

Special Forces

Spanish

Student
Version

Module 2

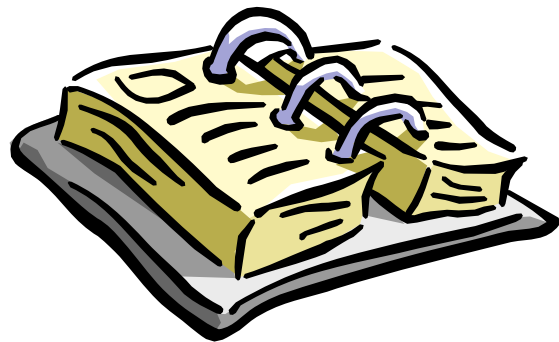
Special Operations Language Training



JFK
Special Warfare
Center and School



SOLT I Spanish Module 2 Lesson 1



Personal and Biographical Information

At the end of this lesson, you will be able to request personal and biographical information. After this lesson, the student will also be able to talk about him/herself using the present tense as well as the past tense. This lesson will include two tasks:

1. Exchange Personal Information

- Ask and answer questions about someone's age
- Ask and answer questions about marital status
- Ask and answer questions about someone's residence
- Provide personal information

2. Exchange Biographical Information

- Request personal history
- Extract biographical data
- Report autobiographical data

Scenario

Raul Molina is in a job interview and he is being asked all kinds of questions. The employer needs to see if he qualifies for the positions he has applied for. Some of the questions they ask him are personal.

Interviewer: -¿Cuántos años tiene?

Raul: -Tengo 27 años.

Interviewer: -¿Es Ud. casado o soltero?

Raul: -Soy casado.

Interviewer: -¿Dónde vive?

Raul: -Vivo en Quito, Ecuador.

Interviewer: -Y, ¿dónde nació?

Raul: -Nací en los Estados Unidos, pero ahora vivo en Ecuador. Mi esposa es ecuatoriana.

Interviewer: -Gracias por la información.

1. Ask and answer questions about someone's age

Exercise 1

Pair activity. Working with your partner, ask each other's ages.

Example: ¿Cuántos años tienes? -Tengo veinticinco años. ¿Y tú?

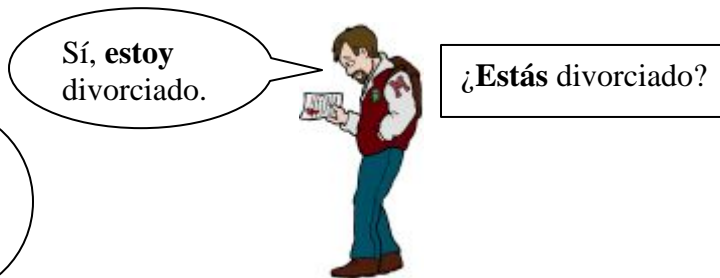
2. Ask and answer questions about marital status

Exercise 2

Pair activity. Working with a partner, ask and answer the following questions about marital status.

1. Are you married?
No, I'm not married.

3. Are you divorced?
Yes, I'm divorced.



¿Están casados?

2. Are you married?
Yes, we are married.



¿Eres viuda?

4. Are you a widow?
Yes, I am.



3. Ask and answer questions about someone's residence

“¿Cuál es tu domicilio?” or “¿Cuál es tu dirección?” are the most common expressions you will hear for: What is your address? You will also hear: “¿Dónde vives?” (Where do you live?), and in forms that you may have to fill out, you may see: “Lugar de domicilio” or “Lugar de residencia” for (residence).

Exercise 3

Pair activity. Working with a partner, ask each other your address, using the examples listed above. Then ask each other where the various members of the families live.

Example: “¿Dónde viven tus padres?” *Viven en Guatemala.*

4. Provide and request personal information and history. Also, extract biographical data and report autobiographical data.

Language allows for communication and transmission of information among people of different cultures. Human beings are social beings that function in terms of his or her language and culture. It is difficult to learn to appreciate a group of people without understanding their past and their present situations. Biographical information becomes crucial in order to gain an appreciation for who these people are, what they are about, how they function in their daily lives, their occupations and their livelihood. In order to learn more about people in Hispanic America, or from any part of the world, you will have to train your mind to give and receive personal information.

Exercise 4

Pair activity. Take turns reading the following biographical data about the newly elected president of Mexico.



El Nuevo Presidente de México
VICENTE FOX

Una biografía breve de Vicente Fox Quesada: Nació el 2 de Julio de 1942 en la ciudad de México, Distrito Federal. Sirvió como gobernador del estado de Guanajuato. Tiene cuatro hijos adoptivos: Ana Cristina, Vicente, Paulina y Rodrigo. Vicente es una persona amable, respetuosa, y honesta. Es disciplinado y le gusta el trabajo. Fue administrador de la empresa de *Coca Cola* en México y Centroamérica. La agricultura forma parte de su vida porque sus padres son del Rancho San Cristóbal, en Guanajuato, México. El presidente Fox propone buenas relaciones con los EE.UU. Su visión idealista es abrir las fronteras entre México y los Estados Unidos.

1. Stem-changing verbs

Class I verbs. These verbs have –ar and –er endings. These verbs change the stem vowel *e>ie* and *o>ue* in the present tense (every person except nosotros) and in the imperative mode or command form.

Example: *e>ie* querer, venir
o>ue volver, mostrar

Class II verbs. These are –ir verbs only. The verbs change the same way, from *e>ie* and from *o>ue* in the present and the command form but also change from *e >i* and *o>u* in the preterite and the gerund.

Example: *e>ie* sentir
o>ue morir

Class III verbs. These are –ir verbs only. These verbs change the *e>i* in the present, command, preterite and the gerund.

Example: *e>* pedir

VENIR

yo vengo
tú vienes
él/ ella / usted viene
nosotros venimos
ellos / ellas / ustedes vienen

VOLVER (to return)

vuelvo
vuelves
vuelve
volvemos
vuelven

PEDIR (to ask for)

pido
pides
pide
pedimos
piden

Exercise 1

Pair activity. Working with your partner, practice the conjugation of the following verbs: *querer, mostrar, sentir, morir, volver, and pedir.*

2. The past preterite and past imperfect tense of regular verbs

Spanish uses two simple tenses the preterite and the imperfect to talk about events in the past. The preterite is used to express actions or states, which are seen by the speaker as completed in the past. The imperfect is used to describe past events, which are seen by the speaker as “incomplete” or “continuing”.

Preterite

	AR	ER/IR
yo	e	í
tú	aste	iste
él ella usted	ó	ió
nosotros	amos	imos
ellos ellas Uds.	aron	ieron

Imperfect

	AR	ER/IR
yo	aba	ía
tú	abas	ías
él ella usted	aba	ía
nosotros	abamos	íamos
ellos ellas Uds.	aban	ían

NOTES:

1. **Ar** and **er** ending verbs that have a stem change in the present tense are regular in the preterite. They do not have a stem change.
2. There are only three verbs that are irregular in the imperfect: **ser**, **ir**, and **ver**!

Exercise 2

Pair activity. Working with your partner, practice the conjugation of regular verbs in the present, past preterite and past imperfect.

	Present	Preterite	Imperfect
1. Mis hijos	_____	_____	_____
2. Nosotros	_____	_____	_____
3. Yo	_____	_____	_____
4. Tú y yo	_____	_____	_____
5. Ud.	_____	_____	_____
6. Elena	_____	_____	_____
7. Emilio y yo	_____	_____	_____
8. Uds.	_____	_____	_____
9. Pablo y Elena	_____	_____	_____
10. Tú	_____	_____	_____

Preterite Vs. Imperfect

The imperfect is used to describe a scene and the preterite is used to list series of completed actions. The imperfect is used to tell “*what was going on*” while the preterite is used to tell, “*What happened*”.

Uses of the preterite

1. It is used for when you begin, finish or become something.

Carlos comenzó el examen. *Carlos began the test.*
Ismael terminó su tarea. *Ismael finished his homework.*
Paco se enojó. *Paco became angry.*

2. To express an action that is located in a specific point of a time line and is considered a completed action.

Carlota entró. *Carlota came in. (Now she is in)*

3. It is always used when listing a series of consecutive actions.

Salí de la casa y manejé al centro. *I left the house and drove (to) downtown.*

Uses of the imperfect

:

1. Age-

Tenía 12 años / *I was 12 years old.*

2. Physical characteristics descriptions in the past

Era alta y bonita / *She was tall and pretty.*

3. Mental or emotional states-

Estaba nervioso / *I was nervous.*

Note: When you become something use the Preterite- Me puse nervioso/I became nervous.

4. Habitual or repeated actions-

Estudiaba todas las tardes / *I used to study every afternoon.*

5. Events or actions that were in progress-

Cenaba cuando llamaste/ *I was dining when you called.*

6. Time-telling-

Eran las ocho de la noche / *It was eight o'clock.*

7. Weather-

Hacía buen tiempo / *It was nice weather.*

NOTE: Words that are hints for using the Imperfect are: *siempre, usualmente, frecuentemente, generalmente, cada (año, día, verano), todos los (años, días, veranos)*



Tip of the day: When asking for personal information you will be asking for a person's age. In Spanish, we express age with the verb "To have" instead of the English use of the verb "to be." In other words, Hispanics "have" years. Thus, it becomes crucial that in this section you become very comfortable with all of the different conjugations of the irregular verb **to have/tener**

3. Tener

yo tengo	nosotros tenemos
tú tienes	
él, ella, usted tiene	ellos, ellas, ustedes tienen

Exercise 3

Pair activity. Working with a partner, ask each other's age, then ask your classmates their age and their relatives' ages.

Example: ¿Cuántos años tienes? *Tengo veinticinco años.*

4. Ser (to be), Ir (to go), and *Ver (to see)

- The irregular verbs **ser** (to be) and **ir** (to go), share the same conjugation in the preterite tense.
- There are only three verbs that are irregular in the imperfect: **ser**, **ir**, and **ver**!

	Preterite	Imperfect		
	ser / ir	ser	ir	ver
yo	fui	era	íba	veía
tú	fuiste	eras	íbas	veías
él, ella, usted	fue	era	íba	veía
nosotros	fuimos	éramos	íbamos	veíamos
ellos, ellas, ustedes	fueron	eran	iban	veían

***Note: Ver is a regular verb in the preterite tense.**

Exercise 4

Pair activity. Working with your partner, practice the conjugation of **ser**, **ir**, and **ver** in the Preterite and Imperfect.

5. Past Preterite of Estar and Tener

	estar	tener
yo	estuve	tuve
tú	estuviste	tuviste
él, ella, usted	estuvo	tuvo
nosotros	estuvimos	tuvimos
ellos, ellas, ustedes	estuvieron	tuvieron

Exercise 5

Pair activity. Working with your partner, practice the conjugation of the following verbs in the past preterite tense.

1. Ella (estar) _____ en el parque.
2. Él presidente (ir) _____ a la reunión.
3. Yo (preferir) _____ comer en casa.
4. Él (ser) _____ abogado.
5. Ellos (volver) _____ temprano.
6. Mis hijos (estar) _____ enfermos.
7. Nosotros (ir) _____ al mercado.
8. Tú (hablar) _____ con ella ayer.
9. Ellas le (escribir) _____ a su abuelo.
10. Yo (nacer) _____ en Colombia.

Exercise 6

Pair activity. Working with your partner, practice the conjugation of the following verbs in the past imperfect tense.

1. Todos los días, nosotros (ir) _____ al parque.
2. Él administrador (estar) _____ a la reunión.
3. Yo (ser) _____ escritor.
4. Generalmente, ellos (volver) _____ temprano.
5. Frecuentemente, mis hijos (estar) _____ enfermos.
6. Ustedes (ir) _____ al mercado.
7. Tú (hablar) _____ con ella cuando llamé.
8. (ser) _____ las siete de la noche cuando llegué.
9. Cuando era niño (vivir) _____ en Medellín, Colombia.
10. Siempre (hacer) _____ buen tiempo en la costa.

The vocabulary has been group in four equally important categories. They are places, occupations, verbs and useful words.

Lugares	
la bahía	<i>bay</i>
el centro	<i>downtown</i>
la costa	<i>coast</i>
el mundo	<i>world</i>
el terreno	<i>terrain, ground</i>

Ocupaciones	
el administrador	<i>administrator</i>
el apóstol	<i>apostle</i>
el, la escritor (a)	<i>writer</i>
el, la mártir	<i>martyr</i>
el, la poeta	<i>poet</i>
la profesión	<i>profession</i>
el, la profeta	<i>prophet</i>
el revolucionario	<i>revolutionary</i>

Verbos	
besar	<i>to kiss</i>
comenzar	<i>to start</i>
confesar	<i>to confess</i>
dar	<i>to give</i>
escribir	<i>to write</i>
estornudar	<i>to sneeze</i>
hacer	<i>to do, to make</i>
intentar	<i>to try</i>
llegar	<i>to arrive</i>
luchar	<i>to fight, to wrestle</i>
nacer	<i>to be born</i>
terminar	<i>to finish</i>
venir	<i>to come</i>
volver	<i>to return</i>

Palabras útiles	
la agricultura	<i>agriculture</i>
el balcón	<i>balcony</i>
la cita	<i>date, appointment</i>
conocido (a)	<i>well known</i>
la consecuencia	<i>consequence</i>
disciplinado (a)	<i>disciplined</i>
el héroe	<i>hero</i>
la mente	<i>mind</i>
la paz	<i>peace</i>
la película	<i>movie</i>
la persona	<i>person</i>
el poema	<i>poem</i>
respetuoso (a)	<i>respectful</i>
sencillo (a)	<i>simple</i>
temeroso	<i>frightening, fearful</i>
la tierra	<i>earth, land</i>
la verdad	<i>truth</i>
la vida	<i>life</i>

1. El cumpleaños en el mundo hispano.

Birthday celebrations in the Hispanic world are very special. They are usually family celebrations because the concept of family in Hispanic America includes aunts, uncles, grandparents, cousins and even friends. It is natural then that on such occasions, they all get together to celebrate a birthday. Food is also very important in these celebrations. In some cases all the family members participate in a form of potluck, and other times, the host family prepares all the food, but in any case, nobody goes hungry, and they all have plenty of fun.

2. El divorcio.

In the Catholic Church, divorce is not accepted. Sometimes couples apply to the Vatican for an annulment, other times they legalize the separation and do not go through church channels at all. For this reason instead of using the term “divorced”, they use the term “separado/s”, and it could mean that they are legally divorced, but do not use the term because traditionally the church has not accepted it.

Activity 1

Asking someone's age

Pair activity. Working with your partner, ask each other's age and birthday. Follow the example below.

A: ¿Cuántos años tienes?

B: Tengo veinte años.

A: ¿Cuándo es tu cumpleaños?

B: El 15 de septiembre. Y tu, ¿cuándo es tu cumpleaños?

A: Yo tengo 23, mi cumpleaños es el 19 de noviembre.

Activity 2

Ages of family members

Pair activity. Working with your partner, tell the ages of the different members in your family. Take turns to ask and answer the questions below.



1. ¿Cuántos años tienes tú?

2. ¿Cuántos años tiene tu mamá?

3. ¿Cuántos años tiene tu esposa/o?

4. ¿Cuántos años tiene tu profesor/a?

5. ¿Cuántos años tiene tu compañero/a de clase?

Activity 3

Marital status

Pair activity. Working with your partner, talk about the marital status of your immediate family members. You can use either SER or ESTAR. You were already introduced to these verbs in module one. Here you will review them in context.

Activity 4

Ask/answer about your marital status

ya <i>already</i>	sólo <i>only</i>	todavía <i>still</i>
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Pair activity. Take turns filling in the blanks by choosing one of the words above:

¿Hace mucho tiempo que es Ud. casado?

No, _____ hace 2 años.

Sí, _____ hace 2 años.

¿Hace mucho tiempo que su hijo es casado?

No, _____ hace 5 años.

Sí, _____ hace 5 años.

¿Está usted casado _____?

No, soy divorciado

Activity 5

Answer about marital status.

Think of your own brothers and sisters, your sons and daughters and your best friends and neighbors. Are they married or single?



Pair activity. Working with your partner, construct five sentences following the model below. Use the verb SER on three examples and the verb ESTAR in the other two. Compare your sentences with your partner's.

Example:

Mi mejor amiga se llama Patricia. Ella **está** casada. (*married*)

Mi hermano se llama Alberto y **es** viudo. (*widower*)

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

Activity 6

Famous personalities (biographies)

You will listen to a series of three mini-biographies.

Pair activity. Working with a partner, you will ask and answer the following questions alternating famous personalities.

Biography no. 1



Eva Perón

Questions:

1. ¿Quién era Eva Perón?
2. ¿Cómo se llamaba su esposo?
3. ¿De qué país era presidente?
4. ¿A quienes ayudaba Evita?
5. ¿Que veía Evita en las miradas de los argentinos?

Biography no. 2



José Martí

Questions:

1. ¿De qué país era José Martí?
2. ¿Qué profesión tenía José Martí?
3. ¿Qué género literario prefería?
4. ¿En qué movimiento revolucionario participó?
5. Además de poeta, ¿qué fue Martí?

Biography no. 3



Pancho Villa

Questions:

1. ¿Qué era Pancho Villa?
2. ¿Dónde nació?
3. ¿En qué evento importante participó?
4. ¿Por qué luchaba?

Activity 7

Ask/provide personal information

Class activity. Working with your partner, you will first answer the question and then ask a classmate the same question.

1. ¿Tienes un auto? ¿De qué color es?

Your answer: _____

Classmate's answer: _____

2. ¿Tienes un reloj? ¿Es bueno o malo?

Your answer: _____

Classmate's answer: _____

3. ¿Tienes una familia? ¿Es chica o grande?

Your answer: _____

Your classmate's answer: _____

4. ¿Tienes un bolígrafo? ¿Es negro, azul o rojo?

Your answer: _____

Your classmate's answer: _____

5. ¿Tienes un amigo o amiga? ¿Está en esta clase?

Your answer: _____

Your classmate's answer: _____

Activity 8

Famous people

Provide information about the famous personalities from the list below, but do not reveal his or her identity.

Pair activity. Working with your partner, ask yes/no questions until the clues add up and he can identify the person. Play one game each from column A and column B.

Examples:

¿Todavía trabaja? ¿Gana bastante dinero? ¿Trabaja en la televisión?
Sí/No/Ya no

A

NOLAN RYAN
DONALD TRUMP
GEORGE BUSH
MOHAMED ALI
TOM CRUISE
OLIVER NORTH
FIDEL CASTRO

B

MADONNA
MOTHER TERESA
MARTIN LUTHER KING
OPRAH WINFREY
NANCY REAGAN
MARGARET THATCHER
CORAZÓN AQUINO

Activity 9

Biography



Biografía

Octavio Paz

Pair activity. Working with your partner, complete the biographical data about the famous writer Octavio Paz, filling the blanks using the appropriate tense, either past preterite or past imperfect of the verbs in parenthesis.

Octavio Paz (nacer) _____ en la Ciudad de México en 1914. Cuando era joven (estudiar) _____ en la Universidad Nacional Autónoma de México. En 1933 (publicar) _____ su primer libro de poemas, Luna Silvestre. En 1937 (viajar) _____ a España para participar en un congreso de escritores antifascistas.

Activity 9 (Continued)

En 1943 (recibir) _____ una beca (scholarship) Guggenheim y se (ir) _____ a los Estados Unidos donde se (quedar) _____ por dos años. A fines de 1945 (entrar) _____ al servicio diplomático de México. En 1950 (publicar) _____ su libro de ensayos más famoso, El Laberinto de la Soledad. En 1968 (renunciar) _____ a su cargo de embajador en la India. Luego en 1981 (recibir) _____ el Premio Cervantes de España y más tarde, en 1990 el Premio Nobel de Literatura.

Activity10

Biography review using past preterite and past imperfect.

Pair activity. Working with your partner, complete the biographical data about the famous writer Gabriela Mistral, filling the blanks using the appropriate tense, either past preterite or past imperfect of the verbs in parenthesis.



Gabriela Mistral

Biografía

“Lucila Godoy Alcayaga, también conocida como (*known as*) Gabriela Mistral, _____ (nacer) en Chile, en el valle de Elqui, en 1889. Primero se _____ (dedicar) a la enseñanza; _____ (practicar) su profesión de profesora en muchas escuelas de Chile. Después, _____ (aceptar) cargos consulares en Europa y en América. _____ (publicar) su primer libro, *Desolación*, en 1922. En 1945 _____ (recibir) el Premio Nóbel de Literatura. Fue la primera vez que alguien de Hispanoamérica _____ (recibir) este premio. Gabriela Mistral _____ (morir) en 1957, en un hospital de Nueva York.”

Activity 10 (Continued)

Pair activity. Working with your partner, answer the following questions. Then try to tell your partner what you can remember in your own words.

- a. ¿Dónde y cuándo nació Gabriela Mistral?
- b. ¿Cuál era su profesión?
- c. ¿Cuál es el nombre de su primer libro?
- d. ¿En qué año recibió el Premio Nóbel de Literatura?

Activity 11

Ask and answer about someone's residence

Class activity. Circulate around the classroom and ask your classmates where they live, take notes and answer the teacher when he or she asks where each student lives. Each student should give complete residence details, to include more than the city, such as actual physical address, city, state and country.

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

Activity 12

Biographical sentences

Pair activity. Working with your partner, GO FISHING from the pond below. Take articles, nouns and adjectives to make a sentence. Make as many sentences as you can, but at least five. Add some words of your own if necessary.

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

Words in the pond



el famoso héroe le gustó la vivió estudiante un a
soldado importante estuvo una director vivió trabajó
estudió militar años honesto fue impresionante
carrera profesional

Activity 13

Negation (review)

Pair activity. Working with your partner, practice changing sentences to negative as on the following model.

Example:

bolígrafo / lápiz

A: ¿Tienes un bolígrafo?

B: No, no tengo un bolígrafo, pero tengo un lápiz.

1. libro de gramática/ diccionario
2. máquina de escribir / computadora
3. 12 dólares/10 dólares
4. trabajo de medio tiempo/ trabajo de tiempo completo.

