

Capítulo dos

The Spanish Language



Objectives:

Communication

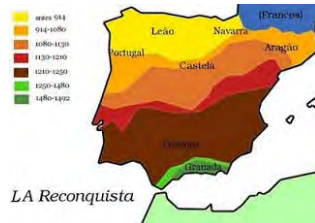
- To learn the Spanish alphabet and related facts
- Spanish pronunciation and spelling
- Accent marks
- To learn basic Spanish grammar: subject, verb, conjugation, gender, number, articles, and adjectives
- Conjugation of the present indicative tense: regular verbs
- To talk about possession using possessive adjectives
- Items related to the classroom
- To identify the location of people and things
- To utilize the word “hay” (there is/there are)
- To tell about bedroom related objects
- To talk about possession using the verb “tener”
- Course subjects
- To express simple negation
- To express obligation
- To talk about the days of the week
- To learn idiomatic expressions with “tener”
- To learn the numbers from 0-100
- To talk about age, telephone number, and clock time
- To identify parts of the human body
- To tell or ask about reflexive actions
- Personal items
- To identify Spanish-speaking countries and their capitals: South America

Culture

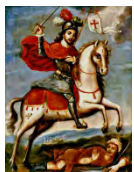
- Diversity of Spanish-speaking people in Latin America
- El mundo hispano: Costa Rica and Argentina
- Famous Places: Lake Nicaragua and The Malecón
- The concept of time in Spanish-speaking cultures
- The Day of the Dead
- Saint Day
- El mundo hispano: La puerta del sol
- El mundo hispano: The Intihuatana
- El mundo hispano: El día de los muertos
- El mundo hispano: Fernando Botero
- Spanish Idioms and tongue twisters
- El mundo hispano: Ecuador
- Vamos a cantar: “El manisero”

The Origins of the Spanish Language

During the fourth century AD, Hispania (Latin term often used during Antiquity and the High Middle Ages as a geographical name for the Iberian Peninsula) was invaded by the Visigoths and Germanic tribes from Eastern Europe. These events influenced the language, but none so much as when the Arabic-speaking Moors conquered the region around 711 AD. During their occupation, many of the country's residents learned Arabic and eventually spoke it exclusively.

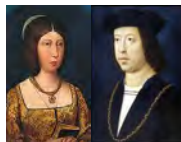


The degree to which the Arabic language permeated the Iberian Peninsula varied enormously from one area to another and is the subject of much debate. However, it is generally agreed that Arabic was used among the local elite, Muslims and Christians, and that the prevalent vernacular (the language or dialect spoken by the ordinary people in a particular country or region) in many areas was Mozarabic, a set of dialects spoken in Muslim-dominated areas.



Vulgar Latin (speech of the middle classes in Rome and the Roman provinces) survived in some northern kingdoms. Around 790 AD, the Christian kingdoms of the north began a crusade called *La Reconquista* (Christian Reconquest). As they moved south, reconquering the country and forcing the Moors out was their goal. The Christians sought to reestablish themselves politically, religiously, and linguistically.

As *La Reconquista* moved forward, the Castilian dialect advanced with them. As the people in the southern regions began adopting Castilian, they maintained the usage of some Arabic words. This created a hybrid language that eventually became the Andalucian dialect of the Spanish language, which was and is still spoken in the southern region of Spain, Andalucía. Today, modern Spanish has approximately 4,000 words with Arabic roots.



In 1469, the Catholic King Ferdinand of Aragon and Queen Isabella of Castile married, uniting the two main kingdoms of the peninsula under one monarchy. This event set in motion the creation of the Kingdom of Spain, and the beginning of the modern era in the region. In 1492, Ferdinand and Isabella completed *La Reconquista*, pushing the remaining Moors out of Granada. The same year, they also made **Castilian** the official language in their kingdom, yet another important step toward standardizing the Spanish language. One of the most important events in the history of Spanish also took place in 1492. A man named Antonio de Nebrija wrote a book called **Arte de la Lengua Castellana** (The Art of the Castilian Language). It was the first book ever to define grammar for a European language. Ultimately, Castilian became the standard for writing and education in Spain.



El alfabeto

The Spanish Alphabet

a	A	a (ah)	father
b	B	be (beh)	bed
c	C	ce (seh)	cent
d	D	de (deh)	day
e	E	e (eh)	every
f	F	efe (EH-feh)	for
g	G	ge (heh)	<i>ga</i> like in gas/<i>go</i>/ <i>gu</i> like in gucci
h	H	hache (AH-cheh)	the letter H is always silent
i	I	i (ee)	machine
j	J	jota (HOH-tah)	hot (the letter J has a H sound)
k	K	ka (kah)	key
l	L	le (EH-leh)	late
m	M	eme (EH-meh)	mix
n	N	ene (EH-neh)	name
ñ	Ñ	eñe (E-NYE)	canyon
o	O	o (oh)	no
p	P	pe (peh)	Pepe
q	Q	cu (koo)	quit
r	R	erre (EH-reh)	terrific
s	S	ese (EH-seh)	see
t	T	te (teh)	ten
u	U	u (oo)	look
v	V	uve (ubeh)	bat

w W	uve doble (Uveh- DOH-bleh)	will
x X	equis (eh-KEYS)	excuse
y Y	ye (yeh)	yellow
z Z	zeta (seh-TAH)	safe (S sound)



Facts about Spanish alphabet's letters and pronunciation

- The letter **h** is always silent.
- The Spanish letters **b** and **v** have the same pronunciation.
- The combination of **rr** is pronounced with a longer trill than a single **r**.
- In Spain, there are some differences in pronunciation from those given here in America. The major difference in pronunciation is the combination of the consonant **c** followed by **e** or **i** (ce/ci) that are pronounced like the **th** in the English word *seventh*. A similar pronunciation occurs with the letter **z**.
- The letter **ñ** follows **n**. Therefore, *maña* follows *maná* in dictionaries.
- Dictionaries maintain a separate section for words beginning with **ñ**. The pronunciation of the consonant **ñ** is similar to the **nyon** in *canyon*.
- Spanish letters are feminine in gender. For example: la z or la y. Las letras son la a, la b, la c, la d, etc.
- The **k** and **w** are usually used with words of foreign origin. For example: *el klennex*, *el windsurf*.
- The combination **ge** is pronounced “**heh**” like in **hello** and the **gi** is pronounced “**he**”. For example: **gente** (HEN-teh), **gigante** (he-GAN-teh)
- The combination **ce** is pronounced like “c” in **cent** and **ci** is pronounced like “c” in **cinema**.
Example: **celoso** (seh-LO-so), **cine** (SEE-neh)
- **ca**, **co**, **cu** are pronounced like **c** in **cat**. Example: **casa** (KA-sa), **Colorado** (koh-lo-RAH-doh)
- Some native speakers will accent “y” sounds associated with the letters **ll** and **y**.
- The Spanish alphabet has one more letter than the English alphabet: **ñ**.
- Another name for alphabet is **abecedario**.

Spanish Idiom

A lo hecho, pecho.

What's done is done.

Práctica del sonido de las vocales

a-[ah] e-[eh] i-[ee] o-[oh] u-[oo]

Note:

The phonetic presented in this book does not follow any standard International Phonetic Alphabet.

Ejercicio A: ¿Cómo la pronuncias?

How do you pronounce it?

Reference:

A	E	I	O	U	a-(ah)
E	I	O	U	A	e-(eh)
I	O	U	A	E	i-(ee)
O	U	A	E	I	o-(oh)
U	A	E	I	O	u-(oo)

Some pronunciations:

G

The pronunciation of the letter “G” sounds like an “H” when “e” or “i” follow:

gente (Hen-teh) gesto (HES-toh) giro (HEE-roh) gitana (hec-TAH-na)

GUI

The syllable “Gui” sounds “gui” like in the word “guillotine”.

guiar (GUI-ar) águila (AH-gui-lah) guitarra (gui-TAH-rra)

LL

The double “L” sound is similar to the “Y” in the word “Yucatán”.

llama (YA-mah) lluvia (YU-bi-ah) lleno (YEH-no) gallina (ga-YI-nah)

Ñ

The letter “Ñ” has the sound of the “nyon” in the word “canyon”.

uña (un-NYAH) otoño (o-ton-NYO) niño (nin-NYO) piña (PIN-NYAH)

CA/CO/CU

The letter “C” on these syllables sound like “K”.

casa (KA-sah) colina (ko-LI-nah) cuenta (ku-en-TAH)

The alphabet divided in 4 groups to simplify the study of it.

vowels	letter + e	e + letter + e	no pattern
a	be (b)	efe (f)	hache (h)
e	ce (c)	ele (l)	jota (j)
i	de (d)	eme (m)	ka (k)
o	ge (g)	ene (n)	doble ele (ll)
u	pe (p)	eñe (ñ)	cu (q)
	te (t)	erre (r)	uve (v)
	ye (y)	erre (rr)	uve doble (w)
	che (ch)	ese (s)	equis (x)
			zeta (z)

Ejercicio B: ¿Cómo lo escribes?

How do you write it?

Spell the following words. Use the above chart/information.

- estudiante- e-ese-te-u-de-i-a-ene-te-e
- mochila- _____
- universidad- _____
- profesora- _____
- zoológico- _____
- escritorio- _____
- librería- _____
- biblioteca- _____
- cafetería- _____
- examen- _____
- Tegucigalpa- _____
- oficina- _____
- gimnasio- _____

Las sílabas

Syllabication

- 1) In Spanish, a single consonant must contain either a single vowel or a diphthong (a sound that consists of two vowels within one syllable), in contrast to the English language.

Common Spanish Diphthongs	
Examples:	
ai (ay)	aire, hay, Jaime
ia	estudia, importancia
ie	diez, viejo, bien
io	julio, precio,
ei (ey)	reina, rey
iu	ciudadano, viudo
oi (oy)	oigo, hoy, voy
ua	guagua, lengua, Eduardo
ue	buenos, pueblo
ui	cuidado, suicida

When an accent is over the weak syllable (i or u), it indicates that it is not a diphthong and that the vowel that follows belongs to the next syllable.

Example:

ia-	importancia	(im-por-tan- <u>cia</u>)	The vowels “i” and “a” together in one syllable.
ia-	economía	(e-co-no-mí- <u>a</u>)	The vowels “i” and “a” separated into two syllables.

Other examples:

país, día, río, policía, psicología, Raúl

- 2) A single consonant (ch, ll, rr) between vowels forms a syllable with the second vowel.

Example: ca-rre-ta mu-cha ca-ba-llo

- 3) Two consonants between two vowels are divided into separate syllables. The first consonant goes with the preceding vowel.

Example: dic-cio-na-rio lec-ción Car-los

However, if the second consonant is “l” or “r”, the two consonants remain together with the vowel that follows.

Example: an-tro-po-lo-gía in-glés a-grí-co-la as-tro-lo-gía

Práctica de la división de sílabas

Divide the following words into syllables.

Meaning

1. alto	<u>al-to</u>	tall
2. rosado	_____	pink
3. piña	_____	pineapple
4. delgado	_____	slim
5. corto	_____	short (length)
6. profesor	_____	professor
7. padre	_____	father
8. frutas	_____	fruits
9. carro	_____	car
10. limones	_____	lemons
11. lluvia	_____	rain
12. comida	_____	food
13. problema	_____	problem
14. cien	_____	one hundred
15. grande	_____	big (size)
16. hermana	_____	sister
17. enfermero	_____	nurse (male)
18. primo	_____	cousin
19. escuela	_____	school
20. tomate	_____	tomato
21. bonita	_____	beautiful
22. justo	_____	fair
23. estresado	_____	stressed
24. policía	_____	police

Los acentos

Accent Marks

In general terms, an accent mark is a diacritical mark placed above a vowel to indicate stress on a specific syllable.

Practice the pronunciation of the following nouns with your instructor. Can you tell the difference?

A	B
<u>pa</u> -pa (PAH-pah)	pa- <u>pá</u> (pah-PAH)
<u>ma</u> -ma (MAH-mah)	ma- <u>má</u> (mah-MAH)
<u>be</u> -be (BEH-beh)	be- <u>bé</u> (beh-BEH)

Accent marks in the Spanish language have two different purposes: to indicate where the stress or emphasis falls on a word when it is pronounced, and to help differentiate between identically spelled words.

- The following rules regarding written accents assume you know on which syllable the stress occurs. An accent mark is required if:
 - The word ends in a vowel (**a, e, i, o, u**) or **n** or **s** and the stress falls on the last syllable. Examples:

ca-<u>fe</u>	ca-FE , <i>coffee</i> , ends in a vowel (e), and the stress falls on the last syllable. An accent is required over the vowel “e”, therefore the word <i>coffee</i> in Spanish is written as follow: ca<u>fé</u> .
Pe-<u>ru</u>	Pe-RU , ends in a vowel (u) and the stress falls on the last syllable, an accent is required over the “u”, therefore the word <i>Peru</i> in Spanish is written as follow: Pe<u>ru</u> .
te-le-vi-<u>sor</u>	te-le-vi-SOR , <i>television set</i> , ends in a “r” and the stress falls on the last syllable, therefore the word televisor does not need an accent mark. Remember, a word whose last syllable is stressed, has to end in a vowel, n or s in order to have an accent mark.

Spanish Idiom

¡Ponte las pilas!

Get going!

- The word ends in a consonant, other than n or s, and the stress falls on the next to the last syllable. Examples:

<u>fa</u>-cil	FA-cil , <i>easy</i> , ends in an “l” and the stress falls on the next to the last syllable, therefore the word <i>easy</i> in Spanish is written as follow: <u>fácil</u> .
<u>fut</u>-bol	FUT-bol , <i>football</i> , ends in an “l” and the stress falls on the next to the last syllable, therefore the word <i>football</i> in Spanish is written as follow: <u>fútbol</u> .
<u>ces</u>-ped	CES-ped , <i>lawn</i> , ends in a “d” and the stress falls on the next to the last syllable, therefore the word <i>lawn</i> in Spanish is written as follow: <u>césped</u> .
<u>no</u>-che	NO-che , <i>night</i> , ends in a vowel “e” and the stress falls on the next to the last syllable, therefore <u>noche</u> does not need an accent mark. Remember, a word whose second to last syllable is stressed has to end in a consonant , other than n or s to have an accent mark.

