dialogue 2

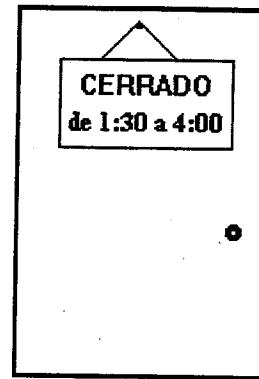
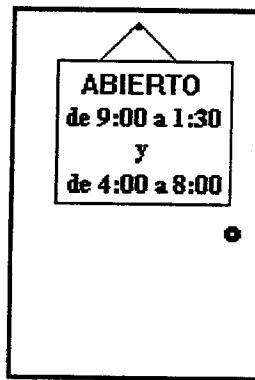
Artículo	Talla	Color	Precio

Dialogue 3

Artículo	Talla	Color	Precio



Actividad 8



- A. After discussing the above signs, listen to six dialogues and fill in the appropriate information.

Dialogo	Lugar	Horario
1		
2		
3		
4		
5		
6		

- B. Take turns stating the business hours of various military and civilian places on a base.

ESTRUCTURAS



¡Atención!

Stem-changing Verbs

Some Spanish verbs have a stem change in most conjugated forms. In this lesson we will look at verbs that change the stem of the infinitive o to ue and e to ie. In the next lesson you will learn about verbs that change the stem of the infinitive from e to i. These changes occur with all subject pronouns except **nosotros/as** and **vosotros/as**.

The Present Tense of o \Rightarrow ue Stem-changing Verbs

The Present Tense of *poder* (to be able, can)

singular		plural	
yo	puedo	nosotros/as	podemos
tú	puedes	vosotros/as	podéis
Ud.		Uds.	
él	puede	ellos	pueden
ella		ellas	

ADDITIONAL INFORMATION: Here are other o \Rightarrow ue stem-changing verbs. Costar is introduced in this lesson. The chart gives you verbs that will be introduced later in the course. Remember that **ADDITIONAL INFORMATION** is just that: the information is additional and needs not be learned, nor will it be tested at this time.

acordar	<i>to agree (upon)</i>	llover	<i>to rain</i>
acostar	<i>to put to bed</i>	mostrar	<i>to show</i>
almorzar	<i>to have lunch</i>	morir	<i>to die</i>
aprobar	<i>to approve</i>	mover	<i>to move</i>
contar	<i>to count/tell/relate</i>	probar	<i>to prove/taste/try on</i>
costar	<i>to cost</i>	recordar	<i>to remember/remind</i>
devolver	<i>to return/give back</i>	rogar	<i>to beg/plead</i>
doler	<i>to ache</i>	sonar	<i>to sound</i>
dormir	<i>to sleep</i>	soñar	<i>to dream</i>
encontrar	<i>to encounter/find</i>	volar	<i>to fly</i>
envolver	<i>to wrap</i>	volver	<i>to return</i>

NOTE: The verb **costar** is generally conjugated in the third person *it/they*, impersonally: **cuesta** (*it costs*), **cuestan** (*they cost*). The verb **llover** is conjugated in the third person *it*, impersonally: **llueve** (*it rains*).



¡Atención!

The Present Tense of e ⇒ ie Stem-changing Verbs

The Present Tense of <i>querer</i> (to want, to wish)			
	singular	plural	
yo	quiero	nosotros/as	queremos
tú	quieres	vosotros/as	queréis
Ud.		Uds.	
él } ella }	quiere	ellos }	quieren

ADDITIONAL INFORMATION: Here are other e ⇒ ie stem-changing verbs. *Cerrar* is introduced in this lesson. The chart also gives you verbs that will be introduced later in the course.

cerrar	<i>to close</i>	negar	<i>to deny</i>
comenzar	<i>to begin/start</i>	pensar	<i>to think</i>
despertar	<i>to awaken</i>	perder	<i>to lose</i>
defender	<i>to defend</i>	preferir	<i>to prefer</i>
divertirse	<i>to have a good time</i>	recomendar	<i>to recommend</i>
empezar	<i>to begin/start</i>	sentar	<i>to sit</i>
entender	<i>to understand</i>	sentir	<i>to feel</i>
mentir	<i>to lie</i>	sugerir	<i>to suggest</i>

NOTE: *Querer* followed by the preposition **a** means *to love*:

Quiero **a** mi familia. I love my family.

Queremos **a** nuestro país. We love our country.



Actividad 1

Conjugate **poder** and **querer**, according to the following subjects.

- | | | | |
|-----------------|------------------|-------------|------------------|
| 1. el mecánico | 4. los marineros | 7. nosotros | 10. la enfermera |
| 2. las artistas | 5. yo | 8. el cabo | 11. los policías |
| 3. Uds. | 6. los abogados | 9. tú | 12. Ud. y yo |



¡Atención!

Using the *conjugated* forms of the verbs **poder**, **querer**, and **necesitar + infinitive**

Use **poder + infinitive** to indicate *what you are able to do or can do*:

Podemos ir al gimnasio hoy.

We can go to the gym today.

Use **querer + infinitive** to indicate *what you want or wish to do*:

Quieren lavar sus uniformes.

They want to wash their uniforms.

Use **necesitar + infinitive** to indicate *what you need to do*:

Necesito comprar una camisa blanca.

I need to buy a white shirt.



Actividad 2

A. Work in pairs. Conjugating **poder**, **querer**, and **necesitar**, indicate what these people need to do, want to do and can do. Create as many meaningful sentences as you can by mixing the items in the three columns.

- | | | |
|------------------------|------------------|------------------------------------|
| 1. Los soldados | | comprar ropa nueva. |
| 2. Yo | | hacer la tarea. |
| 3. La sargento | | ir al almacén. |
| 4. Tú | poder | marchar todos los días. |
| 5. Uds. | querer | estar de guardia. |
| 6. Nosotros | necesitar | planchar el uniforme. |
| 7. Nuestros compañeros | | estudiar las lecciones de español. |
| 8. Ud. | | trabajar en América Latina. |

B. Now use **no** to indicate what they do not need to do, do not want to do, or cannot do.



¡Atención!

Number one/número uno

The number **uno** is shortened to **un** when it is followed by a masculine singular noun.

Quiero **uno**.

I want one.

Quiero **un** traje.

I want one suit.

The number **uno** becomes **una** when it refers to a feminine singular noun.

Quiero **una**.

I want one.

Quiero **una** camisa.

I want one shirt.

NOTE: The forms **un** and **una** coincide with those of the indefinite article and may be translated into English as *a*, *an* or *one*, depending on what needs to be expressed.

Necesito **un** par de zapatos.

I need a pair of shoes.

I need one pair of shoes.

Necesito **una** falda.

I need a skirt.

I need one skirt.



Actividad 3

Read the following **NOTA CULTURAL**. Then, working as a whole class, discuss similarities and differences in comparison with the United States. Try to use as much Spanish as you can. Ask your teacher for help whenever necessary.

NOTA CULTURAL: When shopping in Spanish speaking countries, **el regateo** (*bargaining*) is usually expected in places such as open-air markets or in small shops for tourists. Since **regatear** (*to bargain*) could take a while, it is a good idea to first decide if you want the item or not. You then should cut the asking price in half and continue bargaining until you and the seller agree on a price, feeling that both of you have struck a good deal. Always bargain politely, especially in the Latin American Indian markets where excellent prices can be obtained by simply being nice and friendly to the vendor. Do not expect **regateos** in department stores, supermarkets or restaurants. These places generally have **precios fijos** (*fixed prices*).



¡Atención!

The Prepositions POR and PARA

The prepositions **por** and **para** have very distinct uses in Spanish. **Por** and **para** are generally translated into English as *for* but both of them can have other meanings. In later lessons you will learn more about their different uses and meanings depending on a given situation. In this lesson, both prepositions will have the English translation *for*.

Use POR when you mean <i>in exchange for:</i>	Use PARA when you mean <i>intended for:</i>
Voy a comprar una blusa por diez balboas. <i>I am going to buy a blouse for ten balboas.</i>	Voy a comprar una blusa para mi madre. <i>I am going to buy a blouse for my mother.</i>

Voy a comprar una blusa **por** diez balboas **para** mi madre.
I am going to buy a blouse for ten balboas for my mother.



Actividad 4

El señor González is going to buy a house. To complete his thoughts, you need to fill the blanks with **por** or **para**. Discuss your choices with the class.

1. Voy a comprar una casa _____ mi familia.
2. Tengo que pagar 250.000 pesos _____ la casa.
3. La casa tiene un cuarto muy grande _____ mi hija.
4. También hay una cocina muy moderna _____ mi esposa.
5. Hay que comprar un refrigerador _____ la cocina.
6. Necesito pagar 100 pesos _____ el refrigerador.
7. Hay también un garaje muy grande _____ dos automóviles.
8. Vamos a tener casa nueva y no tenemos dinero _____ nada más.



Actividad 5

Read the following paragraph. Translate it into Spanish and answer the questions. Pay special attention to **por** and **para**. Use your dictionary, if necessary. Discuss your translation and the answers with the class.

I need to buy two presents **for** my parents. I want to find a pair of leather shoes **for** my father and a white cotton blouse **for** my mother. I have thirty soles. The salesperson wants to sell the shoes **for** thirty-five soles and the blouse **for** fifteen. We bargain, but I cannot buy the shoes and the blouse **for** less money. They are too expensive. I am able to find a pair of cotton socks **for** my father **for** ten soles and a pair of alpaca wool gloves **for** my mother **for** fifteen soles. Finally, I am able to buy the presents **for** them . . . and I can also go to a restaurant and eat **for** five soles!

En el párrafo anterior los precios son en **soles**.

¿En qué país están? _____

¿Cuál es la capital de ese país? _____

NOTE: In Spanish, when you want to ask for a favor, consider it an exchange and say "**Por favor . . .**"

Quiero esa camisa, **por** favor. *I want that shirt, please.*

Por favor, necesito una. *Please, I need one.*

To thank somebody for something, consider it also an exchange and say "**Gracias por . . .**"

Gracias por todo.

Thanks for everything.

Gracias por el regalo.

Thanks for the present.



¡Atención!

To ask the price of something, use the verbs **valer**, **costar**, or **ser** and say

¿Cuánto vale(n)?

¿Cuánto cuesta(n)?

¿Cuánto es?

¿Cuánto valen las medias?

How much are the socks?

¿Cuánto cuesta el suéter azul?

How much is the blue sweater?

¿Cuánto es?

How much is it?



Actividad 6

Work in pairs. Imagine you and your partner are in a situation similar to the one in **Actividad 5**, but you are at an open-air Indian market in Bolivia. One of you is the buyer and the other is the salesperson. Practice **el regateo**. Remember to use the local currency. So that you have an idea as to what to buy, here is a tip: Bolivia is famous for its hand-knitted wool clothing items (*ropa tejida de lana*). Before you start shopping, you need to answer the questions below.

¿Cuál es la moneda boliviana? _____

¿Cuál es la capital del país? _____

¿En qué parte de las Américas está Bolivia? _____



Actividad 7

Work in pairs. Create as many meaningful sentences as you can by conjugating the verbs in the center column and selecting some of the phrases provided. You may also change the given subjects.

Los martes yo
En la escuela nosotros/as
Al mediodía mis profesores
En el gimnasio nosotros/as
Por la noche mis amigas
Los domingos Uds. y yo
El próximo año nosotros/as
En el cuartel los soldados
A las seis de la mañana ella
Los lunes mis amigos y yo
En mi cuarto nosotros/as
En la sala de clase ellas
Mis padres y yo
En mi cumpleaños yo
Por unas horas nosotros/as
En la biblioteca ella
Mi compañero/a de cuarto
Los días de fiesta yo
De lunes a viernes Uds.
Por un segundo nosotros/as
Los viernes por la noche yo
En el trabajo tú
Mis compañeros/as y yo
En diciembre nosotros/as
Los fines de semana Ud.
Con mi familia yo
Los sábados en la noche él
El miércoles por la tarde yo
El sargento y los soldados
Mañana por la mañana yo
En el mes de enero Uds.
El próximo jueves tú
El sábado por la mañana él
Hoy mis amigos y yo

poder
no poder

querer
no querer

necesitar
no necesitar

ir a
no ir a

tener que
no tener que

comprar una hamburguesa.
ir al cine con mis amigos.
trabajar en la casa.
vivir en Guinea Ecuatorial.
hablar español e inglés.
estudiar más idiomas.
tener dinero.
ir a Latinoamérica.
ser un/a buen/a soldado.
comprar una casa.
comer una pizza.
usar mi traje de baño.
pasar la aspiradora.
limpiar el baño.
llevar el uniforme de gala.
lavar y secar la ropa.
estar jubilado/a.
alquilar un video nuevo.
hacer la cama.
hablar con los profesores.
usar corbata militar.
descansar en la playa.
arreglar el cuarto.
tener inspección.
encender el radio.
correr en la base militar.
ir de vacaciones a España.
leer muchos libros.
apagar las luces.
marchar en un desfile.
estar soltero/a.
tener un auto moderno.
ganar un buen sueldo.
hacer ejercicios físicos.

ACTIVIDADES DE INTEGRACION



Actividad 1

- A. Listen to several announcements that deal with various events. Take notes in the chart provided. You can do this in English or in Spanish. Share your findings with the class.

Event	Date	Time	Place
1.			
2.			
3.			
4.			
5.			

- B. Work in pairs and discuss with your partner the clothing you will need to wear on each of the five occasions mentioned above.



Actividad 2

Work in pairs. There is an ongoing study in the military for the purpose of updating relevant information about its personnel. You have been asked by your base commander to collect from your military classmates data such as marital status, education, skills, abilities, and finances. Ask your partner, in Spanish, as many questions as you can from the list below. When finished, work as a whole class and select a student to tally the answers of the whole class on the board.

1. Branch of the U.S. Armed Forces	
2. Current job/military specialty	
3. Marital status	
4. Current housing	
5. Other family members in the U.S. Armed Forces	
6. Parents' occupation	
7. Knowledge of foreign languages	
8. Education (university, trade school, etc.)	
9. Computer skills	
10. Manual skills (e. g., car repair)	
11. Paramedic background	
12. Monthly clothing expenses	



Actividad 3

A local newspaper is conducting a fashion survey. They asked you to help them find out what most men and women are wearing to work these days. Your task is to choose 3 teachers, take notes on how they dress, and report this information back to the class. In your report, mention the colors, styles, and the materials the clothing is made of. Keep your notes for further use. Before you start, brainstorm with your class the words you will need in Spanish to describe clothing. Example: big, small, long, short, etc.

¿Cómo está vestido/a?

Profesor/a 1

Profesor/a 2

Profesor/a 3



Actividad 4

A. Listen to a conversation and check all the articles of clothing mentioned.

- | | | | |
|-----------------------------------|------------------------------------|---------------------------------|--------------------------------------|
| <input type="checkbox"/> medias | <input type="checkbox"/> camisetas | <input type="checkbox"/> blusas | <input type="checkbox"/> pantalones |
| <input type="checkbox"/> suéteres | <input type="checkbox"/> camisas | <input type="checkbox"/> traje | <input type="checkbox"/> uniforme |
| <input type="checkbox"/> chaqueta | <input type="checkbox"/> botas | <input type="checkbox"/> gorra | <input type="checkbox"/> impermeable |

B. Work in pairs. Listen to the conversation again. Discuss with your partner the following questions in Spanish and agree on an answer for each one. Share your answers with the class.

1. Why does the man ask his friend where to buy clothes?
2. Why does he want to buy new uniforms?
3. Why does he have to buy new clothes for his son?



Actividad 5

- A. Listen to the following dialogue and take notes in order to discuss the questions below with your partner.

1. ¿A dónde va Margarita?
2. ¿Qué problema no quiere tener Margarita?
3. ¿Qué van a hacer Margarita y su amiga?
4. ¿Qué comparación hace Margarita entre las tiendas de ropa y los supermercados?

- B. Take turns giving an oral report about the dialogue you have just heard.

- C. Work as a whole class and talk about when different stores and businesses are open and when they are closed.

- Talk about the stores in your hometown. (Do they keep the same hours as your present post?)
- Talk about which stores are open every day and which are open only on weekdays.
- How about banks, doctors' offices, lawyers, repair shops, etc.? Do they keep the same hours as supermarkets?



Actividad 6

Work in pairs. Look at the chart below and think about the kind of work these people do. What clothes do you associate with their profession or trade? If you were to see them on the street, what would give you a clue as to what they do for a living? Take notes in the chart below, and report to the class.

Person	Workplace	Clothing	Clue
Policía			
Enfermera			
Mecánico			
Piloto civil			
Pintor			
Hombre de negocios			
Dentista			
Carpintero			



Actividad 7

- A. Listen to the following message and find out what instructions the soldiers receive. Take notes. Confirm these instructions with your classmates.

B. Role-play. Work in pairs. Look at the following catalog and prepare your order according to the instructions that you have just heard. Student A will play the role of the soldier making the phone order. Student B will play the role of the person taking the order. Reverse roles. Make sure you verify that the prices that are shown in the catalog are still in effect.

EL PISTOLON
5a. Calle 4-52 Zona 1
Venta Internacional de Excedentes del Ejército

Boina	Nueva	4.-
Botas	Nuevas	13.-
Cazonzillos	Nuevos	6.-
Camisa manga corta	Nueva	11.-
Camisa manga larga	Nueva	12.-
Camiseta negra/verde	Nueva	8.-
Chaqueta para piloto	Nueva	55.-
Cinturón	Nuevo	6.-
Corbata	Nueva	7.-
Cubiertos 4 piezas	Nuevos	3.-
Navajas	Nuevas	4.-
Pantalones cortos	Nuevos	9.-
Pantalones largos	Nuevos	11.-
Poncho		Usado 10.-
Saco	Nuevo	20.-
Saco de dormir		Usado 22.-
Sueter de lana verde	Nuevo	13.-
Zapatos	Nuevos	10.-

Ordenes mínimas de \$ 50.00 más \$ 5.00 de envío. Tamaños normales de 36-45. Para tamaños especiales pidalos. Ponga siempre su talla en sus pedidos. Tiene 8 días para hacer cualquier reclamo. Precios pueden variar.

Teléfono No. 518312/314
Telefax 0832/847

C. Work in pairs. Discuss in Spanish with your partner the following questions and then share your findings with the class:

1. What is the minimum amount of money that you have to spend to place an order from this catalogue?
2. Can persons wearing size 47 find their size here?
3. Can purchases be returned or exchanged?



Actividad 8

Read the advertisement from an Ecuadorian clothing store. Next, listen to a conversation about clothing items that will be bought. Circle the items mentioned and then add up the prices to determine how much money will be spent this week at the EL ECUADOR store.

ALMACENES EL ECUADOR ¡¡¡POR QUÉ PAGAR MÁS!!!			
20%			
DESCUENTO 20%	PRECIO EN OTRAS TIENDAS	PRECIO EN NUESTRA TIENDA	OFERTISIMA DE ESTA SEMANA
ZAPATOS PARA DAMAS	S/. 35.000	S/. 22.000	S/. 17.600
TRAJES DE MUJER	45.000	20.000	16.000
BLUSAS SIN MANGA	19.000	9.000	7.200
ZAPATOS PARA HOMBRE	80.000	50.000	40.000
CAMISAS DE MANGA LARGA	32.000	20.000	16.000
PANTALÓN LARGO	39.000	29.000	23.200
ZAPATOS DE LUCES PARA NIÑO	66.000	40.000	32.000
SHORTS	15.000	8.000	6.400
CAMISAS PARA NIÑO	24.000	15.000	12.800
CAMISETAS	18.000	9.000	7.600
VISITE NUESTROS ALMACENES EN GUAYAQUIL:			
ALMACÉN 1 Boyacá 1313 y 9 de Octubre	ALMACÉN 2 Luis Urdaneta 790 y Gómez Rendón	ALMACÉN 3 Vía a Daule Km. 12	ALMACÉN 4 V. E. Estrada 345 e Iñales
QUITO-CUENCA-GUAYAQUIL-DURÁN-DAULE-LA LIBERTAD-SALINAS-RIOBAMBA-MACHALA-LOJA			

TOTAL: _____



Actividad 9

Work in pairs. These soldiers are getting ready for an inspection. Look at their closet, see what clothes they have and help them figure out what else they need for tomorrow's inspection.





Actividad 10

Work in pairs. Role-play the different parts. Reverse the roles.

