



# Intermediate Spanish

Beatriz  
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# Contents

Dedication, Author Information, Introduction, and Acknowledgements	1
<u>Main Body</u>	
Preliminary Unit: Greetings and Interview	5
Unit 1: Review of the Simple Past Tenses with the movie “Pan’s Labyrinth / El laberinto del fauno”	7
Unit 2: Review of the Simple Past Tenses with the movie “Coco”	11
Unit 3: Formal Commands with Crossing Guard Comic Strip	15
Unit 4: The Future Tense with the Poet Gabriela Mistral / El Futuro con la poeta Gabriela Mistral	19
Unit 5: Direct and Indirect Object Pronouns /Los pronombres de objeto directo e indirecto	23
Unit 6: The Present Subjunctive with the song “A Dios le pido”	27
Unit 7: The Present Subjunctive with the song “Ojalá que llueva café”	33
Unit 8: The Conditional Mood answering the question: What would you do with one million dollars?	39
Unit 9: The Conditional Mood with the song “¿Quién diría?”	45
Unit 10: Some Indefinite Pronouns with the yogi comic strip	49
Unit 11: The Subjunctive Mood in Relative Clauses with the article: An ideal travel partner	53
Unit 12: The Present Perfect: Prizes that we have received	57
Unit 13: The Pronouns after Prepositions with the comic strip “Courtesy is helpful!”	63
Unit 14: Review of Simple and Perfect Past Tenses with the story: “Continuidad de los parques”	67
Appendix of Vocabulary Words	71



## Dedication:

I dedicate this textbook to my family for listening to my ideas and for their unwavering belief in my work.

I also dedicate this textbook to my students and colleagues at the Pennsylvania State University in the Hazleton campus where I have had the privilege of teaching languages for ten years. Years of constant reassessments of lessons, exercises, tests, projects, presentations, games, podcasts, movies, and Voicethreads have led to the production of this textbook.

## Author Information:



*Author in the Palace of La Alhambra, Spain*

Beatriz Glick earned a Doctorate in Modern Languages from Middlebury College, in



Middlebury, Vermont, and she is an Associate Teaching Professor of Spanish in the Humanities Department at The Pennsylvania State University, Hazleton campus, in Pennsylvania. Currently, she teaches language courses as well as a course on Latin American History.

## Introduction:

This textbook is designed for an Intermediate Spanish course and it is part of an initiative to create online material for students which is free and accessible to everyone. The author is the recipient of a Pennsylvania Grants for Open and Affordable Learning (PA GOAL) Grant, funded by the Governor's Emergency Education Relief Fund (GEER) and administered by the Pennsylvania Academic Library Consortium, Inc. (PALCI). The textbook is comprised of a series of task-based communicative activities that focus on the form so that students can acquire acts of speech, vocabulary, and grammar in context and create conversations related to the topics discussed. The author has developed modified Integrated Performance Assessments or IPA (Adair-Hauck, B. et al. 2006 and Glisan et al. 2007) and Presentation, Attention, Co-Construction, Extension Models or PACE (Adair-Hauck & Donato, 2002) from various stories, songs, cartoons, movies, articles, and other authentic materials that enhance understanding and use of language expressions in context. **Please note that the IPA activities are modified.** This means that there are some adjustments made such as using the text of an audio work (song, poem, movie script) as both the Reading Interpretive Text and the Authentic Recorded Text. Students are asked to listen and analyze the Reading text and to produce a presentational task based on it. By using IPA and PACE activities, which include listening and reading various songs, articles, stories, dialogues, and movies, students are exposed to speakers of various Spanish-speaking countries and learn to appreciate cultural and linguistic diversity. A final goal of this textbook is to foster equitable and inclusive learning by asking students to complete projects using their own experiences and knowledge in order to discuss these topics in a manner that is relevant to them.

