

QC1 – U6A

(Texto 248-271)

Mi casa es su casa

Pregunta
clave (Texto P. 249)

What does a **house** and its **contents** tell us about the **people** who **live** there?

Mis Metas (Goals) (Texto P. 249)

Lección A: I can:

1. identify **items** in the **kitchen** and **dining** room
2. express **obligation** using **tener** and **deber**
3. talk about **plans** and **preferences** using **stem-changing** verbs (e→ie)
4. describe **different types** of **housing** in Venezuela
5. talk about **typical** Venezuelan **foods**
6. describe **table** settings
7. use **demonstrative adjectives** to **point** things **out**
8. describe various **geographic regions** in **Venezuela**

¿Sabías que...? (Texto P. 249)

Housing styles in Colombia and Venezuela range from skyscrapers that crowd the skyline of Caracas to the stunning country homes outside Bogotá, and from tiny huts in the Amazon jungle to colonial style dwellings on the Caribbean Coast.

The variety is endless!



Unidad 6A: Vocabulario (P. 271 y 297)

En la cocina/En el comedor

1. el aceite	1. oil
2. el azúcar	2. sugar
3. la cocina	3. kitchen
4. el comedor	4. dining room
5. los cubiertos	5. silverware
6. la cuchara	6. spoon
7. la cucharita	7. teaspoon
8. el cuchillo	8. knife
9. la estufa	9. stove
10. el fregadero	10. sink
11. el horno microondas	11. microwave oven
12. la lámpara	12. lamp
13. el lavaplatos	13. dishwasher
14. la luz (las luces)	14. light
15. el mantel	15. tablecloth
16. la mantequilla	16. butter
17. la mesa	17. table
18. el pan	18. bread
19. la pimienta	19. pepper (seasoning)
20. el plato	20. dish, plate
21. el postre	21. dessert
22. el refrigerador	22. refrigerator
23. la sal	23. salt
24. la servilleta	24. napkin
25. la sopa	25. soup
26. la taza	26. cup
27. el tenedor	27. fork
28. el vaso	28. glass

Otras expresiones

1. allá	1. over there
2. aquel, aquella (aquellos, aquellas)	2. <i>that, (those) far away</i>
3. la cosa	3. thing
4. de todos los días	4. everyday
5. después	5. afterwards, later, then
6. entonces	6. then
7. ese, esa (esos, esas)	7. <i>that (those)</i>
8. especial	8. special
9. este, esta (estos, estas)	9. <i>this (these)</i>
10. otra vez	10. again, another time
11. un poco de	11. not very, little
12. ya	12. now

Verbos

1. ayudar	1. to help
2. cerrar (ie)	2. to close
3. deber	3. should, to have to, must, ought
4. empezar (ie)	4. to begin, to start
5. encender (ie)	5. to light, to turn on (a light)
6. pásame	6. pass me
7. pensar (ie) de/en/que	7. to think about
8. poner (la mesa)	8. to set the table
9. preferir (ie)	9. to prefer
10. querer (ie)	10. to want, to love
11. sentir (ie)	11. to be sorry, to feel sorry, to regret
12. tener que	12. to have (to)
13. viajar	13. to travel

Para decir más #1

1. el abrebotellas	1. can opener
2. el agarrollas	2. potholder
3. la bandeja	3. tray
4. la cafetera	4. coffee pot
5. la cena	5. dinner
6. el congelador	6. freezer
7. los individuales	7. placemats
8. la jarra	8. pitcher
9. la licuadora	9. blender
10. la olla	10. pot
11. la sartén	11. skillet
12. la tostadora	12. toaster
13. la vajilla	13. silverware, place setting

Para decir más #2

1. la mayonesa	1. mayonnaise
2. la mostaza	2. mustard
3. la salsa de tomate	3. ketchup
4. el sabor	4. flavor
5. agrio/a	5. sour
6. delicioso/a	6. delicious
7. dulce	7. sweet
8. picante	8. spicy
9. sabroso/a	9. delicious
10. salado/a	10. salty

Para decir más #3

1. agregar	1. to add
2. asar	2. to grill, roast
3. cocinar	3. to cook
4. hervir	4. to boil
5. homear	5. to bake
6. mezclar	6. to mix
7. llenar	7. to stuff

En otros países	
la estufa	la cocina (Costa Rica)
el fregadero	la pileta (Uruguay, Argentina)
el lavaplatos	el lavavajillas (España, Argentina)
el refrigerador	la nevera (Colombia, España) la heladera (argentina) el frigo(rífico) España

Expressing Obligation with

hay que and **tener que**

Reminder

The **infinitive** is the **basic, unconjugated form** of a **verb**. The Spanish **infinitive** has one of the **following endings**: **-ar**, **-er**, or **-ir**.

Examples of some **infinitives**:

bail**ar**, cant**ar**, com**er**, le**er**, escrib**ir**, viv**ir**

To talk about things **someone must do**, you can use **TWO** different **phrases** that **express obligation**.

1. Use a **form** of **tener** in the **phrase tener que + infinitive** if **there is a specific subject**.

- **Yo tengo que sacar** una buena nota.

I have to get a good grade.

tener	
tengo	tenemos
tienes	tenéis
tiene	tienen

- **Examples of Specific Subjects:**

- **Yo, Ella, Nosotros, Ana y Alberto, Julia, Ustedes, Tú, Vosotros, Mi mamá, Tus padres**

2. Use the **impersonal** phrase **hay que + infinitive** if there is **NO specific subject**.

- **Hay que conectar** el ratón al teclado.

You have to (one must) connect the mouse to the keyboard.

