Learning Spanish Through Hispanic Culture 2

By: Antonia Lago-Torres

v 1.0
LEARNING SPANISH THROUGH HISPANIC CULTURE

INSTRUCTIONS

Welcome to your Continental Academy course “Learning Spanish Through Hispanic Culture”. It is made up of 5 individual lessons, as listed in the Table of Contents. Each lesson includes practice questions with answers. You will progress through this course one lesson at a time, at your own pace.

First, study the lesson thoroughly. Then, complete the lesson reviews at the end of the lesson and carefully check your answers. Sometimes, those answers will contain information that you will need on the graded lesson assignments. When you are ready, complete the 12-20 question, multiple choice lesson assignment. At the end of each lesson, you will find notes to help you prepare for the online assignments.

All lesson assignments are open-book. Continue working on the lessons at your own pace until you have finished all lesson assignments for this course.

When you have completed and passed all lesson assignments for this course, complete the End of Course Examination.

If you need help understanding any part of the lesson, practice questions, or this procedure:

- Click on the “Send a Message” link on the left side of the home page
- Select “Academic Guidance” in the “To” field
- Type your question in the field provided
- Then, click on the “Send” button
- You will receive a response within ONE BUSINESS DAY
About the Author…

Professor Antonia Lago-Torres earned her Masters degree in Public Administration at the University of Puerto Rico and her Bachelor of Arts in Bilingual Education at the World University of Puerto Rico. Professor Lago-Torres has ample experience in education (K-12) and at university level; curriculum development and assessment design; educational research and early childhood program evaluation. Professor Lago-Torres is also a book editor for children stories and textbooks for the elementary school level.
Applications of basic Spanish skills for advanced comprehension and communication are explored. Practical language usage techniques for new contexts are developed.

- Student will communicate in languages other than English
- Student will gain knowledge and understanding of other cultures
- Student will connect with other disciplines and acquire information
- Student will develop insight into the nature of language and culture
- Student will participate in multilingual communities at home and around the world
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</table>
INTRODUCTION

Spanish is a very old Language. It is originated from the Latin that is a Romance Language. For many years and during most of the middle Ages, Spain was influence by Rome, by its Language, culture and customs. Latin was the Language spoken in Spain until Spanish was proclaimed the official Language of Castile; that is the reason that Spanish was first called Castilian or "Castellano". Spanish was also influenced by many other Languages including Arabic, Greek and Latin.

When Spain discovered and settled America, many of the Languages spoken by the indigenous cultures like Aztecs, Mayas and Incas influenced Spanish. We see that influence in the names of people, places, foods, plants etc.

Some times people think that there are many different kinds of Spanish; but there are only differences in the use, the pronunciation and the intonation of certain words and sounds. No matter what, there are always standard words that all Spanish speakers will understand.

The Hispanic American Culture of today is inevitably moving in many directions, when people leave their country they leave with their heritage, their beliefs and their Language. You will be surprised to find out the rate in which the Hispanic culture and the Spanish Language had spread around the modern world. That is why we invite you to learn it.

The best and most effective way to learn a language is by using it and hearing it, not sporadically but constantly in a country of origin. This is not your situation, but we are going to try to transport you along with "the two amigos" to some Hispanic Countries; where we are going to explore and get submerged in real, authentic Spanish.

Work diligently and enjoy not only the wonderful aspects of the language, but the soul and the history of the Hispanic people as well.
Lesson 1: Let us meet our new friends

When you go to a Spanish speaking country, and you will very soon, one of the first things you are going to do is to meet new friends. To do this you will need to strike up a friendly conversation and use some of the handy expressions and conversation openers that we already learned.

Do you remember the greetings Hola, Buenos días, (tardes, noches) that we practiced? Now is time to use them.

You are traveling to Spain; it is the first time that you are traveling to a Spanish speaking country. You arrived to Barajas airport in Madrid, the capital city, and you are looking for help to move around the luggage claim area and find yours. There you see the young boy that you saw in the plane and he greets you in Spanish.

-Hola ¿Buscando tus maletas?
-Hola, I do not speak much Spanish.
-I do speak some but with lots of effort.
-Well, I came here to visit and learn the language, please talk to me in Spanish.
-Bueno, ¿Sabes a dónde vas o te vienen a recoger?
-No, I came solo. I don't have an idea on what to do know.
-It is my second time here and I have some ideas. ¿Vienes conmigo? We can take a bus or a train to the city. I am a student and came to spend my summer vacations and to learn more about my grandparent's country. I want to go to
Pamplona for the Corridas de toros season also to enjoy some soccer games that I love.

-That is very exciting and it's one of my dreams. I want to travel to different cities and learn about their culture, traveling is the best education one can have. We need to find a hotel to stay and plan our trip to Pamplona.

-Hotels are too expensive for students, here they have posadas at good prices and are fairly clean. Let us take the bus or the train to the city. By the way mi nombre es John ¿Y el tuyo?

-My name is Robert, but you may call me Roberto, like my Spanish teacher do.

Now see if you can answer these questions:

1. What is a polite greeting in Spanish?
   (a) adios     (b) hola     (c) está bien

2. When you travel, where do you pack your clothes in?
   (a) En una funda   (b) en una maleta/bulto   (c) en una caja

3. How do you ask someone his name?
   (a) ¿Qué pasa?    (b) ¿Como estás?  (c) ¿Cuál es tu nombre?

4. If someone asks your name how do you reply?
   (a) mi nombre es…    (b) yo vivo en…    (c) Son las siete
5. Robert and John arrived at the airport in…
   (a) Madrid (b) Pamplona (c) New York

6. The two amigos wanted to go to Pamplona to see the…
   (a) Juego de pelota (b) carreras de auto (c) corridas de toros

7. They went to Spain to spend their…
   (a) Summer vacations (b) new life (c) a year

8. How are they going from the airport to the city?
   (a) by plane (b) by bus or train (c) by car

9. Where are they going to stay?
   (a) in a hotel (b) in a posada (c) with friends

10. John and Roberto are…
    (a) detectives (b) teachers (c) students

   Answer Key: 1(b) 2(b) 3(c) 4(a) 5(a) 6(c) 7(a) 8(b) 9(b) 10(c)

   The two amigos got to la posada, and wanted to talk to the empleado in the check-in desk. Roberto wanted to practice his Spanish and ask John to let him deal with the registration.

   - Buenas tardes, un cuarto con baño para dos, por favor.
   - Buenas tardes ¿Para cuántas noche por favor?
   - No sabemos cuántas, queremos ir a Pamplona.
   - ¿Van a las corridas de toros?
   - Sí mi nuevo amigo y yo queremos ver los toros corriendo por la calle.
   - Es muy peligroso, mírenlo desde un balcón a lo lejos.
   - Sí por supuesto, el cuarto con baño para dos por favor.
   - Seguro ¿Cuántas noches?
   - Hasta que partamos para Pamplona.
"El encierro" is celebrated in Pamplona up north Spain, every year from July 7th to the 14th. Thousands pack into Pamplona to start Spain's most famous bull-running fiesta, to honor Navarra capital's patron saint, San Fermín. Spain stages more than 3,000 fiestas (festivals) each year but the 7 days of bull-running are the favorite in terms of spectacle and excitement.

After the daybreak of July 7th, runners (mainly young men) gather at the bottom of Santo Domingo, which is the starting line. They crowd together and sing to the image of San Fermín which is placed in a niche on a wall. The song goes: "A San Fermín pedimos, por ser nuestro patrón, nos guíe en el encierro dándonos su bendición" ("We ask San Fermín, as our Patron, to guide us through the Bull Run and give us his blessing.") A rocket is then let off to make sure everyone knows the bulls are loose in the street. The bulls run along the narrow street 825 meters (half a mile) to a bull ring. The runners dash along in front of the bulls, aiming to feel the breath of the bull on their backs, getting as close as possible - all whilst trying to avoid getting gored by their sharp horns. Originally only a few daring souls ran with the bulls but the adrenaline rush of running in front of a 1500lb bull has since caught on. People now journey from all around the world to run with the bulls.
Our two amigos are planning their trip to Pamplona. They asked for a road map and are marking the route they need to follow to get there on time for the "Grand Fiesta Brava". They don't have plenty of money, so they are planning a backpacking trip. That is the cheapest way to travel in Europe and students have made it an art-form.

You may remember that in front of some names of persons and things we have to place the word *el* or *la*. This is how we say *the* in Spanish. *El* like *un* is used in front of masculine nouns which are singular. For example: *el* amigo, *el* hotel, *el* avión. Feminine words use *la*: *la* maleta, *la* salida, *la* cama. Remember that if masculine words are plural, we use the plural of *el*, which is *los*: examples *los* amigos, *los* aviones, *los* hoteles. *Las* appear in front of feminine plural words. Examples: *las* maletas, *las* salidas, *las* camas.
According to the rules we've just reviewed, place the correct word for the before the following nouns:

1. ______ vuelo  2. _____ _ caja  3. ____ amigo
4. ______ taxi  5. ______ posada  6. ____ toro
7. ______ corrida  8. _____ _ matador  9. ____ cuarto

Answer Key: 1.el  2.la  3.el  4.el  5.la  6.el  7.la  8.el  9.el

Can you make the following phrases singular?

1. los aviones___________________.  2. las maletas______________.
3. los autobuses_________________.  4. los hoteles ______________.
5. las noches___________________.     6. los empleados ___________.
7. las ciudades _________________.  8. los toreros _______________.
9. los baños_____________________.  10. las llaves _________________.

Answer Key: 1. el avión  2. la maleta  3. el autobús  4. el hotel  5. la noche
6. el empleado  7. la ciudad  8.el torero  9. el baño  10. la llave

Recognize that the indefinite article refers to persons and objects not especially identified: a bull, some cats. That also precedes the noun that it modifies and must agree with that noun in gender and number. A demonstrative adjective precedes the noun that it modifies and agrees with that noun in gender and in number. In Spanish, the demonstrative adjective is selected according to how near or directly the concerned noun is to the speaker and the person addressed in the conversation.

♦ Este / esta (this) and estos/estas (these) refer to nouns that are close to and directly concern the speaker.
♦ Ese / esa (that) and esos / esas (those) refer to nouns that are not near or directly concerned with the speaker or the person being addressed.
Demonstrative adjectives may be reinforced by using corresponding adverbs that show location.

Ellos están sobre las vías.

Select the demonstrative adjective according to the noun that it modifies in gender and number.

1. (Este, Estos) muchachos viene de Texas. ______________
2. (Esos, Ese) muchacho llegó ayer. ______________
3. (Estos, Estas) cartas son mías. ______________
4. (Aquellos, Aquel) caballo es blanco. ______________
5. (Este, Esta) pluma es mía. ______________
6. (Esa, Ese) libro es de Juan. ______________
7. (Aquellas, Aquellos) niñas son hermanas. ______________
8. (Esa, Ese) toro es malo. ______________
9. (Esta, Este) muchacho es listo. ______________
10. (Aquel, Aquella) pluma no escribe. ______________


Let us keep working with nouns:
Remember, nouns are used to name a person, a place, a thing, an idea, or a quality. All Spanish nouns are either masculine or feminine and the gender of most of the nouns can be determined by their meaning or ending. Most masculine nouns end in -o-, while most feminine nouns end in -a-. A few nouns must be learned in an individual basis. You will be working with a list of common nouns to make sure you learn to use the gender marker that identifies the person correctly.

Gender-Obvious Nouns

<table>
<thead>
<tr>
<th>Masculine Noun</th>
<th>- Pronunciation -</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>abuelo</td>
<td>ah-boo-weh-loh</td>
<td>grandfather</td>
</tr>
<tr>
<td>hijo</td>
<td>ee-hoh</td>
<td>son</td>
</tr>
<tr>
<td>hombre</td>
<td>ohm-breh</td>
<td>man</td>
</tr>
<tr>
<td>muchacho</td>
<td>moo-chah-choh</td>
<td>boy</td>
</tr>
<tr>
<td>niño</td>
<td>nee-nyoh</td>
<td>boy</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>Pronunciation</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>padre</td>
<td>pah-dreh</td>
<td>father/riest</td>
</tr>
<tr>
<td>sobrino</td>
<td>soh-bree-noh</td>
<td>nephew</td>
</tr>
<tr>
<td>tío</td>
<td>tee-yoh</td>
<td>uncle</td>
</tr>
<tr>
<td>abuela</td>
<td>ah-boo-weh-lah</td>
<td>grandmother</td>
</tr>
<tr>
<td>hija</td>
<td>ee-hah</td>
<td>daughter</td>
</tr>
<tr>
<td>chica</td>
<td>chee-kah</td>
<td>girl</td>
</tr>
<tr>
<td>madre</td>
<td>mah-dreh</td>
<td>mother</td>
</tr>
<tr>
<td>muchacha</td>
<td>moo-chah-chah</td>
<td>girl</td>
</tr>
<tr>
<td>mujer</td>
<td>moo-heh</td>
<td>woman</td>
</tr>
<tr>
<td>sobrina</td>
<td>soh-bree-nah</td>
<td>niece</td>
</tr>
<tr>
<td>tía</td>
<td>tee-yah</td>
<td>aunt</td>
</tr>
</tbody>
</table>

Some nouns can be either masculine or feminine depending upon whom you are speaking about. Make sure to use the gender marker that identifies the person correctly. The following list of words may be used to refer to both males and females.

<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>Pronunciation</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>artista</td>
<td>ahr-tees-tah</td>
<td>artist</td>
</tr>
<tr>
<td>dentista</td>
<td>dehn-tees-tah</td>
<td>dentist</td>
</tr>
<tr>
<td>estudiante</td>
<td>ehs-too-de-yahn-</td>
<td>the student</td>
</tr>
<tr>
<td>joven</td>
<td>hoh-behn</td>
<td>young</td>
</tr>
<tr>
<td>turista</td>
<td>too-rees-tah</td>
<td>tourist</td>
</tr>
</tbody>
</table>

Some **high-frequency words** are always masculine or feminine despite the gender of the person referred to:

<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>Pronunciation</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>un bebé</td>
<td>oon eh-beh</td>
<td>a baby</td>
</tr>
<tr>
<td>una persona</td>
<td>oo-nah pehr-soh-nah</td>
<td>a person</td>
</tr>
<tr>
<td>una víctima</td>
<td>oo-nah beek-tee-mah</td>
<td>a victim</td>
</tr>
</tbody>
</table>
Gender - Changing Singular Nouns
Changing the gender of a noun can be easy as removing the “o” ending for the masculine form and substituting an “a” to get the feminine form as:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>amigo</td>
<td>amiga</td>
<td>friend</td>
</tr>
<tr>
<td>maestro</td>
<td>maestra</td>
<td>teacher</td>
</tr>
<tr>
<td>nieto</td>
<td>nieta</td>
<td>grandchild</td>
</tr>
<tr>
<td>primo</td>
<td>prima</td>
<td>cousin</td>
</tr>
<tr>
<td>niño</td>
<td>niña</td>
<td>child</td>
</tr>
<tr>
<td>vecino</td>
<td>vecina</td>
<td>neighbor</td>
</tr>
</tbody>
</table>

Some nouns may be masculine or feminine depending upon their meaning as shown below:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>el capital</td>
<td>la capital</td>
<td>kah-pee-tahl</td>
</tr>
<tr>
<td>el cura</td>
<td>la cura</td>
<td>koo-ra</td>
</tr>
<tr>
<td>el guía</td>
<td>la guía</td>
<td>gee-yah</td>
</tr>
<tr>
<td>el policía</td>
<td>la policía</td>
<td>poh-lee-see-yah</td>
</tr>
</tbody>
</table>

Gender Endings
Some nouns that end in o are feminine:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>la mano</td>
<td>lah</td>
<td>mah-noh</td>
</tr>
<tr>
<td>la radio</td>
<td>lah</td>
<td>rah-dee-yoh</td>
</tr>
</tbody>
</table>
Futbol in Spain
They say that soccer (futbol to the Spaniards) is like a religion. Spain has a great history of soccer, arguably only beaten by England and Italy in terms of footballing heritage. Real Madrid is the most successful soccer team in Europe, though their statistics are bumped up by being sponsored by General Franco during the 1950s. Spanish football is played in four professional leagues with promotion and relegation taking place at the end of each season. The season runs between mid September and mid May. During this time each Saturday and Sunday sees over 100 professional games taking place across the country. Real Madrid is the most successful soccer club of the 20th century, having won more European championships than any other team from the continent (nine). Twice a year Real Madrid & Barcelona go head to head in what is considered to be the best soccer games of the year (and certainly the most important).
MORE NOUN MARKERS

Noun markers are articles or adjectives that tell you whether a noun is singular or plural, masculine or feminine. Three of the most common markers are definite articles expressing “the,” indefinite articles expressing “a,” “an,” “one,” or “some” and the demonstrative adjectives expressing “this,” “that,” “these” and “those”.

