

QC1 – U3A

(Texto 100-125)

¡En la ciudad!

Essential Question (Texto P. 101)	How do major cities tell their stories ?
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Mis Metas (Goals) (Texto P. 101)

Lección A: I can:

1. talk about **places** in the **city**
2. invite **using** ¿Quieres? and ¿Por qué no?
3. introduce a **friend** and **express** courtesy
4. ask and **answer** questions
5. talk about interesting **places** to **visit** in Mexico **City**
6. talk about **Diego** Rivera's **murals**
7. talk about **modes** of transportation and **proximity**
8. express a **problem**
9. ask and say where **someone** is **going** using the **verb** **ir**
10. talk about **Mexico** City's **subway**

¿Sabías que...?

La Ciudad de México, officially known as México, D.F., was built by the Aztecs on an island in Lake Texcoco in 1325. Its original name was *Tenochtitlán*, derived from the Aztec words for rock and prickly pear (a type of cactus native to the region).



Unidad 3A: Vocabulario (P. 125 y 147)

La ciudad		Verbos	
1. el banco	1. bank	1. caminar	1. to walk
2. la biblioteca	2. library	2. ir	2. to go
3. el cine	3. movie theater	3. presento	3. I introduce
4. la ciudad	4. city	4. quieres	4. (do) you want
5. el/la dentista	5. dentist	5. quiero	5. I want
6. la escuela	6. school	6. sabes	6. you know
7. el hotel	7. hotel	7. tomar	7. to take, to drink
8. el/la médico/a	8. doctor	8. ¡vamos!	8. let's go!
9. la oficina	9. office		
10. el parque	10. park		
11. el restaurante	11. restaurant		
Palabras interrogativas		Otras expresiones	
1. ¿adónde?	1. (to) where?	1. al	1. to the
2. ¿cómo?	2. how?	2. cerca (de)	2. near
3. ¿cuál?	3. which one?	3. ¡claro!	3. of course!
4. ¿cuáles?	4. which ones	4. del	4. of the, from the
5. ¿cuándo?	5. when?	5. El gusto es mío.	5. The pleasure is mine.
6. ¿cuánto?	6. how many?	6. encantado/a	6. delighted
7. ¿cuántos?	7. how many (pl.)?	7. fantástico/a	7. fantastic, great
8. ¿dónde?	8. where?	8. la fiesta	8. party
9. ¿por qué?	9. why?	9. lejos (de)	9. far (from)
10. ¿qué?	10. what?	10. le/les/te presento a	10. let me introduce you to
11. ¿quién?	11. who?	11. para	11. for, to, in order
12. ¿quiénes?	12. who (pl.)?	12. porque	12. because
Transporte		13. el problema	13. problem
1. a caballo	1. on horseback	14. simpático/a	14. nice, pleasant
2. a pie	2. on foot	15. también	15. also, too
3. el autobús	3. bus	16. Tanto gusto.	16. So glad (to meet you).
4. el avión	4. airplane	17. ¿verdad?	17. right?
5. el barco	5. boat, ship	Para escribir más	
6. la bicicleta	6. bicycle	1. el acueducto	1. aqueduct
7. el caballo	7. horse	2. la campana	2. bell
8. el camión	8. truck	3. la fuente	3. fountain
9. el carro	9. car	4. la pirámide	4. pyramid
10. en (means of transportation)	10. by	5. las manzanas	5. apples
11. en bote	11. by (small) boat	6. el mercado	6. market
12. en patines	12. on roller/ice skates	7. el pato	7. duck
13. en patines en línea	13. on inline skates	8. las plumas	8. headdress
14. en monopatín	14. by skateboard	9. significa	9. means
15. el metro	15. subway	10. viene de	10. comes from
16. la moto(cicleta)	16. motorcycle		
17. el taxi	17. taxi		
18. el transporte	18. transportation		
19. el tren	19. train		
En otros países			
el autobús	la buseta (Columbia) el camión (México) el camello (Cuba) el colectivo (Chile, Paraguay, Uruguay) la guagua (República Dominicana, Cuba) el micro (Bolivia, Chile Perú)		
el carro	el coche (España)		
el metro	el subte(rraneo) (Argentina)		

Making Introductions: *te, le, les*

Follow these **guidelines** when you **wish** to **introduce** people:

te	(to one person, informal)	Laura, te presento a Gabriel.
le	(to one person, formal)	Sra. Durán, le presento a María.
les	(to two or more people, informal and formal)	Luis y José, les presento a Margarita.

