

3.3 Casa y piso

Cultura: Comparing architecture, Division of tasks at home
 Vocabulario: Houses & apartments, Domestic chores
 Gramática: Review verb conjugations

A-C. (HW): Assign as HW for students. These exercises help students to make connections with objects and activities that relate to different rooms.

(Tip): Suggest sts make flashcards to study important words. Once they learn the Spanish-to-English translation, try it from English to Spanish. This should be more challenging. If they know the meaning of the word both ways, they should put that flashcard in a separate zip-lock baggie. Seeing how many words they have learned encourages them to keep practicing.

A. Cuartos

Indicate one room of a house where you might find the items listed.

una cama

un sofá

un escritorio

una computadora

un sillón

un estante

una cómoda

un armario

B. Muebles

Make a list of the furniture you might find in the following rooms of a house.

la cocina

la sala de estar

el comedor

el dormitorio

la oficina

la alfombra rug
la almohada pillow
las cortinas curtains
el cuadro painting

C. En la habitación

What activities do you do in the following rooms? Write at least 2 verbs for each one.

la cocina

la sala de estar

el comedor

el dormitorio

la oficina

la clase de español

D. (Ext.): Have students take a picture of the furniture in their apartment or dorm room with a smartphone. Then, with a partner, describe where a particular item is located using prepositions. The other student will then guess what the item is. *Está al lado de la mesa y está enfrente de la tele. ¿Es el sofá?*

D. ¿Dónde está?



GR 3.1a

Using the picture, take turns asking a partner where various items are located in the room.

la lámpara los cuadros

la silla la alfombra

la mesa el plato

la televisión el sofá

¿Dónde está el sillón?
 El sillón está al lado del sofá.



Denia, ES

E. Mi cuarto



Sketch the layout of your room on a separate sheet of paper including at least five items of furniture. Then, describe it orally to a partner using *estar* with prepositions of location to help your partner draw it.

estar a la derecha de *estar encima de*
estar a la izquierda de *estar debajo de*
estar enfrente de *estar detrás de*

E. (HW): As HW, have students sketch out their room on paper, then label the furniture and write out a brief description. This way they have their description ready and can even compare sketches with a partner at the end.

Expansion.

(Expanding activities): There is nothing sacred about the tasks in *Ritmos*. They are our attempt to provide you with meaningful activities that will keep you and your students communicating in Spanish at an appropriate level. But it is wonderful to 'take ownership' of these activities and modify and expand them naturally. You can prepare for this before class. In addition, as you increase in experience teaching with *Ritmos*, it will become relatively straightforward to create follow-on tasks that reinforce the learning objectives of the activity.

For example, activity A is a vocabulary-building activity, seeking to associate furniture terms with rooms in Spanish. You can easily expand this by asking what other rooms are appropriate for each item (other than the one the students provided). You can also pair furniture items and rooms and ask if that is a good combination (yes-no questions). You can also elicit one-adjective descriptions or reactions to combinations you propose (*una computadora en el baño* for example). This can be an excellent linguistic workout for your students.

F. Asociaciones

Pick three things in your room that best reflect your personality and life experiences. Write the objects and their associations in the spaces below.

Objetos	Asociaciones

los pósters en mi cuarto / música, deporte, fiestas

G. Intercambio

Share your objects and associations from the previous activity with a partner.



Tarragona, ES

F. (HW): Sts should do this exercise at home so they are prepared to contribute in class the following day. Encourage them to choose unique objects that have a special significance to them.

G. (Tip): Ask volunteers to share their objects and associations with the class. Then consider having the class vote for the most original, sentimental, outrageous, etc.

I. (HW): Consider assigning this exercise as HW so sts have time to think about their ideal house.

H. Inmueble

Indicate what is most important to you in finding your ideal home.

Precio:	Desde \$		Hasta \$	
Tipo de vivienda:	<input type="checkbox"/> casa	<input type="checkbox"/> cabaña	<input type="checkbox"/> apartamento	
Transacción:	<input type="checkbox"/> comprar	<input type="checkbox"/> alquilar	<input type="checkbox"/> compartir	
Habitaciones:	<input type="checkbox"/> 1+	<input type="checkbox"/> 2+	<input type="checkbox"/> 3+	
Baños:	<input type="checkbox"/> 1+	<input type="checkbox"/> 2+	<input type="checkbox"/> 3+	
Garajes:	<input type="checkbox"/> 1+	<input type="checkbox"/> 2+	<input type="checkbox"/> 3+	
Ubicación:	<input type="checkbox"/> el centro	<input type="checkbox"/> las afueras	<input type="checkbox"/> los suburbios	
Extras:	<input type="checkbox"/> sótano	<input type="checkbox"/> jardín	<input type="checkbox"/> barrio privado	
	<input type="checkbox"/> teatro	<input type="checkbox"/> terraza	<input type="checkbox"/> cocina grande	
	<input type="checkbox"/> gimnasio	<input type="checkbox"/> piscina	<input type="checkbox"/> parque cerca	

(Tip): Remind sts that they are describing their dream house. They should be as creative and detailed as possible. Let sts know what you expect them to include in their paragraphs since it will be useful for the writing assignment in 3.3W at the end of the *tema*.

I. Mi casa ideal

What is your ideal house like? Describe it to a partner using the information from the previous activity to specify what is important to you and other unique features that appeal to you. Be as creative and crazy as you like!



Mi casa ideal tiene ocho habitaciones y diez baños. En el sótano hay un teatro con una pantalla gigante. Tiene un garaje enorme para mis diez carros que incluyen tres Ferraris. También hay una piscina grande y una cancha de tenis y básquetbol.

Organization.

(Guessing from context): While popularly considered a best practice, research has shown that contextual guessing is not always a strong strategy for learning new words. Nevertheless, one does need to learn to create meaning from texts when not all the words are known. For activity H above (which is not glossed), have students do their best without looking words up. Then have them decide which TWO words they need to know to understand the text better, and provide those or let them look them up. See if this significantly increases their comprehension of the text. Sts will want to learn how to identify what key words they need to look up, since looking up all the words slows down the task considerably and often does not add significantly to comprehension. The trick is learning to be efficient in looking up words.

J. (HW): In order to prepare for the activity that follows, students should complete the questions and write their responses as HW prior to coming to class.

(Answers): 1. ¿Dónde vives? 2. ¿En qué tipo de vivienda vives? 3. ¿Cómo es? 4. ¿Te gusta vivir ahí? 5. ¿Cuál es tu habitación favorita? 6. ¿Con quién vives?

K. (Warm-up): Review the questions used to elicit housing information from 3.3J with the class so students ask the questions correctly in their interviews.

(Tip): Ask for volunteers to present the information they learned about another classmate using the *él/ella* form. Consider choosing a few of the questions for them to report to the class as a follow-up.

(Ext.): Have students compare their own living situation with the two classmates they interviewed.

J. Mi casa Complete the following questions by writing the correct word to elicit housing information. Then write your answers to the questions in a short paragraph form using the space below.

GR 1.2c

Información	Preguntas
Dirección	¿Dónde _____ ?
Vivienda	¿En _____ tipo de vivienda vives?
Descripción	¿Cómo _____ ?
Gustos	¿Te _____ vivir ahí?
Habitación favorita	¿ _____ es tu habitación favorita?
Compañero de piso	¿Con _____ vives?

