



Comunidades

Comunidades

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Publisher's Note

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Instructor Guide

Comunidades is an open-access curriculum for first-semester Spanish students focused on teaching novice-level students about and through the Spanish speakers who live, work, and thrive in their communities.

The Comunidades philosophy

The organization of this text may seem strange to those instructors who are accustomed to more traditional textbooks that focus on structures in isolation first and then conclude with more integrated and culturally focused activities. Since the impetus to write this book has come from our desire to teach the Spanish language *through* exposure to the richness and vitality of Spanish-speaking cultures and the Spanish speakers who form part of our university communities, we have placed emphasis on exposing students to:

1. **Native speakers and native language usage.** Rather than tailoring the content to privilege the vocabulary and structures we think are important, we have instead oriented the text toward providing the scaffolding students need to access, interpret, and interchange with native speakers and authentic texts.

2. **A rich variety of input.** We know that students will acquire Spanish as a new language through their meaningful interaction with input in that target language. To that end, each chapter has multiple interpretive activities that are sequenced to show students how language and structures are used and allow them to engage with those structures in context.

3. **Communicative activities.** In every chapter, we provide multiple opportunities for students to engage in interpretive, interpersonal, and presentational communication. Since these are the most important activities to foment acquisition, instead of separating them into their own section at the end of each chapter, they are interspersed throughout the book. Interpretive activities, interpersonal activities, presentational activities, cultural reflection activities, and cultural research activities are all identified by a callout in the margin. We suggest you dedicate class time to exploring and carrying out these activities, since they will be what promotes proficiency in Spanish for your students.

4. **Cultural products and practices to work toward an understanding of cultural perspectives.** Especially in the variety of interpretive activities, but also through the “Tira cómica,” “¿Te fijaste que...?,” and “Ampliación,” we seek to expose students to the diversity of cultural products and practices that enrich our world.

How to assess student progress using *Comunidades*

Each chapter ends with at least one complete Integrated Performance Assessment (IPA), which is a three-part assessment that provides students an opportunity to both demonstrate what they know *and* continue to learn throughout the assessment process. The first part, the **interpretive task**, asks students to use a variety of strategies and demonstrate skills to interpret a text, including guessing meaning from context, identifying key words, identifying supporting details, identifying the main idea, describing the author’s perspective, and making a personal connection with the text. Next, students complete an **interpersonal task** in which they are given a conversational topic and a task to complete within the conversation. Finally, with the knowledge gained from the interpretive and interpersonal tasks, they complete a **presentational task** either orally or in writing in which they present specific personal content to the class. Chapters 1 and 2 ease students into the process by providing contrived texts at their level for the IPA. Chapter 3

helps bridge the gap using an authentic infographic as the main text. Chapters 4 and 5 present two options for the IPA, one with a contrived text and one using an authentic text. Instructors should feel empowered to use parts of the IPAs as practice, interspersing them into class as content for daily lessons and as formative and/or summative assessments.

Chapter structure

Each chapter follows the same structure.

1. **Tira cómica**—Brings vocabulary and structures to life by presenting them in the context of the Midwest college student experience.
2. **¿Te fijaste que...?**—Allows students to explore their prior knowledge, confront stereotypes, and make connections by asking them to explore cultural practices and perspectives in the Spanish-speaking world and reflect on similarities and differences across cultures.
3. **Ampliación**—Provides contemporary examples of the modern cultural products and practices in the Spanish-speaking world, extending “traditional” cultural content and exposing students to the modernity of the Hispanic world.
4. **Vocabulario**—Exposes students to key lesson vocabulary and provides structured practice, moving from self-corrected homework activities to tasks that ask students to use the vocabulary to communicate personal meaning.
5. **Video entrevistas**—Puts vocabulary and structures in context and requires students to interpret real individuals’ sharing of personal information related to lesson topics.
6. **Gramática**—Explains target structures, provides examples, and guides students through application from structured responses and other self-corrected activities for out-of-class practice to open-ended, communicative tasks to use in class.
7. **Evaluación**—Presents an IPA created from a modified or authentic text. IPAs are three-part assessments that evaluate students’ performance and proficiency in the three modes of communication related to the chapter topic. IPAs require students to interpret a text, engage in a meaningful conversation connected to the text for a specific purpose, and complete a presentational writing or speaking task to demonstrate their knowledge and proficiency.

	Capítulo 1—¡Soy yo!	Capítulo 2—Mis amistades	Capítulo 3—Mi familia	Capítulo 4—Mi comunidad	Capítulo 5—Mi universidad
Communicative goals	1. Greet, meet, and introduce individuals and say good-bye. 2. Exchange basic personal information.	1. Describe daily activities. 2. Make plans with friends. 3. Express likes and dislikes.	1. Describe families. 2. Share feelings. 3. Elaborate and clarify information by asking follow-up questions.	1. Identify and describe places in the community. 2. Ask for and give directions. 3. Make purchases. 4. Express agreement and disagreement. 5. Offer recommendations and opinions.	1. Ask and answer questions about your field of study and courses. 2. Express opinions about classes. 3. Give advice to fellow students.
Cultural goals	1. Learn appropriate behavior when meeting someone from a different culture. 2. Understand how people from different Hispanic cultures greet one another and the courtesy expressions expected on a day-to-day basis. 3. Begin to form cultural sensitivity that will transform into cultural competence.	1. Compare and contrast activities that young people in different parts of the Hispanic world enjoy and consider entertainment. 2. Compare and contrast climates and the months in which different regions of the world experience their seasons.	1. Compare and contrast the makeup of families. 2. Review what families do when they spend time together. 3. Explore the relative importance of families in different cultures.	1. Research and present on notable places in the Spanish-speaking world. 2. Become familiar with and compare different currencies in the Spanish-speaking world. 3. Compare and contrast aspects of Spanish-speaking communities and students' home communities.	1. Compare and contrast different educational systems and practices. 2. Explore educational offerings in other countries.
Tira cómica	Meet Ana and follow her as she greets and meets friends and acquaintances at home and on her university campus.	Ana and Carlos spend the afternoon together and discuss their hobbies and favorite activities.	Ana invites Carlos to spend Sunday at her house with her family.	Ana goes to the farmers' market and shares a coffee with her neighbor, Señora Martínez.	Ana and her friend Pablo discuss their math class. Ana offers Pablo some advice.
¿Te fijaste que...?	La cortestía en el mundo hispano • Greetings and good-byes • Tú and usted • Los besos	Los pasatiempos en el mundo hispano • Las actividades de los jóvenes • El fútbol • The metric system • El paseo • Public transportation and urbanization • Climate	Las familias en el mundo hispano • La composición familiar • Uso de tú y usted entre familia • Los padrinos • La unidad familiar • Linguistic comparisons of relational categories	Las comunidades en el mundo hispano • Las tiendas y la práctica de comprar • La cortesía en las tiendas • Las plazas y su calendario cultural • La identidad colectiva	La educación en el mundo hispano • El sistema escolar • Sistemas de evaluación • Grade inflation and el examen de admisión
Ampliación	La diversidad hispana • Preconceived notions about Spanish speakers and the Hispanic world • Diversity in the Spanish-speaking world	La comunicación virtual • “Traditional” hobbies versus high-tech hobbies • WhatsApp, social media, and streaming	El tamaño de la familia • Housing in urban and rural environments • Modern cities and public transport	Las entregas al domicilio • Traditional markets versus modern shopping • Online shopping and las entregas al domicilio	El papel de la universidad • Differences in university life and perspectives on the value of a university

Vocabulario	<ul style="list-style-type: none"> • Greetings and good-byes • Courtesy expressions <ul style="list-style-type: none"> • Introducing oneself and others • High-frequency words and phrases 	<ul style="list-style-type: none"> • Days, months, and seasons • Expressions to make plans <ul style="list-style-type: none"> • Regular verbs • Key nouns • Weather and time expressions • Question words • Irregular verbs 	<ul style="list-style-type: none"> • The family • Descriptive adjectives for physical characteristics <ul style="list-style-type: none"> • Descriptive adjectives for personality • Possessive adjectives • Question words • Stem-changing verbs • Emotions and feelings 	<ul style="list-style-type: none"> • Places • Additional vocabulary related to the community <ul style="list-style-type: none"> • Prepositions • Making recommendations • Phrases that indicate agreement or disagreement • Direct object pronouns 	<ul style="list-style-type: none"> • Places on campus • Areas of study <ul style="list-style-type: none"> • People on campus • Additional vocabulary related to the college experience
	<p>Video entrevistas</p> <ul style="list-style-type: none"> • ¿Cómo te llamas? • ¿De dónde eres? 	<ul style="list-style-type: none"> • ¿Cuál es tu estación del año favorita? • ¿Cómo es el clima en tu país? 	<ul style="list-style-type: none"> • ¿Cómo es tu familia? • Diferencias familiares 	<ul style="list-style-type: none"> • ¿Cómo es tu comunidad? • El Día del Amor y la Amistad <ul style="list-style-type: none"> • La Navidad en México y Argentina 	<ul style="list-style-type: none"> • ¿Qué estudias? • ¿Cómo son tus clases? <ul style="list-style-type: none"> • ¿Qué le recomiendas a otro estudiante?
Gramática	<ul style="list-style-type: none"> 1-A. The verb form <i>hay</i> 1-B. Cardinal numbers 1-C. Gender and number of nouns 1-D. Definite and indefinite articles 1-E. Indefinite articles 1-F. El verbo <i>ser</i> 	<ul style="list-style-type: none"> 2-A. Regular verbs 2-B. ¿Qué hora es? Telling time 2-C. El verbo <i>ir</i> 2-D. El futuro inmediato: <i>Ir + a + infinitive</i> 2-E. Expressing likes and dislikes: The verb <i>gustar</i> 2-F. Making plans: Accepting and declining invitations 	<ul style="list-style-type: none"> 3-A. Los adjetivos descriptivos 3-B. Los adjetivos posesivos 3-C. Communicative strategy: Forming questions in Spanish 3-D. The verb <i>estar</i> 3-E. Stem-changing verbs 	<ul style="list-style-type: none"> 4-A. The verb <i>estar</i> to express location 4-B. <i>Estar</i> para condiciones 4-C. Los mandatos 4-D. <i>Vosotros</i> commands 4-E. Object pronouns: Avoiding repetition 4-F. Estrategias de comunicación: Expressing agreement and disagreement 4-G. Asking for and expressing opinions and recommendations: ¿Qué piensas? 	<ul style="list-style-type: none"> 5-A. El presente progresivo 5-B. <i>Ser</i> versus <i>estar</i> resumen 5-C. Pronombres de complemento indirecto 5-D. Verbos como <i>gustar</i>

				CONTRIVED TEXT
Evaluación	Interpretive task Comprehend an introduction statement.	Interpretive task Interpret a description of a typical week in Buenos Aires with Carlos.	Interpretive task Interpret an infographic about the values of Mexican families.	CONTRIVED TEXT
	Interpersonal task Learn basic information about a peer.	Interpersonal task Share hobbies and make plans.	Interpersonal task Discuss roles and responsibilities of different family members.	Interpretive task Interpret a letter from Ana's neighbor Señora Martínez about Mercado el Carmen.
	Presentation task Present yourself to the class.	Presentation task Explain how you spend your time.	Presentation task Present the unique attributes of your family.	Interpersonal task Discuss and make decisions about where you will go clothes shopping.
			Presentation task Write a postcard to a friend about your visit to Coyoacán.	Presentation task Email a prospective student who is interested in your field of study.
				AUTHENTIC TEXT
				Interpretive task Interpret an article about the neighborhood Coyoacán.
				Interpersonal task Plan a visit to Coyoacán with a friend.
				Presentation task Write a letter of application to be an RA.

How to use this book

We suggest assigning readings in English, including cultural readings and grammar and vocabulary explanations, along with the auto-graded and controlled practice activities as homework and using class time for the called-out interpretive, interpersonal, and presentational activities. Activities are numbered by chapter and individual activity (e.g., 1.19 for chapter 1, activity number 19), and grammar (and sometimes vocabulary) points are labeled by chapter and letter (e.g., 1-A for chapter 1, point A).

Retain, reuse, revise, remix, redistribute

Remember that this is an open educational resource that you may revise, remix, and redistribute as fits your needs. As the *Comunidades* community grows, we hope to publish additional resources, supplementary materials, and edits. We welcome any and all questions, comments, additions, and corrections.

Yuriko Ikeda and Julia Baumgardt

Student Guide

¡Bienvenidas, bienvenidos, bienvenides a su clase de español!

Welcome to your Spanish class! (Wondering why there are multiple versions of the word for *welcome*? Skip ahead to chapter 2 to find out.)

Congratulations on choosing to embark on the journey to learn Spanish and become more competent interacting within Hispanic cultures. We have created this book and companion materials to help guide you through your first courses in Spanish, but rest assured, this book is not just a compilation of grammatical exercises. It is called *Comunidades* because we want this book to be an opportunity to introduce you to the vibrant richness of the multiplicity of cultures in the Spanish-speaking world. We also want to remind you that as a student in the United States, that “world” includes your country and intersects with your community. You may already have some experience navigating in Spanish and among the Spanish-speaking world or you may be brand new to the language and its cultures. Whatever your previous experience, we hope that this textbook will expose you to the key cultural topics and linguistic structures to be able to interpret, interact with, and communicate about everyday topics. We also expect that by the end of this course, you will be able to interact appropriately and sensitively within a variety of Hispanic cultures and use that cultural understanding to reflect critically on and gain insights into your own cultural products, practices, and perspectives.

What to expect during class time

If you are like most students, you are probably wondering what this class will be like. The short answer is that every day will be different!

A. *80%–90% of the class will take place in Spanish.* This means that you cannot expect to understand every word being spoken, especially at the beginning, when you are just getting started. It is important to keep an open mind and listen carefully to your professor and observe what he or she does. We know from research on second language acquisition that you will build proficiency in a new language through meaningful interaction with and *in* that new language. Do not expect to spend class time talking *about* Spanish in English. Instead, know that you are going to build your competency by using Spanish to communicate with others about things that are true and important to you. To help get you started, here are a few phrases you will likely hear from your instructor in the first weeks. Try thinking of different scenarios in which your instructor will tell you and your classmates to do the following things. Note that many commands are represented here as ending with an optional *por favor*, meaning “please”:

1. Abran el libro (por favor)—Open the book (please)
2. Siéntense (por favor)—Sit down (please)
3. Levántense (por favor)—Stand up (please)
4. Levanten la mano (por favor)—Raise your hand (please)
5. Hablen con un compañero—Speak with a classmate
6. Pregúntense (p.ej., ¿Cómo te llamas?)—Ask each other (e.g., What’s your name?)
7. Escuchen (por favor)—Listen (please)
8. Escriban (p.ej., sus nombres)—Write (e.g., your names)

B. *Your instructor will use a variety of strategies to make their language comprehensible to you.* Especially in the beginning, expect to pay close attention to hand gestures and other body language to make meaning out of what your instructor

says. Do not be afraid to demonstrate your lack of understanding: ask your instructor to pause, repeat, or rephrase, or simply demonstrate your need for help. Use the following phrases to help you:

1. No comprendo—I don't understand
2. No entiendo—I don't understand
3. ¿Cómo?—What?
4. Más despacio, por favor—Slower, please
5. Repita, por favor—Repeat that, please
6. Necesito ayuda—I need help
7. ¡Ayuda!—Help!

C. *There will be times when you may feel slightly uncomfortable or not completely at ease.* It is strange to be exposed to a completely different language and to not be able to communicate at the level at which you are accustomed. Know that you are not alone in this! However, the only way to be able to read, write, understand, and speak Spanish is to practice reading, writing, understanding, and speaking Spanish. Mistakes are part of the process, and your instructor will work hard to make the class environment a safe space to try out new things, stumble over pronunciation, make awkward cultural missteps, and simply engage in the messy, exciting process of language acquisition and growth in cultural competency.

What is expected of you as a student

1. *Spend the entire class period actively engaged.* This means you will need to watch, listen, take notes, ask questions, demonstrate your understanding (or your lack of understanding), and work to negotiate meaning with your instructor and fellow students.
2. *Communicate in Spanish as much as possible.* This may mean that at the beginning, you are not saying very much more than sí, no, and other single words that you learn, and you are communicating more through nonverbal signals such as raising your hand, standing up, nodding, or shaking your head.
3. *Spend time outside of class working meaningfully in the language.* This book includes a variety of resources that your instructor may or may not assign for homework or extension activities. Even if you aren't working on a specific assignment, it will do *wonders* for your proficiency and your acquisition of the language if you can dedicate even just a few minutes every day to studying and working in Spanish. See the section “Tips for success” for some specific ideas and strategies you can employ.

What to expect from this textbook

Since this is an open-access textbook, your instructor has the liberty to take the text exactly as it is written or remix, adapt, and change it according to the needs of the class. That being said, the following is a brief explanation of the layout of each of the five chapters in the order in which they were written. As you read, take note of the sections you think might be most helpful to you and remember that this book is *free*! That means that the text and all accompanying resources are available to you. If you read about a section that you think sounds interesting or useful but your instructor doesn't choose it to use for class, you can still access it and use it to your advantage.

All five chapters are organized thematically and designed to slowly present the most important, high-frequency, and

culturally relevant vocabulary and structures in order to build proficiency in Spanish from the ground up. Since this is a practically oriented textbook, you may be surprised that certain words are presented as key vocabulary even before there's an explicit grammar lesson on the "rule" or "paradigm" relevant to that word. We have designed this text to introduce students to the most useful and frequent words and structures in order to achieve the communicative goals of the chapter, so the structure and focus are distinct from textbooks built around covering specific grammar topics. Each chapter has the following elements:

1. **Tira cómica.** This comic strip will introduce you to the key words and structures of each chapter in context. Taken together, they tell the story of Ana, a Mexican American college student from Indianapolis, as she interacts with members of her different communities and navigates the typical daily life of a college student. Reading about Ana and her life will also help expose you to certain cultural practices in the Spanish-speaking world and should spark some reflection and interesting discussions about similarities and differences between these practices and your own.
2. **¿Te fijaste que...?** This section, meaning "Did you notice...?" in English, signals the specific cultural and linguistic touchpoints of the chapter through a series of inductive questions that draw your attention to those elements as represented in the comic strip. We recommend that you start with the questions and then check your understanding by reading the description and explanation provided, but you can also read the description first and then quiz yourself on your understanding by completing the questions after.
3. **Ampliación.** The goal of this section is to provide contemporary examples of the modern cultural products and practices in the Spanish-speaking world by extending "traditional" cultural content, questioning stereotypes, and exposing you to the modernity of the Hispanic world.
4. **Vocabulario, gramática,** and culture. Each chapter includes explanations of vocabulary and linguistic structures as well as a series of activities to practice interpreting and employing them. Beyond practicing specific structures and vocabulary in isolation, each chapter will provide a variety of activities and prompts for you to express, interpret, and negotiate meaning in Spanish—that is, opportunities for you to actually communicate in order to express and gain information, learn about others, and make conscious cultural and linguistic connections.
5. **Video entrevistas.** As an extension of the cultural information presented, each chapter will present a series of short videos in which native and heritage speakers of Spanish share information about themselves and ask and answer questions of one another. This is an opportunity for you to see and hear Spanish "as it is actually spoken," since these will be nonscripted interviews with individuals from a variety of backgrounds in the Spanish-speaking world. You will also be able to read a transcript and complete follow-up activities about the videos.
6. **Evaluación.** This wouldn't be a proper college class (or any level of class, for that matter) if there weren't some way for your instructor to assess you and for you to keep track of your learning. Expect to be evaluated on your ability to interpret written and spoken Spanish, interact with peers in Spanish, and present orally and in writing. To help you in your learning process, we have identified and marked the practice activities that are geared toward each of these communicative modes:
 1. Interpretive activities.
 2. Interpersonal activities.
 3. Presentational activities.

Tips for success

1. **Approach class and class topics with humility and an open mind.** As mentioned earlier, it is unreasonable for you to expect yourself to understand every single word that is spoken in class and be able to pronounce everything

perfectly right away. In addition, some cultural topics and activities may seem strange and even unnatural to you—such as making close physical contact with a stranger—when you are first exposed to them. That is OK! Try to dig into the discomfort and move beyond your initial reactions and judgments so that real learning can happen!

2. *Do not shy away from speaking Spanish.* Persevere even when the words are difficult to pronounce and you know you aren't saying them correctly. The only way to get comfortable speaking Spanish is by listening to and speaking Spanish! Also, the only way you will know whether your pronunciation is comprehensible is by trying to pronounce the words.
3. *Engage actively and meaningfully in Spanish outside the classroom.* Whatever your class schedule is, you will undoubtedly need more hours of contact with Spanish to develop true proficiency. Just like any other academic subject, you will need to devote time and energy to study and practice outside of class. Here are some ideas to help you get started:
 - Take your time with homework materials, pausing to check for your understanding and quizzing yourself before you move on. Homework assignments are not just activities to “get through” but important opportunities for you to grow in your proficiency.
 - Reread the “Tira cómica” and other key sections of the textbook, going slowly to check for your understanding.
 - Keep a vocabulary notebook and jot down words and phrases in Spanish that you see and hear. Review these words often, connect the words to items and events in real life, and start to form sentences with them once you are able.
 - Review your notes and all class materials regularly, at least once a week. Read through them and try to come up with more sentences and examples.
 - Take any and all opportunities to revise and resubmit your work, incorporating any feedback from your instructor.
 - Meet regularly with classmates to go over content and materials from class and practice together. Try to re-create activities from class together.
 - Attend any university events that involve Spanish or the Hispanic community.
 - Watch films and shows in Spanish, with English subtitles as necessary. Most streaming services have tons of content in Spanish.
 - Listen to music, podcasts, or news in Spanish. There are so many resources out there for language learners.
 - Take every opportunity to speak Spanish with friends, coworkers, teammates, and community members. If you don't regularly interact with Spanish speakers, consider using your university's tutoring service for extra practice. Many schools offer these types of services free of charge to students.

D.Be patient and kind to yourself. Learning a language takes time, practice, and dedication. Don't give up easily and try to keep working through mistakes. They are part of the process of learning!

Engagement activities

After reading through the course syllabus and the above introduction, complete the following activities by jotting down a list or a brief reflective paragraph in English:

1. Consider how you feel about taking Spanish this semester. Where do you fall in the following diagram, and why? What prior experiences, expectations, and feelings are influencing this? Where do you think they are coming from? Which may be helpful in your journey this semester, and which may not?

7—Super Excited! 5—Positive 3.5—Neutral 2—Not Great 1—Awful

2. Reread the section “What to expect during class time.” Which aspects of this section are most exciting/energizing to you and why? Is there anything in this section that makes you feel nervous or uncomfortable? What could you do to overcome those feelings?
3. If your whole class community makes a commitment to cultivating a successful community of Spanish-language learners, you all can have an *amazing* semester. What are you committed to doing in order to contribute to your class community and be successful as a Spanish learner?

I. ¡Soy yo!

Objectives

Communicative goals

- Greet, meet, and introduce individuals and say good-bye.
- Exchange basic personal information.

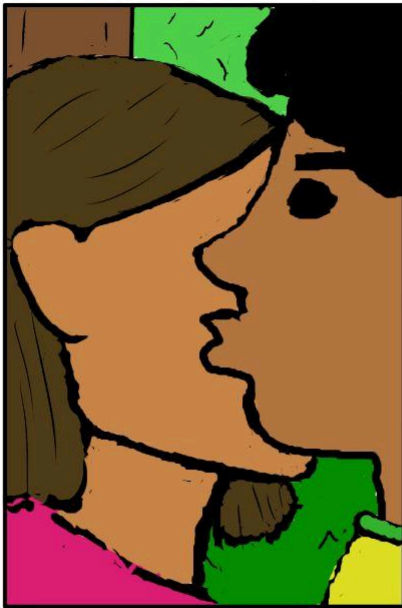
Cultural goals

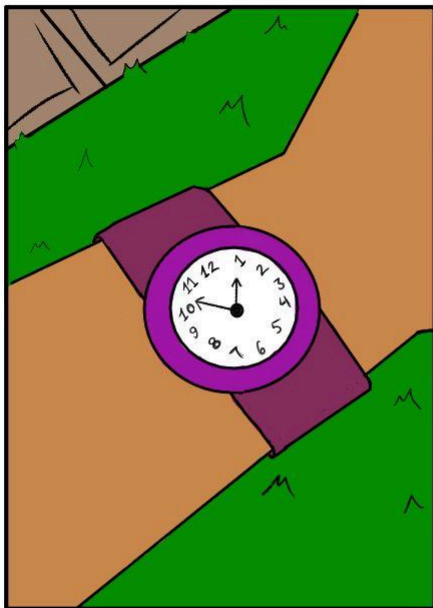
- Learn appropriate behavior when meeting someone from a different culture.
- Understand how people from different Hispanic cultures greet one another and the courtesy expressions expected on a day-to-day basis.
- Begin to form cultural sensitivity that will transform into cultural competence.

I. Tira cómica

In this *tira cómica*, you will meet Ana and follow her as she greets and meets friends and acquaintances at home and on her university campus.







Tengo clase de matemáticas ahora.
Hasta luego.

Adiós. Nos vemos después.

Sí, chau. Nos vemos.



En la clase de matemáticas

Hola, ¿qué tal?
Me llamo Ana, y tú,
¿cómo te llamas?



Mi nombre es Pablo.
Encantado.

Igualmente.
Un placer conocerte.



Buenos días a todos. Esta es
la clase de matemáticas 101.
Yo soy la Dra. García y soy su
profesora. Es un placer tenerlos
en clase.

García



Por favor, abran sus libros...

Actividad 1.1 Preguntas de comprensión

¿Cierto o falso? Select whether each statement is *cierto* (true) or *falso* (false).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/comunidades/?p=5#h5p-106>

II. ¿Te fijaste que...? La cortesía en el mundo hispano

La cantidad de saludos y despedidas

Actividad 1.2. La cantidad de saludos y despedidas



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/comunidades/?p=5#h5p-7>

3. What do you notice about the number of salutations (greetings) and goodbyes? Do they seem short or long in comparison to what you are used to?

Conexión cultural: La cantidad de saludos y despedidas



Proper greetings and good-byes are extremely important in the cultures of the Hispanic world. While it's not necessary to greet every stranger on, say, a crowded city bus, in private and semiprivate spaces, it is a social norm to greet those you see, even if you are not closely acquainted. Notice how Ana takes the time to greet her neighbor as she leaves her house as well as to introduce herself to her classmate as she sits down. Particularly (but not exclusively) in Latin America, politeness and courtesy are highly valued, and the way you greet (or don't) greet someone will likely be an important step in getting your relationship off on the right foot! Greetings do not have to be complicated; many times a simple *hola* (hello) or *buenos días* (good morning) is enough. The objective is to acknowledge people around you or near you, as this is a sign of respect.

The same is true for closing a conversation or leaving a private or semiprivate space. It is just as important to say good-bye as it is to say hello to demonstrate respect and courtesy to the individuals in your environment. Following that same idea, Spanish speakers often layer good-byes, using multiple phrases to

let their conversational partner know that they will be leaving. Sometimes the conversation continues on for several minutes after the initial good-bye!

Actividad 1.3. Los saludos y las despedidas: Comprehension check

Consider the following environments and decide whether you should greet / say good-bye to the individuals present or that you encounter in each one. Answer *sí* if you should and *no* if you should not.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-8>

¿Formal o informal? El uso de *tú* y *usted*

Actividad 1.4 El uso de *tú* y *usted*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-9>

Conexión cultural: El uso de *tú* y *usted*

Just like in English, Spanish has both formal and informal registers, or forms of address. In English, those differences are evident in the words one chooses to use to greet and address someone. Whereas you might nod and say “What’s up, man?” to your close friend, you would likely choose a more formal expression and form of address when speaking to your professor or the university president (perhaps “Good morning, Dr. Sánchez”). Spanish has those same differences, plus distinct personal pronouns and verb forms for a formal “you” (*usted* and *ustedes*) and an informal “you” (*tú* and *vosotros*).

The use of formal and informal registers varies according to national culture in the Hispanic world. Whereas the majority, if not all, of the countries use the formal register in a professional environment, there are slight variations in its use in informal social settings. Some countries like Mexico, Honduras, and Costa Rica use the formal register (*usted*) to address older family members as a sign of respect. In Spain the informal register (*tú* and *vosotros*) is commonly used with all family members and friends. Countries like El Salvador, Honduras, and Argentina use a different pronoun, *vos*, instead of *tú* to address someone informally. A good rule to follow is to address people older than you and people you do not know using a formal register and people your own age or younger with an informal register (*tú* and *vosotros*), with the exception of professional situations. If you are unsure, you can always just ask how the person prefers to be addressed.

It is important to consider different types of situations and determine the type of register that you would need to use.

Actividad 1.5 Conexión personal: El uso de *tú* y *usted*

1. Consider the following relationships and decide whether you would use *tú* or *usted* to address that person:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-10>

2. What other ways do you show formality or informality in greetings and goodbyes? Do you think they would still apply in Spanish?

Los besos

Actividad 1.6. Los besos



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-11>

Conexión cultural: Los besos

In Spanish-speaking cultures, it is very common to meet, greet, and often say good-bye to family members, peers, and new friends of similar social standing with a kiss on the cheek (or one on each cheek!). Depending on the level of familiarity and closeness between the two people, it can be an actual kiss or more of a gesture of a kiss, in which two people lean in and touch cheeks.

There is quite a lot of variation depending on national culture. In Spain, Paraguay, and sometimes Venezuela, you give and receive a kiss on each cheek. However, in many Latin American countries like Mexico, Costa Rica, Chile, Colombia, and Guatemala, it is common to give one kiss on the right cheek. Gender also plays an important role in the type of greeting given. It is customary for two women or a man and a woman to greet with a kiss or two, depending on the local culture. However, between two men, the kiss is generally substituted for a warm handshake or hug. Argentina and Uruguay are exceptions, since in these countries, the kiss on the cheek between two men is a frequent occurrence. Furthermore, it is important to consider the type of situation in which the greeting takes place. In most informal social situations, a kiss on the cheek (or two) is appropriate and expected. In a business relationship or other formal situation, it is more appropriate to extend your hand. This is also the case in a transactional interaction such as shopping or other service-industry encounters, where these forms of physical touch are abnormal and would likely be viewed as inappropriately intimate. Lastly, when engaging in one or two cheek kisses for greetings, meetings, and good-byes, there is a specific protocol to follow. Namely, you always move to the left of the person you are greeting and put your right cheek on their right cheek.

Actividad 1.7. Conexión personal: Los besos



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-12>

5. Consider what physical gestures you make when greeting a friend or relative. Does this differ from how you would greet or meet someone in a more formal setting? Is your custom different whether you are first meeting someone versus greeting someone you have already met? How do these customs compare to what you see Ana doing?

Actividad 1.8. Reflexiones culturales

1. Consider the cultural perspective behind the following practices, and identify them as part of your own cultural practice, Hispanic cultures, or both. What ideas, concepts or values are behind each of these practices?

Practice	Cultures? (Choose “my culture,” “Hispanic cultures,” “both,” or “none”)	Perspectives (What ideas, concepts or values underlie this practice?)
Entering a classroom quietly and sitting down without addressing those around you.		
Taking time to greet everyone present when you enter your own or someone else’s home.		
Continuing the conversation for another minute or several minutes after the initial goodbye.		
Physical greetings among friends, including kissing and hugging.		
Physical greetings among new acquaintances, including handshakes, hugs, and/or cheek kisses.		
Making sure to maintain some physical distance when speaking with someone, particularly in public spaces or with acquaintances.		
Carefully selecting the words used to speak with someone in a position of authority or held in esteem.		

2. What key similarities and differences do you notice between the way you greet and say goodbye to individuals in your culture(s) and greetings and goodbyes in Hispanic cultures?

3. What might be some common mistakes made by an American English speaker when it comes to greeting and goodbyes? What specific things would you advise that person to do to make sure that they are polite?

III. Ampliación: La diversidad hispana

Actividad 1.9. Estereotipos en el mundo hispano

Identify some stereotypes you have heard and seen about the language(s) spoken in the Hispanic world.

Actividad 1.10. Diversidad en el mundo hispano

Now, read the article “Embracing the Diversity of Spanish” about the linguistic diversity in the Spanish-speaking world and answer the questions:

<https://blog.deepgram.com/embracing-the-diversity-of-spanish/>.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/comunidades/?p=5#h5p-27>

Actividad 1.11. Who is “Hispanic”?

Now that we have established the linguistic diversity of Spanish and Spanish-speaking cultures across the globe, it's time to explore the ethnic diversity of the Spanish-speaking world. One way to do this is to look at the census category “Hispanic” in the United States.

Read the article “Who Is Hispanic?” published by the Pew Research Center and answer the questions below:
<https://www.pewresearch.org/fact-tank/2022/09/15/who-is-hispanic/>.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-28>

Actividad 1.12. Confronting stereotypes

Now, write at least three things that you learned from the articles and that may help you confront and dispel stereotypes about Spanish speakers.

IV. Vocabulario

Greetings and good-byes (Español)	Greetings and good-byes (English)
¡Hola!	Hi!
Buenos días.	Good morning.
Buenas tardes.	Good afternoon.
Buenas noches.	Good evening.
Hasta luego.	See you later.
Adiós.	Good-bye.
Chau.	Bye.
Buen día.	Have a good one.
Nos vemos (después).	See you (after).
¿Qué tal?	How's it going?/What's up?
¿Cómo estás tú (informal)?	How are you (informal)?
¿Cómo está usted (formal)?	How are you (formal)?
¿Cómo va todo?	How's everything?
¿Y tú?	And you?
Todo bien.	Everything's fine.
Estoy muy bien.	I'm very well.

Courtesy expressions (Español)	Courtesy expressions (English)
Mucho gusto.	Nice to meet you.
Un placer conocerte.	Pleasure (to meet you).
Encantado/a.	Nice to meet you.
Gusto en verte.	Nice to see you.
Igualmente.	Likewise.
El gusto es mío.	The pleasure is mine.
Saludos a _____.	Say hi to _____.
Gracias.	Thank you.
De nada.	You're welcome.
Perdón.	Excuse me / Sorry.
Con permiso.	Excuse me (moving through people).