ROLE-PLAY 1

You are in San José, Costa Rica, and need to buy an outfit to go to a wedding. Go to a store and talk to the clerk. Student A plays the role of the shopper and student B plays the role of the clerk.

ROLE-PLAY 2

You are at a store in Santiago de Chile. You need to buy a pair of leather shoes and some socks. Talk to the salesperson and buy the shoes and socks you want. Student A plays the role of the shopper and student B plays the role of the salesperson.

ROLE-PLAY 3

You are in Mexico and are a guest at a party in a friend's house. When talking to another guest you find out he/she lives on the same street as you. You are trying to meet more people in the area and want to know about your neighbor's work, marital status, family, etc., to see if you have something in common and can become friends. Student A plays the role of guest No. 1 and student B plays the role of guest No. 2.

ROLE-PLAY 4

You live in Argentina. You are renting an apartment but don't like the color it is painted. The landlord doesn't want to repaint it. You want to hire someone to paint it the color you want. Interview an applicant for the job. Student A plays the role of the renter and student B plays the role of the prospective painter.

GLOSARIO

La ropa *Clothing*

el abrigo
la blusa
la boina
las botas
los calcetines
la camisa
la camiseta
el casco
la chaqueta
el cinturón
la corbata
la falda
la gorra
los guantes
el impermeable
las mangas
las medias
los pantalones
los pantalones cortos
la/el pijama
la ropa interior
el saco
el sombrero
el suéter
el traje
el traje de baño
el uniforme
clase A
clase B
de camuflaje
de combate
de gala
de trabajo
el vestido
los zapatos
un par (de)

coat
blouse
beret
boots
socks
shirt
T-shirt
helmet
jacket
belt
tie
skirt
cap
gloves
raincoat
sleeves
socks
pants
shorts
pajamas
underwear
jacket
hat
sweater
suit/dress
swimsuit
the uniform
class A
class B
*BDUs **
*BDUs **
dress uniform
working uniform
dress/suit
shoes
a pair (of)

En el almacén *At the Store*

abierto/a
el almacén
la billetera
la cartera
cerrado/a
el cheque
las cosas
en efectivo
el tamaño
la talla
la tarjeta de crédito
la tienda

open
store
wallet
purse
closed
check
things
cash
size
size
credit card
store

Accesorios militares *Military Accessories*

la condecoración
los galones
el grado
la insignia
la placa del nombre
el rango

service ribbon
stripes
rank
insignia
name tag
rank

Descripciones *Descriptions*

barato/a
caro/a
corto/a
largo/a
de algodón
de cuero
de lana
color claro
color oscuro
grande
pequeño/a

cheap/inexpensive
expensive
short
long
(of) cotton
(of) leather
(of) wool
light color
dark color
big/large
small

* *Battle Dress Uniform*

Otras palabras

Other Words

el billete	<i>bill (money)</i>
el caballero	<i>gentleman</i>
la dama	<i>lady</i>
la moneda	<i>coin/currency</i>
mucho	<i>much</i>
muy	<i>very</i>
pero	<i>but/however</i>
poco	<i>little/few</i>

¿Cómo está vestido/a?
¿Qué ropa lleva?
¿Cuánto cuesta?
¿Cuánto es?
¿Cuánto vale?

What is he/she wearing?
What is he/she wearing?
How much is it?
How much is it?
How much is it?

Verbos

Verbs

abrir	<i>to open</i>
cerrar (ie)	<i>to close</i>
costar (ue)	<i>to cost</i>
gastar	<i>to spend</i>
llevar	<i>to wear/carry/take</i>
necesitar	<i>to need</i>
pagar	<i>to pay</i>
poder (ue)	<i>to be able/can</i>
querer (ie)	<i>to want/wish/love</i>
usar	<i>to use/wear</i>
valer	<i>to cost/be worth</i>

UNIDADES MONETARIAS DE LOS PAISES HISPANOS

Argentina	el peso
Bolivia	el peso boliviano
Chile	el peso
Colombia	el peso
Costa Rica	el colón
Cuba	el peso
Ecuador	el sucre
El Salvador	el colón salvadoreño
España	la peseta
Guatemala	el quetzal
Honduras	el/la lempira
México	el peso
Nicaragua	el córdoba
Panamá	el balboa
Paraguay	el guaraní
Perú	el sol
Puerto Rico	el dólar de EE. UU.
República Dominicana	el peso
Uruguay	el peso
Venezuela	el bolívar

NOTE: Due to the constant economic changes in Latin America, you may find that some countries may change the value and name of their currency. For example, Peru has changed its currency in recent years from **el sol** to **el inti** to **el nuevo sol** and back to **el sol**. It is always a good idea to check current information before you travel to any foreign country.

The following cultural notes all deal with the subject of currencies in the Spanish speaking world. They are provided for your information.

NOTA CULTURAL: Over 200 years ago, in the years following the American revolution, the USA was still many years away from a mint of its own. Thomas Jefferson, knowing that the new nation would need official coinage, recommended to George Washington that he turn to Spain for its currency. Spain had silver mines and mints in Mexico, Peru, and Bolivia. A 90% silver Spanish coin gained legal-tender status in the new nation's original 13 states. The coin's obverse features Spain's King **Carlos III** (*Charles III*) and its reverse depicts the royal Spanish coat-of-arms, with the scroll and pillar motif that is believed to have inspired the current U.S. dollar sign: \$.

NOTA CULTURAL: The monetary unit of Panama is the **balboa**. There are no **balboa** bills, only coins. Panamanian and U.S. coins are used interchangeably and are the same size and weight. U.S. dollar bills are used for paper currency in Panama.

NOTA CULTURAL: The U.S. dollar is the currency of the Commonwealth of Puerto Rico. When you go to the island you may find that Puerto Ricans give Spanish names to U.S. currency. One dollar is "**un peso**", 50 cents are "**medio peso**", 25 cents are "**una peseta**", 10 cents are "**un vellón de diez**", 5 cents are "**un vellón**" and 1 cent is "**un chavo**" or "**un chavito**".

NOTA CULTURAL: You have noticed that most of the Latin American countries have "**el peso**" as their currency. In others, the names given to currency reflect important parts of that country's history. Peru's is called "**sol**" after *The Sun*, an Inca god. Costa Rica and El Salvador's "**colón**" is named after Cristóbal Colón (*Christopher Columbus*). Ecuador's "**sucré**" is named after Antonio José de Sucre, the Venezuelan General who led and won the battle for Ecuador's independence. "**El quetzal**", Guatemala's currency, is named for a sacred green and red bird of the Mayas. Honduras' "**lempira**" is named after Lempira, a famous Indian chief of what is now that country. "**El córdoba**", Nicaragua's currency, is named after Francisco Hernández de Córdoba, conqueror of that country. Panama's "**balboa**" is so called after Vasco Núñez de Balboa, the discoverer of the Pacific Ocean. "**El bolívar**", in Venezuela, is named after Simón Bolívar, the liberator of several South American countries. Paraguay's "**guaraní**" is named for the Indian tribe that inhabited that area at the time of the Spanish conquest and is still present in that country.

Lesson 7

Weather



Objectives

The following functions or tasks will be practiced in listening, speaking, reading, and writing activities:

- understanding climates and seasons focusing on the Spanish speaking countries,
- comparing climates,
- extracting details from weather forecasts and briefing this information,
- converting temperatures from one scale to another,
- planning activities depending on the weather and the season,
- selecting weather-appropriate clothing, both military and civilian.
- interpreting for a non-Spanish speaking person gathering information.

The following structures will be introduced:

- idiomatic uses of **hace**, **está**, and **hay** in weather expressions,
- the present tense of stem-changing verbs e ⇒ i: **dicir** and **pedir**,
- the verbs **pedir** and **preguntar**,
- adverbs **siempre** and **nunca**,
- the future tense,
- a first look at progressive constructions and present participles.

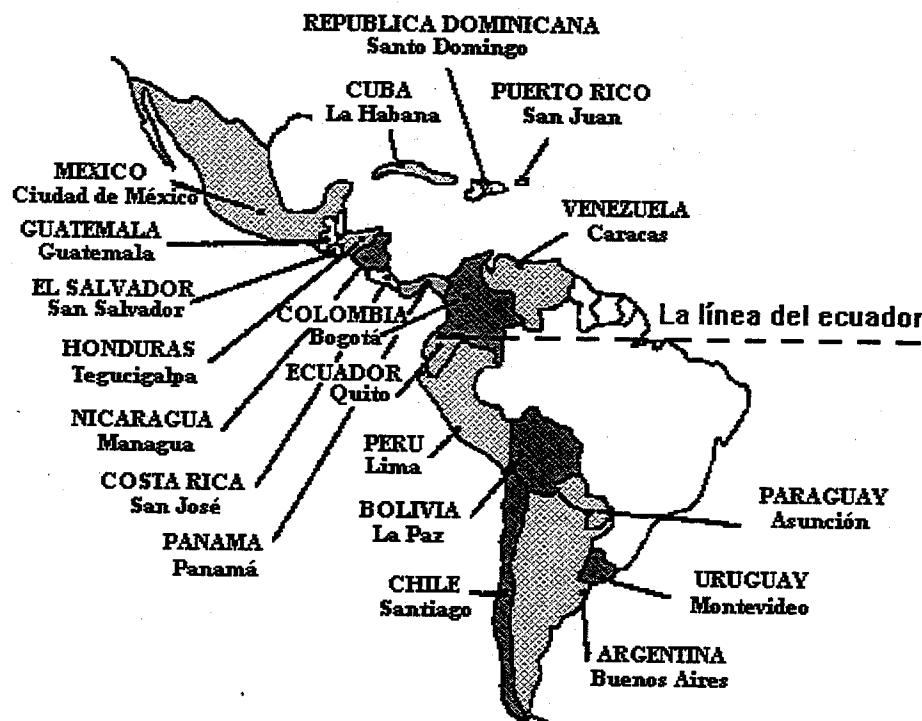
INTRODUCCION



Actividad 1

A. Work as a whole class. Look at the map and discuss what you know about the climate of various Latin American countries.

- What countries does the equator divide?
- Which South American Spanish speaking country is totally north of the equator?



B. Read the paragraph below and find out how many different types of climate Latin America has. Underline them.

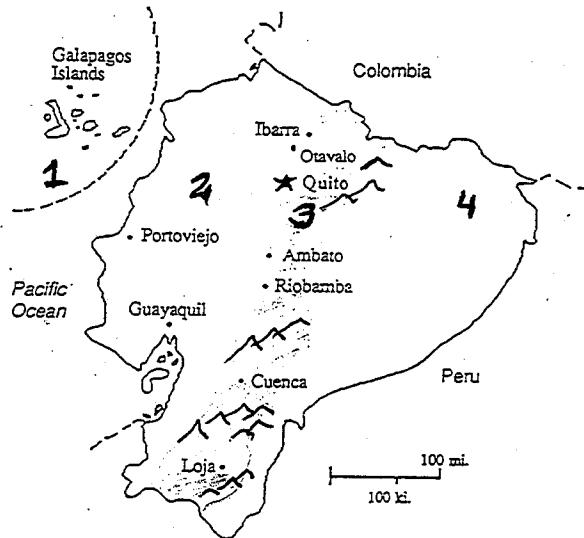
La línea del ecuador o línea equinoccial (*the equator*) divide al mundo en dos hemisferios: el hemisferio norte y el hemisferio sur. Las estaciones son inversas en los dos hemisferios. Cuando es invierno en el norte, es verano en el sur. En Latinoamérica se puede encontrar todo tipo de clima: frío, caliente, templado, húmedo y seco. En algunos países sudamericanos más cercanos a la línea del ecuador, las estaciones no son tan marcadas como en el sur del continente sudamericano. El clima en estos países varía de acuerdo a la altitud, como en Colombia, Ecuador, Perú y Bolivia. En los países tropicales del Caribe y América central el clima generalmente es más caliente y húmedo. El clima en México puede también ser muy variado. Dentro de un mismo país latinoamericano se pueden encontrar muy diferentes tipos de clima.



Actividad 2

A. Listen and find out what types of weather Ecuador has. Using the chart below, check the types of weather mentioned in each of the different areas of the country.

¿Cómo es el clima del Ecuador?



1	2	3	4
Las islas Galápagos	La costa	La sierra	La selva amazónica
clima frío _____	clima frío _____	clima frío _____	clima frío _____
clima templado _____	clima templado _____	clima templado _____	clima templado _____
clima caliente _____	clima caliente _____	clima caliente _____	clima caliente _____
clima húmedo _____	clima húmedo _____	clima húmedo _____	clima húmedo _____
clima seco _____	clima seco _____	clima seco _____	clima seco _____

B. Think about your state. What type of weather do you have there? Share the information with the class.

ACTIVIDADES DE VOCABULARIO

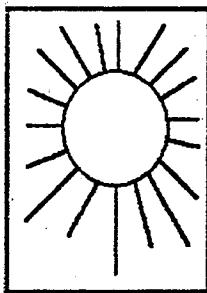


Actividad 1

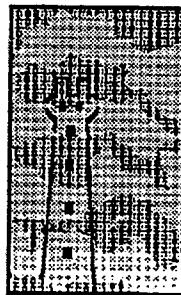
A. Let's talk about the weather. Look at the pictures with the various weather expressions for each. Then talk about what the weather is like today.

¿Cómo está el tiempo hoy?

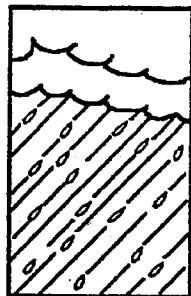
¿Qué tiempo hace hoy?



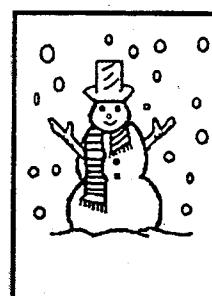
Hace sol.
Hace mucho calor.
Hace buen tiempo.
El cielo está despejado.



Hay niebla.
Está nublado.



Está lloviendo.
Hace mal tiempo.
Llueve.



Está nevando.
Hace mucho frío.
Nieva.



Hay viento.
Hace fresco.



Hay tormenta.
Hay truenos y
relámpagos.

B. Formulate as many associations as you can using the previous expressions with the following places.

Alaska
Hawaii
Panamá
California
Chicago

Cuba
Seattle
Miami
Nicaragua
San Francisco



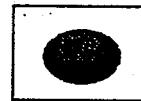
Actividad 2

Listen to the following weather reports and write the number by the picture described.
Share your information with the class.

—



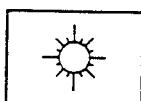
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—



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—



Actividad 3

Listen to the following weather reports and write the places and the weather mentioned.
Share your information with the class.

	Lugar	Informe meteorológico
1		
2		
3		
4		
5		



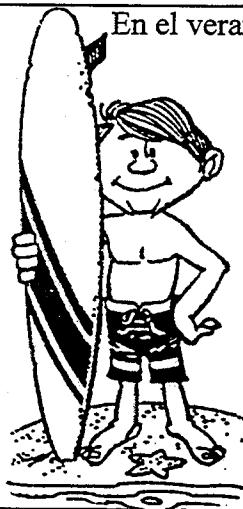
Actividad 4

A. Match the texts to the pictures by writing the number of the picture next to the appropriate text. Underline and then discuss the words in the text that helped you identify the four seasons.

1 En la primavera . . .



2 En el verano . . .



3 En el otoño . . .



4 En el invierno . . .



— hace frío,
a veces hay nieve en las montañas,
hay personas que van a esquiar,
muchos árboles están sin hojas.

— hace viento y hace fresco,
las hojas caen de los árboles,
llueve y hay humedad,
empiezan las clases en las escuelas.

— hace mucho calor,
los días son más largos,
hay personas que van a la playa,
los niños tienen vacaciones.

— hace sol y un poco de calor,
el cielo está azul
hay que trabajar en el jardín,
hay plantas y flores.

B. How many other things or activities can you associate with the seasons?

C. Work in pairs. Answer the following questions and discuss your responses with the class. You may want to refer to page 7-3 of this lesson.

1. ¿Cuáles son los meses de invierno en la Argentina?
2. ¿Cuáles son los meses de verano en Chile?
3. ¿Cuáles son los meses de primavera en EE.UU.?
4. ¿Cuáles son los meses de otoño en Canadá?
5. ¿Hace frío o hace calor en la Argentina el 25 de diciembre?
6. ¿Cómo es el clima en el sur de Chile en junio?
7. ¿Se puede esquiar en los Andes chilenos y argentinos en febrero?
8. Cuando hace calor en Buenos Aires, ¿cómo está el clima en España?
9. Cuando es otoño en Nueva York, ¿qué estación es en Argentina?
10. Cuando es primavera en California, ¿qué estación es en Chile?



Actividad 5

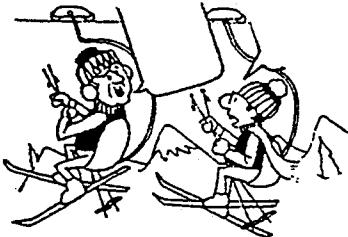
Listen to the following dialogues. Take notes and identify in which season you think the plans or activities described are taking place and what the people are planning to do.

	Estación	Actividad
Dialogue 1	_____	_____
Dialogue 2	_____	_____
Dialogue 3	_____	_____
Dialogue 4	_____	_____
Dialogue 5	_____	_____
Dialogue 6	_____	_____
Dialogue 7	_____	_____
Dialogue 8	_____	_____



Actividad 6

A. Talk about the following activities. Tell the class what you do when you are on vacation.



Los hombres esquían en la nieve.



Los jóvenes acampan en las montañas.



Los niños van a pescar al río.



La pareja va de excursión y come en el campo.



El hombre camina por la montaña.

B. Work in pairs. Using the various weather conditions, take turns telling each other what you generally do in each one. Share your information with the class.

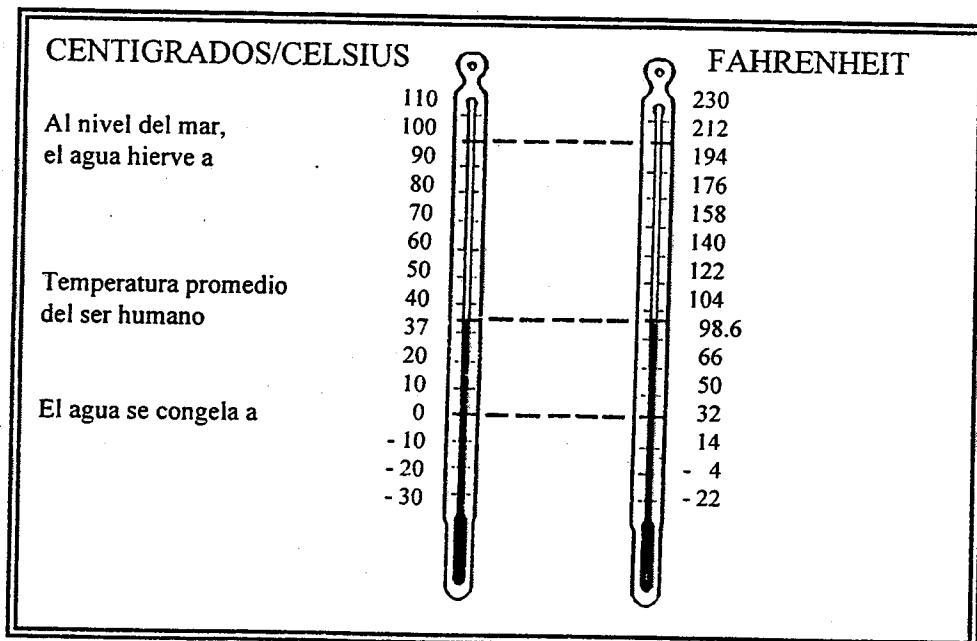
Cuando hay sol y hace calor	Cuando nieva y hace frío	Cuando hay sol y mucho viento

Cuando llueve pero no hace frío	Cuando hay tormenta	Cuando está nublado



Actividad 7

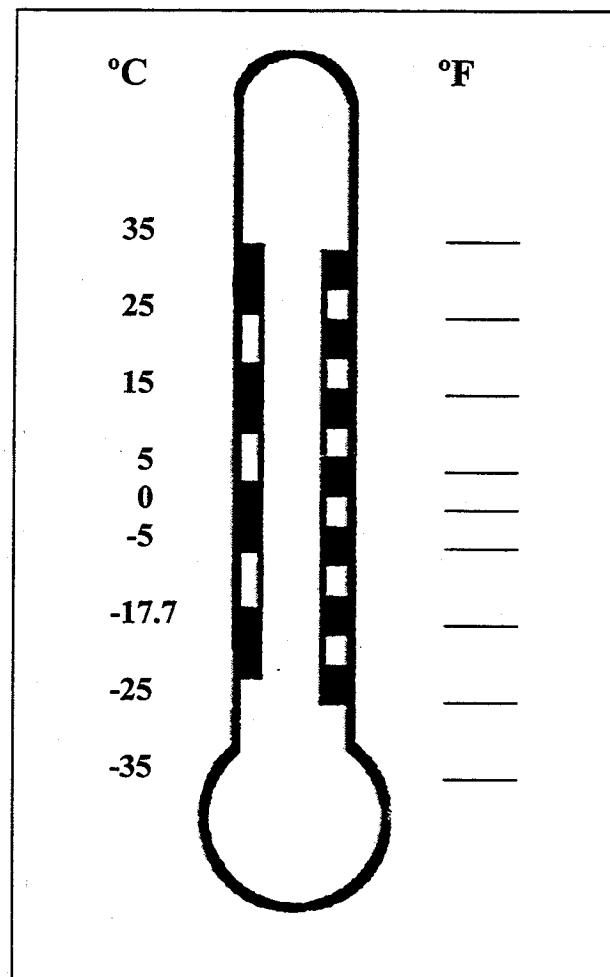
A. Read the following thermometers and compare centigrade/Celsius and Fahrenheit. With which one of the two scales are you familiar? According to the chart, what is the average human body temperature on both scales?



