OPEN EDUCATIONAL RESOURCES

4

OPEN SCHOOLS

Taking Education to the People
Open Educational Resources (OER) for Open Schooling

The Commonwealth of Learning (COL) Open Schools Initiative launched an Open Educational Resources (OER) Project to provide materials under the Creative Commons license agreement to support independent study in 17 specially selected secondary school subjects. Funded by the William and Flora Hewlett Foundation its aim is to broaden access to secondary education through the development of high quality Open Distance Learning (ODL) or self-study materials.

These specially selected OER subjects include:

1. Commerce 11
2. Coordinated Science 10 (Biology, Chemistry and Physics)
3. English 12
4. English Second Language 10
5. Entrepreneurship 10
6. Food & Nutrition
7. Geography 10
8. Geography 12
9. Human Social Biology 12
10. Life Science 10
11. Life Skills
12. Mathematics 11
13. Mathematics 12
14. Physical Science 10
15. Physical Science 12
16. Principles of Business
17. Spanish

Open Educational Resources are free to use and increase accessibility to education. These materials are accessible for use in six countries: Botswana, India, Lesotho, Namibia, Seychelles and Trinidad & Tobago. Other interested parties are invited to use the materials, but some contextual adaptation might be needed to maximise their benefits in different countries.

The OER for Open Schooling Teachers’ Guide has been developed to guide teachers/instructors on how to use the Open Educational Resources (OER) in five of these courses.

1. English
2. Entrepreneurship
3. Geography
4. Life Science
5. Physical Science

The aim of this teachers’ guide is to help all teachers/instructors make best use of the OER materials. This guide is generic, but focuses on Namibian examples.

Print-based versions are available on CD-ROM and can be downloaded from www.col.org/CourseMaterials. The CD-ROM contains the module and folders with additional resources, multimedia resources and/or teacher resources. Note that not all subjects have multimedia resources.
Acknowledgements:

The William and Flora Hewlett Foundation
Namibian College of Open Learning (NAMCOL): www.namcol.com.na
National Institute of Educational Development (NIED): www.nied.edu.na
Ministry of Education, Seychelles: www.education.gov.sc
Ministry of Education Trinidad & Tobago: www.moe.gov.tt
National Open School of Trinidad & Tobago (NOSTT): www.moe.gov.tt/NOSTT
Botswana College of Distance and Open Learning (BOCODOL): www.bocodol.ac.bw
Ministry of Education Zambia: www.moe.gov.zm

Commonwealth of Learning, 2012

CC BY-SA
© 2012 by the Commonwealth of Learning. Open Educational Resources (OER) for Open Schooling are made available under a Creative Commons Attribution-ShareAlike 3.0 Licence (international): http://creativecommons.org/licences/by-sa/3.0.

For the avoidance of doubt, by applying this license the Commonwealth of Learning does not waive any privileges or immunities from claims that it may be entitled to assert, nor does the Commonwealth of Learning submit itself to the jurisdiction, courts, legal processes or laws of any jurisdiction.

Published by:
Commonwealth of Learning
1055 West Hastings, Suite 1200
Vancouver, British Columbia
Canada V6E 2E9
Telephone: +1 604 775 8200
Fax: +1 604 775 8210
Web: www.col.org
Email: info@col.org

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>La Familia</td>
</tr>
<tr>
<td>2</td>
<td>Mi Casa Es Tu Casa</td>
</tr>
<tr>
<td>3</td>
<td>La Vida Escolar</td>
</tr>
<tr>
<td>4</td>
<td>La Rutina Diaria</td>
</tr>
<tr>
<td>5</td>
<td>La Salud</td>
</tr>
</tbody>
</table>
Unidad 1: Unit 1

La familia: The Family

Introduction

This is the first unit in the course on Spanish. As you go through this unit, you will learn how to offer information about yourself in Spanish. You will learn how to speak about your family and ask questions about other families. We know that a person’s personal life includes his/her family. It is with this in mind that we have designed this unit to help you speak about yourself and those closest to you--your family and friends. This is a very important foundational unit and the content covered will be useful in several other units where interviews and questionnaires are handled. Make sure to have full mastery of Communication in Spanish.

When learning a language, remember, that there are four skills involved. We will introduce you to these skills which are: reading and listening (called Receptive) and speaking and writing (called Productive). Therefore, the activities you will meet will take these skills into consideration.

As you go along, pay close attention to the sections entitled: Note it! and Tip. These sections will deal with cultural aspects of the Spanish speaking world and give explanations of a few language rules.

Topic Headings:

This unit is divided into three lessons:

Lesson 1. Así soy yo. - That’s me.
Lesson 2. Te presento a mi familia. - Introducing you to my family.
Lesson 3. Divirtiéndote en casa. - Enjoying yourself at home.
ej.: This is the abbreviation in Spanish for the word example. Throughout this course you will see ‘ejemplo’ or ‘ej.’ to demonstrate an example.

Possessive adjectives: Possessive adjectives are (short) adjectives which show belonging or ownership. You will meet some in this unit- *mi, mis* my and *tu, tus* your.

Noun: A noun is a naming word. It usually indicates a person, place, animal, thing, feeling or emotion.

Verb: A verb is a word that expresses action or a state or condition, e.g. play, be, feel.
Lección 1: Así soy yo
Lesson 1: That’s me

Who are you? What is your name? Where do you live? What country are you from? What’s your email address? What is your cell number? How many times have you asked these questions? How many times have you asked someone one or more of these questions? To ask and answer some of these questions you will learn numbers 0 to 20. By doing this, you will be able to talk about age and give telephone numbers.

You would have previously encountered buenos días good morning, buenas tardes good afternoon, and buenas noches good evening/night in either a Spanish class or while reading Spanish subtitles during a movie. We will use this knowledge as a building block for this lesson.

Upon completion of this lesson, you will be able to:

- Ask someone their name in Spanish.
- Tell someone your name.
- Tell someone else’s name.
- Count from 0 to 20 in Spanish.
- State your age.
- Ask and state someone’s age.
- Say what nationality you are.
- Ask and state the nationality of others.
- Say where you live.
- Ask and state where someone else lives.
- Ask for and state telephone numbers.
- Recognise some forms of formal and familiar language.
- Use the verb tener.

¿Como te llamas?
There is more than one way to ask someone his/her name in Spanish. It depends sometimes on who you are talking to. You see, Spanish has both formal and familiar language.
Formal language is used when talking to strangers and persons in authority, while familiar language is used when speaking to friends, peers and family. Let’s listen to and read what the following persons are asking.

**Conversación A**

Figure 1.1

**Conversación B**

Figure 1.2

When we look at **Conversación A**, we see a situation where the teacher, el profesor Panda, wants to know the name of a student. He uses the familiar language to ask the question.

**Practice asking the question now.**

In **Conversación B**, Alejandro, in turn, is asking the teacher his name. Did you notice the difference? Alejandro uses the formal language because he is addressing someone in authority.

Even though the two questions mean the same thing, they are used differently.

**Now practise asking a stranger his/her name.**

Well, you are on your way to speaking Spanish! Let’s look at the two conversations again.
Did you see that even though the same question was asked in both situations, the answers were structured differently?

Alejandro says – *me llamo*; while el profesor says – *soy*

In Spanish, when you see a word with ‘double l’ (*ll*) it sounds like an English ‘y’. In some countries, it carries an English ‘j’ sound.

Practise giving your name using the two structures—*me llamo* and *soy*.

There is another way to ask someone his/her name:

- **Formal**
  - ¿Cuál es su nombre?

- **Familiar**
  - ¿Cuál es tu nombre?

And there is another way to say your name:

Mi nombre es Teresita.

Figure 1.3

Now you try it!

Answer the following questions:

- ¿Cuál es tu apellido?
- ¿Cuál es tu nombre?
Conversación C

In Conversación C, Alejandro’s mother, señora Valdez, asks: “What is your teacher’s name?” to which Alejandro replies: “His name is profesor Panda. If your friend’s name is Paulina, you would say, - Se llama Paulina - Her name is Paulina.

Tell your teacher the names of three persons in your class.

Note it!

In Spanish speaking countries, the teacher’s title is profesor for male teachers and profesora for female teachers. The translations of Miss and Mister are used to address persons generally. Señor (Sr.) is Mr., señora (Sra.) is Mrs., and señorita (Srta.) is Miss.

Pronunciation practice

Take a pause, listen to the CD and repeat:

llamo llamare llamases llamarse apellido
me llamo te llamas se llama mi apellido tu apellido
¿Cuántos años tienes?

When asking someone’s age, the formal and familiar rules also apply. Let’s read and listen to the following dialogue.

Did you notice that when profesor Panda spoke to señor Valdez he used the word usted? This is formal language. When he addressed Teresita he used familiar language. Notice the differences in the way he addresses the two persons.

Observe how señor Valdez and Teresita give their age using - Tengo.

If el profesor asks el señor Valdez Teresita’s age, it would be a bit different.
Activity 1.3

Pretend you are profesor Panda. Ask Señor Valdez how old he is. Now say how old Teresita is.

First, here are the numbers 0 - 20 in Spanish:

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

You will get more numbers in Unit 3. Now, go back to your work on asking and giving age.

♫ The following is a little song to help you as you start to learn numbers. Have fun with it!

Uno dos tres deditos
Cuatro cinco seis deditos
Siete ocho nueve deditos
Diez deditos son

Did you notice the use of tu and tú? The accent on a Spanish word is very important. It makes a difference in the meaning and sound of a word. Tu means your, while tú means you. So, Y tú means and you.

Did you also see the upside down question mark? I am sure you did. When questions are written in Spanish, the sentence always starts with “¿”, and it ends with “?”. Therefore, ¿Y tú? means and you?
¿Dónde vives?  When speaking about yourself, you may have to say where you live or what country you come from. Let’s see how this is done when using formal language.

Figure 1.7

In this conversation, el profesor Panda, first asks el señor Valdez where he lives. To which el señor replies: – I live in Buenos Aires.

Then, el profesor asks him what is his nationality. He answers: soy argentino.

Some may not ask you what is your nationality but they may ask you:

Figure 1.8

What country are you from?

To which you would reply:

I am from Argentina
If you are using familiar language, you would ask:

¿Dónde vives?  
Where do you live?

¿De qué nacionalidad eres?  
What is your nationality?

¿De qué país eres?  
What country are you from?

¿De dónde eres?  
Where are you from?

Figure 1.9

Now, practice asking these questions. Answer them too!

Activity 1.4

Given below is a table with countries, their capitals, and nationalities to help you with this exercise.

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital/ Ciudad principal</th>
<th>País</th>
<th>Nacionalidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad</td>
<td>Puerto de España</td>
<td>Trinidad</td>
<td>trinitario/trinitaria</td>
</tr>
<tr>
<td>Venezuela</td>
<td>Caracas</td>
<td>Venezuela</td>
<td>venezolano/venezolana</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Kingston</td>
<td>Jamaica</td>
<td>jamaiquino/jamaiquina</td>
</tr>
<tr>
<td>Cuba</td>
<td>Habana</td>
<td>Cuba</td>
<td>cubano/cubana</td>
</tr>
<tr>
<td>USA</td>
<td>Washington D.C.</td>
<td>Estados Unidos</td>
<td>estadounidense</td>
</tr>
<tr>
<td>England</td>
<td>Londres</td>
<td>Inglaterra</td>
<td>inglés/inglesa or británico/británica</td>
</tr>
<tr>
<td>Colombia</td>
<td>Bogotá</td>
<td>Colombia</td>
<td>colombiano/colombiana</td>
</tr>
</tbody>
</table>

Figure 1.10
If you want to know where Teresita lives, the conversation will go like this:

Where does Teresita live?  Teresita lives in Buenos Aires.  She is from Argentina. She is Argentinian.

The way you say the name of a country in English is sometimes a bit different in Spanish. The difference may come in the pronunciation and even the spelling.

We all have telephones to communicate with people by land lines or cellular phones. There are also other ways to contact people. We can do so through el correo electrónico e-mail and social sites found on the internet. So, how would you ask for someone’s phone number in Spanish? How would you tell them yours?

¿Cuál es tu número de teléfono?

Answer the following in words.

¿Cuál es tu número de teléfono?
When giving the telephone number in Spanish, it is generally said in pairs. Some people however call each number separately as in Figure 1.11.

**Ej.** 667-1234 will be: **seis seis siete uno dos tres cuatro.**

**Arroba** is the word used for @ in Spanish

**Punto** is the word used for *dot (.)*

---

Fill out the following form about yourself in **Spanish.**

<table>
<thead>
<tr>
<th>Nombre</th>
<th>apellidos</th>
<th>nombre de pila</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dirección</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nacionalidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Número de teléfono</td>
<td></td>
<td></td>
</tr>
<tr>
<td>correo electrónico</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Now let us check to see if you have been on target with this lesson. Compare your answers for **Activity 1.4** with those given below:

**¿Cuál es tu correo electrónico?**

Es: teresita234@hotmail.com
Teresita:

- Vive en Puerto de España. Es de Trinidad. Es trinitaria.
- Vive en Caracas. Es de Venezuela. Es venezolana.
- Vive en Kingston. Es de Jamaica. Es jamaiquina.
- Vive en Londres. Es de Inglaterra. Es inglesa.
- Vive en Bogotá. Es de Colombia. Es colombiana.

The form in **Activity 1.6** is also quite simple. Share your response with your tutor or Spanish friend, and see how well you performed.

As we reflect on this lesson, we would realise that we have learnt quite a lot as a beginner of the Spanish language. We can enquire about someone’s name **nombre**, age **edad**, address **dirección**, nationality **nacionalidad**, phone number **número de teléfono** and even email **correo electrónico**. You will remember that you can refer to yourself as “yo” - “I” and to the person you are speaking to as “tú” - “you”. Practice all the ways of asking the questions and responding. Remember that there are two ways of addressing persons: the familiar way and the formal way.

Keep practicing your numbers because you will need them later. And don’t forget to memorize the names of the countries and nationalities because these will also come in handy. Remember to review what you have done because it is all part of your foundation.

---

**Assignment 1.1**

Fill in the following to complete the table in **Spanish**.

Note that **pregunta** is the word for **question** and **respuesta**, for **answer**.

<table>
<thead>
<tr>
<th>PREGUNTA</th>
<th>RESPUESTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cómo te llamas?</td>
<td>Vivo en Caracas</td>
</tr>
<tr>
<td>Tengo dieciocho años</td>
<td></td>
</tr>
<tr>
<td>¿Cuál es tu correo electrónico?</td>
<td>Es el 645563321</td>
</tr>
<tr>
<td>¿De qué país eres?</td>
<td>Paula tiene doce años.</td>
</tr>
</tbody>
</table>
### Assessment 1.1

<table>
<thead>
<tr>
<th>El profesor</th>
<th>Hola. ¿Cómo te llamas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alejandro</td>
<td>______________________</td>
</tr>
<tr>
<td>El profesor</td>
<td>Y usted profesor, ¿cómo se llama usted?</td>
</tr>
<tr>
<td>Alejandro</td>
<td>______________________</td>
</tr>
<tr>
<td>El profesor</td>
<td>Profesor, ¿dónde vive?</td>
</tr>
<tr>
<td>Alejandro</td>
<td>______________________</td>
</tr>
<tr>
<td>El profesor</td>
<td>Vivo en Valencia</td>
</tr>
<tr>
<td>Alejandro</td>
<td>______________________</td>
</tr>
<tr>
<td>El profesor</td>
<td>¿Cuántos años tiene Teresita?</td>
</tr>
<tr>
<td>Alejandro</td>
<td>______________________</td>
</tr>
<tr>
<td>El profesor</td>
<td>¿Y tú?</td>
</tr>
<tr>
<td>Alejandro</td>
<td>______________________</td>
</tr>
<tr>
<td>El profesor</td>
<td>¿Cuál es tu número de teléfono y tu correo electrónico?</td>
</tr>
<tr>
<td>Alejandro</td>
<td>______________________</td>
</tr>
<tr>
<td>El profesor</td>
<td>Muchas gracias, Alejandro.</td>
</tr>
</tbody>
</table>

### Assessment 1.2

Give the nationalities of the following persons. You can first look up their names on the internet if you do not know them. In Units 21 and 28 you will be talking much more about these famous personalities.

a) Fidel Castro  
b) Hugo Chávez  
c) Brian Charles Lara  
d) Usain Bolt  
e) Margaret Thatcher  
f) Michelle Obama
Lección 2: Te presento a mi familia
Lesson 2: Introducing you to my family

If your best friend comes to your house to visit, no doubt you would want to introduce your siblings, parents or anyone in your family to your friend. You must learn how to introduce your own family members and how to respond to these introductions. Seeing that family members are so important in our lives, you will need to describe members of your family by talking about their physical characteristics, personality, and profession. ¡Comencemos! (Let’s begin!)

Upon completion of this lesson, you will be able to:

- Make introductions formally and informally.
- Identify the different family members in Spanish.
- Use expressions related to family.
- Describe family members.
- Speak about major professions.
- Pluralize nouns.
- Use demonstrative pronouns: éste, ésta, éstos, éstas.
- Use possessive adjectives mi, mis, tu, tus.
- Use the verb tener with parts of the body.

Te presento a … / Le presento a …

The expression ‘Te presento a …’ is used by Spanish speakers to introduce someone to a friend or family member. If you are introducing the person to someone in a formal way, then you would say: ‘le presento a’ instead.

Ejemplo:

Te presento a mi amiga, Josefina. (Speaker is addressing someone in a familiar manner.)

Le presento a mi amiga, Josefina. (Speaker is addressing someone formally.)

The literal translation would be: I introduce my friend Josefina (to you). However, if introductions are being made to more than one person, then you will need to use the expression in the plural form, ‘Les presento a…’
Ej.:

Les presento a mis padres, los señores Iglesias.
I introduce my parents (to you), Mr. and Mrs. Iglesias.

A ti te toca … It’s Your Turn …
Now which of the three expressions above would you use to introduce someone to:

- your best friend?
- your pastor?
- your parents?
- your aunt?
- your employer?

Listen to the speaker as he pronounces each word on the CD. Make sure to repeat each word as you hear it.
Pronunciation Practice

Let us try the words that begin with ‘h’ again.

Escuche y repita - Listen and repeat.

- hijo   hija   hermano   hermana   hermanastro   hermanastra

Now, let us try all the words in this unit containing ‘j’ again.

- hijo   hija   Alejandro   Josefina

Now, those that you will meet later in the unit.

- Julio   trabajador   juego   juegos   jugar

You must have realised that in Spanish, when you see “j” it sounds like an English “h”. The Spanish “h” of course is always silent.

Look out for these letters/sounds in future units too.

Tip

We can now turn our attention to the word bank again. Do you realize that the words that refer to male persons end in o, and those that refer to females end in a? In Spanish, words that end in o are usually masculine words and words that end in a are usually feminine.

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>hijo</td>
<td>hija</td>
</tr>
<tr>
<td>hermano</td>
<td>hermana</td>
</tr>
<tr>
<td>primo</td>
<td>prima</td>
</tr>
</tbody>
</table>

Without looking back, write the feminine of:

- sobrino
- abuelo
- tío

Pluralization of Nouns

How do we pluralize nouns in Spanish? Well, most plurals are formed by adding s to nouns ending in a vowel:

Ej. sobrino nephew → sobrinos nephews
    prima cousin → primas cousins

and adding es to nouns ending in a consonant.

Ej. lugar place → lugares places
    español Spaniard → españoles Spaniards
However, to pluralize nouns ending in z, change the z to c and add es:

Ej.  
**luz** light → **luces** lights

**cruz** cross → **cruces** crosses, etc.

You would have observed two words that mean *my* so far; **mi** and **mis**.

These are not nouns but the same general principle of adding s to form the plural is followed. These little words that show ownership are called *possessive adjectives*. Note **tu** in Lesson 1 and both **tu** and **tus** in this lesson mean *your*. You will learn more possessives in Unit 2.

**A ti te toca …**

Pluralize the following words/ phrases …

<table>
<thead>
<tr>
<th>Pluralize the following words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>año</strong></td>
<td><strong>familia</strong></td>
</tr>
<tr>
<td><strong>madre</strong></td>
<td><strong>esta</strong></td>
</tr>
<tr>
<td><strong>chica</strong></td>
<td><strong>profesor</strong></td>
</tr>
<tr>
<td><strong>nacionalidad</strong></td>
<td><strong>amiga</strong></td>
</tr>
<tr>
<td><strong>flor</strong></td>
<td><strong>instituto</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pluralize the following phrases …</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mi abuela</td>
<td>mi nieto</td>
</tr>
<tr>
<td>tu primo</td>
<td>tu sobrino</td>
</tr>
<tr>
<td>tu hermana</td>
<td>mi hija</td>
</tr>
</tbody>
</table>

When the masculine form of the words (listed in the Word Bank) is pluralized, it may refer to both, the male and female together, or more than one male person. For instance, **padre**, meaning *father or parent*, when it is pluralized, **padres**, means *fathers or parents*.

What do you think these mean?:

- ¿hijos?
- ¿hermanos?
- ¿primos?
- ¿abuelos?

If you are having any difficulty, you need to go back and memorize the word bank above. Then, you can get these plurals right.
Sr. Valdez

sees Carlos Cervantes, an old friend whom he has not seen since high school. Carlos is accompanied by his two children. Sr. Valdez shows Carlos a picture of his family and begins to talk about each family member.

The expressions listed below are a few you will hear throughout the dialogue. Pay close attention to them.

<table>
<thead>
<tr>
<th>Hace mucho tiempo</th>
<th>It’s been a long time</th>
<th>¿Quién es?</th>
<th>Who is this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿verdad?</td>
<td>True?, Isn’t that so?</td>
<td>¿Quiénes son?</td>
<td>Who are they?</td>
</tr>
<tr>
<td>bolsillo</td>
<td>pocket</td>
<td>Tienes razón</td>
<td>You’re right</td>
</tr>
<tr>
<td>enfermera</td>
<td>nurse</td>
<td>Vamos</td>
<td>Let’s go</td>
</tr>
<tr>
<td>momento</td>
<td>just a moment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ahora escucha (Now listen!)

: Carlos, ¿cómo estás tú? Hace mucho tiempo….

: Todo está bien.
: ¿Éstos son tus hijos?

: Sí, éstos son mis hijos, Julio y Carla.

: Hola. Mucho gusto Julio y Carla.

Julio y Carla: Buenas tardes, señor.

: Tú estás casado, ¿verdad?

: Sí, diecisiete años. Tengo una foto de mi familia en el bolsillo. Momentito.

(Searches his wallet)

: Aquí está.

: ¿Es tu esposa?

Y éste es mi hijo. Se llama Alejandro. Tiene quince años. Él es estudiante en el colegio __________.

¿Y ésta? ¿Quién es? Me parece que es tu hija, ¿verdad?

Tienes razón. Es mi hija. Se llama Teresita y tiene once años. Es estudiante en una escuela en Buenos Aires.

Es una familia muy bonita. Y, ¿cómo se llama este hijo?

Se llama Enrique. Tiene seis años.

Maravilloso. ¿Dónde vives tú ahora, Marco?

Vivo en la capital. Pero vamos a hablar.
Did you hear the words éste es and ésta es. Both mean this is and are commonly used when you are going to introduce someone else. Yes! They are another way of making introductions. Éste es is used to introduce a male person and ésta es, a female person. When introducing more than one individual use éstos son for male persons or for both male and female as in the sentences noted below, and éstas son for female persons.

Éstos son mis hijos, Julio y Carla. These are my children, Julio and Carla.

Sr. Valdez says mucho gusto. Do you know what that means? It means pleased to meet you. It is customary to say this in the Spanish culture after being introduced to someone. Another expression you may use is Es un placer. Encantado is also commonly used (by a male speaker) or encantada (by a female speaker).

Las profesiones

You also need to note that to give the professions of family members, el señor Valdez said es enfermera and es estudiante. The word ‘a’ or ‘an’ is used before a profession in English but it is usually omitted in Spanish.

Here are some more short sentences with professions for practice. You can easily guess these professions too.

- Soy médico.
- Eres estudiante.
- Son profesores.
- Es piloto.

Use the picture sheet provided below and practise giving the professions of these persons.

Ejemplo: Es azafata - She is an air hostess.
LAS PROFESIONES

el cocinero  el dentista  el camarero

la enfermera  el médico  la azafata  el carpintero

Figure 1.16
Sr. Valdez and Carlos sit down to talk in a nearby café. Carlos wants to know more about Mr. Valdez’s family. Mr. Valdez uses descriptive words to talk about each person. Here are a few that he uses:

Word Bank

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>alto</td>
<td>tall</td>
<td>bajo</td>
<td>short</td>
</tr>
<tr>
<td>delgado, esbelto</td>
<td>slim</td>
<td>gordo</td>
<td>fat</td>
</tr>
<tr>
<td>flaco</td>
<td>thin</td>
<td>feo</td>
<td>ugly</td>
</tr>
<tr>
<td>hermoso, lindo, bello, bonito</td>
<td>pretty, beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>guapo</td>
<td>handsome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rubio</td>
<td>light-skinned</td>
<td>moreno</td>
<td>dark-skinned</td>
</tr>
<tr>
<td>trigueño</td>
<td>brunette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tímid</td>
<td>timid, shy</td>
<td>parlanchin</td>
<td>talkative</td>
</tr>
<tr>
<td>trabajador</td>
<td>hard-working</td>
<td>flojo, holgazán, perezoso</td>
<td>lazy</td>
</tr>
<tr>
<td>diligente</td>
<td>diligent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bueno</td>
<td>good</td>
<td>travieso</td>
<td>naughty</td>
</tr>
<tr>
<td>tranquilo</td>
<td>quiet</td>
<td>ruidoso</td>
<td>noisy</td>
</tr>
</tbody>
</table>

Now, see how describes each family member.

Mi esposa es alta y muy bella. Ella es muy trabajadora. Tiene el pelo oscuro y los ojos marrones.
Alejandro el mayor *oldest*, es muy alto y un poco gordo. A veces es tímido y travieso. Él es rubio y tiene el pelo oscuro.

Teresita, la mediana *my middle child*, es baja y bastante flaca. Es una hija muy inteligente. Tiene el pelo rubio y los ojos azules.

Enrique es el menor *the youngest*. Es bajo, flaco y moreno. Tiene la nariz pequeña y las orejas pequeñas. Enrique es un poco ruidoso y también tímido, como su hermano.

**Using adjectives**

Sr. Valdez uses adjectives in different forms depending on whom he is describing. He uses *alto* to refer to his son, Alejandro, but *alta* when he talks about his wife.

Mi esposa es alta. *My wife is tall.*

Mi hijo mayor es alto. *My older son is tall.*

He uses *flaca* to describe his daughter, Teresita, and *flaco* to describe his son, Enrique.

Enrique es flaco. *Enrique is thin.*

Teresita es flaca. *Teresita is thin.*

We say that adjectives like nouns are either masculine or feminine. Adjectives that are masculine generally end in *o*. To make the adjective feminine, we change the *o* to *a*. However, adjectives that end in *or* are made feminine by adding *a*. Ej. *trabajador* → *trabajadora*. *Diligente* remains the same in both genders.

- Mi esposa es *trabajadora*.
- Mi hijo mayor es *trabajador*.
- Mi hermano es *diligente*.
- Mi hermana es *diligente*. 
The verb ‘tener’ and parts of the body

If you look more closely, you will discover that Señor Valdez also uses adjectives to describe some body parts or facial features of his family members. In such cases the verb tener to have is used. Do you remember tener from the previous lesson? Perhaps not. To be more specific (yo) tengo, (tú) tienes and (él/ella/usted) tiene were used. Now, you remember. They were used to state age. This time, we will use the verb tener to describe body parts.

Look at me. Then read my description of my body parts.

Tengo la cabeza grande big. ¿Verdad? Sí, mi cabeza es grande.
Tengo pelo largo y oscuro.
Tengo la frente grande y los ojos pequeños.
También also, tengo las orejas pequeñas pero la nariz grande.
Tengo la cara face bonita con una boca mouth pequeña, pero los labios lips …….? Sí, tengo los labios gruesos.

What are the adjectives you met in this section?

grande- big   pequeño- small   largo- long
Do you see how they agreed with the body part being described?
Write three questions that you can ask me about my features, to which I will respond ‘yes.’ Do not forget to use the verb tener to have, and to make the adjectives agree with the body part. Use my sentences above to help you.

**Ej. ¿Profesora, tiene la cabeza grande?**
Then, report this information to someone else. Begin these sentences with La profesora tiene.....
If you had to ask the same questions to your classmate, what would you write?
Hope you get the right responses. You will learn the names of more body parts in Unit 5. Do remember how to describe them?

Think of your own family. Describe three persons in your family who display different features and characteristics. You may need to use a Spanish dictionary to find other adjectives not on the list to describe them. Remember to describe their facial features, as well.

**Activity 1.11**

Use the professions picture sheet provided above and practise giving the professions of other family members.

**Ej.: Mi nieta es azafata - My granddaughter is an air hostess.**

Before going on to your assignment, check your answers to the description of facial features.

Three questions, such as:

- ¿Profesora, tiene el pelo largo?
- ¿Profesora, tiene los ojos pequeños?
- ¿Profesora, tiene las orejas pequenas?
- ¿Profesora, tiene la cara bonita?
- ¿Profesora, tiene la boca pequeña?
- ¿Profesora, tiene la nariz grande?
Three responses, such as:

- La profesora tiene el pelo largo.
- La profesora tiene el pelo oscuro.
- La profesora tiene la frente grande.
- La profesora tiene los ojos pequeños.

Three further questions such as:

- ¿Tienes el pelo largo?
- ¿Tienes los ojos pequeños?
- ¿Tienes la cara bonita?, etc.

Yes. In asking your friend, you will use the familiar form of the verb tener, (tú) tienes.

Assignment

Now that you have learnt some important words and expressions relating to the topic, create a dialogue in which you are being introduced to your friend’s family. Remember to include an appropriate response to the introduction, have him/her fully describe his/her family members and state their profession.

Summary

In this lesson, you have learnt all the family vocabulary that you will need for this course: mamá mom, papá dad, madre mother, padre father, hermano brother, hermana sister, hijo son, hija daughter, abuelo grandfather, abuela grandmother, tío uncle, tía aunt, primo/prima cousin, sobrino nephew, sobrina niece, nieto grandson nieta, grandchild, hermanastro stepbrother, hermanastra stepdaughter, padrastro stepfather, madrastra stepmother.

You can now introduce your family by using: éste es, ésta es, éstos son, éstas son. Describe these family members by using the following adjectives:

alto tall, bajo short, gordo fat, delgado / esbelto slim, flaco thin, moreno dark, trigueño fair, bello/ guapo/ bonito/ hermoso/ lindo pretty, feo ugly, inteligente intelligent, timido shy, parlanchín talkative, perezoso/ holgazán/ flojo lazy, trabajador hard-working, diligente diligent, tranquilo quiet, travieso naughty, ruidoso noisy, bueno good;
and describe body parts/ facial features by using the verb tener:

*tengo, tienes, tiene*


*grande/grandes* big, *pequeño/poquitos* small, *largo/largos* long, *bonito/bonitos* pretty, etc.

You are able to respond appropriately to an introduction with *encantado/a, mucho gusto* or *es un placer*.

You will also remember to make your adjectives agree with their nouns in the masculine and feminine, as well as singular and plural:

*o-a, os-as, e-es*

You also learnt to state some common professions:

**El cocinero** cook, **el dentista** dentist, **el camarero** waiter, **el médico** doctor, **la enfermera** nurse, **el carpintero** carpenter, **la azafata** air hostess, **el piloto** pilot, and **el estudiante** student.

Finally, you can match professions with your family members using the possessive adjectives: **mi, mis, tu, and tus**.

You are now ready to move on. First complete your lesson assessment.
Complete in Spanish the correct responses to the following situations.

1. You meet a Venezuelan in your group on the internet for the first time and must give your name and your profession. What do you write?

2. Your friend is nervous about speaking to Cubans at a function and wants to be reminded of the correct thing to say when introduced. Write your response to his question.

3. You must write a description of a star, Diego Contreras, for the school magazine. Write the detailed description you produce.

4. Your pen-pal wants to know if the persons in a picture are your siblings. What does she ask?

5. In an e-mail to your mother, you praise your cousin’s fine qualities. Write your message.

6. You indicate to your teacher that you are the oldest child in your family and say who is the youngest. Write your response.

Now check the answer key provided at the back of this unit to see the sample responses. If you have a tutor, submit your work for correction.
Lección 3: Divirtiéndote en casa / Lesson 3: Enjoying yourself at home

In the previous lessons in this unit, you have learnt how to provide information about yourself and to inquire information about other people. You would have also learnt how to introduce your family members to others and state their professions. In this lesson, we will build on home life. You will learn how to state the things that you and other family members do and what you like to do.

At the end of this lesson, you will be able to:

- Say what you and others do at home.
- Respond to questions about what you like to do.
- Say what a named person likes to do.
- Recognise and use the definite articles.

In this first part we will talk about some things that you do at home:

¿Qué haces en casa?

![Image of señorita Marisela talking about activities]

- Yo navego el internet: I surf the net
- Yo juego cartas/naipes: I play cards
- Yo chateo con mis amigos: I chat with my friends
- Yo escucho la radio: I listen to the radio
- Yo veo la televisión: I watch television

Figure 1.18

In the picture above, señorita Marisela talks about some of the things that she does while she is at home. Notice that she uses Yo- to mean I. Also, notice that each of the verbs that follow end in o. Eg: yo escucho la radio means: I listen to the radio, and yo navego el internet: I surf the internet.
Note as well the question at the top. The verb *hacer* ends with *s*. This is the verb conjugated with the familiar, singular form *tú you*.

The majority of verbs follow this pattern.

Now write three things that you do at home using the *tú you* questions from the box. Remember that your *I* action words end with *o*.

**Activity 1.13**

**¿Qué haces tú en casa?** or **¿Qué haces en casa?**

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Charlas con mi mamá?</td>
<td>¿Llamas por teléfono?</td>
<td>¿Mandas un mensaje de texto?</td>
</tr>
<tr>
<td>¿Tocas la música?</td>
<td>¿Cantas en el baño?</td>
<td></td>
</tr>
</tbody>
</table>

In this second part, we talk about the things that other family members do:

**¿Qué hace en casa?**

**La Familia Valdez**

Mr. Valdez watches television. Mrs. Valdez surfs the internet.

Yes, he watches television. Yes, she surfs the internet.
Ms. Marisela (she) listens to the radio.

Alejandro (he) chats with his friends.

The section above states one thing each member of the Valdez’s family does while at home. You will notice that the verbs used in each of these expressions end in _a_. You will also observe that the words _él_ and _ella_ are used to refer to a third person: _he_ and _she_, respectively. Practice using _él_ and _ella_ before your verbs with the _a_ ending.

Now try to remember the information above to answer what each person does at home. Do not look back after each answer. No cheating now.

Ej:

¿Qué hace Alejandro en casa? Alejandro chatea con sus amigos.

or Él chatea con sus amigos.

¿Qué hace el señor Valdez en casa?

¿Qué hace la señora Marisela en casa?

Read what señor Valdez says to his friend, profesor Panda, about his activities, and then write three pairs of sentences on what is said.

¿Qué haces en casa, amigo?

Yo escucho la radio, navego el internet y veo la televisión.

Figure 1.19
Begin your responses by saying,

*El señor Valdez*.... and *El....*

1. __________________________________________

2. __________________________________________

3. __________________________________________

Check your answers to ensure that your verbs end in *a*.

Finally, try to remember how to ask each family member what he/she does at home.

*Alejandro* __________________________________________

*La señora Valdez* __________________________________________

*El señor Valdez* __________________________________________

*La señorita Marisela* __________________________________________

Did you notice that there were two more similar words in this lesson that are only separated by accents?

Yes, *el* – *the* and *él-* *he*

Remember to distinguish between these two at all times.

In this third part, you will tell us about some of the things that you like to do at home.
Imagine that you are La señora Valdez or Alejandro:

¿Qué te gusta hacer?

Figure 1.20

Me gusta ver la televisión y cantar en el baño.

Me gusta escuchar la radio y navegar el internet.

When la señora Valdez or Alejandro speak about the things that they like to do, they use the expression me gusta. You can use it too when you want to talk about some of the things that you enjoy doing at home. It is very simple.

Notice that when you use the verb gustar to like, the verb that follows should be in the infinitive form, eg. ver, cantar, escuchar, navegar.

You write: **Me gusta** + what you like to do

Ej.: **Me gusta** mandar un mensaje de texto

Now that you have learnt how to say what you like to do, write (five) 5 sentences about things that you enjoy doing at home. Make sure that all your sentences begin with **Me gusta**.

<table>
<thead>
<tr>
<th>¿Qué te gusta hacer en casa?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>
Now convert these sentences that say what I do into new sentences that say what I like to do.

<table>
<thead>
<tr>
<th>Activity 1.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escucho música</td>
</tr>
<tr>
<td>Chateo con mi papá</td>
</tr>
<tr>
<td>Navego el internet</td>
</tr>
<tr>
<td>Mando un mensaje de texto</td>
</tr>
</tbody>
</table>

Now, you should be comfortable with me gusta. Move on to saying what others like to do.

In the fourth part of this lesson, you will learn how to say what other people like to do at home.

¿Qué le gusta hacer en casa?

¿Qué le gusta hacer en casa? Le gusta tocar el piano y ver la tele.

¿Qué le gusta hacer en casa? Le gusta hablar por teléfono y cantar con sus hijos

Figure 1.21

When talking/writing about what someone else likes to do, you use the expression le gusta + what they like to do.

Ej.: If you are asked ¿Qué le gusta hacer en casa? in reference to your mother, your answer might be: Le gusta cantar con sus hijos.
Spanish 11/12

Please note that if the name of the person or the title of the person is mentioned, then there is the need to put a before the name or title. This is called the personal a.

Ej: ¿A Alejandro, le gusta cantar en el baño?
    Sí, a Alejandro, le gusta cantar en el baño.
¿Al señor Cervantes, qué le gusta hacer?
    Al señor Cervantes le gusta jugar cartas/naipes.

Now write three things that your brother likes to do at home. Be sure to start with:

Le gusta...

1. _______________________________________
2. _______________________________________
3. _______________________________________ 

Write three more things that Paquita, la señorita Marisela, and Alejandro like to do at home.

Ej. A Pablo le gusta ver la televisión.

1. _______________________________________
2. _______________________________________
3. _______________________________________

The definite article

el internet, el baño, el bolsillo, el colegio, la capital, la música, la radio, la televisión, el pelo, la cara, la frente, la nariz, la oreja, la boca

These are all words that were used so far in this unit of work. What do they have in common?

If you guessed that they are all nouns or naming words, then you are correct. They do, however, have something else in common. Each noun is preceded by a smaller word el or la. These two words are called definite articles. A Spanish noun is often preceded by the definite article when the English noun takes no article.

Ej. Me gusta la música. I like music.
It is important to learn the correct article when you meet new nouns in Spanish. The article tells whether a noun is masculine or feminine. El is the masculine article and la is the feminine article. This is why nouns ending in o usually take el and nouns ending in a usually take la. The definite article translates to “the” in English.

**el bolsillo** - the pocket  **la cara** - the face

There are also plural forms of the definite article that precede plural nouns: los and las. Can you guess which is masculine, plural, and which is feminine, plural? Of course, los is masculine and las is feminine.

Definite articles must agree in gender and number with nouns and adjectives. Ej. **El niño es alto. La niña es alta. Los niños son altos. Las niñas son altas.**

Find at least three plural nouns in this unit and write them down with their definite articles.

