

Special Forces

Spanish

Student  
Version

Module 1

# Special Operations Language Training



**JFK**  
*Special Warfare*  
Center and School



# SOLT Spanish Module 1 Lesson 1



The Alphabet in Context

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

**1. Identify the Alphabet**

- Recognize each character of the alphabet
- Identify the name of each character of the alphabet

**2. Vowel Sounds**

- Recognize vowels
- Produce vowel and diphthong sounds
- Produce vowel-consonant combinations

**3. Consonant Sounds**

- Pronounce consonants sounds

**4. Recognize Cognates**

- Identify cognates
- Pronounce cognates

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

### 1. Identify the Spanish Alphabet

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

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

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

## 2. Vowel Sounds

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

<b>A</b> , as in <i>ah!</i>	casa	ama	fama
<b>E</b> , as in <i>café</i>	bebé	nene	este
<b>I</b> , as in <i>machine</i>	sí	difícil	fin
<b>O</b> , as in <i>no</i>	loco	solo	como
<b>U</b> , as in <i>blue</i>	cuna	cultura	uno

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

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

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



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

### 3. Produce vowel sounds

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

**A** This vowel **A** is pronounced as the English “A” in *father*.

grande      ciudad      una      nación      calles

**E** The letter **E** is always pronounced "E" as in *bet, test, bless*.

México      América      que      es      el

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

Chile      Paraguay      y      estoy      continente

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

no      colonia      como      nación      México      importante

**U** The letter **U** is always pronounced "OO" as in *cool*.

un      Sudamérica      cultura      algunos      única

#### 4. Consonant Sounds

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

##### Letter

- B** 1. The letter **B** is pronounced "**B**" as in *bit*.

Examples: bonitos bellas barrios

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

Examples: Colombia también habitantes

- C** 1. The **C** before A, O, U is hard as the "C" in *can*.

Examples: América capital continente encuentra

2. The **C** before E or I is soft as the **C** in *cent*.

Examples: nación centro ciudad principal veces

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

- CH** 1. As in *child*.

Examples: muchacha mucho

- D** 1. The letter **D** is pronounced "D" as in "*do*."

Examples: dedo idioma

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

Examples: elevada usted Estados Unidos de dos



**F** 1. This letter is pronounced as **F** in the English word *fool*.

Examples: edificio famoso fácil fábrica Felipe

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

Examples: algo lengua agua pregunta algunas

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

Examples: vegetación higiene trabajar José región

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

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

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

Examples: hay hasta ahora historia higiene

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

Examples: juez Javier

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

Examples: Luis Chile la capital del los

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

Examples: caballo llevo yacer yugular yoyo

- M** 1. **M** is pronounced as “M” in the English word *meet*.  
Examples: muy mucho México llaman
- N** 1. **N** is pronounced like “n” in the English word *never*.  
Examples: norte nación son un
- Ñ** 1. The **Ñ** is pronounced "NY." "Cabaña" is pronounced "cabanya" and "señor" is “senyor”.  
Examples: montañas señor niños mañana
- P** 1. **P** is pronounced approximately like “P” in the English word *peak*.  
Examples: parte país pero primitivas
- Q** 1. The letter **Q** when followed by “UE” is pronounced "KE" as in *kept*.  
Examples: que queso
2. When followed by “UI” is pronounced "KEE" as in *keen, keep*.  
Examples: Quito quiero
- R** 1. The **R** is slightly trilled except when it is the first letter in a word, in which case it is strongly trilled.  
Examples: diferentes rey pobres parques centro
- RR** 1. **RR** is always strongly trilled.  
Examples: ferrocarril Monterrey desarrollar
- S** 1. This letter is pronounced like the “S” in the word *sea*.  
Examples: país casi Sudamérica residencia señor

- T** 1. The **T** is always pronounced as the "TT" in *attractive*.
- Examples: norte continente parte también
- Y** 1. The letter **Y** is pronounced "Y" as in *yet*.
2. However, when the letter **Y** stands alone it is pronounced "EE" as in *beet*. "Y" means "and" in Spanish.
- Z** 1. The **Z** is pronounced "S" as in *sent*. The rest of the letters are pronounced as they are in English, with only very slight variations. In some parts of Spain the *C* before *E* or *I* is pronounced "H," and the *Z* is always pronounced "TH".

## 5. Division of syllables

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

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

ca-sa ma-no

But it may contain one vowel and no consonant.

le-o e-so

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

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

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

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

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

fies-ta sies-ta

4. Combination of three consonants is generally divided after the first consonant.

siem-pre      en-tre      san-gre      cen-tral      in-dus-trial

5. Two adjacent strong vowels form two separated syllables.

pa-se-o      o-es-te      mu-se-o      ma-es-tro      le-e

6. Adjacent strong and weak vowels or two weak vowels normally combine to form a single syllable. Remember, this combination of two vowels is called a *diphthong*.

Co-lom-bia      go-bier-no      na-cio-nes      es-ta-tua      ciu-dad

7. The r and the l combine with certain consonants cannot be separated: bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr.

li-bro      gran-de      siem-pre      en-tre      san-gre      cen-tral      in-dus-trial      ma-es-tro

### **Exercise 1**

#### **Separating into syllables**

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

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

## 6. Stress/Accentuation

Listen and then pronounce the stressed words after your instructor.

1. Words ending in a consonant, except -n or -s, are stressed on the last syllable.

capital      nacional      español      metal      públicos

2. Words ending in a vowel or -n or -s are stressed on the next to the last syllable

norte      continente      naciones      edificios      México

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

América      nación      árbol      público      también

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

gobierno      tiempo      viejo      bien      puerto

5. In combinations of a strong and weak vowel, when the weak vowel is stressed, there is always a written accent which divides the two vowels into separate syllables. Otherwise the combination becomes a diphthong of one syllable with the stress on the strong vowel.

país      río      continúa      frío      hay      fuerte



5. Words that end in "ENT" or "ANT." If you simply add the letter "E" to many of these words, they become Spanish words:

ENT = EntE      el accidente

ANT = AntE      el instante

the president = el presidentE

important = importantE

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

Example: presidente

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

acciDENTE      instANTE

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

TOR = DOR

senator = senaDor

accelerator = aceleraDor

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

demonstration = demostración      nation = nación      information = información

**Exercise 2**

**Review of cognate endings**

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

2 cognates ending in **TOR** \_\_\_\_\_ .

3 cognates ending in **CIÓN** \_\_\_\_\_ .

3 cognates ending in **ICO** \_\_\_\_\_ .

2 cognates ending in **DOR** \_\_\_\_\_ .

**Exercise 3**

**Reading Exercise:**

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

**CARACAS, VENEZUELA**

Caracas es una ciudad muy interesante. En Caracas hay muchos edificios modernos.

Hay hoteles, teatros y restaurantes excelentes. Los museos de Caracas son extraordinarios. En los museos hay pinturas y estatuas excelentes. Caracas es una ciudad grande. Hay mucho tráfico. Hay autos, camiones, autobuses y motocicletas. Hay parques lindos en Caracas. En los parques hay estatuas muy bonitas y muchas flores tropicales. En los parques siempre hay muchos turistas norteamericanos.



**Exercise 4**

**Introduction review**

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

1. Spell your name.
2. Pronounce your Spanish name.
3. The instructor will dictate some words to you. Write them in Spanish:

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

**Exercise 5**

**Cognates**

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

Example:	Article	Cognate (noun)	verb to be	Cognate (Adjective)
	<b>El</b>	<b>actor</b>	<b>es</b>	<b>popular.</b>
	<b>El</b>	<b>doctor</b>	<b>es</b>	<b>excelente.</b>

## 1. Accents

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

Repeat the following examples after your instructor.

bebé          café          sí          vegetación          acción          nación



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

## 2. Cognates

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

### Exercise 6

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

Add one letter

accidente	<i>accident</i>
presidente	<i>president</i>
presente	<i>present</i>
instante	<i>instant</i>
constante	<i>constant</i>
importante	<i>important</i>
telegrama	<i>telegram</i>

anual	<i>annual</i>
profesor	<i>professor</i>
comuni3n	<i>communion</i>
gramatical	<i>grammatical</i>
ocasional	<i>occasional</i>

### 3. Gender of nouns-Género de los sustantivos

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

boy    masculine                      lady    feminine

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

un libro        masculine                      una ciudad    feminine

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

### 4. Masculine endings:

a.) Nouns ending in **-o** are masculine.

el apellido    el centro        el edificio        el gobierno

b.) Many nouns ending in **-ma** are masculine.

el clima        el problema    el esquema    el programa

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

el tren        el doctor        el árbol        el papel

### 5. Feminine endings:

a.) Nouns ending in **-a** are feminine.

la cultura    la mezcla    la taza

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

el (la) artista                      el (la)especialista                      el (la) dentista                      el (la) turista

c.) Nouns ending in **-ion**, **-dad**, **-tad**, and **-umbre** are feminine.

<b>-ion</b>	<b>-dad</b>	<b>-tad</b>	<b>-umbre</b>
nación	ciudad	libertad	costumbre
civilización	universidad	dificultad	legumbre
región	realidad	facultad	lumbre

## 6. Forms of Adjectives-Formas de Adjetivo

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

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

	<b>Masculine</b>	<b>Feminine</b>	
<b>Singular</b>	bello	bella	<i>beautiful</i>
<b>Plural</b>	bellos	bellas	
<b>Singular</b>	público	pública	<i>public</i>
<b>Plural</b>	públicos	públicas	

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

	<b>Masculine</b>	<b>Feminine</b>	
<b>Singular</b>	diferente	diferente	<i>different</i>
<b>Plural</b>	diferentes	diferentes	
<b>Singular</b>	natural	natural	<i>natural</i>
	naturales	naturales	

C. Adjectives of nationality whose masculine singular form ends in a consonant add-a to form the feminine. The plural is formed just as the plural of nouns.

	<b>Masculine</b>	<b>Feminine</b>	
<b>Singular</b>	español	española	<i>Spanish</i>
<b>Plural</b>	españoles	españolas	
<b>Singular</b>	inglés	inglesa	<i>English</i>
	ingleses	inglesas	

### Exercise 7

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

Example:

el árbol      los árboles

\_\_\_\_\_ mapa

\_\_\_\_\_ acciones

\_\_\_\_\_ torres

\_\_\_\_\_ mar

\_\_\_\_\_ avión

\_\_\_\_\_ dilemas

\_\_\_\_\_ problema

\_\_\_\_\_ sol

\_\_\_\_\_ mano

\_\_\_\_\_ dentistas

\_\_\_\_\_ taxista

\_\_\_\_\_ bondad

\_\_\_\_\_ base

\_\_\_\_\_ alemanes

## 7. Articles



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

### Number and Gender agreement

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

### Exercise 8

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

DEFINITE ARTICLE (THE)	INDEFINITE ARTICLE (A, AN) (SOME)	NOUN	ADJECTIVE
<b>el</b> masculine singular	<b>un</b> masculine singular	niño	lindo
<b>la</b> feminine singular	<b>una</b> feminine singular	niña	linda
<b>los</b> masculine plural	<b>unos</b> masculine plural	niños	lindos
<b>las</b> feminine singular	<b>unas</b> feminine plural	niñas	lindas



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

**Exercise 9**

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

Examples:

la casa	la mamá	la hermana	la silla	la mesa
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Nouns that end in “o” are generally masculine.

Examples:

el teléfono	el hermano	el talento	el asiento
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Nouns that end in “e” may be masculine or feminine.

Examples:

el parque	la calle
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Nouns, which refer to males, are masculine.

Examples:

el señor	el chico	el muchacho	el niño
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Nouns, which refer to females, are feminine.

Examples:

la señora	la chica	la muchacha	la niña
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**Exercise 10**

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

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

## 8. Plurals

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

To form plurals in Spanish, follow the following rules:

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

<u>cam</u> ino	caminos
<u>cas</u> a	casas
<u>mes</u> a	mesas
<u>libr</u> o	libros

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

<u>canción</u>	canciones
<u>monit</u> or	monitores
<u>impresor</u>	impresores
<u>ángel</u>	ángeles

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

<u>Dios</u>	dioses
<u>mes</u>	meses

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

<u>voz</u>	voces
<u>raíz</u>	raíces
<u>fugaz</u>	fugaces

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

la <u>dosis</u>	las dosis
la <u>crisis</u>	las crisis
el <u>oasis</u>	los oasis
el <u>análisis</u>	los análisis

### Exercise 11

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

1. ciudad \_\_\_\_\_
2. novela \_\_\_\_\_
3. lección \_\_\_\_\_

4. tesis \_\_\_\_\_
5. zapato \_\_\_\_\_
6. juez \_\_\_\_\_



## 9. Sentence Structure with adjectives

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

Example:

English = The **adj.** red **noun** rose.      Spanish = La **noun** rosa **adj.** roja

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

### Exercise 12

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

**Articles:**    el        la        los        las        un        una        unos        unas

**Nouns:**     ángel     ángeles    doctora    doctoras

**Adjectives:** importante    importantes    elegante    elegantes

### 10. Sentence structure with verbs

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

Example:

English				Spanish			
subj.	verb	adj.comp.		subj.	verb	adj.comp.	
The	rose	is	red	La	rosa	es	roja

The sentence structure for a questions is as follows:

Example:

verb	subj.	adj.		verb	adj.	subj.	
Is	the	rose	red?	¿Es	roja	la	rosa?



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

### Exercise 13

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

- 1.El ángel es \_\_\_\_\_.
- 2.Un ángel es \_\_\_\_\_.
- 3.¿Es importante el \_\_\_\_\_?
- 4.¿Es elegante la \_\_\_\_\_?
- 5.Un doctor es \_\_\_\_\_.
- 6.Una doctora es \_\_\_\_\_.

### 11. Sentence structure in the negative

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

Example:

English: The rose **is not** red.

Spanish: La rosa **no es** roja.

### Exercise 14

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

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

### Exercise 15

#### Negatives forms in sentence structure

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

Example: Ricardo no es un hombre trabajador.

estudiante/inteligente

música/emocionante

persona/fascinante

presidente/cómico

museo/importante

presente/constante

## 12. Questions and Exclamations

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

Example:

Alejandra es profesora  
*Alexandra is a teacher*

¿Alejandra es profesora?  
*Alexandra is a teacher?*

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

Example:

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

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

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

Example:

noun	adj.				
¡Qué rosa	<b>tan</b>	bella!	=	<b>Such a</b>	
			=	<b>What a</b>	beautiful rose!
				What a	<b>very</b>
					<b>terribly</b>
¡Qué rosa	<b>más</b>	bella!			beautiful rose!

Or as in the English word order:      **adj.**    **noun**                                      **adj.**    **noun**  
¡Qué    bella    rosa!                                      What a    beautiful    rose!

Interrogatives words: All interrogatives words have a written accent mark. You must memorize these.

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



**Note**

-¿Qué? -is used to ask for a simple definition or explanation.

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

Example: ¿Qué es cultura? *What is culture?*  
¿Cuál es cómico? *Which one is comical?*

### **Exercise 16**

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

1. (Dónde, Adónde) *Where to* van ustedes?
2. (Cuándo, Cuánto) *How much* cuesta el libro?
3. (Cuál, Qué) *Which* periódico quiere?
4. ( Cuántos, Cómo) *How many* quiere usted?
5. (Por qué, Dónde) *Why* estás aquí?

The vocabulary has been grouped in four equally important categories. They are nouns, adjectives, articles, useful words and interrogatives.

Nombres		Adjetivos	
<i>el accidente</i>	<i>accident</i>	<b>agresivo</b>	<i>aggressive</i>
<i>la acción</i>	<i>action</i>	<b>anual</b>	<i>annual</i>
<i>el acelerador</i>	<i>accelerator</i>	<b>artístico</b>	<i>artistic</i>
<i>el actor</i>	<i>actor</i>	<b>automático</b>	<i>automatic</i>
<b>América</b>	<i>America</i>	<b>cómico</b>	<i>comical</i>
<i>el ángel</i>	<i>angel</i>	<b>conformista</b>	<i>conformist</i>
<i>el animal</i>	<i>animal</i>	<b>conservador</b>	<i>conservative</i>
<i>el atlántico</i>	<i>atlantic</i>	<b>constante</b>	<i>constant</i>
<i>el bebé</i>	<i>baby</i>	<b>criminal</b>	<i>criminal</i>
<i>el cable</i>	<i>cable</i>	<b>emocionante</b>	<i>exciting</i>
<i>el café</i>	<i>coffee</i>	<b>enorme</b>	<i>enormous</i>
<i>la cámara</i>	<i>camera</i>	<b>exacto</b>	<i>exact</i>
<i>el canal</i>	<i>channe</i>	<b>excelente</b>	<i>excellent</i>
<i>la capital</i>	<i>capital</i>	<b>famoso</b>	<i>famous</i>
<i>el color</i>	<i>color</i>	<b>fascinante</b>	<i>fascinating</i>
<i>la comunión</i>	<i>communion</i>	<b>generoso</b>	<i>generous</i>
<i>la cultura</i>	<i>culture</i>	<b>honorable</b>	<i>honorable</i>
<i>la demostración</i>	<i>demonstration</i>	<b>importante</b>	<i>important</i>
<i>el director</i>	<i>director</i>	<b>impresionante</b>	<i>impressive</i>
<i>el doctor</i>	<i>doctor</i>	<b>industrial</b>	<i>industrial</i>
<i>el emblema</i>	<i>emblem</i>	<b>inferior</b>	<i>inferior</i>
<i>el error</i>	<i>error</i>	<b>inmenso</b>	<i>immense</i>
<i>el examen</i>	<i>examen</i>	<b>instante</b>	<i>instant</i>
<i>el favor</i>	<i>favor</i>	<b>inteligente</b>	<i>intelligent</i>
<i>el gobierno</i>	<i>government</i>	<b>interesante</b>	<i>interesting</i>
<i>el humor</i>	<i>humor</i>	<b>liberal</b>	<i>liberal</i>
<i>la idea</i>	<i>idea</i>	<b>moderno</b>	<i>modern</i>
<i>el idioma</i>	<i>language</i>	<b>nacional</b>	<i>national</i>
<i>la inclinación</i>	<i>inclination</i>	<b>nervioso</b>	<i>nervous</i>
<i>la información</i>	<i>information</i>	<b>notable</b>	<i>notable</i>
<i>la mamá</i>	<i>mother</i>	<b>occasional</b>	<i>occasional</i>
<i>el metal</i>	<i>metal</i>	<b>pasivo</b>	<i>passive</i>
<b>México</b>	<i>Mexico</i>	<b>principal</b>	<i>principal</i>
<i>el motor</i>	<i>motor</i>	<b>realista</b>	<i>realist</i>
<i>el museo</i>	<i>museum</i>	<b>romántico</b>	<i>romantic</i>
<i>la música</i>	<i>music</i>		
<i>la nación</i>	<i>nation</i>		
<i>la ópera</i>	<i>opera</i>		
<i>el papá</i>	<i>father</i>		
<i>el parque</i>	<i>park</i>		
<i>la parte</i>	<i>part</i>		
<i>el permiso</i>	<i>permit</i>		
<i>el presente</i>	<i>present</i>		
<i>el presidente</i>	<i>president</i>		
<i>el problema</i>	<i>problem</i>		
<i>el profesor</i>	<i>profesor</i>		
<i>el público</i>	<i>public</i>		
<i>la radio</i>	<i>radio</i>		
<i>el secreto</i>	<i>secret</i>		

Artículos	
<b>Definidos</b>	
<b>el</b>	<i>the (masculine, sing.)</i>
<b>los</b>	<i>the (masculine, pl.)</i>
<b>la</b>	<i>the (feminine, sing.)</i>
<b>las</b>	<i>the (feminine, pl.)</i>
<b>Indefinidos</b>	
<b>un</b>	<i>a (masculine, sing.)</i>
<b>unos</b>	<i>a (masculine, pl.)</i>
<b>una</b>	<i>a (feminine, sing.)</i>
<b>unas</b>	<i>a (feminine, pl.)</i>

Palabras Útiles	
<b>mucho</b>	<i>much, a lot</i>
<b>poco</b>	<i>a little</i>

Preguntas	
<b>¿Cómo?</b>	<i>how?</i>
<b>¿Cuándo?</b>	<i>when?</i>
<b>¿Cuánto?/¿Cuánta?</b>	<i>how much?</i>
<b>¿Cuántos?/¿Cuántas?</b>	<i>how many?</i>
<b>¿De dónde?</b>	<i>where...from?</i>
<b>¿Por qué?</b>	<i>Why?</i>
<b>¿Qué?</b>	<i>What?, Which?</i>
<b>¿Quién? ¿Quiénes?</b>	<i>Who? Whom?</i>
<b>¿Qué tal?</b>	<i>How is it going?</i>

## 1. The Spanish Language

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

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

## 2. The First Spanish Grammar

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



**Activity 1**

**Listening**

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

19. \_\_\_\_\_
20. \_\_\_\_\_

## Activity 2

### **Social Event**

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

## Activity 3

### **Pronunciation**

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

*SENSEMAYA* by Nicolás Guillén (Excerpt)

SOUNDS: 'y' 'll'

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

SOUNDS: 'rr'

- 1) Erre con erre cigarro  
Erre con erre barril  
Rápido corren los carros  
Cargados de azúcar por el ferrocarril
- 2) Un carro cargado de rocas  
Iba por la carretera haciendo  
Carric, carrac, carric, carrac

Activity 3 (Continued)

SOUNDS: 'tr'

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

Activity 4

**Pronounced accent stress**

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

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

1. band <b>er</b> a
2. com <b>i</b> da
3. <b>tr</b> iste
4. <b>m</b> apa
5. cam <b>i</b> sa
6. vest <b>i</b> do
7. din <b>e</b> ro
8. mad <b>e</b> ra
9. mor <b>e</b> na
10. moch <b>i</b> la

Activity 5

**Using the dictionary**

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

**Activity 6**

**Plurals**

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

Example:      **Singular**      **Plural**  
                  El maestro      Los maestros

**SINGULAR**

**PLURAL**

The camera	La cámara	_____
The street	La calle	_____
The sky	El cielo	_____
The scorpion	El alacrán	_____
The building	El edificio	_____
The bear	El oso	_____
The student	El estudiante	_____
The nation	La nación	_____
The actor	El actor	_____
The animal	El animal	_____

### Activity 7

#### Synonyms

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

#### List A

sección  
característica  
tendencia  
talento  
artístico  
inmenso

#### List B

enorme  
parte  
atributo  
inclinación  
habilidad  
estético

### Activity 8

#### Antonyms

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

#### Column A

cómico/a  
generoso/a  
moderno/a  
idealista  
agresivo/a  
sincero/a

#### Column B

tradicional  
realista  
pasivo/a  
serio/a  
hipócrita  
egoísta

**Activity 9**

**Letters that are different from English**

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

<b>Ch</b>	<b>Ll</b>	<b>Ñ</b>	<b>Rr</b>
-----------	-----------	----------	-----------

charro llamo niño carro chico lloro año perro

**Activity 10**

**Letters that sound different from English**

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

<b>B</b>	<b>V</b>	<b>G</b>	<b>H</b>	<b>J</b>	<b>Z</b>
----------	----------	----------	----------	----------	----------

The letters **b** and **v** sound the same in Spanish = (a soft “b” formed with the lips barely touching). It is not necessary in Spanish to differentiate between the **b** and the **v** sounds as in English.

burro vaca aborto gendarme globo hombre jota ajuar  
zorra azufre abominable

**Activity 11**

**The alphabet**

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

Abc \_ def \_ hi \_ k \_ \_ mn \_ opq \_ \_ stuv \_ \_ y \_ .