NOTA CULTURAL: Para medir la temperatura en los países hispanos se usa el sistema Celsius (grados centígrados).

Para convertir grados centígrados a grados Fahrenheit, puede usar esta fórmula:
 $(C \times 9/5) + 32$, por ejemplo: $15.5 C \times 9 = 139.5$. $139.5 / 5 = 27.9$. $27.9 + 32 = 60 F$.
Para convertir grados Fahrenheit a grados centígrados, puede usar esta fórmula:
 $(F - 32) \times 5/9$, por ejemplo: $60 F - 32 = 28$. $28 \times 5 = 140$. $140 / 9 = 15.5 C$.

B. Convert centigrade into Fahrenheit.





Actividad 8

A. Listen to the following weather forecasts and write the high and low temperatures and the weather conditions described. Share your information with the class.

Ciudad	Máxima	Mínima	Pronóstico meteorológico
Bogotá			
Caracas			
La Habana			
Managua			
México			
Panamá			
San José			
San Salvador			

B. Work as a whole class. In which city can you go to the beach and enjoy temperatures in the 80°s? (You may want to use the temperature conversion chart on the previous page.)

In which city would you need to wear rain gear?

ESTRUCTURAS



¡Atención!

Weather expressions

Use **hace** to say:

Hace buen tiempo.	<i>The weather is good.</i>
Hace mal tiempo.	<i>The weather is bad.</i>
Hace calor.	<i>It is hot.</i>
Hace fresco.	<i>It is cool.</i>
Hace frío.	<i>It is cold.</i>
Hace sol.	<i>It is sunny.</i>
Hace viento.	<i>It is windy.</i>

NOTE: Hace is not used to say:

Graniza.	<i>It hails./It is hailing.</i>
Llueve.	<i>It rains./It is raining.</i>
Nieva.	<i>It snows./It is snowing.</i>

Use **está** to say:

Está despejado.	<i>It is clear.</i>
Está granizando.	<i>It is hailing.</i>
Está lloviendo.	<i>It is raining.</i>
Está nevando.	<i>It is snowing.</i>
Está nublado.	<i>It is cloudy.</i>

Use **hay** to say:

Hay hielo.	<i>It is icy.</i>
Hay niebla.	<i>It is foggy.</i>
Hay neblina.	<i>It is misty/foggy.</i>
Hay tormenta.	<i>There is a storm.</i>
Hay truenos y relámpagos.	<i>There is thunder and lightning.</i>
Hay viento.	<i>It is windy.</i>



Actividad 1

Work in pairs. Using the phrase **¿Qué ropa lleva cuando . . . ?** and the weather expressions above, find out what clothing your partner wears to fit the weather. Take turns asking and answering. Share your findings with the class.



¡Atención!

The Present Tense of e ⇒ i Stem-changing Verbs

Notice that changes occur in all persons except **nosotros/as** and **vosotros/as**.

The Present Tense of <i>decir</i> (to say)			
	singular	plural	
yo	digo	nosotros/as	decimos
tú	dices	vosotros/as	decís
Ud.		Uds.	
él	dice	ellos	dicen
ella		ellas	

ADDITIONAL INFORMATION: Here are other e ⇒ i stem-changing verbs. **Pedir** is introduced in this lesson. The chart also gives you verbs that will be introduced later in the course.

conseguir	<i>to obtain</i>	reír	<i>to laugh</i>
despedir	<i>to say good-bye</i>	repetir	<i>to repeat</i>
desvestir	<i>to undress</i>	seguir	<i>to follow/continue</i>
freír	<i>to fry</i>	servir	<i>to serve</i>
medir	<i>to measure</i>	sonreír	<i>to smile</i>
pedir	<i>to ask/request</i>	vestir	<i>to dress</i>

The verbs *pedir* and *preguntar* (to ask)

These verbs are not interchangeable and their differences are made clear in context.

Pedir means to ask for something, to request something or to order something.

Los alumnos **piden** información sobre el clima en España.

The students ask for/request information on the weather in Spain.

Preguntar means to ask, to inquire, or to question.

Los alumnos **preguntan** cómo es el clima en España.

The students ask what the weather is like in Spain.



Actividad 2

Complete the following paragraph using **pedir** or **preguntar**, as needed.

Mis hijos van a ir de vacaciones y _____ a qué país de América Latina pueden ir. Hablamos por una media hora y entonces deciden ir a las playas de la República Dominicana. Necesitan _____ información turística a la embajada dominicana. También quieren comprar ropa de verano nueva. Tienen un catálogo del almacén de ropa *El fin del mundo* y van a _____ la ropa por correo. Necesitan _____ cuándo van a recibir la ropa . . . y también le van a _____ dinero a su padre. Y yo _____: ¿Creen mis hijos que tienen un padre millonario?



¡Atención!

THE ADVERBS/LOS ADVERBIOS

An adverb is a word that modifies a verb, an adjective, or another adverb.

Siempre (*always*) and **nunca** (*never*) are adverbs. They tell *when* something happens.

Siempre can precede the verb or follow it.

Siempre llueve en Seattle.

It always rains in Seattle.

Llueve **siempre** en Seattle.

Nunca can precede the verb. It can also follow the verb which is preceded by **no**.

Nunca llueve en Lima.

It never rains in Lima.

No llueve **nunca** en Lima.

If you want to answer a question by using **nunca**, use it between **No**, and the verb, or after the double negation **No, no** and the verb.

¿Llueve en Lima?

Does it rain in Lima?

No, **nunca** llueve en Lima.

No, it never rains in Lima.

No, no llueve **nunca** en Lima.



Actividad 3

Using the spaces provided, come up with a list of things that you always do and never do. Then, working as a whole class, find out how many of you always do and never do the same things. Put a check mark next to each activity that matches your classmates'.

cosas que **siempre** hago

cosas que **nunca** hago



¡Atención!

Talking about future plans

In Lesson 4 you learned one way of expressing future plans, by using the periphrastic future: **ir a + infinitive**.

In this lesson you will learn another way to talk about future plans, by using the future tense.

The future tense is equivalent to the English *will + verb*. In Spanish the word *will* is not needed, only the verb plus specific endings.

As in English, the future tense is generally used in Spanish instead of the periphrastic future when there is more of a commitment:

Yo **estudiare** mañana.

I will study tomorrow.

Yo **voy a estudiar** mañana.

I am going to study tomorrow.

In Spanish, the future tense is also used more in writing, while the periphrastic future is used more in an informal, everyday manner.



¡Atención!

The future tense

Regular verbs

To form the future tense of regular verbs, add the following endings to the infinitive:
-é, -ás, -á, -emos, -éis, -án.

	caminar	correr	vivir
yo	caminaré	correré	viviré
tú	caminarás	correrás	vivirás
Ud. él ella } }	caminará	correrá	vivirá
nosotros/as vosotros/as	caminaremos caminaréis	correremos correréis	viviremos viviréis
Uds. ellos ellas } }	caminarán	correrán	vivirán

Irregular verbs

To form the future tense of irregular verbs, add the same endings as for the regular verbs to the stem changes of these verbs: **-é, -ás, -á, -emos, -éis, -án**. There are 12 verbs that are irregular in the future tense. You have already been introduced to the present tense of the verbs that appear below.

decir	<i>to say</i>	dir-	(yo) diré
hacer	<i>to do/make</i>	har-	(yo) haré
poder	<i>to be able/can</i>	podr-	(yo) podré
tener	<i>to have</i>	tendr-	(yo) tendré
valer	<i>to cost/be worth</i>	valdr-	(yo) valdré
querer	<i>to want/wish/love</i>	querr-	(yo) querré

ADDITIONAL INFORMATION: This list gives you the remaining verbs that are irregular in the future tense. They will be introduced later in the course.

caber	<i>to fit</i>	cabr-	(yo) cabré
haber *	<i>to have (auxiliary)</i>	habr-	(yo) habré
saber	<i>to know</i>	sabr-	(yo) sabré
poner	<i>to put</i>	pondr-	(yo) pondré
salir	<i>to leave/go out</i>	saldr-	(yo) saldré
venir	<i>to come</i>	vendr-	(yo) vendré

* As you learned in Lesson 1, **haber** means *to be* when used in the impersonal form **hay** (there is, there are). The future tense of **hay** is **habrá** (there will be).

Hay un problema.
Habrá un problema.

There is a problem.
There will be a problem.

NOTE: When you study the *conditional* later in the course, you will learn that the same verbs that are irregular in the future are irregular in the conditional.



Actividad 4

As you read the following letter, complete the sentences using the future tense of the verbs in parentheses.

Queridos amigos,

¡Qué bueno que Uds. _____ (tener) vacaciones y (poder)

_____ hacer un viaje a mi ciudad! Yo también (estar)
_____ de vacaciones por unos días. El informe meteorológico dice que

(hacer) _____ buen tiempo y que (hacer) _____ calor

toda la semana. Yo (poder) _____ ir al aeropuerto por ustedes, pero
como mi auto es pequeño, yo (tener) _____ que hacer dos viajes del

aeropuerto a mi casa porque ustedes seguramente (tener) _____ muchas
maletas. (Alquilar) _____ otro auto más grande. Después, todos (ir)

_____ a la playa y Alberto (poder) _____ bucear
en el mar. Más tarde, todos (pasear) _____ y (caminar)

_____ por la ciudad. Nosotros (hablar) _____

de muchas cosas. (Haber) _____ mucho que decir. Por la noche todos

(ir) _____ a un restaurante mexicano y (pedir) _____ una
buena comida. ¡Así todos (tener) _____ energía! Por la mañana (ir)

_____ de excursión a las montañas y (acampar) _____

junto al río. Allí nosotros (pescar) _____ y (descansar)

_____ un poco . . . ¡qué vacaciones (tener) _____ !

¡Hasta el sábado, amigos!

Roberto



¡Atención!

Introduction to the present progressive: expressing actions in progress in the present

In this lesson we will begin learning about the present progressive and present participles. More will be done in future lessons. To describe an action that is taking place at the moment in the present, Spanish uses a verb phrase composed of the verb **estar** conjugated in the present tense and a *present participle* (-ing form) of any other verb. This combination is called the *present progressive*:

present tense of the verb **estar** (to be) + the present participle of the main verb

- **Formation of the present participle**

Spanish present participles are formed by dropping the infinitive ending and adding **-ando** to -ar verbs and **-iendo** to -er and -ir verbs:

hablar	hablando
comer	comiendo
escribir	escribiendo

Está lloviendo. *It is raining.*

NOTE: There are several verbs with irregular present participles: **dicir** ⇒ **diciendo**, **leer** ⇒ **leyendo**, **pedir** ⇒ **pidiendo**. We will see these present participles in the future.

NOTE: The present progressive is generally used more in English than in Spanish. In Spanish, the present tense or the periphrastic future are commonly used instead of the present progressive to refer to future events.

Voy/Voy a ir/ a Salinas mañana.

I'm going to (go to) Salinas tomorrow.



Actividad 5

Work in pairs. Take turns talking about what the people in the following pictures are doing. Follow the example:

¿Qué están haciendo los hombres?
Los hombres están esquiando.



ACTIVIDADES DE INTEGRACION



Actividad 1

A. Work as a whole class. How many ways do you know to express the following ideas?

- | | |
|---------------------|-----------------|
| 1. It rains. | 6. It's cold. |
| 2. It snows. | 7. It's hot. |
| 3. It's a nice day. | 8. It's cool. |
| 4. It's foggy. | 9. It's cloudy. |
| 5. It's windy. | 10. It hails. |

B. Work in pairs. **Student 1** and **Student 2** take turns asking each other in Spanish a set of questions. Take notes on the answers given. Then share the information obtained with the class.

Student 1

1. Where does it rain more, in Miami or in Lima? _____
2. Where does it snow more in winter, in Minnesota or in Texas? _____
3. Where is it usually hotter, in Chile or in Panama? _____
4. Which city is windier, New York or Chicago? _____
5. Which country has higher mountains, Bolivia or Nicaragua? _____
6. Which Latin American country has the longer coast, Chile or Peru? _____

Student 2

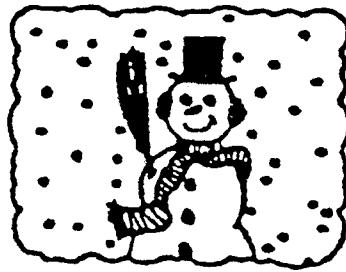
1. Where is the climate more humid, in New Orleans or in Tucson? _____
2. Where is the weather drier, in Nevada or in Florida? _____
3. In what country is the winter colder, in Argentina or in Honduras? _____
4. Where is it sunnier all year round, in Havana or in Michigan? _____
5. Where is it foggier, in San Francisco or in Washington, D.C.? _____
6. Where is the ocean warmer, in Ecuador or in the south of Chile? _____



Actividad 2

A. Listen to the following comments that deal with the weather. Match them with the corresponding pictures. There are more comments than pictures.

a. __



b. __



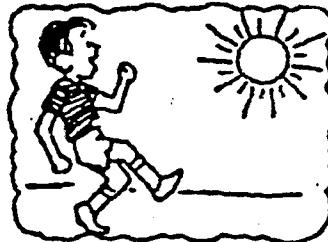
c. __



d. __



e. __



B. Work as a whole class. Take turns making simple statements about the people and the weather in each picture to create a story.



Actividad 3

A. Listen to the following travel advertisement and fill in the blanks with the missing information. Listen as many times as necessary.

Majestuosa es la blanca _____ . . .

Descubra el *Valle de* _____
en la cúspide _____, donde
podrá _____ sin límites en la
mejor nieve con _____ excelente _____
y _____ completo de _____
entretenimiento a todas _____.



DE ESQUÍ • INCLUIDO

HOTEL _____ CLARAS \$ _____ *

HOTEL _____ \$ _____ *

HOTEL _____ \$ _____ *

*Costo por _____ y por _____.

_____, válidos hasta el _____ de _____.

Para información, _____ al teléfono _____.

Obispo Donoso _____, Santiago, _____.



- B.** Listen to a message left on an answering machine at a travel agency. Take notes in Spanish on what the family vacation needs are. Then, using the previous ad, select the hotel that best fits their budget. Give an oral report about this family's needs to the class, recommending the hotel and mentioning the cost.



Actividad 4

Listen to the following exchanges. Take notes in English about the seasons implied and the plans or activities discussed in each exchange. Discuss your notes with the class.

	Season implied	Plans or activities discussed
Dialogue 1	_____	_____
Dialogue 2	_____	_____
Dialogue 3	_____	_____
Dialogue 4	_____	_____
Dialogue 5	_____	_____



Actividad 5

Work in pairs. Compare the weather in your home state with the weather at your present location. Share your information with the class.



Actividad 6

Work as a whole class. What military uniforms do you wear in the different seasons?



Actividad 7

- A. Listen to the conversation, and take notes on the Essential Elements of Information (EEIs): Who, What, When, Where, Why. Listen as many times as necessary.

- B. Discuss the EEIs with the class. Also be prepared to give an oral summary of the previous conversation in English.

- C. Work in pairs. Talk with your partner to find out what Mrs. Aguilar's problem is. Try to think of ways to solve it. Share your suggestions with the class and find out how many different solutions the class can come up with.

Suggestions

Suggestions



Actividad 8

You have been tasked with transcribing a telephone conversation. Unfortunately, the connection was poor and you are only able to listen to Speaker A's side of the conversation. Write the portions you can hear. The teacher will replay the tape as often as necessary. Next, reconstruct Speaker B's lines through context. Then, share your work with the class.

Conversation

A: _____

B: _____



Actividad 9

Work in pairs. Role-play the different parts. Reverse the roles.

ROLE-PLAY 1

You will soon be going on a mission to Ecuador. At a party, you meet an Ecuadorian and use the opportunity to ask this person as many questions as you can think of about the weather and the seasons in Ecuador.

Student A plays the role of the soldier about to go to Ecuador. Student B plays the role of the Ecuadorian.

ROLE-PLAY 2

You are currently stationed in Panama and want to spend a skiing vacation in a South American country. Call a travel agency and find out about your options.

Student A plays the role of the traveler. Student B plays the role of the travel agent.

ROLE-PLAY 3

You want to go on vacation to a beach resort in Puerto Rico. You want to rent a beach front apartment. Talk to a travel agent and explain what kind of apartment you are looking for.

Student A plays the role of the traveler. Student B plays the role of the travel agent.

ROLE-PLAY 4

A visiting soldier from a Spanish speaking country wants to take a vacation in your home state. Tell him/her about the weather during the various seasons and recreational options and answer his questions. Student A plays the role of the prospective traveler. Student B plays the role of the agent.



Actividad 10

A. You are serving as an escort-interpreter for a U.S. Army colonel during his trip to Colombia. He is interested in finding out some information from a Colombian. Work in groups of three. Use the map of Colombia that is in the Tarea section. One person will play the role of the colonel, another person will play the role of the Colombian, and the third person will serve as an interpreter. There is a paragraph containing information about Colombia on the next page. The person playing the role of the Colombian should read it before starting the activity.

This is the information the colonel wants to find out. (Only the colonel should read it.)

1. How is the weather in Bogota?
2. What is the usual temperature in Bogota?
3. Is the weather in Barranquilla different from the weather in Bogota?
4. Does the weather change in the city of Buenaventura?
5. Do I have to take a raincoat and an umbrella?
6. What do people do for a living in Barranquilla?
7. What do people do for a living in Buenaventura?
8. Are there drug problems in these two cities?

Here is the information the Colombian uses to answer the colonel's questions. (Only the Colombian should read it.)

La capital colombiana, Bogotá, está en los Andes. Unos cinco millones de personas viven en la ciudad. El clima es generalmente templado y primaveral. La temperatura en Bogotá normalmente fluctúa entre los 13 y los 20 grados centígrados. Las noches son más frías y hay que usar ropa más caliente y abrigada.

En la costa del Caribe generalmente hace sol, calor y un poco de viento. La ciudad caribeña de Barranquilla es un puerto industrial en el norte del país. Más de un millón trescientas sesenta mil personas viven en Barranquilla. Muchas personas trabajan en negocios de exportación. A veces salen drogas ilegales por este puerto caribeño, por lo que Barranquilla es hoy una ciudad muy peligrosa.

Buenaventura, en la costa del Pacífico, es el puerto más grande de Colombia. Muchas personas trabajan en el puerto, en la exportación del mayor producto colombiano, el café. También hay problemas con drogas que salen de Colombia por Buenaventura. El clima es muy caliente y húmedo. El cielo generalmente está nublado porque llueve con frecuencia y también hay tormentas tropicales.

Hay muchos tipos de clima en Colombia, de acuerdo a las diferentes regiones del país.

- B.** Working as a whole class, take turns recalling in Spanish the details mentioned in this interpretation activity.