---

**Activity 1.18**

Practice your definite articles by completing the singular and plural forms in the table below.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>el ojo- the eye</td>
<td></td>
</tr>
<tr>
<td>las orejas- the ears</td>
<td></td>
</tr>
<tr>
<td>la boca- the mouth</td>
<td></td>
</tr>
<tr>
<td>los hijos- the children</td>
<td></td>
</tr>
<tr>
<td>la nariz- the nose</td>
<td></td>
</tr>
<tr>
<td>los labios- the lips</td>
<td></td>
</tr>
<tr>
<td>la nieta- the granddaughter</td>
<td></td>
</tr>
</tbody>
</table>

---

**Summary**

In this lesson you learnt to talk about activities you enjoy at home. You can now say what you do (verb ending in o) and what another person does (verb ending in a). What you like (me gusta) and what he or she likes (le gusta). Be sure to remember -ar at the end of the verb when talking about what you like to do. Remember, as well, that a must be written before the name of a person and the verb gustar (A Juan le gusta jugar cartas/naipes).
The appropriate questions must not be forgotten. Remember:

- ¿Qué haces? – What do you (familiar) do?
- ¿Qué hace? – What does he/ she do?
- ¿Qué hace? – What do you (formal) do?
- ¿Qué te gusta hacer? What do you (familiar) like to do?
- ¿Qué le gusta hacer? What does he/ she like to do?
- ¿Qué le gusta hacer? What do you (formal) like to do?

You can now recognise the definite articles el and la, los and las and know their position in front of the nouns. Definite articles must agree in gender and number with nouns and adjectives. Ej. El niño es alto. La niña es alta. Los niños son altos. Las niñas son altas.

Finally, you can use yo, tú, él and ella in front of the verb to say who is doing an action. Good luck in using your additional skills. Show them off in your assessments.

En casa de los Valdez - At the Valdez’s house

Translate the following sentences.

a) Mrs. Valdez likes to chat with Alejandro.
b) Alejandro surfs the internet and watches t.v.
c) Marisela listens to the radio and I play cards.
d) I like to play cards.
e) What does he like to do? He likes to sing.
This is the end of Unit 1. You can now talk about your family.
It is most important to be able to exchange basic information.

Ask and respond to a question for:

**Name**- ¿Cómo te llamas/ se llama? etc. Me llamo .......

**Age**- ¿Cuántos años tienes/ tiene? Tengo.....años

**Nationality** ¿De dónde eres? etc.

**Description** to include height: alto/a, bajo/a, size: gordo/a, flaco/a, complexion and other physical features: -tiene el pelo largo, etc.

**Family activities, likes and dislikes**- Remember to use the right ending on your action words

- **o**- for *I*
- **s**- for *you*
- **a**- for *he,she*

Now complete the final unit assessment at the end of this summary and move on to Unit 2 if you are satisfied with your progress.

As you continue with this course, there will be other interesting units which cover information relating to school and home.
Unit Assessment

Think about and write a paragraph in Spanish of about seventy words in which you describe your family.

Make sure you include the following information:

1. Your name, age, and address.
2. Where you live and your nationality.
3. Number of family members.
4. Description of self and family members.
5. Professions of family members.
6. What you and other family members do/like to do.

Each of the six topics above is worth 5 marks. The total marks for this unit assessment is 30 marks.

When you have completed your Assessment, submit it for evaluation following the directions that are provided with this course.

Buena suerte! (Good luck!)
Unidad 1: Unit 1

Model Answers to Assessments:

Assessment 1.1

El profesor
Hola. ¿Cómo te llamas?

Alejandro
Me llamo Alejandro. Y usted profesor, ¿cómo se llama usted?

El Profesor
Yo soy el profesor Panda.

Alejandro
Profesor, ¿dónde vive?

El Profesor
Vivo en Madrid. ¿Y tú, donde vives?

Alejandro
Vivo en Valencia

El Profesor
¿Cuántos años tiene Teresita?

Alejandro
Teresita tiene trece años.

El Profesor
¿Y tú?

Alejandro
Yo tengo quince años.

El profesor
¿Cuál es tu número de teléfono y tu correo electrónico?

Alejandro
Mi número de teléfono es: seis seis cuatro uno tres dos nueve.

Mi correo electrónico es:
alejandro@hotmail.com

El profesor
Muchas gracias, Alejandro.

Assessment 1.2

a) Fidel Castro es cubano.
b) Hugo Chávez es venezolano.
c) Brian Charles Lara es trinitario.
d) Usain Bolt es jamaiquino.
e) Margaret Thatcher es inglesa/ es británica.
f) Michelle Obama es estadounidense.
Assessment 1.3

1. Mi nombre es or Me llamo ……..(your name) ………… Soy estudiante.


3. Diego es alto/ delgado/ moreno/ guapo. Él tiene el pelo oscuro y los ojos marrones. Diego es buen estudiante y trabajador. A Diego le gusta cantar y tocar el piano.

4. ¿Éstos/éstas son tus hermanos/hermanas?

5. Tienes razón, mamá. Mi primo Carlos es muy bueno. Es el mejor médico que trabaja en el hospital. Es muy trabajador y diligente. A él le gusta mucho su profesión y ayudar a sus pacientes. Tiene un corazón de oro.


Model Answers to Assignments:

Assignment 1.1

<table>
<thead>
<tr>
<th>PREGUNTA</th>
<th>RESPUESTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cómo te llamas?</td>
<td>Me llamo ……..(your name)</td>
</tr>
<tr>
<td>¿Dónde vives?</td>
<td>Vivo en Caracas.</td>
</tr>
<tr>
<td>¿Cuántos años tienes?</td>
<td>Tengo dieciocho años.</td>
</tr>
<tr>
<td>¿Cuál es tu correo electrónico?</td>
<td>Es: <a href="mailto:manuel@hotmail.com">manuel@hotmail.com</a></td>
</tr>
<tr>
<td>¿Cuál es tu número de teléfono?</td>
<td>Es el 645563321</td>
</tr>
<tr>
<td>¿De qué país eres?</td>
<td>Soy de Jamaica.</td>
</tr>
<tr>
<td>¿Cuántos años tiene Paula?</td>
<td>Paula tiene doce años.</td>
</tr>
</tbody>
</table>
Assignment 1.2

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Información</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuel</td>
<td>Mamá, te presento a amigo Roberto.</td>
</tr>
<tr>
<td>Señora Alonso</td>
<td>Mucho gusto, Roberto.</td>
</tr>
<tr>
<td>Roberto</td>
<td>Encantado, Sra. Alonso.</td>
</tr>
<tr>
<td>Manuel</td>
<td>Roberto, te presento a mi papá.</td>
</tr>
<tr>
<td>Señor Alonso</td>
<td>Mucho gusto, Roberto y bienvenido a nuestra casa.</td>
</tr>
<tr>
<td>Roberto</td>
<td>Es un placer, Sr. Alonso y muchas gracias.</td>
</tr>
<tr>
<td>Manuel</td>
<td>Y éstos son mis hermanos, Mariana y Jorge.</td>
</tr>
<tr>
<td>Mariana y Jorge</td>
<td>Mucho gusto, Roberto.</td>
</tr>
<tr>
<td>Manuel</td>
<td>Roberto, tengo otra hermana, Paola, la mayor, pero ahora vive en Inglaterra.</td>
</tr>
<tr>
<td>Manuel</td>
<td>Roberto estudia y juega baloncesto conmigo en el colegio. Él es muy buen estudiante y deportista.</td>
</tr>
<tr>
<td>Roberto</td>
<td>Gracias, Manuel. ¿Y cuál es la profesión de tus padres y hermanos?</td>
</tr>
<tr>
<td>Manuel</td>
<td>Mi mamá es dentista y mi papá es doctor. Mariana y Jorge son estudiantes y Paola es azafata.</td>
</tr>
</tbody>
</table>

Assignment 1.3

a) A la señora Valdez le gusta chatear con Alejandro.

b) Alejandro navega el internet y ve televisión.

c) Marisela escucha la radio y yo juego cartas/naipes.

d) Me gusta jugar cartas/naipes.

e) ¿Qué le gusta hacer? A él le gusta cantar.
UNIT 2
SPANISH

MI CASA ES TU CASA
Unidad 2: Unit 2

Mi casa es tu casa: My House Is Your House

Introduction

This second unit will cover the home environment. It will allow you to speak and write about different types of homes and parts of the house. Simple descriptions of a building and details of a room are absolute essentials and will be needed in Unit 3 as well as later units.

Beyond the environment, it will allow you to talk about family members living from day to day, even with their pets. Life, love, and family cooperation are in focus. ¡Adelante con nosotros! Forward with us!

Upon completion of this unit, you will be able to:

- Identify parts of the house
- Name different types of homes
- Describe your house and rooms
- Inquire about chores done at home on different days
- Describe chores done at home
- Give and respond to instructions on chores to be done
- Inquire about domestic animals/pets
- Describe pets
- Use de as possession.

Topic Headings:

This unit is divided into three lessons:

Lesson 1. Vivo en una casa. – I live in a house.

Lesson 2. Ayudando en casa. – Helping at home.

Lesson 3. ¿Tienes animales/mascotas? – Do you have pets?
Lección 1: Vivo en una casa

Lesson 1: I live in a house

Introduction

In this lesson, you will learn to talk about your home and that of others. In so doing, you will also name various parts of the home. Your description may be useful to help people find you or to attract a buyer if you want to sell your home, therefore, careful choice of information is necessary.

Upon completion of this lesson, you will be able to:

- Name different types of homes.
- Describe your house.
- Identify parts of the house.
- Use adjectives correctly.
- Use the indefinite article.
- Use the verb “vivir” correctly.

Preposition:

A preposition is a word that expresses the relationship between a noun or pronoun and the other words in a sentence. In this lesson you will learn the prepositions of place that say where one thing is in relation to another.
Mi Casa - My Home

Do you live in a house? Not everyone lives in a house. People live in many different types of homes or houses that have other names. What kind of home do you live in? Match the pictures below to the type of homes provided in the list.

Activity 2.1

1. la casa adosada - townhouse
2. el barco - boat
3. el tráiler - trailer/caravan
4. el iglú - igloo
5. tienda de campaña - tent
6. el palacio/ el castillo - palace/castle
7. la choza - shack
8. la cueva - cave
9. el apartamento - apartment
10. el granero - barn
11. el dúplex - duplex
12. casucha/chabola - slum house
13. la casa - house
14. el tipi - teepee
15. el chalet - chalet
Have you ever heard of the mapuche? Well, they are an indigenous tribe of the Araucanian region of south-central Chile and south-west Argentina. They weave a yarn called ruca and build their homes, called by the same name, from this yarn. Below is a Chilean stamp showing the ruca.

If the ruca is interesting to view, how about the palafito? The palafito is a house constructed on stilts on the watery banks of the Orinoco and Amazon and along the shores of Lake Maracaibo in Venezuela. Stilt houses also exist in other parts of the world and date back to pre-Columbian times.

Comprensión – Comprehension

Read through the descriptions a first time without help, trying to understand what you can.

1. Antonio Díaz

2. Felipe Castaño

Vendo una pequeña casa moderna en la Avenida Castro cerca del supermercado. Un piso con patio pequeño y césped. Tres dormitorios y dos cuartos de baño. Huerto pequeño detrás de la casa.

When there are more than two adjectives describing the same noun, one may be placed in front of the noun and one after, or both may remain after and be joined by "y" and." Una pequeña casa moderna' may also be written 'una casa pequeña y moderna'.

Use your dictionary and your previous knowledge of Spanish to help you through the paragraphs above. Read the following questions and write your answers in English:

1. In which description is the colour of the whole house given?
2. Where is the red staircase located in Antonio’s house?
3. What is the size of the garage?
4. Where is it located?
5. What do you understand about the garden?
6. Which house appears to be bigger? Why?
7. What do you think might be the purpose of writing such paragraphs? Give your reasons.

Now check your answers for Activity 2.2 below:

1. The colour is stated in the first paragraph - blanca.
2. The red staircase is located in front of the house. to the right.
   If you got rojo - red you should have guessed escalera is stairs. Delante de la casa a la derecha hay una escalera roja.
   The next challenge would have been delante de - in front of. You will practice this and other prepositions in a later section.
3. It is big.
4. It is on the left.
5. There are many flowers in the garden.
6. Antonio’s house appears to be bigger. There are four bedrooms.
7. The first house so that it can be recognized easily. The size and colour, and what is in front. The second to advertise to readers. Threadbare information on its features and a neighbourhood feature are given.
At the end of this lesson, you too will be able to write your descriptions. There are several other elements required before you can be successful.

**Definite and Indefinite Articles**

El and la are seen in use before the nouns in the section above. These are the definite articles. Remember them from Unit 1? If you go back to the introductory passages above, you will also see un and una before some nouns. In fact, you met these informally since Unit 1, as well. These are the indefinite articles. **Ejemplo:** un hospital- a hospital, una foto- a photograph, un mensaje- a message.

<table>
<thead>
<tr>
<th></th>
<th>Definite Articles</th>
<th>Indefinite Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>el, los</td>
<td>un, unos</td>
</tr>
<tr>
<td>Feminine</td>
<td>la, las</td>
<td>una, unas</td>
</tr>
</tbody>
</table>

Now you need to understand and learn to use these indefinite articles better. See them below in use with parts of the house:

- una casa, una escalera, un piso
- un jardín, un huerto, una sala
- una cocina, un dormitorio, un comedor
- una alcoba, un patio, un estudio
- una sala, un baño, un comedor
- un garaje, un patio, un baño

Look at the above examples carefully and try to determine when the indefinite articles un and una are used. You will notice that the nouns after un usually end in o and those after una usually end in a. So you can conclude that masculine nouns take un and feminine nouns take una. This pattern is similar to el and la.
Fill in the blanks with **el** and **un** or **la** and **una** before the nouns in the table below and give their meaning. Remember that the definite articles **el, la, los, las** mean *the*. The indefinite articles **un, uno, unos, unas** mean *a/ an.*

<table>
<thead>
<tr>
<th>Definite Articles</th>
<th>Indefinite Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ escalera</td>
<td>______ escalera</td>
</tr>
<tr>
<td>______ patio</td>
<td>______ patio</td>
</tr>
<tr>
<td>______ huerto</td>
<td>______ huerto</td>
</tr>
<tr>
<td>______ dormitorio</td>
<td>______ dormitorio</td>
</tr>
<tr>
<td>______ cocina</td>
<td>______ cocina</td>
</tr>
<tr>
<td>______ comedor</td>
<td>______ comedor</td>
</tr>
<tr>
<td>______ jardin</td>
<td>______ jardin</td>
</tr>
<tr>
<td>______ garaje</td>
<td>______ garaje</td>
</tr>
<tr>
<td>______ sala</td>
<td>______ sala</td>
</tr>
</tbody>
</table>

Here are the answers for the definite and indefinite uses of each word: **la escalera/una escalera, el patio/un patio, el huerto/un huerto, el dormitorio/un dormitorio, la cocina/una cocina, el comedor/un comedor, el jardín/un jardín, el garaje/un garaje, la sala/una sala.**

How did you do on this exercise?
Los colores

**ROJO VERDE NEGRO BLANCO**

Many colours end in o. This o changes to a when the noun it describes is feminine. When the colour ends in e or a consonant, there is no spelling change. You can see that colours are adjectives and behave like other adjectives in Spanish. Remember that the adjective usually follows and agrees with the noun in Spanish. Listen to the sentences below that use these adjectives and repeat them. Hear the sound of the vowels in each word.

Mi casa es roja. Vivo en una casa roja.
    a- casa     a- roja     a- una

El jardín es verde. Hay un jardín verde delante de mi casa.
    e- verde   e- delante    e- de

El barco es negro. Vivo en un barco negro.
    o- barco    o- vivo  o- negro

    o- blanco    o- apartamento

Now you have learnt four colours: **rojo/roja, verde/verde, negro/negra,** and **blanco/blanca.** These should be easy to remember. You will be able to use them to describe your home.

You will learn more colours in a later unit.

Now let’s continue with vowels.

**TIP a e i o u**

The vowels are the foundation of the Spanish sound system. Work through the pronunciation exercises below and pronounce the parts of the house well.
Let's move on to more Spanish words:

mapa  meta  casa  gato  esto  hijo (remember the silent ‘h’)
hola  hada  falta  nunca  blanca
pe-lo-ta  pre-gun-ta  pri-me-ra  ter-ce-ra
mú-si-ca  es-tu-dia  ins-ti-tu-to  pro-fe-so-ra

This time, try to pronounce on your own and then get the correction from the CD. Then say them again. If a word appears twice, say it twice.

limpio  sucio  dormitorio  cocina  escalera
patio  jardín  suelo  sótano  ático
alcoba  techo  tejado  muro  pared
Bravo! You have just pronounced many of the vocabulary items needed later in this unit. Now, find their meanings using your dictionary and circle each word and its meaning showing where they cross or meet in the word sleuth.

Words not underlined above will not be found.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>puerta</td>
<td>door</td>
</tr>
<tr>
<td>ventana</td>
<td>window</td>
</tr>
<tr>
<td>ventana</td>
<td>window</td>
</tr>
<tr>
<td>alfombra</td>
<td>carpet</td>
</tr>
<tr>
<td>tapete/alfombrilla</td>
<td>studio</td>
</tr>
<tr>
<td>tapete/alfombrilla</td>
<td>mesa</td>
</tr>
<tr>
<td>butaca</td>
<td>chair</td>
</tr>
<tr>
<td>sofá</td>
<td>sofa</td>
</tr>
<tr>
<td>silla</td>
<td>chair</td>
</tr>
<tr>
<td>terraza</td>
<td>terrace</td>
</tr>
<tr>
<td>cama</td>
<td>bed</td>
</tr>
<tr>
<td>almohada</td>
<td>pillow</td>
</tr>
<tr>
<td>comedor</td>
<td>dining</td>
</tr>
<tr>
<td>sábana</td>
<td>sheet</td>
</tr>
<tr>
<td>cuadro</td>
<td>picture</td>
</tr>
<tr>
<td>fregadero</td>
<td>sink</td>
</tr>
<tr>
<td>lavabo</td>
<td>bathroom</td>
</tr>
<tr>
<td>baño</td>
<td>bathroom</td>
</tr>
<tr>
<td>patio</td>
<td>patio</td>
</tr>
<tr>
<td>sala</td>
<td>room</td>
</tr>
<tr>
<td>baño</td>
<td>bathroom</td>
</tr>
<tr>
<td>escalera</td>
<td>staircase</td>
</tr>
<tr>
<td>garaje</td>
<td>garage</td>
</tr>
<tr>
<td>comedor</td>
<td>dining</td>
</tr>
</tbody>
</table>

Activity 2.5
Parts of the house and their location

Look at the images as you repeat the name of the part of the house.

el dormitorio  
la cocina  
lá sala  
el baño

el comedor

Now practise using **hay** - there is/are and the prepositions to say where one part is in relation to another.

<table>
<thead>
<tr>
<th>preposition</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>en</td>
<td>in</td>
</tr>
<tr>
<td>a</td>
<td>at</td>
</tr>
<tr>
<td>con</td>
<td>with</td>
</tr>
<tr>
<td>sobre</td>
<td>on, upon</td>
</tr>
<tr>
<td>entre</td>
<td>between</td>
</tr>
<tr>
<td>delante de</td>
<td>in front of</td>
</tr>
<tr>
<td>detrás de</td>
<td>behind</td>
</tr>
<tr>
<td>debajo de</td>
<td>under</td>
</tr>
<tr>
<td>cerca de</td>
<td>near to</td>
</tr>
<tr>
<td>lejos de</td>
<td>far from</td>
</tr>
<tr>
<td>al lado de</td>
<td>at the side of</td>
</tr>
<tr>
<td>a la derecha de</td>
<td>to the right of</td>
</tr>
<tr>
<td>a la izquierda de</td>
<td>to the left of</td>
</tr>
<tr>
<td>alrededor de</td>
<td>around</td>
</tr>
<tr>
<td>enfrente de</td>
<td>opposite</td>
</tr>
</tbody>
</table>

Hay un dormitorio a la derecha de la cocina. *There is a bedroom to the right of the kitchen.*

Hay un jardín delante de la casa. *There is a garden in front of the house.*
Hay un dormitorio en la planta baja. *There is a bedroom on the ground floor.*

Hay una cocina al lado del comedor. *There is a kitchen next to the dining room.*

Now look at how the same idea of location of things can be expressed using *está* *it is* with the prepositions.

El jardín está delante de la casa. *The garden is in front of the house.*

El dormitorio está en la planta baja. *The bedroom is on the ground floor.*

La cocina está al lado del comedor. *The kitchen is next to the dining room.*

Convert the following sentences with *hay* to sentences with *está* and give the meaning of both.

a) Hay una butaca en la sala.  
   b) Hay dos camas en este dormitorio.  
   c) Hay una flor en el florero.

**Vivir- verbs ending in -ir**

You have learnt much of the vocabulary on the home that you need for the upcoming lessons. Now you need to look at the verbs you need to use.

You will remember from Unit 1, the questions and answers.

¿Dónde vives?  ¿Dónde vive?  

It is time to examine the verb *vivir* in this conversation more clearly. Note that it is also used in the description of Antonio Díaz earlier in the lesson.

The questions used the familiar *vives* and the formal *vive*. This is because the verb in question is *vivir*, a verb ending in *-ir*.

We can now say that when the verb ends in *-ir*, the *tú* (*you familiar*) part must end in *es*. The *usted* (*you formal*) part must end in *e*. As with the *-ar* verbs you met in the last unit, the *yo* (*I*) part also end in *o*.

**vivo**- I live  
**vives**- you (*familiar*) live  
**vive**- you (*formal*) live also he lives or she lives
Now you can add vivir to the list of verbs you understand how to use in Spanish. Here are some more verbs to add to your list. These verbs end in -ir or -er and follow the same pattern as vivir. You will use many of them in Lesson 2.

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pulir</td>
<td>- to polish</td>
</tr>
<tr>
<td>beber</td>
<td>- to drink</td>
</tr>
<tr>
<td>abrir</td>
<td>- to open</td>
</tr>
<tr>
<td>colgar</td>
<td>- to hang</td>
</tr>
<tr>
<td>comer</td>
<td>- to eat</td>
</tr>
<tr>
<td>describir</td>
<td>- to describe</td>
</tr>
<tr>
<td>barrer</td>
<td>- to sweep</td>
</tr>
<tr>
<td>coser</td>
<td>- to sew</td>
</tr>
</tbody>
</table>

Look at the different subject pronouns and the related verb endings for -er and -ir verbs. Then follow the model of pulir and change the endings of the other verbs in the box above. Give their meanings, too.

<table>
<thead>
<tr>
<th>subject pronoun</th>
<th>ending</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>-o</td>
<td>I</td>
</tr>
<tr>
<td>tú</td>
<td>-es</td>
<td>you</td>
</tr>
<tr>
<td>él, ella, usted</td>
<td>-e</td>
<td>he/she/you</td>
</tr>
</tbody>
</table>

Please note that these are only the singular forms of the verb. Plural forms will be covered in Lesson 2 of this unit.

Now that you understand the verbs, try to get a perfect score in the following exercise using vivir to talk about homes.

1. Yo………………..en un barco los fines de semana. Durante la semana, ……………..en un dúplex no lejos del mar.


3. ¿Dónde ……………..tu amigo? ……………..en Lima.

4. Tú…………..en una casa de dos pisos con un jardín hermoso.
Describe your own house

You are provided with some support to get you started with your own descriptions. Use each of the required elements from the boxes and construct a description of your own home according to the model.

<table>
<thead>
<tr>
<th>Tipo</th>
<th>Casa, apartamento, dúplex, barco, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pisos</td>
<td>De un piso, de dos pisos, de tres pisos, etc.</td>
</tr>
<tr>
<td>Color</td>
<td>Rojo/a, blanco/a, negro/a, verde</td>
</tr>
<tr>
<td>Dirección</td>
<td>La calle Díaz, la avenida Fontana, la montaña, el campo, etc.</td>
</tr>
<tr>
<td>Tamaño</td>
<td>Grande /pequeño/a, de dos/ tres/ cuatro dormitorios, un/dos baño(s)</td>
</tr>
<tr>
<td>Exterior</td>
<td>Césped, jardín, patio, garaje, escalera</td>
</tr>
</tbody>
</table>

Modelo:
Vivo en un chalet de un piso en la montaña de Ávila. Es rojo y blanco y es pequeño. Hay un jardín de flores bonitas delante y cerca de la cocina, a la derecha hay muchas legumbres y frutas.

Tip
Did you notice the similarities in the spelling of cuatro and cuarto?
Well, in the word cuatro, there are four letters before the r- cuat, so it means four. In cuarto there are only three letters before the r, three quarters means one quarter is missing. This is the word for quarter: cua then rto.
See how much of the Spanish you remember by translating the sentences given below. Do not look back. Do not use your dictionary this time.

**Assignment 2.1**

1. I live in a two storey house.
2. My mother has a garden with flowers.
3. Your bedroom is left of the washroom.
4. There is a red duplex next to the townhouse.
5. My living room is white and the kitchen is green.
6. Juanito lives on Guevara Avenue.
7. You are selling your apartment.
8. The stairs are opposite the kitchen garden.

**Assignment 2.2**

Write a description of your home which you are selling for the classified ads. “Avisos clasificados”

Once you have completed these assignments, check your answers with those provided at the end of this unit. If you are having trouble with any of the words or rules of language, go back through the lesson to review.
In this lesson, you learnt the name for different types of home.

**el apartamento** apartment, **la casa adosada** townhouse, **el barco** boat, **el tráiler** trailer, **el iglú** igloo, **la tienda** tent, **el palacio/** **el castillo** palace/castle, **la choza** shack, **la cueva** cave, **el apartamento** apartment, **el granero** barn, **el dúplex** duplex, **la casucha/** **chabola** slum house, **la casa** house/home, **el tipi** teepee, **el chalet** chalet.

You also learnt to describe your house, naming different parts of the home and quantities:

**el dormitorio** bedroom, **la cocina** kitchen, **la sala** living room, **el baño** bathroom/washroom, **el patio** the yard, **el garaje** garage, **el jardín** garden, **el huerto** kitchen garden, **la escalera** stairs, **el piso** the floor/storey **de dos pisos**, **de/con cuatro dormitorios**, etc.

saying where they are in relation to others, using prepositions:

- **en** in, **a** at, **con** with, **sobre** on/ upon, **entre** between
- **delante de** in front of, **detrás de** behind, **debajo de** under, **cerca de** near to, **lejos de** far from, **al lado de** at the side of, **a la derecha de** to the right of, **a la izquierda de** to the left of, **alrededor de** around, **enfrente de** opposite

using **hay** there is/there are, and **está** it is

adjectives of colour: **rojo/a** red, **blanco/a** white, **negro/a** black, **verde** green, and also practised **grande**, **pequeño** and **bonito/hermoso**.

The indefinite article **a/an** was explained **un** for masculine nouns and **una** for feminine nouns. You can also distinguish these from the definite articles **the** of Unit 1.

You learnt to use the verb **vivir** more accurately. You became familiar with all three conjugations of Spanish verbs ending in: **-ar**, **-er**, and **-ir**.

You also learnt the **-er** and **-ir** endings for all singular subject pronouns

| Yo -o | tú -es | usted, él, ella -e |

Remember to choose your information carefully depending on the purpose of your description.
Assessment 2.1

Your new friend says she has a habit of getting lost, so write a detailed
description of your red townhouse on Casablanca Street for her. Your
description should be about forty words long.

Choose the details carefully.

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>_la escalera</td>
<td>the stairs</td>
</tr>
<tr>
<td>_el patio</td>
<td>the yard</td>
</tr>
<tr>
<td>_el huerto</td>
<td>the kitchen</td>
</tr>
<tr>
<td></td>
<td>garden</td>
</tr>
<tr>
<td>_el dormitorio</td>
<td>the bedroom</td>
</tr>
<tr>
<td>_la cocina</td>
<td>the kitchen</td>
</tr>
<tr>
<td>_el comedor</td>
<td>the dining room</td>
</tr>
<tr>
<td>_el jardin</td>
<td>the garden</td>
</tr>
<tr>
<td>_el garaje</td>
<td>the garage</td>
</tr>
<tr>
<td>_la sala</td>
<td>the living room</td>
</tr>
</tbody>
</table>

This lesson assessment is worth **18 marks**.

When you have completed your Assessment, submit it for evaluation
following the directions that are provided with this course or by your
teacher.
Lesson 2: Helping at home

Introduction

In Unit 1, Lesson 1 of this unit, you learnt to say what one individual does at home. In this lesson, you will learn to talk about domestic chores done in different parts of the house. The focus will be on saying what is done by more than one person and on telling members of the family what to do. You will be able, at the end, to describe the parts of the house, the furniture and the actual chores. This is a challenging lesson since you have many new elements to remember. Do not despair. The lesson can be completed in two sessions or even three sessions according to your pace.

Upon completion of this lesson, you will be able to:

- Talk about household chores.
- Give instructions to members of the family.
- Give details about what is done by more than one person.
- Describe rooms in your house.
- Say what furniture there is at home.
- Use hacer, poner, fregar
¿Qué hacemos en casa?

Something about this question must be familiar to you. To be sure this question looks similar to the one in Unit 1, Lesson 3. This time, it is not just Marisela who speaks. It is the Valdez’s children, Teresita, Marisela Alejandro, and Enrique. They talk about all the chores they do at home. They may or may not use the word for we, nosotros but look carefully at the verb ending in the plural form.

Activity 2.9

What do the children really do? Use your dictionary if you need to and try to match the Spanish sentences above with the following English sentences below. Use the space provided below the pictures. In the dictionary, you will not find the verbs in the form used. The -amos verbs will end in -ar, the -emos verbs will end in -er and the -imos verbs will end in -ir.
Now look at the list of things the parents say they do:

1. Cortamos el césped. We cut the lawn.
2. Cosemos las cortinas. We sew the curtains.
3. Nosotros abrimos el garaje. We open the garage.
4. Hacemos la cama. We make the bed.
5. Ponemos la mesa. We set the table.
6. Pasamos la aspiradora. We vacuum.
7. Nosotros encendemos la estufa. We light the stove.
8. Cortamos las legumbres. We cut the vegetables.
9. Hervimos los huevos. We boil the eggs.
10. Nosotros conducimos el carro. We drive the car.

Using these answers and other verbs you have already studied, you can now move on to another plural form to say what other persons (they) do.

Ej.:

¿Qué hacen los padres? ¿Qué hacen los niños?
What do the parents do? What do the children do?

The responses could be:

Lavan los platos. They wash the dishes.
Cortan el césped. They cut the lawn.
Cosen las cortinas. They sew the curtains.
Pulen los muebles. They polish the furniture.
On the opening question, observe the plural form of the verb *hacer* - ‘hacen’. Now, observe that the verbs in the responses end in ‘-an’ for –ar verbs and in ‘-en’ for –er and –ir verbs.

Try to say what they do in the right column using these expressions which you learnt in Activities 2.9 and 2.10

<table>
<thead>
<tr>
<th>Barrer la casa</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasar la aspiradora</td>
<td></td>
</tr>
<tr>
<td>Poner la mesa</td>
<td></td>
</tr>
<tr>
<td>Limpiar el patio</td>
<td></td>
</tr>
<tr>
<td>Pulir los muebles</td>
<td></td>
</tr>
</tbody>
</table>

In trying to say what they do, you will soon learn some irregular verbs: *conducir*, *hervir*, and *encender*. Irregular verbs are very tricky and you will not be able to use them correctly as yet. You must agree to leave *conducir*, *hervir*, and *encender* alone for the while, except, of course, as they are given to you in this lesson.

**Hacer, poner, and fregar** are irregular verbs and they are tricky, but because they are so important to household chores, they are given to you in Note it! boxes in this section. Learn them as you move along. Practice using the plural forms which are highlighted for you.

<table>
<thead>
<tr>
<th>Hacer - to make /to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>hago - I make, I do</td>
</tr>
<tr>
<td>hacemos - we make /do</td>
</tr>
<tr>
<td>haces - you (familiar) make, you do</td>
</tr>
<tr>
<td>hace - he, she, it, you (formal) make/do</td>
</tr>
<tr>
<td>hacen - they, you make/do</td>
</tr>
</tbody>
</table>
Here now are **fregar** and **poner**. Pay close attention to the spelling of the plural.

<table>
<thead>
<tr>
<th>Spanish Verb</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Poner</em> - to put</td>
<td><em>Fregar</em>- to wash/ scrub</td>
</tr>
<tr>
<td><em>pongo</em> - I <em>put</em></td>
<td><em>friego</em> - I <em>wash/ scrub</em></td>
</tr>
<tr>
<td><em>pones</em> - you (familiar) <em>put</em></td>
<td><em>fríegas</em> - you (familiar) <em>wash/ scrub</em></td>
</tr>
<tr>
<td><em>pone</em> - he, she, you (formal) <em>put</em></td>
<td><em>fríega</em> - he, she, you (formal) <em>wash/ scrub</em></td>
</tr>
<tr>
<td><em>ponemos</em> - we <em>put</em></td>
<td><em>fregamos</em> - we <em>wash/ scrub</em></td>
</tr>
<tr>
<td><em>ponen</em> - they, you <em>put</em></td>
<td><em>fríegan</em> - they, you <em>wash/ scrub</em></td>
</tr>
</tbody>
</table>

**Note:**

**Poner la mesa** - to *set the table*

**Fregar los platos** - to *wash/scrub the dishes*

Now for more practice, say what the boys do and what the girls do in your home using the expressions given below. Do not forget to use the correct verb endings -*an* or -*en*.

**Ej.**:

Los niños/las niñas hacen la cama. *The boys/girls make the bed.*

or

Ellos/ellas hacen la cama. *They make the bed.*

Now let’s try this: Talk about their household chores.

i. Pasar la aspiradora.

ii. Fregar los platos.

iii. Lavar el carro de papá.

iv. Correr a la tienda

v. Limpiar el patio.

vi. Preparar el desayuno *(breakfast)*
vii. Sacar la basura.

viii. Barrer la casa.

ix. Abrir el garaje.

x. Poner la mesa.

xi. Cambiar las cortinas.

xii. Pulir los muebles.

¡Excelente!

This is a recap of all that you already learnt about verbs in Units 1 and 2 thus far.

In Unit 1, Lesson 1, you learnt to use the pronouns I yo, the familiar you tú, and the formal you usted. Then, in Lesson 3 you learnt to use the pronouns he él and she ella. I will remind you what they look like.

Verb - vivir

Vivo en Bolivia. I live in Bolivia

Vives en Cuba. You (familiar) live in Cuba

Vive en Perú S/He lives in Peru, and

You (formal) live in Peru

¿Vives en Perú? Do you (familiar) live in Peru?

¿Vive usted en Perú? Do you (formal) live in Peru?
Verb - escuchar
Escucho la radio.  I listen to the radio.
Escuchas la radio.  You (familiar) listen to the radio.
Escucha la radio.  S/He listens to the radio, and
You (formal) listen to the radio.

Remember now?
yo -o ending – I

Tú -es, and -as ending (according to the verb) - you (familiar).

Él, ella and usted -e, -a ending (according to the verb) he, she, and you (formal).

In this lesson, we also learnt the plural form:

Nosotros -amos, -emos, -imos ending (according to the verb). – we.

Ellos/ellas/ustedes -an, -en ending (according to the verb). – they and you (formal).

This last form, the part that ends in -an or -en is also used to say the plural you ustedes in most Latin American countries. Do not be mistaken. Look a little more closely at the conversations given below and you will see.

La señora Valdez:  Teresita, ¿haces tu cama?
Teresita:  No mamá.
La señora Valdez:  Enrique, ¿haces tu cama?
Enrique:  No mamá.
La señora Valdez:  Alejandro y Marisela ¿hacen su cama?
Marisela:  Sí, mamá. Por supuesto (of course).
Alejandro:  Sí, mamá. Yo también (also/too).
Enrique:  Señor Carlos y señora Cervantes, ¿hacen su cama?
Señor Carlos:  (el señor Carlos riendo – laughing) Si señor, hacemos la cama.
El señor Valdez:  Enrique ven aquí. ¿Por qué interrogas a los visitantes? No seas tonto. (Don't be silly)
La señora Valdez:  A tu dormitorio. Inmediatamente.
You can see that the -en/-an ending is used for the plural you when Mrs. Valdez is speaking to her children, as well as when Enrique is speaking to the grown-ups.

Now change these singular sentences to the plural.

Ej.: Limpias la casa. - Limpian la casa.

<table>
<thead>
<tr>
<th>Activity 2.13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ¿Coses una sábana?</td>
</tr>
<tr>
<td>2. Corres a la tienda.</td>
</tr>
<tr>
<td>3. Pone la mesa el lunes.</td>
</tr>
<tr>
<td>4. Lavas los platos.</td>
</tr>
</tbody>
</table>

**Los quehaceres/ Las tareas - chores**

In case you do not realize, you have just learnt to express different household chores (Los quehaceres/ las tareas domésticas).

Now, try to match those household tasks associated with the rooms or places from Lesson 1 in the following exercise. Write the correct number after each task. For some places, there is more than one task. Put a circle around those tasks that apply to all rooms.

You should try to do as much as possible without looking back or using your dictionary. If you get stuck, then use it.
Las descripciones - Los cuartos

Describimos los cuartos ahora. We describe the rooms now.

You will need a list of furniture, the parts of the room and some adjectives to give a good description.

In any room you can pinpoint the following, so learn them:

<table>
<thead>
<tr>
<th>Cuarto/Parte</th>
<th>Tarea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. El dormitorio</td>
<td>Lavar/ fregar los platos</td>
</tr>
<tr>
<td></td>
<td>Pulir los muebles</td>
</tr>
<tr>
<td>2. La cocina</td>
<td>Preparar la cena/ el desayuno</td>
</tr>
<tr>
<td></td>
<td>Fregar el baño</td>
</tr>
<tr>
<td>3. La sala</td>
<td>Cortar el césped</td>
</tr>
<tr>
<td></td>
<td>Poner la mesa</td>
</tr>
<tr>
<td>4. El comedor</td>
<td>Cortar las legumbres</td>
</tr>
<tr>
<td></td>
<td>Hacer la cama</td>
</tr>
<tr>
<td>5. El baño</td>
<td>Fregar el lavabo</td>
</tr>
<tr>
<td>6. La biblioteca</td>
<td>Sacar la basura</td>
</tr>
<tr>
<td>7. El garaje</td>
<td>Lavar el carro/coche</td>
</tr>
<tr>
<td></td>
<td>Abrir las ventanas</td>
</tr>
<tr>
<td>8. El patio</td>
<td>Planchar la ropa</td>
</tr>
<tr>
<td></td>
<td>Cambiar las sábanas</td>
</tr>
</tbody>
</table>

la pared  la puerta  la ventana
el techo

el suelo

el rincón

Now, review/learn the following adjectives: pequeño/a small, grande big, espacioso/a roomy, cómodo comfortable.

Look at the model pieces. First, take the bedroom.

Mi dormitorio es pequeño y verde. Es bonito y ordenado. Tengo una cama bed pequeña en un rincón. En la cama tengo mis dos almohadas y unos ositos de peluche teddy bears. El guardarropa wardrobe está a la derecha de la cama. En el suelo hay un tapete/una alfombrilla rug. También tengo un escritorio desk con mi ordenador y un estante shelf con mis libros. En la pared, tengo un cuadro con flores. Hay un póster con Shakira en la puerta. La puerta, la ventana y el techo ceiling son blancos. Me gusta mi dormitorio.

ordenado

desordenado

Try a description of your own bedroom before going to the kitchen.

Remember to make your adjectives agree with their nouns. Place them after the noun. Your teacher will correct this assignment for you. If not, submit it to spanishgroup1@hotmail.com.

La cocina. The kitchen. Read it and go on to the living room.
La cocina de mi mamá es muy bonita y espaciosa. A mi mamá le gusta cocinar. Hay una **nevera fridge** grande con mucha comida, una estufa eléctrica, el **fregadero sink** y el **armario cupboard** de cocina. Mamá tiene muchos aparatos en la cocina como el **microondas microwave**, la **licuadora blender** y el **hervidor kettle**. Preparamos el desayuno, el almuerzo y la cena de lunes a domingo. ¿De qué color es la cocina? Es blanca.