**Activity 12**

**Spelling**

Pair activity. Alternate spelling the following to each other.

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

**Activity 13**

**Letters**

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

- a. your favorite movie
- b. your favorite restaurant
- c. a popular band
- d. your middle name
- e. your favorite show

**Activity 14**

**Listening and spelling**

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

**Activity 15**

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

**Activity 16**

**Pronunciation recognition**

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

Example: ¿Is it “r”, o is it “rr”?

Roberto	carril	Alfredo	Rivera	crystalino	predicado	arroyo
---------	--------	---------	--------	------------	-----------	--------

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

queso	cuando	celebra	cariño	declara	consulado	fecundo
-------	--------	---------	--------	---------	-----------	---------

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

genio	Guillermo	girasol	regenera	regateo	indígena	gustar
-------	-----------	---------	----------	---------	----------	--------



### Activity 1

#### **Definite Articles: reading, writing, speaking.**

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

Example:

el profesor, la profesora, los profesores, las profesoras

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

### Activity 2

#### **Indefinite articles: reading, writing, speaking**

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

Example:

un profesor, una profesora, unos profesores, unas profesoras

### Activity 3

**Cognates/antonyms: reading, listening, identification.**

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

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

### Activity 4

**Cognates: reading, listening, identification**

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

**paciente, eficiente, responsable, justo, prudente, religioso, elegante**

1. Usualmente el presidente de una compañía es...
2. Una princesa es...
3. Un ministro es...
4. Una secretaria es...
5. Un maestro de niños es...

**Activity 1**

**Pronunciation**

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

- |           |            |              |               |            |              |
|-----------|------------|--------------|---------------|------------|--------------|
| 1. luz    | 6. celda   | 11. y        | 16. guerrilla | 26. mujer  | 31. hombro   |
| 2. águila | 7. pequeño | 12. hay      | 17. amarillo  | 27. trece  | 32. Carmen   |
| 3. arco   | 8. imán    | 13. ciudad   | 18. cinturón  | 28. hierba | 33. librería |
| 4. cerro  | 9. lluvia  | 14. cuidado  | 19. coro      | 29. agente | 34. huésped  |
| 5. cero   | 10. Cádiz  | 15. problema | 20. miércoles | 30. ley    | 35. poesía   |

**Activity 2**

**Cognates**

Guess the English equivalent of the following Spanish cognates:

Spanish	English Equivalent
sección	
inmenso	
tendencia	
artístico	
mexicano	
músico	
danza	
utilizar	

**Activity 3**

**Cognates**

Read the following paragraph:

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

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

**Activity 4**

**Definite Articles**

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

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

**Activity 5**

**Definite Articles**

Write in the indefinite articles for the following words.

- \_\_\_ ama
- \_\_\_ casa
- \_\_\_ loco
- \_\_\_ cuna
- \_\_\_ nene
- \_\_\_ cultura
- \_\_\_ ópera
- \_\_\_ permiso
- \_\_\_ tortilla
- \_\_\_ automóvil

# **SOLT Spanish Module 1 Lesson 2**



Greetings & Introductions

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

**1. Greet others**

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

**2. Introduce yourself**

- Tell your name
- Ask the name of another person
- Pronounce common first and last names
- State your birthplace

**3. Introduce others**

- Ask and answer simple questions about other people's names and birthplace
- Ask and answer simple questions about your birthplace
- Ask and answer simple questions about first and last names
- Introduce two separate parties in the TL

**4. Exchange social courtesies**

- Ask another person where he/she is from
- Talk about courtesy visits to the TR

**5. Extend invitations**

- Extend an invitation
- Accept an invitation
- Pay compliments to your friend
- Ask and answer simple questions about other's well being

After English, Spanish is the language most commonly spoken in the Western Hemisphere. Spanish speaking countries are not distant, and you may visit them in the future. you will not get the most out of such a visit unless you can communicate in the language. One of the first steps is to learn the customs and traditions. This includes being able to properly greet and introduce yourself and others to people you contact. The following scenario provides you with a realistic piece of language that will be useful to you.

### Scenario

#### **At the barracks:**

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

Capitán: Estoy bien, gracias. ¿Y Ud?

Sargento: Muy bien, gracias.

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

Sargento: Soy de Colombia, señor.

Capitán: Yo soy de Venezuela.

1. Greet others

**saludos**

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

**despedidas**

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

**Exercise 1**

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

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



## 2. Introduce yourself

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

**If you want to know someone's name you can ask:**

Question: \_\_\_\_\_

Reply: \_\_\_\_\_

¿Cuál es su nombre?

Mi nombre es \_\_\_\_\_

¿Cómo se llama? (formal)

¿Cómo te llamas? (familiar)

Me llamo \_\_\_\_\_

¿Cómo se llama él/ella?

Él /Ella se llama \_\_\_\_\_

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

Soy \_\_\_\_\_

Me llamo \_\_\_\_\_

Mi nombre es \_\_\_\_\_

### Exercise 2

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

¡Hola! ¿Cómo te llamas?

¡Hola! Soy \_\_\_\_\_.

Mucho gusto! Mi nombre es \_\_\_\_\_.

Mucho gusto!

¡Buenas tardes! ¿Qué tal? ¿Cómo está?

Muy bien! Gracias.

Me llamo \_\_\_\_\_ ¿y usted?

Me llamo \_\_\_\_\_. ¡Mucho gusto!

¡Encantado!

### 3. Introducing others

If you want to know where someone is from:

Question:

Reply:

¿De dónde es él/ella/?

Él/Ella es de \_\_\_\_\_

¿De dónde son ellos/ellas?

Ellos/Ellas son de \_\_\_\_\_

¿De dónde son ustedes?

Somos de \_\_\_\_\_

¿De dónde eres tú?

Soy de \_\_\_\_\_

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

Les presento a \_\_\_\_\_

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

Le presento a \_\_\_\_\_ y \_\_\_\_\_.

#### Exercise 3

Group activity. Practice the following introduction:

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

#### Exercise 4

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

A. Hola! say the name of the Honduran friend

B. ¿Qué tal? \_\_\_\_\_

A. Muy bien gracias \_\_\_\_\_. Te presento a (say the name of the friend at the table)

B. Mucho gusto \_\_\_\_\_

C. Igualmente.

B. ¿De dónde es usted?

C. Soy de \_\_\_\_\_ ¿y usted?

B. Soy de aquí, de Tegucigalpa.

#### 4. Exchange social courtesies

Practice the following dialogue:

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

#### Expresiones útiles de cortesía:

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

### 1. Forms of address

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

Formal:

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

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

Informal:

¡Hola, José!  
¿Qué tal, Pedro?  
¿Cómo te va, Sofía?  
¡Buenos días, Manuel!



**Tip of the day:** The English “Ms.”, which could mean “Miss” or “Mrs.”, cannot be expressed in Spanish. If in doubt, an older woman is called *Señora*. Use *Señorita* for a younger woman. Even if she is married, she will feel flattered by your use of this term.

## 2. Sentence Structure

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

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

#### a. Declarative Sentence:

Article	noun	verb	adjective		article	noun	verb	adjective
La	casa	es	blanca		<i>The</i>	<i>house</i>	<i>is</i>	<i>white</i>

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

#### b. Interrogative Sentence:

Verb	adjective	article	noun		verb	article	noun	adjective
Es	blanca	la	casa?		<i>Is</i>	<i>the</i>	<i>house</i>	<i>white?</i>

#### c. Affirmative answer:

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

#### d. Negative answer:

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

No,	article	noun	No	verb	adjective	<i>No,</i>	article	noun	verb	Not	adj.
No,	la	casa	no	es	blanca.	<i>No,</i>	<i>the</i>	<i>house</i>	<i>is</i>	<i>not</i>	<i>white.</i>

### 3. Subject Pronouns

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

#### Subject Pronouns /Personal Pronouns

<b>yo</b>	<i>I</i>
<b>tú</b>	<i>you</i> : one person, used when you are on a first name basis
<b>él</b>	<i>He</i>
<b>ella</b>	<i>She</i>
<b>usted (Ud.)</b>	<i>you</i> : one person, used with people you do not know very well, your superiors, and older people in general.
<b>nosotros (as)</b>	<i>we</i> <i>Note: nosotras</i> , is used when referring to a group of women.
<b>ellos</b>	<i>they</i> : two or more males or a group of males and females.
<b>ellas</b>	<i>they</i> : two or more females
<b>ustedes (Uds.)</b>	<i>you</i> : used with more than one person

#### FUNCTION:

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

¿Cómo está el capitán? *How is the captain?*

(Él) está bien. *He is fine.*

¿Quién es ella? *Who is she?*

¿De dónde es él? *Where is he from?*

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

¿Cómo está Ud.? *How are you?*

Estoy bien, gracias. *I'm fine, thanks.*

Yo estoy bien; él está regular. *I am fine; he is so-so.*

- B. “Él” and “ella” are most often used to clarify or emphasize the subject.
- C. “Usted” is the formal form of “you”. You will see it used in the abbreviated form as “Ud.,” but it is still pronounced as the full word “usted”.
- D. In Spanish, there is no equivalent subject pronoun form for “it”. Additionally, there is no form for “they” when referring to things.
- E. “Nosotros” is used for two or more males or mixed company (male and female). “Nosotras” refers to an all female group.
- F. “Ellos” and “ellas” are the plural counterparts of “él” and “ella”. “Ellos” is used for two or more males or mixed company.
- G. “Ustedes” (abbreviated as “Uds.”) is used to address two or more people.

**Exercise 2**

Pair activity. Take turns giving the appropriate subject pronouns.

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

**Exercise 3**

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

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



#### 4. Ser Vs. Estar

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

SER: In the Present Tense

yo	soy	<i>I am</i>
tú	eres	<i>you are</i>
él/ella, Ud.	es	<i>he/she is, you are</i>
nosotros	somos	<i>we are</i>
ellos/ellas, Uds.	son	<i>they are, you (plural) are</i>

ESTAR: In the Present Tense

yo	estoy	<i>I am</i>
tú	estás	<i>you are</i>
él/ella, Ud.	está	<i>he/she is, you are</i>
nosotros	estamos	<i>we are</i>
ellos/ellas, Uds.	están	<i>they are, you (plural) are</i>

4. Ser Vs Estar (Continued)

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

**Exercise 4**

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

<b>SOY</b>	<i>I am</i>	<b>ESTOY</b>
<b>ERES</b>	<i>you are(fam.)</i>	<b>ESTÁS</b>
<b>ES</b>	<i>he/she is you are (for.)</i>	<b>ESTÁ</b>
<b>SOMOS</b>	<i>we are</i>	<b>ESTAMOS</b>
<b>SON</b>	<i>they are you are(pl)</i>	<b>ESTÁN</b>

1. Yo \_\_\_\_\_ de Costa Rica.
2. Él \_\_\_\_\_ alto y rubio. (*tall and blond*)
3. Ella \_\_\_\_\_ inteligente.
4. Nosotros \_\_\_\_\_ en la oficina.
5. Tú \_\_\_\_\_ doctor.
6. Ellos \_\_\_\_\_ sargentos.
7. Usted \_\_\_\_\_ casado.
8. Yo \_\_\_\_\_ cansada. (*tired*)
9. Juan \_\_\_\_\_ en la clase.
10. Nosotros \_\_\_\_\_ argentinos.
11. María y Laura \_\_\_\_\_ secretarias.

**Exercise 5**

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

1. ¿Quién es él?
2. ¿De dónde es ella?
3. ¿Qué es ella?
4. ¿De dónde son ustedes?
5. ¿De dónde eres tú?
6. ¿Qué son ellos?
7. ¿Dónde está él?
8. ¿Dónde está Nicaragua?
9. ¿Dónde están los estudiantes?
10. ¿Quiénes están en la clase?

**5. Naming: The verb “llamarse” – To call oneself.**

Here is one way to ask someone’s name:

¿Cuál es su nombre? *What’s your name?*  
-Mi nombre es Esteban. *-My name is Steve.*

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

¿Cómo se llama usted? *What’s your name?*  
-Norma *-Norma.*

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

Me llamo Fernando. *My name is Fernando.*

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

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

Pedro: Hola, ¿cómo te llamas?

Arturo: Me llamo Arturo. ¿Y tú?

Pedro: Me llamo Pedro.

Arturo: Mucho gusto, Pedro.

Pedro: Igualmente.





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

**Exercise 6**

¿Cómo se llama...? Class activity.

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

¿Cómo se llama él?

¿Cómo se llama ella?



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

Saludos	
<b>Adiós.</b>	<i>Good bye.</i>
<b>Bienvenido.</b>	<i>Welcome.</i>
<b>¡Buenos días!</b>	<i>Good morning!</i>
<b>¡Buenas noches!</b>	<i>Good night!</i>
<b>¡Buenas tardes!</b>	<i>Good afternoon!</i>
<b>Es un placer.</b>	<i>My pleasure</i>
<b>¡Hasta la vista!</b>	<i>See you next time!</i>
<b>¡Hasta luego!</b>	<i>See you later!</i>
<b>¡Hasta mañana!</b>	<i>See you tomorrow!</i>
<b>Hola.</b>	<i>Hello.</i>
<b>Mucho gusto.</b>	<i>Please to meet you.</i>

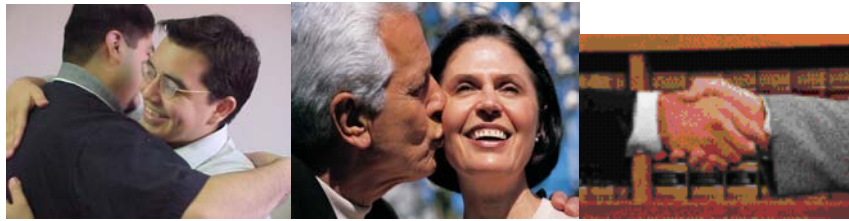
Rangos Militares	
<b>cabo</b>	<i>corporal</i>
<b>capitán</b>	<i>captain</i>
<b>coronel</b>	<i>colonel</i>
<b>general</b>	<i>general</i>
<b>general de brigada</b>	<i>brigadier general</i>
<b>de división</b>	<i>major general</i>
<b>mayor</b>	<i>major</i>
<b>sargento</b>	<i>sergeant</i>
<b>sargento mayor</b>	<i>major sergeant</i>
<b>soldado</b>	<i>soldier</i>
<b>de primera clase</b>	<i>private 1<sup>st</sup> class</i>
<b>teniente</b>	<i>lieutenant</i>
<b>teniente coronel</b>	<i>lieutenant colonel</i>

Verbos	
<b>estar</b>	<i>to be (location)</i>
<b>llamarse</b>	<i>to be named</i>
<b>ser</b>	<i>to be (origin)</i>

Palabras Útiles	
<b>apellido</b>	<i>last name</i>
<b>la ciudad</b>	<i>city</i>
<b>de</b>	<i>from, of</i>
<b>la despedida</b>	<i>farewell</i>
<b>ella</b>	<i>she</i>
<b>enfermero/a</b>	<i>nurse</i>
<b>Este</b>	<i>East</i>
<b>hasta</b>	<i>until</i>
<b>hombre/mujer</b>	<i>man/woman</i>
<b>intérprete</b>	<i>interpreter</i>
<b>el médico</b>	<i>physician</i>
<b>mi</b>	<i>my</i>
<b>mis</b>	<i>my (pl.)</i>
<b>nombre</b>	<i>name</i>
<b>Norte</b>	<i>North</i>
<b>Oeste</b>	<i>West</i>
<b>oficial</b>	<i>officer</i>
<b>el personal</b>	<i>personnel</i>
<b>piloto</b>	<i>pilot</i>
<b>profesor/a</b>	<i>professor</i>
<b>reclutado</b>	<i>enlisted</i>
<b>los saludos</b>	<i>greetings</i>
<b>señor</b>	<i>Mister</i>
<b>señora</b>	<i>Madam</i>
<b>señorita</b>	<i>Miss</i>
<b>su</b>	<i>his/her</i>
<b>suboficial</b>	<i>NCO</i>
<b>Sur</b>	<i>South</i>
<b>tarea</b>	<i>homework</i>
<b>la tropa</b>	<i>tropa</i>
<b>la visita</b>	<i>visit</i>
<b>y</b>	<i>and</i>
<b>yo</b>	<i>I</i>

### 1. Greetings

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



### 2. Titles

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

### 3. Military address

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

Example:

Sergeant: ¡Buenos días, mi Coronel!

Colonel: ¡Buenos días, Sargento!



**Activity 1**

**Addressing titles to greet others**

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

- |    |                           |                                 |
|----|---------------------------|---------------------------------|
| 1. | A. Buenas noches, señor.  | A. is ___ a male / ___ a female |
|    | B. Buenas noches, señora. | B. is ___ single / ___ married  |
- |    |                      |  |
|----|----------------------|--|
| 2. | A. ¿Qué tal, Mónica? | Monique is Paul's ___ professor/___ friend |
|    | B. ¿Qué tal, Pablo?  |  |
- |    |                   |  |
|----|-------------------|--|
| 3. | A. Buenas noches. | A. This conversation takes place in the<br>___ morning / ___ evening |
|    | B. Hasta luego.   | B. ___ just arrived / ___ is leaving                                 |

**Activity 2**

**Greeting others**

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

Example:

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

**Activity 3**

**Greeting other people**

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

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

**Activity 4**

**Subject pronouns**

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

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

**Activity 5**

**Introducing yourself**

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

### Activity 6

#### Greet others (Review)

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

Example:

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

¡Hola!	Bien, gracias.	Buenos días.	Me llamo Miguel.
¡Qué tal!	Buenas tardes.	Hasta luego.	Buenos días señorita.
¿Cómo estás?	Hasta la vista.	Bien, gracias	¿Cómo te llamas?