Práctica de los acentos

Ejercicio A

Write accents on the following words, if needed. The stressed syllables are in boldface and underlined.

- | | | | | |
|--------------------------|-----------------------------|-------------------------|----------------------------|----------------------------|
| 1. <u>an</u> -gel | 3. <u>na</u> -da | 5. <u>ga</u> -to | 7. <u>ar</u> -bol | 9. <u>ta</u> -za |
| 2. ra- <u>ton</u> | 4. a- <u>zu</u> -car | 6. <u>ca</u> -sa | 8. Pa-na- <u>ma</u> | 10. cui- <u>dad</u> |

- The stress falls on any vowel more than two syllables from the end of the word. Examples:

fan-<u>tas</u>-ti-co	fan-TAS-ti-co , <i>fantastic</i> , is stressed on the third from the last syllable, therefore the word <i>fantastic</i> in Spanish is written as follow: <u>fantástico</u> .
<u>Me</u>-xi-co	ME-xi-co is stressed on the third-from-the last syllable, therefore the word <i>Mexico</i> is written as follow: <u>México</u> .
<u>en</u>-fa-sis	EN-fa-sis , <i>emphasis</i> , is stressed on the third from the last syllable, therefore the word <i>emphasis</i> in Spanish is written as follow: <u>énfasis</u> .
<u>ra</u>-pi-da-men-te	RA-pi-da-men-te , <i>rapidly</i> , is stressed on the fifth from the last syllable, therefore the word <i>rapidly</i> in Spanish is written as follow: <u>rápidamente</u> .

- 2) Accent marks are required on some words to differentiate them from otherwise identically spelled ones.

➤ Exclamation and question words are written with a written accent mark; the corresponding relative pronouns or connecting words are not:

¿adónde?	(to) where?		adonde	(to) where
¿cómo?	how?		como	as, like, because
¿cuál?	which?		cual	which, as
¿cuándo?	when?		cuando	when
¿cuánto? ¿cuántos(as)?	how much?, how many?		cuanto(s)	as much, as many
¿dónde?	where?		donde	where
¿qué?	what, how?		que	which, that
¿quién(es)?	who, whom?		quien	who, whom

- 3) Several pairs of monosyllables are similarly distinguished by the presence or absence of accent marks. The word that is more emphatic receives the written accent.

dé	give (subjunctive of dar)		de	from, of,
él	he		el	the
más	more, most		mas	but
mí	me		mi	my
sé	I know (saber), be (ser)		se	himself, herself, etc.
sí	yes, indeed		si	if, whether
té	tea		te	yourself, you(pronoun)
tú	you		tu	your

Ejemplo: Él habla español. *He speaks Spanish.*

El libro es interesante. *The book is interesting.*

Práctica de los acentos

Ejercicio B

Write accents on the following words, **if needed**. The stressed syllables are in boldface and underlined.

1. me-di-co
2. Pe-ne-lo-pe
3. be-bi-da
4. ja-bon
5. in-gles
6. gra-ba-do-ra
7. es-te-re-o
8. tor-na-do
9. ca-ma-ra
10. e-du-ca-cion

- | | |
|--------------------------|---------------------------|
| 11. <u>ra</u> -dio | 14. pe- <u>rio</u> -di-co |
| 12. so- <u>fa</u> | 15. <u>plan</u> -ta |
| 13. te-le-vi- <u>sor</u> | 16. <u>ma</u> -qui-na |

Most words that end in **ia** require an accent over the **i**.

Ejemplo: librer**ía**- *library* cafeterer**ía**- *cafeteria*

Most words that end in **cion/sion** require an accent over the **o**.

Ejemplo: composici**ón**-composition profesi**ión**-profession

Ejercicio C

Write accents on the following words, **if needed**. The stressed syllables are in boldface and underlined.

- | | |
|--|-------------------------------------|
| 1. cham- <u>pu</u> | 15.co-lec- <u>cion</u> |
| 2. so-cio-lo- <u>gi-a</u> | 16. ro- <u>man</u> -ce |
| 3. far- <u>ma</u> -cia | 17.an-tro-po-lo- <u>gi-a</u> |
| 4. <u>par</u> -que | 18. <u>de</u> -bil |
| 5. <u>co</u> -mo-da | 19. Na-vi- <u>dad</u> |
| 6. a- <u>gri</u> -co-la | 20. <u>fies</u> -ta |
| 7. al- <u>fom</u> -bra | 21. a-ba- <u>ni</u> -co |
| 8. a-fi-cio- <u>na</u> -do | 22. cin-tu- <u>ron</u> |
| 9. <u>car</u> -cel | 23. mi- <u>cro</u> -fo-no |
| 10. me- <u>ca</u> -ni-co | 24. <u>can</u> -cer |
| 11. ca-fe-te- <u>ri-a</u> | 25. <u>Ar</u> -ti-co |
| 12. ca- <u>fe</u> | 26. <u>an</u> -ge-les |
| 13. o-fi- <u>ci</u> -na | 27. vol- <u>can</u> |
| 14. gim- <u>na</u> -sio | 28. ta- <u>ma</u> -les |

Gramática básica

Basic Grammar

➤ What is a subject?

In a sentence the person or thing that performs the action of the verb is called **the subject**.

Ejemplo: Carlos habla español. Carlos speaks Spanish.

Ask yourself what? or who? performs the action of the verb. Who speaks Spanish? Answer: Carlos

Ejemplo: El libro es interesante. The book is interesting.

Ask yourself what or who is interesting? Answer: the book

Práctica de la gramática española

Ejercicio A

Underline the subject of the following sentences.

- | | |
|---|---|
| 1. El libro cuesta mucho dinero. | <i>The book costs a lot of money.</i> |
| 2. Ana tiene un libro. | <i>Ana has a book.</i> |
| 3. El profesor tiene mucha experiencia. | <i>The professor has a lot of experience.</i> |
| 4. Los estudiantes estudian mucho. | <i>Students study a lot.</i> |
| 5. Ella habla español. | <i>She speaks Spanish.</i> |

➤ What is a verb?

In a sentence, **the verb** is the word that indicates the action. The base form of verbs in Spanish ends in **-ar, -er, or -ir**.

Example: hablar-to speak comerer-to eat escribir-to write



The infinitive form of a verb is the verb in its basic form. It is the version of the verb which will appear in the dictionary. The infinitive form of a verb is usually preceded by to (e.g., to study, to dance, to sleep).

Some Spanish Regular –ar Verbs

aceptar	to accept	necesitar	to need
alquilar	to rent	pagar	to pay
ayudar	to help	practicar	to practice
bailar	to dance	preguntar	to ask
bajar	to download; to get out of; to get off (transportation)	preparar	to prepare; to get ready
buscar	to look for	regresar	to return; to go back
caminar	to walk	sacar	to get (grades); to take out
cantar	to sing	terminar	to finish
cenar	to have dinner	tomar	to take (classes; notes; transportation); to drink
completar	to complete; to fill in	trabajar	to work
comprar	to buy	usar	to use
contestar	to answer; to reply	visitar	to visit
desayunar	to have breakfast		
desear	to wish; to want		
hablar	to speak		
escuchar	to listen		
estudiar	to study		
llegar	to arrive		
llevar	to take along; to carry; to bring; to take (a person to a place); to wear		
mandar	to send; to order; to command		
manejar	to drive		
mirar	to watch; to look at		
nadar	to swim		

A. Práctica de comprensión

¡Un verbo, por favor! Associate the following nouns with a Spanish verb. **Model: computer-usar**

- | | |
|-------------------|-------|
| 1. song | _____ |
| 2. people | _____ |
| 3. food | _____ |
| 4. television set | _____ |
| 5. car | _____ |
| 6. train | _____ |
| 7. student | _____ |
| 8. movie | _____ |
| 9. plane | _____ |
| 10. composition | _____ |
| 11. athlete | _____ |
| 12. computer | _____ |
| 13. music | _____ |
| 14. calculator | _____ |
| 15. paper | _____ |

B. Práctica de comprensión

¡Parea! Match the following verbs with its Spanish translation.

- | | |
|----------------------|---|
| bajar | to send |
| cantar | to sing |
| contestar | to arrive |
| desear | to return |
| escuchar | to surf the Internet |
| llegar | to answer |
| navegar por Internet | to take (transportation); to drink |
| mandar | to listen |
| regresar | to download; to get out of; to get off (transportation) |
| tomar | to wish; to want |
-

C. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following verbs into Spanish.

to listen- _____

to download- _____

to study- _____

to walk- _____

to answer- _____

to have breakfast- _____

to wish; to want- _____

to arrive- _____

to speak- _____

to take along- _____

to take (transportation) - _____

to watch- _____

to work- _____

to need- _____

to miss class- _____

to ask- _____

to surf the Internet- _____

to prepare- _____

to swim- _____

to return- _____

to buy- _____

to upload- _____

Lectura

Ana y Rebeca

Ana y Rebeca estudian en la universidad de KCKCC. Ellas llegan a las ocho de la mañana. Ana desayuna en su casa y Rebeca en la cafetería de la universidad. Ana toma español a las nueve de la mañana y Rebeca toma psicología. En el salón de clases, ellas escuchan a sus profesores y toman apuntes (notes). Ana practica español con su tutor y Rebeca estudia con su amigo Peter. Ellos son excelentes estudiantes. Generalmente sacan buenas calificaciones (grades) en los exámenes. Después de tomar sus clases, Ana y Rebeca trabajan en The Legends Outlet Mall.



Después de leer

Contesta.

1. ¿Qué clase toma Ana?
 2. ¿Con quién estudia Rebeca?
 3. ¿Dónde desayuna Ana?
 4. ¿Con quién Ana estudia español?
 5. ¿Dónde trabajan ellas?
-

-AR VERBS: Word Search

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

ACEPTAR
 BUSCAR
 COMPRAR
 ESCUCHAR
 LLEGAR
 MANEJAR
 NECESITAR
 SACAR
 TRABAJAR

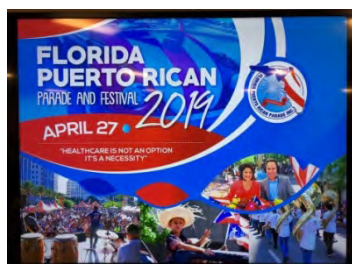
ALQUILAR
 CAMINAR
 DESAYUNAR
 ESTUDIAR
 LLEVAR
 MIRAR
 PAGAR
 TERMINAR
 USAR

AYUDAR
 CENAR
 DESEAR
 HABLAR
 MANDAR
 NADAR
 REGRESAR
 TOMAR
 VISITAR

Some Spanish Regular –er and –ir Verbs

-er		-ir	
aprender	to learn	abrir	to open
beber	to drink	asistir a	to attend
comer	to eat	compartir	to share
comprender	to comprehend	cubrir	to cover
correr	to run	cumplir	to fulfill; to carry out
creer	to believe	decidir	to decide
defender	to defend	descubrir	to discover
leer	to read	escribir	to write
prometer	to promise	ocurrir	to occur; to happen
romper	to break	recibir	to receive
responder	to respond; to reply	reunir	to meet; to gather
temer	to fear	subir	to upload;
vender	to sell		to get in/on
		sufrir	to suffer
		vivir	to live

El mundo hispano



Spanish is one of the most spoken languages in the world and is the primary language in twenty countries. Spanish is widely spoken in the U.S., with large communities of Spanish speakers in and around New York, Miami, Orlando, Los Angeles, and Chicago, and cities throughout the Southwest.

A. Práctica de comprensión y escritura

¡Un verbo, por favor! Associate the following nouns with a Spanish verb. **Model: computer-escribir**

- | | |
|---------------|-------|
| 1. vocabulary | _____ |
| 2. people | _____ |
| 3. food | _____ |
| 4. magazine | _____ |
| 5. car | _____ |
| 6. train | _____ |
| 7. student | _____ |
| 8. park | _____ |
| 9. poem | _____ |
| 10. gift | _____ |
| 11. question | _____ |
| 12. plane | _____ |
| 13. professor | _____ |
| 14. money | _____ |

B. Práctica de comprensión

¡Parea! Match the following verbs with its Spanish translation.

escribir	to upload; to get in/on (transportation)
aprender	to eat
leer	to receive
subir	to run
recibir	to write
comer	to read
beber	to drink
vivir	to live
correr	to share
compartir	to learn

-ER AND -IR VERBS: WORD SEARCH

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

ABRIR
 BEBER
 COMPRENDER
 CUBRIR
 DEFENDER
 PROMETER

APRENDER
 COMER
 CORRER
 CUMPLIR
 ESCRIBIR
 RECIBIR

ASISTIR
 COMPARTIR
 CREER
 DECIDIR
 LEER
 RESPONDER

C. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following verbs into Spanish.

to run-_____	to eat-_____
to write - _____	to sell-_____
to live-_____	to break-_____
to learn - _____	to defend-_____
to read - _____	to learn-_____
to promise-_____	to run-_____
to share-_____	to get on-_____
to receive-_____	to promise-_____
to cover-_____	to share-_____
to attend-_____	to suffer-_____

D. Práctica de la gramática española

Circle ten **infinitive verbs** provided in the following pool of words. Remember infinitive verbs in Spanish end in -ar, -er, or -ir.

hablando	vivir	hablan	bailar	tocar	subimos
leo	cantar	estudian	comer	viven	escribir
hablar	bailando	usar	beber	estudiamos	estudiar



VERB CONJUGATION

Verb conjugation refers to how a verb changes to show a different person, tense, number or mood. In English, there are six different persons: first person singular (I), second person singular (you), third person singular (he/she/it/one), first person plural (we), second person plural (you all) and third person plural (they).

Ejemplo:

I speak	you speak	he speaks	we speak	you (all) speak	they speak
---------	-----------	-----------	----------	-----------------	------------

Unlike English, Spanish verb conjugation requires more variation. The conjugation of the subject pronoun “**I**” is different from the conjugation of the other subject pronouns. **Regular verbs** have predictable patterns.