Activity 14

Tener/venir

Pair activity. Working with your partner, combine the words and phrases below to form sentences using the verbs *tener* and *venir*. Follow the model and take turns supplying any missing words.

Example:

Carmen y Martín / universidad / clase
Carmen y Martín vienen a la universidad porque tienen una clase.

1. Ellos / parque / pelota

2. Pamela y Hernán / México / amigos allá.

3. Tú / biblioteca / tarea que hacer.

4. Ud. / oficina / entrevista con diferentes personas.

5. Marla y yo / tienda / cosas que comprar.

Activity 15

To have relatives (*Tener parientes*):

Pair activity. Working with your partner, answer the following questions and be ready to answer aloud as your instructor asks you one of the questions.

1)¿Cuántos hermanos tienes tú? _____

2)¿Cuántos tíos tienes tú? _____

3)¿Cuántas tías tienes tú? _____

Activity 16

Personal information

Pair activity. Working with your partner, conduct an interview the following questions and answers below. Remember to reverse roles.

Example:

¿Cuándo naciste *(tú)?
Nací el 28 de agosto de 1972.

When were you born?
I was born August 28, 1972.

¿Dónde naciste?
Nací en Catamarca.

Where were you born?
I was born in Catamarca.

¿Estudiaste español anoche?
Sí, estudié (No estudié).

Did you study Spanish last night?
Yes, I studied (I didn't study).

Remember that native speakers drop the pronouns most of the time when speaking. The conjugation indicates which person the speaker is referring to.

Activity 17

Personal information in the preterite

Pair activity. Working with your partner, answer the following questions in the past preterite tense?

1. ¿Cuándo naciste? _____
2. ¿Dónde naciste? _____
3. ¿Dónde asististe a la escuela? _____
4. ¿Dónde trabajas? _____
5. ¿Eres casado(a) o soltero(a)? _____
6. ¿Cuántos años asististe a la escuela primaria _____
7. ¿Cuánto tiempo practicaste español anoche? _____
8. ¿Cuánto tiempo demoraste de tu casa a la escuela esta mañana? _____

(Make up a few questions of your own)

Activity 1

Interview: speaking, and listening.

Class activity. Three students sit in front of the classroom and are interviewed by the whole class. The object of the interview is to determine who is telling the truth about themselves and who isn't. Only one of the three students selected by the instructor will be telling the truth.

Activity 2

Biographical data: writing, speaking, and listening

Group activity. Create a list of items you may know about a Hispanic famous personality. Half of the group switches with half of another group and alternately provide the information to the new group and they have to guess who it is.

Activity 3

Exchanging personal information: reading, writing speaking, and listening.

Class activity. Pretend you are at a social gathering full of famous Spanish speaking personalities. You write in a piece of paper the name and some information about the famous personality you are supposed to represent. When another student guesses who you are, you find out about him or her and once you are both discovered you read each other's additional information if any has been left out during the conversation, then move on to someone new. If someone is not discovered after a couple of minutes, students show the written information to their partner so no one else can hear it and move on to someone else. At the end of the session the instructor will ask which personality a certain student represents and students will take turns volunteering information.

Activity 4

Provide personal information: reading, writing, speaking, and listening.

Class activity. Write in a piece of paper your age, your marital status, your residence, your occupation and something about your immediate family. The instructor will gather the written information and pass it out to different students. It is the students' task to find the person the information pertains to.

Activity 5

Provide personal information: speaking, and listening.

Class activity. The students will take turns asking the instructor personal information about him/herself and it's up to the students to determine if it's true or false. ¿Cierto o falso?

Activity 6

Biographical information in the media: reading, and speaking.

Pair activity. Working with your partner, gather biographical information provided by the instructor from newspapers and magazines in Spanish. You will present the information in pairs to the rest of the class.

Activity 7

Ask and answer about someone's residence: speaking, listening, and writing.

Class activity. Walk around the classroom asking classmates about their home address and write it down. The instructor will then ask where various students live.

Example: ¿Dónde vives?, ¿Cuál es tu dirección?, or ¿Cuál es tu domicilio?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity 8

News: reading, speaking, and listening.

Pair activity. Working with your partner, read the newscast once, then listen to your partner read it and take notes. Tell another classmate about it.

TITULARES DEL DIA

ALREDEDOR DEL MUNDO

Con: Mario Moreno



Cartagena, Colombia 12 de junio del 2000

Muy buenas noches estimado público. Son las once en punto de la noche, ¿Sabe usted dónde están sus hijos? Esta noche, noticias de Colombia y el grupo terrorista más ilusorio que aceptó este viernes la responsabilidad del asesinato del diplomático británico de defensa, el general de brigada, Stephen Saunders, quien murió a los 52 (cincuenta y dos) años de edad. Los terroristas acusan a Saunders por su participación en ataques aéreos, bárbaros de NATO contra Colombia el año pasado. La acción militar de NATO se compara con crímenes tipo Nazi, quienes asesinaron a miles de personas sin (without) armas. Este grupo terrorista no continúa con su ideología marxista. En el presente, los terroristas tienen una perspectiva nacionalista muy fuerte. Y ahora, unos breves comentarios de Conchita Cárdenas quien se encuentra en el lugar de los hechos.

Activity 8 (Continued)



Conchita Cárdenaz

¿Cómo estás Mario? Aquí (here) en Cartagena, Colombia descubrí que el Ministro de Defensa, dijo (said) que Saunders era inocente. Que no participó en planear los ataques aéreos de NATO, y que él estaba en Kuwait en una misión de observador de las Naciones Unidas cuando empezó el bombardeo (bombing) en marzo de 1999.

Activity 1

The verb “Tener”

Conjugate the verb “Tener”

Yo _____, tú _____, él _____, nosotros _____, Uds. _____ ellos _____.

Activity 2

Personal information



CD ROM. Información sobre Sandra. Listen to what Sandra has to say about herself, and then answer the questions that follow.

Activity 3

Cierto o falso

Read the phrase and write a C for CIERTO (*TRUE*) or F for FALSO (*FALSE*). If you write F explain why.

1. Sandra tiene 20 años y es de Paraguay. _____
2. La familia de Sandra es grande. _____
3. Tiene cinco hermanas y tres hermanos. _____
4. Sandra tiene dos perros. _____
5. Los perros son muy desobedientes. _____

Activity 4

Personal information



CD ROM. You will hear a short description about Rosa's life and then you will answer the following questions:

Questions

1. ¿Quién es Rosa María Alarcón Piña?
2. ¿Cómo se llama su padre?
3. ¿Cómo se llama su madre?
4. Describa a los padres.
5. ¿Es Rosa María una persona importante? ¿Por qué?
6. ¿Tiene mucho tiempo Rosa María?
7. ¿Qué hace de vez en cuando?
8. ¿Qué hay en la bahía de Coquimbo?

Activity 5

Choosing the best answer

Choose all of the possible correct answers for each sentence. Explain why certain answers are incorrect.

1. El director está...

- a. enfermo b. muy buena persona c. en la oficina. d. arquitecto.

2. Somos...

- a. felices b. hermanos de Eva c. miembros del club. d. en el desierto.

3. Es...

- a. verano b. temprano. c. buena idea. d. de metal.

4. Claudia está...

- a. en la escuela b. casada c. una buena estudiante d. demócrata.

5. La mesa está...

- a. en la cocina b. verde c. preciosa d. en mi casa.

6. Tú eres...

- a. mi amigo. b. en mi casa c. guapa. d. buen estudiante.

Activity 6

¿Qué hacen?



CD ROM. Listen to what the following people like to do as a hobby and then write down the letter of the activity according to the descriptions below.

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

Activity 7

Finding biographical information

Look on the Internet for biographical information on Spanish-speaking celebrities such as James Olmos, César Chavez, Julio Iglesias, Ricky Martin, Selena, Luis Buñuel, Carlos Fuentes, Pedro Almodóvar, Diego Rivera, Jorge Luis Borges or Rigoberta Menchú. You may come up with one of your own in other areas besides the ones mentioned, such as famous people in sports, history, art, or politics. Obtain biographical information such as:

Fecha de nacimiento:

Lugar de nacimiento:

Profesión:

Dirección:

Familia:

Premios:

Estado civil: soltero (a), casado (a):

Activity 8

Biography

Come to class prepared to present a complete biography on a family member. You should be able to speak for no less than 5 minutes. You may use visuals to enhance your presentation. Try to make it as interesting as possible even if it's necessary to invent some facts. Include age, marital status, residence, and all other possible personal history.

SOLT I Spanish Module 2 Lesson 2



Time and Measurement

In this lesson the student will get familiar with telling time and measurement. For this purpose the student will learn how to:

1. Tell Time

- Ask for the time
- Use military official time
- Use the 12-hour time system
- Ask and answer questions about clock time

2. Use Metric System

- Use numbers from 101 through 1,000,000
- Tell distance in the metric system
- Recognize types of packaging use in the TR markets
- Recognize and use metric system, weights and measures
- Compare the metric system with the English system

This lesson introduces you to concepts, time and measurement. That's why it is important to become familiar with time zones in the Hispanic countries. It is also important to be able to function with military time in Spanish. Also, the United States is one of the few countries in the world where the metric system is not used. For instance, anywhere you go in the Hispanic world you will be required to function with the metric system. It is actually a fairly simple system to learn, since it is based on the digit 10. You either increase or decrease the number by ten or by multiples of ten. Thus, you will have an opportunity to measure distances and weighing objects as well as comparing both the metric and the English systems.

Scenario

Ernesto, an SOF soldier and his counterpart, Estela are talking about their plans for this coming weekend.



Los planes de Ricardo y Margarita empiezan desde el viernes por la noche. A las 9:30 de la noche van a ver una película. Después de las 11:20, planean ir a bailar a una discoteca. El sábado a las 10:00 de la mañana Ricardo va a lavar el carro. Alrededor de las 11:00 de la mañana Ricardo y Margarita van al Mercado a comprar varias cosas: un kilo de arroz, un litro de leche y un metro de tela para Margarita. El sábado a las 5:30, Ricardo y Margarita van a dar una fiesta. El domingo van a almorzar en un restaurante. El domingo por la tarde Ricardo va a escribir una carta y Estela va a escuchar música.

Exercise 1

Pair activity. Working with your partner, complete the following by choosing the correct phrase and compare each other's answers.

1. El sábado a las 10:00 de la mañana Ricardo...
a. va a ir al Mercado b. va a lavar el carro c. va a reparar el carro
2. El viernes a las...van a bailar a una discoteca.
a. 11:30 de la noche b. 10: de la noche c. 11:20 de la mañana
3. El domingo por la tarde Ricardo va a...
a. viajar b. escuchar música c. escribir una carta

1. Ask for the time



Tip of the day: In English there is a difference between a *watch* and a *clock*, in Spanish only *reloj* is used to refer to both.

1. In Spanish there are two ways to ask what time it is.

¿Qué hora es? Or ¿Qué horas son? *What time is it?*

2. To express time, use: ser + definite article + hour.

Es la una (de la tarde, de la madrugada).
It's one (in the afternoon, in the morning).

Example:

Son las cuatro. *It's four o'clock.*
Es la una y media. *It's one thirty.*



Note: Since one is singular, use *es* with *una*. *Son* is used with all other hours.

Son las once en punto. *It's eleven o'clock.*
Son las tres y diez. *It's ten past three.*


3. The feminine definite articles *la* and *las* are always used before the hour since the word *hora* is feminine.

Son las cuatro y media. *It's four thirty.*
Es la una menos quince. *It's fifteen till one.*


1. Ask for the time (Continued)

Son las once y media. *It's eleven thirty.*
Es la una menos quince. *It's fifteen till one*

Una is used instead of *uno* when telling time.

 **Note:** To add minutes to the hour add *y*:

Es la una y siete. *It's seven past one.*
Son las dos y veinte. *It's twenty past two.*

 **Note:**
To express a half hour or a quarter of an hour, it is common to hear *media* or *cuarto*, respectively.

Son las tres y media. *It's three thirty.*
Son la cinco y cuarto. *It's a quarter after five.*

4. To ask at what time something is going to happen, the expression **¿A qué hora?** is used.

¿A qué hora es la reunión? *At what time is the meeting?*

To reply, use: *a las* or *a las* + hour.

La reunión es a las cuatro y media. *The meeting is at four thirty.*

5. To express a specific time of the morning, afternoon, or evening, use *de la mañana*, *de la tarde*, *de la noche*.

1. Telling and asking time (Continued)



When no specific time is expressed, use *por la mañana*, *por la tarde*, *por la noche*.

Ayer Raúl y Esteban estudiaron por la tarde.

*Yesterday Raúl and Esteban studied
in the afternoon.*

2. Tell military official time

To tell time using the military system you must use the 24 hour system.

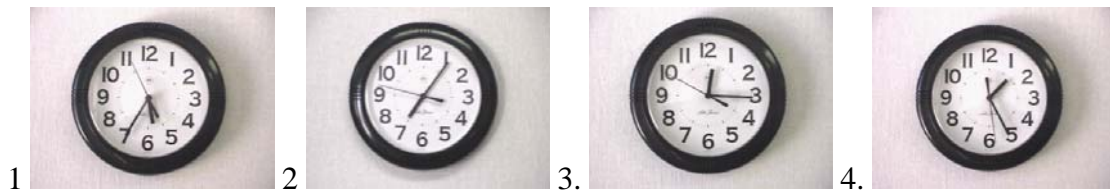
Example:

Military system: Son las 23:00 horas *It's 23:00 hours*

12 hour system: Son las 11:00 p.m. *It's 11:00 p.m.*

3. Ask and answer questions about clock time

Pair activity. Working with your partner, look at the following clocks and tell each other what time it is. Take turns and ask each other “¿Qué horas son?” by pointing out to the clocks.



4. Use numbers from 101 through 1,000,000

Notice that numbers starting from two hundred become plural until you reach one thousand (*mil*), and the feminine version of the hundreds range numbers is also used starting with 200, but you can say *ciento uno (a)*, keeping the hundred as a singular and making the number one a feminine when necessary

Example: **doscientos (as)**, **trescientos (as)**, etc.
cien escuelas /**ciento una** escuelas.

100 = cien
101 = ciento uno
102 = ciento dos
199 = ciento noventa y nueve
200 = doscientos (as)
300 = trescientos (as)
400 = cuatrocientos (as)
500 = quinientos (as)
600 = seiscientos (as)
700 = setecientos (as)
800 = ochocientos (as)
900 = novecientos (as)

4. Use numbers from 101 through 1,000,000 (Continued)

After the first thousand (*mil*), the *mil* always goes after the number of thousands, and the feminine version is used after the word *mil*.

Example: dos mil una lecciones.

1000 = mil
1001 = mil uno (a)
2000 = dos mil
2001 = dos mil uno (a)
100,000 = cien mil
999,000 = novecientos noventa y nueve mil
1,000,000 = un millón

5. Tell distance in the metric system

¿Cuántos kilómetros hay de la Ciudad de México a Nueva York?



Hay aproximadamente 3,140 kilómetros

You and your partner each have a partial list of cities and their distances in kilometers from Mexico City. Ask your partner for the information you need to complete your list and give him the information he lacks on his list.

5. Tell distance in the metric system (Continued)

Student A:

de	Ciudad de México	de	Caracas
a	km	a	km
Berlín		Berlín	8,380
Bogotá		Bogotá	367
Buenos Aires		Buenos Aires	6,604
Cairo		Cairo	10,147
Caracas		Ciudad de México	3,574
Ciudad de Guatemala		Ciudad de Guatemala	2,076
Ciudad de Panamá	2,240	Ciudad de Panamá	
Hong Kong	14,060	Hong Kong	
Lima	4,222	Lima	
Londres	8,892	Londres	
Madrid	9,028	Madrid	
Managua	1,505	Managua	
Montevideo		Montevideo	4,386
Moscú		Moscú	9,883
New York		New York	3,392
París		París	7,571
San Juan		San Juan	2,767
San Salvador		San Salvador	1,280
Santiago	6,195	Santiago	
Melbourne	13,482	Melbourne	
Kinshasa, Zaire (Africa)	12,676	Kinshasa, Zaire (Africa)	
Tokio	11,256	Tokio	
Varsovia	10,139	Varsovia	
Washington	3,016	Washington	

Note: The distances in kilometers are approximate.

5. Tell distance in the metric system (Continued)

Student B:

de Ciudad de México		de Caracas	
a	km	a	km
Berlín	6,953	Berlín	
Bogotá	3,200	Bogotá	
Buenos Aires	7,381	Buenos Aires	
Cairo	7,867	Cairo	
Caracas	3,574	Ciudad de México	
Ciudad de Guatemala	1,127	Ciudad de Guatemala	
Ciudad de Panamá		Ciudad de Panamá	767
Hong Kong		Hong Kong	16,264
Lima		Lima	2,731
Londres		Londres	7,448
Madrid		Madrid	6,953
Managua		Managua	787
Montevideo	7,360	Montevideo	
Moscú	10,720	Moscú	
New York	3,140	New York	
París	8,867	París	
San Juan	3,367	San Juan	
San Salvador	906	San Salvador	
Santiago		Santiago	5,701
Melbourne		Melbourne	15,547
Kinshasa, Zaire (Africa)		Kinshasa, Zaire (Africa)	9,976
Tokio		Tokio	14,092
Varsovia		Varsovia	8,894
Washington		Washington	3,275

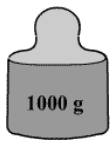
6. Recognize the types of packaging used in the TR markets

Pesos y medidas



La libra Americana tiene 454 gramos.

El medio kilo tiene 500 gramos.



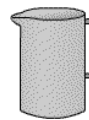
un kilo



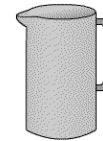
medio kilo



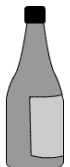
un cuarto de kilo



medio litro



un litro



una botella



el tarro



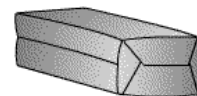
la lata



la caja



el paquete



la bolsa

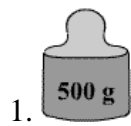
7. Recognize and use the metric system, weights and measures.

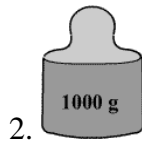
Write out the Spanish word for each weight or measure next to its symbol, express the equivalent in the English system.

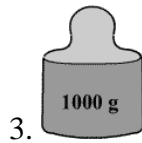
Example:

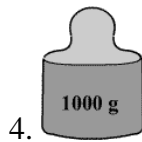


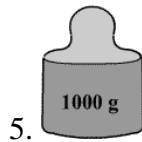
Doscientos cincuenta gramos











8. Compare the metric system with the English system

Inches

To convert from	to	multiply by
inches	millimeters	25.4
inches	centimeters	2.54
inches	meters	0.0254
inches	microns	25,400

Millimeters

To convert from	to	multiply by
millimeters	inches	0.03937
millimeters	meters	0.001
millimeters	centimeters	0.1
millimeters	microns	1000
millimeters	mils	39.37

Feet

To convert from	to	multiply by
feet	centimeters	30.48
feet	meters	0.3048
feet	miles	0.000189

Meters

To convert from	to	multiply by
meters	centimeters	100
meters	feet	3.281
meters	inches	39.37
meters	kilometers	0.001
meters	miles	0.0006214
meters	microns	0.000001
meters	yards	1.094

8. Compare metric system with English system (Continued)

Ounces

To convert from	to	multiply by
ounces	grams	28.35
ounces	grains	437.5
ounces	pounds	0.0625
ounces	tons	0.00003125

Grams

To convert from	to	multiply by
grams	milligrams	1000
grams	kilograms	0.001
grams	ounces	0.0353
grams	pounds	0.002205

Pounds

To convert from	to	multiply by
pounds	grams	453.6
pounds	kilograms	0.4536
pounds	ounces	16
pounds	tons	0.0005

Kilograms

To convert from	to	multiply by
kilograms	grams	1000
kilograms	pounds	2.205
kilograms	ounces	35.27
kilograms	tons	0.001102

Cubic Feet

To convert from	to	multiply by
cubic feet	cubic centimeters	28317
cubic feet	cubic inches	1728
cubic feet	cubic meters	0.0283
cubic feet	liters	28.32
cubic feet	quarts	29.92

Cubic Meters

To convert from	to	multiply by
cubic meters	cubic centimeters	1,000,000
cubic meters	cubic feet	35.31
cubic meters	cubic inches	61023
cubic meters	liters	1000
cubic meters	quarts	1057

Miscellaneous

To convert from	to	multiply by
newtons	grams	100
days	hours	24
hours	days	0.04167
atmospheres	pounds/sq. inch	14.7
pounds/sq inch	atmospheres	0.0680
pounds/sq. inch	mm mercury	51.72
mm mercury	pounds/sq. inch	0.0194

1. Reflexive verbs

Reflexive verbs are usually associated with DAILY ROUTINES. We use THE REFLEXIVE FORM OF THE VERB to indicate that we do the action on ourselves HOWEVER if I were to do the action to another person, it is not necessary to use the reflexive form of a verb.

Example of the Reflexive Form: (Yo) me baño por las mañanas.

Example of the non-reflexive: (Yo) baño a mi bebé todas las noches

If you use the reflexive form, you will need to include a **reflexive pronoun**. This reflexive pronoun is what makes the verb a reflexive verb.

Personal Pronoun	Reflexive Pronoun	Verb
(yo)	me	baño
(tú)	te	bañas
(él, ella, Ud.)	se	baña
(nosotros)	nos	bañamos
(ellos, ellas, Uds.)	se	bañan

NOTE: The names of reflexive verbs end with **SE**. bañar**SE**, peinar**SE**, ir**SE**. This is an indication that the verb must be conjugated as a reflexive. After a preposition (a, de, por, para, etc.) always use the infinitive (or name of the verb). In the case of reflexive verbs you must also attach the reflexive pronoun at the end.

Ex: *bañarme, irte, levantarnos, etc.*



Note:

Remember that Spanish is a “pro-drop” language. This means that dropping the personal pronoun is allowed, and it is a very common practice in the native’s oral language. The conjugation of the verb tells what person the speaker is referring to. Although it is not necessary to use the personal pronoun, especially in oral language, it is perfectly fine to use it.