### Activity 7

#### Introducing yourself



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

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

### **Activity 8**

#### **To ask about someone**

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

- a. You think the student seated next to you is called Robert. Ask him for confirmation.
- b. You are looking for your new Spanish instructor, Mrs. Laredo. You spot a woman. Think of three ways to ask her if she is your instructor.
- c. While pointing at another soldier, ask your friend in two different ways if that soldier is a colonel.
- d. You fell asleep in the train. When you wake up, you are not sure where you are. Ask the people in your compartment in three different ways if you are in Costa Rica.

### **Activity 9**

#### **¿Cómo te llamas?**

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

### **Activity 10**

#### **Introduce yourself/others**

Pair activity. Working with a partner, write a short paragraph about your partner. Say your names, hometowns, and languages spoken.



**Tip of the day:** When introducing others to other people you use the expression “Te presento a” (informal), or “Le presento a” (formal), “Let me introduce you to...”

### **Activity 11**

#### **Response anticipation**

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

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

### **Activity 12**

#### **Translation**

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

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

### **Activity 13**

#### **Scenario at the passport office**

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

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



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

### **Activity 14**

#### **Constructing your own dialogue**

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



#### **Note for the instructor:**

- a. Assign the roles of a person seeking a passport and that of a clerk typed in individual pieces of paper, to students at random. Ask the students to reconstruct the dialogue in the proper order. Allow for immediate feedback.
- b. At the end of the dialogues give situations to the students and ask them to construct their own dialogue based on the situations given and the vocabulary used in this lesson.

**Activity 15**

**Introducing yourself**

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

Example:

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



**Activity 16**

**Who's.../Where is he/she from?**

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

*Maria Irene Correa, Antigua, Guatemala.*

*Rodrigo Patricio Pérez, Concepción, Chile.*

*Rafael Armando Hernández, San Juan, Puerto Rico.*

*Paulina Emilia Ramírez, Bogotá, Colombia.*

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

*Silvia Anette Marín, Salta, Argentina.*

*Rocío Amalia Torres, Guayaquil, Ecuador.*

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

**Activity 17**

**Where are the capitals?**

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

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

1. ¿Dónde está La Paz? \_\_\_\_\_
2. ¿Dónde está Bogotá? \_\_\_\_\_
3. ¿Dónde está Quito? \_\_\_\_\_
4. ¿Dónde está San Juan? \_\_\_\_\_
5. ¿Dónde está Managua? \_\_\_\_\_
6. ¿Dónde está Buenos Aires? \_\_\_\_\_
7. ¿Dónde está Lima? \_\_\_\_\_
8. ¿Dónde está San José? \_\_\_\_\_
9. ¿Dónde está Santo Domingo? \_\_\_\_\_

**Activity 18**

**Map of Latin America**

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

- Example: -¿Cuál es la capital de México? ¿Dónde está la capital de México?  
-La capital de México es...  
-La Ciudad de México está en el centro del país.



**Activity 18** (Continued)



**Activity 19**

**Where are you from?**

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

Example:

Sergento Morales:	Cabo Sosa, ¿cómo está? ¿De dónde es Ud.?
Cabo Ramos:	Muy bien, gracias. Soy de Honduras.
Sergento Morales:	¿Ud. es hondureño?
Cabo Ramos:	Sí, soy hondureño.

**Activity 20**

**Where are you from?**

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

**Note for the Instructor:**

Have the students circulate around the room and ask three people where they are from. They must write it down and report to the class in the following way:

*Robert es de Nueva York.  
Peter es de California.  
Marion es de Colorado.*

**Activity 21**

**Exchanging social courtesies**

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

P.O:	Buenos días. Me llamo Gladys Olivares y soy de Colombia
P.R:	Mucho gusto. ¿Es Ud. profesora universitaria?
P.O:	Sí, soy profesora de lingüística en la Universidad de Los Andes.
P.R:	Profesora Olivares, me da mucho gusto verla en esta conferencia. Entonces, ¿es Ud. de Santa Fé de Bogotá?
P.O:	No, (yo) soy de Cartagena, pero vivo en la capital con mi familia.
P.R:	¡Bienvenida! Yo soy el profesor Ramírez.



**Tip of the day:** Conversations between Hispanics can be very loud, fast, and punctuated with many gestures. People may raise their voices, but not necessarily in anger; very often it is done to better convey a point. More than one person may talk at the same time, and people may interrupt one another, starting to talk before the speaker has finished. In informal conversation, animated or not, this is not considered rude or disrespectful. In fact, at times, someone's failure to interrupt could be taken as a sign of the person's lack of interest in the speaker or in what is being said.

### Activity 22

#### **Social courtesies Tú and Usted (Ud.)**

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

Ex.: Tú Your spouse  
Ud. Your boss

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

**Activity 23**

**Social courtesies: ¿Tú or Ud.?**

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



**IZQUIERDA**

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



**DERECHA**

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

**Activity 24**

**Formal and Informal/social courtesies**

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

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. <i>Your father</i> _____ | 6. <i>A waitress</i> _____  |
| 2. <i>Your sister</i> _____ | 7. <i>A co-worker</i> _____ |
| 3. <i>A friend</i> _____    | 8. <i>An elder</i> _____    |
| 4. <i>Your nephew</i> _____ | 9. <i>Your boss</i> _____   |
| 5. <i>A waiter</i> _____    | 10. <i>A salesman</i> _____ |

**Activity 25**

**Find the words**

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

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

**Activity 26**

**Forming words**

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

SECHON \_\_\_\_\_  
LOAH \_\_\_\_\_  
SOIDA \_\_\_\_\_  
SIDA \_\_\_\_\_

DETUS \_\_\_\_\_  
RES \_\_\_\_\_  
SOLLE \_\_\_\_\_  
ARTES \_\_\_\_\_



**Activity 27**

**Greetings in context**

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

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

**Activity 28**

**Open dialogues.**

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

The new student

E1: Hola,\_\_\_\_\_. ¿Cómo estás?

E2: \_\_\_\_\_. Y tú?

E1: \_\_\_\_\_

In the office

E1: Buenos días, \_\_\_\_\_. ¿Cómo está Ud?

E2: Estoy \_\_\_\_\_. ¿Y usted?

E1: \_\_\_\_\_. ¿Quién es ella?

E2: Es \_\_\_\_\_. Es la secretaria.

**Activity 29**

**Introducing yourself to the class**

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

1.

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

2.

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

3.

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

**Activity 30**

**Understanding an ad**

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

**Natación para jubilados**

*Lunes 10 a 12 horas*

*Alfonsina Cevallos*

*Pilar Requena*

*Carmen Chamorro*

*Teresa Safiro*

*Mercedes Cantú*

*Manuela Ponce*

*Asunción Torres*

*Lourdes Cabello*

*Concepción Delgadillo*

*Adriana Sandoval*

- a) *Swimming is for women only*
- b) *Swimming is for men only*
- c) *Swimming is for women and men*

**Activity 31**

**Ranks**

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

**LOS HOMBRES DE LA TROPA**

*The men of the troop*

Personal reclutado

Soldado  
Soldado de primera clase  
Cabo  
Sargento  
Sargento Mayor

Oficiales

Teniente  
Capitán  
Mayor  
Teniente Coronel  
Coronel  
General

**Activity 31**

**Self introduction**

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



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

**Activity 32**

**Introduce others**

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

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

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

¿Eres estudiante? (Are you a student?)

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

**Activity 33**

**Plural and singular**

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

**Activity 34**

**Interview your classmates**

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

**Activity 35**

**Introducing yourself**

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

**Activity 36**

**Saying good-bye**

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

**Activity 1**

**Greeting each other: speaking, and listening**

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

1.     a. ¡Muy bien! Gracias.  
       b. ¡Hasta luego!  
       c. ¡Buenos días!
  
2.     a. ¡Hola! ¿Qué tal?  
       b. ¡Adiós!  
       c. Bien. ¿Y tú?
  
3.     a. No, gracias.  
       b. ¡Buenas noches!  
       c. ¡Bien!, gracias!
  
4.     a. ¡Muy bien! Gracias.  
       b. ¡Mucho gusto!  
       c. ¡Buenas tardes!
  
5.     a. Ella es de Cuba.  
       b. Soy de Cuba.  
       c. Sí, gracias.

**Activity 2**

**True or false: Listening, and speaking.**

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

A.

1. \_\_\_\_\_ It is afternoon.
2. \_\_\_\_\_ Sonia is married.
3. \_\_\_\_\_ Sonia's last name is Ramírez.
4. \_\_\_\_\_ She is Chilean.

B.

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

C.

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

D.

1. \_\_\_\_\_ It is afternoon.
2. \_\_\_\_\_ She is married.
3. \_\_\_\_\_ She is Argentinean.
4. \_\_\_\_\_ Her last name is Arvelo.



**Activity 3**

**Personal names: reading, listening, and speaking.**

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

<i>Alberto-Albert</i>	<i>Ana -Anne</i>	<i>Antonio-Anthony</i>	<i>Arturo-Art</i>
<i>Beatriz-Betty</i>	<i>Carlos-Charles</i>	<i>Jaime-James</i>	<i>Juan-John</i>
<i>José-Joseph</i>	<i>Catalina-Kathleen</i>	<i>Luis-Lewis</i>	<i>Margarita-Margaret</i>
<i>Marta-Martha</i>	<i>María-Mary</i>	<i>Rubén-Ruben</i>	<i>Miguel-Michael</i>
<i>Patricia-Patricia</i>	<i>Pablo-Paul</i>	<i>Raymundo-Raymond</i>	
<i>Ricardo-Richard</i>	<i>Roberto-Robert</i>	<i>Rosa-Rose</i>	<i>Silvia-Sylvia</i>
<i>Rosa María-Rosemary</i>		<i>Rodolfo-Rudolph</i>	

**Activity 1**

**Greet others**

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

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

**Activity 2**

**Greeting others**



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

1.
  - a. Bien. ¿Y tú?
  - b. Hola, bien. ¿Y tú?
  - c. ¡Hasta mañana!
  
2.
  - a. Muy bien.
  - b. Hasta mañana.
  - c. Hasta luego.
  
3.
  - a. ¿Qué tal?
  - b. Hasta la vista.
  - c. ¡Hasta luego

**Activity 3**

**Greeting in Spanish**



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

1. *Hello, Pedro.*



2. *Good morning, Pedro.*

*Good day!*



3. *Good afternoon!*

*Good-bye, doctor.*



*Good evening, doctor.*

**Activity 4**

**Introducing yourself**



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

Nombre:	Ciudad:	País:
Laura		
	Lima	
		Uruguay
Manuel		
		Venezuela

**Activity 5**

**Identifying subject pronouns**

Which subject pronouns will you choose in the following situations?

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

**Activity 6**

**Asking the name of another person.**

Fill in the blanks.

- A. Buenas noches. \_\_\_\_\_ llamo Franco Villa.  
B. ¿\_\_\_\_\_?  
A. Franco Villa  
B. \_\_\_\_\_

**Activity 7**

**Introducing yourself**

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

1. A: ¡\_\_\_\_\_! Yo me \_\_\_\_\_ Rafael
2. Cárdenas.  
B: Mario Bermúdez. Buenos días, \_\_\_\_\_.
3. A: Buenas tardes! Yo \_\_\_\_\_ llamo Ángel García.  
B: ¿\_\_\_\_\_?  
A: García, Ángel García.  
B: ¡Buenas tardes! Juan Gallardo, para servirle.  
A: Mucho gusto
4. A: \_\_\_\_\_ el sargento Morales. \_\_\_\_\_ es
5. mecánico. Él \_\_\_\_\_ Nueva York.  
B: Mucho gusto. Agustín Escobar, para servirle.
6. A: ¿\_\_\_\_\_ es \_\_\_\_\_?  
B: \_\_\_\_\_ Carmen Montero.  
A: ¿\_\_\_\_\_ es \_\_\_\_\_?  
B: \_\_\_\_\_ Chile.  
A: ¿\_\_\_\_\_ profesora?  
B: No, \_\_\_\_\_ periodista.

**Activity 8**

**Introducing others**

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

Javier, te presento a María (Javier this is María)

Javier, déjame presentarte a María (Javier, let me introduce you to María)

Fill in the blanks introducing others:

Ernestina, \_\_\_\_\_ Francisco.

Josefina, \_\_\_\_\_ Carmen.

Manuel, \_\_\_\_\_ Rodrigo.

**Activity 9**

**Introduce others**

Cristina Castañeda		Chile
Domitila Muñoz		Guatemala
Eva Carvajal		Costa Rica
Fernando Alcántara		Perú
Estela Cabrera		Honduras
María Félix		México

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

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

_____	_____
_____	_____
_____	_____



**Activity 9** (Continued)

Luis Galindo		Bolivia
Emilio Flores		Guatemala
Maricela Rodriguez		Costa Rica
Felipe Carrillo		Venezuela
Beatriz Díaz		Colombia
Ernesto Ochoa		Honduras

Describe who these people are and their nationalities.

Example: Rodrigo Lozano es intérprete, él es colombiano.

_____	_____
_____	_____
_____	_____

**Activity 10**

**Create a dialogue**

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

Carmen:

Elisa:

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

Student:

Teacher:

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

Rodolfo:

Javier:

**Activity 11**

**Review**

Use the appropriate forms of the verb SER.

1. ¿De dónde \_\_\_\_\_ usted?
2. Clara \_\_\_\_\_ chilena.
3. Nosotros \_\_\_\_\_ americanos.
4. El Sr. Ramírez y la Sra. Sánchez \_\_\_\_\_ simpáticos.
5. ¿Tú \_\_\_\_\_ optimista?
6. Yo \_\_\_\_\_ inteligente.

**Activity 12**

**Introducing others**

Complete the following dialogue with the appropriate expressions.

- Isabel: Buenas \_\_\_\_\_ Antonio ¿Cómo estás?  
Antonio: \_\_\_\_\_.  
Isabel: Te presento a mi amigo Gerardo.  
Antonio: \_\_\_\_\_.  
Gerardo: \_\_\_\_\_.  
Antonio: ¿De dónde eres?  
Gerardo: Soy de Nicaragua.  
Isabel: ¡Ah! Aquí viene otro amigo ¿cómo estás, David?  
\_\_\_\_\_ a mis amigos Antonio y Gerardo.  
Antonio: \_\_\_\_\_.  
Gerardo: \_\_\_\_\_.

**Activity 13**

**Personal information**

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

\_\_\_\_\_

**Activity 14**

**What's your name?**

Write your own name in the Latin American tradition

\_\_\_\_\_

**Activity 15**

**Write a dialogue**

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

You:

Your best friend answers:

Your best friend:

You answer:

**Activity 16**

**Coming up with questions**

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

1. María habla inglés \_\_\_\_\_.
2. Juan y María viven en Paraguay \_\_\_\_\_.
3. Patricia vive en Canadá \_\_\_\_\_.
4. Pablo y Pedro hablan español \_\_\_\_\_.

**Activity 17**

**Introductions**

Read the dialogue and select the correct statement.

A: Me llamo Eduardo. Yo soy de Nueva York. Yo soy coronel en Fort Bragg.

B: Encantado. Yo soy el Teniente Gregg

1. A is in \_\_\_\_ New York/ \_\_\_\_ Fort Bragg.
2. B is \_\_\_\_ a male/ \_\_\_\_ a female

**Activity 18**

**Names, last names, rank**

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

1. Apellido  
Nombre  
Ciudad  
Rango

2. Apellido  
Nombre  
Ciudad  
Rango

3. Apellido  
Nombre  
Ciudad  
Rango

4. Apellido  
Nombre  
Ciudad  
Rango

5. Apellido  
Nombre  
Ciudad  
Rango

6. Apellido  
Nombre  
Ciudad  
Rango

**Activity 19**

**Social courtesies - ¿Tú o Usted?**

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

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

**Activity 20**

**An invitation**



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

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

**Activity 21**

**Review**

Supply the missing verb or verb endings.

1. ¿Cómo se llam\_\_\_\_\_ usted?  
¿De dónde \_\_\_\_\_ usted?  
¿\_\_\_\_\_ usted mecánico?
2. ¿Cómo se llam\_\_\_\_ ella?  
Ella se llam\_\_\_\_ Celia.  
Ella \_\_\_\_\_ de Bolivia.
3. ¿Cómo se llam\_\_\_\_\_ él?  
Él se llam\_\_\_\_ Javier Sánchez.  
Él \_\_\_\_\_ de Nicaragua.
4. Yo me llam \_\_\_\_\_ (your name)  
Yo \_\_\_\_\_ de \_\_\_\_\_ (your hometown)
5. Él se llam\_\_\_\_\_ Víctor.  
Él \_\_\_\_\_ de Honduras.
6. Ella se llam\_\_\_\_ Rosa Marín.  
Ella \_\_\_\_\_ de Cuba.
7. ¿Cómo te llam\_\_\_\_\_ tú?  
Yo me llam \_\_\_\_\_ Jorge Méndez.  
Yo \_\_\_\_\_ de Ecuador.

**Speaking Preparation**

**Activity 22**

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

- A) Prepare to speak in class by introducing yourself to the class briefly, and telling something about your friends.
- B) Prepare to speak in front of the class with another classmate by greeting him/her,
- C) Exchanging social courtesies, and asking where she/he is from.



# SOLT Spanish Module 1 Lesson 3



Describing your Surroundings

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

**1. Describe One's Surrounding**

- Describe sizes, styles, and colors
- Describe a place or location
- Describe furniture

**2. Identify Colors of Objects**

- Name the colors of different objects
- Ask and answer simple questions about objects

**3. Express Quantities up to 20**

- Count from 0 to 20
- Number the objects in the classroom
- Tell your license plate
- Count currency
- Tell your SSN

The world is a rainbow of colors. In this lesson you will discover not only different colors, but sizes and shapes of things as well. You will also begin counting objects, including currency. Numbers will also be used to talk about age and about important numbers, such as the social security number.

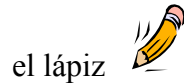
### Scenario

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

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



dos bolígrafos



una tiza

**1. Describe one's surroundings**

El salón es { grande.  
pequeño.  
moderno.  
viejo.

La mesa es { redonda.  
cuadrada.  
ovalada.

La pizarra está { delante de  
al lado de  
atrás de

**Exercise 1**

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**2. Identify colors of objects**

**Los colores**

blanco	white		
amarillo	yellow	*verde	green
anaranjado	orange	*azul	blue
rosado	pink	*gris	gray
rojo	red	*café	brown
negro	black		

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

**Exercise 2**

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

the sky	_____	your boots	_____
snow	_____	your uniform	_____
tree	_____	fire	_____
coal	_____	the clouds	_____
sun	_____	rosy cheeks	_____

### 3. Express numbers up to 20

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

#### Exercise 3

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

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

#### Exercise 4

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

¿Cuántos/as \_\_\_\_\_ hay?

Hay #\_\_\_\_\_.

\_\_\_\_\_ pupitres

\_\_\_\_\_ pizarra

\_\_\_\_\_ estudiantes

\_\_\_\_\_ escritorios

\_\_\_\_\_ ventanas

\_\_\_\_\_ mapas

\_\_\_\_\_ puertas

\_\_\_\_\_ libros

**1. Expressing Existence: *Hay* (form of the verb *haber*)**

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

¿Qué **hay** en el salón de clase?

*What is there in the classroom?*

**-Hay** cinco sillas, dos escritorios, y siete estudiantes. *-There are five chairs, two desks and seven students.*

**Exercise 1**

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

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

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



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

TENER		TO HAVE
yo	tengo	<i>I have</i>
tú	tienes	<i>you have</i>
él / ella / Ud.	tiene	<i>he/she has/you (formal) have</i>
nosotros	tenemos	<i>we have</i>
ustedes	tienen	<i>you have (plural)</i>
ellos/ellas	tienen	<i>they have</i>

Example: Tengo dos cuadernos.

### 3. Possessive adjectives

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

	singular	plural
<b>my</b>	mi	mis
<b>your(fam.)</b>	tu	tus
<b>your</b>		
<b>his, her</b>	su	sus
<b>their</b>		
<b>our</b>	nuestro/a	nuestros/as

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

#### Exercise 2

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

1. Ellos tienen (their) \_\_\_\_\_ vasos.
2. Ella tiene (my) \_\_\_\_\_ cuaderno.
3. Ellos son (my) \_\_\_\_\_ estudiantes.
4. \_\_\_\_\_ (their) libro está sobre la mesa.
5. \_\_\_\_\_ (our) instructoras están ocupadas.
6. Yo tengo (her) \_\_\_\_\_ silla.
7. Nosotros somos (their) \_\_\_\_\_ amigos.



#### 4. Age description-using numbers 1-20

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

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

Informal:       ¿Cuántos años tienes?       *(How old are you?)*  
                  -Tengo veinte años.       *(I'm twenty years old.)*

#### 5. Prepositions of location

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

<b>al lado de</b>	<i>next to</i>
<b>alrededor de</b>	<i>around</i>
<b>arriba de</b>	<i>above</i>
<b>atrás de</b>	<i>behind</i>
<b>debajo de</b>	<i>under, below</i>
<b>delante de</b>	<i>in front of</i>
<b>enfrente de</b>	<i>in front of</i>
<b>entre</b>	<i>between</i>

Example: El cuaderno está debajo de los libros.