## Bibliography:

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## Acknowledgements:

First, I would like to thank Galiana García, the graphic artist, who developed the cartoon strips for this textbook. The visual rendition of scenes such as the yogi, the lazy person, the crossing guard, and the courteous person link text to pictures which aid in understanding concepts in a clear and concise manner.

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# Preliminary Unit: Greetings and Interview

Preliminary Unit: Review of the Present tense, descriptions, and questions in a basic interview using Easy Spanish: Presentaciones para principiantes

## Objectives:

1. to describe using the Present Tense
2. to prepare an interview using the video “Easy Spanish: Presentaciones para principiantes”
3. to review the differences between formal and informal registers
4. to interview classmates to learn about them

## Interpretive Performance Assessment: IPA

Miren y escuchen el vídeo: [“Easy Spanish: Presentaciones para principiantes”](#)

or use the [Kaltura link](#)

### A. Interpretive Task:

Please note any new vocabulary that you don't understand.

Read and listen to the dialogue three times.

Can you organize these questions in other logical sequences? What are the questions and answers in Spanish?

With a partner, try to explain each of these questions and their answers.

Can you find the verb in each of the sentences in Spanish? Can you find the subject pronouns “I” and “You” in each of these sentences? Can you find the possessive adjective “your” in some of these sentences? Do you remember how to ask/ answer questions in the formal/ informal registers? Can you change each question to the formal register?

What is your name?

Where do you live?

What is your profession?

What is your hobby?

How old are you?

### B. Interpersonal Task:

Can you add other questions/ answers?

Next we practice with a partner each of these questions and we add other questions/ answer. Try to ask/ answer 3 – 5 more questions.

### C. Presentational Task:

Now, we learn from each and give a presentation to the class. So, in pairs, ask/ answer the questions that are part of the video and the ones that you have added.

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# Unit 1: Review of the Simple Past Tenses with the movie “Pan’s Labyrinth / El laberinto del fauno”

## Unit 1 Review of Simple Past tenses : with movie director Guillermo del Toro El laberinto del fauno, movie by director Guillermo del Toro

### Objectives:

1. To remember the vocabulary related to movies including genres, people involved in moviemaking, as well as fairy tale characters such as princess, king, queen, and the weather
2. To understand the story of the princess in Pan’s Labyrinth including the characters in the story, their motivations, the development of the story and its conclusion.
3. To analyze the simple past tenses in the story to determine if they are Imperfect or Preterite and why each one is used.
4. To apply the knowledge of this fairy tale to formulate different possibilities according to different narrators: the king, the princess, a person accompanying the princess.
5. to write your own short fairy tale.

### Biografía: Guillermo del Toro

### [Biografía: Guillermo del Toro](#)

Busca datos básicos: ¿Cuál es su apellido? ¿De dónde es? ¿Cuándo nació? ¿Dónde nació? ¿Qué películas dirigió? ¿Qué le pasó a su padre en 1998? ¿Qué compañía fundó?

Otros datos que tú piensas que son interesantes:

### Interpretive Performance Assessment: IPA

La película “El laberinto del fauno”

Watch this movie clip and discuss the following vocabulary:



One or more interactive elements has been excluded from this version of the text. You can view them online here:  
<https://psu.pb.unizin.org/glickspan003/?p=20#oembed-1>

### **A. Interpretive Task:**

New Vocabulary:

Understood from context

Translated with dictionary

#### **Nouns:**

El reino

El mundo

La brisa

La vigilancia

#### **Adjectives:**

Subterráneo

Suave

#### **Expressions:**

Burlar la vigilancia

cegar

borrar de la memoria

olvidar

**Conditional Tense:**

regresaría = she would return

esperaría = he would wait

First, listen to the text three times. In groups, let's divide the text into the three parts:

Group 1 reviews the use of the Imperfect tense and the vocabulary that is difficult to understand in the first paragraph.

Group 2 reviews the use of the Preterit tense and the vocabulary that is difficult to understand in the second paragraph.