Use the list of words and phrases given below to write a description of your living room. You should try not to look back or use your dictionary once you have started.

Submit this assignment to your teacher for feedback.

Grande, espaciosa, muebles bonitos(as), flores, mesa, sillas, alfombra roja, cortinas blancas, puerta, televisor, butaca, sofá, luces lights, techo, ordenado, decoraciones.

Now revise the list of furniture, kitchen appliances, and furnishings you should know for this course.

**LOS MUEBLES Y APARATOS**

- la mesa **table**
- la silla **chair**
- la butaca **armchair**
- el sofá **couch/sofa**
- la televisión/ **television set**
- el televisor **television set**
- la cama **bed**
- el ordenador/ **computer**
- la computadora **computer**
- el guardarropa **wardrobe**
- el escritorio **desk**
- el lavabo **face basin**
- el estante **stand/shelf**
- el baño **bathroom**
- la ducha **shower**
- el fregadero **sink**
- el armario de la cocina **kitchen cupboard**
- la nevera **fridge**
- la estufa eléctrica **the electric stove**
- el microondas **microwave**
- la licuadora **blender**
- el hervidor **kettle**

**LAS DECORACIONES**

- las cortinas **curtains**
- los cuadros **pictures**
- el póster **poster**
- las flores **flowers**
- las plantas **plants**
- el osito de peluche **teddy bear**
- la alfombra **carpet**
- el tapete/la alfombrilla **rug**
- las luces **lights**
- la sábana **sheet**
Giving Commands

In the Valdez’s home, everyone must assist with chores. It is Mrs. Valdez who usually tells the children what to do. Sometimes she even tells her husband what to do. Listen to the commands that she gives and see whether you can write them down in Spanish. Pay careful attention to the sounds of the vowels in order to write them correctly.

a for the vowel sound as in bat

e for the vowel sound as in pet

i for the vowel sound as in see

o for the vowel sound as in hot

u for the vowel sound as in book

Escucha, repite y escribe – Listen, repeat, and write (these are commands in the familiar form)

1. Alejandro, corre a la tienda por favor.

2. Marisela, cambia la cortina por favor.

3. Mi amor, abre el garaje por favor.

4. Enrique, lava el carro/coche por favor.

5. Teresita, barre la cocina por favor.

We are sure that you got most of what Mrs. Valdez told the other family members to do. Now, you need to learn to give some instructions at home yourself.

Observe how the following verbs are used to give an instruction:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Conjugation with the familiar ‘you’</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correr</td>
<td>tú corres</td>
<td>corre</td>
</tr>
<tr>
<td>Barrer</td>
<td>tú barres</td>
<td>barre</td>
</tr>
<tr>
<td>Abrir</td>
<td>tú abres</td>
<td>abre</td>
</tr>
<tr>
<td>Lavar</td>
<td>tú lavas</td>
<td>lava</td>
</tr>
</tbody>
</table>

To form tú commands, omit the letter ‘s’ from the verb in the present
tense or drop the ‘r’ from the infinitive. This is a shortcut that will often (but not always) work.

Try to form familiar commands with the following infinitives. Then, use them to give commands to family members or classmates.

Cambiar, limpiar, sacar, pulir, describir

Your sister has to clean the living room. Write a sequence of five steps telling her what to do to get the job done.

Assignment 2.3

Write a paragraph of about sixty (60) words in which you describe the things you like to do and those you actually do at home on Sundays.

Assignment 2.4

Once you have completed these assignments, check your answers with those provided at the end of this unit. If you are having trouble with any of the words or rules of language, go back through the lesson to review.

In this lesson you learnt to talk about household chores las tareas/los quehaceres domésticas/os, giving details about which chore is done by more than one person, using the correct verb endings. Now, you have all the verb endings and the subject pronouns to match:

I  Yo -o, You Tú -as or -es, He/She Él/ Ella -a or –e, You, formal Usted -a or -e, We nosotros -amos, -emos or –imos, They Ellos, Ellas -an or -en and, You, plural ustedes -an or -en.

You learnt several new verbs: pasar to pass, lavar to wash, correr to
run, **limpiar** to clean, **preparar** to prepare, **sacar** to take out, **pulir** to polish, **abrir** to open, **cambiar** to change, **describir** to describe, **barrer** to sweep, **colgar** to hang, **coser** to sew, **fregar** to wash/to scrub, **cortar** to cut, **hervir** to boil, **conducir** to drive, **encender** to light/put on, **planchar** to iron.

Do not forget to be careful with the irregular verbs given to you in this unit. They are tricky: **hervir**, **colgar**, **fregar**, **conducir**, **encender**.

You also learnt to describe the rooms in your house using the parts of the room: **la pared** the wall, **la puerta** the door, **el techo** the ceiling, **el suelo** the floor, and **la ventana** the window.

The adjectives you learnt before along with new ones for this lesson: **espacioso/a** roomy, **cómodo** comfortable, **ordenado** organized/tidy, **desordenado** untidy.

Decorative features: **las cortinas** curtains, **los cuadros** pictures, **el póster** poster, **las flores** flowers, **las plantas** plants, **los ositos de peluche** teddy bears, **las alfombras** carpets, and **los tapetes/ las alfombrillas** rugs.

And **muebles** furniture and **aparatos de cocina** kitchen appliances at home: **la mesa** table, **la silla** chair, **la butaca** armchair, **el sofá** couch/sofa, **la televisión/el televisor** television set, **el ordenador/ la computadora** computer, **la cama** bed, **el guardarropa** wardrobe, **el escritorio** desk, **el lavabo** face basin, **el estante stand/shelf**, **la tina** bathtub, **la ducha** shower, **el fregadero** sink, **el armario de cocina** kitchen cupboard, **la nevera** fridge, **la estufa eléctrica** the electric stove, **el microondas** microwave, **la licuadora** blender, **el hervidor** kettle.

Finally, you learnt to use command verbs in the familiar form for instructions to members of the family, following the pattern:

<table>
<thead>
<tr>
<th>Command Verb</th>
<th>Familiar Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cortar</td>
<td>tú cortas</td>
</tr>
<tr>
<td>Correr</td>
<td>tú corres</td>
</tr>
<tr>
<td>Abrir</td>
<td>tú abres</td>
</tr>
</tbody>
</table>
Assessment 2.2

In Spanish, write a brief response to each situation described.

1. Your mother needs Carlos to polish the table and the chairs in the living room. She leaves him a note on his door. Write that note.

2. Your mother asks your dad to mow the lawn and take out the garbage while she is out. Write the note dad finds on the table.

3. Your teacher asks you to write a line in your Spanish book explaining what boys do at home. Write your answer.

4. Your mother is at work, but allows you to go out on the condition that you explain in detail who will do the chores; washing, making beds, cleaning the yard. Write the text message you send her in order to leave.

5. You need to describe the furnishings in a room of your house for your friend. Write the line of your letter that does this.

When you have completed your Assessment, submit it for evaluation following the directions that are provided with this course or by your teacher.

This lesson assessment is worth 10 marks (2 marks per sentence).

Assessment 2.3

Write a paragraph of about sixty (60) words in which you describe what you and your siblings do on the weekend to help your parents. In the paragraph, also include what your parents do around the home.

When you have completed your Assessment, submit it for evaluation following the directions that are provided with this course or by your teacher.

This lesson assessment is worth 20 marks.
Lección 3: ¿Tienes animals/mascotas?
Lesson 3: Do you have pets?

Introduction

There is a pet in virtually every home. Cats, dogs, rabbits, fishes, birds, and other domesticated animals are virtually part of many households. People love their pets as much as they love other members of the family circle. How about you?

In this lesson, you will have the opportunity to name pets and express how you feel about them. You will also give and respond to instructions about caring for pets. Finally, you will say which pets belong to whom in your family structure.

Upon completion of this unit, you will be able to:

- Enquire about domesticated animals and pets.
- Describe family pets.
- Use the verb tener.
- Respond to instructions at home
- Use de for possession.
Los animales/las mascotas en casa

We begin this lesson with a simple song. Listen to the CD and sing along. The song is about a farm.

Venid a ver mi granja que es hermosa (X2)
El perro así así guau, guau (X2)
Bienvenidos, bienvenidos, venid, venid, venid(X2)

Venid a ver mi granja que es hermosa (X2)
El gato así así miau, miau (X2)
Bienvenidos, bienvenidos, venid, venid, venid(X2)

Venid a ver mi granja que es hermosa (X2)
El burro así así ji-jau, ji-jau (X2)
Bienvenidos, bienvenidos, venid, venid, venid(X2)

Moving from verse to verse you would have realised that the animal sound changed each time. First, there was the sound of the dog- el perro, followed by the cat- el gato, and the donkey- el burro.

If you are given some more animals, would you be able to think of an appropriate sound and make up more verses? I am sure you would. You can do this for fun. Teach it to a young child who can learn some Spanish with you. You should learn these names too.

Here are your animals/pets:

el conejo la vaca el perro el gato el pájaro
Talking about pets

If you are asked about the pet you have, the question is likely to be:

¿Tienes un animal/una mascota? or ¿Cuál es tu animal/tu mascota favorito/a?

You would then respond:

Tengo un perro or

Me gusta el perro.

These answers should be easy for you since you studied tengo and me gusta already.

You did the grammar for me gusta in sufficient detail in Unit 1. Now look at the verb tener from which tengo comes. Learn it, then continue with talking about pets.

<table>
<thead>
<tr>
<th>Tener</th>
<th>To have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tengo- I have</td>
<td>tenemos- we have</td>
</tr>
<tr>
<td>Tienes- you have</td>
<td></td>
</tr>
<tr>
<td>Tiene- he, she, it, you has/ have</td>
<td>tienen- they, you have</td>
</tr>
</tbody>
</table>
Here is a new answer for you to give when asked about pets. It is quite simple too. Use it to name the other pets below.

**Mi animal favorito es el perro.** *My favourite animal is the dog.*

Practice with:

Move on to saying the colour of your pet.

<table>
<thead>
<tr>
<th><strong>Pregunta- Question</strong></th>
<th><strong>Respuesta- Answer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>¿De qué color es tu perro?</td>
<td>Mi perro es negro y blanco.</td>
</tr>
</tbody>
</table>

Now, ask for and give the colour of each domesticated animal in the pictures below. Say whether each is big or small. There is a blank space on the CD that will allow you to respond. Then you will get the correct answer. Remember the vowel sounds and get them right.

**More descriptions**

Below are some more adjectives that may be used to describe animals. There are some new and some familiar ones.

Imagine you are asked the question:

¿Cómo es tu animal/mascota? *How is your pet?*

Describe each animal you have met in this lesson using two adjectives. Remember to make your adjectives agree with the noun. Think carefully about where you will place your adjectives.
ruidoso   rápido   lento   tímido   feroz   tranquilo   feo   lindo

In this exercise, you are required to write five sentences with the three words given for each sentence. Make any changes to the words in order for your sentences to be grammatically correct in Spanish.

1. Perro tímid o rápido
2. Serpiente tranquilo feo
3. Hámster pequeño tímido
4. Loro hablador ruidoso
5. Pez de color rápido bonito

Your teacher or tutor will provide you with feedback on your sentences.

Listening

Continue with the CD. Listen to the conversation in the Valdez’s family.

Sr. Valdez: Buenas tardes, hijito.
Enrique: Buenas tardes, papá.
Sr. Valdez: Hay una jaula en el carro/coche. Toma.
Enrique: ¿Una jaula, con qué? ¿Un pájaro?
Sr. Valdez: Mira. Un pá ....
Alejandro: Pero papá, soy yo el que quiere más el loro.
Sr. Valdez: Alejandro, tú tienes tu perrito. El perro y el loro no se entienden.
Alejandro: El loro está en su jaula y el perro tiene su caseta.
Alejandro: Sí mamá. Es correcto.
Teresita: Alejandro, limpia la caseta de tu perro, por favor.
Alejandro: Entonces, la caseta de mi perro también le pertenece a Enrique. Enrique, limpia la caseta; es tu turno.
Enrique: Claro que no. Yo tengo mi loro.
Enrique: Ahora mamá. Limpio la caseta.
In English, answer the questions based on the conversation above.

1. Where is Enrique required to pick up his pet?
2. Why does he like his pet?
3. How does Alejandro feel about it?
4. Why does señor Valdez give the pet to Enrique?
5. What advice does Alejandro’s mother give him?
6. What instruction does Alejandro give his brother?
7. How does Enrique respond?
8. Why does mother intervene?
9. How does Enrique respond this time?
10. How does daddy feel about all this?

Responding to instructions

Enrique responds to his brother by saying <<Claro que no>> and to his mother by saying <<Ahora mamá>>. Mrs. Valdez changes his first response to <<claro que sí>>.

These are some ways of responding to an instruction.

Claro que sí- yes, of course, claro que no- of course not
Ahora – right now

Sí and no can be simple answers but may not be forceful enough. Here are some more answers.

por supuesto- of course
naturalmente- naturally
ya voy- I am going now (I’m getting to it)
sin problema- no problem.

Practice these responses with the commands given below in which these children are being told what to do by their mother. You are also required to reuse the verb as in the example.

Ej. Paco, lava el carro/coche.
Claro que sí mama, lavo el carro/coche.

Activity 2.18

1. Elena, saca las cortinas.
2. Ramón, limpia la jaula.
3. Eduardo, abre la puerta.
4. Luisa, prepara el desayuno.
5. Tomas, corre a la tienda.
7. Sandra, barre la cocina.
8. Teresa, corta las legumbres.
9. Ronaldo, friega los platos.
10. Adolfo, escucha el loro.
Using “de” for the possessive

There are several ways of expressing possession in Spanish. The adjectives: **mi, mis, tu, tus** are the first elements of the possessive you used in Unit 1. In the conversations below, you will learn the possessive **de** in asking and stating who an animal belongs to.

**Conversación A**

¿De quién es el perro?

Es de Alejandro.

**Conversación B**

Señor Carlos ¿Es de usted la serpiente?

¿Es su serpiente? No Teresita. Es la serpiente de mi hijo.

The first question in Conversación A, “Whose is it?” is quite common and a must if you want to find out about ownership. Practice using it with five animals. Give responses too, following the model answer given by el señor Cervantes.

In Conversación B, the question changed. “Whose is it?” became “Is it yours?” What was maintained was the possessive **de**.

There is “de quien”, “de usted”, “de Alejandro”. We can add others such as “de nosotros”, “de ellos”. However, at this stage, you need not bother about producing them all. You simply need to recognize them as the possessive and to use the most commonplace ones: **de Alejandro** and “de quien” in the question. In English the (‘s) is used. In Spanish, **de** followed by the name is used.

“de Alejandro”- Alejandro’s “de Teresita”- Teresita’s “de Ignacio”- Ignacio’s.
Now try following the model of the possessive with de in the subject of the sentence. You will notice the use of the definite article in Spanish while none is used in English. Remember this point from Unit 1? If not, go back to Lesson 3 of Unit 1.

Ej.:  
**El perro de Alejandro se llama Lassie.** *Alejandro’s dog is called Lassie.*

**El loro del señor Cervantes es pequeño.** *Mr. Cervantes’ parrot is small.*

Now practice the possessive in a few more sentences. Look out for titles in some of them.

---

### Activity 2.20

Note it!

You do remember from Unit 1, Lesson 1 that the article is used before a title such as **Señor** and **Señora**? Now observe that when the possessive **de** is to be followed by the title **el señor** or **el profesor**, there is a contraction. One e is lost.

**De & el señor = Del señor**  
**De & el profesor = Del profesor**

Now practice the possessive in a few more sentences. Look out for titles in some of them.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pablo’s mother is called Ana.</td>
</tr>
<tr>
<td>2.</td>
<td>Dolores’ house is red.</td>
</tr>
<tr>
<td>3.</td>
<td>Juan’s friend is Ana Luisa.</td>
</tr>
<tr>
<td>4.</td>
<td>Mr. Eduardo’s eyes are black.</td>
</tr>
<tr>
<td>5.</td>
<td>Mrs. Cervantes’ phone number is 6752989.</td>
</tr>
</tbody>
</table>

Good. Now you can handle the possessive **de**. Before you move on to the closure of this lesson, let us look at the possessive adjectives again.
Extending the possessive adjectives

Mi and mis – my, tu and tus – your (familiar). These are the singular and plural forms. In similar fashion su and sus are the singular and plural forms of his and her. Su and sus are also the singular and plural forms of the formal your that you learnt in Unit 1.

Look at Mrs. Cervantes’s response to Teresita’s question in Conversación B at the start of the section on the Possessive de. She says “No es su serpiente”. It is not his snake.

To make this plural, we would say:

“No son sus serpientes”. They are not his snakes.

Now insert the possessive adjectives in the singular or plural form in each sentence.

1. Su pez es rápido.
2. Limpiamos su caseta.
3. Hay una flor en su jardín.
4. Es de su tía.

Before leaving the possessive and closing Unit 2, we will pay attention to is/are verb to be, but note a closing phrase that you must understand. It is called “la bendición”.

Spanish speakers are usually very devout catholics. They bless each other often. La bendición is the blessing given to family members leaving home.
Now, back to *is* and *are*.

If you go to your answers for Activity 2.20 you will have very good examples of *is* and *are* with the possessive. You should have written:

1. La casa es de Antonio.
2. La cama es de Juanito.
3. Los animales son de Victoria.
4. Estos son los perros de Elizabeth.
5. Las peces son de Teresita.

In each case *es* or *son* is used with the possessive for *is*. *Es* and *son* come from the verb *ser*. The uses of *ser* will be explained more fully in Units 3 and 5. Here, you should be content to learn the verb given in the text box below.

<table>
<thead>
<tr>
<th>Ser- To Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soy- <em>I am</em></td>
</tr>
<tr>
<td>Eres- <em>you (familiar) are</em></td>
</tr>
<tr>
<td>Es- <em>he is, she is, it is, you (formal) are</em></td>
</tr>
</tbody>
</table>

Respond in Spanish to the following questions:

1. ¿Tienen ustedes un animal/una mascota en la familia?
2. ¿Qué animal/mascota tienes tú?
3. ¿De qué color es tu animal/mascota?
4. ¿Dónde vive tu animal/mascota?
5. ¿De quién es el animal/la mascota en tu casa?
6. La caseta, es del perro o del gato?
7. ¿La serpiente, es lenta?
8. ¿Cómo es el gato?
9. ¿Cuál es tu animal favorito?
10. Describe tu animal favorito.
Once you have completed this assignment, check your answers with those provided at the end of this unit. If you are having trouble with any of the words or rules of language, go back through the lesson to review.

In this lesson you learnt to talk about pets and domesticated animals.

el perro the dog, el gato the cat, el burro the donkey, el loro the parrot, el pájaro the bird, la serpiente/la culebra the snake, el pez de colores the goldfish, el hamster the hamster. You learnt to respond to simple questions about pets. ¿Tiene un animal/una mascota? ¿De qué color es? ¿Cuál es tu animal favorito? ¿Cómo es?; to say whom the pets belong to using es/son de, as well as the possessive adjective su/sus, and to describe the pets: ruidoso – noisy, rápido fast, lento slow, timido shy, feroz fierce, tranquilo quiet, feo ugly, lindo pretty. You also learnt how to say se entienden they get along. Now you can feel confident of your ability to talk about home and family. Work through the assessments and unit summary before going on to Unit 3.

Write a short paragraph of about forty words on your favourite animal.

1. Say what type of animal it is.
2. Say who it belongs to.
3. Specify where it lives.
4. Describe it.

This lesson assessment is worth 20 marks.

When you have completed your Assessment, submit it for evaluation following the directions that are provided with this course or by your teacher.
Unit summary

In this unit you extended your knowledge of the family to include pets. You can now name and describe: un perro feroz a ferocious dog, un loro verde a green parrot, un hámster lento a slow hamster, un pez de colores rápido a fast goldfish, un burro tímido a shy donkey, un gato feo an ugly cat, un pájaro lindo a beautiful bird, una serpiente tranquila a quiet snake.

You learnt about different homes in which people live: el apartamento apartment, la casa adosada townhouse, el barco boat, el tráiler trailer, el iglú igloo, la tienda tent, el palacio/ el castillo palace/ castle, la choza shack, la cueva cave, el granero barn, el dúplex duplex, la casucha/chabola slum house, la casa house/home, el tipi teepee, el chalet chalet.

Parts of the home including the home of the dog and bird: una caseta a doghouse/kennel, una jaula a cage, la cocina kitchen, la sala living room, el baño washroom/bathroom, el dormitorio the bedroom, el patio the yard, el garaje garage, el jardín garden, el huerto kitchen garden, la escalera stairs, el piso the floor/storey.

You can locate the rooms using prepositions: en in, a at, con with, sobre on, upon, entre between, delante de in front of, detrás de behind, debajo de under, cerca de near to, lejos de far from, al lado de at the side of, a la derecha de to the right of, a la izquierda de to the left of, alrededor de around, enfrente de opposite.

Name furniture, furnishings and appliances:
la mesa table, la silla chair, la butaca armchair, el sofá couch/sofa, la televisión/el televisor television set, el ordenador/ la computadora computer, la cama bed, el guardarropa wardrobe, el escritorio desk, el lavabo face basin, el estante stand/shelf, la tina bathtub, la ducha shower, el fregadero sink, el armario de cocina kitchen cupboard, la nevera fridge, la estufa eléctrica the electric stove, el microondas microwave, la licuadora blender, el hervidor kettle, las cortinas curtains, los cuadros pictures, el póster poster, las flores flowers, las plantas plants, el osito de peluche teddy bear, la alfombra carpet, el tapete/la alfombrilla rug, las luces lights, la sábana sheet.
You can describe household chores: *pasar la aspiradora* to vacuum, *fregar los platos* to wash the dishes, *lavar el carro/coche* to wash the car, *correr a la tienda* to run to the shop, *limpiar el patio* to clean the yard, *preparar el desayuno/lacena* to prepare breakfast/dinner, *sacar la basura* to take out the garbage, *barrer la casa* to sweep the house, *pulir los muebles* to polish the furniture, *abrir el garaje* to open the garage, *cambiar las cortinas* to change the curtains, *poner la mesa* to set the table, *cortar el césped* to cut the lawn, *coser las cortinas* to sew the curtains.

You can also give and respond to commands:

-ar verb *limpiar*- limpia, -er verb *barrer*- barre, -ir verb- *pulir* – pule
claro que sí of course, claro que no of course not

Ahora right away, por supuesto of course, naturalmente naturally, ya voy I am going now (I’m getting to it), sin problema no problem.

Use verbs of all three conjugations and the correct subject pronouns.

<table>
<thead>
<tr>
<th></th>
<th>-ar</th>
<th>-er</th>
<th>-ir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yo</td>
<td>preparo</td>
<td>corro</td>
<td>describo</td>
</tr>
<tr>
<td>Tú</td>
<td>preparas</td>
<td>corres</td>
<td>describes</td>
</tr>
<tr>
<td>El, Ella, Usted</td>
<td>prepara</td>
<td>corre</td>
<td>describe</td>
</tr>
<tr>
<td>Nosotros</td>
<td>preparamos</td>
<td>corremos</td>
<td>describimos</td>
</tr>
<tr>
<td>Ellos/as Ustedes</td>
<td>preparan</td>
<td>corren</td>
<td>descreben</td>
</tr>
</tbody>
</table>

Hence: *vivo, vives, vive, vivimos, viven*

Use of irregular verbs:

Fregar, poner, hacer, tener, ser
friego, etc. pongo, et al. hago, et al. tengo, et al,
Ser- soy, eres, es, somos, son

And say to whom things belong using *de* to replace the ’s and the possessive adjectives su/sus

¿De quién es? Whose is it? Es de (son de) Marisela It is (they are) Marisela’s.

su casa her house, sus pájaros his birds
Unit Assessment

Part A: Sentence Answers

Read the following passage and answer the questions that follow in complete sentences.

The Ideal Family

Catarina Mora vive en una choza al lado de la montaña. No tiene hijos pero vive con un burro, Silvano. Silvano es el animal que pertenece a su marido, Elardo. Elardo vive en Colombia donde trabaja en una granja. No hay niños en la montaña pero hay muchos animales. Le gustan los animales.

Durante las vacaciones, Elardo visita a su mujer en la choza. Elardo prepara el desayuno y friega los platos. Trabaja en el jardín y limpia el patio. Catarina hace la cama, lava y barre la choza y decora la sala. Los dos escuchan la radio y charlan. A Elardo, le gusta jugar cartas/naipes también.

Los esposos se entienden bien. Catarina es muy paciente. Ella describe una casa bonita en su imaginación y describe la familia futura....Es un chalet grande aquí en la montaña. En el chalet, hay cuatro dormitorios, el dormitorio de los padres, Catarina y Elardo, el dormitorio del hijo, Cristiano, y dos dormitorios para las dos hijas, Carlota y Carolina. Tienen dos perros y un gato, un loro y cinco peces de colores. Los padres son generosos y los niños son felices. Hay amor en la casa y completan los quehaceres sin problema. Es una familia ideal.

Questions

1. Where does Catarina live?
2. Who are Silvano and Elardo?
3. Where does Elardo work?
4. What happens during the vacation?
5. How does the couple spend time together?
6. What is the relationship like?
7. Which house is described?
8. Why are there four bedrooms?
9. What animals do they have?
10. Why are chores completed without a problem?

Each question is worth 2 marks. Total for Part A is **20 marks**.
Part B: A written announcement or advertisement

Write an announcement of 80 - 100 words in which you inform members of the public of two homes that your agency, the Agencia Inmobiliaria de la Habana is renting (*alquilar* - to rent).

- one is a furnished apartment on Diamante Street
- the other is a townhouse in the capital.
- provide the phone number and email address and any other necessary information

You will need to include details in the descriptions that will convince seekers that they are getting beautiful homes with all the features that will make them happy. Consider to what extent the interior needs to be described before you begin and design your exterior carefully. Use the structures that you learnt in this unit.

Marks: 10 marks for including the details of the agency, the rental homes, phone numbers and details.

Marks: 20 marks for providing a description of each property (10 marks for each home).

Total for Part B: **30 marks**

Total Marks for this Unit Assessment is **50 marks**.

When you have completed your Assessment, submit it for evaluation following the directions that are provided with this course.

Buena suerte! (Good luck!)
Unit 2 Answer Key

MODEL ANSWERS TO ASSESSMENTS

Assessment 2.1

Model Answer


Assessment 2.2

Model Answer

1. Carlos, por favor, pule los muebles de la sala.

2. Amor, por favor, corta el césped y saca la basura.

3. Los niños hacen su cama, ayudan a limpiar los muebles, ponen la mesa y a veces ayudan a preparar la cena.

4. Mami, no te preocupes - todo está bajo control. Yo ya pulí los muebles, pasé la aspiradora en la sala, hice mi cama y lavé los platos del desayuno. Cada uno de mis hermanos va a hacer su cama. Claudia va a cocinar el almuerzo para todos. Eduardo va a ayudar a Claudia a cortar las legumbres para la sopa y la ensalada y después va a poner la mesa. Gabriel va a barrer el patio y va a sacar la basura.

5. En la cocina hay una nevera muy grande con mucha comida, una estufa de gas y varios armarios de cocina. Tenemos muchos aparatos de cocina como: un microondas, una licuadora, una batidora, un hervidor. A mí me gusta mucho cocinar.

Assessment 2.3
Model Answer

Mi familia y yo hacemos quehaceres domésticos los fines de semana. Mis hermanos y yo ayudamos en casa. Cada uno hace su cama. Pilar ayuda a preparar las comidas. A ella le gusta cocinar junto con mi mamá. Fátima pasa la aspiradora en la sala y sacude los muebles. Paloma barre el interior de la casa y pone la mesa. Leonardo lava el coche de mamá y lava los platos. Mamá cocina el desayuno, comida y cena. A mamá le gusta trabajar en el huerto. Papá limpia los baños y corta el césped del jardín.

MODEL ANSWERS TO ASSIGNMENTS

Assignment 2.1
1. Vivo en una casa de dos pisos.
2. Mi madre/mamá tiene un jardín con flores.
3. Tu dormitorio está a la izquierda del baño.
4. Hay un dúplex rojo al lado de la casa adosada.
5. Mi sala es blanca y la cocina es verde.
7. Vendes tu apartamento. / Estás vendiendo tu apartamento.
8. Las escaleras están enfrente del huerto.

Assignment 2.2

Model Answer

Assignment 2.3

Model Answer

1. Anita, limpia la sala.
2. Anita, pasa la aspiradora.
3. Anita, pule los muebles.
4. Anita, cambia las cortinas porque están sucias.
5. Anita, sacude los muebles.

Assignment 2.4

Model Answer

Los domingos vienen a visitarnos mis tíos y primos. Por la mañana vamos al parque que está enfrente de mi casa y todos jugamos un partido de fútbol. Después regresamos a casa y me gusta mucho ayudar a mi mamá y a mi tía a cocinar porque preparamos una comida especial. Platicamos, reímos y contamos chistes. Después de comer, lavamos los platos, limpiamos el comedor y jugamos juegos de mesa o a las cartas. Es muy divertido pasar los fines de semana con ellos.

Assignment 2.5

Model Answer

1. Sí, tenemos un perro.
2. Yo tengo un gato.
3. Mi perrito es blanco con negro.
4. Mi perro vive en su caseta que está en el patio de mi casa.
5. El gato es de mi hermano Roberto y el perro es mio.
6. La caseta es del perro.
7. La serpiente es muy rápida.
8. El gato es pequeño y es de color gris con ojos verdes.
9. Mi animal favorito es el hámster.
10. El hámster es mi animal favorito porque es pequeño y lo puedo llevar conmigo a todas partes.
UNIT 3
SPANISH

LA VIDA ESCOLAR

Trinidad and Tobago
COL Open Schools Initiative
Unidad 3: Unit 3

La vida escolar: School Life

Introduction

In the first two units, you learnt to speak about family and the home.

In this unit, we will focus on the school organization and activities. You will deal with different types of school buildings, specialist rooms, and furniture/equipment; as well as school data, timetable and classroom activities in their entirety.

Again, you must master these foundational elements as you will build upon them in later units. You will be excited enough to keep at it though.

¡Buena suerte! Good luck!

Upon completion of this unit, you will be able to:

- Describe the school and specialist rooms.
- Tell the time and say when actions take place.
- Give basic school data.
- Inquire or talk about the different persons in the school environment.
- Talk about likes and preferences on the school timetable.
- Say what you would like to be.
- Make excuses for late-coming.
- Talk about a school’s football team.
- Say where or how people are at a given moment.
- Talk about classroom items.
- Discuss school routine.
- Describe a school uniform or what people wear.

Topic Headings:

This unit is divided into four lessons:

Lesson 1. ¡Qué edificio tan magnifico! - What a magnificent building!

Lesson 2. La clase de música. - Music class.

Lesson 3. En el campo de fútbol. - On the football field.

Lesson 4. ¡Qué recreo tan largo! - What a long break!
### Terminology

<table>
<thead>
<tr>
<th><strong>Conjugation:</strong></th>
<th>The set of forms a verb takes to indicate changes of person, number, tense, mood, and voice. Through conjugation, a verb expresses when and by whom the action is done.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject:</strong></td>
<td>The subject is the person or thing that comes before or governs the verb.</td>
</tr>
<tr>
<td><strong>Adjective:</strong></td>
<td>A word that describes, qualifies, or says more about a noun or pronoun.</td>
</tr>
<tr>
<td><strong>Radical/root changing verbs:</strong></td>
<td>A verb that undergoes a spelling change in its stressed syllable/root.</td>
</tr>
<tr>
<td><strong>Suffix:</strong></td>
<td>A letter or more letters added to the end of a word to alter its meaning or function.</td>
</tr>
</tbody>
</table>
Lesson 1: What a magnificent building!

Introduction

In this lesson, you will learn the basics about school, types of school, the building, timetables, and a bit about student aspirations. It lays the foundation for work in later units, so play close attention.

Upon completion of this unit, you will be able to:

- Describe the school and specialist rooms.
- Tell the time.
- Say what you would like to be.

Audio 1

Listen to the recording of this introductory passage, then try to repeat exactly what you hear as you read along.

Tip

In this passage, you will hear the words *venezolano*, *viaje*, *ver*, *veo* and *parvulario*. What do they have in common? The letter “v”. You will surely notice that this “v” is pronounced rather like a “b”.

This is a feature of Spanish pronunciation you must get accustomed to. In Spanish the letters *v* and *b* are pronounced alike, rather like a soft version of the “b” in English with a slight hint of a “v”. Practice saying these words at the end and look out for the “v” again in future lessons.
Hoy es martes, 30 de septiembre. Son las $7\text{AM}$. Llegamos al Instituto Nacional Venezolano. Estamos después del largo viaje pero bajamos del y andamos hacia el campus. ¡Qué impresionante! Hay una con todo tipo de fruta que se apetece.

¡Qué magnífico! ¡Me gustaría ser estudiante en este instituto! >> exclama Enrique, mi hermano menor.

Pronto, el profesor Panda llegará y nos mostrará la escuela. Finalmente veo un majestuoso. Es la escuela secundaria. También hay una escuela primaria y un preescolar/parvulario. Hay muchos y en las escuelas.

**Activity 3.1**

Now, let us try an exercise in comprehension. This is easy if you pay attention to these instructions.

Look carefully for cues in the passage and use your knowledge from the first two units along with your vocabulary sheet.

Write your responses in English before going any further.

1. What is the date?...................................................................
2. What time is it?.................................................................

3. Why are we so tired?..........................................................

4. What is impressive?..........................................................

5. What does Enrique wish for?...........................................

6. Who greets us?..............................................................

7. Describe the school.......................................................}

8. How many schools comprise the national institute?........

You should have been able to get most of the answers including the
time, but would you be able to tell the time without the clock?
Perhaps not. Now you will learn to tell the time.

**Reflection**

What do you notice about telling the time in Spanish? Which comes first the hour or the
minutes? Is it the same in English?

In the exercise below, each time a bold word is given, the time is
changed. Translate the time sentences in order and study those answers
which are provided as you go along.

**¿Qué hora es?**

1. **Son las nueve y media** - *It is half past nine.*

2. Son las tres y media -

3. Son las dos y media-

4. Son las dos y cuarto - *It is a quarter past two.*

5. Son las siete y cuarto-

6. **Es la una** y cuarto-
7. Es la una y media-
8. Es la una y cinco- *It is five past one*
9. *Son las cuatro* y cinco-
10. Son las *diez* y cinco-
11. Son las nueve *menos* cinco- *It is five to nine*
12. Son las nueve menos *ocho*-
13. Son las nueve menos *cuarto*-
14. *Es mediodía*- *It is midday*
15. Es *medianoche*

⚠️ **Note it!**

*You must pay close attention to these points in order not to forget the time.*

- The hour is always given with *las* (plural) before it; of course *la* (singular) when it is one o’clock (la una)

La una - 1 o’clock
Las dos - 2 o’clock
Las tres - 3 o’clock, etc.

- Except before *la una, mediodía* and *medianoche*, we say *son* (plural) although the English say “*it is***”.

Son las dos Son las tres Son las cuatro, etc.

- Remember as well

*y media*- half past  *y cuarto*- quarter past *menos cuarto*- quarter to
Activity 3.3

Tell the time off the clocks provided here.

**Saying what you would like to be**

In the passage you repeated “Me gustaría ser estudiante.” You should have guessed its meaning since you already learnt the related *me gusta* as well as the verb *ser*. Still, this structure is useful in talking about what you would like to be and should be practised.

Use *me gustaría ser* with the professions you studied in Unit 1 or with your chosen profession.

**Ej. Me gustaría ser profesor.** *I would like to be a teacher.*

¿Qué te gustaría ser?
Complete the following sentences with the appropriate profession. 

policía     médico     cocinero

Me gustaría ser……………………………. y trabajar en el hospital.
Me gustaría ser……………………………. y trabajar en un restaurante.
Me gustaria ser…………………………………y controlar el tráfico.

Another way of saying what you want to be is **quiero ser**.

**Ej. Quiero ser profesor.**

Rewrite the three sentences using **quiero ser**.

1.

2.

3.

Write three practice questions to find out what your friends would like to be. Give their responses.

1.

2.

3.

**Describiendo la escuela. Describing the school.**

Miremos el de esta escuela. Let's look at the plan of this school.

**Primero el edificio de la escuela secundaria. First, the secondary school building.**
En el edificio de la escuela secundaria hay tres pisos. En la planta baja vemos la oficina del director, el señor Pérez de Guzmán cerca de la sala de profesores. La oficina es espaciosa y muy moderna pero los muebles son muy antiguos.

Hay dos mesas de madera con sillas de madera y un armario también de madera. Notamos seguramente la máquina de escribir al lado del ordenador.
¿Qué más hay en la planta baja? Vamos a ver.

Los cuartos de baño\(^3\) de damas y de varones

Una cafetería\(^4\)

y el cuarto de arte\(^5\) en el fondo.

¿Cómo es la cafetería? Es moderna también pero no es muy espaciosa. Es muy limpia. Hay muchas mesas con sillas de plástico.

¿Y el cuarto de arte, es moderno o antiguo? ¿Es espacioso o demasiado pequeño? Es muy sucio. ¿No?

Ahora, describe el laboratorio, la sala de música, la sala de computadores/computadoras, y la sala de clase en el segundo piso.

Yes, you must now describe rooms on the second floor. Use the vocabulary sheet and your dictionary for assistance if you have forgotten some adjectives from Unit 2.

El laboratorio de ciencia es…………….. y……………………………..

Hay………………………………………………………………………..

La sala de música es……………..y……………………………..

Hay……………………………………………………………………….
La sala de computadores/computadoras es……………….y………………
Hay……………………………………………………………………….

La sala de clase es………………….. y………………………………..
Hay………………………………………………………………………..

So far, you have learnt to tell: the time (hour first and minutes after) and to describe the school grande, majestuosa, pequeña, etc., the type of school preescolar/parvulario, primaria o secundaria; the number of floors pisos; and the different types of room – sala de clase, biblioteca, laboratorio, cuarto de arte, etc. You can also describe the rooms espaciosa or pequeña, limpia or sucia, and their furniture mesas, sillas, armarios, etc. You will need this information for your practical examination so do not forget it.

Great work! You are now ready for a paragraph.

Assignment 3.1

Now, you can describe the nursery school. Say if it is big (grande) or small (pequeña). Say how many floors there are and what rooms there are. Describe those rooms. Is there a library (una biblioteca)? What is in it? Say where the bathrooms are using language from Unit 2.

El preescolar/ parvulario

Now, you can describe the nursery school. Say if it is big (grande) or small (pequeña). Say how many floors there are and what rooms there are. Describe those rooms. Is there a library (una biblioteca)? What is in it? Say where the bathrooms are using language from Unit 2.
Imagine that you get to a school at about 9:15 for a visit. Write a paragraph of about seventy-five words in which you describe the school. Say what type of school it is, the number of floors, the name of the rooms, and describe the interior of the rooms.

Use the space provided below for your writing. You might like to try a rough copy first, and then use it to compose your final copy.
Lección 2: La clase de música

Lesson 2: Music class

Introduction

This is a lesson on the school timetable. It names the subjects and prepares you to talk about your passions at school and about other persons in the school environment. You will also learn to present excuses.

At the end of this lesson, you will be able to:

- Write your timetable.
- Say what subjects you do.
- State likes and dislikes on the timetable.
- Talk about the persons in the school environment.
- Give an excuse for arriving late.

El Horario de Miguel

Below, you will see Miguel’s timetable. In the first column, you see the time of classes, and the other columns indicate the classes for the day. Of course, you need to learn to recognise the days of the week which you studied previously. These are again provided for you at the end of the section along with the months. You will need them for the next unit, as well. Study the timetable, then move on to the next activity.
**Note it!**

You will note that many of the subjects (asignaturas or materias) have names similar to English.

These cognates or look-alikes can be found in many other vocabulary items. You should look out for them.