**Singular Noun Markers**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>definite article</td>
<td>the</td>
<td>el</td>
</tr>
<tr>
<td>indefinite article</td>
<td>a,</td>
<td>an</td>
</tr>
<tr>
<td>demonstrative adjectives</td>
<td>this</td>
<td>este</td>
</tr>
<tr>
<td></td>
<td>that</td>
<td>ese</td>
</tr>
<tr>
<td></td>
<td>that</td>
<td>aquel</td>
</tr>
</tbody>
</table>

**Plural Noun Markers**

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>definite article</td>
<td>the</td>
<td>los</td>
</tr>
<tr>
<td>Indefinite article</td>
<td>some</td>
<td>unos</td>
</tr>
<tr>
<td>Demonstrative adjectives</td>
<td>these</td>
<td>estos</td>
</tr>
<tr>
<td></td>
<td>those</td>
<td>esos</td>
</tr>
<tr>
<td></td>
<td>those</td>
<td>aquell</td>
</tr>
</tbody>
</table>
Definite Articles

The definite article “the” indicates a specific person or thing: The teacher, the house.

The definite article precedes the noun that it modifies and, in Spanish agrees with that noun in gender and number. The masculine or feminine gender of the noun is usually, but not always, easily recognizable by the noun ending in “o” for masculine and in “a” for feminine.

Plural nouns end in s:
- el muchacho   the boy
- los muchachos the boys

Some nouns that end in “a” are masculine:
<table>
<thead>
<tr>
<th>Noun</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>el clima</td>
<td>ehl klee-mah</td>
<td>climate</td>
</tr>
<tr>
<td>el día</td>
<td>ehl dee-yah</td>
<td>day</td>
</tr>
<tr>
<td>el drama</td>
<td>ehl drah-mah</td>
<td>drama</td>
</tr>
<tr>
<td>el idioma</td>
<td>ehl ee-dee-yoh-mah</td>
<td>language</td>
</tr>
<tr>
<td>el mapa</td>
<td>ehl mah-pah</td>
<td>map</td>
</tr>
<tr>
<td>el planeta</td>
<td>ehl plah-neh-tah</td>
<td>planet</td>
</tr>
<tr>
<td>el problema</td>
<td>ehl proh-bleh-mah</td>
<td>problem</td>
</tr>
<tr>
<td>el tema</td>
<td>ehl teh-mah</td>
<td>theme / topic</td>
</tr>
</tbody>
</table>

Some noun endings are normally feminine:
- -dad: la ciudad city
- -tad: la dificultad difficulty
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-tud: la juventud youth
-umbre: la costumbre custom
-ie: la serie series
-ión: la canción song

Two exceptions to *ión* are avión (airplane), and camión (truck)

Practice Exercise

A. Change the markers and plural nouns to their singular forms.

1. los bancos _____________________
2. esos platos _____________________
3. estas iglesias ____________________
4. las flores _________________________
5. aquellos hombres __________________
6. estos amigos _____________________
7. esos profesores _______________________
8. estos meses _______________________
9. aquellos aviones _____________________
10. estos camiones ____________________


B. Change the feminine markers and nouns to their masculine counterpart.

1. una amiga ________________________________
2. esa joven ______________________________
3. la madre ___________________________________
4. este policía _________________________________
5. aquella profesora _______________________________
6. esta nieta ___________________________________

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7. esa prima ___________________________________
8. aquella hija _________________________________
9. esta vecina ________________________________
10. aquella abuela _________________________________

Answer Key: 1.un amigo  2.ese joven  3. el padre  4.esta policía  5.aquel profesor
6. este nieto  7.eso primo  8. aquel hijo  9.este vecino  10.aquel abuelo

To conjugate spelling- changes: irregular yo verbs require a spelling change in order to preserve the correct pronunciation according to the rules of the language. The changes that occur in these verb endings are:
- Verbs ending in consonant + cer or cir change c to z before o or a:
  convencer (kohn-behn-sehr) to convince: yo convenzo
  esparcir (eh-spahr-sehr) to spread: yo esparzo

1. Yo __________ a mi empleado de trabajar fuerte.(convencer))

2. Yo __________________ la patineta con precisión.
   (conducir)

3. Yo ________________________ a tu padre (conocer).

-Verbs ending in ger or gir change g to j before o or a:

coger (koh-hehr) to seize yo cojo

4. Yo _________________ tu regalo.(coger)

dirigir (dee-ree-heer) to direct yo dirijo

5. Yo ________________________ el partido de futball. (dirigir)
escoger (ehs-koh-hehr) to choose yo escojo
6. Yo ____________________ la correspondencia. (escoger)

exigir (ehg-see-heer) to demand yo exijo

7. Yo ________________ tu atención cuando te hablo. (exigir)

fingir (feen-heer) to pretend yo finjo

8. Yo ____________________ que no tengo miedo (fingir)

proteger (proh-the-heer) to protect yo protejo

9. Yo _________________ los niños. (proteger)

10. Yo _________________ la correspondencia (recoger)

Verbs ending in *guir* change to *g* before *o* or *a*:

- distinguir (dees-teen-geer) to distinguish  
  yo distingo

1. Yo __________________ un barco (distinguir)

The verb *seguir* (say-geer) to follow or continue, is a common verb that has a stem and a spelling change:

- yo **sigo** nosotros **seguimos**
- tú **sigues** vosotros **seguís**
- él / ella, Ud. Sigue ellos / ellas / Uds. **siguen**

Other verbs like *seguir* are conseguir (to obtain), perseguir (to pursue), proseguir (to continue).

2. Yo __________________ a mi perro. (follow) (seguir)

Answer Key: 1. distingo  2. sigo

**Practice Exercises:** Try to complete this story about a boy and his family.

Conjugate the verbs carefully:

1. Yo_______ (estar) en mi casa con mi familia. (I am)
2. Yo_______ (ser) un muchacho afortunado. (I am)
3. Yo __________ (tener) una bonita familia. (I have)
4. Me_________ (gustar) mucho cocinar para ellos. (like)

Answer Key: 1. estoy  2. soy  3.tengo  4.gusta
Fill in the blanks in the following sentences; refer to the verbs list provided in the first workbook:

1. Yo _______________ (regresar) ayer de mi viaje por México.
2. Ella _______________ (presenta) su novio ayer a su familia.
3. Miguel _______________ (llegar) tarde a clase hoy.
4. Pedro _______________ (usar) su carro para ir a trabajar.
5. Me _______________ (preguntar) si podía ir al paseo.
6. María _______________ (estar) cantando y bailando salsa.
7. Nosotros _______________ (ir) a el juego de pelota ayer.
8. Elsa y yo _______________ (nadar) mucho el jueves pasado.
9. Tomás _______________ (correr) muy rápido.
10. Él pronto _______________ (vender) todas sus pertenencias y se fue.


Some irregular verbs have irregular future stems, which always end in r or rr. For these just add the future endings to get the correct future form.

Verbs like poder drop the e from the infinitive ending before adding the future endings:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>haber</td>
<td>habrá</td>
</tr>
<tr>
<td>poder</td>
<td>podrá</td>
</tr>
</tbody>
</table>
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querer  (to want)  querr + a = querrá
saber (to know)  sabr + a = sabrá

1. Tu _______________ (speak) con tu amigo mañana. (hablar)

ar Verbs

hablar  to speak

yo hablaré  tú hablarás  él / ella hablará  nosotros  hablaremos

etc.

2. El _______________ (read) todos los papeles mañana. (leer)

er Verbs

leer  to read

yo leeré  tú leerás  él / ella leerá  nosotros  leeremos

3. Nosotros _______________ los regalos mañana. (abrir)

ir Verbs

abrir  to open

yo abriré  tú abrirás  él / ella abrirá  nosotros abriremos

Answer Key 1. hablarás  2. leerá  3. abriremos
Practice: Fill in the gaps with the correct future tense
1. El corredor ________________ (will be able to) a la meta. (llegar)
2. El ________________ (to have) ganado la carrera. (haber)
3. El ________________ (to want) ganar la carrera. (querer)
4. Todos ________________ (to know) que ganó la carrera. (saber)

Answer Key: 1. llegará  2. habrá  3. Querrá  4. sabrán

Practice Exercise: Substitute the verbs with the correct future tense:
1. Yo ________________ (abrir) las puertas de la escuela más tarde.
2. El ________________ (leer) el libro que le asignaron mañana.
3. Samuel ________________ (saber) toda la verdad tan pronto llegue.
5. Yo ________________ (salir) antes que ellos.
6. Ella ________________ (poner) sus libros sobre la mesa.
7. Yo ________________ (poder) hablar con ellos sin prisa.
8. Ellos ________________ (saber) las contestaciones para el examen.
9. Ella ________________ (llegar) el próximo viernes.
10. Ellos ________________ (haber) llegado pronto

LESSON 1 THINGS TO REMEMBER

- The capital city of Spain is Madrid.
- The “Two Amigos” went to Spain for their summer vacation.
- One of the most important attractions that the Two Amigos wanted to visit was Spain’s most important corridas de toros (which is in Pamplona). This great "Fiesta Brava" in Pamplona starts with "El encierro".
- Backpacking is the cheapest way for students to travel in Europe.
- Since 1950, soccer has been one of the most important sports in Spain. The most successful soccer team in Europe is from Real Madrid. General Franco was a big fan of soccer in Spain. Soccer games between Real Madrid & Barcelona are considered to be the best of the year in Spain.
- The definite article “the” indicates a specific person or thing.
- To conjugate spelling- changes, irregular yo verbs require a spelling change.
- In front of some names of persons and things, we have to place the word el or la.
- The demonstrative adjective is selected according to how direct the noun is to the person addressed.
- Nouns are used to name a person, a place, a thing, an idea, or a quality.
- The definite article agrees with the noun in gender and number.
- The verb seguir is a common verb that has a stem and a spelling change.
- Some nouns that end in “a” are masculine, such as clima, dia, problema.
- Hablar means “to speak”. …
- Haber, querer y saber are verbs like poder which drop the e from the infinitive ending before adding the future.
LESSON 2: More Adjectives

The USE OF ADJECTIVES WITH RESPECT TO THE NOUN

We know that Adjectives describes the noun, let us work more with them:

Lear how to use adjectives and make them agree with the nouns they describe and decide where to position them with respect to the noun.

You must remember that:

* Most Spanish *adjectives* form the feminine singular by changing the *o* of the masculine adjective to *a*

* If a masculine adjective ends in *a*, *e*, or a *consonant*, you don’t have to make any changes to get the feminine form. *E.g. alegre, amable, cortés, difícil, etc.*

* The plural of adjectives ending in a vowel is formed; by adding *s* the one ending in *a* consonant is formed by adding *es*.

* The position of adjectives follows different rules from those with which you may accustom in English.

* The Spanish adjectives may take shortened forms. Some adjectives drop the final - *o* - before a masculine singular noun.

* To use *ser y estar* with adjectives you have to understand the differences in their usage.
Use *ser* to express a natural quality or inherent characteristic that will not change or probably not change soon, and to express time and dates, possessions and characteristics.

¿*Yo soy* cubierto con una nube. or *Estoy* cubierto por una nube?

*Estar* expresses a temporary state, conditions, phases or the result of an action that may change. It also expresses a location or position of the subject and it is used to form progressive tenses with the gerund.

**Example of:**

<table>
<thead>
<tr>
<th></th>
<th><em>Ser</em></th>
<th><em>Estar</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yo</td>
<td>soy</td>
<td>estoy</td>
</tr>
<tr>
<td>Tú</td>
<td>eres</td>
<td>estás</td>
</tr>
<tr>
<td>Él /Ella / Ud.</td>
<td>es</td>
<td>está</td>
</tr>
<tr>
<td>Nosotros</td>
<td>somos</td>
<td>estamos</td>
</tr>
<tr>
<td>Vosotros</td>
<td>sois</td>
<td>estáis</td>
</tr>
<tr>
<td>Ellos / Ellas / Uds.</td>
<td>son</td>
<td>están</td>
</tr>
</tbody>
</table>

**Practice Exercise:** Provide the correct adjectives to complete the following sentences.

1. Él es aburrido, pero ella es ______________(fun)
2. Ella es alta, él es _________________ (short)
3. Juan es delgado, María es _____________ (fat)
4. Mi hija es pequeña, mi hijo es _____________ (small) también.
5. Ella es fea, él es _______________ (ugly) también.
6. J.Lo es famosa, su esposo es _____________ (famous) también.
7. Él se está poniendo viejo y ella está ___________ (old) también.
8. Ella es rica y él es ________________ (rich) también.


El pintor es famoso.

Use the correct form of **ser y estar** with adjectives.

1. Mirta ________ (ser) cubana.
2. Mi hermano _____________ (estar) en su casa.
3. Mi padre _____________ (ser) médico.
4. Hoy ___________ (ser) el primer día del año Nuevo.
5. ______________ (estar) lloviendo.
7. ______________ (ser) la una de la mañana.
8. Luisa ____________ (estar) en su trabajo.
9. El / Ella _____________ (estar) aprendiendo español!
10. Yo ________________ (estar) cansada.


**ADDING ADJECTIVES AND ADVERBS**

As we know, adjectives modify nouns by describing, emphasizing qualities or characteristics and imposing limits (numbers, possessive adjectives, demonstrative adjectives).
To learn how to use adjectives, how to make them agree with the nouns they describe, and where to position them with respect to the noun, you have to:

Follow different rules from those with which you may be accustomed in English, and follow the noun they modify. When an adjective is used to emphasize number, quantity, and possession and to impose limits of numbers; possessive adjectives and demonstrative adjectives usually precede the noun.

For example:

mis pantalones negros. (my black pants)
una casa nueva. (a new house)
dos vestidos blancos. (two white dresses)
mis hijos. (my children)
este hombre. (this man)
algún día. (someday)
tal cosa. (such a thing)
otro hombre (another man)
el último carro (the last car)

When more than one adjective is used in a description, each adjective must be in its proper place, either before or after the noun, according to the previously mentioned rules. Two adjectives in the same position are joined by “y” (and).