	-AR	-ER	-IR
	habl <u>ar</u>	com <u>er</u>	escrib <u>ir</u>
Yo (I)	habl <u>o</u>	com <u>o</u>	escrib <u>o</u>
Tú (you informal)	habl <u>as</u>	com <u>es</u>	escrib <u>es</u>
Él (he); Ella (she);	habl <u>a</u>	com <u>e</u>	escrib <u>e</u>
Usted (you formal)			
Nosotros(as) (we)	habla <u>mos</u>	come <u>mos</u>	escribi <u>mos</u>
Vosotros(as)	habl <u>áis</u>	com <u>éis</u>	escrib <u>ís</u>
(You all in the country of Spain)			
Ustedes (you all in the Americas); ellos(as) (they)	habl <u>an</u>	com <u>en</u>	escrib <u>en</u>



Notice that most of the present tense endings for -er and -ir verbs are the same. Only the “nosotros” and “vosotros” endings are different. See the highlighted endings.

➤ What is a tense?

A tense indicates when the action of the verb takes place: present, past, or future.

For example: I speak. I spoke. I will speak.

In this chapter we are going to concentrate on the most common tense: **the present indicative**. It's indicative because it **indicates facts**.

Práctica de comprensión y escritura

Ejercicio A

Conjugate the following infinitive verbs in the **YO** form. -ar/ -er/ -ir verbs-drop the ending (-ar/-er/-ir, add "o").

- | | |
|----------------------------|--------------------|
| 1. hablar hablo | 7. leer-_____ |
| 2. cantar-_____ | 8. comprar-_____ |
| 3. vivir vivo | 9. recibir-_____ |
| 4. estudiar-_____ | 10. subir-_____ |
| 5. mirar-_____ | 11. usar-_____ |
| 6. aprender-_____ | 12. escribir-_____ |

Ejercicio B

Conjugate the following infinitive verbs in the **TÚ** form. -ar/-er verbs, drop the "r", add an "s"/>-ir verbs-drop the "ir", add an "es".

- | | |
|-----------------------------|--------------------|
| 1. hablar hablas | 7. leer-_____ |
| 2. cantar-_____ | 8. comprar-_____ |
| 3. vivir vives | 9. recibir-_____ |
| 4. estudiar-_____ | 10. subir-_____ |
| 5. mirar-_____ | 11. usar-_____ |
| 6. aprender-_____ | 12. escribir-_____ |

Ejercicio C

Conjugate the following infinitive verbs in the **ÉL, ELLA, USTED** form. **¡OJO!** (eye/Watch out!) These three subject pronouns share the same conjugation. -ar/-er verbs-drop the "r"/>-ir verbs-drop the "ir" and add an "e".

- | | |
|----------------------------|--------------------|
| 1. hablar habla | 7. leer-_____ |
| 2. cantar-_____ | 8. comprar-_____ |
| 3. vivir vive | 9. recibir-_____ |
| 4. estudiar-_____ | 10. subir-_____ |
| 5. mirar-_____ | 11. usar-_____ |
| 6. aprender-_____ | 12. escribir-_____ |

Ejercicio D

Conjugate the following infinitive verbs in the **NOSOTROS** form. -ar/ -er/ -ir verbs-drop the “r”, add “mos”.

- | | |
|--|---------------------|
| 1. hablar h <u>hablamos</u> | 7. leer- _____ |
| 2. cantar- _____ | 8. comprar- _____ |
| 3. vivir r <u>vivimos</u> | 9. recibir- _____ |
| 4. estudiar- _____ | 10. subir- _____ |
| 5. mirar- _____ | 11. usar- _____ |
| 6. aprender- _____ | 12. escribir- _____ |

Ejercicio E

Conjugate the following infinitive verbs in the **VOSOTROS** form. -ar/-er verbs-drop the “r”, add “is” // -ir verbs-drop the “r”, add an “s”. -ar verbs will need an accent over the “a”/-er verbs will need an accent over the “e”/-ir verbs will need an accent over the “i”.

- | | |
|---------------------------------------|---------------------|
| 1. hablar h <u>habláis</u> | 7. leer- _____ |
| 2. cantar- _____ | 8. comprar- _____ |
| 3. vivir r <u>vivís</u> | 9. recibir- _____ |
| 4. estudiar- _____ | 10. subir- _____ |
| 5. mirar- _____ | 11. usar- _____ |
| 6. aprender- _____ | 12. escribir- _____ |

Ejercicio F

Conjugate the following infinitive verbs in the **USTEDES, ELLOS** form. **¡OJO!** These two subject pronouns share the same conjugation. -ar/-er verbs-drop the “r”, add an “n” // -ir verbs-drop the “ir” and add an “en”.

- | | |
|--------------------------------------|---------------------|
| 1. hablar h <u>hablan</u> | 7. leer- _____ |
| 2. cantar- _____ | 8. comprar- _____ |
| 3. vivir r <u>viven</u> | 9. recibir- _____ |
| 4. estudiar- _____ | 10. subir- _____ |
| 5. mirar- _____ | 11. usar- _____ |
| 6. aprender- _____ | 12. escribir- _____ |

Note:

More information regarding conjugation of verbs will be provided in following chapters.

A. Práctica de comprensión y escritura

Complete the following sentences by conjugating the verb in parenthesis according to the subject provided. In the translation, the conjugated verb is underlined.

1. Ana _____ completar la tarea. (**desear**) Ana wishes to complete the homework.

- | | |
|--|---------------------------------|
| 2. Yo _____ mucho. (estudiar) | I <u>study</u> a lot. |
| 3. Nosotros _____ libros. (comprar) | We <u>buy</u> books. |
| 4. Ella _____ en Cuba. (vivir) | She <u>lives</u> in Cuba. |
| 5. Yo _____ música. (bajar) | I <u>download</u> music. |
| 6. Ellos _____ música. (escuchar) | They <u>listen</u> to music. |
| 7. Tú _____ mucho. (aprender) | You <u>learn</u> a lot. |
| 8. Usted _____ tacos. (comer) | You <u>eat</u> tacos. |
| 9. Yo _____ aprender. (necesitar) | I <u>need</u> to learn. |
| 10. Vosotros _____ mucho. (caminar) | You all <u>walk</u> a lot. |
| 11. Ellos _____ a tiempo. (llegar) | They <u>arrive</u> on time. |
| 12. Nosotros _____ el taxi. (tomar) | We <u>take</u> the taxi. |
| 13. Vosotros _____ regalos. (recibir) | You all <u>receive</u> gifts. |
| 14. Usted _____ café, ¿no? (tomar) | You <u>drink</u> coffee, right? |
| 15. Ellos _____ español. (hablar) | They <u>speak</u> Spanish. |

Note:

In Spanish, languages are written in lower case. Example: inglés (English), español (Spanish), francés (French), etc.

B. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following phrases.

1. she studies- _____
2. we buy- _____
3. they arrive- _____
4. he watches- _____
5. we ask- _____
6. I work- _____
7. they speak- _____
8. they live- _____
9. you all (Americas) learn- _____
10. you all (Spain) eat- _____
11. she reads- _____
12. we write- _____
13. you (singular/informal) upload- _____
14. they receive- _____

15. we listen- _____
16. I wish- _____
17. you (singular/formal) surf the Internet- _____
18. we visit- _____
19. you (singular/formal) prepare- _____
20. you all (Spain) learn- _____

Note:

There are two ways to address a group of individuals as “you all”. One way is “**ustedes**” use in Spanish-speaking countries in the New World and “**vosotros(as)**” in Spain. Also, remember that “you” in the singular form, can be “**tú**” (informal) or “**usted**” (formal).

C. Práctica de comunicación oral

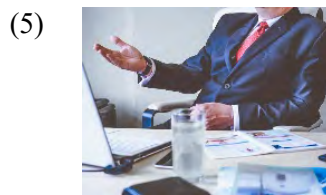
In pairs, ask each other the following questions. Conjugate the verb in the “yo” form as you answer the questions. **Answer in Spanish.**

Model:

- | | |
|--------------------------------------|-------------------------------------|
| 1. ¿Qué hablas? (What do you speak?) | Possible answer: Hablo ... español. |
| 2. ¿Qué estudias? | |
| 3. ¿Dónde caminas? | |
| 4. ¿Dónde cantas? | |
| 5. ¿Qué compras? | |
| 6. ¿Qué deseas? | |
| 7. ¿Qué música escuchas? | |
| 8. ¿Dónde estudias? | |
| 9. ¿Dónde trabajas? | |
| 10. ¿Qué aprendes? | |
| 11. ¿Dónde aprendes? | |
| 12. ¿Qué lees? | |
| 13. ¿Dónde corres? | |
| 14. ¿Qué comes? | |
| 15. ¿Dónde comes? | |
| 16. ¿Dónde vives? | |
| 17. ¿Dónde hablas español? | |
| 18. ¿Con quién hablas español? | |
-

D. Práctica de comunicación oral

Tell what verb you associate with the following pictures.



E. Práctica de comprensión y escritura

Complete the following sentences by conjugating the verb in parenthesis according to the subject provided.

- | | |
|--|---------------------------------------|
| 1. Ana _____ muy bien. (cantar) | 15. Tú _____ Coca-Cola.(beber) |
| 2. Juan _____ a Topeka. (manejar) | 16. Ellos _____ la pizza. (compartir) |
| 3. Yo _____ en Kansas. (vivir) | 17. Nosotros _____ bien. (cantar) |
| 4. Ellas _____ español. (estudiar) | 18. Ellas _____ libros. (vender) |
| 5. Yo _____ un café. (necesitar) | 19. Yo _____ mucho. (trabajar) |
| 6. Tú _____ inglés. (hablar) | 20. Ella _____ fotos. (bajar) |
| 7. Ellos _____ televisión. (mirar) | 21. Nosotros _____ . (cumplir) |
| 8. Ella _____ historia. (aprender) | 22. Vosotros _____ libros. (leer) |
| 9. Yo _____ poco (a little bit). (leer) | 23. Él _____ en México. (vivir) |
| 10. Usted _____ un email. (escribir) | 24. Ellos _____ estudiar. (decidir) |
| 11. Yo _____ en el parque. (correr) | 25. Yo _____ estudiar. (prometer) |
| 12. Ella _____ música. (escuchar) | 26. Ella _____ aspectos culturales |
| 13. Nosotros _____ en Taco Bell. (comer) | _____ en la clase. (descubrir) |
| 14. Vosotros _____ francés. (estudiar) | 27. Ellos _____ . (compartir) |

F. Práctica de comprensión y escritura

Provide the appropriate conjugation of the highlighted verbs.

comprar

1. Juan _____ un libro.
2. Yo _____ un lápiz.
3. Ellos _____ una computadora.
4. Nosotros _____ unos libros.
5. Tú _____ unos lápices.

vivir

1. María _____ en Argentina.
2. Yo _____ en Kansas.
3. Ellos _____ en México.
4. Nosotros _____ en España.
5. Tú _____ en Miami, ¿no?

trabajar

1. Ellas _____ en Walmart.
2. Yo _____ en Topeka.
3. Ellos _____ en una oficina.
4. Nosotros _____ en Taco Bell.
5. Tú _____ aquí (here), ¿no?

compartir

1. Ellos _____ un libro.
2. Yo _____ .
3. Ellos _____ la computadora.
4. Nosotros _____ los libros.

vender

1. Vosotros _____ libros.
2. Teresa _____ tamales.
3. Ustedes _____ pizza.
4. Ellos _____ computadoras.
5. Yo _____ productos.

recibir

1. Vosotros _____ e-mails.
2. Javier _____ cartas (letters).
3. Ustedes _____ ayuda (help).
4. Ellos _____ computadoras.
5. Yo _____ productos.

comer

1. Omar _____ en su casa (house).
2. Teresa _____ tamales.
3. Ustedes _____ pizza.
4. Ellos _____ hamburguesas.
5. Vosotros _____ tacos, ¿no?

asistir

1. Vosotros _____ a la universidad.
2. Nosotros _____ a la conferencia.
3. Ustedes _____ a la reunión.
4. Tú _____ a la convención.

El mundo hispano

Costa Rica



Costa Rica is a rugged, rainforested Central American country with coastlines on the Caribbean and Pacific. Its capital, San Jose, is home to cultural institutions like the Pre-Columbian Gold Museum. Costa Rica is also known for its beaches, volcanoes, and biodiversity. Roughly a quarter of the land area is made up of protected jungle, teeming with wildlife including spider monkeys and quetzal birds.

A key artisan town in Costa Rica, Sarchi, is best known for the vibrant and pretty oxcarts that are handcrafted by locals and sold all over the country. These oxcarts played a key role in the country's history, as they were used to transport coffee beans and other goods to nearby and faraway markets and ports. Starting in 1840's most of the rural roads were very rough making the oxcart the sole means of transportation.

Capital: San José

Currency: Costa Rican colón

Population: 4,906 million (estimate 2017)



Argentina

In English the name "Argentina" comes from the Spanish language, however the naming itself is not Spanish, but Italian. This noun probably was borrowed from the Old French adjective "argentin" word that derives from argent "silver". The Italian naming "Argentina" for the country implies *Terra Argentina* "land of silver".



Argentina is located in southern South America, sharing land borders with Chile across the Andes to the west; Bolivia and Paraguay to the north; Brazil to the northeast. Uruguay along with the South Atlantic Ocean are to the east. Argentina's highest point is Aconcagua in the Mendoza province which also is the highest point in the Southern and Western Hemispheres.

Argentina has the largest railway system in Latin America. This system links all 23 provinces, Buenos Aires and all neighboring countries. Argentineans usually refer to their country as "crisol de razas" (crucible of races or melting pot).

Capital: Buenos Aires

Currency: peso

Population: 43,847 million (estimate 2016)



El mundo hispano

Famous Places



Lake Nicaragua is a freshwater lake, the nation's largest source of freshwater. It is the largest lake in Central America and the 19th largest lake in the world (by area) as well as the tenth largest in the Americas. Lake Nicaragua, despite being a freshwater lake, has sawfish, tarpon and sharks. Nicaraguans call the lake Lago Cocibolca or Mar Dulce literally "Sweet Sea". The lake holds Ometepe and Zapatera, which are both volcanic islands.