Introducing oneself and others (Español)	Introducing oneself and others (English)
Te presento a _____.	This is (I present; informal) _____.
Le presento a _____.	This is (I present; formal) _____.
(Él, ella) es _____.	He/she/it is _____.
Me llamo _____.	My name is (I call myself) _____.
Mi nombre es _____.	My name is _____.
¿Cómo te llamas?	What's your (informal) name?
¿Cómo se llama?	What's your (formal) name?
¿De dónde eres?	Where are you (informal) from?
¿De dónde eres?	Where are you (formal) from?
¿De dónde es?	Where are you (formal) from?
Soy de _____.	I am from _____.
(Yo) soy _____.	I am _____.

High-frequency words and phrases (Español)	High-frequency words and phrases (English)
El/la chico/a	Boy/girl
El/la estudiante	Student
La universidad	University
El perro	Dog
El carro / el coche	Car
El/la amigo/a	Friend
Bueno/a	Good
Yo	I
Tú	You (informal)
Usted	You (formal)
Ella	She
Él	He
Tengo	I have
La clase	Class
El libro	Book
La mochila	Backpack
Estacionamiento	Parking
Ahora	Now
Profesor/a	Professor
¿Cómo...?	How...?
Mi	My
Tu	Your
Su	His/her/your/their
Ser	To be
El/la vecino/vecina	Neighbor
El/la hijo/a	Son/daughter
Y	And

Actividad 1.13. Formal or informal

Read the following dialogues and then decide whether each is part of a formal or informal conversation.

Modelo:

—¡Hola! ¿Cómo estás?

—Bien, ¿y tú?

informal



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-13>

Actividad 1.14. ¿Qué decimos?

Decide which expression from the box to use in each situation. Use each expression only once.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-14>

Actividad 1.15. Una conversación

Complete the following conversation using the expressions from the list. You may only use an expression one time.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-29>

Actividad 1.16. Mucho gusto

You are meeting many new people at school. First, decide the best register, formal (*usted*) or informal (*tú*), to use with each person, then write an appropriate greeting for each person.

Modelo:

The dean of your school, Dr. Glass

Formal—Buenas tardes, Dra. Glass.

- a. Your Spanish Professor, Dr. Pérez
- b. Your roommate, Claudia
- c. Your roommate's mother
- d. Your academic advisor
- e. Your Spanish classmate

Actividad interpretativa 1.17. Diálogos

Watch each of the following videos. For each one, decide whether the interaction is formal or informal and then answer the additional questions.

1. Nicky y Melissa



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-1>

- a. ¿Formal o informal?
- b. Do they know each other or are they meeting for the first time? How do you know?
- c. How does Melissa ask Nicky how she is?
- d. What do you think “*vos*” means?

2. Robin y Deysi



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-2>

- a. ¿Formal o informal?
- b. Where are Robin and Deysi from?
- c. What phrase does Robin use that Deysi does not know?
- d. What does the phrase mean and where is it from?

3. Melissa, Nicky y Álvaro



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-3>

- a. ¿Formal o informal?
- b. Which two friends know each other?
- c. Which two people are being introduced?
- d. What is the cultural question that comes up?

4. Manuela y Álvaro



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-4>

- a. ¿Formal o informal?
- b. What is different about the greeting in this video versus the other videos you have seen?
- c. What similarities does this video share with the other videos?

5. Ana, Priscila, Mariangel y Tiffany



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-5>

- a. ¿Formal o informal?
- b. Which two friends know each other? How do you know?
- c. What words do they use to introduce their other friends?

Actividad interpretativa 1.18. Diálogos auditivos

Read the following dialogues. Then decide whether the dialogues are formal and informal and write the words that you hear that indicate formality or informality.

Modelo:

Estudiante 1: ¡Hola! Me llamo Isaac. ¿Y tú?

Estudiante 2: Yo me llamo Claudia. Mucho gusto, Isaac.

Estudiante 1: El gusto es mío, Claudia. ¿Cómo estás?

Estudiante 2: Estoy más o menos.

¿Formal o informal? Clues: Y tú Cómo estás -----

1. Diálogo 1

Gustavo: Buenas tardes, señorita. Mi nombre es Gustavo Ramírez.

Laura: Buenas tardes, señor Ramírez. Mi nombre es Laura Pérez.

Gustavo: Mucho gusto, señorita Pérez.

Laura: El placer es mío, señor Ramírez.

¿Formal o informal? Clues:

2. Diálogo 2

Héctor: Hola Samuel, ¿cómo va todo?

Samuel: Muy bien, gracias. Y tú, ¿cómo estás?

Héctor: Bien también. Samuel, ella es mi amiga Carmen.

Samuel: Mucho gusto, Carmen.

Carmen: Encantada, Samuel.

¿Formal o informal? Clues:

3. Diálogo 3

Sr. López: Señor Tejo, ¿cómo está usted?

Sr. Tejo: Muy bien, gracias, señor López. ¿Y usted?

Sr. López: Muy bien también, gracias. Sr. Tejo, quiero presentarle a la señora Helena García.

Sr. Tejo: Encantado, señora García.

Sra. Helena García: El gusto es mío, Sr. Tejo.

¿Formal o informal? Clues:

Actividad interpersonal 1.19. Vamos a presentarnos

You need to introduce yourself to a classmate in Spanish.

Paso 1—You will need to do the following:

1. Greet your classmate.
2. Introduce yourself and say what your name is.
3. Use a courtesy expression to say that it is a pleasure to meet your classmate or to say that it is a pleasure to meet them too.
4. Say a short farewell.

Paso 2—Walk around the classroom and introduce yourself politely to at least five classmates. Be sure to pay attention when they introduce themselves, since you will need to remember this information for the next step.

Use some of the negotiation words below if you need to:

¿Cómo? (What?)

Repite, por favor. (Can you repeat that, please?)

Más despacio, por favor. (Speak slower, please.)

Paso 3—You have met many new students and you want to introduce them to each other. Work with two partners to role-play a situation in which you introduce them to each other. You will need to:

1. Greet your classmates.

2. Introduce one classmate to the other one.
3. Exchange courtesy expressions.
4. Say good-bye.

Actividad 1.20. Situaciones

With a partner, role-play the following situations.

1. You see your Spanish teacher at Starbucks. Greet him or her, ask him or her how he or she is doing, and then say good-bye.
2. You see your friend in the cafeteria. Greet him or her, ask him or her how he or she is doing, and then say good-bye.
3. You meet someone new. Greet him or her, introduce yourself, and ask him or her what his or her name is. Tell him or her that it is a pleasure to meet him or her. Say good-bye.

V. Video entrevistas

Actividad interpretativa 1.21. ¡Soy yo!

Watch each of the following videos of native speakers introducing themselves. Then, fill in the blanks with information about them.

Persona 1



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-6>

a. Se llama _____.

- b. Es de _____.
- c. Write any additional information you learned.

Persona 2



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-7>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 3



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-8>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 4



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-9>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 5



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-10>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 6



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-11>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 7



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-12>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 8





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-13>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 9



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-14>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 10



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-15>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Persona 11





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-16>

- a. Se llama _____.
- b. Es de _____.
- c. Write any additional information you learned.

Actividad de reflexión cultural 1.22. When do I use usted?

Watch the following video to learn about some of the differences in physical greetings and use of **tú**, **vos**, and **usted** in the Spanish-speaking world. Then, based on what you learn, answer the following questions.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-17>

1. If you were to meet a new person your own age in a Spanish-speaking country, what physical gesture would you use to greet them? Would it differ if it were a man or a woman? What words would you use to refer to that person?
2. If you were to meet a new person who was older than you or clearly a person of authority in a Spanish-speaking country, what physical gestures would you use to greet them? What words would you use to refer to that person?
3. Make a list of at least five people you would greet with one or two kisses if you were from a Spanish-speaking country.
4. Make a list of at least five people you would use the words **tú** or **vos** with, if you were from a Spanish-speaking country.
5. Make a list of at least five people you would use the word **usted** with, if you were from a Spanish-speaking country.

VI. Gramática

1-A. The verb form *hay*

The verb form *hay* is the impersonal form of the verb *haber*, which means “to be” or “to have.” *Hay* means “there is” and “there are,” and it is used to indicate the presence of people, things, places, and so on.

See the following examples:

Hay unos estudiantes en la clase.

(There are some students in the class.)



Boy Using Silver Macbook Indoor by Agung Pandit Wiguna, licensed under Pexels license

Hay una estudiante en la biblioteca.

(There is a student in the library.)



Woman Wearing Blue Jacket Sitting on Chair Near Table Reading Books by George Dolgikh licensed under Pexels license

Hay un perro dálmata.

(There is a dalmatian dog.)



Dalmatian Sitting White Surface by Kasuma licensed under Pexels license



Hay unos chicos en el parque con una guitarra.

(There are some young people in the park with a guitar.)



A Photo of a Man Strumming on Acoustic Guitar by Andrea Piacquadio, licensed under Pexels license

The verb form **hay** can also be used to ask questions. Its meaning then changes to “Is there...?” and “Are there...?”
See the following examples:

 <p>Woman Reading Book by Pixabay, licensed under Pexels license</p>	<p>—¿Hay una biblioteca en tu universidad? (Is there a library in your university?)</p> <p>—Sí, hay una biblioteca grande. (Yes, there is a big library.)</p>
 <p>Photo of Woman Sitting On Chair by Ray Piedra, licensed under Pexels license</p>	<p>—¿Hay una computadora en la mochila? (Is there a computer in your backpack?)</p> <p>—No, no hay una computadora. Hay muchos libros en la mochila. (No, there is not a computer. There are many books in the backpack.)</p>

Actividad 1.23. ¿Qué hay?

Determine if the following statements about your university are true (**cierto**) or false (**falso**).

	Cierto	Falso
1. Hay un restaurante de comida rápida (fast food) en la universidad.		
2. Hay un problema para encontrar estacionamiento (find parking).		
3. Hay personas muy inteligentes y simpáticas.		
4. Hay perros en la universidad.		
5. En las clases siempre hay muchos estudiantes.		
6. Hay clases por la noche.		

Actividad 1.24. ¿Qué más hay en tu universidad?

Think about what else there is in your university and write down as many items as you can. Be ready to share your list with the class.

Modelo:

Hay muchos profesores.

- 1.
- 2.
- 3.
- 4.
- 5.
- ...

1-B. Cardinal numbers

Cardinal numbers like one, two, three, and four are used to indicate quantity in both English and Spanish.

Numbers zero through thirty

The number **uno** agrees in gender with the noun it modifies. It drops the -o before a masculine noun and adds an -a before a feminine noun. This also applies to numbers that end in -uno like **veintiuno**.

Un libro

Una mochila

Veintiún libros

Notice the accent mark over the *u* in *veintiún* to stress the sound.

Veintiuna mochilas

Notice that the feminine form does not add the accent mark.

Also note that numbers zero through thirty are only one word.

0	cero	16	dieciséis
1	uno	17	diecisiete
2	dos	18	dieciocho
3	tres	19	diecinueve
4	cuatro	20	veinte
5	cinco	21	veintiuno
6	seis	22	veintidós
7	siete	23	veintitrés
8	ocho	24	veinticuatro
9	nueve	25	veinticinco
10	diez	26	veintiséis
11	once	27	veintisiete
12	doce	28	veintiocho
13	trece	29	veintinueve
14	catorce	30	treinta
15	quince		

In Spanish, just like in English, these numbers are placed before nouns.

Examples:

Hay **tres** libros.

Hay **cuatro** estudiantes.

Actividad 1.25. ¿Cuántos hay?

Look at the image and answer the questions indicating the quantity in each image.

Modelo

¿Cuántos vehículos hay?



Photo of Red Ferrari by
Pavlo Luchkovski,
licensed under Pexels
license

Hay siete vehículos.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-16>

Actividad 1.26. Tu universidad

Answer the following questions in complete sentences.

Modelo:

¿Cuántas bibliotecas hay en tu universidad?

Hay dos bibliotecas en mi universidad.

1. ¿Cuántos estudiantes hay en tu clase de español? ¿Cuántos chicos hay? ¿Cuántas chicas hay?
2. ¿Cuántas computadoras hay en tu clase de español?
3. ¿Cuántos libros hay en tu mochila?
4. ¿Cuántas capillas (chapels) hay en tu universidad?
5. ¿Cuántos lugares (places) para estudiar (study) hay en tu universidad?

Actividad 1.27. Tus jugadores favoritos y los deportes

Answer the following questions about sports and your favorite players.

Modelo:

¿Quién es tu jugador favorito de béisbol? ¿Cuál es su número?

Mi jugador favorito de béisbol es Cal Ripken Jr. Su número es el ocho.

1. ¿Quién es tu jugador favorito de la NFL? ¿Cuál es su número?
2. ¿Cuántos jugadores hay en una alineación (line-up) de un equipo de fútbol americano?
3. ¿Hay otro deporte con el mismo número de jugadores (same number of players)?
4. ¿Quién es tu jugador favorito de la NBA? ¿Cuál es su número?
5. ¿Quién es tu jugador favorito en otro deporte? ¿Tiene un número específico?

Actividad 1.28. Tus preguntas

Take turns with a partner asking and responding to questions using the verb form *hay*. Make sure that you ask at least five questions.

Modelo:

¿Cuántos estudiantes hay en la clase hoy?

Hay veintidós estudiantes en la clase hoy.

1-C. Gender and number of nouns

The gender of nouns

In English, the gender of a noun is generally not indicated, and therefore, there is no need to modify a noun to show that it is masculine or feminine. Spanish, on the other hand, does make this distinction. All nouns are either masculine or feminine. There are several “rules” that help us identify the gender of nouns.

1. Most nouns that end in -o are generally masculine. Masculine nouns that end in -o can be made feminine by dropping the -o and adding -a.
2. Most nouns that end in -a are feminine.
3. Most nouns that end in -ción, -sión, -ez, -tud, -dad, and -tad are feminine.
4. Most nouns that end in -ma, -pa, -ta, -aje, and -or will be masculine.

There are exceptions to these rules like the following:

- There are some nouns that end in -a that are masculine, such as *día* and *sofá*.
- There are some nouns that end in -o that are feminine, such as *mano*, *moto*, and *foto*.
- There are also nouns that only have one form for the masculine and for the feminine. In order to indicate gender, an article (*el*, *la*, *un*, *una*) must be used. Example: *el estudiante* (masculine noun); *la estudiante* (feminine noun).

It is recommended that as you learn a new word, you also memorize its gender, since the gender of nouns that end in other consonants or vowels cannot be determined just by looking at them.

Actividad 1.29. ¿Masculino o femenino?

Determine whether the following nouns are masculine (m) or feminine (f).

Modelo:

Universidad

f (It's a feminine noun because it ends in -dad.)



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-17>

The number of nouns

The number of a noun can be singular or plural. That is to say, the number indicates whether you are talking about one item or multiple ones. In English, a singular noun can be made plural by adding -s to the singular form.

Examples:

boy—boys

house—houses

book—books

In Spanish, there are also rules that indicate how to turn a singular noun into a plural one.

- If the noun ends in a vowel, then add -s to the end.

Examples:

chico—chicos

vecina—vecinas

perro—perros

estudiante—estudiantes

- If the noun ends in a consonant, add -es to the end.

Examples:

universidad—universidades

papel—papeles

flor—flores

- If the nouns ends in -z, the **z** then changes to **c**.

Example:

lápiz—lápices

feliz—felices


Actividad 1.30. Sustantivos plurales

Make the following nouns plural.

Modelo:

día - días



 An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://pressbooks.palni.org/comunidades/?p=5#h5p-18>

1-D. Definite and indefinite articles

Definite articles (*the*) and indefinite articles (*a* and *an*) are words that are generally placed before nouns. They indicate whether the identity of the noun is known or specified (definite) or unknown or unspecified (indefinite). For example, if you say “I’m going to the game,” by using *the*, you are referring to a specific game that has already been introduced into the conversation or is so well known that the person you are speaking with will automatically know which game you are talking about. If you say “I’m going to a game,” then it might be any game, and the person you are speaking to likely does not know which specific game you are talking about.

In Spanish, there are also definite and indefinite articles, and they serve the same purpose—that is, indicating whether the specific identity of the object is known to the individuals being spoken to. However, while in English there is only one definite (*the*) and two indefinite articles (*a* and *an*), in Spanish there are four definite (*el*, *la*, *los*, and *las*) and four indefinite (*un*, *una*, *unos*, and *unas*) articles. The reason there are four is because they have to agree in gender (masculine or feminine) and number (singular or plural) with the noun they modify. For plural indefinite articles in English, the word *some* is often used, as in “I need *some* new clothes.”

Take a look at the examples below and consider why the definite or indefinite article is used in each case.

(Two friends talking) Are you going to *the* store?—¿Vas a *la* tienda?

(Two friends talking) Do you want to play *a* game?—¿Quieres jugar *un* juego?

(Professor to students) Take out *the* book.—Saquen *el* libro.

(Student to bookstore employee) I need *a* good book.—Necesito *un* buen libro.

The definite articles are:

	Singular noun	Plural noun
Masculine noun	el	los
Feminine noun	la	las

For example:



Boy
Running
during
Sunset by
Jonas
Mohamadi,
licensed
under
Pexels
license



Woman in
White and
Black Floral
Dress
Wearing
Brown Hat
Sitting on
Brown Tree
by RODNAE
Productions,
licensed
under
Pexels
license

El chico

Chico is a masculine noun and it is singular (there is only one). Therefore, the definite article used must agree in gender and number with the noun and must be also masculine and singular: *el*.

La chica

Chica is a feminine noun and it is singular (there is only one). Therefore, the definite article used must agree in gender and number with the noun and must be also feminine and singular: *la*.



Toddler
Holding
Umbrella
Beside Girl
by Victoria
Borodinova,
licensed
under
Pexels
license



Woman
Holding
Silver
Iphone 5s by
Vinicius
Wiesehofer,
licensed
under
Pexels
license

Los chicos <i>Chicos</i> is a masculine noun and it is plural (there are two boys). Therefore, the definite article used must agree in gender and number with the noun and must be also masculine and plural: <i>los</i> .	Las chicas <i>Chicas</i> is a feminine noun and it is plural (there are two girls). Therefore, the definite article used must agree in gender and number with the noun and must be also feminine and plural: <i>las</i> .
--	---

Actividad 1.31. Artículos definidos

Select the correct definite article to go with the noun.

Modelo:

-- **Los** -- amigos



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://pressbooks.palni.org/comunidades/?p=5#h5p-19>

1-E. Indefinite articles

As mentioned above, indefinite articles are used when the specific identity of the object is either unknown to the speaker or listener or not yet specified. See the following examples of the use of indefinite articles:

Do you want to go to **a** restaurant?—¿Quieres ir a **un** restaurante?

I need **a** new shirt.—Necesito **una** camisa nueva.

I plan to watch **some** movies this weekend.—Pienso mirar **unas** películas este fin de semana.





Do you need **some** markers?—¿Necesitas **unos** marcadores?

	Singular noun	Plural noun
Masculine noun	un	unos
Feminine noun	una	unas

For example:

Libro is masculine noun.

Mochila is a feminine noun.

 <p>Opened Book on Tree Root by Rikka Ameboshi, licensed under Pexels license</p>	 <p>Person Holding Black Backpack by Luis Quintero, licensed under Pexels license</p>
<p>Un libro</p> <p><i>Libro</i> is a masculine noun and it is singular (there is one book). Therefore, the indefinite article used must agree in gender and number with the noun and must be also masculine and singular: <i>un</i>.</p>	<p>Una mochila</p> <p><i>Mochila</i> is a feminine noun and it is singular (there is one backpack). Therefore, the indefinite article used must agree in gender and number with the noun and must be also feminine and singular: <i>una</i>.</p>
 <p>Books in Black Wooden Book Shelf by Pixabay, licensed under Pexels license</p>	 <p>People Wearing Backpacks by Stanley Morales, licensed under Pexels license</p>
<p>Unos libros</p> <p><i>Libros</i> is a masculine noun and it is plural (there are two books). Therefore, the indefinite article used must agree in gender and number with the noun and must be also masculine and plural: <i>unos</i>.</p>	<p>Unas mochilas</p> <p><i>Mochilas</i> is a feminine noun and it is plural (there are many backpacks). Therefore, the indefinite article used must agree in gender and number with the noun and must be also feminine and plural: <i>unas</i>.</p>

Select the correct indefinite article to go with the noun.

Modelo:

-- unas -- clases



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-20>

Actividad 1.33. Oraciones

Complete each sentence with the correct definite or indefinite article.

Modelo:

-- La -- profesora de matemáticas es muy inteligente.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-21>

1-F. El verbo *ser*

Almost all sentences need a verb. We use verbs for many things, such as expressing actions, recurrences, or states of being. One of the most common verbs in Spanish is the verb *ser*, which in English means “to be.” *Ser* is an irregular verb, so it is conjugated differently than other verbs you will learn in the future.

The forms of the verb *ser* are:

Subject pronoun	Singular form of the verb	Subject pronoun	Plural form of the verb
yo	soy	nosotros	somos
tú	eres	vosotros	sois
usted	es	ustedes	son
él/ella	es	ellos/ellas	son

The verb **ser** is used to:

- Identify people, places, and things.

Soy Ana. **Soy** una chica. Esta **es** la clase de matemáticas.

- Express inherent qualities.

Ella **es** una buena amiga.

- Express possession.

Soy su profesora.

- Indicate nationality.

¿De dónde **eres**? **Soy** de Puerto Rico.

- Indicate profession.

Soy una estudiante.

- Express dates and times.

Hoy **es** lunes. **Son** las dos de la tarde.

- Express dates, times, and locations of events.

El concierto **es** el 18 de mayo. **Es** a las 2:00 de la tarde. **Es** en el parque central de la ciudad.

Read the following paragraphs to see how Ana and the members of her community use the verb *ser* to present, identify, and describe themselves.

Ana—Soy Ana. **Soy** una chica y una estudiante en la Universidad Marian. Mi clase favorita **es** la clase de matemáticas. **Soy** de Indianápolis. Carlos **es** mi amigo y la Señora Martínez **es** mi vecina.

Ana introducing Carlos y Jennifer—Estos **son** Carlos y Jennifer. Carlos **es** un chico y Jennifer **es** una

chica. También **son** estudiantes en la Universidad Marian y **son** mis amigos. Carlos **es** de Fort Wayne, Indiana, pero su familia **es** de Argentina. Jennifer **es** de Puerto Rico. **Son** atléticos y su deporte favorito **es** el fútbol. Jennifer **es** muy talentosa.

Ana introducing la Señora Martínez—Ella **es** la Señora Martínez y **es** mi vecina. **Es** de Indianápolis. Su perro **es** Luca. La Señora Martínez **es** una buena persona y Luca **es** un buen perro.

Dra. García—“Hola Ana, **soy** la Dra. García y **soy** profesora de matemáticas. **Eres** mi estudiante, ¿no? ¿**Eres** de Indianápolis? ¡Yo también **soy** de Indianápolis! **Es** un placer conocerte, Ana.”

Actividad interpretativa 1.34. Comprehension check

Determine whether the following statements are *cierto* or *falso* according to the text above.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://pressbooks.palni.org/comunidades/?p=5#h5p-22>

Actividad interpretativa 1.35. Usos de ser

Using the paragraphs above, identify two examples of how *ser* is used for each of the following:

1. Saying one's name or identifying people, places and things.
2. Describing one's profession.
3. Identifying inherent qualities.
4. Indicate nationality.

Actividad 1.36. Las conjugaciones de ser

Fill in the blank with the correct conjugation of the verb **ser** to complete the sentences about Ana and her neighborhood.

Modelo:

Yo __ **soy** __ Ana.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-23>

Actividad 1.37. Ana se presenta

Fill in the blanks with the correct form of the verb **ser** to help Ana introduce herself and her friends.

Modelo:

Yo __ **soy** __ Ana.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-24>

Actividad 1.38. Identificaciones

Read the following information cards and write complete sentences to identify the people indicated. Use the model as a guide.

Nombre: Marta

Origen: Illinois, EEUU

Ocupación: profesora

Características: extrovertida, optimista

Modelo:

Es Marta. Es de Illinois, EEUU. Es una profesora extrovertida y optimista.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=5#h5p-25>

Actividad interpersonal 1.39. Firma con ser

Use the chart below to learn more about your classmates. You must first write a question (using **ser**) that will help you find individuals in the class that do the following activities. Then you will ask your classmates the questions. If your classmate answers yes, they should sign your sheet. If you ask and your classmate says no, they may not sign your sheet, and you should look for someone else.

Información	Pregunta	Nombres
Es atleta.	¿Eres atleta?	1. 2.
Es de otro estado.		
Es de otro país.		
Es extrovertido.		
Es introvertido.		
Es artista o músico.		

Actividad interpretativa 1.40. Preguntas personales

Watch and listen to Nicky's questions. Pause the video between questions and prepare an answer.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=5#oembed-18>

Actividad interpersonal 1.41. Entrevista

Now that you know how to greet someone and introduce yourself in Spanish, you will complete a mini-interview with a native or heritage speaker of Spanish from your community.

Paso 1—Prepare your questions. Be sure you are ready to ask questions to gain the following information.

- Their name.
- Where they're from.
- Their occupation.

In addition, you should also prepare at least two additional questions (in English) about that person, their home country, and/or their home culture. Remember that they may be from the United States and share a cultural background with you!

Paso 2—Complete and record your interview. Prepare to greet your interviewee *appropriately* (remember that this will likely involve some physical contact) and be sure to say thank you and good-bye when you have completed the interview. You can refer back to the negotiation words in Actividad 1.19 to help you navigate in Spanish. Follow your instructor's directions for submitting the video.

Paso 3—Now you should reflect on the interview experience. Consider the following questions and answer them in a paragraph or more:

- How did you feel heading into the interview? Why?
- What surprised you about the interview?
- What is something you learned and/or what is your main takeaway from this experience?

2. Mis amistades

Objectives

Communicative goals

- Describe daily activities.
- Make plans with friends.
- Express likes and dislikes.

Cultural goals

- Compare and contrast activities that young people in different parts of the Hispanic world enjoy and consider entertainment.
- Compare and contrast climates and the months in which different regions of the world experience their seasons.

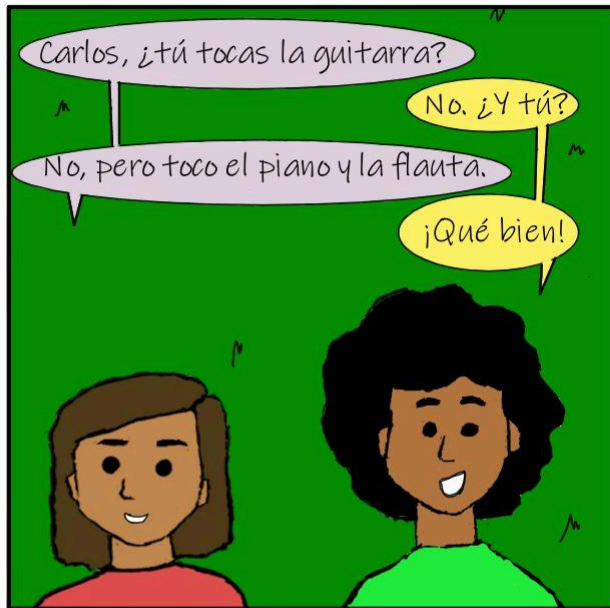
I. Tira cómica

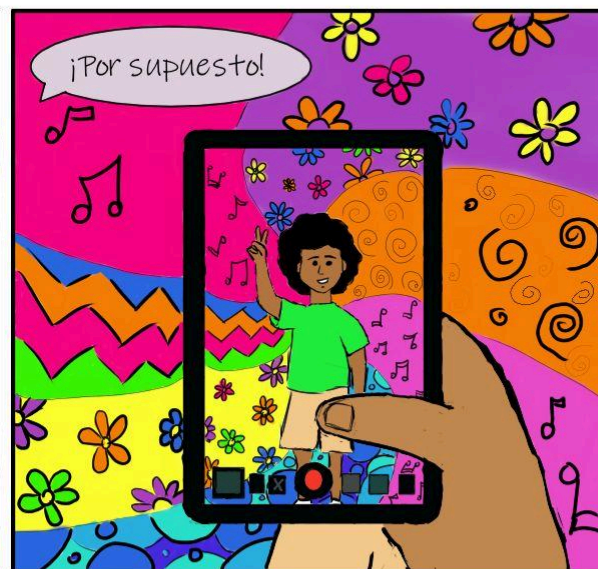
You will follow Ana and Carlos as they discuss their favorite activities and spend time together.















Actividad 2.1. Comprehension check

Answer the following questions based on the *tira cómica*.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-30>

II. ¿Te fijaste que...? Los pasatiempos en el mundo hispano

Las actividades de los jóvenes

Conexión cultural: Las actividades de los jóvenes

¿Tienes planes? Across the globe, young people everywhere ask each other a similar question and gather with their friends for shared activities. While the specific activities and locations might vary regionally (as you will see below), it is important to remember that the desire for social connections and an active social life are universal aspects of the human experience.

It shouldn't be surprising, then, as you have previously read, that there are many cognates between Spanish and English when it comes to activities we engage in with friends. Even the word *actividad* is a cognate, as are *música* and *televisión* as well as the names of several sports. Since the words are new to you, you may not identify the cognates when you hear them at first. Take some time slowly reading, writing, and pronouncing the vocabulary words, and you will certainly see the connection between the words in both languages. *Parque, restaurante, café, cartas...* once you start to identify the cognates, you will see them everywhere!

Actividad 2.2. Las actividades de los jóvenes

Use the information Carlos and Ana share in the *tira cómica* to answer whether the given activity (a) le gusta a Carlos (Carlos likes it), (b) le gusta a Ana (Ana likes it), or (c) les gusta a Carlos y a Ana (they both like it).

Modelo:

Mirar las películas

c. Les gusta a Carlos y a Ana



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-31>

Actividad 2.3. El fútbol

Use the *tira cómica* to answer the following questions. Indicate whether the statements are *cierto o falso*.



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<https://pressbooks.palni.org/comunidades/?p=260#h5p-32>

Conexión cultural: El fútbol

When you hear the word *fútbol*, what image comes to mind? Carlos says, “En mi país, el fútbol es una pasión.” El fútbol es el deporte más popular en el mundo. También es el deporte más popular en los países hispanos.

In most English-speaking countries around the world (e.g., the UK, South Africa, New Zealand, Jamaica, India, and to some extent, Australia) except North America (that is, in Canada and the United States), the term *football* means the same thing as it does with Spanish *fútbol*: American soccer.

Especially in Spanish-speaking countries—but also in many countries around the world—*fútbol*, or soccer, has a tremendously passionate following. In Spanish-speaking countries, soccer is more than just a sport; it is a cultural touchstone. It is a way to spend time and commune with family, friends, and neighbors. Playing soccer, talking about it, cheering on the local team, or disparaging the rival team occur frequently and create a sense of community. While, of course, every person and every family is different, this kind of passion for *fútbol* is quite widespread in the Spanish-speaking world. This doesn't mean that soccer is the only professional sport with a following, but soccer's popularity does eclipse other sports by a wide margin in these countries.

The closest equivalent to the popularity of soccer in the United States is American football or basketball. Take a moment to think about a friend or relative who hosts a party every Sunday when their (American) football team is playing

or spends several weeks in *marzo* and *abril* glued to the *televisión* and comparing results of the NCAA men's basketball tournament with their personal brackets. Perhaps you are one of these people who, because of personal experience, family ties, or hometown loyalty, live the passion for a particular sport with gusto and enthusiasm (when your team does well) or dismay and despair (when it doesn't). For a variety of reasons, *fútbol* is gaining popularity in the United States as well. Even if American football may dominate soccer in terms of professional following, soccer is an extremely popular and widespread youth sport.

Actividad 2.4. Investigación cultural: Los equipos y las estrellas de fútbol

Use your resources to learn about some popular and important *equipos y jugadores de fútbol* in a Spanish-speaking country. Find a few images to share with your classmates and prepare to present on the following in Spanish:

1. The name of at least one popular or important soccer team.
2. Where that team plays (stadium, city, and country).
3. The name of a famous soccer star from the country.
4. One interesting fact you learned about soccer in the country or the team or player you chose. (This fact can be in English.)

Helpful vocabulary:

El equipo	The team
El/la jugador/a	The player
Famoso/a	Famous
El estadio	The stadium
La estrella	The star (both the celestial body and famous/talented person)

La medida de distancia, peso y temperatura

Actividad 2.5. La medida de distancia, peso y temperatura

Use the *tira cómica* to answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-33>

Conexión cultural: La medida de distancia, peso y temperatura

If you have ever tried to use a recipe from another country or figure out what temperature it was in a different place in the world, you probably have already realized that the units of measurement used in the United States are not the same as in other countries. In fact, the United States is only one of *three* countries *in the entire world* that do not use the metric system, though there are certainly some instances (for example, short running distances and scientific study generally) where you will also find metric measurements in the US.

Spanish-speaking countries—as well as most of the world—use the metric system to measure units. Where Americans say inches and feet, others say centimeters and meters. When Americans state our weight and buy our produce in pounds, others use kilograms (or generally, “kilos”). Where you are used to hearing the weather reported in degrees Fahrenheit, others say Celsius. And when it comes to distances and speed, where our speedometer says miles per hour, others say...you guessed it! Kilometers. One mile is approximately 1.6 kilometers. If Carlos runs around 42 kilometers in a marathon, how many miles does he usually run?

Actividad 2.6. Investigación cultural: Temperatura

1. Find a temperature converter and look up the equivalent of the following temperatures in degrees Celsius:
 1. 70 degrees F
 2. 32 degrees F
 3. 100 degrees F
 4. 2 degrees F.
2. What might be the advantages and disadvantages if the United States were to convert to the metric system? Do you think this is a viable or worthwhile option to consider?

¿Por qué no vamos a pasear?

Actividad 2.7. ¿Por qué no vamos a pasear?

Use the *tira cómica* to answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-34>

Conexión cultural: ¿Por qué no vamos a pasear?

In Spanish-speaking countries generally, but particularly in more urban environments, it is common for friends to meet up at a central landmark in town, such as a plaza. Plazas are similar to town squares and tend to be well-maintained open-air spaces near shops, restaurants, and important public buildings. There is often a fountain or a key monument or architectural focal point in the center.