Note: When speaking **about** someone with a **title**, use the **definite article** **el, la, los, las**

Emilia **te presento a la** Sra. Ayala.

Remember that you have **several responses** to choose from when **meeting** someone, **among** them: **Encantado/a, Mucho gusto,** **Tanto gusto,** or **El gusto es mío.**

Un poco más

Two **titles** of **respect** in **addition** to Sr., Sra., and Srt. are **don** (masculine) and **doña** (feminine). They do **not** require a **definite article** and are **used** with a person's **first name** when **talking to** or **about adults** you **know** very **well**: **Don** Diego, **le presento a** **doña** Teresa.

Using Contractions: *al*, *del*

When the preposition **a** and **de** precede the masculine singular definite article ***el***, a contraction is required to create ***al*** and ***del***.

a + el = al

de + el = del

Tomás y Pilar, les presento al director del banco, el señor Rojas.

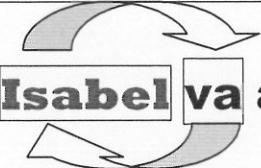
However, **a** and **de** do **not** **contract** with the **feminine la** or the **plurals los** and **las**.

a		
	singular	plural
masculine	a + el al	a + los a los
feminine	a + la a la	a + las a las

del		
	singular	plural
masculine	de + el del	de + los de los
feminine	de + la de la	de + las de las

Asking Questions: Interrogative Words

There are **many** ways to **ask** questions. Here are **two** ways to **create** a **simple question** that has a **YES** or **NO** answer.

Statement	Technique	Question
Isabel va a la escuela.	Use rising intonation to imply a question.	¿Isabel va a la escuela?
 Isabel va a la escuela.	Switch the position of the subject and the verb .	¿ Va Isabel a la escuela?

Some questions are **formed** by putting a **CONJUGATED VERB** **after** the **question word**.

Interrogative Words

adónde	(to)	where	¿Adónde vas?
cómo	how		¿Cómo está Ricardo?
cuál	which	or what	¿Cuál es el libro?
cuáles	which	or what	¿Cuáles son los libros?
cuándo	when		¿Cuándo estudia Ricardo?
cuántos	how many		¿Cuántos años tienes?
cuántas	how many		¿Cuántas personas hay en tu familia?
dónde	where		¿Dónde está tu hermano?
por qué	why		¿Por qué va Ricardo a casa?
qué	what		¿Qué es?
quién	who		¿Quién habla con el profesor?
quiénes	who		¿Quiénes hablan con el profesor?

Each **interrogative** word has an **accent** on the appropriate **vowel**.

Qué vs. Cuál

There is a **basic** rule of thumb that we use **Qué** with **NOUNS** and **Cuál** with **VERBS**.

Some interrogative words **may** be used in **combination** with **various** prepositions:

¿Preposition + question word + verb + subject + ...?

¿**De** dónde eres tú?

The verb **ir** means **to go**

Person	Singular			Plural		
1 st	yo	voy	I	go	nosotros(as)	vamos
2 nd	tú	vas	you	go	vosotros(as)	veis
	usted	va	you	go	ustedes	van
3 rd	él	va	he	goes	ellos(as)	
	ella	va	she	goes	van	

As a question, **vamos** can mean **Shall we...?** But if **stated definitely** it means **Let's go!**

Use **adónde** to mean **(to) where** when there is a **verb** indicating **motion**, such as **ir**.

E.G.

¿**Adónde** **va** Ricardo?
(To) Where **is** Ricardo **going**?

- Notice how asking **¿adónde...?** is similar to asking **to where...?**

Dónde also means **where**. Use **dónde** to ask where **someone** or **something** **is**.

E.G.

¿**Dónde** **está** Ricardo?
Where **is** Ricardo?

Nota

When **a** is placed **before** the **definite article el**, the two words **form** the **contraction al**.

a + el = al

Voy **al** gimnasio.

QC1 U3A: Cultura – De visita en la Ciudad de México (Texto P. 112)

How do major cities tell their stories?