The Malecón is a broad esplanade, roadway and seawall which stretch for 2.48 miles along the coast in Havana, Cuba, from the mouth of Havana Harbor in Old Havana, along the north side of the Centro Habana neighborhood, ending in the Vedado

neighborhood. Construction of the Malecón began in 1901, during temporary U.S. military rule. The main purpose of building the Malecón was to protect Havana from the sea.



To celebrate the construction of the first section of the Malecón, the American government built a roundabout at the intersection of Paseo del Prado, which according to architects of the period, was the first one built in Cuba with steel-reinforced concrete. In front of the roundabout, where every Sunday bands played Cuban melodies, the Miramar Hotel was built. Subsequent Cuban governments continued the extension of the first section of the Malecón. In 1923 it reached the mouth of the Almendares River between K and L streets in Vedado, where the United States Embassy was built.

➤ What is meant by gender?

In Spanish, all nouns are either masculine or feminine. The evolution of the English language is not immune to this concept. In fact, Old English had a system of grammatical gender: masculine, feminine, and neuter. However, by the 11th century, the role of grammatical gender was beginning to decline and by the end of the 14th century, this gender system was almost non-existent.

Some nouns in Modern English that can relate to the concept of gender are:

widow/widower

tiger/tigress

man/woman

rooster/hen

In Spanish, adjectives have to agree in gender with the noun they modify. In order to learn how to identify the grammatical gender of a noun, one must study and learn the following rules:

- 1) Most nouns ending in **-a**, **-ción**, **-sión**, **-ad**, and **-z** are usually feminine.

Example:

casa-house

ciudad-city

educación-education

admisión-admission

paz-peace

Some exceptions are:

- Words of Greek origin and end in **-ma**, **-pa**, **-ta**.

Example: el problema (the problem), el mapa (the map), el planeta (the planet)

- Other exceptions are: el día (the day), el sofá (the sofa), el lápiz (the pencil)

- 2) Most nouns ending in **-l**, **-o**, **-n**, **-e**, **-r**, **-s** are usually masculine.

Example:

el papel (the paper)

el cuaderno (the notebook)

el corazón (the heart)

el elefante (the elephant)

el televisor (the television set)

el país (the country)

Some exceptions are:

- la mano, la noche, la tarde
- Words ending in **-umbre**

Example: la legumbre (the vegetable), la costumbre (the habit/custom)

- Shortened version of originally feminine nouns

Example: la foto (the photo) or fotografía (photography), la moto or motocicleta (the motorcycle)

- Nouns referring to women

Example: la estudiante (the student), la madre (the mother), la mujer (the woman)

- 3) Most nouns ending in **-e** or **-ista** that refer to people can be either masculine or feminine. The article “the” or “a”/”an” help to identify the exact gender.

Example:

el estudiante (the student-masculine)

versus

la estudiante (the student-feminine)

el artista (the artist-masculine)

versus

la artista (the artist-feminine)

Identify the grammatical gender (masculine/feminine) of the following nouns. There are some exceptions on the list. Write “**femenino**” if the noun is feminine and “**masculino**” if it is masculine. ¡Ojo! Some nouns could be both genders.

1. profesor-_____
2. libro-_____
3. pizza-_____
4. ilusión-_____
5. ratón-_____
6. lámpara-_____
7. tienda-_____
8. calidad-_____
9. poema-_____
10. calculadora-_____
11. día-_____
12. foto-_____
13. dentista-_____
14. diente-_____
15. agua-_____
16. estudiante-_____
17. hombre-_____
18. costumbre-_____
19. salud-_____
20. pianista-_____

➤ What is meant by number?

Number, in a grammatical context, refers to the classification of a noun: singular (one) or plural (two or more).

Example: la casaa (the house) versus las casaas (the houses)
 el papell (the paper) versus los papeles (the papers)
 el lápizz (the pencil) versus los lápizces (the pencils)

- In Spanish, if the noun ends in a **vowel** (a, e, i, o, u) one must add **-s**.

Example: libro-libros estudiante-estudiantes taco-tacos

- If the noun ends in a **consonant** add **-es**.

Example: reloj-relojes examen-exámenes sol-soles

- If the noun ends in **z** change the **z** to a **c** and add **-es**.

Example: lápiz-lápices voz-voces vez-veces

Write the plural form of the following nouns.

1. profesor- _____
2. libro- _____
3. profesora- _____
4. casa- _____
5. papel- _____
6. hombre- _____
7. tienda- _____
8. computadora- _____
9. pizza- _____
10. taco- _____
11. baño- _____
12. biblioteca- _____
13. hospital- _____
14. centro estudiantil- _____
15. universidad- _____
16. vez- _____
17. dentista _____
18. auto _____
19. festival _____
20. rancho _____

➤ What are articles?

An **article** is a word placed before a noun (the name of a person, animal, thing, event, or idea). There are definite (the) and indefinite (a/an/some) articles. The definite and indefinite articles agree in gender and number with the nouns they modify.

Definite Articles are:

Singular Plural

el los

la las

Indefinite Articles are:

Singular Plural

un unos

una unas

¿El, la, los o las? Write the **definite article** for each of the following nouns.

- | | |
|---------------------|--------------------|
| 1. _____ profesor | 6. _____ novela |
| 2. _____ libro | 7. _____ cuadernos |
| 3. _____ profesoras | 8. _____ televisor |
| 4. _____ casa | 9. _____ lámpara |
| 5. _____ papeles | 10. _____ ciudades |

¿Un, una, unos o unas? Write the **indefinite article** for each of the following nouns.

- | | |
|----------------------|-----------------------|
| 1. _____ hombre | 6. _____ combinación |
| 2. _____ tienda | 7. _____ tren |
| 3. _____ computadora | 8. _____ salsa |
| 4. _____ pizza | 9. _____ teléfonos |
| 5. _____ tacos | 10. _____ actividades |

For each picture, provide the noun with its corresponding **definite article**.



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

➤ Feminine Words that Use the Masculine Article

1) Notice the substitution of “el” for “la” takes place when it comes immediately before nouns starting with an “a” or “ha”. The syllable stressed is in bold and underlined.

Feminine Nouns	English Translation
el <u>a</u> gua	<i>the water</i>
el <u>h</u> ambre	<i>hunger</i>
el <u>a</u> sma	<i>asthma</i>
el <u>á</u> guila	<i>the eagle</i>
el <u>a</u> rpa	<i>the harp</i>

It is important to keep in mind that **words that are feminine remain feminine**, therefore their adjectives should be in the feminine form.

Feminine Nouns	English Translation
el agua <u>f</u> ría	<i>cold water</i>
el águila <u>a</u> americana	<i>the American eagle</i>
el arpa <u>a</u> llanera	<i>the Llanera harp</i>

2) If the stress of the noun is not on the beginning of the word, the definite article “la” is used instead with singular feminine nouns when they begin with “a”- or “ha”.

Feminine Nouns	English Translation
la habilid <u>a</u> d	<i>the skill</i>
la audien <u>a</u> cia	<i>the audience</i>
la asamb <u>a</u> lea	<i>the meeting</i>

There are a few exceptions to this rule, for example, when the article identifies the gender of a person.

el árabe (the male Arab) versus la árabe (the female Arab)



➤ What are conjunctions?

A conjunction is a word used to link words, phrases or independent sentences.

Spanish	English	Example:
y	and	Ana es estudiante en KCKCC y trabaja en Sprint. <i>Ana is a student at KCKCC and works in Sprint.</i>
e	and	Ana es sociable e inteligente. <i>Ana is sociable and intelligent.</i>
o	or	¿Estudias o trabajas (tú)? <i>Do you work or study?</i>
u	or	¿Vas a Miami u Orlando (tú)? <i>Are you going to Miami or Orlando?</i>
pero	but	Deseo comprar una computadora, pero no tengo dinero. <i>I wish to buy a computer but I do not have money.</i>

Notes:

When “y” (and) comes before a word that begins with an “i” or “hi”, it changes to an “e”.

When “o” (or) comes before a word that begins with an “o” or “ho”, it changes to an “u”.

Ejercicio A

Complete the following sentences by translating the conjunction in parenthesis.

- ¿Deseas comer tacos _____ pizza? (or)
- Juan estudia arte _____ historia. (and)
- Teresa es alta _____ morena. (and)
- ¿Es Juan pesimista _____ optimista? (or)
- Ella desea sacar una A, _____ no estudia. (but)

➤ What are adjectives?

Adjectives are words that describe a noun or pronoun. In Spanish, adjectives agree in gender and number with the nouns or pronouns they modify. Adjectives most commonly follow the noun.

Example: el libro **caro** (the expensive book)

las casas **pequeñas** (the small houses)

The word **libro** (*book*) is masculine in gender and singular in number, therefore the adjective **caro** (*expensive*) must be in the masculine singular form to match the noun. The word **casas** (*houses*) is feminine in gender and plural in number, therefore the adjective **pequeñas** (*small*) must be in the feminine plural form to match the noun **casas**.



OTROS ADJETIVOS COMUNES

These are some commonly used adjectives in Spanish. Use the verb **SER** with the following adjectives.

bueno(a)	good	malo(a)	bad
caro(a)	expensive	barato(a)	cheap
dulce	sweet	salado(a)	salty
fácil	easy	difícil	difficult
largo(a)	long	corto(a)	short
nuevo(a)	new	viejo(a)	old (things, not people)
rápido(a)	fast	lento(a)	slow
rico(a)	rich	pobre	poor
simple	simple	complicado(a)	complicated

Ejercicio A

Translate the following phrases. Pay attention to the form of the adjective used (gender and number).

1. a good man- _____
2. a long exam- _____
3. a poor woman- _____
4. a simple homework- _____
5. a new book- _____
6. a slow computer- _____
7. an old pencil- _____
8. a cheap book- _____
9. a complicated homework- _____
10. an easy exam- _____
11. a sweet orange (naranja)- _____

Ejercicio B

Write the opposite of the following adjectives.

- | | |
|---------------------|----------------------|
| 1. corto-_____ | 10. salado-_____ |
| 2. lento-_____ | 11. barato-_____ |
| 3. nuevo-_____ | 12. largo-_____ |
| 4. complicado-_____ | 13. rico-_____ |
| 5. fácil-_____ | 14. rápido-_____ |
| 6. bueno-_____ | 15. difícil-_____ |
| 7. pobre-_____ | 16. viejo-_____ |
| 8. simple-_____ | 17. malo-_____ |
| 9. corto-_____ | 18. complicado-_____ |

Ejercicio C

Translate the following adjectives.

- | | |
|--------------------|-----------------------|
| 1. good-_____ | 10. bad-_____ |
| 2. expensive-_____ | 11. cheap-_____ |
| 3. sweet-_____ | 12. salty-_____ |
| 4. easy-_____ | 13. difficult-_____ |
| 5. long-_____ | 14. short-_____ |
| 6. new-_____ | 15. old-_____ |
| 7. fast-_____ | 16. slow-_____ |
| 8. rich-_____ | 17. poor-_____ |
| 9. simple-_____ | 18. complicated-_____ |

“A different language is a different vision of life.”-Federico Fellini

ADJETIVOS COMUNES: Word Search

D I F Í C I L D N O A Z M L A
 U E C R Z Y R R D U Z G T K M
 Z F R M K L A A Á A E Q I C E
 A U L B I O C D V P F V S K F
 U B M C O I E Q P J I I O F Z
 G O Á B L P C G M C D D L H D
 K F N P M A L O K O H K O V O
 T Y M E I X U L A R G O I C W
 A O C W U H D A S T F E I F P
 C L F S T B L O I O J R H M R
 D X Q I A X W R M O D A L A S
 J Q V R Q W C A P O T N E L R
 R D A F X N K C L N A K F Q C
 Y T Q U S F Q H E W Y X N O F
 O Q B A V W B W Y Z Y Z O F D

BARATO
 COMPLICADO
 DULCE
 LENTO
 POBRE
 SALADO

BUENO
 CORTO
 FÁCIL
 MALO
 RICO
 SIMPLE

CARO
 DIFÍCIL
 LARGO
 NUEVO
 RÁPIDO
 VIEJO

➤ What are possessive adjectives?

Possessive adjectives in Spanish, like those in English, are a way of indicating who owns something. Some possessive adjectives agree with the noun only in number (singular/plural) but others agree in gender and number. In Spanish, possessive adjectives agree with the thing possessed, not with the possessor. And just like in English, place possessive adjectives before the noun.

Agreement only in number:

my	mi	mis	
your	tu	tus	(talking to one person in an informal way)
his	su	sus	
her	su	sus	
their	su	sus	
your	su	sus	(talking to one person in a formal way)
your	su	sus	(talking to more than one person in the Americas)

Agreement in both, number and gender:

our	nuestro	nuestra	nuestros	nuestras	
your	vuestro	vuestra	vuestros	vuestras	(talking to more than one person in the country of Spain)

Ejercicio A

Translate the following possessive adjectives according to the noun provided. Example: **my** (libro)-**mi**

- | | |
|--|--|
| 1. our (libro)- <u>nuestro</u> | 16. my (perfume)-_____ |
| 2. their (planta)- _____ | 17. their (libros)-_____ |
| 3. her (teléfono)- _____ | 18. our (planta)-_____ |
| 4. their (casas)- _____ | 19. his (calculadoras)-_____ |
| 5. your (computadoras- two people/Americas)- _____ | 20. her (casa)-_____ |
| 1. his (casa)- _____ | 21. our (perfume)-_____ |
| 2. her (novelas)- _____ | 22. their (libro)-_____ |
| 3. your (novelas)- (two people/Spain)- _____ | 23. our (libros)-_____ |
| 4. his (calculadoras)- _____ | 24. your (casa-two people/Spain)-_____ |
| 5. their (libros)- _____ | 25. their (computadoras)-_____ |

26. our (novelas)- _____ 31. your (casa-two people/Americas)- _____
27. your (libro-one person/formal)- _____ 32. my (casa)- _____
28. your (exámenes -one person/informal)- _____ 33. his (teléfono)- _____
29. your (novela- one person/formal)- _____ 34. my (clases)- _____
30. her (computadora)- _____ 35. our (calculadoras)- _____

Ejercicio B

Translate the following possessive adjectives. Provide all the forms possible. Example: **her-su/sus**

1. his- _____
2. my- _____
3. our- _____
4. her- _____
5. your (one person/formal)- _____
6. his- _____
7. our- _____
8. her- _____
9. my- _____
10. your (one person/informal)- _____
11. our- _____
12. their- _____
13. her- _____
14. your (more than one person/Americas)- _____
15. our- _____
16. his- _____
17. my _____
18. your (more than one person/Spain)- _____
19. our- _____
20. their- _____

Ejercicio C

Translate the following possessive adjectives and nouns.