K. Entrevistas Using the questions above, interview two classmates. Take notes below and be ready to report. Remember to use the *él/ella* form of verbs when talking about your partner. Feel free to use the model.



Compañero/a #1

Compañero/a #2

David vive en Seattle en un apartamento. El apartamento no es muy grande, pero es muy agradable vivir ahí. Tiene dos habitaciones, una cocina pequeña, un comedor chiquitito, pero una sala muy grande. Le gusta vivir en el apartamento. Su habitación favorita es la sala, porque puede relajarse en el sofá y escuchar música y ver televisión. David sólo vive con su perro, Sammy, un perro muy tranquilo, inteligente y obediente.



Sierra Nevada, Oaxaca, MX

Class.

(Reporting): Many activities in *Ritmos* suggest that sts prepare to report their findings. This has the advantage of giving sts the opportunity to speak in connected discourse in a semi-scripted fashion (from notes, NOT simply reading text aloud). However, this can take time and also has the risk of not maintaining the interest of the class.

Due to time constraints, it is generally impossible to have all groups report in a class. Consider having one person/group report, interacting with them (giving corrections/guidance/encouragement), and then have the rest of the groups report to each other (two or three groups together). Or just "call it good" with one report and make sure to call on different students for the next report. Simply preparing to report is good practice, even if students aren't actually called on due to lack of time.

L. Cuestionario

Below is a questionnaire used to match incoming university students with compatible roommates. Circle the number on the scale that best represents you for each statement.

Me encanta ir a fiestas.	1 2 3 4 5	Detesto ir a fiestas.
Me gusta hablar con todo el mundo.	1 2 3 4 5	Soy una persona privada.
Soy un/a buen/a atleta.	1 2 3 4 5	No puedo ni correr.
Soy muy espontáneo/a.	1 2 3 4 5	Soy más reflexivo/a.
Siempre estoy feliz.	1 2 3 4 5	Suelo estar deprimido/a.
Soy el/la payaso/a de la clase.	1 2 3 4 5	Soy una persona seria.
Miro televisión constantemente.	1 2 3 4 5	No me interesa para nada mirar televisión.
Voy a ver películas con frecuencia.	1 2 3 4 5	¿Qué es un cine?
Me encanta jugar videojuegos.	1 2 3 4 5	No me gustan los videojuegos.
Me gusta dar paseos.	1 2 3 4 5	Camino sólo cuando tengo que caminar.
Voy a conciertos con frecuencia.	1 2 3 4 5	Prefiero escuchar música en mi casa.
Cocino como loco.	1 2 3 4 5	Sólo cocino Corn Flakes.

L. (HW): Assign the questionnaire as HW so students are not rushed to complete it in class. This way they have their responses ready to use for the following activities.

M. (Tip): Ask each group to share a newly written statement. Then survey the class to see what side of the scale students lean towards. Rather than use individual numbers, have students raise their hands if they would choose 1-2 or 4-5. You can choose to not make 3 an option or have students raise their hands each time.

(Ext.): Have students write one additional questionnaire statement to ask a study-abroad student from Mexico. Consider language and culture based on what they have read in the texts so far.

N. (Warm-up): Go over a few statements with students so that they know how to phrase the questions. *¿Te encanta ir a fiestas o detestas ir?* Answers should be something like this: *A veces me gusta ir a fiestas. Le doy un tres.*

M. Más descripciones

In groups of three or four, add three contrasting statements to the above questionnaire.



	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	

N. ¿Y tú?

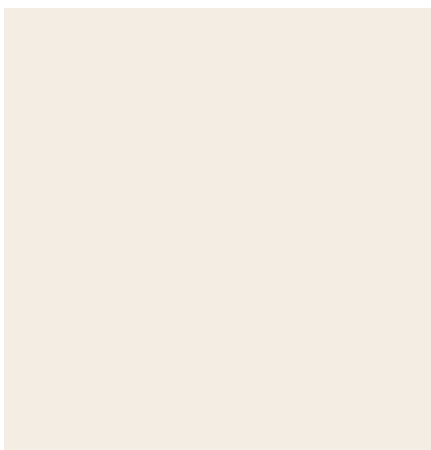
Interview another student by asking the questions in the two activities above. Note the responses and be prepared to explain in class whether you are compatible or not.



Miguel y yo somos compatibles porque nos gusta jugar videojuegos y dar paseos. También somos personas serias y no nos gusta ir a fiestas.

GR 2.2a

GR 2.2b



Madrid, ES

Organization.

(Questionnaires): Questionnaires such as in activity L above are an excellent way to scaffold language for beginning learners while keeping their responses meaningful and interesting. It is much easier to respond to statements such as those above than it is to create them. This survey was taken from an actual student survey. Perhaps you can find surveys used by the housing office at your college/university and adapt them for your Spanish classroom. It will resonate with your students who filled them out, and you can discuss in Spanish whether filling out the surveys helped them get paired up successfully with other students. In addition, language such as that above provides excellent models for students' own production with tasks that require them to describe themselves.

O. (Answers): 1. *la cocina*, 2. *el jardín, el patio*, 3. *el dormitorio*, 4. *la sala*, 5. *el comedor, la cocina*, 6. *la cocina, la entrada*

(IW): The phrases for household chores as well as conjugation practice with the verbs can be found in the IW.

P. (Warm-up): Ask sts who typically did the chores in their house growing up. Which were they responsible for?

(Answers): 1. *paso*, 2. *saco*, 3. *corto*, 4. *lava*, 5. *guarda*, 6. *sacude*, 7. *riega*, 8. *hacen*, 9. *arreglan*, 10. *cocina*, 11. *pone*, 12. *quita*

Q. (Tip): Remind the class that no conjugations are necessary with these verb + infinitive constructions. The infinitive form of the verb should be written in the boxes since the verb *querer* and the phrase *tener que* are followed by an infinitive.

R. (TPR): For a change of pace, have students get up and play corners. Name two household chores. Have students choose the one they would prefer to do. They must decide and go to the corner/wall of the classroom indicated.

Content.

(Housework as a topic): Some topics chosen for *Ritmos* do not appear high up in word-frequency lists, but they are nonetheless useful for beginners to learn because they are concrete, everyday (or every week/month) activities with which sts have strong associations and memories. Class and cultural differences may also become apparent, which can be interesting to note and discuss in class.

Sts may be interested in the cultural differences. Many Latin Americans, for example, have domestic help. It can be surprising to have exchange students from Latin America who have no experience with a more "democratic" approach to doing household chores.

O. **¿Dónde lo haces?** Indicate the areas of your house or apartment where you would do the following chores.

- lavar los platos
- cortar el césped
- hacer la cama
- pasar la aspiradora
- poner la mesa
- barrer el piso



Monterrey, MX

P. **Quehaceres domésticos** Complete the following sentences with the appropriate forms of the verbs below.

GR 1.3b

GR 2.1a

- | | | | |
|----------|---------|--------|---------|
| arreglar | cocinar | cortar | guardar |
| hacer | lavar | pasar | poner |
| quitar | regar | sacar | sacudir |

En mi familia, todos tenemos nuestras tareas domésticas. Yo _____ la aspiradora, _____ la basura y _____ el césped. Mi esposa _____ y _____ la ropa, _____ el polvo y _____ las flores. Los niños _____ sus camas y _____ sus cuartos. Para las comidas, mi esposa casi siempre _____ la comida. Marta _____ la mesa antes de comer. Daniel _____ la mesa al terminar. Nuestro perro también ayuda.