Those subjects that you may need help with: **inglés English, alemán German, química chemistry**

<table>
<thead>
<tr>
<th></th>
<th>lunes</th>
<th>martes</th>
<th>miércoles</th>
<th>jueves</th>
<th>viernes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:05-9:40</td>
<td>Arte</td>
<td>Informática</td>
<td>Música</td>
<td>Química</td>
<td>Matemáticas</td>
</tr>
<tr>
<td>9:40-10:15</td>
<td>Inglés</td>
<td>Informática</td>
<td>Música</td>
<td>Física</td>
<td>Geografía</td>
</tr>
</tbody>
</table>

**RECREO**

<table>
<thead>
<tr>
<th></th>
<th>Historia</th>
<th>Inglés</th>
<th>Francés</th>
<th>Biología</th>
<th>Física</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-11:05</td>
<td>Historia</td>
<td>Inglés</td>
<td>Francés</td>
<td>Biología</td>
<td>Física</td>
</tr>
<tr>
<td>11:05-11:40</td>
<td>Historia</td>
<td>Inglés</td>
<td>Francés</td>
<td>Biología</td>
<td>Física</td>
</tr>
</tbody>
</table>

**ALMUERZO**

<table>
<thead>
<tr>
<th></th>
<th>Química</th>
<th>Geografía</th>
<th>Español</th>
<th>Matemáticas</th>
<th>Educación física</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30-1:05</td>
<td>Química</td>
<td>Geografía</td>
<td>Español</td>
<td>Matemáticas</td>
<td>Educación física</td>
</tr>
<tr>
<td>1:05-1:40</td>
<td>Español</td>
<td>Geografía</td>
<td>Español</td>
<td>Matemáticas</td>
<td>Educación física</td>
</tr>
<tr>
<td>1:40-2:15</td>
<td>Educación religiosa</td>
<td>Alemán</td>
<td>Alemán</td>
<td>Matemáticas</td>
<td>Química</td>
</tr>
</tbody>
</table>
Match the subjects on the list with the correct picture. Your timetable information is covered here.

**Activity 3.7**

**Las Materias**

- La informática
- La biología
- La geografía
- Las matemáticas
- El francés
- El inglés
- El alemán
- La educación religiosa
- La educación física
- La física
- La química
- La historia
- La música
Discriminating subjects you study and like.

Practise reading aloud.

Listen to the CD as you read along. Try to follow the two conversations between Miguel and Enrique, his visitor. In this first conversation, Enrique is finding out what subjects Miguel studies and likes. The word asignatura is used for subject. There may be other words to indicate subject: materia or tema.

Conversación A

Enrique

¿Cuántas asignaturas estudias, Miguel?
¿y cuál es tu asignatura favorita?

Miguel

Estudio quince asignaturas: matemáticas, los cuatro idiomas, las tres ciencias, geografía, historia y las asignaturas estéticas con educación física, educación religiosa e informática.

¿Cuatro idiomas?

Sí. Mira mi horario: español, claro, inglés, francés y alemán. Prefiero el inglés. Es difícil pero me interesa. Me gusta también el francés. El alemán es muy aburrido y no me gusta nada.
Enrique

Interesante. Me encanta la música y el arte. ¿No estudias la música aquí?

Miguel

Sí, Sí, las asignaturas estéticas son arte y música. La música es…. pues.. es... es el miércoles. Son las diez menos veinte. Vamos a la clase de música.

Comprensión- Comprehension

Activity 3.8

How many subjects does Miguel study?

What are the four languages he studies?

What subject does he like?

What is difficult?

What is boring?

Why does he say it is Wednesday?

What time of the day is it?

Presenting an excuse

Miguel uses porque to explain why he is late.

Conversación B

Buenos días, profesor Blanco. Llego tarde porque mi papá…. 
Buenos días, Enrique. Bienvenido a la escuela.

¿Miguel, por qué llegas tan tarde? ¿Tu mamá está enferma otra vez?

No. Porque mi papá recibió a su amigo argentino y a su familia.

¡Qué bien! ¿Enrique es un nuevo alumno?

No. Es el hijo del amigo argentino. Quiere observar la clase de música.

Did you notice the pronunciation of bienvenido, vamos, otra vez, nuevo and observar? You should. They all contain the letter “v”.

Si, Si Miguel. Siéntate.
Did you notice as well, how Miguel says I am late- **Llego tarde.** Yes, Spanish speakers will usually say, *I arrive late* when presenting an excuse.

Can you try to create some excuses for late coming? Sure, each must begin with:

**Llego tarde porque....**

### School talk

**Mi diario. My diary**

Enrique writes in his diary at the end of the day. This is the section where he writes about the music class and the school. Read his notes and try to understand his observations.

**Martes, 30 de septiembre.**


En las clases, los alumnos leen mucho, dibujan un poco, aprenden idiomas y música. Juegan en el patio. Tengo un amigo en la clase de música. Se llama Luis.
Activity 3.10

Lets us practice writing what we are delighted with. You have already learnt **me gusta** and **le gusta** in Unit 1. Now you practice **me encanta** *I am delighted with* and **le encanta** *he/she is delighted with*. Say what your sentences mean. You can find the correct responses later.

**Me encanta la escuela.** *I am delighted with the school.*

**Le encanta la escuela/ A Miguel le encanta la escuela.** *He/Miguel is delighted with the school.*

Now do the same with the following nouns:

**El edificio, la huerta, la sala de música, la cafetería, la biblioteca, el patio** *the yard*, **el inglés, el arte, el español, la informática, la geografía, el alemán.*

Repeat the former exercise using **me interesa** and **le interesa** to say what *I am interested in* and what *he/she is interested in.*
Next, practise talking about some things that students do at school. You think of one activity that they do. You find another matching activity in Enrique’s diary notes.

Ej

**You get:** Escriben mucho (*They write a lot*)

**You find:** leen mucho (*They read a lot*)

Escriben poco. *They write a little.*

Aprenden ciencias. *They learn sciences.*

Estudian en la sala de clase. *They study in the classroom.*

**Using ‘de’ to create an adjectival expression.**

In English we often use two nouns together, with the first performing the function of an adjective. In Spanish this adjectival function is carried out by using ‘*de*’ before the second noun. Note as well, that the adjectival structure comes after the main noun. To clarify, let us look at the examples in Enrique’s diary and their equivalent in English.

La clase de música  *music class: main noun – class, descriptive noun – music* (says more about the class)


There are two more examples with music as an adjective. Can you find them? Of course, la sala de música and los instrumentos de música.

There is also another. Search the diary for it.

If you guessed, la huerta de la escuela, you are right.

La huerta- *the orchard* de la escuela will tell you more about the orchard.

Now try to make up some of your own using the list of nouns provided here. You have studied most of these nouns already.
You can have these checked by your teacher/tutor. You will need this skill in future assessments and units.

Note it!

The days and the months are written with common letters.

<table>
<thead>
<tr>
<th>Los días de la semana son</th>
<th>Los meses del año son</th>
</tr>
</thead>
<tbody>
<tr>
<td>lunes</td>
<td>enero</td>
</tr>
<tr>
<td>martes</td>
<td>febrero</td>
</tr>
<tr>
<td>miércoles</td>
<td>marzo</td>
</tr>
<tr>
<td>jueves</td>
<td>abril</td>
</tr>
<tr>
<td>viernes</td>
<td>mayo</td>
</tr>
<tr>
<td>sábado</td>
<td>junio</td>
</tr>
<tr>
<td>domingo</td>
<td></td>
</tr>
</tbody>
</table>
In this lesson, you learnt the different asignaturas/materias subjects on el horario the school timetable, for different days: lunes, martes, miércoles, jueves, viernes. You learnt as well to say me gusta what do you like, me encanta are delighted with, or me interesa are interested in. You should also be able to present an excuse for late coming Llego tarde porque..., use de with a noun to form an adjectival expression, e.g. la clase de música, and talk about a few classroom activities: escribir, repetir, leer, dibujar, aprender, jugar. You also learnt the key persons in the classroom: el profesor and los alumnos. You can use your new abilities to talk about your own class or about a student you know. Have fun! or as we say in Spanish, ¡Que te diviertas!

Assignment 3.2

In Spanish, complete the following timetable for Elenita. She has Math first thing in the morning on Mondays, Wednesdays and Fridays for two consecutive periods; English on Mondays, Tuesdays and Thursdays for two consecutive periods; Spanish on Tuesdays and Thursdays for two consecutive periods. French, German, Geography and History twice a week for two consecutive periods; Music twice a week, one period on Wednesdays and another period on Fridays; Physical education is the last class done on Mondays, Wednesdays and Fridays for two consecutive periods; Each of the three Science subjects are once a week for two consecutive periods each; Information Technology is done on Mondays and Fridays in two consecutive periods right after lunch. Do not forget to put in one Art, one Religion Education and one Dance class.
Imagine your visit to a school on Tuesday, December 6th, when you see students singing, playing, studying, and dancing. Write notes for your own diary on the dance (baile) class and the school. Mention what you and your friend are delighted with or interested in.

---

**Elenita’s Timetable**

<table>
<thead>
<tr>
<th>Hora</th>
<th>lun</th>
<th>mar</th>
<th>miér</th>
<th>jue</th>
<th>vier</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 – 9:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:25 – 10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RECREO</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:50 – 11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ALMUERZO</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45 – 1:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20 – 1:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45 – 2:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15 – 3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lección 3: En el campo de fútbol

Lesson 3: On the football field

Introduction

This lesson goes further into daily activities at school. You will learn to do some more counting and provide some school data, talk about persons, and about the school including the football team.

At the end of this lesson, you will be able to:

1. Provide school data.
2. Use numbers up to 100.
3. Say where and how people are at a given moment.
4. Use the root changing verbs given to you.
5. Say which subject students prefer.
Lectura- Read through the following passage for meaning. Of course, you may use your dictionary, but you should not have to look up many words as new words are provided for you. You will also find a useful verb list in section three of this lesson.

Volvemos hoy a la escuela secundaria. Estamos en la cancha deportiva (sports field). El periodista del periódico <<Espejo>> está presente. Quiere hablar con George y el profesor de educación física. El director prefiere no hablar. Está de mal humor - He is in a bad mood. ¿Por qué? Pues, no sabemos. Presenta un papel con los detalles de la escuela y regresa a su oficina. El profesor de deportes (sports) acepta el papel.

El periodista presenta una lista de preguntas questions y el profesor prepara las respuestas answers. Van a grabar la conversación para el periódico nacional. Trata del equipo team de fútbol de la escuela que está en el campo de fútbol entrenando.

También hay una lista para el capitán del equipo, George Rivas, quien está muy emocionado. El piensa que es importante ganar el juego, no pueden perder. Los jugadores players tienen calor y tienen sed, pero siguen con su entrenamiento training. Sus compañeros de clase classmates en el patio están preocupados y todos quieren hablar con el periodista. En el campo, corren y patean la pelota pero no pueden marcar. De repente suddenly, George grita << ¡Gol! ¡Bravo Luis! ¡Finalmente!>> y salen del campo para la pausa the break.
¿Cuántos/as?  How many?

From the list provided, choose the correct response to each of the teacher’s questions. Use the numbers in the Note it! box below to guide you.

1. ¿Cuántos alumnos hay en la escuela?
2. ¿Cuántos son varones?
3. ¿Cuántos juegan fútbol?
4. ¿Cuántas veces han ganado el campeonato de fútbol?
5. ¿Está listo el equipo? ¿Desde cuándo están entrenando?
6. ¿Qué colores van a llevar este año?

A. Trece. En ochenta y ocho, ochenta y nueve, mil novecientos noventa, noventa y cuatro, noventa y cinco, noventa y seis, noventa y siete, noventa y ocho y desde dos mil cinco hasta dos mil nueve.

B. Son doscientos cuarenta.

C. Desde hace tres meses, ochenta y cuatro días exactamente. Están bien preparados.

D. Hay novecientos veintitrés.

E. Los siete colores del arco iris, rainbow como siempre.

F. Setenta y nueve en total, pero treinta y cinco están entrenando ahora.
Now check your responses.

Respuestas

1.-D  2.-B  3.-F  4.-A  5.-C  6.-E  Hace tres meses - 3 months ago  Están listos = están preparados
Verbs: Ser / Estar  

The Verb ‘To Be’

In Spanish there are two verbs that mean to be – ‘ser’ and ‘estar’. Ser and estar are two very tricky irregular verbs that you will learn and master with practise throughout this course. Ser and estar have very specific uses and, in most cases, cannot be substituted for one another. For now, just keep in mind these two simple rules:

1. **Ser** is used to describe basic attributes and permanent characteristics.

2. **Estar** is used to describe temporary conditions.

You will study specific rules on how to use these two verbs in more detail in later units.

You must have noticed, no doubt, that *es* (from the verb *ser*) and *está* (from the verb *estar*) were both used for *is* in Units 1 and 2, e.g.:

- **Es** tu hija. **Son** mis hijos. (**Son** is the plural of **es**)

- El baño *está* al lado del dormitorio.

**Es** and **son** mean *is* and *are*, respectively. **Está** also means *is*.

Now look at the expressions in our current lesson

- **Estamos** en la cancha deportiva  **Está** muy emocionado

- **Está** presente  **Están** preocupados

- **Está** en el campo de fútbol

What do **estamos** and **están** mean? Of course they both mean *are*: **estamos**- we are and **están**- they are.
YOU ARE PROVIDED WITH THE COMPLETE CONJUGATION OF THE VERBS **SER** AND **ESTAR** IN THE NOTE IT! BOX BELOW.

---

**Estar - To be**

(yo) **Estoy** - I am
(tú) **Estás** - you are

(él, ella, Ud.) **Está** - he is, she is, it is, you are

(nosotros) **Estamos** - we are
(éllos, ellas, Uds.) **Están** - they are

Take a careful note of the accents on **está**, **estás**, and **están**.

**Ser - To be**

(yo) **Soy** - I am
(tú) **Eres** - you are

(él, ella, Ud.) **Es** - he is, she is, it is, you are

(nosotros) **Somos** - we are
(éllos, ellas, Uds.) **Son** - they are
Try to deduce when to use ser and when to use estar. You will then be able to confirm your answers.

**Reflection**

When do we say *soy* and when do we say *estoy*?

Say which sentences are correct depending on past use of the words following *ser* and *estar*

**Estoy lista.** *I am ready.*  **Estoy presente.** *I am present.*

**Estoy en el campo de fútbol.** *I am in the football field.*

**Estoy en el preescolar/parvulario.** *I am at the nursery school.*

**Estoy emocionado.** *I am excited.*

**Estoy contento.** *I am pleased.*

Well these sentences are all correct. The verb *estar* is used in these cases since we are talking about a temporary location of someone or something or about the way people feel at a particular point in time.

If we wanted to talk about more permanent conditions then we would use *ser*.

**Es mi hijo** suggests that he is my son (*always).*
Activity 3.14

Practice using **estar** in the following sentences for translation:

1. I am in the biology lab.
2. He is in the library.
3. We are with the reporter.
4. The students are present.
5. Where are the teachers?
6. How many players are present?
7. They are excited.
8. They are ready.
9. She is here.
10. Mother is ill or you are ill?

Great! Now choose the correct form of **ser** or **estar**.

1. **Están/Son** con el director.
2. **Estamos/ Somos** listos para el juego.
3. ¿**Estás/ Eres** el amigo del profesor Panda?
4. **Estoy/ Soy** muy feliz porque mi papá **está/ es** en Venezuela.
5. Isabel **está/ es** muy baja.
This section will focus on the verbs used in this lesson (Root / stem/ vowel /changing verbs).

First look at the list of verbs in the infinitive. Then you can categorise them:

<table>
<thead>
<tr>
<th>Verb (infinitive)</th>
<th>Root verb</th>
<th>Stem-changing verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regresar</td>
<td>to return</td>
<td></td>
</tr>
<tr>
<td>Jugar</td>
<td>to play</td>
<td></td>
</tr>
<tr>
<td>Entrenar</td>
<td>to train</td>
<td></td>
</tr>
<tr>
<td>Tener</td>
<td>to have</td>
<td></td>
</tr>
<tr>
<td>Seguir</td>
<td>to continue, to follow</td>
<td></td>
</tr>
<tr>
<td>Pensar</td>
<td>to think</td>
<td></td>
</tr>
<tr>
<td>Volver</td>
<td>to return</td>
<td></td>
</tr>
<tr>
<td>Correr</td>
<td>to run</td>
<td></td>
</tr>
<tr>
<td>Aceptar</td>
<td>to accept</td>
<td></td>
</tr>
<tr>
<td>Querer</td>
<td>to want</td>
<td></td>
</tr>
<tr>
<td>Preparar</td>
<td>to prepare</td>
<td></td>
</tr>
<tr>
<td>Grabar</td>
<td>to tape</td>
<td></td>
</tr>
<tr>
<td>Tirar</td>
<td>to shoot</td>
<td></td>
</tr>
<tr>
<td>Marcar</td>
<td>to score</td>
<td></td>
</tr>
</tbody>
</table>

You can categorise them into known and new. Learn the new ones.

You can also categorise them into verbs ending in -ar, -er and -ir. These categories tell you something about their form/what they look like when they are conjugated. You know of course, from the first two units, that -ar verbs have different endings from -er and -ir when they are conjugated, so be careful with your endings.

A final and most important categorisation for you at this time, is verbs with vowel change known as stem-changing verbs or irregular verbs and verbs with no vowel change known as . Look at each verb in use in the passage and in many cases you will be able to see the change in the stressed vowel.

To list the verbs in use, look at list B.
The following verbs are used in their infinitive form. Be aware of them, but leave them alone for the time being.

From List B you are able to spot

<table>
<thead>
<tr>
<th>Querer</th>
<th>Jugar</th>
<th>Preferir</th>
<th>Tener</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiere</td>
<td>juegan</td>
<td>prefiere</td>
<td>tiene</td>
</tr>
<tr>
<td>Seguir</td>
<td>Pensar</td>
<td></td>
<td>Poder</td>
</tr>
<tr>
<td>sigue</td>
<td>piensan</td>
<td></td>
<td>pueden</td>
</tr>
</tbody>
</table>

There is only one verb with vowel change that we have missed, **volver**. This is because the *we form of the verb* (e.g. *volvemos*) *never changes its vowel*. The vowel in this part of the verb is always like the infinitive while the rest of the verb changes its spelling. The other verbs in list B are verbs with no vowel change. You do not need to spend time thinking about these. Instead, learn to work with those *verbs with vowel change*.

There are several types of vowel changes

You may see:

- **o** changing to **ue** as in **poder** and **volver**
- **e** changing to **ie** as in **querer, preferir, tener** and **pensar**
- **e** changing to **i** as in **seguir**
- **u** changing to **ue** as in **jugar**

The first two groups are the most common. You will meet more of them as you go along. They will be introduced with their spelling changes noted after them until you become more comfortable. For example, in the next lesson, you will use **encontrar (ue)**: *to find, to meet.*
Now look at two of our verbs in detail.

<table>
<thead>
<tr>
<th>Querer</th>
<th>Jugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiero- I want</td>
<td>Juego- I play</td>
</tr>
<tr>
<td>Quieres- you want</td>
<td>Juegas- you play</td>
</tr>
<tr>
<td>Quiere- he, she, it, you want(s)</td>
<td>Juega- he, she, it, you play(s)</td>
</tr>
<tr>
<td>Queremos- we want</td>
<td>Jugamos- we play</td>
</tr>
<tr>
<td>Quieren- they want</td>
<td>Juegan- they play</td>
</tr>
</tbody>
</table>

Now you can practise the others but before you do, note the special I (yo) form of two of these verbs. **Tener- tengo- I have** and **seguir- sigo- I follow, I continue**.

These two verbs can now be completed easily by following the pattern of spelling change and verb endings. Remember of course, not to change the we (nosotros) part of the verbs.

An easy way to remember what to change is to place the relevant parts in a boot as I have done below.
Activity 3.16

Now place *jugar* in the boot below. Then draw some more boots and place the relevant parts of the other verbs in them. Leave *we* (*nosotros*) out.

Using the boot is an easy way to remember what to change.

Activity 3.17

The final stage of mastery of these verbs is actually using them.

Fill in the blanks with the correct form of the verb given in brackets at the end of the sentence.

- Los jugadores………………. ganar. (*querer*) *The players want to win.*
- El ……………. tenis. (*jugar*) *He plays tennis.*
• Me gusta la música pero ……….. el baile. (preferir) I like music but I prefer to dance.

• Pablo y yo ……………con la lección. (seguir) Pablo and I continue with the lesson.

• No …………… marcar si no tiras. (poder) You cannot score if you do not shoot.

• …………… que son trabajadores. (pensar) I think they are hardworking.

In this lesson you learnt to provide school data, use numbers up to 100, say where and how people are at a given moment with the verb estar (estoy, estás, está, estamos, están) use the root changing verbs given to you poder (ue), pensar (ie), preferir (ie), seguir (i), tener (ie), querer (ie), jugar (ue), and say which subject someone prefers (prefiere). You also learnt the words for sporting personnel: el capitán, los jugadores, el profesor de deportes. Looking forward to the final lesson of the unit? Are you on schedule?

In this assignment on ser and estar (George’s interview) you must write your own verb. Be careful to choose the appropriate verb to be and make the verb agree with its subject.

Periodista: Hola ¿Cómo se llama usted?
George: _________________ George Rivas.

Periodista: Encantado George. ¿_________ el capitán de Leones de Caracas (Caracas Lions), no?
George: Sí, claro.

Periodista: Trabajo con el periódico y _________ aquí para una entrevista (interview) con su profesor/ tu profesor. Profe, aquí _________ , venga. Siéntese con nosotros.
George: Mi profesor _________ tímido, no le gusta hablar demasiado. Ah sí, ya viene.
Periodista: ¿Si pierden este campeonato (championship), qué van a hacer?

George: ¿Perder? cierto (certain) que los jugadores no piensan perder.

Periodista: ¿ bien preparados entonces?

George: Mucho entrenamiento. Tres meses de ejercicios y de fútbol. Además (besides) optimista.

Periodista: Bien, entonces espero ver los siete colores del arco iris en el estadio el domingo. Buena suerte, George y muchas gracias por la entrevista. Adiós.

George: Adiós señor.

Did you notice si and sí in this dialogue? Do you remember them? Yes, that accent is important. Never forget that si without the accent means- if, and with the accent it means yes.

Assignment 3.4

Choose your own vowel changing verb/irregular verb and fill in the blank with the correct form.

Then give the meaning.

- Maricarmen.................la biología. No le gusta la química.

- Los alumnos......... sus libros pero no estudian.

- El profesor................. dar la bienvenida a Enrique.

- Nosotros no..............inglés hoy. La segunda clase..............inglés.

- Ellas......... en la cafetería durante la hora de almuerzo.
Bravo! Review this entire section if you must. You have a demanding assessment task ahead. Be prepared.

Without looking at the earlier exercises, list seven vowel changing verbs and indicate the change in brackets, then give their meaning. Use each one in a sentence.

Ej.  

encontrar (ue) –to find, to meet

Encuentro un alumno en la clase.
Lección 4: ¡Qué recreo tan largo!

Lesson 4: What a long break!

Introduction

This lesson focuses on class routines, classroom items and school uniforms. You will be able to talk about your own belongings and ask others to borrow something that you need to use. There are several differences between Spanish and English that you will discover. Delve in and enjoy it.

At the end of this lesson, you will be able to:

- Talk about classroom items.
- Discuss class routines.
- Say at what time something is done.
- Describe a school uniform or what people wear.

Learning Outcomes
### Los artículos escolares esenciales

Listen to the pronunciation of the following classroom items which are presented in order and repeat to ensure you will be able to ask about and for these items.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td>d</td>
<td>e</td>
<td>f</td>
</tr>
<tr>
<td>g</td>
<td>h</td>
<td>i</td>
</tr>
<tr>
<td>j</td>
<td>k</td>
<td></td>
</tr>
</tbody>
</table>

1. **a.** mochila
2. **b.** goma/borrador
3. **c.** cuaderno
4. **d.** Papel
5. **e.** lápiz
6. **f.** regla
7. **g.** pegamento
8. **h.** libro
9. **i.** sacapuntas
10. **j.** marcador
11. **k.** bolígrafo/pluma
Activity 3.19

**Asking what it is/ Saying what it is**

To ask what it is in Spanish, you say ¿Qué es esto?

Escucha y repite

**Ej.** ¿Qué es esto? Es un libro. (Expect a pause on the CD)

Now, practice with the other classroom items. The last one is done for you. Continue the CD after your practice.

¿Qué es esto? Es la mesa. (A pause on the CD)

---

Activity 3.20

**Asking what people have/ saying what you have**

Follow the first one which is done for you.

**Ej.** ¿Tienes una regla? Sí tengo una regla.

Now, practice repeating the other classroom items. The last one is done for you. Continue the CD after your practice.

---

Activity 3.21

**Saying you want to borrow something**

**Ej.** Quiero tomar prestado el bolígrafo, por favor.

**Te toca a ti. (your turn).**

Again practice with the other items.
Asking where something is/ saying where it is

You already know how to say where someone is from the last lesson. Now, you must practice asking and saying where items are. Note that en means in or on.

¿Dónde está la goma? Está en la mesa.

Now, take the previous example and write questions and answers using a pair of the following nouns with their corresponding definite articles.

<table>
<thead>
<tr>
<th>el lápiz</th>
<th>el bolígrafo</th>
</tr>
</thead>
<tbody>
<tr>
<td>el cuaderno</td>
<td>la mochila</td>
</tr>
<tr>
<td>el disco</td>
<td>la computadora</td>
</tr>
<tr>
<td>la mesa</td>
<td>la clase</td>
</tr>
<tr>
<td>la regla</td>
<td>la mesa</td>
</tr>
<tr>
<td>la carpeta</td>
<td>el suelo</td>
</tr>
<tr>
<td>el ordenador</td>
<td>el escritorio</td>
</tr>
</tbody>
</table>

Reading comprehension

Me llamo Isabela. Soy alumna en el quinto año de la escuela secundaria. Asisto (I attend) al instituto nacional. Me gusta la escuela, especialmente el recreo y la hora del almuerzo. Llego a la escuela a las siete y media y las clases empiezan a las ocho. Tenemos tres clases y el recreo. Después tenemos dos clases más y el almuerzo. Después del almuerzo tenemos tres clases y podemos regresar a casa a las tres.

You should have no difficulty answering in Spanish the following questions.

**empezar** (ie) – to begin

1. ¿Cómo se llama la chica?
2. ¿A qué tipo de escuela asiste?
3. ¿Qué le gusta?
4. ¿Cuántas clases tiene en la mañana?
Here are some more difficult questions for you now.

a) ¿A qué hora llega a la escuela?
b) ¿A qué hora empiezan las clases?
c) ¿A qué hora terminan las clases?

¿A qué hora?

You do need a little help to answer these questions which ask at what time something is done.

Note well: ¿A qué hora….? At what time?

The correct response to 1) below is:

Llega a la escuela a las siete y media.

Now write some questions of your own to find out ‘at what time’

1. Math class begins on a Monday.
2. Spanish ends on a Wednesday.
3. We prefer music class.
4. We have lunch.
5. He (the principal) speaks with the teachers.

¡Excelente!

Provide answers to your questions now.

Now listen to the answers for 1-5 above and the responses.
Of course you remember the time from lesson one of this unit. Revise it quickly and answer the two remaining questions. Remember to put –a at in front of the time when responding to ¿A qué hora?

**El uniforme -The school uniform**

¿Qué llevan los alumnos? *What do school children wear?*

---

<table>
<thead>
<tr>
<th>Note it!</th>
</tr>
</thead>
</table>

In some Spanish speaking countries, children have to wear school uniforms, but in others they don’t. In Cuba and Venezuela, every primary school has the same uniform. In Spain, many children in public schools have none, but a uniform is a standard requirement in private schools. In Argentina, children can wear their own clothes, but once they get to school, they have to put on a smock. Do students wear a uniform in your country?
Now that you have the names of the clothing that are used for school, learn to ask and answer some possible questions on this topic.

**Preguntas- questions**

1. **¿Qué llevas para la escuela?** *What do you wear? (llevar -to wear)*
2. ¿Qué te pones para ir a la escuela? *What do you put on?* *(Poner-to put/put on)*

3. ¿Tienes un uniforme? *Do you have a uniform?*

4. ¿Puedes describir tu uniforme? *Can you describe your uniform?*

5. ¿Vienes a la escuela con un informe? *Do you come to school with a uniform?* *(venir -(ie)-to come)*

Do you remember the different colours that you learnt in Unit 2? This is a good time to practise them.

**Respuestas - Answers**

1. Llevo una falda roja. *I wear a skirt.*

2. Me pongo un vestido blanco con una chaqueta. *I put on a dress with a jacket.*

3. Sí, tengo un uniforme. *Yes, I have a uniform.*

4. Mi uniforme consiste en pantalones verdes, una camisa blanca una chaqueta, zapatos negros y medias blancas. *My uniform consists of green pants, a white shirt, a jacket, black shoes and white socks.*

5. Sí, vengo con mi uniforme. *Yes, I come with my uniform.*

Listen to the CD and repeat the questions and answers for practice.

Answer in Spanish the following question.

¿Qué lleva el Presidente Obama? *What does President Obama wear?*

Now write questions to find out:

**What President Chávez wears.**

**What President Castro wears.**

**What you wear to play football.**

**What you wear at home.**
Spanish 11/12

Note some useful vocabulary for the passage below

Note it!

You may have noticed a strange spelling for I come “vengo”. This should remind you of “hago” and “pongo” in Unit 2 and “tengo” in the last lesson. Where did the g come from? It is hard to imagine, but we accept them and remember them. To make this easy, we refer to poner, tener, hacer and venir as the go-go verbs. It is only the first person I that carries the g, giving us -go. Learn these verbs.

These are just some of the go-go verbs. The others you will use in future lessons. Look out for:

**decir**- to say or tell (digo)  **oir**- to hear (oigo)

**salir**- to leave (salgo)  **caer**- to fall (caigo)

Note it!

**prestar atención**- to pay attention

**travieso**- naught**y**  **la vez**- time, occasion

**el asiento**- seat  **el aire**- the air

**ruido**- noise  **merecer**- to deserve

**el castigo**- punishment  **parlanchín**- talkative

**mientras**- whilst  **tener frio**- to be cold
Now read the passage and then do the activities that follow:

**Reunión durante el recreo**


El director viene para hablar con los alumnos. Encuentra a todos los alumnos charlando. Habla muy severamente pero tiene que regresar a la clase una segunda vez. Tiran papeles, lápices, lapiceros, bolígrafos, libros y gomas en el aire y hacen mucho ruido.

Hace mucho frío pero tienen que salir al patio. Tienen una hora de recreo hoy mientras los profesores tienen una reunión. ¡Qué recreo tan largo exclaman! Merecen el castigo. Es porque están muy traviesos y ruidosos hoy.

**Tip**

Nota que hay dos palabras relacionadas con el tiempo en este lección: **hora** y **vez**

En español debemos diferenciar entre el tiempo que significa hora- **la hora** y el tiempo que significa ocasión- **la vez**
These are some words for you to guess its meaning.

ausente  responsabilidad  severamente  reunión
ruidoso  desobediente

What will help you to guess correctly.

Some of them are **cognates**. **Cognates** are words that resemble in spelling and meaning in two languages. In addition, there are **context clues**. From the meaning of surrounding words you can figure them out. Try to get them now.

**Nouns ending in -ity**

First, work with **responsabilidad**. Of course it means responsibility. A Spanish word ending in **-dad** often gives the meaning of an English word ending with **-ity**. They are feminine nouns in Spanish. Let us try to give the Spanish translation for some English nouns.

**Trinity?**  Yes, Trinidad, la Trinidad.

Now you know the meaning of the country that bears this name. You can even read up on the history of Trinidad to find out why the country was so named and you will see the Spanish origins. If you are in a classroom situation, your teacher will give you a class project on Spanish influence in Trinidad.

Now try some more nouns ending in **-ity**

felicity  electricity  community  generosity
velocity  security
Adverbs ending in ‘-mente’

If you understand how adverbs are formed in Spanish, you will have no difficulty in guessing the meaning of severamente. Of course, the first half of the word severa resembles the English word, severe which is easily associated with a school principal, so you probably probablemente guessed it anyway.

The ending ‘-mente’ in Spanish renders the ending -ly in English.

The adverb, ending in ‘-mente’ is formed by adding this suffix to the feminine of the adjective.

If severo is stern, severe then severamente is sternly, severely.

If lento is slow, then lentamente is slowly.

Now give the adverbs formed from the following adjectives. Do not forget to use the feminine form of the adjective for the adjectives that end in ‘o’. For adjectives that end in ‘e’ just add the suffix –mente.

sincero generoso ruidoso completo
probable inteligente

You will learn more adverbs in Unit 4 and other future units.

Use the correct adverbs in saying how the following actions are done. If you are in class, your teacher will let you read them aloud.

1. Corren (lentamente, generosamente)
2. Hablan (completamente, positivamente)
3. Escribimos (sinceramente, probablemente)
4. Comprendemos (completamente, ruidosamente)
5. Contribuyen su dinero (generosamente, inteligentemente)

¡Felicitaciones! Congratulations! Now, you have the answers to the previous activity.
Write five correct sentences of your own using an adverb in each of them.

1.

2.

3.

4.

5.

**Tener que – To have to**

Tienen que salir al patio.

This statement expresses an obligation. They have to go out into the yard. Using the verb *tener* followed by *que* and a verb in the infinitive is one way to express an obligation in Spanish.

Practise *tener que* in the following three situations. Use one sentence for each response.

a) Your mother leaves you a note saying that she is getting home late because she has to go to the library. Write her note.

b) You pass your captain a note in class excusing yourself from training because you have to attend a meeting with your math teacher. Write your note.

c) Raúl sends his teacher a note explaining what time his bus arrives because he has to leave then. Write his note.
Summary

In this lesson, you read about classroom activities and behaviours. You practised vocabulary related to classroom items and basic clothing, as well as go-go verbs: tengo, pongo, digo, hago, caigo, traigo, vengo, oigo and salgo, nouns ending in –dad: responsabilidad, trinidad, etc., and adverbs ending in –mente: lentamente, severamente, etc. Practise them continuously in written assignments, in the next units.

Assignment 3.5

Let us see how well you understood the teaching points above. Answer in English, the questions on the passage Reunión durante el recreo.

1. Why is the visitor present?
2. How are the students described?
3. What do they fail to do?
4. What are they doing? When?
5. What do we know about the science and literature teachers?
6. Why is Pablo mentioned?
7. Explain the Principal’s decision?
8. What are the consequences for the students?

Assessment 3.4

Imagine that the Spanish teacher is absent. Write a paragraph in Spanish saying:

- Who has responsibility for the class.
- How are the students behaving.
- At what time they do specific things.
- What are the consequences.
This unit was quite comprehensive. Wasn’t it? In this unit, you covered vocabulary related to different types of schools: preescolar/parvulario, escuela primaria and escuela secundaria, number of floors pisos in school buildings, specialist rooms: oficina del director, sala de profesores, cuarto de arte, de música, de baile, comedor, laboratorio, cafetería, biblioteca, furniture mesa, armario, pupitre, sillas, and equipment ordenador/computador/computadora, máquina de escribir. School data: cuántos alumnos, el uniforme and horario timetable with subjects: asignaturas/ materias/temas – inglés, matemáticas, español, francés, alemán, geografía, biología, química, física, educación física, educación religiosa, historia, informática, school activities, football and classroom activities: jugar fútbol, marcar un gol, charlar, tirar papeles, escribir, leer, repetir were also covered along with persons in the school environment: el director, el profesor, los alumnos, los jugadores, el capitán.

Days of the week, months of the year, classroom items, and basic clothing are the vocabulary topics that you need for the future. Continue to practise talking about them. ¿Qué es esto?  Quiero tomar prestado. You also need to remember to use correctly the verbs ser and estar. Using de with a noun to form an adjectival expression is also a basic structure that must be retained for future comprehension. You can now say what you like me gusta I like, me gustaría I would like, quiero I want, prefiero I prefer, me encanta I am delighted or me interesa I am interested in. You can present an excuse for late coming (llego tarde porque...), ask and tell the time (¿Qué hora es? Es la una) and to say at what time something occurs (a la una).

You recognize now that tengo is not the only first person verb that ends in -go. You can now use pongo, digo, hago, caigo, traigo, vengo, oigo and salgo. You can also conjugate root changing verbs such as (encontrar, repetir and jugar) once the necessary vowel change is given to you. Continue to practice them until you do not need to be given the change.

The noun ending in -dad and the adverb ending in -mente are also part of your repertoire. Remember to continue to practice them.

You should run through this entire unit a second time. Ensure that you feel at ease and are ready to go on. You will be able to work a bit more with clothing in the shopping unit and routines in the upcoming Unit 4.
Unit Assessment

Listening comprehension- Double Punishment

The passage will be read three times. The first reading will be read at a normal pace to allow you to get a general sense. You will then be given five minutes to make notes and read the questions. Then the passage will be read a second time, more slowly, in two parts, Part A and Part B. At the end of each part, you will be allowed ten minutes to answer the questions that apply. The final reading will be read at a normal pace to allow you to make corrections to your answers. You will have three minutes for this.

Listen to the CD.

Double Punishment

PART A

1. Who is Paolo?
   a) a 20 year old student
   b) Luisa’s older brother
   c) a primary school Venezuelan student
   d) a boy living on the same street as Simon

2. At what time does he get to school?
   a) at quarter to eight
   b) at eight o’clock
   c) at quarter to nine
   d) at nine o’clock

3. What is his favourite subject?
   a) geography
   b) math
   c) science
   d) music
4. Why does he dislike one day of the week?
   a) he has to get up too early
   b) he does not like music
   c) the principal visits his class
   d) the teacher gets to school after break

5. What excuses do students make?
   a) they are cold
   b) the teacher is strict
   c) the bathrooms are closed
   d) the music room is too small

PART B

6. What happens on the 25th of November?
   a) Paolo tries to get to school first
   b) Paolo gets up late
   c) Paolo tells his sister he must leave
   d) Paolo has a football training session

7. Where does Paolo go on arrival at school?
   a) to the sports field
   b) to his class
   c) to the Office
   d) to the bathroom

8. What excuse does he give?
   a) he is cold
   b) he is late
   c) the bus was late
   d) the Principal is in class

9. How is the Principal’s office?
   a) too small
   b) too big
   c) spacious and comfortable
   d) big and uncomfortable
10. Who is to be punished and for what reason?

a) Paolo, for telling lies
b) Paolo, for playing in class time
c) The class, for being late
d) The class, for being naughty

Each of the questions above is worth 2 marks. The total for this unit assessment is **20 marks**.

When you have completed your Assessment, submit it for evaluation following the directions that are provided with this course.

Buena suerte! (Good luck!)
Son las 9:15 a.m. y estoy visitando el colegio de mi hermana. Ella asiste a la Secundaria Nacional de Ecuador. Hay tres edificios de ocho pisos cada uno. En un edificio están todos los salones de clases. Hay doce salones para cada grado de secundaria. Los salones son muy espaciosos y tienen veinticinco escritorios. También tiene una sala muy grande con cincuenta computadoras muy modernas. En otro edificio está la oficina del director, la oficina del colegio, la sala para los profesores y una enorme biblioteca. En el tercer edificio está el auditorio, el gimnasio, la piscina y la cafetería. Esta secundaria es muy grande y moderna.

Es martes, 6 de diciembre y mi amigo Rafael y yo estamos visitando el Preescolar El Girasol. Este preescolar es pequeño pero tiene un auditorio, un patio y un jardín muy grandes. Hay muchas decoraciones navideñas por todos lados. Los estudiantes están preparando el concierto y la obra de Navidad en el auditorio. Van a presentar la obra de “El Cascanueces”. Unos estudiantes cantan, otros bailan y otros actúan. A Rafael y a mí nos encantó ver a los profesores y estudiantes tan organizados y tan felices. Nos gustó mucho visitar este preescolar.
Assessment 3.3

Model Answer

1. querer (ie) – to want
   
   Quiero ir al parquet.