Group 3 reviews the use of the Imperfect tense in the third paragraph. The instructor can address the Conditional form.

**In the Imperfect Past Tense:**

Cuentan que hace mucho, mucho tiempo, en el reino subterráneo, donde no existe la mentira ni el dolor, vivía una princesa que soñaba con el mundo de los humanos. Soñaba con el cielo azul, la brisa suave y el brillante sol.

**In the Preterit Past Tense:**

Un día, burlando toda vigilancia, la princesa escapó. Una vez en el exterior, la luz del sol la cegó y borró de su memoria cualquier indicio del pasado. La princesa olvidó todo. Su cuerpo sufrió frío, enfermedad y dolor. Y al correr de los años . . . murió.

**Imperfect Past Tense and Conditional Tense:**

Sin embargo su padre, el Rey, sabía que el alma de la princesa regresaría.

Quizá en otro cuerpo, en otro tiempo y en otro lugar. Y él la esperaría hasta su último aliento, hasta que el mundo dejara de girar . . .”

**Answer the following questions:**

What are the main themes of this story? Who are the main characters? When does this story take place? Where does this story take place?

What is the structure of the story? What happens first? Second? Finally?

What is the main idea? What are some supporting details of each paragraph?

What happens at the end?

Who is the narrator? 1st person, 3 person?

**B. Interpersonal Reading Task:**

Discuss with a group:



From the point of view of Ofelia, what happened? (Yo)

From the point of view of Ofelia's father, what happened? (Ella)

From the point of view of a companion that went along with Ofelia on her journey, what happened? (Nosotros)

**C.Presentational Task:**

Write your own fairy tail from a specific point of view incorporating a minimum of five vocabulary words/ expressions.

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## Unit 2: Review of the Simple Past Tenses with the movie “Coco”

### Unit 2: Review of Simple past tenses with the movie: Coco

#### Objectives:

1. To remember the vocabulary related to family members, clothing, and clothing.
2. To understand the story of Coco in the movie “Coco” including the characters in the story, their motivations, the development of the story and its conclusion.
3. To analyze the simple past tenses in the story to determine if they are Imperfect or Preterite and why each one is used.
4. To apply the knowledge of this family story to recreate a memorable family event that can be shared with classmates.

#### PACE activity: La película “Coco”

##### A. Presentation:

Answer these questions about the movie “Coco” before listening to the story.

##### Vocabulario:

###### Nouns:

la abuela

la bisabuela

la tatarabuela

el yerno

el sueño

el zapato

###### Verbs:

agradecer

escoger

enseñar

poder

**Expressions:**

Hace mucho tiempo

Listen to the story of Coco.

Abran este enlace, por favor:

[https://psu.mediaspace.kaltura.com/media/La+historia+de+la+familia+de+Miguel/1\\_b36ccbi9](https://psu.mediaspace.kaltura.com/media/La+historia+de+la+familia+de+Miguel/1_b36ccbi9)

**B. Attention:**

What are some of the themes of this movie clip? Who are the members of the family? Where does the story take place? How do you know? What do the characters wear? Can you describe their clothing?

**C. Co-construction:**

With a classmate, can you fill in the blanks with the appropriate tense of the verbs in parentheses? Can you explain why you are using the Imperfect Tense? Can you explain why you are using the Preterit Tense?

Hace mucho tiempo (existir) una familia.

El papá (ser) un gran músico.

El y su familia (cantar) , (bailar) y (agradecer)

lo que (tener)

Pero el papá (tener) un sueño;

él (querer) cantar para el mundo

y un día (irse) con su guitarra

y nunca (volver) .

La mamá no (tener) tiempo para llorar.

Luego de apartar toda la música,

(encontrar) el modo de mantener a su hija.

(poner) manos a la obra

y (aprender) a hacer zapatos.

(poder) hacer dulces, fuegos artificiales

o ropa interior para luchadores

pero, no, (escoger) zapatos.