Q. **Fin de semana** List three things you want to do this weekend and three things you have to do. Then, ask your partner: "¿Qué quieres hacer? / ¿Qué tienes que hacer?"



Quiero dormir, jugar fútbol y relajarme. Tengo que lavar mi ropa, pasar la aspiradora y estudiar.

GR 2.4a

Quiero...

Tengo que...

Quiere...

Tiene que...

R. **¡Lo detesto!** What is your favorite and least favorite chore to do? Write the chores below; then survey as many people as possible in your class. What is the favorite and least favorite chore among your classmates?



GR 1.3a

¿Cuál es tu quehacer favorito?
Me gusta pasar la aspiradora. / No me molesta poner la mesa.
¿Cuál quehacer te molesta?
Me molesta mucho sacar la basura. / ¡Detesto lavar los platos!

Mi favorito

Mi menos favorito

El favorito de mis compañeros

El menos favorito de mis compañeros

S. ¡Ayuda! ¡Vuelven mis viejos!

Carlos and Camila are in a panic: their parents are returning from vacation in three hours! They promised to take care of the house and yard while their parents were away, but you know how these things go...

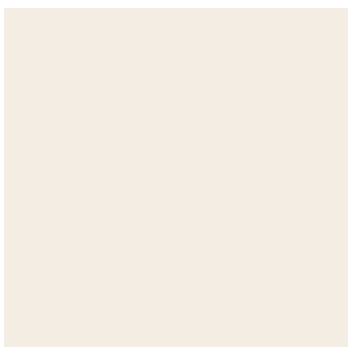


Below is a list of the chores they have not done yet. Carlos and Camila have 50 pesos. A friend is willing to help, but this friend charges 10 pesos an hour and only does yard work. They also haven't eaten yet today, and there is no food left in the house. Working in groups of 3-4, assign tasks to each in the order you think the chores should be done. Remember to conjugate the verbs accordingly!

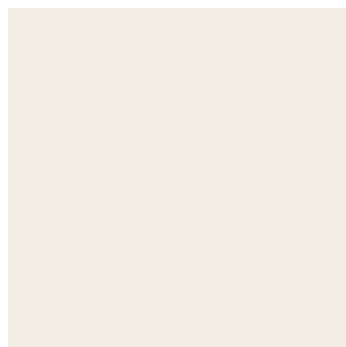
Los quehaceres:

- | | |
|---|--|
| 1. pasar la aspiradora – 30 minutos | 9. comprar una lámpara – una hora |
| 2. sacudir los muebles – 15 minutos | <i>Carlos and Camila accidentally broke a lamp yesterday! It is easy to replace – for 30 pesos. Or is it better to confess to breaking it?</i> |
| 3. hacer las camas – 15 minutos | 10. regar las plantas – 45 minutos |
| 4. arreglar la casa – 30 minutos | <i>Lots of plants inside (15 minutes) and outside (30 minutes).</i> |
| 5. sacar la basura – 15 minutos | 11. barrer el patio de la entrada – 30 minutos |
| 6. lavar (y secar) los platos – 45 minutos | 12. barrer las hojas del jardín – 45 minutos |
| 7. ir de compras al supermercado – una hora | 13. cortar el césped – 30 minutos |
| <i>Costs 10 pesos if they just buy the basics (and go hungry). Costs 20 pesos if they also buy food for themselves.</i> | 14. lavar el auto de papá – una hora |
| 8. poner (y quitar) la mesa – 15 minutos | |

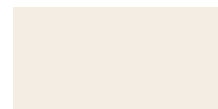
Carlos



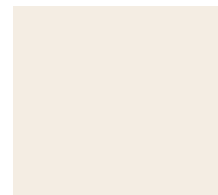
Camila



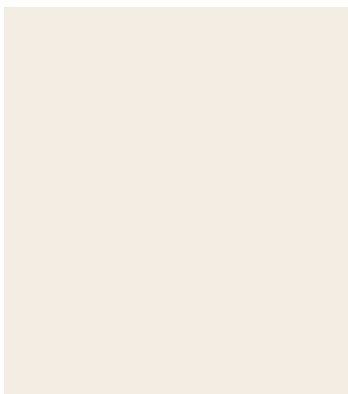
Pesos spent



Chores left undone



Un(a) amigo/a



Isla Bacanda, MV

S. (Intro.): This activity combines problem solving, logical reasoning, negotiation, and role-play. Students should do this activity in small groups. Be sure to plan enough time for a warm-up, task explanation, execution, and follow-up. A brief presentation or solution swap can be used to check answers.

(Tip): a) Include columns on the board for each of the boxes provided. Then have groups write their solution on the board for the class to see. Write cues on the board for students to use in their presentations. Include: *primero, segundo, luego, antes, después, por último*, etc.

b) As a follow-up, ask the class: which group got the most chores done? Which group spent the least amount of money? Which chores did most groups leave undone? Which chores had the highest priority?

(FYI): In Latin America it is relatively common for households to have a *muchacha* or *empleada* to help with the household tasks. These women usually come in the morning to make the beds, clean the house, do laundry and prepare meals before leaving in the late afternoon.

Class.

(Problem-solving): Games and similar problem-solving activities are an excellent way to practice a language naturally. Activity S is an example where sts need to negotiate answers and express themselves. Because there are not necessarily right or wrong answers, there is room for difference and disagreement. You can also ask sts how their parents would respond, i.e., which priorities would be higher for them. This could reveal personal and cultural differences worth noting in class.

T. Las casas de EE.UU.

The following texts describe what people from other Spanish-speaking countries noticed about the houses in the United States and how they differ from the houses in their native countries.

T. (Warm-up): Ask the class what immediately comes to mind when thinking about houses in the United States. Make a list of the positives and negatives on the board. What were the top adjectives students came up with?

(Tip): Have the class count off from 1 to 4. Then put students in four different groups and assign each group one of the texts. The groups should read the paragraph and then summarize it for their classmates. This makes them all partially responsible for the reading.

(Answers): a) 1. brick, 2. roof, 3. wood, 4. heater, 5. dryer, 6. welcoming

b) 1. *están hechas de ladrillos y bloque* (they are made of bricks and block), 2. *no estamos preocupados por las armas nucleares* (we are not worried about nuclear weapons), 3. *está con sus maderas* (he is with his wood carvings), 4. *están más abiertas* (they are more open)

Karina (Quito, EC): Yo siempre digo que las casas de Estados Unidos son hechas de cartón.¹ En Ecuador las casas son más sólidas, están hechas de ladrillos y bloque. Me gusta que aquí las casas tengan muchos jardines.² En general en Ecuador, no tienes tanto jardín en tu casa. Tampoco tenemos el sótano³ porque no estamos preocupados por las armas nucleares.

Antonio (Maracaibo, VE): Las casas de Estados Unidos, al menos en Michigan, necesitan construirse en función del frío y la nieve. Por eso uno ve esos techos en forma de triángulo y la madera es el material fundamental, mientras que en Venezuela por ser un país tropical, la temperatura influye en la construcción y se hace todo de concreto, cemento y ladrillo.