2. pensar (ie) – to think
   
   Mariana piensa que su escuela es la mejor.

3. jugar (ue) – to play
   
   Los niños juegan baloncesto en el colegio.

4. preferir (ie) – to prefer
   
   Ustedes prefieren ir al cine que al teatro.

5. tener (ie) – to have
   
   Ellas tienen unos libros muy interesantes.

6. poder (ue) – can, to be able
   
   Los niños pueden ganar la competencia.

7. volver (ue) – to return
   
   Todos vuelven al lugar donde nacieron.

Assessment 3.4

Model Answer

La profesora de español está enferma y no vino a dar clases. El profesor Alonso va a dar la clase a los estudiantes de la profesora. La clase comienza a las 10:15 a.m. pero el profesor tiene dificultad en empezar porque los estudiantes no lo obedecen, no lo escuchan y no se callan. El profesor llama al director quien decide que, como consecuencia, los estudiantes tendrán que marchar como soldados durante una hora.
Assignment 3.1

En el edificio del preescolar hay cuatro pisos. En la planta baja está la oficina del director, el señor Rodríguez. Junto a su oficina está la sala de profesores. La oficina es muy grande y tiene muebles muy bonitos. También tiene equipo de computación muy moderno. En cada piso hay cuatro baños para niñas y cuatro baños para niños.

Los salones son muy espaciosos y cada uno tiene veinte escritorios. Hay una biblioteca muy grande con una colección muy amplia de libros. Me gusta mucho ir a la biblioteca y descubrir tantos libros interesantes y maravillosos.

En el preescolar hay un patio muy grande donde podemos jugar y divertirnos. Hay una piscina, canchas de baloncesto, de fútbol y de tenis. También hay una cafetería con muchas mesas y sillas de madera. La cafetería está decorada con muchas plantas tropicales.

La sala de arte está al lado de la biblioteca, es enorme y tiene mucho material de arte.

El preescolar es un lugar muy lindo y divertido para mí.
Assignment 3.2

Complete, in Spanish, the following timetable for Elenita.

<table>
<thead>
<tr>
<th>Hora</th>
<th>lunes</th>
<th>martes</th>
<th>miércoles</th>
<th>jueves</th>
<th>viernes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 – 9:25</td>
<td>Matemáticas</td>
<td>Inglés</td>
<td>Matemáticas</td>
<td>Inglés</td>
<td>Matemáticas</td>
</tr>
<tr>
<td>9:25 – 10:00</td>
<td>Matemáticas</td>
<td>Inglés</td>
<td>Matemáticas</td>
<td>Inglés</td>
<td>Matemáticas</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Arte</td>
<td>Educación Religiosa</td>
<td>Música</td>
<td>Baile</td>
<td>Música</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECREO</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:50 – 11:30</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALMUERZO</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45 – 1:20</td>
</tr>
<tr>
<td>1:20 – 1:45</td>
</tr>
<tr>
<td>1:45 – 2:15</td>
</tr>
<tr>
<td>2:15 – 3:00</td>
</tr>
</tbody>
</table>

Assignment 3.3

Periodista: Hola ¿Cómo se llama usted?

George: Soy George Rivas.

Periodista: Encantado George. ¿Eres el capitán de Leones de Caracas (Caracas Lions), no?

George: Sí, claro.
Periodista: Trabajo con el periódico y estoy aquí para una entrevista (interview) con su profesor/ tu profesor. Profe, aquí está, venga. Siéntese con nosotros.

George: Mi profesor es tímido, no le gusta hablar demasiado. Ah sí, ya viene.

Periodista: ¿Si pierden este campeonato (championship), qué van a hacer?

George: ¿Perder? Es cierto (certain) que los jugadores no piensan perder.

Periodista: ¿Están bien preparados entonces?

George: Mucho entrenamiento. Tres meses de ejercicios y de fútbol. Además (besides) soy optimista.

Periodista: Bien, entonces espero ver los siete colores del arco iris en el estadio el domingo. Buena suerte, George y muchas gracias por la entrevista. Adiós.

George: Adiós señor.

Assignment 3.4

Model Answer

- Maricarmen prefiere – prefers la biología. No le gusta la química.

- Los alumnos tienen – have sus libros pero no estudian.

- El profesor quiere - wants dar la bienvenida a Enrique.

- Nosotros no queremos - want inglés hoy. La segunda clase es - is inglés.

- Ellas almuerzan – eat lunch en la cafetería durante la hora de almuerzo.
Assignment 3.5

Model Answer

1. Why is the visitor present?

   The visitor is present to substitute the literature teacher who is absent.

2. How are the students described?

   The students are described as disobedient, naughty and noisy.

3. What do they fail to do?

   They are not doing what they are told to do: to go back to their seats when the teacher speaks to them, and to repeat the poem in literature class.

4. What are they doing? When?

   They are being disobedient. They are throwing papers, pencils, pens, books and erasers in the air.

5. What do we know about the science and literature teachers?

   The science teacher is sick and the literature teacher is absent.

6. Why is Pablo mentioned?

   Pablo is mentioned because he is responsible for the class.

7. Explain the Principal’s decision?

   The Principal decides to punish the students.

8. What are the consequences for the students?

   The consequence is that the students have to spend a long break outside where it is very cold.
UNIT 4
SPANISH

LA RUTINA DIARIA
Unidad 4: Unit 4

La rutina diaria: Daily Routine

Introduction

This unit gives you the opportunity to learn how to express, both orally and in print, all that you do from the moment you wake up in the morning until the time you go to bed at night.

It begins with your personal activities -- the things you do to prepare yourself for the day, continues with things you do on weekdays, and ends with weekend activities.

Within this framework, you will find different types of activities – those that occur inside and those outside the house. You will also have the opportunity to practice expressions which deal with time and frequency of these activities.

In addition, you will be able to give and respond to instructions based on daily routine activities. You will also reinforce your skills in listening, speaking, reading, and writing, as you go through the exercises provided.

You have already met some of the vocabulary in Unit 1, Lesson 3—Divirtiéndote en Casa Enjoying Yourself at Home, so, please listen carefully and repeat with confidence as these same words may be used. Look out for minor changes in accentuation or endings.

This unit is divided into four lessons:

1. Cuidado Personal. - Personal Care.
2. ¡A Trabajar! / ¡Manos a la Obra! - Get to Work.
3. Actividades afuera y adentro. - Outside and inside activities,
Upon completion of this unit, you will be able to:

- Speak and write about personal care and doing things yourself.
- Speak and write about daily routine activities.
- Say where you are going and what you are going to do.
- Describe weekend activities.
- Give and respond to commands about doing chores.
- Discuss when and how often you do activities during the day.
- Say what meals you have daily.
- Describe a simple breakfast.
- State the order in which activities occur during the day.

**Reflective verbs**

In reflexive verbs the action of the verb reflects back to the subject of the sentence, Eg. **bañarse** – *to bathe oneself*. The girl dresses herself or I hurt myself.

**To Spend+ Time+Gerund**

An expression in Spanish that says that an action is going on for a period of time.

**Commands**

Expressions used to tell a person what to do. It is also referred to as the imperative.

**Adverbs**

Words used to say how or when something is done or to what extent
Lección 1: Cuidado personal

Lesson 1: Personal care

Introduction

After waking up, there are some things you do before leaving home. This lesson introduces you to some of these activities that you do to prepare yourself. ¿Listo? Ready?

Upon completion of this lesson, you will be able to:

- State what time you wake up and go to bed.
- State some things you do to prepare yourself to start your day.
- Ask a friend what time he/she gets up or goes to bed.
- Respond positively/negatively to set questions about your personal care.

Reflexive verbs:

levantarse / acostarse

The person getting up says: **Me levanto a las seis.**
And going to bed says: **Me acuesto a las diez.**
Listen to CD 1 and repeat the two following expressions.

Me levanto a las seis  I get up at six o’clock.
Me acuesto a las diez  I go to bed at ten o’clock.

Make some sentences with the yo form (me levanto and me acuesto) using the following expressions. You are now familiar with some of them. Learn the others.

tarde  late
temprano  early
a las siete  at seven
a medianoche  at midnight
a mediodía  at midday

After this practice, you will learn the informal singular tú form of these verbs. Here are two questions you must be able to respond to.

¿A qué hora te levantas?  ¿A qué hora te acuestas?

Now you put question and answer together as Profesor Panda and Enrique have a conversation. Listen to them on CD1.

Profesor: ¿A qué hora te levantas?
Enrique: Me levanto a las siete.
Profesor: ¿A las siete? ¿A qué hora te acuestas?
Enrique: A medianoche señor.
Profesor: ¡A medianoche! Comprendo ahora. Enrique acuéstate a las ocho por favor. Tienes ocho años.
Enrique: Sí, señor.

¡Acuéstate!  Go to bed!

Do you know what time Enrique goes to bed and gets up? You can tell from his conversation with his teacher that he goes to bed at midnight. Now, if you want to be sure, you can ask a member of his family. This is how it is done.

¿A qué hora se acuesta Enrique?
¿A qué hora se levanta Enrique?
You will be told:
“Enrique se levanta a las siete y se acuesta a medianoche”.

If you wanted to find out about other siblings, you may hear.
Teresita se acuesta a las siete.
Marisela y Alejandro se levantan a las cinco y media.

Do you believe that you could give the times that other persons go to bed and get up? Surely you can. First, just pay close attention to the endings which you have used to conjugate verbs in the present tense.

Notice that the verbs have the same endings like other –ar verbs you have learnt before.
Here are the singular forms:
Yo me levanto/ me acuesto
Tú te levantas/ te acuestas
Él, Ella se levanta/ se acuesta
Usted se levanta/ se acuesta

Now you meet the plural forms:
Nosotros nos levantamos/ nos acostamos
Ellos/ Ellas se levantan/ se acuestan
Ustedes se levantan/ se acuestan

The endings were easy enough. Secondly, you must pay attention to the tricky little words in front of the verb. They are called reflexive pronouns. Reflexive constructions require the reflexive pronouns me, te, se, nos, and se. The pronoun se attached to an infinitive indicates that the verb is reflexive. You will see examples of these verbs later.

Go back and highlight the reflexive pronouns in each part of the verb. Then underline the reflexive pronouns in each of the following. Don’t worry about the meaning at this point. You will soon learn them all.
Yo me despierto. Tú te lavas.
Nosotros nos bañamos. Usted se divierte.
Ellos se levantan. Tú te acuestas.
Ella se cepilla los dientes. Usted se lava.

Your answers should be:

Me te se and nos

These are the reflexive pronouns and they should be chosen carefully.

Activity 4.3

Fill in the correct reflexive pronouns in each sentence. Follow the pattern of the examples levantarse and acostarse above.

1. Ana……………… cepilla los dientes.
2. Juanito y Luisa……………… lavan la cara.
3. Mis padres……………… bañan temprano.
4. Nosotros……………… lavamos en el baño.
5. Yo………………… lavo la cara.
6. ¿………………… afeitas el lunes?
7. Usted………………… duerme.
8. Tú………………… preparas para la noche.
To summarize,

1. The pronoun *se* attached to an infinitive indicates that the verb is reflexive.
2. The pronoun *se* is changed to *me* when you are talking about yourself (*I*), and it is placed in front of the verb.
3. When you are speaking about one (*you –polite form, he, she*) or more than one (*they*) person the same *se* is used and it is placed in front of the verb.
   
   Ej.: Teresita *se* levanta temprano. - *Teresita gets up early.*
   Alejandro *se* acuesta temprano. - *Alejandro goes to bed early.*
   Teresita y Alejandro *se* acuestan temprano. - *Teresita and Alejandro go to bed early.*

4. When you are asking your friend a question, *se* is changed to *te*.
   
   Ej.: ¿*Te* levantas temprano? Do you get up early?
   ¿*Te* acuestas temprano? Do you go to bed early?

   Notice the *as* ending of the verb that expresses *you* in the familiar, singular form.

   Your response: *Me levanto temprano*
   
   *Me acuesto temprano.*

There is one more, the plural *nos* which goes with the *-amos, -emos* and *-imos* endings.

Mamá y yo *nos* despertamos temprano.

*Mother and I wake up early.*

Mi hermano y yo *nos* acostamos tarde.

*My brother and I go to bed late.*
Let’s review.

You have learned two verbs: **levantarse** and **acostarse**

**Me levanto.** I get up.

**Te levantas.** You (familiar) get up.

**Se levanta.** He/she gets up and You (formal) get up.

**Nos levantamos.** We get up.

**Se levantan.** They get up.

**Me acuesto** I go to bed

**Te acuestas** You (familiar) go to bed

**Se acuesta** He/she goes to bed and You (formal) go to bed

**Nos acostamos** We go to bed

**Se acuestan** They go to bed

Here are some verbs which will help you to state the personal care you do daily.
Note the stem changes indicated in parentheses.

- **despertarse (ie)** to wake up
- **levantarse** to get up
- **ducharse** to shower
- **afeitarse** to shave
- **bañarse** to bathe
- **lavarse** to wash (oneself)
- **peinarse** to comb one’s hair
- **lavarse el pelo** to wash one’s hair
- **cepillarse el pelo** to brush one’s hair
- **secarse el pelo** to dry one’s hair
- **cepillarse los dientes** to brush one’s teeth
- **maquillarse** to put on makeup
- **arreglarse** to get ready to go out
- **ponerse la ropa** to put on clothes
- **quitarse la ropa** to take off clothes
- **acostarse (ue)** to go to bed
Do you remember the verb *poner* from Unit 2? Well, *ponerse* is a reflexive verb and it is conjugated just like *poner*.

Learn these verbs and find a picture of any item or activity which will represent each. If you are in class you get to make a scrap book of daily routine pictures. If not, send your pictures with the verbs written below to your tutor.

From the list above, choose five activities that you do to prepare yourself for the day; make sentences to give the times you do them or say whether you do these activities early or late.

Ej.: *Me desayuno.* I have breakfast.

1.  
2.  
3.  
4.  
5.  

Did you remember to start with me? Very good! You’re doing great!

**Time expressions**

You have already met *temprano* (early); *tarde* (late) and expressions related to time – *a las cinco, a las diez*.

Here are some more time phrases that will help you to talk about the timing of your routine.

- *por la mañana / tarde / noche*  
  *in the morning/evening/night*
- *todas las mañanas / tardes / noches*  
  *every morning / afternoon or evening / night*
- *todos los días*  
  *every day*
- *siempre / a veces / nunca*  
  *always / sometimes / never*
Ej.: Todas las mañanas me despierto a las cinco.

Every morning I wake up at five o’clock.

A veces me acuesto tarde.

Sometimes I go to bed late.

Adverbs ending in –ly -mente

Now use adverbs to say how and when your activities are done. Do you remember adverbs from Unit 3?

Ej. rápidamente rapidly normalmente normally

usualmente usually

Ej. Usualmente, mi mamá se acuesta temprano. Usually my mother goes to bed early.

Mi hermano se cepilla los dientes rápidamente. My brother brushes his teeth quickly.

Note that the adverb may come at the beginning or at the end of the sentence.

Use your answers from activity 4.5. Say whether you usually do these in the morning, the afternoon or at night. Say which ones you do quickly or slowly (lentamente).

Activity 4.5

Ej: Usualmente, por la mañana me desayuno lentamente.

Did you remember to start your action with me? Very good! You’re doing great!
Give the English translation for the following adverbs:

a) Generalmente, usualmente, raramente, fácilmente, atentamente

Change the following to adverbs:

b) Cariñosa, inteligente, frecuente, correcta, paciente, difícil

**Negative Sentences**

A sentence is made negative when the word **no** comes before the verb. Is that correct?

Remember the reflexive verb is made up of two parts, the reflexive pronoun and the verb (**me despierto**), therefore the word **no** comes before the pronoun.

**Ej.:** No me despierto temprano.  *I do not wake up early.*

Mamá no se acuesta tarde.  *Mama does not go to bed late.*

Change the following sentences to the negative to say what you do not do.

1. Me ducho tarde.
2. Me cepillo los dientes con Colgate.
3. Generalmente papá se despierta a las cinco.
4. Mis hermanos se bañan en el río todos los días.
5. La estudiante se peina en la clase.
6. Mi tío se afeita lentamente.
7. Mis amigas se maquillan raramente.

Give answers for the following questions about your personal activities. Use as many time phrases as you wish in your answers.

1. ¿Te levantas temprano todas las mañanas?
2. ¿Te bañas siempre con agua fría?
3. ¿Te cepillas los dientes con Colgate o con Pepsodent?
4. ¿Te maquillas todos los días?
5. ¿Te afeitas siempre por la tarde?
6. ¿Te desayunas con tu familia?

Test your basic vocabulary. Give the English and Spanish translations respectively, as indicated below on the blank columns.

<table>
<thead>
<tr>
<th>Español</th>
<th>Inglés</th>
<th>Español</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>siempre</td>
<td>lovingly</td>
<td>todas las tardes</td>
<td>to bathe</td>
</tr>
<tr>
<td>a veces</td>
<td>never</td>
<td>arreglarse</td>
<td>to shave</td>
</tr>
<tr>
<td>lavarse el pelo</td>
<td>to go to bed</td>
<td>despertarse</td>
<td>every day</td>
</tr>
<tr>
<td>quitarse la ropa</td>
<td>to get up</td>
<td>secarse el pelo</td>
<td>to put make up</td>
</tr>
</tbody>
</table>
In this unit, you learnt about activities dealing with personal care and time phrases which help you to say when and how often you do these activities.

The lesson began with **levantarse** to get up and **acostarse** to go to bed. You also learnt other daily routine reflexive verbs **despertarse (ie)** to wake up, **ducharse** to shower, **afeitarse** to shave, **bañarse** to bathe, **lavarse** to wash (oneself), **peinarse** to comb one’s hair, **lavarse el pelo** to wash one’s hair, **cepillarse el pelo** to brush one’s hair, **secarse el pelo** to dry one’s hair, **cepillarse los dientes** to brush one’s teeth, **maquillarse** to put on makeup, **arreglarse** to get ready to go out, **ponerse la ropa** to put on clothes – to get dressed, **quitarse la ropa** to take off clothes.

You can use the correct reflexive pronouns with each subject or part of the verb.

- yo - me
- tú - te
- él, ella, usted - se
- nosotros - nos
- ellos, ellas, ustedes - se

You know that to change the sentence into negative, the no goes before the reflexive pronoun.

You are able to use expressions related to time like **temprano** early and **tarde** late, or **por la mañana**, in the morning, **por la tarde**, in the afternoon, **por la noche** in the evening. You are also able to say how often you do these activities using expressions like **todos los días** every day, **a veces** sometimes and **siempre** always.

You also practised the adverb ending in -mente which you learnt in Unit 3. Adverbs are critical to daily routine as you use them to say how things are done. You know **lentamente** slowly, **rápidamente** quickly, **generalmente** generally, **usualmente** usually, **raramente** rarely, **fácilmente** easily, **atentamente** attentively, **cariñosamente** lovingly, **inteligentemente** intelligently, **frecuentemente** frequently, **correctamente** correctly, **pacientemente** patiently, **dificilmente** with difficulty.

You are now able to manoeuvre the expressions of time with the activities so now you are able to make a variety of sentences. Complete your assignment and assessment and move on to Lesson 2.
Assignment

Fill in the blanks with a verb that completes the sense of the sentence.

1. Isabela………………. en su dormitorio.
2. Francisco y yo……………….. en el baño.
3. Yo………………… porque tengo dieciocho años. Teresita tiene doce años , no…………………
4. Los niños………………….. a las siete de la noche.
5. Generalmente, usted no ………………………. temprano.
6. Los padres…………………. con Colgate.
7. Los chicos………………., las chicas no.
8. Tú y yo …………………………. y vamos a la escuela.

Assessment

Write a paragraph of sixty words on your daily routine. Say

- What activities you do.
- When you do them.
- How they are done.
Lección 2: A trabajar

Lesson 2: Get to work

Introduction

Dear Learner, this second lesson on daily routine will allow you to say exactly what your day is like. You will talk about things expressed by many different verbs. Some of them you have learnt in Units 1-3, and others you learnt in Lesson 1 of this unit or you will meet in this lesson. In the end, you will be able to share, orally or in writing, exactly what your entire day is like, where you go and how long you spend doing some routine activities. It is also a good opportunity for revision that you should not waste.

In the end, you will be able to send an e-mail or tell your teacher all about the daily routine.

Upon completion of this unit, you will be able to:

- State orally or in writing what chores or activities you do daily.
- Speak about how much time you spend on these activities.
- Ask and answer questions about these activities.
- State what other family members do.
¿Qué haces por la mañana?

This question should be answered by all the necessary details of your morning routine and not only the time you get up. Here are some different headings as a mnemonic to help you remember. Use your dictionary as you go along.

P A Q

P-Prepararse- You can say what preparatory things you do other than your personal grooming. Give the meaning of each. Check them in your dictionary if you do not remember/know them. Make a list of all those that you had to check.

- Lustrar mis zapatos
- Arreglar mi carpeta
- Planchar mi ropa
- Completar mis tareas

Yes, we know that some pupils complete their homework in the morning. It is a very bad habit but it does exist.

A-Arreglarse- You can say what time you do different things to prepare yourself. Add the difficult ones to your vocabulary list.

- Bañarse
- Ducharse
- Cepillarse los dientes
- Cepillarse el pelo
- Vestirse (i)
- Afeitarse (adultos)
- Maquillarse (adultos)

Q-Completar los quehaceres- You say what jobs you do around the house. Add the unknown items to your list again.

Dar comida a mi animal/ perro, etc.

- Ayudar en la cocina
- Lavar el carro
- Hacer la cama
Here are some possible PAQ sentences formed into a paragraph.

Me levanto a las cinco de la mañana. Arreglo mi carpeta, plancho mi ropa y me ducho. Me cepillo los dientes y ayudo en la cocina. Doy comida a mi perro, Fido. Hago mi cama y me visto.

<table>
<thead>
<tr>
<th>Dar-</th>
<th>to give</th>
<th>has an irregular first person. The rest of the present tense is quite regular.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doy</td>
<td>I give</td>
<td></td>
</tr>
</tbody>
</table>

Write your own paragraph to state what you do on mornings.

Activity 4.10

<table>
<thead>
<tr>
<th>?</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you observe the spelling of the verb <em>I make</em> in Spanish?</td>
<td></td>
</tr>
<tr>
<td>How about <em>I get dressed</em>?</td>
<td></td>
</tr>
<tr>
<td>Can you account for these two peculiar spellings? No?</td>
<td></td>
</tr>
</tbody>
</table>

Go back to Unit 2 for the verb *hacer* and review root changing verbs in Unit 3 to understand the verb *vestirse*. |
Por la mañana/ por la tarde/ por la noche

Did you observe the “por la mañana” that is different from “todas las mañanas” which you studied in Lesson 1? It is also different from “de la mañana” which you studied in Unit 3.

Todas las mañanas refers to the frequency. It says every morning.
De la mañana follows the hour to specify what part of the day. It says in the morning.
Por la mañana never follows the hour but it specifies what part of the day. It says in the morning.

As you can guess, por la tarde and por la noche have the same relationship to todas/ las tardes and todas noches, respectively. You will use por la tarde and por la noche a bit later in the lesson.

If you wanted to improve your paragraph in 4.17, you would begin with… Por la mañana …

¿Qué haces durante el día?

S I T

S-Salir de la casa (You can detail each part / each action)
Cerrar (ie) la puerta
Bajar la escalera
Ir a la parada de autobús/ al garaje
Coger un taxi

I-Ir a la escuela/ ir al trabajo
Viajar en taxi/ en carro de papá
Leer el periódico
Mirar los árboles
Charlar con los compañeros

T-Trabajar- (You can detail what goes on as you work/ study)
Charlar con los compañeros de clase/ de trabajo
Estudiar/leer/contestar a la profesora
Escuchar
Completar las tareas
Llamar por teléfono
Escribir
Discutir
Ir a la cafetería

Can you form your SIT sentences into a paragraph? Before you do and before you go on to the evening activities, pay attention to the irregular verb ir.

**Voy al trabajo**

In Unit 3, you spoke about school. School is a place all children should go, but what if you are not a child? What about the adults in your home? What would they talk about? Work! Adults go to work whilst children go to school. This is what they say:

**Los adultos: Voy al trabajo.**  I go /I am going to work.

**Los niños: Voy a la escuela.**  I go /I am going to school.

**Tip**

If someone says to you

¡A trabajar! - It simply means get to work! The word get is not used, but it is the same idea.

At home you also go to certain rooms. You say:

**Voy al baño**
**Voy a la cocina**
**Voy al comedor**
**Voy al garaje**
Write sentences to say that you go to the following places that you can already name in Spanish:

- The bedroom,
- The music room,
- The classroom,
- The office,
- The yard,
- The garden.

Now you can go back to your work routine and say what you do during the day. Write about what places you go to and your daytime routine.

- The library?
- The field?
- The laboratory?

Use the SIT model to cover the entire period.

¿Qué haces por la tarde/la noche?

The final part of the day to relate about would be evening to night. Your mnemonic this time is:

**V O D**

- V - Volver
- Salir de la escuela/ de la oficina
- Esperar a los amigos
- Caminar

---

<table>
<thead>
<tr>
<th><strong>Al</strong> and <strong>a la</strong> mean <strong>to the</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are really sharp and attentive, you already noticed that <strong>al</strong> is used before masculine nouns and <strong>a la</strong> before feminine nouns.</td>
</tr>
<tr>
<td><strong>A &amp; el = al</strong>  This is like a math formula for you to remember, but it is much easier, of course.</td>
</tr>
<tr>
<td>Notice: <strong>Voy al trabajo. Voy al baño, voy al garaje.</strong></td>
</tr>
<tr>
<td><strong>But:</strong> <strong>Voy a la escuela. Voy a la cocina. Voy a la cafetería.</strong></td>
</tr>
<tr>
<td>You get to try <strong>a &amp; el = al</strong> in the next exercise where you say where you are going.</td>
</tr>
</tbody>
</table>
Regresar en carro de papá
Viajar en taxi

O - Olvidar los problemas del día
Desvestirse
Comer una merienda
Sacar a mi perro
Caminar en el parque
Dar comida a mis peces
Jugar con mis hermanos
Leer el periódico
Mirar la televisión
Charlar con mi familia
Ayudar a mis padres

D - Descansar
Dormir media hora
Relajarse
Acostarse/ ir a la cama
Cenar
Dormir profundamente/ bien

Write up a paragraph to include the expressions por la tarde- in the evening and por la noche- at night. Use your VOD verbs and expressions.

Now, you have the entire day covered. Remember all the sections by learning PAQ, SIT and VOD. It will not take you long if you form a rhyme similar to:
“eeny meeny miney mo”
Listen to a version given on the CD1.

Then you need to remember:
Prepararse, Arreglarse, completar los Quehaceres,
Salir, Ir, Trabajar,
Volver, Olvidar los problemas del día, Descansar.

Now review your daily routine as outlined here and learn any new expressions you encountered in this previous section before moving on.

**Pasar... tiempo... haciendo...**

Dear Learner, you should now be ready to add another time element to your paragraphs. Now you must learn to state how much time you spend doing different things, such as your homework or reading, playing, studying or calling friends on the phone. Sometimes too much time is spent doing an activity. How do you divide up your time? Do you think of terms such as: veinte minutos, una hora, dos horas? You will soon let us know.

We use paso followed by the amount of time, in hours or minutes, followed by the gerund of the verb. The gerund is expressed with the –ing ending in English.

In Spanish, the gerund is formed by replacing the -ar ending with -ando, and the -er / -ir endings with -iendo.

Ej.:  
lavar to wash   lavando washing  
planchar to iron  planchando ironing  
pulir to polish  puliendo polishing  
hacer to do   haciendo doing

Think of the gerund for the following infinitives:
salir beber mirar caminar comer sacar

Did you guess them right? See the box below to find out.
If you got five correct, that is excellent. Take a note of *vistiéndose* and learn it. Do not worry about this irregular spelling for the time being. Note that it can also change to *vistiénndome*, *vistiénndote*, and *vistiénndonos*.

Let us return to saying how much time is spent doing all these activities in our daily routine.

**Pasar** - to spend & **tiempo** - time & **gerundio** - gerund

**Paso dos horas lavando la ropa.** - *I spend two hours washing clothes.*

Let’s put together all that we have learnt so far – the part of the day and the length of time with the activity.

**Por la mañana paso dos horas lavando la ropa.** *In the morning I spend two hours washing clothes.*

Write three sentences of each time of the day given here by saying: how long you spend doing things in the morning, during (durante) the day, and in the evening/night.

---

**Activity 4.14**

**Irregular gerunds**

1. The gerund from of the verb *ir* is irregular and is not in use in modern Spanish.

2. **Leer** - leyendo

3. Root changing verbs have the spelling change in the gerund form of the verb. You will practise these much later in Unit 11.

---
Now do you remember the days of the week from Unit 3? Revise them and move on.

Answer the following questions about your daily routine, giving details of days, times, and how much time is spent on each activity.

1. ¿Lavas la ropa?
2. ¿Limpias el baño?
3. ¿Preparas el desayuno?
4. ¿Planchas la ropa todos los días?
5. ¿Limpias la cocina todas las noches?
6. ¿Sacas a tu perro?

Did you remember to use the correct verb ending? Excellent! Now answer some more questions for other persons. Again, state the day, part of the day, and time spent on the activities.

¿Verdad? right?

Teresita arregla su carpeta. ¿Verdad?
Enrique y Teresita ponen la mesa. ¿Verdad?
Yo me baño en el baño. ¿Verdad?
Luisa y Marisela se peinan bien. ¿Verdad?
Carlos y tú sacan la basura. ¿Verdad?
Lesson summary

In this lesson, you learnt what chores or activities you do daily. You used the mnemonics PAQ, SIT, and VOD to help you organise your ideas with PAQ referring to your morning routine where you covered prepararse--preparing yourself with general tasks, arreglarse--to get ready with personal grooming to go out, and completar los quehaceres--to finish doing chores. SIT refers to your day routine from salir--leaving the house to, ir - , and trabajar--working; and VOD comprises volver--to return home, olvidar los problemas del día--to forget the problems of the day, and descansar--to rest.

You can further subdivide these to include reflexives as well as verbs that are not reflexive such as caminar--to walk, sacar a caminar a mi perro--to walk my dog, dar comida a mi animal/mascota--feed my pet, jugar con mis hermanos--play with my brothers, completar mis deberes--finish my homework, ir al despacho/a la oficina--to go to the office, salir de la casa--to leave the house, ayudar a mis padres--to help my parents.

You can ask and answer simple questions on your daily routine and speak about how much time you spend on these activities using pasar & minutos/ horas & the gerund ending in -ando or -iendo

**Paso una hora comiendo**

Ask and answer questions about activities in different parts of the day- por la mañana--in the morning, por la tarde--in the afternoon, por la noche--in the evening / at night, as well as durante el día--during the day.

You can also say where you go using a la for feminine nouns or al for masculine nouns:

Voy al baño, al despacho, al trabajo, etc.

Voy a la tienda, a la escuela, a la cafetería, a la cocina
Assignment 4.2

Match the picture that corresponds to each sentence.

Doy comida a mis peces de colores.

Me visto.

Me afeito.

Salimos de la casa.

Me maquillo.

Sacamos a mi perro.

Miramos la televisión.

Me relajo.
Assessment 4.2

Write a composition of 100-120 words in which you relate your daily routine. Say:

- what you do during each part of the day from the time you wake up,
- at what time you do these activities,
- how long you spend doing each significant activity, and
- how your evening ends.
Lección: Las actividades afuera y adentro

Lesson 3: Inside and outside activities

Introduction

Dear Learner, you are aware that many activities are done inside the house during the day whilst others are done outside. Families often speak to each other from one location and respond to another. They give each other instructions that cannot always be followed because of what is going on at the second location. In this lesson you will learn to function in such situations where one family member is not aware of exactly what is going on elsewhere and has to be informed.

Upon completion of this unit, you will be able to:

- State orally and in writing the activities you do outside
- State when and how frequently the outside activities are done
- Speak or write about activities to be done by other family members
- Ask and answer questions about inside and outside activities
- Give and respond to commands on doing chores.
Afuera y adentro

You have discussed many daily routine activities in Lessons 1 and 2. You can categorize them in many ways. In this lesson, you will organize your thoughts into where activities take place, outside or inside. Use the blank cells in the table below to add more activities which you can write about already. Be sure to put them in the correct column. Your tutor will examine them for you. Sample answers are given on your answer sheet.

<table>
<thead>
<tr>
<th>afuera</th>
<th>adentro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mirar los árboles</td>
<td>Leer el periódico</td>
</tr>
<tr>
<td>Nadar en el río</td>
<td>Arreglar mi carpeta</td>
</tr>
<tr>
<td>Ir a la parada de autobús</td>
<td>Dar comida a mi gato</td>
</tr>
</tbody>
</table>

“Ir a” to go to and the infinitive

Read the dialogue that takes place in the Valdez’s home. Teresita is in her room and her brother Enrique is shouting an instruction for her to follow. Teresita sets him right.

**Pásame el trapo - Pass me the rag.**

**Enrique:** Teresita, pásame el trapo por favor.

**Teresita:** Estoy en mi cuarto, Enrique.

**Enrique:** Sí, pásame el trapo. Estoy afuera. Quiero lavar el coche/carro.
Teresita: Pero Enrique, hago mis deberes.
Enrique: Sí Teresita, pero después quiero el trapo.
Teresita: Después, voy a lustrar mis zapatos y arreglar mi carpeta.
Enrique: Voy a llamar a papá.
Teresita: Y yo, voy a llamar a mamá.

First, answer the following multiple choice questions based on the dialogue above.

1. ¿Dónde está Enrique?
   a) en la escuela  b) en el trabajo  c) adentro  d) afuera
2. ¿Dónde está Teresita?
   a) en su dormitorio  b) en la sala  c) en el patio  d) en la cocina
3. ¿Qué quiere Enrique?
   a) su carpeta  b) el trapo  c) el coche/carro  d) su hermana
4. ¿Qué hace Teresita?
   a) estudia  b) arregla la carpeta  c) pule los zapatos  d) lava el carro
5. ¿Qué va a hacer la niña?
   a) llamar a papá  b) llamar a mamá  c) hacer los deberes  d) lavar el trapo

Now, note how the siblings state what they are going to do.

Voy a pulir los muebles.
Voy a llamar a mamá.

The verb ‘ir’ is followed by ‘a’, then the infinitive ending in -ar, -er or -ir.
You learnt the verb ‘ir’ in the last lesson to state that you were going to school or to work. Now, it is used to say what you are going to do.

Practise this expression by writing sentences to say that you are going to do the five activities suggested here:

sacar la basura, preparar el desayuno, lavar el carro, salir de la casa, estudiar

Here is the rest of the verb ‘ir’ Use it to say what others are going to do. Do not forget to put in a before the infinitive.

<table>
<thead>
<tr>
<th>The verb Ir - To go</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voy - I go, I am going</td>
</tr>
<tr>
<td>Vas - You go, you are going</td>
</tr>
<tr>
<td>Va (usted) - You go, you are going</td>
</tr>
<tr>
<td>Va - He/she goes, he/she is going</td>
</tr>
</tbody>
</table>

Enrique wants to tell his mother why he and his siblings cannot help in the kitchen. He says what they are going to do. Write his statements according to the English given.

1. Alejandro y yo - cut the lawn
2. Yo - make the bed
3. Teresita - *do homework*
4. Marisela - *buy clothes*
5. Las niñas - *watch television*

In the second dialogue Mrs. Valdez is in the yard and wants her children to assist with the chores but they seem to be busy.

**La señora Valdez:** Enrique y Teresita.

**Enrique:** Sí, mamá.

**Teresita:** Estoy aquí mamá en la sala, estudiando.

**La señora Valdez:** Enrique y Teresita laven los platos, por favor. Marisela limpia la sala ahora, por favor. Sus abuelos van a llegar a las once.

**Enrique:** Mamá, ay mamá, estoy con mi amigo, Roberto. Vamos a hacer las tareas de la escuela.

**Teresita:** Ay Enrique, vas a jugar con el Nintendo.

**Enrique:** Marisela va a completar todos los quehaceres.

**Marisela:** No Enrique. Vamos todos a ayudar a mamá.

If you are in class, you will get a chance at role playing. If not, this alternative assignment is for you.

Write a paragraph in which you summarise in Spanish what takes place in the second dialogue. Imagine where Mrs. Valdez might be.

**‘Ir a’ and the reflexive infinitive**

Can you figure out how Enrique will say that he is going to get ready for school? To bathe, comb his hair, etc.?

Here is how he does it:

**Voy a arreglarme, Voy a bañarme, Voy a peinarme.**

Note that the *se* of the infinitive is changed to *me.*
This is very typical of the reflexive infinitive. The pronoun changes to match the subject each time the verb follows another. It is possible for the infinitive *levantarse* to become

**levantarme, levantarte, levantarse, levantarnos**, as well.

Here are some more sentences in which the children explain why they cannot work. You see the reflexive infinitive in use with other subjects.

Can you guess who is speaking each time? Write the name of the speaker on the line provided as you get your reading practice.

1. ………………….: Marisela y Alejandro van a cepillarse el pelo.
2. ………………….: Marisela y yo vamos a maquillarnos.
3. ………………….: Yo voy a acostarme.
4. ………………….: Papá va a afeitarse y yo voy a…

What other forms exist for these verbs? Write them.

**Ducharse, prepararse, vestirse, ponerse, bañarse.**

Give the negative of these sentences by placing *no* in front of the verb to go.

1. El viernes por la tarde voy a pasar cuatro horas jugando fútbol en el campo.
2. Por la mañana voy a arreglarme temprano.
3. El domingo voy a pasar una hora afuera, mirando el jardín.
4. Mi papá va a correr en el parque el sábado por la mañana.
5. Mi hermano va a jugar fútbol en el campo los viernes por la tarde.
6. Mi hermanita va a caminar en el campo los domingos por la tarde.
7. Mi mamá va a pasar una hora preparando el almuerzo.
8. Papá y yo vamos a pasar cinco horas jugando.
¡A trabajar!

To wrap up this lesson, go back to commands which you first met in Unit 2. Remember the commands ending in a for -ar verbs and e for -er and -ir verbs? Use them in this section.

The Valdez’s children are still reluctant to work and are making excuses when they are told what to do. Listen on your CD1 to the instructions given by their parents and to their responses where again they invent things that are priority as an excuse. You will hear them say:

**Voy a hacerlo** or **No voy a hacerlo porque…**

*I am going to do it* or *I am not going to do it because...*

Listen carefully.

Give your response in Spanish to the following situations.

1. Your sister, Maria, has not ironed the clothes. You tell her to do them but she makes an excuse.
   a. What do you say?
   b. What is her response?

2. Your little brother is about to run through the house. You want him to run outside.
   a. What do you say?
   b. What excuse does he make?

3. It’s time for lunch and you tell Teresita and Alejandro to set the table.
   a. You say?
   b. They respond?

4. It’s your sister’s turn to clean the kitchen and she seems reluctant to do so.
   a. What do you say?
   b. What excuse does she make?

5. Mr. Valdez is going to the supermarket. Teresita wants a ruler and an eraser.
   a. What does Mr. Valdez announce?
   b. What does Mrs. Valdez respond?
Lesson summary

In this lesson, you learnt to state the activities you do outside or inside afuera/ adentro.

Some of them are new to this unit:

- mirar los árboles - look at the trees
- ir a la parada - to go to the bus stop
- arreglar la carpeta - get the binder ready
- dar comida al perro - feed the dog
- bajar la escalera - to go down the stairs

Say what you are going to do using ir a & the infinitive:

- Ir a trabajar - regular infinitive, ir a prepararse/ me/ te/ se/ nos- reflexive infinitive.