El Zócalo

Mexico City is sinking at the rate of 8 inches per year! Why? The Aztecs built their capital city *Tenochtitlán* on an island in the middle of a lake. Current day México, D.F. has grown into the largest city in the western hemisphere (21 million people), and its battle with water issues continues. The *Zócalo*, Mexico City's main square, is home to the centuries-old *Catedral Metropolitana*, which used to sit at a noticeable angle due to the sinking of the city but has since been restored. How? The other famous building in the *Zócalo* is the

Palacio Nacional, the seat of government of Mexico. The *Zócalo* (official name *Plaza de la Constitución*) is also home to an enormous Mexican flag (*bandera*) which is raised and lowered each day. It is stored in the *Palacio Nacional* overnight. The *Zócalo* attracts Mexicans and visitors for cultural and social events as well as political protests.

Productos: Conéctate: el arte

Diego Rivera was a famous Mexican artist. His large *murales* in the *Palacio Nacional* are a celebration of Mexico's national identity; they include scenes from pre-spanic civilizations up through the Mexican Revolution of 1910 and the struggles of modern day Mexico. Diego painted many of his murals between 1929 and 1951 as an alternate history for Mexicans who cannot read and write.

“Para comentar”

What aspects of daily life are represented in the mural of *la Gran Tenochtitlán*?

Mural de Diego Rivera, Palacio Nacional: *la Gran Tenochtitlán***Comprendión Escribe oraciones completas.**

1. What was the original factor that caused Mexico City to start sinking?
2. What is *el Zócalo*? Name three main attractions there.
3. Who was Diego Rivera and where can you find examples of his work?

Analiza Escribe oraciones completas.

1. Similar to *el Zócalo*, what public spaces in the United States play a host to major celebrations and protests? And in other parts of the world?
2. Why do you think Rivera's works are a source of Mexican pride?

QC1 U3A: Cultura – El Parque de Chapultepec  (Texto P. 113)**15****Essential Question**

How do major cities tell their stories?

El Parque de Chapultepec es un parque enorme en el centro de la Ciudad de México. Es un espacio verde, un oasis en medio de la contaminación de la capital. El Parque de Chapultepec es llamado “el pulmón (*lung*) de la ciudad”. Chapultepec quiere decir “en el cerro del chapulín” (*at the grasshopper hill*) el náhuatl, la lengua de los aztecas. En el



Las estatuas de los niños héroes

parque hay muchas atracciones que visitar: un zoológico, un parque de atracciones, un castillo (*castle*), el Museo Nacional de Antropología y unos monumentos a los niños (*boys*) héroes. Muchos mexicanos y turistas visitan el parque todos los días.



Un chapulín en el Parque de Chapultepec

Comparaciones

Is there a park in your city or region that has special features?

Perspectivas

How much do residents of Mexico City value *El Parque de Chapultepec*? Look online to find out how many visitors there are to the park annually. Find out who visits the park and why it's an important attraction in the city.

Comprensión: Interpretive Communication Escribe oraciones completas.

Indica si la frase es correcta. Si no, corrígela.

1. *El Parque de Chapultepec* is a small green space in México, D.F.
2. Among the attractions in the park are a zoo, an amusement park, and a museum.
3. The name of the park has its origin in Nahuatl, the language of the Mayan people.
4. Only residents of the city visit the park.
5. The main idea of the reading is that *El Parque de Chapultepec* is called the “lung” of Mexico City.



El parque de atracciones en el Parque de Chapultepec

QC1 U3A: Lectura informativa (Texto P. 122 a 123)

Antes de leer

1. Have you ever ridden a subway?
2. Is there one where you live or in a city nearby?
3. Do you use public transportation? If so, what do you use? If not, why not?

Estrategia: Cognates

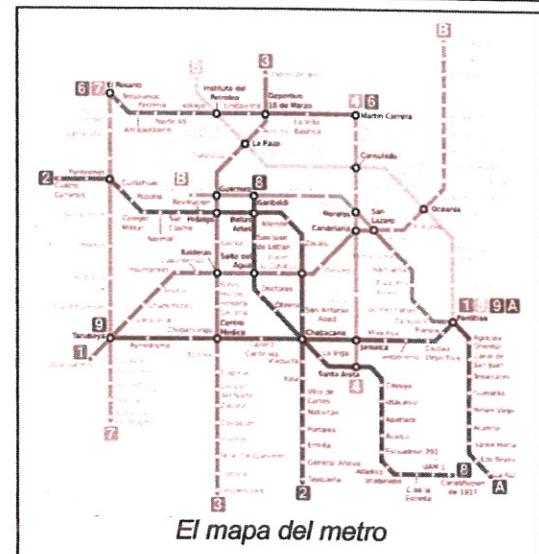
Remember that cognates are words that look alike and have the same meaning in two or more languages. Scan the reading for all cognates and other words you recognize, and you'll see how much you already understand!