#### Exercise 3

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

1. Ellos están \_\_\_\_\_ (behind) la pared.
2. La planta está \_\_\_\_\_ (in front of) la ventana.
3. La bandeja está \_\_\_\_\_ (above) la mesa.
4. Los libros están \_\_\_\_\_ (under) los pupitres.
5. Él está \_\_\_\_\_ (next to) la puerta.

The vocabulary has been grouped in eight categories equally important. They are nouns for the classroom, nouns for the house, colors, numbers 0-20, prepositions, possessive adjectives, verbs, and more adjectives.

En la clase	
<i>el</i> <b>cuaderno</b>	<i>notebook</i>
<i>el</i> <b>escritorio</b>	<i>desk</i>
<i>el, la</i> <b>estudiante</b>	<i>student</i>
<i>el</i> <b>libro</b>	<i>book</i>
<i>el</i> <b>pizarrón</b>	<i>chalkboard</i>
<i>el</i> <b>pupitre</b>	<i>student desk</i>
<i>el</i> <b>reloj</b>	<i>clock / watch</i>
<i>el</i> <b>retroproyector</b>	<i>overhead projector</i>

En la casa	
<i>la</i> <b>almohada</b>	<i>pillow</i>
<i>la</i> <b>bandeja</b>	<i>tray</i>
<i>la</i> <b>cama</b>	<i>bed</i>
<i>la</i> <b>colcha</b>	<i>bedspread</i>
<i>el</i> <b>cuadro</b>	<i>picture</i>
<i>la</i> <b>lámpara</b>	<i>lamp</i>
<i>las</i> <b>luces</b>	<i>lights</i>
<i>la</i> <b>mesa</b>	<i>table</i>
<i>la</i> <b>pared</b>	<i>wall</i>
<i>el</i> <b> piso</b>	<i>floor</i>
<i>la</i> <b>planta</b>	<i>plant</i>
<i>el</i> <b>plato</b>	<i>dish</i>
<i>la</i> <b>puerta</b>	<i>door</i>
<i>la</i> <b>silla</b>	<i>chair</i>
<i>el</i> <b>vaso</b>	<i>glass</i>
<i>la</i> <b>ventana</b>	<i>window</i>

Colores	
<b>amarillo</b>	<i>yellow</i>
<b>anaranjado</b>	<i>orange</i>
<b>azul</b>	<i>blue</i>
<b>blanco</b>	<i>white</i>
<b>claro</b>	<i>light</i>
<b>gris</b>	<i>grey</i>
<b>morado</b>	<i>purple</i>
<b>negro</b>	<i>black</i>
<b>oscuro</b>	<i>dark</i>
<b>rojo</b>	<i>red</i>
<b>rosado</b>	<i>pink</i>
<b>verde</b>	<i>green</i>

Números (0-20)	
<b>cero</b>	<i>zero</i>
<b>uno</b>	<i>one</i>
<b>dos</b>	<i>two</i>
<b>tres</b>	<i>three</i>
<b>cuatro</b>	<i>four</i>
<b>cinco</b>	<i>five</i>
<b>seis</b>	<i>six</i>
<b>siete</b>	<i>seven</i>
<b>ocho</b>	<i>eight</i>
<b>nueve</b>	<i>nine</i>
<b>diez</b>	<i>ten</i>
<b>doce</b>	<i>twelve</i>
<b>trece</b>	<i>thirteen</i>
<b>catorce</b>	<i>fourteen</i>
<b>quince</b>	<i>fifteen</i>
<b>dieciséis</b>	<i>sixteen</i>
<b>diecisiete</b>	<i>seventeen</i>
<b>dieciocho</b>	<i>eighteen</i>
<b>diecinueve</b>	<i>nineteen</i>
<b>veinte</b>	<i>twenty</i>

Preposiciones	
<b>al lado de</b>	<i>next to</i>
<b>alrededor de</b>	<i>around</i>
<b>arriba de</b>	<i>above</i>
<b>atrás de</b>	<i>behind</i>
<b>debajo de</b>	<i>under, below</i>
<b>delante de</b>	<i>in front of</i>
<b>enfrente de</b>	<i>in front of</i>
<b>entre</b>	<i>between</i>

Adjetivos Posesivos	
<b>Singular</b>	
<b>mi</b>	<i>my</i>
<b>nuestra / o</b>	<i>our</i>
<b>su</b>	<i>his, her</i>
<b>tu</b>	<i>your (familiar)</i>
<b>Plural</b>	
<b>mis</b>	<i>my</i>
<b>nuestras / os</b>	<i>our</i>
<b>sus</b>	<i>his, her</i>
<b>tus</b>	<i>your</i>

<b>Verbos</b>	
<b>abrir</b>	<i>to open</i>
<b>comer</b>	<i>to eat</i>
<b>correr</b>	<i>to run</i>
<b>escribir</b>	<i>to write</i>
<b>haber</b>	<i>to be</i>
<b>hay</b>	<i>there is, there are</i>
<b>preparar</b>	<i>to prepare</i>
<b>tener</b>	<i>to have</i>

<b>Más adjetivos</b>	
<b>antiguo</b>	<i>ancient</i>
<b>blando</b>	<i>soft</i>
<b>brillante</b>	<i>bright colored</i>
<b>chico</b>	<i>small</i>
<b>corto</b>	<i>short (in length)</i>
<b>cuadrado</b>	<i>square</i>
<b>duro</b>	<i>hard</i>
<b>grande</b>	<i>big</i>
<b>largo</b>	<i>long</i>
<b>moderno</b>	<i>modern</i>
<b>nuevo</b>	<i>new</i>
<b>ovalado</b>	<i>oval</i>
<b>pequeño</b>	<i>small</i>
<b>redondo</b>	<i>round</i>
<b>suave</b>	<i>smooth</i>
<b>viejo</b>	<i>old</i>
<b>vivo</b>	<i>bright colored</i>



### 1. Buses in Latin America

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



**Activity 1**

**Describe your surroundings**

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

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

B. Now choose a few items on top of your desks and give a brief description of each item to each other.

Example: El libro es rojo. Es pequeño y tiene muchas páginas.

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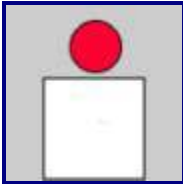
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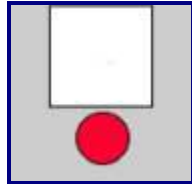
Activity 2

Describe place or location

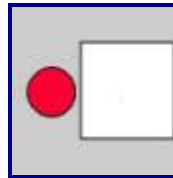
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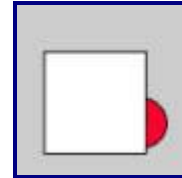
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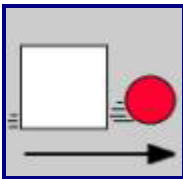
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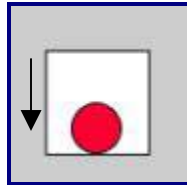
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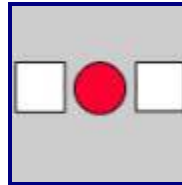
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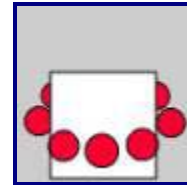
enfrente de



entre




alrededor



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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

 **Note:** To the Instructor

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

**Activity 3**

**Where is it?**

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



Example: La almohada está **sobre** la cama.

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

### Activity 4

#### Describe with colors

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

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

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

### Activity 5

#### Describing the outdoors

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

sol – árbol – nubes – arco iris – cerros – cielo

Example:

El cielo es muy azul.                      *The sky is blue.*  
Hay muchas plantas.....                *There are many plants.*  
Hay mucho sol, el sol es amarillo, *etc.*



**Activity 5** (Continued)



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



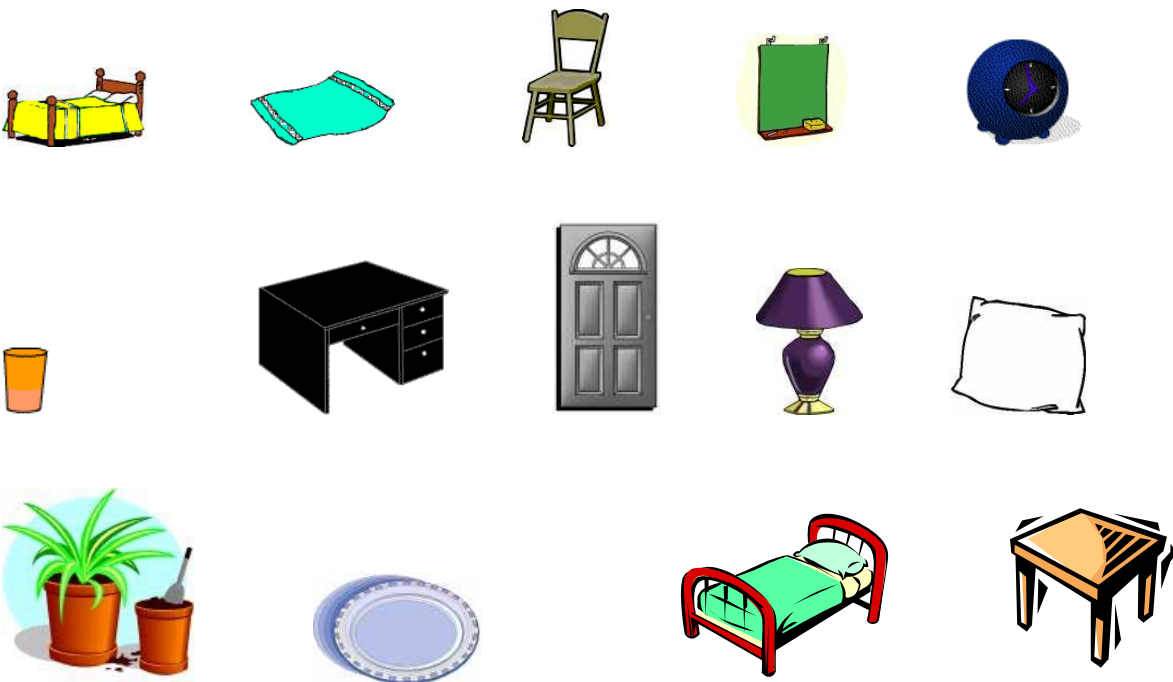
**Tip of the day:** In Spanish, the words “muy” = *very*, “mucho” = *much*, and “muchos/as” = *many* are used to describe and are often used interchangeably by mistake by non-native speakers.

**Activity 6**

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

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

Example: En mi apartamento tengo un escritorio.



**Activity 7**

**Describing objects**

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

Example: La lámpara es moderna y morada.

### Activity 8

#### Numbers 0 through 20

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

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



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



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

### Activity 9

#### What number do you have?

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

**Activity 10**

**Describing items in the classroom**

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



**Activity 11**

**The classroom environment**

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

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



El salón de clase.

Q. ¿Cuántos/ as \_\_\_\_\_ hay en el salón de clase?

A. Hay \_\_\_\_\_.

estudiantes	mesas	borradores	pizarrones	ventanas	paredes
puertas	luces	sillas	pupitres	libros	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Activity 12**

**How many?**

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

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



18



12



15



20



3

**Activity 13**

**Count foreign currency**

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

Example: 10 dólares americanos son 140 lempiras.

Argentina *peso* 1:\$1US



Belize *dollar* 2:\$1US



Bolivia *boliviano* 5.7:\$1US



Perú *nuevo sol* 3.4:\$1US



El Salvador *colón* 8.7:\$1US



República Dominicana *peso* 15.7:\$1US



Activity 13 (Continued)

Guatemala *quetzal* 6.8:\$1US



Honduras *lempira* 14:\$1US



México *peso* 9.9:\$1US



Nicaragua *córdoba* 11.3:\$1US



Puerto Rico *dólar* 1:\$1



Uruguay *peso* 11:\$1





Activity 13 (Continued)

Colombia-----peso 1545:	\$1US
Cuba -----peso 23:	\$1US
Ecuador -----sucre 2000:	\$1US
Paraguay -----guaraní 2900:	\$1US
Venezuela ---- bolívar 576:	\$1US
Chile -----peso 500:	\$1US
Costa Rica ----colón 276:	\$1US

Activity 14

**Practice numbers**

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



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

**Activity 15**

**Coordinates “seek-and-find” mission**

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

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

**Activity 16**

**Review**

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

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

6 4 1 5 9

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

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

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



¿Cuál es el número de tus placas?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Activity 17**

**How old are...**

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

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

**Activity 18**

**How old are these people?**

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

¿Cuántos años tiene Juanito?



Él \_\_\_\_\_ años.

¿Cuántos años tiene Adriana?



Ella \_\_\_\_\_ años.

¿Cuántos años tienen Martín y su papá?



Martín \_\_\_\_\_ años y  
su papá \_\_\_\_\_ años.

¿Cuántos años tiene el señor Mendoza?



Él \_\_\_\_\_ años.

**Activity 1**

**Narration: listening, writing, and speaking.**

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

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

**Activity 2**

**Telling colors: speaking, and listening.**

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

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

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

**Activity 3**

**Following instructions: listening, and speaking**

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

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

**Activity 1**

**Description of indoor environment**

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

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



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Activity 2**

**Identify colors of objects**



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

**Activity 3**

**Colors and more colors**

What colors do you associate with the following?


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



**Activity 4**

**Identifying the objects in your classroom**

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

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

The description is about classroom \_\_\_\_\_



**Activity 5**

**Reading comprehension**

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

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

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

1. A confectionary company is in need of cashiers. T F
2. Only people 35 or older may apply. T F
3. Only responsible people need to apply. T F
4. One should call Monday through Friday during office hours. T F
5. Those interested should call and ask for Mario. T F

**Activity 6**

**Classroom items descriptions**

¿Qué hay en el salón de clase?

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

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

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

**Activity 7**

**Possessives**

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

Example: Tengo **mi** papel.                      Tengo **mis** papeles.

1. Tengo **su** cuaderno. \_\_\_\_\_.
2. No tenemos **nuestro** periódico. \_\_\_\_\_.
3. Ustedes tienen **mi** programa. \_\_\_\_\_.
4. ¿Están los niños en **su** cuarto? \_\_\_\_\_.
5. Tiene **su** rifle listo. \_\_\_\_\_.
6. Necesitan **nuestra** mesa. \_\_\_\_\_.

**Activity 7** (Continued)

B. Answer the following questions.

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

1. ¿Es su pluma? (No/nuestra). \_\_\_\_\_
2. ¿Es su sombrero? (Sí/mi). \_\_\_\_\_
3. ¿Son sus cuadernos? (No/nuestros). \_\_\_\_\_
4. ¿Es su casa? (No/su). \_\_\_\_\_
5. ¿Tiene su pasaporte? (Sí/mi). \_\_\_\_\_
6. ¿Son sus estudiantes? (No/mis). \_\_\_\_\_

**Activity 8**

**Giving descriptions**

Choose from one of the speaking preparations below:

- A.) Come to class prepared to describe your ideal home. Bring some photographs or magazine cutouts to demonstrate what it would be like: You will point out colors, objects, and quantity of items in each room. You may choose to describe the garden as well.
  
- B.) Be prepared to speak in class about the objects in the classroom environment, describing your surroundings with colors, sizes, and styles. You may choose to describe the possible price of some of the objects.

# SOLT Spanish Module 1 Lesson 4



The Family

After this lesson you will be able to identify and talk about your family members. For this purpose you will:

**1. Identify family relationships**

- Identify family members
- Talk about your family
- Ask about other family members
- Discuss your family tree
- Discuss family events

The family unit is the center of Hispanic society. Their concept of the extended family contrasts with our concept of a nuclear family. Nonetheless, you will have an opportunity to share your family with members of the class, and you will also be able to learn about extended families in the Hispanic world, the physical characteristics of their members, and their personalities.

### **Scenario**

Hola. Me llamo Agustín Méndez. Mi esposa se llama Rita. Tenemos 32 años. Somos de Bogota, Colombia. Tenemos cuatro hijos, dos niños gemelos y dos niñas. Nuestros hijos se llaman Jorge, Mario, Dora y Beatriz. Jorge y Mario tienen doce años. Dora tiene diez años y Beatriz tiene seis meses. Tengo tres hermanos, Tito, Marcos y Pedro. Tengo un sobrino, Manuel y dos sobrinas, Carla y Darla. Mis cuñadas se llaman Rosa, Marta y Ana. Mis padres se llaman Roberto y Ana Méndez. Ellos tienen setenta años. Tienen siete nietos. Mi padre tiene una hermana, Laura. Mi tía Laura tiene cuarenta y cinco años.

### **Exercise 1**

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

Example: ¿Cuántos niños tienen Agustín y Rita?  
Tienen cuatro.



1. Identify family relationship

La familia y los parientes			
madre	<i>mother</i>	cuñado/a	<i>brother/sister in law</i>
padre	<i>father</i>	yerno	<i>son in law</i>
esposo/a	<i>husband/wife</i>	nuera	<i>daughter in law</i>
hijo/a	<i>son/daughter</i>	suegro/a	<i>father/mother in law</i>
hermano/a	<i>brother/sister</i>		
primo/a	<i>cousin</i>		
tío/a	<i>uncle/aunt</i>		
sobrino/a	<i>nephew/niece</i>		
nieto/a	<i>grandson/daughter</i>		
abuelo/a	<i>grandfather/mother</i>		

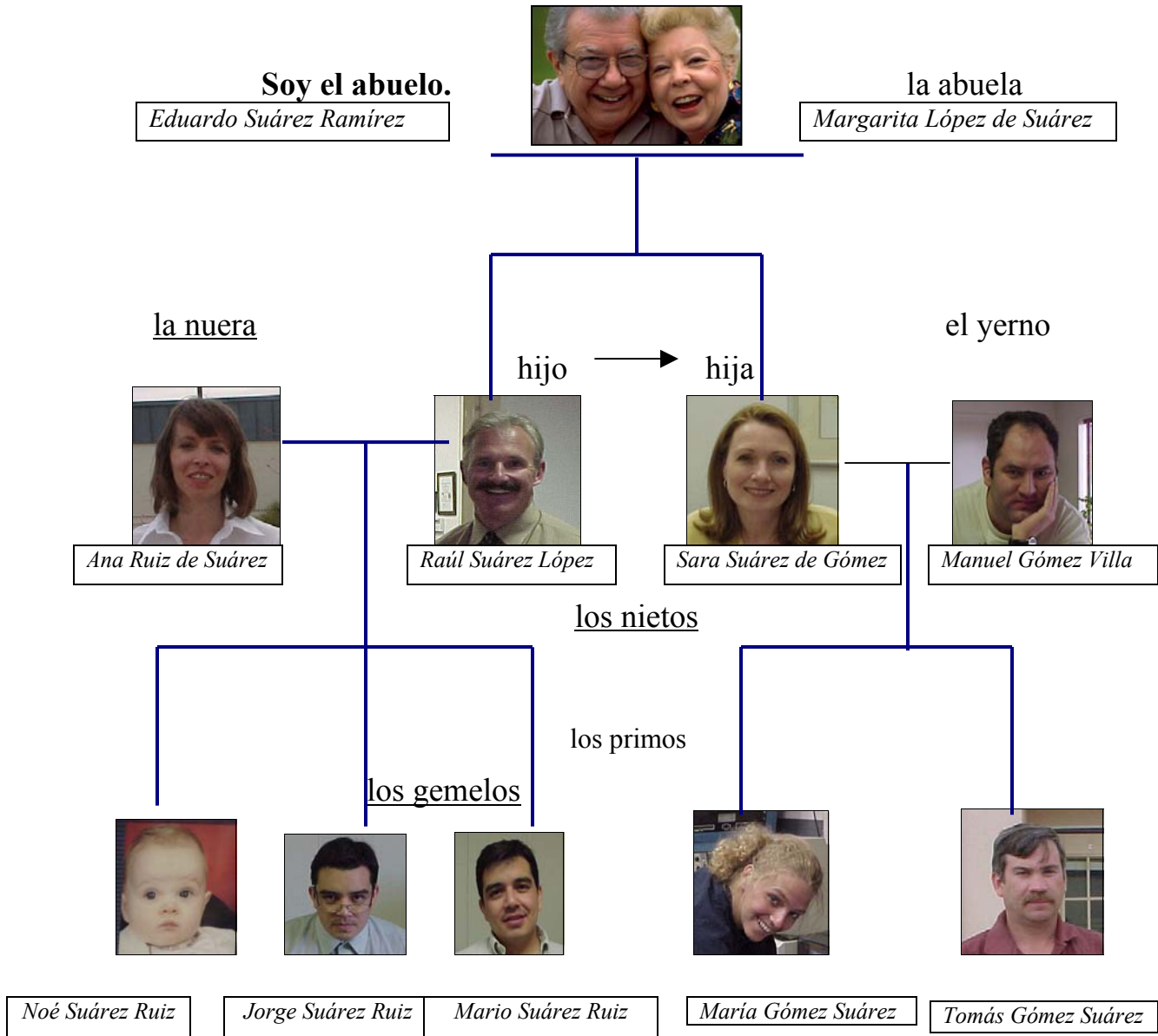
**Exercise 2**

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

Example: ¿Quién es Noé? Noé es hijo de Raúl y Ana.