Nicole (Santiago, CL): Las casas de Chile son muy diferentes. Son más familiares porque allá es otro ambiente, es más acogedor. Donde hace mucho frío, llegas a una casa y ves una estufa o un calentador,⁴ porque en Chile no tienes calefacción de aire caliente. Allá tienes estufas, ahí secas la ropa, no hay secadoras. En una casa vive toda la familia. Entonces, cuando llegas, es muy acogedor porque ves a tu abuelita en el patio regando⁵ las plantitas o ves a tu abuelito que está con sus maderas⁶

- ¹ made of cardboard
² yards
³ basement
⁴ heater
⁵ watering
⁶ wood



Madrid, ES

o a todos tus primos que andan corriendo, jugando.

Isabel (San Pedro de Macorís, DO): Las casas aquí en los Estados Unidos son más grandes. Las casas en la República Dominicana están más abiertas, yo creo porque no hay frío y son un poquito más chiquitas,⁷ no todas las casas, pero la mayoría.

⁷ a little smaller

Given the contexts of the following words, can you guess their meaning?

1. ladrillo
 2. techo
 3. madera

4. estufa
 5. secadora
 6. acogedor

Circle the four instances of *estar* in the texts above and write the English translations below.

Write four adjectives that come to mind when you think of houses in the United States.

Culture.

(Architecture as culture): Architecture is an excellent opportunity for discussing cultural differences because architecture is a fairly pure representation of cultural values. Suburban America creates distance between individual homes; houses tend to be much closer together in Latin America. You can probe these questions in Spanish in class to get your students thinking about how they live: how would someone from South America respond to their family home? How are rooms used? Who does what in which part of the house?

U. ¿Quién lo dijo?

Match the following statements to Karina (K), Antonio (A), Nicole (N) or Isabel (I) and place the number of the statement where it is found in the previous texts.

K/A/N/I

1. *You might see grandma watering plants, grandpa carving something out of wood or your cousins running around.*
2. *In my country, houses don't have central heating.*
3. *Houses in my country are more open.*
4. *Here in the north, houses need to be built for the cold and the snow.*
5. *Houses in my country are more welcoming.*

K/A/N/I

6. *In my country, houses don't have as much yard space as they do here.*
7. *We don't have basements because we aren't worried about nuclear weapons.*
8. *In my country, everything is done in concrete and cement.*
9. *Houses in the U.S. are made of cardboard.*
10. *Houses in the U.S. are bigger.*

U. (Answers): 1. Nicole, 2. Nicole, 3. Isabel, 4. Antonio, 5. Nicole, 6. Karina, 7. Karina, 8. Karina and Antonio, 9. Karina, 10. Isabel

V. (Tip): Have students compare their answers in small groups and discuss them.

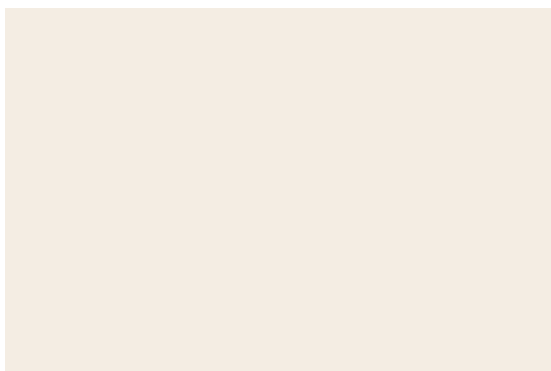
(Ext.): Tell students to imagine that one of the individuals from 3.3T is going to be staying at their house in the US/Canada. Write 3 sentences describing your house to that individual and how it compares to the houses in their native country.

W. (Warm-up): Students should refer to activity 3.3I where they described their ideal house and consider how it reflects their personality.

V. Casa y cultura

Answer the questions below according to the texts on the previous page.

1. *What are four characteristics associated with houses in the United States?*
2. *What are four characteristics associated with housing in Spanish-speaking countries?*
3. *Write one comparison between houses in the United States and in Spanish-speaking countries.*



W. ¡A escribir!

Look back over this chapter and write a creative essay for the following scenario. Include the information listed below.



Time travel ten years into the future. You are living in your dream house with your ideal roommate or partner. Describe your house in detail and the distribution of chores in your household.

- *number of rooms, items of furniture and some color schemes*
- *how your house reflects your personality*
- *preference, distribution and frequency of chores*



Vivo con mi esposo en una casa gris de dos pisos. La casa tiene tres habitaciones, tres baños, una sala grande y una oficina. También hay un teatro en el sótano y la propiedad es muy privada. Eso refleja nuestra personalidad porque nos gustan las películas y somos personas introvertidas.

No me gusta cocinar; por eso mi esposo cocina cada noche. También va de compras al supermercado, saca la basura y corta el césped. Yo lavo la ropa, paso la aspiradora, lavo los baños y barro el piso. Los dos lavamos los platos después de cenar y arreglamos la casa los fines de semana.

(Tip): Discuss with your sts acceptable uses of on-line translators and the penalty for unacceptable uses (such as translating an entire essay into Spanish). Most schools have a student honor code already in place. Show sts some examples of how these translators are not necessarily accurate. Finally, emphasize how the writing models and their written answers from previous activities have actually prepared them to complete the writing assignment on their own, making the task doable.

Writing.

(Pre-organizing writing tasks II): Writing activity W asks sts to review the content of the unit to find language they can use for creating a futuristic house or living space. Encourage them to be creative and come up with an interesting and unexpected future, both architecturally and socially. They have enough basic Spanish for this.

It may be worth 5 minutes of class time helping them to brainstorm ideas to give some standard expectations for the writing assignment. These should be fun to write and read, so consider building time in class for sts to share their writing with others, or have them submit their writing as blog posts for others to interact with.

Vocabulary 3.3

la alfombra	carpet	los quehaceres domésticos	household chores
la almohada	pillow	la sala (de estar)	living room
el armario	closet	la silla	chair
el baño	bathroom	el sillón	armchair
la cama	bed	el sofá	sofa
la cocina	kitchen	el sótano	basement
el comedor	dining room	el suelo	floor
la cómoda	chest of drawers	el techo	roof; ceiling
las cortinas	curtains	la ventana	window
el cuadro	square; painting	arreglar la casa	to straighten up the house
el cuarto	room, bedroom	barrer el piso	to sweep the floor
el dormitorio	bedroom	cocinar la comida	to cook food
la entrada	entry	cortar el césped	to cut the grass
la escalera	staircase; stairs	guardar la ropa	to put away clothes
el escritorio	desk	hacer la cama	to make the bed
el estante	bookcase	lavar la ropa/los platos	to wash the clothes/dishes
el estudio	study, studio	limpiar	to clean
la habitación	room, bedroom	pasar la aspiradora	to vacuum
la lámpara	lamp	planchar la ropa	to iron the clothes
la mesa	table	poner la mesa	to set the table
la oficina	office	quitar la mesa	to clear the table
la pared	wall	regar (ie) las plantas/flores	to water the plants/flowers
el plato	plate	sacar la basura	to take out the trash
la puerta	door	sacudir el polvo	to dust

3.3 Review verb conjugations

Reference *Gramática* 1.3b and 2.1a for the main introductions to verb conjugations.

A. Completar Write the appropriate subject pronoun (*yo, tú, él, nosotros* or *ellos*) before each conjugated verb. Then complete each statement about chores using the words provided.