GLOSARIO

El clima

The Climate

caliente
frío
húmedo
seco
templado

El ambiente

The Environment

el calor
el cielo
el frío
el granizo
la humedad
la lluvia
la neblina
la niebla
la nieve
la nube
el rayo
el relámpago
el sol
la tormenta
el trueno
el viento

Las estaciones

The Seasons

la primavera
el verano
el otoño
el invierno

hot
cold
humid
dry
mild

heat
sky
cold
hail
humidity
rain
mist/fog
fog
snow
cloud
thunderbolt
lightning
sun
storm
thunder
wind

spring
summer
fall/autumn
winter

El pronóstico meteorológico

Weather Forecast

los grados
centígrados
Fahrenheit
el informe
meteorológico
la temperatura
el termómetro
el tiempo

Las vacaciones

Vacation

estar de vacaciones
ir de excursión
ir de vacaciones
tener vacaciones
el campo
la costa
la excursión
la flor
el lago
el mar
las montañas
el mundo
la pareja
la playa
el río

degrees
centigrade
Fahrenheit
weather report
temperature
thermometer
weather/time

to be on vacation
to go on an excursion
to go on vacation
to be on vacation
country/field
coast/seaside
excursion
flower
lake
sea
mountains
world
couple (of people)
beach
river

Otras palabras
Other Words

a veces	<i>sometimes</i>
nunca	<i>never</i>
el paraguas	<i>umbrella</i>
siempre	<i>always</i>
sin	<i>without</i>

Verbos
Verbs

acampar	<i>to camp</i>
bucear	<i>to dive/skin-dive/scuba dive</i>
caer	<i>to fall</i>
caminar	<i>to walk</i>
decir (i)	<i>to say</i>
esquiar	<i>to ski</i>
granizar	<i>to hail</i>
llover (ue)	<i>to rain</i>
nadar	<i>to swim</i>
nevar (ie)	<i>to snow</i>
pasear	<i>to go for a walk/stroll/ride</i>
pedir (i)	<i>to ask (for)/request/order</i>
pescar	<i>to fish</i>
preguntar	<i>to ask (about)</i>

Expresiones sobre el clima
Weather Expressions

Hace buen tiempo.	<i>The weather is good.</i>
Hace mal tiempo.	<i>The weather is bad.</i>
Hace calor.	<i>It is hot.</i>
Hace fresco.	<i>It is cool.</i>
Hace frío.	<i>It is cold.</i>
Hace sol.	<i>It is sunny.</i>
Hace viento.	<i>It is windy.</i>
Graniza.	<i>It hails./It is hailing.</i>
Llueve.	<i>It rains./It is raining.</i>
Nieva.	<i>It snows./It is snowing.</i>
Está despejado.	<i>It is clear.</i>
Está granizando.	<i>It is hailing.</i>
Está lloviendo.	<i>It is raining.</i>
Está nevando.	<i>It is snowing.</i>
Está nublado.	<i>It is cloudy.</i>
Hay hielo.	<i>It is icy.</i>
Hay niebla.	<i>It is foggy.</i>
Hay neblina.	<i>It is misty/foggy.</i>
Hay tormenta.	<i>There is a storm.</i>
Hay truenos y relámpagos.	<i>There is thunder and lightning.</i>
Hay viento.	<i>It is windy.</i>

Lesson 8

Daily Activities



Objectives

The following functions or tasks will be practiced in listening, speaking, reading, and writing activities:

- describing a daily routine,
- expressing emotions,
- planning activities based on weather projections,
- negotiating conflicting time schedules to arrange for a meeting,
- talking about civilian and military schedules and lifestyles.

The following structures will be introduced:

- reflexive pronouns,
- reflexive verbs,
- the verbs **poner** and **ponerse**,
- use of the infinitive after **antes de** and **después de**.

INTRODUCCION



Actividad 1

Work as a whole class. Brainstorm your daily routine and schedule. What do you do on a typical work day from the moment you get up? What do you usually do on weekends?



Actividad 2

A. Read the following paragraph. Who is this paragraph about? Have you ever had a schedule like this?

El rey de España, Don Juan Carlos de Borbón, es una figura representativa de la democracia española. Siempre representa a su país en visitas oficiales y por lo tanto tiene que visitar muchos países del mundo. También tiene que recibir visitas oficiales a España, como reyes, presidentes y embajadores de otros países.

Su horario generalmente es muy complicado. Hay días que se tiene que levantar a las cinco de la mañana y no se puede acostar hasta las 12 de la noche. Y a veces los fines de semana no tiene mucho tiempo libre para dedicar a su familia. Don Juan Carlos está casado con la Reina Doña Sofía de Grecia. Los Reyes tienen tres hijos.



B. Work in pairs. Refer to the previous paragraph and discuss the following questions. Compare your answers with those of your classmates.

1. What are the name and the title of this paragraph's subject?
2. What does he represent?
3. What are two of his major duties?
4. With whom does he also meet?
5. What is said about his schedule?
6. At what time does he often start his day?
7. When does his day often end?
8. How does his busy schedule interfere with his weekends?
9. What is said about this person's marital status?
10. Does he have children?

C. Working as a whole class, think of other people who have similarly busy schedules. How do your schedules compare to theirs?

ACTIVIDADES DE VOCABULARIO



Actividad 1

A. Work as a whole class. Read the following sentences and determine this soldier's daily routine.



Pedro se levanta a
las seis de la mañana.



Se ducha/
Se da una ducha



y se afeita.



Después de afeitarse, se viste.



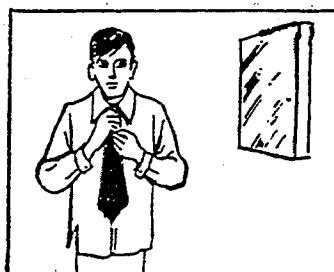
Desayuna



y se lava los dientes.



Entonces se peina.



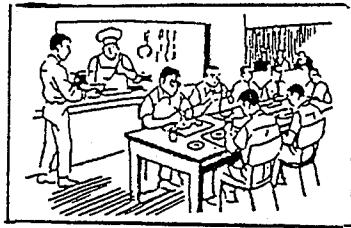
Después, cuando se pone la corbata, se mira en el espejo.



Se pone el saco



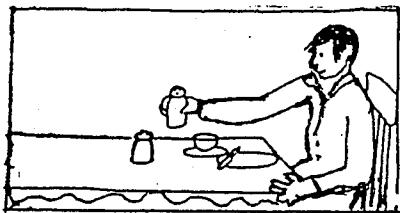
y se va al trabajo en su carro.



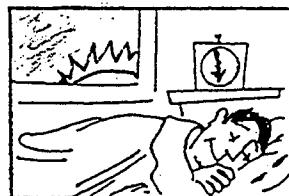
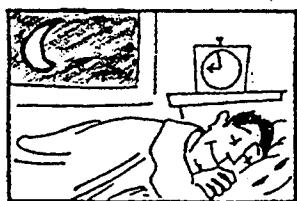
Pedro almuerza a mediodía en el trabajo.



Por la tarde, después de trabajar, se quita el uniforme, se baña,



y cena. Después de cenar ve televisión.



Se acuesta a las nueve de la noche.

Duerme hasta las seis de la mañana.

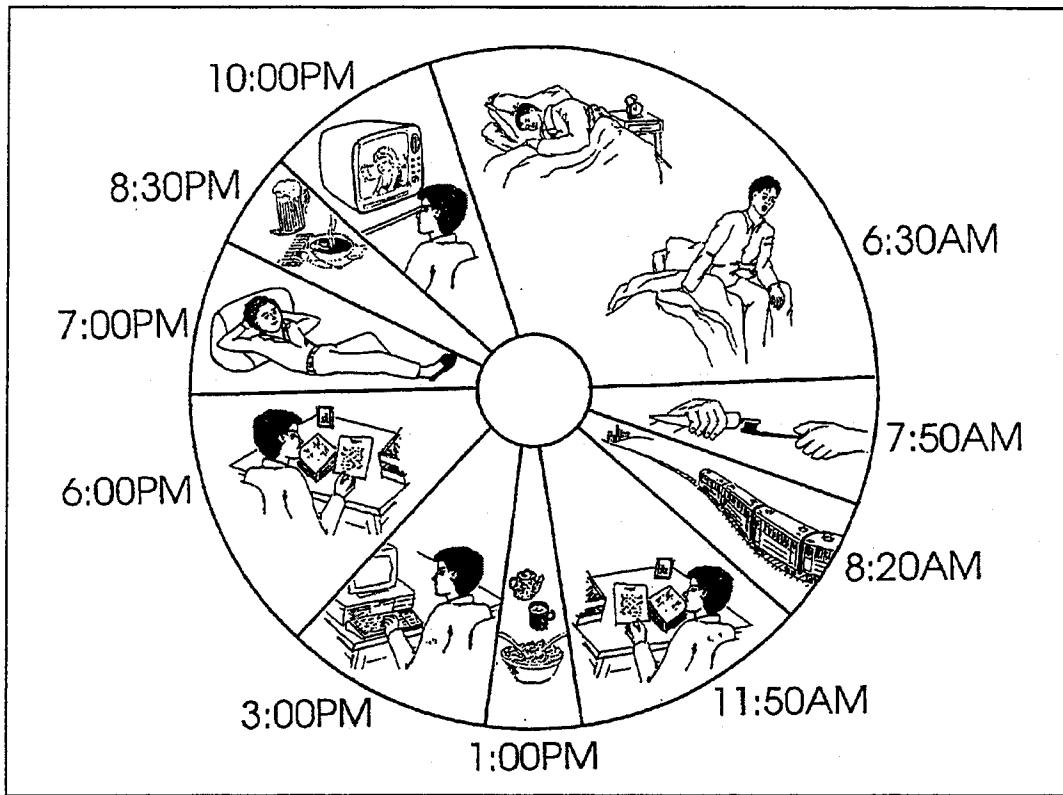
B. Listen to the following sentences and match them with the pictures. Write the number next to the corresponding picture. Share your findings with the class.





Actividad 2

Work in pairs. Look at the following picture and describe this person's daily routine.



Actividad 3

Let's play charades. Take turns acting out a daily activity and have your classmates guess what you are doing.



Actividad 4

- A. Listen to five people's daily morning routines. Take notes. Share your findings with the class.

Carmen

Carlos

Horacio

Alejandro

Inés

- B. With which one of these people do you most identify? Explain why.



Actividad 5

- A. Listen to the following statements. Determine the mental state or condition of each person and the reason for it. Take notes in the chart provided below.

Person	Mental state or condition	Reason
1. Juan		
2. Carlos		
3. Todos los niños		
4. Yo		
5. María		
6. Eloísa		
7. El hijo de mi primo		
8. Los abuelos		
9. Carmen		
10. Pedro		

- B. Take turns summarizing the information you heard about the people mentioned above.



Actividad 6

A. Match the phrases on the left with the ones on the right to make complete statements. Find as many meaningful combinations as possible.

Me pongo triste . . .	cuando	recibo más dinero en mi cheque.
Me pongo nervioso/a . . .		tengo que ir al médico.
Me pongo contento/a . . .		tengo que pagar una cuenta y no tengo dinero.
Me pongo furioso/a . . .		hablo con mi familia por teléfono.
Me pongo de mal humor . . .		el auto no funciona y quiero ir de excursión.

B. Work in pairs. Find out when your partner gets furious, sad, nervous or happy. Report your findings to the class.

Example:

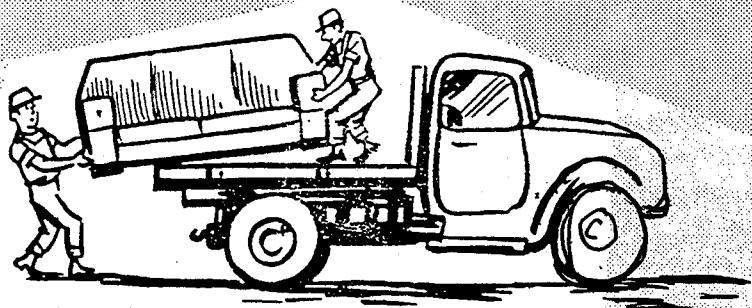
¿Cuándo se pone Ud. triste? Me pongo triste cuando no tengo dinero.

C. Work as a whole class and determine what activities are likely to make people furious, sad, happy, and nervous. Discuss and then tally your findings on the board.



Actividad 7

A. Work in small groups. Discuss the following paragraph. Think about what you have learned in previous lessons about family lifestyles in Spanish speaking countries and compare this information with the "American" way of life.



Generalmente en los Estados Unidos y en los países de habla hispana, cuando una pareja se casa, se muda a un apartamento pequeño o a una casa no muy grande. Luego, cuando tienen hijos y la familia aumenta, se cambian de su apartamento o de su casa pequeña a una casa más grande.

En los países de habla hispana, frecuentemente los hijos adultos viven con sus padres hasta casarse. Muchas veces se puede ver que los hijos casados también viven con los padres de uno de ellos hasta tener una buena situación económica para ser independientes y comprarse una casa.

Por lo general, en los EE UU., la gente se muda de una ciudad a otra o de una casa a otra con más frecuencia que en los países hispanos.

B. Consider the frequent moves associated with life in the military and discuss how this influences or affects your life and your family.

Also state how often you move compared to civilian friends or family members. How does this comparison make you feel?

ESTRUCTURAS



¡Atención!

REFLEXIVE CONSTRUCTIONS/CONSTRUCCIONES REFLEXIVAS

A reflexive construction, such as *I wash myself*, consists of a reflexive pronoun (*self/selves*) and a verb. Many verbs that require reflexive pronouns in Spanish do not require them in English. You have already used one: **llamarse** (*to be called*).

Reflexive pronouns/Pronombres reflexivos

Reflexive pronouns are used when the action of the verb is done by the subject of the sentence to himself or herself. They are usually placed before the conjugated verb.

Reflexive verbs/Verbos reflexivos

Reflexive verbs refer to the same person or thing that is the subject of the sentence. When using reflexive verbs, the reflexive pronouns are also needed in Spanish. The verb ending agrees with the subject pronoun.

Subject pronouns	Reflexive pronouns		Reflexive pronouns and verb
Yo	me	<i>myself</i>	(Yo) Me lavo.
Tú	te	<i>yourself</i>	(Tú) Te lavas.
Ud.	}	<i>yourself</i>	(Ud.) Se lava.
El		<i>himself</i>	(El) Se lava.
Ella	}	<i>herself</i>	(Ella) Se lava.
Nosotros/as		<i>ourselves</i>	(Nosotros/as) Nos lavamos.
Vosotros/as	nos	<i>yourselves</i>	(Vosotros/as) Os laváis.
Uds.	}	<i>yourselves</i>	(Uds.) Se lavan.
Ellos		<i>themselves</i>	(Ellos) Se lavan.
Ellas	se	<i>themselves</i>	(Ellas) Se lavan.

NOTE: As you know, the Spanish subject pronouns can be dropped from the sentence. They can be kept if they are needed for clarification, as in the case of the reflexive pronoun **se**, which has many meanings and needs clarification through the subject pronoun.

El se despierta tarde.

He wakes up late.

Ud. se despierta tarde.

You wake up late.

NOTE: In Spanish, the possessive adjectives are not used when referring to parts of the body because the reflexive pronoun indicates the action is being done by the subject to him/herself. The definite or indefinite articles are used.

El capitán se afeita la barba.

The captain shaves his beard.



Actividad 1

Create as many *affirmative* sentences as you can by using the subjects and reflexive verbs given. You can combine them to create more sentences. Follow the example given below.

yo/afeitarse ⇒ Yo me afeito todos los días.

él	afeitarse
los aerotécnicos	despertarse
nosotros	bañarse
los buenos soldados	dormirse
tú	peinarse
el sargento de pelotón	quitarse
mis amigos	acostarse
yo	ducharse
las soldados	cambiarse
ellos	lavarse los dientes



¡Atención!

More about the Reflexive Constructions: Position of Reflexive Pronouns in Relation to the Verbs

Reflexive pronouns precede the conjugated verb form, as you can see in the previous examples.

In constructions consisting of a conjugated verb and an infinitive, reflexive pronouns can be placed before the conjugated verb or attached to the infinitive:

(Yo) **Me voy a afeitar.**

or

I am going to shave (myself).

(Yo) **Voy a afeitarme.**

In progressive constructions, reflexive pronouns can be placed before the conjugated verb **estar** or attached to the **-ing** form of the main verb:

(El) **Se está afeitando.**

or

He is shaving (himself).

(El) **Está afeitándose.***

* In these cases, an accent mark is added to the stressed vowel of the verb.

To make negative sentences, place **no** in front of the reflexive pronoun:

- (Tú) No te lavas la cara por la noche?** *You do not wash your face at night?*
(Yo) No me lavo la cara por la noche. *I do not wash my face at night.*

In negative constructions consisting of a conjugated verb and an infinitive, **no** can be placed in front of the reflexive pronoun or it can be placed in front of the conjugated verb, if the reflexive pronoun is attached to the infinitive verb:

(Tú) No te vas a lavar el pelo.

or

You are not going to wash your hair.

(Tú) No vas a lavarte el pelo.



Actividad 2

A. Using **ir a** with the subjects and reflexive verbs given in **Actividad 1**, create as many *affirmative* sentences as you can. You can combine them to create more sentences.

Example:

yo ir a afeitarse

Yo (me) voy a afeitar(me) todos los días.

B. Using **ir a** with the subjects and reflexive verbs given in **Actividad 1**, create as many *negative* sentences as you can. You can combine them to create more sentences.

Example:

yo ir a afeitarse

Yo no (me) voy a afeitar(me) todos los días.



Actividad 3

A. Using **tener que** with the subjects and reflexive verbs given in **Actividad 1**, create as many *affirmative* sentences as you can. You can combine them to create more sentences.

Example:

yo tener que afeitarse

Yo (me) tengo que afeitar(me) todos los días.

B. Using **tener que** with the subjects and reflexive verbs given in **Actividad 1**, create as many *negative* sentences as you can. You can combine them to create more sentences.

Example:

yo tener que afeitarse

Yo no (me) tengo que afeitar(me) todos los días.



¡Atención!

More about Reflexive Constructions

As you have learned before, Spanish verbs end in -ar, -er, or -ir. When a verb is reflexive, se is attached to the infinitive verb endings -ar, -er, or -ir. Most Spanish verbs can be made reflexive if they act upon the subject with the aid of a reflexive pronoun. If the action is directed at someone other than the subject, the verb is no longer reflexive.

Some Spanish verbs change meaning when they are used with reflexive pronouns. Here are several commonly used ones. You already know ir. The others are introduced in this lesson.

acostar (ue)	<i>to put to bed</i>	acostarse (ue)	<i>to go to bed</i>
dormir (ue)	<i>to sleep</i>	dormirse (ue)	<i>to fall asleep</i>
ir	<i>to go</i>	irse	<i>to go away/leave</i>
poner	<i>to put</i>	ponerse	<i>to put on (clothes)/become</i>
quitar	<i>to take away/remove</i>	quitarse	<i>to take off (clothes)</i>
vestir (i)	<i>to dress</i>	vestirse (i)	<i>to get dressed</i>

When a verb is irregular in a certain tense, the reflexive verb in that tense will also be irregular, e. g., **poner/ponerse**, in the future tense. The reflexive pronoun remains unchanged, regardless of the verb tense.

ADDITIONAL INFORMATION: these two Spanish verbs are always used with reflexive pronouns:

acordarse (ue) de	<i>to remember</i>
quejarse de	<i>to complain</i>

ADDITIONAL INFORMATION: The preposition **a** is used when the action indicated by the verb is no longer directed toward the speaker but toward someone else. This is called the personal **a** in Spanish.

José se baña.	<i>José bathes (himself).</i>
José baña a su hijo.	<i>José bathes his son.</i>



:Atención!

The Present tense of *poner* (to put) and *ponerse* (to put on/to become)

	singular	plural
yo	pongo/me pongo	nosotros/as
tú	pones/te pones	vosotros/as
Ud. él. ella } }	pone/se pone	Uds. ellos ellas } }
		ponen/se ponen

NOTE: Remember that since **poner** is irregular in the future indicative, **ponerse** is also irregular in the future indicative.

Yo **pongo** el despertador en la mesa.

I put the alarm clock on the table.

Yo **pondré** el despertador en la mesa.

I will put the alarm clock on the table.

Yo **me pongo** el uniforme todos los días.

I put on my uniform every day.

Yo **me pondré** el uniforme todos los días.

I will put on my uniform every day.

NOTE: When followed by an adjective, **ponerse** also means *to become (to get)*, indicating the physical or mental state or condition of the individual.