1. Eduardo es \_\_\_\_\_ de María.
2. Raúl es \_\_\_\_\_ de Jorge.
3. Ana es \_\_\_\_\_ de Manuel.
4. Jorge es \_\_\_\_\_ de Noé.
5. Tomás es \_\_\_\_\_ de Mario.
6. Raúl es \_\_\_\_\_ de Margarita.
7. Manuel es \_\_\_\_\_ de Jorge.
8. Manuel es \_\_\_\_\_ de Margarita.
9. Sara es \_\_\_\_\_ de Manuel.
10. María es \_\_\_\_\_ de Raúl.

**MI FAMILIA**



### 1. Conjugations in the Present Tense.

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

	habl <b>AR</b>	com <b>ER</b>	viv <b>IR</b>
yo	habl <b>O</b>	com <b>O</b>	viv <b>O</b>
tú	habl <b>AS</b>	com <b>ES</b>	viv <b>ES</b>
él-ella-Ud.	habl <b>A</b>	com <b>E</b>	viv <b>E</b>
nosotros	habl <b>AMOS</b>	com <b>EMOS</b>	viv <b>IMOS</b>
uds.	habl <b>AN</b>	com <b>EN</b>	viv <b>EN</b>
ellos-ellas	habl <b>AN</b>	com <b>EN</b>	viv <b>EN</b>

**Note:** The part of the verb written in capital letters is the ending corresponding to regular verbs that end in AR-ER-IR. To conjugate, separate the root of the verb from the ending:

Example: caminar > camin=ar. “camín” is the root of the verb. By adding the endings written above in capital letters, you can begin to conjugate.

#### Exercise 1

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

Example: Yo camino.

	CAMINAR	CORRER	ESCRIBIR
yo	<b>camino</b>		
tú			
él-ella-Ud.			
nosotros			
Uds.			
ellos-ellas			

## 2. New expressions

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

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

### Exercise 2

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

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

1. ¿Vive George Washington todavía?
2. ¿Camina el presidente Reagan todavía?
3. ¿Vive Frank Sinatra todavía?
4. ¿Habla John Wayne todavía?
5. ¿Corre Elvis Presley todavía?
6. ¿Vive Mikhail Gorbachev todavía?
7. ¿Hablan los Rolling Stones todavía?

### 3. Expressing Possession: The Verb *tener*:

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

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

(yo)	<b>tengo</b>
(tú)	<b> tienes</b>
(usted, él, ella)	<b> tiene</b>
(nosotros/as)	<b> tenemos</b>
(ustedes/ellos/as)	<b> tienen</b>

Example: Profesor Ramos, ¿**tiene** Ud. un carro nuevo?  
-Sí, **tengo** un Toyota verde.

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

Example: ¿**De quién es** el carro?                      ¿**De quién es** hermano Joel?  
-**Es de** Joaquín.    -**Es** hermano **de** Lupita.

C. The preposition **de** (*of*) followed by the masculine article **el** (*the*) contracts to **del** (*of the*).

Example: ¿De quién es la computadora?  
-La computadora es **del** profesor.

The other combinations of **de** + article do not contract: **de la, de los, de las**.

Example:

Los zapatos **de** la niña son nuevos.

*The girl's shoes are new.*

### Exercise 3

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

Example: Luis **tiene** una hermana.

1. Jorge \_\_\_\_\_ dos hijos.
2. Esteban y yo \_\_\_\_\_ un carro viejo.
3. Marcos \_\_\_\_\_ familia en Perú.
4. Norma no \_\_\_\_\_ hijos.

#### 4. Review of possessive adjectives with family members:

**Mi** and **su** agree in number with the noun that follows.

**Nuestro/a** agree in gender and number with the nouns that follow

**Su(s)** can have various meanings: *your, his, her, or their*. The context normally clarifies to whom **su(s)** refers.

<b>Singular</b>	<b>Plural</b>
<b>mi</b> hijo /a	<b>mis</b> hijos /os
<b>tu</b> hijo /a	<b>tus</b> hijos /os
<b>nuestro</b> hijo	<b>nuestros</b> hijos
<b>nuestra</b> hija	<b>nuestras</b> hijas
<b>su</b> hijo	<b>sus</b> hijos
<b>su</b> hija	<b>sus</b> hijas

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

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

Example: Gerardo escribe con **sus** lápices.

#### 4. Review of possessive adjectives with family members (continued)

##### Exercise 4

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

Example: Carlos tiene **sus** padres aquí.

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

#### 4. Spanish Full Names

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

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

##### Exercise 4

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

### 5. The Future tense

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

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

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

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

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

voy	+ a +	-ar	voy a trabajar	<i>I am going to work</i>
va	+ a +	-er	va a comer	<i>You/he/she is going to eat</i>
vamos	+ a +	-er	vamos a beber	<i>We are going to drink</i>
van	+ a +	-ir	van a escribir	<i>You/they are going to write</i>

### Exercise 5

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

Example: **Vamos a** celebrar el cumpleaños de mi hija.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



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

La familia	
<b>abuelo /a</b>	<i>grandfather/grandmother</i>
<b>cuñado /a</b>	<i>brother- in- law/sister-in-law</i>
<b>esposo /a</b>	<i>husband / wife</i>
<b>hermano /a</b>	<i>brother / sister</i>
<b>hijastro /a</b>	<i>step-son / step-daughter</i>
<b>hijo /a</b>	<i>son / daughter</i>
<b>la madre</b>	<i>mother</i>
<b>la mamá</b>	<i>mom</i>
<b>nieto /a</b>	<i>grand-son / grand-daughter</i>
<b>la nuera</b>	<i>daughter -in -law</i>
<b>el padrastro</b>	<i>father-in-law</i>
<b>el padre</b>	<i>father</i>
<b>el papá</b>	<i>dad</i>
<b>los parientes</b>	<i>relatives</i>
<b>primo /a</b>	<i>cousin</i>
<b>sobrino /a</b>	<i>nephew / niece</i>
<b>suegro /a</b>	<i>father-in-law / mother-in-law</i>
<b>tío /a</b>	<i>uncle / aunt</i>
<b>el yerno</b>	<i>son-in-law</i>

Verbos	
<b>caminar</b>	<i>to walk</i>
<b>comer</b>	<i>to eat</i>
<b>correr</b>	<i>to run</i>
<b>escribir</b>	<i>to write</i>
<b>hablar</b>	<i>to speak</i>
<b>ir</b>	<i>to go</i>
<b>voy a ir</b>	<i>I am going to</i>
<b>tener</b>	<i>to have</i>
<b>vivir</b>	<i>to live</i>

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

### 1. The extended family:

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

### 2. Diminutives:

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

### 3. Last names:

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

Example:

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

### 4. Quinceañero:

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

**Activity 1**

**Which relative is it?**

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

1. El hijo de mi tía es mi \_\_\_\_\_.
2. La madre de mi madre es mi \_\_\_\_\_.
3. Mi \_\_\_\_\_ es la hija de mi madre.
4. El hermano de mi madre es mi \_\_\_\_\_.
5. La esposa de mi hermano es mi \_\_\_\_\_.

**Activity 2**

**La familia Suárez**

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

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

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

**Activity 3**

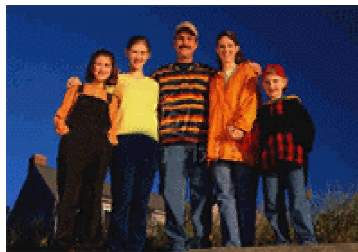
**Se llama/ se llaman**

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



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

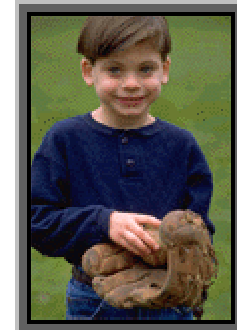
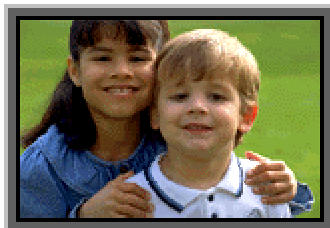
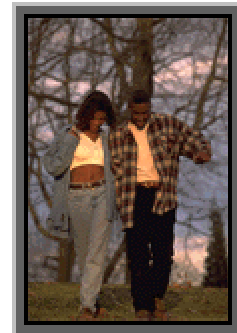
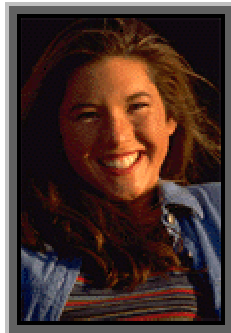
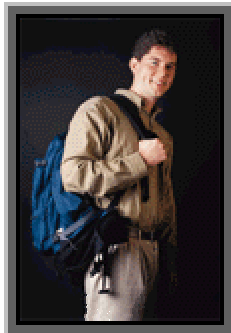
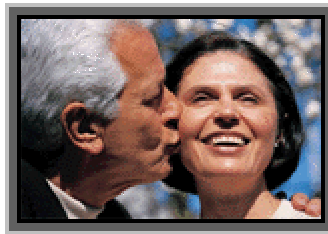
Talk about your family



**Activity 4**

**What about your family?**

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



Activity 5

Families

Familias en el Mundo Hispano



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



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

**Exercise 6**

**Who are these famous people?**

**¿Cómo se llaman?**

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



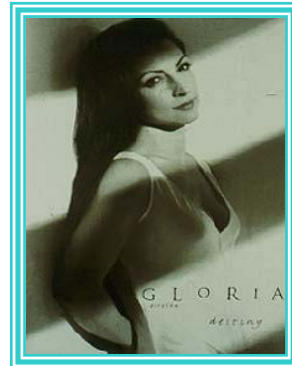
**Ricky Martin**



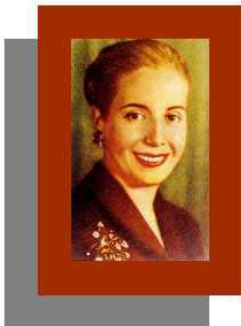
**Rigoberta Menchú**



**César Chávez**



**Gloria Estefan**



**Eva Perón**



**Julio Iglesias**

**Activity 7**

**Entrevista**

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

1. ¿Cómo se llaman tus padres?  
Se llaman....
2. ¿Cuántos hermanos y hermanas tienes?  
Tengo...
3. ¿Cómo se llaman tus hermanos y hermanas?  
Se llaman...
4. ¿Cuántos años tienen tus hermanos?  
tiene ...            tienen            ...
5. ¿Eres el mayor, el menor, o estás en medio?  
Soy el...
6. ¿Tienes algún pariente famoso/a? ¿Cómo se llama?, ¿Por qué es famoso/a?  
Sí/No...
7. ¿Dónde viven tus padres?  
Viven en ...
8. ¿Dónde viven tus hermanos y hermanas?  
Viven en ...
9. ¿Cómo es tu padre? ¿y tu madre?  
Mi padre es...
10. ¿Tienes un perro? ¿Cómo se llama? ¿De qué color es?  
Mi perro se llama...



**Activity 8**

**Mi familia**

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

1. Los hijos de mis tíos son mis ...  
a. hermanos    b. primos    c. tíos    d. amigos
2. Los padres de mis padres son mis ...  
a. abuelos    b. tíos    c. primos    d. hermanos
3. Los hijos de mis hermanos son mis...  
a. hermanos    b. sobrinos    c. tíos    d. nietos
4. Los hijos de mis padres son mis ...  
a. hermanas    b. hermanos    c. hermano    d. nieto
5. Los tíos de mis hijos son mis ...  
a. tíos    b. amigos    c. hermanos    d. primos
6. Los abuelos de mis hijos son mis ...  
a. hermanos    b. parientes    c. padres    d. primos
7. Los hermanos de mis padres son mis...  
a. tíos    b. tías    c. hermanos    d. amigos
8. Los abuelos de mis primos son mis...  
a. parientes    b. padres    c. abuelos    d. yernos
9. La madre de mis hijos es mi...  
a. madre    b. amiga    c. pariente    d. esposa
10. El hermano de mi esposa es mi...  
a. primo    b. hijo    c. nieto    d. cuñado

Activity 8 (Continued)

11. La madre de mi padre es mi ...  
a. suegra      b. nieto      c. abuela      d. prima
12. El esposo de mi tía es mi ...  
a. primo      b. hermano      c. tío      d. esposo
13. La madre de mi esposa es mi...  
a. suegra      b. nieta      c. amiga      d. hija
14. La hija de mi hermana es mi...  
a. prima      b. sobrina      c. nieta      d. nuera
15. El hijo de mi tío es mi...  
a. hijo      b. sobrino      c. primo      d. amigo
16. El hijo de mi madre es mi...  
a. tío      b. nieto      c. hermano      d. padre
17. La hija de mi hijo es mi...  
a. hermana      b. nieta      c. suegra      d. Esposa
18. El hermano de mi esposa es mi...  
a. cuñado      b. hermano      c. nieto      d. hijo
19. El hijo de mi esposa es mi...  
a. nieto      b. yerno      c. primo      d. hijo
20. El padre de mi primo es mi...  
a. primo      b. abuelo      c. hermano      d. tío



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

### Activity 9

#### **Family photos**

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

### Activity 10

#### **Talking about your folks**

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

### Activity 11

#### **Introducing your family members**

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

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

### Activity 12

#### **Discuss family events**

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

### Activity 13

#### **Talking about the family**

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

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

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

**Activity 14**

**Role-play**

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

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

Example: ¿Cuál es su nombre completo?

Nombre completo:		
Nacionalidad:		
Estado civil:	Soltero:	Profesión:
	Casado:	
	Divorciado:	
	Viudo:	
Hijos:		
Dirección:	Calle y número	
	Ciudad:	Código postal:
Número de teléfono:		
Padres:	Padre:	
	Madre:	
	Domicilio:	

### Activity 1

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

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

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

### Activity 2

#### **Interview: listening, and speaking.**

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

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

### Activity 3

#### **Family events: listening, and speaking.**

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

Example: Cumpleaños La Navidad El día de los enamorados Aniversarios

### Activity 4

#### **Family: writing, speaking, listening, and reading.**

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

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

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

**A. Who are they talking about?**

**B. What are they saying about them?**

**Activity 5**

**Family Bingo: speaking, listening, writing**

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

Example:

nieto		



**Activity 6**

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



**SANDY BONCHIN**



**UNA ENTREVISTA**

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

CNN: Sandy, ¿De dónde es?

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

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

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

CNN: ¿Quién es más importante en su familia?

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

CNN: ¿Cómo es su madre?, ¿y su hija?

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

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

Sandy: Prefiero no opinar sobre eso.

**Activity 1**

**The future tense:** *Ir a* + a verb

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

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

llegar	Lima	saludar	familiares
visitar	pirámides	Machu Pichu	esposo (a)
comer	restaurante	peruano	suegros
mirar	televisión	en español	hijos
hablar	teléfono	hermanos	Venezuela
escribir	cartas	padres	cumpleaños
Add some additional sentences of your own. <b>You may use a dictionary for this.</b>			

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

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

**Activity 2**

**Future tense review**

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

Example: Vamos a celebrar el cumpleaños de mi hija.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Activity 3**

**Your family**

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

Example:

Mi familia es \_\_\_\_\_. Mi tía, la princesa Diana, va a venir visitar los EE.UU. este verano.

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**Activity 4**

**Family tree**

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

**Activity 5**

**Describe family members**

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

Example:

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

Mi padre \_\_\_\_\_.

Mi esposa (o) \_\_\_\_\_.

Mi hija (o) \_\_\_\_\_.

Mi hermana (o) \_\_\_\_\_.

Mi cuñada (o) \_\_\_\_\_.

Mi yerno \_\_\_\_\_.

Mi nuera \_\_\_\_\_.

Mi prima (o) \_\_\_\_\_.

Mi sobrina (o) \_\_\_\_\_.

Mis abuelos son \_\_\_\_\_.

Mis nietos son \_\_\_\_\_.

**Activity 6**

**A skeleton in the closet**

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

# SOLT Spanish Module 1 Lesson 5



Personal Characteristics

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

**1. Identify physical traits of people**

- Identify stereotypes of the people from the TR
- Describe characteristics of an individual
- Express emotions

### 1. Identify physical traits

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

guapo	bajo
alto	flaco
gordo	débil
fuerte	viejo
joven	bonito
feo	delgado

B. Algunos adjetivos para describir las cualidades de una persona

amable	bondadoso	serio	desordenado
avaro	deshonesto	bobo	simple
grosero	comprensivo	creativo	leal
elegante	responsable	callado	estudioso
generoso	honesto	irresponsable	estúpido
cómico	idealista	honesto	noble
simpático	tonto	lógico	ignorante
inteligente	malo	obediente	
bueno	realista	impaciente	
trabajador	arrogante	sincero	
sencillo	atrevido	sociable	
tímido	travieso	desobediente	

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

### Exercise 1

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

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

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



**Exercise 2**

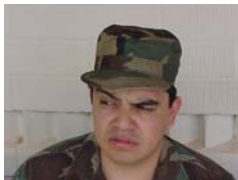
Pair activity. Working with your partner, complete sentences using the word clues provided. Follow the example below.

Example:      hijo/ María/ ser/ bonito

Nuestra hija María es bonita.

1. nieto /Isabel /inteligente.
2. sobrino/Humberto/alegre.
3. hijo/ Mabel y Susana/ simpatica.
4. nieto/ Raúl y Ana/ responsable.
5. sobrino/ José/ guapo.
6. nieto/ Tito/ gracioso.

**2. Emotions**



enojado



contento



alegre



confundido



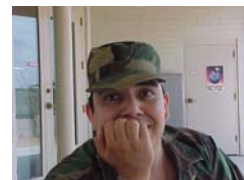
triste



deprimido



preocupado



nervioso

a. Algunos adjetivos para describir el estado de ánimo:

alegre	impaciente
nervioso	furioso
cansado	feliz
contento	serio
deprimido	ocupado
preocupado	confundido
enojado	enfermo
triste	

### **Exercise 3**

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

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

1. ¿Está él deprimido?
2. ¿Está él enojado?
3. ¿Están ellos preocupados?
4. ¿Está ud confundido?
5. ¿Están ellas cansadas?
6. ¿Está él serio?

## 2. Comparisons of inequality: **mas...que** / **menos...que**

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

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

### Exercise 4

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

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

## 3. Ser Vs. Estár: permanent characteristics or temporary conditions

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

Example: Soy alto.  
Estoy contento.

### Exercise 5

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

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

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

*e changes to ie*

preferir  
sentir

prefiero  
siento

prefieres  
sientes

prefiere  
siente

preferimos  
sentimos

prefieren  
sienten

**Preferir and sentir: stem-changing verbs (continued)****Exercise 6**

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

Example: Prefiero a mi abuelo porque es muy alegre.

**Exercise 7**

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

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

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

yo	hag <b>O</b>
tú	hac <b>ES</b>
él/ella/Ud.	hac <b>E</b>
nosotros/as	hac <b>EMOS</b>
ellos/ellas/Uds.	hac <b>EN</b>

Example: Nosotros **hacemos** los ejercicios.

**Exercise 8**

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

Example: Mis tíos **hacen** mesas y sillas.

### 7. Hacer: to express duration of time (Present)

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

Example: ¿Cuánto tiempo **hace que** estudia español?  
(*How long have you been studying Spanish?*)

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

Example: **Hace** dos meses **que** estudio español.  
(*I have been studying Spanish two months.*)

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



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

### Exercise 9

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

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

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

### 1. Gender in nouns and adjective agreement (Review)

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

Example:

María es bonita.

Las fiestas latinoamericanas son muy tradicionales

Jorge es simpático

### 2. Description of qualities and characteristics

#### Exercise 1

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



Selena es una persona amable, alegre, sociable y muy artística. Ella trabaja en los Estados Unidos. Su arte es impresionante y divertido. Es una artista que canta canciones populares. Selena es muy simpática y sociable en su vida personal. La expresión de su música es muy honesta.

### 3. Stereotypes and descriptions

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

Example:

Los mexicanos son adictos a tomar una siesta.

Los latinoamericanos son morenos.

Los indígenas de Guatemala no son altos.

Los hispanos tienen ojos color café o color negro.