Whether it's a plaza, a park, or even a *centro comercial*, one of the key things these places have in common is that they represent important meeting places for friends and family. Year round, but of course especially in good weather, there is a strong tradition in Spanish-speaking countries to meet up in a public place and go for a stroll. Often the friends or the group will end up at a café, bar, or restaurant for some refreshments and then will continue on their stroll to potentially end up in another place.

While it depends on the resources and desires of individual families, it is even quite common for barbecues and other larger gatherings to take place in public spaces, such as a park. Whether it's with one friend or many, socializing very often takes place in public.

Actividad 2.8. Conexión personal: ¿En privado o en público?

Paso 1 – Read the following activities and decide whether they are generally done *en casa* (at home), *en un espacio público*, or *los dos* (both).

	En casa	En un espacio público	Los dos
Mirar una película			
Practicar un deporte			
Pasear			
Tomar un café			
Tocar música			
Conversar con amigos			
Leer un libro			

Paso 2 – Now, share your answers with a partner. ¿Están de acuerdo? (Do you agree?)

What do you think might be your personal cultural perspective about socializing and the role of one's home and personal space in this process? How might this be different from Carlos's perspective?

El transporte y la urbanización

Actividad 2.9. El transporte y la urbanización

Use the *tira cómica* to answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-35>

Conexión cultural: El transporte y la urbanización

It is no secret that in many places in the United States, the automobile is the most popular form of transportation. There are quite a few reasons for this—an abundance of space and the historical importance of Ford and other car factories to the region being two major reasons—and the end result is that many cities are more “drivable” than “walkable,” especially as one gets further out from urban centers.

As always, there is a great deal of variability among and within countries, but in many places in the Spanish-speaking

world, the availability and use of public transportation is much more widespread. Many individuals are able to access places like markets, restaurants, and public services on foot or through a combination of public transport and walking. Furthermore, whereas many midwestern Americans might view using public transportation as an inconvenience, a novelty, or a last resort, for many individuals in the Hispanic world, it is convenient, affordable, and the best way to get from point A to point B. This is because many large cities in the Hispanic world have traffic and parking issues that are avoided when public transportation is taken. In addition, many countries like Mexico and Colombia have placed restrictions on the use of personal vehicles in order to alleviate pollution in certain cities. Programs like “Un día sin carro y sin moto” in Colombia prohibit the use of cars and motorcycles one day a month. In Mexico City, the program “Hoy no circula” limits the use of personal vehicles during certain days of the month and hours of the day.¹ Therefore, most individuals are accustomed to using public transportation at one point or another.

These systems are incredibly varied and diverse and, as expected, are called by different names in different places. Some of the oldest and most innovative systems of public transportation are in Spain and Latin America. In Buenos Aires, Argentina, the first line of the *subterráneo* (“metro”; literally, “underground”), referred to as the *subte*, Línea A was established in 1913. It has undergone renovations since then, of course, but it is still in use.² El Metrocable in Medellín, Colombia, was the world’s first cable car public transport system. Established in 2004, it offers a clean, sustainable, and economical public transport option in a mountainous area that would be difficult to navigate using other types of transportation.³ Spain’s high-speed rail system, the AVE, is a convenient choice for intercountry travel. The AVE boasts of the longest high-speed line in Europe, with 3,100 kilometers of rail, and can reach speeds of up to 310 kilometers per hour.⁴

Actividad 2.10. The Buses of Bogotá

Watch the video about the buses of Bogotá.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=260#oembed-1>

1. “Hoy no circula,” Gobierno de la Ciudad de México, Secretaría del Medio Ambiente, accessed June 7, 2023, <https://sedema.cdmx.gob.mx/programas/programa/hoy-no-circula>.
2. “Particularidades del transporte público urbano en Latino América,” Transporte MX, October 5, 2020, <https://transporte.mx/particularidades-del-transporte-publico-urbano-en-america-latina/>.
3. “Metrocable de Medellín, el proyecto en el que nadie creía y que ahora es ejemplo mundial,” Las 2 Orillas, June 4, 2018, <https://www.las2orillas.co/metrocable-de-medellin-el-proyecto-en-el-que-nadie-creia-y-ahora-es-ejemplo-mundial/>.
4. “Tren de alta velocidad AVE,” Eurorail, accessed June 7, 2023, <https://www.eurail.com/es/get-inspired/trains-europe/high-speed-trains/ave>.

The Buses of Bogotá by the New York Times, licensed under the Standard YouTube License

As you watch, indicate whether each statement is *cierto* or *falso*.



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<https://pressbooks.palni.org/comunidades/?p=260#h5p-36>

El transporte y la urbanización

III. Ampliación: La comunicación virtual

Actividad de reflexión cultural 2.11. Los pasatiempos digitales

Consider the activities and hobbies that Ana and Carlos discuss. Is there anything that you and your friends do that seems to be missing from the *tira cómica*?

Actividad 2.12. Los pasatiempos digitales

People in all parts of the world use digital means to engage with one another and participate in many of their daily habits and activities. Whereas Snapchat, text messages, iMessage, and FaceTime are likely the predominant applications Americans use to connect directly with one another outside of social media platforms, WhatsApp is the most commonly used messaging and chat application used in the Spanish-speaking world. Read the article “How WhatsApp Took Over Latin America” and answer the questions below:
<https://mobilegrowthassociation.com/how-whatsapp-took-over-latin-america/>.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-37>

IV. Vocabulario

Días, meses y estaciones (Español)	Days, months, and seasons (English)
El lunes	Monday
El martes	Tuesday
El miércoles	Wednesday
El jueves	Thursday
El viernes	Friday
El sábado	Saturday
El domingo	Sunday
Enero	January
Febrero	February
Marzo	March
Abril	April
Mayo	May
Junio	June
Julio	July
Agosto	August
Septiembre	September
Octubre	October
Noviembre	November
Diciembre	December
La primavera	Spring
El verano	Summer
El otoño	Fall
El invierno	Winter

Expresiones para hacer planes (Español)	Expressions to make plans (English)
¿Tienes...?	Do you have...?
Tengo...	I have...
Tengo que...	I have to...
Estoy libre.	I am free.
¿Quieres...?	Do you want (to)...?
Quiero...	I want (to)...
Voy a (+ infinitive)...	I am going to...
Vamos a (+ infinitive)...	Let's... / We are going
Podemos...	We can...
¿Puedes?	Can you?
(No) Puedo...(I can / I can't...
¡Exacto!	Exactly!
¡Claro!	Of course! / Sure!
¡Me parece bien!	It sounds good!
¡Qué bien!	Great!
De acuerdo.	I agree / OK.
Pero...	But...
Me gusta...	I like...
No me gusta...	I don't like...
Es mejor (+ infinitive)...	It's better (to)...
¡Pásalo bien!	Have a good time!

Verbos regulares (Español)	Regular verbs (English)
Pasear	To go for a walk
Tocar	To play (an instrument)
Desear	To wish/desire
Necesitar	To need
Jugar	To play
Tomar	To take/drink
Caminar	To walk
Cocinar	To cook
Descansar	To rest
Estudiar	To study
Escuchar	To listen
Mirar	To watch
Celebrar	To celebrate
Trabajar	To work
Montar	To ride
Cambiar	To change
Hablar	To talk/speak
Participar	To participate
Entrenar	To train
Practicar	To practice
Comer	To eat
Correr	To run
Beber	To drink
Leer	To read
Ver	To see
Hacer	To make/do
Venir	To come
Escribir	To write
Vivir	To live
Asistir	To attend

Sustantivos clave (Español)	Key nouns (English)
La estación	Season
La temperatura	Temperature
El clima	Climate/weather
El tiempo	Weather/time
El sol	Sun
La lluvia	Rain
La nieve	Snow
El lugar	Place
La casa	Home/house
El interés	Interest
El plan	Plan
El director	Director
La película	Movie
La música	Music
El grupo	Group
La biblioteca	Library
La tarea	Homework
El examen	Test
El parque	Park
El museo	Museum
El cine	Movie theater
El bar	Bar
La tienda	Shop/store
El café	Café/coffee
El restaurante	Restaurant
La ciudad	City
El tipo (de música)	Type (of music)
La organización	Organization
El club	Club
El trabajo	Job/work
El fútbol	Soccer
El fútbol americano	Football
El baloncesto	Basketball
La natación	Swimming
El tenis	Tennis
La música	Music
Las cartas	Cards
El jugador	Player

El equipo	Team
El entrenador	The coach
El tenis	Tennis
La foto(grafía)	Photo(graph)
La televisión/tele	Television/TV
La bicicleta	Bicycle
La reunión	Meeting
El ejercicio	Exercise

Expresiones del tiempo y la hora (Español)	Weather and time expressions (English)
Hace calor.	It's hot.
Hace frío.	It's cold.
Hace fresco.	It's cool.
Hace buen tiempo.	It's nice out.
Hace mal tiempo.	It's nasty out.
Llueve.	It's raining.
Nieva.	It's snowing.
La estación de lluvia	Rainy season
La estación seca	Dry season
¿Qué hora es?	What time is it?
Son las...	It's... (for all times between 2:00 and 12:59)
Es la...	It's... (for times between 1:00 and 1:59)
¿A qué hora es...?	At what time is...?
Es a las...	It's at...
Por/de la mañana	In the morning
Por/de la tarde	In the afternoon/evening
Por/de la noche	At night
Antes de...	Before...
Después de...	After...
Durante de...	During...

Palabras interrogativas (Español)	Question words (English)
¿Por qué?	Why?
¿Cuándo?	When?
¿Dónde?	Where?
¿Qué?	What?
¿Cuál?	Which?
¿Quién?	Who? (singular)
¿Quiénes?	Who? (plural)
¿Cómo?	How?

Verbos irregulares (Español)	Irregular verbs (English)
Estar	To be (feelings and locations)
Estoy	I am
Estás	You are (informal)
Está	She/he/it is
Estamos	We are
Estáis	You all are
Están	They/you (formal) are
Ir (a)	To go (to)
Voy	I go
Vas	You (informal) go
Va	She/he/it/you (formal) goes
Vamos	We go
Vais	You all (informal) go
Van	They/you (formal) go
Ir + a + infinitive	To be going to do something
Tener	To have
Tengo	I have
Tienes	You have
Tiene	She/he/it has
Tenemos	We have
Tenéis	You all have
Tienen	They/you have
Tener que + inf.	To have to...
Tengo que...	I have to...
Tienes que...	You have to...
Tiene que...	She/he/it has to...
Tenemos que...	We have to...
Tenéis que...	You all have to...
Tienen que...	They/you have to...

Actividad 2.13. Las actividades

Use the vocabulary list to select the word that best completes each sentence.

Modelo:

Los gimnasios son lugares para _____.

a. Comer tacos b. Ver películas c. Hacer ejercicio



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<https://pressbooks.palni.org/comunidades/?p=260#h5p-38>

Actividad 2.14. ¿Dónde lo haces?

Indicate the place where you do each of the following activities.

Modelo:

Sacar libros: En la biblioteca

1. Correr:
2. Comer con amigos:
3. Escuchar música:
4. Comprar regalos (gifts):
5. Beber una margarita:
6. Ver una película:
7. Pasar tiempo con amigos:

Actividad 2.15. ¿Qué hago y dónde lo hago?

Look at the following images and write down at least one activity that you can do there. Use number 1 as a model.

Modelo:



Photo by Lisa Fotios,
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license

1. El café

Estudiar

Beber café



People Gathering Near Plaza by Mati Angulo, licensed under Pexel license

2. La plaza



Modern style shopping center with shiny floor and many boutiques by Wendy Wei, licensed under Pexel license

3. El centro comercial



Tiendas H&M Londres by Reservasde Coches.com, licensed under CC BY-SA 2.0

4. La tienda



"bookstore bar..." by peter.clark is licensed under CC BY 2.0

5. El bar



Alone in a Movie Theater by Studio Sarah Lou, licensed under CC BY 2.0

6. El cine



Central Park - Manhattan, New York by Dougtone, licensed under CC BY-SA 2.0

7. El parque



Restaurant
La Boheme
by Unique
Hotels
Group is
licensed
under CC
BY-NC 2.0

8. El restaurante



Library by
Albuquerque
e South
Broadway
Cultural
Center,
licensed
under CC
BY 2.0

9. La biblioteca

Actividad interpersonal 2.16. Entrevista

With a partner, take turns asking and responding to the following questions. Take notes on what your partner says and be prepared to share with the class.

Modelo:

Estudiante 1:

¿Cuál es tu lugar preferido?

Estudiante 2:

Me gusta el parque.

1. ¿Cuál es tu lugar preferido?
2. ¿Cuál es tu actividad preferida?
3. ¿Qué actividades haces (do you do) con tus amigos?
4. ¿Qué actividades haces solo/a (alone)?
5. ¿Qué actividades haces en la universidad?

Actividad de investigación cultural 2.17. Las plazas en el mundo hispano

Now that you have learned about the importance of plazas, find information online about some of the most famous plazas in the Spanish-speaking world and prepare a brief presentation for your classmates. You may choose one of the plazas in the list below or find your own.

1. El Zócalo en México
2. Plaza España en Sevilla, España
3. Plaza Mayor en Salamanca, España
4. Plaza de Mayo en Argentina

Los días de la semana

Los días de la semana	The days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Expresiones útiles	Useful expressions
El fin de semana	The weekend
Hoy	Today
Mañana	Tomorrow
Ayer	Yesterday
Pasado mañana	The day after tomorrow
Tarde	Late
Temprano	Early
Días feriados	Holidays
En __ (número) días	In __ (number of) days

¡Hablemos de los días de la semana! In Spanish, the days of the week are masculine nouns: *el lunes, un lunes*. They are not capitalized like they are in English, so the correct way to write Thursday, for example, is *jueves* and not *Jueves*. In English, the preposition *on* is used to talk about the day of the week when something happens. In Spanish, you only use the article and do not need a preposition. For example, “I leave **on** Monday” will be “Salgo **el** lunes.” If you want to indicate that something is done regularly on a particular day of the week, use the plural form of the definite article: “Yo corro en el parque **los** martes” (I run in the park **on** Mondays).

Actividad 2.18. ¿Qué día es hoy?

Fill in the blank with the correct day of the week based on the context.

Modelo:

Si hoy es sábado, pasado mañana es lunes.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/comunidades/?p=260#h5p-39>

Actividad 2.19. Mi semana

Think about what you have to do during the week and write down different activities that you have to do. Write down four to seven activities. Be ready to share with the class.

Modelo:

lunes	martes	miércoles	jueves	viernes	sábado	domingo
Comer con Laura en la cafetería		Hacer ejercicio con Matt		Hacer la tarea	Ir a casa y visitar a la familia	

Ahora tú:

lunes	martes	miércoles	jueves	viernes	sábado	domingo

Actividad 2.20. Los días feriados

Indicate the day of the week on which the following holidays take place in the United States.

Modelo:

La Pascua (Easter): El domingo



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-40>

Can you think of any other holidays that always fall on a specific day of the week in the United States?

Los meses del año

Now that we have learned the days of the week, let's learn the months of the year and the seasons. In Spanish, the months of the year are generally not capitalized, just like the days of the week.

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Actividad 2.21. ¿En qué mes?

Write the month or months in which the following holidays or events occur in your community.

Modelo:

Noche de Brujas (Halloween).

Es en octubre.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-41>

Actividad de investigación cultural 2.22. ¿Cuándo pasa?

Do you know in which month the following events are celebrated? If you do not know, look them up. Then write the correct month.

Modelo:

Noche de Brujas (Halloween).

Es en octubre.

1. Día internacional de la poesía
2. Día internacional de la tierra (Earth)
3. Día internacional de la mujer (women)
4. Día del español
5. Día internacional de la educación

Actividad 2.23. ¿Cuándo?

Answer the following questions based on your experience. Use the model as an example, knowing that answers will vary. Try to answer in complete sentences.

Modelo:

¿En qué mes celebras tu cumpleaños?

Celebro mi cumpleaños en septiembre.

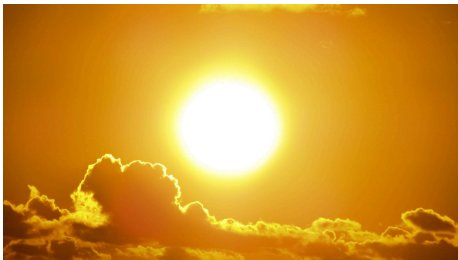
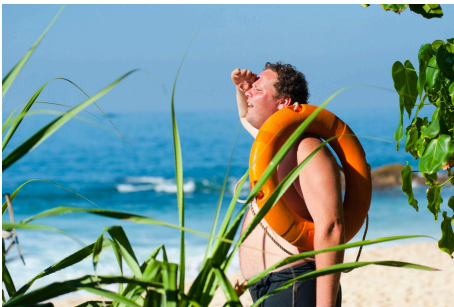





1. ¿En qué meses hay partidos de fútbol americano en tu universidad?
2. ¿En qué mes es “Homecoming”?
3. ¿En qué mes(es) no hay clases en tu universidad?
4. ¿En qué mes hay más eventos divertidos (fun) en tu universidad?
5. ¿Cuál es tu mes favorito?

El tiempo




Spanish and English have different ways of describing the weather. In English, you can simply use the verb *to be* and say that it's hot, cold, raining, and so on. In Spanish, most of the time an impersonal form of the verb *hacer*, *hace*, is used with a noun to describe the weather. Literally, this expression means “it makes,” as in “(The weather) makes cold, hot, and so on.”

See the examples below:

¿Qué tiempo hace?

<p>Hace sol. It's sunny.</p>  <p>Sun by Pixabay, licensed under Pexel license</p>	<p>Hace calor. It's hot.</p>  <p>Orange Safety Ring on Man Shoulder Near Body of Water by Oleksandr Pidvalnyi, licensed under Pexel license</p>	<p>Hace frío. It's cold.</p>  <p>Woman pulling a kid on a sled by Yan Krukov, licensed under Pexel license</p>
<p>Hace viento. It's windy.</p>  <p>Coconut Trees on Brown Soil Under Blue Sky by Messala Ciulla, licensed under Pexel license</p>	<p>Hace buen tiempo. The weather is nice.</p>  <p>Green Mountain Surrounded by Body of Water Photo by Bob Krustev, licensed under Pexel license</p>	<p>Hace mal tiempo. The weather is bad.</p>  <p>Close Up Photo of Coconut Tree by Suparerg Suksai, licensed under Pexel license</p>
<p>Hace fresco. It's cool.</p>  <p>Woman Holding a Cup Near Body of Water by Vlada Karpovich, licensed under Pexel license</p>		

In addition to these, the verb *estar* is used to describe other weather occurrences that are considered to be in progress.

<p>Está lloviendo. It's raining.</p>  <p>Person Standing Using Red Umbrella by Aline Nadai, licensed under Pexel license</p>	<p>Está nublado. It's cloudy.</p>  <p>Brown Mountain Under Cloudy Sky by Pixabay, licensed under Pexel license</p>	<p>Está nevando. It's snowing.</p>  <p>Photo of Snowy Field by Simon Berger, licensed under Pexel license</p>
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Please note that since *llover*, “to rain,” and *nevar*, “to snow,” are verbs, they can also be conjugated in the third person, *llueve* and *nieva*, to indicate that the action is also in progress.

In order to talk about the weather in degrees, you can use either the verb form *hace* or the form *hay*.

Examples:

Hace calor. Hay 42°C para hoy.

Hace 5°C. Hace frío.

Finally, remember that the word *tiempo* refers to weather in Spanish. So when you say “Hace buen tiempo,” you are saying it’s nice out, not that it’s a “good time.” If you want to tell someone to have a good time, try “¡Pásalo bien!”

Las estaciones

¿Qué fiestas celebras? If you celebrate a holiday in November or December, like Diwali, Hanukkah, Christmas, or Kwanzaa, what kind of weather do you associate with it? Chances are, if you have lived in that same place your whole life, you have a very clear association with the month, the season, and the holiday. For example, American culture very heavily links the winter holidays with cold and snow, even though there are many places in the United States that rarely, if ever, receive snowfall. Likewise, even though there is a generally agreed-upon set of four seasons experienced in the US, some places, like the Pacific Northwest or the South, experience more moderate variations of their typical climate rather than the large fluctuations experienced in the Northeast and Midwest.

Just like the regional variation in the US, not all countries experience four seasons, and if they do, they might follow a different calendar depending on their location. Central American and Caribbean countries (such as Honduras, Guatemala, El Salvador, Belize, Panama, Costa Rica, Nicaragua, Cuba, Puerto Rico, and the Dominican Republic) and northern South American countries (such as Colombia, Venezuela, Ecuador, and northern Peru) tend to experience seasons differently given their proximity to the equator. These places experience an *estación de lluvia* (rainy season) and an *estación seca* (dry season). The *estación de lluvia* tends to take place from May to November, while the dryer months are typically December through April.

Meanwhile, the United States, being in the Northern Hemisphere, has the opposite seasons of those countries in the Southern Hemisphere that are farther from the equator. In the Spanish-speaking world, this includes southern Peru, Chile, and Argentina, most notably. For these regions, December through March is summertime, March through June is fall, June through September is winter, and spring takes place from September through December.

Similar to the Hoosier saying about Indiana weather (“If you don’t like the weather, wait five minutes”), no matter what the climate, there is always a good deal of variability.

Las estaciones

La primavera	Spring
El verano	Summer
El otoño	Fall
El invierno	Winter
Temporada seca	Dry season
Temporada de lluvia	Rainy season

Actividad 2.24. ¿Cuándo hace este tiempo en tu ciudad?

Indicate the season(s) that normally have this type of weather in your city.

Modelo:

Hace buen tiempo en el verano.

1. Hace mucho frío _____.
2. Hace sol _____.
3. Hace viento _____.
4. Hace fresco _____.
5. Está nublado _____.

Actividad 2.25. ¿Qué tiempo hace?

The United States is a large country whose weather varies from region to region. Look at the four images depicting average temperatures in the United States by season: <https://www.currentresults.com/Weather/US/state-temperature-maps-seasonal.php>. Then answer the questions below.

1. ¿En qué estado(s) de los Estados Unidos hace buen tiempo en invierno? ¿Hay estado(s) en que hace calor?
2. ¿En qué estado(s) de los Estados Unidos hace mucho frío en invierno? ¿Cuántos grados hay?
3. ¿En qué estado(s) hace calor extremo en el verano?
4. ¿Qué estado(s) te gusta visitar en el otoño? ¿Qué tiempo hace o qué temperatura hace?
5. ¿Qué tiempo hace generalmente en el norte del país en la primavera? ¿Y en el sur?

Actividad 2.26. ¿Qué actividades quieres hacer?

Paso 1—Read the activity presented and check whether you like it a lot (*me gusta mucho*), you like it somewhat (*me gusta*), or you don't like it (*no me gusta*). For the activities you like, select what months (*los meses*) and what kind of weather (*el clima*) are best for that activity.

Actividad	¿Te gusta?	¿En qué meses?	¿En qué climas?
Veo una película.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.
Corro.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.
Juego a las cartas.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.

Toco un instrumento.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.
Estudio para un examen.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.
Paseo en el parque.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.

Tomo una fotografía.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.
Voy al museo.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.
Como en un restaurante.	<input type="checkbox"/> ¡Sí, me gusta mucho! <input type="checkbox"/> Sí, me gusta. <input type="checkbox"/> ¡No, no me gusta!	<input type="checkbox"/> En enero <input type="checkbox"/> En febrero <input type="checkbox"/> En marzo <input type="checkbox"/> En abril <input type="checkbox"/> En mayo <input type="checkbox"/> En junio <input type="checkbox"/> En julio <input type="checkbox"/> En agosto <input type="checkbox"/> En septiembre <input type="checkbox"/> En octubre <input type="checkbox"/> En noviembre <input type="checkbox"/> En diciembre <input type="checkbox"/> En todos los meses	<input type="checkbox"/> Cuando hace frío. <input type="checkbox"/> Cuando hace calor. <input type="checkbox"/> Cuando hace buen tiempo. <input type="checkbox"/> Cuando hace mal tiempo. <input type="checkbox"/> Cuando llueve.

Paso 2—Now that you have reflected on your own preferences, ask a classmate about their preferred activities during different types of weather and take note of where you have similarities and where you are different. Be sure to discuss your activity preferences for the following types of weather.

Modelo:

Está lloviendo y hace fresco.

Jugar juegos de mesa con amigos

1. Hace mucho sol.
2. Hace viento y hace fresco.
3. Está nevando pero no hace mucho frío.
4. Hace buen tiempo.
5. Hace mal tiempo.

You may find the following phrases helpful for your conversation.

¿Qué te gusta hacer cuando...?—What do you like to do when...?

(Example: ¿Qué te gusta hacer cuando hace mucho sol?)

¡Yo también!—Me too

¡A mí tampoco!—Me neither

Actividad 2.27. ¿Qué estación es?

Use the information from the section **Las estaciones** to fill in the chart with the missing information to detail the seasons experienced in the given places during the given months.

Meses	Indiana, EEUU	Ciudad de Panamá, Panamá	Santiago, Chile
Diciembre, enero, febrero y marzo		Estación seca	
	El verano		
Septiembre, octubre, noviembre y diciembre			
			El otoño

Actividad de investigación cultural 2.28. ¿Qué tiempo hace?

Use a world map or the internet to indicate what the weather is like in different cities on different dates. Use the first entry as a model.

	Michigan, EEUU	La Habana, Cuba	Tegucigalpa, Honduras	Buenos Aires, Argentina
El quince de abril	Es la primavera. Hace fresco. Llueve. Hace buen tiempo.			
El veinte de diciembre				
El dos de septiembre				
El cuatro de junio				
El trece de agosto				
(Choose your own date.) ----- -----				

Actividad de investigación cultural 2.29. Los husos horarios en los Estados Unidos y el mundo hispano

There are different **husos horarios**, or time zones, in the world. The United States has six different time zones. Research the following information.

1. ¿Cómo se llama el área horaria en la que está Indiana?
2. Escoge (choose) un estado de cada uno de los husos horarios que hay en los Estados Unidos.
3. ¿Cuál es la diferencia horaria entre Indiana y los estados que escogiste (that you chose)?
4. Busca (find) la diferencia horaria entre Indiana y cinco países en los que se habla español.
5. Busca un país hispano con más de un huso horario.
6. Resuelve estas situaciones:
 - Si (if) son las 5:00 de la tarde en la Ciudad de México, ¿qué hora es en Madrid, España?
 - Si son las 8:00 de la mañana en Buenos Aires, Argentina, ¿qué hora es en Tegucigalpa, Honduras?
 - Si son las tres de la tarde en Bogotá, Colombia, ¿qué hora es en Indianápolis, Indiana, EEUU?

Actividad de reflexión cultural 2.30. The connection with seasons

Choose one of the following questions to respond to. Be sure to elaborate fully in a response of several paragraphs.

1. What events and systems do you participate in that might be scheduled around the seasons you experience in the Northern Hemisphere? Consider the impact of weather on school and vacation schedules as well as some national holidays such as Labor Day, Memorial Day, and American Independence Day. How might those schedules and celebrations be different if the US were in the Southern Hemisphere?
2. Consider how you celebrate your favorite holiday. Now imagine you are celebrating it in a country that is close to the equator. What different kinds of activities would you engage in? In the Southern Hemisphere?
3. What role, if any, do you think climate and geography might play in the kinds of activities that are popular in certain cultures? How might your favorite pastimes with friends change if you lived in Costa Rica? Or in the southern tip of Argentina?

V. Video entrevistas

Actividad interpretativa 2.31. Mi estación del año favorita

Watch and listen to the videos of individuals sharing their favorite seasons. Then indicate whether the statements are *cierto* (true) or *falso* (false).

Álvaro



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Lisa



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Manuela



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Melissa



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Nicky



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Robin



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Actividad interpretativa 2.32. El clima en Honduras, México y España

Watch the video to learn about the climate and popular activities for young people in Honduras, Mexico, and Spain:



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Then answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://pressbooks.palni.org/comunidades/?p=260#h5p-43>

Actividad 2.33. Y ahora en inglés

Watch the English version of the video about climate differences among the US, Mexico, and Spain and write a list of at least five facts you learned from this second video that you didn't hear or pick up on the last time:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=260#oembed-9>

- 1.
- 2.
- 3.
- 4.
- 5.

Actividad de reflexión cultural 2.34. Los pasatiempos normales

Paso 1—Watch the video in which Nicky, Melissa, and Álvaro discuss popular activities for young people and the times at which these things occur:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=260#oembed-10>

Use the chart to write some notes about what you hear.

	Actividades	Horas para desayunar	Horas para almorzar	Horas para cenar
Nicky (México)				
Melissa (Honduras)				
Álvaro (España)				

Paso 2—Consider the same questions for you and your friends: What are popular activities for young people? What time do they do them? What times are typical for breakfast, lunch, and dinner? Then write a paragraph-length reflection about cultural similarities (and potentially, differences) between you and your friends and the individuals in the video.

VI. Gramática

2-A. Regular verbs

What is a verb? According to the Merriam-Webster dictionary, verbs “are words that show an action (*sing*), occurrence (*develop*), or state of being (*exist*). Almost every sentence requires a verb. The basic form of a verb is known as its *infinitive*. The forms *call*, *love*, *break*, and *go* are all infinitives” (<https://www.merriam-webster.com/dictionary/verb#note-1>).

In Spanish, there are different types of verbs. Verbs that do not have a change in their roots and follow a regular pattern of endings when you conjugate them are regular verbs. There are three main types of regular verbs: -ar, -er, and -ir. You can tell what type of verb it is by looking at the ending of the verb in its infinitive form. For example, the verb *tomar* is an -ar verb, since it ends with -ar.

Why is it important to learn how to conjugate a verb? How do you conjugate regular verbs?

When you conjugate a verb, you make a change that communicates important information such as the person who is doing the action, the tense (when the action is taking place: present, past, future, etc.), and the mood (indicative, subjunctive, imperative, infinitive).

In English, the subject pronoun at the beginning is the primary way to show who is doing the action: *I* jump, *you* jump, *they* jump, *we* jump. Notice that there is a change in the third-person singular, he or she *jumps*, since an *s* is added at the end of the verb.

In Spanish, you show who is doing the action by modifying the ending of the verb. This is called conjugating the verb.

When you conjugate the verb, there is a specific ending for each person that indicates who is doing the action. For this reason, many times, the subject pronoun is not necessary and is left out entirely. It is usually only included when the speaker or writer needs to clarify or emphasize the subject.

Regular verbs in the present tense are conjugated by dropping the last two letters of the infinitive form of the verb (-ar, -er, -ir) and adding one of the endings below.

Regular verb endings

Pronoun	-ar	-er	-ir
Yo	-o	-o	-o
Tú	-as	-es	-es
Él/Ella/Usted	-a	-e	-e
Nosotros	-amos	-emos	-imos
Vosotros	-áis	-éis	-ís
Ellos/Ellas/Ustedes	-an	-en	-en

Let's suppose that we wanted to conjugate the following verbs: trabajar, comer, and escribir.

Step 1. First, drop the last two letters of the ending.

Trabaja Comer Escribir

Step 2. Now, add the ending according to the person performing the action.

Pronoun	Trabajar	Comer	Escribir
Yo	trabajo	como	escribo
Tú	trabajas	comes	escribes
Él/Ella/Usted	trabaja	come	escribe
Nosotros	trabajamos	comemos	escribimos
Vosotros	trabajáis	coméis	escribís
Ellos/Ellas/Ustedes	trabajan	comen	escriben

Actividad 2.35. Traducciones

Modelo:

a. Trabajamos b. Trabajo c. Trabajas



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<https://pressbooks.palni.org/comunidades/?p=260#h5p-44>

Actividad 2.36. Conjugación simple

Modelo:

dibujar—yo:

dibujo



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<https://pressbooks.palni.org/comunidades/?p=260#h5p-45>

Actividad 2.37. Un día en la ciudad

Complete the sentences by choosing the correct verb form. Use number 1 as a model.



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<https://pressbooks.palni.org/comunidades/?p=260#h5p-46>

Actividad 2.38. En el parque

Ana and Carlos are at the park. They see people doing different activities. Indicate what the following people are doing based on the images. Be sure to conjugate the verbs correctly based on the given subject.

Modelo:



People
Taking
Picture Of
Mona Lisa
Painting
With Face
Mask by
cottonbro,
licensed
under
Pexel
license

Los turistas toman fotos de la Mona Lisa.

1.



Selective
Focus
Photo of
Smiling
Woman in
a Red Long
Sleeve Top
Reading
Book While
Listening
to Music
on
Headphone
s by Andrea
Piacquadio,
licensed
under
Pexel
license

La estudiante _____

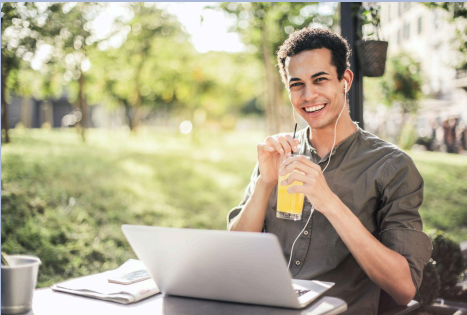
2.



Woman Holding and Wearing Black Corded Headphones Outdoors by Pixabay, licensed under Pexels license

Yo _____

3.



Happy man sitting with laptop and juice in park by Andrea Piacquadio, licensed under Pexels license

Tú _____

4.



A Couple
Running
Together
by MART
PRODUCTI
ON,
licensed
under
Pexel
license

Ellos _____

5.



Friends
Walking
Together
with Their
Bikes by
Rachel
Claire,
licensed
under
Pexel
license

Las chicas _____

Complete the sentence by first choosing the correct verb and then putting it in the correct form.

Modelo:

Los estudiantes **practicar** (practicar, jugar, hacer) la natación todo el año.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=260#h5p-47>

Actividad 2.40. Firma verbos -ar

Using the activity in the “Actividad” column, write a question that you would ask a classmate to find out if they do that thing. See the example for the first activity as a model. Then come up with two more yes/no questions using -ar verbs for the last two rows. When your instructor says it’s time, stand up and ask various classmates that question. Write down the names of students who tell you yes, they do the activity. If they do not, you may not write down their name.

Actividad	Pregunta	Nombres
Hablar con amigos en español.	¿Hablas con amigos en español?	1. 2.
Estudiar por la mañana.		1. 2.
No practicar un deporte.		1. 2.
		1. 2.
		1. 2.