Luego (enseñar) a su hija a hacer zapatos.

Y más tarde (enseñar) a su yerno.

Luego sus nietos (seguir) sus pasos

y la familia (crecer) igual que el negocio.

La música había dividido a su familia

pero los zapatos la (mantener) unida.

Esa mujer (ser) mi tatarabuela, Mamá Imelda

y (morir) mucho antes de que yo naciera

Y su hijita es mi bisabuela, la mamá “Coco”.

#### **D. Extension:**

Can you tell us a story about your family? Maybe it is a story that your parents told you about your ancestors? Maybe it is a funny anecdote? Maybe it is related to work? Maybe it is about a trip that you took with your grandparents?

Write a minimum of one paragraph and tell the story to a classmate.

How much did your classmate understand? Can your classmate answer these questions in Spanish/ English?

When did it take place? Where did it take place? Who was there? What happened?



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## Unit 3: Formal Commands with Crossing Guard Comic Strip

### Unit 3: Formal Commands: Los mandatos formales

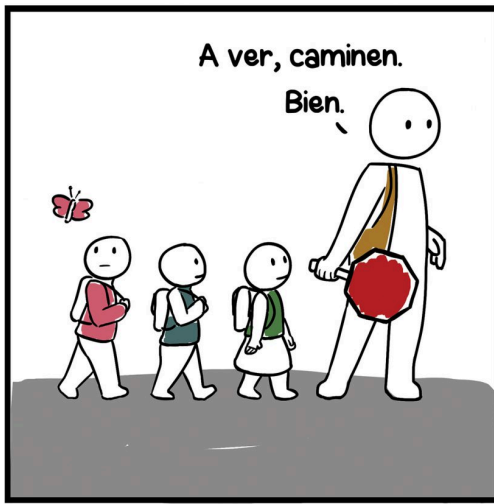
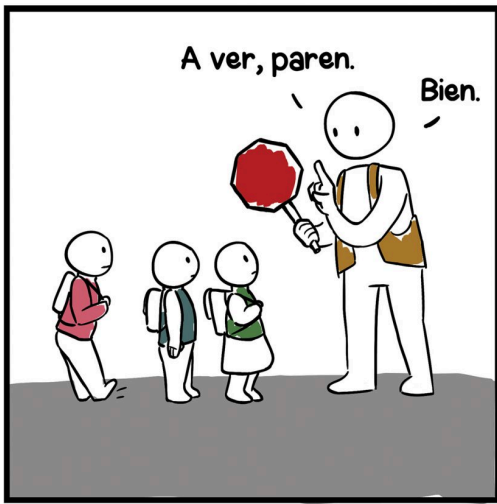
#### Objectives:

1. To memorize verbs of movement.
2. To understand the vignettes and describe them.
3. To analyze the vignettes and sequence them in logical order using the visual as well as the formal commands as guides.
4. To apply the knowledge of this comic strip to become a crossing guard and give directions to children as well as children asking a crossing guard for help.

#### PACE activity: Production of Formal Commands

##### A. Presentation:

Ahora vamos a leer una tira cómica sobre un guardia peatonal y unos niños. ¿Qué ven en la tira cómica? Identify vocabulary that might be difficult to understand.



There are five vignettes. First vignette shows a crossing guard talking to three students saying; A ver, paren, Bien. The second vignette shows the crossing guard looking and the three student following him. He says: A ver, caminen. Bien. In the third drawing, the crossing guard lets the children cross the street and says “A ver, crucen. Bien”. In the fourth drawing, the crossing guard is looking at his cell phone saying “Qué guay! A descansar. Six children are waiting for him at the other side of the street. In the fifth vignette, the children say: “Señor, ayúdenos. Oiga! The crossing guard looks up from cell phone.

Expressions:

Qué guay!