Nota cultural

Pluma is the word for **feather**. It has come to mean **pen** because birds' feathers were once used with ink to serve as pens. **Bolígrafo** is a modern word for **pen**. Technically **bolígrafo**, or **boli**, refers to a ball-point pen, but **pluma** is also used.

Reminder**Using the Verb **deber****

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**)

The **verb DEBER** is used with an **INFINITIVE** to **say that someone SHOULD** or **OUGHT** to **do something**.

debo**debemos****debes****debéis****debe****deben****Debo barrer** el suelo.*I should sweep the floor.***Debes limpiar** la cocina.*You should clean the kitchen.***Debe sacar** la basura.*He should take out the trash.*

Carmen le pregunta a Luis:

-¿Por qué **te debo ayudar?**Why **should I help you?**

Remember: You **can put** a **pronoun** in **FRONT** of a **conjugated verb** or **ATTACH** it to an **infinitive**.

Luis le dice a Mercedes:

-En vez de sacar fotos, **debes ayudarme.**Instead of taking pictures **you should help me.**

Stem-Changing Verbs: e → ie

With the verb **pensar** (*to think, to plan*), the **e** in its **stem** sometimes **changes** to **ie**.

pensar to *think, to plan*

pienso

pensamos

piensas

pensáis

piensa

piensan

querer to *want*

preferir to *prefer*

quiero

queremos

prefiero

preferimos

quieres

queréis

prefieres

preferís

quiere

quieren

prefiere

prefieren

The verb *pensar* can have several meanings depending on its use.

When followed immediately by an infinitive, *pensar* indicates what someone plans to do.

Pienso ir a Venezuela. I **plan to go** to Venezuela.

When combined with **de**, *pensar* is used to ask for an opinion. Use *pensar* followed by **que** to express your opinion or thoughts.

¿Qué **piensas de** las servilletas rojas? What **do you think of** the red napkins?

Pienso que son bonitas. I **think (that)** they are pretty.

Pensar may be combined with **en** to indicate whom or what someone is thinking about.

¿**En qué piensas?** What **are you thinking about?**

Pienso en el verano. I'm **thinking about** summer.

Nota When **one verb follows another**, the **FIRST VERB** is **conjugated** and the **SECOND** is in its **infinitive form**.

Other Stem-Changing Verbs: e → ie

cerrar	to close	perder	to lose
empezar	to start, to begin	preferir	to prefer
encender	to light, to turn on	querer	to want, to love a person
entender	to understand	sentir	to feel sorry, to regret
merendar	to have a snack		

In **stem-changing verbs**, it is **ALWAYS** the **next-to-last syllable** that **changes**.

Nota

The verb *empezar* is used with **a** when an infinitive follows.

Empiezo a estudiar.

I am **beginning** to study.

Express Position Using Demonstrative Adjectives

A **demonstrative adjective** describes the **location** of a **noun** in **relation** to a **person**.

There are **three kinds** of **demonstratives** in **Spanish**:

1. one that points out someone or something **near** the **speaker**
2. one that points out someone or something **farther away**
3. one that points out someone or something **at a greater distance**

Demonstrative Adjectives

Masculine		Feminine	
Singular	Plural	Singular	Plural
near		near	
este cerdo <i>this pig</i>	estos cerdos <i>these pigs</i>	esta mesa <i>this table</i>	estas mesas <i>these tables</i>
farther away		farther away	
ese cerdo <i>that pig</i>	esos cerdos <i>those pigs</i>	esa mesa <i>that table</i>	esas mesas <i>those tables</i>
at a greater distance		at a greater distance	
aquel cerdo <i>that pig (over there)</i>	aquellos cerdos <i>those pigs (over there)</i>	aquella mesa <i>that table (over there)</i>	aquellas mesas <i>those tables (over there)</i>

Demonstrative Adjectives agree in **GENDER**

(masculine or feminine) **with** the **noun** they **modify**, and
they usually go BEFORE the **noun**.

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QC1 U6A: Cultura – Los venezolanos y sus casas (Texto P. 258)

Pregunta clave

What does a house and its contents tell us about the people who live there?

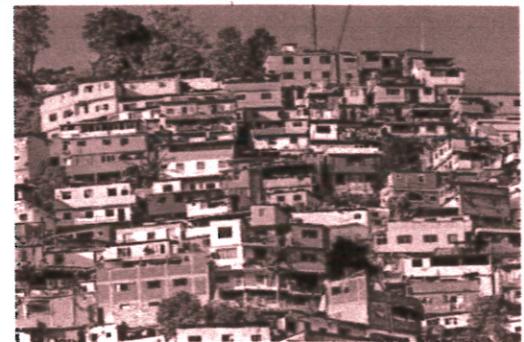


Casas indígenas en el agua

Do you know where the name Venezuela originated? The Spanish explorers saw houses built on stilts in the waters of Lake Maracaibo and decided to call the area "Little Venice." Venezuelans trace their origins to those early Europeans, but also to various indigenous tribes, and to the blacks brought from Africa to work on the sugar and cotton plantations.

Venezuelan homes are as diverse as the people themselves. The varied living spaces and lifestyles are evidence of Venezuela's rapid social and economic change since the oil boom of the 1970's. In large cosmopolitan cities like Caracas and Maracaibo, you find high-rise apartment buildings with all the modern conveniences. The owners usually work in the city to take advantage of job opportunities and the proximity to the museums, shopping, and restaurants. The housing shortage in Caracas has caused many rural newcomers seeking employment to build small homes and **shacks** (*ranchos*) crowded together in slums on the hillside surrounding the city. Wealthier families prefer houses with more living space in quiet residential districts.