Actividad 2.41. Firma verbos -er e -ir

Using the activity in the “Actividad” column, write a question that you would ask a classmate to find out if they do that thing. See the example for the first activity as a model. When your instructor says it’s time, stand up and ask various classmates that question. Write down the names of students who tell you yes, they do the activity. If they do not, you may not write down their name.

Actividad	Pregunta	Nombres
Vivir en el campus.	¿Vives en el campus?	1. 2.
Escribir poesía.		1. 2.
No beber café.		1. 2.
Leer muchas novelas.		1. 2.
		1. 2.

Actividad 2.42. Firma actividades mezcladas

Using the activity in the “Actividad” column, write a question that you would ask a classmate to find out if they do that thing. See the example for the first activity as a model. When your instructor says it’s time, stand up and ask various classmates that question. Write down the names of students who tell you yes, they do the activity. If they do not, you may not write down their name.

Actividad	Pregunta	Nombres
Participar en un club.	¿Participas en un club?	1. 2.
Practicar un deporte.		1. 2.
Asistir a todas las clases.		1. 2.
No comer en la cafetería.		1. 2.
Estudiar los apuntes (notes).		1. 2.

2-B. ¿Qué hora es? Telling time

Telling time in Spanish is very similar to the way it is done in English. Both use the verb *to be*. In English, one can ask “What time *is* it?” In Spanish, it is “¿Qué hora es?” Spanish uses the verb *ser* to tell time. It uses the third-person singular form for 1:00, and for everything else, it uses the third-person plural form. The clock below shows how to tell the time when it is exactly on the hour. Just be careful not to confuse the notion of *tiempo* and *hora*. While in English, the word *time* is used for both concepts, in Spanish, *tiempo* means both the notion of time in general (as in, “Do you have time?”) and the weather. When you are talking about a specific time of day, *hora* is the word you want to use.

Useful vocabulary

Mediodía	Noon
Medianoche	Midnight
En punto	Exactly on the hour
Cuarto	Quarter
Media	Half
De la mañana	In the morning
De la tarde	In the afternoon
De la noche	At night



Black and Yellow Analog Clock by Stas Knop, licensed under Pexel license

Photo by Stas Knop: <https://www.pexels.com/photo/black-and-yellow-analog-clock-3283142/>

How do you then express time when it is not exactly on the hour? In order to express one to thirty minutes after the hour, add the time using *y*.

Note that fifteen minutes can be expressed with *y cuarto* (and a quarter) or *y quince* (and fifteen).

Thirty minutes can be expressed *y media* (and a half) or *y treinta* (and thirty).

See the following examples.

Son las dos...



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Photo by Stas Knop: <https://www.pexels.com/photo/black-and-yellow-analog-clock-3283142/>

There are some cultural differences in expressing time after thirty minutes have passed. In countries like Spain, you go up to the next hour and then subtract time using *menos* (minus) to indicate the time that you are subtracting from the hour.

Examples:

Consider the following times.

2:50 p.m. Son las tres menos diez de la tarde.

(You go up to the next hour, 3:00 p.m., and subtract ten.)

2:45 p.m. Son las tres menos cuarto de la tarde. / Son las tres menos quince de la tarde.

Son las tres...



Black and Yellow Analog Clock by Stas Knop, licensed under Pexel license

Photo by Stas Knop: <https://www.pexels.com/photo/black-and-yellow-analog-clock-3283142/>

Spain also uses military time to indicate the time. Military time is more precise and is used to avoid any confusion that you might have with a twelve-hour clock. The clock starts at midnight with 00:00 and continues until it reaches 23:59 hours. You will see time expressed this way in places like airports, hospitals, and TV guides.

See the following examples:

10:00 p.m. is 22:00 (h)—**Son las veintidós horas. / Son las diez de la noche.**

1:00 p.m. is 13:00 (h)—**Son las trece horas. / Es la una de la tarde.**

9:00 a.m. is 09:00 (h)—**Son las nueve horas. / Son las nueve de la mañana.**

In Latin America, it is more common to continue adding time to the hour rather than subtracting from the next one.

Son las dos...



Black and Yellow Analog Clock by Stas Knop, licensed under Pexel license

Photo by Stas Knop: <https://www.pexels.com/photo/black-and-yellow-analog-clock-3283142/>

¿A qué hora?

So far, you have learned how to tell what time it is, but what about if you want to find out at what time something happens? In that case, use the following:

¿A qué hora es _____? At what time is _____?

If you want to respond, use:

Es a la(s) _____. It is at _____

Examples:

¿A qué hora es la clase de español?

La clase de español **es a las ocho de la mañana.**

¿A qué hora es la fiesta este fin de semana?

La fiesta **es a las once de la noche.**

Actividad 2.43. ¿Qué hora es?

Write out what time it is.

Modelo:

8:00 a.m.

Son las ocho de la mañana.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/comunidades/?p=260#h5p-48>

Actividad interpersonal 2.44. ¿A qué hora?

With a partner, take turns asking and responding to the following questions. Be prepared to share some information about your partner's schedule with the class. Do you have activities that you do at the same time?

Modelo:

¿A qué hora descansas?

Yo descanso a las once de la noche.

1. ¿A qué hora comes generalmente?
2. ¿A qué hora estudias?
3. ¿A qué hora trabajas?
4. ¿A qué hora pasas tiempo con amigos?
5. ¿A qué hora miras la tele?

2-C. El verbo *ir*

In Spanish there are verbs that do not follow the normal conjugation rules that you have learned. For this reason, these verbs are considered “irregular.” One of the most commonly used irregular verbs is *ir*, which means “to go.”

It is conjugated in the following manner.

Yo	voy	Nosotros	vamos
Tú	vas	Vosotros	váis
Él/Ella/Usted	va	Ellos/Ellas/Ustedes	van

The verb *ir* is used in the same way that it is used in English: to indicate where one is going or where one is going to go.
In order to say where one is going, the verb *ir* is followed by the preposition *a* to indicate direction.
Examples:



Man in Black
Formal Suit
Jacket and
Gray Pants by
Ricardo
Esquivel,
licensed
under Pexel
license

El hombre va a la plaza



Woman in
Black Crew
Neck T-shirt
Reading Book
by Yasmery
Ramirez,
licensed
under Pexel
license

Tú vas a la biblioteca



Woman
Standing
Near Display
Counter by
Lisa Fotios,
licensed
under Pexel
license

Yo voy al café

(In this case, the preposition a turns into al, since a + el contracts to al.)

Actividad 2.45. ¿Adónde vas?

Indicate where the following people are going based on the image and the context.

Modelo:



People in
Cafeteria by
Quang Nguyen
Vinh, licensed
under Pexel
license

Los estudiantes van al café.

1.



*House Lights
Turned on by
Binyamin
Mellish,
licensed
under Pexel
license*

1. Nosotros _____.

2.



*Vehicles
Parked in
Front of
Cinemark
Building by
Ricardo
Esquivel,
licensed
under Pexel
license*

2. Ustedes _____.

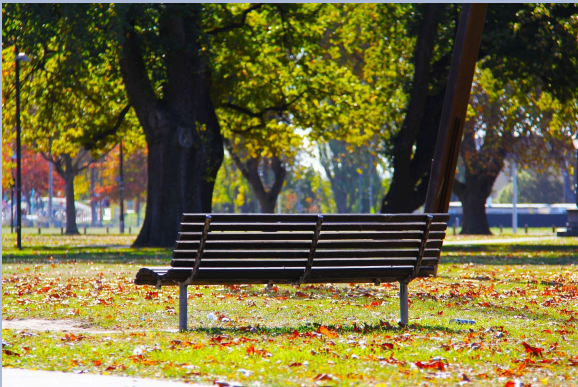
3.



River Between
Trees and
City
Skyscrapers
by heather
bozman,
licensed
under Pexel
license

3. Ana y Carlos _____.

4.



Black Wooden
Bench on
Green Grass
by Pixabay,
licensed
under Pexel
license

4. La Sra. Martínez _____.

5.



Exhibit
Painting
Display by
Riccardo,
licensed
under Pexel
license

5. Yo

Actividad interpersonal 2.46. ¿Adónde vamos?

With a partner, take turns asking and responding to the following questions. Be prepared to share similarities and differences between you and your partner with the class.

Modelo:

¿Adónde vas para tomar un café?

Yo voy a Starbucks.

1. ¿Adónde vas para estudiar?
2. ¿Adónde vas para comer tu comida favorita (favorite food)?
3. ¿Adónde vas para pasar tiempo con tus amigos?
4. ¿Adónde vas para hacer ejercicio?
5. ¿Adónde vas para descansar?

2-D. El futuro inmediato: *Ir* + *a* + infinitive

In addition to being used to express where one is going, the verb *ir* is also used to express what one is going to do. Therefore, it can be used to talk about actions that are going to happen in the near future.

Use the following formula to express what is going to happen:

Form of the verb ir + a + verb in the infinitive



Selective Focus
Photo of Smiling
Woman in a Red
Long Sleeve Top
Reading Book
While Listening to
Music on
Headphones by
Andrea
Piacquadio,
licensed under
Pexel license

La estudiante **va a leer** un libro.

The student is going to read a book.



Man in Black
Formal Suit Jacket
and Gray Pants by
Ricardo Esquivel,
licensed under
Pexel license

El hombre **va a tomar** un café en la plaza.

The man is going to drink coffee in the plaza.



Exhibit Painting
Display by
Riccardo, licensed
under Pexel license

Las personas **van a ver** una
exposición de arte en el museo.

*The people are going to see an art
exhibit in the museum.*

Actividad 2.47. What are they going to do?

Use your imagination to indicate what the following people are going to do when they get to the places depicted in the images below. Use number 1 as a model.

1.



House Lights
Turned on by
Binyamin
Mellish,
licensed under
Pexel license

Yo voy a mirar una película en casa.

2.



Food Inside
Display Chiller
by Lisa Fotios,
licensed under
Pexel license

Nosotros

-----"

3.



*River Between
Trees and City
Skyscrapers by
heather
bozman,
licensed under,
Pexel license*

Los turistas

-----..

4.



*Architectural
Photography of
Playground by
Anthony,
licensed under
Pexel license*

Los niños -----..

5.



Brown and Black Wooden Chairs Inside Room by Pixabay, licesned under Pexel license

Tú

Actividad interpersonal 2.48. ¿Qué va a hacer la clase?

Paso 1—First, write down the three most important activities that you are going to do during the week. Be sure to specify what day you are going to do each one.

Modelo:

1. El lunes voy a estudiar en la biblioteca para un examen.
2. El miércoles voy a practicar el fútbol en el estadio.
3. El jueves voy a cenar con mi familia en un restaurante.

Paso 2—Ask five different people in the class what they are going to do during the week. Write down their responses.

¿Qué vas a hacer durante la semana?

Estudiante 1:

Estudiante 2:

Estudiante 3:

Estudiante 4:

Estudiante 5:

Paso 3—Analyze the responses you obtained. Are there any commonalities? Be ready to report to the class.

2-E. Expressing likes and dislikes: The verb *gustar*

The verb *gustar* is used to express what one likes or dislikes. It is different than other verbs because only the third-person singular form, *gusta*, and the third-person plural form, *gustan*, are used to indicate what one likes or dislikes. The reason for this is that a more literal translation of *gustar* is “to be pleasant to.” For example, if we wanted to say “I like dogs,” in Spanish, we would have to say something like “Dogs are pleasant to me.”

Consider the following examples:

1. I like dogs. **Me gustan** los perros.

A mí me gustan los perros.

2. You like Spanish. **Te gusta** el español.

A ti te gusta el español.

3. He doesn't like to run. **No le gusta** correr.

A él no le gusta correr.

4. Joe likes to eat pizza. **A Joe le gusta** comer pizza.

In the first example, it can be seen that if what you like is plural, such as dogs, then the third-person plural *gustan* is used. The object and its corresponding article, *los perros*, are then placed directly after the form of *gustar*.

The beginning of the sentence indicates who likes the object or two whom it is pleasing. In this case, it is “to me.” Dogs are liked by me or dogs are pleasant to me. Therefore, there is the option of adding the prepositional phrase *a mí* for more emphasis. Both forms—*me gustan los perros* and *a mí me gustan los perros*—are correct.

The second example uses the third-person singular form because *el español* is singular. There is the option again to add the prepositional phrase *a ti* for more emphasis.

Notice that to indicate what one likes to do, like in the third and fourth examples, the verb *gustar* always goes in the third-person singular form, *gusta*, and the action that one likes to do goes in its infinitive form.

The third example is used to express a dislike, something that the person doesn't like to do. In the case of a dislike, the word *no* is placed before the indirect object pronoun *le*. The prepositional phrase is added before the *no* to clarify who the *le* is, since *le* can also be used for *ella* or *usted*.

The fourth example is referring to the likes of a specific person, Joe. In this case, it is not an option to add the preposition *a* before the name; it is required.

Use the following formula to express likes and dislikes:

Prepositional phrase	Indirect object pronoun	Form of the verb <i>gustar</i>	Noun including article or verb in the infinitive
(A mí)	me		
(A ti)	te	gusta (singular)	<i>el/la</i> singular noun verb in the infinitive
(A usted)	le		
(A él, ella)	le		
(A nosotros/as)	nos	gustan (plural)	<i>los/las</i> plural noun
(A vosotros/as)	os		
(A ustedes)	les		
(A ellos, ellas)	les		

Actividad 2.49. Traducciones

Select the correct translation for the following phrases.



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<https://pressbooks.palni.org/comunidades/?p=260#h5p-49>

Actividad 2.50. ¿Qué le gusta?

Based on the description of each person provided, determine what each person likes or dislikes and write a sentence using *gustar*.

Modelo:

Los estudiantes son personas muy activas.

A ellos les gusta hacer ejercicio.

1. Ana es una persona muy social.
2. Carlos es un poco introvertido.
3. La Sra. Martínez es muy creativa y talentosa.
4. La profesora López es muy inteligente.
5. Los atletas son muy trabajadores (hardworking).

Watch each of the following videos of individuals sharing what they like to do in their free time. Then write a sentence for each person, sharing what they like to do.

Modelo:

En su tiempo libre, a Julia le gusta correr y leer.

1. Álvaro:



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2. Nicky:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=260#oembed-12>


3. Lisa:




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4. Manuela:




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5. Mariangel:

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6. Melissa:

 One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=260#oembed-16>

7. Robin:

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Listen to Álvaro's questions and prepare answers to each one:



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Actividad interpersonal 2.53. ¿Cuál es el mejor tiempo para estas actividades?

Paso 1—Read the activity and the weather and fill in the third column by writing whether you like to do those activities in the weather indicated.

Paso 2—Interview a classmate about their preferences in activities and weather by asking the question *¿Te gusta _____?* Record their answers and be ready to share what you have in common and what you don't.

Actividad	El tiempo	¿Te gusta?	¿Le gusta a tu compañero?	Check here if you have a like or dislike in common
Modelo: Caminar en el parque	Hace buen tiempo	Sí, me gusta caminar en el parque cuando hace buen tiempo.	Sí, le gusta caminar el parque cuando hace buen tiempo.	✓
Correr en el parque	Llueve			
Jugar a las cartas	Hace frío			
Jugar al fútbol	Hace calor			
Comer en un restaurante	Hace mal tiempo			
Tocar la guitarra	Hace buen tiempo			
Tomar el sol en la plaza	Hace sol			
Estudiar en la biblioteca	Llueve			
Correr en el gimnasio	Hace calor			

Actividad presentacional 2.54. Recomendaciones

Imagine that you have received an email from your Spanish class pen pal, Luis, who is coming to your city to visit. He has asked some specific questions about where to go and what to do. Write an email in response to Luis. Try to make your email flow naturally rather than simply be a list of answers to his questions. Be sure to include the following:

- A greeting and pleasantries.
- Answers to his questions:
 1. ¿Qué restaurante recomiendas para comer a un estudiante extranjero o un turista?
 2. ¿Hay un café popular donde estudian los estudiantes en tu ciudad? ¿Cómo se llama?
 3. ¿Qué parque te gusta visitar? ¿Qué haces allí?
 4. ¿Cuál es el centro comercial más grande de tu ciudad? ¿Te gusta comprar en centros comerciales o

comprar en línea?

5. ¿Hay una plaza donde se reúnen las personas en tu ciudad? Si no la hay, ¿dónde se reúnen?

- At least two questions for Luis about what he likes to do.
- A closing.

2-F. Making plans: Accepting and declining invitations

Many of the activities that people do are done with other people. In the Hispanic world, it is very common for people to make plans to have coffee, have dinner, or just spend time together. The table below will help you accept, reject, or modify an invitation to suit your interests.

<p>Rejecting an invitation</p> <p>When you reject an invitation, make sure to:</p> <ol style="list-style-type: none"> 1. Apologize that you cannot make it. 2. If possible, offer an explanation for not being able to accept the invitation. <p>If your invitation gets declined, graciously accept the refusal. See the example below:</p> <p>Ana: Carlos, ¿quieres jugar Monopoly en mi casa esta noche?</p> <p>Carlos: Lo siento mucho, Ana. Me gustaría, pero no puedo. Necesito estudiar hoy para un examen.</p> <p>Ana: Bueno, no pasa nada. Lo dejamos para la próxima.</p>	<p>Accepting an invitation</p> <p>When you accept an invitation:</p> <ol style="list-style-type: none"> 1. Obtain all pertinent information about the invitation like the time and date. 2. Thank the person inviting you. <p>See the example below:</p> <p>Carlos: ¡Hola, Ana! Hay una exposición de Frida Kahlo en el museo. ¿Quieres ir conmigo?</p> <p>Ana: Sí, me encantaría ir contigo. Ella es una de mis pintoras favoritas. Gracias por invitarme.</p> <p>Carlos: ¿Cuándo quieres ir?</p> <p>Ana: Sí, ¿a qué hora quieres quedarte?</p> <p>Carlos: A las dos de la tarde.</p> <p>Ana: Es una buena hora. ¡Nos vemos el sábado!</p> <p>Carlos: ¡Hasta luego!</p>
<p>Modifying an invitation</p> <p>When you want to accept an invitation, but want to make some changes to it, you can:</p> <ol style="list-style-type: none"> 1. Suggest the change and give an explanation, if possible, for wanting to change the invitation. <p>See the following example:</p> <p>Ana: ¡Hola, Carlos! ¿Tienes planes para el fin de semana? Hay un partido de los Colts este sábado a las siete de la noche y voy a ir con unos amigos. ¿Quieres venir?</p> <p>Carlos: Lo siento mucho, pero no puedo ir por que el sábado trabajo hasta las ocho de la noche. ¿Van a comer después del partido? ¿Puedo ir con ustedes?</p> <p>Ana: Sí, claro que puedes venir. Vamos a comer pizza en un restaurante del centro.</p> <p>Carlos: ¿A qué hora quedamos?</p> <p>Ana: El partido termina a las diez de la noche, así que podemos quedar a las diez y media en Bazbeaux Pizza.</p> <p>Carlos: Perfecto. Nos vemos el sábado a las diez y media en ese restaurante.</p> <p>Ana: Hasta luego.</p>	<p>Vocabulario útil</p> <p>¿Quieres...?—Do you want...?</p> <p>Quiero—I want</p> <p>Me gustaría—I would like to</p> <p>¿Te gustaría...?—Would you like to...?</p> <p>Me encantaría—I would love to</p> <p>Puedo—I can</p> <p>¿Puedes...?—Can you...?</p> <p>Lo siento—I am sorry</p> <p>Gracias por invitarme—Thank you for inviting me</p> <p>Necesito—I need</p> <p>No pasa nada—It's OK</p> <p>Lo dejamos para la próxima—We can do it next time</p> <p>¿A qué hora quedamos?—What time are we meeting?</p> <p>Conmigo—With me</p> <p>Contigo—With you</p>

Actividad 2.55. ¿Tienes planes?

Select the expressions to complete the given task. Select all that apply.

Model:

Which statement is used to introduce oneself?

[Me llamo...](#)



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<https://pressbooks.palni.org/comunidades/?p=260#h5p-50>

Actividad 2.56. Un diálogo

¿Cómo se llama tu amigo favorito? ¿Qué actividades le gustan? Write a short dialogue between you and that *amigo* for the following scenarios:

1. They ask you **if you have plans** and you are busy.
2. You ask them **if they have plans** and they do not.
3. You ask your friend if they **want to** do a particular activity and they respond according to their interests.

Actividad interpretativa 2.57. ¿Quieres ir al cine conmigo?

Watch the video of Mariangel (sitting) and Jenny (on the phone) making plans to go to the movies:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=260#oembed-19>

As you watch, pay attention to who asks what. Then mark J for Jenny or M for Mariangel next to the actions, statements, and questions.

1. _____ Started the conversation.
2. _____ Asked what her friend was doing.
3. _____ Said she was bored.
4. _____ Invited her friend to the movies.
5. _____ Asked what movie they were going to see.
6. _____ Asked what time they were going to go.

Actividad interpretativa 2.58. ¿Quieres ir a comer?

Watch the video of Mariangel and Jenny making plans to eat together:



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Then indicate whether the following statements are *cierto* or *falso*.



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Actividad interpretativa 2.59. Haciendo planes

Watch the video of Deysi and Robin making plans, then answer the following questions in English or Spanish:



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1. What kind of event does Robin invite Deysi to?
2. How does Deysi indicate at first that she is not interested? Comment on the words she uses (in Spanish) as well as her tone of voice and body language.
3. What activity do they agree on doing? Who is more experienced and how do you know?
4. What day and time have they chosen to get together?

Actividad interpersonal 2.60. El tiempo libre

You are a full-time student, you are an athlete, and you also have a job. You are very, very busy! You have an opportunity to have a free weekend with some money to spend. However, you must spend at least half of the weekend with a classmate from Spanish class. With a partner, decide on the following:

- Where are you going to go?
- What activities will you do together?
- How will you spend the money?

Be sure to speak only Spanish in your conversation and take notes in order to be able to report to the class about what you are going to do.

Actividad interpretativa 2.61. Las Madres de la Plaza de Mayo

Read the following texts and then answer the questions.

Las Madres y Abuelas de la Plaza de Mayo

Hay unas madres y abuelas muy famosas en el mundo. Son famosas por luchar (fight) por el retorno de sus

hijos y nietos desaparecidos durante la dictadura del general Jorge Videla (1976–83) en Argentina. Son ahora un símbolo de la lucha contra la opresión y la tiranía.

Prereading: Primero es importante repasar algunos conceptos importantes. Selecciona la opción que mejor completa cada oración.

1. **Una dictadura es:**

1. Un régimen similar a una democracia.
2. Un régimen autoritario en el que hay un solo líder.

2. **En una dictadura generalmente:**

1. Hay violaciones contra los derechos humanos (human rights).
2. Hay los mismos derechos humanos (human rights) que en una democracia.

3. **Argentina:**

1. Es un estado de México.
2. Es un país en Sudamérica.

Ahora vamos a aprender un poco sobre estas mujeres tan especiales leyendo sobre ellas y escuchando sus testimonios.

Texto adaptado de: <https://elordenmundial.com/quienes-son-las-madres-y-abuelas-de-plaza-de-mayo/>.

¿Quiénes son las Madres y Abuelas de Plaza de Mayo?

30 abril, 2021

Por Patricia Moreno

Las madres y abuelas de Plaza de Mayo son un grupo de mujeres que desde 1977 demandan el retorno de sus familiares desaparecidos durante la dictadura militar en Argentina. El grupo está compuesto sobre todo por madres y abuelas de personas secuestradas, torturadas y desaparecidas, y recibe su nombre del lugar donde celebran sus protestas: la plaza de Mayo de Buenos Aires, frente a la Casa Rosada, sede de la presidencia argentina. Con el tiempo se unen más personas a las protestas y nacen las asociaciones de Madres y Abuelas de Plaza de Mayo, cuyos objetivos son recuperar a sus familiares desaparecidos y llevar ante la justicia a los responsables de los crímenes de la dictadura.

Las mujeres se reúnen por primera vez en la plaza de Mayo el 30 de abril de 1977. Las madres y abuelas de las víctimas comienzan a reunirse en la plaza y a caminar alrededor de una pirámide central después de que un oficial les dice que necesitan moverse y que no pueden reunirse en grupos de más de tres personas. Se estima que durante los años de dictadura, de 1976 a 1983, hay más de 30.000 desapariciones forzadas. Desde

entonces marchan por la plaza todos los jueves a las tres y media de la tarde, sumando ya más de 2.200 marchas que, con la pandemia, ahora hacen a través de internet.

Estrategia de lectura 1: Finding cognates

Cognates are words in different languages that have similar spelling and meaning. You probably have already seen some cognates like *televisión*/television, *maternal*/maternal, and *final*/final.

When we read a text in a different language for the first time, it is important to look for cognates, since they will help us get the gist of what we are reading. It is not essential to understand every single word, but it is important to get a general idea about the text. Read the text about the Madres de la Plaza de Mayo and list all the cognates you can find.

Estrategia de lectura 2: Guessing the meaning from context

There are probably many words that are not cognates and that you don't recognize. However, you can probably guess their meaning from the context in which they appear.

Read the text a second time and see if you can guess the meaning in English of the following words based on the context.

1. Secuestradas
2. Sede
3. Unen
4. Nacen
5. Forzosas

You can now probably get the general idea of the text. Answer the following questions in Spanish:

1. ¿**Quiénes son** las Madres de la Plaza de Mayo?
2. ¿**Por qué tienen** ese nombre?
3. ¿**Qué piden** estas madres?
4. ¿**Cuándo y dónde** marchan?
5. ¿**Cómo** “marchan” las madres durante la pandemia?

Main idea: Write a brief summary of the article, in English.

3. Mi familia

Objectives

Communicative goals

- Describe families.
- Share feelings.
- Elaborate and clarify information by asking follow-up questions.

Cultural goals

- Compare and contrast the makeup of families.
- Review what families do when they spend time together.
- Explore the relative importance of families in different cultures.

I. Tira cómica

Ana invites Carlos to her home and introduces him to her family.





Todos somos divertidos,
creativos y
trabajadores.

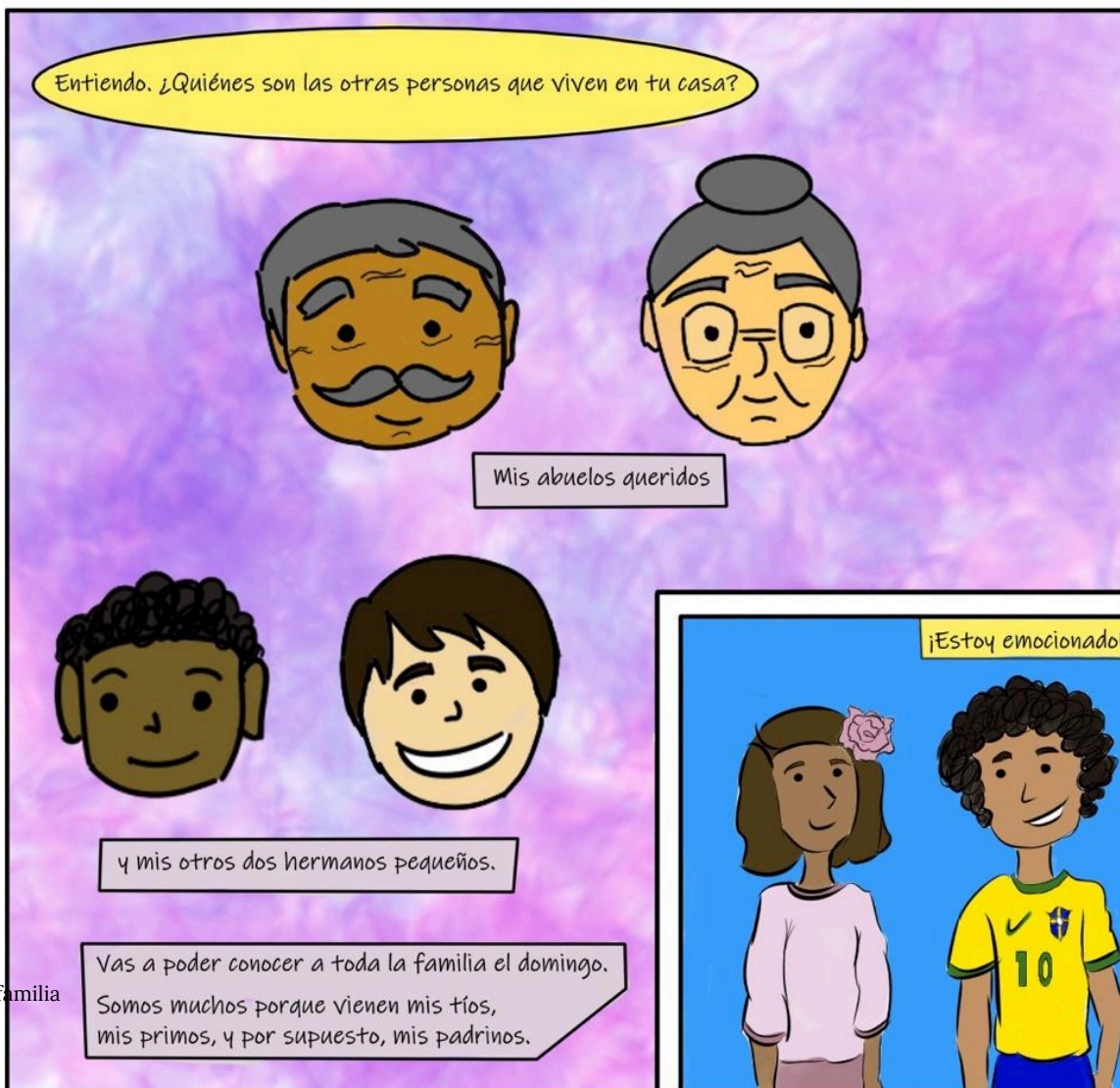


Mi papá es profesor de arte en la escuela secundaria.
Pinta y hace cosas lindísimas con sus estudiantes.

Mi mamá es la persona más inteligente que conozco. Es ingeniera y muy creativa.

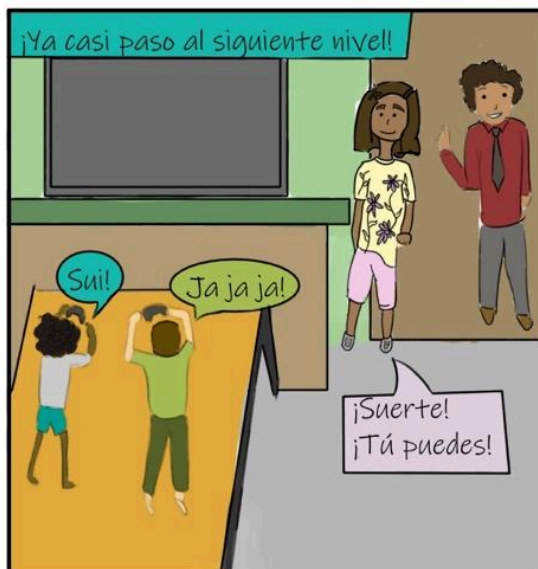


¡Muy bien! Y tus hermanos, ¿cómo son?









Actividad 3.1. Comprensión

Select whether each statement is *cierto* o *falso* according to the *tira cómica*.



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-52>

II. ¿Te fijaste que...? Las familias en el mundo hispano

La composición familiar

Conexión cultural: La composición familiar

The family unit is a mainstay of human cultures across the world and an important commonality shared by all. The size, composition, and perspectives about the values and roles of families are, however, different in different places.

There are seven other people who live in Ana's house with her, and when she mentions her family gathering on Sunday, she includes many more than just those who live with her. Unlike the common American distinction between “nuclear” and “extended” family, in many Spanish-speaking countries, *all* members are considered family. In this way, there tends also to be less of an emphasis on identifying the exact relationship between family members, and terms like *half-brother*, *step-sister*, and *second cousin* are not as commonly used as simply *brother*, *sister*, and *cousin*. Similarly, it is quite often the case that very close friends become like family and are referred to with affectionate familial titles such as *tía* and *tío*.

As with all families, the formality or informality of the greetings depends a lot on regional and individual family culture. It is common, and thereby worthy of note, however, to show respect for one's parents and family elders by using the *usted* form of address rather than *tú*. In this case, it doesn't designate a lack of familiarity. Instead, it's a way of recognizing and showing respect for those individuals' authority and position within the family, in the same way that you might be in the habit of saying “Yes, ma'am” or “No, sir” to your parents when they are speaking to you about something important.

Actividad 3.2. La composición familiar

Answer the questions based on the *tira cómica*.



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-53>

Los padrinos

Actividad 3.3. Las relaciones familiares

Use the information presented in the *tira cómica* to indicate the correct family relationships.



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-54>

Conexión cultural: Los padrinos

Los padrinos, or godparents (*madrina* for godmother and *padrino* for godfather), play an extremely important role in the life of their *ahijado*, or godchild. Traditionally a religious role in the Catholic Church, in many Spanish-speaking cultures, *padrinos* have an expanded importance that extends beyond religious instruction. *Padrinos* and *madrinas* act as second parents and are responsible for helping raise as well as teach and mentor their *ahijado* throughout their life. *Padrinos* become part of the family, not only supporting and mentoring their *ahijado*, but also serving as close friend, helper, and confidant to their *comadre* or *compadre* (co-mother or co-father; the godchild's parents) in a role similar to that of a sibling.

In certain countries and certain communities, the *padrinos* play important ceremonial roles in traditional celebrations and customs beyond the baptism—when they officially take on their roles—such as the *quinceañera* or wedding of the

ahijado. Overall, *madrinas* and *padrinos* become central figures in the lives of their *ahijados* as well as their *comadres* and *compadres*, extending the notion of kinship and *familia* beyond blood relations.

Actividad 3.4. Los padrinos

Answer the following questions about the reading by indicating whether each statement is *cierto o falso*.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=291#h5p-55>

La unidad familiar

Actividad 3.5. La unidad familiar

Use the information from the *tira cómica* as well as your knowledge from previous chapters to select the most correct answer.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=291#h5p-56>

Conexión cultural: La unidad familiar

How university students manage the balance between home and school varies from country to country, region to region,

and family to family. However, there are some trends that can be identified. In the US, it is extremely common, if not the norm, for students to live in university housing during the semester. *La residencia estudiantil*, or dorm, often serves as a college student's home away from home. While this type of housing does exist in Spanish-speaking countries, it is less common for individuals who belong to these cultures—including Hispanic or Latino families in the US—to live on campus in dorms.