A ver

Verbs:

Cruzar

Parar

Nouns:

la/el guardia peatonal

la tira cómica

**B. Attention to the form:**

Do you understand the situation?

What happens first? Second? What are the children asking? Why is the crossing guard inattentive?

**C. Co-Construction:**

Review of structure of Formal Commands (ustedes): yo Present tense – o + “en” for the “ar” family of verbs

Yo + Verb in Present Tense – o + “an” for the “er/ir” families of verbs

Can you find the verbs in Command form in the comic strip?

Command	Infinitive	Formula	Subject (usted/ ustedes)	Translation
paren	parar	yo paro – o + en	ustedes	You, group, stop!
–	–	–	–	–
–	–	–	–	–
–	–	–	–	–

**D. Extension:**

So, let’s role play: Crossing guard + children

What would you say as a Crossing guard? Remember that you can give negative commands:

Correr, saltar, seguir derecho, torcer a la derecha, torcer a la izquierda, girar a la derecha, girar a la izquierda, esperar, caminar lentamente, mirar a la derecha, mirar a la izquierda, esperar la luz roja, esperar la luz verde, tener paciencia, ser niños responsables.

What would the children say to the crossing guard?

Ayudar, oír, escuchar, venir aquí, llevar mi mochila, buscar mi mochila, esperar a la amiga, esperar al amigo, esperar a mi madre, esperar a mi padre, llevar mi mochila, ir demasiado rápido, ir lentamente, mirar el móvil, escuchar el móvil, enviar mensajes por móvil, poner atención al trabajo, ser un guardia peatonal responsable

Finally, can you make signs that help the children understand when it is safe to cross?



<b>Command</b>	<b>Structure</b>	<b>Infinitive</b>	<b>Subject</b>	<b>Translation</b>
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

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# Unit 4: The Future Tense with the Poet Gabriela Mistral / El Futuro con la poeta Gabriela Mistral

## Unit 4: El Futuro con Gabriela Mistral

El poema: *Dame la mano* de Gabriela Mistral

### Objectives:

1. To define the vocabulary of nouns related to nature including flowers, hills, valleys, rivers.
2. To understand the poem and the references to nature
3. To analyze the poem and examine the references to the Future tense in order to formulate rules regarding the use of the Future Tense.
4. To apply the knowledge of the poem to create another verse and to compare and contrast two versions of the same poem.

### PACE activity on the Future Tense:

#### Biography: Gabriela Mistral

¿Quién es Gabriela Mistral? ¿Conocéis poetas? ¿Quién es su poeta favorito / favorita? ¿Cuál es su poema favorito? ¿Por qué?

#### [En su biografía](#)

Busca datos básicos: ¿Cuál es su nombre? ¿Cuál es su apellido? ¿Usa un seudónimo? ¿Dónde nació? ¿Cuándo nació? ¿Cuántos años tenía cuando murió? ¿Qué significa “quedarse huérfana”?

Add another fact that you and your group find interesting.

### PACE Activity

#### A. Presentation:

Vocabulario:

Nouns:

La colina =

La espiga =

El paso =

Verbs:

Dar =

Ondular =

Olvidar =

Adverbs:

Como =

Pronouns :

Nada =

Lee el poema: *Dame la mano* by Gabriela Mistral

Dame la mano y danzaremos;  
dame la mano y me amarás.  
Como una sola flor seremos,  
como una flor, y nada más...

El mismo verso cantaremos,  
al mismo paso bailarás.  
Como una espiga ondularemos,  
como una espiga, y nada más.

Te llamas Rosa y yo Esperanza;  
pero tu nombre olvidarás,  
porque seremos una danza  
en la colina y nada más...

**Preguntas de comprensión:**

¿Qué significa el título?

¿Cuántas personas hablan?

¿Cuáles son los temas?

**B. Attention to the Form: Let's identify the Future Tense**

Root = the entire infinitive

Endings: é, ás, á, emos, éis, án

Can you find the Future tenses in this poem? Underline the verbs that you think are in the Future tense.