1. _____ hago _____ .
2. _____ sacude _____ .
3. _____ arreglamos _____ .
4. _____ cortas _____ .
5. _____ cocinas _____ .
6. _____ planchan _____ .
7. _____ barren _____ .
8. _____ pongo _____ .

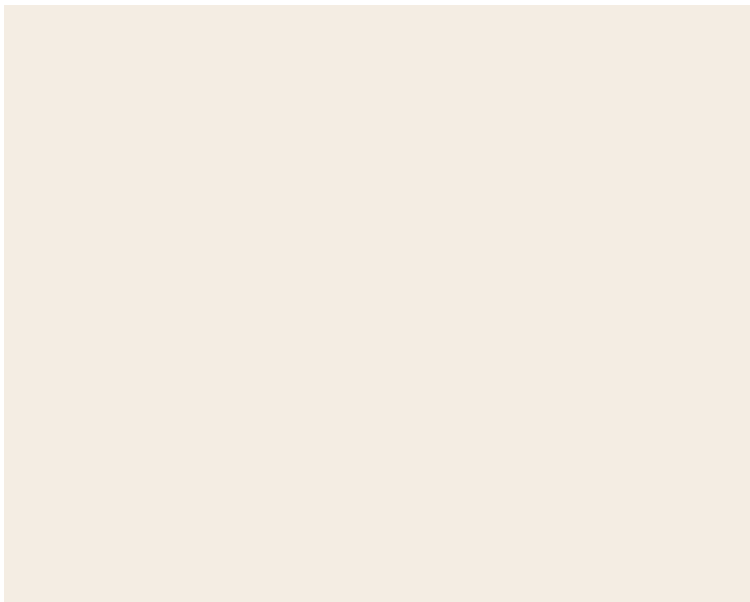
- a. la basura g. el piso
- b. la cama h. los platos
- c. la casa i. el polvo
- d. el césped j. la ropa
- e. la comida k. la ventana
- f. la mesa

B. Conjugar Fill in the missing forms of the conjugated verbs in the present tense.

	limpiar	barrer	sacudir
yo	_____	_____	_____
tú	limpias	_____	_____
él, ella, Ud.	_____	barre	_____
nosotros/as	_____	_____	_____
vosotros/as	limpiáis	barréis	sacudís
ellos, ellas, Uds.	_____	_____	sacuden

C. Preguntas Answer the following questions about yourself using complete sentences.

1. ¿A qué hora te levantas los fines de semana?
2. ¿Cuál es tu habitación favorita? ¿Por qué?
3. ¿Cuántas veces a la semana haces tu cama?
4. ¿Cuáles son los quehaceres domésticos que te molestan?
5. ¿Qué tienes que hacer mañana?



El mercado del viernes

Ocotlán de Morelos, Oaxaca, México

3.4 Afuera

Cultura: Views of nature, Connection to outdoor spaces
 Vocabulario: Sports, Outdoor activities
 Gramática: Review *gustar*

A. (TPR): To review the vocab and prime the activities for the day, use this total physical response method. Have students get up and play corners by naming two different sports for students to choose the one they would prefer. They must select one and go to the corner/wall of the classroom indicated.

(Answers): 1. *ir de pesca*, 2. *andar en bicicleta*, 3. *escalar montañas*, 4. *correr*, 5. *patinar*, 6. *nadar*, 7. *jugar baloncesto*, 8. *jugar fútbol*, 9. *levantar pesas*, 10. *jugar béisbol*, 11. *jugar fútbol americano*, 12. *jugar hockey*, 13. *esquiar*, 14. *jugar tenis*, 15. *jugar voleibol*, 16. *jugar golf*

B. (Photo): The sport being played here is called *Pelota Purépecha*, which is said to have originated in Michoacán, México. It is also called fire hockey since the ball is soaked in gasoline and then set on fire. Like hockey, the sport is played with sticks and the object is to score goals.

A. Deportes

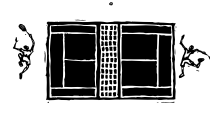
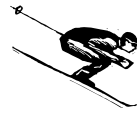
Write the Spanish word or phrase for each picture.

- | | | | | |
|----------------|---------|-------------|------------------|--------------------------|
| jugar béisbol | correr | jugar tenis | levantar pesas | jugar baloncesto |
| jugar voleibol | nadar | patinar | jugar hockey | jugar fútbol (americano) |
| ir de pesca | esquiar | jugar golf | escalar montañas | andar en bicicleta |









B. ¿Juegas...?

Find out what sports your partner plays from the list above and with what frequency. Be ready to report to the class. Remember: *jugar* is a stem-changing verb.



GR 2.3c

¿Andas en bicicleta? ¿Corres? ¿Juegas baloncesto? ¿Con qué frecuencia?

- | | |
|-----------------------------|--------------------|
| <i>siempre</i> | always |
| <i>con frecuencia</i> | frequently |
| <i>a veces</i> | sometimes |
| <i>nunca</i> | never |
| <i>dos veces por semana</i> | two times a week |
| <i>cuatro veces por mes</i> | four times a month |
| <i>una vez al año</i> | once a year |



Zihuatanejo, MX

Culture.

(Sports): In the USA, the topic of sports can often get sts talking to each other. This, of course, is not always true in other countries. One goal of class time is to build friendships among sts so they are more motivated by feelings of community to go on to take more Spanish classes, and discussing sports is one way to build these interpersonal connections. However, stress to your students that talking about sports is not necessarily a successful small-talk strategy in other cultures (or at least, not the same sports as in the US!).

C. Asociaciones

Write two sports you associate with each season.

el otoño	
el invierno	
la primavera	
el verano	



Sierra Norte, Oaxaca, MX

C. (Warm-up): Have the class come up with some additional sports not mentioned in exercise 3.4A. Students might want to consider Olympic events.

D. ¡Luces, cámara, acción!

Act out a sport for a partner and see how quickly they can guess it.



D. (Tip): This game of charades can be modified slightly and done with another student in front of the class who unknowingly must react to the sport being acted out. For example, if one person pretends to throw a football, the other person must pretend to catch it or sack the QB.

E. Mis deportes favoritos

Make a list of three sports you currently practice or have practiced in the past. Make another list of all the sports you like to watch. If you don't like sports, indicate the sports your friends or family enjoy practicing and watching. Then, compare your list to your partner's and jot down the sports you hear mentioned.



Practico ...	Miro ...	Practica ...	Mira ...

Now write a sentence comparing yourself to your partner in relation to sports.

E. (Warm-up): Poll the class to see who practiced different sports as a child or in high school. Allow students to include these sports in their lists even if they don't currently practice the sport anymore.

F. Nosotros

Complete the questions below with the correct form of the verb *jugar*. Then, write answers to the questions. Be careful to use the correct form of *jugar* for *nosotros*.



¿Qué deportes _____ tú y tus amigos/as?

GR 2.3c

¿Qué deportes _____ ustedes en tu familia?

Now, interview two classmates and write their responses below. Be prepared to report.

Compañero/a #1:	Compañero/a #2:

F. (Tip): Ask volunteers to report the sports played by the friends and family of a classmate who they interviewed. Then ask if they have anything in common with that person; otherwise have them state one difference.

Content.