This has a lot to do with the *unidad* (“closeness” or “unity”) of the family, which plays out in who lives together and how they spend their time.

Many Spanish-speaking, Latino, and Hispanic families—in the US and in other Spanish-speaking countries—place an enhanced value on quality time together and tend to gather frequently, if not weekly, for shared meals. Sundays are traditionally a family day and very often the day on which these regular get-togethers occur.

Along with the importance of family togetherness comes a strong sense of shared family responsibility. Children and young people, aunts, uncles, grandparents, siblings, and cousins typically share in domestic and filial responsibilities such as preparing meals, caring for young children and the elderly, maintaining the household, and running errands.

Actividad 3.6. Conexión personal: La unidad familiar

Use the reading above and the *tira cómica* and indicate whether the following are *cierto o falso*.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
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Mis padres, mis abuelos, mis tíos: Comparación lingüística

Actividad 3.7. Mis padres



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-58>

Conexión cultural: Mis padres, mis abuelos, mis tíos

Have you noticed that in English, certain terms to express family relationships are gender inclusive or gender neutral, while others are not? Consider, for example, the terms *grandparents*, *siblings*, and *cousins* versus the terms *aunts*, *uncles*, *brothers*, and *sisters*. In English, one cannot use the term *brothers* to speak in general about all siblings or *aunts* to speak of all one's parents' siblings, male or female. However, the words *parents*, *grandparents*, and *cousins* work exactly that way.

In Spanish, when referring to the category or a mixed group of individuals, the masculine plural is traditionally used and is understood to be inclusive to all. For example, you can refer to *mis padres* when you are talking about parents in general, both male and female. Similarly, you can refer to your aunts and uncles as *tíos* and all your siblings as *hermanos*.

When speaking to or about a specific individual, though, you must use the term appropriate to that person's gender. You would never say *abuelo* to your *abuela*, nor would you speak about your older sister as your *hermano*.

It is important to note, however, that language changes over time. For certain individuals and in particular environments, you may find yourself needing or wanting to say *mis tíos y tías* and *mis hermanas y hermanos* rather than simply using the masculine plural. Furthermore, as social consciousness changes regarding the notion of gender as binary, gender-neutral and gender-nonbinary endings are growing in popularity in certain places, such as the use of the ending *-e* instead of *-o* or *-a*. While these changes are by no means widely accepted by all Spanish speakers, we should recognize the way that language is adapted to respond to certain social realities. It is important to tolerate and respect an individual's chosen way to self-identify.

Actividad de reflexión cultural 3.8. Conexión personal

Choose one of the following questions to respond to. Be sure to elaborate fully in a response of several paragraphs.

1. When you think of your family, who are the people that come to mind? Do you distinguish between “nuclear” and “extended” family? Do you have godparents or other friends of the family with whom you are so close that they are considered family? What are some of the benefits of extending kinship ties beyond the family? Consider this question on the individual level as well as on familial and societal levels.
2. How do you address your parents? Is it important for you to use terms of respect (like *sir* or *ma'am*)

with your parents and grandparents, or is your family more informal? What is the reasoning behind these choices, and what do they reveal about your cultural perspective about family?

3. Consider the naming conventions for familial relationships that do and do not indicate gender. What is your perspective on the use of the masculine plural as inclusive of all individuals in a diverse group? What are the benefits and drawbacks of being able to use gender-neutral terms for certain family relationships, like *cousins* and *grandparents*? How important is it to denote gender in relationships? Do you think we should incorporate new gender-neutral terms or mention all people by their gender (i.e., say “Mi madre y mi padre” rather than “Mis padres”)? Why or why not?

III. Ampliación: El tamaño de la familia

Actividad de reflexión cultural 3.9. El tamaño de la familia

Answer the following questions in a few complete sentences.

Do you have any notions about what a “typical” family size is for Hispanic, Latino, or Spanish-speaking families? Where do these notions come from? Do these ideas contrast with what some might consider a “typical” American family?

Actividad 3.10. Estadísticas de las familias

Read the following article about family size during the COVID-19 pandemic: <https://www.pewresearch.org/fact-tank/2020/03/31/with-billions-confined-to-their-homes-worldwide-which-living-arrangements-are-most-common/>. Pay particular attention to the graphs and charts that compare and contrast certain statistics and information across countries. Then answer the questions below.

Do you have any notions about what a “typical” family size is for Hispanic, Latino, or Spanish-speaking families? Where do these notions come from? Do these ideas contrast with what some might consider a “typical” American family?

IV. Vocabulario

La familia	The family
Mamá	Mom
Madre	Mother
Papá	Dad
Padre	Father
Hijo/a	Son/Daughter
Hijos	Children
Abuelo/a	Grandfather/Grandmother
Nieto/a	Grandson/Granddaughter
Nietos	Grandchildren
Hermano/a	Brother/Sister
Hermanos	Siblings
Hijastro/a	Stepson/Stepdaughter
Tío/a	Uncle/Aunt
Primo/a	Cousin
Nuera	Daughter-in-law
Yerno	Son-in-law
Suegro/a	Father-in-law/Mother-in-law
Padrastra	Stepfather
Madrastra	Stepmother
Hijastro/a	Step-son/Step-daughter
Medio/a hermano/a	Half-brother/Half-sister
Padrino	Godfather
Madrina	Godmother
Mascota	Pet
Ahijado/a	Godson/Goddaughter

Adjetivos descriptivos de características físicas	Descriptive adjectives for physical characteristics
Alto/a	Tall
Bajo/a	Short
Estatura media	Average height
Rubio/a	Blonde
Moreno/a	Dark-haired
Pelirrojo/a	Redhead
Delgado/a	Thin
Gordo/a	Fat
Bonito/a / lindo/a	Pretty
Guapo/a	Good-looking
Atractivo/a	Attractive
Feo/a	Ugly
Fuerte	Strong
Débil	Weak
Atlético/a	Athletic
Joven	Young
Viejo/a	Old
Grande	Big
Pequeño/a	Small

Adjetivos descriptivos de personalidad	Descriptive adjectives for personality
Simpático/a Antipático/a Inteligente Callado/a Hablador/a Estudioso/a Trabajador/a Perezoso/a Generoso/a Egoísta Cómico/a Alegre Extrovertido/a Introvertido/a Tímido/a Paciente Impaciente Responsable Irresponsable	Nice Unpleasant Intelligent Quiet Talkative Studious Hardworking Lazy Generous Selfish Funny Cheerful Extroverted Introverted Shy Patient Impatient Responsible Irresponsible

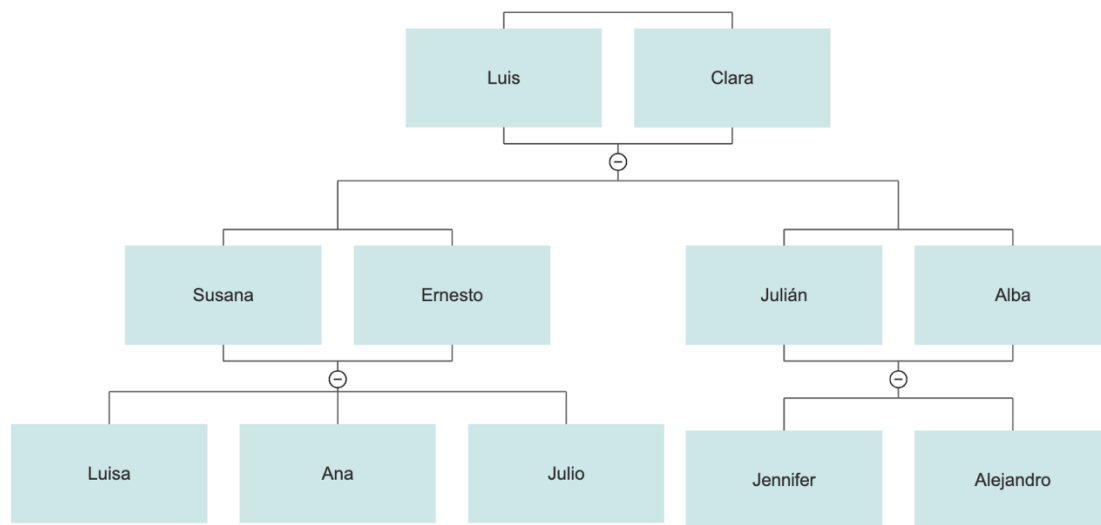
Adjetivos posesivos	Possessive adjectives	Palabras de pregunta	Question words
Mi(s) Tu(s) Su(s) Nuestro/a Nuestros/as Su(s)	My Your His/Her Our (singular) Our (plural) Their	¿Quién/es? ¿Qué? ¿Cómo? ¿Cuál/es? ¿Dónde? ¿Adónde? ¿Por qué? ¿Cuánto/a? ¿Cuántos/as?	Who? What? How? Which?/What? Where? Where to? Why? How much? How many?

Verbos que cambian de raíz	Stem-changing verbs
O→UE	
Dormir	To sleep
Almorzar	To have lunch
Encontrar	To find
Poder	To be able to
Volver	To return
Mostrar	To show
E→I	
Pedir	To ask for
Repetir	To repeat
Servir	To serve
E→IE	
Querer	To want
Empezar	To begin
Preferir	To prefer
Entender	To understand
Pensar	To think
Perder	To lose
U→UE	
Jugar	To play

Emociones y sentimientos	Emotions and feelings
Contento/a	Content
Feliz	Happy
Triste	Sad
Cansado/a	Tired
Preocupado/a	Worried
Enojado/a	Angry
Tranquilo/a	Peaceful
Molesto/a	Annoyed

Actividad 3.11. El árbol genealógico de Ana

Look at Ana's family tree and then complete the following statements.



Modelo:

Los hijos de Clara y Luis son ___**Susana**___ y ___**Julián**___.



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-113>

Actividad 3.12. La familia de Ana

Read the following statements about Ana and her family and then decide whether the statements are **cierto** or **falso**.



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-61>

Actividad 3.13. ¿Quién es?

Use the following clues to determine who the family member is. After each clue, try to think of all the possibilities and then narrow it down until you get to the last clue. As you read, consider the clues from your perspective. For example, your parents, grandparents, and (usually) aunts and uncles are older. Siblings and cousins can be older, younger, or the same age.



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-62>

Actividad interpersonal 3.14. Lo que hago con mi familia

Now that you have learned about Ana's family and families in the Spanish-speaking world, you will discuss your family composition and activities with a classmate and learn about similarities and differences between you and the rest of your class.

Paso 1—Work independently to answer the following questions about your own family and home life.

1. Put the following activities in order to represent your priorities for *un fin de semana típico*. Rank them from highest (1) to lowest (7) priority:
 - Pasar tiempo con amigos.
 - Pasar tiempo con familia.

- Estudiar.
- Hacer ejercicio o pasatiempos (hobbies).
- Ayudar en la casa.
- Dormir.
- Trabajar.

2. *¿A quién consideras familia?* Write down all the names of people that you consider family as well as their relationship to you. Feel free to include individuals not related by blood as well as exclude individuals related by blood that don't play a significant role in your life.

Modelo:

Sarah—mi hermana; Patches—mi mascota; Andy—mi amigo

3. *¿Qué te gusta hacer con estas personas?* Write at least five statements and answer with the activity as well as the person.

Modelos:

Me gusta mirar la televisión con mi hermana. Cocino con mi papá.

- a.
- b.
- c.
- d.
- e.

4. ¿Dónde vives?

- a. Vivo en casa.
- b. Vivo en la residencia estudiantil.
- c. Vivo en una apartamento solo o con amigos.

5. ¿Por qué? Choose all that apply and write your own answer if necessary.

- a. Porque quiero estar cerca de mi familia (I want to be near my family).
- b. Porque mi familia me necesita (needs me).
- c. Porque es una gran oportunidad.
- d. Porque necesito ahorrar (save) dinero.
- e. Porque quiero estar cerca de mis amigos (I want to be near my friends).

Paso 2—Now, write at least four questions that you can ask a partner about their family composition and what they do or don't do with their family in Spanish.

- 1.
- 2.
- 3.
- 4.

Paso 3—Ask your partner your questions and answer the questions they ask you. Take some notes on what they say and be ready to share at least one similarity and one difference with the class.

Diferencia(s):

Similitud(es):

Paso 4—Your instructor will divide the class into three groups. Each group will be responsible for asking all members of the class a question about family composition and activities. Record their answers. Then, together with the other individuals in your group, calculate the percentage of individuals in the class that have given particular answers.

The questions are:

Grupo A—¿A quién consideras familia?

Grupo B—¿Qué te gusta hacer con ellos?

Grupo C—¿Dónde vives?

Modelo:

Pregunta: __ ¿A quién consideras familia? __ __ __

Nombre	Respuesta
Miguel	Su mamá, su hermano, su tío y su mejor amigo
Anne	Su madre, su padre y su mascota

Respuesta	Número de personas	Porcentaje
Madre	2	100
Padre	1	50
Hermano	1	50
...		

Pregunta:

Nombre	Respuesta

V. Video entrevistas

Actividad interpretativa 3.15. Mi familia: Álvaro

Watch the video in which Álvaro describes his family and then answer the following questions:



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An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://pressbooks.palni.org/comunidades/?p=291#h5p-63>

Actividad interpretativa 3.16. Mi familia: Lisa

Watch the video in which Lisa describes her family and then answer the following questions:



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Actividad interpretativa 3.17. Mi familia: Elías

Watch the video in which Elías describes his family and then answer the following questions:



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An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://pressbooks.palni.org/comunidades/?p=291#h5p-65>

Paso 1—Watch the video interview in which Elías and Álvaro speak about differences in family composition and living situation in Honduras and Spain:



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Then fill out the Venn diagram with information you learned from the video. Take into account the following pieces of information and include them in your Venn diagram.

- How many people live in one household
- When young people move out of the family home
- What families do together
- The role of *padrinos* and who they are

Honduras	Los dos	España

Paso 2—Now, taking into account the information you’ve learned from this video and the chapter thus far, write a paragraph reflection about the role of families in different cultures. Think about similarities and differences between the different families mentioned and reflect on the value/role of families across the cultures of the world.

VI. Gramática

3-A. Los adjetivos descriptivos

In chapter 1, we saw how we use adjectives in Spanish in a similar fashion to the way we use them in English: to describe people, places, things, and ideas. There are two main differences we need to keep in mind when describing nouns in Spanish:

1. The adjective usually goes *after* rather than before the noun.
2. We need to change the ending of the adjective to match the gender and number of the thing/person/place it is describing.

For example, *familia* is a singular feminine noun. That means that when I want to describe my family as small (*pequeño*), I change the -o to an -a to match *familia*: “Tengo una familia pequeña.”

We can categorize adjectives into three groups by their endings:

1. Adjectives ending in -o
2. Adjectives ending in -e or a consonant
3. Adjectives ending in -dor

Adjectives ending in -o need to change to match both the gender and the number of the thing/person/place being described. They change to -a for feminine nouns, and an -s is added at the end to make the adjective plural for both feminine and masculine nouns. See the following examples:

	Masc. sing.	Masc. plural	Fem. sing.	Fem. plural
Alto (tall)	El hombre alto	Los hombres altos	La mujer alta	Las mujeres altas
Simpático (nice)	El chico simpático	Los chicos simpáticos	La chica simpática	Las chicas simpáticas

Adjectives ending in -e or a consonant only need to change based on the number of the thing/person/place being described. An -s is added to adjectives that end in -e to make them plural, and -es is added to adjectives that end in a consonant.

	Masc. sing.	Masc. plural	Fem. sing.	Fem. plural
Inteligente (intelligent)	El hombre inteligente	Los hombres inteligentes	La mujer inteligente	Las mujeres inteligentes
Grande (big)	El perro grande	Los perros grandes	La pluma grande	Las plumas grandes
Mayor (older)	El hermano mayor	Los hermanos mayores	La hermana mayor	Las hermanas mayores

Adjectives ending in -dor (rather than other consonant endings) change based on the gender and number of the thing being described. To describe a group of masculine things, -es is added. To describe one feminine thing, -a is added, and -as is added for a group of feminine things.

	Masc. sing.	Masc. plural	Fem. sing.	Fem. plural
Trabajador (hardworking)	Mi padre es trabajador	Mis tíos son trabajadores	Mi madre es trabajadora	Mis tías son trabajadoras
Hablador (talkative)	El chico hablador	Los chicos habladores	La chica habladora	Las chicas habladoras

Adjectives ending in -z also change based on the number of the thing/person/place being described. They drop the -z and add -ces.

	Masc. sing.	Masc. plural	Fem. sing.	Fem. plural
Feliz (happy)	Mi padre es una persona feliz	Mis tíos son personas felices	Mi madre es una persona feliz	Mis tías son personas felices

Actividad 3.19. Plural

Change the adjective to the masculine plural.

Modelo:

Pequeño → pequeños



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-66>

Actividad 3.20. Femenina y plural

Change the adjective to the feminine plural.

Modelo:

Pequeño → pequeñas



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-67>

Actividad 3.21. La forma correcta

Select the correct form of the adjective to complete the sentence.

Modelo:

La mamá de Ana es _____ (creativo, creativa, creativos).



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-68>

Actividad de reflexión lingüística 3.22. Reflexión

Answer the following question in a few sentences or a paragraph.

Why are there only two possible answers to questions 1 and 5 in 3.21, while the rest of the questions have more options?

Actividad 3.23. Describiendo a mi familia

Select an individual from the options and then fill in the blank with your own ideas to describe them. Be sure to pay attention to the *number* and *gender* of the people being described.

Modelo:

Mi (padre, abuelo, tío) se llama John. Él es inteligente porque trabaja como ingeniero.

1. Mi (madre, abuela, tía) se llama _____. Ella es (adjective) _____ porque _____.
2. Mis dos amigos se llaman _____ y _____. Son _____ porque _____.
3. Mi (hermano, primo, amigo) se llama _____. Es _____ porque _____.

4. Mi (hermana, prima, amiga) se llama _____. Es _____ porque _____.
5. Mis _____ se llaman _____ y _____. Son _____ porque _____.

Actividad de investigación cultural 3.24. La familia real española

Read the information provided and follow the prompts.

En España hay una familia especial, diferente y controvertida. Es la familia Borbón, la familia real (the royal family). En España hay una familia real porque hay una monarquía y, por tanto, hay un rey y una reina.

¿Quieres conocer a los miembros de esta familia?

La persona número uno es Su Majestad el Rey Don Felipe VI. Él es alto, delgado, guapo, inteligente e importante. La persona número dos es su Majestad la Reina Doña Letizia Ortiz. Ella es baja, delgada y rubia.



1. El Rey Don Felipe VI
2. La Reina Doña Letizia
3. La Reina Doña Sofia
4. El Rey Emérito Don Juan Carlos

5. La Princesa de Asturias, Doña Leonor de Borbón y Ortiz
6. Doña Sofía de Borbón y Ortiz, Infanta de España

Now, click on the link below to find out information about each of the royal family members. There is an option to switch the language to English. Based on the information that you find, write a paragraph describing one member of the royal family in Spanish: <https://www.casareal.es/ES/Paginas/home.aspx>.

Make sure that you include the following information.

- Descripción física y de personalidad.
- La relación de la persona con las otras personas en la familia real (e.g., He is the father of Leonor and Sofía and the son of Juan Carlos).
- Algunos eventos en los que participa o actividades que hace.

Actividad interpretativa 3.25. Preguntas personales

Watch the video of Mariangel and pause to prepare a response to each of her questions.



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- 1.
- 2.
- 3.
- 4.
- 5.

Actividad 3.26. Comparando las familias

Choose one of the individuals from the videos on Activities 3.15–3.17 and compare and contrast your family with their family. How are they similar or different? Write a paragraph in Spanish in which you mention at least

three similarities or differences. Be sure to include a topic sentence and a closing sentence in your paragraph. You may use the following comparisons to help you and follow the model for additional examples.

Modelo: En la familia de Elías, hay ocho personas, pero en mi familia, hay tres. Elías va a la iglesia con su familia, y yo también voy con mi familia.

3-B. Los adjetivos posesivos

Just like in English, in Spanish we have adjectives to refer to things that belong to us. These words are called possessive adjectives. In English, we say “my house,” “your class,” “his brothers,” “our family,” and “their favorite team.” The adjectives *my*, *your*, *his*, and *their* describe our relationship with the thing or person we are talking about.

In Spanish, we also use possessive adjectives to express ownership or to describe the relationship between people. We use the words *mi*, *tu*, *su*, *nuestro*, and *vuestro*. Just like other types of adjectives in Spanish, we need to change the ending to make them agree in number and in gender with the noun being described. Possessive adjectives are different from descriptive adjectives in the order in which they appear in the sentence. While descriptive adjectives generally follow the noun (e.g., “El gato gordo”), possessive adjectives come before it, which allows both descriptive and possessive adjectives to be used together: “Mi gato gordo.” See the below chart for some examples.

Owner	Word in English	Singular	Plural
Me	My	Mi (mi casa, mi gato, mi hermana)	Mis (mis gatos, mis hermanas, mis libros)
You	Your	Tu (tu casa, tu gato, tu hermana)	Tus (tus gatos, tus hermanas, tus libros)
Him, her, or you (formal)	His, her, or your (formal)	Su (su casa, su gato, su hermana)	Sus (sus gatos, sus hermanas, sus libros)
Us	Our	Nuestro (nuestro gato) Nuestra (nuestra casa)	Nuestros (Nuestros gatos) Nuestras (nuestras hermanas)
Y'all (you all, informal)	Your (addressing a group informally)	Vuestro (vuestro gato) Vuestra (vuestra casa)	Vuestros (vuestros gatos) Vuestras (vuestras hermanas)
They or you all (formal)	Their or your (addressing a group more formally)	Su (su casa, su gato, su hermana)	Sus (sus gatos, sus hermanas, sus libros)

Note that sometimes when the owner is plural—and we therefore want to discuss our or your (addressing a group) things—we need to pay attention to the gender of the noun being described and modify the possessive adjective accordingly, since *nuestro* and *vuestro* end in -o.

Taken all together:

Persona	Masculino y singular	Femenino y singular	Masculino y plural	Femenino y plural	Inglés
Yo	Mi Mi hermano	Mi Mi madre	Mis Mis amigos	Mis Mis clases	My
Tú	Tu Tu hermano	Tu Tu madre	Tus Tus amigos	Tus Tus clases	Your
Él	Su Su hermano	Su Su madre	Sus Sus amigos	Sus Sus clases	His
Ella	Su Su hermano	Su Su madre	Sus Sus amigos	Sus Sus clases	Her
Usted	Su Su hermano	Su Su madre	Sus Sus amigos	Sus Sus clases	Your
Nosotros	Nuestro Nuestro hermano	Nuestra Nuestra madre	Nuestros Nuestros amigos	Nuestras Nuestras clases	Our
Vosotros	Vuestro Vuestro hermano	Vuestra Vuestra madre	Vuestros Vuestros amigos	Vuestras Vuestras clases	Your (informally to a group)
Ellos	Su Su hermano	Su Su madre	Sus Sus amigos	Sus Sus clases	Their
Ellas	Su Su hermano	Su Su madre	Sus Sus amigos	Sus Sus clases	Their
Ustedes	Su Su hermano	Su Su madre	Sus Sus amigos	Sus Sus clases	Your (to a group)

In English, another way to denote ownership of a thing or describe the relationship between people is by using an apostrophe: “Ana’s dad,” “Juan’s bicycle.” Spanish does not have an apostrophe, so in order to say that something belongs to a specific person, we say it is *of* that person. Typically, this statement begins with a definite article as in the following examples:

El padre de Ana—Ana’s father

Es la bicicleta de Juan—They are Juan’s books

Los gatos de María—Maria’s cats

Son los libros de la universidad—They are the university’s books

Actividad 3.27. Traducciones al inglés

Translate the following sentences from Spanish into English using ’s.

Modelo:

Las tías de Ana son simpáticas. Ana’s aunts are nice.



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<https://pressbooks.palni.org/comunidades/?p=291#h5p-107>

Actividad 3.28. Traducciones al español

Translate the following sentences from English into Spanish. Remember that you cannot use 's!

Modelo:

María's uncle is tall. El tío de María es alto.

1. Juan's teachers are very creative.
2. Luisa's cousin is very athletic.
3. Ana's dad is creative.
4. Carlos's friend is funny.

Actividad 3.29. Los familiares de Ana

Use the *tira cómica* to answer the following questions about Ana's family. Write your answer in complete sentences.

Modelo:

¿Qué hace la madre de Ana? La madre de Ana cocina.

1. ¿Cómo es la familia de Ana? ¿Es grande o pequeña?
2. ¿Cómo es la familia de Carlos? ¿Es grande o pequeña?
3. ¿Qué hace el hermano de Ana en la tira cómica?
4. ¿De qué hablan el papá de Ana y Carlos?

Paso 1—Find one or several photographs that show two or more members of your family or people who are “like family” to you (pets count!). Then prepare a description of the individuals so you can present them to a partner. Be sure to give the following information:

1. What their name is.
2. How old they are. (You can give a rough estimate if you aren’t sure.)
3. What that person’s relationship is to you.
4. What they are like. (Use at least one adjective.)
5. What they like to do.

Modelo:

Esta es mi familia. Ella es mi hermana. Se llama Marta y tiene cuarenta y dos años. Es muy creativa y le gusta tomar fotos. La niña es mi hija, Emilia. Tiene ocho años. Ella es muy enérgica y cómica. Le gusta imaginar y jugar con juguetes.

Paso 2—Share your photo(s) and information with a partner. Try to not read off your prepared description. As you listen to your partner’s description, take some notes on the given chart. Get ready to share some information about your partner’s family with the class. Remember to change the possessive pronoun when you describe the relationship of the person. For example, if your partner said “Mi madre,” you will change the relationship to “Su madre,” since you will be talking *about* your partner.

Nombre	Relación	Descripción	Le gusta...

3-C. Communicative strategy: Forming questions in Spanish

Yes/no questions

There are several ways to ask questions in Spanish. As you can see, this technique is best used with yes/no questions (the question can be answered with a yes or a no). The first way to ask a question is using the inversion technique. This means that the verb is put before the subject. For example:

Statement	Question (with inversion)
Ella es tu hermana.	¿ Es ella tu hermana?
Yo puedo ayudar.	¿ Puedo ayudar?
Tus padres trabajan mucho.	¿ Trabajan tus padres mucho?

It is used in the same way in English:

Statement	Question (with inversion)
She is your sister.	Is she your sister?
I can help.	Can I help?
Your parents work too much.	Do your parents work too much?

Notice that while the first two statements work exactly like in Spanish, the third statement uses the auxiliary verb **do** when turned into a question. In Spanish, we do not need this auxiliary verb and use the inversion technique instead. See the examples below:

Statement	English	Spanish
Tú corres todos los días. You run every day.	Do you run every day?	¿ Corres todos los días?
Los estudiantes estudian en la biblioteca los sábados. Students study in the library on Saturdays.	Do students study in the library on Saturday?	¿ Estudian los estudiantes en la biblioteca los sábados?

Remember that when you use this inversion technique to ask verbal questions, you also have to change the intonation and go up a pitch at the end to indicate that you are asking a question as opposed to making a statement.

Open-ended questions

If you want to form a more complex question or need more detailed information, you can use one of the questions words below.

Question word	English
¿Quién/es?	Who?
¿Qué?	What?
¿Cómo?	How?
¿Cuál/es?	Which?/What?
¿Dónde?	Where?
¿Adónde?	Where to?
¿Por qué?	Why?
¿Cuánto/a?	How much?
¿Cuántos/as?	How many?

They work just like in English and go at the beginning of the question. Notice that some of the question words such as **quién** and **cuál** need to agree in number with the noun.

See the examples below:

- ¿**Quién es** el chico que estudia todos los días?
¿**Quiénes son** los estudiantes que estudian en el café?
¿**Cuál estación es** tu favorita?
¿**Cuáles son** las clases más difíciles?

Actividad 3.31. Haciendo preguntas

Use the inversion technique and turn the following statements into yes/no questions.

Modelo:

Statement: Ana prepara la cena hoy.

Question: ¿Prepara Ana la cena hoy?

1. Mi hermana corre todas las mañanas.
2. Carlos pasa el día en casa de Ana.
3. Carlos lleva un regalo a casa de Ana.
4. Luisa estudia filosofía en la universidad.
5. La mamá y la abuela de Ana preparan una rica cena.

Actividad 3.32. Las preguntas

Fill in the blank with the correct question word using the answer to the question as context.

Modelo:

Pregunta (P): ¿A qué hora es la clase de español?

Respuesta (R): Es a las nueve de la mañana.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=291#h5p-69>

Actividad 3.33. Más preguntas

Fill in the blank with the correct question word.

Modelo:

¿__Qué__--__--__ día visita Carlos a la familia de Ana?

El domingo



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=291#h5p-105>

Actividad interpersonal 3.34. Entrevistas

Paso 1—Write three yes/no questions and three open-ended questions using question words that you can ask someone about how they spend time with their family. Use the below table for steps 1 and 2.

Modelo:

With yes/no questions:

¿Comes regularmente con tu familia los domingos?

With question words:

¿Cuántas personas hay en tu familia?

Paso 2—Ask a classmate the questions you wrote and then ask one additional follow-up question to gain more information. Take notes on what they say.

Modelo:

First, you asked, “¿Comes regularmente con tu familia los domingos?” Your partner answered, “Sí, como con mi familia los domingos.” Example follow-up questions:

¿Quién prepara la comida?

¿Qué comen normalmente?

Paso 3—Use that information to write a brief paragraph about your partner’s family that you can present to the class.

Pregunta	Respuesta de mi compañero	Más información
¿Comes regularmente con tu familia los domingos?	Sí, normalmente.	Come pollo y pasta. Su mamá prepara la comida.
1.		
2.		
3.		
4.		
5.		
6.		

3-D. The verb *estar*

Estar is one of the most frequently used verbs in Spanish. It means “to be” just like the verb *ser* that we saw in the previous chapter. However, it is used for different purposes. *Estar* is generally used to talk about states of being that are temporary, such as conditions, feelings, emotions, and location.

Estar is an irregular verb, which means that it does not follow the conjugation rules for regular verbs. It is conjugated in the following way:

Yo	Estoy
Tú	Estás
Él/Ella/Usted	Está
Nosotros/as	Estamos
Vosotros/as	Estáis
Ellos/Ellas/Ustedes	Están

How do we talk about feelings and emotions?

In English, you use the verb *to be* to talk about feelings and emotions and say things like “I am sad,” “She is happy,” and so on. If you want to express how you feel in Spanish, you use a form of the verb *estar* plus an adjective that describes an emotion.

Examples:

Estoy triste. *I am sad.*



Boy in White Polo Shirt
Crying by Anna Shvets
licensed under Pexel
License

Ella está feliz. *She is happy.*



Woman Smiling in front
of the Mirror by Polina
Tankilevitch, licensed
under Pexel license

Use the structure below to describe feelings and emotions.

Form of the verb *estar* + an adjective of emotion

Yo	Estoy	+	Contento	Content
Tú	Estás		Feliz	Happy
Él/Ella/Usted	Está		Triste	Sad
Nosotros/as	Estamos		Cansado	Tired
Vosotros/as	Estáis		Preocupado	Worried
Ellos/Ellas/Ustedes	Están		Enojado/Furioso	Angry/Furious
			Tranquilo	Calm
			Molesto	Upset
			Relajado	Relaxed

Adjectives that describe emotions or states of being also have to follow the same agreement rules as other adjectives and must agree in gender and/or number.

Examples:

Juan **está contento**

Laura **está contenta**

Los estudiantes **están contentos**

Las chicas **están contentas**

Actividad 3.35. Las conjugaciones de estar

Fill in the blank with the correct form of *estar*.

Modelo:

Juan está feliz.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=291#h5p-70>

Actividad 3.36. ¿Cómo están estas personas?

Look at the images and write a sentence describing how the people in each image feel.



*Young troubled woman
using laptop at home
by Andrea Piacquadio,
licensed under Pexel
license*

Modelo:

La chica está preocupada.

1. La niña _____.



Photo of
Toddler
Smiling by
Alexander
Dummer
licensed
under
Pexel
License

2. Ellos _____.



Man And
Woman
Wearing
Brown
Leather
Jackets by
Vera Arsic
licensed
under
Pexel
License

3. La estudiante _____.



Tired
female
student
lying on
book in
library by
Andrea
Piacquadio
licensed
under
Pexel
License

4. Los amigos _____.



Relaxed
Couple
sitting on
Chairs by
Mikhail
Nilov
licensed
under
Pexel
License

5. Tú _____.



Woman posing. Wearing White Dress Shirt Sitting on Window by mentatdgt under Pexel License

6. Ustedes _____.



Man in a Plaid Shirt Covering His Face by Mikhail Nilov licensed under Pexel License

Actividad 3.37. ¿Cómo te sientes?

Indicate how you feel in the following situations using the verb *estar*.

Modelo:

Hay un examen y sacas una A.

Estoy contenta.

1. Hay un tornado en tu ciudad y no estás con tu familia.
2. Tu hermana se come tu comida favorita.
3. Haces una actividad que no te gusta.
4. La persona que te gusta te dice algo (says something) muy bonito.
5. Tienes tres exámenes mañana y no hay mucho tiempo para estudiar.
6. Pasas tiempo con tu familia y haces actividades que les gustan a todos.

Actividad interpersonal 3.38. Nuestras emociones

Paso 1—Complete the statements about what you do when you feel a certain way. Use the chart and write your responses in the first column.

Modelo:

Cuando estoy aburrido, yo llamo a un amigo.

Paso 2—You need to find out what your partner does when they feel a certain way. Write a question for each of the statements above in the second column. Use the first question indicated in the column as a model. Feel free to ask yes/no questions along with open-ended ones.

Paso 3—Use the questions you have written to have a conversation with your partner. Use the third column to take some notes on what they say.

Paso 4—Look at what you have in common and check the appropriate box in the last column. Be ready to share some complete sentences with the class about your similarities and differences.