Indigenous groups have their own styles of housing. The Yanomami, a tribe that lives in the Amazon rainforest, choose communal living. Entire villages live under a common roof called the *shabono*. And on the shores of Lake Maracaibo, you can still find settlements built on stilts over the water, similar to the housing units viewed by the Spanish in the 16th century.



Los ranchos cerca de Caracas

Productos

Los indígenas del Estado Amazonas en Venezuela producen los mejores productos **artesanales** (*handicrafts*) del país. Un producto que está presente en todos los **hogares** (*homes*) indígenas de Venezuela es el *chinchorro*. Esta hamaca de muchos colores se usa para dormir o **descansar** (*rest*) y también como decoración. Hoy, las comunidades indígenas producen *chinchorros* artesanales para todo el país. Son tan populares que en muchos hogares de las grandes ciudades venezolanas hay un *chinchorro* en el patio o en el balcón.



Un chinchorro

Comprensión Escribe oraciones completas.

1. What is the origin of the name Venezuela?
2. Name three types of housing in Venezuela and a positive aspect of each.
3. Why are the *chinchorros* so popular in Venezuelan homes?

Analiza Escribe oraciones completas.

What effects, positive and negative, do you think the Venezuelan oil boom of the 1970's had on people's living situation?

Comparaciones

What types of homes exist where you live? How are they similar to, and different from, the types of homes in Venezuela?

QC1 U6A: Cultura – Los venezolanos y su comida

(Texto P. 259)



Una arepa rellena

Imagina esta escena en una casa en Venezuela. Sandra sale del colegio tarde y, ¡quiere comer! En la cocina, abre el refrigerador. Nada. Entonces abre un gabinete y, ¿qué ve? Allí hay harina de maíz (*corn meal*), sal y aceite (*oil*). Sandra tiene todo lo que necesita para hacer unas deliciosas arepas.



Una comida típica: el pabellón criollo

Siempre hay una arepa en la mesa venezolana. La arepa es un pan (*bread*) de maíz delgado. Para prepararlas combinás harina de maíz con agua y un poquito de aceite. Formás la arepa y la pones sobre la estufa caliente. Comes la arepa como pan. O si prefierés, la abres y pones adentro carne (*meat*), pollo o vegetales.

Otro plato delicioso es el *pabellón criollo*. Tiene arroz (*rice*), frijoles negros (*caraotas* en Venezuela) y carne. El *pabellón criollo* es el plato venezolano más típico porque la carne simboliza la raza indígena, las caraotas la raza negra y el arroz la raza europea.

Con la harina de maíz se hace otro plato típico: *la hallaca*. Se prepara harina de maíz pero no se pone en la estufa. Se rellena (*stuffed*) con carnes, vegetales y especias y se pone al vapor, en hojas (*leaves*) del plátano (una variedad de banano grande). Es difícil hacer *hallacas*. Por eso, los venezolanos no las preparan con mucha frecuencia. Pero sí comen *hallacas* todos los años en la **Navidad**, con una taza de chocolate caliente. ¡A los venezolanos les gusta mucho la comida!



Comida navideña: una hallaca

Perspectivas

"When a Venezuelan cooks, she does it in grand style, to share that bit of family tradition and bring out smiles with that first bite." Comment on that value of home-cooked meals in Venezuela, based on this translated quote from an online recipe site.

Comprensión Escribe oraciones completas.

- What are some foods you might find in a Venezuelan kitchen?
- What ingredients do you need to make arepas?
- Name three main ingredients in *pabellón criollo*.
- How is plantain used to make *hallacas*?
- Why are *hallacas* eaten only on special occasions?

Analiza Escribe oraciones completas.

- Do you think the *pabellón criollo* is a good choice for Venezuela's most typical or characteristic food? Why?
- Why do you think so many Latin American foods have corn as their base?

Antes de Leer

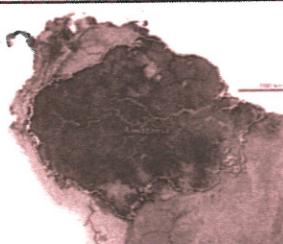
Have you read books or seen movies about the jungle? How far away does it seem from your own life?

What do you know about cattle raising? Have you ever been to a cattle ranch?

Estrategia: Summarize

When you read a text with a lot of information, a good way to remember it is to summarize as you read. Make a chart and write down important data as you go. Be sure to organize your data by categories or headings to keep everything clear in your mind.

La gente y las viviendas en otras regiones en Venezuela



La Amazonía o selva del Amazonas



El Salto Ángel, cataratas más altas del mundo

No todos los venezolanos habitan en Caracas o Maracaibo. Muchos viven en la **selva** (*tropical forest*) del Amazonas o en los grandes **llanos** (*plains*).

El Amazonas

Suramérica tiene la zona tropical más grande del mundo. Es la selva del Amazonas, que incluye partes de ocho países: Brasil, Perú, Colombia, Bolivia, Ecuador, Guayana, Venezuela y Surinam. ¿Quiénes viven en la Amazonía venezolana? Hay diferentes tribus indígenas pequeñas. Los yanomamis, por ejemplo viven en casas grandes comunales de forma circular llamadas **shabonos**. Varias familias viven en una casa. Por la noche **se reúnen** (*get together*) para comer, hablar y explicar sus historias, mitos y leyendas a los niños y luego todos los niños y adultos **duermen** (*sleep*) en hamacas. En el Amazonas donde viven estas tribus es posible admirar animales como las guacamayas de color azul y rojo y ver el



Una guacamaya en la selva venezolano



El llano es una zona de ganadería.

espectacular Salto Ángel, las cataratas más altas del mundo.