Flora **se pone** nerviosa en los exámenes.

Flora becomes nervous during exams.

El **se pondrá** triste con la noticia.

He will become sad when he hears the news.



Actividad 4

Using **poner** or **ponerse**, take turns orally translating the following paragraph into Spanish.

Pablo and I live in the same room in the barracks. After class, we put on civilian clothes and put our uniforms in the closet. We become happy when we wear civilian clothes. Then we put our school books on our desks and study. I become furious when I cannot find my dictionary.

I also get nervous when there is a test and, there is one tomorrow. Pablo is a good friend: he puts his dictionary on my desk and I do not need mine. Then I become happier. Tomorrow after the test, our class will put on jeans and tennis shoes and go on a picnic in the park. We will be very happy!



¡Atención!

Use of the Infinitive after Prepositions

- The Spanish prepositions **antes de** (*before*) and **después de** (*after*) are followed by the infinitive form of a verb.

**Siempre estudio
antes de ver televisión.**

*I always study
before watching TV.*

**Vamos a comer
después de estudiar.**

*We are going to eat after
studying.*

- In reflexive constructions with **antes de** or **después de**, the reflexive pronoun is attached to the infinitive verb.

**Nunca como mucho
antes de acostarme.**

*I never eat too much
before going to bed.*

**Después de lavarte las
manos, puedes comer.**

*After washing your hands,
you can eat.*



Actividad 5

A. Work in pairs. Take turns asking each other the following sets of questions in Spanish. Take notes in Spanish on the answers. Use as many reflexive verbs in your answers as you can think of.

1. What do you do after you get up in the morning?	
2. What do you do before you shave/put on your make-up?	
3. What do you do after having breakfast?	
4. What do you do before you leave for school?	
5. What do you do before you go to bed?	
6. What do you have to do before reading a book?	
7. What do you have to do after eating garlic? (ajo)	
8. What do you do before taking a big test?	
9. What do you do before having an inspection?	
10. (Invent your own question!)	

B. Working as a whole class, take turns reporting back to the class a summary of the information you received from your partner.

ACTIVIDADES DE INTEGRACION



Actividad 1

A. There is a study being conducted at your duty station concerning background information and daily routines of military personnel. Your base commander has tasked you with surveying the military personnel in your class. Choose one student from your class and ask him/her, in Spanish, as many questions as you can from the list below. Take notes of what he/she says.

1. In what branch of the Armed Forces is he/she?	
2. What is his/her present job?	
3. What is his/her marital status?	
4. At what time does he/she get up in the morning?	
5. At what time does he/she get dressed?	
6. Where does he/she eat breakfast?	
7. When does he/she take a morning break?	
8. What type of physical exercise does he/she do?	
9. What does he/she do in the evenings?	
10. At what time does he/she have dinner?	
11. At what time does he/she go to bed?	
12. When will he/she move?	

B. Work as a whole class. Now tally the information you gathered before on the board and determine which of your classmates is an early bird, an athlete, a couch potato, etc. . .



Actividad 2

A. Work in pairs. Take turns asking your partner when he/she does the following activities. Summarize the information you receive and be prepared to report back to the class.

- | | |
|---|---|
| 1. take a shower
2. eat
3. shave
4. comb your hair
5. brush your teeth
6. change clothes | 7. wash your hands
8. look in the mirror
9. put on make-up
10. go to class
11. do physical exercises
12. clean the house |
|---|---|

B. Listen to this person's daily schedule as he describes it. Take notes on the lines provided. Listen as many times as necessary. Then take turns answering in English the questions on the next page.

1. When does this person get up?
2. What military duties does he have in the morning?
3. Does this person generally eat breakfast?
4. Does he take a shower in the morning or at night?
5. When does he have to do physical exercises?
6. Where does he have lunch?
7. How many times a day does he change clothes?
8. What does he generally do after dinner?
9. When does he study?
10. At what time does he go to bed?



Actividad 3

A. Read the following note.

NOTE: The verbs **casarse** (*to get married*) and **divorciarse** (*to get divorced*) are reflexive in Spanish since the actions are done by the subject of the sentence to himself or herself.

Juan va a casarse con Anita.
Juan se va a divorciar de Anita.

Juan is going to marry Anita.
Juan is going to divorce Anita.

Notice that the preposition **con** is used with **casarse** and the preposition **de** is used with **divorciarse**.

B. You were assigned to transcribe a phone conversation, but there was a bad connection and you are only able to hear one side of the conversation. Write the part you can hear (Speaker B). Your teacher will play the tape as often as necessary. Next, complete Speaker A's lines as you guess them from context. Then, share your work with the class.

Conversation

A: _____

B: _____



Actividad 4

- A. Work in pairs. Listen to the following passage about the daily activities of two people. Student 1 takes notes on Marcelo's activities. Student 2 takes notes on Jacinto's activities. Then, share your information with each other and compare both schedules with the schedules of the other students in the class.

Student 1

Student 2

Marcelo's daily activities	Jacinto's daily activities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

- B. Work in small groups. Talk about the differences between your daily activities and those of your roommate or any member of your family.



Actividad 5

A. You and your family are staying at a South American resort area that provides facilities to enjoy winter and summer sports. Listen to the following weather forecast and take notes. Listen as many times as necessary. Then design a schedule of activities for you and your family.

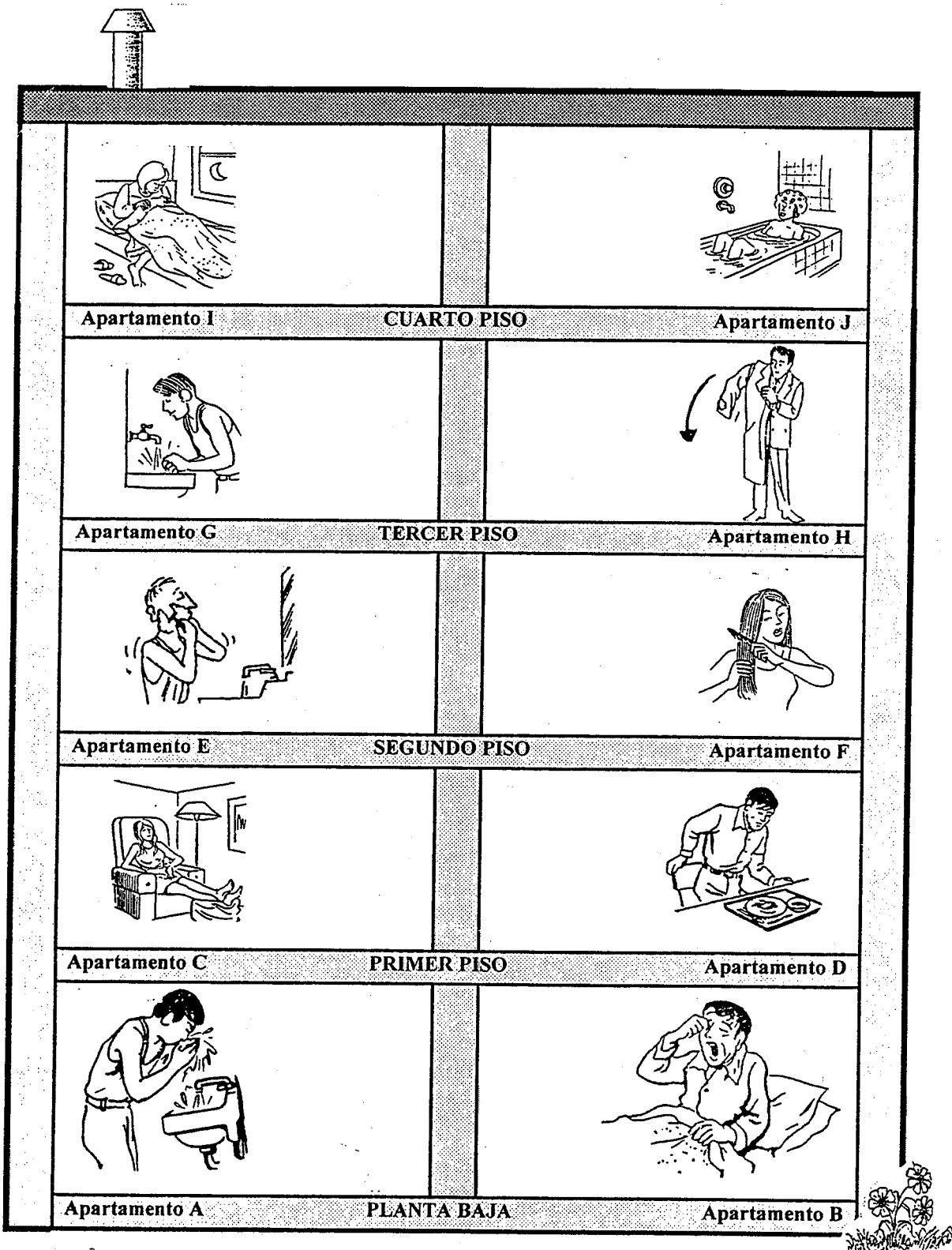
	Estado del tiempo	Horario de actividades
Lunes		
Martes		
Miércoles		
Jueves		
Viernes		
Sábado		
Domingo		

B. Compare your schedule with that of another classmate. Then share both schedules with the class. Find out what the most popular activities are and how many different activities the class has chosen for the week.



Actividad 6

A. The police suspect that somebody in the apartment building shown on the next page is involved in drug dealing. The police have all tenants under 24-hour surveillance. Listen to the report of one of the policemen at the end of his shift, as he reports what each person is doing. Match each activity with the apartment that is reported and write the number next to the apartment.



B. Work in pairs. Based on what you have heard, expand on what the people are doing. Compare your ideas with your classmates'.

C. Based on the information you heard, which (of the) tenant(s) do you think the police may have reason to investigate further?



Actividad 7

A. Work in small groups. Read this letter and discuss the questions that follow. Give reasons for your answers.

Querida Luisa,

¿Cómo estás? Yo bien por aquí. Ya estoy en mi nuevo destino y esto es muy bonito. Tenemos un horario bastante complicado y no tengo mucho tiempo libre para escribir. Por la mañana me levanto a las cinco y media y no me acuesto hasta las diez de la noche. Los días que tengo guardia tengo que trabajar doce horas seguidas. También tengo que hacer ejercicios físicos dos veces al día. Mis compañeros son muy simpáticos y estoy muy contento de estar aquí. Pero a veces me pongo triste porque tú no estás aquí. Te escribiré la próxima semana.

Un abrazo,
Santiago

1. What is the relationship between the writer and the person to whom the letter is addressed? _____
2. Why doesn't Santiago write more often? _____
3. What is said about Santiago's daily routine? _____
4. How does Santiago feel about being there? _____
5. What type of job does Santiago have? _____

B. As a whole class, discuss the following questions in Spanish:

1. Do you write letters on a regular basis?
2. If not, what prevents you from writing?



Actividad 8

- A. Listen to the schedules of two different people and take notes on their activities. Share your findings with the class.

Schedule 1

Time	Activity

Schedule 2

Time	Activity

B. Work in pairs. Role-play the following scenario: Student A looks at Schedule 1 and Student B looks at Schedule 2 and pretends it is his/her own. Based on "your" schedules, negotiate time and place for a joint activity, and decide what you will do.



Actividad 9

A. Work in pairs. Take turns asking each other the following questions about daily routines. Take notes on your partner's answers and share them with the class.

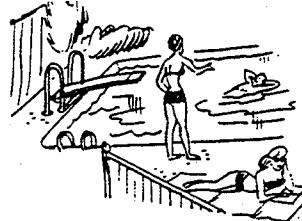
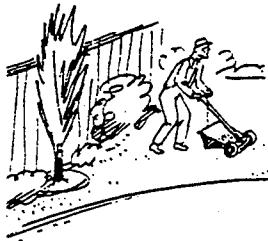
1. ¿A qué hora se despierta Ud.? _____
2. ¿Se levanta Ud. cuando suena su despertador? _____
3. ¿Qué hace Ud. primero, ducharse o afeitarse? _____
4. ¿Se ducha o se baña Ud. generalmente? _____
5. ¿Se peina Ud. antes o después de lavarse los dientes? _____
6. ¿Desayuna Ud. antes de vestirse? _____
7. ¿Se mira Ud. al espejo cuando se pone la corbata? _____
8. ¿Se pinta mucho su esposa? _____
9. ¿Dónde almuerza Ud.? _____
10. ¿Cuándo se tienen que quitar los militares la gorra? _____
11. ¿Se quita Ud. el uniforme cuando está en casa? _____
12. ¿A qué hora cena Ud.? _____
13. ¿Ve Ud. mucha televisión? _____
14. ¿A qué hora se duermen sus hijos? _____
15. ¿A qué hora se acuesta Ud.? _____

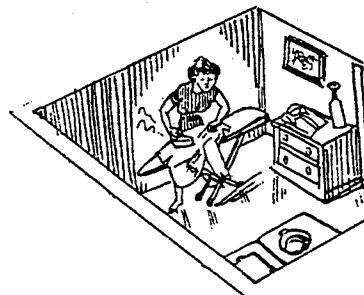
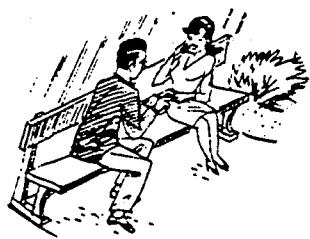
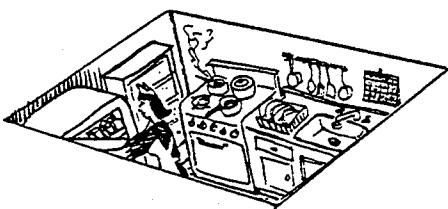
B. Work in pairs. Take turns telling your partner how you spend your day. After listening to his/her schedule, share a summary with the class mentioning the things that both of you do at the same time and those you do at different times.

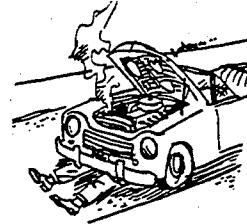


Actividad 10

- A. Listen to nine paragraphs and write the number that corresponds to each one under the picture being described.







- B. Work in pairs. Look at the pictures and take turns talking about what these people are doing. Make a short story about each of them using your imagination.

Example: La señora está planchando una camisa de su esposo porque tiene que ir a una fiesta.

GLOSARIO

¿Cuándo?

When?

antes (de)	<i>before</i>
después (de)	<i>after</i>
entonces	<i>then</i>
generalmente	<i>generally</i>
hasta	<i>until</i>
primero	<i>first</i>
tarde	<i>late</i>
temprano	<i>early</i>

Partes del cuerpo

Parts of the Body

la cara	<i>face</i>
los dientes	<i>teeth</i>
las manos	<i>hands</i>

En el baño

In the Bathroom

el agua	<i>water</i>
el agua fría	<i>cold water</i>
el agua caliente	<i>hot water</i>
el cepillo	<i>brush</i>
el cepillo de dientes	<i>toothbrush</i>
el jabón	<i>soap</i>
el peine	<i>comb</i>

Estados de ánimo

Moods

ponerse	<i>to become</i>
contento/a	<i>happy</i>
de mal humor	<i>angry</i>
furioso/a	<i>furious</i>
nervioso/a	<i>nervous</i>
triste	<i>sad</i>

Otras palabras

Other Words

el despertador
¿Cuántas veces?
una vez
dos veces
otra vez

alarm clock
How many times?
one time/once
two times/twice
another time/again

Verbos

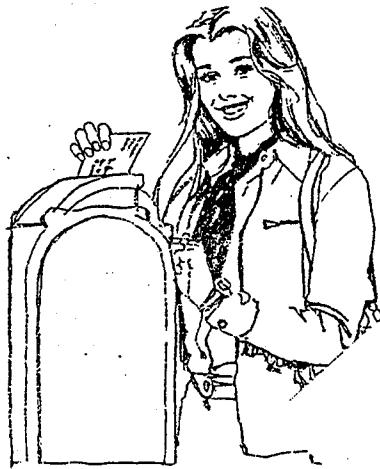
Verbs

acostarse (ue)
afeitarse
almorzar
bañarse
cambiar
cambiarse
casarse (con)
cenar
cepillarse (el pelo)
darse una ducha
desayunar
despertarse (ie)
divertirse (ie)
divorciarse (de)
dormir (ue)
ducharse
lavarse los dientes
levantarse
mirar
mirarse (al espejo)
mudarse
peinarse
pintarse
poner
ponerse
quitar
quitarse
sentar (ie)
sonar (ue)
vestirse (i)

to go to bed
to shave
to have lunch
to bathe
to change/exchange
to change clothes/move
to get married
to have dinner
to brush (one's hair)
to take a shower
to have breakfast
to wake up
to have a good time
to get divorced
to sleep
to shower
to brush one's teeth
to get up
to look at/watch
to look at oneself (mirror)
to change clothes/move
to comb one's hair
to put on make-up
to put
to put on (clothes)/become
to remove/take away
to take off (clothes)
to sit down
to sound/ring
to get dressed

Lesson 9

Daily Life



Objectives

The following functions or tasks will be practiced in listening, speaking, reading, and writing activities:

- conducting everyday business transactions at a bank and the post office,
- using the telephone,
- taking messages on the telephone,
- interpreting for a non-Spanish speaker doing errands.

The following structures will be introduced:

- demonstrative adjectives and pronouns,
- the adverbial form **-mente**,
- the adverbs **también** and **tampoco**,
- the adjectives and pronouns **todo**, **toda**, **todos**, and **todas**,
- more about the prepositions **por** and **para**,
- the verb **venir**,
- the verb **volver + a + infinitive**,
- the verbs **creer** and **pensar**,
- the verbal form **quisiera**.

INTRODUCCION



Actividad 1

Work as a whole class. Think about people you know who live in other places, such as family members or friends in faraway states or countries. How do you communicate with them? What means of communication do you use more often and why? Which is the most effective? Express yourself in complete sentences, giving as many reasons as you can think of.



Actividad 2

A. Work as a whole class. Look at the picture. Discuss in Spanish what type of institution the picture represents. What are the people doing? When do you go to a place like this? Do you think this type of institution is necessary? What would our lives be like without them? Ask your teacher what similarities or differences there are between such institutions in the Spanish speaking countries and the U.S.



B. Work in pairs. Look at the picture on the previous page. Discuss with your partner in Spanish to which window you would go to conduct the following transactions:

1. Cash a check
2. Open a savings account
3. Exchange money into a foreign currency
4. Open a checking account



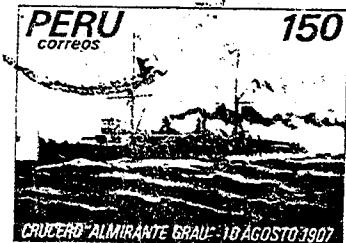
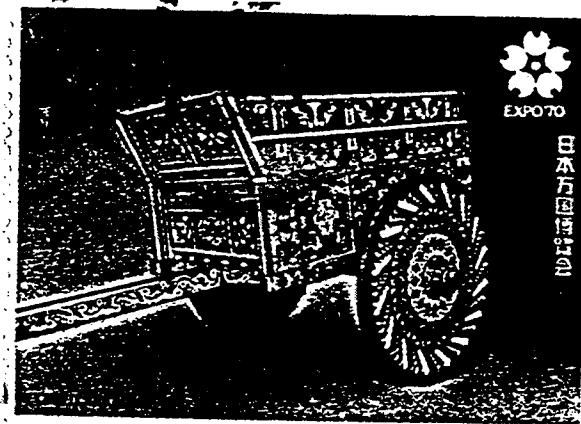
Actividad 3

A. Work as a class. Look at the picture and discuss what makes you think that this is a post office. What are the men in the picture doing? For what other reasons do you go to the post office in this country? What do you know about the postal system in the Spanish speaking countries?



B. Work in pairs. Discuss the stamps of the countries below and on the following page. Identify the capitals, currencies, and stamp prices. Refer to Lesson 6, monetary units, for Latin American currencies. Sort the stamps into logical categories such as sports, history, art, holidays, or any commonality you may find. Share your findings with the class.