Exercise 1

Pair activity. Working with your partner, identify the reflexive verbs by writing an “R” or leave it blank if it is not. Compare each other’s answers.

- _____ 1) I bathe myself.
- _____ 2) I bathe my baby.
- _____ 3) I get up early.
- _____ 4) I look at myself in the mirror.
- _____ 5) I look at the book.
- _____ 6) I comb my hair in the morning.
- _____ 7) I shower after a basketball game.
- _____ 8) I comb my grandmother’s hair.
- _____ 9) I wake up early.
- _____ 10) I wake up my family.

2. The uses of *POR* and *PARA*:

Por and **para** both mean *for* in Spanish; however, both **por** and **para** have a variety of other meanings that must be memorized.

A. The uses of *por*:

1. **Por** means to go *through, along, by, around* when *por* is used to *indicate location*.

I walk along the river.
He goes through the city.

2. **Por** means *for* when it is used to indicate *duration or period of time*.

She is going to Honduras for two weeks.
I can only stay for a while.

B. **Por** means *per*.

I work forty hours per week.
It costs \$2.00 per pound.

C. **Por** means *by means of*.

They travel by plane.
I talked by (on the) phone.

D. **Por** means *for when* is it used as *in exchange for*.

I give you my pen for your book.
We pay \$10.00 for dinner.

E. **Por** means *for when* it is used as *on behalf of, in place of, because of*.

I do it for you.
She is nervous because of the interview.

3. Expressions with *por*:

por Dios	<i>for heaven's sake</i>	por lo general	<i>in general</i>
por ejemplo	<i>for example</i>	por lo menos	<i>at least</i>
por eso	<i>that's why</i>	por si acaso	<i>just in case</i>
por favor	<i>please</i>	por primera\última vez	<i>for the first/last time</i>
por fin	<i>finally, at last</i>	por cierto	<i>by the way</i>
por lo tanto	<i>therefore</i>	por lo visto	<i>apparently</i>

4. Uses of *para*:

1. **Para** means for (by) when it means *deadline*.
I have to finish it by next week.
The homework is for tomorrow.
2. **Para** means to (for) when it means *destination*.
He is going to Colombia.
I am leaving for Europe tomorrow.
3. **Para** means *for* when it means *for the benefit of* or *directed to*
All of this is for you.
I work for you.
4. **Para** means *to* when it means *in order to* or *for the purpose of*
They go to the mountain to ski.
Ramon is studying to be a lawyer.
5. **Para** means *for* when it means *compared to others* or *in relation to others*.
For me Spanish is easy.
She looks young for her age.

Exercise 2

Pair activity. Working with your partner, determine which one to use POR or PARA, using the rules above. Then compare each other's answers.

1. El avión sale _____ San Juan.
2. Ellos pasan _____ el parque.
3. Compré este libro _____ Elena.
4. El periódico es _____ papá.
5. Queremos viajar _____ Chile.
6. Vamos a estar en la ciudad _____ dos meses.
7. Tengo que hacer la tarea _____ el lunes.
8. Mi padre estuvo (was) sick _____ un año.
9. Tengo que estar allí _____ el 25 de diciembre.
10. Él estudia _____ ser doctor.
11. Hoy sale (leaves) _____ Perú.
12. Él entra(enters) _____ aquella puerta.
13. El barco pasó _____ la bahía (bay).
14. El ladrón (thieve) entró (entered) _____ la ventana.
15. Estudia _____ ser abogado.
16. ¿ _____ quién es este libro?
17. Es alto _____ su edad.
18. Venden el arroz _____ libra (pound).
19. Los estudiantes estuvieron (were) en el salón _____ cinco meses.
20. Habla muy bien el inglés _____ ser hispano.

The vocabulary has been group in three equally important categories. They are expressions of time, verbs and useful words.

Para expresar la hora	
a eso de	<i>around</i>
a tiempo	<i>on time</i>
ahora mismo	<i>right now</i>
ahora	<i>now</i>
antes de	<i>before</i>
después de	<i>after</i>
en punto	<i>o'clock</i>
la hora	<i>time, hour</i>
más tarde	<i>later</i>
la medianoche	<i>midnight</i>
el mediodía	<i>noon</i>
el segundo	<i>second</i>
siempre	<i>always</i>
tarde	<i>late</i>
temprano	<i>early</i>
y media	<i>half past the hour</i>
y cuarto	<i>quarter past the hour</i>
menos cuarto	<i>quarter 'til the hour</i>

Verbos	
acostarse	<i>to go to bed</i>
asustarse	<i>to get scared</i>
bañarse	<i>to bathe</i>
casarse	<i>to get married</i>
cepillarse	<i>to brush</i>
desayunarse	<i>to eat breakfast</i>
despertarse	<i>to wake up</i>
divorciarse	<i>to get divorced</i>
 ducharse	<i>to shower</i>
durar	<i>to last</i>
enfermarse	<i>to become sick</i>
irse	<i>to go out</i>
levantarse	<i>to get up</i>
maquillarse	<i>to apply make up</i>
mejorarse	<i>to get well</i>
mirarse	<i>to look</i>
pararse	<i>to stand up</i>
peinarse	<i>to comb</i>
ponerse	<i>to put on</i>
quedarse	<i>to stay</i>
quitarse	<i>to take off</i>
salir	<i>to leave</i>
secarse	<i>to dry</i>
sentarse	<i>to sit down</i>
valer	<i>to be worth</i>
vestirse	<i>to dress</i>

Palabras útiles	
a menudo	<i>often</i>
anoche	<i>last night</i>
anteayer	<i>day before yesterday</i>
ayer	<i>yesterday</i>
la biología	<i>biology</i>
cúbicos	<i>square</i>
en la noche	<i>in the evening</i>
el fin de semana	<i>weekend</i>
la física	<i>physics</i>
generalmente	<i>generally</i>
el gramo	<i>gram</i>
hoy	<i>today</i>
el kilogramo	<i>kilogram</i>
la libra	<i>pound</i>
la mañana	<i>morning</i>
la matemática	<i>mathematics</i>
el metro	<i>meter</i>
el milímetro	<i>millimeter</i>
nacimiento	<i>birth</i>
la onza	<i>ounce</i>
pasado mañana	<i>day after tomorrow</i>
el pie	<i>foot</i>
la pulgada	<i>inch</i>
la química	<i>chemistry</i>
el reloj	<i>watch, clock</i>
sobre	<i>on, over</i>
valor	<i>value</i>

1. Measurements

Almost all the countries in the world use the metric system based on multiples of tenths. Three of the most important measurements are: the meter, a unit of length; the liter, a unit of volume; and the gram, a unit of mass and weight. A meter is equivalent to 3.3 feet and approximately 1.1 yards. A centimeter equals 0.4 inches. A kilometer equals approximately 0.6 miles. A liter is equivalent to 1.057 quarts. An ounce has 28.35 grams and a kilogram is equivalent to 2.2 pounds. The prefixes mega and giga are also part of the metric decimal system. For example, a megawatt is equivalent to a million watts and a giga-watt is equivalent to a thousand million (billion) watts.

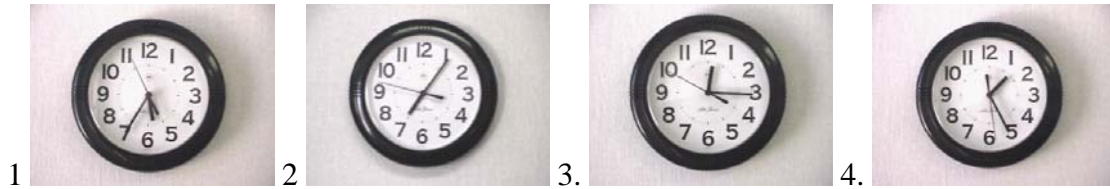
2. Time in Latin America

Time is relative in Hispanic Culture. It is possible that for official events, people are very much aware of starting “on time”. On other more informal occasions, don’t be surprised about starting late. Hispanics tend to be more casual when it comes to time.

Activity 1

Telling military time

Pair activity. Working with your partner, look at the following clocks and tell each other what time it is in military time. Take turns and ask each other “¿Qué horas son?” by pointing out to the clocks.



Activity 2

How much is your car worth?

Class activity. Circulate around the room asking your classmates how much their cars are worth.

Example: ¿Cuánto vale tu carro? Vale quinientos dólares.
How much is your car worth? It is five hundred dollars

For year dates the number in the thousands is placed first.

Example: 1920 = mil novecientos veinte
1999 = mil novecientos noventa y nueve
2001 = dos mil uno

Activity 3

When is your birthday?

Class activity. This time your instructor will ask for your dates of birth and write the dates on the board to determine who is the youngest and the oldest in the classroom.

Example: ¿Cuándo naciste?

When were you born?

En 1984/En mil novecientos ochenta y cuatro.

In 1984/ In nineteen eighty four.

Activity 4

Mi horario

Pair activity. Working with your partner, tell in military time where you are at specific times during a typical day. Follow the example below.

Example: ¿Dónde está Ud. a las 8:00 de la mañana?

8:00 (a.m.) A las ocho de la mañana, estoy en la clase de español.

1. 6:00 _____
2. 12:00 (p.m.) _____
3. 17:30 _____
4. 23:00 _____
5. 24:00 _____

Activity 5

Translation

Pair activity. Working with your partner, read the following sentences aloud to each other and convey the meaning in English.

1. El general Domínguez llamó a las siete *de la mañana*.
2. Mis amigos vinieron a las tres *de la tarde*.
3. Ellos tenían ganas de ir al circo a las siete *de la noche*.

Activity 6

¿A qué hora...

Pair activity. Working with your partner, ask when (in military time) he/she does the following activities. Make sure to write down the answers in case your instructor asks you.

¿A qué hora...?

1. ...llega Ud. a clase

2. ...mira la televisión

3. ...come el desayuno

4. ...va al gimnasio

5. ...estudia español

6. ...hace ejercicio

7. ...duerme la siesta

8. ...va la cine

Activity 7

Identify the numbers

Pair activity. Working with your partner, identify the numbers your instructor will read aloud and write them down.

Example: Your instructor says- *treintiocho*.

You write- 38

Activity 8

Tell distance using the metric system

How many miles do you drive to school every day?

Pair activity. Working with your partner, convert the distance into meters and exchange the information with a classmate.

Activity 9

Measuring heights

Pair activity. Working with your partner, ask him/her how tall he/she is. Then walk through the classroom and find out how tall your other classmates are. Make a comparison chart.

Activity 10

Using the metric system

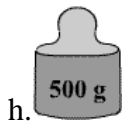
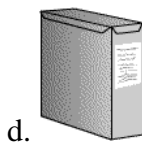
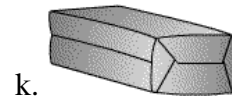
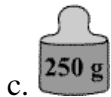
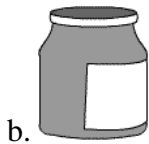
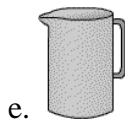
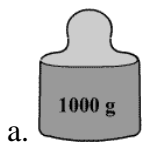
Group activity. Working in groups of three, guess the following measurements. Each group will present the results to the class in the metric and the English system.

- a. The height (in meters and centimeters) of each person in your group.
- b. The weight of the backpacks.
- c. The distance (in kilometers) from your house to your class.
- d. The size of a computer diskette in megabytes or gigabytes.

Activity 11

Measures and weights

Pair activity. Working with your partner, listen to several sentences. As you hear weights, measures or packaging information, write the number of the sentence next to the appropriate illustration. Compare your answers.



Activity 12

What time is it?

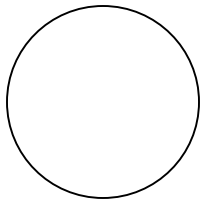
Pair activity. Working with your partner, ask him/her for the time. He / She should say the official time first and then the military time. Switch roles.

13:00 – 16:00 – 17:00 – 18:00 – 19:00 – 20:00 – 21:00 – 22:00 – 23:00 – 24:00

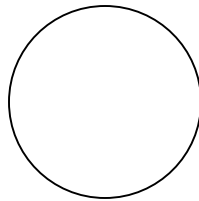
Activity 13

What time is it?

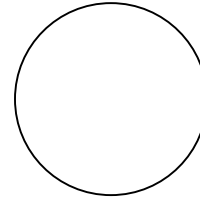
Pair activity. Working with your partner, draw the watch hands on the face of each circle according to the written time. Compare your work with your partner's.



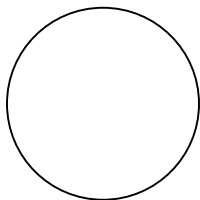
Ocho diez



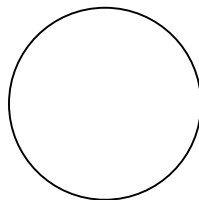
Doce veinticinco



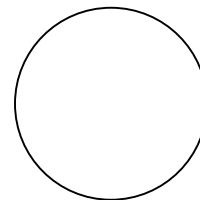
Nueve quince



Cuatro veinte



Dos y un cuarto



Seis en punto

Activity 14

What time is it?

Pair activity. Working with your partner, ask him/her ¿Qué hora es?

- a. 9:00A.M. _____
- b. 7:30 P.M. _____
- c. 2:00 P.M. _____
- d. 8:00 A.M. _____

Activity 15

The time

Pair activity. Working with your partner, ask for the time and give the answer alternately.













Activity 16

Daily routine

Pair activity. Working with your partner, read aloud the paragraph about a daily routine below and answer the following questions. Ask your partner questions about his/her daily routine.

En la mañana me levanto muy temprano a las cinco y media. Me pongo mis zapatillas de gimnasia (tenis shoes), mi ropa deportiva (my sport clothes) y voy a caminar por una hora. A las seis y media me ducho, me seco el pelo (hair) muy bien, me visto, me lavo los dientes (teeth), me maquillo, me perfumo y voy a enseñar mi clase de español.

Example: ¿Qué clase enseña esta persona? Ella enseña español.

1. ¿A qué hora se levanta esta persona? _____
2. ¿Qué ropa lleva cuando camina? _____
3. ¿Por cuánto tiempo camina? _____
4. ¿Cuándo se ducha? _____
5. ¿Qué profesión tiene esta persona? _____

Activity 17

Traveling information

Imagine yourself being at the Federal Railroad in Bolivia. You want to know at what time your bus, train or airplane leaves. How would you ask the questions?

Pair activity. Working with your partner, read the dialogue below as you play the roles between a traveler and an information clerk. Look at the text while reading/listening.

Dialogue 1.

Traveler: ¿A qué hora sale el tren a Santa Cruz?

Clerk: Hay uno a las 10 de la mañana, otro al mediodía y el último sale a las 5 de la tarde.

Traveler: ¿Cuánto cuesta el boleto?

Clerk: Cuesta ciento cincuenta pesos.

Traveler: ¿Hay boletos de primera clase?

Clerk: Hay una sola clase solamente.

Dialogue 2.

Josefina: ¿A qué hora llega el avión procedente de Bogotá?

Clerk: En media hora más.

Josefina: ¿Por qué está atrasado?

Clerk: Hay mal tiempo en Bogotá y los aviones no están despegando a tiempo.

Josefina: ¿En que puerta arribarán?

Clerk: En la puerta internacional. Hay una sola.

Pair activity. Working with your partner, ask him/her questions by looking at the bus timetable below. Take the role of a traveler being in Santiago de Chile who wants to travel to different destinations within the country. Your partner is an information clerk at the bus station. Use the previous dialogues as models. Notice that the schedule is written in military time.

Santiago	Rancagua	San Antonio	Valparaíso	Quillota	Calera
22:00	20:45	12:50	19:00	6:30	17:00



Tip of the day: The comma is used where the period is used in the U.S. for numbers and vice versa. Be aware that 10^9 watts = 1 gigawatt. Avoid using the term **billion**. In the U.S. 1 billion = 10^9 whereas, in other countries 1 billion = 10^{12} .

Activity 18

Practicing the numbers

Pair activity. Working with your partner, practice saying aloud the following dates in Spanish. Be prepared to know how to read them in case your instructor asks you.

- | | |
|---------|----------|
| 1. 1876 | 6. 1810 |
| 2. 1588 | 7. 1615 |
| 3. 1775 | 8. 1999 |
| 4. 2000 | 9. 1776 |
| 5. 1011 | 10. 1492 |

Activity 19

Celebrities

Class activity. Discuss as a class how much celebrities such as Magic Johnson, Mike Meyers, Sean Connery, and Jennifer López earn in a year, a month, or a week.

Activity 22

How many centimeters...?

Pair activity. Working with your partner, convert to centimeters the following units.

- | | |
|----------------------------|--------------------------------|
| 1. in a yard | 6. in $\frac{1}{2}$ a meter |
| 2. in 10 inches | 7. in $\frac{1}{4}$ of a meter |
| 3. in 25 inches | 8. in $\frac{3}{4}$ of a meter |
| 4. the length of your shoe | 9. in $\frac{1}{3}$ of a meter |
| 5. the width of your desk | 10. in your height. |

Activity 23

How many grams...?

Pair activity. Working with your partner, convert the following from ounces to grams.

- | | |
|------------------------------------|-------|
| 1. Hershey's 3 oz. | _____ |
| 2. Mounds 2.5 oz. | _____ |
| 3. Pay-Day 3.5 oz | _____ |
| 4. Chocolate kiss $\frac{1}{2}$ oz | _____ |

Activity 24

How many kilometers?

Pair activity. Working with your partner, ask questions and answer following the example below. You look only at chart A, your partner looks only at chart B on the next page. Your partner has information you need to complete chart A. Take turns.

Example 1. ¿Cuántos kilómetros hay de Buenos Aires a Quito? Hay 4500 kilómetros.

A

A	La Paz	San José	Santiago	Quito	Managua	Lima	Monte-video	San Juan
DE								
Asunción	1500	4900	1600	3500	5000	2650	1100	5020
Buenos Aires	2300	6200	1210		4092		180	5920
Caracas	3814			1890	2115	2800	5300	767
San Salvador	3775	710	5437	1736		3000	6213	2429
Tegucigalpa		562	5630	1747	225	3164		2400
Guatemala	3874	900	5100				6524	2500
La Habana		1419		1710	1327	4001	7024	1725
Sto. Domingo	3750	1873	5693	2208	1974		6000	325
Bogotá	2479	1507	4100	750	1475	1835	4729	
México	5875			2835	1500	3237	7528	3758
Panamá		618	3350		789	2400	4850	1536

Activity 24 (Continued)

Pair activity. You look only at chart B, your partner looks only at chart A on the previous page. Your partner has information you need to complete chart B. Take turns asking questions and filling in the answers.

Example 2. ¿Cuántos kilómetros hay de Bogotá a Lima? Hay 1835 kilómetros.

B

A	La Paz	San José	Santiago	Quito	Managua	Lima	Monte- video	San Juan
DE								
Asunción	1500	4900	1600	3500	5000	2650	1100	
Buenos Aires	2300	6200	1210	4500		3250	180	5920
Caracas		2050	4900	1890	2115			767
San Salvador	3775	710	5437		247	3000	6213	
Tegucigalpa	3950	562		1747	225	3164	6425	2400
Guatemala	3874		5100	1836	500	3250		2500
La Habana	4679	1419	6619		1327	4001	7024	1725
Sto. Domingo	3750	1873		2208		3428	6000	325
Bogotá	2479	1507	4100	750	1475		4729	1136
México		1625	6200	2835	1500	3237	7528	3758
Panamá	3150	618	3350	1075		2400	4850	

Activity 25

Listening to the weather report

Class activity. Listen to your instructor as he reads a weather report and you will be asked to paraphrase it

Activity 26

Buying a car

Pair activity. Working with your partner, practice this dialogue in Spanish.

Buying a new car

(A = buyer, B = salesman)

- A: Ask B if he has a certain type of car (state the make, model, and year you want).
B: Respond affirmatively.
A: Ask how much it costs (you can use dollars).
B: Give a price (ask for a lot since you are going to get a commission).
A: Tell B you want a good car to drive through Latin America.
B: Tell A this is a good car, and it does not cost a lot.
A: Tell B you like the car, but you want to talk to your spouse first.
B: Ask A what kind of car he has now, and what year.
A: Tell B the year and the make, and how many miles it has.
B: Tell A you can buy his car if he buys the new car.
A: Ask B how much he will give for your car, more or less.
B: Name a modest amount.
A: Tell B that it is not very much.
B: Tell A his car has many miles on it.
A: Tell B Yes, thank you, and so long.

Activity 1

Tell military time: speaking and listening

Pair activity. Working with your partner, ask each other questions about various activities using military time.

Activity 2

Tell clock times: listening and speaking

Pair activity. Working with partner, tell him/her what you do during your weekend using the following time expressions. Follow the example below.

Example:

¿Qué haces los fines de semana?
Me levanto a las seis en punto.

en punto y media medianoche mediodía por la tarde
por la mañana y cuarto en la madrugada anteayer hoy

Activity 3

Numbers 101 through 1,000,000: listening and speaking

Pair activity. Working with your partner, tell him/her what you will buy after winning the lottery and you have one million balboas to spend. Exchange the balboas to bolivares to calculate the final cost. Switch roles.

Example:

Primero voy a viajar a Europa, y va a costar_____.....

Luego...

Después...

Activity 4

Packaging in TR markets: speaking and writing

Pair activity. Working with your partner, write a grocery list to purchase things in a Peruvian market. Include the type of package each ingredient comes in. Read the lists to each other and put them together in writing.

Example:

Necesitamos *una caja* de galletas

Activity 5

Metric system: speaking and listening

Pair activity. Working with your partner, tell each other how far you travel to work or school each day, how much liquid you drink each day, and what measure of candy you consume each day using the metric system.

kilómetros kilogramos gramos

Example:

Yo viajo 60 kilómetros cada día para ir a la universidad.

Activity 6

English system: speaking and listening

Pair activity. Working with your partner, tell him/her the same information above in English system measures.

Activity 1

Un día con Héctor



CD ROM. Listen to the passage and then answer the following questions.