Un niño grande y flaco. (A tall, thin boy)
Una casa grande y bella. (A big, pretty house)

**MAKING ADJECTIVES PLURAL**

The plural adjectives ending in a vowel is formed by adding “s”:
- pequeño pequeño (small)
- alta altas (tall)
- grande grandes (big)

The plural of adjectives ending in a consonant is formed by adding “es”:
- fácil fáciles (easy)
- popular populares (popul ar)

Singular adjectives ending in z changes to “c” in the plural:
- feliz felices (happy)
- feroz feroces (ferocious)
- sagaz sagaces (shrewd, astute)

**Practice Exercise**

Supply the correct adjectives in the following sentences:
1. Mi carro es _____________ (small) y _____________ (white).
2. La muchacha es _____________ (French).
4. Ellos eran muy _________________ (happy)
5. Mis pantalones son _________________ (big)
6. Los leones son _________________ (ferocious)
7. El examen era ___________________ (easy)
8. Los niños son ___________________ (happy)
9. El helado es ___________________ (good)
10. Su cabello es ___________________ (blonde)


This list demonstrates adjectives that are both feminine and masculine. It demonstrates that these adjectives are spelled and pronounced almost in the same manner.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>alegre</td>
<td>ah-leh-greh</td>
<td>happy</td>
</tr>
<tr>
<td>amable</td>
<td>ah-mah-bleh</td>
<td>kind</td>
</tr>
<tr>
<td>cortés</td>
<td>kohr-tehs</td>
<td>courteous</td>
</tr>
<tr>
<td>difícil</td>
<td>dee-fee-seel</td>
<td>difficult</td>
</tr>
<tr>
<td>eficiente</td>
<td>eh-fee-syehn-teh</td>
<td>efficient</td>
</tr>
<tr>
<td>egoísta</td>
<td>eh-goh-ees-tah</td>
<td>selfish</td>
</tr>
<tr>
<td>excelsente</td>
<td>ehn-teh excell ent</td>
<td>excellent</td>
</tr>
<tr>
<td>fácil</td>
<td>fah-seel</td>
<td>easy</td>
</tr>
<tr>
<td>grande</td>
<td>grahn-deh</td>
<td>big</td>
</tr>
<tr>
<td>horrible</td>
<td>oh-ree-bl</td>
<td>horrible</td>
</tr>
</tbody>
</table>

importante  eem-porh-than-teh  important  
inteligente  een-the-l  ee-hen-teh  intelli  gent  
interesante  een-teh-reh-sahn-teh  interesting  
joven  hoh-behn  young  
optimista  ohp-tee-mees-tah  optimisti  c  
pesimista  peh-see-mees-tah  pessimistic  
pobre  poh-breh  poor  
popular  poh-poo-l  ahr  popular  
realista  reeh-yah-lees-tah  realistic  
triste  trees-teh  sad  
simpatico/a  seen-pah-tee-coh  nice  

Some adjectives of nationality whose masculine form ends in a consonant add a to form the feminine.  

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>español</td>
<td>española</td>
<td>spanish</td>
</tr>
<tr>
<td>francés</td>
<td>francesa</td>
<td>french</td>
</tr>
<tr>
<td>alemán</td>
<td>alemana</td>
<td>german</td>
</tr>
</tbody>
</table>

The plural of adjectives ending in a consonant is formed by adding es.  

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fácil</td>
<td>fáciles</td>
<td>easy</td>
</tr>
<tr>
<td>popular</td>
<td>populares</td>
<td>popular</td>
</tr>
</tbody>
</table>

Note the following exceptions to these rules:  
Singular adjectives ending in z changes to c in the plural.  

feliz  felices  happy  
feroz  feroces  feroci  ous  
sagaz  sagaces  smart
Position of Adjectives

The position of adjectives in Spanish follows different rules from those with which you may be accustomed to in English. Unlike English, most descriptive adjectives in Spanish follow the noun they modify:

Mis pantalones negros. My black pants.
Un carro nuevo. A new car.
Mi traje azul. My blue suit.

Shortened Forms of Adjectives

Spanish adjectives may take on shortened forms. Follow these rules for shortening adjectives in certain situations. Some adjectives drop the final o before a masculine singular noun.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>uno</td>
<td>un</td>
<td>hombre</td>
</tr>
<tr>
<td>bueno</td>
<td>un</td>
<td>buen libro</td>
</tr>
<tr>
<td>malo</td>
<td>un</td>
<td>mal año</td>
</tr>
<tr>
<td>primero</td>
<td>el</td>
<td>primer piso</td>
</tr>
</tbody>
</table>

Using Ser and Estar with Adjectives

Because two verbs in Spanish express to be, it is important that you understand the differences in their usage, especially when you use them with adjectives. Both ser and estar are irregular verbs and require that you memorize them.

<table>
<thead>
<tr>
<th></th>
<th>Ser</th>
<th>Estar</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>soy</td>
<td>estoy</td>
</tr>
<tr>
<td>tú</td>
<td>eres</td>
<td>estás</td>
</tr>
<tr>
<td>él/ella</td>
<td>es</td>
<td>está</td>
</tr>
<tr>
<td>nosotros</td>
<td>somos</td>
<td>estamos</td>
</tr>
<tr>
<td>vosotros</td>
<td>sois</td>
<td>estáis</td>
</tr>
<tr>
<td>ellos/ellas</td>
<td>son</td>
<td>están</td>
</tr>
</tbody>
</table>
Carefully study the uses of *ser* to ensure that you use it correctly, then compare the uses of *ser* with those of *estar*.

**Ser**
1. Expresses a natural quality or inherent characteristic that will not change.
   - Martha *es* mexicana.  
   - La puerta *es* de madera.

2. Expresses traits that will probably not change soon.
   - Mi hermano *es* médico

**Estar**
1. Expresses a temporary state, condition, or phase that may change.
   - Martha *está* feliz.
   - La puerta *está* cerrada.

2. Expresses a location or position of the subject.
   - Él *está* en la oficina.
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3. Expresses time and dates.  3. Is used to form the
the progressive tenses with
gerund.

Es la una. (It’s one o’clock).  
Está nevando. (It is snowing).

Es el nueve de febrero. (It’s February 9th).  
Estamos jugando. (We are playing).

4. Expresses possession.

Es mi carro. (It’s my car).

5. Is used with impersonal expression.

Es necesario estudiar. (It’s necessary to study).

6. Expresses a passive action with the past participle and
an adjective.

La puerta fue abierta por Juan. (The door was opened by Juan).

Some adjectives may be used with either verb, but will have different
meanings according to the verb that is used.

<table>
<thead>
<tr>
<th>Ser (characteristics)</th>
<th>Estar (conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Él es muy aburrido. (He is boring.)</td>
<td>Él está aburrido. (He is bored).</td>
</tr>
<tr>
<td>Él es bueno (malo). (He is good) (mean).</td>
<td>El está bueno (malo)</td>
</tr>
<tr>
<td>La comida es buena(mala).The food is good.</td>
<td>La comida está buena(The... is good)</td>
</tr>
<tr>
<td>Es pálida. (She has a pale complexion).</td>
<td>Está pálida. (She is pale).</td>
</tr>
<tr>
<td>Es seguro. (It is safe).</td>
<td>El está seguro. (He is sure).</td>
</tr>
<tr>
<td>Ella es viva.(She is smart).</td>
<td>Ella está viva.(She is alive).</td>
</tr>
</tbody>
</table>
Practice Exercise.

Complete each sentence by putting the correct adjectival form in parenthesis in its proper form. Make sure they agree.

1. (verde) Mis pantalones son ______________________________ .
2. (nueva) Mi casa es ______________________________ .
3. (rápido) Ella vino muy ______________________________ .
4. (aburrido) Nosotros estábamos muy ______________________________ .
5. (viejo) Mis padres están muy ______________________________ .

Answer Key: 1.verdes 2. nueva 3. rápido 4.aburridos 5.viejos

Select the correct adjectival form to complete the following sentences.

   a) baja   b) flaca  c) alta   d) gorda
2. Mi madre estaba _________ con mi llegada.
   a) felices  b) tal cosa  c) feliz   d) roja
3. Los exámenes estaban muy _________ .
   a) altos          b) amargo  c) fáciles  d) dulce
4. La chica es _________ .
   a) cansada  b) amarga  c) rubia   d) dormida
5. José está muy _________ .
   a) bueno  b) malo  c) cansado  d) populares
6. Tengo _________ vestidos negros.
   a) alto  b) dos  c) aquellos  d) cualquiera
7. Necesito __________ dólares.
   a) cien   b) cientos   c) mojados   d) secos

8. __________ hombre vino a buscarte.
   a) unos   b) trece   c) aquellos   d) un

   a) buena   b) buen   c) bueno   d) buenos

10. Ana es una niña __________ .
     a) linda   b) primero   c) segunda   d) tercera

---

Answer Key: 1. (c) alta  2. (c) feliz  3. (c) fáciles  4. (c) rubia  5. (c) cansado  6. (b) dos  7. (a) cien  8. (d) un  9. (c) bueno  10. (a) linda

Underline the correct irregular verb *ser/estar*.

1. Yo (soy / estoy) enfermo.

2. Nosotros (somos/estamos) americanos.

3. (Es / Son) la una de la tarde.


5. Mi hermana (es / está) maestra.


7. La puerta (es / está) cerrada.

8. El día (es / está) soleado y hace calor.


10. (Estamos / Somos) jugando pelota.

---


When you are traveling you'll be asking directions and getting answers. The most common questions…How do I get to…? Where is the nearest bus (subway) stop? Is the stadium straight ahead? Get to know the words and phrases that will make you getting around easier.
- Robert and John, our two Amigos, have just left their pension for the first morning of sight seen. Although they have a map of the city, they decided to ask the policeman on the corner for directions to get to the art museum, just to be sure that they do not get lost.
Por favor ¿Dónde se encuentra….? El museo de arte, (el estadio, la plaza de toros, el restaurante, la parada del bus, etc.)
-Siga derecho por esta calle, doble a la derecha y luego a la izquierda, camine hasta el semáforo y cruce la calle. En la esquina del correo doble a la izquierda y el museo está a su izquierda.
-Gracias está muy claro.

Robert and John set out on foot carefully following the directions. After half an hour they got to the Art Museum.

**Palabras útiles (useful words)**

¿Dónde están las personas y las cosas?

delante = in front  
detrás = behind
junto a = next to  
está cerca = it is close to
está lejos = it is far away  
adentro = inside
afuera = outside  
encima de = on top of
derecha = the right  
izquierda = the left
derecho = straight ahead  
doblando = turning to

**Más Palabras útiles (more useful words)**

La acera = the sidewalk  
el semáforo = the traffic light
La calle = the street  
la esquina = the corner
Cuadra = blocks  
la entrada = the entrance
La salida = the exit  
el metro = the subway
El autobús = the bus  
el conductor = the driver
La parada = the bus stop  
monedas = coins (tokens)
El turista = the tourist  
extranjero = foreigner
El transporte público (Using public transportation)

"To say let's do something" in Spanish, we begin the expression with *vamos* and follow it with an infinitive. For example let's go to the movies, *vamos al cine*; let's take a taxi, *vamos a tomar un taxi*. No, let's take a bus; *No, vamos a tomar el autobús.*

Robert: Vamos al cine hoy en la tarde.
John: Sí, vamos a tomar un taxi al cine.
Robert: No, cuesta muy caro.
John: Entonces, vamos a tomar el autobús.
Robert: Vamos a caminar hasta la parada del autobús.
John: Bien, vamos.

(They get on the bus)
Robert: Por favor señor, ¿Cuánto cuesta el pasaje?
El conductor: Veinticinco céntimos (25¢)
Robert: Queremos bajarnos en el cine de la gran vía.
El conductor: Muy bien, les aviso.
John: ¡Que corteses son los españoles!

---

Fill in the missing parts of the previous dialog after you have read it over several times.

1. Vamos al __________ hoy en la tarde.
2. Sí, vamos a __________ un taxi al cine.
3. No, cuesta muy __________.
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4. Entonces, _________ a tomar el autobús.
5. Vamos a _________ hasta la parada del autobús.
6. Bien, ____________.
7. Por favor señor, ¿Cuánto _________ el pasaje?
8. Veinticinco ____________.
9. Queremos ____________ en el cine de la gran vía.
10. Muy ________________.
11. ¡Que _______________ son los españoles!


To get around the city "the two amigos" needed to tell people where they headed, especially when they wanted to ask for directions. To say this they needed to know to conjugate the verb to go "ir". Here is how it looks like.

<table>
<thead>
<tr>
<th>IR VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yo voy</td>
</tr>
<tr>
<td>Tú vas</td>
</tr>
<tr>
<td>él / ella va</td>
</tr>
<tr>
<td>ustedes</td>
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</table>

Remember that all of the forms of *ir* are usually followed by *a* (to) when you are talking about places **voy a la iglesia**. If *a* precedes *el*, and only that word, the two words contract to form **al**: *a + el = al*. Examples Vamos **al** hotel; Vamos **al** cuarto.

Fill in the blanks with **al, a la**; depending on weather the words following are masculine or feminine.
Fill in the gaps with al or a la. Depending on weather the words following are masculine or feminine:

1. Robert va _________ baño antes de salir del hotel.
2. John quiere ir _________ cine.
3. Vamos _________ iglesia el domingo.
4. Yo voy _________ mercado el lunes.
5. Ella va _________ museo de arte.
6. Ustedes tambien van _________ museo de arte.
7. Tú vas _________ cama temprano.
8. Nosotros vamos _________ casa de un amigo.
9. Usted va _________ juego de soccer todos los domingos.
10. Todos queremos ir _________ fiesta y pasar un buen rato.

Answer Key: 1.al  2.al  3.a la  4.al  5.al  6.al  7.a la  8.a la  9.al  10.a la
Monday Tuesday Wednesday Thursday Friday

The whirlwind tour of Madrid. Do not blink or you miss a whole city!

Ayer la ciudad de Toledo, Hoy La Puerta del Sol, mañana el Valle de los caídos.

What do we call the day after today? ________________

Do you know the name of the day before today? ________________

What is the day before tomorrow? ________________

Answer Key: mañana - ayer - hoy

Traveling by train in foreign countries can be a much more pleasant experience than in The United States. Public transportation in Spain it is particularly excellent, many trains are available which offer comfort, speed, and good connections. The tren rápido or espresso is faster and has few stops. A tren directo would make a few or no stops between the point of departure and your destination (destino).
For some trains, you may need to choose between first and second class, the first class is more expensive but also more comfortable. If you are taking a long recorrido you may wish to get a litera, the best trains will have a coche comedor for dinning and maybe a snack bar.

"Our two Amigos" are debating in which train they will start their summer adventure, and are evaluating their choices at the La RENFE offices (the national railroad ticket agency) close to the Atocha railway station in Madrid.

La señorita encargada les explica: If you do not go by tren directo, you may have to make connections with another trains and hacer empalme. That is a less expensive way to travel for students like you.

Roberto: Nosotros tenemos poco dinero pero queremos llegar a tiempo.

John: Vamos a Pamplona al encierro, podemos gastar muy poco dinero en el viaje.

Roberto: Vamos a viajar "backpacking" algunas rutas mas cercanas a Pamplona.

La empleada: Esa forma de viajar es muy famosa entre los estudiantes y permite al viajero conocer a fondo nuestras ciudades y nuestra gente. Les aconsejo mucha precaución pues un poco peligroso.

John: Sabemos eso, tendremos mucha precaución. Muchas gracias por el consejo.

Empleada: ¿Qué boleto van a comprar?

Roberto: De segunda hasta Zaragoza, de ahí ya veremos como llegamos a Pamplona.

Empleada: Muy bien, su tren sale en media hora desde el andén número 7. Por favor sean puntuales. Si lo pierden el próximo no sale hasta mañana. Que tengan un buen viaje.

Empleada: You will find that some of the trains for long trips are divided into compartments (compartimientos) which seat about eight people.
Customarily, passengers in that compartment are carrying a picnic-type lunch and beverages, they will almost always offer to share their food and drink with you. You should not refuse, because they will feel insulted. After all, it might give you the chance to sample some local cuisine.

Roberto: That sounds great for us!

John: Thank you, we must run is getting late.

Can you remember some details and expressions that you will need to travel by train? Fill the gaps with the correct word in Spanish.

1. What train do you want to take if you do not have time? El tren ________.

2. What kind of train ticket you will get to safe money? El de clase ________.

3. The city where the "two amigos" are going by train is ________________.

4. Their final destination is ____________________.

5. The trains are divided into ___________________ that fit eight people.

6. If you are taking a long trip you must make a reservation to sleep in a ________.

7. Train connections in Spanish are call as, ________________

8. There is not a "coche comedor" in second class. That’s why people carry ______.
9. The two amigos will get from Zaragoza to Pamplona backpacking traveling because is more _____________ y ________________.