You can give and respond to commands on doing chores using the command form learnt in Unit 2 and ir a hacerlo- going to do it.

Now complete your assignment and assessment and move on to the final lesson in this unit.
Assignment

Write one sentence in response to each of the following situations.

1. Paul does not want to help his mom, so he pretends that he has homework. He sends a note to her room. Write that note.

2. Mrs. Valdez, who is entertaining guests, instructs her daughter in a note to help her father. Write her note.

3. You explain to your teacher why you are not going to complete your homework. Write your note to her.

4. You are relaxing and your mother wants you to get to work. Write the note she shows you.

5. You send a note to your father who is inside to let him know where you are and what you are doing. Write your note.

6. The girls are about to put on their makeup when you hear your mother calling them. Write the note you send to her with one of her guests.

Assessment

You are in trouble for getting to school late. Write a detailed plan for your teacher of exactly what you are going to do on weekday mornings and at what time.
Lección 4: Mi desayuno

Lesson 4: My breakfast

Introduction

Breakfast is considered one of the most important meals of the day. Some people say that you must eat a good breakfast to start the day right. You need all the energy you can get to study, to work, and to play.

Upon completion of this unit, you will be able to:

- Say what meals you have daily.
- Describe a simple meal.
- Ask and answer questions about breakfast.
- Say that you are hungry or thirsty.
- Review cardinal numbers and use ordinal numbers correctly.
Las comidas diarias

Let us begin by naming our daily meals.

Alejandro says:

Por la mañana, tomo mi desayuno.
A mediodía, tomo mi almuerzo
Por la tarde, como mi cena
A veces, tomo una merienda a las cuatro de la tarde o a las diez de la mañana.

Clearly Alejandro has three meals, sometimes a fourth. They are:

El desayuno, el almuerzo, la cena and la merienda

There are also verbs that correspond to the three main meals:

Desayunar or desayunarse, almorzar or almorzarse and cenar.

You will talk more about lunch in the unit on local foods and you will have an entire lesson dedicated to dining in the unit entitled “At your service.” In this lesson, the main focus will be on el desayuno.

There are several ways to say that you have a meal:

Tomo mi almuerzo.
Como mi almuerzo.
Almuerzo.

Can you give the equivalent expressions for having breakfast?
Write them in the boxes below.
Desayuno pan

Now you must be able to go one step further and describe your meal.

First you learn to pronounce the name of the items. Repeat the Spanish vocabulary aloud as each item is called on the CD1. Look at the pictures to get the meaning.

Pan  pollo  atún

salchicha  huevos  sardinas

cnsalada  queso  Frutas

panqueque  cereal  pescado

mermelada  jamón  vegetales

galletas  sopa  mantequilla

té  café  chocolate
Now read what each of the persons below say about his/her meals for the day, especially breakfast.

Teresita
Yo como cinco veces al día, el desayuno, una merienda, el almuerzo, otra merienda y la cena. No tomo mucho en la mañana. Desayuno café con leche y azúcar y una fruta.

Alejandro

La señorita Marisela
Me gusta mucho el desayuno pero a veces me levanto tarde y no desayuno. Normalmente, tomo un plato de cereal con fruta y leche fría. Después, como galletas con mermelada o queso y una taza de té con mucho azúcar.

In the commentaries above, each person gives us an idea of how many times they eat for the day, the meals they eat, and their breakfast experience. Let’s examine some of the expressions that they use that will help you describe your breakfast.

Teresita and Alejandro eat five and three meals, respectively. Can you say how many meals you eat. Go to their commentaries and find out.
Yo como tres/cinco veces al día.

Write sentences saying how often you and other members of your family eat.

Did you pay attention to al día? Yes, this is an expression that means per day. Learn it.

Activity 4.28

Note that in Spanish con is used just as in English to show food combinations. It is also used to state what ingredients are used.

Café con leche / con leche y azúcar (sugar) means that milk/milk and sugar are ingredients in the coffee.

Similarly sin is used to say without sugar/milk etc. Ej.: sin leche

Activity 4.29

Write sentences to show:

a) What drink you add to complete your breakfast meal of bread, cheese, and tuna.

b) What other food item you add to complete your breakfast of milk, bread, and eggs.

c) How your father has his tea.

Tip

In some countries black coffee i.e. without milk or sugar is described as: un café solo.
Here are some more useful details about breakfast items. Learn and practice using them.

**Las bebidas** | **Drinks**
--- | ---
un jugo | a glass of juice

To say what type add *de* and the name of the fruit:

- un jugo de naranja | orange juice
- un jugo de toronja | grapefruit
- uva | grape
- limón | lemon

**Alimentos** | **Food**
--- | ---
pan tostado | toast, toasted bread
pan entero | whole wheat bread
una rebanada | a slice of bread
huevos duros | hard boiled eggs
mantequilla de maní | peanut butter
un plato de cereales | a bowl of cereal
un bocadillo/un sándwich | a sandwich

**Las Frutas** | **Fruits**
--- | ---
una manzana | an apple
unas fresas | some strawberries
una pera | a pear
una naranja | an orange
una banana/ un plátano | a banana
Now write your sentences to say:
1. What type of tea you have.
2. What type of coffee you like.
3. What fruit you have with your milk and cereal.
4. What type of sandwich you have. Specify your bread as well.

Take a quick review of the basics before moving on. Based on the three passages above, state whether the following statements are Verdadero (true) or Falso (false).

1. Teresita eats a lot on mornings. V / F
2. For Alejandro, snacks are very important. V / F
3. Marisela eats breakfast every morning. V / F
4. All three persons have coffee daily. V / F
5. Alejandro is the only one who talks about keeping in shape. V / F
6. Marisela does not like fruit in her cereal. V / F
7. Teresita eats sausages on a morning. V / F

It is your turn for a commentary now. Can you put together your typical breakfast? Be sure to indicate how many times you eat for the day, the meals that you have and what you have for breakfast on a morning.
Poner la mesa

Most families or individuals try to sit at the table to have breakfast. Of course you would need to have certain items or utensils to lay your table and make the experience a good one. You will find below some of the basic utensils that you use for eating. Learn them.

- un tenedor
- un plato
- una taza
- una cuchara
- un cuchillo
- un vaso
- unas servilletas
- un mantel

If you have to lay the table, there is an order that you follow. You cannot put the utensils before the tablecloth. Here is another commentary that will teach you to talk about laying the table.

**Primero**, pongo el mantel. **Luego**, pongo los platos. **Después**, vienen los cuchillos, los tenedores y las cucharas. **Finalmente**, vienen los vasos, las tazas y las servilletas.

You must pay attention to the words used to order the actions.

**Primero luego después finalmente**

You were introduced to **después** and **finalmente** before. Now you will learn the synonym **luego** which like **después** means **next**. **Primero** (first) requires special attention. It is an ordinal number that allows you to order your actions.
Ordinal numbers contrast with cardinal numbers which we use to count. You learnt cardinals from 1-100 in Unit 3.

Do you also remember from Unit 3: el primer (1º piso, el segundo piso and el tercer piso? Good! Now look at other ordinal numbers. Note how ordinals are represented in numbers when they are masculine or feminine.

**Ordinal Numbers**

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>primero/a</td>
<td>1º/1ª</td>
</tr>
<tr>
<td>segundo/a</td>
<td>2º/2ª</td>
</tr>
<tr>
<td>tercero/a</td>
<td>3º/3ª</td>
</tr>
<tr>
<td>cuarto/a</td>
<td>4º/4ª</td>
</tr>
<tr>
<td>quinto/a</td>
<td>5º/5ª</td>
</tr>
<tr>
<td>sexto/a</td>
<td>6º/6ª</td>
</tr>
<tr>
<td>séptimo/a</td>
<td>7º/7ª</td>
</tr>
<tr>
<td>octavo/a</td>
<td>8º/8ª</td>
</tr>
<tr>
<td>noveno/a</td>
<td>9º/9ª</td>
</tr>
<tr>
<td>décimo/a</td>
<td>10º/10ª</td>
</tr>
</tbody>
</table>

They are used as **adjectives**; they must **agree** with the noun but they are placed **in front of** the noun.

**Ej.:**

- La primera taza. The first cup.
- El segundo sandwich. The second sandwich.

Pay attention to some notes on ordinal numbers.
1. In Spanish, ordinals beyond 10 are seldom used.

2. When the first and third ordinal come before a masculine singular noun, drop the o as in el primer piso and el tercer piso.
   Ej.: El primer vaso  The first glass
       El tercer plato  The third dish

3. The ordinal number can at times be placed after the noun without changing the meaning.
   Ej.: Leemos el quinto capítulo / Leemos el capítulo quinto - We read the fifth chapter.

4. To show the order of kings, queens and popes, we use Ordinal numbers after the noun, omitting the definite article.
   Ej.: La Reina Isabel Segunda - Queen Elizabeth the Second.
       El Papa Juan Pablo Segundo - Pope John Paul the Second.

5. When writing the date in Spanish, primero is used to show the first. Other dates take the cardinal numbers: El dos de mayo, el tres de abril, etc.

---

Activity 4.33

Write the sequence in which you lay your table. It may not be exactly the same as the one given above. Do not look back.

Read the passage and see some ordinals in action.

La familia George vive en el tercer piso. Visito la familia los miércoles. Siempre tomo mi cena y mi quinta fruta en la casa de mis amigos George.

Hoy es miércoles, primero de mayo. Voy a su casa. Cenamos en la sala. Es la primera vez que tomamos té de hierba. Charlo con Juan que escribe su segunda novela. El Papa Juan Pablo Segundo va a leer el libro.
Give the Spanish for the following sentences:

1. The George family lives on the 3rd floor.
2. I eat my 5th fruit.
4. Today is Wednesday 1st of August.
5. It is the first time.
6. Pope John Paul the Second is going to read the book.

Write a paragraph on how you spend your time in the evening. Be sure to specify the order in which you do your activities. Give details about your dinner. Do you remember your VOD activities from Lesson 2?

Volver, Olvidar los problemas del día, and Descansar.

**Cardinal Numbers**

Here is a quick tip which you may find useful.

Cardinal numbers are the numbers used for counting, e.g. one, two, three four, etc. You already studied some Cardinal numbers in Lesson 3 - numbers 1-100. Here are some useful tips for revision. Notice the patterns?

Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez [0-10].

Once, doce, trece, catorce, quince [11-15].

Dieciséis, diecisiete, dieciocho, diecinueve [16-19].

Veinte, veintiuno, veintidós, veintitrés [20-23].

Treinta y uno, treinta y dos, treinta y tres, etc. [31-33]

[16–19] Replace the z in diez with ci, then add seis
[21–29] Change e to i, then add uno, dos, etc.
[31–99] Use y
Note that with Cardinal Numbers

1. **Uno** loses the final o before a masculine noun. In the case of twenty one, a written accent is placed over the u.

   Ej.: Tengo veintiún primos. - *I have 21 cousins.*

   But

   Tengo treinta y un libros. - *I have 31 books.*

**Shortening of adjectives - (apocopation)**

The process of losing the final o is called apocopation or shortening of adjectives. **Poco** means *small or little* in Spanish. You make the word smaller by dropping the o. Interesting isn’t it?

Here is an expanded list of adjectives that are shortened in this way. Remember that this happens only before masculine singular nouns.

<table>
<thead>
<tr>
<th>Primero</th>
<th>primer</th>
<th>tercero</th>
<th>tercer</th>
<th>uno</th>
<th>un</th>
<th>ciento</th>
<th>cien-(100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bueno</td>
<td>buen (good)</td>
<td>malo</td>
<td>mal (bad)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are a few more. You will meet them in later units.

Note that **grande** big is shortened to **gran**.

You have already used **primero** and **tercero** in talking about your mealtime. Look out for the other shortened adjectives in later units.

**Tener hambre/ Tener sed - To be hungry/to be thirsty**

You can make setting the table a part of your daily routine. Now you must pay attention to your feelings at the time of setting the table. Hunger and thirst can get the better of us sometimes. Is that true? And if we are hungry or thirsty we need to be able to express this if we want to get everyone to the table.

You studied the verb **tener** already to indicate your age: ¿**Cuántos años tienes**? *How old are you?* or when talking about whether you feel cold or hot: **tener frío** and **tener calor**.

Now use **tener hambre/ tener sed** to say that you feel hungry or thirsty.

Ej.: **Tengo hambre** - *I am hungry*

   **María tiene sed** - *Maria is thirsty*
If you want to express that you are very hungry or very thirsty, simply place mucha before hambre or sed.

Mi perro tiene mucha sed - My dog is very thirsty.

Tienen mucha hambre a las seis - They are very hungry at six.

Se me antoja el sándwich/bocadillo. Tengo mucha hambre – I feel like having a sandwich. I am very hungry.

Alejandro observes the members of his family at the breakfast meeting and he determines who is hungry or thirsty by their choices.

Ej.:

Alfredo toma pan, jamón, huevos ……..Tiene hambre.

Papá toma un vaso grande de jugo…….Tiene sed.

Now complete the rest:

1. Los abuelos toman panecillos, bacalao, huevos …………………
2. Tres primos toman sándwiches de jamón………………..…..
3. Tía Yuraima toma té con leche…………………………….
4. Yo tomo pan, atún, quesos, huevos y jugo…………………
5. Tere y yo tomamos panecillos, jamón, huevos………………….

Culture: La siesta

The siesta is a traditional day time nap/sleep that is popular in Spain and many Spanish speaking countries of the world. It occurs after the midday meal and could last for a few hours. During this time, many people take a nap/rest as a result of the high temperatures. The Spanish word siesta is derived from the Latin hora sexta - sixth hour, i.e. counted from dawn (usually 6 am) to 12 noon. In many countries the heat becomes extremely unbearable at midday, and many businesses close their doors after the lunch period until it becomes cooler, and then, they re-open.
Do you think that we need a siesta period in Trinidad? If so why?

Phonology:  ge, gi

To close this lesson, listen to a short commentary by Señora Valdez.
1. What does she eat?
2. What does her sister eat?
3. It is her twin sister. How does she refer to her?
4. Where do they go daily at ten o’clock?
5. Can you pronounce the answers for these questions in Spanish?

Follow the instructions on your CD1.

Notice that ge sounds like the English letter “h” and the short vowel “e” as in the word “hectic”, “” and
gi sounds like the English letter “h” and the long vowel “e” as in the word “he”.

Here are some Spanish words which will give you the opportunity to practise these two sounds. Some of them came up in this lesson, others not. Follow the list on your CD1.

<table>
<thead>
<tr>
<th>gel</th>
<th>gelatina</th>
<th>gema</th>
<th>gemelos</th>
</tr>
</thead>
<tbody>
<tr>
<td>genio</td>
<td>general</td>
<td>gerente</td>
<td>gentil</td>
</tr>
<tr>
<td>gesto</td>
<td>geografia</td>
<td>ginseng</td>
<td>girasol</td>
</tr>
<tr>
<td>gigante</td>
<td>gitano</td>
<td>ginebra</td>
<td>giro</td>
</tr>
<tr>
<td>girar</td>
<td>gimnasia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Repeat these several times until you are pronouncing them fluently. Remember to give special attention to those that are similar or close to the English word, like *general*.

Here are some more: Try them and then go back to your CD to check your answers.

<table>
<thead>
<tr>
<th>agitar</th>
<th>urgente</th>
<th>emergencia</th>
<th>inteligente</th>
</tr>
</thead>
<tbody>
<tr>
<td>agencia</td>
<td>página</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In this lesson, you learnt how to state the meals that you have for the day: el desayuno breakfast, el almuerzo lunch, la cena dinner, and la merienda snack, and the associated verbs desayunar, almorzar, cenar.

You also learnt how to describe a simple breakfast using the following vocabulary: una taza de café a cup of coffee, sin leche or con leche with milk or without milk, sin azúcar or con azúcar with sugar or without sugar, una taza de té a cup of tea, té de hierbas herb tea, un café solo black coffee, un jugo a glass of juice, un jugo de naranja orange juice, toronja grapefruit, uva grape, limón lemon, el pan bread, pan tostado toasted bread/toast, pan entero whole wheat bread, una rebanada a slice of bread, huevos eggs, huevos duros hard boiled eggs, mantequilla butter, mermelada jam, mantequilla de maní peanut butter, un plato de cereales a bowl of cereal, un bocadillo/un sándwich a sandwich, con jamón with ham, con queso with cheese, con atún with tuna, con salchicha with sausage, las frutas fruits, una manzana an apple, unas fresas some strawberries, una pera a pear, una naranja an orange, una banana/un plátano a banana.

You also expanded your vocabulary by learning how to state some simple utensils that you use at the table: un tenedor a fork, un plato a plate, una taza a cup, una cuchara a spoon, un cuchillo a knife, un vaso a glass, unas servilletas some napkins, un mantel a tablecloth.

In terms of grammar, you learnt the expressions: tener hambre to be hungry and tener sed to be thirsty, and more about cardinal numbers which you studied in Unit 3 and the ordinal numbers – primero/a- first, segundo/a- second, tercero/a- third, cuarto/a- fourth, quinto/a- fifth, sexto/a- sixth, séptimo/a seventh, octavo/a-eighth, noveno/a- ninth, décimo/a- tenth.

Culturally, you learned about the Spanish phenomenon called La siesta.

Now complete your assignment and assessment.
Assignment

You and three of your friends are visiting Colombia and you are in charge of organizing breakfast. Write a detailed note to indicate what each of the persons will be having for breakfast. Be sure to include at least three items for each individual including a drink, hot or cold.
Assessment

Select the best answer to complete the following sentences.

1. Cuando tengo hambre, yo tomo ____________
   a) un pan con queso  b) un café solo  c) un vaso de jugo  d) agua

2. Yo como mi cereal con ________________
   a) un tenedor  b) una cuchara  c) una servilleta  d) un plato

3. Mi mamá y yo vivimos en el ___________ piso.
   a) quinto  b) tercero  c) primero  d) quinta

4. Mi perro tiene sed. Él bebe ________________
   a) agua  b) fruta  c) pan  d) café

5. El almuerzo es la ____________ comida del día.
   a) primera  b) segunda  c) tercero  d) cuarto

6. Mi amigo tiene ____________ platos.
   a) veintiún  b) veintiuna  c) veintiuno  d) veinte y uno.

7. Nosotros tenemos ____________ sed.
   a) mucho  b) mucha  c) muchos  d) muchas

8. Prefiero las bebidas frías en la mañana. Pues yo tomo
   a) un café solo  b) un jugo  c) un té de hierba  d) leche caliente

Unit Summary

In this Unit 4, you have been introduced to the verbs and activities that form part of your daily routine. They are reflexive verbs:

despertarse (ie) to wake up, ducharse to shower, afeitarse to shave,
bañarse to bathe, lavarse to wash oneself, peinarse to comb one’s hair,
lavarse el pelo to wash one’s hair, cepillarse el pelo to brush one’s hair,
secarse el pelo to dry one’s hair, cepillarse los dientes to brush one’s
teeth, maquillarse to put on makeup, arreglarse to get ready to go out, ponerse la ropa to put on clothes, quitarse la ropa to take off clothes.

You have also learnt other verbs and expressions for activities that occur inside or outside the house:

desayunar- to have breakfast, almorzar- to have lunch, cenar to have dinner, mirar los árboles to look at the trees, ir a la parada to go to the bus stop, arreglar la carpeta get the binder ready, dar comida al perro to feed the dog, bajar la escalera to go down the stairs.

tener hambre/sed to be hungry/thirsty;

breakfast items: una taza de café a cup of coffee, sin leche or con leche with milk or without milk, sin azúcar or con azúcar with sugar or without sugar, una taza de té a cup of tea, té de hierbas herb tea, un café solo black coffee, un jugo a glass of juice, un jugo de naranja orange juice, toronja grapefruit, uva grape, limón lemon, el pan bread, pan tostado toasted bread/toast, pan entero whole wheat bread, una rebanada a slice of bread, huevos eggs, huevos duros hard boiled eggs, mantequilla butter, mermelada jam, mantequilla de maní peanut butter, un plato de cereales a bowl of cereal, un bocadillo/un sándwich a sandwich, con jamón with ham, con queso with cheese, con atún with tuna, con salchicha with sausage, las frutas fruits, una manzana an apple, unas fresas some strawberries, una pera a pear, una naranja an orange, una banana/un plátano a banana.

and table items: un tenedor a fork, un plato a plate, una taza a cup, una cucharita a spoon, un cuchillo a knife, un vaso a glass, unas servilletas some napkins, un mantel a tablecloth.

You learnt several adverbs: lentamente slowly, rápidamente quickly, generalmente generally, usualmente usually, raramente rarely, fácilmente easily, atentamente attentively, cariñosamente lovingly, inteligentemente intelligentely, frecuentemente frequently, correctamente correctly, pacientemente patiently, dificilmente with difficulty, as well as, siempre always, a menudo often, a veces sometimes.

You know expressions related to time in different parts of the day por la mañana in the morning, por la tarde in the afternoon, por la noche in the evening/ at night, as well as, durante el día during the day.

You can use ordinal numbers: primero/a first, segundo/a second, tercero/a third, cuarto/a fourth, quinto/a fifth, sexto/a sixth, séptimo/a seventh, octavo/a eighth, noveno/a ninth, décimo/a tenth.

You can make a sentence negative placing no in front of the infinitive or reflexive pronoun.

And can pronounce words with the ge or gi combination.
We encourage you to use the verbs, adverbs and even negatives regularly as you discuss the daily routine of your friends, family, and yourself. Do not forget your mnemonics: PAQ SIT VOD.

As you come into contact with other reflexives, other nouns that go with tener and other activities, we expect that you will be able to use them as effectively as you did in this unit.

**Assignment**

**Assignment 4.5**

Write your family’s imaginative plans for entertaining a king for breakfast. Say what you are going to prepare for your guests and detail what each member of the family is going to do to make the visit of the king a success. Say how he is going to spend his morning, the day, and the evening. Be sure to use the work you learned in the unit.

**Assessment**

**Assessment 4.5**

Write a composition, in Spanish, in which you tell the story of your father’s daily routine. Say:

- Everything he does from morning to evening.
- Specify how and when he does each activity.
- Say what is done outside and inside.
- Describe his breakfast in great detail.
Unit 4 Answer Key

Model Answers to Assessments:

Assessment 4.1

Model Answer

Me llamo Carmen y ésta es mi rutina diaria:

Me levanto a las 6:30 a.m. de lunes a viernes. Me ducho, me visto, me peino y me preparo para ir al colegio. Tomo un desayuno ligero. Me gusta desayunar jugo o un plato de alguna fruta de temporada, pan tostado y una taza de té. Me lavo los dientes, tomo mi mochila y mi mamá me lleva al colegio en coche.

Assessment 4.2

Model Answer

Soy una persona muy ocupada con mi rutina diaria entre semana. Por las mañanas despierto muy temprano, a las 5:30 a.m., porque tengo muchas actividades. Lo primero que hago es ducharme para poder despertar bien. Después me pongo mi uniforme, me cepillo el pelo y me lavo los dientes. Me gusta desayunar bien porque hago mucho ejercicio durante el día. Desayuno fruta, un plato pequeño de cereal, un huevo con tocino, una rebanada de pan entero y un vaso leche. Me lavo los dientes nuevamente, salgo de casa a las 6:30 a.m. y llego en diez minutos al gimnasio del colegio donde practico fútbol. Mis compañeros y yo practicamos hasta las 8:30 a.m. porque a las 8:45 a.m. comienzan las clases. Las clases terminan a las 3:00 p.m. y después me voy los lunes, miércoles y viernes a mis clases de natación de 3:30 a 5:00 p.m. Los martes saliendo de clases tengo clase de música de 3:30 a 4:30 p.m. y los jueves tengo práctica de baloncesto de 6:00 a 8:00 p.m. Cuando llego a casa cenó con mi familia, hago mi tarea, estudio y finalmente me gusta leer antes de ir a dormir.
Assessment 4.3

Model Answer

Profesor Ramírez,

Le prometo que desde mañana en adelante llegaré a tiempo a la secundaria. Lo primero que haré es acostarme temprano todas las noches. De esa manera no me dará pereza levantarme al día siguiente. También, la noche anterior, prepararé mi uniforme y mi mochila con todo lo necesario para el día siguiente. Me voy a levantar a las 7:00 a.m. todos los días para que me de tiempo suficiente para prepararme para ir a la escuela. Después de levantarme, voy a ducharme y vestirme. Tomaré un buen desayuno para tener energía durante las clases. Le prometo que seguiré esta rutina para no llegar nunca más tarde a clases.

Assessment 4.4

a) un pan con queso
b) una cuchara
a) quinto
a) agua
b) segunda
a) veintiuno
b) mucha
b) un jugo
Assessment 4.5

Model Answer

Mi papá es médico cirujano y por eso es una persona muy ocupada. Él trabaja en el Hospital General de la Ciudad de México. Su rutina diaria está llena de actividades. Por la mañana, se levanta muy temprano, a las 6:00 a.m. Se ducha y se arregla para ir a trabajar. Toma un buen desayuno. Le gusta tomar jugo de fruta, un sándwich de jamón o huevos con chorizo, café con leche y un panecillo dulce. Se despide con un beso de mamá y de nosotros y también nos da la bendición. Tiene que llegar al hospital a las 7:30 a.m. para atender a todos sus pacientes. Los lunes y los miércoles tiene programadas una o dos operaciones por día. Él sale a almorzar alrededor de las 12:00 p.m. Cuando no tiene emergencias, sale del hospital a las 5:00 p.m. Después se va al club deportivo donde se encuentra con mamá y se van a nadar durante una hora. A las 6:30 p.m. llegan a casa y cenamos todos juntos. A veces llaman a papá a cualquier hora de la noche si hay una emergencia.

Model Answers to Assignments:

Assignment 4.1

Model Answer

1. Isabela __duerme___ en su dormitorio.
2. Francisco y yo __nos cepillamos los dientes___ en el baño.
3. Yo __me maquillo___ porque tengo dieciocho años. Teresita tiene doce años, no __se maquilla__.
4. Los niños __se acuestan___ a las siete de la noche.
5. Generalmente, usted no __se levanta___ temprano.
6. Los padres __se cepillan los dientes___ con Colgate.
7. Los chicos __se afeitan___, las chicas no.
8. Tú y yo __nos arreglamos___ y vamos a la escuela.
**Assignment 4.2**

Doy comida a mis peces de colores.

Me visto.

Me afeito.

Salimos de la casa.

Me maquillo.

Sacamos a mi perro.

Miramos la televisión.

Me relajo.

---

**Assignment 4.3**

**Model Answer**

1. Mamá, tengo mucha tarea de matemáticas. Disculpa, pero no puedo ayudarte en los quehaceres de la casa el día de hoy.

2. Marisela, necesito que ayudes a tu papá a lavar los platos.
3. Profesora Alonso, hoy no voy a poder terminar la tarea porque tengo un torneo de baloncesto muy importante.

4. Marisela, por favor prepara la mesa para la cena rápidamente porque ya van a llegar los invitados.

5. Papá, estoy en la escuela y ahora va a comenzar la práctica de tenis. No te preocupes, llegaré a casa en dos horas.

6. Mamá, todas las muchachas se están poniendo maquillaje ahora. Se están preparando para el baile.

Assignment 4.4

Model Answer

Mis invitados y yo vamos a desayunar lo siguiente:

A Andrea le gusta desayunar jugo de toronja, huevos con tocino, pan y café con leche.

Carlos es muy glotón y él quiere desayunar un vaso grande de leche con chocolate, un sándwich de jamón y queso, dos huevos duros, una salchicha y un panecillo dulce.

Elena cuida mucho su figura y a ella le gusta el desayuno nutritivo y bajo en calorías. Ella toma un vaso de jugo de zanahoria, gelatina, un plato de cereales orgánicos y una taza de té.

Yo quiero desayunar un plato con diferentes frutas tropicales, pan tostado, queso y una taza de chocolate caliente.

Assignment 4.5

Model Answer

En un mes vendrá el rey de Jordania. Toda mi familia y yo tenemos que organizar el menú para el desayuno para él y para los invitados. Sabemos que el rey es muy glotón y es alérgico a las nueces. Mi mamá va a preparar una escultura de diferentes frutas tropicales y una torre de varios pisos con diferentes postres típicos de Francia. Mi papá va a encargarse de las bebidas frías y va a
hacer todos los jugos de frutas naturales de zanahoria, piña, naranja, toronja, papaya y uva. Mi hermana Elena va a cocinar huevos de diferentes maneras con salsas y también va a hornear el pan y los panecillos de dulce. Yo prepararé sándwiches de jamón, tocino, queso, salami y atún. También prepararé las bebidas calientes como café, té y chocolate caliente. Después del desayuno el rey y los invitados pasearán en yate por el lado este de la isla. Por la noche, está organizada una fiesta en su honor en el Palacio Nacional.
UNIT 5
SPANISH

LA SALUD
Unidad 5:  Unit 5

La Salud: Health

Introduction

This unit introduces you to aspects of health that you will need to be able to talk about in your day-to-day activities. You will learn vocabulary items relating to parts of the body, and aches and pains, which will be the platform for talking to your doctor about how you are feeling.

You are quite aware of the importance of eating healthy. You will learn how to express ideas about healthy foods and lifestyles as well as harmful ones. Globally, we are plagued with sicknesses and diseases. You will learn how to identify those as well as how to maintain a proper exercise routine.

At home, at work, and in social situations, understanding and communication of information on healthy living and illnesses is a necessity. This unit will not only teach you how to express these important aspects of our lives, but also it will be a life-changing one for you. ¡Comencemos! Let us begin!

This unit is divided into four lessons:

Lesson 1: El cuerpo humano. - The human body.
Lesson 2: Hacia una vida sana. - Towards a healthy life.
Lesson 3: ¡Qué dolor! - What a pain!
Lesson 4: En el consultorio médico. - At the doctor’s office.

Upon completion of this unit, you will be able to:
Learning Outcomes

- Identify parts of the body.
- Say where you have a pain.
- Give advice on what you should and should not eat and do.
- Say why one should or should not eat certain foods.
- Say what is hurting you.
- Express concern over someone’s health.
- Express ‘get well’ wishes.
- Identify major illnesses that human beings suffer from.
- Request the services of a doctor.
- Tell someone what the doctor advises.
- Give instructions and suggestions to someone who is ill.
- Lead or follow an exercise routine.

Terminology

Object Pronoun: A pronoun that answers who or what directly after the verb.

Formal Command: A polite way of giving commands. This may be in a singular or plural form.

Possessive Adjective: An adjective indicating possession, e.g.: my, his, her, your, our, their.

Interrogative: A question or the formation of questions.

Cognate: Words that resemble in spelling and meaning in two languages.
Lección 1: El cuerpo humano

Lesson 1: The human body

Introduction

There are many different parts of the body. You have already read about some in Unit 1. Do you remember the parts of the face used in description? You will revise some of them in this lesson, but you will also learn how to express many more body parts in Spanish. Then you will be able to do more descriptions and give and respond to simple commands fit for a person of any age. You may even have fun learning to play the game “Simon Says” which everyone loves.

Upon completion of this lesson, you will be able to:

- Identify the parts of the body.
- Say where you have a pain.
- Say where someone else has a pain.
- Tell a friend or relative what to do or say using a simple command.

Body parts

These are the most commonly used body parts. Let’s get to know them. You need to continue your CD 1. ¡Escucha!

Word Bank

El cuerpo – The Body

Listen to the speaker (audio) and pronounce each Spanish word below. You will get some practice speaking in Lesson 3.
<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>el brazo</td>
<td>arm</td>
</tr>
<tr>
<td>la boca</td>
<td>mouth</td>
</tr>
<tr>
<td>el codo</td>
<td>elbow</td>
</tr>
<tr>
<td>la cabeza</td>
<td>head</td>
</tr>
<tr>
<td>el corazón</td>
<td>heart</td>
</tr>
<tr>
<td>la cadera</td>
<td>hip</td>
</tr>
<tr>
<td>el cuello</td>
<td>neck</td>
</tr>
<tr>
<td>la cintura</td>
<td>waist</td>
</tr>
<tr>
<td>el dedo</td>
<td>finger, toe</td>
</tr>
<tr>
<td>la espalda</td>
<td>back</td>
</tr>
<tr>
<td>el diente</td>
<td>tooth</td>
</tr>
<tr>
<td>la garganta</td>
<td>throat</td>
</tr>
<tr>
<td>el estómago</td>
<td>stomach</td>
</tr>
<tr>
<td>la lengua</td>
<td>tongue</td>
</tr>
<tr>
<td>el hombro</td>
<td>shoulder</td>
</tr>
<tr>
<td>la mano</td>
<td>hand</td>
</tr>
<tr>
<td>el muslo</td>
<td>thigh</td>
</tr>
<tr>
<td>el músculo</td>
<td>muscle</td>
</tr>
<tr>
<td>la mucla</td>
<td>molar tooth</td>
</tr>
<tr>
<td>la muñeca</td>
<td>wrist</td>
</tr>
<tr>
<td>el ojo</td>
<td>eye</td>
</tr>
<tr>
<td>la nariz</td>
<td>nose</td>
</tr>
<tr>
<td>el pecho</td>
<td>breast, chest</td>
</tr>
<tr>
<td>la oreja</td>
<td>ear</td>
</tr>
<tr>
<td>el pelo</td>
<td>hair</td>
</tr>
<tr>
<td>la piel</td>
<td>skin</td>
</tr>
<tr>
<td>el pie</td>
<td>foot</td>
</tr>
<tr>
<td>la pierna</td>
<td>leg</td>
</tr>
<tr>
<td>el tobillo</td>
<td>ankle</td>
</tr>
<tr>
<td>la rodilla</td>
<td>knee</td>
</tr>
<tr>
<td>la uñas</td>
<td>nail</td>
</tr>
<tr>
<td>los dedos de la mano</td>
<td></td>
</tr>
</tbody>
</table>
The Articles with body parts

This section will give you further practice with body parts. Note again that the Spanish often use the definite articles in place of the possessive adjectives when talking about parts of the body. You already learned this with parts of the face in Unit 1, Lesson 2. Go back and look at the structures if you do not remember them.

Mira estos ejemplos: Look at these examples:

Cierra los ojos. Close your eyes. (cerrar (ie) – to close)
Me lavo las manos. I wash my hands.
Levanta la cabeza. Raise your head.
Toca los dedos. Touch your toes.
Se cepilla el pelo. He is brushing his hair.

1. Sometimes to distinguish between finger and toe, the Spanish say el dedo de la mano for finger and el dedo del pie for toe.

2. The Spanish word mano is a feminine word although it ends in o which is why we say la mano the hand.
However, you must note that the possessive form may be used with the parts of the body at the beginning of a sentence (the subject).

Tiene los ojos pardos oscuros.  
He has dark brown eyes.  
or
Sus ojos son pardos oscuros.  
His eyes are dark brown.

Tienes las manos muy sucias.  
You have very dirty hands.  
or
Tus manos están muy sucias.  
Your hands are very dirty.

Tengo el pelo bastante corto.  
I have rather short hair.  
or
Mi pelo es bastante corto.  
My hair is quite short.

Practice the possessives with body parts as the subject of the sentence. Change the sentences with the definite article that are given to you to use the possessive.

Activity 5.1

1. Tengo la cara redonda.
2. Tienes las rodillas feas.
3. Tienes una pequeña barriga.
4. Tienes unas manos pequeñas.
5. Tengo una cintura pequeña.
6. Tienes la piel suave.
Note as well that sometimes, where the Spanish use the definite article, it is not expressed in English.

**Ejemplos:**

*Tengo el pelo marrón.* I have brown hair.

*Ella tiene los ojos hermosos.* She has beautiful eyes.

*Mi hermana tiene los brazos largos.* My sister has long arms.

Create three sentences of your own using parts of the body with the possessive adjectives and another three using parts of the body with the definite article.

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

You should be more comfortable with body parts now. If you are in a class, your tutor or teacher will let you play Simon says to see how quickly you can recognise them in instructions. Remember not to do the action unless Simon says.* Simon dice.…*

Move on to saying if you have a pain.

**Me duele…….** I have a pain.

The verb *doler* is used to express when someone has an ache or pain. It means ‘to hurt’. It uses *me* if you are going to express that I am experiencing the pain and as you may guess *te* if you are experiencing the pain.

*Me duele …* My … hurts

*Te duele …* Your … hurts
Me duele la garganta. *I have a sore throat.*

Te duele la garganta. *You have a sore throat.*

Do you notice that when one area is in pain, the form *duele* is used? Look again at the above examples.

However, the plural *duelen* is used to talk about more than one area that is in pain. ¡Mira!

Me duelen las piernas *My legs hurt.*

Te duelen los ojos *Your eyes hurt.*

**Ejemplo 1:**

Me duele el pie. *My foot hurts.*

but

Me duelen los pies. *My feet hurt.*

**Ejemplo 2:**

Te duele la pierna. *Your leg hurts.*

but

Te duelen las piernas. *Your legs hurt.*

This should remind you of *gusta/gustan, encanta/encantan* in the earlier units. It is the same principle that applies.

Now practice using *me/te duele/n* in the sentences below.

1. Me .................. el dedo.
2. Te.....................los muslos.
3. Me...................... los pies
4. Te..................... la boca.
5. Me...................... la cabeza
6. Te.....................las rodillas
Now give the correct form of **doler** in the exercise below.

1. Dr. Mendez:  Melissa, ¿Qué tienes?  
   Melissa:  Dr. me … la pierna derecha.

2. Pepito:  Marcus, ¿por qué no estás corriendo?  
   Marcus:  No puedo. Me … los pies.

   Sra. Morales:  ¿Estás cansado?  
   Sr. Morales:  No.  Pero, me … la espalda

**Le duele…  He/ she has a pain**

Now that you have completed **me duelo**, you can move on to **le duelo**. Again, the principle of **gustar** and **encantar** applies. The third person singular and plural of the verb, **duelo** and **duelen** are used after **le** to mean **he or she has a pain**, and the verb form is chosen based on whether it is one body part or more than one that hurts, just as with **me/te duelo/n** above.

**Ejemplos:**

**Le duele esta uña.**  
*This nail hurts (him or her).*

but

**Le duelen estas uñas.**  
*These nails hurt (him or her).*

You may observe that there is no difference here between representing him and her.

It is not clear from the sentence whether it is his nail or her nail that hurts.

In order to provide some clarity, the use of “a” which you studied in Lesson 3 of Unit 1 with the verb **gustar** is the only option.
¡Mira otra vez! - Look again

A él, le duele la cabeza.  
*His head hurts.*

A Juan le duele la cabeza.  
*John's head hurts.*

but

A ella, le duele la cabeza.  
*Her head hurts.*

A María, le duele la cabeza.  
*Maria's head hurts.*

Now you are ready for some practice with le duele/n. Complete the sentences to tell what pain the Spanish people are having:

1. A Francisco…………….. los hombros.
2. A Xabi Alonso……………..los tobillos.
3. A Torres…………………..las manos.
4. A Xavi Hernández……..el pecho.
5. A mamá………………… las orejas.
6. A Carles Puyol…………..el cuello.
7. A Andrés Iniesta........... las piernas.
8. Al señor Del Bosque……...el estómago.
Place A él or A ella and the correct verbal expression to say whether he or she has the pains identified in the sentences. Then translate the sentences to be sure that you are remembering your body parts.

1. la garganta.- she
2. los codos.- he
3. las orejas.- she
4. la lengua.- she
5. los brazos.- he
6. la cintura.- she
7. el ojo.- she
8. la rodilla.- he

**Tener Un Dolor**

Instead of using the verb doler, the associated noun dolor may also be used with the verb tener to express pain.

Ej.:  

Me duele la cabeza can also be expressed as: Tengo un dolor de cabeza.  

Le duelen las piernas can be stated as Tiene un dolor de piernas.

If a name is mentioned, there is no problem.

Ej.: A Xabi le duele el tobillo can also be Xabi tiene un dolor de tobillo.
It is as simple as that, so try the exercise below in which you must convert from *me duele/n* to *Tengo un dolor* and from *le duele/n* to *Tiene un dolor*.