El metro de la Ciudad de México - Red (Network) del Sistema de Transporte Colectivo



El metro de la Ciudad de México

Todos los días, cinco millones de personas en la Ciudad de México toman el metro para ir a todas partes. Es el medio de transporte más popular en la ciudad y el más **barato** (*cheapest*) del planeta. Solo cuesta US \$0.20. El metro es un transporte moderno, **limpio** (*clean*), seguro y eficiente. ¡Úsalos!



El mapa del metro

Mapa del red

El metro de la Ciudad de México es el primer sistema que usa símbolos y colores para identificar las estaciones.

Comprensión: Interpretive Communication

1. Describe Mexico City's subway.
2. What system is used to identify the subway stations?
3. How do you know the metro is a popular mode for transportation in Mexico City?

Analiza

1. What is the main idea of the *Lectura informativa*?
2. In your opinion, why do so many people take the metro in Mexico City every day? Can you find evidence in the reading? Can you infer other reasons from what you know about Mexico City?

Extensión

The logo that corresponds to the name of each metro station is a representative symbol for that station's name.

When the metro first opened in 1972, there was a high illiteracy rate in Mexico City, so this system of symbols rather than words made it easier for people to find their way around the city. In the examples, the photos on the right show the inspiration for the symbols on the left.



Los símbolos de unas estaciones del metro

Nombre: _____ Fecha: _____

Unidad 3

Lección A

- 1** *¿Lógico o ilógico?* You will hear a series of short exchanges. For each one, put a check next to *lógico* if it is logical. If not, put a check next to *ilógico*.

1. lógico ilógico
2. lógico ilógico
3. lógico ilógico
4. lógico ilógico
5. lógico ilógico
6. lógico ilógico

- 2** *Presentaciones.* You will hear seven introductions. For each one, decide whether the introduction is formal or informal. Put a check in the appropriate column. Follow the model.

	Formal	Informal
	<input checked="" type="checkbox"/>	_____
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

Nombre: _____ Fecha: _____

- 3 **Preguntas.** You will hear a series of questions and statements. If you hear a question, put a check in column A; if you hear a statement, put a check in column B.

A B

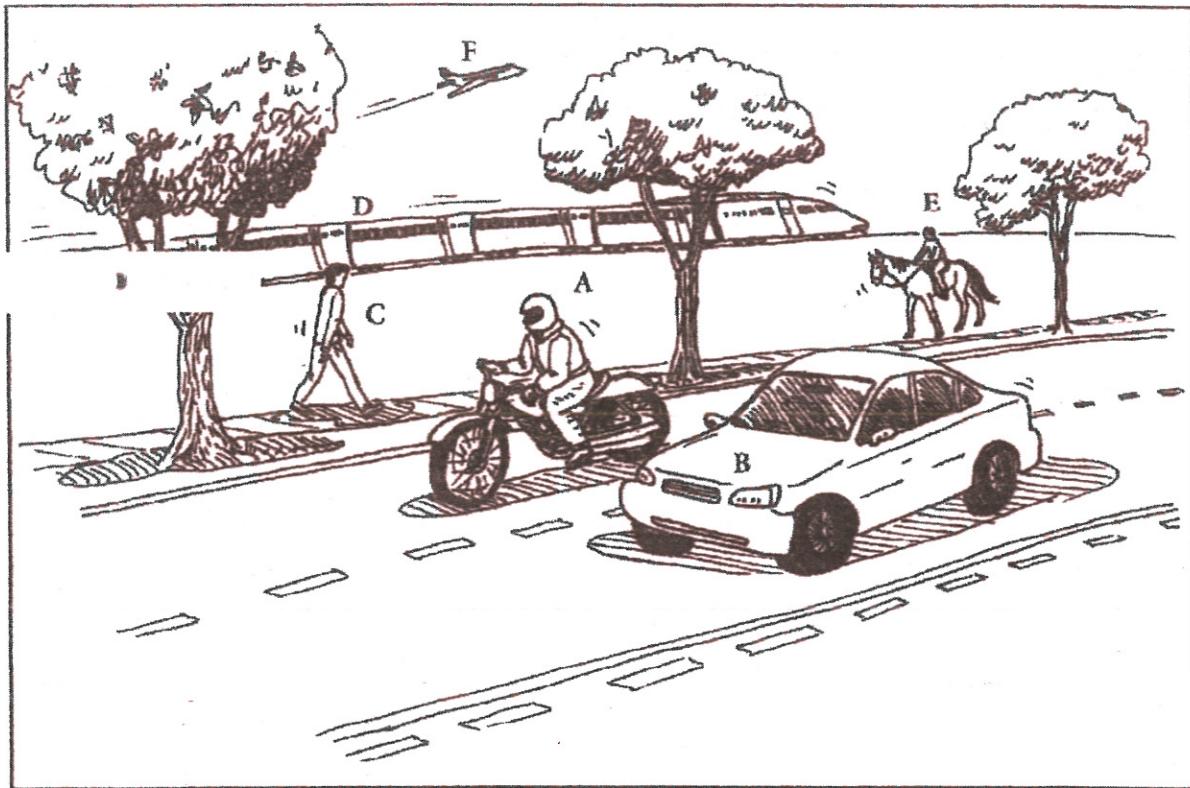
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