10. Robert and John are leaving from the railway station called ________________.


**Now match the Spanish words in the first column to their English meanings;**

1. viajar _____ A. snack
2. compartimientos _____ B. destination
3. estación del tren _____ C. connection
4. empalme _____ D. second class
5. andén _____ E. dining car
6. merienda _____ F. less expensive
7. coche comedor _____ G. railway station
8. destino _____ H. to travel
9. segunda clase _____ I. boarding platform
10. económico _____ J. compartments

Can you fill the gaps for this _ar_ verb? Remember what it means from the conversations?

**VIAJAR (to travel)**

YO _______________
TU _______________
EL/ELLA ___________
USTED ______________
NOSOTROS ___________
ELLOS/ELLAS ___________
USTEDES ______________
Write in the correct forms of the verb viajar:

1. Nosotros _______________ por tren.
2. Ellos también _______________ por tren.
3. El _______________ en segunda clase.
4. Yo _______________ hasta Zaragoza.
5. Ellos _______________ con su merienda.

*Answer Key:* 1. viajamos 2. viajan 3. viaja 4. viajo 5. viajan

**VERBOS ADICIONALES**

(Additional Verbs)

In many countries they use the verbs *entender* and *comprender* indistinctively, they mean the same thing, to understand/to comprehend; but notice that when you conjugate *entender* the first e changes to *ie*.

<table>
<thead>
<tr>
<th>ENTENDER</th>
<th>COMPRENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yo entiendo</td>
<td>yo</td>
</tr>
<tr>
<td>Tú entiendes</td>
<td>tú</td>
</tr>
<tr>
<td>El/ella entiende</td>
<td>el/ella</td>
</tr>
<tr>
<td>Usted entiende</td>
<td>usted</td>
</tr>
<tr>
<td>Ellos/ellas/ustedes</td>
<td>entienden</td>
</tr>
<tr>
<td>Nosotros entendemos</td>
<td>nosotros</td>
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<tr>
<td></td>
<td>comprendo</td>
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<td>comprendes</td>
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<td></td>
<td>comprende</td>
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<td></td>
<td>ellos/ellas/ustedes</td>
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<tr>
<td></td>
<td>comprenden</td>
</tr>
<tr>
<td></td>
<td>comprendemos</td>
</tr>
</tbody>
</table>
Knowing the frustration of not being understood, we can imagine how tourist from other countries that speaks other languages feels when they get lost or disoriented. One needs to be very brave and persistent to complete the route and the itinerary that we want to accomplish. Our two amigos contacted The Spanish National Tourist Office before they left Madrid and got an approved list of campsites, they found out that many of them have excellent facilities and could be as expensive as many Hostales or Hotels. They arrived to Zaragoza and started asking for directions for lodging or camp sites.

**VAMOS AL CAMPAMENTO**

Robert: Perdón Señor ¿Hay un campamento cerca de aquí?
Don Juan: A dos quilómetros de aquí.
Robert: ¿Tiene servicios sanitarios?
Don Juan: Sí, tiene agua potable, duchas, electricidad y una tienda de comestibles cerca.
Robert: ¿Tienda de qué? Yo no entiendo.
Don Juan: ¡De alimentos hombre!
Robert: OH, ¿Cuestan mucho?
Don Juan: No hombre todo es barato. Vengan que los acompaño.
John: ¡Que corteses son los españoles!

La empleada de la tienda.
Prohibidas las fogatas.

**International signs** - Signs with symbols are used by most nations. Most signs at international airports, on the highways, and in restaurants are universal. They can be understood by people who do not share a common language but who do share an agreed understanding of what these visual signs mean.

Visual signs are part of our history. Early humans painted or carved on cave walls important events, their animals and about their natural environment. Usually these signs/symbols were easy to read and understand. There are three kinds of visuals pictorial symbols, graphic symbols, verbal symbols

Graphic symbols are made in a variety of ways - silhouettes or profiles of object or graphics that look like the real thing. For example, the sign we see as we drive, indicating that we are on the right road to reach the airport.
Verbal symbols are single and easy words or sentences used to describe or define an object.

The International sign system was designed to help people understand the driving rules around the world, it consist in drawings and some may include some easy to understand verbal symbols.

Road signs warn, regulate and guide traffic. Different languages cause barriers, so international signs with symbols have been developed in Europe and adopted in most parts of the world. Prohibitory or restrictive signs are usually circular with red borders. Most signs have white or yellow background. A slash is used in certain countries to prohibit some things. There are signs that guide you to a place when you need a service.
LESSON 2 THINGS TO REMEMBER

- If you are in a place you may say “Estoy en un parque”.
- If you are a student you will say “Soy un estudiante”.
- Española, francesa y alemana are adjectives of nationality.
- Possessive adjectives and demonstrative adjectives usually precede the noun.
- Un, buen, mal and primer are shortened forms for some adjectives.
- Baja, flaca, alta y gorda are descriptive adjectives.
- Siga derecho, doble a la derecha y luego a la izquierda are simple instructions to follow when you are traveling.
- The use of **al** or **a la** depends on whether the words following are masculine or feminine.
- The first morning of the tour in Madrid, Spain, Robert and John (the Two Amigos) asked for directions to get to the art museum. Robert and John wanted to go to the movie theater by bus. La ciudad de Toledo, La Puerta del Sol y el Valle de los caídos are included in a whirlwind tour of Madrid. The “Two Amigos” are traveling to Zaragoza by regular economic train. The “Two Amigos” bought the train boletos for segunda clase. The least expensive economic trains require the passengers to make empalmes.
- The “Two Amigos” are planning to travel backpacking from Zaragoza up to Pamplona. While traveling backpacking, the two Amigos will look for places to spend the night. The “Two Amigos” found a campground with agua potable, duchas y electricidad. The “Two Amigos” believe that Spaniards are very courteous.
Lesson 3: The Adverb. El adverbio and much more

The Hispanic heritage of the United States; this is who we are.

To most people, including you, the Western Hemisphere is divided into two parts: the English to the north, and the Spanish to the south. The one to the north is called North America, and the one to the south, South America. After the discovery of America, and for the next 100 years America was called The Indies, by Europeans. It was an immense piece of land with no boundaries covering a big chunk of North America, extending all the way down to the Strait of Magellan. That vast territory, even Brazil for some time, was under the Spaniards domain. Then after those 100 years, other Europeans arrived (the English, the Dutch, and also the French) the one that stay the longest up to 1812. To be precise, was Spain, but if we count the vast territory it possessed in the southwest and was finally ceded to the United States in 1898; Cuba and Puerto Rico, which were also part of Spain until then. The Spaniard presence in America lasted more than 406 years. It is stand to a reason that America's Spanish heritage is far greater than that of any other nation, including the United States.

Spanish was the first European language spoken in America 100 years before English. The first Native American who spoke Spanish was an Arawak Indian who accompanied Columbus to Spain as a living proves of whom he found in America.

Right after the discovery of The Americas, Spanish became the leading language and it expanded quickly as Spain established its presence in the Caribbean, México, and Perú. In 1513, Juan Ponce de León brought it to North América, through Florida.
Nahualt (Aztecs), Quechua (Incas), and Maya (Mayas) were the main languages of the indigenous peoples of Hispanic América. The Spaniards missionaries were instrumental in extending the teaching of Spanish throughout the Country. Friar Junípero Serra is credited with having founded California through the many missions he established in the region.

**The Adverb.** What the adverb does is simply to modify the verb, just like an adjective modifies the noun, as in:

Él *camina despacio.* He walks slowly

*El no actúa bien.* He doesn't act properly.

That is their function; however, they can also modify an adjective or another adverb, as in: *El es muy alto* He is very tall.

Here *muy* (very) is an adverb modifying an adjective, alto (tall) but in:

*El camina muy despacio.* He walks very slowly.

*Muy* (very), an adverb modifies another adverb, *despacio* (slowly).

*The main function of an adverb is to modify a verb, and this is what you should remember well.*

Many phrases also function as adverbs, and are called adverbial phrases or clauses, as: al amanecer (at dawn) en fín (well) por ultimo (at last) tal vez (perhaps)

*There are several kinds of adverbs. Here are the most common:*

**Of place:**

Aquí > here lejos > far

Allí > there dentro > inside

Allá > over there fuera > outside
Learning Spanish Through Hispanic Culture

**Of time:**
- Hoy > today
- Ayer > yesterday
- Mañana > tomorrow
- Antes > before
- Después > after

**Of manner:**
- Bien > well
- Mal > bad
- Así > thus
- Facilmente > easily

**Of quantity**
- Más > more
- Poco > little
- Mucho > a lot/much
- Tanto > so, so much
- Bastante > enough

**Of affirmation**
- Sí > yes
- También > also
- Ciertamente > certainly

**Of negation**
- No > no
- Jamás > never
- Nunca > never
- Tampoco > either

**Of doubt**
- Quizás > maybe/perhaps

Many adverbs in Spanish are formed by adding *-mente-* to the adjective, as in:
- Claramente > clearly
- Fácilmente > easily
- Normalmente > normally/usually
This -mente- equals generally the English -ly-. If the adjective is masculine, ending in -o- you must change the o to a in lento > lentamente (slow/slowly)

The Angel of Independence -Mexico City

Underline the adverbs that modify the verbs in each sentence:

2. El tren expreso es el más rápido.
3. Los amigos fueron hasta allá.
4. Llegaron al amanecer.
5. Los amigos se divirtieron bastante.
6. Yo no volveré nunca a ese circo.
7. Marta se mudó cerca de la escuela.
8. Ella llega a sus clases fácilmente.
9. Elena se mudó también a ese barrio.
10. Esteremos de viaje hoy y mañana.


Classify the following adverbs:

58
1. Al amanecer, en fin, por ultimo, tal vez are:
   (a) Adverbial phrases or clauses       (b) adjectives

2. Aquí, lejos, allá, dentro, fuera y allí son:
   (a) Adverbs of place       (b) of doubt

3. Some adverbs of negation are:
   (a) No, jamás, nunca, tampoco     (b) en fin, tal vez, fuera

4. Some adverbs of quantity are:
   (a) Más, poco, mucho, tanto, bastante   (b) Claramente, fácilmente

5. Hoy, antes, ayer, después, mañana are adverbs of:
   (a) manners       (b) of time

Answer Key: 1.(a) 2.(a) 3.(a) 4.(a) 5.(b)

After having lots of fun and made their dreams come true in Spain, the two "Amigos" made a commitment. They will safe money and get together next summer; but this time they will start traveling to South and Central America. They are going to start researching about the history and the places of interest, to be prepare to understand the culture of each country they want to visit.

*They started their research with México* Let us see what they found out.

The two Amigos discovered that Mexico's attractions are so incredibly diverse; that it may be difficult to decide what to do on their vacation.
They found offerings for modern luxury resorts and untouched natural reserves, gorgeous beaches, fascinating ancient sites, beautiful colonial architecture, colorful festivities and rich cultural traditions. They need to decide which of Mexico's attractions they would like to explore more, on of what Mexico has to offer.

They discovered that Chichén Itzá is possibly the most famous temple city of the Mayas, a pre-Columbian civilization that lived in Mexico. It was the political and religious center of the Maya civilization during the period from A.D. 750 to 1200, and today is one of the seven modern wonders of the world.

The treasures of Mexico
Mexico is a unique country, so unique that it stands alone in the community of nations. And that, is because of its history, for what it was and for what it could one day be again.
The people in Mexico are a mix of civilizations fused together. The Aztecs, Mayas and the Spaniards, each giving to the other the very essence of their existence, sometimes by force, mostly at the beginning, sometimes willingly once they gained a better knowledge and understanding of their fateful encounter. Every city, every town, every corner in Mexico exudes its glorious past and attests to its greatness in the human pursuit of perfection. The Aztec seat of government, religion, and life were represented in more than 80 magnificent structures such as temples, buildings, and palaces, all built in the beginning of the fourteenth century. The capital city of the Aztecs was called Tenochtitlán and it was located in the same site where Mexico City stands today.

When the Spaniards came and saw for the first time the magnificent roads, majestic cities and buildings, and the imposing pyramids of this civilization, they stood in awe of something never before seen in all Europe. Spaniards were also amazed by many of the Aztecs customs, their colorful attire, their courtesy, their exceptionally good manners, and their cleanliness that was an essential part of their religion.

What happened during the exploration of Mexico and the rest of the Americas was recorded on the pages of history and has made the Hispanic culture what it is today.

**The structure of the basic Spanish sentence**

The basic Spanish sentence is made up of two basic elements: The *subject* and the *predicate*. The subject is the person or thing of whom/which we say something. The predicate is what we say about the subject. Every subject may have complements, and so may have the predicate. Let us look at some sentences:
Angel juega pelota. Angel plays baseball.
If we would break it down into its basic elements, we would have:
Angel subject (the person about whom we say something)
juega pelota predicate (what we say about the person)
Underline the subject once and the predicate twice in the following sentences:
1. Mi casa está en Miami.
2. Juan viene de vacaciones.
3. El tiempo está lluvioso.
4. Los niños van a la escuela.
5. El avión voló muy alto.
6. Los perros duermen todo el día.
7. No conozco a mi maestra de español.
8. Mi carro nuevo es un regalo de mi padre.
10. Yo no sé que pasó.
Answer Key: The subject is underlined, the predicate is in bold:
1. Mi casa está en Miami.
2. Juan viene de vacaciones.
3. El tiempo está lluvioso.
4. Los niños van a la escuela.
5. El avión voló muy alto.
6. Los perros duermen todo el día.
7. No conozco a mi maestra de español.
8. Mi carro nuevo es un regalo de mi padre.
10. Yo no sé que pasó.
Sentences could be longer when we add other elements to it as follows:
Angel, el amigo de mi hermana, juega pelota muy bien.
(Angel, the friend of my sister, plays baseball very well).
LEARNING SPANISH THROUGH HISPANIC CULTURE

Here, el amigo de mi hermana is a complement of the subject, and muy bien, a complement of the predicate.

What is important to remember is that every sentence needs a subject and a predicate, that no matter how short or long I make a sentence, the basic structure would not change. Finally, remember that every sentence must have a verb, and every verb forms a sentence.

Let us take a further step and write some more sentences with some complements.

1. Mi casa está en Miami y es muy grande.
2. Juan viene de vacaciones esta semana.
3. El tiempo está lluvioso y muy frío.
4. Los niños van a la escuela todos los días en el autobús.
5. El avión voló muy alto todo el tiempo.
6. Los perros duermen todo el día a la sombra.
7. No conozco a mi maestra de español todavía.
8. Mi carro nuevo es un regalo de mi padre amoroso.
10. Yo no sé que pasó con los muchachos.

¿Sabías que? Did you know that Tenochtitlan the Aztec city was built on an island in the lake of Texcoco around 1370 A.D? Why they picked that site? The Aztecs were very religious and they believed in Huitzilopochtli their God, who asked them to look for an eagle, perched on a cactus, eating a snake. They found the eagle and built their city there.
The ancient Toltec city was the glory of the pre-Columbus Mexico. The emperor Moctezuma used to reside and had his seat of government there at the beginning of the fourteenth century.

**Mesoamerican Religion**

At first glance, the religion of the Indians of Mexico - the ancient Aztecs, Toltecs, Mayas, and so on - is so confusing that appear incoherent, especially to those of us used to thinking in terms of the well-defined Greek and Roman gods. There are several reasons for this. First, we are seeing the religion of ancient Mexico, not only from a distance in time, but almost solely through the eyes of such suspect sources as Catholic missionaries, Conquistadors, and early Christianized Indians, that were eager to impress the friars with their advocacy for the new faith. Still, some of these constitute our best sources, particularly the friars Sahagun and Duran. Nevertheless, many aspects of the religion - particularly the erotic aspects - have been neglected or intentionally hidden.
The names of the Goddess were given in Nahuatl, which was the language spoken by the Aztecs and Toltecs, and which is still spoken by more than a million Indians in modern Mexico. It should be realized that some of these names are "date names" - that is, the name and number of the day on which a specific person was born, just as if a person in today's society was given a name such as, "August 12". Many of the Teotl have numerous names, only a few of which are mentioned; often there is a different name for each aspect - Quetzalcoatl /Ehecatl/ Tlahuizcalpantecuhlti is a good example. Teotl is the word usually translated as "god".