<table>
<thead>
<tr>
<th>¿Tienes un dolor?</th>
<th>¿Tiene un dolor?</th>
</tr>
</thead>
</table>

**Familiar commands**

You also use your body parts in giving certain commands to friends and family. First revise and practice commands, then move to specific commands with body parts.

Do you remember how to give commands in the familiar, singular form? In Unit 2, you learned to drop the ‘s’ from the *tú* part of the verb. In other words, you use the third person singular of the verb in the present tense. *Corta, corre* and *abre* were your first examples.

**Ejemplos nuevos**

- bailar → *baila*  
- escuchar → *escucha*  
- cantar → *canta*  
- responder → *responde*  
- correr → *corre*  
- escribir → *escribe*

**Ejemplos:**

- *Corre* al final de la calle.  
  *Run to the end of the street.*
- *Canta* en voz alta.  
  *Sing loudly.*
- *Escribe* la carta ahora.  
  *Write the letter now.*
Can you put these verbs into the familiar command form for practice before using commands with body parts?

**Pruébalos** – *Try them.*

Here are some more commands. If you played “Simon Says” earlier, you will now fully understand the commands used in that game. They used:

- **toca** from **tocar** - *touch*
- **levantar** from **levantar** - *raise*
- **cubre** from **cubrir** - *cover*
- **abre** from **abrir** - *open*
- **estira** from **estirar** - *stretch, extend*
- **rasca** from **rascar** - *scratch*

Here are some full commands from “Simon Says”:

- levanta la mano
- abre la boca
- toca la nariz
- estira el brazo
- rasca la cabeza
- cubre los ojos

Now vary the nouns used to say what to do with other parts of the body. Fill in the boxes with other body parts and use them to write more commands. *Ej.: Levanta la mano. Levanta la cabeza. Levanta...*
Now remember, these familiar commands are NOT given to everybody. They are used with friends, family members and young children.
In this lesson you learned you have named your body parts: el brazo arm, la boca mouth, el codo elbow, la cabeza head, el corazón heart, la cadera hip, el cuello neck, la cintura waist, el dedo finger, toe, la espalda back, el diente tooth, la garganta throat, el estómago stomach, la lengua tongue, el hombro shoulder, la mano hand, el muslo thigh la muela tooth, la muñeca wrist, el ojo eye, la nariz nose, el pecho breast, chest, la oreja ear, el pelo hair, la piel skin, el pie foot, la pierna leg, el tobillo ankle, la rodilla knee, la uña nail.

Say where you or someone you are speaking to has a pain tener un dolor or me duele/n…te duele/n… and specify the person with ‘A’.

You can give many commands to a friend or relative.

-ar verbs -a toma -er verbs -e come -ir verbs-e descubre

You can now complete your assignments and assessments and move on to the next lesson.
Assignment

Fill in the blanks with the correct choice from among those given below the sentence.

1. ................. Elena, le duele la nariz.
   a) mamá  b) papá  c) mi  d) a

2. En la escuela estudio mucho y............... duele la cabeza.
   a) me  b) te  c) le  d) se

3. Mamá limpia la casa y le.................. los brazos.
   a) duele  b) duelen  c) dolor  d) duelan

4. A mi padre............... duele la espalda por trabajar mucho en el jardín.
   a) me  b) te  c) le  d) se

5. Si tienes hambre.................. la mesa ahora.
   a) pon  b) en  c) tiene  d) ve

6. Paco......................... tu cama por favor.
   a) ve  b) va  c) haz  d) di

7. Son las nueve. ...................... a la cama.
   a) haz  b) sal  c) ve  d) ten

8. Te duele ......................... Di la verdad al médico.
   a) si  b) la nariz  c) los ojos  d) sí
Assessment

Assessment 5.1

A. Describe in Spanish, the facial parts of Teresita. Use four sentences.

1. .................................................................
   .................................................................

2. .................................................................
   .................................................................

3. .................................................................
   .................................................................

4. .................................................................
   .................................................................

B. Juan played seven football matches in Soccer City. Name his body parts given below and say that he has a pain in each part.

Legs, elbow, neck, foot, knees, arm, shoulders, chest.
Lección 2: Hacia una vida sana

Lesson 2: Towards a healthy life

Introduction

Would you like to live long? I am sure you would, but it is not something that will happen magically. Keeping oneself in good condition takes time and effort. There are basic steps you and I can take to reduce our visits to the doctor and ensure longevity. We must understand and be able to express our feelings about healthy living.

¡Adelante!

Upon completion of this unit, you will be able to:

- Give advice as to what one should or should not eat.
- Say why one should or should not eat certain foods.
- Express concern about someone’s health.
- Say how someone feels.
- Spell the parts of root changing verbs correctly.
- Distinguish between ser and estar in all situations.

¿Qué pasa? ........ ¿Qué hacer?

Reading comprehension:

Margarita is facing some challenges and cannot explain what is happening to her. Listen to her situation. Vamos a escuchar y a leer – Let’s listen and read.
Margarita no se siente muy bien hoy. Se siente muy cansada y perezosa y no quiere levantarse. Hoy no es diferente de los otros días. Ella se despierta a las cuatro de la mañana para estudiar. Tiene que estudiar porque los exámenes vienen en tres semanas. Sin embargo, es tan difícil. Cuando se levanta y se sienta a la mesa de estudio para mirar las notas o leer el texto, quiere dormir de nuevo. A veces ella se duerme en la mesa. Otras veces ella regresa a la cama.

Aún en las clases no se puede concentrar en la lección de los profesores. Si el profesor hace una pregunta, a menudo la respuesta de Margarita no es correcta o ella dice que no sabe la respuesta. Durante el recreo le gusta tomar los antojitos y una gaseosa. Por el día ella come dulces y chocolates. No participa en las actividades de la escuela. No quiere. El profesor piensa que Margarita es holgazana.

Cuando vuelve a casa por la tarde, ella toma sólo antojitos y gaseosa y mira televisión hasta la medianoche. Ella no comprende por qué se siente cansada. ¿Qué pasa? Margarita tiene miedo de enfermarse. ¿Qué hacer?

**Essential vocabulary**

<table>
<thead>
<tr>
<th>Español</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué pasa?</td>
<td>What’s the matter?</td>
</tr>
<tr>
<td>para</td>
<td>in order to</td>
</tr>
<tr>
<td>perezosa, holgazana</td>
<td>lazy</td>
</tr>
<tr>
<td>antojitos</td>
<td>snacks</td>
</tr>
<tr>
<td>gaseosa</td>
<td>soft drink</td>
</tr>
<tr>
<td>sin embargo</td>
<td>however</td>
</tr>
<tr>
<td>tan</td>
<td>so</td>
</tr>
<tr>
<td>de nuevo</td>
<td>again</td>
</tr>
</tbody>
</table>

Read the passage a second time and answer in English based on what you have just read.

1. How does Margarita feel?
2. Is this Margarita’s first time experiencing these feelings? Why do you say so?
3. What does she do each morning?
4. Why is it a challenge for her?
5. Does Margarita normally accomplish what she has set out to do? Why /why not?
6. How does she behave in class?
7. What does she normally have during the break?
8. Would you say that Margarita is active in school?
Write sentences to let Margarita know what you have observed about her health. Use the familiar form tú of the verb.

Ej.: Margarita, no te sientes bien.
    No quieres levantarte Margarita.

**Comida sana**

Of course you realize that Margarita’s diet is a problem.

Can you suggest foods and drinks that Margarita should have if she is to stay healthy? Circle the ones you would recommend for Margarita. Underline the harmful ones. Then write five commands saying what to eat come and three saying what not to eat no comas. Use your dictionary again.

caramelos  pescado  galletitas
chocolate  salmón a la parrilla  café
naranjas  jugo de fruta  nueces
papas fritas  té verde  zanahorias
pan de trigo  agua  gaseosa

Choosing the right foods may be easier said than done. You must now tell her why she should choose the foods you suggested.

To be in good shape?  To maintain good health?
To be able to train?  To avoid the flu?
Look at some key expressions before completing your reasons to Margarita.

What do you think the Spanish expressions on the left mean? Match each expression with the correct English equivalent. When you have finished, use your dictionary to check and see if you have matched them correctly.

<table>
<thead>
<tr>
<th>Spanish Expression</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>mantener la salud</td>
<td>to have the flu</td>
</tr>
<tr>
<td>hacer ejercicios</td>
<td>to be in bad shape</td>
</tr>
<tr>
<td>estar en buena forma</td>
<td>to train</td>
</tr>
<tr>
<td>estar en mala forma</td>
<td>to maintain one’s health</td>
</tr>
<tr>
<td>tener la influenza</td>
<td>to be in good shape</td>
</tr>
<tr>
<td>entrenar</td>
<td>to exercise</td>
</tr>
<tr>
<td>tomar proteínas</td>
<td>eat protein</td>
</tr>
</tbody>
</table>

Figure 1
Now match the reasons given below with a healthy food from the list in 5.11. Phrase your answer in a complete sentence according to the model.

**Comemos el pescado para ……**  *We eat fish in order……*

**Comemos el pescado para recibir las proteínas.**

1. Estar en buena forma  
2. Poder entrenar  
3. Recibir las proteínas  
4. Evitar la influenza  
5. Mantener la salud  
6. Recibir las vitaminas

Margarita is very concerned after you have alerted her to the need for a healthy diet.

She is thinking aloud

¿Estoy en mala forma o estoy en buena

She thinks about the way she feels and expresses this:

**Me siento cansada.**

She expresses her concern

**Tengo miedo.**

Now you must learn to express concern and to express how someone feels.

**Tener miedo – To be afraid**

This is one way to express concern. In the passage, you will learn that **Margarita tiene miedo.**- Margarita is afraid. Of course, this
may be a concern or a real fear. Learn to use tener miedo. You already know the verb tener so you can move on to the expression.

Tener miedo is often followed by de and an infinitive.

Ej.: Tengo miedo de engordar por comer papas fritas. ¿No tienes miedo enfermarte por beber tantas gaseosas?

La señora Valdez is concerned about her family members’ diet. Write her questions to them that show this is the case.

Activity 5.14

……………………………………………………………
……………………………………………………………
………………………………………………………….
………………………………………………………

Activity 5.15

Think of three sentences using tengo miedo de. Write them in the spaces.

1. 

2. 

3. 

Figure 2
Note that tener miedo is sometimes followed by a and not de. This usually occurs when a noun follows.

Ej.: Le tengo miedo a tu amigo. I am afraid of your friend.

In this case it is usually a real fear rather than a concern being expressed.

Ej.: Le tengo miedo a la muerte. I am afraid of death.

Le tengo miedo al perro. I am afraid of the dog.

Sentirse ‘to feel’

Me siento is one way to express how I feel. It means I feel or as we say in the Caribbean “I’m feeling” as in:

Me siento mal. I’m feeling (I feel) ill.

Me siento débil. I’m feeling (I feel) weak.

Remember that Margarita said above Me siento cansada. Me siento perezosa.

You will want to be careful not to confuse the two verbs sentirse(ie) and sentarse(ie). Look at sentirse in action.

Before working with sentirse, note that me siento can also mean I sit. This, however, is where the confusion stops. Sentarse is an –ar verb and the endings are different from the -ir verb sentirse. Be careful when using them.

You already learnt the verb endings for the -ir verbs in Unit 2. You also learnt how to use verbs with spelling changes in Unit 3, and reflexive verbs in Unit 4. Now they all come together for you in sentirse. The –ir verb sentirse is reflexive with a spelling change. After you get some practice with saying how people feel, you will easily handle other root changing reflexives.
Practice with these adjectives to say how each person feels. Use sentirse.

Look at the two examples before you begin. Remember to make your adjectives agree. Which is happy, sad, angry, tired?

triste  cansado  alegre  enojado

Ej.:  Luis- Luis se siente alegre.
     David y Andrés- David y Andrés se sienten enojados.

Te toca a ti.


Now go on to get your corrections. Look carefully at the spelling. You will be tested on root changing verbs at the end of this lesson. Get the pattern right.

Answers for 5.17
Ana María se siente triste.
Mamá y yo nos sentimos cansados/as.
Julio se siente alegre.
Yo me siento enfadado/s.
If you got a perfect score, you are ready to move on. If not, go back to: Unit 2 Lesson 2 and revise verb endings, Unit 3 Lesson 3 and revise verbs with spelling changes, or to Unit 4 and revise reflexive verbs according to your errors.

Answer the question *How do I feel?/how does someone feel?*
The question and answer are in Spanish. Use any of the adjectives to reply but make them agree.

Ej.: ¿Cómo te sientes? Me siento cansado.

1. ¿Cómo se siente Alejandro?
2. ¿Cómo se sienten los padres?
3. ¿Cómo te sientes, Marisela?
4. ¿Cómo se siente Teresita?
5. ¿Cómo se sienten Teresita y Marisela?

**Using *estar* to say how you feel.**
Instead of saying “*me siento cansada*”, Margarita could have said “*Estoy cansada*”. This would also be a declaration of the way she feels at the moment. You have learnt to use *estar* in Unit 3. It is convenient here to do a quick review of *estar* before moving on.

Say how each person feels using the verb *estar*.

<table>
<thead>
<tr>
<th>Yo</th>
<th>Alejandro</th>
<th>Tú</th>
<th>Eduardo y Vicente</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Emoticon" /></td>
<td><img src="image2" alt="Emoticon" /></td>
<td><img src="image3" alt="Emoticon" /></td>
<td><img src="image4" alt="Emoticon" /></td>
</tr>
</tbody>
</table>

1. 2. 3. 4.

You learnt to contrast *estar* and the other verb to be, *ser* in Unit 3 as well. At the end of this lesson, you have a full explanation of the use of these verbs which will reinforce why *estar* is being used to say how you feel. Do continue to use this throughout the course.
Irregular commands

You realize that food is not the only problem here. If Margarita is not well, you may want to tell her what to do. You already know how to give commands, but there are a few irregular commands that you need to learn by heart.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>decir</td>
<td>to say, to tell</td>
<td>Di</td>
</tr>
<tr>
<td>hacer</td>
<td>to do, to make</td>
<td>Haz</td>
</tr>
<tr>
<td>ir</td>
<td>to go</td>
<td>Ve</td>
</tr>
<tr>
<td>poner</td>
<td>to put</td>
<td>Pon</td>
</tr>
<tr>
<td>salir</td>
<td>to leave, to go away</td>
<td>Sal</td>
</tr>
<tr>
<td>ser</td>
<td>to be</td>
<td>Sé</td>
</tr>
<tr>
<td>tener</td>
<td>to have</td>
<td>Ten</td>
</tr>
<tr>
<td>venir</td>
<td>to come</td>
<td>Ven</td>
</tr>
</tbody>
</table>

How can these be used to help Margarita?

Tell her to do some exercise. Invite her to come to the gym. Tell her to say the truth to the doctor, or to ask her mother what type of foods and beverages to prepare for her.

Ej.: **Margarita, sé feliz todo el día.** Margarita be happy all day.

Toma el jugo de piña y no la gaseosa. **Drink the pineapple juice and not the soft drink.**

See how many of these commands you can use in telling our poor friend Margarita what to do.
Write a plan for Margarita to improve her health and well-being. Begin with the facts that you have and add the instructions for her to follow. You are given a start here. Continue with the facts and list the instructions.

**Estar vs. Ser  To be**

Now let us move on to the complete overview of **ser** and **estar** which you were promised earlier. This will be needed in many situations where health is in focus as well as throughout the course of studies in everyday situations. Pay close attention and do try to internalize the differences being highlighted here. You will see many familiar examples. Relax and study this section.

**The Uses of Ser**

**Ser** is used:

1. to state one’s profession:
   
   Ej. Soy arquitecto. *I am an architect.*

2. for identity:
   
   Mi madre es Marcia Valdez. *My mother is Marcia Valdez.*
3. to state one’s origin and nationality:

Soy de Colombia. *I am from Colombia.*

Nosotros somos Trinitarios. *We are Trinidadians.*

4. to express the time, date and season:

Hoy es el once de octubre. *Today is October 11.*

¿Qué hora es? *What time is it?*

Son las ocho. *It is eight o’clock.*

Es la primavera. *It is spring.*

5. to give descriptions of characteristics which are inherent or permanent such as physical features and personality:

Ella es rubia, alta y muy simpática. *She is fair, tall and very pleasant.*

6. to state colour or the material from which something is made:

El mantel es de seda. *The tablecloth is made of silk.*

Las paredes son blancas. *The walls are white.*

7. with impersonal expressions:

Es importante lavarse las manos antes de comer. *It is important to wash one’s hands before eating.*

8. with nouns, infinitives, and pronouns:

Es el preescolar. *It is the nursery school.*

Ver es creer. *Seeing is believing (to see is to believe)*

Es mío. *It is mine.*

*Ser* is also used to form the passive in Spanish. This is treated in units 20 and 21.
The Uses of **Estar**

**Estar** is used:

1. to describe a temporary state:
   - ¿Cómo estás?  *How are you?*
   - Estamos bien hoy. *We are fine today.*
   - Yo estoy perezosa. *I am (feel) lazy.*
   - Estamos a dieta. *We are on a diet.*

2. to express a marital state:
   - Están casados/solteros. *They are married/single.*

3. to identify the location or position of someone/something:
   - La mujer está cerca del hotel. *The woman is near the hotel.*

4. to express the date in certain specific expressions:
   - ¿A qué día estamos? *What day is it today?*
   - ¿A cuánto estamos hoy? *What date is it?*
   - ¿En qué mes estamos? *What month is it?*
   - Estamos a quince de mayo. *It is (we are at) May 18.*

5. to form the continuous tenses. (You will meet the present continuous in Unit 8)
   - Están cantando en voz alta. *They are singing in a loud voice.*
   - Estoy comiendo pollo frito y papas fritas. *I am eating fried chicken and fries.*
6. to express tastes, looks and feels:

Anita, está muy guapa. *Anita you are (look) beautiful*

El té no está caliente. *The tea is not hot.*

Now you understand why Margarita can say *estoy cansada.* The next time you hear the question *¿qué te pasa?* Answer by saying *estoy....*

Try the exercise below before moving on.

### Activity 5.21

¿Qué te pasa?

1. [emoji]

2. [emoji]

3. [emoji]

4. [emoji]

You have just explored the main uses of *ser* and *estar*. Here is your practice exercise.
Activity 5.22

In the sentences below, which verb would you use: **estar** or **ser**?

1. Hoy es/ está el primero de noviembre.
2. ¿Cuál es/ está su nacionalidad?
3. Uds. **son**/ **están** de pie enfrente de la oficina.
4. **Soy/ Estoy** feliz porque tengo éxito en mis exámenes.
5. ¿Dónde es/ está mi celular? **Es/ Está** al lado de la bolsa.
6. **Son/ Están** las doce. **Es/ Está** medianoche.

There are adjectives that have a different meaning when used with **SER** and **ESTAR**. Here are some of them with examples. You will not practice them at this point, but look out for them in your assignments and later units.

<table>
<thead>
<tr>
<th>ESTAR</th>
<th>SER</th>
</tr>
</thead>
<tbody>
<tr>
<td>aburrido – to be bored</td>
<td>aburrido – to be boring</td>
</tr>
<tr>
<td>bueno – to be good (quality)</td>
<td>bueno – to be good (character)</td>
</tr>
<tr>
<td>despierto – to be awake</td>
<td>despierto – to be alert</td>
</tr>
<tr>
<td>listo – to be ready</td>
<td>listo – to be clever</td>
</tr>
<tr>
<td>malo – to be ill</td>
<td>malo – to be bad (character)</td>
</tr>
<tr>
<td>nuevo – to be new/unused</td>
<td>nuevo – to be new/newly-made</td>
</tr>
</tbody>
</table>

**Ejemplos:**

**Es** muy listo. *He is very clever.*

**Está listo.** *He is ready.*

**El libro no es nuevo.** *The book is not new (on the market)*

**El libro no está nuevo.** *The book is not new (implies that the book is used)*

**El niño es bueno.** *The boy is good.*

**Hoy está muy buena la comida que preparaste.** *Today, the food that you prepared is very good.*
There are also fixed expressions with *ser* and *estar* which you must learn. Some are given here but there are others that will also come up in your assignments and in later units.

- **Estar para** *to be about to*
- **Estar a punto de** *to be about to*
- **Ser aficionado a** *to be a fan of*
- **Ser joven/viejo** *to be young /old*

**Somos aficionados al atletismo.** *We are athletics fans.*

For final review, pick *ser* or *estar* as the verb to use in each case where a health statement must be made.

**Activity 5.23**

1. To say if the client is tall or short.-
2. To say what month is your fixed annual medical appointment.-
3. To say that the fruits are fresh.-
4. To say where to find the vegetables.-
5. To say you are on a special diet.-
6. To tell the doctor your race or nationality.-
7. To indicate that it is a fatty food on your plate.-
8. To indicate your profession as a dietician.-

**Root changing verbs 2**

Give the meaning of these verbs on the list from Unit 3, and state what is the spelling change:

- poder
- volver
- jugar
- querer
- tener
- pensar
- seguir
- preferir
- venir
- decir
Other root changing verbs used so far are given here in the infinitive form. Do you remember the following?

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>despertarse(ie)</td>
<td>to wake up</td>
</tr>
<tr>
<td>sentirse(ie)</td>
<td>to feel</td>
</tr>
<tr>
<td>acostarse(ue)</td>
<td>to go to bed</td>
</tr>
<tr>
<td>dormir(ue)</td>
<td>to sleep</td>
</tr>
<tr>
<td>dole(ue)</td>
<td>to have a pain</td>
</tr>
<tr>
<td>volar (ue)</td>
<td>to fly</td>
</tr>
<tr>
<td>perder (ie)</td>
<td>to loose</td>
</tr>
<tr>
<td>contar (ue)</td>
<td>to count, relate</td>
</tr>
<tr>
<td>mover (ue)</td>
<td>to move</td>
</tr>
<tr>
<td>acordarse(ue)</td>
<td>to remember</td>
</tr>
<tr>
<td>repetir(i)</td>
<td>to repeat</td>
</tr>
<tr>
<td>morir(se) (ue)</td>
<td>to die</td>
</tr>
<tr>
<td>pedir (i)</td>
<td>to ask for</td>
</tr>
<tr>
<td>elegir (i)</td>
<td>to choose</td>
</tr>
<tr>
<td>mentir (ie)</td>
<td>to tell a lie</td>
</tr>
<tr>
<td>conseguir (i)</td>
<td>to get, secure, succeed</td>
</tr>
</tbody>
</table>

If you do not remember, practice more and learn them well now.

Here are a few more that you will encounter and need in upcoming units. The number before them will give the unit where they may be found. An * indicates verbs used in the third person only.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>encontrar (ue)</td>
<td>to find, meet</td>
</tr>
<tr>
<td>empeazar (ie)</td>
<td>to begin</td>
</tr>
<tr>
<td>comenzar (ie)</td>
<td>to begin</td>
</tr>
<tr>
<td>defender (ie)</td>
<td>to defend</td>
</tr>
<tr>
<td>acordan (ue)</td>
<td>to agree</td>
</tr>
<tr>
<td>acordarse(ue)</td>
<td>to remember</td>
</tr>
<tr>
<td>sugerir(ie)</td>
<td>to suggest</td>
</tr>
<tr>
<td>despedirse (i)</td>
<td>to say goodbye</td>
</tr>
<tr>
<td>divertirse (ie)</td>
<td>to enjoy oneself</td>
</tr>
<tr>
<td>probar (ue)</td>
<td>to try</td>
</tr>
<tr>
<td>servir (i)</td>
<td>to serve</td>
</tr>
<tr>
<td>recomendar (ie)</td>
<td>to recommend</td>
</tr>
<tr>
<td>hervir (ie)</td>
<td>to boil</td>
</tr>
</tbody>
</table>

You do remember the boot exercise used for root changing verbs in Unit 3, for sure. It reminds you that the ‘we’ part of the verb is never included in the spelling change.
Now it is time for practice. Complete the sentence with the correct form of the verb in brackets. Remember to be careful with your endings and make the spelling changes as necessary. You should understand these sentences too. If not, consult your dictionary.

1. Paco está enojado y___________ su paciencia. (perder)
2. Mi mamá___________ al hospital para hablar con el médico. (volver)
3. No___________ el consejo y no estoy en forma. (entender)
4. Este hombre _________ en el consultorio sin pensar. (mentir)
5. Nosotros___________ pan y fruta. (almorzar)
6. Mi hermano___________ fútbol y está en forma. (jugar)
7. Ellos___________ a comer mucha fruta. (empezar)
8. Yo___________ con mi ropa deportiva para el gimnasio. (vestirse)
9. Alicia, ¿_________ consumir los cuatro alimentos básicos? (pensar)
10. Raúl no___________ de los cuatro alimentos básicos. (acordarse)

Remember to learn these root changing verbs and look out for them. Now, listen to your CD and do the spelling test.

Listen to each sentence and write the **verb only** in the boxes provided here.
Give an appropriate response to each of the following situations.

Assignment 5.2

1. You and your friend have plans to go to the movies. You are about to leave home to pick him/her up. You send a text message to let him/her know that you are ready. Write your message.

2. Your nephew is staying with you for the weekend and is not feeling well today. Explain in a text message to your mom, who is at work, that he is not well and ask her what to do?

3. You are at a flea market to buy a study chair for your room. You see one and want to decide if it is brand new or unused. What do you write on your notepad which you quietly give to your friend?

4. You are asked to give a reference for a diligent and intelligent friend who is applying for a job. Write that description.

5. Someone has called to speak with your brother who is still sleeping.
   a) Explain to the person that he is not yet awake and
   b) Ask if he would like to phone (telefonar) at nine o’clock.

6. You are very concerned about eating too many (demasiado) sweets. Your friend observes the look on your face.
   a) What does he/she ask?
   b) What do you reply?

7. Your parents know that you have been consuming a lot of fruit. They want to know the effect it has on you.
   a) What do they ask?
   b) What do you reply?

8. Your friend observes that you are losing weight.
   a) What does she comment?
   b) What do you recommend?
In this unit you learned to make many statements on the topic of health correctly using *ser* or *estar*, give advice as to why one should or should not eat certain foods. *Estar en buena forma, evitar la influenza, poder entrenar, mantener la salud, recibir las proteínas, recibir las vitaminas.*

Express concern using the expression *tener miedo*.

Say how someone feels using *sentir* or *estar*.

Tell a family member or friend what to do using irregular commands.

 decir → *Di*  hacer → *Haz*  ir → *Ve*  poner → *Pon*  salir → *Sal*  ser → *Sé*  tener → *Ten*  venir → *Ven*

Spell the parts of root changing verbs:

**Volar (ue)** to fly  
**vestirse(i)** to get dressed, wear

**Perder(ie)** to loose  
**encontrar(ue)** to find, meet

**Recordar(ue)** to remember  
**mostrar(ue)** to show

**Nevar(ie)** to snow  
**empezar(ie)** to begin

**Contar(ue)** to count, relate  
**comenzar(ie)** to begin

**cerrar(ie)** to close  
**defender(ie)** to defend

**mover(ue)** to move  
**lover(ue)** to rain

**acordar(ue)** to agree  
**acordarse(ue)** to remember

**repetir(i)** to repeat  
**sugerir(ie)** to suggest

**despedirse(i)** to say goodbye  
**divertirse(ie)** to enjoy oneself

**morir(se)(ue)** to die  
**probar(ue)** to try

**pedir(i)** to ask for  
**servir(i)** to serve

**elegir(i)** to choose  
**recomendar** to recommend

**mentir(ie)** to tell a lie  
**hervir(ie)** to boil

**conseguir(i)** to get, secure, succeed

You can even write a health plan for your friend stating your observations and giving advice as to what to do.

Now complete your assessment.
Assessment

Write a short composition in Spanish in which you describe the poor eating habits and lifestyle of a family member. Be sure to say

- What he/she eats
- The hours of sleep and lifestyle
- The health consequences
- The concern of family members

Give some advice (consejo) to this relative.

Lección 3: ¡Qué dolor!

Lesson 3: What a pain!

Introduction

In our very first lesson, you learnt how to state which body parts hurt. You were introduced to the verb *doler* and understood its uses. Now you will learn other ways to talk about what exactly is hurting us and to emphasize exactly who is in pain.

You will also express get well wishes to a person who is ill and learn to ask questions related to illnesses.

Upon completion of this unit, you will be able to:

- Say what is hurting you.
- Emphasize pain being felt by someone.
- Express get well wishes.
- Write and ask questions orally using the appropriate word order and interrogative word.
- Give instructions and suggestions to someone who is ill.
- Read and spell s/z words.
- Read and spell words with the ñ.

**Terminology**

**Interrogative:** Deals with questions.

¿Qué te pasa?

This question means the same as ¿Qué pasa? From the last lesson except that it is directed at the specific individual spoken to.

Let us look at some possible responses.

- **Me siento mal.** I feel ill.
- **Me siento débil.** I feel weak.
- **Estoy enojado.** I am angry.
- **Estoy enfermo.** I am ill.
- **No duermo bien.** I am not sleeping well.
- **No me divierto.** I am not enjoying myself.
- **A mí, me duele el pecho y tengo gripe.** My chest hurts and I have a cold.
- **Tengo miedo que muero.** I am afraid that I am dying.
- **Tengo fiebre.** I have a fever.
- **No tengo energía.** I do not have energy.
- **Estoy resfriado.** I have a cold.
All the responses above should look familiar to you, except for a few new words: debil- weak, tener energia to have the energy, mal bad, enfermo ill, la gripe the flu, una fiebre a fever, estar resfriado to have the flu. You must learn these. Pay attention also to divertirse(ie) and morir(ue) which you met in Lesson 2, in action.

The one structure which you may be wondering about is the use of ‘A mi’ before the statement of pain. This is called the emphatic pronoun. It is also called the prepositional pronoun. The important thing is to learn to use it. Continue reading the notes below to understand it.
We learnt to use the verb **doler** in Lesson 1:

Me duele la cabeza.  
My head hurts.

Le duele mucho el pie.-  
His foot hurts a lot.

For the second example, we can also clarify who is experiencing the pain being felt by using **a él** in front of the sentence. **A él le duele mucho el pie**.

This structure using the prepositional or emphatic pronoun serves to **clarify when there is doubt**, but it also serves to **emphasize** who is experiencing the pain.

Here are all the prepositional/emphatic pronouns with **a**: Their meanings are also given.

- **A mí** is used to emphasize **me**
- **A ti** to emphasize **te**
- **A él** and **a ella** emphasize/clarify **le**
- **A usted** to emphasize/clarify **le** as well
- **A nosotros (-as)** to emphasize **nos**
- **A ellos (-as)** to emphasize/clarify **les**
- **A ustedes** to emphasize/clarify **les** as well

Look at the examples below which demonstrate their usage.

**A mí, me duele la cabeza.** –Literally- **To me, my head hurts.**

**A nosotros, nos duelen los pies por subir y bajar la escalera.**-  
Literally- **To us, our feet hurt from going up and down the stairs.**

Juan y Paula están en el comedor. Él come mucho. **A ella, le duele el estómago.**

Juan and Paula are in the dining room. He is eating a lot. **She has a stomach ache.**

In this third example if **a ella** was not used, it would be easy to misunderstand the sentence as saying that it was he who had a stomach ache. **A ella**, in this case, is used to clarify who is in pain.

Look at one more example at this point.

Nosotros estamos todos enfermos. **A él le duele la garganta, a ella le duele la cabeza pero a mí, me duelen los ojos, las piernas y los brazos.**

We are all ill. He has a sore throat, she has a headache but me, my eyes, legs and arms hurt.

Here, **a mí** gives a sense that I am a special case. The emphasis is needed since my pain deserves special mention.

These pronouns also follow prepositions. Review your prepositions in Unit 2 before continuing with saying what else is hurting.
What do you imagine the following to mean?

- Un dolor es serio para mí.
- ¿Qué pasa con ellos?
- Van al consultorio con él.
- Hay muchas pacientes delante de nosotros.
- Veo mucha fruta alrededor de ti.

It is important to note that they all use the prepositional/ emphatic pronouns. You must remember to use them too. Look at the special forms in the next Note it!

Note it! / Warning

conmigo- with me  contigo- with you

Note the translation for the sentences above.

- A pain is serious for me.
- What is happening with them?
- They go to the doctor’s office with him.
- There are many patients in front of us.
- I see many fruit around you.

Write nine sentences in Spanish using the emphatic pronouns in each sentence to say where the person(s) indicated may have a pain.

Activity 5.26
A sentence is missing in each of the situations below. Write in the spaces what you think the individuals are saying using the emphatic form of the *doler* expression.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Me</td>
<td></td>
</tr>
<tr>
<td>2. Te</td>
<td></td>
</tr>
<tr>
<td>3. A él</td>
<td></td>
</tr>
<tr>
<td>4. A ella</td>
<td></td>
</tr>
<tr>
<td>5. A usted</td>
<td></td>
</tr>
<tr>
<td>6. Nos</td>
<td></td>
</tr>
<tr>
<td>7. A ellos</td>
<td></td>
</tr>
<tr>
<td>8. A ellas</td>
<td></td>
</tr>
<tr>
<td>9. A ustedes</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3**

1. Voy a dormir ahora.

……………………………………………………………………………………………………

2. Mi papá está muy enfermo…………………… Vamos al consultorio médico.

3. ¡Caramba! La herida (*the wound*) es grande. ¿No

……………………………………………………………………………………………………?
More emphasis

If you go back to Unit 1, Lesson 3, you will notice that a construction with “a” was also used with gustar. Do you remember these sentences?

¿A Alejandro, le gusta cantar en el baño? Sí, a Alejandro, le gusta cantar en el baño.

¿Al señor Cervantes, qué le gusta hacer? Al señor Cervantes le gusta jugar naipes.

This is the same construction used with the pronouns. Look at some examples:

A mí, me gusta cantar en el baño. A mí, me duele la garganta.

A ti, te gusta jugar naipes. A ti, te duelen los ojos.

A él, le gusta cantar en el baño. A él, le duelen las rodillas.

Try emphasizing who likes what. Add the emphatic pronoun construction.

1. Le gusta visitar el médico.
2. Me gusta comida sana.
3. Te gustan las legumbres.
4. Nos gusta beber las gaseosas.
5. Me gusta comer pescado.

This lesson began with saying what is hurting you. If you want to be sure what is hurting someone else, you would ask. Wouldn’t you? Go to the next section where you will learn how to form questions in Spanish.

Question formation

Let us take some time to look at how to form our questions in Spanish. Look at a typical statement, the subject usually comes in front of the verb. The subject is usually the doer of the action.

Ej.: Los pobres se mueren. The poor are dying.
     Sus padres descansan en cama. His parents are resting in bed.
     Ellos quieren hamburguesas y patatas fritas. They want hamburgers and fries.
However, in a question, the reverse takes place in that the subject comes after the verb.

Ej.: ¿Se mueren los pobres? Are the poor dying?
¿Descansan sus padres en cama? Are his parents resting in bed?
¿Quieren ellos hamburguesas y patatas fritas? Do they want hamburgers and fries?

Find out what is the case with the members of the Valdez’s family according to the suggestions in English.

<table>
<thead>
<tr>
<th>Activity 5.29</th>
</tr>
</thead>
<tbody>
<tr>
<td>is in bad shape</td>
</tr>
<tr>
<td>sleeps in class</td>
</tr>
<tr>
<td>eats fresh fruit-</td>
</tr>
<tr>
<td>has a fever</td>
</tr>
</tbody>
</table>

Often in Spanish there is no subject stated. Opening and closing question marks are simply added when asking questions. When speaking, there is a change in intonation. You will get the opportunity to listen to this later.

Ej.:  
Está enferma. ¿Está enferma?  
Le duele la espalda. ¿Le duele la espalda?  
Tiene miedo al dentista. ¿Tiene miedo al dentista?  
Llamamos al médico. ¿Llamamos al médico?  
Empiezo mi dieta. ¿Empiezo mi dieta?
Lesson 3: What a pain!

Note well that in English do or does is used to form a question. This never happens in Spanish.

**Cantan- They sing**

¿Cantan? – *Do they sing?*

Now find out what happens to your best friend according to the statements made by Alejandro. Change the verb ending to ask –you.

**Activity 5.30**

Ej.: Está enojado. ¿Estás enojado?

1. Tiene miedo de comer pescado.
2. Le duele el diente.
3. Está resfriado.
4. No duerme bien.
5. Tiene la gripe.

In the case of reflexive verbs, the reflexive pronoun will remain in front of the verb when a question is formed.

Ej.: Te despiertas temprano. ¿Te despiertas temprano?

Margarita se enfada. ¿Se enfada Margarita?
You are provided with some of Margarita’s answers here. Write the questions that they respond to.
1. Me despierto muy temprano.
2. Sí, me muero lentamente.
3. No, no me divierto sin ustedes.
4. Me lavo con agua fría.

Change these statements to questions for further practice.
1. Te duele la espalda.
2. Sus hermanas se levantan.
3. Ella prefiere ir al consultorio primero.
4. Mi papá bebe té o café.
5. Los hijos consumen los cuatro alimentos básicos.
6. Ellas vuelven al gimnasio mañana por la mañana.
7. Ellos beben la gaseosa con nosotros.
8. El médico está en el hospital.

There are also some interrogative (question) words which you must master. When you get to the doctor, you will need to answer all his questions accurately. You have learned some of them before but review them all.
Lesson 3: What a pain!

Activity 5.33

Try to answer all these questions on your lifestyle practices in preparation for the doctor’s questions during check-up. You should have no difficulty with the vocabulary from Units 4 and 5 used here.

1. ¿A qué hora te levantas todos los días?
2. ¿Qué desayunas?
3. ¿Cuántas comidas tienes cada día?
4. ¿Quién prepara tu comida?
5. ¿Cómo llegas a la escuela/al trabajo?
6. ¿Cuál es tu comida favorita?
7. ¿Por qué duermes tan tarde?
8. ¿Cómo te entiendes con tu familia? ¿Y con tus compañeros de clase/trabajo?

Activity 5.34

Write four questions of your own using the interrogative words given.

1. Dónde  
2. Cuándo  
3. Quién  
4. Qué
Now go to your CD 1. Listen to Mrs. Valdez as she asks her children several questions about themselves and their friends.

You were told earlier that when speaking there is a change in intonation to distinguish questions from statements. Did you get the difference as the questions were being read?

¡Que te mejores!

So we all become ill at some time despite our best efforts. We always love to have friends and family support us in these times. Apart from the advice and treatment given by the doctor, the kind words of relatives go a long way in helping us to recover. What should you say to your Spanish speaking friend who is ill? Follow the conversations below to find out.

Conversación A

- Oh, hermanita. ¿Qué te pasa?

Mariseeeelaa. No me siento bien. ¡Oh qué dolor terrible!

- Toma, una aspirina. ¡Que te mejores pronto!
Conversación B

Papá: Hijo, ¿no te levantas?

Hijo: No papá. El médico dice que tengo que guardar cama. ¡Ay, qué dolor terrible!


In the conversations you have two ‘get well’ expressions. You should learn them. They will be fully explained in later units.

Que te mejores pronto. - May you get well soon.

Espero que te recuperes. - I hope you recover.

You also note ‘guardar cama’- to stay in bed.

Telling a friend what to do in the case of ill health

You may also offer advice to a friend who is ill. You learned to use command verbs in the familiar form in Unit 2, and again in Lesson 1 of this unit. See them at work in the following instructions.

Toma frutas. Have fruit

Bebé jugo de frutas en vez de gaseosas. Drink fruit juice instead of soft drinks.

Participa en actividades físicas. Participate in physical activities.

Cambia tus hábitos de salud. Change your lifestyle.

Cuida de tu cuerpo. Take care of your body.
Write down four other things that Isabela may advise her friend to do. Get your tutor to look at your sentences.