1. his professor- _____
2. my book- _____
3. our professor- _____

4. her house- _____
5. their house- _____
6. your book (one person/informal)- _____
7. their calculator- _____
8. your computer (one person/formal)- _____
9. my pizza- _____
10. our tacos- _____
11. your book- _____
12. her house- _____

Ejercicio D

Translate the following possessive adjectives.

1. our- _____
 2. her- _____
 3. my- _____
 4. your (one person/informal)- _____
 5. our- _____
 6. their- _____
 7. her- _____
 8. your (more than one person/Americas)- _____
 9. our- _____
 10. his- _____
 11. my- _____
 12. your (more than one person/Spain)- _____
 13. our- _____
 14. their- _____
 15. my- _____
 16. their- _____
 17. our- _____
 18. your (one person/informal)- _____
 19. your (more than one person/Spain)- _____
 20. their- _____
-



EN EL SALÓN DE CLASE



el/la estudiante	student	las notas	notes; grades
el bolígrafo	pen	la mochila	backpack
la calculadora	calculator	la página	page
la computadora	computer	el papel	paper
el cuaderno	notebook	la pizarra	black/whiteboard
el diccionario	dictionary	la pregunta	question
el escritorio	desk	el/la profesor(a)	professor
el examen	exam	la puerta	door
la habitación	bedroom	el proyector	projector
el lápiz	pencil	la respuesta	answer
la lección	lesson	la silla	chair
el libro	book	la tarea	homework

Remember to visit

Quizlet

GROUP: KCKCCSPANISH



TALKING ABOUT LOCATION

To say where people and things are located, use the following formula:

estar + en + article or possessive adjective + place

Yo	estoy	Nosotros(as)	estamos
Tú	estás	Vosotros(as)	estáis
Él, Ella, Usted	está	Ellos(as), Ustedes	están

A. Práctica de comunicación oral

¿Dónde está mi mochila? In pairs, ask your partner where the following items are. One student covers column B and asks the other where each item from column A is located; the other student answers accordingly. **Model:** ¿Dónde está el cuaderno? El cuaderno está en la mochila.

Column A

1. el cuaderno
2. las calculadoras
3. el bolígrafo
4. los libros
5. el papel
6. las sillas
7. la mochila

Column B

1. la mochila
2. el escritorio
3. la mochila
4. la habitación
5. el escritorio
6. la residencia estudiantil
7. la habitación

está(n) en

B. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following sentences into Spanish. ¡Atención! Review the possessive adjectives and number (singular/plural).

1. The book is on **my** desk. _____
2. The chair is in **my** bedroom. _____
3. **Her** pencils are in **my** backpack. _____
4. **His** television set is in the bedroom. _____

C. Práctica de comprensión y escritura

Complete each sentence by writing the appropriate word(s).

1. La tarea _____ en el escritorio.
2. Las mochilas _____ en _____ habitación.
3. _____ lápiz está _____ la mochila.
4. Ellos _____ la residencia estudiantil.
5. El bolígrafo está _____ el escritorio.
6. Los lápices _____ en mi mochila.
7. El diccionario está _____ mi escritorio.
8. La lección de hoy _____ muy difícil.
9. La tarea de hoy es _____ fácil.
10. Los papales _____ en _____ escritorio.
11. _____ sillas están en _____ aula de clases.
12. Los estudiantes _____ preocupados.
13. La profesora _____ en _____ oficina.
14. La mochila está _____ de Juan.
15. La universidad está _____ Kansas.

D. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following nouns into Spanish.

- | | | | |
|---------------|-------|--------------------|-------|
| 1. student | _____ | 13. page | _____ |
| 2. pen | _____ | 14. bedroom | _____ |
| 3. calculator | _____ | 15. paper | _____ |
| 4. notebook | _____ | 16. whiteboard | _____ |
| 5. desk | _____ | 17. question | _____ |
| 6. exam | _____ | 18. professor | _____ |
| 7. bedroom | _____ | 19. door | _____ |
| 8. pencil | _____ | 20. answer | _____ |
| 9. lesson | _____ | 21. chair | _____ |
| 10. book | _____ | 22. homework | _____ |
| 11. notes | _____ | 23. television set | _____ |
| 12. backpack | _____ | 24. desk | _____ |

EN EL SALÓN DE CLASES: Word Search

K D N Z S Q E E B S A T V H Q
 I G I A I X Y O D R T V E F L
 S H T C A P L V O Y N E B F B
 I O H M C Í Á S Q M U O E M C
 N V E M G I E L W S G R S S W
 Q N Z R O F O N T R E B C B U
 T K A Y O N F N O C R I R U D
 O F Y R D M R S A U P L I P T
 O C P N I D O E I R D I T I P
 L E C C I Ó N C D L I W O Z R
 A N I G Á P S Q H A L O R A G
 R O T C E Y O R P I U A I R F
 P A P E L E Y M L Z L C O R N
 C O M P U T A D O R A A A A I
 A N X B W B N V C B N W Z S D

BOLÍGRAFO
 DICCIONARIO
 LECCIÓN
 MOCHILA
 PIZARRA
 PROYECTOR

COMPUTADORA
 ESCRITORIO
 LIBRO
 NOTAS
 PREGUNTA
 PÁGINA

CUADERNO
 EXAMEN
 LÁPIZ
 PAPEL
 PROFESOR
 SILLA

Hay

The word “**hay**” is used in Spanish to express there is or there are. Use an indefinite article **un, una, unos or unas** (a/an/one/some) after “**hay**”. Ejemplo:

Hay un libro en el escritorio.

There is a book on the desk.

No hay un libro en el escritorio.

There is not a book on the desk.

¿Hay un cuaderno en el escritorio?

Is there a notebook on the desk?

A. Práctica de comunicación oral

¿Hay ventanas en la clase? In pairs, ask your classmate if there are the following things in the classroom.

Model: -¿Hay ventanas en la clase?

-Are there windows in the classroom?

-Sí, hay ventanas en la clase.

-Yes, there are windows in the classroom.

or -No, no hay ventanas en la clase.

-No, there aren't any windows in the classroom.

1. una pizarra

5. unos bolígrafos

2. un escritorio

6. unas calculadoras

3. una puerta

7. unas sillas

4. una computadora

8. un televisor

B. Práctica de comunicación oral

¿Qué hay en la clase? In pairs, write a list of six things that are in the classroom.

Example: Hay una ventana.

There is a window.

Write a list of four things that you have in your bedroom.



EN LA HABITACIÓN



la alfombra	rug/carpet
la almohada	pillow
la cama	bed
el estante	shelf
la lámpara	lamp
la planta	plant
el reloj	clock; watch
el teléfono	telephone

Note: *Words of foreign origin are usually masculine in gender.

A. Práctica de comunicación oral

¿Qué hay en la habitación? Look at the picture above and indicate the items that are in her bedroom. Use complete sentences.

1. Hay una lámpara en su habitación. (There is a lamp in her bedroom.)
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The verb “TENER”

“Tener” means **to have** and this verb can be used to show possession. The conjugation of the verb “tener” is irregular because it is a “stem-changing verb” and also has an ending “-go” in the “yo” form.

Tener-to have

Yo	t<u>e</u>ngo	Nosotros(as)	t<u>e</u>nenos
Tú	t<u>i</u>enes	Vosotros(as)	t<u>e</u>néis
Él; Ella; Usted	t<u>i</u>e	Ellos(as); Ustedes	t<u>i</u>enen

Example: (Yo) tengo una planta en mi habitación. I have a plant in my bedroom.

Note: The stem of “tener” (the “e” after the “t”) changes from “e” to “ie”, with the exception of the “yo”, “nosotros”, and “vosotros” form.

A. Práctica de comunicación oral

¿Qué tienes? In pairs, ask your classmates what items he/she has in his/her bedroom. Use the vocabulary below; take turns.

Model: -¿Qué tienes en tu habitación?

What do you have in your bedroom?

-Tengo un televisor.

I have a television set.

1. una cama

3. unas lámparas

5. una mochila

7. unos libros

2. un reloj

4. unas almohadas

6. un escritorio

8. un diccionario

B. Práctica de comunicación oral

¡Claro! In pairs, ask each other whether your partner has the following items or not.

Modelo: -¿Tienes una calculadora?

Do you have a calculator?

-¡Claro!

Of course!

or -No, no tengo una calculadora.

No, I don't have a calculator.

1. una calculadora

4. un estante

7. una lámpara

2. unas sillas

5. unas plantas

8. una almohada

3. un reloj

6. un diccionario

9. unos libros

C. Práctica de escritura

Complete the following sentences with the correct conjugation of the verb “**tener**”. After completing the sentences translate them.

1. Teresa _____ una planta.
2. Carlos y Teresa _____ un televisor.
3. Yo _____ una lámpara en mi habitación.
4. Ella _____ una computadora en su oficina.
5. Tú _____ un reloj.
6. Nosotros _____ unos bolígrafos.
7. Vosotros _____ unas mochilas.
8. Ustedes _____ unos libros.

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

D. Práctica de comunicación escrita y oral

La posesión (possession)

Write a brief paragraph about Norma and Jorge. Include what items each of them have in their room.





Las asignaturas

el arte -art	los idiomas -languages
la asignatura -course subject	el inglés -English
la biología -biology	la literatura -literature
la contabilidad -accounting	las matemáticas -mathematics
la filosofía -philosophy	la psicología -psychology
la física -physics	la química -chemistry
la historia -history	la sociología -sociology

A. Práctica de comunicación oral

In pairs, identify the general type of course in which a student would be likely to study the following topics. Take turns.

1. ideas of Plato
2. Picasso
3. French Revolution
4. Galapagos Islands
5. adolescent behavior
6. indigenous people of Peru
7. grammar and vocabulary
8. microevolution
9. nitrogen fingerprint
10. tax preparation

B. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following course subjects.

1. languages-_____
2. art-_____
3. chemistry-_____
4. biology-_____
5. psychology-_____
6. mathematics-_____
7. history-_____
8. English-_____



EL VERBO “**SER**” EN LA **FORMA PLURAL**



The irregular verb “ser”

The verb “**ser**” means “**to be**” in English and is one of the most commonly used verbs in Spanish. It is used to indicate: **origin, nationality, occupation, physical description, and personality.**

WE	Nosotros(as)	somos
YOU ALL: Spain	Vosotros(as)	sois
THEY	Ellos(as)	son
YOU ALL: America	Ustedes	son

A. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following course subjects.

- Juan and Carlos are from Kansas City. _____
- We are Americans. _____
- They are students. _____
- We are tall. _____
- You all (Spain) are funny. _____
- They are from Costa Rica. _____
- We are blond. _____
- They are nurses. _____
- We are Argentinians. _____
- You all (Spain) are doctors. _____
- Ana and Teresa are short. _____
- We are Cuban. _____
- They are short. _____

B. Práctica de comprensión y escritura

Complete the following sentences with the appropriate form of the verb “SER”.

- | | |
|--------------------------------|----------------------------------|
| 1. Ella _____ peruana. | 6. Juan _____ actor. |
| 2. Yo _____ estudiante. | 7. Teresa _____ cajera. |
| 3. Nosotros _____ estudiantes. | 8. Vosotros _____ estudiantes. |
| 4. Ellos _____ mexicanos. | 9. Tú _____ dentista. |
| 5. Ana _____ abogada. | 10. Yo _____ hombre de negocios. |

C. Práctica de comprensión y escritura

Translate the following phrases.

- | | |
|------------------------------|--|
| 1. she is _____ | 6. you are (formal/one person) _____ |
| 2. they are _____ | 7. you are (informal/one person) _____ |
| 3. we are _____ | 8. I am _____ |
| 4. I am _____ | 9. he is _____ |
| 5. you all are (Spain) _____ | 10. you all are (Americas) _____ |

D. Práctica comprensión y escritura

Write complete sentences using the cues provided.

- | | |
|-------------------------------------|----------------------------------|
| 1. Vicente/ ser / policía | <i>Vicente es policía.</i> _____ |
| 2. Ellos /ser / enfermeros | _____ |
| 3. Ustedes / ser / mexicanos | _____ |
| 4. Teresa / Camila / ser / cubanas | _____ |
| 5. Nosotros / ser / estudiantes | _____ |
| 6. Vosotras / ser / norteamericanas | _____ |
| 7. Él / ser / profesor | _____ |
| 8. Ellas / ser / abogadas | _____ |
| 9. Yo / ser / estudiante | _____ |
| 10. Tú / ser / técnico | _____ |



SIMPLE NEGATION

Simple Negation

- In simple negation, place a “no” before the *conjugated verb*.

Example: Ana **no** *está* enferma. Ana is **not** sick.
 No hay una oficina. There is **not** an office.

- Do** and **does** do not translate into Spanish.
- When using a reflexive verb, like *llamarse* (to call oneself), place the “no” before the reflexive pronoun.

Example: Ella **no** *baila*. She does not dance.
 Yo **no** *me* *llamo* Luis. I do not call myself Luis.
 No *hay* libros. There are no books.

Note: Nothings gets in between **the pronoun and the conjugated verb**. Place the “no” before the reflexive pronoun (me, te, se, nos, os, se).

Práctica de escritura

¡Negativo, por favor! Change the following sentences to simple negation. Follow the model:

(Affirmative) La profesora **tiene** un bolígrafo. (Negative) La profesora **no tiene** un bolígrafo.

- Juan tiene una mochila. _____
- Carlos está bien. _____
- Yo me llamo Alberto. _____
- Hay estudiantes en la universidad. _____
- Nosotros hablamos español. _____
- Tú trabajas en México. _____
- Nosotros tenemos una calculadora. _____
- Él corre en el parque. _____
- Ellos están en el gimnasio. _____
- Hay plantas en mi habitación. _____



LAS OBLIGACIONES

Expressing Obligation

To express what someone has to do, use the following formula:

[Tener] + que + infinitive verb

Conjugate the verb “tener” according to the subject of the sentence.