- 4 **La Ciudad de México.** Listen to six statements about Mexico City. For each one, select *cierto* if it is true. If it is not, select *falso*.

- | | |
|-----------|-------|
| 1. cierto | falso |
| 2. cierto | falso |
| 3. cierto | falso |
| 4. cierto | falso |
| 5. cierto | falso |
| 6. cierto | falso |

Nombre: _____ Fecha: _____

5 *¿Cómo van?* You will hear sentences about the means of transportation some students use. For each one, write the letter of the illustration that matches the sentence you hear.



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

6 *¡Vamos!* You will hear a short dialog twice. Based on what you hear, circle the letter of the best completion to each sentence.

1. Pablo va al...
 A. banco. B. parque. C. cine.
 2. Pablo va...
 A. en tren. B. en metro. C. en moto.
 3. El banco está...
 A. muy lejos. B. cerca. C. en el Zócalo.
- 4** Cecilia y Pablo van en...
 A. autobús. B. metro. C. carro.

QC1 – U3B

(Texto 126-147)

¡En la ciudad!

Essential Question (Texto P. 101)	How do major cities tell their stories ?
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Mis Metas (Goals) (Texto P. 101)

Lección B: I can:

1. talk about more **places** in the **city**
2. ask and say **what** people are **going** to **do** using **ir** + **a** + infinitive
3. talk about **Mexico's** three **cultures**
4. talk about **Mexico** City's **landmarks** and **cuisine**
5. have a **conversation** in a **restaurant**
6. talk about what **people** do using **-er verbs**
7. talk about **Frida Kahlo** and her **art**

Unidad 3B: Vocabulario (P. 144 y 147)

En la ciudad

1. la avenida
 2. el café
 3. la calle
 4. el centro
 5. (la oficina) de correos
 6. el edificio
 7. el hospital
 8. la iglesia
 9. la mezquita
 10. el museo
 11. la plaza
 12. la sinagoga
 13. el teatro
 14. la tienda
1. avenue
 2. *café, cafeteria*
 3. street
 4. downtown, center
 5. post office
 6. building
 7. hospital
 8. church
 9. mosque
 10. museum
 11. plaza, public square
 12. synagogue
 13. theater
 14. store

En un restaurante – Para tomar

1. el agua (mineral)
 2. la bebida
 3. el café
 4. el chocolate
 5. la gaseosa
 6. el jugo (de naranja)
 7. la leche
 8. el refresco
 9. el té
1. (mineral) water
 2. drink
 3. coffee
 4. hot chocolate
 5. soft drink
 6. (orange) juice
 7. milk
 8. soft drink, refreshment
 9. tea

En un restaurante – Para comer

1. la carne
 2. la comida
 3. la ensalada
 4. los frijoles
 5. la hamburguesa
 6. el pan
 7. el menú
 8. el/la mesero/a
 9. las papas fritas
 10. el pescado
 11. el pollo
 12. el postre
1. meat
 2. food
 3. salad
 4. beans
 5. hamburger
 6. bread
 7. menu
 8. food server
 9. french fries
 10. fish
 11. chicken
 12. dessert

Verbos

1. comer
 2. hacer
 3. ir a (+ infinitive)
 4. leer
 5. preguntar
 6. saber
 7. tomar
 8. ¡vamos a (+ infinitive)!
 9. ver
1. to eat
 2. to do, to make
 3. to be going (to do something)
 4. to read
 5. to ask
 6. to know
 7. to take, to drink
 8. let's (do something/go somewhere)!
 9. to see, to watch