(El bosque): Associations with wilderness and woods or the forest are not the same in North America and the Spanish-speaking world. Often there is a feeling of insecurity in many countries about *el bosque* since it can be the home of anti-government and/or criminal elements. Hiking in the mountains is thus often sensed as a much more dangerous and unwise activity in many Spanish-speaking countries. This would be a good opportunity to poll sts for word associations with forest, wilderness, outdoors, etc. and do the same for Spanish-speakers you know, especially non-US natives. Compare the differences in class.

G. (Answers): 1, 3, 6, & 7: Jessica. 2, 4, 5, & 8: Gerardo

(FYI): *Fútbol* is truly a global sport. In Spain and Latin America, the World Cup is so popular that classes are often cancelled when the *selección nacional* plays. Leo Messi is arguably the best footballer of all time. In 2012, he scored a record-breaking 91 goals for Barcelona and Argentina. Ask sts how much they know about *fútbol*. What do they know about the basic rules? Can they name players or clubs?

H. (Answers): 1. *En el D.F.* 2. *Guadalajara está al oeste del D.F.* 3. *El 6 de octubre del 2012 ganó Guadalajara. Chivas 3 – América 1* (Instructors will need to check the score of the last *Súper Clásico* online.)

(Ext.): Put sts in groups of three and have each one explore a different *fútbol* rivalry on the Internet. The top club rivalries mentioned in the IW include: Barcelona vs. Real Madrid, Boca Juniors vs. River Plate and Peñarol vs. Nacional. Consider adding additional questions to the ones provided. What color is the home jersey? Who is the most popular player on the team? Where is the coach from?

Content.

(Soccer teams): It is a good idea to learn the basic soccer teams in countries you are focusing on, as soccer is an excellent topic for small talk in many Spanish-speaking contexts. Knowing the basic rivalries and being able to ask Spanish speakers about their teams is a great way to build simple connections and build students' confidence in communicating interculturally. North American students who study abroad in the Spanish-speaking world (or really anywhere soccer is popular) often begin talking about soccer with others in the target language as a way to make small talk, but they end up becoming ardent fans of the local team by the end of their stay.

G. El Clásico

Jessica and Gerardo discuss the rivalry between the two most popular soccer teams in Mexico. Read the texts and complete the activities that follow.

Jessica (Querétaro, MX): *¿Qué equipo de fútbol te gusta? ¿De fútbol? Los Pumas primero, y después, Las Chivas. Odio¹ el América.*

¿Cuál es la rivalidad entre esos dos equipos? Pues es como algo ya de años, como de antaño.² Realmente no sé la razón, pero los de América me caen muy gordos,³ como que son elitistas, y nomás juegan por dinero, no porque de verdad les guste. Y por ejemplo, Las Chivas tienen puros jugadores mexicanos, que eso es lo que más me gusta.

Gerardo (Puebla, MX): *¿Qué piensas del equipo de Guadalajara? Las Chivas. Yo nunca voy a ir a Guadalajara en mi vida, porque ahí está el equipo enemigo. Mi equipo favorito, el América, siempre ha sido conocido como el equipo que trae al extranjero, trae al gringo, trae al europeo, trae al chileno, trae a diferentes gentes que no son mexicanos pero que son muy buenos jugadores. Hay muchos mexicanos, también, pero no todos son mexicanos. El noventa y cinco*

¹ *odiar* – to hate

² in the past

³ I can't stand them

Match the statements to Jessica (J) or Gerardo (G) and place the numbers where they are found in the texts.

J/G

1. *It's like something from years past. I don't really know the reason for the rivalry.*
2. *América has always been known for bringing in people that are not Mexican.*
3. *I hate América.*
4. *Las Chivas is a very strong team.*
5. *95% of the players on Las Chivas are Mexican.*
6. *What I like most is that the team has only Mexican players.*
7. *They're like elitists, they only play for money.*
8. *I will never go to that city in my life because the enemy team is there.*

H. El fútbol mexicano

Search the internet and write answers in Spanish for the questions below.

¿En qué ciudad juega el equipo de América?

¿Dónde está Guadalajara en relación a la Ciudad de México?

¿Qué equipo ganó el Super Clásico más reciente?
¿Cuál fue el resultado?



Mutriku, ES

por ciento del equipo de Las Chivas son de México, y ocho están en el equipo nacional de México, entonces Las Chivas es un equipo muy fuerte, aunque para mí es el equipo enemigo.

I. El deporte favorito

Which of the sports listed is your favorite and which is your least favorite?

la natación el baloncesto el tenis
el béisbol el fútbol (americano) el correr



Now, get up and survey as many people in your class as possible. What is the favorite sport among your classmates? The least favorite?

GR 1.3a

El deporte favorito es...

El deporte menos favorito es...

¿Cuál es tu deporte favorito?
Me encanta... / Me gusta mucho...

¿Cuál es tu deporte menos favorito?
No me interesa... / No me gusta mucho...

J. En grupos

Get in groups of three or four according to your favorite sport above. If you don't like sports, you may also form a group. Try working with someone new! Look at the questions below and exchange information among your group members. Fill in the blanks with the group's favorite sport. Then, write a sentence responding to each question that summarizes your group's discussion.



¿Cuál es tu equipo favorito de ? ¿Quién es tu jugador(a) favorito/a?

¿Juegas ? ¿Con qué frecuencia, con quién y dónde?

¿Prefieres jugar o mirar ? ¿Prefieres mirar partidos universitarios o profesionales?

K. ¡Defensa!

Continue in your group and write a defense of your favorite sport. Why do you like it? What is it like? What is bad about the other sports?



Nos gusta el curling porque es necesario trabajar en equipo. Tienes que tener disciplina y poder guiar la bola con exactitud. No nos gustan los otros deportes porque no puedes tomar una cerveza cuando juegas.



Sierra Norte, Oaxaca, MX

I. (Follow-up): Ask a few different students what they concluded as being the favorite and least favorite sport among the class. Then survey the class to verify the results.

J. (Tip): Ask a representative of each group to share one of the responses that summarizes the group's discussion.

K. (Warm-up): Suggest groups make a list of all the positives and negatives they can for their favorite sport. Then try defending the negatives as best as possible.

(Tip): Have two groups defend their sport in a debate format in front of the class. Then allow the other groups to ask questions in Spanish. When all groups have presented their defense, have the class vote which group best defended their sport.

Extension.

(Favorite sports): It may be an interesting exercise to have students think briefly about what their favorite sports say about them as individuals and members of a culture or cultures. What is it about American football that might make it less interesting in Latin America than soccer? Describing favorite sports is usually a fun activity; bringing an intercultural slant makes it even more profitable.

L. (Tip): Allow students time to talk with a partner and share their descriptions. They should listen carefully for correct verb choices and conjugations as well as adjective agreement. Then they should switch partners before moving on to the next activity.

M. (Ext.): Show some additional photos of celebrities doing various things on an overhead screen for students to describe orally with a partner once they have finished. They should choose a few things to describe about the photo so a partner can guess the photo being described. This will give the class some spontaneous practice using the same format.

L. Describe la foto



GR 1.1b

GR 1.4a

Look at the pictures below and jot down the following information for each: 1) the activity performed, 2) the weather/season and 3) descriptors of the place. If you're not sure from the picture, guess! Be prepared to describe each picture to a partner.

ciudad	está despejado	hace fresco	montañas	parque	sentarse
descansar	está lloviendo	hace sol	navegar	pasear	tomar el sol



1. *La chica corre por la playa. Hace buen tiempo en el verano. Ella está cerca del océano...*



2.