Example: Yo tengo que trabajar.	<i>I have to work.</i>
Tú tienes que trabajar.	<i>You have to work.</i>
Vosotras tenéis que trabajar.	<i>You all have to work.</i>
Ellos tienen que trabajar.	<i>They have to work.</i>

A. Práctica de comunicación oral

¡Tenemos que estudiar! In pairs, look at the list below and ask your classmate if he/she has to do those activities this week.

Modelo: -¿Tienes que comprar un libro?

Do you have to buy a book?

-Sí, tengo que comprar un libro.

Yes, I have to buy a book.

or **-No, no tengo que comprar un libro.**

No, I don't have to buy a book.

1. trabajar
2. aprender el vocabulario de español
3. leer un libro
4. escribir una composición
5. usar la computadora
6. completar la tarea
7. navegar por la Internet
8. hablar con tus amigos
9. comprar un diccionario
10. caminar al parque
11. estudiar para un examen
12. terminar la tarea

B. Práctica de comprensión y escritura

Complete the following sentences and translate into English in the space provided.

1. Juan _____ que usar la calculadora.
2. Nosotros _____ que estudiar esta noche.
3. Vosotros _____ que regresar mañana.
4. Ella _____ que hablar con la profesora.
5. Yo _____ que vivir en Chile.
6. Ellos _____ que correr una milla (mile).
7. Vosotros _____ que hablar español.
8. Ellas _____ que leer un libro.
9. Tú _____ que comer brócoli.
10. Ustedes _____ que hablar con Juan.

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

C. Práctica de escritura

¡Traductor(a), por favor! Translate the following sentences into Spanish.

1. I have to work. _____
2. She has to study. _____
3. You all (Spain) have to live in the dorm. _____
4. We have to buy pencils. _____
5. They have to walk. _____
6. She has to sing. _____
7. I have to answer the questions. _____

8. You have to learn the vocabulary.
9. We have to eat.
10. You all (Americas) have to write a poem.
11. You all (Spain) have to get in the taxi.
12. You (formal/singular) have to ask.
13. I have to read the book.

D. Práctica de escritura

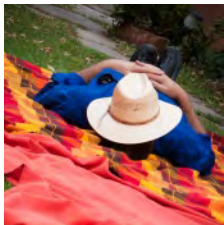
Use the agenda below to write the list of things you have to do this week. Write complete sentences in Spanish. Share your agenda with your partner.

Model: (Yo) tengo que trabajar.

lunes (Monday)	
martes (Tuesday)	
miércoles (Wednesday)	
jueves (Thursday)	
viernes (Friday)	
sábado (Saturday)	
domingo (Sunday)	

El mundo hispano

El tiempo



Spanish-speaking cultures are more relaxed and flexible about time. Being relaxed and concentrating on personal interactions, in a given moment, is more important than timelines. In addition, there is a tendency to concentrate more on the present time or need, rather than planning for the future. For many, it is the norm to be late to appointments and meetings.

No one wants to be the first one to arrive at a party. The rule of thumb is to arrive thirty minutes to an hour late.

How important is the concept of time here in the States?

Are we becoming more relaxed about being on time?



LOS DÍAS DE LA SEMANA

Days of the Week

el lunes	Monday	el sábado	Saturday
el martes	Tuesday	el domingo	Sunday
el miércoles	Wednesday		
el jueves	Thursday		
el viernes	Friday		

- The days of the week are not capitalized in Spanish.
- All the days of the week are masculine in gender:
el lunes (on Monday); **el martes** (on Tuesday); etc.
- To indicate the plural form of the day of the week, change the article "el" to "los". For example: **los lunes**, **los martes**, **los miércoles** (on Mondays; on Tuesdays; on Wednesdays), etc.
- In most Spanish-speaking countries, the week begins on Monday instead of Sunday.
- Use the verb "**ser**" when identifying the day of the week.
Example: Es lunes.

A. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following words into Spanish.

- | | |
|---------------------|---------------------|
| 1. Sunday _____ | 13. Thursday _____ |
| 2. Tuesday _____ | 14. Monday _____ |
| 3. Friday _____ | 15. Wednesday _____ |
| 4. Saturday _____ | 16. Friday _____ |
| 5. Monday _____ | 17. Tuesday _____ |
| 6. Thursday _____ | 18. Sunday _____ |
| 7. Wednesday _____ | 19. Thursday _____ |
| 8. Sunday _____ | 20. Monday _____ |
| 9. Tuesday _____ | 21. Wednesday _____ |
| 10. Friday _____ | 22. Saturday _____ |
| 11. Monday _____ | 23. Tuesday _____ |
| 12. Wednesday _____ | 24. Sunday _____ |

B. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following sentences into Spanish. Tell what people do certain days of the week. Remember to translate *on* to “el”/ “los”.

1. I read on Mondays. _____
2. Ana walks on Fridays and Saturdays. _____
3. Francisco works on Saturdays and Sundays. _____
4. They watch television on Saturday. _____
5. You all (Spain) write emails on Wednesdays. _____
6. She buys tamales on Sundays. _____
7. Pedro uses his computer on Tuesdays. _____

C. Práctica de comunicación oral

In pairs, answer the following questions in complete sentences according to the clues given. Use the day of the week in your responses.

Model: -¿Cuándo trabajas?

When do you work?

-(Yo) trabajo los lunes y jueves.

I work on Mondays and Thursdays.

1. ¿Cuándo estudias? (lunes, miércoles)
2. ¿Cuándo usas la computadora? (martes, jueves, sábados)
3. ¿Cuándo caminas? (domingos)
4. ¿Cuándo lees? (lunes, miércoles)
5. ¿Cuándo navegas por Internet? (viernes, sábados)
6. ¿Cuándo trabajas? (martes, jueves, domingos)
7. ¿Cuándo sales con tus amigos? (sábados)

D. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following phrases into Spanish.

1. on Wednesday _____
2. on Tuesday _____
3. on Friday _____
4. on Saturday _____
5. on Monday _____
6. on Thursday _____

E. Práctica de comunicación oral

In pairs, indicate what classes Carlos has this week. Take turns. Use complete sentences.

Model: **Carlos tiene arte el lunes y miércoles.**

Carlos has art on Monday and Wednesday.

lunes (Monday)	arte
martes (Tuesday)	música y psicología
miércoles (Wednesday)	arte
jueves (Thursday)	música y psicología
viernes (Friday)	historia
sábado (Saturday)	karate
domingo (Sunday)	

F. Práctica de comprensión y escritura

¿Qué opinas? Complete the following statements with the appropriate day(s). Then, share your answers with your partner. Are your opinions similar?

1. Un día bueno para estudiar es _____.
2. El mejor (best) día de la semana es _____.
3. Tengo mucho trabajo _____.
4. El peor (worst) día es _____.
5. Un día malo para exámenes es _____.
6. Mi día de la semana favorito es _____.
7. Un día bueno para limpiar (to clean) mi habitación es _____.

El mundo hispano



Happy Saint Day! Some Catholic Hispanics celebrate their Saint Day in addition to their birthday. If their parents named them after a saint on the day of their birth, then their birthday and their Saint Day are celebrated the same day. If their Saint Day and their birthday do not coincide, then they have two celebrations.

Tengo hambre.



Tengo sed.



Idiomatic Expressions with “Tener”

Sometimes the expression “to be” + **adjective** is expressed with the Spanish verb “to have” + **noun**. These idiomatic expressions must be memorized.

Conjugate the verb “tener” according to the subject. Example: (Yo) tengo sed. *I am thirsty.*

Tener calor	to be hot
Tener frío	to be cold
Tener hambre	to be hungry
Tener sed	to be thirsty
Tener sueño	to be sleepy
Tener prisa	to be in a hurry
Tener razón	to be right

Note: Many idiomatic expressions with “tener” convey physical sensations.

A. Práctica de comprensión

Indicate what expression you will use with the following situations.

Modelo: Your stomach is growling. → **Tengo hambre.**

1. It's 105 degrees.
2. It's seven o'clock and you have not eaten anything since noon.
3. You had to work from 11 p.m. to 7 a.m.
4. It's very hot and you have not drank anything for 4 hours.
5. You are running late for a job interview.
6. It's 50 degrees in this room.
7. You are very knowledgeable about computers. You made a statement to your friend about a computer problem that he may have and he told you ...
8. You slept only 4 hours.
9. Your mother is telling you something that makes sense.
10. You bought an extra-large drink.

B. Práctica de comprensión y comunicación oral

Indicate what expression (to be hungry, thirsty, cold, etc.) you will use with the following people or situations.

(1)



(2)



(3)



(4)



(5)



C. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following sentences into Spanish.

1. She is thirsty. _____
2. He is hungry. _____
3. She is right. _____
4. They are sleepy. _____
5. We are hot. _____
6. Juan is cold. _____
7. They are thirsty. _____
8. Are you hungry? _____
9. I am sleepy. _____
10. We are thirsty. _____
11. Is she sleepy? _____
12. I am in a hurry. _____
13. They are cold. _____
14. You are right. _____
15. We are in a hurry. _____

El mundo hispano



La puerta del sol

The Gate of the Sun is a megalithic solid stone arch or gateway constructed by the ancient Tiwanaku culture of Bolivia. It is located near Lake Titicaca near La Paz, Bolivia. The gate is approximately 9.8 ft tall and 13 ft wide, and is constructed from a single piece of stone. When rediscovered by European explorers in the mid-19th century, the megalith was lying horizontally and had a large crack through it. It presently stands in the location where it was found, although it is believed that this is not its original site, which remains uncertain.



LOS NÚMEROS



0	cero	11	<u>once</u>	30	treinta
1	uno	12	<u>doce</u>	31	treinta y <u>uno</u> , treinta y <u>dos</u> , ...
2	dos	13	<u>trece</u>	40	cuar <u>enta</u>
3	tres	14	cator <u>ce</u>	50	cincu <u>enta</u>
4	cuatro	15	quin <u>ce</u>	60	ses <u>enta</u>
5	cinco	16	<u>dieciséis</u>	70	set <u>enta</u>
6	seis	17	<u>diecisiete</u>	80	och <u>enta</u>
7	siete	18	<u>dieciocho</u>	90	no <u>venta</u>
8	ocho	19	<u>diecinueve</u>	100	cien
9	nueve	20	veinte		
10	diez	21	<u>veinti</u> uno, <u>veinti</u> dós,...		

-enta pattern

FACTS ABOUT NUMBERS

 The numbers from 16 to 29 are commonly written as one word. Those from 31 on are written as three words.

 Numbers that carry accent marks: dieciséis, veintidós, veintitrés y veintiséis.

Note: Pay attention to the underlined patterns of some numbers.

A. Práctica de comprensión y escritura

Write out the following numbers.

9- _____

12- _____

69- _____

18- _____

10- _____

25- _____

5- _____

91- _____

48- _____

100- _____

82- _____

36- _____

22- _____

11- _____

7- _____

14- _____

5- _____

31- _____

54- _____

0- _____

93- _____

89- _____

77- _____

61- _____

26- _____

99- _____

67- _____

59- _____

16- _____

71- _____

B. Práctica de comprensión y escritura

¿Quién es? In pairs, take turns reading telephone numbers and identifying the person whose number it is.

Nombre	Teléfono
Juan Sánchez	913-638-8507
Lourdes Forgar	785-821-7520
Miguel Rodríguez	816-863-6522
Jorge Gutierrez	913-243-1743
Sonia Cruz	816-826-2455

C. Práctica de comprensión

A total of **15** numbers will be provided by your instructor. Cross them out as you hear them.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

D. Práctica de comprensión

¿Cuánto cuesta? In pairs ask each other how much the following items cost.

Modelo: ¿Cuánto cuesta el lápiz?

El lápiz cuesta dos dólares. *The pencil cost two dollars.*

- | | |
|-------------------------------------|-----------------------------|
| 1. la mochila - \$49. | 7. dos almohadas- \$37. |
| 2. el libro de contabilidad - \$90. | 8. la alfombra- \$75. |
| 3. la lámpara - \$65. | 9. el cuaderno- \$2.69 |
| 4. la calculadora-\$90. | 10. la pizza- \$12. |
| 5. la planta- \$25. | 11. un café pequeño - \$3. |
| 6. la silla-\$99. | 12. una hamburguesa -\$2.64 |

E. Práctica de comprensión y escritura

Write out the following numbers.

- | | |
|------------|-----------|
| 32- _____ | 83- _____ |
| 14- _____ | 13- _____ |
| 69- _____ | 7- _____ |
| 48- _____ | 14- _____ |
| 19- _____ | 15- _____ |
| 38- _____ | 31- _____ |
| 54- _____ | 45- _____ |
| 91- _____ | 88- _____ |
| 48- _____ | 93- _____ |
| 100- _____ | 13- _____ |
| 14- _____ | 72- _____ |
| 91- _____ | 0- _____ |
| 46- _____ | 55- _____ |
| 0- _____ | 9- _____ |



LA EDAD



In Spanish, you will not use a form of “ser” (to be) or “estar” (to be) to say age. Instead, you use a form of the verb “**tener**” (to have) and **años** (years). For example:

¿Cuántos años **tienes**?

How old are you? (informal)

Direct translation:

¿Cuántos años **tiene** usted?

How old are you? (formal)

How many years do you have?

Example: Yo tengo diecinueve años.

I am nineteen years old.

Direct translation:

Carlos tiene cinco años.

Carlos is five years old.

Carlos has five years.

(For the conjugation of “tener” see page 110)



Drop the “o” in “veintiuno” (31, 41, 51, 61, etc.) when is followed by the word “años”.

Example: Ella tiene **veintiún** años.

A. Práctica de comunicación oral

In pairs, ask each other how old the following people are.

Model: -¿Cuántos años **tiene** Luis?

How old is Luis?

(Luis/12) -Luis **tiene** doce años.