Some Aztec goddess

EL CORREO
Ahora that usted know how to ask preguntas, how to use the basic Spanish sentences with the subject and the predicate, how to describe some things and be in different locations. Let us take the basics that usted have learned and expand them in special areas that will be most helpful in your travels. What does everyone do on a holiday? Send tarjetas postales, of course! No matter how developed is the communication system through the internet and mobile phones, when you are traveling you may not have facilities to get in touch with your love ones, except by regular mail. So, let us learn how la oficina de correos works.

Yo voy a la oficina de correo.  Yo voy a la oficina de correo.
Yo compro los sellos.

Depósito mi carta en el buzón.

Las cartas son transportadas por avión.

El camión transporta la correspondencia.

El cartero reparte las cartas.

El destinatario recibe las cartas.

**Usted** ask preguntas like these, depending on what usted quiere when visiting the post office in a Spanish speaking country:

1. ¿Dónde compro sellos?
   (a) en el cine       (b) en el correo

2. ¿Dónde hay un buzón?
   (a) frente al correo (b) debajo de la cama
3. ¿Cuánto tiempo se demora una carta en llegar de México a EU?
   (a) no mucho  (b) no se sabe
4. ¿Dónde puedo enviar un paquete?
   (a) en el correo  (b) en el aeropuerto
5. ¿Cuánto cuesta enviar un paquete?
   (a) depende del peso  (b) depende de la envoltura
6. ¿Quién reparte las cartas?
   (a) el policía  (b) el cartero
7. ¿Cómo se transporta la correspondencia?
   (a) por avión  (b) por fax
8. ¿Quién recibe las cartas?
   (a) el vecino  (b) el destinatario
9. ¿Qué se procesa en la oficina de correo?
   (a) lápices, papeles y dulces  (b) cartas, paquetes y tarjetas postales
10. ¿Cómo se le llama al correo que va por avión?
    (a) Correo aéreo  (b) por tierra

Answer Key: 1.(b) 2.(a) 3.(a) 4.(a) 5.(a) 6.(b) 7.(b) 8.(b) 9.(b) 10.(a)

Although everyone celebrates the same holiday festivals at the same time of the year, they do it with their own variations and local touches; they do it in their own special way.
In México, the winter season is dedicated to spirits and saints, demonstrating the fusion of their Aztecs-Mayas and Spaniards heritage. While most of these holidays honor different Christian icons, there are a few dedicated to spirits. This holiday is a perfect example of the complex heritage of the Mexican people. The beliefs of today's Mexican are based on the complicated blended cultures of its ancestors, the Aztec and Maya and Spanish invaders, layered with Catholicism. The origins of the Days of the Dead reach into the ancient history of Europe and Mexico. In the eighth century, the church decreed November 1 as All Saints Day. Setting aside the day to honor the martyrs and saints was an attempt to replace the 2000-year tradition of the Celts and their Druid priests who combined harvest festivals and celebrated the New Year on November 1.

When the Spaniards arrived in Mexico they encountered two-month celebrations honoring death, the fall harvest and the New Year. For more than 500 years, the goddess Mictecacihuatl (Lady of the Dead) presided over Aztec harvest rituals using fires and incense, costumes of animal skins, images of their dead and offerings of ceramics, personal goods, flowers and foods, drinks and flowers. While the church attempted to transform, the joyous celebration, to a suitably tragic image of death and a serious day of prayer focusing attention and reflection on the saints and martyrs. The people of Mexico did not fully adopt the early priests' ideas, keeping their familiar ceremonies, All Saint's Day and All Soul's Day; evolved into the celebrations that today honor THE AZTEC AND MAYAN BELIEFS; El Día de los Muertos. The Aztec, Mayan and other indigenous traditions have enriched the Mexican's attitude about death. From these ancestors has come the knowledge that souls continue to exist after death, resting placidly in Mictlan, the land of the dead, not for judgment or resurrection; but for the day each year, when they could return home to visit their loved ones.
TRADITIONS and CUSTOMS for El Día de Los Muertos

The act of preparing an altar by placing photographs, flowers, candles, favorite foods and drink of the loved one provides a special time to remember, and to transform grief into acceptance. The living invites the spirits of the family to return home for a few hours of laughter, tears and memories.

An important aspect of the holiday is the closure that it provides for families who have lost a loved one during the previous year. Preparing for the return of the spirit each fall lets the family remember and honor their dead, and gives them a chance to heal. While most altars are laden with the favorite foods, sweets, drinks, and harvest fruits of each family spirit, even the most basic altar includes these basic needs:

- **WATER** to quench the thirst and for purification
- **SALT** to season the food and for purification
- **BREAD** to represent the food needed for survival

A washbasin, soap, towel, mirror and comb are placed nearby so the spirits can clean up when they return.

The hand crafted skeletons, Calaveras are funny and friendly rather than frightening or spooky. They represent the beloved dead ones, their occupations and hobbies. As they are placed on the altar, the delightful skeleton figures bring back fond memories and cause the grieving ones to smile. The figures with the smells of favorite foods help the spirits find the right house.
Now quiz yourself: See if you can remember some details of our history "DETAILS"

1. The Spaniard presence in America lasted more than:
   (a) 100 years     (b) 406 years

2. Spaniards were amazed with what they saw when they got to Mexico:
   (a) cities and imposing pyramids   (b) mariachis singing

3. The main languages of the indigenous peoples of Hispanic América were:
   (a) French, Italian and Spanish                (b) Nahualt, Quechua, Maya

4. Friar Junípero Serra is credited with having founded many missions in:
   (a) Florida     (b) California

5. The exploration of Mexico and the rest of the Americas were made:
   (a) by force, mostly a fateful encounter   (b) in good faith

6. The people in Mexico are a mix of civilizations fused together of:
   (a) Africans, French and Germans  (b) Aztecs, Mayas and Spaniards

7. The capital city of the Aztecs was called Tenochtitlán and it was located in:
   (a) Where Mexico City is     (b) in Cancún

8. This holiday is a perfect example of the complex heritage of the Mexican people.
   (a) Christmas holiday       (b) Día de los muertos

9. Even the most basic altar includes these basic needs:
   (a) Water, salt and bread   (b) coffee, tea and cinnamon

10. The names given in Nahuatl, by the Aztecs and Toltecs, represented:
    (a) date names, like August 21     (b) after family members

Answer Key: 1.(b) 2.(a) 3.(b) 4.(a) 5.(a) 6.(b) 7.(a) 8.(b) 9.(a) 10.(a)
Home stays and Intercambios:

During the planning of their trip to Central America, the two "Amigos" examined many ideas and alternatives according to their budget. John visited his college counselor and he advised him.

-What you've learned in school will really sink in if you don't have plenty of opportunity to use it. One way to be sure you'll have a lot of interaction with Spanish speakers is to stay with a Mexican family. Most schools will arrange a home stay for you if you're interested.

If living with a Mexican family is not your cup of tea, perhaps you would like to have private accommodations, but have the school arrange for an intercambio, an exchange with a Mexican who is learning English. You can spend an hour or so every day conversing half the time in English and half the time in Spanish - you'll find your Spanish improving rapidly, and you'll be helping someone else to learn English.

John and Robert felt very happy with the idea and started to arrange their stay with a Mexican family.

Talking on the phone: El teléfono

What is the difference about el teléfono en México or other foreign Country? Usted will never notice such things until usted quiera usarlos. Los teléfonos allow you to call your amigos and so many things that you are used to do on daily basis; the only thing is that having a teléfono en su casa is not common in some areas. That means that usted puede que encontrar cabinas de teléfonos públicos everywhere.

Let us learn how to operate el teléfono.

Las instrucciones pueden parecer complicadas, pero remember that you already know las palabras y los números review them one more time.
To dial desde United States usted tiene que marcar the country's international area code. Su guía telefónica will have the listing of the códigos internacionales.

When usted leave your contact numbers with your friends and family you must include your destination country code and city code whenever possible 52 5 ……

Useful words built around the word,"teléfono":
La cabina de teléfono > phone booth
La operadora > the operator
La guía telefónica > telephone book
La conversación telefónica > telephone conversation
Para llamar de una ciudad a otra, usted may need to call la operadora or go to la oficina de correos;
- Yo quiero llamar a los Estados Unidos.

Now try to write it,

When answering el teléfono, pick up and say: "Bueno," o say your name________
Habla. ________________________________
Cuando alguien contesta, usted may simple say "Diga" o "¿Con quién? O ¿Con quién hablo? Do not let this to fluster you. It is very simple.
When saying goodbye, say "Hasta luego" or "Hasta pronto" o simplemente "adiós"

Do not forget that you should ask ¿Cuánto cuesta una llamada a los Estados Unidos?

You will be surprised how expensive it could turn!

Let us learn some sample phrases. Write them al lado.

1. Yo quiero llamar a la Florida.
   ____________________________________________.

2. Yo quiero llamar a un médico.
   ____________________________________________.

3. Yo quiero llamar un taxi.
   ____________________________________________.

4. Yo necesito el número de la escuela.
   ____________________________________________.

5. ¿Cuál es tu número?
   ____________________________________________.

6. ¿Cuál es el número de Pedro? _________________________.

7. ¿Me ha llamado alguien? _________________________.

8. ¿Quién me llamó?
   ____________________________________________.

9. ¿Me dejó un mensaje?
   ____________________________________________.

10. ¿Cuál es su número?
    ____________________________________________.

Ahora usted is ready to use the teléfono, anywhere. Just take it slowly and speak clearly: **Hola = Hello**
Mexicans tend to be quite formal when it comes to greetings. A simple "hola" is fine among friends, but in other situations, you should change the form you use depending on the time of day.

Before noon: Buenos días (Good morning, Good day)
From noon until dark: Buenas tardes (Good afternoon)
At night: Buenas noches (Good evening, Good night)

Take note of this when you are talking on the phone.

Secretary: "Bueno"
John: Buenos días, habla Juan Martin, quiero hablar con el consejero; por favor
Secretary: Un momento, por favor. Lo siento su teléfono está ocupado.
John: Repita eso, por favor.
Secretary: Lo siento su teléfono está ocupado. ¿Desea dejar mensaje?
John: No estoy llamando de larga distancia.
Secretary: Bueno llame más tarde por favor
John: Lo haré, gracias.

What to say when you like something

Hispanic Americans are singularly hospitable as hostess. If you happen to be a guest in a Hispanic home you need to be very careful when they invite you to eat dinner. Let us review Las Comidas.

Gustar (to be please) is preceded by the indirect objects (singular and plural) Here is the diagram that sums it up for you:

"Me gusta el helado" it means literally 'Ice cream is pleasing to me"

This is how we express the idea "to like" or dislike in Spanish.
Me gusta(n) (a mí) No me gusta(n)
Le gusta(n) (a él,ella,usted) no le gusta(n)
Te gusta(n) (a ti) no te gusta(n)
Nos gusta(n) (a nosotros) no nos gusta(n)

In the sentences below, write **gusta or gustan**, depending on whether the thing that is liked or disliked (is pleasing or displeasing) is singular or plural.

1. Me ___________ la comida mexicana.
2. Me ___________ los tacos.
3. No me ___________ mucho la comida picante.
4. A ella le ___________ comer mucho picante.
5. A nosotros no _______ _________ la comida fría.
6. A ellos no _______ _________ comer solos.
7. ¿Te ________ tomar café?
8. A ustedes les ________ comer mucho.
9. ¿A qué hora le _________ comer su desayuno?
10. Me ________ desayunar a las ocho de la mañana.

**Answer Key:** 1.gusta  2.gustan  3.gustan  4.gusta  5.nos gusta  6.les gusta  7.gusta  8.gusta  9.gusta  10.gusta

Verbos adicionales
When you are staying with friends for the first time you must find out the family eating habits and schedules, to blend in without disturbing their environment.

The regional dishes of some countries are definitely delicious. Some, like Mexican foods are very spicy hot and will cause a three-alarm fire in your mouth, largely because of the Chile which is added. When you get there, you need to sample such succulent dishes, like the well known real tacos and be careful not to bother your hostess feelings with your comments. Start slowly and soon your palate will get use to the new flavors.
EL DESAYUNO

Pancha: ¿A qué hora les gusta desayunar?
Roberto: Cuando el resto de la familia lo haga.
John: No queremos perturbar las costumbres de ustedes
Pancha: De ninguna manera, ustedes son como de la familia, ahora.
Roberto: Nosotros podemos comer algo rápido en la calle.
Pancha: De ninguna manera, aquí no sale nadie sin desayunar.
Roberto: Bueno no quise incomodarla.
Pancha: ¿Les gusta el café o el té? ¿Qué prefieren que les sirva?
John: Lo que usted nos sirva estará bien, todo nos gusta, gracias.
Pancha: Bueno café con leche y pan dulce tostado con mermelada o mantequilla.
Roberto: Nos parece perfecto.
Pancha: ¿Y el jugo de naranja, les gusta?
John: Nos gusta. Es nuestro favorito.
Pancha: Queremos que se sientan a gusto en nuestra casa. Pidan lo que necesiten.
Roberto y John: Muchas Gracias.
Pancha: Luego nos echamos unos taquitos ¿Les parece?
Roberto: Claro, sin mucho picante, por favor.
Pancha: Ja, ja, ja, ja, ja, ja. Ya se acostumbrarán muchachos.
LESSON 3 THINGS TO REMEMBER

- After the discovery of America, and for the next 100 years, America was called The Indies.
- The Spaniard presence in America lasted more than 406 years.
- The adverb modifies the verb.
- The names of the Mexican Goddess were given in the Nahuatl language.
- While most of the Mexican holidays honor different Christian icons, there are a few dedicated to spirits.
- The main languages of the indigenous peoples of Hispanic América were Nahualt, Quechua, Maya.
- The capital city of the Aztecs was called Tenochtitlán and it was located where Mexico City is today.
- Día de los muertos is a holiday that is a perfect example of the complex heritage of the Mexican people.
- Even the most basic altar for el día de los muertos includes these basic items: Water, salt and bread.
- The names given in Nahuatl, by the Aztecs and Toltecs, to goddesses, represented date names, like August 21.
- Gustar (to be pleased) is preceded by the indirect objects.
- ¿Dónde compro sellos? en el correo
- ¿Cuánto cuesta enviar un paquete por correo? depende del peso
- ¿Quién reparte las cartas? el cartero
- ¿Cómo se transporta la correspondencia? por avión o por tierra
Lesson 4: This is who we are! Así somos…

Hispanic Countries, capitals and nationalities. All names are given in Spanish. Most of the countries are spelled the same in English and Spanish except for La República Dominicana that it is called Dominican Republic, and España that is called Spain. In English México, Panamá, Perú are written without the accent mark. Some capitals are spelled different, La Habana (Havana), and Ciudad México is Mexico City. In the case of Bogotá, San José, and La Asunción in Spanish get the accent mark too. The use of the ñ is used when talking about nationality as in españoles, puertorriqueño, hondureños, panameños, salvadoreños, and the ü is used in nicaragüenses.