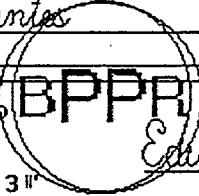


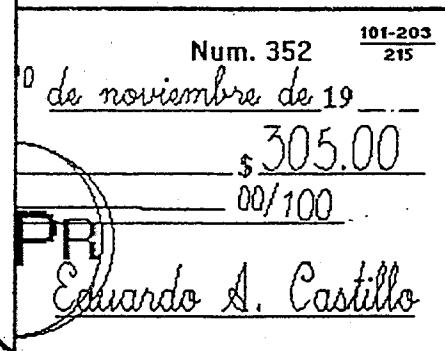
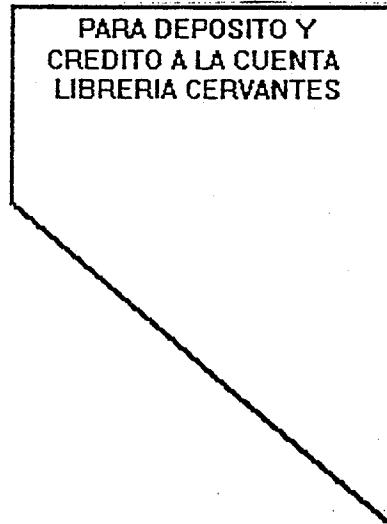
ACTIVIDADES DE VOCABULARIO



Actividad 1

Match the phrases below with the parts of the check by writing the number of the phrase next to the corresponding part of the check.

Eduardo A. Castillo Calle Santurce 18 San Juan, Puerto Rico	Num. 352	101-203 215
Páguese A La Orden De <u>Librería Cervantes</u>	10 de noviembre de 19	
<u>Trescientos cinco con</u>	\$ 305.00	
Banco Popular de Puerto Rico Río Piedras, Puerto Rico	00/100	
0215 0211 36 210508 31		<u>Eduardo A. Castillo</u>



1. Nombre de la persona que escribe o gira el cheque
2. Dirección de la persona que gira el cheque
3. Fecha del cheque
4. Nombre de quién recibe el dinero
5. Nombre del banco
6. Cantidad del cheque
7. Número del cheque
8. Número de la cuenta
9. Firma de la persona que gira el cheque
10. Endoso del cheque



Actividad 2

A. Work as a whole class. Take turns reading the following conversation, which deals with banking, and filling in the blanks with the appropriate words from the box on the next page.

A: Hola, ¿a dónde _____?

B: Voy al banco. Quiero sacar dinero de mi cuenta de ahorros para ir de compras.

A: ¿Por qué no pagas con un _____ en la tienda?

B: Porque yo no tengo una cuenta corriente. No puedo escribir cheques.

A: ¿No tienes una cuenta corriente? ¿Por qué no abres una?

B: Porque no quiero.

A: ¿Cómo puedes vivir sin tener una _____ corriente para _____ con cheques?

B: Muy simple. Cuando recibo mi sueldo, voy al _____, deposito parte de mi cheque en mi cuenta de ahorros y la diferencia me la da el _____ en _____. Es la mejor manera de ahorrar _____. Así mi cuenta de ahorros aumenta _____ los meses porque no tengo la tentación de escribir _____ cada vez que necesito algo.

A: Eso me parece que es _____ trabajo.

B: Tal vez, pero para mí es mejor. Y . . . ¿a dónde vas de vacaciones este año?

A: Este año no _____ de vacaciones a ningún lugar, no _____ dinero.

B: ¿Ya ves?, con tu cuenta _____, giras cheques para pagar todo y gastas mucho dinero. Yo _____ dinero en mi cuenta de ahorros todos los meses, _____ dinero, y ahora puedo _____ de vacaciones.

A: Tienes razón. Voy a _____ una cuenta de ahorros para todos los meses _____ parte de mi sueldo, pero no voy a _____ mi cuenta corriente.

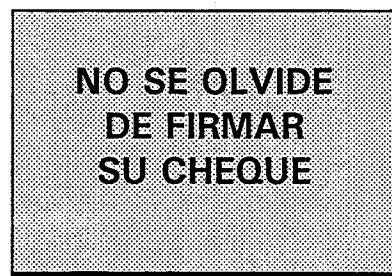
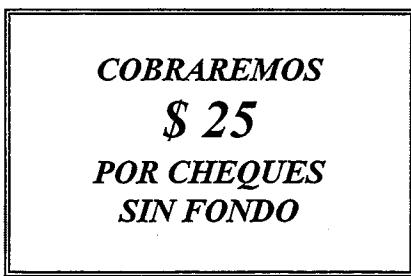
abrir ahorro banco cajero	cerrar cheque cheques corriente	cuenta depositar deposito dinero	efectivo mucho pagar tengo	todos ir vas voy
------------------------------------	--	---	-------------------------------------	---------------------------

B. Work as a whole class. Say the following:

I want to

1. deposit a check.
2. open a savings account.
3. withdraw money.
4. open a checking account.
5. write a check.
6. close an account.
7. cash a check.
8. endorse a check.

C. Read the following signs posted at the counter of a store. Translate them.



D. Work in pairs. Share with your partner your personal experiences with different banks, types of accounts, and your preferences. Discuss the consequences of writing a bad check. Report to the class what you have learned from your partner.



Actividad 3

A. Read the following note.



NOTA CULTURAL: En muchos lugares en los países hispanos es común que si uno quiere hacer una llamada de larga distancia hay que pedirle a la operadora la conexión telefónica. Si no se tiene teléfono en casa, hay que ir a la oficina de teléfonos donde la operadora establece la conexión telefónica y se habla desde una cabina telefónica (*phone booth*). En pequeños pueblos todavía se usan los telegramas y el radio como medios de comunicación.

Para contestar el teléfono, ¡Hola! y ¡Alo! son saludos usados generalmente. También hay otras formas locales de contestar el teléfono. En España se usa ¡Diga...! o ¡Dígame...! En México contestan con ¡Bueno! En Cuba dicen ¡Oigo! En Colombia se contesta diciendo ¡A ver! En Venezuela contestan ¡Sí...! En Uruguay y Argentina dicen ¡Holá! En Ecuador, Perú y en casi todos los otros países se dice ¡Alo!



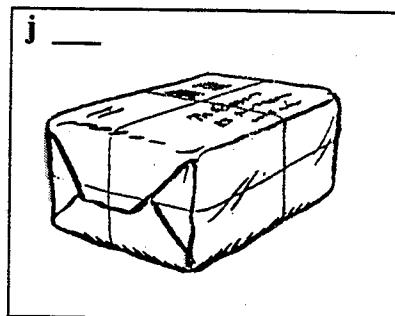
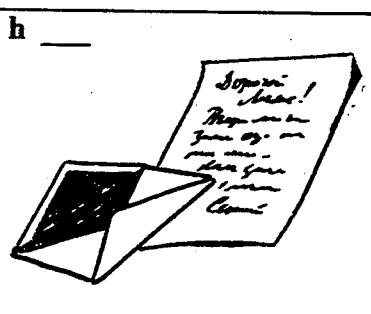
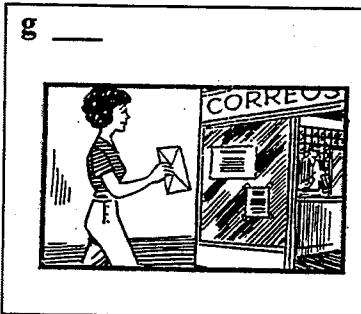
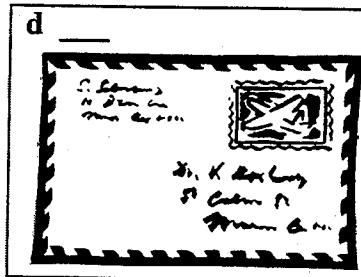
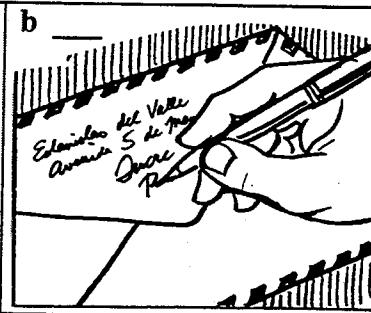
B. Choose from the list on the right what you have to do to complete the actions on the left. Write the letter of the phrase next to the number. Share your answers with the class.

1. Ud. quiere hablar por teléfono con alguien que está en otra ciudad.
 - a. Tiene que hacer una llamada local.
2. Ud. quiere hacer una llamada y la otra persona va a pagar.
 - b. Tiene que llamar a información.
3. Ud. quiere hacer una llamada y no tiene el número de teléfono.
 - c. Tiene que usar la guía de teléfonos.
4. Ud. quiere hablar con alguien que está en la misma ciudad.
 - d. Tiene que hacer una llamada por cobrar.
5. Ud. quiere hablar con alguien y la persona no está en la casa cuando Ud. llama.
 - e. Tiene que hacer una llamada de larga distancia.
6. Ud. quiere hacer una llamada, no tiene el número y no tiene guía de teléfonos.
 - f. Tiene que dejar un mensaje/recado.



Actividad 4

A. Listen to the following statements describing the pictures below. Match the picture with the appropriate phrase by placing the number of the phrase on the appropriate picture.



NOTA CULTURAL: En algunos países hispanos las direcciones son muy largas e interesantes, como en Nicaragua y Venezuela: <<Del Cine Momotombo, 1 cuadra a la izquierda y 2 al lago, Managua, Nicaragua>>.

B. Work as a whole class. Look at the pictures on the previous page and take turns describing each of the items and/or situations you see. Use your imagination and add any additional information to create interesting descriptions.

C. Work in pairs. Take turns asking and answering the following questions in Spanish. Share your partner's answers with the class.

1. When do you write letters? _____
2. To whom do you write most often? _____
3. Do you receive many letters? _____
4. When do you go to the post office? _____
5. What do you think the following Spanish words mean?

correo aéreo _____

por avión _____

carta certificada _____

entrega especial _____

6. What are the different ways to send a letter? _____
7. Do you send or receive packages? When? _____



Actividad 5

A. Listen to the following passages. Check the appropriate box to indicate what the passage refers to, and write in Spanish as much information as you can regarding each passage.

	Banco	Correo	Teléfono	Información
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

B. Work in small groups. Using your notes from the chart you have completed above, reconstruct the passages you heard.

ESTRUCTURAS



¡Atención!

Demonstrative Adjectives

- Demonstrative adjectives (this, that, etc.) are used to point out people and objects. They indicate the relative distance between the speaker and the modified person or object. They agree in gender and number with the noun they modify.

singular			plural		
Gender	Adjective	Noun	Adjective	Noun	
Masculine	este	banco <i>this bank</i>	estos	bancos <i>these banks</i>	
Feminine	esta	casa <i>this house</i>	estas	casas <i>these houses</i>	
Masculine	ese	banco <i>that bank</i>	esos	bancos <i>those banks</i>	
Feminine	esa	casa <i>that house</i>	esas	casas <i>those houses</i>	
Masculine	aquel	banco <i>that bank (over there)</i>	aquellos	bancos <i>those banks (over there)</i>	
Feminine	aquella	casa <i>that house (over there)</i>	aquellas	casas <i>those houses (over there)</i>	

Este sello y estos sobres son grandes.

Ese señor y esos niños son cubanos.

Aquel auto y aquellos buses son caros.

Esta ciudad y estas casas son bonitas.

Esa estampilla y esas postales son tuyas.

Aquella carta y aquellas notas son mías.

This stamp and these envelopes are big.

That gentleman and those boys are Cuban.

That car and those buses are expensive.

This city and these houses are nice.

That stamp and those postcards are yours.

That letter and those notes are mine.



Actividad 1

Work as a whole class. A teacher is collecting supplies for her classroom. Complete what the teacher tells the supply person.

A. Complete the following paragraph by using **este, esta, estos or estas**.

Tengo que pedirte muchas cosas para mi sala de clase. Necesito _____ pluma roja, _____ libros y _____ diccionario, por favor. También quiero _____ lápices, _____ tizas y _____ marcador amarillo. _____ alumnos van a usar todas _____ cosas en _____ clase de español todos los días durante _____ semana.

B. Complete the following paragraph by using **ese, esa, esos or esas**.

Dame también, por favor, _____ cuadernos, _____ borrador, _____ mapas, y _____ papeles amarillos. Mira por la ventana, _____ alumnos que caminan por el estacionamiento y _____ alumnas que están en el jardín trabajan con _____ profesora que puedes ver en el balcón. Todas _____ cosas las voy a compartir con ella. Ah, y _____ televisión y _____ grabadoras, si tú no las quieres, dámelas también, nosotros las podremos usar. Y si no necesitas _____ reloj, también me lo puedo llevar porque el nuestro no funciona.

C. Complete the following paragraph by using **aquel, aquella, aquellos or aquellas**.

¡Mira, mira otra vez por la ventana! _____ profesora es nueva aquí, es chilena, y _____ profesor es uruguayo. Ellos trabajan con _____ alumnos que están en el jardín. _____ chico joven es de Nueva York y _____ muchachas son de California. _____ hombre con traje oscuro es también profesor de _____ clase de español. _____ personas también van a necesitar materiales para sus clases. Ah, y mira en el estacionamiento, junto al jardín, _____ automóvil azul tan elegante, es de _____ alumno rubio que habla con _____ mujer. Voy a decirles a _____ profesores que pueden venir hoy mismo a pedirte materiales, ¿sí? Bueno, hasta luego, y ¡gracias!



¡Atención!

Demonstrative Pronouns

- Demonstrative pronouns (this one, that one, etc.) are also used to point out people and objects. They also indicate the relative distance between the speaker and the modified person or object. Even though they are not followed by a noun, all of them, (except for the neuter forms **esto**, **eso**, and **aquello**), still agree in number and gender with the noun to which they refer.
- Most demonstrative pronouns take an accent mark, to differentiate them from the demonstrative adjectives. The neuter forms **esto**, **eso**, and **aquello** do not take an accent mark nor do they have a plural form.

		singular	plural	
Gender	Pronoun		Pronoun	
Masculine	éste	<i>this one</i>	éstos	<i>these ones</i>
Feminine	ésta	<i>this one</i>	éstas	<i>these ones</i>
Neuter	esto	<i>this</i>		
Masculine	ése	<i>that one</i>	ésos	<i>those ones</i>
Feminine	ésa	<i>that one</i>	ésas	<i>those ones</i>
Neuter	eso	<i>that</i>		
Masculine	aquíl	<i>that one (over there)</i>	aquílls	<i>those ones (over there)</i>
Feminine	aquílla	<i>that one (over there)</i>	aquíllas	<i>those ones (over there)</i>
Neuter	aquello	<i>that (over there)</i>		

Este mapa es bueno, pero **éste** es mejor.
Ese auto es caro, pero **ése** es barato.
Aquel hotel es elegante, pero **aquél** no.
Estos cuartos son caros y **éstos** también.
Esos hoteles son buenos, **ésos** también.
Aquellos mapas son míos, **aquéllos** no.
Esta casa es nueva y **ésta** también.
Esa niña es cubana y **ésa** es china.
Aquella carta es larga, **aquélla** es corta.
Estas casas son caras y **éstas** también.
Esas comidas son buenas, **ésas** no.
Aquellas cartas son mías, **aquéllas** no.

*This map is good, but this one is better.
That car is expensive, but that one is cheap.
That hotel is elegant, but that one is not.
These rooms are expensive and these too.
Those hotels are good, those are too.
Those maps are mine, those are not.
This house is new, and so is this one.
That girl is Cuban and that one is Chinese.
That letter is long, that one is short.
These houses are expensive and these too.
Those meals are good, those are not.
Those letters are mine, those are not.*

The neuter forms **esto**, **eso**, and **aquello** refer to situations, ideas or things that are abstract, general, unidentified or unspecified. They are equivalent to the English *this* or *that* (*stuff, thing, matter, business*).

¿Qué es **esto**?
¿Qué es **eso**?
¿Qué es **aquello**?
Esto es muy caro.
Eso es barato.
Aquello es también caro.

*What is this?
What is that?
What is that (over there)?
This is very expensive.
That is cheap.
That (over there) is also expensive.*



Actividad 2

Work as a whole class. A teacher is collecting supplies for her classroom. Complete what the teacher tells the supply person.

A. Complete the following paragraph by using **éste**, **ésta**, **éstos** or **éstas**.

Tengo que pedirte muchas cosas para mi sala de clase. Necesito esta pluma roja, y
también _____ negra. Y estos libros blancos y _____ azules, ¿puedes
dármelos? Este diccionario pequeño y _____ grande también, por favor. También
quiero estos lápices, y _____ nuevos que están muy bonitos. Estas tizas blancas y
_____ verdes, las quisiera para mi clase. Este marcador amarillo me gusta, pero _____

más me gustan _____ negros. Esta grabadora nueva que tienes aquí está muy bonita, _____ mía está fea y vieja . . . dame _____ que es mejor. Me voy a llevar estas cosas y también _____ que están aquí, ¿sí?

B. Complete the following paragraph by using **ése**, **esa**, **esos** or **esas**.

Dame también, por favor, esos cuadernos, y también _____ que tienes sobre la mesa. Y ese borrador pequeño, y _____ grandes, y esos tres mapas de América Central y _____ tres de Sudamérica, y estos papeles amarillos y también _____ blancos, ¿me los das? Esos calendarios de este año y _____ del año próximo, también los necesito. Esos audífonos que tienes, y _____ que están en la mesa, dámelos para estas grabadoras, _____ no los necesitan. Mira por la ventana, esos alumnos que caminan por el estacionamiento son de mi clase y _____ que están en el jardín estudian en la clase de al lado. Esa profesora que puedes ver en el balcón del tercer piso, es argentina, y _____ que está en el segundo piso, es cubana. Y ese señor en la planta baja, _____ es el profesor peruano que trabaja conmigo.

C. Complete the following paragraph by using **aquél**, **aquella**, **aquellos** or **aquellas**.

Mira, mira otra vez por la ventana! Aquella profesora es nueva aquí, y _____ también. Aquel profesor es uruguayo y _____ es colombiano. Ellos trabajan con aquellos alumnos que están en el jardín, no con _____ que están junto a la ventana. Aquel chico joven es de Nueva York y _____ es de Florida; aquellas

muchachas son de California y _____ son de Carolina del Norte. Aquel hombre con traje oscuro es profesor de italiano y _____ de traje gris es profesor de portugués. Aquellos señores son civiles y _____ son militares, pero hoy todos llevan ropas civiles. Aquellas personas y _____ que están en el pasillo también van a necesitar materiales para sus clases. Ah, y mira en el estacionamiento, junto al jardín, aquellas motos azules y _____ rojas, son de aquellos señores altos que hablan con _____ bajos. Bueno, me voy con todo esto . . . hasta luego, y ¡gracias!



Actividad 3

Work as a whole class. Complete the following paragraph about a child who is having trouble eating his meal. Use **esto**, **eso**, and **aquello**.

Mamá, ¿qué es _____ (this) en mi plato? ¿Qué es _____ (that)?
¡Yo no como _____ (that)! ¡No me gusta _____ (that)! ¿Quién quiere comer _____ (that/over there)? ¡No quiero _____ (this)!
¡Quiero _____ (that)! ¡Me gusta _____ (that)! ¡Y también quiero _____ (that), _____ (that/over there), y _____ (this)!



¡Atención!

More about Adverbs

In Lesson 7 we learned that an adverb is a word that modifies a verb, an adjective, or another adverb. An adverb answers the questions "How?", "When?", "Where?". An adverb remains invariable, it does not agree in gender and number. In Lesson 7 we learned the adverbs **siempre** and **nunca**. They answer the question "When?"

- Most Spanish adverbs are formed by adding **-mente** (the equivalent of *-ly* in English) to an adjective ending in a consonant or in **e**. Most of them are cognates with English.

final	<i>final</i>	final mente	<i>finally</i>
frecuente	<i>frequent</i>	frecuentemente	<i>frequently</i>

If the adjective ends in **-o**, change the **-o** to **-a** and add **-mente**:

completo	<i>complete</i>	completamente	<i>completely</i>
----------	-----------------	---------------	-------------------

If the adjective has a written accent mark, the adverb retains it:

fácil	<i>easy</i>	fácilmente	<i>easily</i>
-------	-------------	------------	---------------



Actividad 4

A. Form adverbs from the following adjectives. What is their English equivalent?

- | | |
|--------------|--------------|
| 1. claro | 7. general |
| 2. común | 8. horrible |
| 3. constante | 9. lento |
| 4. correcto | 10. perfecto |
| 5. difícil | 11. rápido |
| 6. feliz | 12. reciente |

B. Can you think of other adjectives that can be transformed into adverbs?
Share your information with the class.

NOTE: The adjective **solo** means alone. It agrees in gender and number with the subject of the sentence. The adverb **solamente** means *only*. It can be shortened to **sólo** (with an accent mark).

solo	<i>alone</i>	solamente/sólo	<i>only</i>
El vive solo.	<i>He lives alone.</i>	Solamente/sólo hay un alumno en clase.	<i>There is only one student in class.</i>
Ella come sola.	<i>She eats alone.</i>	Solamente/sólo ella está aquí.	<i>Only she is here.</i>

NOTE: As you already know because of **siempre** and **nunca**, not all Spanish adverbs end in **-mente**. Here are some others that are introduced in this lesson:

mucho	<i>much/a lot</i>	El come mucho.	<i>He eats much/a lot.</i>
poco	<i>not very much/little</i>	Yo como poco.	<i>I eat little.</i>
también	<i>also/too</i>	Ella también come.	<i>She also eats.</i>
tampoco	<i>neither/not . . . either</i>	Yo tampoco como.	<i>I don't eat either.</i>
cerca	<i>near/nearby/close</i>	El banco está cerca.	<i>The bank is nearby.</i>
lejos	<i>far/far away</i>	Está lejos.	<i>It is far away.</i>



¡Atención!