Los hispanos tienen muchas fiestas.

### 4. Characteristics with ser, estar, tener

#### Exercise 2

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

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

### 5. Más... que/menos... que

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

**más / menos + adjective + que**

Example:

Cristina es *más* alta **que** Miguel.

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

### Exercise 3

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

sincero    rubio    alto    obediente    serio    ordenado    flojo

deportista    creativo    joven

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.

5. \_\_\_\_\_.

6. \_\_\_\_\_.

7. \_\_\_\_\_.

8. \_\_\_\_\_.

9. \_\_\_\_\_.

10. \_\_\_\_\_.



### 6. Ser or Estar: Permanent characteristic or temporary condition

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

Example:

La manzana es verde. *The apple is green* (meaning always).

OR

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

#### Exercise 4

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

guapo(a)      serio(a)      impaciente      alegre      divertido (a)

1 \_\_\_\_\_.

2 \_\_\_\_\_.

3 \_\_\_\_\_.

4 \_\_\_\_\_.

5 \_\_\_\_\_.



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

### 7. Preferir and sentir: stem-changing verbs

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

preferir	pref <u>ie</u> ro	pref <u>ie</u> res	pref <u>ie</u> re	preferimos	pref <u>ie</u> ren
sentir	s <u>ie</u> nto	s <u>ie</u> ntes	s <u>ie</u> nte	sentimos	s <u>ie</u> nten

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

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

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

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

### Exercise 5

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

Example:

¿Cómo eres?

¿Cómo estás?

¿Cómo te sientes?

¿Qué prefieres?

¿Cómo es tu mamá?

¿Qué prefieres en un amigo?

¿Eres más o menos alto que tu papá?

### 8. Hacer: to do or to make

yo	hagO
tú	hacES
él/ella/Ud.	hacE
nosotros/as	hacEMOS
ellos/ellas/Uds.	hacEN

Example: Yo **hago** mi tarea.

Ellos **hacen** carros.

### Exercise 6

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

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

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

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

cuánto tiempo + **hace que** + *verb in the present form*

Example: ¿Cuánto tiempo **hace que** estudia español?  
(*How long have you been studying Spanish?*)

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

**hace** + *expression of time* + **que** + *verb in the present form*

Example: **Hace** dos meses **que** estudio español.  
(*I have been studying Spanish two months.*)

**9. Hacer: to express duration of time (continued)**

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

**Exercise 7**

Pair activity. Use the example below to answer the following questions. Take turns asking and answering. Follow the example below.

Example:

¿Cuánto tiempo hace que es estudiante? (seis días)

Hace seis días que soy estudiante.

1. ¿Cuánto tiempo hace que vive en Chile? (dos años)
2. ¿Cuánto tiempo hace que es estudiante? (tres semanas)
3. ¿Cuánto tiempo hace que está casado? (cinco años)
4. ¿Cuánto tiempo hace que no visita a su familia? (un mes)
5. ¿Cuánto tiempo hace que su hermano está en las Fuerzas Armadas? (doce años)

The vocabulary has been grouped in 5 categories equally important. They are personal characteristics, state of mind, physical characteristics, verbs, and useful words.

Las cualidades	
<b>amable</b>	<i>nice</i>
<b>arrogante</b>	<i>arrogant</i>
<b>atrevido /a</b>	<i>daring</i>
<b>avaro /a</b>	<i>stingy</i>
<b>bobo /a</b>	<i>dumb</i>
<b>bondadoso /a</b>	<i>kind</i>
<b>bueno /a</b>	<i>good</i>
<b>callado /a</b>	<i>quiet</i>
<b>cómico /a</b>	<i>comical</i>
<b>comprensivo /a</b>	<i>understanding</i>
<b>deshonesto /a</b>	<i>dishonest</i>
<b>desobediente</b>	<i>disobedient</i>
<b>desordenado /a</b>	<i>unruly</i>
<b>estudioso /a</b>	<i>studious</i>
<b>estúpido /a</b>	<i>stupid</i>
<b>generoso /a</b>	<i>generous</i>
<b>grosero /a</b>	<i>rude</i>
<b>honesto /a</b>	<i>honest</i>
<b>idealista</b>	<i>idealist</i>
<b>ignorante</b>	<i>ignorant</i>
<b>impaciente</b>	<i>impatient</i>
<b>inteligente</b>	<i>intelligent</i>
<b>irresponsable</b>	<i>irresponsible</i>
<b>leal</b>	<i>loyal</i>
<b>malo /a</b>	<i>bad</i>
<b>noble</b>	<i>noble</i>
<b>obediente</b>	<i>obedient</i>
<b>realista</b>	<i>realist</i>
<b>responsable</b>	<i>responsible</i>
<b>sencillo /a</b>	<i>simple</i>
<b>serio /a</b>	<i>serious</i>
<b>simpático /a</b>	<i>charming</i>
<b>simple</b>	<i>simple</i>
<b>sincero /a</b>	<i>sincere</i>
<b>sociable</b>	<i>sociable</i>
<b>tímido /a</b>	<i>shy</i>
<b>tonto /a</b>	<i>dumb</i>
<b>trabajador /a</b>	<i>hardworking</i>
<b>travieso /a</b>	<i>mischievous</i>

Más cualidades	
<b>artístico /a</b>	<i>artistic</i>
<b>atlético /a</b>	<i>athletic</i>
<b>clásico /a</b>	<i>classic</i>
<b>creativo /a</b>	<i>creative</i>
<b>divertido /a</b>	<i>amusing</i>
<b>elegante</b>	<i>elegant</i>
<b>lógico /a</b>	<i>logical</i>

El estado de ánimo	
<b>alegre</b>	<i>cheerful</i>
<b>cansado /a</b>	<i>tired</i>
<b>confundido /a</b>	<i>confused</i>
<b>contento /a</b>	<i>happy</i>
<b>deprimido /a</b>	<i>depressed</i>
<b>enojado /a</b>	<i>angry</i>
<b>feliz</b>	<i>joyful</i>
<b>furioso /a</b>	<i>furious</i>
<b>impaciente</b>	<i>impatient</i>
<b>nervioso /a</b>	<i>nervous</i>
<b>ocupado /a</b>	<i>busy</i>
<b>preocupado /a</b>	<i>worry</i>
<b>serio /a</b>	<i>serious</i>
<b>triste</b>	<i>sad</i>

Las características físicas	
<b>alto /a</b>	<i>tall</i>
<b>bajo /a</b>	<i>short</i>
<b>bonito /a</b>	<i>pretty</i>
<b>débil</b>	<i>weak</i>
<b>delgado /a</b>	<i>slim</i>
<b>feo /a</b>	<i>ugly</i>
<b>flaco /a</b>	<i>skinny</i>
<b>fuerte</b>	<i>strong</i>
<b>gordo /a</b>	<i>fat</i>
<b>guapo</b>	<i>handsome</i>
<b>joven</b>	<i>young</i>
<b>viejo /a</b>	<i>old</i>

<b>Verbos</b>	
<b>hacer</b>	<i>to do, to make</i>
<b>preferir</b>	<i>to prefer</i>
<b>sentir</b>	<i>to feel</i>

<b>Palabras útiles</b>	
<b>bien</b>	<i>well</i>
<b>cabello</b>	<i>hair</i>
<b>las cualidades</b>	<i>qualities</i>
<b>el, la deportista</b>	<i>sportsman or woman</i>
<b>enfermo /a</b>	<i>sick</i>
<b>el estado de ánimo</b>	<i>state of mind</i>
<b>limpio /a</b>	<i>clean</i>
<b>más...que</b>	<i>more than</i>
<b>menos..que</b>	<i>less than</i>
<b>moreno /a</b>	<i>brunette</i>
<b>mucho /a</b>	<i>much, a lot</i>
<b>muy</b>	<i>very</i>
<b>los ojos</b>	<i>eyes</i>
<b>pardos</b>	<i>hazel</i>
<b>pelirrojo /a</b>	<i>redhead</i>
<b>pelo</b>	<i>hair</i>
<b>la personalidad</b>	<i>personality</i>
<b>pobre</b>	<i>poor</i>
<b>rico /a</b>	<i>rich</i>
<b>rubio /a</b>	<i>blond</i>
<b>sucio /a</b>	<i>dirty</i>

### **1. Mestizos**

The mixture of the Spanish and the Indian blood brought about the Hispanic called mestizos. The Spanish conquest resulted not only in the conversion of the pagan indigenous people into Christianity, but a whole new race of people through intermarriage. There are still, however, some Indian tribes which continue to preserve their bloodlines, their own religious beliefs, and their traditions all over Latin America.

### **2. Greetings and Good byes**

Greetings and farewells may take up considerable time. The non-Spanish speaking person may consider it time wasted; the native speaker does not. Many Spanish-speaking people think that such human interaction is important enough to spend time on it. "Time is money" would not make sense with respect to greeting and leave-taking.

### **3. Working hours and the siesta (nap)**

In many large Spanish and Latin American cities, working hours are continuous, as in the United States, particularly in federal and state offices. However, in small cities or towns, it is still the fashion to close stores or offices for two or three hours at lunch time so people may take a break and a siesta if they wish. Quite often, this time is spent on long business lunches. Thus, a store or office may be open from 8:00 to 13:00 hours, closed from 13:00 to 16:00 hours, and open again from 16:00 to 21:00 hours. Needless to say, in the newer system of eight continuous working hours, there is no opportunity for the traditional siesta. The siesta was necessary in very hot locations where it was almost impossible to work during the hot noon hours. The climate practically forces people working in the fields or in buildings lacking air conditioning to work either in the early morning hours or in the late afternoon.

**Activity 1**

**Physical characteristics**

Pair activity. Working with your partner, read the paragraph and answer the questions below.



Hola, me llamo Tomás. Soy de Yucatán, México. Tengo veintinueve años. Soy alto y delgado. Tengo pelo negro y ojos verdes. Hasta pronto, Tomás.

1. ¿De dónde es Tomás?
2. ¿Cuántos años tiene Tomás?
3. ¿Cómo es Tomás?



**Activity 2**

**Physical characteristics**

Pair activity. Working with your partner, read the paragraph and answer the questions below.



¡Hola! Me llamo Paola Acosta. Soy de Costa Rica. Soy morena y tengo ojos grandes. Soy alta (1.60 metros). Tengo dieciséis años. Mi cabello es de color café claro y no soy callada, soy muy extrovertida, soy muy graciosa y simpática. Mi mejor amiga se llama Marta. Ella es muy divertida y muy amable. Y tú, ¿cómo eres?

Hasta luego,  
Paola.

1. ¿Cómo es Paola?
2. ¿Es alta o baja?
3. ¿Cuántos años tiene?
4. ¿De dónde es ella?
5. ¿Cómo es su amiga Marta?

### Activity 3

#### **Interviewing your classmates**

Class activity. Working with your class, interview at least three classmates. Ask their name/last name, profession, and marital status. Then ask if they consider the time spent at their duty stations, in their careers, or in their marriages, to be a lot of time.

Example:

**a.** ¿Hace mucho tiempo que está en el Fuerte Bragg?

No, sólo cuatro semanas

¿Hace mucho tiempo que usted es ingeniero?

Sí, hace (or, “ya hace”) 4 años

**b.** ¿Cuál es su...?

Nombre, Apellido

Profesión

Estado civil

### Activity 4

#### **What do you prefer?**

Pair activity. Working with your partner, discuss student’s preference on appearance and personalities at school. Take turns to ask and answer following the example below.

Example: ¿Cuáles estudiantes prefieres tener?

Prefiero tener estudiantes responsables.

### Activity 5

#### ¿Prefieres?

Class activity. Working in groups of three or more, ask the following questions: Take turns to ask and answer.

- |                  |  |
|------------------|--|
| ¿Prefiere Ud...? | los estudiantes pacientes.<br>las estudiantes bonitas.<br>los estudiantes traviosos. |
| ¿Prefieres?      | los estudiantes sinceros.<br>los estudiantes trabajadores.                           |

### Activity 6

#### More descriptions

Pair activity. Working with your partner, ask about their preference in classmates. Take turns to ask and answer following the example below.

**Example:** ¿Prefiere usted un estudiante generoso?  
Sí, prefiero un estudiante generoso.

### Activity 7

#### ¿Prefiere? ¿Cómo se siente?

Pair activity. Working with your partner, complete the questions and supply the answers.

Example: ¿Cómo se sienten sus padres?                      Se sienten muy bien, gracias.  
¿Prefiere correr por la tarde?                                      Prefiero correr por la noche

1. ¿Prefiere \_\_\_\_\_?
2. ¿Cómo se siente \_\_\_\_\_?
3. ¿Prefiere trabajar con \_\_\_\_\_?
4. ¿Prefiere vivir con \_\_\_\_\_?
5. ¿Cómo se sienten \_\_\_\_\_?

**Activity 8**

**Review**

Pair activity. Working with your partner, select the right answer for the following questions. Take turns asking and answering the questions.

1. ¿Prefiere trabajar aquí? A. No, no está bien. B. Sí, mucho C. Bien, gracias.	4. ¿Cómo está usted? A. Está aquí. B. Está mal. C. Bien, gracias.
2. ¿Qué hace usted? A. Soy de los EEUU. B. Vivo en la ciudad. C. Soy enfermero.	5. Perdone, ¿cómo se siente? A. ¡Por supuesto! B. No, gracias. C. Muy bien, gracias
3. Le presento a Carlos. A. Perdone. B. Lo siento. C. Mucho gusto.	6. ¿Cómo se llama Ud.? A. Me llamo Eduardo. B. Se llama Sergio. C. Ella se llama Elena.

**Activity 9**

**Emotions – Las emociones**

***¿Cómo te sientes? / ¿How do you feel?***

Pair activity. Working with your partner, express your emotions. Take turns to ask and answer about feelings and emotions following the example below.

Example: ¿Cómo te sientes?

Me siento preocupado.

¿Cómo te sientes?

1. Me siento \_\_\_\_\_.
2. Me siento \_\_\_\_\_.
3. Me siento \_\_\_\_\_.
4. Me siento \_\_\_\_\_.
5. Me siento \_\_\_\_\_.
6. Me siento \_\_\_\_\_.
7. Me siento \_\_\_\_\_.
8. Me siento \_\_\_\_\_.
9. Me siento \_\_\_\_\_.
10. Me siento \_\_\_\_\_.

**Activity 1**

**Meet these people: Listening, reading, writing, and speaking.**

Class activity. Working with your classmates, listen to your instructor and answer the questions below. The instructor will call on different students to answer the questions.

Persona #1



Answer the following questions:

1. ¿Qué idioma habla Juana?
2. ¿Cómo es Juana?
3. ¿Cuál persona famosa prefiere Juana?

Persona #2



Answer the following questions:

1. ¿Cómo es María?
2. ¿Es María una estudiante responsable?
3. ¿Qué más sabes de María?

Activity 1 (Continued)

Persona #3



Answer the following questions:

1. ¿Cómo es José?
2. ¿De dónde es José?
3. ¿Cómo es papá de José.
4. ¿Cómo es la mamá de José.
5. ¿Cómo se llaman sus hermanas?

Persona #4



Answer the following questions:

1. ¿De dónde es Gloria?
2. ¿Es su familia grande o chica?
3. ¿Cuántos hermanos y hermanas tiene ella?
4. ¿Cómo son sus hermanos?

### Activity 2

#### **Expressing emotions: speaking, listening.**

Class activity. Working in groups of three, each student will take turns asking and telling others how they feel by using “soy”, “estoy”, “me siento”, alternately.

Example:

¿Cómo eres?  
¿Cómo estás?  
¿Cómo te sientes?

### Activity 3

#### **Compare emotions, physical traits, and characteristics: speaking, and listening.**

Class activity. Working in groups of three, compare yourself with one partner at a time, using **más / menos ...que.**

Example:

Estoy más triste que tú.

Soy más alto que tú.

Me siento menos contento que tú.

Soy menos sociable que tú.



**Activity 4**

**Reading, writing, listening, and and speaking.**

Class activity. Working in groups of three, write a newspaper ad in the “Personals” section of “*Excelsior*”. Describe yourself and the person you would like to meet following the example below.

Example:

Hola. Mi nombre es Sofia Fimbres y prefiero un hombre serio, sociable, trabajador, sincero, honesto, comprensivo e inteligente, de aproximadamente 40 a 45 años de edad. Yo soy una mujer de 35 años. Soy alegre, deportista, graciosa y muy divertida. Si usted es la persona que prefiero. Por favor, escriba al correo electrónico: [sofis45@hotmail.com](mailto:sofis45@hotmail.com)

Espero su mensaje,

Sofia Fimbres

Now it is your turn, create a similar message:



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**Note:** These ads will be circulated around the classroom and someone will answer it as homework. Include the adjectives you have learned in the supplementary vocabulary, and the verbs: TO BE, TO PREFER and an actual email address where someone in your classroom can reply. The ads and the replies will be read by the students and turned in to the instructor.

**Activity 1**

**Greetings review**

Complete the following conversation between two friends that meet on the street. Pay close attention to the greetings vocabulary.

Conversation on the street.

- A. ¡ \_\_\_\_\_ Señora Vásquez!  
B. ¡ Qué \_\_\_\_\_, Señor Aranda!  
A. ¿Cómo \_\_\_\_\_ usted?  
B. Muy \_\_\_\_\_ ¿y usted?  
A. \_\_\_\_\_ gracias  
B. Bueno. ¡ \_\_\_\_\_ luego!

**Activity 2**

**Complete the statement.**

- A. ¡Buenos días, señorita!  
B. ¡ \_\_\_\_\_ !  
A. ¿Cómo \_\_\_\_\_ ?  
B. Muy bien. ¿ \_\_\_\_\_ ?  
A. Bien gracias. \_\_\_\_\_ Miguel Allende. ¿Cómo \_\_\_\_\_ usted?  
B. \_\_\_\_\_ María Gutierrez.  
A. ¡Mucho \_\_\_\_\_, Señorita Gutierrez.  
B. ¡ \_\_\_\_\_ !  
A. ¿De \_\_\_\_\_ ?  
B. \_\_\_\_\_ de Colombia, ¿y usted?  
A. Soy de Puerto Rico. ¿ \_\_\_\_\_ usted estudiante aquí?  
B. No, no \_\_\_\_\_ instructora.  
A. ¡Qué interesante! Bueno. ¡ \_\_\_\_\_ !  
B. ¡ \_\_\_\_\_ !

**Activity 3**

**Situational review**

Imagine you are in the following situations. What would you say? Pick the appropriate vocabulary from the list provided below.

1. You are introducing someone.
2. You are thanking someone.
3. You join two colleagues at a table in the cafeteria and ask politely whether one of the seats at the table is taken.
4. Ask a friend how long he has been here.
5. You tell a friend that you will see him later.
6. You ask someone you know, "how are you?"
7. You ask someone if he/she likes working where he/she works.
8. You are saying "Goodbye" to someone.

A) ¿Le gusta su trabajo?	B) ¡Hasta mañana!	C) ¡Adiós!
D) Hasta la vista	E) Le presento a	F) ¿Cómo está usted?
G) ¡Muchas gracias!	H) Sí, lo siento	I) ¿Cuánto tiempo hace que está aquí?
J) Hola	K) ¿Está ocupada esta silla?	L) ¿Qué tal?
M) Bien	N) Hasta.	

**Activity 4**

**Complete the following sentences**

Use the vocabulary listed below to complete them:

**Bonilla:** ¡\_\_\_\_\_ señor Santos! ¿Cómo \_\_\_\_\_ usted hoy?

**Santos:** Bien, \_\_\_\_\_. ¿Qué tal, señor Bonilla? Le \_\_\_\_\_ al señor Cruz.

**Cruz:** \_\_\_\_\_ gusto, señor Bonilla

**Bonilla:** El \_\_\_\_\_ es mío, señor Cruz.

**Santos:** El señor Cruz \_\_\_\_\_ aquí en una comisión científica.

**Bonilla:** Señor Cruz, ¿dónde \_\_\_\_\_ vivir?

**Cruz:** \_\_\_\_\_ vivir en la ciudad.

**Bonilla:** ¿De dónde \_\_\_\_\_ usted?

**Cruz:** \_\_\_\_\_ de California. Mi familia y yo \_\_\_\_\_ de Salinas.

**Bonilla:** ¿Está su esposa \_\_\_\_\_?

**Cruz:** No, \_\_\_\_\_.

**Bonilla:** Lo \_\_\_\_\_ mucho. ¡Hasta luego!

**Cruz:** \_\_\_\_\_, señor Bonilla.

trabaja	desgraciadamente	mucho	hola	aquí	gusto
prefiere	somos	está	de	presento	adiós
soy	prefiero	en	gracias	siento	es

**Activity 5**

**Describing with the verbs ser, estar, preferir**

One of the uses of ser and preferir is DESCRIPTION.