1. Teresa/14

6. El profesor/48

11. Ellos/22

2. Juan/35

7. Don José/79

12. Francisco/**51**

3. Pedro y Paco/19

8. Lourdes/12

13. Ana/10

4. Ella/**21**

9. Tito/9

14. Javier/7

5. Ellos/42

10. Carlos/**31**

15. Alberto/36

B. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following sentences into Spanish.

1. I am twenty years old.

2. She is sixteen years old.

3. They are thirty-two years old.

4. We are twenty-four years old.
5. You all (Americas) are forty-five years old.
6. You all (Spain) are twenty-one years old.
7. You (informal) are thirty-one years old.
8. You (formal) are forty years old.
9. I am fifty-one years old.
10. They are twelve years old.

C. Práctica de comunicación y escritura

Find two classmates, introduce yourself, and ask them how old they are in Spanish. Write down their names and age in the space provided.

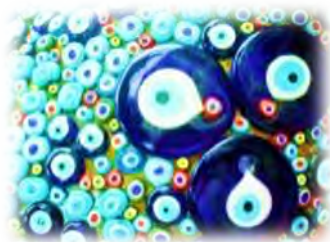
Model: -Hola. Me llamo _____. ¿Cómo te llamas? ¿Cuántos años tienes?

-Hola. Me llamo _____. Tengo _____ años.

Later, write complete sentences stating their names and ages. Share your findings with your partner.

Model: John-22 John tiene veintidós años.

El mundo hispano



El mal de ojo

“El mal de ojo”, known as the Evil Eye or Bad Eye, occurs when a person with a piercing glance stares at someone who is weak, or an infant or a child, especially if the stare is a result of jealousy or envy.

The stare is said to make the affected person's spirit sick. The symptoms include high fever, headaches, fretfulness, and in the case of children, weeping and a refusal to eat or sleep.

Do you believe in “el mal de ojo”?



EL TELÉFONO



teléfono	telephone	celular	cellphone
móvil	cellphone	teléfono de mesa	desk phone

¿Cuál es tu número de celular?

What is your cell phone number? (informal)

¿Cuál es su número de teléfono?

What is your telephone number? (formal)

Mingle with four classmates. Introduce yourself; ask them how they are doing, where they are from, etc. Also, ask them for their cell phone number. Write their name and phone number down in the space provided.

A. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following sentences into Spanish. Practice your possessive adjectives.

1. **My** cell number is 913-234-0101.
2. **His** cell number is 816-567-5643.
3. **Her** cell number is 785-121-7869.
4. **Our** cell number is 913-670-0034.
5. **Their** cell number is 913-634-4638.

B. Práctica de comunicación oral

In pairs, ask each other for the phone number of the following places in Spanish.

Model: -¿Cuál es el número de teléfono de Walmart?

-El número de teléfono de Walmart es (913) 788-3331.

1. Walmart- (913) 788-3331
2. La Casa Blanca- (202) 456-1111
3. Capitolio del Estado de Missouri- (573) 751-2514

4. Capitolio del Estado de Kansas- (785) 272-8681
5. Papa John's- (913) 299-1000
6. Kansas City Kansas Community College- (913) 334-0285
7. Universidad de Kansas- (785) 864-2700
8. Naciones Unidas- (212) 963-4475
9. Centro Médico Providence- (913) 596-4000
10. biblioteca pública de Wyandotte- (913) 589-5800



LA HORA Y LOS MINUTOS

¿Qué hora es?

What time is it?

The exact hour:

Es la una.

It's one o'clock.

Son las dos.

It's two o'clock.

Son las tres.

It's three o'clock.



Note: The concept of time in Spanish is feminine in gender. That is why “**uno**” becomes “**una**”. The article “**la**” and “**las**” are also feminine in gender. Use “**la**” with “**una**”, and “**las**” with any plural number (2, 3, 4...). Use the verb “**es**” with only one o'clock (singular number) and “**son**” with any plural number.

Fifteen minutes after the hour:

Es la una y cuarto.

It's a quarter after one o'clock.

Son las dos y cuarto.

It's a quarter after two o'clock.

Son las tres y cuarto.

It's a quarter after three o'clock.

Half an hour after the hour:

Es la una y media.

It's half an hour after one o'clock.

Son las dos y media.

It's half an hour after two o'clock.

Son las tres y media.

It's half an hour after three o'clock.

Fifteen minutes before the hour:

Es la una menos cuarto.

It's a quarter till one o'clock.

Son las dos menos cuarto.

It's a quarter till two o'clock.

Son las tres menos cuarto.

It's a quarter till three o'clock.

Note:

When it is thirty-one minutes or more, use “**menos**”. Subtract the minutes from the hour. Example: 3:35- It is twenty-five minutes till four. Son las cuatro menos veinticinco.

A. Práctica de escritura

¿Qué hora es? Write out the following times in complete sentences.

Model: 5:00 **Son las cinco.**

8:00	_____
5:05	_____
10:15	_____
3:10	_____
9:30	_____
2:25	_____
7:45	_____
1:45	_____
11:50	_____
4:55	_____
1:05	_____
8:12	_____
9:55	_____
6:10	_____
3:45	_____

B. Práctica de comprensión y escritura

¿Qué hora es? Your instructor will provide you with a list of times. Write the time as you hear it. Don't use complete sentences. Follow the model:

-“Son las tres y cinco”. You write: **3:05** (Use numbers instead of words.)

1. <u>3:05</u>	4. _____	7. _____	10. _____
2. _____	5. _____	8. _____	11. _____
3. _____	6. _____	9. _____	12. _____

C. Práctica de comprensión y escritura

¿Qué hora es? Write out the following times in complete sentences.

6:35 _____

1:05 _____

10:30 _____

12:45 _____

7:10 _____

9:15 _____

2:15 _____

9:57 _____

1:20 _____

8:45 _____

3:45 _____

1:12 _____

8:10 _____

5:40 _____

1:55 _____

Expressions Related to Clock Time

de la mañana in the morning

de la tarde in the afternoon

de la noche in the evening

en punto exactly (that specific hour)

Es el mediodía. It's noon.

Es la medianoche. It's midnight.

Example: Son las dos en punto. It's exactly two o'clock.

D. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following sentences into Spanish.

1. It's two o'clock in the morning. _____
2. It's seven o'clock in the evening. _____
3. It's eleven o'clock in the evening. _____
4. It is exactly one o'clock in the afternoon. _____
5. It is six o'clock in the morning. _____
6. It is three o'clock in the afternoon. _____
7. It is one o'clock in the morning. _____

E. Práctica de comprensión y escritura

¡Tengo que trabajar a las 6 de la tarde! Tell what the following people have to do using the clues given.

Model: Juan/estudiar / lunes/7 p.m. Juan tiene que estudiar el lunes a las siete de la noche.

Juan has to study on Monday at seven in the evening.

1. Teresa / comer en el restaurante / sábado / 7:30 p.m.

2. Yo / estudiar / la biblioteca / lunes / 8 p.m.

3. Nosotros / trabajar / sábado y domingo / 3 p.m.

4. Juan y Alberto / correr / lunes y miércoles / 6 a.m.

5. El profesor / escribir / examen / jueves / 10 a.m.

F. Práctica de comprensión y escritura

Mañana. List three things you have to do tomorrow. Include the time. Use your imagination if you have not planned anything.

1. _____
2. _____
3. _____

List three things your partner has to do tomorrow. Include the time.

1. _____
2. _____
3. _____

G. Práctica de escritura

Use the agenda below to write **a list of five things you have to do this week**. Write complete sentences, including the time. Share your agenda with your partner.

Model: (Yo) tengo que estudiar a las seis de la tarde.

lunes (Monday)	
martes (Tuesday)	
miércoles (Wednesday)	
jueves (Thursday)	
viernes (Friday)	
sábado (Saturday)	
domingo (Sunday)	

El mundo hispano



The Intihuatana was the solar clock of the Incas. The legend states that the Incas created it to determine the time to celebrate the winter solstice, called by the Incas INTI Raymi, one of the most important celebrations and rituals of the entire Empire. The Intihuatana is located in one of the extenders of the Temple of the Three Windows in Machu Picchu.

El mundo hispano

El día de los muertos



“Día de los muertos” (The Day of the Dead) is a two-day holiday which originated in Mexico to remember deceased loved ones. This celebration coincides with the Catholic All Saints’ Day and All Souls’ Day, a two-day celebration to honor deceased youth, “Día de los inocentes” (Day of the Innocents) or “Día de los angelitos” (Day of the Little Angels) on November 1st, and adults, Día de los muertos, on November 2nd. On this day, families gather to clean and prepare altars in the cemetery and/or at home, and sometimes public places to pay homage to the deceased. Many honor the dead with food and things they liked when they were alive. Family members and friends also decorate the altar with sugar skulls, marigolds (the Mexican flower of the dead) and other offerings. They also hold vigils with candles and photos.



Scholars have noted that the indigenous cultures of Mexico honor the Lady of the Dead, the modern *La Catrina*, which many recognize today as the skeleton woman wearing a fancy dress and a hat. According to the legend, La Catrina was a selfish, greedy rich woman who did nothing to help the poor.

How do people in the U.S. honor and/or remember deceased love ones?

El arte del mundo hispano



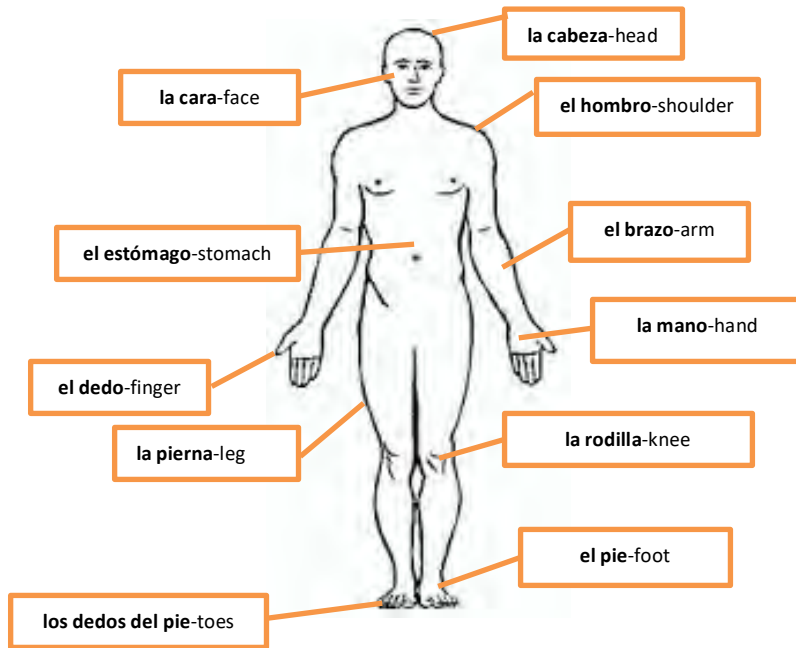
Fernando Botero is one of the most recognized living artists from Latin America. Born in 1932 in Medellin, Colombia, Botero became interested in painting at an early age. Influenced by Picasso and Juan Gris later on in his adult life, Botero began experimenting with form and shape. Against many critics assessment of his work, Botero says his work is about “sensuality of form”. After reaching international fame



with his paintings, Botero moved to Paris, where he began creating sculptures, an extension of his distinctive style seeing in his paintings.



EL CUERPO HUMANO



Otras palabras relacionadas

el bigote -moustache

la lengua-tongue

la barba-beard

el ojo-eye

los dientes-teeth

el pecho-chest

la espalda-back

el pelo-hair

A. Práctica de comprensión

¡Traductor(a), por favor! Translate the following words into English.

- | | |
|-------------|-------------------|
| 1. cuello | 13. dientes |
| 2. labios | 14. rodilla |
| 3. boca | 15. pierna |
| 4. oído | 16. estómago |
| 5. oreja | 17. cabeza |
| 6. lengua | 18. cara |
| 7. pelo | 19. brazo |
| 8. nariz | 20. hombro |
| 9. frente | 21. dedos del pie |
| 10. pecho | 22. pie |
| 11. espalda | 23. mano |
| 12. ojo | 24. bigote |

B. Práctica de comprensión y escritura

Look at the following photo and label the parts of the body. Be sure to include the definite article: el/la.



Remember to visit **Quizlet**

GROUP: KCKCCSPANISH

C. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following words into Spanish.

- | | |
|--------------------|---------------------|
| 1. hair-_____ | 13. shoulder-_____ |
| 2. forehead-_____ | 14. arm-_____ |
| 3. eye-_____ | 15. head-_____ |
| 4. ear-_____ | 16. moustache-_____ |
| 5. inner ear-_____ | 17. beard-_____ |
| 6. neck-_____ | 18. finger-_____ |
| 7. nose-_____ | 19. stomach-_____ |
| 8. lips-_____ | 20. toes-_____ |
| 9. foot-_____ | 21. face-_____ |
| 10. leg-_____ | 22. eye-_____ |
| 11. knee-_____ | 23. mouth-_____ |
| 12. hand-_____ | |

D. Práctica de comprensión y escritura

Look at the following photo and label the parts of the body. Be sure to include the definite article: el/la.



EL CUERPO HUMANO: Word Search

B S R N O L A B P O L H Y E A
 L O X O A B I X I L B T L R B
 W I B F D R Q X E B R A Z O Z
 Y B K E E I I W R P I E I E A
 B A L W X T L Z N B E T C C H
 A L H W B T N L A A W A O K Z
 H W K E F X F E A O R B M O H
 E S T Ó M A G O R A D H C B A
 O D E D K Q L M K F G A M D C
 N Y E U D L B C J Q B B X E B
 T M S U E M O K P E H B O Y O
 F A O U Z Y D Q Z C V J R X D
 Q M C N Z W Í A P F D M E X F
 Q V K H A Z O L E N Z J J M H
 S P D Q X M K T A K G N A C G

BOCA
 CARA
 ESTÓMAGO
 LABIOS
 OREJA
 PIERNA

BRAZO
 CUELLO
 FRENTE
 MANO
 OÍDO
 RODILLA

CABEZA
 DEDO
 HOMBRO
 NARIZ
 PIE

REFLEXIVE ACTIONS



NON-REFLEXIVE ACTION



REFLEXIVE VERBS

A reflexive verb is used when the subject of the action does the action to him/herself. Different from regular verbs, reflexive verbs in the infinitive form end in **-rse**. The verb “**cepillarse**” is a reflexive verb.