Los llanos

Esta es una zona grande y caliente con ríos enormes como el Orinoco. Pero a veces también hay lluvias torrenciales. La actividad principal en los llanos es la **ganadería** (*cattle raising*), pero también hay agricultura y explotación de petróleo.

En esta zona viven los llaneros, similares a los cowboys de Estados Unidos. Los llaneros viven en haciendas grandes y altas con mucho espacio interior y exterior. La actividad principal del llanero es **cuidar ganado** (*take care of the cattle*) pero también le gusta cantar con su arpa o con una guitarra pequeña llamada *cuatro*.

Muchas haciendas se dedican al agroturismo, un tipo de turismo que ofrece a los visitantes la oportunidad de observar la fauna y la flora de la región y comer comidas típicas del llano como la **carne asada** (*roast meat*).

Los shabonos del Amazonas y las haciendas de los llanos reflejan aspectos fascinantes de la vida de los habitantes de estas regiones venezolanas.

Comprensión

- ¿Quiénes son los yanomamis? ¿Dónde viven?
- ¿Dónde viven los llaneros? ¿Cuál es su actividad principal?
- Compara y contrasta la geografía y el clima del Amazonas y los llanos.

Analiza

- What can you infer about the people who live in *un shabono* and in *una hacienda*?
- Describe what you think *agroturismo* is. What makes it special in *los llanos*?

Nombre: _____ Fecha: _____

Unidad 6

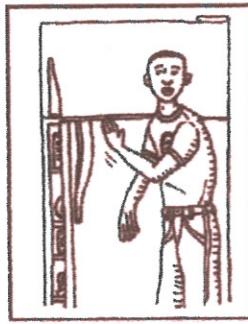
Lección A



1 *¿Qué tengo que hacer?* You will hear Juan's mother tell him what to do. Indicate the order of the tasks by labeling the appropriate scenes A, B and C. Two drawings will not be used. You will hear the dialog twice.



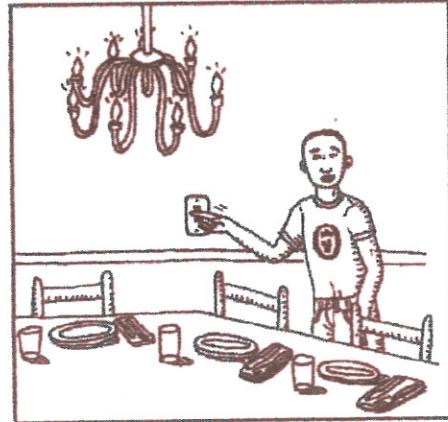
1. _____



2. _____



3. _____



4. _____



5. _____

Nombre: _____ Fecha: _____



- 2** *Tengo que y debo.* Your friends are complaining about what they have to do and what they should do. As you hear each complaint, put a check in the first column if it is about something that **has** to be done; put a check in the second column if it is **about** something that should be done. Follow the model.

has to should

MODELO: _____

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



- 3** *Pensar.* You will hear several sentences with the verb *pensar*. As you hear each one, put a check in the first column if it indicates what someone **plans** or intends to do. Put a check in the second column if it indicates whom or what someone is thinking **about**. Follow the model.

plans to thinks about

MODELO: _____

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

Nombre: _____ Fecha: _____



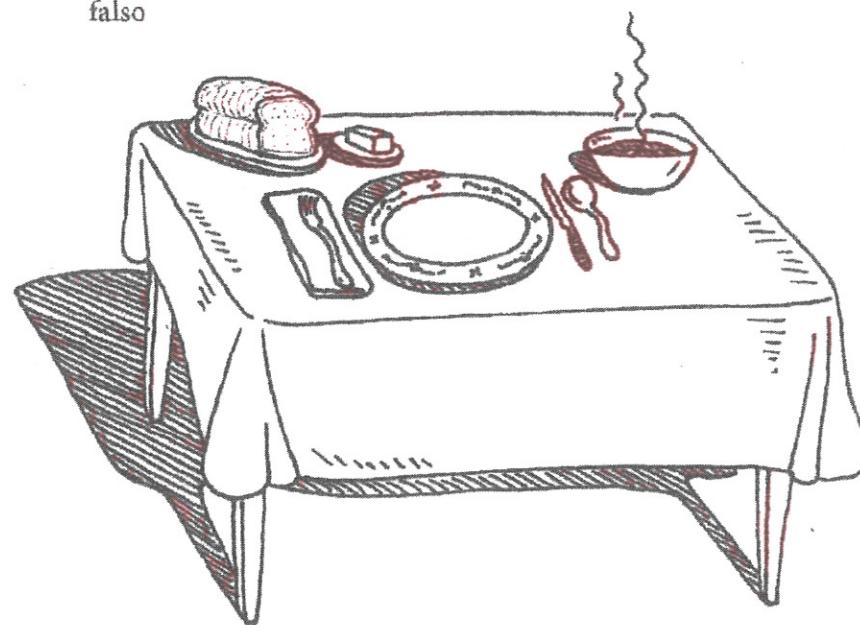
- 4 Venezuela. You will hear a series of sentences. If they **are** true, select *cierto*; if they are not, select *falso*.

1. cierto falso
2. cierto falso
3. cierto falso
4. cierto falso
5. cierto falso
6. **cierto** falso



- 5 En la mesa. Look at the following drawing. You will hear seven statements about it. If it is true, circle *cierto*. If it is false, circle *falso*.