Example:

Yo prefiero un hombre bajo.

Él es alto                      Ella está muy...

**Instructions:**

Describe yourself, your best friend, one classmate, and at least three members of your family indicating how they are or feel. Give at least 4 characteristics for each of them.

Examples:

Mi esposo John es muy alto, no es ni gordo ni delgado, él es inteligente, simpático y alegre.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Activity 6**

**Describing emotions and characteristics**

The verbs *ser*, *estar*, *sentir*, *tener* and *preferir* to describe emotions, and characteristics.

¿Cómo está usted?	Muy contenta. ¿Y usted?	
A: ¿Cómo está?	B: Estoy ....	...muy bien ...bien
A: ¿Cómo se sienten ustedes?	B: Estamos...	...regular ...mal
A: ¿Qué tipo de estudiante prefieres?	B: Prefiero..	...muy simpáticos con ojos pardos...
A. ¿Qué color de pelo tienes?	B Tengo	pelo color café claro

**Activity 7**

**Practice**

Pair activity. Using the information from the box above as an example, practice this exercise. Prepare questions and answers to share with your classmates the next day in class.

A: Ask your partner how he is.

B: Answer A

Reverse roles.

**Activity 8**

**Describing yourself**

Come prepared to speak in front of the class describing your physical traits and your personality (characteristics). Include also your emotional state and what you prefer.

# SOLT I Spanish Module 1 Lesson 6



The Calendar



At the end of this lesson you will be able to count up to 100, provide your age and your family's as well as your home address and to request the price of merchandise. You will also learn to identify and recognize the days of the week as well as the months. After this lesson you will be able to talk about holidays and special activities. For this purpose you will learn how to:

**1. Express Numbers 21 through 100**

- Provide the age of your family members
- Provide your home address
- Request the price of merchandise
- Buy merchandise

**2. Identify Days of the Week**

- Recognize the days of the week
- Pronounce the days of the week
- Name different activities you perform on different days of the week

**3. Identify Months**

- Recognize months
- Pronounce months
- Provide your and your family members' birthdays
- Discuss military activities for the month

**4. Recognize Dates**

- Write the dates for personal/military activities
- Name the dates of holidays of the TR
- Identify important family celebrations dates
- Talk about specific holiday activities

Personal information connected with numbers such as age, address and phone numbers are important. Special family celebrations and national holidays offer another fascinating aspect of the Hispanic world. The activities include important dates, both with the military and the outside world.

### Scenario

Marcos, a Special Operations Forces soldier, is telling Armando, his counterpart, some personal information about himself and his family as well as when they celebrate their birthdays:

Armando, yo tengo 37 años. Mi cumpleaños es el 4 de julio, el Día de la Independencia, y el cumpleaños de mi esposa es el 31 de octubre, en la Víspera de Todos los Santos. Mis dos hijos nacieron (*were born*) el 14 de febrero, el Día de los Enamorados. ¡Qué coincidencia! ¿Verdad? (*What a coincidence! Isn't it?*)

### 1. Express Numbers 21 through 100

<b>21</b>	veintiuno	<b>26</b>	veintiséis	<b>31</b>	treinta y uno	<b>70</b>	setenta
<b>22</b>	veintidós	<b>27</b>	veintisiete	<b>40</b>	cuarenta	<b>80</b>	ochenta
<b>23</b>	veintitrés	<b>28</b>	veintiocho	<b>41</b>	cuarenta y uno	<b>90</b>	noventa
<b>24</b>	veinticuatro	<b>29</b>	veintinueve	<b>50</b>	cincuenta	<b>100</b>	cien
<b>25</b>	veinticinco	<b>30</b>	treinta	<b>60</b>	sesenta		

#### Activity 1

##### Who is the youngest/ oldest?

Pair activity. Working with your partner, ask each other how old you are and find out who is the youngest and the oldest. Follow the example below

Example: Estudiante A: ¿Eres más joven que yo? Tengo veintinueve años.  
 Estudiante B: Sí, soy más joven que tú. Tengo veinticuatro años  
 Estudiante A: Eres el más joven.

### 2. Identify Days of the Week

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

#### Activity 2

##### Days of the week

Pair activity. Working with your partner, pronounce the days of the week while completing the statements below. Take turns to complete it.

1. lunes, martes...
2. sábado, domingo...
3. jueves, viernes...
4. martes, miércoles...
5. viernes, sábado...

### 3. Identify Months

<b>enero</b> / <i>January</i>	<b>febrero</b> / <i>February</i>	<b>marzo</b> / <i>March</i>
<b>abril</b> / <i>April</i>	<b>mayo</b> / <i>May</i>	<b>junio</b> / <i>June</i>
<b>julio</b> / <i>July</i>	<b>agosto</b> / <i>August</i>	<b>septiembre</b> / <i>September</i>
<b>octubre</b> / <i>October</i>	<b>noviembre</b> / <i>November</i>	<b>diciembre</b> / <i>December</i>

#### Activity 3

##### Days of the week

Pair activity. Working with your partner, pronounce the months of the year while completing the statements below. Take turns to complete it.

1. enero, febrero...
2. abril, mayo...
3. julio, agosto...
4. octubre, noviembre...

### 4. Recognize Dates

##### Holidays

#### Activity 4

Pair activity. Working with your partner, write the dates for the following occasions. Talk about them with your partner.

Example: ¿Cuándo es el Día de Año Nuevo?  
-Es el primero de enero y...

1. Día de la Raza
2. Día de la Independencia
3. Día de San Valentín
4. Día de Acción de Gracias

### 1. Numbers 21 through 100

Repeat the following numbers aloud along with your instructor:

<b>21</b>	veintiuno	<b>26</b>	veintiséis	<b>31</b>	treinta y uno	<b>70</b>	setenta
<b>22</b>	veintidós	<b>27</b>	veintisiete	<b>40</b>	cuarenta	<b>80</b>	ochenta
<b>23</b>	veintitrés	<b>28</b>	veintiocho	<b>41</b>	cuarenta y uno	<b>90</b>	noventa
<b>24</b>	veinticuatro	<b>29</b>	veintinueve	<b>50</b>	cincuenta	<b>100</b>	cien
<b>25</b>	veinticinco	<b>30</b>	treinta	<b>60</b>	sesenta		

\*Note: Starting with the number 31, numbers in Spanish are written as separate words, with “y” between the multiples of ten and ones. Keep in mind that the pattern you use to write the 30s, continues with 40s and all the way to 99. I will give you the construction for the 30-31, 40-41, and let you figure out the rest. Notice that the numbers **dos**, **tres** and **seis** always have an accent when combined with another number, but not by themselves. Numbers are also written separately from 16 – 29, but it is more common to see them written as one word.

### 2. Provide your home address

When asking for someone’s address, use: **¿Cuál es tu dirección?**  
When giving your own address, use: **Mi dirección es...**

Example:

¿Cuál es tu dirección? Mi dirección es Gabriela Mistral cero cuarenta y cinco.  
*What’s your address? My address is Gabriela Mistral zero forty-five.*

When asking for someone’s address, use (singular): **¿Cuál es la dirección de (name)?**

Use this form when giving someone else’s: **Su dirección es Juárez 2356.**

Example: ¿Cuál es la dirección de Bill Clinton?  
Su dirección es La Casa Blanca, Washington, D.C.

### 3. Request the price of merchandise

When asking the price of something, you should use:

- ¿Cuánto cuesta el/la ...?     *How much does the...cost?*
- Cuesta...pesos.                 *It costs \$...pesos.*

When asking the price of more than one thing, you should use:

- ¿Cuánto cuestan los/las...?     *How much do the...cost?*
- Cuestan...pesos.                 *It costs \$...pesos.*

Note: Look at the following example to learn how to express “cents”, although it is not as common in the Hispanic world to find prices in pesos and cents as it is in the US., because they do not add very much to the price of an item, but sometimes you will run into situations when you will need to know this information.

Un kilo de pan cuesta nueve pesos y cincuenta centavos.

*A kilogram of bread costs nine pesos and fifty cents.*

### 4. Verbs in the Familiar Form.

The familiar **tú** has its own verb ending, which usually is an s added to the **usted** form:

Example: ¿Trabaja usted aquí? ¿Trabajas (tú) aquí?

The personal pronoun **tú** is generally omitted.

#### Exercise 1

#### **Tú or Ud?**

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

1. A professor
2. Your friend
3. General Powell
4. Your brother
5. Your cat

## Exercise 2

### Possessive Adjectives (Review)

Possession can be indicated by the following five possessive adjectives.

#### Singular

<b>mi</b>	my
<b>tu</b>	your (Inf.)
<b>su</b>	your (formal), his, her
<b>nuestro/a</b>	our
<b>su</b>	your (formal), their

#### Plural

<b>mis</b>	my
<b>tus</b>	your (Inf.)
<b>sus</b>	your (formal), his, her
<b>nuestros/as</b>	our
<b>sus</b>	your (formal), their

Pair activity. Substitute the possessive adjectives according to the nouns in parenthesis. Take turns doing the following item-substitution exercise orally.

1. ¿Dónde está tu clase? (libro, lápiz, amigos)
2. Su cliente está aquí. (hermanos, jefes, oficina)
3. Nuestro jefe es de África. (primos, familia, armas)

## Exercise 3

### Choose the correct form.

Pair activity. Working with your partner, select and complete the correct Spanish for the English sentences below. Take turns to answer.

1. Her aunt is very tall, but her uncle is very short.  
A. Su tía es...                      B. Mi tío es...                      C. Tus tíos son...
2. Our class is big, but our teacher is nice.  
A. Nuestras clases son...      B. Nuestra clase es...              C. Sus clases son...
3. Your car is new and my car is old.  
A. Tus carros son...              B. Mi carro es...                      C. Tu carro es...

**Exercise 3** (continued)

4. His book is long, but my book is interesting.  
A. Su cuaderno es...      B. Sus cuadernos son...      C. Tus cuadernos son...
5. Our country needs soldiers.  
A. Sus países necesitan..      B. Mi país necesita...      C. Nuestro país necesita...

**Exercise 4**

**Possessive adjectives**

Pair activity. Working with your partner, fill in the blanks by choosing the appropriate possessive adjective. Compare notes with your partner.

**mi, mis, tu, tus, su, sus, nuestro, nuestros**

1. La mujer bebe \_\_\_\_\_ refresco lentamente.
2. Los soldados arreglan \_\_\_\_\_ mochilas.
3. El oficial tiene \_\_\_\_\_ uniforme listo.
4. ¿Tienes \_\_\_\_\_ ropa ahí?
5. Sí, tengo \_\_\_\_\_ documentos aquí.
6. Aquí está (formal) \_\_\_\_\_ jeep, mi Coronel.
7. Yo necesito \_\_\_\_\_ dinero hoy.
8. Ellos ya tienen \_\_\_\_\_ pasajes.
9. Pero yo necesito \_\_\_\_\_ pasaje todavía.
10. Ésta está en \_\_\_\_\_ casa.



#### 4. The verb “Tener”

##### Provide the age of your family members

When asking someone about their age, the verb **TENER** is always used.

¿Cuántos años **tiene** tu abuelo? *How old is your grandfather?*

Él tiene 78 años. *He is 78 years old.*

¿Cuántos años **tiene** su hermano? *How old is your brother?*

Él **tiene** veintiocho años. *He is twenty-eight years old*

#### 5. **COSTAR (to cost):** The Present Tense of an **o>ue** Stem-changing Verb.

The verb **costar** is generally used in the third-person singular and plural forms only. **Costar** is only used for things.

Examples:

¿Cuánto **cuesta** la computadora? *How much does the computer **cost**?*

Todas las computadoras **cuestan** mucho. *All the computers **cost** a lot.*

Un libro de español **cuesta** \$30. *A Spanish book **costs** \$30.*

Dos libros de español **cuestan** \$60. *Two books of Spanish **cost** \$60.*

#### Exercise 5

Pair activity. Working with your partner, help one another to complete the sentences below with the verb “costar”.

1. ¿Cuánto \_\_\_\_\_ el auto?
2. Los libros \_\_\_\_\_ \$100.00 dólares.
3. Los uniformes \_\_\_\_\_ más de \$200.00 dólares.
4. Mi uniforme de gala \_\_\_\_\_ más o menos \$350.00 dólares.
5. ¿Cuánto \_\_\_\_\_ los abrigos en esa tienda?
6. Esos calcetines \_\_\_\_\_ sólo 3 pesos.
7. Estos zapatos \_\_\_\_\_ \$35 dólares.

## 6. Gustar (to like)

The verb *gustar* expresses the meaning of the English verb “to like.” Grammatically, it is similar to the English expression “to be pleasing to someone.” Usually the verb **gustar** is used with indirect object pronouns (**me, te, le, nos, les**), which indicate to whom something is pleasing. To further clarify to whom something is pleasing, a phrase with a (**a mi, a Ud., a él, a ella, a nosotros, a Uds., a ellos**) is added to the sentence.

Example: A ella **le gusta** escribir. (*She likes to write*)

A mí	<b>me</b>	gusta (n)	<i>I like</i>
A ti	<b>te</b>	gusta (n)	<i>you like</i>
A usted (Ud.) A él A ella	<b>le</b>	gusta (n)	<i>you (sing.) like</i> <i>he likes</i> <i>she likes</i>
A nosotros A nosotras	<b>nos</b>	gusta (n)	<i>we like</i> <i>we (fem.) like</i>
A ustedes (Uds.) A ellos A ellas	<b>les</b>	gusta (n)	<i>you (pl.) like</i> <i>they like</i> <i>they (fem.) like</i>

1. In the verb **gustar**, only the forms (gusta, sing.) or (gustan, pl.) are used to conjugate.

Example: A él le gusta el auto (*he likes the car*).  
A él le gustan los autos (*he likes the cars*).

2. The verb **gustar** may also be followed by an infinitive.

Example: A mí me gusta escuchar música (*I like to listen to music*).

## 6. Gustar (to like) (continued)

3. The negative, no, is placed in front of the indirect object pronoun (**me, le, nos, les**) to form negative sentences.

Example: A ellos no les gusta el vino (*They do not like the wine*).  
¿Le gusta a usted su trabajo?  
Sí, me gusta / No, no me gusta.

### Exercise 6

Pair activity. Working with your partner, talk about how much you like your job. Take turns to ask and answer following the example below.

Example: ¿Te gusta mucho tu trabajo?  
Sí, me gusta mucho. / No, no me gusta.

### 7. Likes and dislikes

In order to express likes and dislikes, you will need to learn to function with verbs of indirect object, such as **gustar**, **encantar**, and **fascinar**.

#### GUSTAR / ENCANTAR / FASCINAR

In Spanish, we say “It is pleasing to me” rather than “I like”. Since the sentence contains an indirect object (to me), it only makes sense that we call these verbs, VERBS OF THE INDIRECT OBJECT. These are not the only ones, but they help us express “likes and dislikes”. The following diagram clearly shows the sentence structure.

A. The person likes one thing.

Example: Me gusta la clase de español.  
*I like the Spanish class.*

B. The person’s likes are expressed with verbs.

Example: Me gusta cantar.  
*I like to sing.*

C. The person likes something expressed with the plural form. In this case, you must add an “n” to the verb.

Example: Me gustan las enchiladas.  
*I like enchiladas.*

Summary: Use GUSTA in the first two examples

Use GUSTAN when you use the plural form such as the one shown in example #3.

The vocabulary for this lesson has been grouped in six equally important categories. They are numbers, days of the week, months, useful words, verbs and holidays.

Los números	
<b>cien</b>	<i>one hundred</i>
<b>cincuenta</b>	<i>fifty</i>
<b>cincuenta y uno</b>	<i>fifty one</i>
<b>cuarenta</b>	<i>forty</i>
<b>cuarenta y uno</b>	<i>forty one</i>
<b>noventa</b>	<i>ninety</i>
<b>noventa y uno</b>	<i>ninety one</i>
<b>ochenta</b>	<i>eighty</i>
<b>ochenta y uno</b>	<i>eighty one</i>
<b>sesenta</b>	<i>sixty</i>
<b>sesenta y uno</b>	<i>sixty one</i>
<b>setenta</b>	<i>seventy</i>
<b>setenta y uno</b>	<i>seventy one</i>
<b>treinta</b>	<i>thirty</i>
<b>treinta y uno</b>	<i>thirty one</i>
<b>veinticinco</b>	<i>twenty five</i>
<b>veinticuatro</b>	<i>twenty four</i>
<b>veintidós</b>	<i>twenty two</i>
<b>veintinueve</b>	<i>twenty nine</i>
<b>veintiocho</b>	<i>twenty eight</i>
<b>veintiséis</b>	<i>twenty six</i>
<b>veintisiete</b>	<i>twenty seven</i>
<b>veintitrés</b>	<i>twenty three</i>
<b>veintiuno</b>	<i>twenty one</i>

Los días de la semana	
<b>domingo</b>	<i>Sunday</i>
<b>jueves</b>	<i>Thursday</i>
<b>lunes</b>	<i>Monday</i>
<b>martes</b>	<i>Tuesday</i>
<b>miércoles</b>	<i>Wednesday</i>
<b>sábado</b>	<i>Saturday</i>
<b>viernes</b>	<i>Friday</i>

Los meses del año	
<b>abril</b>	<i>April</i>
<b>agosto</b>	<i>August</i>
<b>enero</b>	<i>January</i>
<b>febrero</b>	<i>February</i>
<b>julio</b>	<i>July</i>
<b>junio</b>	<i>June</i>
<b>marzo</b>	<i>March</i>
<b>mayo</b>	<i>May</i>
<b>noviembre</b>	<i>November</i>
<b>octubre</b>	<i>October</i>
<b>septiembre</b>	<i>September</i>
<b>diciembre</b>	<i>December</i>

Palabras útiles	
<b>el abrigo</b>	<i>coat</i>
<b>el auto</b>	<i>car</i>
<b>automático /a</b>	<i>automatic</i>
<b>barato /a</b>	<i>inexpensive</i>
<b>las botas</b>	<i>boots</i>
<b>los calcetines</b>	<i>socks</i>
<b>la camisa</b>	<i>shirt</i>
<b>caro /a</b>	<i>expensive</i>
<b>el caudillo</b>	<i>chief</i>
<b>célebre</b>	<i>famous</i>
<b>la chaqueta</b>	<i>jacket</i>
<b>el cumpleaños</b>	<i>birthday</i>
<b>económico /a</b>	<i>economic</i>
<b>el, la escritor /a</b>	<i>writer</i>
<b>estricto /a</b>	<i>strict</i>
<b>el fin de semana</b>	<i>weekend</i>
<b>hoy</b>	<i>today</i>
<b>el jefe</b>	<i>chief</i>
<b>el mes</b>	<i>month</i>
<b>la moto</b>	<i>motorcycle</i>
<b>el navegante</b>	<i>sailor</i>
<b>los pantalones</b>	<i>slacks</i>
<b>el pintor</b>	<i>painter</i>
<b>la playa</b>	<i>beach</i>
<b>probablemente</b>	<i>probably</i>
<b>la puerta</b>	<i>door</i>
<b>la reina</b>	<i>queen</i>
<b>la ropa</b>	<i>clothes</i>
<b>las sandalias</b>	<i>sandals</i>
<b>la semana</b>	<i>week</i>
<b>¡Siéntate!</b>	<i>Sit down!</i>
<b>solamente</b>	<i>only</i>
<b>la tienda</b>	<i>store</i>

Verbos	
<b>celebrar</b>	<i>to celebrate</i>
<b>comprar</b>	<i>to buy</i>
<b>costar</b>	<i>to cost</i>
<b>escribir</b>	<i>to write</i>
<b>escuchar</b>	<i>to listen</i>
<b>ganar</b>	<i>to earn</i>
<b>gustar</b>	<i>to like</i>
<b>leer</b>	<i>to read</i>
<b>manejar</b>	<i>to drive</i>
<b>recibir</b>	<i>to receive</i>
<b>sentar(se)</b>	<i>to sit</i>
<b>trabajar</b>	<i>to work</i>
<b>viajar</b>	<i>to travel</i>

<b>Días feriados</b>	
<i>el</i> Carnaval	<i>carnival</i>
<i>la</i> Cuaresma	<i>Lent</i>
<b>Día de las Fuerzas Armadas</b>	<i>Armed Forces Day</i>
<b>Día de Acción de Gracias</b>	<i>Thanksgiving</i>
<b>Día de Año Nuevo</b>	<i>New Year's</i>
<b>Día de la Bandera</b>	<i>Flag Day</i>
<b>Día de la Independencia</b>	<i>Independence Day</i>
<b>Día de la Pascua</b>	<i>Easter</i>
<b>Día de la Raza</b>	<i>Columbus Day</i>
<b>Día de las Américas</b>	<i>Day of the Americas</i>
<b>Día de las Madres</b>	<i>Mother's Day</i>
<b>Día de los Enamorados</b>	<i>Valentine's Day</i>
<b>Día de los Muertos</b>	<i>Day of the Dead</i>
<b>Día de los Reyes Magos</b>	<i>Day of the Wise Men</i>
<b>Día de los Santos Inocentes</b>	<i>April Fool's Day</i>
<b>Día de San Valentín</b>	<i>Valentine's Day</i>
<b>Día de Todos los Fieles</b>	<i>All Souls' Day</i>
<b>Día de Todos los Santos</b>	<i>All Saints Day</i>
<b>Día del Maestro</b>	<i>Teacher's Day</i>
<i>el</i> Domingo de Ramos	<i>Palm Sunday</i>
<i>el</i> Jueves Santo	<i>Holy Thursday</i>
<i>el</i> Miércoles de Ceniza	<i>Ash Wednesday</i>
<i>la</i> Navidad	<i>Christmas</i>
<i>la</i> Noche Vieja	<i>New Year's Eve</i>
<i>la</i> Nochebuena	<i>Christmas Eve</i>
<i>el</i> Viernes Santo	<i>Good Friday</i>
<i>la</i> Víspera de Todos los Santos	<i>Halloween</i>

## 1. Calendar

The first day of the Hispanic week is **lunes**, Monday. In our culture, we count periods of one and two weeks by weeks. In Hispanic culture, they are counted by days, and include both the beginning and ending days. The result is that a week is represented as eight days, and two weeks are represented as fifteen days.