1. ¿A qué hora se levanta Héctor?
2. ¿Qué día de la semana es?
3. ¿Qué hace Héctor después que se despierta?
4. ¿Cómo es el almuerzo de Héctor?
5. ¿Qué hace Héctor por la tarde y a qué hora?
6. ¿A qué hora regresa a su apartamento?

Activity 2

Measurements

A friend has just shared with you a wonderful recipe you would like to try, but you find out that it was written in the English system, and you need to buy the ingredients using the metric system. Make the necessary conversions.

Harina 32 oz. _____

Aceite 6 oz. _____

Azúcar 4 oz. _____

Sal 1.oz _____

Agua 16 oz. _____

Levadura 3 oz. _____



cien is used for 100 but most numbers over 100 use *ciento*, except *cien mil*, *cien millones*, *cien mil millones*.

Activity 3

More numbers



CD ROM. Listen to the following numbers and write them down. Try to pronounce the numbers as you hear them.

Activity 4

POR and PARA

Read the following paragraph and fill in the blank with the right word.

Yo voy _____ Paraguay en dos días. _____ ser un viaje tan largo no cuesta mucho. Voy a viajar _____ avión y voy a estar _____ dos semanas. Allí voy a trabajar _____ una compañía privada. Tengo que ir _____ dar un informe sobre las condiciones de trabajo. En esas dos semanas voy a comprar muchas cosas _____ mi familia.

Activity 5

Por or Para

Contesta las siguientes preguntas: Remember to use por or para.

1. ¿Cuándo vas para Buenos Aires?
2. ¿Cómo vas a viajar?
3. ¿Cuánto tiempo vas a estar?
4. ¿Para quién es el mensaje?
5. ¿Quién va a trabajar por ella?
6. ¿Quién trabaja para ella?
7. ¿Para dónde van ellos?

Activity 6

Identifying the numbers in writing

Identify the written time with the numerical by writing a line across.

- | | |
|--|--------------|
| 1. Son las cuatro (y) treinta | a.4:15 p.m. |
| 2. Son las doce (y) diez | b.7:55 p.m. |
| 3. Son las once (y) veinte | c.12:10 p.m. |
| 4. Son las cuatro (y) quince | d.10:40 p.m. |
| 5. Son las siete (y) cincuenta y cinco | e.8:35 a.m. |
| 6. Son las diez (y) cuarenta | f.11:20 a.m. |
| 7. Son las ocho (y) treinta y cinco | g.4:30 a.m. |

Activity 7

Writing down the numbers

Write down the numbers in letters:

- 1)1850 _____
- 2)260 _____
- 3)3417 _____
- 4)813 _____
- 5)578 _____

Activity 8

Comparing the Metric system with the English system

Imagine that you bought a gift basket to your friend. He/ She has the list of items, but the weight is written in the English system. Help him/ her translate it into the Metric system.

- Chocolate (2.5 oz.)
- Chorizo Español (9 oz.)
- Mostaza (2 oz.)
- Nueces (1.5 oz.)
- Galletas Tritón (12 oz.)
- Saladitas (6 oz.)
- Café Colombiano (8 oz.)

Activity 9

TV Announcement

Look at the TV listing below and read the TV announcement carefully. Write down the time for each broadcast.

Evento	Hora
Deportes	_____
Noticias	_____
Telenovelas	_____
Caricaturas	_____

Buenas tardes señores televidentes! A las 20:30 horas, no se pierda el apasionante capítulo de la telenovela “Cecilia”. Esta noche a las 22 horas vamos a tener, como de costumbre, nuestro noticiario con los últimos acontecimientos locales, nacionales e internacionales. Mañana sábado comenzamos la programación con caricaturas para todos los niños a las 7 en punto de la mañana. En la tarde del sábado podremos disfrutar de un partido profesional de fútbol entre Colombia y Argentina. ¡No se pierda estos eventos tan interesantes!

Activity 10

Writing numbers in letters

Imagine that you have to write checks in peso amounts. You must write the amounts, not only in figures, but also in letters. You will hear numbers that you have to write down in letters. Repeat each number and then write it down. Look at the example first. Use the pause button as needed.

Example:

(125)	<u>ciento veinticinco</u>	pesos
(229)	_____	pesos
(309)	_____	pesos
(406)	_____	pesos
(560)	_____	pesos
(224)	_____	pesos
(832)	_____	pesos
(767)	_____	pesos
(876)	_____	pesos
(1418)	_____	pesos
(3725)	_____	pesos

Activity 11

The Spanish class (listening comprehension)



CD ROM. Read the following passage and answer the following questions:

1. ¿Cómo es la clase de español? _____
2. ¿Por qué es bueno tener una clase pequeña? _____
3. ¿De dónde es el instructor? _____
4. ¿Cómo es el instructor? _____
5. ¿Qué opina el instructor? _____

Activity 12

Talk about your daily activities

Come prepared to talk in class about the different hours of the day, every day of the week that you do certain activities or hobbies. If you talk about a hobby or sport in which you cover a certain distance, refer to it in the metric system.

SOLT I Spanish Module 2 Lesson 3



Hobbies

In this lesson the student will learn to express likes and dislikes within the context of hobbies. For this purpose the student will:

1. Discuss Hobbies

- Ask and answer questions about different hobbies
- Discuss your favorite hobbies and interests
- Talk about different games
- Talk about hobbies

2. Discuss Equipment and Training Needs for Leisure Activities

- Ask and answer questions about leisure activities
- Name the equipment you need for each activity
- Discuss where and how to use the equipment

Sports, hobbies and leisure activities are all affected by the economy in Latin America. Inflation is also a problem in most Latin American countries, making the production and purchase of sports equipment unreachably high for many. Individuals and families living on a fixed income have a hard time making ends meet. Salaries are low when compared with the cost of such necessities as food, shelter, clothing, and education. Expensive leisure activities are therefore uncommon, except among the rich. Cities offer the most varied menu of entertainment, including sports, theater, films, and music, and since unemployment in some countries is high, any free entertainment available to everyone is especially popular. Competition in school sports, professional sports and nationalistic pride in Olympic participation is also important to the Latin American people. In the sports news of Latin America, the speech is very fast and you must become accustomed to the style. Sport fans around the world, however, may recognize the most outstanding names in sports.

Scenario

El fútbol en Latinoamérica EXCLUSIVO FUTBOL 365



Bilardo: "Brasil y Argentina ya están en el Mundial"

14 Junio 2000 - 00:34 GMT - Jaime Tipe (365-Lima, Perú)

Siempre será interesante escuchar a Carlos Salvador Bilardo. En su estilo, señala que en Sudamérica sólo se están disputando dos copas.

Verdeamarelos y Albicelestes ya están listos: “por jugadores, por competencias, por tradición”. Además, agrupa a Paraguay, Uruguay, Colombia y Perú como el cuarteto que peleará directamente dichas vacantes. Sobre Chile, el ex DT de Argentina apuntó que: “cuando se empieza mal la gente se pone nerviosa y existe mucha presión hacia los dirigentes”. Del resto, opina que Ecuador “no tuvo el recambio necesario”, mientras que en Bolivia no aparecen nuevos valores. Y sobre Venezuela apuntó: “Hace rato que ya dejó de ser el más débil de Sudamérica”. Una nota 365 para no despreciar.



1. Ask and answer questions about different hobbies

When the hobbies we like or dislike can be expressed with a verb, you must use the infinitive or name of the verb. **Me gusta** + infinitive-→ **Me gusta CANTAR**

Example: Me encanta, ver (to watch) películas (movies).
Me fascina patinar (skating).

Exercise 1

Pair activity. Working with your partner, take turns answering the question about your different hobbies by looking at the images.

¿Qué te gusta hacer en tu tiempo libre? *What do you like to do in your free time?*



hacer ejercicio

to exercise



caminar

to walk, to hike

nadar

to swim



leer

to read



escuchar música

to listen to music



correr

to run



viajar

to travel

Exercise 1 (Continued)



trotar

to jog



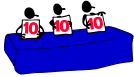
cazar

to hunt



pescar

to fish



jugar deportes

to play sports



levantar pesas

to lift weights



mirar televisión.

to watch T.V.



usar la computadora

to use the computer



jugar a las cartas

to play cards



cocinar

to cook



ir de compras

to go shopping

2. Discuss different games, your favorite hobbies and interests.

Exercise 2

Pair activity. Working with your partner, describe to your partner which hobbies interest you, then switch roles.

Example:

Me interesa/n

Los juegos de computadoras.

El radio.

El levantamiento de pesos/pesas.

El tiro al arco.

El deporte de la esgrima.

El deporte del esquí.

Practicar con deslizadores.

Los planeadores.

El patinaje sobre las olas.

El buceo.

3. Ask and answer questions about leisure activities

-¿Qué te gusta hacer durante tus ratos libres?

Me gusta...

...hacer excursiones en el campo.

...pescar.

...el deporte de vela.

...la fotografía.

...montar a caballo.

...dormir tarde.

...tener invitados en casa.

...invitar a amigos a casa.

...leer libros, periódicos, revistas.

...escuchar música.

...el ciclismo/montar en bicicleta.

...reparar el auto.

4. Name the equipment you need for each activity and discuss where and how to use the equipment

At a sporting goods store...

A) You are the customer. Tell the salesman what kind of interest or hobby you pursue (choose from the list below). Ask what he has in the way of sportswear, outfits, or equipment, and let him suggest some purchases. You may also want to ask about the necessity of training and the existence of local clubs.

Example:

Tengo interés en...

Mi pasatiempo es...

Necesito comprar(to buy)...

Suggestions:

Los planeadores La esgrima El buceo El tiro con arco El radio El fútbol La cacería
--

Then switch roles.

B) You are the salesman. Accommodate the customer with as many suitable items as you can think of, such as special clothing, equipment, and paraphernalia. If nothing else, suggest literature on the subject.

Example:

¿Ya tiene usted un/una...?

¿Todavía necesita...?

También tenemos libros/revistas sobre...

Hay también una organización para...

1. Infinitives used as Nouns

The infinitive in Spanish may be used like a noun as the subject or object of a verb, or as the object of a preposition. It is sometimes accompanied by the definite article. The English equivalent is often the *-ing* form.

Correr es bueno para la salud.	Running is good for health.
El vivir aquí es agradable.	Living here is pleasant.
El tener éxito en la vida no es fácil.	Succeeding in life is not easy.
Antes de comer, nos lavamos las manos.	Before eating, we wash our hands.
Después de comer, nos lavamos los dientes.	After eating, we brush our teeth.

2. Demonstrative adjectives

- Demonstrative adjectives agree in number and gender with the noun they modify.
esta niña... **estas** niñas

- They show the distance a noun is from the speaker, the listener or both.

Near the speaker- **this/these**

Near the listener- **that/ those**

Far from both -**that /those** (at a distance)

- The neuter *esto/ eso /aquello* are used when we don't specify what noun we are talking about. Also when we refer to an idea or statement in general.

-¿Qué es **eso**?

-**Esto** no me gusta.

They can be used in two ways:

1. As adjectives-before the noun

2. As pronoun - replacing the noun. In this case they carry a written accent.

¿Quieres *este* libro? No, quiero *ése*.

<u>singular</u>			<u>plural</u>		
this	mas. este	fem. esta	these	mas. estos	fem. estas
that	ese	esa	those	esos	esas
that (over there)	aquel	aquella	those (over there)	aquellos	aquellas

Exercise 1

Pair activity. Working with your partner, take turns underlining the correct form of the adjectives in parentheses:

1. Hay muchas cosas en (aquella, estas) mesa.
2. (Esa, Aquel) película fue aburrida.
3. El señor Gómez vive en (ese, aquella) hotel.
4. (Estos, aquel) cuartos son muy pequeños.
5. (Esa, Estas) ciudad es antigua.
6. (Estas, Aquellos) revistas son interesantes.
7. (Esos, Aquel) monumentos son famosos.
8. (Esa, Este) mujer trabaja aquí.
9. ¿Cuál es la capital de (ese, estos) país?
10. (Aquel, Estos) muchacho es mi primo.

3. The verbs querer and preferir

These two verbs do not follow the regular conjugation rules, but change the stem of the verb.

Querer		Preferir	
yo	qu ie ro	yo	pref ie ro
tú	qu ie res	tú	pref ie res
él/ella/Ud.	qu ie re	él/ella/Ud.	pref ie re
nosotros	quer e mos	nosotros	prefer i mos
ellos/ellas/Uds.	qu ie ren	ellos/ellas/Uds.	pref ie ren

The vocabulary has been group in three equally important categories. They are hobbies, verbs, and useful words.

Los pasatiempos	
<i>el ajedrez</i>	<i>chess</i>
<i>el baile</i>	<i>dance</i>
<i>el billar</i>	<i>billiard</i>
<i>el buceo</i>	<i>scuba diving</i>
<i>la cacería</i>	<i>hunting</i>
<i>el ciclismo</i>	<i>cycling</i>
<i>el deporte equestre</i>	<i>horseback riding</i>
<i>la esgrima</i>	<i>fencing</i>
<i>la fotografía</i>	<i>photography</i>
<i>el fútbol</i>	<i>soccer</i>
<i>la jardinería</i>	<i>gardening</i>
<i>la lectura</i>	<i>reading</i>
<i>los naipes</i>	<i>cards</i>
<i>la navegación a vela</i>	<i>sailing</i>
<i>el paracaidismo</i>	<i>skydiving</i>

Verbos	
<i>acampar</i>	<i>to camp</i>
<i>bailar</i>	<i>to dance</i>
<i>cazar</i>	<i>to hunt</i>
<i>coleccionar</i>	<i>to collect things</i>
<i>escalar</i>	<i>to climb</i>
<i>flotar</i>	<i>to float</i>
<i>jugar</i>	<i>to play</i>
<i>montar a caballo</i>	<i>to ride a horse</i>
<i>nadar</i>	<i>to swim</i>
<i>navegar</i>	<i>to sail</i>
<i>patinar</i>	<i>to skate</i>
<i>patrocinar</i>	<i>to sponsor</i>
<i>remar</i>	<i>to row</i>
<i>sacar fotos</i>	<i>to take photos</i>
<i>tocar</i>	<i>to play</i>
<i>volar</i>	<i>to fly</i>

Palabras útiles	
<i>aficionado (a)</i>	<i>fan</i>
<i>las aletas</i>	<i>fins</i>
<i>el altímetro</i>	<i>altimeter</i>
<i>el anzuelo</i>	<i>fishing hook</i>
<i>el arco</i>	<i>bow</i>
<i>la barbacoa</i>	<i>barbeque</i>
<i>el batímetro</i>	<i>depth gauge</i>
<i>los binoculares</i>	<i>binoculars</i>
<i>el blanco</i>	<i>target</i>
<i>la caña</i>	<i>fishing rod</i>
<i>la carabina</i>	<i>carbine</i>
<i>la careta</i>	<i>diving goggles</i>
<i>el cartucho</i>	<i>cartridge</i>
<i>el casco</i>	<i>helmet</i>
<i>el cebo</i>	<i>bait</i>
<i>el entrenador</i>	<i>trainer</i>
<i>la escopeta</i>	<i>shotgun</i>
<i>el esnorkel</i>	<i>snorkel</i>
<i>el esquí</i>	<i>ski</i>
<i>la flecha</i>	<i>arrow</i>
<i>el invierno</i>	<i>winter</i>
<i>la meta</i>	<i>finish line</i>
<i>la mira</i>	<i>sight</i>
<i>el otoño</i>	<i>autumn</i>
<i>el paseo</i>	<i>stroll, walk</i>
<i>la pelota</i>	<i>ball</i>
<i>el planeador</i>	<i>glider</i>
<i>la primavera</i>	<i>spring</i>
<i>el radioaficionado</i>	<i>ham radio fan</i>
<i>la raqueta</i>	<i>raquet</i>
<i>saludable</i>	<i>healthy</i>
<i>el sedal</i>	<i>fishline</i>
<i>el traje de buzo</i>	<i>diving suit</i>
<i>el velódromo</i>	<i>cycling track</i>
<i>el verano</i>	<i>summer</i>

1. Sports Vocabulary

Spanish has borrowed many of its words relating to sports from English. The spelling, of course, has been changed: fútbol, béisbol, tenis, básquetbol. The origins of the following Spanish baseball terms are immediately recognizable: jonrón, picher, catcher, aut, ining, strike, foul. A uniquely Spanish term for a right fielder is el jardinero derecho, “the gardener of the right,” so called because the fielder is out on the grassy part of the playing field,

2. Most popular sports

The most popular spectator sports in the Hispanic world are: fútbol, baloncesto, béisbol, boxeo, ciclismo, and in Mexico, Cuba, and Spain, jai alai. The most popular participating sports are: fútbol, baloncesto, béisbol, frontón, and ciclismo. Of all of these, however, soccer is undoubtedly the most popular and important of all sports, except in the Caribbean Islands, Central America, and Venezuela, where baseball is the most popular.

3. Jai alai

Jai alai, derived from the Basque “juego de pelota”, is also called “pelota vasca”, or just “pelota”, and is a unique sport that comes from the Basque region in Spain. It is played in the major cities of Mexico, Cuba, and in Florida in the U.S. In the Basque region, it is played year around. In Spain, it is played daily where the season runs from October to June. Jai alai is something like handball, and is one of the fastest and most skill-demanding games ever devised. It is played between two teams of two players each who use a “cesta”, a scooped, long wicker basket that is strapped to one hand. This catches an extremely hard ball and it is hurled against a wall called “frontis”. The places where Jai alai is played is called el “frontón”, which is also the name of the long, three-walled court It is played in. The fourth long side, facing the spectators is made of wire mesh to protect the spectators from the ball.

Activity 1

Likes and dislikes

Class activity. Circulate around the classroom asking people what they like or don't like to do in their free time according to the statements below.

Example: ¿Qué te gusta hacer en tu tiempo libre? Me gusta esquiar.

¿Qué no te gusta hacer? No me gusta patinar.

No me gusta cantar.

Me gusta cantar.

Me gustan los ejercicios.

No me gustan los ejercicios.

Me gustan los deportes.

No me gustan los deportes.

No me gusta cazar.

Me gusta cazar.

No me gusta estudiar español.

Me gusta estudiar español.

Activity 2

Different types of film

Example:

Raúl: ¿Qué películas te gusta ver?

Ester: Me gustan las películas románticas.

Raúl: ¿No te gustan las películas de terror?

Ester: ¡No! No me gustan. ¿Te gustan a ti las películas de romance?

Raúl: No, no me gustan, pero me gustan mucho las de guerra.

Now chat with your partner about movies using the following suggestions.

Películas de drama

Películas de terror

Películas de guerra

Películas de comedia

Activity 2 (Continued)

Películas de romance
Películas de aventuras
Películas históricas
Películas musicales

Activity 3

Taking a poll

Class activity. Go around the room and ask your classmates the questions below and write down their answers.

1. ¿Te gustan las películas?

2. ¿Qué películas te gustan?

3. ¿Qué películas no te gustan?

4. ¿Qué películas te gustan más, las de guerra o las de terror?

Activity 4

Favorite hobbies and interests with *querer/preferir*.

Example 1.

¿Quieres jugar al fútbol hoy?
No, prefiero jugar otro día.

Example 2.

Quiero viajar a Colombia.
Prefiero viajar por avión.

Activity 4 (Continued)

Pair activity. Working with your partner, tell each other which activity you want to do or prefer using *querer* or *preferir*.

Fútbol (soccer)

Fútbol americano

Béisbol

Tenis

Golf

Tiro al blanco

Boliche

Carreras de autos

Activity 5

Hobbies and verbs

Pair activity. Working with your partner, match each incomplete sentence with its appropriate verb and compare notes with your partner.

A. ¿Qué hace usted en su tiempo libre?

- | | |
|--|---------------|
| _____ el libro en la casa con mi hijo. | 1. colecciono |
| _____ en el lago con mis niños. | 2. corro |
| _____ billares en el club. | 3. voy |
| _____ a mis amigos y vecinos a comer. | 4. veo |
| _____ a cazar con un amigo. | 5. invito |
| _____ música clásica en la sala. | 6. bailo |
| _____ sellos postales y monedas. | 7. escucho |
| _____ tres veces a la semana en el estadio. | 8. leo |
| _____ en la televisión, fútbol con mis compañeros. | 9. juego |
| _____ los viernes y sábados en el club nocturno. | 10. nado |

B. ¿Qué le gusta hacer en su tiempo libre?

Me gusta...
...hacer excursiones en el campo.
...pescar.
...el deporte de vela.
...la fotografía.
...montar a caballo.
...dormir tarde.
...tener invitados en casa.
...invitar a amigos a casa.
...leer libros, periódicos, revistas.
...escuchar música.
...el ciclismo/montar en bicicleta.
...reparar el auto.

Activity 6

Hobbies at different times

Pair activity. Working with your partner, ask what your partner likes to do at various times. Enter his answers on the lines provided and report back to the class.

Example:

¿Qué hace en las tardes?

What do you do in the afternoons?

Durante los fines de semana _____

En la primavera _____

En el verano _____

En el otoño _____

En el invierno _____

Después del trabajo _____

Activity 7

Read about hobbies in military headquarters

Read the following article and underline all cognates. Then, identify the words that have to do with leisure activities.

Spare-time in the military (Las horas libres en el ejército).

En todas las bases militares se encuentran un gimnasio y un campo de deportes. Casi todos los cuarteles tienen una sala de lectura. Tienen periódicos y una variedad de revistas. También se pueden pedir libros prestados. En la sala social hay un radio y hay un taller de mecánica en el centro de vehículos para quienes les gusta hacer sus propias reparaciones. En algunas bases hasta hay un cuarto oscuro para los aficionados a la fotografía. También se pueden encontrar saunas.

Activity 8

Hobby preferences

Pair activity. Working with your partner, ask your partner about his preferences in leisure-time activities. Your partner will tell you whether or not he likes a certain activity, or whether he prefers a different one.