1. cierto falso
2. cierto falso
3. cierto falso
4. cierto falso
5. cierto falso
6. cierto falso
7. cierto falso



Nombre: _____ Fecha: _____



- 6** Pásame... Your friend is telling you which items in the kitchen she needs. For each item she mentions, put a check in the appropriate column to indicate if it is near her, away from her or far away from her. Follow the model.

near her	away from her	far away from her
----------	---------------	-------------------

MODELO:

1.	<hr/>	<hr/>	<input checked="" type="checkbox"/> ✓
2.	<hr/>	<hr/>	<hr/>
3.	<hr/>	<hr/>	<hr/>
4.	<hr/>	<hr/>	<hr/>
5.	<hr/>	<hr/>	<hr/>
6.	<hr/>	<hr/>	<hr/>
7.	<hr/>	<hr/>	<hr/>
8.	<hr/>	<hr/>	<hr/>

QC1 - U6B

(Texto 272-297)

Mi casa es su casa

Pregunta
clave (Texto P. 249)

What does a **house** and its **contents** tell us about the **people** who **live** there?

Mis Metas (Goals) (Texto P. 249)

Lección B: I can:

1. identify **rooms** and **floors** of a **house**
2. **report** what **other** people **say** **using** the verb **decir**
3. express **wishes** using **querer** and **gustaría**
4. describe **housing styles** in Colombia
5. tell how **I** and **others** **feel** using **expressions** with **tener**
6. make **requests** using **stem-changing** verbs (e→i)
7. **recognize** when to use **pedir** and **preguntar**
8. **read** and **discuss** a **poem** by **Rafael Pombo**

¿Sabías que...? (Texto P. 249)

Housing styles in Colombia and Venezuela range from skyscrapers that crowd the skyline of Caracas to the stunning country homes outside Bogotá, and from tiny huts in the Amazon jungle to colonial style dwellings on the Caribbean Coast. The variety is endless!



Special Expressions Using tener

In English, the following expressions use the verb **to be** with an adjective. But in Spanish they use **tener** (*to have*) with a noun.

tener...
to be...

(mucho) calor	(very)	hot
(mucho) cuidado	(very)	careful
(mucho) frío	(very)	cold
(muchas) hambre	(very)	hungry
(mucho) miedo	(very)	afraid
(muchas) prisa	in a (big)	hurry
(muchas) razones	(very)	right
(muchas) sed	(very)	thirsty
(mucho) sueño	(very)	tired
(muchas) suerte	(very)	lucky
...años	years old
no tener razón	to be	wrong

Here are some more ways to use tener:

tener envidia	to be	envious
tener éxito	to be	successful
tener vergüenza	to be	ashamed

tener ganas de + infinitive	bailar (<i>dancing</i>)
to feel like...	cantar (<i>singing</i>)
	esquiar (<i>skiing</i>)

E.G.	-Tengo suerte. <i>I'm lucky.</i>	-Tengo prisa. <i>I'm in a hurry.</i>
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Unidad 6B: Vocabulario (P. 294 y 297)**La casa**

- | | |
|--------------------|----------------------------------|
| 1. el baño | 1. <i>bathroom</i> |
| 2. el cuarto | 2. <i>room, bedroom</i> |
| 3. la escalera | 3. <i>stairway, stairs</i> |
| 4. el garaje | 4. <i>garage</i> |
| 5. el patio | 5. <i>courtyard, patio, yard</i> |
| 6. la piscina | 6. <i>swimming pool</i> |
| 7. el piso | 7. <i>floor</i> |
| 8. la planta | 8. <i>plant</i> |
| 9. la planta baja | 9. <i>ground floor</i> |
| 10. el primer piso | 10. <i>first floor</i> |
| 11. la sala | 11. <i>living room</i> |

Para describir

- | | |
|-----------------|----------------------------|
| 1. al lado de | 1. <i>next to, beside</i> |
| 2. cómodo/a | 2. <i>comfortable</i> |
| 3. cuando | 3. <i>when</i> |
| 4. desde | 4. <i>since, from</i> |
| 5. donde | 5. <i>where</i> |
| 6. pequeño/a | 6. <i>small</i> |
| 7. poco/a | 7. <i>not very, little</i> |
| 8. por | 8. <i>through, by</i> |
| 9. por la noche | 9. <i>at night</i> |

Qué tienes

- | | |
|---|--|
| 1. el calor | 1. <i>heat</i> |
| 2. el frío | 2. <i>cold</i> |
| 3. las ganas | 3. <i>desire</i> |
| 4. el hambre (f.) | 4. <i>hunger</i> |
| 5. el miedo | 5. <i>fear</i> |
| 6. la prisa | 6. <i>rush, hurry, haste</i> |
| 7. la sed | 7. <i>thirst</i> |
| 8. el sueño | 8. <i>sleep</i> |
| 9. tener (calor, frío, ganas de, hambre, miedo de, prisa, sed, sueño) | 9. <i>to be (hot, cold, to feel like, hungry, afraid, in a hurry, thirsty, sleepy)</i> |

Otras expresiones

- | | |
|--|--|
| 1. el abrazo | 1. <i>hug</i> |
| 2. la carta | 2. <i>letter</i> |
| 3. Con cariño, | 3. With affection, |
| 4. ¡Cuidate! | 4. Take care! |
| 5. el dibujo | 5. <i>drawing, sketch</i> |
| 6. entonces | 6. <i>then</i> |
| 7. lo que | 7. <i>what, that which</i> |
| 8. me/te/le/nos/les | 8. <i>I/you/he/she/it/we/ they would like</i> |
| gustaría | |
| 9. la mentira | 9. <i>lie</i> |
| 10. pedir (ayuda, perdón, permiso, prestado/a) | 10. <i>to ask for help, to say you are sorry, to ask for permission, to borrow</i> |
| 11. por la noche | 11. <i>at night</i> |
| 12. por teléfono | 12. <i>by phone</i> |
| 13. la planta | 13. <i>plant</i> |
| 14. querido/a | 14. <i>dear</i> |
| 15. Recordado/a | 15. Dear... |
| 16. Te quiere, | 16. Love you, |
| 17. la verdad | 17. <i>truth</i> |