### **Salimos en ocho días.**

We're leaving in a week (eight days).

### **Salimos en quince días.**

We're leaving in two weeks (fifteen days).

### **Salimos en tres semanas.**

We're leaving in three weeks.

### **Salimos de hoy en ocho días.**

We're leaving a week from today (from today in eight days).

### **Salimos de hoy en quince días.**

We're leaving two weeks from today (from today in fifteen days).

### **Salimos de hoy en tres semanas.**

We're leaving three weeks from today (from today in three weeks).

In the Hispanic world, the full date is written in a different order from the way we do it: first the number of the day, then the month, then the year. The measures of time go from the smallest (the day) to the next in size (the month) to the largest (the year).

April 30, 2000

**30 de abril de 2000**

If the date is expressed in figures only, a Roman numeral is usually used for the month:

April 30, 2000 (4/30/00)

**30/IV/00** or **30/4/00**

**Activity 1**

Let's practice the numbers 32 to 100.

Pair activity. Help each other write out the numbers in letters where they are missing.

32		42		52		62	
33		43		53		63	
34		44		54		64	
35		45		55		65	
36		46		56		66	
37		47		57		67	
38		48		58		68	
39		49		59		69	
40	cuarenta	50	cincuenta	60	sesenta	70	setenta
41	cuarenta y uno	51	cincuenta y uno	61	sesenta y uno	71	setenta y uno
72		82		92			
73		83		93			
74		84		94			
75		85		95			
76		86		96			
77		87		97			
78		88		98			
79		89		99			
80	ochenta	90	noventa	100	cien		
81	ochenta y uno	91	noventa y uno				

**Activity 3**

**Escucha.**

Pair activity. Listen to the following numbers and circle them. Then you will write them down and compare your list with your partner's.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Activity 4**

**Note to the Instructor:** Class activity/Interview. Students need to form a circle. After having answered, the first student will turn around and ask the same questions of another student until the circle is complete. After this drill, one student sits in the center of the circle and answers family related questions from all the other students. Students are encouraged to bring back old verbs and adjectives and put them into practice. It is possible that student B does not have a brother or sister or that the relative he or she is being asked about passed away. Here are some answer suggestions for those.



**Activity 5**

**¿Cuántos años...?**

Pair activity. With a partner, take turns asking and answering the following questions.

Example:      Estudiante A: ¿Cuántos años tiene su mamá?  
                  Estudiante B: Tiene sesenta años. ¿Y su mamá?  
                  Estudiante A: Mi mamá tiene sesenta y cuatro años.

1. Estudiante A: ¿Cuántos años tiene su papá?  
Estudiante B:  
Estudiante A:
2. Estudiante A: ¿Cuántos años tiene su esposa/o?  
Estudiante B:  
Estudiante A:
3. Estudiante A: ¿Cuántos años tiene su hermano?  
Estudiante B:  
Estudiante A:
4. Estudiante A: ¿Cuántos años tiene su hermana?  
Estudiante B:  
Estudiante A:
5. Estudiante A: ¿Cuántos años tiene su hijo?  
Estudiante B:  
Estudiante A:

**Activity 6**

**Drinking age**

Pair activity. Working with your partner, ask their ages in order to determine who can drink alcohol and who cannot drink. One student will read a question and the other one will answer it. Then you will reverse roles.

Example:

¿Pedro tiene veinte años?

*Is Pedro twenty years old?*

Pedro no puede beber alcohol.

*Pedro cannot drink alcohol.*

You may just answer by saying: Sí/ No, (name) (no) puede beber.

1. ¿Mario tiene treinta años?
2. ¿Carmen tiene diecinueve años?
3. ¿María tiene treinta y cinco años?
4. ¿José tiene catorce años y su amigo doce?
5. ¿Marcia tiene dieciocho años?
6. ¿Rafael tiene veinticuatro años y Daniel veinticinco?
7. ¿Magdalena tiene veintiún años?

### Activity 7

#### **How old are they?**

Group activity. In a group of three, one student will ask one of the following questions and whoever answers the question will ask the next one and so on. There might be more than one correct answer.

1. Barbara just got her driver's license. How old is she?
2. Ramón can drink alcohol now. How old is he?
3. Carlos just graduated from high school. How old is he?
4. Marta just started kindergarten. How old is she?
5. Jorge just graduated from middle school. How old is he?
6. Marina just entered high school. How old is she?
7. Rafael just graduated from college. How old is he?
8. Fernando can vote now. How old is he?
9. Patricia just had her first baby, four years after high school graduation. How old is she?
10. Pedro just got married, three years after graduating from college. How old is he?

### Activity 8

#### **Practice giving the following addresses.**

Group activity. Four students will play the role of the following people. One student will read the question and whoever is playing the role of the person mentioned will answer the question.

Ana	Bolívar 564	¿Cuál es la dirección de Ana?
Carlos	San Martín 2639	¿Cuál es la dirección de Carlos?
Mercedes	Lima 843	¿Cuál es la dirección de Mercedes?
Joaquín	Juárez 2638	¿Cuál es la dirección de Joaquín?

*Su dirección es* \_\_\_\_\_.



**Tip of the day:** When giving an address in English, the number precedes the street name. In Spanish it's the opposite, the street name precedes the number. You may opt to say every single number, or use numbers of two or more digits. See the example below:

Mi dirección es Gabriela Mistral, cero, cuarenta y cinco.

Mi dirección es Isla Bermudas, veintisiete, cuarenta y dos.

**Activity 9**

**Buying clothing.**

Pair activity. Working with your partner, ask the prices of the items below. The first student will pretend to be a store clerk and the second student will ask the first student for the price of each of the items. The student will respond according to the prices assigned to them. Follow the following example.

Example: CLIENT: ¿Cuánto cuesta este par de zapatos?  
STORE CLERK: -Cuesta setenta y cinco dólares

1.		2.		3.		4.		5.	
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$ 13.55</div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$39.99</div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$89.45</div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$70.00</div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$ 3.75</div>

1. Camisa
2. Pantalones
3. Abrigo
4. Zapatos
5. Calcetines

**Activity 10**

**Play a role**

Pair activity. Working with your partner, change the prices of the items from activity 9 and reverse roles. The student who just pretended to be a store clerk will be the next client and another student will play the role of clerk until each has had a turn to ask and respond.

### Activity 11

#### **Buying merchandise**

Pair activity. Working with your partner, read the question aloud and the other will answer the questions. Take turns to ask and answer.

1. ¿Es siempre elegante una chaqueta de \$100 dólares? ¿Por qué sí o por qué no?
2. ¿Quieres comprar una chaqueta cara o barata? ¿Por qué?
3. ¿Es \$25 dólares un precio muy alto para una chaqueta de piel?
4. ¿Es \$50 dólares un precio muy bajo para una chaqueta de otro tipo?
5. ¿Te gusta ir de compras? ¿Cuál es tu tienda favorita? ¿Por qué?
6. ¿Qué llevas generalmente? ¿Botas? ¿Zapatos? ¿Sandalias? ¿Zapatillas de gimnasia?
7. ¿Qué ropa nueva necesitas comprar ahora?
8. ¿Dónde vas a comprar?
9. ¿Cuánto dinero tienes para comprar ropa?
10. ¿Cuánto dinero necesitas para comprar ropa?

### Activity 12

#### **Identify the days of the week**

Pair activity. What day is tomorrow if today is...? Take turns and ask each other “Si hoy es....mañana es...” (*If today is...tomorrow is?*)

1. lunes
2. jueves
3. sábado
4. viernes
5. martes
6. domingo
7. miércoles



**Tip of the day:** It is important to remember that in Spanish the days of the week and the months of the year are not written with a capital letter as it is in English. In this way Monday becomes **lunes** and January becomes **enero**. Also, for **sábado** and **domingo** you need to add an **-s** for it to become plural. The other days have an identical singular and plural form.

### Activity 13

#### Daily routine.

Pair activity. Working with your partner, name the different activities you perform on different days of the week following the example below. Take turns to name the activities.

Example: El lunes lavo ropa...  
El martes voy de compras...

lunes	martes	miércoles	jueves	viernes	sábado	domingo
-lavar ropa -comer bien -trabajar mucho -hablar por teléfono	-ir de compras -escribir cartas -Caminar por el parque	-Leer un libro -Tener un picnic -Planchar la ropa	-Conversar con mis padres -Asistir a clases	-Trabajar poco -Ir a una reunión -Jugar al fútbol	-Dormir tarde -Ir al gimnasio -Visitar amigos	

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

**Activity 14**

**The months of the year.** (*Los meses del año.*)

Class activity. Identify months by repeating with your instructor their pronunciation.

enero	<i>January</i>	julio	<i>July</i>
febrero	<i>February</i>	agosto	<i>August</i>
marzo	<i>March</i>	septiembre	<i>September</i>
abril	<i>April</i>	octubre	<i>October</i>
mayo	<i>May</i>	noviembre	<i>November</i>
junio	<i>June</i>	diciembre	<i>December</i>

Note: In Spanish the months of the year are not capitalized except at the beginning of a sentence.

**Activity 15**

**Holidays**

Pair activity. Working with your partner, write the dates for the following occasions. Talk about them with your partner.

Example: ¿Cuándo es el Día de los Muertos?  
-Es el dos de noviembre y...

1. Día de los Reyes Magos
2. Navidad
3. Día de Pascua
4. Día de las Madres

**Activity 16**

**Complete the phrase**

Pair activity. Working with your partner, read and complete the phrases below. Take turns to read and answer.

1. Tu cumpleaños es el...
2. Hoy es el ...
3. El día de la Víspera de Todos los Santos es el ...
4. El día de dar Gracias es el ...
5. El día de los enamorados es el ...
6. El día de los tontos es el ...
7. El día de la bandera es el ...

**Activity 17**

**Asking common questions.**

Pair activity. Working with your partner, complete the questions below by selecting the appropriate verbs from the Jumble Box. Take turns to ask and answer following the example provided.

Example: ¿Dónde trabajas ahora?

1. ¿Dónde \_\_\_\_\_ ahora?
2. ¿Qué \_\_\_\_\_ ahora?
3. ¿\_\_\_\_\_ casado?
4. ¿Cómo se llama \_\_\_\_\_ esposa?
5. ¿Cuántos hijos \_\_\_\_\_?
6. ¿Cómo se llaman \_\_\_\_\_ hijos?
7. ¿Qué clase de auto \_\_\_\_\_?
8. ¿Cuánto tiempo hace que \_\_\_\_\_ en el ejército?
9. ¿\_\_\_\_\_ mucho en tu trabajo?
10. ¿\_\_\_\_\_ vivir aquí?

estás            te gusta            tu            tienes            tus            estás  
trabajas            estás            manejas            haces            trabajas



### Activity 18

#### More questions

Pair activity. Working with your partner, complete these mini-dialogues by selecting the appropriate responses from the sentences on the right. Read the questions aloud so that your partner can answer back orally.

1. ¿Adónde vas los fines de semana?
2. ¿Qué tipo de carro manejas?
3. ¿Qué necesitas comprar?
4. ¿Adónde vas a ir el próximo fin de semana?
5. ¿Cuándo se va a retirar el Sr. Moro?
6. ¿Por qué vas a vender tu auto?

### Activity 19

#### Talk to your partner.

Pair activity. Working with your partner, complete these mini-dialogues by selecting the appropriate responses from the sentences on the right. Read the questions aloud so that your partner can answer back orally.

- A. ¡Hola Santiago! ¿Cómo \_\_\_\_\_ ?  
B. Bien, ¿y \_\_\_\_\_ ?  
A. Bien, gracias. Te presento a mi esposa  
B. ¡Mucho gusto!  
A. ¿Dónde vives ahora?  
B. Mi esposa y yo vivimos en Bogotá, ¿y ...?  
A. \_\_\_\_\_ aquí en Cartagena  
B. ¿ \_\_\_\_\_ gusta vivir aquí?  
A. Sí, \_\_\_\_\_ gusta mucho  
B. ¿Fuiste a Estados Unidos el año pasado?  
A. Sí, \_\_\_\_\_ a California, ¿y qué haces tú aquí?  
B. Necesito \_\_\_\_\_  
A. ¿Qué tipo de carro \_\_\_\_\_ ?  
B. Quiero un carro \_\_\_\_\_ (*small, 2 doors, red, and manual transmission*)  
A. Bueno, pues ¡buena suerte!  
B. Gracias, ¡hasta luego!

**Activity 20**

**Asking information**

Pair activity. Working with your partner, complete the questions below by selecting the appropriate verbs from the Jumble Box. One of you will ask the first question and the other will answer. Then you will reverse roles.

- A. ¿Cómo te \_\_\_\_\_ ?  
B. Joe. ¿Y tú?  
A. Carmen. ¡Encantada!  
B. ¡Mucho gusto!  
A. ¿De dónde \_\_\_\_\_? ¿ \_\_\_\_\_ americano?  
B. Sí.  
A. ¿Qué \_\_\_\_\_ aquí en Colombia?  
B. \_\_\_\_\_ para las Fuerzas Armadas de EEUU.  
A. Ah, ¡qué bien! Y, ¿hace mucho tiempo que \_\_\_\_\_ aquí?  
B. Hace dos años  
A. ¿ \_\_\_\_\_ a estar mucho tiempo?  
B. Pues sí, un año  
A. ¿ \_\_\_\_\_ gusta Barranquilla?  
B. Sí, \_\_\_\_\_ gusta mucho  
A. ¿Dónde \_\_\_\_\_?  
B. Vivo en la calle Bolívar.  
A. Y, ¿ \_\_\_\_\_ número de teléfono?  
B. No, ¡desafortunadamente!

más	te	vives	llamas	estás	tienes	vive
Trabajo	eres	gusto	eres	vas	haces	me

### Activity 1

#### **Telephone conversation: listening and speaking.**

Pair activity. Working with your partner, read and discuss the following telephone conversation about a magazine that is new on the market. Within its pages can be found topics that range from the “Food Editor’s” recipes, to travel, gardening, travel and the preservation of the species



- A. “Bueno,”  
B. “Hola Marta, ¿qué tal?”  
A. “Pues, más o menos, y tú, ¿cómo te sientes?”  
B. “Fantásticamente, estoy fascinada con una nueva revista, es muy interesante, muy moderna, y muy barata.  
A. “¿Qué tipo de revista?”  
B. “Es interesantísima, porque tiene una sección de mujeres con recetas de comida, flores para el jardín, y sólo cuesta \$3.00 (tres dólares).”  
A. “Oh,” “ya tengo una revista feminista.”  
B. “No, esta revista es muy especial, incluye una sección de viajes, y una sección de ecología marina, aves y el océano.  
A. “¡Mándame una copia, por favor!, a mi dirección de casa:  
“En la colonia Morelos, Calle La Reforma,” 1879, o a mi apartado postal (P.O. Box), número 1487009.  
B. ¡Claro que sí!

### Activity 2

#### **Integrated skills: reading, speaking, and listening.**

Pair activity. Working with your partner, talk about the most outstanding characteristics of the magazine in activity 1 such as: its vibrant colors, topics of interest to women, ecology, price-per-issue, useful travel information, and ecology.

Example: La revista es feminista y....

**Activity 3: listening, speaking, and reading.**

Class activity. Listen to your instructor as he/ she reads the following conversation and answer the questions as he/she calls on you.

1. He was married for \_\_\_\_\_.
2. He has \_\_\_\_\_ kids.
3. There are \_\_\_\_\_ people in the company.
4. He is going to retire in \_\_\_\_\_

**Activity 4**

**Numbers 21-100: reading, writing, listening, and speaking.**

Pair activity. Working with your partner, plan the shopping necessary for each day of the week during the Xmas holidays, starting with lunes, diciembre 19. Compare each other's lists after you finish writing them.

Example:

El lunes, 19 de diciembre voy a comprar un (a) \_\_\_\_\_ para mi novio/a.

El martes, 20 de diciembre \_\_\_\_\_.

El miércoles, \_\_\_\_\_.

El \_\_\_\_\_.

El \_\_\_\_\_.

El \_\_\_\_\_.

El \_\_\_\_\_.

**Activity 5**

**Months and dates: speaking, listening.**

Class activity. Do a survey of all of your classmate's birthdays, and tell your partner who is the youngest and who is the oldest, then have him/her tell you which students are the same age, and how many students are there who were born on the same months.

Example:

\_\_\_\_\_ es el menor.

**Activity 1**

**The Red Cross**

Read the following passage and decide if the following statements are true or false. Write C for CIERTO and F for FALSO.

**LA CRUZ ROJA DE PERÚ**  
Necesitamos  
más sangre de su tipo.  
No importa el tipo de sangre  
que usted tenga, este  
mundo necesita  
de ella.  
Por favor, done sangre.  
Si desea contribuir comuníquese con nosotros.

According to the announcement:

1. The Red Cross needs your tax-deductible contribution. \_\_\_\_\_
2. The Red Cross needs blood donors of all blood types. \_\_\_\_\_
3. People need only to contact the Red Cross if they need a transfusion. \_\_\_\_\_

**Activity 2**



**CD ROM. Latin American leaders.** Listen to the following passage. You will hear the name of various Latin American leaders and the things they've done in their countries. Your job is to find out to what countries these leaders belong to.

Match the names on list A with the countries on list B. They are all Latin American leaders of the past and present.

LIST A	LIST B
Salvador Allende	Perú
José de San Martín	Argentina
Fujimori	Nicaragua
Simón Bolívar	Chile
Somoza	México
Jamil	Ecuador
Benito Juárez	Cuba
José Martí	Venezuela

**Activity 3**

**Numbers**



CD ROM. Listen to the following numbers and write them down

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Activity 4**

**Introduce yourself**

A) Pretend you are attending a Spanish class and during the break, Juan wants to become better acquainted with you, but you don't want to cooperate, so he has to ask all the questions.

Juan: Buenos días, me llamo Juan, ¿y usted?

Tú: \_\_\_\_\_

Juan: ¿Cómo está?

Tú : \_\_\_\_\_

Juan: Yo soy de Arizona, ¿de dónde es usted?

Tú: \_\_\_\_\_



**Activity 5**

**Understanding an ad**

This is a list of retired adults registered for a swimming class. Read carefully and mark the correct statement from the choices below.

**I. Escuela de Gimnasia Olímpica**  
Calle 3 avenida 15  
San José, Costa Rica

Horarios de clases:

Lunes, miércoles y viernes:  
De 16:10 a 17:30; de 17:30 a 19:00 p.m.  
Y de 18:00 a 19:30.

Martes y jueves:  
De 16:10 a 17:10 para niñas de 4 a 6 años.

Martes y jueves:  
De 17:10 a 18:30 y de 18:10 a 19:30

Sábado: de 10:30 a 11:30 a.m. y de 11:30 a.m. a 13:30.

1. This ad is mainly for:

- a) Swimming lessons for women only
- b) Swimming lessons for men only
- c) Swimming lessons for girls only

2. What day(s) and time are reserved mainly for girls?

- a) Martes y jueves: de 16:10 a 17:10
- a) Lunes, miércoles y viernes: de 16:10 a 17:30
- c) Sábado: de 10:30 a 11:30 a.m. y de 11:30 a.m. a 13:30.

**Activity 6**

**Sharing your personal information**

Come to class prepared to share your personal information (age, address, your birthdays, your SSN, your license plate number, etc). Bring some photographs to talk about your family and tell the class how old is each family member.