Example:

- A. ¿Te gusta ir al cine?
- B. Sí, pero prefiero salir a comer./No, prefiero ir a bailar.
- A. ¿Te gusta jugar al ajedrez?
- B. Sí, pero prefiero jugar a los naipes./No, prefiero jugar a los naipes.

Activity 9

Conversation about hobbies

Pair activity. Working with your partner, take turns reading paragraphs of the following report and tell each other which hobbies are not fun and which are dangerous.

Example: La caza no es divertida. El buceo es peligroso.

Como mucha gente por todo el mundo, los hispanoamericanos se divierten en numerosos pasatiempos durante toda su vida. En la niñez empiezan a coleccionar estampillas y monedas, más tarde coleccionan otras cosas de acuerdo con sus intereses. Los niños van a pescar con sus padres en el verano, y en el invierno practican otros deportes de esa estación. Cuando son ya mayores, practican otros deportes como el alpinismo, la pesca o la cacería.

Hay deportistas que se dedican a diferentes pasatiempos y deportes. Los aficionados al tiro pertenecen al Club de Tiro. En el Club Montañés uno puede practicar el alpinismo y la escalada durante sus horas desocupadas (off hours). Todos los pasatiempos son divertidos. Muchos son saludables y le ayudan a uno a mantenerse en buenas condiciones. Pueden ser entretenidos, emocionantes como la cacería, o simplemente relajadores como el de leer un libro o escuchar música.

Activity 10

Hobbies and rainy days

Pair activity. Working with your partner, choose the appropriate activities and tell each other why you can't do them.

¿Qué no puede hacer hoy? No puedo dar un paseo porque me mojo



leer revistas
tener invitados
escalar montañas
nadar en la piscina

escalar rocas
volar en planeador
saltar en paracaídas
tocar el piano

ir al cine
dar un paseo
patinar en las olas
dormir tarde

Activity 11

Talking about hobbies

Pair activity. With the help of your partner, write an interview in Spanish about hobbies and interests. One student plays the role of a tri-athlete, and another interviews him/her.

A. Ask what keeps him fit.

B. Say that you swim three times per week.

A. Ask how many kilometers he swims per day, and ask if he swims on Mondays, Wednesdays, and Fridays.

B. Say that sometimes you swim only on Tuesdays and Thursdays, but usually you swim on Mondays, Wednesdays, and Fridays.

A. Ask how many kilometers he bicycles per week and how many kilometers he runs per week.

B. Say that you bike about 600 kilometers per week, and that you run about 12 kilometers per week.

A. Ask whether he also works.

B. Say that you have no time for that.

A. Ask whether he is also interested in weight lifting.

B. Say yes, you do that too, but not very often.

A. Say: Thank you very much for the interview!

B. Say: You are welcome!

Activity 12

Popularity poll

Class activity. Students circulate around the room and interview each other using tally marks under the appropriate response, to determine how popular the listed activities are among members of their class.

Example:

	¿Le gusta ir a bailar?	
	SI	NO
ir a bailar		
leer un periódico		
jugar al ajedrez		
escuchar música de jazz		
trabajar en el jardín		
jugar juegos de computadoras		

Then report to the class, which is the most popular type of activity.

Activity 13

Planning a pentathlon

Group activity. Students work in groups of five and then report to class. Take 5 minutes to plan a pentathlon for your team. Set up the sequence of 5 events of your choice, and also determine the criteria for successful completion (how many meters/metros, how many minutes/minutos, how many times/veces). Be prepared to report your event schedule, looking up the necessary equipment vocabulary in the dictionary.

Example:

Vamos a comenzar con...
Usted tiene que...
Después usted tiene que...

Activity 14

Which equipment?

You are a deep-sea diver and are planning an excursion.

Pair activity. Working with a partner, select the necessary equipment from the following list of words. Refer to the dictionary if necessary

Example:

Necesitamos un indicador de profundidad, anteojos de inmersión, y también...

bicicleta	indicador de profundidad	flechas	traje de buzo
cinturón de bucear	velódromo	planeador	careta
esnorkel	escopeta	altímetro	aletas
reloj de buceo	anteojos de inmersión	arco	rifle
mira telescópica	jersey de ciclista	blanco	binoculares
casco protector	botella de agua		

Activity 15

Sports chat

Pair activity. Working with your partner, practice the following dialogue with your partner and be prepared to repeat your conversation to the rest of the class.

- A. Ask your partner what he does in his leisure time.
- B. Say what you like to do, or what your hobby is. Ask whether A likes to do that, too.
- A. Say yes or no and mention something else you prefer.
- B. Ask why (A likes to do that).
- A. Say it is exciting (or relaxing, or whatever adjective applies). Ask B how long he has been doing this.
- B. Say how many years and how often you do it.
- A. Ask B if he is in a club.
- B. Answer. Ask if A needs equipment for his hobby.
- A. Answer and tell B what equipment you need, if any.
- B. Ask if A's activity requires training.
- A. Answer.

Activity 16

Guessing identities (interview)

Group activity. Three students assume the identity of a famous athlete. The rest of the class tries to guess who it is by interviewing one of them at a time, with sports-related questions. No gestures should be used.

Examples:

¿Cuál deporte...?

¿Cuándo...?

¿Dónde...?

¿Con cuáles equipos ha competido(have you competed)?

¿Qué equipo tiene usted?

¿Necesita entrenamiento especial...?

¿Ha participado en un campeonato internacional...?

¿Cómo se llama su entrenador?

Activity 17

Favorite hobbies

A)

José: ¿Cuál es tu pasatiempo favorito?

Marina: Me gusta correr todos los días.

José: ¿Te gusta caminar?

Marina: Sí, me gusta caminar también.

Pair activity. Working with your partner, take turns as you continue the conversation by filling in the blanks:

Marina: _____

José: _____

Now continue playing the roles of Marina and José in your mind to ask and answer questions about different hobbies. Then continue to expand upon the roles of José and Marcos, adding some more questions and answers, to practice by yourself.

B)

José:- ¿Cuál es tu pasatiempo favorito?

Marcos:- Mi pasatiempo favorito es cazar.

José:- Interesante.

Marcos:- ¿Y el tuyo?

José:- Mi pasatiempo favorito es hacer ejercicio.

Activity 1

Talk about hobbies: speaking, and listening

Pair activity. Working with your partner, ask each other and answer questions about your favorite hobbies.

Example:

A. ¿Cuál es tu pasatiempo favorito?

B. Me gusta mucho nadar.

A. ¿Qué más te gusta hacer?

B. También me gusta caminar en las montañas.

Activity 2

Different games: speaking, listening, reading, and writing

Class activity. Do a survey of the different sports and games the students in your classroom play. Then work in pairs to determine which is the most and the least popular game played.

Example:

¿Cuántos días por semana juegas al ajedrez? _____.

¿Cuántos días por semana juegas al Nintendo? _____.

Juegos de computadoras _____.

Los naipes _____.

Billares _____.

Boliche _____.

Lotería _____.

Ruleta rusa _____.

Activity 3

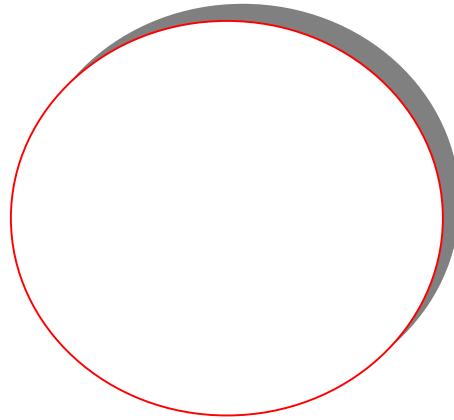
Leisure activities: writing, reading, speaking, and listening

Pair activity. Working with your partner, place the leisure activities from the list below, that you and your partner do during the weekend and tell each other to compare who does a greater variety of things.

YOU



YOUR PARTNER



hacer ejercicio	caminar	nadar	leer
escuchar música	correr	viajar	trotar
cazar	pescar	jugar deportes	cocinar
levantar pesas	mirar televisión	juegos de computación	dormir
jugar a los naipes	ir de compras	pasear	bailar
escuchar música	ir al cine	visitar un museo	pescar
tomar fotos	ir a excursiones	montar motocicletas	invitar amigos

Activity 4

Equipment and training:

Pair activity. Working with your partner, tell each other about the different training, equipment, and locations needed to go on a specific excursion. You may refer to application activity 15 if necessary, and you may add information with the use of a dictionary.

Activity 5

Noticias del día

Pair activity. Working with your partner, read once then listen to your partner and take notes. Tell a classmate about the news.

TITULARES DEL DIA

ALREDEDOR DEL MUNDO

Con: *Mario Moreno*



Mary Pierce, la simpática campeona de tenis, nacida en Canadá, tiene veinticinco años de edad, y se crió en los Estados Unidos, pero es hija de una mujer francesa que compitió en Francia durante toda su carrera deportiva. Pierce ganó el título: “Roland Garros” 6-2, y 7-5 contra la española Conchita Martínez el sábado, junio 10, 2000. Mary es la primera mujer francesa que ha ganado este título en 33. Martina Navratilova presentó el trofeo a Pierce. Mary Pierce, muy emocionada, dio las gracias a su padre Jim y a su madre Yannick. Roberto Alomar, el prometido de Pierce, quien juega segunda base para los “Cleveland Indians” le dijo a Mary Pierce: “¡Te amo!”.



Conchita Cárdenaz entrevista a



Mary Pierce:

Conchita: ¿Cómo te sientes Mary?

M. Pierce: “Es increíble, No voy a olvidar este momento, estoy feliz. Ahora se ha realizado mi sueño (the dream has come true...)”.

Activity 1

Sports equipment

Write down the vocabulary from the Jumble Box under the appropriate categories.

neumático	jersey de ciclista	indicador de profundidad	pedal	careta
casco protector	mira telescópica	binoculares	rifle	
altímetro	traje de buceo	avión	deslizador	escopeta
cronómetro	línea de meta	zapatos	guantes	caña arco sedal
reloj de buceo	traje de baño	cebo	anteojos de inmersión	

What sports equipment do you need for...?

¿Qué se necesita para...?

El buceo:

El deporte de esnorkel:

El ciclismo

La cacería:

El tiro al arco:

Activity 2

Vocabulary practice

Which vocabulary item is the odd one?

- | | | |
|--------------------------------------|--|-------------------------------------|
| 1. Altímetro
Paracaídas
Navaja | 2. Red
Paraguas
Raqueta | 3. Caña de pescar
Meta
Pelota |
| 4. Rifle
Escopeta
Pepino | 5. Organización
Club
Parque | 6. Equipo
Comedor
Insignia |
| 7. Caña
Sedal
Carretera | 8. Independiente
Excitante
Emocionante | 9. Rifle
Bomberos
Pistola |

Activity 2 (Continued)

- | | | |
|--------------------------------------|--------------------------------------|---|
| 10. Nadando
Buceando
Cambiando | 11. Revista
Periódico
Película | 12. Escalando
Alegrando
Acampando |
| 13. Libro
Periódico
Pelota | 14. Meta final
Club
Carrera | 15. Cuerda
Carabina
Pistola |

Activity 3

Hobbies, sports and fitness

Which of the following activities are more likely to keep you mentally fit and which activities are more likely to keep you physically fit?

Mark the mental activities with an M and the physical activities with a P.

- | | |
|--------------------------------|----------------------------|
| 1.jugar al billar _____ | 10.jugar al ajedrez _____ |
| 2.tiro con arco _____ | 11.bucear _____ |
| 3.juegos de computadoras _____ | 12.volar planeadores _____ |
| 4.esgrima _____ | 13.esquí _____ |
| 5.fotografía _____ | 14.baile _____ |
| 6.fútbol _____ | 15.levantar pesas _____ |
| 7.jardinería _____ | 16.tenis _____ |
| 8.cacería _____ | 17.ciclismo _____ |
| 9.jugar a las cartas _____ | 18.tocar el piano _____ |

Activity 4

Profile/ hobbies and interests

Write **T** or **F** to the following statements about you and sports or hobbies.

- Es líder de los “Boy Scouts” _____
- Navega a vela en su tiempo libre _____
- Necesita nervios de acero _____
- Está en buenas condiciones físicas _____
- Le gusta saltar en paracaídas _____
- Hace ejercicios 4 días a la semana _____
- Le gusta remar _____
- Prefiere los deportes acuáticos _____
- Le gusta viajar a las montañas _____

Activity 5

Using the appropriate equipment

Match the equipment with the appropriate activities. Some items of equipment can be used in 2 or more activities.

- buceo _____
- _____
- _____
- _____
- escalar _____
- _____
- _____
- _____
- cazar _____
- _____
- _____
- _____
- volar _____
- _____
- _____
- _____
- pescar _____
- _____
- _____
- _____

1. escopeta
2. aletas
3. carabina
4. altímetro
5. mira telescópica
6. guantes de buceo
7. cebo
8. rifle
9. arco
10. cinturón de buceo
11. paracaídas
12. binoculares
13. caña
14. traje de bucear
15. anzuelos
16. cartuchos
17. botas
18. sedal
19. flechas
20. cuerda

Activity 6

Reading sports-ads

Read this newspaper advertisement and answer the questions.

Aprenda a jugar al tenis con facilidad en nuestro centro exclusivo, de mucho prestigio local y nacional, “*Academia de Tenis*”. La instrucción se da siguiendo las últimas técnicas y métodos de enseñanza. Se ofrecen cursos para principiantes y avanzados. Hay cursos intensivos de dos y tres semanas por solamente \$120 dólares. Tenemos cursos regulares de siete semanas por \$120 dólares. Cuotas especiales para adolescentes. Para más información llame a la oficina central. No se da información por correo.

TRUE or FALSE?

- | | |
|---|-----|
| a) This tennis school follows the latest teaching methods. | T/F |
| b) The school accommodates beginners as well as advanced players. | T/F |
| c) The longer course costs more than the intensive course. | T/F |
| d) You can get information through the mail. | T/F |

Activity 7

Talk about your favorite sport

Come prepared to talk about your favorite sport, give a full description of the training and the equipment necessary to practice it.

SOLT I Spanish Module 2 Lesson 4



Occupations

In this lesson the student will learn to talk about different professions and occupations both in and out of the military. The student will also be able to expand on this topic by talking about job related skills, comparing salaries, including average income, and the cost of living. To accomplish this the student will learn to:

1. Discuss Different Occupations

- Provide occupations of your family members
- Ask others about their occupation
- Describe different occupations
- Describe job skill characteristics
- Talk about civilian occupations
- Exchange information about salary
- Name different military and civilian occupations
- Compare military and civilian occupations

2. Provide Information about a Person's Salary and Livelihood

- Discuss the cost of living
- Compare military and civilian pay

People in the military have their own occupations within the armed forces. As they serve their country they live in a service community that provides careers, education, living quarters and a means for retirement. They are not completely excluded from civilian life. They are still affected by the economy, and by living conditions outside their compound if they choose to live in different areas of the cities where they are stationed. Sometimes military families buy homes that are not connected to the military; their spouses may pursue various professions or occupations outside of the military; and the public school system and civilian teachers provide their children's education.

Technology is a profession that can be found both in the military and in civilian life. The following ad reflects a Hispanic ad in the Internet about a site for Art and Technology:

Scenario

	<p>La Fundación Telefónica, a través de su División Arte y Tecnología, viene prestando desde hace años una atención preferentemente a los artistas que se sirven de las tecnologías de la información y las comunicaciones en sus creaciones, tanto produciendo y presentando exposiciones reales o virtuales, como estimulando el debate y la reflexión sobre el propio fenómeno y sus implicaciones artísticas y sociales. Dentro de esta línea de trabajo, la Fundación Telefónica se complace en invitarles a visitar nuestro Web donde el medio tecnológico aporta su capacidad de interacción, participación e integración al usuario.</p>	<p>For many years, through its Art and Technology Division, the Telephonic Foundation has been paying special attention to artists who create their artwork using telecommunications and information technologies. It has sponsored and presented real and virtual exhibitions as well as stimulated discussion and reflection on the phenomenon and its social and artistic repercussions. The Telefónica Foundation is pleased to invite you to visit our website where the medium of the Internet presents the user with a new experience of interaction, participation and integration.</p>
--	--	---



1. Ask each other about your family members and their occupations

Exercise 1

Pair activity. Working with your partner, ask each other about the occupations of your family members (at least 5 of them). Look at the vocabulary list as necessary,

2. Describe different occupations and describe job skill characteristics

Exercise 2

Group activity. In groups of three you will make a list of four different occupations (from the vocabulary list) and as you read aloud one of the occupations, your partners will describe what these people do and the skills they need to perform their jobs.

3. Talk and compare different military and civilian occupations and their salaries

Exercise 3

Pair activity. Working with your partner, each one of you will make up two lists of different military and civilian occupations (at least 5 of each) and then you will compare them as far as skills, and salaries. Take notes and be ready to share your notes with the rest of the group.

4. Discuss the cost of living

Exercise 4

Compare the cost of living in your country of origin: Una casa = _____
Un carro = _____
Educación = _____

Compare each other's answers.

1. Work related verbs

There are certain regular and irregular verbs, as well as auxiliary verbs and expressions that you need to learn in order to communicate in the work place:

(Irregular verbs/present tense)

	Saber <i>to know as in "knowledge"</i>	Poder <i>to be able o>ue</i>	Conocer <i>to know as in "acquaintance"</i>
Yo	sé	puedo	conozco
Tú	sabes	puedes	conoces
Él, ella, Ud.	sabe	puede	conoce
Nosotros	sabemos	podemos	conocemos
ellos, ellas, Uds.	saben	pueden	conocen

(Regular verbs / present tense)

	Deber <i>should</i>	Trabajar <i>to work</i>	Necesitar <i>to need</i>
Yo	debo	trabajo	necesito
Tú	debes	trabajas	necesitas
Él, ella, Ud.	debe	trabaja	necesita
Nosotros	debemos	trabajamos	necesitamos
Ellos, ellas, Uds.	deben	trabajan	necesitan

Exercise 1

Pair activity. Working with your partner, make sentences using the following verbs:
saber, poder, conocer, deber, trabajar, necesitar.

Example: Yo sé usar la computadora.

¿**Conoces** el programa de Microsoft Word?

No **puedo** trabajar hoy, necesito descansar.

Debo llegar temprano al trabajo.

Now you and your partner make a sentence with each of the verbs listed above. You may combine verbs.

Preterite of saber, poder,conocer

	Saber	Poder	Conocer
Yo	supe	pude	conocí
Tú	supiste	podiste	conociste
Él, ella, Ud.	supo	pudo	conoció
Nosotros	supimos	podimos	conocimos
Ellos, ellas, Uds.	supieron	podieron	conocieron

Exercise 2

Pair activity. Working with your partner, make up a sentence in the preterite for each of the following verbs: **saber, poder, and conocer.**

Example:

No supe contestar la pregunta en el examen.

Preterite verb endings - Regular verbs.

Deber	Trabajar/Necesitar
(í)	(é)
(iste)	(aste)
(ió)	(ó)
(imos)	(amos)
(ieron)	(aron)

Remember that the commonly used form of the future tense is “ir a” + the infinitive form of the verb.

Example: Voy a: saber poder conocer
 Voy a: trabajar necesitar

2. Work related expressions:

The following expressions are similar in meaning in that they are all related to duty:

Tener que Haber que Deber de

Examples:

Tengo que trabajar. *I have to work.* Hay que trabajar. *One must work*

Debo de trabajar. *I must (it's my obligation or duty to work).*

Saber and *Poder* express knowledge and ability and are used with the infinitive form of the verb, whereas *Conocer* expresses acquaintance with someone or something and is used with the personal "a".

Examples:

Sé tocar el piano. *I know how to play the piano.*

Puedo tocar el piano. *I am able to play the piano.*

Conozco a un pianista famoso. *I know (am acquainted with) a famous pianist).*

3. Commands with *Ud.* and *Uds.*

The command form of a verb is used to order someone to do something. It is used very frequently in daily speech.

Example: *Come in and sit down. Listen, put that down and come here.*

A). Polite commands are commands you would make to a person you address with **usted**. They are formed by changing **-ar** verb endings to **-e**; **-er** and **-ir** endings change to **-a**.

Example:

Llevar (<i>to take</i>)	-ar:	Lleve ese paquete.	<i>Take that package.</i>
Comer (<i>to eat</i>)	-er:	Coma fruta, por favor.	<i>Eat fruit please.</i>
Abrir (<i>to open</i>)	-ir:	Abra la ventana.	<i>Open the window.</i>

B). To give polite commands to more than one people (ustedes).

No lleven el paquete al mercado. *Don't take the package to the market.*

Exercise 3

Give the commands for the following verbs:

VERBS	VERBOS	UD.	UDS.
<i>To walk</i>	caminar		
<i>To think</i>	pensar		
<i>To write</i>	escribir		
<i>To describe</i>	describir		
<i>To discover</i>	descubrir		
<i>To run</i>	correr		
<i>To hide</i>	esconder		
<i>To defend</i>	defender		
<i>To drink</i>	beber		
<i>To eat</i>	comer		
<i>To throw away</i>	tirar		
<i>To analyze</i>	analizar		
<i>To prepare</i>	preparar		
<i>To draw</i>	dibujar		

Notes

The vocabulary has been grouped in three equally important categories. They are professions, verbs, and useful words.