1. ………………………………………………………………………………………………………
2. ………………………………………………………………………………………………………
3. ………………………………………………………………………………………………………
4. ………………………………………………………………………………………………………

Finally, before moving on to the lesson at the doctor’s office, let us spend some time with oral language. Go now to your CD 1.

First listen to the pattern of speech or intonation in these pairs of statements and questions. Go to your CD 1.

1. Que te mejores en una semana. ¿Que te mejores en una semana?
2. Me pongo un vestido cómodo para visitar el médico. ¿Me pongo un vestido cómodo para visitar el médico?
3. Los niños están resfriados. ¿Están resfriados los niños?
4. Te despiertas temprano. ¿Te despiertas temprano?
5. Hierven su comida. ¿Hierven su comida?

Stop the CD and read the questions aloud.

Start the CD again. Read the sentences a second time during the pauses and listen for the correct pronunciation again.
Activity 5.36

Try some more reading during the pauses. First take a minute to look them over for these sentences will not be read to you at the start.

1. ¿Tiene ella gripe?
2. ¿Tomamos nosotros aspirina para la fiebre?
3. ¿Van ellos al consultorio?
4. ¿Puedes ir también?
5. ¿Tienes el remedio para él?

Pronunciation of the ñ.

Let’s try some familiar words containing the sound. Repeat them after the CD.

mañana años baño niño uña doña muñeca pequeño señor señora español trigueño bañarse.

Now try some new words that will be used in the upcoming units. After saying them, listen to the correct pronunciation on the CD.

añadir extraño araña reñir daño sueño piñata dueño tamaño niñez compañía enseñar otoño cuñado soñar montaña campaña pañuelo.

How well did you do?

Pronunciation of s/z

Now listen to some more words. Write each as you hear them. Play the CD now. Follow the instructions on the CD.
How many did you write correctly? You have studied them all before, but you did not get all. The s and z would have posed a challenge for you.

The two letters s and z have the same sound in Spanish America. You simply have to pay attention to words containing these letters. There are some words whose meaning can only be distinguished by the context or in writing because they sound exactly alike. Here are some examples.

casa- house and caza- hunting

abrasar- to burn and abrazar- to hug, embrace

la tasa – the rate and la taza – the cup

You must also be careful when reading words with the s which are English cognates.

Presentar and organizar for example are never pronounced with a z sound. In fact no word in Spanish is pronounced with a z sound. As you can see, there is no way to distinguish s from z except to be familiar with these words. Try to create a list of these words as you continue the course. Buena suerte.

You need to refer to the answer sheet for this Unit, but only after completing this listening exercise.

If you are satisfied with your work in this lesson, you should read the summary and complete the assignment and assessment.
In this lesson you learned to say *how you are feeling*: *tengo fiebre, estoy resfriado, no tengo energía, no duermo bien, no me divierto,* etc.

Emphasize pain being felt by someone using emphatic/ prepositional pronouns *a mí, a ti, a él, a ella, a usted, a nosotros, a ellos, a ellas, a ustedes* before the *doler* construction.

*Express get well wishes:* *Que te mejores pronto; espero que te recuperes.*

Write and ask questions orally using the appropriate word order and interrogative

¿dónde?-* where*  
¿cuándo?-* when*  
¿quién?-* who*  
¿qué?-* what*  
¿cuál? – *which*  
¿por qué?-* why*  
¿cómo? – *how*  
¿cuánto-a-os?- *how much*

Read and spell common ñ words.

Complete your assessment and move on to lesson four

---

### Assignment 5.3

Write in Spanish one question in response to each of the following situations.

1. You are told that Carlos feels weak and you want to confirm it with him.

2. Luis says that a friend is afraid of dying. You wish to find out who that person is.

3. You do not know the location of the doctor’s office on your street.

4. Ana is confined to bed for a period. You want to find out how many days.

5. You believe that Teresita knows who is going to the gym.

6. You need to find out if some persons get along.
Please put on your CD for this assignment.

Listen to the speakers in the doctor’s office. Say what each is experiencing?

1. a) está bien   b) está en forma   c) está enfermo   d) está de pie
2. a) quiere dormir   b) quiere visitar el consultorio   c) quiere guardar cama   d) quiere ir a su dormitorio
3. a) le duele la mano izquierda   b) le duele la cabeza   c) tiene un dolor de corazón   d) tiene un dolor del pie
4. a) va a salir porque tiene influenza   b) va al dormitorio porque tiene gripe   c) va a casa y está bien   d) va a trabajar en su granja.
5. a) puede trabajar bien   b) no tiene energía   c) tiene un cuerpo en forma   d) tiene buena salud

You have been confined to bed. Write a paragraph of about forty words explaining in detail how you feel and what is wrong with you.
Lección 4: En el consultorio médico

Lesson 4: At the doctor’s office

Introduction

Have you ever been to a doctor’s office? Can you always tell by looking at the patients what is wrong with them? Of course not! In this lesson, you will learn how to identify the major illnesses in Spanish. Listen to what the doctor advises someone who is sick.

¡Adelante!

Upon completion of this unit, you will be able to:

- Identify major illnesses.
- Request the services of a doctor.
- Tell someone what the doctor advises.
- Give instructions and suggestions to someone who is ill.
- Lead or follow an exercise routine.
Offering health advice to a friend

Remember when Margarita was experiencing health problems? Well, Margarita decided to talk to her friend, Isabela about her situation. Isabela thinks she knows what is happening to Margarita because she herself had visited the doctor for the same symptoms. Isabela’s doctor taught her about how important it is to take care of one’s body. She advises Margarita to visit the doctor but before doing so, Isabela advises her friend as to what she can do.

Escucha los consejos de Isabela. – Listen to Isabela’s advice.

Each bit of advice is read twice. Answer the questions or complete the statements for each bit of advice by choosing the best of the four answers in your manual. The questions or incomplete statements will be read only once.

Note these new expressions/words. You’ll need them in understanding Isabela’s advice.

<table>
<thead>
<tr>
<th>Llenas de-</th>
<th>filled with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provocan cansancio-</td>
<td>will cause you to get tired</td>
</tr>
<tr>
<td>¿Por qué no usar?-</td>
<td>why not use</td>
</tr>
<tr>
<td>Saludable-</td>
<td>healthy</td>
</tr>
<tr>
<td>El refresco-</td>
<td>soft drink</td>
</tr>
<tr>
<td>La piscina-</td>
<td>pool</td>
</tr>
<tr>
<td>La natación-</td>
<td>swimming</td>
</tr>
</tbody>
</table>
1. a) temprano  b) un poco tarde  c) demasiado tarde  d) a las siete
2. a) Muchos caramelos b) comida sin azúcar c) un antojito
d) comida sana.
3. a) Vino y queso b) sándwiches saludables c) sándwiches de tomate d) pollo frito
4. a) Jugos c) agua c) refrescos d) té natural
5. a) el atletismo b) la natación c) la pesca d) la educación física

The final listening task is a short selection followed by two questions. The selection is read twice. The questions are read only once.

6. a) Vestirse  b) cuidar de su ropa  c) estar en mala forma
d) cuidar de su cuerpo
7. a) su médico dice que es importante  b) si no, va a morirse
c) si no, va a estar enferma  d) Isabela dice que es importante.

Margarita decides to visit the doctor. The nurse gives her the same advice as her friend Isabela. Here is what the nurse says.

**Coma fruta** – *Eat fruit.*

**Beba jugo de frutas en vez de gaseosas** - *Drink fruit juice instead of soft drink.*

**Participe en actividades físicas** - *Participate in physical activity.*

**Cambie sus hábitos de salud** - *Change your lifestyle.*

**Cuide de su cuerpo** – *Take care of your body.*

Observe that each verb has a different ending from when Isabela spoke to her friend. This is the form of command verbs given in formal situations. It is the polite command. The polite command is explained here for you.

For polite singular commands, use the ending –e for –ar verbs. Use the –a for –er and –ir verbs.
cambiar → Cambie Ud. (Change!)
correr → Corra Ud. (Run!)
escribir → Escriba Ud. (Write!)

Notice what happens to **go-go verbs**. They keep the **g** of the present tense Root changing verbs also keep their spelling change.
tener → Tenga Ud. (Have!)
hervir → Hierva Ud. (Boil!)

By using the singular forms, it means that you will be giving the command to one person in a polite way.

However, for polite plural commands, use the ending **–en** for **–ar** verbs. Use the ending **–an** for **–er** and **–ir** verbs.
cambiar → Cambien Uds. (Change!)
correr → Corran Uds. (Run!)
escribir → Escriban Uds. (Write!)
tener → Tengan Uds. (Have!)
hervir → Hiervan Uds. (Boil!)

In the case of reflexive verbs, attach **se** to the verb form.
Desayunarse → Desayúñense Ud. → Eat breakfast!

Here is some more advice to Margarita from the nurse. Write it in the formal form.
She tells her to rest a little **descansar un poco**, have patience with her friends **tener paciencia con sus amigos**, drink a litre of water **beber un litro de agua**, do exercises regularly **hacer ejercicios a menudo/regularmente**, choose healthy foods **seleccionar comida sana**, come to see your doctor every month **venir a ver a su medico cada mes**.

1. ………………………………………………………………………….
2. ………………………………………………………………………….
3. ………………………………………………………………………….
4. ………………………………………………………………………….
5. ………………………………………………………………………….
6. ………………………………………………………………………….
Here is some advice given to a patient with a sprained ankle. You should be able to share it with someone else, so follow closely.

Have you ever heard of the DICE method in Spanish. DICE is an acronym meaning Descanse, Hielo, Compresión, Elevación. The doctor advises this method when someone has received a sprained ankle. Using each of the DICE expressions below, we tell people what to do if they get a sprained ankle. Complete the

**Descanse-rest  hielo-ice  compresión-compression  elevación-elevation**

1) Descanse su tobillo.
2) Use hielo en el área afectada.
3) Vende el tobillo para aplicar compresión.
4) Mantenga el tobillo elevado.

Now repeat the advice. Use the plural form ustedes of the polite command as if you are addressing more than one person.

1. .................................................................
   (Descansar su tobillo.)
2. .................................................................
   (Usar hielo en la área afectada.)
3. .................................................................
   (Vendar el tobillo para aplicar compresión.)
4. .................................................................
   (Mantener el tobillo elevado.)

Before moving on, try to give these steps one more time, but without looking at what you have written.
Las Enfermedades

Staying healthy by maintaining a healthy diet and keeping fit can help you to avoid major illnesses such as:

- La diabetes
- El cáncer
- La tuberculosis

How would you express these major illnesses in English?

The three cognates, diabetes, tuberculosis and cáncer are certainly not problematic and if you look carefully, you will also notice the word cardiac which pertains to the heart. Yes, enfermedades cardiacas are heart diseases.

Do you know what are the three types of heart diseases? They are listed below.

- La hipertensión
- Los ataques cardíacos
- El derrame cerebral

Again the two cognates, hypertension and cardiac attacks are easy to figure out. What about el derrame cerebral? Well, cerebral has to do with the brain. This is the term used for a stroke. When there is a stroke the supply of blood to the brain is actually messed up.

Now, apart from a healthy diet and lifestyle, there are precautionary measures that one can take in controlling other diseases. Look at the following diseases and begin to think of what needs to be done to control them.

- el cólera
- la poliomielitis
- la gripe porcina
- la malaria
- la gastroenteritis

Sure this time you understand all of them, even la gripe porcina. You already know that la gripe is the flu. Porcina does resemble the English word ‘pork.’ La gripe porcina is correctly spotted as swine flu.
If you thought of sanitation or vaccination as control measures, then you are correct. These diseases can be controlled by proper sanitation and vaccination. In times of epidemic or pandemic, sanitation and vaccination become even stronger priorities. Read the following notice about one of the more serious pandemics of our day, swine flu. Use the vocabulary list below to help you. If your English is very good, it will be a breeze for there are many cognates.

Los virus de la gripe son causa de enfermedades serias y de muertes en todo el mundo y tenemos que prepararnos y protegernos con las siguientes medidas:

- Aplicar la vacunación a niños y a adultos.
- Lavarse las manos con frecuencia.
- Cubrir nariz y boca con pañuelos desechables al toser.
- Tirar el pañuelo desechable en una bolsa de plástico.
- Estornudar sobre el ángulo interno del codo.
- No saludar de forma directa (de beso o mano) para no contagiar a otras personas.
- Evitar exposición a contaminantes ambientales.
- No fumar en lugares cerrados y cerca de niños, ancianos y enfermos.
- Evitar lugares de alta concentración poblacional como cines, teatros, bares, autobuses, etc.
- Evitar el uso de aspirinas.
- Las personas enfermas deben evitar contacto con ancianos o personas con enfermedades crónicas.
- Lavar los utensilios de las personas enfermas o con síntomas con agua caliente y jabón.

VOCABLOS

<table>
<thead>
<tr>
<th>caliente- hot</th>
<th>ángulo interno- internal angle</th>
</tr>
</thead>
<tbody>
<tr>
<td>beso- kiss</td>
<td>ambientales- environmental</td>
</tr>
<tr>
<td>contagioso- contagious</td>
<td>cubrir- to cover</td>
</tr>
<tr>
<td>contagiar- to contaminate</td>
<td>estornudar- to sneeze</td>
</tr>
<tr>
<td>exposición- exposure</td>
<td>toser- to cough</td>
</tr>
<tr>
<td>jabón- soap</td>
<td>evitar- to avoid</td>
</tr>
<tr>
<td>muertos- dead</td>
<td>proteger- to protect</td>
</tr>
<tr>
<td>nuevo- new</td>
<td>utilizar- to use</td>
</tr>
<tr>
<td>serio/a- serious</td>
<td>lugares cerrados- enclosed places</td>
</tr>
<tr>
<td>síntomas- symptoms</td>
<td>alta concentración poblacional- high population concentration</td>
</tr>
<tr>
<td>enfermo- sick person</td>
<td>pañuelos desechables- disposable napkins</td>
</tr>
<tr>
<td>vacunación- vaccination</td>
<td>todo el mundo- the whole world</td>
</tr>
</tbody>
</table>
Activity 5.39

Answer the following multiple choice items based on the swine flu notice.

1. ¿Cuáles son resultados de la gripe porcina?
   A) enfermedades B) ataques cardíacos C) el cólera y el poliomielitis D) las vacunaciones

2. ¿Quién necesita vacunaciones?
   A) los enfermos B) los ancianos C) los adultos y los niños D) las personas en el cine o el teatro

3. Una persona enferma……..
   A) tiene que lavarse las manos con frecuencia B) tiene que tirar papeles C) fuma en lugares encerrados D) evita contaminación ambiental y los pañuelos desechables

4. ¿Cómo podemos protegernos?
   A) cubrir nariz y boca al toser B) lavarse con agua caliente C) en lugares de alta concentración D) con frecuente vacunación

5. ¿Son necesarias las aspirinas?
   A) sí, muchas B) sí, pero no muchas C) no, no son buenas D) no, son contagiosas

Activity 5.40

Choose from the swine flu notice any four measures which may apply to another disease mentioned before and write them in a command form to be read by adults in your community. Then name the disease.
Apart from the diseases above, a person may have to visit the doctor for other reasons. Read some of the reasons given by the Valdez’s family. Match the reasons in English below with the reasons in Spanish under each family member. Use cognates for help.

<table>
<thead>
<tr>
<th>English Reason</th>
<th>Spanish Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>My blood pressure is high</td>
<td>[Add column header here]</td>
</tr>
<tr>
<td>An insect stung me</td>
<td></td>
</tr>
<tr>
<td>I fell on the stairs</td>
<td></td>
</tr>
</tbody>
</table>
Visiting the doctor

Let us imagine that you have to ask a friend to take you to the doctor. What will you say?

*Necesito visitar el médico.* - *I need to visit the doctor.*

*Quiero ir al consultorio médico.* - *I want to go to the doctor’s office.*

*¿Hay un médico cerca de aquí?* - *Is there a doctor close by?*

<table>
<thead>
<tr>
<th>Activity 5.41</th>
</tr>
</thead>
</table>

And what if you reach the doctor’s office by phone, what do you say to the receptionist?

*¿Es posible ver el médico ahora? Sufro mucho.* - *Is it possible to see the doctor? I am suffering a lot.*

*Me gustaría ir al consultorio ahora porque estoy muy enferma.* - *I would like to go to the doctor’s office now because I am very ill.*

All of these sentences are simple enough for you to understand without help. Note, however, that the second verb in the sentence is always an infinitive. This will be dealt with in greater detail in Unit 7. Study the sentences and move on to your medical appointment.
Un chequeo

You go to the doctor for a checkup. First you will have to describe your symptoms. There may be several embarrassing or difficult questions. Then, you may have to provide medical history. Next, comes the examination and finally the diagnosis and prescription or recommendations. Study the process here for Isabela Blanco. Some useful expressions and vocabulary are given. After this, you will be ready to understand some questions. Provide answers for them.

<table>
<thead>
<tr>
<th>Los síntomas</th>
<th>Doctor, el problema del estómago me tiene, depresión, ansiedad</th>
</tr>
</thead>
<tbody>
<tr>
<td>La historia clínica</td>
<td>Cuarenta años, femenino, 1.72 m de altura, 90 kilos, viuda, síntomas desde cinco días, asmática, alérgica al pescado blanco, come muchas grasas, actividad física mínima, buenas constantes vitales, prueba de sangre en 2000.</td>
</tr>
<tr>
<td>El examen</td>
<td>tomar la presión escuchar su corazón escuchar sus pulmones tomar una muestra de sangre/análisis</td>
</tr>
</tbody>
</table>

Use your dictionary.

What is the meaning of: fármacos sin prescripción, viuda, ansiedad, constantes vitales, un análisis de sangre/ una muestra de sangre/ una prueba de sangre, los pulmones, dieta equilibrada, aliviar, ejercicios, pastillas, de venta libre, demasiado?

Complete the dialogue as if you were Isabela Blanco. This prepares you for work in later units with dialogue completion. The English will assist you with the Spanish answers.

Dr. Ignacio: Buenos días. Siéntese por favor ¿Qué le pasa hoy señora?
Isabela: Tell him your stomach is getting much better.

Dr. Ignacio: ¿Hay más síntomas, depresión?
Isabela: Tell him that you have both anxiety and depression symptoms.
Dr. Ignacio: ¿Es verdad que tiene cuarenta años y que vive sola?
Isabella: Answer in the affirmative.

Dr. Ignacio: Déjeme ver, ¿Cuál es su peso y su altura?
Isabella: State your weight and height.

Dr. Ignacio: ¿Tiene problema con su asma recientemente?
Isabella: A negative response.

Dr. Ignacio: ¿Qué come diariamente?
Isabella: Tell him chicken, arepas, and empanadas.

Dr. Ignacio: Ah, muchas grasas. ¿Qué actividad física hace?
Isabella: Tell him nothing.

Dr. Ignacio: La enfermera me dice que tiene buenas constantes vitales. Voy a tomar su presión arterial otra vez.
(El Dr. Ignacio le toma la presión arterial a Isabela)
Isabella: Ask if it is good.

Dr. Ignacio: Un poco alta pero no es serio. Tengo que escuchar su corazón y sus pulmones y tomar una muestra de sangre.
(Examina a la paciente) Es una infección estomacal. ¿Usted no bebe mucha agua?
Isabella: Answer is negative.

Dr. Ignacio: Necesita una inyección. No receto nada pero puede comprar unas pastillas de libre venta para los síntomas de dolor.
Isabella: Say thanks.

Dr. Ignacio: Pero señora, tiene mucho peso. Empiece con veinte minutos de ejercicio tres veces por semana. También empiécé una dieta equilibrada. No coma tanta grasa y beba al menos tres litros de agua cada día.
Isabella: Ask if you have to return soon.

Dr. Ignacio: Si señora. En un mes, más delgada y más sana. Buen día.
Isabella: Say goodbye.

So the doctor recommends that you take up regular physical workout. What other recommendations may a health professional give? Look at these suggestions using ‘why not’.

¿Por qué no jugar tenis?
¿Por qué no ir al gimnasio?
Now write three suggestions of your own.

Activity 5.43

To close off this unit, you must learn to follow a fitness routine.

Mi rutina

Let’s look at some activities we can do to keep fit for 20 minutes:

<table>
<thead>
<tr>
<th>correr</th>
<th>hacer jogging</th>
<th>jugar al ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>nadar</td>
<td>remar</td>
<td>... golf</td>
</tr>
<tr>
<td>bailar</td>
<td>ir en bicicleta</td>
<td>... tenis</td>
</tr>
<tr>
<td>caminar</td>
<td>montar a caballo</td>
<td>... básquetbol</td>
</tr>
<tr>
<td>hacer abdominales sin parar por 20 minutos?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most of these you already know. Look up the meaning of Nadar, caminar, sin parar in your dictionary.

Activity 5.44

Say what your exercise routine is. What do you do as a physical activity each day? Fill in the table below.

Activity 5.45
<table>
<thead>
<tr>
<th>lunes</th>
<th>martes</th>
<th>miércoles</th>
<th>jueves</th>
<th>viernes</th>
<th>sábado</th>
<th>domingo</th>
</tr>
</thead>
</table>

Figure 6
Are you really serious about exercise?

You can also go to “You tube” and look at some videos on rutina aeróbica or técnicas de gimnasia aeróbica or ejercicios para la pancita.

Listen carefully to the vocabulary. Go to CD1 again. Listen to the expressions. Then complete the unit by devising your own to the routine just for the fun of it!

Activity 5.46

<table>
<thead>
<tr>
<th>Organising the workout</th>
<th>movimientouno, dos, etc.- first/second move</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dos veces - twice</td>
</tr>
<tr>
<td></td>
<td>vamos a empezar - let’s start</td>
</tr>
<tr>
<td></td>
<td>dos a quince repeticiones - 2 to 15 times</td>
</tr>
<tr>
<td></td>
<td>dos por cada lado - two on each side</td>
</tr>
<tr>
<td></td>
<td>dos más - two more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pep talk/advice</th>
<th>No desayunar como un rey, almorzar como un príncipe y cenar como un mendigo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Don’t eat breakfast like a King, lunch like a prince and dinner like a beggar</td>
</tr>
<tr>
<td></td>
<td>medio plátano para el potasio- half a banana for the potassium</td>
</tr>
<tr>
<td></td>
<td>Entre más duro ejercite, más trabaja el músculo.</td>
</tr>
<tr>
<td></td>
<td>The harder you go, the more you work the muscle (not thigh)</td>
</tr>
</tbody>
</table>
### Organising the Workout

<table>
<thead>
<tr>
<th>Movimiento uno, dos, etc. - first /second move</th>
</tr>
</thead>
<tbody>
<tr>
<td>dos veces - twice</td>
</tr>
<tr>
<td>vamos a empezar - let’s start</td>
</tr>
<tr>
<td>dos a quince repeticiones - 2 to 15 times</td>
</tr>
<tr>
<td>dos por cada lado - two on each side</td>
</tr>
<tr>
<td>dos más - two more</td>
</tr>
</tbody>
</table>

### Commands

<table>
<thead>
<tr>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>estire los brazos - stretch out your arms.</td>
</tr>
<tr>
<td>siga - continue</td>
</tr>
<tr>
<td>baje - lower, levante - raise, eleve - raise, exhale - exhale, inhal - inhale, cambie - change, mantenga el equilibrio - keep your balance, suba - go up</td>
</tr>
<tr>
<td>hacia arriba/ izquierda/ derecha - up, left, right</td>
</tr>
<tr>
<td>cambie al exhalar - switch as you exhale</td>
</tr>
<tr>
<td>eleve las manos - raise your hands</td>
</tr>
<tr>
<td>más lento - more slowly</td>
</tr>
<tr>
<td>suba despacio - go up slowly</td>
</tr>
<tr>
<td>levante los hombros - lift your shoulders</td>
</tr>
</tbody>
</table>

### Movements and Positions

<table>
<thead>
<tr>
<th>Movement and Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>abdominales - sit ups</td>
</tr>
<tr>
<td>espalda recta - straight back</td>
</tr>
<tr>
<td>barbilla al pecho - chin touching the chest</td>
</tr>
<tr>
<td>manos en la nuca - place your hands at the back of your neck</td>
</tr>
<tr>
<td>codo a la rodilla - elbow touching the knee</td>
</tr>
<tr>
<td>rodilla al pecho - knee touching your chest</td>
</tr>
<tr>
<td>flexione piernas a noventa grados - flex your legs at 90 degrees</td>
</tr>
</tbody>
</table>

Figure 7
Lesson summary

In this final lesson of Unit 5, you built on what was done in earlier lessons. Now you know:

The check up routine: *síntomas, historia clínica, el examen, el diagnóstico, prescripción y recomendaciones*

and, Keep fit activities: *correr to run, hacer jogging to jog, jugar al golf/tenis/ básquetbol to play golf, tennis, basketball, nadar to swim, bailar to dance, ir en bicicleta to ride a bicycle, caminar to walk, montar a caballo to go horse riding, and hacer abdominales to do abdominals/sit ups.*

You can instruct someone using command verbs in any formal situation. Be careful with the changes at the end of the verb that need to be done, as follows:

- The ending of *-ar verbs* changes to *-e: tome*
- The ending of *-er and -ir verbs* changes to *-a: coma, escriba, descubra*
- The go verbs keep the *g: tener- tenga, etc.* and, spelling changes in the stem: *hervir- hierva*

For the exercise routine you know:

Finally you can lead/ follow the keep fit routine:

- **estire los brazos** stretch your arms
- **siga** continue
- **baje** go down
- **levante** raise
- **eleve** raise
- **exhale** exhale
- **inhale** inhale
- **cambie** change
- **mantenga el equilibrio** maintain your balance
- **suba** go up
- **suba despacio** get up slowly
- **hacia arriba/ izquierda/ derecha** upwards, to the left/ right
- **más lento** more slowly
- **levante los hombros** raise your shoulders
Assignment

Write an announcement in which you present instructions to the public in times of an epidemic. Choose your illness and your preventive measures carefully.

Assignment 5.5

Assessment

1. Create for your best friend a procedure to follow in treating a sprained ankle. Use four steps.

Assessment 5.4

2. Write a list of actions that will be completed at the doctor’s office when you are having a checkup. Use point form.

3. Imagine that there is a cholera outbreak in your country. Write four precautionary measures for the population to follow.

Unit summary

In this unit, you learned how to identify parts of the body:

- el brazo arm
- el codo elbow
- el corazón heart
- el cuello neck
- el dedo finger, toe
- el diente tooth
- el estómago stomach
- el hombro shoulder
- el muslo thigh
- la muñeca wrist
- la nariz nose
- la boca mouth
- la cabeza head
- la cadera hip
- la cintura waist
- la espalda back
- la garganta throat
- la lengua tongue
- la mano hand
- la muela tooth
- el ojo eye
- el pecho breast chest
<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>la oreja</td>
<td>ear</td>
</tr>
<tr>
<td>la piel</td>
<td>skin</td>
</tr>
<tr>
<td>la pierna</td>
<td>leg</td>
</tr>
<tr>
<td>la rodilla</td>
<td>knee</td>
</tr>
<tr>
<td>los pulmones</td>
<td>lungs</td>
</tr>
</tbody>
</table>

Indicate where you are feeling pain: **me duele....., tengo un dolor de.....** and emphasize who is having a pain **a mí, a ti, a él, a ella, a usted, a nosotros, a ellos, a ellas, a ustedes.**

Express concern or fear **tener miedo.** Find out how someone feels or say how you feel. **¿Qué te pasa?.. Me siento.../ estoy..., no tengo energía.** Give get well wishes *(que te mejores).*

Give commands in the familiar form to a friend or relative:


  decir →*Di*,  hacer →*Haz*,  ir →*Ve*,  poner →*Pon*,  salir →*Sal*,  ser →*Sé*,  tener →*Ten*,  venir →*Ven.* or to a stranger or someone in a formal situation:


  Keeping the g in go.

- *-Go verbs-: tener- tenga* etc. and,

  Spelling changes: **hervir** - **hierva**

Correctly use the verb **ser** with professions, nationality, inherent characteristics, colour, time, nouns, verbs in the infinitive, and pronouns. Correctly use the verb **estar** for position, temporary states, and to form the continuous tenses.

Form questions putting the subject after the verb and by using:

*¿dónde? where*  *¿cuándo? when*  *¿quién? who*

*¿qué? what*  *¿cuál? which*  *¿por qué? why*

*¿cómo? how*  *¿cuánto-a-os-as? how much*

Talk about good health: **mantener la salud, estar en buena/ mala forma; recibir proteínas, hacer ejercicios.**
You have also learnt healthy foods (comida sana):
- pescado fish
- agua water
- naranjas oranges
- jugo de fruta fruit juices
- nueces nuts
- zanahorias carrots
- salmón a la parrilla barbecued salmon

as well as those foods that can ruin your health:
- papas fritas fries
- chocolate chocolate
- caramelos sweets
- grasas fats
- gaseosas soft drinks

Now you can identify illnesses and health problems:
- la diabetes, las enfermedades cardíacas heart diseases,
- el cáncer, la tuberculosis, la hipertensión, los ataques cardíacos heart attacks, el derrame cerebral strokes, el cólera, la poliomielitis,
- la gripe porcina swine flu, la malaria, la gastroenteritis, ser alérgico to be allergic, un ataque asmático, me picó un insecto.

You know the check up routine: síntomas, historia clínica, el examen, el diagnóstico, prescripción y recomendaciones, and, keep fit activities: correr to run, hacer jogging to jog, jugar al golf/ tenis/ báscetbol to play golf, tennis, basketball, nadar to swim, bailar to dance,
- ir en bicicleta to ride a bicycle, caminar to walk, montar a caballo to go horse riding, hacer abdominales to do abdominals/sit ups.

Finally you can lead/ follow the keep fit routine. Nos vemos pronto.

---

**Unit Assessment**

What would you say in each of the following situations? Respond to each in ONE sentence.

**Assessment 5.5**
1. You are visiting the doctor’s office because you are experiencing a high fever and a terrible headache. You tell the doctor and ask if s/he can recommend anything for the headache.
   a) What do you say?
   b) What does s/he respond?

2. You are going on a hike and are required to pass an interview before you go. One question asks if you are allergic to anything.
   a) What does the interviewer ask?
   b) How do you respond?

3. Your skin is itching terribly and a rash has broken out. It seems your lunch was contaminated with seafood. Your friend suggests that you take some tablets s/he has in his/ her bag.
   a) What does s/he tell you?
   b) How do you let him/her know that you are allergic to aspirins.

4. You explain to the doctor that you are sneezing and coughing.
   a) How do you explain to him/ her?
   b) How does s/he gently suggest that you stay in bed.

5. You are suffering from a terrible headache.
   a) What do you say to your sister?
   b) How does she suggest that you visit the doctor?
Margarita decides to visit the doctor, Dra. Mendes, about her health. She thinks it is time to get a physical done. While she is in the waiting room, her attention is drawn to a poster on the wall. It looks something like this:

Un cuerpo saludable resulta en…
una vida larga y feliz

Cómo cuidarte:
- mantén una dieta equilibrada
- duerme adecuadamente
- evita caramelos, chocolate y comida alta en grasa
- haz ejercicio a diario
- camina a menudo

State in English five things you should do to take care of yourself that are mentioned on the poster.

Are there two things that you can think about adding to the poster? Write them here in Spanish.
Unit 5 Answer Key

Assignments

Assignment 5.1

1. ___d) A___ Elena, le duele la nariz.
2. En la escuela estudio mucho y ___a) me___ duele la cabeza.
3. Mamá limpia la casa y le ___b) duelen___ los brazos.
4. A mi padre ___c) le___ duele la espalda por trabajar mucho en el jardín.
5. Si tienes hambre ___a) pon___ la mesa ahora.
6. Paco ___c) haz____ tu cama por favor.
7. Son las nueve ___c) ve____ a la cama.
8. Te duele ___b) la nariz____. Di la verdad al médico.

Assignment 5.2

Model Answer


2. Mamá, Carlos no se siente bien. Tiene fiebre y se ve muy pálido. Dice que se siente muy mal y muy cansado. ¿Qué le doy para que se sienta mejor?

3. ¿Qué te parece este mueble? ¿Tú crees que sea nuevo o usado? Se ve en muy buenas condiciones, como nuevo. Dame tu opinión.

4. Tengo el gusto de conocer a la señorita Pérez desde hace 15 años. Ella es una persona, simpática, muy inteligente, responsable, eficiente, organizada, honrada y confiable. Cualquier trabajo que ella desempeña lo hace con excelencia. No dudo en recomendarla ampliamente.
5. a) Lo siento, pero mi hermano se encuentra dormido porque ayer estuvo estudiando para un examen hasta muy tarde.

   b) Si gustas, puedes volver a llamarle a las 9:00 a.m.

6. a) Si como muchos dulces, subiré de peso muy rápido.

   b) ¿Entonces cuidas mucho tu dieta?

7. a) Elena, nos da mucho gusto que comas cosas nutritivas como la fruta. ¿Te gusta mucho y cómo te hace sentir?

   b) Sí, me gustan mucho las fresas, las peras, las manzanas, las uvas, las naranjas, las toronjas y muchas más frutas. Como deportista es muy importante comer frutas y verduras porque me proporciona las vitaminas y la energía que necesita mi cuerpo.

8. a) Anita me dice que estoy más delgada. Comenta que estoy perdiendo peso muy rápido pero que me veo muy bien. Me pregunta si me siento bien.

   b) Yo le contesto que estoy en un régimen porque estoy haciendo muchos deportes. Le recomiendo que haga lo mismo para sentirse bien y estar saludable.

 assignment 5.3

model answer

1. Hola Carlos, me comentó tu hermana que no te sientes bien y que te encuentras muy débil. ¿Es verdad?

2. ¿Luis, quién es la persona de la que me estás hablando? No te guardes ese secreto porque es muy importante saberlo.

3. ¿Dónde está el consultorio del Dr. Palacios? ¿Tú sabes?

4. ¿Cuántos días te recomendó el médico estar en cama, Ana?

5. Teresita sabe quiénes van a ir al gimnasio hoy.

6. ¿Carmen, tú sabes si Rafael y Rita se llevan bien?

assignment 5.4

➢ Exercise on listening comprehension.
Assignment 5.5

Model Answer

¡CUIDADO!

Actualmente hay una epidemia de Sarampión.

El sarampión es una enfermedad infecciosa, producida por un virus. Se trata de una enfermedad muy contagiosa, que se transmite a través del contacto directo con una persona infectada, o bien por el aire, con las gotitas de secreciones expulsadas al hablar, estornudar o toser.

La forma más efectiva de prevenir la enfermedad del Sarampión es la vacuna contra el virus que la causa. Asista a su Centro Médico para su aplicación.

Debido al alto grado de contagio que presenta esta enfermedad, es conveniente que se tomen algunas medidas como formas de controlar la sanidad general e individual de cada persona. Algunas formas de hacerlo son:

- Evitar la cercanía con personas que presentan cualquier tipo de enfermedad cutánea aparente.
- Colocar la mano sobre la boca al momento de estornudar o bostezar.
- Lavarse las manos de forma frecuente. No sólo luego de las comidas o de realizar trabajos que involucren contacto con elementos sucios.

Los síntomas que se presentan son:

- Fiebre
- Pesadez de cuerpo. Malestar
- Problemas de la vista
- Manchas blancas y puntos negros pequeños en los labios y en la cara.
- Manchas de color rojo, irritadas, presentes en toda la piel

Nota: En caso de presentar cualquiera de los síntomas descriptos anteriormente, concurrir inmediatamente a una revisión médica para que este controle de forma segura y precisa la evolución de los síntomas presentados.
Assessments

Assessment 5.1

Model Answer

A.

1. Teresita tiene ojos azules, frente amplia, cabello abundante.
2. Teresita es morena, tiene los labios gruesos y nariz recta.
3. Teresita tiene cara ovalada, ojos oscuros y boca pequeña.
4. Teresita es de piel blanca con ojos claros y cabello castaño.

B.

1. A Juan le duelen las piernas.
2. A Juan le duele el codo.
3. A Juan le duele el cuello.
4. A Juan le duele el pie derecho.
5. A Juan le duelen las rodillas.
6. A Juan le duele el brazo izquierdo.
7. A Juan le duelen los hombros.
8. A Juan le duele el pecho.

Assessment 5.2

Model Answer

Mi prima Sofía tiene muy malos hábitos alimentarios y de conducta. Toda la familia se preocupa por ella porque come solamente golosinas, fuma en exceso y se desvela frecuentemente cuando sale a las fiestas con
sus amigos. Mi tía le da consejos pero ella no escucha. Le dice que no puede continuar así porque se va a enfermar. A ella solamente le importa divertirse, comer comida que no le nutre y dormir poco. Sofía no tiene ninguna actividad deportiva y aunque es delgada, le decimos que necesita hacer ejercicio, comer bien, dormir por lo menos ocho horas diarias, pero no entiende. Ayer hablé con ella para darle consejos. Le dije que dejara de fumar porque el cigarro es muy prejudicial para la salud. Sofía no escucha a nadie. Espero que pronto vuelva a ser la misma buena chica de antes.

Assessment 5.3
Model Answer

Me siento muy mal. Estoy resfriada, me duele la cabeza, tengo tos y no paro de estornudar. Vino el médico a verme y me recomendó que descansara en cama por lo menos cinco días. Me recetó antibiótico y me aconsejó que tomará muchos líquidos. Espero sentirme mejor mañana.

Assessment 5.4
Model Answer

1.
Hola Rafael. Me contó tu hermanito que tienes un esguince en el tobillo. ¿Cómo te sientes? Mira, lo que tienes que hacer es lo siguiente:
   a. aplicate hielo en el área afectada.
   b. reposa durante 72 horas y mantén elevado el tobillo.
   c. venda el tobillo con una venda elástica para aplicar compresión
   d. inmovilizar la articulación.

2.
   a. Proporcionar el nombre y datos personales del paciente.
   b. Pesar al paciente.
   c. Medir al paciente.
   d. Tomar presión arterial.
84 Lesson 4: At the doctor’s office

e. Tomar la temperatura.
f. Hacer varias preguntas como: ¿Qué enfermedades crónicas tiene o tuvo el paciente? ¿Qué enfermedades contagiosas ha tenido?
g. Proporcionar historial médico.
h. Molestias o enfermedades actuales.
i. Alergias.

3.
El cólera es una enfermedad infecciosa aguda y muy peligrosa que puede causar la muerte.

Tú puedes prevenir el cólera:

- Toma agua hervida o purificada
- Lava y desinfecta frutas y verduras
- Cuce o fríe bien los alimentos
- Lávate las manos antes de comer y después de ir al baño
- Come sólo en lugares limpios

Assessment 5.5

Model Answer

1.a) Doctor, buenos días. Me siento muy enfermo. Tengo una fiebre muy alta y me duele la cabeza terriblemente.
1.b) A ver, ¿desde cuando tienes fiebre? Te voy a auscultar.

2.a) ¿Eres alérgico a algo?
2.b) Sí, soy alérgico a las nueces.

3.a) Juan, lo que tienes es una alergia porque comiste mariscos. Aquí tengo, en mi bolso, la medicina que te recetó el doctor.
3.b) Estas pastillas parecen aspirinas porque si son aspirinas, te comunico que soy alérgico a este tipo de pastillas.

4.a) Doctor, toda la noche me la pasé estornudando y tosiendo. Me siento muy enferma.
4.b) Sí, Anita. Estás resfriada y necesitas quedarte en casa y reposar por varios días.
5.a) Hermanita linda, por favor, no aguanto este dolor de cabeza. Me duele tanto. ¿Qué debo tomar para el dolor?

5.b) Sofía, yo no puedo recetarte medicinas. Debes atenderte e ir a consultar al médico. ¿Quieres que te lleve ahora mismo?

**Assessment 5.6**

**Model Answer**

How to take care of your body to accomplish a healthy, happy lifestyle.

1. Maintain a balanced diet.
2. Sleep adequately.
3. Avoid junk food, like sweets and fatty foods.
4. Exercise daily.
5. Go for walks frequently.