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>Buenos Aires</td>
<td>argentinos</td>
</tr>
<tr>
<td>Bolivia</td>
<td>La Paz</td>
<td>bolivianos</td>
</tr>
<tr>
<td>Chile</td>
<td>Santiago</td>
<td>chilenos</td>
</tr>
<tr>
<td>Colombia</td>
<td>Bogotá</td>
<td>colombianos</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>San José</td>
<td>costarricenses</td>
</tr>
<tr>
<td>Cuba</td>
<td>La Habana</td>
<td>cubanos</td>
</tr>
<tr>
<td>Ecuador</td>
<td>Quito</td>
<td>ecuatorianos</td>
</tr>
<tr>
<td>El Salvador</td>
<td>San Salvador</td>
<td>salvadoreños</td>
</tr>
<tr>
<td>España</td>
<td>Madrid</td>
<td>españoles</td>
</tr>
<tr>
<td>Guatemala</td>
<td>Ciudad de Guatemala</td>
<td>guatemaltecos</td>
</tr>
<tr>
<td>Honduras</td>
<td>Tegucigalpa</td>
<td>hondureños</td>
</tr>
<tr>
<td>México</td>
<td>Ciudad México (DF)</td>
<td>mexicanos</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>Managua</td>
<td>nicaragüenses</td>
</tr>
<tr>
<td>Panamá</td>
<td>Ciudad de Panamá</td>
<td>panameños</td>
</tr>
<tr>
<td>Paraguay</td>
<td>La Asunción</td>
<td>paraguayos</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>San Juan</td>
<td>puertorriqueños</td>
</tr>
</tbody>
</table>
Say each of the nationalities many times and choose the correct answer for the following sentences:

1. La chica viene de Argentina, ella es;
   - (a) mexicana
   - (b) argentina

2. Juan es panameño, el nació en:
   - (a) Panamá
   - (b) Chile

3. La capital de Honduras es:
   - (a) Managua
   - (b) Tegucigalpa

4. Los guatemaltecos son de:
   - (a) Nicaragua
   - (b) Guatemala

5. En España la capital es:
   - (a) Madrid
   - (b) Pamplona

6. Los amigos de Robert son de Paraguay ellos son:
   - (a) ecuatorianos
   - (b) paraguayos

7. La Paz es la capital de:
   - (a) Perú
   - (b) Bolivia

8. Los ecuatorianos son de:
   - (a) Ecuador
   - (b) chile

9. Santiago es la capital de:
   - (a) Puerto Rico
   - (b) Chile

10. Los nacidos en Puerto Rico son llamados:
    - (a) sanjuaneros
    - (b) puertorriqueños

Answer Key: 1.(b) 2.(a) 3.(b) 4.(b) 5.(a) 6.(b) 7.(a) 8.(a) 9.(b) 10.(b)

El Salvador Honduras Uruguay Costa Rica Panamá Puerto Rico
La sílaba, the syllable
Here we will divide words into syllables, an important aspect to master when you start writing in Spanish. Generally, a syllable in Spanish is formed by a consonant and a vowel, although a vowel by itself can also form a syllable, as in igual > i-gual
and acero > a-cero.
When a consonant is between two vowels, it form a syllable with the second vowel, as in rebanada > re-ba-na-da, as in mecánico> me-cá-ni-co.
We are going to follow some important steps to understand this process:
Here is step one:
As we know in Spanish the consonants ch, ll, rr, are double consonants and can't be separated. They must form a syllable with a vowel as in noche > no-che,
pollo > po-llo, carro > ca-rro, perro > pe-rro. You should never separate these double consonants in Spanish.
Step two:
There are also combinations or groups of consonants that can not be separated.

They are: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, tr:

<table>
<thead>
<tr>
<th>Consonant groups</th>
<th>example</th>
<th>Consonants</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>bl</td>
<td>pueblo &gt; pue-blo</td>
<td>fr</td>
<td>africano &gt; a-fri-ca-no</td>
</tr>
<tr>
<td>br</td>
<td>cabra &gt; ca-bra</td>
<td>gl</td>
<td>regla &gt; re-gla</td>
</tr>
<tr>
<td>cl</td>
<td>aclamar &gt; a-cla-mar</td>
<td>gr</td>
<td>grabar &gt; gra-bar</td>
</tr>
<tr>
<td>cr</td>
<td>recreo &gt; re-cre-o</td>
<td>dr</td>
<td>madre &gt; ma-dre</td>
</tr>
<tr>
<td>pr</td>
<td>apretar &gt; a-pre-tar</td>
<td>pl</td>
<td>plaza &gt; pla-za</td>
</tr>
<tr>
<td>fl</td>
<td>flaco &gt; fla-co</td>
<td>tr</td>
<td>retrato &gt; re-tra-to</td>
</tr>
</tbody>
</table>
Step three:
When there are two consonants in a row, one after the other, the first consonant, forms a syllable with the preceding vowel, and the second with the following vowel as in: \textit{observar} \rightarrow \textit{ob-ser-var} and \textit{inmóvil} \rightarrow \textit{in-mó-vil}

Let us divide some words to practice, follow the count:

1. aeroplano = ___ ___ ___ ___ ___ = 5 syllables
2. castaño = ____ ____ ___ = 3 syllables
3. extranjero = ___ ____ ____ ___ = 4
4. insomnio = ____ ____ ____ ____ = 3
5. gravedad = ______ ____ ____ = 3
6. artritis = ____ ____ ____ ____ = 3
7. astronómico = ___ ____ ____ ____ ____ = 5
8. escarabajo = ______ ____ ____ ____ ____ = 5
9. simpático = ______ ____ ____ ____ ____ = 4
10. temblando = ______ ____ ____ ____ = 3

The article, El artículo:
Remember that there are four articles in Spanish with their usual plural forms:

Definite articles:
So called because they determine the extension of the noun they precede. It is not the same to say \textit{el libro} (the book) as \textit{un libro} (a book). When we say
LEARNING SPANISH THROUGH HISPANIC CULTURE

*el libro*, we are referring to a particular book, but when we say *un libro*, we make no reference to a particular book. Let us compare some sentences:

Ana compró *el libro* que deseaba. (Ana bought *the book* she wanted)

Ana compró *un libro*. (Ana bought a book)

**DEFINITE ARTICLES:**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>el</td>
</tr>
<tr>
<td>feminine</td>
<td>la</td>
</tr>
</tbody>
</table>

These four articles equal one single article in English; the with no reference whatsoever to gender or number:

*el libro* = the book

*la casa* = the house

*los libros* = the books

*las casas* = the houses

**INDEFINITE ARTICLES**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>un</td>
</tr>
<tr>
<td>feminine</td>
<td>una</td>
</tr>
</tbody>
</table>

These four articles in English equal either to *a, an* or *some* in the plural:

*un libro* = a book

*una casa* = a house

*unos libros* = some books

*unas casas* = some houses

*un avión* = an airplane
Complete the gaps with the correct definite article

1. Tenemos que escribir _______ ejercicio para mañana.
2. Juan y Roberto van a ______ playa juntos.
3. No me comí ______ dulces porque dañan los dientes.
4. Todas ______ aves son bellas.
5. Me trajeron ______ banderas de todos los países que visitaron.

Answer Key: 1. el   2. la   3. los   4. las   5. las

Complete the gaps with the correct indefinite articles

1. Mario tiene ______ libros.
2. Esos son ______ libros míos.
3. Ellos viven en ______ casa grande.
4. Jaime me trajo ______ flores bellas.
5. Estos son ______ buenos niños.

Answer Key: 1. los  2. los   3. la  4. unas  5. unos

MACHU-PICCHU The treasure of Perú

In the 15th century, the Incan Emperor Pachacútec built a city in the clouds on the mountain known as Machu Picchu ("Old Mountain"). This extraordinary settlement lies halfway up the Andes Plateau, deep in the
Amazon jungle and above the Urubamba River. It was probably abandoned by the Incas because of a smallpox outbreak and, after the Spanish defeated the Incan Empire, the city remained 'lost' for over three centuries. It was rediscovered by the Yale professor Hiram Bingham in 1911.

**Independent Travel to Machu Picchu**

In order to plan your trip to Machu Picchu you have to understand a little about the geography of the area. Machu Picchu lay hidden from the world for such a long time because its location is fairly remote and inaccessible. Machu Picchu is located high up on a mountainside. The nearest town is Aguas Calientes which is located down in the valley beside the Vilcanota River. Aguas Calientes is only a couple of kilometers away from Machu Picchu as the crow flies but it takes a bus about 20 minutes to climb the narrow, steep zigzagging dirt track that connects the two.

There are no roads that connect Aguas Calientes to the outside world, you either have to take a train to Ollantaytambo (and then take a taxi or bus to Cusco), or take the train all the way back to Cusco. For the adventurous the only other real alternative is by foot by way of a number of scenic trails including the **Classic 4 days Inca Trail**.

**Transport options for getting from Cusco to Aguas Calientes**

*Taking the Train to Machu Picchu, the Lost City of the Incas?*

At the moment the only company operating trains to Machu Picchu is Peru Rail. Details of the train services, departure times and prices can be found below. When arriving in Cusco you have to go to the train station and buy the tickets. The station that you will actually be catching the train to Machu Picchu is called San Pedro Station (Estación de San Pedro). Where you will need to wait in line to be served which can take anywhere between 10 minutes and 2 hours.

By far the simplest method of getting to Aguas Calientes is to buy a round-trip train ticket from Cusco. Peru Rail currently offers 3 departures a day to Machu Picchu from the
LEARNING SPANISH THROUGH HISPANIC CULTURE

station in Cusco. Two of these departures are on the Vista dome service and one departure on the Backpacker service.

<table>
<thead>
<tr>
<th>Service</th>
<th>Cusco</th>
<th>Machu Picchu*</th>
<th>Machu Picchu*</th>
<th>Cusco</th>
<th>Return (US$)</th>
<th>One way (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vistadome 1</td>
<td>6:00</td>
<td>9:38</td>
<td>15:30</td>
<td>19:23</td>
<td>113</td>
<td>66</td>
</tr>
<tr>
<td>Vistadome 2</td>
<td>6:15</td>
<td>10:12</td>
<td>15:55</td>
<td>20:20</td>
<td>113</td>
<td>66</td>
</tr>
<tr>
<td>Backpacker</td>
<td>7:00</td>
<td>10:54</td>
<td>17:00</td>
<td>21:23</td>
<td>73</td>
<td>46</td>
</tr>
</tbody>
</table>

The Backpacker service is a comfortable service; everyone is seated with no standing. Snacks and drinks are available at an extra cost. The Vista dome service has slightly larger windows and also windows in the roof. This sounds a bit strange but much of the last hour and a half of the journey is through a mountain valley so the windows in the roof help you to appreciate the scenery.

A snack and hot drink are included with the Vista dome service. You have to arrive at the station 30 minutes before the departure time.

Why do so many people want to get to Machu Picchu by 6 am in the morning? Sunrise at Machu Picchu is at about 5:30 am the sun doesn't actually start to break out from behind the mountains until about 7:20 am (give or take 10 minutes due to variations throughout the year). So arriving at Machu Picchu for about 7 am in the morning is ideal as it takes about 10 minutes to walk up to the Watchman's Hut which offers the best views over Machu Picchu.

Since May 2007 the government has put a limit of 400 on the number of people who can climb Huayna Picchu, the mountain that you see rising up behind Machu Picchu. This means that during the peak season if you really want to be among the lucky (or mad!) 400 you really have to make the effort to get up early. As soon as you enter Machu Picchu is recommended that you make your way over to the base of Huayna Picchu where you'll find a small hut handing out the tickets to climb. The tickets are free. The first 200 people can climb Huayna Picchu straight away; however they all have to back down by 10 am when the 2nd group of 200 can make the climb. It takes about an hour to reach the top climbing slowly - not recommended for sufferers of vertigo. The narrow trail can be quite dangerous at times after wet weather. Unfortunately if you are arriving by the Inca Trail or by train the same day then it is becoming increasingly difficult (in fact almost
impossible in the peak months) to climb Huayna Picchu the same day. You'll just have to spend the night in Aguas Calientes and return early the following morning.

**IMPORTANT NOTE:** Tickets to enter Machu Picchu can no longer be bought at the entrance itself. You now have to buy the entrance tickets at the Machu Picchu Cultural Center in Aguas Calientes (it is close to the main Plaza and opens at 5:15 am). The entrance fee is 120 New Soles (which is approximately US$38). There is a 50% discount for students with a valid ISIC card. This fee is bound to increase in 2008 maybe by as much as 100% (!!) now that Machu Picchu is officially one of the new 7 Wonders of the World.

This is the information that the two amigos found while they were trying to learn from the most important sites to visit in Perú.

![](STOP

Select the correct answer for the following sentences:

1. Una de las nuevas maravillas del mundo moderno es:
   (a) Machu-Picchu     (b) el jardín botánico de Miami
2. Pachacútec el Emperador Inca construyó la ciudad de Machu Picchu durante:
   (a) el siglo 15     (b) el siglo 20
3. Machu-Picchu significa:
   (a) la montaña de la lluvia     (b) la montaña vieja.
4. El mejor momento de estar en Machu-Picchu es:
   (a) A las pm     (b) a las 7am
5. La administración de la reserva tuvo que limitar el número de visitantes a:
   (a) 400 a la vez     (b) 100 a la vez
Did you know?
The potato was first harvested in Perú and was brought to Europe by the Spaniards, where it became a main staple. They brought it later to North America. Maize or maíz (corn), was cultivated first in Mexico and Central America by the Aztecs and the Mayas. We have to thank them for it.

6. El servicio de trenes de Perú ofrece __________ desde Cusco a Machu Picchu.
   (a) 3 salidas al día     (b) 5 salidas al día

7. Dos de estos viajes ofrecen un servicio de cabina de cúpula donde:
   (a) usted apreciará la vista.     (b) dormirá durante el viaje

8. Este vagón tiene amplias ventanas y también:
   (a) cristales en el piso   (b) cristales en el techo.

9. Las mejores vistas de Machu Picchu se pueden ver desde:
   (a) El Centro cultural de Machu Picchu   (b) desde la meceta del viga

10. Se ofrece un 50% de descuento para los:
    (a) estudiantes con identificación       (b) personas de la edad de oro

Answer Key: 1.(a) 2.(a) 3.(b) 4.(b) 5.(a) 6.(a) 7.(a) 8.(b) 9.(b)
¡El arte es maravilloso!

Looking at the news Robert saw the following announcement.

A new program in Maya iconography in cooperation with the Museo Popol Vuh is asking for help. Check back this summer for more information. If you wish to work on any of these projects, we accept volunteers from universities, museums, or individuals who have special talents. Sorry, no short time volunteers (has to be a reasonable period), no volunteers off the street (has to be arranged in advance).

Robert kept researching for more information on Hispanic art and discovered that:

Many of the colonial artists were indigenous people, devoted principally to the depiction of religious subjects. Native sculptors, notably in Mexico, Guatemala, and Peru, but also in the Jesuit missions of Paraguay, developed a powerful folk art; polychrome wood, terra-cotta, and bas-relief work in the walls and columns of churches where they widely used media. The indigenous people, had excelled at wall painting, books, and mosaics before the conquest, they were chiefly responsible for giving colonial art its unique flavor.
Arte Hispánico

En los países hispánicos el arte se ha manifestado siempre de forma extraordinaria.

Desde los tiempos más antiguos hasta nuestros días, sobre todo las artes plásticas como son las cerámica, el grabado, la escultura, la joyería y la pintura. Todas las civilizaciones, la inca, la maya, la azteca se distinguieron por tener grandes artistas.

Cuando llegaron los españoles, se fundieron el arte occidental con el indígena y se produjeron grandes obras de arte expresadas mayormente en la artesanía popular.
LEARNING SPANISH THROUGH HISPANIC CULTURE

Basic vocabulary:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al llegar</td>
<td>on arriving</td>
<td>la artesanía</td>
</tr>
<tr>
<td></td>
<td></td>
<td>craftwork/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>craftsmanship</td>
</tr>
<tr>
<td>La joyería</td>
<td>jewerly</td>
<td>las artes plásticas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>plastic arts</td>
</tr>
<tr>
<td>La orfebrería</td>
<td>goldsmith trade</td>
<td>tallados</td>
</tr>
<tr>
<td></td>
<td></td>
<td>carvings</td>
</tr>
<tr>
<td>El grabado</td>
<td>engraving</td>
<td>pinturas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>paints</td>
</tr>
</tbody>
</table>

Translate the words in parenthesis:

1. En Taxco, ciudad mexicana se hacen los mejores trabajos de_________________. (Goldsmith/silversmith trade)
2. _____ ____________ (on arriving) los españoles se fusionaron las artes.
3. En Perú se hacen trabajos de _______________ (craftwork).
4. Las ____________ ________ (plastic arts) son maravillosas en Hispanoamérica.
5. En las pirámides Incas se han encontrado ______________ (engravings).
6. La ____________ (jewelry) de estos países es espectacular.
8. Las ______________ (paintings) se pueden admirar en los museos.
9. Todos los turistas compran______________ (craftworks) cuando viajan.
10. Me gusta el ____________ (craftwork) indígena.
The conjunction: La conjunción

Some Conjunctions are difficult, especially those consisting of more than one word. They go far beyond the simple **y** (and) **o** (or), as you will see as follow.