Modelo:

Cuando estamos tristes, nosotros comemos helado

Yo	Pregunta para mi compañero	Respuesta de mi compañero	¿Somos iguales?
Cuando estoy triste yo...	¿Qué haces cuando estás triste?		<ul style="list-style-type: none"> • Sí • No
Cuando estoy preocupado/a yo...			<ul style="list-style-type: none"> • Sí • No
Cuando estoy feliz yo...			<ul style="list-style-type: none"> • Sí • No
Cuando estoy nervioso/a yo...			<ul style="list-style-type: none"> • Sí • No
Cuando estoy enojado/a yo...			<ul style="list-style-type: none"> • Sí • No

3-E. Stem-changing verbs

In the last chapter, you learned how to conjugate regular verbs in the present tense. As you have seen, not all verbs follow the regular pattern of conjugation. There is a group of verbs that follow a different pattern in their conjugation in the present tense. They are called stem-changing or boot verbs. They are called thus because when they are conjugated in the present tense, one of the vowels in the last syllable of the stem changes. It can change from:

- O→UE

- E→I
- E→IE
- U→UE

What is the stem of the verb?

The stem of the verb is the part that is left after the ending (the last two letters of the verb [-ar, -er, -ir]) is removed.

Let's see some examples:

Verb	Stem
Dormir	Dorm-
Pedir	Ped-
Querer	Quer-
Pensar	Pens-
Jugar	Jug-

Once you have identified the stem of the verb, you change the vowel in the last syllable of the stem. Each verb has a specific type of change depending on the vowel that changes:

- O→UE
- E→I
- E→IE
- U→UE

This change is made in all of the forms except for **nosotros** and **vosotros**.

Let's see some examples:

Verb	Stem	Stem with vowel change	Conjugated verb*			
Dormir (to sleep) (o→ue)	Dorm-	Duerm-	Yo Tú Él/Ella/Usted	Duermo Duermes Duerme	Nosotros Vosotros Ellos/Ellas/Ustedes	Dormimos Dormís Duermen
Pedir (to ask for) (e→i)	Ped-	Pid-	Yo Tú Él/Ella/Usted	Pido Pides Pide	Nosotros Vosotros Ellos/Ellas/Ustedes	Pedimos Pedís Piden
Querer (to want) (e→ie)	Quer-	Quier-	Yo Tú Él/Ella/Usted	Quiero Quieres Quiere	Nosotros Vosotros Ellos/Ellas/Ustedes	Queremos Queréis Quieren
Jugar (to play) (u→ue)	Jug-	Jueg-	Yo Tú Él/Ella/Usted	Juego Juegas Juega	Nosotros Vosotros Ellos/Ellas/Ustedes	Jugamos Jugáis Juegan

* Remember there is no stem change for **nosotros** and **vosotros**.

As it is difficult to identify or recognize whether a new verb that you are learning has a stem change, it is

recommended that you memorize this information when learning a new verb, since there are no verbs that do this in English in the present tense. The type of change is included in the vocabulary list in parentheses.

Common stem-changing verbs

O→UE	
Dormir	To sleep
Almorzar	To have lunch
Encontrar	To find
Poder	To be able to
Volver	To return
Mostrar	To show
E→I	
Pedir	To ask for
Repetir	To repeat
Servir	To serve
E→IE	
Querer	To want
Empezar	To begin
Preferir	To prefer
Entender	To understand
Pensar	To think
Perder	To lose
Tener*	To have
U→UE	
Jugar	To play

Actividad 3.39. Conjugaciones

Write the correct form of the stem-changing verb.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=291#h5p-71>

Actividad 3.40. Lo que hace la familia de Ana

Fill in the blanks with the correct form of the stem-changing verb that best fits in the context of the sentence. Use number 1 as a model.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=291#h5p-72>

Actividad interpersonal 3.41. Firma

Use the below chart to find individuals in the class who do the following activities.

Paso 1—Turn the verb phrase into a question. See the model using “dormir ocho horas.” For the last row, invent your own question using one of the given verbs: *dormir*, *querer*, *pensar*, or *jugar*.

Paso 2—Walk around the class and ask your classmates the questions. If your classmate answers yes, write their name in the “Personas” column. If you ask and your classmate says no, you cannot write their name and you should look for someone else. Try to find two classmates that answer yes for each question.

Paso 3—Be prepared to share information about your classmates with the whole class. For example, “Juan y Robbie duermen ocho horas normalmente.”

Verbo	Pregunta	Personas
Dormir ocho horas	¿Duermes ocho horas normalmente?	1. 2.
Dormir menos de ocho horas		1. 2.
Querer mirar deportes esta noche		1. 2.
Querer un café ahora		1. 2.
Pensar hacer ejercicio hoy		1. 2.
Pensar que Chick-fil-A es mejor que (better than) Taco Bell		1. 2.
Jugar videojuegos mucho		1. 2.
Jugar un deporte		1. 2.
Selecciona un verbo y escribe una pregunta en la siguiente columna ----- -----		

Actividad interpretativa 3.42. El día de Luisa

Read about how Luisa, Ana's older sister, spends her day. Then answer the questions below.

¡Hola, amigos! Me llamo Luisa y soy la hermana mayor de Ana. Mi vida es similar a su vida, pero hay diferencias también. Mi hermana y yo somos estudiantes en la universidad, pero mi horario es diferente de su horario. Mi día empieza a las seis de la mañana porque mi casa está muy tranquila por la mañana. El día de Ana empieza más tarde porque sus clases son a las once de la mañana, a las doce y a las tres de la tarde. Mis clases son a las ocho, nueve y diez de la mañana. Quiero ir a clase por la mañana porque puedo concentrarme mejor por la mañana. A las 4:00 de la tarde, Ana viene a nuestra casa en mi coche. Al llegar a nuestra casa, saludamos a

nuestros hermanos menores. Luego, empiezo mi tarea porque quiero poder descansar después. A Ana le gusta comer antes de empezar su tarea. Ella tiene mucha hambre después de las clases.

Preguntas de comprensión e interpretación:

1. Categorize the statement as “Ana,” “Luisa,” or “Las dos.” Then write in the evidence from the text to support your response.
2. Studies at the university
 - Ana
 - Luisa
 - Las dos

Evidence:

1. Wakes up early
 - Ana
 - Luisa
 - Las dos

Evidence:

1. Has class at 9:00 a.m.
 - Ana
 - Luisa
 - Las dos

Evidence:

1. Has class at 3:00 p.m.
 - Ana
 - Luisa
 - Las dos

Evidence:

1. Drives to and from campus
 - Ana
 - Luisa
 - Las dos

Evidence:

2. Who works on homework first? Why?
3. Are you more like Ana or Luisa? Why?

Actividad interpersonal 3.43. ¿Tienes tiempo?

Paso 1—Answer the questions in the “Yo” column. Think about how you can explain your answer.

Paso 2—Take turns asking and answering the questions with a partner. Write a summary of their answers in the “Mi compañero” column. Be sure to pay attention to the verb ending when asking (*tú* form), responding (*yo* form), and writing their answers (*él* or *ella* form). Be ready to report to the class on similarities or differences.

	Yo	Mi compañero
Modelo: ¿Puedes pasar mucho tiempo con la familia?	No, siempre tengo tiempo para la familia.	Sí, no tiene mucho tiempo con la familia porque estudia y trabaja.
¿Duermes en la biblioteca?		
¿Prefieres estudiar en un café y no en la biblioteca?		
¿Pides ayuda si no entiendes algo?		
¿Juegas juegos de mesa con la familia?		
¿Puedes cocinar (cook) un platillo internacional?		
¿Almuerzas antes de la 1:00 p.m.?		
¿Vuelves a casa de la familia todos los fines de semana?		

Actividad interpretativa 3.44. Una canción dedicada a la madre

Follow the steps to listen to and interpret a famous song, “Los versos de mi madre,” by Julio Jaramillo.

Paso 1. Antes de escuchar

Estrategia 1: Infer information from the title. Please respond in English. The title of the song is “Los versos para mi madre.” Based on the title:

1. What do you think the song is about? Who do you think the song is for?
2. Why do you think someone would write a song with this title?

Paso 2. Escucha la canción

Estrategia 2: Get an overall idea of the song by paying close attention to the rhythm and lyrics. Listen to the song one time.

1. Are there any words that you recognize?
2. What do you think is the gist of the song?

Paso 3. Analiza la canción

Read the following fragment of the lyrics and then answer the questions below.

Mi madre es un poema de blanca cabellera
Que tiene a flor de labios, un gesto de perdón
Cuando tras larga ausencia regreso, ella me espera
Me abraza como a un niño, me besa con pasión
Mi madre es pequeñita igual que una violeta
Lo dulce está en su alma, el llanto en el adiós
Es dueña de mis sueños, aunque no soy poeta
Los versos a mi madre me los inspira Dios
Qué linda que es mi madre
Qué suerte es tenerla
Y qué dichoso al verla
Feliz en el hogar

1. What is his mother like according to the singer?
2. How does the singer feel about his mother?
3. Who inspires the song for his mother?

Actividad interpretativa 3.45. *Te quería invitar a mi casa*

Watch the video conversation between Mariangel and Jenny as they make plans:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=291#oembed-6>

Then answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://pressbooks.palni.org/comunidades/?p=291#h5p-114>

Actividad interpretativa 3.46. ¿Quieres venir a cenar a mi casa?

Watch the video conversation between Robin and Deysi and then answer the following questions.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=291#oembed-7>

1. ¿Qué platillo va a preparar la familia de Deysi? ¿Cómo es?
2. ¿Por qué no sabe Robin lo que es?
3. ¿Cuándo va Robin a la casa de Deysi? ¿Qué día y hora?

4. Mi comunidad

Objectives

Communicative goals

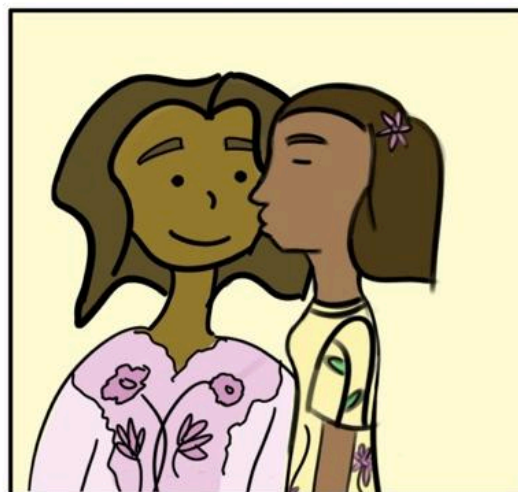
- Identify and describe places in the community.
- Ask for and give directions.
- Make purchases.
- Express agreement and disagreement.
- Offer recommendations and opinions.

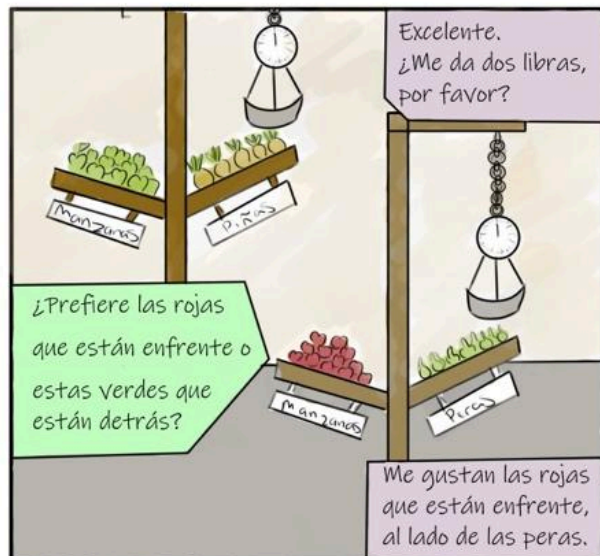
Cultural goals

- Research and present on notable places in the Spanish-speaking world.
- Become familiar with and compare different currencies in the Spanish-speaking world.
- Compare and contrast aspects of Spanish-speaking communities and students' home communities.

I. Tira cómica

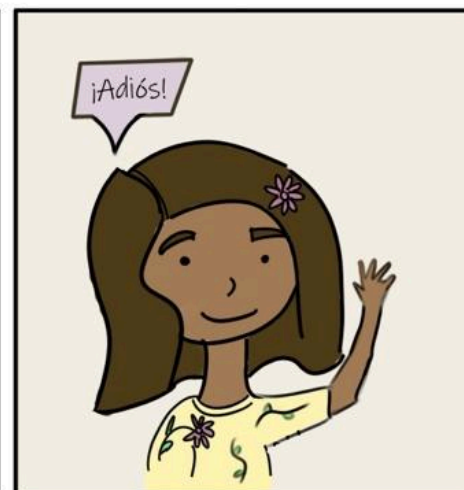
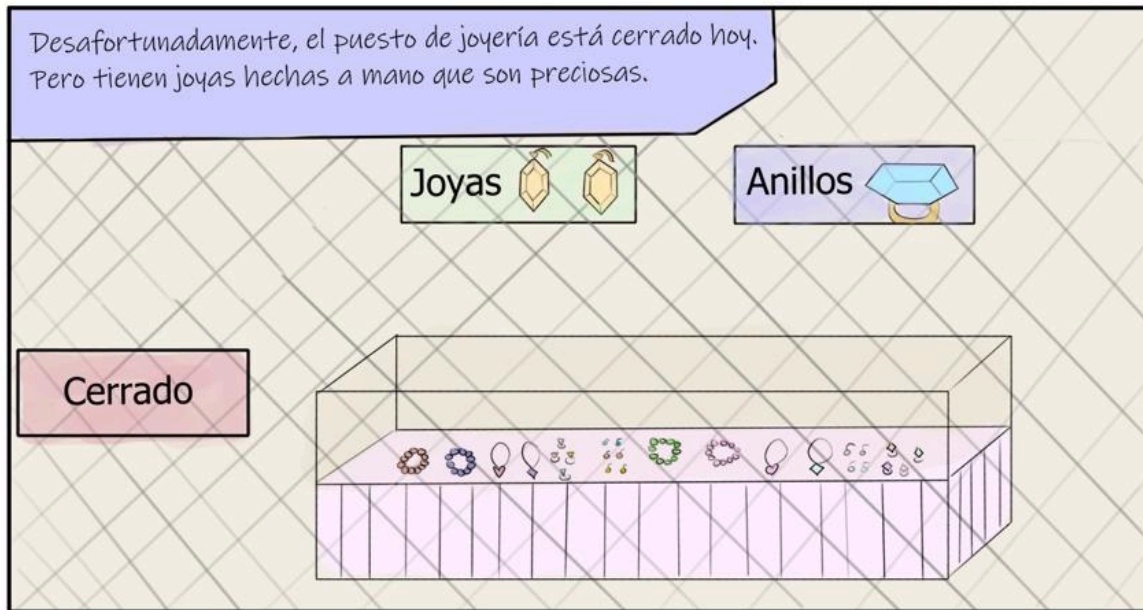
It's market day! Ana goes to the farmers market and meets up with her neighbor, Señora Martínez.











Actividad 4.1. Comprensión



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-73>

II. ¿Te fijaste que...? Las comunidades en el mundo hispano

Las tiendas y la práctica de comprar

Actividad 4.2. Las tiendas y la práctica de comprar

Use the *tira cómica* to answer the following questions.



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<https://pressbooks.palni.org/comunidades/?p=310#h5p-74>

Conexión cultural: Las tiendas y las prácticas de comprar

Markets, or *mercados*, are both popular and important around the world. In Spanish-speaking communities across the globe, many residents shop at *supermercados*, or large grocery chains, as well as smaller, more local stores. Similar to the weekly farmers' markets open during the warmer months in many communities in the United States, it is very common for local vendors to come together to sell their products on a set *día de mercado*. Unlike in the US, however, these days

are rarely on Sundays, since, as you learned in chapter 3, Sundays are generally reserved for time with family. Other days of the week are shopping days, and it's common to visit several shops several times per week rather than making one large trip to last for a week or even two.

Even amid the changes of globalization, in many parts of the world, small businesses still represent important parts of local economies and daily life for both residents and business owners. In much of the Spanish-speaking world, there are both large department store-style establishments similar to Walmart and smaller shops that specialize in one particular area and operate a small business selling a specific type of merchandise.

Because there are so many different types of specialized *tiendas* (stores), each one has its own name. Pan (bread) and other baked goods are sold at a *panadería*. A butcher, who sells *carne* (meat), owns or works at a *carnicería*. If you are looking for the laundromat where you would *lavar* (wash) your clothes, you go to a *lavandería*. *Zapatos* (shoes) are sold and repaired at a *zapatería*. Don't forget about *juguetes* (toys), which are sold at a *juguetería*. While in English we often refer to these places with the word store (bookstore, for example), in Spanish, we use a version of the word itself and add on -ería. Where do you go to buy *helado* (ice cream)? An *heladería*, of course!

La cortesía en las tiendas

Actividad 4.3. La cortesía en las tiendas

Use the *tira cómica* to answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-75>

Conexión cultural: La cortesía en las tiendas

Just like Ana greeted the fruit vendor, it is considered good manners to greet or otherwise acknowledge the workers present in a *tienda* as you enter and to say good-bye upon leaving. This is a practice that is very common in smaller, independently run stores, even in more urban areas with higher populations.

Whereas in the United States, there's a cultural emphasis on "customer service" that privileges the client—you've certainly heard the adage "The customer is always right!"—in Spanish-speaking countries, there tends to be a more reciprocal relationship. Along with a personal greeting, it is common for employees and store owners to provide samples and also add a bit more to the purchase than the client has asked for and paid for. This used to be a standard practice in

the United States—have you ever heard of a “baker’s dozen”?—but is no longer as common. This added extra has different names in different places, such as *pilón* (Mexico) or *yapa* (Chile, Argentina, Uruguay, Paraguay, Peru, Ecuador).

Las plazas y su calendario cultural

Actividad 4.4. Las plazas y su calendario cultural

Use the *tira cómica* to indicate whether the following statements are *cierto* o *falso*.



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<https://pressbooks.palni.org/comunidades/?p=310#h5p-76>

Conexión cultural: Las plazas y su calendario cultural

In chapter 2, we discussed the importance of the plaza as a central meeting place for the community. Beyond simply serving as a place to meet and walk around, though, plazas are typically surrounded by, and some might even say composed of, a variety of shops, restaurants, bars, and open-air spaces for concerts and events. Many municipalities, regardless of size, maintain a cultural calendar with a variety of events and expositions that are open to the public. From concerts to lectures, plays, and festivals, plazas or town squares play host to a large quantity of activities that bring the community together. These sorts of traditions represent a cultural commonality between the United States and other Spanish-speaking countries more broadly, though of course, offerings vary from region to region.

Because of this use of the plaza or downtown area as a meeting space and the events and activities that take place there, many communities have a distinctive identity or “feel” that both defines them as distinctive from other localities and sets the tone for the kind of experience individuals will have there. Whether it’s a neighborhood, a district, or even an entire town, city, or region, many communities cultivate a particular identity that describes, shares, and promotes their unique features and values. This is true across the globe, though the ways in which communities cultivate and express their identities can vary greatly.

In many Spanish-speaking countries, given the influence of Catholicism, many communities celebrate their unique historical and cultural identity through celebrations related to their patron saint. Along with a multiday celebration or festival, community members often organize themselves into *cofradías*, or associations, that play a specific role in the unique ways in which the patron saint is venerated. Communities often pride themselves on the particular rituals involved in the celebration, which can be extremely specific to the local community.

Actividad de reflexión cultural 4.5. Conexión personal

Select one of the following topics to elaborate on in a detailed paragraph.

1. Does your hometown or city have a special character? What makes it unique? When you are looking for something to do with your friends or family, do you have a community calendar to consult? What kinds of events does it include? Where do these events take place and what is their importance and value for you, your family, and the community at large?
2. When you need to go shopping, do you tend to go to an *almacén* (big box store) or *supermercado* or a smaller local business or market? What factors influence your decision? What are the benefits and drawbacks of shopping at each type of store?
3. What cultural practices do you engage in while shopping in order to be polite and courteous? What kind of behavior do you expect from store employees and other shoppers? Why might it be a good idea to take the time to acknowledge them as people before you move forward with your request?

Actividad de investigación cultural 4.6. El calendario cultural

What special celebrations or unique customs from Spanish-speaking countries have you heard about? Select one to research. If you need ideas, consider one of the following:

1. La Tomatina (España)
2. El Colacho (España)
3. El Día de los Muertos (México, Guatemala)
4. Las posadas navideñas (América Latina)
5. Inti Raymi (Perú)
6. La Feria de las Flores (Colombia)

Prepare a one- to two-minute presentation, in Spanish, on this celebration. Be sure to include the following information and one visual:

- ¿Cómo se llama la celebración?
- ¿Dónde tiene lugar?
- ¿Cuándo tiene lugar?
- ¿Por qué existe la celebración?
- ¿Cómo celebra la comunidad?

III. Ampliación: Las entregas al domicilio

Actividad de reflexión cultural 4.7. Los diferentes tipos de mercados

Answer the following questions in a few complete sentences.

When you think of your own personal shopping habits, do you think of going to stores, stands, and trucks or online shopping and mobile apps? Why? Do you expect that shopping in the Spanish-speaking world is similar to or different from your personal experience?

Actividad 4.8. Las entregas al domicilio

Read the following article about the growth of delivery companies in Latin America: <https://labsnews.com/en/articles/business/delivery-sales-have-quadrupled-in-latin-america-over-the-last-five-years/>.

Then use the information from the article to indicate whether the following statements are *cierto* o *falso*.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://pressbooks.palni.org/comunidades/?p=310#h5p-77>

Actividad 4.9. Last-mile delivery

Now that you understand the importance of the food industry and food delivery in Latin America, read the following article, which provides more detail on investment in online sales and delivery services: <https://restofworld.org/2022/mexico-delivery-apps-funding-survival/>. Be sure to pay attention to the images that accompany the text.

Then use that information to answer the following questions:

1. What do you think the word *entregas* means? (See the first photo.) How do you know?
2. Why do you think Carlos Coronado calls his company Spidi?
3. What app does Spidi rely on? Why is this a logical choice?
4. What do PideDirecto, Jokr, and Jüsto have in common?
5. How does Spidi differ from these other companies?

IV. Vocabulario

Los lugares	Places	Vocabulario adicional relacionado con la comunidad	Additional vocabulary related to the community
El barrio La estación de policía El hospital La clínica La farmacia La escuela / El colegio La universidad La cafetería El taller mecánico La gasolinera El parque infantil La iglesia El almacén El gimnasio El supermercado El mercado El centro comunitario El estadio El banco El aeropuerto La estación de autobuses/tren/metro El correo El museo El hotel El teatro El zoológico La sala de conciertos Panadería Joyería Nevería/heladería Taquería Zapatería Lavandería Tintorería Juguetería Mueblería	The neighborhood Police station Hospital Clinic Pharmacy School University Cafeteria Mechanic Gas station Playground Church Department store Gym Supermarket Market Community center Stadium Bank Airport Bus/train/metro station Post office Museum Hotel Theater Zoo Concert Hall Bakery Jewelry Store Ice cream parlor Taco shop Shoe store Laundromat Dry cleaner Toy store Furniture store	El edificio El estacionamiento La calle La avenida El policía El tráfico El embotellamiento La gasolina La multa El monumento El concierto El/la dependiente La tarjeta de crédito El efectivo La oferta cultural El espectáculo La medicina El antibiótico El analgésico El/la médico La carta El pan La carne La fruta Los vegetales La multa Misa La ropa Las joyas La obra de arte La obra de teatro El paquete El helado Boleto El cajero automático Al aire libre ayudar a Doblar Seguir (e→i) derecho o recto Asistir a un evento	Building Parking lot Street Avenue Police Traffic Traffic jam Gasoline Ticket/fine Monument Concert Store clerk Credit card Cash Cultural offering Show Medicine Antibiotic Painkiller Medic or doctor Letter Bread Meat Fruit Vegetables Fine/ticket Mass Clothing Jewelry Work of art Play Package Ice cream Ticket ATM Outside Help Turn Continue straight Attend an event
Preposiciones	Prepositions	Dar recomendaciones	Making recommendations

<p>Para indicar localización</p> <p>Abajo de Arriba de Alrededor de Entre Sobre Al lado de A la derecha de A la izquierda de Cerca de Lejos de Delante de Enfrente de Detrás de Dentro de Fuera de Encima de DeAbajo de Para indicar movimiento</p> <p>A En Desde Por Hacia Hasta</p>	<p>To indicate location</p> <p>Below On top of Around Between On Next to To the right of To the left of Close to Far from In front of In front of but facing each other Behind Inside Outside On top of Below To indicate movement To In, on, at Since, from By, around Toward Until</p>	<p>Es importante + inf.</p> <p>Es necesario + inf. Debes + inf. Recomiendo + inf. Aconsejar + inf.</p>	<p>It is important to</p> <p>It is necessary to You should I recommend I advise</p>
<p>Frases para mostrar acuerdo y desacuerdo</p>	<p>Phrases that indicate agreement or disagreement</p>	<p>Pronombres de objeto directo</p>	<p>Direct object pronouns</p>
<p>Estoy de acuerdo que...</p> <p>Tienes razón Creo que estás en lo correcto Estoy seguro/a Me parece bien Yo también Yo tampoco Claro que sí Claro que no Está bien. Es cierto. (No) estoy de acuerdo que... Temo que no estoy de acuerdo No estoy seguro/a No me parece bien</p>	<p>I agree that...</p> <p>You are right I believe you are correct I am certain It seems fine to me Me too Me either Yes, of course No, of course not It is fine It is true I agree (do not) agree that... I am afraid that I do not agree... I am not sure... It doesn't seem right to me</p>	<p>Me</p> <p>Te Lo La Nos Os Los Las</p>	<p>Me</p> <p>You Him, it (masc.) Her, it (fem.) Us You all Them (masc.) Them (fem.)</p>

Actividad 4.10. ¿Qué podemos comprar allí?

For each location mentioned, select the item that would be sold there.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-78>

Actividad 4.11. ¿Dónde trabaja?

Read the following statements about what an individual does and then write the name of the place where that person works.

Modelo:

Vende muebles. Trabaja en una mueblería.

1. Da multas de tráfico.
2. Hace pan.
3. Lleva cartas.
4. Cocina tacos.
5. Enseña a niños.

Actividad 4.12. ¿Qué o quién es?

Read the description and use the vocabulary list to indicate to what or whom it refers.

Modelo:

Son los eventos culturales que se ofrecen como conciertos, espectáculos y exposiciones.

Es la oferta cultural.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-79>

Actividad 4.13. El día ocupado de Ana

Ana has a very busy day. Read the paragraph about her day and fill in the blanks with the correct words based on the context.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-80>

Actividad interpersonal 4.14. ¿Con qué frecuencia visitas estos lugares?

Paso 1—Indicate the frequency with which you visit the following places by putting an X in the box that best describes your habits.

Lugar	Siempre	Frecuentemente	Algunas veces	Nunca o casi nunca
La tintorería				
El correo				
El supermercado o lugar para comprar comida				
El banco				
El gimnasio				
Un lugar destinado al arte: teatro, sala de conciertos, museo, etc.				

Paso 2—Compare your answers with a partner by asking and answering questions.

Modelo:

Estudiante 1: ¿Con qué frecuencia visitas la tintorería?

Estudiante 2: Casi nunca voy a la tintorería, ¿y tú?

Estudiante 1: Yo voy frecuentemente.

After your conversation, be sure to prepare answers the following questions to share with the class.

1. ¿Qué lugar visitan menos?
2. ¿Qué lugar visitan más?
3. ¿Qué otros lugares visitan frecuentemente?

Actividad 4.15. Lo mejor de tu ciudad

Decide what is the best place to do the following activities. Make sure to explain your answer.

Modelo:

Para comer tacos es mejor ir a la taquería El Maguey porque los tacos son deliciosos y hay diferentes tipos de tacos.

1. Para tomar un helado es mejor ir a _____ porque _____.
2. Para pasar tiempo libre es mejor ir a _____ porque _____.
3. Para pasar tiempo con niños pequeños es mejor ir a _____ porque _____.
4. Para estudiar es mejor ir a _____ porque _____.
5. Para hacer ejercicio es mejor ir a _____ porque _____.

Actividad interpretativa 4.16. La ciudad de Rota

Read the following information about Óliver and his home city and then answer the questions.

<p>¡Hola! Me llamo Óliver y soy amigo de Ana. Hoy quiero hablarles sobre mi ciudad, mi comunidad. Se llama Rota y está en el sur de España. Es una ciudad muy especial porque hay una base naval estadounidense muy importante y muy grande. No es casualidad que la base americana esté aquí, ya que Rota está muy cerca del estrecho de Gibraltar, que es punto de entrada a un área muy estratégica, el mar Mediterráneo. Es posible ver la influencia de los Estados Unidos en la ciudad. Por ejemplo, es normal encontrarte con miembros del ejército americano en las calles de Rota. Muchos de ellos están temporalmente en Rota, aunque otros están aquí indefinidamente.</p>	
<p>Vivo en el segundo piso de un edificio con mis padres. Mi padre es de los Estados Unidos y mi madre es de España.</p> <p>Todos mis vecinos son muy simpáticos pero mi vecina Nati es mi favorita. Es muy alegre y siempre tiene una sonrisa. Ella trabaja en un instituto.</p>	 <p>"Apartment building" by Yuriko Ikeda is licensed under CC BY 4.0</p>
 <p>"City Sign" by Yuriko Ikeda is licensed under CC BY 4.0</p>	<p>En Rota, es posible ver muchos anuncios que están en inglés y en español.</p>
<p>Algunos nombres de tiendas y lugares también están en inglés. Esta farmacia está cerca de mi casa. ¡La farmacia está abierta las veinticuatro horas! Allí puedo comprar desde medicamentos hasta champú. El farmacéutico, Pepe, siempre hace recomendaciones a las personas que están enfermas.</p>	



"Supermarket" by Yuriko Ikeda is licensed under CC BY 4.0

El Dia es uno de los supermercados más famosos de Rota. Allí mi madre compra la comida que va a preparar cada día.



"Beauty salon" by Yuriko Ikeda is licensed under CC BY 4.0

Desde pequeño, voy a la peluquería Naily's. El corte de pelo cuesta sólo trece euros y los peluqueros siempre hacen un buen trabajo.

Para sacar dinero voy al cajero automático del banco BBVA. Siempre es bueno tener algo de dinero en efectivo.



"BBVA Bank" by Yuriko Ikeda is licensed under CC BY 4.0



"Office supply store" by Yuriko Ikeda is licensed under CC BY 4.0

Cuando necesito hacer fotocopias, imprimir un documento o comprar algo para la escuela siempre voy a la papelería que está a cinco minutos de mi casa. ¡Me encantan los bolis que venden!



"Hotel" by
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Hay muchos hoteles en Rota, desde pequeños hasta grandes. Las personas vienen principalmente en el mes de agosto de vacaciones.

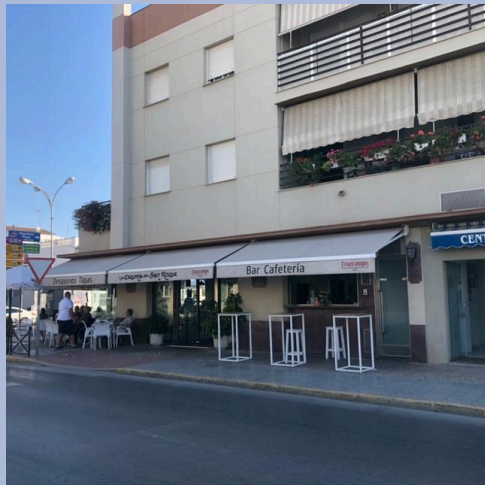
Las playas en Rota son muy bonitas. La Playa de la Costilla es mi favorita. Me gusta porque está siempre limpia y el agua del mar es clara y la arena es muy fina. ¡Es perfecta para hacer castillos de arena!



“Beach” by Yuriko Ikeda is licensed under CC BY 4.0



“Beach castle” by Yuriko Ikeda is licensed under CC BY 4.0



"Cafeteria"
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Después de un día en la playa, las personas en mi comunidad van a un bar a comer algunas tapas como gambas (shrimp), tortilla (Spanish omelette), carrillada (a type of beef dish), etc. En España los bares son diferentes que en los Estados Unidos porque son más similares a un restaurante. Es también común comer al aire libre en la terraza o en la calle. Mi familia y yo comemos en un bar por lo menos una vez a la semana.



"Gas
station" by
Yuriko
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Las calles de Rota son estrechas y hay muchas rotondas. ¿Hay rotondas en tu comunidad?

Answer the questions in complete sentences *in Spanish*.

1. ¿Por qué Rota tiene una fuerte influencia de los Estados Unidos? ¿Cómo es visible esa influencia?
2. ¿Cuándo están abiertas algunas farmacias en Rota?

3. ¿Cuándo hay más turistas en Rota? ¿Por qué?
4. ¿Qué se puede hacer en la playa en Rota?

Actividad interpersonal 4.17. Rota y nuestra comunidad

Talk to a partner and discuss the similarities and differences between Rota and the community where your university is. By the end, be sure to have discussed at least two similarities and two differences.

Modelo:

En Rota, hay playas, y en nuestra comunidad, no hay una playa.

Actividad presentacional 4.18. Tu comunidad

Now that you have learned about Rota, write a short email response to Óliver describing your community. Be sure to include:

1. Location. Where is your community located?
2. Aspects that make your community unique.
3. Activities that you and your family like to do.
4. An appropriate greeting and closing.

V. Video entrevistas

Actividad interpretativa 4.19. Mi comunidad

Watch and listen to the videos in which native speakers of Spanish discuss special traditions in their communities. For each video, answer the following questions in complete sentences in Spanish.

1. Lisa:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=310#oembed-1>

- a. ¿De dónde es?
- b. ¿Cómo es su ciudad?
- c. ¿Cómo es el transporte público?
- d. ¿Cuáles son los platillos típicos de su ciudad?
- e. ¿Cuál es una celebración importante que se celebra?

2. Mariangel:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=310#oembed-2>

- a. ¿De dónde es?
- b. ¿Cuál es una fiesta importante? ¿Cuándo se celebra?
- c. ¿Cuáles son unas comidas típicas venezolanas?

3. Robin:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=310#oembed-3>

- a. ¿De dónde es?
- b. ¿Cómo es su ciudad? ¿Cómo es la geografía?
- c. ¿Cuáles son unos pasatiempos populares de los habitantes?
- d. ¿Cuántas provincias hay en Costa Rica?
- e. ¿Cuál es un platillo típico costarricense? ¿Qué ingredientes hay en él?
- f. ¿Cómo y cuándo se celebra la anexión de Liberia?

Actividad interpersonal 4.20. Preguntas personales

Watch and listen to the video of Mariangel asking questions about your community:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=310#oembed-4>

Pause the video after each question and prepare a response.