Profesiones	
<i>el, la abogado /a</i>	<i>lawyer</i>
<i>el, la agricultor /a</i>	<i>farmer</i>
<i>el, la albañil</i>	<i>bricklayer</i>
<i>el, la alumno /a</i>	<i>student</i>
<i>la ama de casa</i>	<i>homemaker</i>
<i>el, la camionero /a</i>	<i>trucker</i>
<i>el, la carpintero /a</i>	<i>carpenter</i>
<i>el, la cocinero /a</i>	<i>cook</i>
<i>el, la comerciante</i>	<i>merchant</i>
<i>el, la conductor /a</i>	<i>conductor</i>
<i>el, la constructor /a</i>	<i>builder</i>
<i>el, la doctor /a</i>	<i>doctor</i>
<i>el, la gerente</i>	<i>manager</i>
<i>el hombre de negocios</i>	<i>businessman</i>
<i>el, la instructor /a</i>	<i>instructor</i>
<i>el, la licenciado/a</i>	<i>lawyer</i>
<i>el, la vendedor /a</i>	<i>salesperson</i>

Verbos	
administrar	<i>to administrate</i>
aplicar	<i>to apply</i>
aprender	<i>to learn</i>
arreglar	<i>to fix</i>
asear/limpiar	<i>to clean</i>
atornillar	<i>to screw</i>
cambiar	<i>to change</i>
clavar	<i>to nail</i>
conducir	<i>to drive</i>
construir	<i>to build</i>
contratar	<i>to contract</i>
copiar	<i>to copy</i>
demonstrar	<i>to demonstrate</i>
despachar	<i>to dispatch</i>
dirigir	<i>to direct</i>
diseñar	<i>to design</i>
distribuir	<i>to distribute</i>
enseñar	<i>to teach</i>
explicar	<i>to explain</i>
exportar	<i>to export</i>
fotografiar	<i>to photograph</i>
ganar	<i>to earn</i>
importar	<i>to import</i>
imprimir	<i>to print</i>
instruir	<i>to instruct</i>
inventariar	<i>to inventory</i>
investigar	<i>to investigate</i>
inyectar	<i>to inject</i>

Más verbos

manejar	<i>to drive</i>
maniobrar	<i>to maneuver</i>
operar	<i>to operate</i>
pagar	<i>to pay</i>
persuadir	<i>to persuade</i>
pintar	<i>to paint</i>
planear	<i>to plan</i>
reparar	<i>to repair</i>
repartir	<i>to distribute</i>
revisar	<i>to revise</i>
tirar	<i>to shoot</i>
vender	<i>to sell</i>

Palabras útiles

a	<i>to</i>
el banco	<i>bank</i>
el correo	<i>mail</i>
el cuartel general	<i>headquarters</i>
el desempleo	<i>unemployment</i>
el dinero	<i>money</i>
la escuela vocacional	<i>vocational school</i>
la industria	<i>industry</i>
el, la jubilado /a	<i>retired</i>
mensualmente	<i>monthly</i>
el negocio propio	<i>own business</i>
la oficina de correos	<i>post office</i>
la pagaduría	<i>paymaster's office</i>
la policía	<i>police station</i>
el, la programador /a	<i>programmer</i>
quincenalmente	<i>every two weeks</i>
el, la retirado /a	<i>retired</i>
el seguro de vida	<i>life insurance</i>
la televisión	<i>television station</i>
el televisor	<i>television set</i>
el trabajo	<i>job</i>

1. Most common professions

Women have entered the Latin American workforce and are doing so more and more, just as they have in the United States. Technology is the area that is growing more rapidly than any other and women are beginning to participate in greater numbers. Still, in the Hispanic world, women are still not holding jobs in some fields that are considered traditionally for women in the U.S., such as bank-tellers. In Latin America, it's usually men that have these occupations. One still sees more waiters than waitresses, and more male bus drivers than female bus drivers. Both men and women of the middle or upper class would not be seen doing manual labor, as it is considered the work of the lower classes. Jobs with the government and in banks are widely sought after because of the security, benefits, and opportunity for advancement they provide. Most of the maid service is still done by women, as is nursing and the work of telephone operators and secretaries.

2. Cultural interpretations

Just as you are aware that false cognates can get the wrong interpretation in different cultures because they are similar in spelling and pronunciation but very different in meaning, you must be careful not to translate literally in some cases. It could prove to be an embarrassing situation or a humorous one, depending on the circumstances. Wingate University mentions in a Spanish course announcement in the Internet, a couple of true stories to make students aware that they must: "learn to avoid translation pitfalls and other faux pas in a Spanish-speaking workplace":

Imagine the surprise when Coors realized its Spanish translation of the slogan "Turn it Loose" was read by native speakers as "Suffer from Diarrhea."

And Frank Perdue was surely embarrassed to hear that his chicken slogan "It takes a strong man to make a tender chicken" was read as "It takes an aroused man to make a chicken affectionate."

Activity 1

Different occupations

Pair activity. Working with your partner, alternate reading the questions and the answers about the different occupations.

Example:

¿Cuál es la profesión del señor Maldonado?

Él es doctor.

- a. ¿Cuál es la profesión del señor Barrios?
Él es un hombre de negocios.
- b. ¿Cuál es la profesión de Paco González?
Él maneja un camión.
- c. ¿Cuál es la profesión de Edmundo Calderón?
Él es vendedor.
- d. ¿Cuál es la profesión de Gerardo Estrada?
Él es programador.
- e. ¿Cuál es la profesión de Victoria Maldonado?
Ella es enfermera.
- e. ¿Cuál es la profesión de Marco Vinicio?
Él es ingeniero.
- f. ¿Cuál es la profesión de Carmen Díaz?
Ella es ama de casa.
- h. ¿Cuál es la profesión de Francisco Arango?
Él es constructor.
- i. ¿Cuál es la profesión de Daniel Enríquez?
Él es cocinero.
- j. ¿Cuál es la profesión de Mario Palacios?
Él es agricultor.
- k. ¿Cuál es la profesión de Jorge Meza?
Él es policía.

Activity 2

Occupation of family members

Group activity. In groups of three tell your classmates what your father, mother, relative, or friend does for a living. Fill in the blanks by selecting the appropriate words from the Jumble Box.

clínica	por su cuenta	jubilado (a)	todavía	en el banco	ya
sólo	negocio propio	en la oficina	por mi cuenta		

1. Carlos, ¿trabaja su padre _____?
No, él no trabaja, está _____.
2. ¿Trabaja su hermano _____?
No, él tiene _____.
3. ¿Trabaja _____ la señora?
No, ella está _____, no trabaja.
4. ¿Dónde trabaja Ud., doctora?
_____.
5. ¿Trabaja su hermana _____?
No, ella tiene _____ 13 años de edad.

Activity 3

Job skills

Pair activity. Working with your partner, tell him/her what job skills the members of your family have to have for their jobs. Use the phrases provided in the box below to guide you.

Example:

Mi padre es doctor. Él tiene que saber operar a sus pacientes.

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

- Tiene que poder enseñarle a sus estudiantes.
- Tiene que saber dirigir a sus empleados.
- Debe conocer la tecnología.
- Necesita saber vender sus productos.
- Necesita ser buen conductor.
- Debe de ser muy paciente.
- Necesita trabajar muchas horas.

Activity 4

Metric system review

Pair activity. Working with your partner, ask him/her how many kilometers he drives to school/work every week. Write down the information and report back to the class. Your partner does the same. One student keeps a log for the group to see who drives the most kilometers each week.

Activity 5

A family member in the Armed Forces

Pair activity. Working with your partner, answer questions about work and salary in the service. Pretend you have a brother or a sister in the service.



- ¿Es su hermano / hermana? ¿Está en el ejército? ¿Cuánto gana?,
¿Gana mucho dinero? ¿Gana suficiente dinero? ¿Fue a la guerra?
¿Cuál es su rango? ¿Le gusta su ocupación?
¿Trabaja en el cuartel? ¿Cuánto hace que está en el ejército?

Activity 6

Civilian occupations

Pair activity. (You are at a cocktail party in Tegucigalpa, Honduras. Simulate this by circulating around the classroom.) Working with your partner, introduce yourself to another guest. Greet him/her and state your name and your hometown, and state your profession. Talk about the type of work you do in your profession and the necessary skills to carry it out. He/she should give you the same information about himself/herself.

Example:

Hola, soy de Tegucigalpa, Honduras. Soy enfermera y necesito saber inyectar a mis pacientes...

Activity 7

Salary

Pair activity. Working with your partner, read the information about how much these people earn per week, month, and year. Practice repeating the amounts with a partner, and at the end of the activity tell how much each of you earn per month and per year, and what would be the equivalency in another currency.

Example: a la semana al mes al año.

Isabel Rodríguez gana \$500.00 (quinientos dólares) a la semana.

1. Francisco Calderón gana \$4,800 pesos al mes.

Repeat: 4,800 pesos.

2. Hugo y María Arévalo ganan 60,000 dólares al año.

Repeat: 60,000 dólares.

3. El coronel Aguirre gana 50,000 bolivianos a la semana.

Repeat: 50,000 bolivianos.

4. Virginia López gana 1,500 nuevos soles al mes.

Repeat: 1,500 nuevos soles.

5. Yo gano _____ al mes.

Yo gano _____ al año.

Activity 8

Guessing professions

Group activity. Working in groups of three, take turns telling information about your occupation without saying what you do for a living or how you spend your time if you don't work. After everyone has listened to everyone's details, take turns guessing what each student's occupation is.

#1. Es _____ #2. Es _____ #3. Es _____ #4. Es _____ #5. Es _____.

Activity 9

Profession identification

Pair activity. Working with a partner, ask a question to identify the occupation of the following.

Example: ¿Que es?



Es panadero.



Es _____.



Es _____.



Es _____.



Es _____.



Es _____.

Activity 9 (Continued)



Es _____.



Es _____.



Es _____.

Activity 10

Military occupations

Pair activity. Working with your partner, read the following military occupations, and talk to your partner about what you think a soldier does in the occupations listed. Take turns choosing a list.

Example: Me gusta ser soldado.

marinero	ingeniero de telecomunicación	jefe	enfermero (a)
infante de marina	ingeniero electrónico	interrogador	oficial
paracaidista	fotógrafo	centinela	intérprete
piloto	administrador militar	mercenario	guerrillero

Me gusta ser _____.

Activity 11

Employment ad

Pair activity. Working with your partner, read this Help Wanted ad and answer the following questions. Compare each other's answers.

OPORTUNIDAD
¿Fue usted profesor, ingeniero,
abogado, doctor, agrónomo,
un profesional en su país?
¿Tiene problemas con el inglés?
Usted puede ganar \$500.00 a la
semana en nuestro programa.
(H/M). Llámenos al: (213) 489-2744
Centro L.A.I., Lenguas Internacionales.

- A) Who is this ad addressed to? _____.
- B) Is this a weekly, monthly, or yearly salary? _____.

Activity 12

Interrogatives

Class activity. (Everyone in the classroom assumes a job related personality. Choose somebody in the classroom to interview and find out everything you can about him or her and his or her family. Use the following interrogative words to inquire about employment and professions.

¿Qué? ¿Quién? ¿Cómo? ¿Cuál? ¿Cuándo? ¿Cuánto? ¿Dónde? ¿Por qué?

Example:

¿Qué profesión tiene usted? ¿Dónde trabaja su esposo?

Write a profile of the person interviewed.

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

Activity 13



Military courses

UNIVERSIDAD MILITAR DE NUEVA GRANADA

Pair activity. Working with a partner, tell each other which courses you prefer to take. Use the dictionary only if cognates fail to help you. Use cognates to derive meaning.

ESPECIALISTA EN LA ADMINISTRACION DE SEGURIDAD



Programa Académico



PRIMER SEMESTRE

SEGUNDO SEMESTRE

Área técnica

Introducción a la seguridad

Investigaciones

Análisis de Riesgos

Aplicaciones Tecnológicas

Diseños de Seguridad

Seguridad Especializada

Seguridad Industrial

Seguridad Informática

Estudios de Seguridad

Manejo de Crisis

Área administrativa

Áreas Funcionales

Gerencia Financiera

El Proceso Administrativo

Gerencia Moderna

Área Humanidades

Normativa Legal

Gestión Humana

Filosofía Socio-Política de la Seguridad

Investigación Científica

Activity 13 (Continued)

Investigación Científica

Ética

Seminarios

Seminarios

Activity 14

Compare salaries

*Using the comparative expressions **más que**, **menos que** compare the salaries of different civilian and military jobs.



Tip of the day: **más o menos**= “more or less,” is a comparative expression that can be used to compare salaries when referring to approximate figures. **Igual que** is another comparative expression that can be used; it means: “Same as.”



Note

In Latin America they refer to the United States in abbreviation as: los EE.UU. They use the double letters to differentiate between Latin America and North America and because “Estados Unidos” is plural.

Example:

El presidente de México gana **más o menos** \$810,000.00 pesos al año, que es IGUAL QUE \$90,000.00 dólares al año, pero en el sector privado gana, posiblemente 50 millones de pesos.

El presidente de los EE.UU.(US) gana **más o menos** \$160,000.00 dólares al año, que es igual que \$1,440,000.00 pesos al año, pero en el sector privado gana mucho más.

Choose one answer:

1. Una secretaria en los Estados Unidos (EE.UU.) gana **más o menos** \$15,000.00 dólares al año, pero una secretaria en Latinoamérica gana **más o menos** \$2,400.00 dólares al año.

A) Una secretaria latinoamericana gana (**más/menos**) dinero =_____.

B) Una secretaria de los Estados Unidos norteamericanos gana (**más que/menos que**) una secretaria de Latinoamérica. =_____.

Activity 14 (Continued)

2. Un piloto militar de los Estados Unidos de Norteamérica puede ganar \$40,000.00 dólares al año, y un piloto militar especialista en helicópteros puede ganar \$40,000.00 dólares al año, pero, un piloto de Latinoamérica gana **más o menos** \$20,000.00 al año.

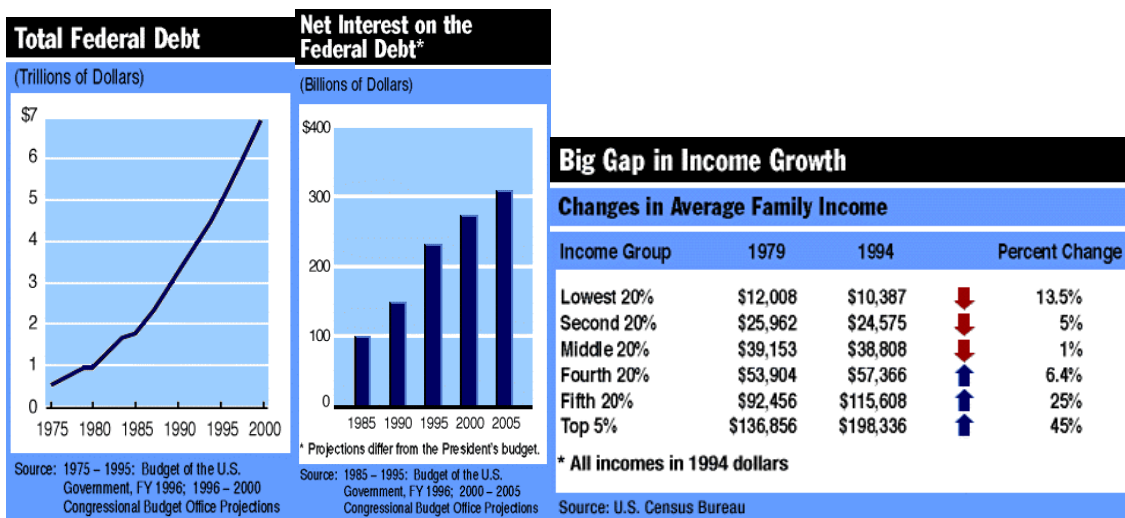
A) Un piloto militar de los EE.UU. gana **más que/igual que** un piloto militar especialista en helicópteros. =_____.

B) Un piloto militar de Latinoamérica gana **más que/menos que** un piloto de los EE.UU. =_____.

Activity 15

The economy

Pair activity. Working with your partner, study the charts and the commentaries below and compare incomes according to dates, and between the U.S. and Latin America, using the following expressions: *Se ganó* (was earned), *se gastó* (was spent), *lo mínimo* (the minimum), *lo máximo* (the maximum).

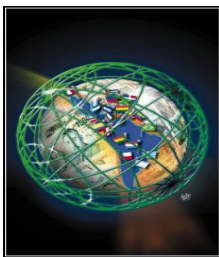


At the end of the activity be prepared to answer the following questions:

- ¿Cuánto se ganó en 1979? → Lo máximo que se ganó es _____.
- ¿Cuánto se ganó en 1994? → Lo mínimo que se ganó es _____.
- ¿Cuánto se gastó en el año 2000? → Se gastaron (pl.) ___ billones, ___ trillones.
- ¿Cuánto se va a gastar en el año 2005? → Se proyectan (are projected) _____ billones.

Economía Latinoamericana / LATAM-ECON

En la economía de El Salvador - los trabajadores (workers) salvadoreños, en los EE.UU., enviaron (sent) a sus familias, 1200 millones de dólares en 1997, 10% (diez por ciento), más que en 1996. Los mexicanos en los EE.UU. representan 7,500 millones de dólares que enviaron a sus familias en México. Durante la crisis de 1994, la economía mexicana se salvó con el dinero que enviaron los parientes (relatives) que trabajaban en los EE.UU. A Brasil, los familiares (relatives) enviaron más o menos 5000 millones en 1996.



Activity 15 (Continued)

- A) ¿Cuánto enviaron (sent) a sus familias en El Salvador en 1997? = _____.
- B) ¿Cuánto enviaron a México? = _____, y a Brasil? = _____.

Activity 16

Technological skills with: *Saber, Poder, Conocer.*

Group activity. Working in small groups each student will use the vocabulary below to form sentences with the verbs mentioned above. Then share the sentences with the rest of the group. You will notice that computer technology terms in Spanish are very similar if not identical to the English version.

Example:

Yo conozco el programa “Adobe”, pero no sé usarlo.
I am (familiar with/acquainted with) the Adobe program, but I don’t know how to use it.

Computadora	Internet	El Web	Chat	Icono	Archivar (save)	Mouse
Copiar (copy)	Menú	Windows 2000		Clickear (to click)	Archivo (folder)	
Teclado (key board)	Correo electrónico			Imprimir (print)	Navegador (navigator)	

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

Activity 1

Occupations: listening, and speaking.

Pair activity. Working with your partner, tell each other about the different occupations you and your family members have had in the past. Go into as much detail as possible, using the imperfect tense whenever possible. You will report the information your partner gave you when the instructor calls on you.

Activity 2

Occupational skills: reading, writing, speaking, and listening.

Pair activity. Working with your partner, read to your partner the different skills the following occupations require, and then add some to each one with the use of a dictionary and the vocabulary list. Switch roles.

Carpintero = atornillar, clavar, medir, cortar, planear, construir, diseñar.

Doctor =

Pintor =

Fotógrafo =

Soldado =

Activity 3

Command: speaking, listening, and writing.

Pair activity. Working with your partner, take turns making some commands with the verbs using the list you built above

Activity 4

Pair activity. Working with your partner, read once, then listen to your partner and take notes. Tell a classmate about the economy in El Salvador, and have him/her tell you which products are exported.

TITULARES DEL DIA

ALREDEDOR DEL MUNDO

Con: *Mario Moreno*



20 de junio del 2000

El Salvador es un país en desarrollo (development) económico y en democracia. El trabajador salvadoreño es reconocido por su constancia y adaptación rápida (fast) a los cambios. La economía es una de las mejores para el negocio abierto en América Latina. El gobierno es Republicano, Democrático y Representativo. Tiene un sólido sistema financiero que favorece la inversión nacional y extranjera (foreign).



Conchita Cárdenaz

Mario: cuando visité El Salvador la semana pasada (last week) me informaron que compañías de los EE.UU , Canadá, Japón, Alemania, Corea, Taiwán y México, han hecho inversiones con resultados favorables.

Activity 1

The economy

Answer the following questions after reading about the economy in El Salvador, reflected by the amount of U.S. foreign aid received. Write out the amount of millions.

Example: “Ciento cincuenta y cuatro millones de dólares.”

Banco de la Reserva Nacional de El Salvador
Indicadores de la Economía 1992-1999

Presupuesto de gastos/Expenditure budget
Millones de \$ de los EE.UU

Concepto	1992	1993	1994	1995	1996	1997	1998	19991/
Los sectores más importantes								
Educación	104	122	154	186	231	271	321	335
Trabajos públicos	67	66	85	123	148	171	194	126
Defensa y seguridad pública	148	105	96	193	231	233	260	276
Salud pública (public health)	57	78	100	123	143	145	177	188
Agricultura y Ganado(cattle)	25	24	23	23	25	31	43	33

1. ¿Cuántos millones de dólares envió los EE.UU. a El Salvador para la Defensa en 1998?

_____.

2. ¿Cuánto recibió El Salvador de (from) 1992 a (to)1999 para la agricultura y el ganado?

_____.

3. ¿Cuál sector recibió menos millones de dólares en 1992?

_____.

4. ¿Cuál sector recibió la mejor asistencia económica?

_____.

Activity 1 (Continued)

5. ¿ En qué año es la asistencia igual que otros años en la agricultura?

_____.

Activity 2

Cost of living

Read the following ads and determine what it would cost to buy land, own a home, buy a car, or go to Air Traffic School in Caracas, Venezuela.

SE VENDEN TERRENOS
Para empresarias comerciales
en el Estado de Caracas
(1.000 a 3.000 metros)
privado de \$368.000 a 864.000 bolívares
primaria para información llame a los
Llame a la agencia de ventas: 239.9102

SE VENDE CASA
Con terreno en la Ave. Páez,
Colonia Paraíso, \$648 mil pesos
dos recámaras (bedrooms)/jardín
cerca de (near to) la escuela (school)
Estilo Colonial Teléfonos: 562.6276 y
238.2738

INSTITUTO FORMATUR
Curso Intensivo (2 meses)
de Tráfico Aéreo
y
Reservaciones

Dirigido a Estudiantes de Turismo y
para preparación de Agencia de viajes (travel)
Grupos limitados/Inscripciones abiertas (open registration)
—————▶ Docentes Altamente Calificados ◀—————
Cuotas semanales =2 mil pesos, mensuales = 8 mil pesos. Llame al 573-80-58
¡Supérese Ya! (Get ahead now)

Activity 2 (Continued)


1. ¿Cuánto cuesta un lote en Caracas? _____.
2. ¿Cuánto cuesta una casa? _____.
3. ¿Cuánto tiempo dura un curso intensivo de Tráfico Aéreo? _____.
4. ¿Cuánto cuesta un curso para trabajar en una Agencia de Viajes? _____.
5. ¿Cuánto cuesta vivir (to live) y estudiar (to study) en Latinoamérica? _____.