Adverbs **también** and **tampoco**

también

also, too

Yo voy al correo.
Mi hermano **también** va al correo.
También mi hermano va al correo.
Mi hermano va al correo **también**.

I go to the post office.
My brother also goes to the post office.
Also my brother goes to the post office.
My brother goes to the post office, too.

También can be used before the verb or after it.

tampoco

neither, not . . . either

Su padre no trabaja en un banco.
Su hijo **tampoco** trabaja en un banco.
Su hijo **no** trabaja **tampoco** en un banco.
Tampoco su hijo (trabaja en un banco).

His father does not work in a bank.
His son does not work in a bank either.
His son does not work in a bank either.
Neither does his son (work in a bank).

Tampoco can be used before the verb or in a double negative construction, preceded by **no** and the verb.



¡Atención!

***Todo, toda, todos, and todas* as Adjectives**

- When **todo** and **todos** are used as adjectives, they agree in gender and number with the noun they qualify. Notice their different meanings: *all, every, all of, whole*.

Trabajo **todo** el día.

I work all/the whole day.

Estudia **toda** la tarde.

He studies all/the whole afternoon.

Vamos al banco **todos** los días.

We go to the bank every day.

Hablan por teléfono **todas** las tardes.

They talk on the phone every afternoon.

Todos mis amigos viven en Tejas.

*All (of) my friends live in Texas.**

Todas ellas son soldados.

*All of them are soldiers.**

* Notice that in Spanish, the preposition **de** is not needed for the English *of*.

***Todo, toda, todos, and todos* as Pronouns**

- When **todo** and **todos** are used as pronouns, they take the appropriate gender of the noun they replace. Notice their different meanings: *all, everybody, everyone, all of*.

Todos los alumnos están aquí. (adjetivo)

All (of) the students are here. (adjective)

Todos están aquí. (pronombre)

All are here. (pronoun)

Todas las señoritas trabajan. (adjetivo)

All (of) the ladies work. (adjective)

Todas trabajan. (pronombre)

All (of them) work. (pronoun)

Todos hablan español. (pronombre)

Everybody/everyone speaks Spanish./

All of them speak Spanish. (pronoun)

Use **todo** when the noun is unspecified. Notice its meanings: everything, all. The context of the situation will clarify the meaning of these kinds of expressions.

Todo está aquí.

Everything is here.

El niño se come **todo**.

The boy eats everything.



¡Atención!

More about the Prepositions POR and PARA

In Lesson 6 we learned that the prepositions **por** and **para**, generally translated into English as *for*, have other meanings. We learned that **por** is used when you mean *in exchange for* and that **para** is used when you mean *intended for*. In this lesson we will learn other meanings and uses of these prepositions and you will be given some additional information on future uses of **por** and **para** in this course.

Use **POR** when you mean

- *manner or by means of:*

Voy a llamarlo	<i>I am going to call him on the phone.</i>
Mandamos la carta	<i>We send the letter by air mail.</i>

Use **PARA** when you mean

- *purpose, in order to:*

El buzón es para echar cartas.	<i>The mailbox is for mailing letters.</i>
Ud. necesita sellos para mandar una postal.	<i>You need stamps (in order) to mail a postcard.</i>

*Voy a hablar con mi madre **por** teléfono **para** saludarla.
I am going to talk to my mother **on** the phone **in order to** say hello to her.*



Actividad 5

El señor González needs to run some errands. To complete his mental list of things to do, you need to fill the blanks with **por** and **para**. Discuss your choices with the class.

Tengo que girar el primer cheque _____ quinientos dólares _____
pagar mi casa. Hoy necesito llamar _____ teléfono al banco,
_____ preguntar si el banco está abierto más tarde _____ hablar

con el gerente _____ solucionar un problema con mi cuenta corriente. No puedo girar más de tres cheques cada mes y he girado ya tres _____ comprar las cosas que mi esposa quiere _____ la casa nueva.

ADDITIONAL INFORMATION: here are other uses of **por** and **para**.

These uses will be introduced later in the course. Notice that **por** has a wider range of uses than **para**.

Use POR when you mean	Use PARA when you mean
<ul style="list-style-type: none"> • <i>through, along, by, via</i> <p>El avión va por Miami. <i>The plane goes via Miami.</i></p>	<ul style="list-style-type: none"> • <i>destination (a may also be used)</i> <p>El avión para Cuba <i>The plane for Cuba</i> sale a las ocho. <i>leaves at eight.</i></p>
<ul style="list-style-type: none"> • <i>a length of time</i> <p>Ustedes están aquí por seis meses. <i>You are here for six months.</i></p>	<ul style="list-style-type: none"> • <i>a certain deadline in the future</i> <p>Necesito el dinero para hoy a las tres. <i>I need the money by three today.</i></p>
<ul style="list-style-type: none"> • <i>on behalf of, in place of</i> <p>María trabaja hoy por su padre, él está enfermo. <i>Maria works today in place of her father. He is ill.</i></p>	<ul style="list-style-type: none"> • <i>for a specific person, thing, organization</i> <p>María trabaja para su padre, él es su jefe. <i>Maria works for her father. He is her boss.</i></p>
<ul style="list-style-type: none"> • <i>because of, for the sake of</i> <p>El está triste por las noticias. <i>He is sad because of the news.</i></p>	
<ul style="list-style-type: none"> • <i>units of measures</i> <p>El banco me da sólo dos por ciento de interés. <i>The bank gives me only two percent interest.</i></p>	
<ul style="list-style-type: none"> • <i>cause or agent of an action</i> <p>El cheque fue cambiado por él. <i>The check was cashed by him.</i></p>	



¡Atención!

The Present Tense of *venir* (to come)

singular		plural	
yo	vengo	nosotros/as	venimos
tú	vienes	vosotros/as	venís
Ud.		Uds.	
él	viene	ellos	vienen
ella		ellas	

NOTE: Remember that, as we learned in Lesson 7, *venir* is irregular in the future indicative.

The verbs *regresar*, *volver* and *devolver* (to return)

Regresar and **volver** mean *to return from somewhere, to come back.*

Los alumnos regresan del cuartel.
Los alumnos vuelven del cuartel.

The students return from the barracks.

When **volver** is followed by the preposition **a** and a verb in the infinitive, it means *to do something again, to repeat the action (of the infinitive)*

El cabo vuelve a llamar por teléfono

The corporal calls on the phone again

Devolver means *to return something, to take back something*

Los alumnos devuelven los exámenes

Therapeutic Agents

The verbs *creer* and *pensar* (to think)

- These verbs are not interchangeable and their differences are made clear in context.

Creer means *to think* or *to believe*.

Los estudiantes **creen** que es viernes.
Ellos **creen** en el gobierno.

The students think (that) it is Friday.
They believe in the government.

Notice that in Spanish, the preposition **en** is used for the English *in*.

When the verb **creer** is followed by **que**, it means *to think that . . .*:

Yo **creo** que él va a venir hoy.

I think that he is going to come today.

To express these ideas, **que** has to follow **creer**. It cannot be omitted.

In Spanish, **creo que sí** means *I think so*, and **creo que no** means *I don't think so*.

Pensar means *to think*.

La capitana **piensa** en sus vacaciones. *The captain thinks of/about her vacation.*

Notice that in Spanish, the preposition **en** is used for the English *of* or *about*.

When **pensar** is followed by a verb in the infinitive, it means *to intend*,
to plan (to do something):

Pensamos ir al banco.

We intend/plan to go to the bank.



¡Atención!

Quisiera, the imperfect subjunctive form of the verb **querer**, is used in Spanish to express "*I would like . . .*" in a very polite way. It is used instead of the conditional form of the verb, **querría**, which literally means *I would like . . .*

Quisiera diez estampillas de cincuenta centavos, por favor.
I would like ten fifty-cent stamps, please.

Por favor, quisiéramos cambiar un cheque.
Please, we would like to cash a check.



Actividad 6

Working as a whole class, take turns completing this paragraph using the appropriate words from the Jumble Box.

Soy de Colorado y hablo español muy bien pero ahora estudio ruso en la escuela de idiomas. Tengo un compañero que _____ habla español, es guatemalteco, es cabo y _____ Rodolfo López. El cabo López no quiere _____ más en el ejército. Yo _____ quiero estar más tiempo en el ejército pero pienso quedarme en el servicio por unos _____ más. López piensa irse a _____ a Guatemala. El quisiera regresar a su _____ en el correo central de la capital. Así _____ estar más cerca de su familia. _____ las noches López llama _____ teléfono a su familia. El padre de López es gerente de un _____ muy importante donde trabajan todos sus hijos. Sus padres van a _____ a los Estados Unidos de vacaciones en noviembre y López _____ con ellos a Guatemala en diciembre _____ pasar las navidades con su familia y con sus amigos.

vivir	tampoco	Todas	banco
irá	trabajo		también
se llama	venir		por
podrá	años	estar	para

ACTIVIDADES DE INTEGRACION



Actividad 1

- A. Work in pairs. Role-play. You are conducting the interrogation of an informant whose credibility has to be established. Elicit information in Spanish on his/her background to fill out this form. Your partner will use an assumed identity of a Latin American that only speaks Spanish to play his/her role. After the interrogation is completed, report your findings to the class.

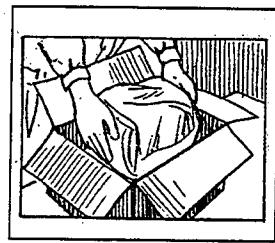
		PERSONAL BACKGROUND	
<i>Last Name</i>	<i>First Name</i>		
<i>Address</i> <small>(street)</small> <small>(city)</small>		<small>(zip code)</small>	
<i>Telephone Number</i>			
<i>Date of Birth</i>	<i>Age</i>		
<i>Place of Birth</i>	<i>Nationality</i>		
<i>Profession</i>			
<i>Rank</i>	<i>Service</i>		
<i>Marital Status</i>	<i>Number of Children</i>		
<i>Education</i>			
<i>Languages Spoken</i>			
<i>Additional Information</i>			
.....			

B. Talk about your own personal background. Include as many details as you can.



Actividad 2

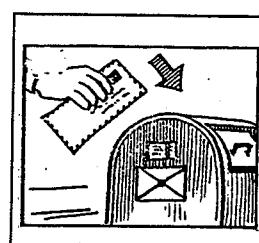
A. Listen to the following descriptions of what people are doing. Match each one with the appropriate picture by placing the number of the phrase next to the letter of the corresponding picture.



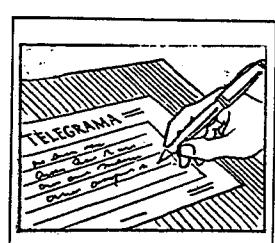
a ____



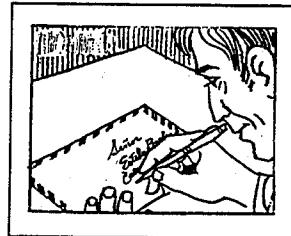
b ____



c ____



d ____



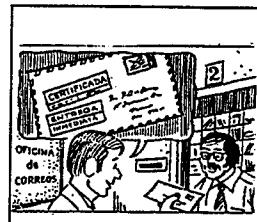
e ____



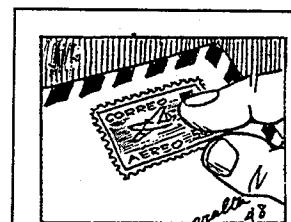
f ____



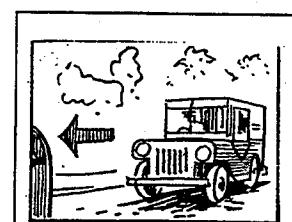
g ____



h ____



i ____



j ____

B. Work in pairs. Look at the pictures above. Choose two or three that you can associate with your personal experience. Take turns describing the pictures and explain how they relate to you. Share your information with the class. You may tell the class your own experiences or what your partner told you.

NOTA CULTURAL: Hacer cola (*standing/waiting in line*) ordenadamente en paradas de autobuses, ventanillas en los bancos y correos y en otros lugares, no es una costumbre en los países hispanos. Generalmente las personas se agrupan cerca del lugar donde tienen que ir y esperan su turno de esa manera.



Actividad 3

Listen to the following telephone conversations and take down the necessary information on the corresponding memo slips below. You can do this in English or in Spanish. Then, compare your notes with your classmates'.

1. MEMORANDUM OF CALL

TO: _____
CALLER: _____
PHONE: _____
MESSAGE:

2. MEMORANDUM OF CALL

TO: _____
CALLER: _____
PHONE: _____
MESSAGE:

3. MEMORANDUM OF CALL

TO: _____
CALLER: _____
PHONE: _____
MESSAGE:

4. MEMORANDUM OF CALL

TO: _____
CALLER: _____
PHONE: _____
MESSAGE:

5. MEMORANDUM OF CALL

TO: _____
CALLER: _____
PHONE: _____
MESSAGE:

6. MEMORANDUM OF CALL

TO: _____
CALLER: _____
PHONE: _____
MESSAGE:



Actividad 4

- A. A Spanish speaking American soldier is on a mission in a remote area of Bolivia. He is working with the Bolivian Army helping that country in the war against drugs. He has to go to the largest town in the area to send a telegram to his Spanish speaking Bolivian superior at the Bolivian Army Headquarters in La Paz. Listen to the information the soldier gives the telegram office employee. Fill out the telegram form that follows with the information you hear. Listen as many times as necessary.

télex-Bolivia
comunicación rápida y fácil

Oficina de origen	Trinidad	Fecha
--------------------------	----------	--------------

**PRESENTE ESTE FORMULARIO EN LA CAJA DE
ADMISION DE TELEGRAMAS
Y SU MENSAJE SERA TRANSMITIDO INMEDIATAMENTE A SU DESTINO**

Destinatario/a	Teléfono	
Domicilio	Télex	
Ciudad	País	Oficina de destino

Remitente	transmisión fecha hora operador/a <i>López</i>
Domicilio	Teléfono

**PARA SU SEGURIDAD Y PROTECCION CUANDO RECIBA UN TELEGRAMA
PIDA SIEMPRE LA IDENTIFICACION DE TELEX-BOLIVIA AL MENSAJERO.**

B. Discuss in Spanish the following questions with a partner and be prepared to report back to the class.

1. Were you able to fill in the information missing in the boxes for **país, transmisión: fecha, hora**? What did you put into these boxes?
2. What is the name of the telegram office employee?
3. What are the problems the soldier is reporting?
4. Do you think there is any concealed information in this message?
5. Why doesn't the soldier give his address and phone number?
6. What is the importance of the last two lines printed on the telegram form?
7. Why do people send telegrams today?
8. How do you send a telegram?



Actividad 5

A. Work in pairs. Imagine that you are living in Colombia. Your writing hand is injured and you cannot write. You need to deposit some money in your savings account at the local bank. Go to the bank and ask the employee to fill out the form for you with the information you supply. Student A will play the role of the injured person and Student B will play the role of the bank employee. Then switch roles so that both of you play both roles.

BANCO DE CARTAGENA		DEPÓSITO DE AHORROS		LUGAR Y FECHA	
CUENTA Nº	_____	Efectivo	_____	CHEQUES DEPOSITADOS	_____
DE: _____		_____		Nº	VALOR
COR. 10515		_____		CHEQUES DE ESTE BANCO	_____
SIRVASE NOTIFICARNOS CUALQUIER CAMBIO DE DIRECCION DETALLE LOS CHEQUES Y EL EFECTIVO AL RESPALDO		_____		CHEQUES DE BANCOS LOCALES	_____
		_____		CHEQUES DE OTRAS PLAZAS	_____
		_____		TOTAL DEL DEPÓSITO	COLS
		_____		SON	_____ PESOS

B. Work in pairs. Imagine that you are living in Colombia. Your writing hand is injured and you cannot write. You need to withdraw some money from your savings account at the local bank. Go to the bank and ask the employee to fill out the form for you with the information you supply. **Student A** will play the role of the injured person and **Student B** will play the role of the bank employee. Then switch roles so that both of you play both roles.

BANCO DE CARTAGENA		Lugar y Fecha
RETIRO DE AHORROS		
CUENTA Nº		
		PESOS
		CTVS.
DE: _____		
He recibido la suma de: _____ _____ pesos.		
<ul style="list-style-type: none">• LA LIBRETA DE AHORROS DEBE SER PRESENTADA EN CADA RETIRO.• SIRVASE NOTIFICARNOS CUALQUIER CAMBIO DE DIRECCION.		
FIRMA		



Actividad 6

- A. Listen to the following incomplete dialogues. Transcribe what Speaker A says. Speaker B agrees with Speaker A. Write what Speaker B would say, using **también** and **tampoco**.

Dialogue 1:

A: _____

B: _____

Dialogue 2:

A: _____

B: _____

Dialogue 3:

A: _____

B: _____

- B. Work as a whole class. Following the example of the dialogues you just heard, take turns making relevant statements using **también** and **tampoco**. Talk about your bank account(s) and post office experiences or other topics that are important to you.



Actividad 7

A. Work in small groups. Look at and discuss these pictures about different professions. Be prepared to describe any one of these pictures to the class and have your classmates guess which picture you are talking about.

1



2



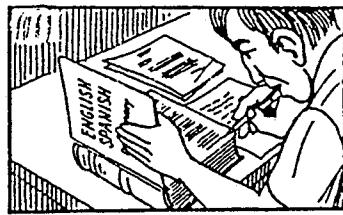
3



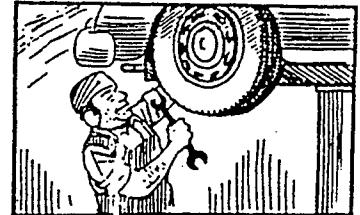
4



5



6



B. Work as a whole class. Ask your classmates which of them can relate the above professions with members of his/her family or friends.



Actividad 8

A. Work as a whole class. What would you say in these situations, and in how many ways can you say them?

You want to

- a. purchase stamps.
- b. ask a caller to wait.
- c. open a bank account.
- d. make a long distance phone call through the operator.
- e. offer to take a message.
- f. leave a message.
- g. get change for a bill.
- h. encourage someone to speak up.
- i. have something spelled out.
- j. send money to your family back home.
- k. send a telegram.

B. Work with a classmate and practice the previous expressions by doing various role-plays. Be prepared to present some of your scenarios to the class so that different ways of conducting these transactions can be compared and discussed.



Actividad 9

Work in small groups of three. You are stationed in a Latin American country and are quite fluent in Spanish. Your American boss who doesn't speak Spanish has just arrived in the country. He asks you to accompany him to the bank to serve as his interpreter because there are no English speaking employees at the bank. You will play the role of the interpreter, another student will play the role of your boss and a third student will play the role of the bank employee.

Instructions for the Boss

Introduce yourself. You want to open a checking and a savings account. You have \$10,000 to deposit and change into local currency. You want your wife to be able to sign checks. You want to find out if you have to pay for the checks, if the bank will give you a credit card, and the business hours of the bank. You will also answer the questions the bank employee will ask you.

Instructions for the Bank Employee

Greet the visitors politely and ask what you can do for them.
Get information including his full name, date of birth, address, maiden name of his mother, etc.
Answer his questions about the bank's hours, credit card, checks, etc.

NOTA CULTURAL: Las tarjetas de ATM también se usan en los países hispanos. Los nombres de estas tarjetas varían en los diferentes países.