- 1.
- 2.
- 3.
- 4.
- 5.

Actividad interpretativa 4.21. El Día del Amor y la Amistad

Watch the following video about Manuela's favorite holidays in Colombia:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=310#oembed-5>

Then answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/comunidades/?p=310#h5p-81>

Actividad interpretativa 4.22. La Navidad en México y Argentina

Watch and listen to the video in which native speakers of Spanish discuss how they celebrate Christmas (*Navidad*) in Argentina and Mexico:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=310#oembed-6>

Then fill out the following table to compare and contrast traditions. Be sure to include the following information:

- La estación y el clima durante Navidad
- Los platillos típicos navideños
- Otras fiestas importantes

Use the table below to help you describe the above topics or write your own words or phrases to take note of what you learn.

el frío
el calor
el invierno
el verano
el pozole
los postres
las empanadas
la cerveza
el jugo

el champurrado
 las bebidas frías
 las bebidas calientes
 la rosca de reyes
 los tamales el Día de Reyes Magos la Navidad

Priscila—Argentina	Los dos	Tiffany—México

Actividad presentacional 4.23. Una costumbre especial

Prepare a video response to one of the speakers by sharing about a special celebration or custom in your community or your family. Be sure to answer the following questions in your video response:

1. ¿Cuál es la celebración? ¿Cuándo y dónde la celebras?
2. ¿Qué comes para celebrar?
3. ¿Qué actividades haces para celebrar?
4. ¿Por qué es una celebración importante para ti?

VI. Gramática

4-A. The verb *estar* to express location

In the last chapter, we learned that the irregular verb *estar* is used to talk about emotions. In addition to emotions, the verb *estar* is also used to express where something or someone is located.

Examples:

La oficina de correos **está al lado** del banco.

El café **está enfrente** de la piscina.



Notice that the verb *estar* is used with prepositions of location to indicate where something is.

Do you remember the verb <i>estar</i> ?	
Yo	Estoy
Tú	Estás
Él/Ella/Usted	Está
Nosotros/as	Estamos
Vosotros	Estáis
Ellos/Ellas/Ustedes	Están

Preposiciones – Para indicar localización	Prepositions – To indicate location
Abajo de	Below
Arriba de	On top of
Alrededor de	Around
Entre	Between
Sobre	On
Al lado de	Next to
A la derecha de	To the right of
A la izquierda de	To the left of
Cerca de	Close to
Lejos de	Far from
Delante de	In front of
Enfrente de	In front of but facing each other
Detrás de	Behind
Dentro de	Inside
Fuera de	Outside
Encima de	On top of
Recto	Straight

The same structure is used in English to express location.

The post office is next to the bank. *El correo está al lado del banco.*

The café is in front of the pool. *El café está enfrente de la piscina.*

Actividad 4.24. ¿Dónde está?

Look at the image and then indicate where the following places are located.



Modelo:

El museo está entre la iglesia y el cine.

1. El parque
2. El centro comercial
3. El cine
4. El supermercado
5. El restaurante

Actividad 4.25. ¿Qué lugar es?

Read the following descriptions and then look on the map to find the place indicated. Then write a complete sentence to identify the place, using the format from the model.

Modelo:

Está detrás de la iglesia y a la izquierda del banco.

Es la oficina de correos.





An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-82>

Actividad 4.26. La localización en mi comunidad

Think about your community and then answer the following questions.

Modelo:

¿Cuál es tu café favorito? ¿Dónde está?

Starbucks está en la avenida Main. Está al lado de Subway.

1. ¿Cuál es tu restaurante favorito? ¿Dónde está?
2. ¿Hay una farmacia cerca de la universidad? ¿Dónde está?
3. ¿Dónde está la oficina de correos?
4. ¿Tienes una panadería favorita? ¿Dónde está?
5. ¿Hay un zoológico en tu ciudad? ¿Dónde está?

Actividad de investigación cultural 4.27. Mapas turísticos

You will learn about historic cities in the Spanish-speaking world and explore what attractions they have to offer.

Paso 1—Use one of the following links or find your own tourist map of a city. Be sure to find one that shows important tourist attractions such as museums, parks, and monuments. If you are doing your own search, try using the terms “mapa turístico de _____ (ciudad)” or “mapa del centro histórico de _____ (ciudad).”

1. El centro histórico de Oaxaca (México): <http://www.oaxaca.travel/index.php/es/sitios-de-interes/folletos/17-mapas>
2. Cartagena de Indias (Colombia): http://www.cartagenadeindias.travel/cargar_imagen.php?tipo=21&id=797&thumbnail=false
3. La Habana Vieja (Cuba): http://www.particuba.info/villes/la_habana/habana_vieja/

images/_mapas/_mapHav_Vieja_Totale.html

4. Santo Domingo (La República Dominicana): <https://www.godominicanrepublic.com/es/descargas/download-category/mapas/>

Paso 2—Find three places on the map that you would like to visit. Take some time to look at the websites for the monuments. Then fill out the following information:

Nombre del lugar	¿Qué es?	¿Por qué te interesa?
	<ul style="list-style-type: none">• Un museo• Un parque• Un lugar histórico• Un mercado• Un lugar para recreación• _____	
	<ul style="list-style-type: none">• Un museo• Un parque• Un lugar histórico• Un mercado• Un lugar para recreación• _____	
	<ul style="list-style-type: none">• Un museo• Un parque• Un lugar histórico• Un mercado• Un lugar para recreación• _____	

Paso 3—Write some clues to help a classmate find the place on the map without naming the place directly. You should describe where it is (using the verb *estar*) as well as what kind of place it is.

- 1.
- 2.
- 3.
- 4.
- 5.

Paso 4—Share your clues with your classmate until they guess the place. Then share *por qué te interesa*. Then switch roles.

Now that you have researched some cities and their cultural offerings, you will plan a trip with a classmate. Speaking *only in Spanish*, pretend the two of you are traveling to a Spanish-speaking country and are planning to visit some historic sites.

You must decide:

- What city you will visit.
- When in the year you will go there.
- Three places you will go.

4-B. *Estar* para condiciones

The verb *estar* is used with past participles to describe states or conditions like a store being open or closed.

For example:

El cine **está cerrado**. *The movie theater is closed.*

La biblioteca **está abierta** hasta las diez de la mañana. *The library is open until 10:00 a.m.*

Cerrado and *abierto* are the past participles of the verbs *cerrar* and *abrir* that are working as adjectives to describe a state or condition. Since they are working as adjectives, they also have to agree in gender and number with the noun being described—in this case, the *cine* and the *biblioteca*.

The past participle of verbs is formed in the following manner:

For **-ar** verbs, drop the -ar ending and add **-ado**.

For **-er** and **-ir** verbs, drop the -er or the -ir and add **-ido**.

The following verbs have irregular past participles:

Verb	Past participle
Abrir	Abierto
Decir	Dicho
Escribir	Escrito
Hacer	Hecho
Morir	Muerto
Poner	Puesto
Ver	Visto
Volver	Vuelto

Actividad 4.29. ¿Cómo está?

Look at the images below and describe the condition or state of the people, things, or places depicted in the images. Use a form of *estar* plus the participle of one of the verbs in the word bank. Make sure you pay attention to agreement.

Modelo:
1. La chica está dormida.



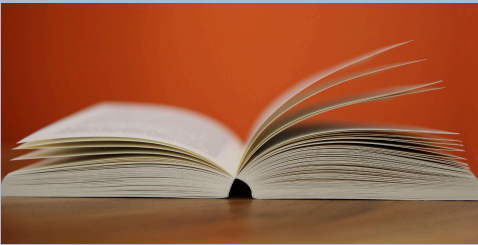
Tired female student sleeping on books in light room by George Milton licensed under Pexel License

2. El restaurante _____.



Closed sign on shop glass door by Ellie Burgin licensed under Pexel License

3. El libro _____.



Selective Focus Photograph y of White Softbound Book by Pixabay licensed under Pexel License

4. La carta _____.



Letter with Ring Beside White and Pink Flowers by Olya Kobruseva licensed under Pexel License

5. Las fotos _____.



Orange and White Instant Camera on White Cloth by Lisa Fotios licensed under Pexel License

6. Los boletos para el concierto _____.



Orange and Green Label Airplane Ticket by Torsten Dettlauff licensed under Pexel License

4-C. Los mandatos

When we hear the word **commands**, many times the first thing that comes to mind is an order given by someone in power to someone with less power, such as an explicit direction that a military commander would give to a member of the armed forces or a person telling their dog what to do. Commands, however, are not just used to issue orders. They are also used to give instructions and advice. Therefore, we might see commands in recipe books and advice columns, and they are also very common in everyday speech, since we are constantly giving advice or making recommendations.

How do you form a command?

It is necessary to use the imperative mood to form commands. In English, commands are formed by using the infinitive form of the verb without the **to**: **take** me there, **buy** me candy, **go** to sleep, **take** pictures, and so on. It does not matter whether you are talking to one person or a group of people, speaking to a close friend or a business associate. Spanish, on the other hand, does consider whether the command is given to an individual or to multiple people. It also takes into account the register, formal or informal, that must be used with that person or group of people.

In both English and Spanish, we use commands to ask people *to do something* with **affirmative commands** and *not to do something* with **negative commands**. Take a look at the following examples in English:

Affirmative commands	Negative commands
Go to sleep. Eat your vegetables. Do your homework. Open your books to page fifteen. Come on time for your appointment. Drive safely.	Don't stay up too late. Don't eat too much junk food. Don't forget to do your homework. Don't be lazy. Don't arrive late. Don't drive too fast.

Mandatos informales

Informal commands are the ones given to people with whom we have a close or informal relationship. There are two possible types of informal commands: **tú commands**, which are given to an individual, and **vosotros commands**, which are given to a group of people. Let's look at each type separately.

Tú commands

Tú commands are perhaps the most common type of command, since they are used with peers and people that we know well.

Affirmative **tú** commands

To form the affirmative **tú** command, use the third-person singular form of the present indicative. This is the he or she form. It also means that if you have an -ar verb, the command should end in -a, and for -er/-ir verbs, the ending should be an -e.

Examples:

Verbo	Mandato
Comer	Come
Comprar	Compra
Beber	Bebe
Doblar	Dobla
Jugar	Juega

There are also some verbs that have an irregular **tú** command:

Tener	Ten	Have
Hacer	Haz	Do or make
Poner	Pon	Put
Decir	Di	Say or tell
Ir	Ve	Go
Salir	Sal	Leave or go out
Ser	Sé	Be
Venir	Ven	Come

Let's see some examples of these affirmative command forms in context:

Come las verduras.—Eat your vegetables.

Compra ropa de calidad.—Buy high-quality clothing.

Ten dinero en efectivo.—Have cash.

Haz la tarea.—Do your homework.

Sé bueno.—Be good.

Ven rápido.—Come quickly.

Negative *tú* commands

To form a negative *tú* command:

1. Take the *yo* form of the verb in the present indicative.
2. Drop the -o.
3. Add the following (opposite) endings:
-ar, add -es
-er/-ir, add -as
4. Put *no* before it.

Examples:

Verb	Negative <i>tú</i> command
Comer	No comas
Salir	No salgas
Compr a r	No compres
Tener	No tengas
Ped i r	No pidas

There are also irregular negative *tú* commands that you will have to memorize.

Verbo	Irregular negative tú command – Español	Irregular negative tú command – English
Dar	No des	Don't give
Ir	No vayas	Don't go
Ser	No seas	Don't be
Estar	No estés	Don't be

Let's see some more examples, this time of negative **tú** commands:

No estés enojado.—Don't be mad.

No vayas a la tienda por la noche.—Don't go to the store at night.

No des tu número de teléfono a extraños.—Don't give your phone number to strangers.

Actividad 4.30. Mandatos de tú

Write the informal affirmative and negative **tú** command for each verb.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-84>

Actividad interpretativa 4.31. Guatemala: El país de la eterna primavera

Read the following text about Guatemala and then follow the prompts below.

Guatemala: El país de la eterna primavera



Aerial View of a City by Saulo Zayas licensed under Pexel License

¡Ven a Guatemala! Tiene un clima perfecto y no hay temperaturas extremas. También hay una gran diversidad de flora.

Sube a un volcán. Hay más de treinta y cinco volcanes de los cuales trece son visitados por turistas frecuentemente.

Toma una camioneta o bus en Guatemala. Las camionetas son autobuses escolares de los Estados Unidos muy coloridos y divertidos.

Visita Antigua. Es una ciudad colonial con edificios y monumentos de gran interés como el Palacio de los Capitanes Generales

Aprende sobre la cultura maya. Guatemala es conocida como el “Corazón del Mundo Maya” por ser unos de los principales lugares donde vivieron.

Bebe café y come platillos tradicionales como paches y shucos.

Ve al lago Atitlán y al mercado Santiago de Atitlán. Son dos lugares con mucha vida y color local.

No asumas que las cosas en Guatemala son como en los Estados Unidos. Es otra cultura y hay cosas que se hacen diferentes.

No tomes fotos de las personas sin antes pedir permiso.

No esperes que todas las personas hablen español. Hay veintiún dialectos mayas en Guatemala y, por tanto, personas que hablan esos dialectos y no español.

No confíes (don't trust) en desconocidos. Los turistas pueden ser víctimas de estafas (scams).



Colorful Graves in Cemetery by Clive Kim licensed under Pexel License

1. Subraya (underline) los mandatos afirmativos y negativos que encuentres.

2. ¿Cuál crees que es el objetivo del texto: dar órdenes, dar recomendaciones o dar instrucciones?
3. Escribe tres de las actividades recomendadas en Guatemala ¿Cuál de estas actividades te interesa más?
4. ¿Qué no se recomienda hacer en Guatemala? ¿Estás de acuerdo (do you agree)?
5. ¿Dónde puedes encontrar textos similares a este?

Actividad presentacional 4.32. Ven a mi comunidad

You are in charge of creating an information poster about why people should visit your community. You can choose to do it about your neighborhood, your state, or the United States. Use *tú* commands and make sure that you include the following:

1. At least three activities that you recommend.
2. At least three activities that you recommend not doing.
3. Some images to make your description more appealing.

Actividad interpersonal 4.33. Indicaciones

Watch and listen to the video in which Manuela asks for directions to arrive at three different places in the community:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=310#oembed-7>

Prepare a response for each location in which you tell her how to get there using affirmative and negative *tú* commands. Use the list of location words in the *Vocabulario* section to help you as well as the following words.

Doblar	To turn
Seguir	To continue
Parar	To stop
La cuadra	(City) block

Modelo:

¿Me indicas cómo llegar a la iglesia?

Ve recto a la calle 38. Después, dobla a la derecha y sigue por una cuadra. No vayas muy lejos. Está a la izquierda, entre el banco y unas casas.

- 1.
- 2.
- 3.

4-D. Vosotros commands

Vosotros commands are the informal commands that are given to a group of people. If you want to issue an order, make a recommendation, give advice, or give instructions to a group of people whom you address informally, then you would use a **vosotros** command. **Vosotros** is similar to saying y'all. Just like with the word y'all in English, it can be understood by most speakers of Spanish, but it is used by a smaller subset—mainly, individuals from Spain. **Vosotros** commands are commonly heard in Spain, but when not in Spain, **ustedes** is a more standard way to address a group of people directly. Therefore, **ustedes** commands are used.

Affirmative **vosotros** commands

Vosotros commands are formed by doing the following:

1. Take the infinitive form of the verb: **comer**.
2. Drop the final -r: **come**
3. Add -d: **comed**

Here are some examples of how the **vosotros** command is formed:

Verb	Vosotros command
Ir	Id
Escribir	Escribid
Ver	Ved

Now, let's see some examples of the affirmative **vosotros** command in context:

English	
Read the instructions	Leed las instrucciones
Eat your food	Comed vuestra comida
Buy the tickets	Comprad los boletos

Negative **vosotros** commands

Negative **vosotros** commands are formed in a way similar to negative **tú** commands:

1. Take the **yo** form of the verb in the present indicative.
2. Drop the -o.
3. Add the following (opposite) endings:
 - ar, add -éis
 - er/-ir, add -áis
4. Put **no** before it.

Verb	Negative vosotros command
Comer	No comáis
Salir	No salgáis
Comprar	No compréis
Tener	No tengáis
Pedir	No pidáis

There are also irregular negative **vosotros** commands that you will have to memorize.

Verbo	Irregular negative vosotros command
Dar	No déis
Ir	No vayáis
Ser	No seáis
Estar	No estéis

Now, let's see some examples of negative **vosotros** commands.

No llegáis tarde.—Don't (you all) arrive late.

No tengáis miedo.—Don't (you all) be afraid.

No habléis muy rápido.—Don't (you all) speak too quickly.

Write the affirmative and negative **vosotros** command for the following verbs.

Modelo: Salir

Affirmative vosotros command: Salid

Negative vosotros command: No salgáis



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-85>

Actividad 4.35. Las recomendaciones para ser mejores

Indicate what you recommend and do not recommend to your classmates according to the following categories.

Modelo:

Hacer algo para la mente (mind)

(Sí): Leed un buen libro

(No): No miréis la tele más de dos horas diarias

1. Hacer algo positivo o bueno por los amigos
(Sí):
(No):
2. Hacer algo bueno para el alma (soul)
(Sí):
(No):
3. Hacer algo relacionado con el arte
(Sí):
(No):
4. Hacer algo para cuidar de vuestro cuerpo (take care of your body)
(Sí):

(No):

5. Hacer algo por la familia

(Sí):

(No):

Actividad presentacional 4.36. ¿Qué recomiendas?

You are in charge of giving recommendations to the freshman class about what to do or not to do to become part of your university's community. Write a short speech welcoming the new class and offering some advice.

Make sure that you include the following:

- A greeting
- A personal introduction (who you are and why you are in a position to give advice)
- At least three things that you recommend doing
- At least three things that you do not recommend doing
- A closing

4-E. Object pronouns: Avoiding repetition

When we speak, we naturally try to make speech more fluid and avoid unnecessary repetition. One way that we do this is by replacing **direct objects** that have already been established with a pronoun. For example, look at the following sentences:

1. I take the bus to school. I wait for it five minutes every day.
2. I am going to make some coffee. I will drink it from my favorite mug.

Can you identify what the direct object is and how it is replaced to avoid repetition? Remember that the direct object identifies who or what receives the action of the verb. For number 1, the verb is *to take*; therefore, the question that one should ask is "What do I take?" The answer, "the bus," is the direct object. The second sentence in number 1 replaces the direct object, "the bus," with the pronoun *it* to avoid saying "the bus" again. For number 2, in the first sentence the verb is *to make*, so one should ask "What am I going to make?" to find the direct object. The answer is "coffee," which then is also replaced with *it* in the second sentence.

In Spanish, just like in English, it is very common to avoid repeating the direct object by replacing it with a direct object pronoun. The direct object pronouns are the following:

Pronombres de complemento directo	Direct object pronouns
Me	Me
Te	You
Lo	Him, it (masculine)
La	Her, it (feminine)
Nos	Us
Os	You all
Los	Them (masculine)
Las	Them (feminine)

Since direct object pronouns replace the direct object (a noun), they have to agree in gender and number with the noun they are replacing.

See the following examples:

Ella bebe café. **Lo** prefiere frío.

She drinks coffee. She prefers it cold.

What does she drink? Coffee. Then coffee is the direct object. In Spanish, *el café* is a singular masculine noun, so we need *lo* to replace it.

Yo hablo con Laura frecuentemente. **La** veo casi todos los días.

I talk to Laura often. I see her almost every day.

Who do I speak with frequently? Laura. Then Laura is the direct object. Laura is a girl, and there is only one, so we would need *la* to replace her name.

Placement of direct object pronouns

While in English, object pronouns are usually placed directly after the verb, this is not the case in Spanish. Direct object pronouns can appear in two places:

1. If there is one verb in the sentence, then the pronoun appears before the conjugated verb.

Example: Siempre me trae café. / She always brings me coffee.

2. If there are two verbs in the sentence, it can appear:
 - a. Before the first conjugated verb.

Example: Lo voy a necesitar.

- b. Attached to an infinitive.

Example: Voy a necesitar**lo**.

- c. It cannot go between the conjugated verb and the infinitive.

Incorrect example: Voy a lo necesitar.

Actividad 4.37. Emparejar

Using a through e, match the initial statements listed first to the responses or second statements listed below based on the context.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-83>

Actividad 4.38. Sin repetición

Fill in the blanks with the correct direct object pronoun to avoid repetition. See number 1 for a model.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-86>

Actividad 4.39. Las preguntas

Paso 1—Circle the direct object in each question.

Paso 2—Answer the questions and avoid repetition by replacing the direct object with a pronoun.

Modelo:

¿Vas a traer café a la reunión?

Sí, lo voy a traer.

1. ¿Necesitas sacar dinero del cajero automático?
2. ¿Vas a tomar fotos durante el espectáculo?

3. ¿Necesitas enviar cartas por correo esta semana?
4. ¿Vas a comprar juguetes para tus sobrinos?
5. ¿Necesitas comprar analgésicos en la farmacia?

Actividad interpersonal 4.40. ¿Qué haces en tu comunidad?

Take turns with a partner asking and responding to questions about what you do in your community with family and friends. Make sure that you avoid repetition by replacing the direct object with a pronoun. As your partner answers, ask a follow-up question related to their response.

Modelo:

Estudiante 1: **¿Invitas a tus amigos a pasear por el centro de la ciudad frecuentemente?**

Estudiante 2: **Sí, los invito a pasear frecuentemente.**

Estudiante 1: **¿Cuándo los invitas a pasear?**

Estudiante 2: **Los invito a pasear los viernes y sábados.**

Ideas

- Invitar a los amigos a tomar un café
- Ver exposiciones de arte frecuentemente con amigos
- Hacer la compra con amigos/familiares
- Hacer voluntariado con amigos
- Comprar regalos para amigos o familia

4-F. Estrategias de comunicación: Expressing agreement and disagreement

Return to the *tira cómica* to answer the following questions:

1. How does *la madre de Ana* respond when Ana says she is going to go to the market?
2. How does Sra. Martínez express that her favorite part of having coffee at the market isn't the coffee itself but rather the opportunity to socialize?

Just as the terms “I agree” and “I disagree” in English allow us to connect with what someone has said and express our

own perspective in relation to it, Spanish has a similar structure. However, the phrase in Spanish differs in that we use the verb **estar** to say that “I am in agreement” or “I am not in agreement”: **Estoy de acuerdo** or **No estoy de acuerdo**.

Similar to this slight variation in Spanish, to express agreement by saying that someone is “right,” we say that that person “has reason,” **tiene razón**.

Tener razón—to be right

Estar de acuerdo—to agree

No tener razón—to be wrong

No estar de acuerdo—to disagree

For both of these structures as well as a variety of other ways of expressing opinion by agreeing or disagreeing, to make the statement negative, we add a **no** before the verb, not before the noun. So, whereas in English we would say “You are wrong,” in Spanish we say “No tienes razón.” Where in English we might say “That’s not true,” in Spanish we say “No es cierto.” Don’t forget to change the placement of the **no**, or **¡no tienes razón!**

Remember that you can also show tacit agreement or disagreement by expressing a negative or positive opinion with the word **qué**.

Words and phrases to show agreement	Words and phrases to show disagreement
Estoy de acuerdo. (I agree.)	No estoy de acuerdo. (I disagree. / I don't agree.)
Tienes razón. (You're right.)	No tienes razón. (You're wrong.)
Es cierto. (It's true. / That's true.)	No es cierto. (It's not true. / That's not true.)
Es la verdad. (It's the truth.)	No es la verdad. (It's not the truth. / That's not the truth.)
Yo también. (Me too.)	
Yo tampoco. (Me neither.)	
	Es falso. (It's false. / That's false.)
¡Qué sí! (Yes!)	¡Qué no! (No!)

Actividad 4.41. ¿Estás de acuerdo?

Use the above phrases to express your personal agreement or disagreement with the following statements. Then explain.

Modelo:

La mejor estación del año es el verano.

Estoy de acuerdo. Me gusta el calor.

1. Los gatos son mejores que los perros.
2. Es importante dormir ocho horas cada noche.
3. Todo el mundo debe correr para hacer ejercicio.
4. Es necesario ir a la iglesia los domingos.
5. La mejor estación del año es el invierno.

6. El Día de la Independencia es la celebración cultural más importante en los Estados Unidos.

Actividad 4.42. ¿Lógico o ilógico?

Read the following statements and decide whether the given response of the person indicated is **lógico** o **ilógico**.

Modelo:

Es necesario hacer la tarea todas las semanas.

Un profesor dice “Estoy de acuerdo.”—lógico



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-87>

4-G. Asking for and expressing opinions and recommendations: ¿Qué piensas?

¿Recuerdas cómo hacer preguntas? As you advance in your conversational proficiency, you will want to continually review the interrogative, or question, words in Spanish.

Español	Inglés
¿Qué?	What?
¿Cuál?	Which?
¿Cuándo?	When?
¿Cómo?	How?/What?
¿Dónde?	Where?
¿Por qué?	Why?

In chapter 2, you learned to use these words to learn more and to clarify information. These questions are also very important for continuing a conversation, with **qué** being one of the most important words you will use. In the previous

section, you saw how to express agreement and disagreement. By asking for an opinion, you can expand even more your ability to discuss topics that are relevant to you as well as further your relationships with others.

Key phrases for asking for opinions	Sentence starters to give an opinion
¿Qué piensas?	Pienso que...
¿Qué crees?	Creo que...
¿Qué quieres?	Quiero...
¿Qué prefieres?	Prefiero...

You will also want to be able to respond to these questions and provide recommendations, opinions, and advice. There are many structures that can be used to make recommendations in Spanish, and one of them is simply starting with a verb that expresses an opinion, such as *pienso* or *creo*. Finally, to be more direct, you can say what someone should or you recommend they do using the verbs *deber* or *recomendar*.

Deber y recomendar

Just like with their meanings in English, *should* can express both objective realities that need to happen (Estoy en Starbucks. Debo pagar por mi café.) as well as more subjective recommendations (¡Debes venir al mercado! ¡Es divertido!). *Recomendar* expresses the recommendation a bit more explicitly than *deber*, of course. *Deber* is a regular -er verb and is conjugated for the person who needs to do the activity, just like the verb *should* in English:

I should study.—Debo estudiar.

They should practice soccer.—Deben practicar el fútbol.

Deber + infinitivo

Debo estudiar.	Debemos ir a la panadería.
Debes venir al mercado conmigo.	Debéis escuchar a la profesora.
Miguel debe comer más vegetales.	Deben practicar el fútbol.

Recomendar is a stem-changing -ar verb and is conjugated for the person making the recommendation.

Recomendar + infinitivo

Aconsejar + infinitivo

Recomiendo estudiar. Hay un examen.	Recomendamos ir a la panadería. Es nuestra favorita.
¿Recomiendas ir al mercado hoy?	¿Recomendáis el restaurante al lado de vuestra casa?
El médico recomienda comer más vegetales.	Los entrenadores recomiendan practicar el fútbol.

Impersonal expressions

Another way to express a recommendation for someone is to use the phrases “Es necesario” or “Es importante” prior to the activity. These impersonal expressions do not change depending on the person recommending or needing the recommendation. Instead, they express what needs to happen or what is important to do in general. Read the following bits of conversations to see how these expressions are used.

A: Mamá, tengo un dilema. Mis amigas y yo queremos salir a tomar un café pero no sabemos adónde queremos ir.

M: Deben ir al centro comercial. Hay muchos cafés muy buenos.

A: Gracias por la recomendación, Mamá. Estoy de acuerdo que son muy buenos. ¿Recomiendas un café en particular?

M: A mí me gusta mucho el café de Tinker.

A: Ah sí, ese café siempre está muy rico. Pero el lugar no está cerca de una parada de autobús. Para mis amigas y yo, es necesario usar el transporte público. No todas mis amigas tienen carros, y para mí, es importante cuidar el medio ambiente (environment).

M: Ajá, ahora veo el dilema. Pues, sé que hay un restaurante nuevo en el centro comercial al norte de la ciudad. La Señora García lo recomienda.

A: Pero Mamá, ¡toma una hora para llegar al norte en autobús!

M: Tienes razón. Aconsejo considerar tus prioridades antes de decidir.

A: ¡Ya sé! Mis amigas deben venir aquí a tomar un café. Pueden caminar y no necesitan pagar nada.

M: Creo que es una buena solución. Y tus amigas siempre son bienvenidas en casa.

Actividad interpretativa 4.43. Frases para recomendar

Make a list of the expressions used to make recommendations in the above dialogue.

Actividad 4.44. Conjugaciones de deber y recomendar

Conjugate *deber* and *recomendar* according to the following subjects.

Modelo:

Deber (vosotros)—debéis

Recomendar (ella)—recomienda



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-88>

Actividad 4.45. ¿Deber o recomendar?

Read the situation and the two options and then select the most appropriate and logical response that you would have for the person given the situation. Answer from your perspective and pay attention to who is receiving the advice and who is giving it.

Modelo:

Tu mejor amiga tiene un examen mañana.

a. Debo estudiar.

b. Recomiendo estudiar.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-89>

Actividad 4.46. ¿Qué debo hacer?

Read the following statements from Ana as she describes what she wants or needs. Then tell her where she should go (*debe ir*) or should do (*debe hacer*) to solve her problem by selecting the best option.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=310#h5p-90>

Actividad interpersonal 4.47. Dando consejos

Listen to the following statements and provide two pieces of advice in writing. One of your statements should use *debes*, *es importante*, *recomiendo*, *aconsejo*, or *es necesario*. The other statement should use a *tú* command, either affirmative or negative, as necessary.

Modelo:

Estoy muy cansada.

a. Debes dormir más.

b. No juegues videojuegos hasta muy tarde.

1. Tengo un examen mañana.

a.

b.

2. Tengo mucha hambre.

a.

b.

3. No hay más pan en la casa.

a.

b.

4. Mi equipo de fútbol no gana muchos juegos.

a.

b.

5. Es el verano y no hay clases.

a.

b.

Actividad de investigación cultural 4.48. Preparación para el mercado internacional

You will prepare to buy and sell items at an “international marketplace” during class time. Complete the following steps to be ready:

1. Choose a type of store or stand from the following.
 - Una heladería
 - Una zapatería
 - Una carnicería
 - Una frutería
 - Un café
 - Una joyería
 - Una tienda de ropa
 - ...
2. Choose a Spanish-speaking country to represent for the market and learn what the currency is in that country. Then fill out the currency conversion chart with approximate equivalencies. Rounding is all right! Make sure you also learn the symbol associated with the country
3. Draw, find photos of, or bring in physical items that you want to sell as part of your market stand. You must be able to describe each item in a complete sentence in Spanish and express how much it costs. Items may not cost more than \$30 each.

Actividad 4.49. El mercado internacional

Paso 1—Together in class, students share the relative equivalencies of their currency. All students should write the correct numbers in their individual charts.

Paso 2—For the marketplace, students will need to (1) *only* use the target language, (2) have at least two negotiations before agreeing on the final price, and (3) record their sales and purchases. Together as a group, brainstorm some expressions students can use to ask for a different price. Think about all the phrases you have learned to make recommendations, express agreement and disagreement, and give commands.

Paso 3—Students will be divided into two groups. One group will start by selling and the other group will start by buying. Halfway through, students will switch places. Those who will be selling first should set up their market stands by their country's flag.

Your instructor will have paper versions of the currency of each country represented available, including US dollars. Students will receive \$100 each at the beginning of the round but will need to go to the banker to exchange the amount they want.

Paso 4—¡Se abre el mercado! The professor will serve as a banker. Be sure to have the copies of currency printed as well as a currency calculator ready to go. This converter works well: <https://www.xe.com/currencyconverter/>.

Currency equivalency chart

País	Moneda y símbolo	\$1	\$5	\$10	\$15	\$2 ₀	\$2 ₅
Argentina							
Bolivia							
Chile							
Colombia							
Costa Rica							
Cuba							
Ecuador							
España							
Guatemala							
Guinea Ecuatorial							
Honduras							
México							
Nicaragua							
Panamá							
Paraguay							
Perú							
Puerto Rico							
La República Dominicana							
El Salvador							
Uruguay							
Venezuela							

Registro de compras

Objeto y descripción	Precio original	Precio final
Una camisa blanca	55 soles (PEN)	40 soles

Registro de ventas

Objeto	Precio final de venta 1	Precio final de venta 2	Precio final de venta 3	Ganancia total

Actividad interpersonal 4.50. Lo que es necesario

In this activity, you will discuss what college students like you need to do to be successful in their studies, to maintain positive relationships, and to take an active role in their communities.

Paso 1—Using the model as an example, write a recommendation for a classmate regarding each of the categories below. Try to vary your sentences, using *deber*, *recomendar*, *es necesario*, and *es importante*. Be

prepared to defend your recommendation. You will fill out the last two columns in pasos 2 and 3 after speaking with a classmate.

Categoría	Recomendación	Opinión de mi compañero	¿Estamos de acuerdo?
Modelo: La comunidad	Debemos comprar de tiendas locales		
Los estudios			
La familia			
La vida sana			
La comunidad			

Paso 2—Now, share your recommendations with your partner and take notes on their responses. After you share, they should express agreement or disagreement and justify their response. After each category, note whether you are in agreement or disagreement about what needs to be done.

Paso 3—Once you both have shared all recommendations and responses, choose the best recommendation overall that you both agree upon to share with the class.

Actividad interpersonal e interpretativa 4.51. Los gastos: ¿Cómo puedo mejor manejar mi dinero?

In this activity, you will discuss your spending habits with a partner and compare them to an infographic that makes recommendations about spending.

Paso 1—Take turns asking your partner and answering questions (*sí o no*) about spending habits using the following chart. Include two more things that you think your partner spends money on.

Actividad	¿Todos los días?	¿Cada semana?	¿Tres veces al mes?	¿Dos veces al mes?	¿Una vez al mes?	¿Menos de una vez al mes?	¿Cuánto pagas?
Vas a la heladería...							
Comes en un restaurante...							
Compras ropa nueva...							
Vas al supermercado...							
Compras un café o una bebida...							
Compras en línea...							

Paso 2—Calcula el total que gasta tu compañero en cada categoría por mes. Luego, compara la información con tus gastos.