Activity 3


Different occupations


Which of these female occupations are done in the Armed Forces. Write **S** or **N** by the image.


Example:

A)  paracaidista sí S no N ---


 guardia _____

 mujer de negocios _____

 mecánica _____


 conductora de trenes _____

 bombera _____

 diseñadora de gráficas _____

 peluquera _____

 carnicera _____

 conductora de camiones _____


 jueza _____

 joyera _____

 cocinera _____

 cirujana _____

 jardinera _____

 asistente administrativa _____

Activity 3 (Continued)

Looking at the various occupations in the previous page, answer the following questions.

B) ¿Cuáles ocupaciones pagan más dinero?_____.

¿Cuántas ocupaciones son mejores para hombres?_____.

¿Cómo son las ocupaciones de: jueza, cirujana, y mujer de negocios?_____.

¿Cuál ocupación es peor para la salud (health)?_____.

¿Quién tiene una ocupación igual que las mujeres en tu familia?

Activity 4

Talking about yourself

Come prepared to present yourself as an enlisted person new to being stationed in Central America. Give your name, rank and serial number. Talk about what your living conditions are economically in the country you are stationed, what your occupation is like, what skills you need for it, the monetary system you have to deal with and how much they pay you in the service.

* Your presentation should not exceed 5 minutes.

SOLT I Spanish Module 2 Lesson 5



Armed Forces

In this lesson, the student will learn how to recognize military ranks, identify military insignias and compare military insignias with the TR. Also, the student will be able to recognize and describe military specialties as well as the activities of different military specialties. For this purpose the student will:

1. Identify Military Ranks and Titles

- Recognize military ranks
- Identify and compare military insignia
- Address TR officer and enlisted personnel by appropriate rank and protocol
- Compare military ranks with the TR
- Identify ranks and specialties of a SF team

2. Identify Military Specialties

- Recognize military specialties
- Describe activities of different military specialties
- Name the military specialties and functions of your team members
- Provide the function for military specialties
- Provide information about the MOS of the US team members
- Request information about the MOS of the TR team members

3. Discuss the Branches of the Armed Forces

- Identify branches of services of the TR
- Identify the branch insignia of the Armed Forces
- Discuss the differences between the US and the target region military insignia and functions
- Talk about the organization and formation of the Armed Forces

This lesson is focused on the military life. Therefore, it is especially important to you as a military student. You will be introduced to different military aspects in Latin America. You will become familiar with different military ranks, appropriate ways to address military personnel, and the activities performed by military personnel. You will identify the different branches of the Armed Forces, its functions and characteristics.



La Armada
Army



La Fuerza Marina
Marines



La Fuerza Aérea
Air Forces



La Fuerza Naval
Navy

Scenario



Hola. Me llamo Mario. Soy sargento y soy de San José, Costa Rica. Vivo en el cuartel. Soy soltero, por eso (that's why) tengo un compañero de cuarto. Él es Sargento Mayor. Los dos somos de la Compañía Alfa y somos especialistas en operaciones químicas.



Tip of the day: Latin American military rank structure is very similar to that of the U.S. Army and Air Force. The organization of branches of the Army is similar to that of U.S. Army branches.

1. Identify and compare recognize military ranks

Exercise 1

Class activity. Repeat after your instructor as he/she says aloud the following ranks.

Soldado	(no insignia)	Capitán	
Cabo		Mayor	
Sargento		Teniente Coronel	
Sargento Mayor		Coronel	
Teniente		General de Brigada	
		General de la Armada	

2. Address TR officer and enlisted personnel by appropriate rank and protocol

When introducing two people to each other in Latin America, it is customary to first introduce the younger person (or the one of lower rank) to the older or higher-ranking person. Just as they do in the U.S., people shake hands when they meet or part.



Exercise 2

Pair activity. (How would you introduce yourself if you had the following identities?) Working with your partner, introduce each other using the appropriate greeting and addressing. Make up your own greeting.

Example:

Soldado
-Buenos días, mi General.

General
-Buenos días, soldado.

Soldado	Cabo	Capitán	Sargento Mayor
Teniente	Mayor	General de Brigada	Cabo
Teniente Coronel	Soldado	Mayor	Sargento
Capitán	Soldado	Cabo	Cabo

3. Compare military ranks with the TR

Note to the Instructor:

Before doing this activity you will make a list with all the ranks in Spanish. Make copies and give them to the students.

Exercise 3

Pair activity. (Your instructor will hand you a list with all the military ranks in Latin America. Your instructor will go over each rank and ask you to give the equivalent.) Working with your partner, write down besides each rank the equivalent in English. Most of them, if not all, are cognates.

4. Identify ranks and specialties of a SF team

Exercise 4

Class activity. Go around the classroom and introduce yourself. Say your name, your rank and your specialty. Of course, all the introductions will be conducted in Spanish. Make sure you make a list of all the specialties and ranks so you can share them with your instructor. Your instructor will ask the class if there is anyone with a specific rank and if that is you, you will raise your hand, stand up and introduce yourself to the class.

Exercise 5

Recognize the military specialties and the insignia, plus describe their activities.
Group activity. Work in small groups. Describe their activities to your partners.

Branch		Insignia
<p>Air defense</p> 		<p>Defensa Aérea</p> 
<p>Armor</p> 		<p>Fuerzas Blindadas</p> 
<p>Aviation</p> 		<p>Aviación</p> 
<p>Chemical</p> 		<p>Químico</p> 
<p>Engineers</p> 		<p>Ingeniería</p> 
<p>Infantry</p> 		<p>Infantería</p> 
<p>Signal</p> 		<p>Comunicaciones</p> 

5. Name the military specialties and functions of your team members

Exercise 6

Pair activity. Working with your partner, find out what is the MOS in the following situations by asking each other the following questions.

Example: Si trabajas con...tu especialidad es...*If you work with...your specialty is...*

1. Si trabajas con tanques de guerra (*tanks*), tu especialidad es ...
1. Si vuelas en helicópteros y aviones de combate, tu especialidad es ...
2. Si trabajas con bazucas, fusiles sin retroceso (*recoilless rifle*) y proyectiles (misiles), tu especialidad es ...
3. Si trabajas con químicos y máscaras de gases, tu especialidad es ...
4. Si construyes puentes y caminos, tu especialidad es ...
5. Si combates a pie y utilizas rifles, tu especialidad es...
6. Si trabajas con radios y satélites, tu especialidad es...

Defensa Aérea	Fuerzas Blindadas	Aviación	
Químico	Ingeniería	Infantería	Comunicaciones

6. Provide the function for military specialties and information about the MOS of the US team members.

Exercise 7

Pair activity. Working with your partner, identify the following images and decide which specialty belongs to it. Underline the correct specialty.



Defensa Aérea
Comunicaciones



Químico
Aviación



Infantería
Comunicaciones



Defensa Aérea
Aviación



Ingeniería
Defensa Aérea



Químico
Infantería



Infantería
Químico

6. Request information about the MOS of the TR team members

Exercise 8

Class activity. Below is a list of Military Occupation Specialties in Spanish. Have students read each description aloud. Students will then share with the instructor and class what they know about these specialties. Write keywords or any new words you may want to share with the class on the board.

Sargento de Armas	El Sargento de Armas es un experto en el armamento ligero y pesado de infantería, en armamento anti-blindado. El Sargento de Armas es capaz de usar armas foráneas al igual que americanas.
Sargento de Demoliciones	El Sargento de Demoliciones usa explosivos para destruir blancos y usa sus conocimientos para construir puentes y edificios.
Sargento de Sanidad	El Sargento de Sanidad es el doctor del equipo y también cuida de la demás gente.
Sargento de Comunicaciones	El Sargento de Comunicaciones es el responsable de las comunicaciones radiales y del mantenimiento del equipo de radio.
Sargento de Inteligencia	El Sargento de Inteligencia y Operaciones hace planes, junta y analiza datos de inteligencia para misiones. El también da asesoría (consejos) al comando de cómo usar estrategias de inteligencia de la mejor manera.

7. Identify branches of services of the TR

Exercise 9



Pair activity. Working with your partner, write the equivalent in English and then compare your results with your partner's.

- | | |
|----------------------------------|--------------------------|
| 1. La Infantería | _____ Armored Forces |
| 2. El Cuerpo de Artillería | _____ Medical corps |
| 3. El Cuerpo de Sanidad | _____ Corps of engineers |
| 4. El Cuerpo de Ingenieros | _____ Artillery corps |
| 5. El Equipo de Transmisiones | _____ Communication team |
| 6. Las Fuerzas Aerotransportadas | _____ Airborne Forces |
| 7. Las Fuerzas Blindadas | _____ Infantry |

8. Identify the branch and insignia of the Armed Forces

Exercise 10

Pair activity. Working with your partner, practice the following branches and insignias by giving each other a brief description of a branch and letting your partner figure out what branch you are describing.

<p>Air defense</p> 		<p>Defensa Aérea</p> 
<p>Armor</p> 		<p>Fuerzas Blindadas</p> 
<p>Aviation</p> 		<p>Aviación</p> 
<p>Chemical</p> 		<p>Químico</p> 
<p>Engineers</p> 		<p>Ingeniería</p> 
<p>Infantry</p> 		<p>Infantería</p> 
<p>Signal</p> 		<p>Comunicaciones</p> 

11. Talk about the organization and formation of the Armed Forces

Exercise 11

Pair activity. Working with your partner, read the following information. One of you will read aloud one question at a time as the other answers in Spanish. Take turns when asking and answering.

The United States Army has been a cornerstone of America's freedom, military power, service to other nations, communications and technological leadership. Army personnel have commanded great military victories, traveled the world, masterminded many of the communications field's greatest achievements and developed much of the battlefield technology that we now take for granted. For the next few months, and especially between June 12 and June 16, 2000, communities across the nation, around the world, and our nation's capital will sponsor and host many different commemorative events.

1. ¿Cuándo fue creada la Armada estadounidense?
2. ¿Quién era el Comandante en Jefe?
3. ¿Quiénes se juntarán para celebrar tal celebración?
4. ¿Cuándo se van a reunir?

1. The Preterite and the Imperfect of the Verb Ser.

You have learned to express past actions by using the preterite tense. The imperfect tense also expresses past action, but it is used in different contexts and focuses on an ongoing action in the past, to relate a story in the past, or to address what used to be.

Example: Cuando era estudiante...

Let's take a look at the verb **Ser**. **Ser** is irregular in the preterite and in the imperfect.

Ser

Preterite

yo	fui
tú	fuiste
él, ella, Ud.	fue
nosotros	fuimos
ellos, ellas, Uds.	fueron

Imperfect

yo	era
tú	eras
él, ella, Ud.	era
nosotros	éramos
ellos, ellas, Uds.	eran

* Note that **ir** and **ser** are identical in the preterite.

2. Expressing time with “ago”: *hacer* + time

The verb **hacer** followed by an amount of time is equivalent to English expressions of time with *ago*.

Hace dos minutos	<i>Two minutes ago</i>
Hace una hora	<i>An hour ago</i>
Hace dos años	<i>Two years ago</i>

There are two ways to formulate the question *How long ago did...?*

Cuánto (tiempo) hace que + past tense?

Hace cuánto (tiempo) que + past tense?

Sr. Torres, ¿cuánto (tiempo) hace que usted fue a Uruguay?

-Fui hace tres meses.

Mr. Torres, how long ago did you go to Uruguay?

-I went three months ago.

Exercise 1

El Capitán Gómez está muy cansado hoy, y acusa al soldado Morales de no hacer nada. ¿Cómo puede defenderse el soldado Morales?

Example:

Capitán: Ud. nunca lava los tanques, soldado Morales.

Soldado: Señor, lavé los tanques hace una hora.

Pair activity. Working with your partner, take turns as you defend yourself by telling Captain Gomez that you do the following things. Follow the examples below.

Example:

1. Ud nunca limpia el baño.
2. Ud nunca barre el cuartel.
3. Ud. nunca lava su uniforme.

Exercise 2

Do you know a lot of history? How long ago has it been...?

Pair activity. Working with your partner, take turns asking and answering the following questions.

Example:

¿Cuánto (tiempo) hace que terminó la Segunda Guerra Mundial? (1945)

-Terminó hace cincuenta y cinco años.

1. ¿Cuánto tiempo hace que Alejandro G. Bell inventó el teléfono? (1876)
2. ¿Cuánto tiempo hace que Gustave Eiffel construyó la Torre Eiffel? (1889)
3. ¿Cuánto tiempo hace que murió Pancho Villa? (1923)
4. ¿Cuánto tiempo hace que Cristóbal Colón llegó a América? (1492)
5. ¿Cuánto tiempo hace que murió Francisco Franco, el dictador de España? (1975)
6. ¿Cuánto tiempo hace que Alemania se unificó? (1990)

3. Construir and Destruir

yo	construyo	í	yo	destruyo	í
tú	construyes	iste	tú	destruyes	iste
él, ella, Ud.	construye	ó	él, ella, Ud.	destruye	ó
nosotros	construimos	imos	nosotros	destruimos	imos
ellos, ellas, Uds.	construyen	*eron	ellos, ellas, Uds.	destruyen	*eron

* eron the *-i* on the endings is eliminated due to the *-y*:

destruyieron = destruyeron.

The vocabulary has been grouped in three equally important categories. They are verbs, useful words, and military words.

Verbos	
construir	<i>to construct</i>
destruir	<i>to destroy</i>
lavar	<i>to wash</i>
limpiar	<i>to clean</i>
llegar	<i>to arrive</i>
morir	<i>to die</i>
quedar	<i>to be located</i>
terminar	<i>to finish</i>
unificarse	<i>to unify</i>

Palabras útiles	
<i>el asistente</i>	<i>assistant, helper</i>
<i>el caballero</i>	<i>gentleman</i>
<i>el centro</i>	<i>center, middle</i>
<i>el destacamento</i>	<i>detachment</i>
<i>el equipo</i>	<i>team, equipment</i>
<i>el grupo</i>	<i>group</i>
<i>la ingeniería</i>	<i>engineering</i>
<i>la inteligencia</i>	<i>intelligence</i>
<i>internacional</i>	<i>international</i>
<i>la lana</i>	<i>wool</i>
<i>la operación</i>	<i>operation</i>
<i>el paracaidista</i>	<i>parachutist</i>
<i>el petróleo</i>	<i>oil, petroleum</i>
<i>el participante</i>	<i>participant</i>
<i>el platino</i>	<i>platinum</i>
<i>la unidad</i>	<i>unit</i>

Palabras militares	
la brigada	<i>brigade</i>
cabo	<i>corporal</i>
capitán	<i>captain</i>
comandante	<i>Commanding officer</i>
coronel	<i>colonel</i>
coronel general	<i>colonel general</i>
coronel superior	<i>senior colonel</i>
el cuerpo	<i>corps</i>
cuerpo de artillería	<i>artillery corps</i>
cuerpo de ingenieros	<i>corps of engineers</i>
cuerpo de sanidad	<i>medical corps</i>
cuerpo de transmisiones	<i>signal corps</i>
cuerpo médico	<i>medical corps</i>
la demolición	<i>demolition</i>
enfermero de primera	<i>first medic</i>
equipo de transmisiones	<i>communications team</i>
el escuadrón	<i>squadron</i>
especialista	<i>specialist</i>
estacionado	<i>stationed</i>
la fuerza	<i>force</i>
fuerzas aerotransportadas	<i>airborne forces</i>
fuerzas blindadas	<i>armored forces</i>
general	<i>general</i>
general de brigada	<i>brigadier general</i>
la infantería	<i>infantry</i>
la infantería de montaña	<i>mountain infantry</i>
insignia	<i>insignia</i>
mayor	<i>major</i>
mayor general	<i>major general</i>
el oficial técnico	<i>Warrant Officer</i>
el pelotón	<i>platoon</i>
sargento	<i>sergeant</i>
sargento de comunicaciones 1°	<i>first communications sergeant</i>
sargento de comunicaciones 2°	<i>second communications sergeant</i>
sargento de demoliciones 1°	<i>first demolitions sergeant</i>
sargento de demoliciones 2°	<i>second demolitions sergeant</i>
sargento de inteligencia	<i>intelligence sergeant</i>
sargento de primera clase	<i>sergeant first class</i>
sargento de segunda clase	<i>staff sergeant</i>
sargento maestro	<i>master sergeant</i>
sargento mayor	<i>master sergeant</i>
sargento de operaciones	<i>operations officer</i>
soldado	<i>private</i>
soldado de primera	<i>private first class</i>
teniente	<i>lieutenant</i>
teniente coronel	<i>Lt. colonel</i>
teniente general	<i>Lt. general</i>
teniente subordinado	<i>junior lieutenant</i>
teniente superior	<i>senior lieutenant</i>



1. The Latin American Military

The roles of the armies, navies, and air forces in contemporary Latin America are highly complex and rapidly changing. It must be remembered that the armed forces of Latin America have traditions dating back to the colonial period and the independence movements.

The years following independence have often been referred to as the age of the *caudillo*, or “strongman”, generally a man with a charismatic personality who won the admiration and loyalty of a large segment of the population and of the military, and made himself the leading figure in the country. Perón of Argentina and Pinochet of Chile are examples of the *caudillo*.

Aside from being politically active, many of the military organizations in Latin America also perform important public services. In some countries, the military plays a major role in the field of professional education.

2. The Economy of Latin America

Latin America faces numerous obstacles to its economic development efforts. Although each nation has its own unique set of problems, certain difficulties are common to most countries. The core economic problems of Latin America are a dependency on one or few minerals, on highly specialized agricultural products (coffee or bananas, for example), and on raw materials, which are exported unprocessed, primarily to the industrialized nations. Latin American countries are greatly concerned with solving their economic problems and are expending considerable effort to escape from their lopsided economies. They are making progress in their efforts to industrialize and diversify. In order to deal with their economic problems, the countries of Latin America have formed or joined several international organizations, such as the Economic Commission for Latin America (ECLA) and the Inter-American Development Bank (IDB).

3. The Geography of Latin America

The Spanish-speaking countries of Latin America include Mexico, the six countries of Central America (Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama); Cuba, the Dominican Republic, and the Puerto Rican Commonwealth in the Caribbean; plus the nine Republics of South America (Venezuela, Colombia, Ecuador, Perú, Bolivia, Chile, Paraguay, Uruguay, and Argentina). This comprises a total area of almost eight million square miles. A continuous chain of mountains, site of frequent earthquakes and volcanic eruptions, it extends along the entire length of Latin America and forms its geographic backbone.

Activity 1

Military Ranks and Titles

Class activity. Here is a short list of the main ranks in the military. Listen to your instructor and repeat the following ranks.

Soldado	(no insignia)	Capitán	
Cabo		Mayor	
Sargento		Teniente Coronel	
Sargento Mayor		Coronel	
Teniente		General de Brigada	
		General de la Armada	

Activity 2

Telling your rank

Group activity. Choose a Spanish rank from the list above and make a drawing of the insignia on your Spanish name card. Then introduce yourself by rank, name, and hometown.

Activity 3

Military ranks

Pair activity. Working with your partner, listen to your instructor, repeat, and fill in the Spanish rank to its English equivalent. Keep in mind that you will not hear it in Spanish in the same order as they appear on this page. Compare your answers with those of another classmate.






















1. Private _____
2. Private 1st Class _____
3. Corporal _____
4. Sergeant _____
5. Sergeant Major _____
6. Lieutenant _____

7. Captain _____
8. Major _____
9. Lieutenant Colonel _____
10. Colonel _____
11. Brigadier General _____

Activity 4

Recognize military specialties

Pair activity. Working with your partner, see and compare the following U.S. branches insignias with the Latin American ones.

Branch		Insignia
Air defense 		Defensa Aérea 
Armor 		Fuerzas Blindadas 
Aviation 		Aviación 
Chemical 		Químico 
Engineers 		Ingeniería 
Infantry 		Infantería 
Signal 		Comunicaciones 

Activity 5

Identifying insignias

Pair activity. Working with your partner, identify the following insignias in Spanish by choosing the appropriate name from the box and compare each other's results.

Defensa Aérea	Fuerzas Blindadas	Aviación	
Químico	Ingeniería	Infantería	Comunicaciones















Activity 6

Telling your adventure

Pair activity. Working with your partner, Tell him/her about an event that happened to you in the past in the Armed Forces using the verbs *tener*, *luchar*, *venir*, *llegar*, *confesar*, *intentar* and *volver*.

Activity 7

Introduce yourself

Group activity. Working in small groups, you will introduce yourself, talk about your ranks and the branch you belong to.



Tip of the day: Military Address. In the U.S. military, it is customary to address persons of higher rank with “sir.” In Spanish *mi* is used with the appropriate rank when addressing superiors, but the rank alone is used when addressing someone of lower rank.

Example:

Sargento: ¡Buenos días, mi Coronel!
Colonel: ¡Buenos días, Sargento!

Activity 8

El Salvador

Pair activity. Working with your partner, take turns reading the following passages and then help each other answer the questions that follow.

En los años recientes, a partir (*since*) de la firma de los Acuerdos de Paz (Peace Treaty) en 1992 y la institucionalización de la democracia, El Salvador ha empezado (has begun) un proceso de desarrollo económico y social, logrando con ello destacar (to excel) dentro de la comunidad internacional.

Recientemente, El Salvador fue reconocido por la opinión internacional, como un país moderno, con un marcado crecimiento (*growth*) económico, un sólido sistema financiero y un marco de seguridad jurídica, lo cual favorece (favors) la inversión nacional y extranjera (*foreign*). El Salvador tiene también como una de las fortalezas (*strengths*), la calidad laboral de su gente y el dinamismo de sus empresarios (*business people*).

1. What's the main topic about this pasaje?
 - a) The social life of El Salvador
 - b) El Salvador's economy
2. The international community considers El Salvador as a _____ country.
 - a) modern
 - b) old

Activity 9

Questions about El Salvador

Pair activity. Working with your partner, answer the following questions by asking and answering each other in Spanish. You may look at the passage, as you need to.

3. What are the characteristics that favor this country and make it so attractive to the other countries?
4. What are some of the strengths of El Salvador?