Otras expresiones

1. ahora
 2. bueno
 3. el/la cantante
 4. ¡cómo no!
 5. el concierto
 6. de acuerdo
 7. favorito/a
 8. grande
 9. hacer una pregunta
 10. hoy
 11. el momento
 12. mucho/a
 13. oye
 14. pero
 15. pues
 16. siempre
1. now
 2. well, okay
 3. singer
 4. of course!
 5. concert
 6. agreed, okay
 7. favorite
 8. big
 9. to ask a question
 10. today
 11. moment
 12. much, a lot of
 13. hey, listen
 14. but
 15. thus, well, so then (pause in speech)
 16. always

Para decir más (P. 135)

Um..., Huh? Well... Do you ever use these words when speaking to buy yourself time to think? These "filler words" also exist in Spanish. Try adding them to pauses in your conversation, and you will sound more natural.

1. a ver
 2. bueno
 3. este
 4. mira
 5. oye
1. let's see
 2. okay, well
 3. well, so
 4. look, hey
 5. hey, listen

En otro país (España) (P. 133)

- | | |
|--------------|-------------|
| los frijoles | las alubias |
| el jugo | el zumo |
| el menú | la carta |
| el mesero | el camarero |

Saying What You Are Going to Do: ir a...

7

Reminder

The **infinitive** is the **basic, unconjugated form** of a **verb**. The Spanish **infinitive** has one of the **following endings**: -ar, -er, or -ir.
(e.g.: **hablar**, **comer**, **escribir**)

When you **talk about things** you **are planning to do** in the **future**, you say what you are **GOING TO DO**. To talk about **activities** you are **going to do**, use the phrase:

ir + a + infinitive

yo <i>I</i>	voy a ... am going to...	nosotros(as) we	vamos a ... are going to...
tú <i>you (familiar)</i>	vas a ... are going to...	vosotros(as) <i>you "all" (familiar)</i>	vais a ... are going to...
usted <i>you (formal)</i>	va a ... are going to...	ustedes <i>you "all"</i>	van a ... are going to...
él, ella <i>he, she</i>	va a ... is going to...	ellos(as) they	van a ... are going to...

E.G.

Yo voy a nadar en la piscina.

I'm going to swim in the pool.

Tú vas a patinar en el parque.

You are going to skate in the park.

Él va a estudiar hoy.

He is going to study today.

Present Tense of Regular -er and -ir Verbs

9

Remember how to
conjugate **present** **tense**
-ar verbs?

estudio

estudiámos

estudias

estudiáis

estudia

estudian

Regular -er verbs have the **SAME ENDINGS** as -ir verbs
EXCEPT in the **nosotros(as)** and **vosotros(as)** forms.

comer to **eat**

yo	como	nosotros(as)	comemos
tú	comes	vosotros(as)	coméis
él, ella, usted	come	ellos, ellas, ustedes	comen

vivir to **live**

yo	vivo	nosotros(as)	vivimos
tú	vives	vosotros(as)	vivís
él, ella, usted	vive	ellos, ellas, ustedes	viven

The letter **change matches** the **-er verbs** = **emos, éis**
verb ending: **-ir verbs** = **imos, ís**

Other -er verbs

aprender	to learn	hacer (yo hago)	to do, to make
beber	to drink	leer	to read
comer	to eat	saber (yo sé)	to know facts or information
comprender	to understand	vender	to sell
conocer (yo conozco)	to know, to be familiar with (a person or place)	ver (yo veo)	to see
correr	to run		

Other -ir verbs

abrir	to open	recibir	to receive
compartir	to share	salir (yo salgo)	to leave, to go out
escribir	to write	vivir	to live

10**QC1 U3B: Cultura – La Plaza de las Tres Culturas**  (Texto P. 131)**Essential Question**

How do major cities tell their stories?

México tiene una historia de muchas culturas. En la Plaza de las Tres Culturas en el centro de la Ciudad de México hay tres períodos históricos representados. Las ruinas de unos templos y unas pirámides aztecas representan la cultura pre-hispánica (antes del año 1521); la iglesia (church) católica de Santiago de Tlatelolco representa el período colonial (1521-1821), y un edificio moderno representa al México de hoy. En la plaza hay un monumento dedicado a los aztecas que murieron (*died*) en una masacre en 1521 cuando Hernán Cortés y los españoles conquistaron México. También hay un monumento dedicado a los estudiantes que murieron en la plaza en 1968 durante una protesta contra la injusticia y la violencia. En el Museo Nacional de las Culturas (cerca del Zócalo) hay más información de las diversas culturas de México.