**C. Co-Construction: in pairs:**

Line number	Example of Future Tense	Infinitive	+ Ending	Who is the Subject?	Can you translate the sentence?
1	danzaremos	danzar	emos	we	we will dance
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

**D. Extension:**

In groups: Can you add another verse to this poem? What will you and your friends do?

Let's listen to a different ending: [Here we have a chorus of children from La Habana, Cuba, singing the poem:](#)

¿Cómo termina este poema en esta versión?

¿Prefieres este final? ¿Por qué o por qué no?

Other artistic renditions of this poem:



*Artistic Interpretation by Isabel Rodríguez, Span 003 student, drawn for event: “Entizar el Bloque” LatinX Culture Club, September, 2021.*

**One more verse/ One more line:**

**Student Reinterpretations of “Dame la mano”**

Verses and lines written by students of Spanish 003: Intermediate Spanish, Spring 2022

**Lauren Gombeda**

Ahora siempre seguiremos,  
como las flores, crecerás.  
Esto es para lo que viviremos,  
nosotros dos, y nada más.

**Tiffani Sabolchick**

Viviremos en armonía con las flores  
en la vida y  
volveremos y bailaremos con las flores  
en la muerte.

**Isabella Trifiro**

Sobre los cardos escribiremos  
y las espinas que domesticarás,  
las heridas abiertas que curaremos  
es solo una cicatriz y nada más...

# Unit 5: Direct and Indirect Object Pronouns /Los pronombres de objeto directo e indirecto

## Unit 5: Los pronombres de objeto directo e indirecto

### Objectives:

1. To define the vocabulary of nouns related to the classroom, the home, clothing
2. To describe four vignettes and rearrange them in various logical structures.
3. To analyze the comic strip and examine the references to pronouns in order to understand noun replacement.
4. To apply the information in the comic strip to ask for ingredients to make a recipe.

### PACE Activity

#### A.Presentation: View the images.



Four vignettes: In the first drawing, one person asks “Dame el periódico, por favor.” A second person answers: “Aquí lo tienes.” In the second drawing, the same person asks; “Dame las palomitas, por favor.” The giving person answers: “Aquí las tienes.” In the third vignette, the receiving person asks: “Dame el lápiz y la goma.” The giving person says: “Aquí los tienes.” Finally, the receiving person states: “Un sinónimo de frijol.” The giving person answers: “Gandul como tú.”

What do you think happens first, second, finally?

Explain in Spanish by writing one or two sentences about each vignette. Read the comic strip.

¿Qué pasa primero? ¿Qué pasa después? ¿Qué pasa luego? ¿Qué pasa finalmente?

Vocabulario:

Nouns:

Las palomitas

El periodico

El frijol

Verbs:

dar

**B. Attention to the form:**

Read the comic strip and find the pronouns:

me

Lo

Los

las

**C. Co-Construction:**

What do these pronouns mean? Which nouns do they replace? Can you fill in the table? Ask the verb “What?” The Direct object pronouns answer this question.

Ask the verb “To Whom? The Indirect object pronouns answer this question.

What is the verb? “Da” the informal command of the verb “dar” = to give.

To give what? To Whom?

**A table of direct and indirect objects meant to be examined for translation, noun replacement, and the pronoun plus the verb.**

<b>Pronoun: Direct Object or Indirect Object</b>	<b>Translation</b>	<b>Replaces which noun?</b>	<b>Pronoun + Verb</b>	<b>Translation</b>
<b>me</b>	to me	person sitting	Dame (notice Structure for Commands: Verb + Pronoun )	Give to me
–	–	–	–	–
–	–	–	–	–
–	–	–	–	–

Do you remember all of the Direct Object Pronouns? and the Indirect Object Pronouns?