3.



4.

M. ¡Adivina!



In partners, take turns presenting a description of a photo and having your partner guess which photo it is.

Creo que es la primera (segunda/tercera/cuarta) foto.

Culture.

(La playa): The Spanish-speaking countries do not have the same kind of park system one finds in the USA/Canada. Instead, the beach often plays the role of destination for time spent outdoors with family/friends. The associations are a bit different between going to the beach in the USA (with surfing, beach volleyball, sunbathing, etc.). This is another good topic for informal surveys among non-US native Spanish speakers at your institution to illuminate different attitudes and associations.

N. ¿Qué prefieres hacer afuera?

Check off all the activities you prefer to do outdoors.

- asistir a un partido
- comer
- correr
- hablar por teléfono
- hacer yoga
- ir de compras
- leer
- nadar
- pasear
- tomar una siesta



San Sebastián, ES

What is the difference between *pasear al perro* and *pasearse*? Give the English equivalents below.

O. Al aire libre

Write three activities you associate with the following destinations. Then, answer the question that follows.

la playa

los bosques

las montañas

¿Adónde te gusta ir de vacaciones? ¿Por qué?

P. De vacaciones

Answer the following questions about your travel preferences. Then interview a partner and note the responses below. How much do you have in common?



GR 2.4a

¿Adónde prefieres ir?

¿Cuándo sueles viajar?

¿Con quién prefieres viajar?

¿Qué te gusta hacer?

¿Qué no te interesa hacer?

Mis respuestas

Mi compañero/a

N. (Tip): Explain the difference between *pasear al perro* (to take the dog for a walk) and *pasearse* (to walk around, generally without a particular destination). Ask sts to identify which verb is reflexive and how it is conjugated.

(FYI): People seem to spend more time outside in Spain and Latin America. The *plazas* are a meeting place where friends hang out and people watch. As some of the texts have mentioned, the *terrazas* are also popular for enjoying a drink with friends.

O. (Tip): Have sts exchange information in small groups and write two similarities they discovered. Write the following prompts on the board: *¿Qué puedes hacer en la playa?* *¿Qué te gusta hacer en las montañas?* Then ask groups to share two favorite vacation destinations.

P. (Warm-up): Ask the class: *¿A quién le gusta acampar?* *¿Adónde prefieren ir?* *¿Por cuántos días van normalmente?*

(Follow-up): Survey the class to see what the most popular responses were and what the biggest schedule differences were.

Content.

(National parks): While this is slowly changing, the national park systems in the USA and Canada are much more developed than in Spain, not to mention Latin America. Factors that influence this are history, relative wealth and population density, among other things. According to US National Park Service Director Jon Jarvis (2013), the park service reflects the American values of "freedom, equality, pioneering spirit, ingenuity, hard work and leadership." It might be interesting to discuss this with sts: are these values limited to the US? Can one have these or other values without a park system? What role might wealth distribution play? What other values might Spanish-speaking countries have that conflict with establishing and funding a national park system?

Q. (Tip): Have students consider which phrases they found useful and might use for a later writing assignment. Get students in the habit of reading texts and looking for useful phrases. Then ask students to identify which phrases or texts were the hardest to read. Let students work together in small groups to try to understand the meanings. If they still need help, discuss more difficult phrases as a class.

(Ext.): Have students write three sentences describing who they are most like and why. They should use phrases mentioned by the speakers.

Q. Tiempo libre

Read the texts below regarding hobbies. Then, answer the questions.

GR 1.3a

Francisco (La Habana, CU): Me gusta ir de vacaciones. Me encanta ir al campo, a las montañas, me gusta el mar... Amo la naturaleza.¹ Me encanta ir a conocer museos. Me encantan los restaurantes, me gustan mucho las cafeterías, platicar en un lugar tranquilamente² y convivir con mi familia.

José (Granada, ES): No me gustan las discotecas, me gustan las terrazas³ de verano. En España se vive mucho en la calle, quizá por el clima. Como hace tan buen tiempo, perfectamente te puedes ir por la calle a tomarte algo. Eso es lo que me gusta. Tomar algo en una terraza tranquilamente con la familia.

Laura (Madrid, ES): En Madrid voy mucho a un club de cine en el que vemos muchas películas antiguas de los hermanos Marx, por ejemplo, o de Francis Ford Coppola. Me gusta mucho ese sitio porque es muy barato y hay películas muy interesantes. Y también me gusta mucho ir a restaurantes con diferentes tipos de comida como japonesa, mexicana o india. En verano, me gusta mucho ir a los parques o a los jardines y pasear.

¹ nature
² peacefully
³ terraces



Valencia, ES

Pancho (Tepic, MX): A mí me gusta mucho salir los sábados en la noche, salir a quinceañeras, salir con mis amigos a bailar. También me gusta estar con la familia, salir a jugar fútbol con ellos en las tardes cuando hace calor, y nomás me gusta salir con ellos y a divertirme con mi familia, con mis amigos.

Circle an example of: gusta, gustan, encanta, encantan.
 Why do you think the verb form changes for each subject?

Read the following statements and match them to the corresponding person(s). Then place the number of the statement to where you find the information in the text.

	Francisco	José	Laura	Pancho
1. Le gusta hacer actividades afuera.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Le gustan los deportes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Le gusta quedarse adentro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Le gusta la comida.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Le gusta la música.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Le gusta estar con familiares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With whom do you have the most in common? Why?

Organization.

(Being outside): Because the weather tends to be much more pleasant in Spanish-speaking countries year-round than in the USA/Canada, a lot of life happens outside. This affects the design of homes, neighborhoods and urban spaces. Reflect with your sts on what might be difficult for native Spanish speakers living in North America where the winters are cold. Above basic issues of discomfort, what other adjustments would be necessary?

R. Adentro o afuera

List two activities you prefer doing inside and two you prefer doing outside. Then, share your answers with a partner.

Prefiero jugar fútbol afuera.
Prefiero estudiar adentro.



Yo prefiero ...

Mi compañero/a prefiere ...

Adentro

Adentro

Afuera

Afuera

Now, write a sentence comparing your preferences to your partner's preferences.

En general, ¿te gustan las actividades al aire libre o prefieres quedarte adentro?

S. Entrevista

Using the information from your written essays and in-class interactions, interview a classmate you have not worked with before. On a separate piece of paper, generate a list of questions, take notes and be prepared to report your findings to the class. Base your interview questions on the bullet points listed in the next activity.



T. ¡A escribir!

Write an essay about your current living situation and hobbies. Review the topics presented in this unit and the information you collected in various activities. Use the native speaker texts as well as the model texts throughout the unit to help you write the essay. Be sure to include the following information:



San Cristóbal, MX

- a description of your current living situation and what you like/dislike about it
- your chore distribution, including frequency
- a simplified schedule of a typical school day
- a description of your favorite hangout place on campus
- recreational activities you participate in, including sports, outdoor or indoor activities, and the frequency with which you do them

R. (Warm-up): Ask students what they consider to be ideal weather for being outside. Some possible answers include: *Hace buen tiempo. Hace sol. No hace mucho viento. No llueve.* They should assume the weather is ideal for doing favorite outside activities.