Activity 10

Discuss military promotions

Pair activity. Working with your partner, each student takes turns alternately telling his/her rank and the other their promotion in the future.

Example:

Student A

Soy soldado.

Student B

En el futuro quiero ser sargento.

Activity 11

Information about 5 organizations

Pair activity. (Your instructor will read aloud information about 4 organizations. From each of these organizations, 2 people will be mentioned by name.) Working with your partner, indicate next to their names who is first and who is second (in charge) using the numerals 1 and 2. Compare notes with your partner.

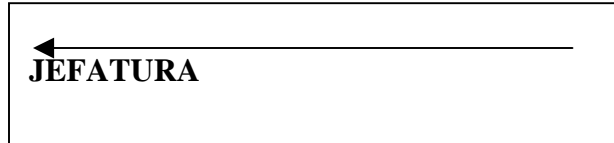
Hoy día existen muchos soldados en las Fuerzas Armadas, pero hay quienes consideran que una de las organizaciones más distinguidas es la Fuerza Aérea. Sin embargo, no a todos les gusta volar o el paracaidismo. Uno de mis hermanos, Gregorio Fuentes, el menor de mi familia, es sargento de comunicaciones 2 en La Armada, mientras que mi primo Miguel Morales, es coronel. Yo prefiero ser capitán en la Fuerza Marina, o vivir la aventura de la Fuerza Naval en un gran buque de guerra.

_____ García
_____ Morales
_____ Robles
_____ Castillo
_____ Jones

_____ Pérez
_____ Fuentes
_____ Pardo
_____ Beltrán
_____ Warner

Activity 12

Pair activity. Working with your partner, answer the following question and compare your answers. Then each of you designs another sign and you have your partner give you the meaning of it.



This sign directs you to:

- a) the headquarters.
- b) the executive secretary.
- c) the officer of the day.

Activity 12

How would you answer?

Class activity. Each student in the classroom is assigned by the instructor to write one of the following questions in Spanish using the English cues provided. Then circulate around the room getting answers from all of your other classmates. Mention the question number you are asking so the other student can identify the answer.

1-A: Ask whether B is a platoon leader. Example: ¿Es usted el jefe de este pelotón?

1-B: Respond negatively.

2-A: Ask whether B is a squad leader.

2-B: Respond negatively. Say that you are the detachment commander and that you are a captain.

3-A: Ask how many soldiers are in the detachment.

3-B: Say that the detachment has 12 men.

4-A: Ask what the soldiers do.

4-B: Say that one soldier is assistant detachment commander. Say that he is a technical officer.

Activity 12 (Continued)

5-A: Say that the team also has one operations sergeant, two weapons sergeants, two medical sergeants, two communications sergeants, and two demolitions sergeants, and say that one is an intelligence sergeant.

5-B: Say that the team also has one operations sergeant, two weapons sergeants, two medics, two communications sergeants, two demolitions sergeants, and say that one soldier is an intelligence sergeant.

6-A: Ask whether the team has a master sergeant.

6-B: Say: It has one.

7-A: Ask how many staff sergeants the team has.

7-B: Say: The team has three staff sergeants.

8-A: Ask where the team is now stationed.

8-B: Say: In Colombia.

Activity 13

Introducing yourself

Class activity. Using your assumed Spanish name and military identity, including rank, position in your branch of the army, and location of your unit, go around the room and introduce yourself to your classmates. Give the other classmate the opportunity to introduce him/herself as well.

Example:

Yo soy el Sargento Mata.
Soy jefe del Cuerpo de Artillería.
Mi unidad está en el Cuartel Río Blanco.

Un Cuerpo de Equipo A
Oficial de Destacamento

Oficial Técnico
y Comandante Asistente de Destacamento

Oficial de Fuerzas Blindadas

Sargento de Armas 1o

Sargento de Inteligencia

Sargento de Armas 2o

Sargento de Sanidad 1o

Sargento de Comunicaciones

Sargento de Comunicaciones 2o

Sargento de Operaciones

Sargento de Demoliciones 1o

Sargento de Demoliciones 2o

Activity 14

Introducing yourself again

With the help of your instructor, prepare to introduce yourself as a member of your A Team. Imagine that your entire team is meeting a “Centro de Fuerzas Armadas” and a “Sudamericanas” unit for a joint exercise somewhere in Central or South America. Go to the front of the class and introduce yourself. Mention your name, rank, and function or position within your “A Team”.

Example: A) Yo soy el Sargento Cowan. Soy Sargento de Comunicaciones.

At a special operations training camp in Panama.

A Soldier from a South American country

B Soldier from a Central American country

A. Say hello to B casually. Give your first name (choose from Pedro, José, Luis, Manuel, Carlos, Pepe, or Juan) and country of origin.

B. Return a casual greeting. Introduce yourself (choose from Sergio, Roberto, Jorge, Francisco, Enrique, Salvador, and Julio). Say what country you are from.

A. Ask B what he is doing here.

B. Say that you are a squad leader and also a weapons sergeant.

A. Tell B that you have been here only a short time. Say that you are still in training.

B. Ask A how he likes it.

A. Say how you like it. Ask B if he makes good money.

B. Say you are still alive and that is good enough.

A. End the conversation casually.

B. Say so long.

Activity 15

Military specialties.

Some of the specialties in the Armed Forces are:

- Oficial Técnico
- Sargento de Sanidad 2
- Sargento de Operaciones
- Sargento de Comunicaciones 2
- Sargento de Inteligencia
- Sargento de Comunicaciones 1
- Sargento de Demoliciones 1
- Sargento de Sanidad
- Sargento de Armas
- Sargento de Demoliciones 2
- Sargento de Armas 2

Pair activity. Working with your partner, tell your partner and have him/her tell you alternately what are some of the duties and skills that are required for these occupations.

Activity 16

MOS Equipment

Read the following information and familiarize yourself with the MOS equipment.

BLINDADO: Tiene como misión llevar el choque del impulso de su avance mediante la imponentia del vehículo blindado, con su poder de fuego. Su sistema de arma es el clásico Tanque de Guerra con su diversidad de tamaño, peso y armamento. .



DRAGOON – 300: Vehículo de reconocimiento y de seguridad, muy útil para operaciones del orden público.



COMUNICACIONES: Tiene como misión brindar el apoyo de comunicaciones a las Unidades de Combate Tácticas o Administrativas, así como el empleo de medios de Inteligencia y Contrainteligencia Electrónicas. Sus sistemas de armas están basados en equipos electrónicos de captación y emisión de ondas electromagnéticas. .



CABINA TERMINAL REPETIDORA RADIOTELEFÓNICA



Activity 16 (Continued)

INGENIERÍA: Tiene como misión la de construir puentes o edificaciones para facilitar el paso de tropas a pie o vehículos de su propia fuerza así como también destruir puentes, y construir obstáculos para negarle el paso al Ejército enemigo.



EQUIPO DE INGENIERÍA

PUENTE MÓVIL PARA OPERACIONES DE CRUCE DE RÍOS Y EQUIPOS DE LANCHAS LIVIANAS.



INFANTERÍA: Tiene como misión capturar y destruir al enemigo mediante el fuego y la maniobra, ocupando el terreno y explotando el objetivo. Su sistema de armas es el soldado a pie, el cual en los tiempos modernos es completamente móvil, valiéndose de los sistemas de transporte de personal.



DENTRO DEL ARMA DE INFANTERÍA TENEMOS LAS UNIDADES ESPECIALES DE PARACAIDISTAS, LAS CUALES REALIZAN OPERACIONES AEROTRANSPORTADAS



Activity 16 (Continued)

ARTILLERÍA: Tiene como misión en un campo de Batalla proporcionar continuo y oportuno apoyo de fuego, mediante la destrucción de blanco con su sistema de arma. Los sistemas de arma, que utiliza son Obuses, Cañones, Lanzacohetes y Morteros de alto calibre.



Sistema de Obús 105 mm

Efectivos de tropa efectuando ejercicio de tiro real de Artillería



Activity 17

Identify the MOS

Pair activity. Working with your partner, one student will choose an MOS description (listed above) and read it aloud, and the other will identify the equipment used for that specific MOS operation.

Activity 18

Describe activities of different military specialties.

Pair activity. Working with your partner, one student will read aloud and the other will decide which MOS belong there by choosing the correct one from the box below. You will alternate when doing this activity

	El Sargento de Armas es un experto en el armamento ligero y pesado de infantería en armamento anti-blindado. El Sargento de Armas es capaz de usar armas foráneas al igual que americanas.
	El Sargento de Demoliciones usa explosivos para destruir blancos y usa sus conocimientos para construir puentes y edificios.
	El Sargento de Sanidad es el doctor del equipo y también cuida de la demás gente.
	El Sargento de Comunicaciones es el responsable de las comunicaciones radiales y del mantenimiento del equipo de radio.
	El Sargento de Inteligencia y Operaciones hace planes, junta y analiza datos de inteligencia para misiones. Él también da asesoría (consejos) al comando de cómo usar estrategias de inteligencia de la mejor manera.

Sargento de Armas	Sargento de Demoliciones	Sargento de Sanidad
Sargento de Comunicaciones		Sargento de Inteligencia



Tip of the day:

In many Hispanic countries the official time is used only for transportation purposes, but it is only seen in print. It is not used in normal conversation between two people.

Activity 19

Hierarchy

Pair activity. Working with your partner, fill in each blank with an appropriate rank according to the chain of command. The first one has been done for you. Compare notes with your partner.

EQUIPO A

___Capitán___

Sargento de Operaciones (1 persona)	Sgto. de Primera Clase (6 personas)	Oficial Técnico (1 persona)
Capitán (1 persona)	Sgto. de Segunda Clase (3 personas)	

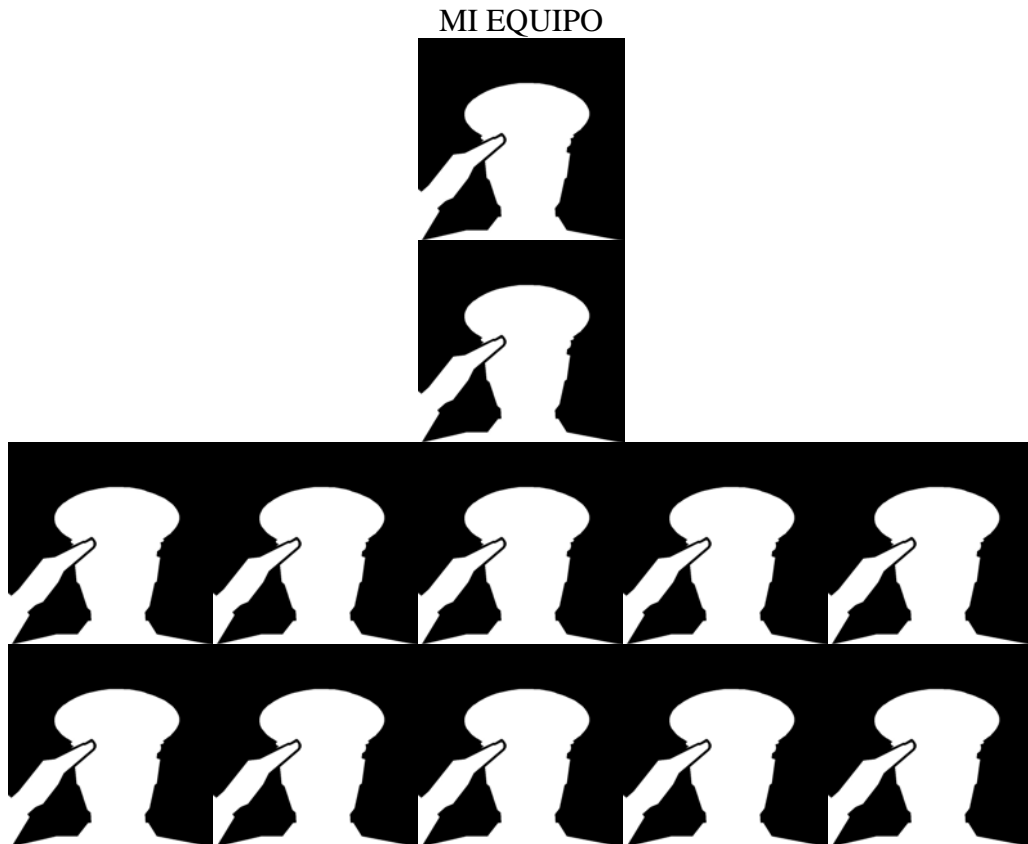
Activity 20

Identifying the members of your team

Pair activity. Working with your partner, identify the members of your team by name, rank, and MOS. Don't forget to include yourself. Work together with a partner to include other members of your class in your team lists.

Example:

Ese es..
Y ése es.



Activity 21

Identify Types of Units

Pair activity. Working with your partner, read the following aloud to your partner. Then have him/her choose the appropriate answer.

<p style="text-align: center;">Las Fuerzas Aerotransportadas soviéticas y la región central Las fuerzas de paracaidistas soviéticas forman parte de...</p>

This article features:

- a) artillery units.
- b) armored units.
- c) airborne units.

Activity 22

Reading from a Book Cover

Pair activity. Working with your partner, take turns reading the following information in a book cover and each of you answers one of the questions below.

BIBLIOTECA GENERAL ARTIGAS VOLUMEN No. 22
Teniente Coronel Carlos M. Vidal BLINDADOS GENERALIDADES Y EMPLEO
CENTRO MILITAR República Oriental de Uruguay, MONTEVIDEO




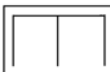



True or false?

- a) This book deals with armor T / F
- b) The author is a lieutenant. T / F

Activity 23

Some Branches of the Army

Pair activity. Working with your partner, alternately choose a branch of the Army from the following list and tell your partner what you do in it.

La Infantería	
El Cuerpo de Artillería	
El Cuerpo Sanidad	
El Cuerpo de Ingenieros	
El Equipo de Transmisiones	
Las Fuerzas Aerotransportadas	
Las Fuerzas Blindadas	

Activity 24

Interviewing your classmates.

Class activity. Use your assumed Latin American identities to role-play getting to know your classmates. First, fill out your own ID card below, including name, rank, Army branch, duty position, duty station and related dates. Then circulate around the room to meet the others. After the initial ID introduction, ask and answer questions about careers, job satisfaction, income, personal background, family, children, cars, daily commute, and any other appropriate topics related to personal information.

Examples:

- ¿Hace mucho tiempo que es Ud. comandante de una compañía?
- ¿Le gusta mucho trabajar en la artillería?
- ¿Dónde queda su unidad?
- ¿Es usted casado?

APELLIDO:	NOMBRE:
RANGO:	DESDE:
PUESTO ACTUAL:	DESDE:
UNIDAD:	DESDE:
PUESTO MILITAR:	DESDE:

Activity 25

Reviewing the vocabulary

Pair activity. (So far, you have been introduced to a considerable number of Spanish vocabulary items. Here are some related words.) Working with your partner, match column A and column B. One English item cannot be matched. Which one? Compare your answer with your partner's.

- | A | | B | |
|----------|-------------|----------|--------------|
| 1. | enfermería | a) | costly |
| 2. | artillero | b) | housing |
| 3. | telefonista | c) | retirement |
| 4. | camioneta | d) | photographer |
| 5. | fotografía | e) | employee |
| 6. | felicidad | f) | gunner |
| 7. | venta | g) | small van |
| 8. | costoso | h) | medicine |
| 9. | empleado | i) | happiness |
| 10. | jubilación | j) | operator |
| 11. | medicamento | k) | sale |
| 12. | vivienda | i) | infirmary |
| | | m) | photograph |



Tip of the day: The official time. In many Hispanic countries the 24-hour clock is used for scheduling radio programs and television, theatrical functions, planes, buses, and trains.

00:00---medianoche
12:00---mediodía
14:30---2:30 P.M.
23:00---11:00P.M.

Activity 26

The Organization and Formation of the Armed Forces

Pair activity. Working with your partner, read the following passage and talk with your partner about the organization and formation of the Armed Forces in a general discussion about the reading.



223 Años de Servicio
La Armada de EE.UU.,1775-2000

Este 14 de junio marca uno de los aniversarios más importantes de los Estados Unidos. Se celebra la creación de la Armada estadounidense que fue creada hace 225 años. Fue en 1775 cuando el Segundo Congreso Continental autorizó el reclutamiento de diez compañías de fusileros en Maryland, Pennsylvania y Virginia, el mismo día en que George Washington se convirtió en Comandante en Jefe.

La Armada de los Estados Unidos ha sido la piedra angular de la libertad de América, de la fuerza militar, y está al servicio de las naciones como líder de las comunicaciones y de la tecnología. El personal de la Armada ha realizado grandes victorias militares, ha viajado por el mundo, ha dirigido en el campo de las comunicaciones y se ha convertido en el campo de batalla para ganar en el campo de la tecnología que hoy en día apreciamos. En los siguientes meses, y especialmente entre el 12 y el 16 de junio del presente año, comunidades de todo el mundo, junto con nuestra capital se reunirán para patrocinar y ser el anfitrión de muchos eventos conmemorativos.

- 1.¿Qué se celebra en el presente?
- 2.¿Qué pasó en 1775?
- 3.¿Qué representa la Armada de los Estados Unidos?
- 4.¿Qué ha hecho el personal de la Armada?
- 5.¿Qué van a hacer para celebrar las comunidades el 12 y el 16 de junio?

Activity 27

Play a role

Pair activity. Working with your partner, one of you will play the role of a Latin American soldier and the other will play the role of an American officer. You will work together because you need information about the different branches in the two armed forces: Latin American and American. Ask and answer each other about the branches of the Armed Forces as well as their responsibilities.

Activity 1

Military ranks: writing, reading, and speaking

Pair activity. Working with your partner, make a list in English, of military ranks in order from the highest to the lowest rank. After you are done, compare your list with your partner by checking to see who got the most, and who listed them in the appropriate rank order.

Activity 2

Military ranks in the TR: reading, writing, and speaking

Pair activity. (Now take the list that you just completed in activity one and write the equivalent rank in the target language.) Working with your partner, read your list to each other alternately to compare notes before double-checking your answers.

Activity 3

Military promotions: speaking, and listening.

Class activity. Everyone in the classroom assumes a military rank of their choice. Circulate around the classroom and ask each other your military rank, then tell each other what military rank you hope to achieve in your career.

Activity 4

Military specialties and functions: speaking, and listening.

Group activity. Talk in small circles about each other's military specialties and their function. Include personal information such as why you chose it and what value it has for yourselves and for the Armed Forces.

Activity 5

Identify branches of service: writing, speaking, and listening.

Group activity. In the same groups, make a list of the branches of service and what are the functions and skills that pertain to each one, afterwards, discuss it as a group.

Activity 6

Colombia and the U.S.

Pair activity. Working with your partner, read once, then tell a classmate about the situation in Colombia and have him/her tell you about the Clinton Administration's involvement in that country.

TITULARES DEL DIA

ALREDEDOR DEL MUNDO

Con: *Mario Moreno*



En Colombia, la duración de la Guerra Civil colombiana es más de 30 años. Miles de soldados muertos o desaparecidos representan el conflicto entre: “Las Fuerzas Armadas Revolucionarias” de Colombia asociadas con el narcotráfico, y las fuerzas militares del gobierno actual. Los paramilitares de Colombia también están conectados más y más con el tráfico de las drogas. Los \$1.3 billones de dólares de la administración

de Clinton no ayudan (do not help) al problema de los derechos humanos (human rights) en Colombia.



Conchita Cárdenaz

Mario, aquí en Colombia la realidad es la violencia en el pasado y la violencia en el futuro. La guerra de los EE.UU contra las drogas es obviamente política, y de ideología, igual que contra las drogas, por el enfoque exclusivo de Clinton en las guerrillas.

Activity 1

Identify the following MOS

Choose the correct MOS from the box and write down the number besides the appropriate MOS description.

- | |
|---|
| <ol style="list-style-type: none">1. Sargento de Inteligencia2. Sargento de Comunicaciones3. Sargento de Sanidad4. Sargento de Demoliciones5. Sargento de Armas |
|---|

1. ____ is an expert on light and heavy infantry weapons, anti-armor weapons and operations. The Weapons Sergeant is able to use many foreign-made weapons, as well as US-made weapons.

2. ____ uses explosives to destroy targets and uses his skills to build bridges and buildings.

3. ____ is the doctor for the team and also provides medical care to the native population.

4. ____ is responsible for all radio communication and for the maintenance of the radio equipment.

5. ____ makes plans, collects and analyses intelligence for missions. He also provides advice to the commander on the best use of the intelligence.

Activity 2

Identifying images and insignias

Identify the following images and decide what is the specialty. Write down the answer under each image using the material provided below.



Infantería	Químico	Defensa Aérea	Comunicaciones	Ingeniería
Aviación	Fuerzas Blindadas			

Activity 3

What do you do in these branches?



CD ROM. Listen to the description of the following specialities, identify it and write it down.

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

Activity 4

What time is it?



CD ROM. Listen to the different times and description (a.m. or p.m.) and write them down.

Example: You hear: Es la una de la tarde. You write: 1:00 p.m.

_____	_____	_____	_____
_____	_____	_____	_____

Activity 5

What's your MOS?



CD ROM. Listen and find out what is the MOS in the following situations.

_____	_____
_____	_____
_____	_____
_____.	

Activity 6

What is the Spanish equivalent?



CD ROM. Listen and fill in the Spanish rank to its English equivalent. Keep in mind that you will not hear it in Spanish in the same order as they appear on this page.

- | | |
|----------------------------|-----------------------------|
| 1. Private _____ | 7. Captain _____ |
| 2. Private 1st Class _____ | 8. Major _____ |
| 3. Corporal _____ | 9. Lieutenant Colonel _____ |
| 4. Sergeant _____ | 10. Colonel _____ |
| 5. Sergeant Major _____ | 11. Brigadier General _____ |
| 6. Lieutenant _____ | |

Activity 7

Talk about your experience in a battle...

Prepare to describe to the class a battle in which you participated directly or indirectly. Talk about the following points: the plan, the branches that participated in the battle, the role of each branch, what were the steps of the plan, and any other relevant information.