Actividad 10

A. Work in small groups. Listen to the following paragraphs describing the daily schedule of two tenants of an apartment building. Take notes on their daily routine. Listen as many times as necessary. Compare notes and verify the daily routine of the two neighbors.

Juan

Yolanda

B. Yolanda and Juan are stressed because of lack of sleep and very upset with each other. They want to complain to the manager. Talk with the members of your group about what is upsetting Juan and Yolanda and how they can solve their problem.

C. As a whole class, discuss the solutions each group came up with and agree on the best one.

GLOSARIO

En el banco

At the Bank

el cajero
cambiar dinero
cambiar un cheque
el cambio
el cheque de viajero
el cheque sin fondos
la cuenta corriente
la cuenta de ahorros
depositar un cheque
el dinero
endosar un cheque
escribir un cheque
girar un cheque
el giro
hacer cola
la libreta de cheques
la plata
sacar dinero
la ventanilla

El teléfono

The Telephone

¿De parte de quién?
dejar un mensaje
dejar un recado
la emergencia
la guía de teléfonos
hablar por teléfono
hacer una llamada
El teléfono está ocupado.
la llamada de larga
distancia
la llamada local
la llamada por cobrar
llamar por teléfono
el número equivocado
¿Quién llama?
el/la telefonista

cashier
to exchange money
to cash a check
change
traveler's check
bounced/bad check
checking account
savings account
to deposit a check
money
to endorse a check
to write a check
to write a check
the money order
to stand/wait in line
checkbook
money
to withdraw money
window

En el correo

At the Post Office

el apartado postal
el buzón
la caja
la carta
el cartero
la casilla postal
correo certificado
el correo
el correo aéreo
el destinatario
echar una carta
la entrega especial
la entrega inmediata
la estampilla
el paquete
la pesa
por avión
el remitente
el sello
el sobre
el telegrama

post office box
mailbox
box/cashier's desk
letter
mailman
post office box
registered mail
post office/mail
airmail
receiver
mail a letter
special delivery
special delivery
stamp
package
scale
airmail/by plane
sender
stamp/seal
envelope
telegram

Who's calling?
to leave a message
to leave a message
emergency
phone book
to talk on the phone
to make a phone call
The line is busy.
long-distance call

local call
collect call
to phone
wrong number
Who's calling?
telephone operator

Otras palabras

Other Words

al lado de	<i>beside/next to</i>
alguien	<i>somebody</i>
los bomberos	<i>firemen</i>
¡Caramba!	<i>Darn!</i>
la cola	<i>line/tail</i>
Creo que no.	<i>I don't think so.</i>
Creo que sí.	<i>I think so.</i>
enseguida	<i>right away</i>
frecuentemente	<i>frequently</i>
la semana próxima	<i>next week</i>
la semana que viene	<i>next week</i>
muchas personas	<i>lots of people</i>
quisiera	<i>I would like . . .</i>
el regalo	<i>present/gift</i>
segundo/a	<i>second</i>
también	<i>also</i>
tampoco	<i>neither</i>
un poco después	<i>a little later</i>

Verbos

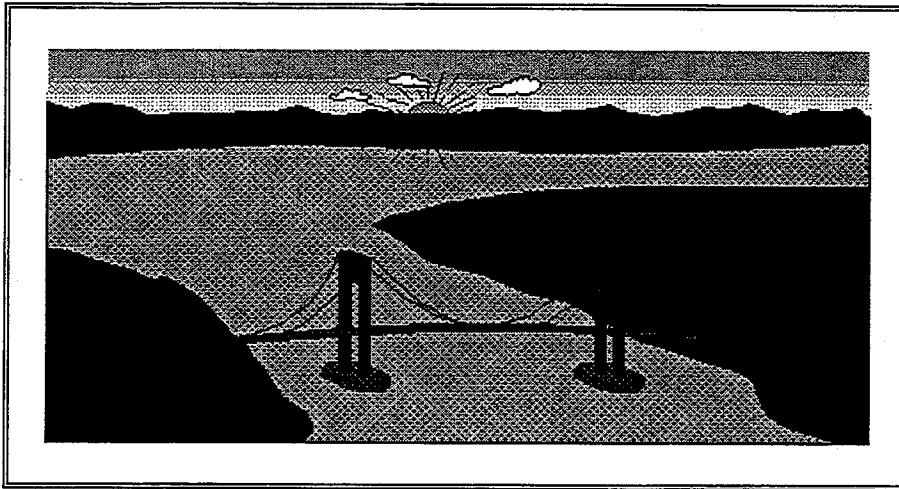
Verbs

ahorrar	<i>to save (money)</i>
creer	<i>to think/believe</i>
devolver (ue)	<i>to return/take back something</i>
enviar	<i>to send/forward</i>
esperar	<i>to wait</i>
firmar	<i>to sign</i>
llamar	<i>to call</i>
mandar	<i>to send/order/command</i>
marcar	<i>to dial/mark</i>
pensar (ie)	<i>to think (of/about)</i>
pensar + infinitive	<i>to intend/plan</i>
pesar	<i>to weigh</i>
recibir	<i>to receive</i>
regresar	<i>to return/come back</i>
venir	<i>to come</i>
volver (ue)	<i>to return/come back</i>
volver a + infinitive	<i>to do something again</i>

Lesson 10

REVIEW: Unit 2

BRIDGE: Joint Training Exercise



Objectives

The first part of this lesson provides a systematic review of Lessons 6-9.

The second part, the BRIDGE, provides practice of the following functions or tasks:

- extracting information from written and listening texts and an interview regarding a joint U.S. Latin American military training exercise,
- analyzing training needs,
- analyzing weather conditions,
- determining clothing needs,
- synthesizing information and developing a training schedule.

PRACTICA DE LA UNIDAD 2



Actividad 1

Work as a whole class. Each of you is asked to give a two-minute talk to the class about yourself. Be sure to mention your personal data, family, work, daily activities, etc. Your instructor will give you sufficient time to organize your thoughts before you start taking turns giving your talk. You might want to prepare a brief outline listing the most important points you plan to address.



Actividad 2

Discuss with the class what the weather is like today.
Talk about tomorrow's weather forecast.



Actividad 3

Brainstorm as a class. What do you know about the weather in the Spanish speaking countries? How many types of climate do you remember? Are the seasons in South America the same as the ones in the United States?



Actividad 4

Describe to the class in detail what you are wearing today.
Also, describe the clothes your teacher is wearing today.



Actividad 5

Work in small groups and talk about:

1. the different uniforms you wear on different days of the week.
2. the uniform the enlisted men/women of your unit wear in formal ceremonies.
3. the type of military clothes you wear when you are in the field.
4. when you may wear civilian clothes.
5. the regulations the male members of the Armed Forces have to follow with respect to their hair.
6. the differences in regulations for females regarding uniforms, hair length, etc.



Actividad 6

Work in pairs. What is your daily routine? What is the daily routine of your partner? Compare them and share your information with the class. Include at what time you get up, have breakfast, get dressed, and do physical exercises, how many times you take a shower every day, etc.



Actividad 7

Make a survey outside of your classroom. Together with a partner, go to another Spanish classroom to ask a couple of people some questions. The purpose of this survey is to determine what makes people furious, nervous, and sad. You may also want to include other opinion questions you can think of. Prepare your questions beforehand. After you are finished, return to your classroom, where you and your fellow survey takers will tally everybody's findings on the board to see what bothers people most in this organization.



Actividad 8

Complete the following paragraph using the future indicative of the verb in parentheses.

Mis compañeros de clase y yo (tener) _____ cuatro días de vacaciones.

(Hacer) _____ una excursión a las montañas del parque nacional cerca de la

base. (Poder) _____ ir en mi carro. (Acampar) _____ y

también (caminar) _____ mucho por las montañas y el campo. El

pronóstico meteorológico dice que el tiempo (estar) _____ malo y que

(llover) _____ mucho. Nosotros (llevar) _____ ropa para el

frío y también paraguas e impermeable para la lluvia. (Llevar) _____ pocas

cosas para comer porque (ir) _____ de compras a la tienda del pueblo

cercano. Allí yo (comprar) _____ unas postales y les (escribir)

_____ a mis amigos. Yo (tener) _____ tiempo porque yo no

(ir) _____ a pescar con mis compañeros. (llevar) _____
también unos libros que (leer) _____ por la noche . . . pero, ¡también
(llevar) _____ mis libros de español, y (estudiar) _____
mucho porque la semana próxima (tener) _____ exámenes!



Actividad 9

Ask two of your classmates in Spanish what plans they have for their next vacation. Use the chart below to take notes. Then report your findings to the class. Compare the information you received with that of your classmates.

	Vacation plans and activities	Date and length of such activity	Necessary clothes or equipment	Participants
Name				
Name				



Actividad 10

Work as a whole class. Without using dictionaries, read the following article. Summarize it in English. Then you may use the dictionary to look up the words you did not understand.

Bancos extranjeros proliferan en China

PEKIN (EFE).- Como en la década de los años 20 y 30, las sucursales de los bancos extranjeros se multiplican cada año en China y actualmente existen 330 representaciones procedentes de 20 países de todo el mundo.



En 1982 el número de representaciones de bancos extranjeros en China no sobrepasaba la decena, mientras que en 1989 pasó a 33, para llegar a las 330 de la actualidad, indica la fuente citada.

El Universo



Actividad 11

Listen to the following telephone conversations and take down the necessary information on the corresponding memo slips below. Compare your notes with your classmates.

1. MEMORANDUM OF CALL

TO:

CALLER:

PHONE:

MESSAGE:

2. MEMORANDUM OF CALL

TO:

CALLER:

PHONE:

MESSAGE:

3. MEMORANDUM OF CALL

TO:

CALLER:

PHONE:

MESSAGE:



Actividad 12

Match the country and its currency by writing the letter in the space provided. Then, to verify your responses or to fill in the missing information, listen to the tape. Listen as many times as necessary.

- | | |
|--------------------------|---------------|
| 1. <u> </u> Venezuela | a. el sol |
| 2. <u> </u> México | b. el dólar |
| 3. <u> </u> Guatemala | c. la lempira |
| 4. <u> </u> España | d. el sucre |
| 5. <u> </u> Puerto Rico | e. el guaraní |
| 6. <u> </u> Costa Rica | f. la peseta |
| 7. <u> </u> Panamá | g. el colón |
| 8. <u> </u> Nicaragua | h. el peso |
| 9. <u> </u> Ecuador | i. el quetzal |
| 10. <u> </u> Paraguay | j. el córdoba |
| 11. <u> </u> Perú | k. el bolívar |
| 12. <u> </u> Honduras | l. el balboa |



Actividad 13

Listen to the following paragraphs about activities people are doing. Take notes of the important points. Now, working in pairs, compare each other's notes. Recall as many details as possible to reconstruct the paragraphs. Take turns giving an oral report of what you have heard.

Párrafo 1: Martínez

Párrafo 2: María

Párrafo 3: Estudiantes



Actividad 14

Listen to the following passages. Take notes on the problems these people have and how you think they can solve them. Share your findings with the class and come up with solutions.

Person(s)	Problem	Solution



Actividad 15

Complete this paragraph, which describes the daily routine of a military language student, by translating the words in parentheses. Then take turns sharing your responses orally.

Juan _____ (is) en el ejército y ahora está aprendiendo español en el Instituto de Idiomas del Departamento de Defensa. _____ (He lives) en el cuartel de la misma base y _____ (he has) un horario muy rígido. _____ (He gets up) a las cinco de la mañana, _____ (he washes) la cara, _____ (he shaves) y _____ (he puts on) el uniforme de gimnasia. Entonces _____ (he goes) a correr con su compañía. _____ (He runs) por cuarenta y cinco minutos y después _____ (he returns) a su cuarto, _____ (he takes a shower), _____ (he combs his hair) y _____ (he gets dressed) con el uniforme para ir a clase. Algunos días antes de ir a clase tiene formación. Todos los días _____ (he has) clase de ocho de la mañana a cuatro de la tarde, con una hora para almorzar. Generalmente _____ (he has lunch) en el comedor del cuartel. Los lunes tiene dos horas libres, así _____ (he can have lunch) y también _____ (he can go) al banco y al correo. Juan tiene novia y al final del curso _____ (he is going to get married). Los dos _____ (are going to move) a otro estado.



Actividad 16

Make affirmative or negative sentences with the subject of your choice using the verbs and the connecting words from the chart. Add as many of your own ideas as possible to make long connected sentences.

Example:

Quiero ahorrar mucho dinero todos los meses para pronto poder comprar un auto nuevo.

Subject	tener que querer necesitar querer	llamar ahorrar depositar sacar comprar echar	Your ideas	antes de para después de cuando porque por	Your ideas
---------	--	---	------------	---	------------



Actividad 17

Find a person in your classroom or outside of your classroom that has future plans such as moving or getting married, etc. Talk to this person and ask for as many details as you can think of. Report your findings back to the class.

BRIDGE FOR UNIT 2

Background Information

In Unit 2 you have learned about clothing, weather, daily activities and daily life. Now you will apply that knowledge to a potential job-related situation taking place at a host country military base in Peru.

Preparation at Home

Read this page and the two that follow to prepare yourself for the BRIDGE.

Given the situation described, brainstorm alone or with a classmate some vocabulary and phrases in Spanish you think might be needed to carry out these activities. Bring a short list of some of these words to class.

Situation

From time to time, U.S. Army soldiers participate in joint training exercises with Latin American soldiers. Quite often the host country provides the training site and part of the equipment and supplies, and the participating U. S. military personnel take an active part in conducting the training.

In preparation for such an upcoming event at a host country base in Peru, you have been tasked by your superior to prepare a training schedule in Spanish that will have to include time, place, type of training, and clothing items soldiers will need to have with them.

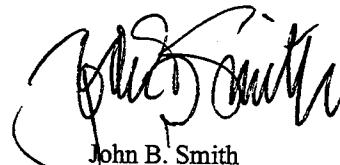
To accomplish your task you will have to read a letter from a Peruvian unit commander, Captain Eusebio Escobedo, to your own company commander's senior officer, LTC Smith, and extract information about training needs, listen to a weather forecast, and interview a person who will give you further information you will need to accomplish your task.

Your company commander has given you the following memo he received from LTC Smith:

MEMORANDUM FOR COMMANDER, Company A

SUBJECT: Tasking to prepare a training schedule for military personnel from host country.

1. I am forwarding to you a letter from Captain Escobedo with information about training, time, and specific requirements.
2. Schedule will be made based on the following criteria:
 - a. Number of soldiers to receive training
 - b. Type of training requested
 - c. Training priorities stated
 - d. Predicted weather conditions during training time
 - e. Duration of training
3. Include as further information a list of appropriate clothes to take for training according to weather conditions.
4. Commander is encouraged to utilize this training to favorably impact unit morale and to promote good relations between U.S. Army personnel and host country army personnel.
5. POC is MAJ Taylor, Bn S-3 at 724-6645.



John B. Smith
LTC, MI
Commanding

DISTRO:
CDR, HHC Co
CDR, OPNS Co

INFO:
Bn CSM

Classroom Activities

For this Bridge, you will be doing the following activities:

- brainstorming key vocabulary related to the situation,
- extracting information from authentic texts,
- reading a letter,
- listening to a weather forecast,
- interviewing a person,
- taking notes,
- synthesizing information,
- and writing a schedule.

Step 1: Brainstorming

Brainstorm as a whole class in Spanish. In order to write the final training schedule you will need to keep in mind different categories of things to do while training, location where the training can take place, as well as the type of weather you might encounter, and clothing items you and your Peruvian counterparts will have to take with you according to the weather that is anticipated.

Step 2: Preparation for Data Collection

You will be collecting information from different sources, including written and listening texts and an interview. In order to keep track of that information, you will develop and enter into the blank Master Grid on the following page

1. the criteria for preparing your training schedule and
2. later, as you extract the necessary information from your sources, the details that need to be worked into the schedule.

Go back to the MEMORANDUM FOR COMMANDER, Company A, and enter the criteria for preparing a training schedule stated there into the shaded areas of your Master Grid on the next page. You can do this in English or in Spanish. Leave the white areas blank for future use.

Master Grid

Criteria for preparing training schedule	Information
a.	
b.	
c.	
d.	
e.	

Discuss your findings with the whole class.

Step 3: Reading a Letter from the Commander of the Latin American Soldiers

The following letter gives key information for preparing your training schedule. Read it and then, working with a partner, extract the key information in Spanish and transfer it to the appropriate places in the Master Grid. Not all information you need to write your training schedule comes from this letter.

Remember: extracting information from authentic texts is a Final Learning Objective (FLO) of the Spanish Basic Course.

DE: Capitán Escobedo
PARA: Comandante Smith
REF: Maniobras conjuntas peruano-estadounidenses.

Estimado Comandante Smith:

Por la presente queda formalmente hecha la invitación que acordamos en nuestras conversaciones el pasado mes de julio. El entrenamiento tendrá lugar en la primera semana de septiembre.

A continuación proveemos información requerida por Uds.:

- a. Número de soldados que participarán en el entrenamiento: 30.
- b. Duración del entrenamiento: De lunes a viernes inclusive.
- c. Tipo de entrenamiento requerido por nuestras tropas:

- Armas.
- Explosivos.
- Radio-comunicaciones.
- Sanidad y primeros auxilios.
- Reconocimiento militar.
- Ejercicios físicos.

Quedo a su disposición. No dude en ponerse en contacto conmigo en caso de necesitar más información al respecto.

Atentamente,

Eusebio Escobedo

Eusebio Escobedo

Capitán del Ejército peruano

Discuss your findings with the whole class.

Step 4: Listening to a Weather Forecast

In order to develop your schedule of activities and the list of clothing you and your counterparts will have to take along, you need to know what the weather forecast is for the week in question. You call the weather bureau in Peru and receive the following recording.

The class will split into three groups. Your instructor will give each group a copy of the tape and then leave the room.

Listen to the entire weather report once or twice without interruption to get the general meaning. Remember: getting a simple gist is a Final Learning Objective (FLO) of the Spanish Basic Course. Then listen again for the specific details asked for on the chart below.

Fill out the chart below with the information you hear. You will not understand every word, but you will be able to pick out key words and pieces of information pertinent to your task. Maintain your level of attention throughout as you listen. Disregard things that are not clear to you and keep on listening.

You will need this information, combined with other information you gather, to complete your final task.

	Monday	Tuesday	Wednesday	Thursday	Friday
Temperature					
Type of weather					

Compare your notes with those of the other groups in your class.

Now that you have obtained information about the weather conditions for the week in question summarize it and transfer it to the appropriate space in the Master Grid.

Remember: Summarizing is a Final Learning Objective (FLO) of the Spanish Basic Course.

Step 5: Interviewing a Person

Although by now you have various useful pieces of information, there is still a gap in the Master Grid in terms of information gathered thus far. Identify this gap as a whole class. Then separate into small groups and prepare some questions (at least two per group) which will elicit responses about the missing data. You will interview a Peruvian soldier who can give you the information you need.

Your teacher will play the role of the Peruvian soldier. Work as a whole class and take turns asking him/her questions. When you are not asking questions, take notes on what you hear, writing down essential information that will help you complete your task.

Remember: conducting an interview and note-taking are Final Learning Objectives (FLO) of the Spanish Basic Course.

Questions

Answers

As a whole class synthesize the key information and then transfer it to the Master Grid.

Step 6: Preparing a Schedule for Joint Training with Personnel from Host Country

Now that you have all the pertinent information in the Master Grid you can start preparing the schedule in Spanish including time, place, type of training, and clothing items for soldiers to take with them for the training.

Separate into five groups. Each group will be responsible for producing one day of the schedule. Use the following chart for developing your final product. Before starting, have a planning session as a whole group. Decide which small group will write the schedule for which of the five days.

HORARIO DE ENTRENAMIENTO CONJUNTO PERUANO-ESTADOUNIDENSE

DÍA

Step 7: Refining the Schedule

Since the five-day schedule was devised by five separate groups, each treating one day, get together as a whole class to discuss and eliminate possible overlaps, oversights, or other discrepancies. Discuss once more, in Spanish, the requirements stated in the MEMORANDUM FOR THE COMPANY COMMANDER and the letter from the Peruvian Captain and make sure all training requirements are met in this schedule. Make the necessary adjustments.

Step 8: Presenting the Schedule to the Representative of the Host Country

Present your teacher, who has played the role of the Peruvian soldier, with the finished schedule (five papers) for transmission to the Peruvian military authorities.