Frequently, sentences are linked or related to each other grammatically by relative pronouns, as well as by other words used with that specific function.

Examples:

- María hablaba **y** Roberto escuchaba. (María spoke and Roberto listened.)
- Queríamos salir **pero** estaba lloviendo. (We wanted to go out but it was raining.)

Here, **y** (and) and **pero** (but) are conjunctions.

When one or more sentence does not depend on the other, when the meaning is complete in itself, it is called a **coordinated sentence**.

- Queremos viajar en el verano **pero** no tenemos dinero. (We want to travel next summer **but** we do not have money.) Here, each one sentence can stand on its own with its own complete separate meaning.

When it does depend on another sentence to complete its meaning, it is called a **subordinated sentence**.

- Te lo comunico con tiempo **para que** estés preparado. (I'm telling you on time, **so** you get ready.)

Here, obviously, **para que estés preparado** (so you get ready) would not have meaning without **Te lo comunico** (I'm telling you)  In other words the second sentence depend on the first one to complete the meaning.

There are a host of conjunctions in Spanish classified into two main categories  

(***coordinants and subordinants**, according to how one or the other relates to the sentences they unite). Some host conjunctions are just one word;
some are a combination of words, here are some common one word conjunctions to help you understand their functionality:

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>y/e</td>
<td>and</td>
</tr>
<tr>
<td>o/u</td>
<td>or</td>
</tr>
<tr>
<td>pero/mas</td>
<td>but</td>
</tr>
<tr>
<td>sino</td>
<td>but rather/ on the contrary</td>
</tr>
<tr>
<td>sí</td>
<td>if</td>
</tr>
<tr>
<td>que</td>
<td>that</td>
</tr>
<tr>
<td>aunque</td>
<td>although</td>
</tr>
<tr>
<td>porque</td>
<td>because</td>
</tr>
<tr>
<td>luego</td>
<td>therefore/then</td>
</tr>
<tr>
<td>pues</td>
<td>well</td>
</tr>
<tr>
<td>porque/pues</td>
<td>because</td>
</tr>
<tr>
<td>como</td>
<td>as, since</td>
</tr>
<tr>
<td>menos</td>
<td>but</td>
</tr>
<tr>
<td>antes</td>
<td>before</td>
</tr>
<tr>
<td>así/como/siquiera</td>
<td>although, though, whether</td>
</tr>
<tr>
<td>excepto</td>
<td>except</td>
</tr>
</tbody>
</table>

Here are some common more-than-one-word conjunctions

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a causa de</td>
<td>because</td>
</tr>
<tr>
<td>puesto que</td>
<td>since, although</td>
</tr>
<tr>
<td>no obstante</td>
<td>nevertheless/nonetheless</td>
</tr>
</tbody>
</table>
Translate the conjunctions in parenthesis:

1. Las flores ____ (and) los dulces están sobre la mesa.
2. Roberto_____ (or) Juan van con nosotros.
3. Lo vimos todo, _____ _________ (however) quisiera verlo de nuevo.
4. No tengo dinero __________ (because) perdí mi billetera.
5. ___________ (before) que se haga tarde, me llamas.
6. Te voy a buscar _____ _______(provided that) no se te haga tarde.
7. Estudiaremos toda la noche ____ __ ____ ___ ____ (in order that) saquemos A+.
8. No me ayudó, __________(but rather) que se fue a la playa.
9. Compré boletos___ ___ ____ ____ (with the purpose of) vayas conmigo.
10. No me gusta ___ ______ (nevertheless) lo voy a comprar.

Answer Key: 1. y 2. o 3. sin embargo 4. porque 5. antes 6. con tal de que 7. a fin de que
8. sino 9. con el fin de que 10. no obstante

Art is wonderful!

El ser humano siempre ha sentido la necesidad imperiosa de expresarse, y lo hace con la palabra viva, con la pluma, con el pincel o con sus manos. Estos medios le sirven para comunicar sus sentimientos, con el deseo de que otras personas puedan ver y apreciar su arte.
Desde los tiempos hispánicos el arte se ha manifestado en diferentes formas, pero sobre todo en las artes plásticas. La cerámica, el grabado, la escultura, la joyería, y la pintura han sido los medios más utilizados por las civilizaciones Inca, Maya y Azteca; en Hispanoamérica. Quienes han dejado una gran huella en el arte moderno.

**Basic vocabulario; Vocabulario básico**

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>el pintor</td>
<td>painter</td>
</tr>
<tr>
<td>el dibujante</td>
<td>artist / draftman</td>
</tr>
<tr>
<td>escultor</td>
<td>sculptor</td>
</tr>
<tr>
<td>artesano</td>
<td>artisan / craftman</td>
</tr>
<tr>
<td>el tallador</td>
<td>carver</td>
</tr>
<tr>
<td>el caricaturista</td>
<td>caricaturist</td>
</tr>
<tr>
<td>el orfebre</td>
<td>silversmith/ goldsmith</td>
</tr>
<tr>
<td>el escritor</td>
<td>the writer</td>
</tr>
<tr>
<td>el fotógrafo</td>
<td>the photographer</td>
</tr>
<tr>
<td>el músico</td>
<td>the musician</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERBS</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>pintar</td>
<td>to paint</td>
</tr>
<tr>
<td>dibujar</td>
<td>to draw</td>
</tr>
<tr>
<td>escultar</td>
<td>to sculpt</td>
</tr>
<tr>
<td>diseñar</td>
<td>to design</td>
</tr>
<tr>
<td>retratar</td>
<td>to paint a portrait/ to photograph</td>
</tr>
<tr>
<td>fotografir</td>
<td>to photograph</td>
</tr>
<tr>
<td>enyesar</td>
<td>to plaster</td>
</tr>
<tr>
<td>tallar</td>
<td>to carve</td>
</tr>
<tr>
<td>escribir</td>
<td>to write</td>
</tr>
</tbody>
</table>

**From the list of nouns and verbs choose the correct Spanish word.**

1. A mí me encantan las _________ (paints) de paisajes.
(a) pinturas (b) esculturas
2. Los __________ (photographers) son artistas también.
   (a) escultores   (b) fotógrafos

3. Los __________ (carvers) se conocen desde tiempos pre-hispánicos.
   (a) escritores   (b) talladores

4. En Machu-Picchu se encuentran muchas obras de _______. (sculptures)
   (a) obras musicales   (b) esculturas

5. En el museo del oro en Colombia se encuentran grandes obras de ________.
   (a) orfebrería   (b) poesías

6. En la antigüedad se _____ (portraits) porque no habían cámaras de fotos.
   (a) copiaban   (b) pintaban

7. La piedra ________ (carved) era la máxima expresión de los indígenas.
   (a) picada   (b) tallada

8. Los ________ (artisans) trabajan en las artes manuales.
   (a) padres   (b) artesanos

9. Las paredes de los monumentos eran las ______ __ ______ (art galleries) de los indígenas.
   (a) galerías de arte   (b) lienzos

10. Los __________ (writers) prehispánicos dejaron un legado de sus obras.
    (a) escritores   (b) amigos

11. Los turistas compran toda clase de ________ (artcrafts) en sus visitas.
    (a) ropa   (b) artesanías

12. Me gustaría que me hicieran una ________ (sculpture) de mi madre.
    (a) copia   (b) escultura

13. Cuando admiramos una ___ ___ ___ (piece of art) aprendemos mucho.
    (a) lámina   (b) obra de arte
14. El museo del oro se encuentra en __________, Colombia.
   (a) Bogotá    (b) Santiago

15. Los __________ (goldsmith) trabajan piezas en puro oro.
   (a) escultores    (b) orfebres

Answer Key: 1.(a)   2.(b)   3.(b)   4.(b)   5.(a)   6.(b)   7.(b)   8.(b)   9.(a)   10.(a)   11.(b)   12.(b)   13.(b)   14.(a)   15.(b)

### Colores, colores, colores

Colors can either be nouns or adjectives. As a noun, they need the article, which is always masculine; *el*. For example: Me gusta el color azul. (I like the color blue)

As an adjective, they must agree in gender and number with the noun. Here are some colors.

<table>
<thead>
<tr>
<th>Color names</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rojo</td>
<td>red</td>
</tr>
<tr>
<td>azul</td>
<td>blue</td>
</tr>
<tr>
<td>amarillo</td>
<td>yellow</td>
</tr>
<tr>
<td>verde</td>
<td>green</td>
</tr>
<tr>
<td>violeta</td>
<td>violet</td>
</tr>
<tr>
<td>rosado</td>
<td>pink</td>
</tr>
<tr>
<td>anaranjado</td>
<td>orange</td>
</tr>
<tr>
<td>marrón</td>
<td>brown</td>
</tr>
<tr>
<td>crema</td>
<td>beige</td>
</tr>
<tr>
<td>plata</td>
<td>silver</td>
</tr>
<tr>
<td>dorado</td>
<td>gold</td>
</tr>
<tr>
<td>white</td>
<td>blanco</td>
</tr>
<tr>
<td>negro</td>
<td>black</td>
</tr>
<tr>
<td>gris</td>
<td>grey</td>
</tr>
<tr>
<td>morado</td>
<td>purple</td>
</tr>
</tbody>
</table>

Classify the colors as noun or adjectives:

1. Me gusta el color rojo brillante.
   (a) noun    (b) adjective
2. Quiero ese carro azul.
   (a) noun  (b) adjective

3. La luna es plateada.
   (a) noun  (b) adjective

4. Prefiero el color violeta.
   (a) noun  (b) adjective

5. Ese vestido negro no me gusta.
   (a) noun  (b) adjective

Answer Key: 1.(a)   2.(b)   3.(b)   4.(a)   5.(b)

Match the definition in column A with the word in column B:

<table>
<thead>
<tr>
<th>Columna A</th>
<th>Columna B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Es el color del cielo</td>
<td>a. dorado _____</td>
</tr>
<tr>
<td>2. Es el color de la banana</td>
<td>b. rojo _____</td>
</tr>
<tr>
<td>3. Es el color de la luna</td>
<td>c. azul _____</td>
</tr>
<tr>
<td>4. Es el color de las fresas</td>
<td>d. amarillo _____</td>
</tr>
<tr>
<td>5. Es el color del oro</td>
<td>e. plata ______</td>
</tr>
</tbody>
</table>

Answer Key: 1= c  2 = d  3 = e  4 = b  5 = a

¿De qué colores son?

1. Las hojas de los árboles en primavera. _____________
2. Las franjas de la bandera americana. ___________ __________ __________
3. El color de las naranjas. ________________________
4. El color de las manzanas. _______ y _____________
5. El color del acero. ____________________________

Answer Key: 1. verdes 2. blancas, azul y rojas 3. anaranjadas 4. rojas y verdes 5. gris
LESSON 4 THINGS TO REMEMBER

- La chica viene de Argentina, ella es argentina.
- Juan es panameño, el nació en Panamá.
- La capital de Honduras es Tegucigalpa.
- Los guatemaltecos son de Guatemala.
- Si ellos vienen de Santiago de Chile son chilenos.
- Astronómico tiene cinco sílabas.
- Escarabajo tiene cinco sílabas.
- Definite articles are called that because they determine the noun they precede.
- Machu Picchu means Old Mountain. It was built in the 15th century by the Incan Emperor Pachacútec. Machu-Picchu belongs to Perú. If you want to go to Machu-Picchu, you need to go first to Cusco.
Lesson 5: Aumentativos y diminutivos:
The difference between pequeño and pequeñito is the size. Pequeño means small, and pequeñito means very small. Those are adjectives examples, and, as adjectives; they agree in gender and number with the noun.

Regarding nouns:
The most common augmentative suffixes are:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ón</td>
<td>-ona</td>
<td>tazón &gt; tazona</td>
</tr>
<tr>
<td>-azo</td>
<td>-aza</td>
<td>perrazo &gt; perraza</td>
</tr>
<tr>
<td>-acho</td>
<td>-acha</td>
<td>hombracho</td>
</tr>
<tr>
<td>-ote</td>
<td>-ota</td>
<td>grandote &gt; grandota</td>
</tr>
</tbody>
</table>

The most common diminutive suffixes in Spanish are:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ito</td>
<td>-ita</td>
<td>hermanito &gt; hermanita</td>
</tr>
<tr>
<td>-illo</td>
<td>-illa</td>
<td>huevecillo &gt; huevecilla</td>
</tr>
<tr>
<td>-ico</td>
<td>-ica</td>
<td>gatico &gt; gatica</td>
</tr>
</tbody>
</table>

More examples of diminutives and augmentatives are:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Diminutives</th>
<th>Augmentatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niña</td>
<td>niñita</td>
<td>niñota</td>
</tr>
<tr>
<td>Amigo</td>
<td>amiguito</td>
<td>amigote</td>
</tr>
<tr>
<td>Paquete</td>
<td>paquetito</td>
<td>paquetote</td>
</tr>
<tr>
<td>Casa</td>
<td>casita</td>
<td>casota</td>
</tr>
<tr>
<td>Comida</td>
<td>comedita</td>
<td>comedota</td>
</tr>
<tr>
<td>Fiesta</td>
<td>fiestecita</td>
<td>fiestesota</td>
</tr>
<tr>
<td>Árbol</td>
<td>arboli</td>
<td>to arbolote</td>
</tr>
<tr>
<td>Carro</td>
<td>carri</td>
<td>to carrazo</td>
</tr>
<tr>
<td>Hermano</td>
<td>hermanito</td>
<td>hermanazo</td>
</tr>
</tbody>
</table>
Augmentatives and diminutives can also denote certain affection, look at these sentences and select the right one for each:

1. Amo a mi hermano más: (very small)
   (a) chico       (b) chiqitito

2. Se llama Carlos pero yo le digo:
   (a) Carlote     (b) Carlitos

3. Cuando un árbol es pequeño se le llama:
   (a) arbolito    (b) arbolote

4. El es mi mejor:
   (a) amigote     (b) amiguito

5. Mi mamá me compró un:
   (a) carro       (b) carrito

Answer Key: 1.(b)   2.(b)   3.(a)   4.(b)   5.(b)

Spanish Pronunciation;
As said earlier, Spanish Language is full of rhythm and intonation. The Language has been profoundly influenced by so many cultures and races that logically have been impacted by various Language nuances, just as it happens here in the United States between speakers from Boston and Texas.
If you speak with speakers from England or Australia, they speak the same language, but it just sounds different. Spanish can represent quite a challenge for you, but do not get discourage. You will overcome the impediments that you will find along the way.

¿Te acuerdas? The Key Spanish letter sounds to watch for: Ñ ñ, Rr, Ll, b-v, d-t, Hh, Qq, rr
Many Countries are often associated with special items or places of interest: Which ones can you identify?

1. Siberia ________________
2. The statue of Liberty ________________
3. Hot Chile and Mariachis ________________
4. Sushi ________________
5. The Pizza Tower ________________
6. Tango Dance ________________
7. Machu-Picchu ________________
8. Corridas de Toros ________________
9. Galápagos Island ________________
10. Old San Juan and el Morro ________________

On the road

When you are traveling around Hispanic America, you might prefer to rent a car and explore the countryside by yourself. Here are some useful expressions that you might need for renting your car and move around. Practice them and be sure to say them aloud until you've learned them well.