Verbos

- | | |
|-----------------|--|
| 1. aprender (a) | 1. <i>to learn</i> |
| 2. correr | 2. <i>to run</i> |
| 3. decir | 3. <i>to tell, to say</i> |
| 4. escribir | 4. <i>to write</i> |
| 5. gustaría | 5. <i>would like</i> |
| 6. pedir (i) | 6. <i>to ask for, to order, to request</i> |
| 7. repetir (i) | 7. <i>to repeat</i> |

Para decir más (P. 283)

- | | |
|--------------------|-------------------------|
| 1. devolver | 1. <i>to give back</i> |
| 2. engañar | 2. <i>to deceive</i> |
| 3. pedir disculpas | 3. <i>to apologize</i> |
| 4. ser honesto | 4. <i>to be honest</i> |
| 5. tener cuidado | 5. <i>to be careful</i> |
| 6. tener razón | 6. <i>to be right</i> |

En otro país (México) (P. 273)

el cuarto	<i>la recámara</i>
el garaje	<i>la cochera</i>
el patio	<i>la yarda</i>
la piscina	<i>la alberca</i>

Un poco más (P. 273)**La planta baja vs el primer piso**

In most Spanish-speaking countries, the term *la planta baja* refers to the ground floor, or what we would call the first floor. The term *el primer piso* refers to what we would call the second floor. ¡Ojo! When you get on an elevator, remember to press the button that says *PB* to get to the ground floor, not the button that says *1*!

Un poco más (P. 275)**Las palabras e y u**

Before words that begin with *i* or *hi*, the word *y* becomes *e*. Similarly, the word *o* changes to *u* before words that begin with *o* or *ho*.

Marcos e Inés viven en Cartagena. Dicen que van a montar a caballo mañana u otro día.

decir *to say or to tell***digo****decimos****dices****decís****dice****dicen**

- Note that **decir que** means to ***say that***...
- When you are **summarizing** or **reporting** what **someone says**, use **que** and the **expression** or **phrase** that **follows**.

¿Qué **dice** Luisa?What does Luisa **say**?**Dice que** el cuarto de Elvira es **muy pequeño**.She **says (that)** Elvira's room is very small.**salir** *to leave or to go out***salgo****salimos****sales****salís****sale****salen****Ejemplos**-Ana y yo **salimos** del cine.Ana and I **are leaving** from the movie theater.-Eva **sale** para el aeropuerto.Eva **is leaving** for the airport.**También se dice**

There are different ways to talk about a car.

el auto(móvil) many countries**el coche** Spain, many parts of South America**el carro** Mexico, Central America

Expressing Wishes with *querer* and *gustaría*

You **have learned** to **express** someone's **wishes** by using a **form** of ***querer*** (to want) and an **infinitive**. You can also **express wishes** by **combining** ***me*, *te*, *le*, *nos*, *os*, or *les*** with the more **polite** but **less** emphatic ***gustaría*** (would like) and an **infinitive**.

Quiero viajar a Bogotá.

I **want to travel** to Bogotá.

Me gustaría viajar a Bogotá.

I **would like to travel** to Bogota.

Quieren comprar un lavaplatos nuevo.

They want to buy a new dishwasher.

Les gustaría comprar un lavaplatos nuevo.

They would like to buy a new dishwasher.

querer to want

quiero

queremos

quieres

queréis

quiere

quieren

Nota

When **one verb follows another**, the **FIRST VERB** is **conjugated** and the **SECOND** is in its **infinitive form**.

The Present Tense of Regular Verbs

11

You use the **PRESENT TENSE** to talk about what you **are doing now** and what you **plan to do** in the **immediate future**.

Veo la tele.

Veo una película por semana.

Veo a Carmen esta noche.

I'm watching T.V.

I see one movie a week.

I'm seeing (I'll see) Carmen this evening.

Regular Verbs

	-ar	-er	-ir
	hablar	comer	vivir
yo	hablo	como	vivo
tú	hablas	comes	vives
usted, él, ella	habla	come	vive
nosotros(as)	hablamos	comemos	vivimos
vosotros(as)	habláis	coméis	vivís
ustedes, ellos, ellas	hablan	comen	viven

Present Tense Stem-Changing Verbs: e → i

13

The verb **pedir** also has a **stem change**. The **stem alternates between e and i**.

pedir to ask for, to order

pido

pedimos

pides

pedís

pide

piden

The **stem doesn't change** for the **nosotros** (we) or **vosotros** (you-all) **form**.

E.G.

-**¿Pido** un postre y lo **compartimos**?

Should **I** **order** desert and we'll share it?

Pedir is the **English** equivalent of “to **ask for**, to **request**, to **order** (in a restaurant).” Don’t **confuse** **pedir** with **preguntar** or **hacer una pregunta**, which are **both** used for “to **ask a question**.”

Other **expressions** with **pedir**:

- **Pedir ayuda** is “to **ask for help**.”
- **Pedir perdón** can be used to **excuse** yourself and to **apologize**.
- **Pedir permiso** (para) is “to **ask permission** (to do **something**).”
- **Pedir prestado/a** is “to **ask for a loan**” or “to **borrow** something.”