*La Plaza de Tres Culturas***Productos**

México City tells its story with landmarks and monuments commemorating its rich cultural history. The Aztec ruins in the Templo Mayor near the Zócalo and the Monumento a la Raza in el centro both speak to the indigenous culture that forms an integral part of Mexico's history. El Ángel de la Independencia and the Monumento a la Revolución commemorate the Mexicans' struggle for freedom and a better life. The Monumento a los Niños Héroes and the Hemiciclo (semicircle) a Benito Juárez depict the reverence with which the Mexicans treat their national heroes. Their national pride can be heard in the popular *dicho* by los chilangos (residents of Mexico City), "Sí, se puede". ("Yes, it's possible.")

*El Ángel de la Independencia***Comprendión Escribe oraciones completas.**

1. What three cultures are represented in *La Plaza de las Tres Culturas*?
2. How is each represented?
3. To whom are the two monuments in the *La Plaza de las Tres Culturas* dedicated?

Analiza Escribe oraciones completas.

Explain the connection between the famous monuments in Mexico City and the popular saying by its residents, "Sí, se puede".

2. Explain how Mexico City tells its story through *La Plaza de las Tres Culturas* and the monuments placed around the metropolis.

QC1 U3B: Cultura – La comida de tres culturas (Texto P. 132)**11****Antes de leer**

Which foods from the box do you think had their origin in Spain and which in Mexico? Make two lists.

tomatoes	olive oil	beef	corn
meat	peppers	cheese	beans

Comparaciones

Are there dishes unique to your region that contain what some people might deem “exotic” ingredients? What is the history behind those regional dishes?

La comida de tres culturas

“Excuse me waiter, there’s a fly in my soup.” Well, in some Mexican dishes, it might be part of the recipe! In pre-Hispanic times, Mexican food included corn, beans, and chilis (still staples today) but also insects like *chapulines* (grasshoppers) as a protein source. During the colonial period, Mexican cuisine incorporated the influence of Spanish tastes and ingredients: meat, olive oil, and dairy, especially cheese. The Mexico City of today has quite a varied cuisine due to the influx of people from all over the country and the world. There are restaurants reviving the indigenous style of cooking, some even incorporating sustainable protein from the 300 to 550 species of edible insects native to Mexico. There are restaurants that serve the more traditional fare of *enchiladas*, *tamales* and the very popular *mole*, a thick, spicy, dark brown sauce made from chilis, chocolate, and spices and often served with *pollo* (chicken). In the capital *los chilangos* (residents of Mexico City) enjoy street cuisine, with *tacos* and *tortas* (Mexican sandwiches) being two popular choices sold by vendors.



¿Quieres un plato de chapulines?



Quiero una torta.

Comprensión Escribe oraciones completas.

1. Explain the evolution of Mexican cuisine from pre-Hispanic times to present day.
2. What are popular foods sold by street vendors in Mexico City?

Analiza Escribe oraciones completas.

1. What can you infer about Mexicans’ attitude toward food after reading the selection? Give details and support your answer.
2. How does Mexico City tell its story through its food?

Perspectivas

• 2010, UNESCO (United Nations Educational, Scientific and Cultural Organization) proclaimed Mexican cuisine to be “intangible cultural heritage.” Why do you think Mexicans value their cuisine?

12**QC1 U3B: Lectura informativa** (Texto P. 141 a 142)**Antes de Leer: Vocabulario – Conéctate: el arte**

	I	II
Selecciona las palabras de la columna I que van con las palabras en inglés de la columna II.	1. un estilo 2. un autorretrato 3. una pintora 4. un tema 5. un cuadro/una pintura 6. un esposo	A. a painting B. a husband C. a painter, artist D. a self-portrait E. a theme F. a style

Estrategia: Anticipating special vocabulary

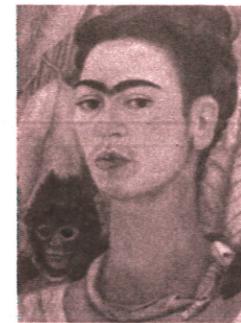
It will be easier for you to read and understand specialized subject matter if you try anticipating some of the words and expressions you may encounter. Identifying specialized vocabulary beforehand will help you zero in on what a writer is saying since your mind will already be thinking about the topic.