Example: a) Ana brushes her own hair. Ana **se cepilla** el pelo.

versus b) Ana brushes her daughter's hair. Ana **cepilla** el pelo de su hija.

In sentence A, Ana performs the action of brushing and also receives the action. In a situation like this, one has to use a reflexive verb. In this case, “**cepillarse**” (to brush **oneself**) is needed.

In sentence B, Ana performs the action of brushing but her daughter is the one receiving the action. In this case a regular verb is used. In this case, “**cepillar**” (to brush) is needed.

The reflexive verb “**cepillarse**” (to brush oneself)

Yo me cepillo (I brush myself)	nosotros(as) nos cepillamos (we brush ourselves)
Tú te cepillas (you brush yourself)	vosotros(as) os cepilláis (you all brush yourselves)
Él se cepilla (he brushes himself)	ustedes se cepillan (you all brush yourselves)
Ella se cepilla (she brushes herself)	ellos(as) se cepillan (they brush themselves)
Usted se cepilla (you brush yourself)	

Note: The verb “**cepillar**” (to brush) is conjugated like any other regular **-ar** verb. The subjects “él”, “ella”, “usted”, “ustedes”, and **ellos(as)** use the same reflexive pronoun (**se**).

Placement rules:

 Place the pronoun before the conjugated verb.

Yo **me lavo**. I **wash myself**.

 Attach the pronoun to the infinitive verb when expressing obligation.

Yo tengo que lava**rme**. or I have to **wash myself**. (obligation)

Yo **me** tengo que lavar.



When stating simple negation, write the word “no” before the reflexive pronoun.

Yo **no** me cepillo los dientes.

I don't brush my teeth.

Juan **no** se cepilla los dientes.

Juan doesn't brush his teeth.

Some Reflexive Verbs

afeitarse-to shave (oneself)

levantarse-to get up (oneself)

bañarse-to bathe (oneself)

maquillarse-to put on makeup (oneself)

cepillarse-to brush (oneself)

***ponerse**-to put on (oneself)

ducharse-to shower (oneself)

peinarse-to comb (oneself)

lavarse-to wash (oneself)

quitarse-to take off (oneself)

Note: The verb “ponerse” has an irregular “YO” conjugation: **yo me pongo**.

A. Práctica de comprensión y escritura

¡Conjugador, por favor! Conjugate the following verbs according to the subject provided.

Model: ella/maquillarse- se maquilla

- | | | |
|---------------------------|-------|-------|
| 1. nosotros/ quitarse- | _____ | _____ |
| 2. ellos/ bañarse- | _____ | _____ |
| 3. tú/ lavarse- | _____ | _____ |
| 4. Juan/ afeitarse- | _____ | _____ |
| 5. yo/ ponerse- | _____ | _____ |
| 6. vosotros/ ducharse- | _____ | _____ |
| 7. ustedes/ peinarse- | _____ | _____ |
| 8. tú/ peinarse- | _____ | _____ |
| 9. usted/ levantarse- | _____ | _____ |
| 10. yo/ afeitarse- | _____ | _____ |
| 11. vosotros/ ducharse- | _____ | _____ |
| 12. ellos/ cepillarse- | _____ | _____ |
| 13. ella/ lavarse- | _____ | _____ |
| 14. usted/ cepillarse- | _____ | _____ |
| 15. nosotros/ levantarse- | _____ | _____ |

- | | | |
|-----------------------|-------|-------|
| 16. yo/ maquillarse | _____ | _____ |
| 17. vosotros/ ponerse | _____ | _____ |
| 18. ellos/ lavarse | _____ | _____ |
| 19. tú/ bañarse | _____ | _____ |
| 20. usted/peinarse | _____ | _____ |

B. Práctica de comprensión y escritura

¡Traductor, por favor! Translate the following sentences into Spanish.

Note: Use definite articles (*el, la, los, las*) with parts of the body instead of possessive adjectives (*mi(s), tu(s), su(s), nuestro(a)(s), vuestro(a)(s)*).

Model: She brushes her hair. Ella se cepilla el pelo.

- | | |
|-----------------------------------|-------|
| 1. He shaves his face.- | _____ |
| 2. We brush our hair.- | _____ |
| 3. They get up at 5 a.m.- | _____ |
| 4. You (formal) comb your hair.- | _____ |
| 5. You all (Americas) bathe.- | _____ |
| 6. You all (Spain) shower.- | _____ |
| 7. I take off my clothes (ropa).- | _____ |
| 8. We brush our teeth.- | _____ |
| 9. You (informal) bathe.- | _____ |
| 10. Ana puts on makeup.- | _____ |

C. Práctica de comunicación oral y escritura

In pairs, associate the following nouns with a reflexive verb(s). Take turns. Later, write the verbs down.

- | | |
|-----------------|---|
| 1. el pelo- | Por ejemplo: <u>lavarse; peinarse; cepillarse</u> |
| 2. las manos- | _____ |
| 3. los labios- | _____ |
| 4. los bigotes- | _____ |
| 5. la cara- | _____ |
| 6. los ojos- | _____ |
| 7. el cuerpo- | _____ |
| 8. las piernas- | _____ |

D. Práctica de comprensión y escritura

La rutina diaria. Complete the following sentences with the conjugation of the reflexive verb in parenthesis. Remember: the reflexive pronoun goes before the conjugated verb.

1. Yo _____ la ropa (clothes). (ponerse)
2. Ana _____ la cara. (maquillarse)
3. Nosotros _____. (afeitarse)
4. Javier _____. (ducharse)
5. Ellos _____. (peinarse)

Artículos personales

el agua de colonia-cologne	la máquina de afeitar-electric razor
el cepillo de dientes-toothbrush	el papel sanitario-toilet paper
el cepillo de pelo-hair brush	la pasta de dientes-toothpaste
el champú-shampoo	el peine-comb
la crema de afeitar-shaving cream	el perfume-perfume
el jabón-soap	la rasuradora-razor
el klennex-tissue	la toalla-towel
el maquillaje-make-up	la toalla femenina-pad

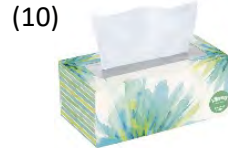
E. Práctica de comprensión y escritura

¡Traductor(a), por favor! Translate the following words into Spanish.

- | | |
|---------------------|-------------------------|
| 1. comb-_____ | 8. toothbrush-_____ |
| 2. shampoo-_____ | 9. electric razor-_____ |
| 3. towel-_____ | 10. razor-_____ |
| 4. perfume-_____ | 11. toothpaste-_____ |
| 5. soap-_____ | 12. paper toilet-_____ |
| 6. cologne-_____ | 13. tissue-_____ |
| 7. hair brush-_____ | 14. shaving cream-_____ |

F. Práctica de comprensión y comunicación

Identify the following personal items.



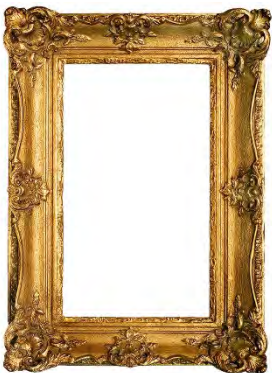
G. Práctica de escritura

Write a short paragraph saying all you can about the woman in the picture. Use your imagination and the items you have studied so far (name, origin, nationality, physical description, daily routine, etc.).



H. Práctica de escritura

Write a short paragraph saying all you can about YOU. Use your imagination, the vocabulary, and the grammatical items you have studied so far (your name, daily routine, personal hygiene items you have, etc.). Draw a picture of yourself.



I. Práctica de comunicación oral

In pairs, interview each other in Spanish about your daily life. Below are some questions to guide you.

1. ¿A qué hora te levantas usualmente?
2. ¿Te duchas o te bañas?
3. ¿Te cepillas los dientes con *Crest* o *Colgate*?
4. ¿Vives en la universidad, una casa o un apartamento?
5. ¿A qué hora llegas a la universidad?
6. ¿Cuántas horas estudias?
7. ¿Dónde estudias?
8. ¿Cuál es tu día favorito de la semana?
9. ¿Estudias los sábados y domingos?

J. Práctica de comunicación oral

Mingle with your classmates and find one student that shares three of the same answers.

His/her name: _____

Three things that both share:

1. _____
2. _____
3. _____

Example: Estudiamos en la Universidad, comemos en nuestro apartamento y nos cepillamos con Colgate.
We study at the university, eat in our apartment and brush our teeth with Colgate.

"Knowledge of languages is the doorway to wisdom."—Roger Bacon



Países de habla hispana y sus capitales: Suramérica/Sudamérica

Argentina-Buenos Aires

Paraguay-Asunción

Bolivia-La Paz

Perú-Lima

Chile-Santiago

Uruguay-Montevideo

Colombia-Bogotá

Venezuela-Caracas

Ecuador-Quito



A. Práctica

¿Cuál es la capital de _____? In pairs, ask your partner to name the capital of the following countries. Take turns. Modelo: ¿Cuál es la capital de Venezuela? Write the capital on the line provided.

Argentina- _____

Paraguay- _____

Bolivia- _____

Perú- _____

Chile- _____

Uruguay- _____

Colombia- _____

Venezuela- _____

Ecuador- _____

B. Práctica

¿Cuál es la capital de _____? Write the capitals of the following countries. Attention: Pay close attention to their spelling.

Argentina- _____

Paraguay- _____

Bolivia- _____

Perú- _____

Chile- _____

Uruguay- _____

Colombia- _____

Venezuela- _____

Ecuador- _____

C. Práctica

¿Cuál es la capital de _____? Match the following countries with their capitals.

1. _____ Argentina
2. _____ Bolivia
3. _____ Chile
4. _____ Colombia
5. _____ Ecuador
6. _____ Paraguay
7. _____ Perú
8. _____ Uruguay
9. _____ Venezuela

- a. Lima
- b. Asunción
- c. Caracas
- d. Sucre
- e. Bogotá
- f. Montevideo
- g. Quito
- h. Santiago
- i. Buenos Aires

D. Práctica

¿Dónde están? Label Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Perú, Uruguay, and Venezuela, and their capitals.



Lectura

KANSAS CITY KANSAS COMMUNITY COLLEGE



La universidad de KCKCC está en la ciudad de Kansas City. Es una universidad pequeña, pero tiene muchas de las instalaciones (facilities) necesarias. Pablo Ortiz es un estudiante de primer año. Él es de Venezuela y es deportista. Su deporte favorito es el béisbol. Él vive en la residencia estudiantil y tiene un compañero de habitación de Nebraska. Su compañero se llama Brent Copeland. Ellos hablan mucho en español porque Brent estudia español. Hablan de deportes, comida y chicas. Brent habla español muy bien.

Preguntas:

1. ¿Dónde está KCKCC?
2. ¿De dónde son Pablo Ortiz y Brent Copeland?
3. ¿Dónde viven ellos?
4. ¿Con quién Brent practica español?
5. ¿De qué temas hablan Pablo y Brent?

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

El mundo hispano



Ecuador está entre Colombia (al norte) y Perú (al sur). Ecuador tiene una variación en clima que varía de acuerdo a la altura del lugar. Este país era parte del imperio incaico. En Ecuador además de español, algunas personas hablan quechua, la lengua de los incas, y otras lenguas indígenas. Su capital Quito está rodeada de montañas. A 600 millas de la costa oeste están las Islas Galápagos. La moneda (currency) oficial es el dólar estadounidense. Ecuador es uno de los países más variados de América. Tiene bosques (forests), montañas (mountains), volcanes, selvas (jungles), puertos (ports), entre otros. La riqueza de sus antepasados indígenas todavía se conserva en sus tradiciones.



El mundo de habla hispana



¡Vamos a cantar!



"El Manisero" is based on a street seller's cry (a pregón) and was written by the Cuban Moises Simons (1889–1945). It sold over a million copies of sheet music for E.B. Marks Inc., creating a net profit of \$100,000 in royalties for Simons by 1943.

El manisero

Maní...

Maní...

Si te quieres por el pico divertir
Cómete un cucuruchito de maní

Qué calentito y rico está
Ya no se puede pedir más...
Ay caserita, no me dejes ir
Porque después te vas a arrepentir
Y va a ser muy tarde ya...

Manisero se va...
Manisero se va...
Caserita no te acuestes a dormir
Sin comerte un cucurucho de maní

Cuando la calle sola está
Casera de mi corazón...
El manisero entona su pregón
Y si la niña escucha su cantar
Llama desde su balcón:

Dame de tu maní...
Dame de tu maní...
Que esta noche no voy a poder dormir
Sin comerme un cucurucho de maní

Me voy...
Me voy...

The Peanut Vendor

Peanuts!

Peanuts!

If you want to have fun eating
Eat a cornet of peanuts

How hot and good it is
One cannot ask for anything more
Hey housewife, don't let me go
Because you will regret later
And it will be too late

The peanut vendor is leaving...
The peanut vendor is leaving...
Housewife don't go to sleep
Without eating a cornet of peanuts

When the street is desolate
Housewife of my heart
The peanut vendor tone up his cry song
If the girl hears his song
She calls from her balcony

Give me some of your peanuts
Give me some of your peanuts
Because tonight I will not be able to sleep
Without eating a cornet of peanuts

I am leaving...
I am leaving...

Conjugation of Verbs Boxes

Subject Pronoun			
Yo			
Tú			
Ella, él Usted			
Nosotros			
Vosotros			
Ellos, ustedes			

Subject Pronoun			
Yo			
Tú			
Ella, él Usted			
Nosotros			
Vosotros			
Ellos, ustedes			

Subject Pronoun			
Yo			
Tú			
Ella, él Usted			
Nosotros			
Vosotros			
Ellos, ustedes			

Subject Pronoun			
Yo			
Tú			
Ella, él Usted			
Nosotros			
Vosotros			
Ellos, ustedes			

Subject Pronoun			
Yo			
Tú			
Ella, él Usted			
Nosotros			
Vosotros			
Ellos, ustedes			

Subject Pronoun			
Yo			
Tú			
Ella, él Usted			
Nosotros			
Vosotros			
Ellos, ustedes			