More Stem-Changing Verbs: e → i

competir	to compete	seguir	to follow, to continue
-----------------	-------------------	---------------	-------------------------------

pedir	to ask for, to order	servir	to serve
--------------	-----------------------------	---------------	-----------------

repetir	to repeat
----------------	------------------

The **yo form** of **seguir** drops the **u**: **yo sigo**.

Un poco más	Con permiso y Perdón
	Although permiso and perdón may be used with the verb pedir , Con permiso and Perdón can also be used alone for “Excuse me” or “Pardon me.”

14

QC1 U6B: Cultura – Las diferentes casas colombianas

(Texto P. 280)

Pregunta clave

What does a home and its contents tell us about the people who live there?



En Cartagena puedes observar el estilo colonial.

Al observar las casas de un pueblo o ciudad, es posible aprender sobre las personas que viven allí y su estilo de vida. En Colombia, los diferentes estilos de las casas están determinados por los distintos climas y por la diversidad cultural del país. La **mayoría** (*majority*) de los colombianos son descendientes de españoles, y muchas casas de los pueblos y ciudades de Colombia son del **estilo colonial** español. La ciudad de Cartagena, en la costa del Caribe, preserva un estilo de arquitectura colonial que atrae a muchos artistas y

escritores. Estas casas son grandes (de dos pisos) y de colores alegres. ¡Son perfectas para familias numerosas! Los balcones ofrecen la oportunidad de **tomar aire fresco** (*get fresh air*), plantar flores y relajarse.

En las ciudades grandes como Bogotá, la vida es dinámica y moderna.

Allí residen muchos profesionales que prefieren vivir cerca del trabajo en edificios de apartamentos de estilo contemporáneo donde los espacios son más pequeños y fáciles de limpiar. Pero los jardines, plantas y flores que adornan estos edificios son evidencia de que los colombianos admirán la naturaleza.

Las casas de San Andrés, en el Caribe, nos hablan del origen de sus habitantes: ingleses y sus **esclavos** (*slaves*) africano-americanos. El estilo construcción es inglés, pero los colores vivos y **alegres** son típicos de la cultura caribeña. Las casas tienen un porche delante o en la parte de atrás. Aquí los sanandresinos, que son personas sociables y tranquilas, disfrutan de un espacio **fresco** (*cool*) para relajarse y conversar con sus **vecinos** (*neighbors*).



Rascacielos en Bocagrande, Cartagena



Casa en la zona del Caribe

Productos

La Quinta de Bolívar was given to Simón Bolívar, famed liberator of much of South America, as a token of Colombia's appreciation for his service to the nation. This **quinta**, or farm, is a fine example of a colonial-style home. Here Bolívar could relax, write, and walk in the beautiful gardens. In 1922 it became a museum dedicated to Bolívar's life and times. You can visit the different rooms, including the library, and see his furniture and personal belongings, as well as reminders of the War of Independence.



El museo Quinta de Bolívar

Comprensión Escribe oraciones completas.

1. What type of housing is most common in Colombia's big cities? Why?
2. Describe the homes and the residents of San Andrés.
3. What does the Quinta de Bolívar tell you about the personality of Simón Bolívar?

Analiza Escribe oraciones completas.

1. What factors do you think influence Colombians' housing choices?
2. Which style of Colombian home is most similar to homes where you live?

QC1 U6B: Cultura – El patio (Texto P. 281)**15****Antes de leer**

Is there a special place in your home where you like to spend time? Where? Why?

Pregunta clave

What does a home and its contents tell us about the people who live there?

What comes to mind when you hear the word “patio”? One of the most outstanding characteristics of colonial-style homes built in Colombia, and in many other Latin American countries, is the *patio*, or courtyard. This unique element of the traditional colonial house plays a key role in the lives of the people who live there. There's a certain prestige attached to these colonial homes which make them very attractive to members of the upper middle class who can afford them. These homes do not favor landscapes or grand views of the outside world; on the contrary, they focus their attention inwards. The need for privacy and tranquility is essential to the lifestyle of the people who live in these houses. The patio functions as a refuge from the hot or cold weather. It also serves as a source of light and air circulation to the rooms that only open onto the patio. Residents grow local plants and flowers there to add color and beauty, and these are complemented sometimes with fountains and small trees. As the heart of the home, it represents an open space where family members can meet, talk, eat meals, and spend time together.



Un patio colonial

Comprensión Escribe oraciones completas.

- Where is the main focus in traditional Colombian colonial homes?
- Explain two functions that patios serve in traditional colonial homes.
- What are some possible features of a patio?

Analiza Escribe oraciones completas.

- Do you think that having an indoor patio in your house would be a good idea or a bad idea? Explain.
- What type of person or family can you envision living in a typical colonial home in Colombia? Explain and give details from the readings on these two pages to support your answer.

Comparaciones

Are there any features unique to the houses in your region? What do those features reflect about the people who live there?

Perspectivas

Colombians have a *dicho* (saying) about houses: “*Tener casa no es riqueza, pero no tenerla sí es pobreza.*” (Owning a house does not make you rich, but not owning one makes you poor.) From this saying, explain what you see as the value of a home for Colombians. Find statistics online to discover how many Colombians own their own homes.

QC1 U6B: Lectura informativa (Texto P. 291 a 292)**16****La pobre viejecita (The Poor Old Lady) de Rafael Pombo****Sobre el autor**

Rafael Pombo (1833-1912) once famously said, "De que soy poeta apenas tengo estos datos: Que no sirvo para nada, sino hacer versos". ("As for my being a poet, I have only this information: That I am no good at anything except writing poems.") Some years later, in 1905, this diplomat, writer, mathematician, and engineer was named Colombia's National Poet. Pombo was also a respected translator. In fact, one of his most famous works came about when he was commissioned by a publisher in New York to translate some of the traditional English nursery rhymes and songs into Spanish. The result was two children's books, which took original stories like "Simple Simon" and "Froggy Went A-Courtin'" and transformed them into modernist Spanish poems that made him famous all over the world.