Actividad o lugar	Gasto por mes de mi compañero	¿Es más o menos de lo que gasto yo?
La heladería (u otras golosinas)		
Los restaurantes		
Las tiendas de ropa		
El supermercado		
Los cafés (incluyendo Starbucks)		
Amazon u otros sitios web		

Paso 3—Leer y hacer recomendaciones. Follow along with your professor and your classmates as you read the infographic about habits that steal your money: <https://www.blogylana.com/habitos-que-te-roban-dinero-infografia/>. Which ones resonate with you?

Paso 4—Write three recommendations for your partner to better manage their money. Use any of the structures from the chapter:

Recomiendo... Es importante... Debes...

Paso 5—Get ready to share your recommendations with the class! As your classmates share, raise your hand if you agree with the recommendation your classmate is making.

Actividad interpersonal 4.52. ¿Cuál es más importante, el precio o el local?

You are going to participate in a debate about the relative importance of buying local. Your professor will assign you to one of the following groups.

Group A: This group will argue in favor of using sites like Amazon for most shopping.

Group B: This group will argue in favor of purchasing from locally owned businesses.

Paso 1—Together with your group, prepare a list of reasons to support your position.

Paso 2—Together with your group, anticipate what the other group's reasons might be and think about how to respond to them. Consider reviewing how to express agreement/disagreement and recommendations.

Paso 3—¡Al debate! Follow your instructor's lead to engage in a civil debate.

Paso 4—Reflexión personal. Now, take some time to write a brief reflection about your personal opinion on this issue.

5. Mi universidad

Objectives

Communicative goals

- Ask and answer questions about your field of study and courses.
- Express opinions about classes.
- Give advice to fellow students.

Cultural goals

- Compare and contrast different educational systems and practices.
- Explore educational offerings in other countries.

I. Tira cómica

Ana and Pablo discuss their classes and Ana gives advice about how Pablo can do well in math.







Actividad 5.1. Comprensión

Use the *tira cómica* to answer whether the following statements are *cierto o falso*.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-91>

II. ¿Te fijaste que...? La educación en el mundo hispano

El sistema escolar

Actividad 5.2. El sistema escolar

Use the *tira cómica* to answer the questions below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-92>

Conexión cultural: El sistema escolar

As in the United States, in Spanish-speaking countries, some sort of schooling is required from around the *edad de seis*

años until early teen years, *normalmente los quince o dieciséis años*. In most places, this *educación obligatoria* is split into *primaria* and *secundaria*, with a few additional years as *preparatoria*, or more geared toward college or career readiness. In certain countries, *como España*, the *preparatoria* years take place in a separate building with a distinct name and course of study.

Depending on the student and the available schools and resources, it is sometimes possible to begin to specialize in the last few years of secondary or preparatory education. While all students study a set of core subjects, called *el tronco común*, some may begin to take more in-depth or hands-on courses to prepare for college study or a particular career. Students who complete secondary and preparatory study often receive a *bachillerato*, which tends to be required for entrance into a university and is most often equivalent to an American high school diploma. There is national and regional variation with the term. In Chile, a *bachillerato* is a two-year university degree and in Costa Rica, students earn a *bachiller de educación media* before attending university to complete their *bachillerato* in a specific field of study.¹

There are many educational terms that, like *bachillerato*, often represent a false cognate, or a word that sounds similar to a word in a different language but has a substantially different meaning. While *bachillerato* sounds like “bachelor’s degree,” in most cases, it’s more equivalent to a high school diploma. Similarly, *colegio* typically—though not exclusively—refers to primary and/or secondary education, *not* “college” in the sense that in the United States, college refers to an institution of higher education. In certain places, *colegio* refers to a private rather than public institution, and in others, it is a more common word for *escuela*, or school. It can also refer to a professional organization, such as Colegio Médico. Meanwhile, the word *licenciatura*, which sounds like “license,” most commonly refers to a university-level degree but can also be a professional license or even a graduate degree.

Actividad interpretativa 5.3. Similitudes y diferencias

Watch and listen to the video in which Robin discusses some key differences and similarities between Costa Rican and US universities:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-1>

Then indicate whether each statement is *cierto o falso*.

1. “¿Qué es el bachillerato en Chile?,” Educación en Chile, May 2, 2022, <https://elplande2020.cl/que-es-el-bachillerato-en-chile/>; “Tú preguntaste: ¿Cómo se llama el bachillerato en Costa Rica?,” Todo sobre educación, September 29, 2022, <https://unate.org/instituciones-educativas/tu-preguntaste-como-se-llama-el-bachillerato-en-costa-rica.html>.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-93>

Sistemas de evaluación

Actividad 5.4. Sistemas de evaluación

Use the *tira cómica* to answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-94>

Conexión cultural: Sistemas de evaluación

What do you think when you hear the words *grade*, *nota*, or *calificación*? In the United States, there are three different systems that work together to determine a student's level of success: percentage, grade point average (GPA), and most importantly, letter grade. While the percentage equivalent of letter grades varies depending on the institution, program, and even professor, the grade letters A, B, C, D, and F are universally understood in the US to signify a student's level of achievement.

While terms such as *sobresaliente* or *distinguido* (excellent or outstanding); *bueno*, *aprobado*, or *suficiente* (good, pass, or sufficient); and *reprobado* or *suspense* (failed) are used and understood across Spanish-speaking countries, a numerical system of grading is the way to evaluate students. Mexico, Argentina, Costa Rica, and Spain grade 1–10, with 1 being low and 10 high, though the passing grade (usually 5 or 6) varies. In Chile, students are ranked 1–7, with 4

representing a passing grade. Bolivia and Panama rate students out of 100; Venezuela and Peru out of 20; Uruguay out of 12; and Paraguay, Cuba, and Colombia out of 5.²

Despite these variations, one constant across Spanish-speaking countries is that the higher the number, the better the score. While this notion is consistent with US grading practices as well, it is by no means universal.

Actividad de reflexión 5.5. ¿Cómo son tus notas?

Answer the following questions in a few complete sentences in Spanish.

1. Cuando piensas en tus notas, ¿piensas en una letra (A, B, C, D o F) o un porcentaje? ¿Por qué?
2. ¿Qué porcentaje crees que representa las siguientes notas?
 - a. Sobresaliente
 - b. Aprobado
 - c. Suspenso
3. ¿Qué notas sacas normalmente? ¿Por qué?

Grade inflation and *el examen de admisión*

Conexión cultural: Grade inflation and *el examen de admisión*

In addition to these differences, it is important to note that in the United States, it is much more common to earn extremely high grades. American students often feel immense pressure to maintain a certain GPA or achieve a minimum B+ or A- in their classes. While students in all countries certainly desire to and feel pressure to be successful, how that success is measured varies.

In Spanish-speaking countries, it is much less common to earn extremely high grades such as As or perfect 10s (or 5s, 12s, or 20s). Whereas almost any student who can afford it can attend *a* college in the United States—if not the most prestigious or with a “full ride”—universities are generally much less expensive but also much more competitive in the Hispanic world.

Students must not only be accepted into the university of their choice but, more importantly, be accepted into the *facultad*, or school, within the university—think School of Business, School of Nursing, School of Arts, School of History. In order to gain acceptance, prospective students must study for and achieve a high score on a rigorous entrance exam administered by the university or a testing organization, along with meeting other entrance criteria. While standardized college entrance exams are being given increasingly less weight in the United States, with many universities now waiving the requirement for the SAT or ACT, these exams continue to be an integral (and nerve-wracking) part of the

2. “Tabla de conversión de calificaciones,” Universidad de Granada, Vicerrectorado de Relaciones Internacionales, May 13, 2010, <https://internacional.ugr.es/pages/movilidad/tablaconversioncalificaciones/>!.

college admissions process for students in Spanish-speaking countries. Furthermore, most universities and *facultades* do not specify a minimum passing grade; students are compared with other prospective students in their cohort, and each group vies for a limited number of spaces. It is not uncommon, therefore, for students to sit more than once for the exam in order to gain entrance to the *universidad* and *facultad* of their choosing.

Actividad interpretativa 5.6. La admisión a la universidad en Costa Rica

Watch and listen to the video of Robin discussing how students become accepted to Costa Rican universities:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-2>

Then answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-95>

La vida universitaria

Actividad interpretativa 5.7. La vida universitaria en Costa Rica

Watch and listen to Robin discuss the cost of Costa Rican universities as compared to universities in the United States:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-3>

Then determine whether each statement is *cierto o falso*.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/comunidades/?p=318#h5p-96>

Conexión cultural: La vida universitaria

Together with differences in the division of educational levels, grading, cost, and competitiveness, there are some fundamental differences in the type of experience students expect from their university studies. You might have noticed an emphasis on the word *university* or *universidad* throughout these pages. That's because institutions of higher education in Spanish-speaking countries tend to be larger, with a focus on both undergraduate and graduate studies and research. This is what distinguishes a university (focus on research, inclusion of graduate programs) from a “college” (smaller, undergraduate only) in the United States.

As has already been mentioned, most universities in Spanish-speaking countries cost a fraction of what it costs to attend an American college or university. For example, in Spain, the average yearly cost for university studies is €1,300, whereas the sticker price for American colleges and universities can easily be ten, twenty, or thirty times higher (or more!) per year. A good portion of these additional costs have to do with the plethora of activities, services, and facilities offered at American colleges and universities. These include student support services, housing and meal services, and special facilities and extracurricular offerings, all of which contribute to the notion of “college life” or “campus life” particular to the US. Of course, not all American students live on campus or participate in the clubs, activities, and organizations offered by their universities. On the other hand, in Spanish-speaking countries, the norm is for students to live and eat at home and go to the university just to attend class. Most universities still do offer student housing for those who for a variety of reasons may need a place to stay, but these students are the minority.

Actividad 5.8. Diferencias y similitudes

Watch the video in which Nicky and Álvaro describe some key differences they have noticed between school and university life in Mexico, Spain, and the United States:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-4>

As you listen, write down the things they mention that are consistent with the cultural information you have just read.

III. Ampliación: El papel de la universidad

Actividad de reflexión cultural 5.9. Las perspectivas sobre la universidad

Reflect on your personal cultural perspective about the value and purpose of a college or university education in a complete paragraph. You might consider the following questions to guide your response:

- Do you think everyone should attend college?
- What are the roles and responsibilities of both professors and students at the university?
- Should grades be “curved”? That is, should there be a maximum number of students who receive each letter grade?
- How valuable are tests as a measure of learning compared with other types of assignments such as presentations and projects?

- How important are aspects of “university life” that are not strictly academic—such as sports teams, clubs, or organizations—to the value of a college education?

Actividad 5.10. Cultural comparisons

Read the following two articles by an American student who studied abroad in Argentina and a Spanish student who studied abroad in the United States. Use the below chart to identify distinctive attributes of universities in each country mentioned.

Knoll, Travis. “U.S. Can Learn from Strengths, Weaknesses of Latin American Universities.” *Daily Texan*, July 11, 2013. <https://thedailytexan.com/2013/07/11/us-can-learn-from-strengths-weaknesses-of-latin-american-universities/>.

“5 Differences in Universities between Spain and the U.S.” ISEP Study Abroad, June 13, 2019, <https://www.isepstudyabroad.org/articles/900>.

Argentina	Spain	United States

Actividad de reflexión cultural 5.11. Cultural perspectives

Consider one major distinctive feature of each of the countries from the table above. What might the cultural perspective behind that practice be? What values and cultural understandings cause or inform them?

IV. Vocabulario

Lugares en la universidad	Places on campus	Áreas de estudio	Areas of study
La residencia estudiantil La librería La biblioteca La cafetería El estadio El gimnasio El edificio El salón de clases El teatro El centro estudiantil	Dorm Bookstore Library Cafeteria Stadium Gym Building Classroom Theater Student center	Enfermería Química Historia Biología Inglés (filología) Idiomas Comunicaciones Educación (primaria o secundaria) Negocios Sociología Informática Ciencias del ejercicio Una clase optativa vs. obligatoria	Nursing Chemistry History Biology English Languages Communication Education (primary or secondary) Business administration Sociology Computer science Exercise science Elective course vs. required course
Personas de la universidad	People on campus	Más vocabulario	Additional vocabulary related to the college experience
El rector Regente de matrícula El presidente El consejero	Dean Registrar President Advisor	Carrera La licenciatura Especialización Difícil Fácil Beca Currículum La prueba El examen Pedir una extensión Cambiarse de carrera Inscribirse Salirse de la clase Sacar buenas notas Graduarse Apuntar, tomar apuntes Calificar Transferir Aconsejar Revisar, repasar Entregar Enseñar Tarea/deberes Computadora Libros Cuaderno Calculadora Papel Bolígrafo, pluma Lápiz Mochila	Field of study Bachelor's degree Major Difficult Easy Scholarship Curriculum Quiz/exam Exam Ask for an extension Change majors Register Drop a class Get good grades Graduate Take notes Grade Transfer Advise Review Turn in Teach Homework Computer Books Notebook Calculator Paper Pen Pencil Backpack

Actividad 5.12. ¿Qué no se necesita?

Choose the item from the list that will not be helpful in completing the given task.

Modelo:

Tienes un partido de fútbol.

- a. Unos zapatos tenis
- b. Un cuaderno**
- c. Una pelota de fútbol
- d. Ropa deportiva



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-97>

Actividad 5.13. ¿Qué debe estudiar?

Read the description of each student and choose the carrera most appropriate for your friend given their likes and dislikes.

Modelo:

A Javier le encanta investigar y aprender sobre el mundo. Le gusta hacer experimentos y trabajar con las manos. No le interesa mucho leer novelas o libros sobre eventos históricos.

- a. La historia
- b. La química**
- c. Los negocios
- d. La educación



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-98>

Actividad interpretativa 5.14. ¿Qué clases vas a tomar?

Watch and listen to the video conversation between Mariangel and Jenny and fill out the chart below with the class schedule they decide on for next semester:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-5>

Put the subject and who is taking the class. See the example given on the chart, then fill in the following additional classes:

Las matemáticas—Mariangel

La historia—Jenny, Mariangel

El español—Jenny, Mariangel

lunes	martes	miércoles	jueves	viernes
	Las matemáticas—Jenny		Las matemáticas—Jenny	

Actividad interpersonal 5.15. ¿Qué clases tienes?

Paso 1—Circle the classes that you have this semester. If there is a class that you have that does not appear on the list, ask your professor for help or look up the term and then write it in the spaces provided.

Álgebra	Biología	Filosofía
Español	Matemáticas	Física
Historia	Negocios	Comunicaciones
Psicología	Teatro	Seminario de primer año
Química	Teología	Sociología

Paso 2—Answer the following questions in complete sentences.

¿Cuál es tu clase favorita? ¿Por qué te gusta?

¿Cuál es tu clase menos favorita?

Paso 3—Ask a partner about what classes they have this semester, when they are, and which classes they prefer. Try to make the conversation flow naturally by reacting and responding with personal experience or follow-up questions rather than just asking and answering. After the conversation, be prepared to share three things about your classmate's schedule with the class.

Actividad 5.16. Tus clases preferidas

Answer the questions based on your own perspective.

Modelo:

¿Qué características tienen las clases que no te gustan?

Las clases que no me gustan son aburridas, difíciles o desorganizadas.

1. ¿Qué características tienen las clases que te gustan?
2. ¿Qué cualidades tienen los buenos profesores?
3. ¿Qué cualidades deben tener los estudiantes que reciben becas en tu universidad?
4. ¿Cuáles son los aspectos positivos o negativos de asistir a una universidad pequeña? ¿y de una grande?
5. ¿Qué facultades son las más populares (tienen más estudiantes) en tu universidad?

Actividad interpretativa 5.17. Estudia en México

Read the following recruitment materials from the Tecnológico de Monterrey and then follow the prompts.

Adaptado de: https://studyinmexico.tec.mx/es?fbclid=IwAR2KWbMO5_94roTvxeudb4Yb9IvR7IAs_ksqPE7DZ9wSA2ugW_CQwf3SK0E.



Diferencia Tec

A través de experiencias educativas formamos a personas que se convierten en agentes de cambio; personas que sean responsables de su propia vida, conscientes que su actuar puede apoyar la transformación de los demás.

Tu experiencia internacional

Vive una experiencia única en México, un país donde siempre te vas a sentir bienvenido, lleno de aventuras y tradiciones mientras desarrollas tus habilidades profesionales en una universidad que te va a permitir liberar todo tu potencial.

Estudia un verano, un semestre o hasta un año académico participando en cualquiera de nuestros muchos programas disponibles para estudiantes internacionales de intercambio y visitantes.

10 razones para estudiar en el Tec de Monterrey

- Asistir a una institución conocida por su excelencia académica
- Toma cursos en inglés, mientras aprendes español
- Aprovecha de modernas instalaciones
- Experimenta una intensa vida estudiantil
- Una universidad multicampus con diferentes ubicaciones para elegir
- Haz amigos procedentes de todo México y el mundo.
- Diversidad de programas—no sólo somos una universidad tecnológica
- México es un país con gran potencial para explorar
- Elija entre una amplia oferta académica para estudiantes internacionales
- Atención y servicios personalizados exclusivamente para estudiantes internacionales

Rankings universitarios

155 en el mundo

QS World University 2021

#1 en México

#3 en América Latina

QS Latin America Rankings 2020

#40 en Reputación como empleador

QS Graduate Employability Rankings 2020

Una amplia variedad de opciones académicas para elegir

Escuelas y departamentos académicos

Escuela de Arquitectura, Artes y Diseño

- Arquitectura
- Arte
- Diseño Industrial

Escuela de Ciencias Sociales y Gobierno

- Relaciones Internacionales
- Ciencias Políticas

Escuela de Negocios

- Contabilidad y Finanzas
- Mercadotecnia y Análisis
- Administración
- Emprendimiento
- Recursos Humanos

Escuela de Humanidades y Educación

- Medios y Cultura Digital
- Estudios Humanísticos
- Idiomas

Escuela de Ingeniería y Ciencias

- Física
- Ingeniería Industrial y de Sistemas
- Ingeniería Mecánica
- Ciencias Computacionales
- Mecatrónica y Automatización
- Bioingeniería
- Sustentabilidad
- Tecnologías Civiles

Escuela de Medicina y Ciencias de la Salud

- Biociencias
- Psicología Clínica
- Nutrición
- Bienestar Integral
- Medicina
- Odontología

Paso 1—Answer the following questions in English.

1. The section titled “Diferencia Tec” explains what Tec’s mission is. How is this mission similar to or different from your university’s?
2. Why would an international student want to study in Tec?
3. Are school rankings important to you? Which one of the rankings mentioned in the article do you find

most impressive?

Paso 2—Answer the following questions in Spanish.

1. Escoge las cinco razones más importantes de estudiar en el Tec de Monterrey de la sección titulada “10 razones para estudiar en el Tec de Monterrey.”
2. ¿Qué facultad y programa del Tec te interesa más? ¿Por qué?

Paso 3—Watch the following video to see more about how Tec markets itself to students:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-6>

Then write three things you notice that you think your university could incorporate.

- 1.
- 2.
- 3.

Actividad presentacional 5.18. Un folleto

Now that you've read and watched some promotional materials for Tec de Monterrey, you will work with a group to create a brochure to attract a specific type of (Spanish-speaking) student to your university. Follow the prompts below:

1. Pick a type of student: athlete, artistic-minded, first-generation, leader, religious, and so on.
2. Go to your university website and find information that will specifically appeal to this type of student: clubs, organizations, types of classes, extracurricular activities, and so on.
3. Design a brochure in Spanish that includes:
 - A list of classes that might be interesting to this type of student.
 - A description of what professors are like.
 - Extracurricular activities or programs that might appeal to your type of student.
 - Tools or programs available to help the student succeed.

V. Video entrevistas

Actividad interpretativa 5.19. Mis clases

Watch and listen to the videos and then answer the following questions in complete sentences.

1. Lisa:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-7>

- a. ¿Qué estudia Lisa?
- b. ¿Cuántas clases toma Lisa, y cuáles son?
- c. ¿Cuál es su clase favorita, y por qué?
- d. ¿Cuál es su clase menos preferida?
- e. ¿Qué más hace en la universidad?
- f. ¿Qué les recomienda Lisa a otros estudiantes?

2. Robin:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-8>

- a. ¿Qué estudia Robin?
- b. ¿Cuántas clases toma Robin, y cuáles son?
- c. ¿Cuál es su clase favorita, y por qué?
- d. ¿Qué les recomienda Robin a otros estudiantes?

Actividad interpersonal 5.20. Preguntas personales

Watch and listen to the questions from Mariangel and prepare a response to each one:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-9>

1.

- 2.
- 3.
- 4.
- 5.
- 6.

VI. Gramática

5-A. El presente progresivo

The present progressive or continuous is a tense that is used to indicate that an action is taking place or is in progress **at the moment of discourse**. This is the same in English and in Spanish.

Examples:

Right now, I am writing a message.

Ahora, estoy escribiendo un mensaje.

In English, the present participle is formed by using a form of the verb *to be* and a present participle. The present participle is formed by adding -ing to the verb:

I am drinking water.

She is watching TV.

In Spanish, the present progressive is formed by using a form of the verb *estar* plus a present participle. In order to form the present participle, it is necessary to do the following:

1. Drop the ending of the verb. This is the -ar, -er, or -ir located at the end of the verb.
2. Add the following endings:

For -ar verbs: -ando

For -er and -ir verbs: -ando or -iendo

See the examples below:

Form of the verb <i>estar</i>	Bailar
Estoy	Bailando
Estás	Bailando
Estamos	Bailando
Están	Bailando
Estáis	Bailando
Están	Bailando

Form of the verb <i>estar</i>	Comer
Estoy	Comiendo
Estás	Comiendo
Estamos	Comiendo
Están	Comiendo
Estáis	Comiendo
Están	Comiendo

In both English and Spanish, the same present participle is used for all the forms. The form of *estar* in Spanish or of the verb *to be* in English determines who is doing the action.

Example:

Yo **estoy** jugando videojuegos.—I **am** playing video games.

Mi hermana **está** jugando a las cartas.—My sister **is** playing cards.

In Spanish, when the present participle of a verb has three vowels together, it has a spelling change in which the middle vowel changes to a *y*. This usually happens with -er and -ir verbs that have two vowels together.

Examples:

Leer: Leyendo (not *leiendo*)

Mi madre está leyendo un libro.

Creer: Creyendo (not *creiendo*)

No estoy creyendo nada de lo que dice.

Traer: Trayendo (not *traiendo*)

¿Quién está trayendo el café?

Actividad 5.21. Conjugaciones

Conjugate the verb for the given subject using the present progressive.

Modelo:

Leer

Yo __ estoy leyendo __



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/comunidades/?p=318#h5p-99>

Actividad 5.22. ¿Qué están haciendo?

Look at the images and indicate what each person is doing.



Woman Wearing
Black Sleeveless
Dress Holding
White
Headphone at
Daytime by
Tirachard
Kumtanom
licensed under
Pexel License

Modelo:
Ella está escuchando
música



Busy female
talkin on
smartphone and
checking
messages during
work in
contemporary
office by Karolina
Grabowska
licensed under
Pexel License

Yo



Woman taking
Selfie by Edu
Carvalho
licensed under
Pexel License

Mi madre



Library High
Angle Photo by
Pixabay licensed
under Pexel
License

Los estudiantes



Three Persons
Sitting on the
Stairs Talking
With Each Other
by Buro
Millennial
licensed under
Pexel License

Los amigos



Group of People
Sitting on White
Mat on Grass
Field by Helena
Lopes licensed
under Pexel
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Nosotros

Actividad 5.23. ¿Qué están haciendo y dónde lo hacen?

Indicate what people are doing and where they are doing it.



Students looking at a Teacher Pouring a Chemical on a Beaker by Tima Miroshnichenko licensed under Pexel License

Modelo: Los estudiantes están haciendo experimentos de química en el laboratorio.



Football Game by Football Wife licensed under Pexel License



Man in Brown Pants and Woman in Brown Sleeveless Dress Dancing on Purple Mat by Ganesh Adyapady licensed under Pexel License



Person
Holding
Orange Click
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Actividad 5.24. ¿Qué están haciendo los famosos?

People like to know what their favorite famous people are doing. Follow the steps below and share with your partner what your famous person is doing.

Go to your favorite famous person's social media account (Instagram, Facebook, etc.) and select two pictures in which the famous person appears. Describe each photo in writing using the present progressive and be ready to share the photo and your sentences with the class.

Modelo:

En una foto de Instagram, Shakira está montando en bicicleta con sus hijos.

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5-B. *Ser* versus *estar* resumen

In previous chapters, you have learned that the verbs *ser* and *estar* both mean “to be” in English. However, they are used for different purposes. Below is a summary of the uses for each verb.

<i>Ser</i> is used to:	
Identify, describe, or define	Es un libro Es rojo y grande Es un medio para grabar información
Express intrinsic characteristics	Laura es alta y delgado
Indicate professions	Laura es una estudiante
Indicate nationalities	Laura es mexicana
Indicate possession or what something is made of	La mesa es de metal Soy de Colombia
Express the place of an event	El concierto es en el parque
Express time and dates	Son las ocho de la mañana Hoy es el quince de abril
Express impersonal information or with impersonal expressions	Es bueno hacer ejercicio Es malo fumar
<i>Estar</i> is used to:	
Express location of people and things	La biblioteca está al lado del gimnasio
To talk about conditions and states	Estoy cansada hoy
To express an ongoing action with the present participle	Los estudiantes están escribiendo en sus cuadernos

Actividad 5.25. ¿Ser o estar?

Fill in the blanks with the correct form of *ser* or *estar*.



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Use *ser* and *estar* to write an email to a friend or family member describing your favorite event on campus. Pretend the event is currently taking place as you write the email. Be sure to include the following:

- What the event is.
- Where it takes place.
- What time it takes place.
- How people feel when they are there.
- What they are doing while there. (Use the present progressive.)

Modelo:

Mi evento favorito en la universidad *es* el primer partido de fútbol americano. Los estudiantes *están* muy emocionados...

5-C. Pronombres de complemento indirecto

Several times in the *tira*, Pablo says, “Mi consejero me dice...” There are several possible translations of this phrase, which literally says “My advisor tells me.” Even though the word order is different between English and Spanish, don’t be fooled into thinking that the *me* means that *I* is the subject of the sentence. The *me* here functions as an indirect object pronoun, representing the noun that is indirectly receiving the action of the verb, *tell*.

Mi consejero me dice...

(Subject) (indirect object) (verb, conjugated to match the subject)

Indirect objects are people, places, and things that receive or are affected *indirectly* by the action of a verb. You can find the indirect object of a verb by asking “To or for whom (or what)?” to find the indirect object of a sentence. To whom did the advisor tell the information? To Pablo—or in his case, “to me.” Indirect objects in Spanish are typically expressed through a pronoun—a more general word that takes the place of a specific noun. Whereas in English, we need to say “(to) me, (to) you, (to) him, (to) her, (to) us, and (to) them,” in Spanish, we *can* say “a mí, a tí, a él, a ella, a nosotros, a vosotros, a ustedes,” but we *must* include an indirect object pronoun—“me, te, lo, la, nos, os, los, las”—*before* the verb. Take, for example, the following sentences:

Mi amigo **me** habla.—My friend talks **to me**.

Ana **te** da un abrazo.—Ana gives **you** a hug.

Indirect object pronouns in Spanish can be tricky for native speakers of English because of two main differences:

1. Indirect object pronouns can be hard to identify in English. They sometimes have a preposition (“My friend talks **to me**”) and sometimes do not (“Ana gives you a hug”). Sometimes the indirect object is simply implied, as in “My advisor says...” though clearly the advisor is saying the advice to *someone*.
2. The placement of the indirect object pronoun is very different.
 1. In English, object pronouns are placed *after* the verb: “My friend talks **to me**,” “Ana gives **you** a hug.”
 2. In Spanish, the pronoun is placed *before* the conjugated verb rather than after it, as in English.
 3. In Spanish, the object pronoun can also be attached to the end of an infinitive, as in “¿Quieres decir**me**?” or “Más tarde va a gustar**le**.”

There are also a couple of other situations in which the pronoun can be attached to the end of a verb, but in order to begin to change the order of your thinking (to “My friend to me speaks” from “My friend speaks to me”), it’s a good idea to get in the habit of placing the pronoun *before* the conjugated verb. It can *never* go on its own after a conjugated verb, as in “Mi amiga habla me.”

Similar to English, however, there are unique pronouns for each person. Refer to the chart below for the indirect object pronouns in Spanish and their meaning in English.

	singular		plural	
first person	me	(to) me	nos	(to) us
second person	te	(to) you	os	(to) y’all
third person	le	(to) him/her/you	les	(to) them / you all

Indirect object pronouns **are almost always used** if there is someone or something **to or for whom** the action takes place. It can be helpful to mentally pair certain verbs with indirect object pronouns, since they tend to go together. Two verbs that you have already learned that often take an indirect object pronoun are *decir* and *dar*.

When someone is telling someone something or giving something *to someone*, in Spanish, you should include an indirect object pronoun. This is different from American English, where we might omit the indirect object altogether. For example, in the phrase “Mi consejero me dice,” we might just as often say “My advisor says.” In Spanish, though, we *do* want to include the indirect object pronoun if someone is being directly spoken to, is receiving something, or is generally indirectly affected by the action of the verb. Another example is *gustar* and verbs like it.

Actividad 5.27. Traducciones

Translate the following sentences into English.

Modelo:

Mañana es el cumpleaños de mi mamá. Le compro un regalo (gift).

Tomorrow is my mom’s birthday. I am buying her a gift.

1. Mis amigos me dicen que hay una fiesta mañana.
2. El profesor nos habla.
3. ¿Quién te ayuda con la tarea?

4. Mi amigo está ayudándome.

Actividad 5.28. ¿A quién?

Fill in the blank with an indirect object pronoun to rewrite the sentence.

Modelo:

Compro un regalo para mi mamá.

Le compro un regalo.



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<https://pressbooks.palni.org/comunidades/?p=318#h5p-101>

Actividad 5.29. Translations

Translate the following sentences into Spanish. Be sure to use an indirect object pronoun.

Modelo:

Will you bring me a book?

¿Me traes un libro?

1. My mom tells me important things.
2. I will give her the calculator.
3. She brings them a notebook.
4. I tell you the truth (*la verdad*).
5. She gives him the notes.

5-D. Verbos como *gustar*

Actividad 5.30. Verbos como *gustar*

Return to the *tira cómica* and select the subject of the verb in the phrase.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-102>

We have already seen the phrases *me gusta* and *te gusta* to talk about preferences regarding activities. While we tend to translate *me gusta* as “I like,” it is important to note that this structure in Spanish is very different from the verb *like* in English. The main difference is that *gustar* and verbs like it take an **indirect object pronoun** and have a different subject than the person who likes or doesn’t like an activity. The best literal translation of the verb *gustar* is “to be pleasing to,” since that translation accounts for the fact that the thing or activity is actually the subject of the verb, and the person **to whom** the activity is pleasing is represented using a direct object pronoun.

When I say “**Me gusta correr** (en el parque),” I am actually saying “Running (in the park) is pleasing to me.” The subject of the verb *gustar* is the activity *correr* and not *yo*. This is always the case with *gustar* and similar verbs. Below is a chart with verbs like *gustar* that take indirect object pronouns. They are categorized according to whether they express more positive or more negative opinions. Note that you can also make the positive verbs negative by adding a *no*, as in “No me gusta correr.”

Positive	Negative
Gustar (to like / to be pleasing to) Encantar (to love / to be enchanting to) Fascinar (to be fascinating to) Interesar (to be interesting to) Importar (to be important to)	Molestar (to be bothersome to) Fastidiar (to be annoying to) Disgustar (to be displeasing to) Aburrir (to be boring to)

Actividad 5.31. ¿Me, te o le?

Choose the correct indirect object pronoun to go with the sentence.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-103>

Actividad 5.32. No me encantan

Choose the (a) most appropriate verb and (b) correct conjugation of the verb like *gustar*.

Modelo:

A mi amigo, le _____ la música. Toca en una banda y la escucha mucho.

a. interesa

b. interesan

c. molesta

d. molestan



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.palni.org/comunidades/?p=318#h5p-104>

Actividad 5.33. ¿Te gustan?

Write two sentences to describe how you feel about the following. The first should use a verb from the list and the second should explain why.

Modelo:

Los perros

Me encantan los perros. Son muy divertidos.

1. El invierno
2. La clase de matemáticas
3. Correr
4. La poesía
5. Los libros históricos

Actividad interpretativa 5.34. La primera semana de clases

Watch and listen to the video in which Priscila (on the right), Álvaro (in the middle), and Tiffany (on the left) discuss the classes they are taking, which ones they like, and why:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.palni.org/comunidades/?p=318#oembed-10>

Then write a description of what you hear Priscila and Tiffany say, using the present progressive and verbs like *gustar*. See the model based on what Álvaro says for an example.

Modelo:

Álvaro **está tomando** las clases de empresariales y empresas. **Le gustan** porque **está estudiando** empresas.

1. Priscila:
2. Tiffany:

Actividad interpretativa 5.35. Estoy nerviosa

Watch the video in which Deysi tells Robin about some challenges she is having in her class:



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As you watch, pay attention to the words and phrases Deysi uses to express her problem and the words and phrases Robin uses to make recommendations. Make some notes in the chart below.

Words/phrases that express the problem and how Deysi is feeling	Words/phrases that Robin uses to empathize and make recommendations

Now, answer the following questions in complete sentences.

1. ¿Cuál es el problema de Deysi?
2. ¿Cómo le hace sentir?
3. ¿Qué le recomienda Robin?

Actividad interpersonal 5.36. Resolviendo problemas

With a partner, assign roles of person A or person B. Then talk until you reach an agreement to the problem presented in each scenario.

1. You are very busy this semester in school. You are an athlete and also president of the Spanish club. However, you are not doing well in your classes. You are not studying as much as you should and you are getting bad grades in math class. You don't know (*saber*) what to do, so you decide to ask a friend who is taking more advanced classes for help. You prefer to study at night, since this is when you are free from extracurricular activities. Explain your situation to your friend and convince him or her to help you.
2. You have a friend who asked for help studying for math. You don't mind helping, but your friend has very limited time to study and prefers to do it at night. You usually call your family at night, which is when they are home. Ask your friend what he or she is doing during the day that prevents him or her from studying during this time and convince him or her to make time to study during the day.

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True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.” *Nikos Kazantzakis*

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