S. (Warm-up): See how many questions the class can generate when you give them a topic. Topics to consider are: *la rutina diaria, la ropa, la casa, los quehaceres domésticos, el tiempo libre, los fines de semana, etc.*

T. (Tip): Over the course of this unit, students should have already written short paragraphs about their current living situation and hobbies. They may have also received feedback from you on their writing. At this point, they should bring all of this information together, avoiding those mistakes that they made previously. Encourage them to consult their previous writings and make edits.

Class.

(Peer response): Consider having sts post their essay to a forum and having each student respond to one or two of their peers. The essay above is personal and long enough to provide plenty of room for follow-up peer comments. Keeping responses focused on meaning (rather than grammatical correctness) will encourage them to express themselves well.

One follow up might be to have students respond to each other's writing with ideas about how they think native Spanish speakers might react (anticipating differences). Another step is to find native Spanish speakers who themselves would respond to your sts' writing: it is very exciting to get real responses from real people to their writing, bringing home again the concept that learning Spanish is a way to connect to the REAL world and real people; it is not just a classroom exercise.

Vocabulary 3.4

el baloncesto	basketball	a veces	sometimes
el béisbol	baseball	con frecuencia	frequently
el bosque	woods	dos veces por semana	twice a week
el campo	countryside	nunca	never
los deportes	sports	siempre	always
el equipo	team	una vez al año	once a year
el fútbol	soccer	acampar	to camp
el fútbol americano	football	desayunar	to have breakfast
el golf	golf	entrenar	to train
el hielo	ice	escalar montañas	to climb mountains
el hockey	hockey	esquiar	to ski
el lago	lake	ir de excursión	to go for a hike
las montañas	mountains	ir de pesca	to go fishing
el océano	ocean	jugar (ue)	to play
la playa	beach	jugar (ue) a los bolos	to go bowling
el río	river	mochilear	to go backpacking
el tenis	tennis	navegar	to sail
el voleibol	volleyball	pasear al perro	to walk the dog
adentro	inside	patinar	to skate
afuera	outside	practicar	to practice
al aire libre	outdoors	tomar el sol	to sunbathe

3.4 Review *gustar*

Reference *Gramática* 1.3a for the original introduction to *gustar*.

A. ¿Qué te gusta hacer?		Sí, me gusta	No, no me gusta
Mark (X) the activities you enjoy doing and the ones you don't enjoy.	1. ir de pesca en lagos	<input type="checkbox"/>	<input type="checkbox"/>
	2. dormir al aire libre	<input type="checkbox"/>	<input type="checkbox"/>
	3. practicar el golf	<input type="checkbox"/>	<input type="checkbox"/>
	4. jugar voleibol en la playa	<input type="checkbox"/>	<input type="checkbox"/>
	5. ir de excursión a la montaña	<input type="checkbox"/>	<input type="checkbox"/>
	6. pasear al perro	<input type="checkbox"/>	<input type="checkbox"/>
	7. jugar hockey sobre hielo	<input type="checkbox"/>	<input type="checkbox"/>
	8. nadar en el océano	<input type="checkbox"/>	<input type="checkbox"/>

B. Identificar Circle the correct form of *gustar*. Then indicate the subject of each sentence (S = singular noun, P = plural noun, V = infinitive verb).

- | | |
|--|---|
| 1. <input type="checkbox"/> Me (gusta / gustan) el fútbol. | 4. <input type="checkbox"/> Me (gusta / gustan) escalar montañas. |
| 2. <input type="checkbox"/> ¿Te (gusta / gustan) las playas? | 5. <input type="checkbox"/> Me (gusta / gustan) los deportes. |
| 3. <input type="checkbox"/> Me (gusta / gustan) el baloncesto. | 6. <input type="checkbox"/> ¿Te (gusta / gustan) jugar a los bolos? |

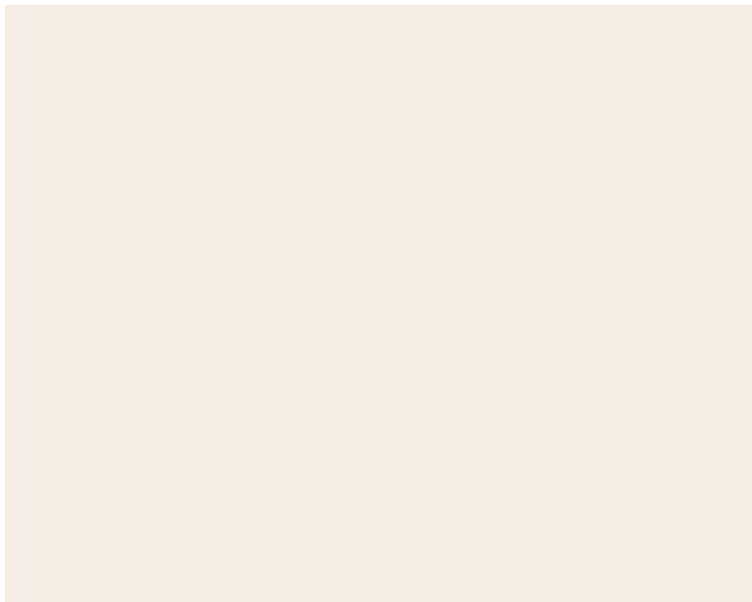
C. Deportes Indicate three different sports your friends and family like to practice or watch.

Modelo: A mi primo le gusta practicar el tenis. / A mi tío le gusta ver el béisbol.

1. A le gusta .
2. A le gusta .
3. A le gusta .

D. Preguntas Now answer the following questions about one sport you like to practice or watch using complete sentences.

1. ¿Con quién te gusta practicar/ver el deporte?
2. ¿Cuándo te gusta practicar/ver el deporte?
3. ¿Dónde te gusta practicar/ver el deporte?
4. ¿Por qué te gusta practicar/ver el deporte?
5. ¿Qué te gusta tomar cuando practicas/ves el deporte?



De bicicleta en El Ángel

Ciudad de México, México

This sheet lists the communication goals and key cultural concepts presented in Unit 3 *Modo de vivir*. Make sure to look them over and check the knowledge and skills you have developed. The cultural information is found primarily on the website, though much is developed and practiced in the print *cuaderno* as well.

I can:

- talk about what I have
- talk about how important my belongings are or are not
- describe what I bring to class
- ask the teacher basic questions in class
- say what time it is
- say that I'm late
- use color terms
- talk about clothing a bit, including jeans
- conjugate a variety of verbs in the present tense
- conjugate reflexive and reciprocal verbs in the present tense
- describe types of rooms in homes
- describe my home in basic terms
- talk about chores I do (or don't do)
- describe things I miss
- talk about sports I like or don't like
- talk about outdoor activities
- talk about what you need or need to do
- talk about what you need to wear when

I can explain:

- a few differences in student life between North America and Spanish-speaking countries
- how important context is to understanding language
- student movements in 1968 and *los indignados* in 2011
- explain some differences in university systems
- what reciprocal and reflexive verbs are
- why *persianas* are important in Spain
- differences in roles and chores between North America and Spanish-speaking countries
- different attitudes towards 'domestic help'
- what key sports in the Spanish-speaking world are
- differences in houses between North America and Spanish-speaking countries