The poem below is from one of those books, titled *Cuentos morales para niños formales*. In it, the poet uses a gentle humor and irony to examine some wrong attitudes that are common everywhere. You just might know someone like the little old lady in this poem.

**Antes de Leer: Preparación**

1. Have you ever complained about something that was not really worth complaining about? What was it?
2. Look at the illustration. What kind of life does the woman in the illustration seem to have? Does she seem happy?

¿Hay una exageración?

As you look at the illustration, is there anything that seems excessive in the house or its contents? At first glance, how do you imagine the lady feels? Keep your findings in your mind as you read.

Estrategia: Irony

Sometimes authors say one thing in words, but the real message they transmit is different. They intentionally lead us to believe something, but, as we continue reading, we realize that the truth is not what it appears to be. In fact, it may be the exact opposite. Pay attention when a description or statement seems overly positive or overly negative. This might be a clue to look for a different meaning than the obvious.

La pobre viejecita (The Poor Old Lady) de Rafael Pombo

Érase una viejecita
sin nadita que comer,
· carnes, frutas, dulces,
as, huevos, pan y pez.

Bebía caldo, chocolate,
leche, vino, té y café,
y la pobre no encontraba
qué comer ni qué beber.

Y esta vieja no tenía
ni un ranchito en que vivir
fuera de una casa grande
con su huerta y su jardín.

Se murió del mal de arrugas,
ya encorvada como un tres,
y jamás volvió a quejarse
ni de hambre ni de sed.

Duerma en paz, y Dios permita
que logremos disfrutar
las pobrezas de esa pobre
y morir del mismo mal.

*There was a poor old lady
Who had nothing much to eat,
Except fruits and sweets, and cakes, and eggs,
And bread, and fish, and meat.*

*She drank broth and cup of chocolate,
Milk and coffee, wine and tea,
But not a single beverage,
Not a thing to eat had she.*

*This poor old lady did not own
A house in which to stay,
Just a large one with an orchard
And a garden down the way.*

*She died from all her wrinkles,
Old and curved like a number three
And never more did she complain
Of hunger, thirst, or heat.*

*Rest in peace, oh poor old lady,
And perhaps, if God so wills,
We can live in that same poverty,
And die of the same ills.*

Comprendión: Indica la respuesta correcta.

1. ¿Qué come la viejecita?	A. Comida típica	B. Muchas cosas	C. Solo pollo y pan
2. ¿Qué bebe la viejecita?	A. Refrescos	B. Jugo de naranja	C. Muchas cosas
3. ¿Dónde vive la viejecita?	A. En una casa pequeña	B. En un apartamento	C. En una casa grande
Por qué dice el poema que murió de arrugas (wrinkles)?	A. Porque es muy vieja.	B. Porque come mucho.	C. Porque es muy canosa.

Analiza

1. Why do you think the lady in the poem complains so much?
2. What is the author really saying in the last three lines of the poem? Explain the irony.

Nombre: _____ Fecha: _____

Lección B



- 1** *¿Cuál casa?* Look at the following ads for houses. You will then hear seven sentences. For each one, write the letter(s) of the ad to which it applies.

VENDO CHALET EN LA MANGA MAR MAYOR
 5 dormitorios, comedor, cocina, 2 baños, salón independiente de 40 metros cuadrados, jardín 100 metros cuadrados, terrazas vistas al mar Mayor
 Teléfonos: (968) 61 27 48 • (968) 67 13 46

TARDES

CONDE DE ORGAZ
 A estrenar, mejor zona, 4 dormitorios, 5 baños, aire acondicionado, lujo, piscina
 Teléfono: 345 73 32

MIRASIERRA VIVIENDAS ALQUILER
 3 dormitorios, 3 baños, 2 plazas de garaje, piscina, paddle tenis
 Teléfono: 541 63 00

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



- 2** *¿Quién lo dice?* You will hear five sentences. For each one, indicate who says it by writing the appropriate letter in the space provided.

- | | |
|----------|--------------------|
| 1. _____ | A. yo |
| 2. _____ | B. tú |
| 3. _____ | C. Amanda |
| 4. _____ | D. nosotros |
| 5. _____ | E. Ignacio y Tomás |



- 3** *"Que".* Listen to the following sentences. If the word *que* in the sentence is used to summarize what someone says, circle *sí*. If not, circle *no*.

- | | | | |
|-------|----|-------|----|
| 1. sí | no | 4. sí | no |
| 2. sí | no | 5. sí | no |
| 3. sí | no | 6. sí | no |

Nombre: _____ Fecha: _____



- 4 Colombia. You will hear several clues about Colombia. Identify each one by selecting the correct answer.

1. en la costa del Pacífico en la costa del Caribe
2. inglesa española
3. San Andrés Bogotá
4. casas coloniales apartamentos modernos
5. el patio el porche



- 5 ¿Qué tiene? You will hear eight sentences. Based on the drawing, write the name of the person being described in the space provided.



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

Nombre: _____ Fecha: _____



- 6 *¿Lógico o ilógico?* You will hear a series of exchanges. For each one, circle *lógico* if the second person replies logically to the first person. If not, circle *ilógico*.

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



- 7 *Pedir, repetir, decir.* You will hear eight sentences with a beep in place of the verb. For each one, circle the correct form.

1. pido pide
2. repite repites
3. pido piden
4. dicen decimos
5. pide piden
6. dice dicen
7. repites repiten
8. pides pedimos