Compara y contrasta

Visuals are an important tool to use in preparation for reading. Look at the photo of Frida Kahlo and her self-portrait. Before Reading about her, work with a partner to compare and contrast the two images. Decide which you prefer and why.



La pintora
Frida
Kahlo en
1931



Autorretrato con
mono (Self-Portrait
with Monkey), Frida
Kahlo, 1938. Albright-
Knox Art Gallery,
Buffalo, N.Y.

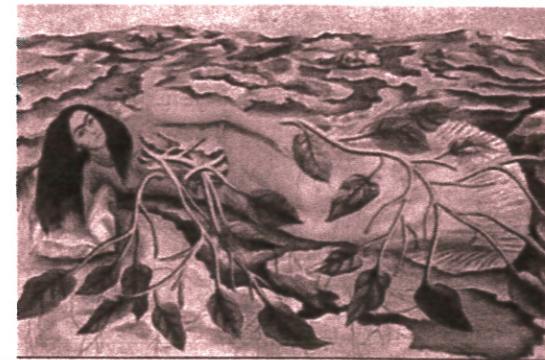
Frida Kahlo, una artista universal, famosa e importante (1907-1954)

Mi llamo Frida Kahlo. Soy una pintora mexicana. Vivo (*I live*) en la Ciudad de México, en la zona de Coyoacán, en una casa azul. Vivo con mi esposo, Diego Rivera, quien también es un artista mexicano.

Diego y yo pintamos cuadros que tienen un impacto social; son una combinación del arte y la política. Los murales de Diego representan la historia de México. Mis pinturas representan temas universales: los aspectos negativos de la industrialización (la contaminación del aire) y la naturaleza.

También pinto representaciones de mis problemas físicos. De muchacha tuve (*I had*) polio, y a los dieciocho años tuve un accidente de tráfico. Sufro de dolor (*pain*) crónico y lo expreso en mis cuadros.

Mi esposo y yo estamos muy orgullosos (*proud*) de la cultura indígena. (Los indígenas son las personas nativas de México.) Llevo ropa de estilo indio, y en mis autorretratos represento la cultura indígena con el uso de plantas, animales y colores de la naturaleza.



Raíces (Roots), Frida Kahlo, 1943. Private collection.

Comprensión: Interpretive Communication

- Give three facts you learn about Frida Kahlo in the first paragraph.
- Compare and contrast Diego's works with Frida's.
- What autobiographical elements does Frida include in her works?

Analiza

- Comment on the title of the selection. Why do you think her works are important and have stood the test of time?
- Knowing what you know about Frida and her works, comment on the painting entitled *Raíces*.

Lección B

- 1** *En el centro.* Listen to five different conversations. Indicate where each one takes place by writing the appropriate letter in the space provided.



1. _____ A. En un restaurante.
2. _____ B. En un museo.
3. _____ C. En una tienda.
4. _____ D. En un teatro.
5. _____ E. En un concierto.

- 2** *¿Qué van a hacer?* Listen to your friend's questions and write the letter of the most appropriate response to each one.



1. _____ A. No, él va a ir al teatro.
2. _____ B. Voy a ir a las tiendas.
3. _____ C. Está en un edificio grande.
4. _____ D. Sí, ellos van a ir hoy.
5. _____ E. Voy a ir el sábado.
6. _____ F. Vamos a ir a un concierto.

- 3** *¿De qué período hablamos?* You will hear phrases about places and food that belong to a certain time period in Mexico. For each one, put a check in the column of the appropriate time period.



prehispánico	colonial	moderno
--------------	----------	---------

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

- 4 En el restaurante. You will hear five sentences. For each one, write the letter of the illustration that matches what you hear.



A.



B.



C.



D.



E.

1. _____

2. _____

3. _____

4. _____

5. _____

- 5** *Acciones.* You will hear eight sentences. For each one, indicate to whom it refers by writing the appropriate letter in the space provided. You will need to use some letters more than once.



1. _____ A. yo
2. _____ B. tú
3. _____ C. Arturo
4. _____ D. Dora y yo
5. _____ E. Sergio y Sabrina
6. _____
7. _____
8. _____

- 6** *Contesta.* Imagine you are being interviewed. Listen to each question and write an appropriate answer in the space provided. Pay close attention to the verb forms.



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