The Rental Car: Practice the phrases in this dialogue until you feel sure of them

El dependiente: ¿Por cuánto tiempo?
El Cliente: Para dos semanas.
El Dependiente: ¿Automático o de cambios?
Cliente: Automático, ¿Se incluye el precio de la gasolina?
El Dependiente: La gasolina no, pero el millaje sí.
El Cliente: ¿Cuánto cuesta por día?
El Dependiente: Son $30.00 por día. Más el seguro. ¿Lo toma?
El Cliente: Si, es razonable.
El Dependiente: Por favor, su permiso de conducir, su pasaporte y su tarjeta de crédito.
El Cliente: ¿Tiene mapas de las carreteras? ¿Por dónde voy a las montañas?
El Dependiente: La carretera principal tiene un desvío que lo llevará derecho a las montañas. Debe tener precaución el camino es muy escarpado.
El Cliente: Lo tendré en cuenta, gracias ha sido muy amable. Hasta Pronto.
Useful vocabulary:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>gasolina</td>
<td>gas</td>
</tr>
<tr>
<td>carretera principal</td>
<td>highway</td>
</tr>
<tr>
<td>desvío</td>
<td>detour</td>
</tr>
<tr>
<td>precio</td>
<td>price</td>
</tr>
<tr>
<td>seguro</td>
<td>insurance</td>
</tr>
<tr>
<td>alquilar</td>
<td>to rent</td>
</tr>
<tr>
<td>señales</td>
<td>signs</td>
</tr>
<tr>
<td>millaje</td>
<td>mileage</td>
</tr>
<tr>
<td>licencia de conducir</td>
<td>driver's license</td>
</tr>
<tr>
<td>conducir</td>
<td>drive</td>
</tr>
<tr>
<td>escarpado</td>
<td>hillie</td>
</tr>
<tr>
<td>peligro</td>
<td>danger</td>
</tr>
<tr>
<td>velocidad</td>
<td>speed</td>
</tr>
<tr>
<td>mapa</td>
<td>maps</td>
</tr>
<tr>
<td>el timón</td>
<td>the wheel</td>
</tr>
<tr>
<td>conducir</td>
<td>to drive</td>
</tr>
<tr>
<td>tranques</td>
<td>traffic jams</td>
</tr>
</tbody>
</table>

SEÑALES VIALES
(Road Signs)

- Railroad crossing
- Dangerous curve
- Two-ways
- Dangerous curve
- Drawbridge
- Dining
- No gate
- Silence
- Danger
- Yield
- Right-of-way
- Two-ways
- Pedestrians-crossing
- No entrance
- Gas
If you are planning to drive while you are abroad, spend some time remembering the meaning of the Universal Road Signs, but watch out, do not rely on them!

In many Hispanic countries, signs are not very common.

**El Carro - El coche**

(The car)

If you rent a car, you should be prepared to know some expressions in order to get service when needed. Let us practice some.

¿Puede llenar el tanque? ¿Con regular, súper o extra? Con regular.

Mi carro no arranca. ¿Me puede ayudar? ¿Qué tendrá? Las bujías.

Tengo un pinchazo. Mi llanta está vacía. ¿Me puede cambiar la llanta?

Se la cambiamos enseguida. ¿Tiene una llanta de repuesto?

He tenido un accidente. Llame la policía. Necesito un remolcador.
¿Puede llamar una grúa? Mi carro no arranca. Necesito un mecánico.

La batería de mi carro está descargada. Necesito carga en mi batería.

Mi coche no arranca. Necesito cambiar las bujías de mi carro.

El timón del carro no se mueve. ¿Qué le pasa?

Ajuste el espejo retrovisor de su carro. Es muy importante.

El espidómetro marca la velocidad en que corre el automóvil.

El asiento de seguridad es importante para proteger los niños en el auto.

Protéjase, use el cinturón de seguridad mientras maneja.
Los frenos no funcionan. No puedo hacer frenar mi automóvil.

**Poder, Pedir, Decir**

Here are some more verbs that you really need to know. The first one changes the o to ue; the other two changes the e to i. Notice that for the **Yo** form, **decir** also changes the c to g. Read out the forms and say them aloud.

<table>
<thead>
<tr>
<th>Poder = to be able, Can</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yo puedo</strong></td>
</tr>
<tr>
<td><strong>Tú puedes</strong></td>
</tr>
<tr>
<td><strong>Ustedes/ ellas/ ellos pueden</strong></td>
</tr>
</tbody>
</table>

Practice the conjugation of the verb Poder.

1. **Ellos_________ encontrar el camino a la carretera principal.**
2. **Yo ___________ rentar un automóvil y manejar por todo México.**
3. **Nosotros_________ pasear por las montañas.**
4. **Ella ____________ ayudarme a cambiar la llanta pinchada.**
5. **Tú __________ arreglar los frenos de mi carro.**

1. **pueden**  2. **puedo**  3. **podemos**  4. **puede**  5. **puedes**

<table>
<thead>
<tr>
<th>Pedir = To Ask For</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yo pido</strong></td>
</tr>
<tr>
<td><strong>Tú pides</strong></td>
</tr>
<tr>
<td><strong>Ustedes/ ellas/ ellos piden</strong></td>
</tr>
</tbody>
</table>

Practice the conjugation of the verb Pedir.

1. **Yo __________ que me arreglen el auto.**
2. **Tú __________ un remolcador para tu carro.**

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3. Nosotros ______________ ayuda para encontrar el camino correcto.
4. El ___________ que le llenen el tanque de gasolina.
5. Ellos ______________ que pararemos en algún sitio para comer.

**Answer Key:** 1. pido  2. pides  3. pedimos  4. pide  5. piden

---

### Decir = To Say, Tell

<table>
<thead>
<tr>
<th>Yo digo</th>
<th>nosotros decimos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tú dices</td>
<td>él/ella/usted dice</td>
</tr>
<tr>
<td>Ustedes/ellas/ellos dicen</td>
<td></td>
</tr>
</tbody>
</table>

---

**Practice the conjugation of the verb Decir.**

1. Yo le ___________ al mecánico que arregle mi carro.
2. Tú ___________ que puedes ayudar a cambiar la llanta pinchada.
3. Nosotros le ______________ que llamen al remolcador de autos.
4. El ___________ que arreglará el motor de mi automóvil en dos días.
5. Ellos ___________ que tengamos mucho cuidado manejando por las montañas.

**Answer Key:** 1. digo  2. dices  3. decimos  4. dice  5. dicen

---

**Try filling in the spaces below with the right form of the verb in parenthesis:**

1. ¿____________ usted ayudarme? (poder)
2. Los turistas ____________ un auto de alquiler para dos semanas. (pedir)
3. Yo le __________ que quiero un auto automático. (decir)
4. Ella________ la hora en que pasó el accidente con su carro. (decir)
5. Yo ___________ que me arreglen los frenos del automóvil. (pedir)
6. ¿Qué___________ usted? (decir)
7. Nosotros ____________ que paren para tomar algunos alimentos. (pedir)
8. Tú ___________ siempre la verdad. (decir)
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9. Ustedes ____________ rentar un carro a buen precio. (poder)
10. Yo ___________ ir a pasear por toda la ciudad en mi auto. (poder)


Watch Out!

The word parking is commonly used in many countries, just like patio or plaza. Of the three Spanish words, aparcar, parquear and estacionarse the last one is the most commonly used.

The same occurs with car > carro, auto, and automóvil. Another tricky word is computer > computadora > ordenador. The first one is the best choice.

Carretera in Spanish is any kind of road, which in United States is far from tru-road, roadway, freeway, speedway, highway, turnpike, etc. Autopista is also used for what is in the EU a four-lane highway.

More Useful vocabulary

<table>
<thead>
<tr>
<th>NOUN</th>
<th>TRANSLATION</th>
<th>NOUN</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>el volante/el timón</td>
<td>steering wheel</td>
<td>el freno</td>
<td>brakes</td>
</tr>
<tr>
<td>el freno de mano</td>
<td>hand brake</td>
<td>el acelerador</td>
<td>gas pedal</td>
</tr>
<tr>
<td>el cambio</td>
<td>shift</td>
<td>el asiento</td>
<td>seat</td>
</tr>
<tr>
<td>cinturón seguridad</td>
<td>seat belt</td>
<td>el baúl</td>
<td>trunk</td>
</tr>
<tr>
<td>el parabrisas</td>
<td>windshield</td>
<td>licencia de conducir</td>
<td>driver's licence</td>
</tr>
<tr>
<td>la placa/tabilla</td>
<td>plate</td>
<td>matrícula/registración</td>
<td>registration</td>
</tr>
<tr>
<td>el semáforo</td>
<td>traffic light</td>
<td>la multa</td>
<td>fine / ticket</td>
</tr>
<tr>
<td>el peatón</td>
<td>pedestrian</td>
<td>el cruce</td>
<td>crossing</td>
</tr>
<tr>
<td>la señal de alto peaje</td>
<td>stop sign</td>
<td>la velocidad</td>
<td>speed</td>
</tr>
<tr>
<td>el peaje</td>
<td>toll</td>
<td>el choque</td>
<td>crash / accident</td>
</tr>
<tr>
<td>el espejo retrovisor</td>
<td>rearview mirror</td>
<td>las luces</td>
<td>lights</td>
</tr>
<tr>
<td>el tablero</td>
<td>dashboard</td>
<td>la autopista</td>
<td>freeway</td>
</tr>
</tbody>
</table>
VERBS

<table>
<thead>
<tr>
<th>VERBS</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>acelerar</td>
<td>speed up</td>
</tr>
<tr>
<td>frenar</td>
<td>to brake</td>
</tr>
<tr>
<td>parar</td>
<td>to stop</td>
</tr>
<tr>
<td>retroceder</td>
<td>back up</td>
</tr>
<tr>
<td>doblar / virar</td>
<td>to turn</td>
</tr>
<tr>
<td>seguir</td>
<td>to go ahead</td>
</tr>
<tr>
<td>ceder</td>
<td>to yield</td>
</tr>
<tr>
<td>ceder el paso</td>
<td>yield the right of way</td>
</tr>
<tr>
<td>estacionar</td>
<td>to park</td>
</tr>
</tbody>
</table>

Write the letters which correspond to the statement in column 1.

1._____ Por favor ceda el paso.   A. Be careful with pedestrians.
2._____ Tuve un accidente ayer.  B. Put the suitcase in the trunk.
3._____ Necesito rentar un carro. C. I can't park here.
4._____ Me dieron una multa por velocidad. D. Buckle up, it's the law.
5._____ Tuve que retroceder.     E. I got a fine / ticket (for speeding)
6. _____ No encuentro la autopista.     F. I need to rent a car.
7. _____ No puedo estacionar aquí.     G. I can't find the freeway.
8. _____ Cuidado con los peatones.     H. Please yield the right of way.
9. _____ Guarda la maleta en el baúl.    I. I had to back up.
10. _____ Amarrate el cinturón es la ley.     J. I had an accident yesterday.

Answer Key: 1. (H)  2. (J)  3. (F)  4. (E)  5. (I)  6. (G)  7. (C)  8. (A)  9. (B)  10. (D)

GOOD LUCK!   BUENA SUERTE!
LEARNING SPANISH THROUGH HISPANIC CULTURE

LESSON 5 THINGS TO REMEMBER

- The Spanish words, aparcar, parquear and estacionarse mean parking.
- Diminutives can denote certain affection.
- Universal Road Signs were designed to help people who drive in other countries and can't read the language.
- Paquetito is the diminutive of paquete.
- When one Language is influenced and impacted by many cultures and races, it takes many evolutions.
- Cuidado con los peatones significa jeans Be careful with pedestrians.
- If you take a "desvío", you will take a detour.
- No es fácil manejar por las montañas.
- Si tienes un accidente debes llamar a la policía.
- Si tu auto está averiado debes consultar a un mecánico.
- Cuando dices; llene el tanque, te encuentras en la estación de gasolina.
The capital city of Spain is Madrid.

The “Two Amigos” went to Spain for their summer vacation.

One of the most important attractions that the Two Amigos wanted to visit was Spain’s most important corridas de toros (which is in Pamplona). This great "Fiesta Brava" in Pamplona starts with "El encierro".

Backpacking is the cheapest way for students to travel in Europe. Since 1950, soccer has been one of the most important sports in Spain. The most successful soccer team in Europe is from Real Madrid. General Franco was a big fan of soccer in Spain. Soccer games between Real Madrid & Barcelona are considered to be the best of the year in Spain.

The definite article “the” indicates a specific person or thing.

To conjugate spelling- changes, irregular yo verbs require a spelling change.

In front of some names of persons and things, we have to place the word el or la.

The demonstrative adjective is selected according to how direct the noun is to the person addressed.

Nouns are used to name a person, a place, a thing, an idea, or a quality.

The definite article agrees with the noun in gender and number.

The verb seguir is a common verb that has a stem and a spelling change.

Some nouns that end in “a” are masculine, such as clima, dia, problema.

Habló means “to speak”. …

Haber, querer y saber are verbs like poder which drop the e from the infinitive ending before adding the future.
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- If you are in a place you may say “Estoy en un parque”.
- If you are a student you will say “Soy un estudiante”.
- Española, francesa y alemana are adjectives of nationality.
- Possessive adjectives and demonstrative adjectives usually precede the noun.
- Un, buen, mal and primer are shortened forms for some adjectives.
- Baja, flaca, alta y gorda are descriptive adjectives.
- Siga derecho, doble a la derecha y luego a la izquierda are simple instructions to follow when you are traveling.
- The use of **al** or **a la** depends on whether the words following are masculine or feminine.

The first morning of the tour in Madrid, Spain, Robert and John (the Two Amigos) asked for directions to get to the art museum. Robert and John wanted to go to the movie theater by bus. La ciudad de Toledo, La Puerta del Sol y el Valle de los caídos are included in a whirlwind tour of Madrid. The “Two Amigos” are traveling to Zaragoza by regular economic train. The “Two Amigos” bought the train boletos for segunda clase. The least expensive economic trains require the passengers to make empalmes.

The “Two Amigos” are planning to travel backpacking from Zaragoza up to Pamplona. While traveling backpacking, the two Amigos will look for places to spend the night. The “Two Amigos” found a campground with agua potable, duchas y electricidad. The “Two Amigos” believe that Spaniards are very courteous.

After the discovery of America, and for the next 100 years, America was called The Indies.

The Spaniard presence in America lasted more than 406 years.

The adverb modifies the verb.

The names of the Mexican Goddess were given in the Nahuatl language.
While most of the Mexican holidays honor different Christian icons, there are a few dedicated to spirits.

The main languages of the indigenous peoples of Hispanic América were Nahualt, Quechua, Maya.

The capital city of the Aztecs was called Tenochtitlán and it was located where Mexico City is today.

Día de los muertos is a holiday that is a perfect example of the complex heritage of the Mexican people.

Even the most basic altar for el día de los muertos includes these basic items: Water, salt and bread.

The names given in Nahuatl, by the Aztecs and Toltecs, to goddesses, represented date names, like August 21.

Gustar (to be pleased) is preceded by the indirect objects.

¿Dónde compro sellos? en el correo
¿Cuánto cuesta enviar un paquete por correo? depende del peso
¿Quién reparte las cartas? el cartero
¿Cómo se transporta la correspondencia? por avión o por tierra

La chica viene de Argentina, ella es argentina.
Juan es panameño, el nació en Panamá.
La capital de Honduras es Tegucigalpa.
Los guatemaltecos son de Guatemala.
Si ellos vienen de Santiago de Chile son chilenos.
Astronómico tiene cinco sílabas.
Escarabajo tiene cinco sílabas.
Definite articles are called that because they determine the noun they precede.
Machu Picchu means Old Mountain. It was built in the 15th century by the Incan Emperor Pachacútec. Machu-Picchu belongs to Perú. If you want to go to Machu-Picchu, you need to go first to Cusco.

El museo del oro se encuentra en Bogotá, Colombia. En las pirámides, Incas se han encontrado engravings. El tallado en piedra es muy común las ruinas mayas.

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Si tu auto está averiado debes consultar a un **mecánico**.

Cuando dices; llene el tanque, te encuentras en la **estación de gasolina**.