**Another table of direct and indirect objects for both English and Spanish.**

<b>Direct Object Pronouns</b>	<b>Direct Object Pronouns</b>	<b>Indirect Object Pronouns</b>	<b>Indirect Object Pronouns</b>
English	Spanish	English	Spanish
<b>me</b>	–	to me	–
<b>you</b>	–	to you	–
<b>her/him</b>	–	to her/to him	–
<b>us</b>	–	to us	–
<b>you (group)</b>	–	to you (group)	–
<b>them</b>	–	to them	–

**D. Extension:**

Now, you are asking your classmate for items that are on the desk.

Give me the eraser, please. Give me the notebook, please. Give me the pens, please. Give me the backpack, please. Give me the papers, please.

Then, can your classmate answer: “I give it to you”, “I give them to you”

What does the expression “Dame” remind you of? Do you remember the poem by Gabriela Mistral? What does the person ask for in the poem?





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## Unit 6: The Present Subjunctive with the song “A Dios le pido”

**PACE assignment to learn to identify the Present Subjunctive with the song “A Dios le pido”**

### **Objectives:**

1. To define the vocabulary of nouns related to musical instruments, types of music.
2. To understand how to make wishes and to analyze the structure involving a main and a subordinate sentence
3. To apply the wishes learned in the song to create personal wishes for friends and family.
4. To support or reject the wishes that the singer of this song makes according to personal values.

### **Biography of Juanes:**

[Biografía: Juanes](#)

Students discuss the biography of Juanes to learn some facts about him. In groups, they can discuss the information on this webpage.

¿De dónde es Juanes? ¿Cuál es su nombre? ¿Cuáles son sus apellidos? ¿Cuándo nació? ¿Qué edad tiene hoy? ¿Qué instrumento toca?

Include another fact that you and your group might find interesting.

### **PACE Activity: A Dios le pido**

#### **A. Presentation:**

Also, students review the following vocabulary and add expressions that they might find difficult.

Vocabulary:

Nouns:

La luz = the light

La mirada = the look

Expressions:

Mi vida, mi cielo = my love, in this context.

Mi alma = my soul

Verbs:

Quedarse a mi lado = to stay/ to remain by my side

Recordar = to remember

Morir = to die

Morirse = to die + being emotionally involved

## B. Attention to Form:

### Una canción por Juanes

Listen to the song: [Escuchen esta canción](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here:  
<https://psu.pb.unizin.org/glickspan003/?p=32#oembed-1>

Fill in the blanks: Rellenen las lagunas

Are these verbs Formal Commands?

Are they Present Tense?

What type of Present Tense?

When you ask God: I ask God that . . . Do you think that your **requests** / (expressions of influence ) will be fulfilled?  
Are you expressing hopes? Are you unsure?

In this song, there are main sentences and **subordinate** sentences. The main sentence is “Yo a Dios le pido” = I ask God . . .

How does it continue?

What is the **link / conjunction / bridge** that joins the main sentence with the subordinate one?

What happens in the subordinate sentence? Can you give examples?

Does the singer use the normal Present Tense?

Does the singer use a different type of Present Tense?

(main sentence) = A Dios le pido

(subordinate sentence) = Que mis ojos (despertarse) Con la luz de tu mirada

(main sentence) = Yo, a Dios le pido

(subordinate sentence) = Que mi madre no (morirse)

(subordinate sentence) = Y que mi padre me (recordar)

(main sentence) = A Dios le pido

(subordinate sentence) = Que (quedarse) a mi lado

(subordinate sentence) = Y que más nunca te (irse) , mi vida

(main sentence) = A Dios le pido

(subordinate sentence) = Que mi alma no (descansar)

Cuando de amarte se trate, mi cielo

A Dios le pido

### C. Co-Construction:

Rules that we have learned from this song:

When the speaker is unsure of something, the speaker begins with the normal Present tense called the Indicative Mood but switches moods after saying “that” to the Present Subjunctive. The Present Subjunctive indicated suppositions, imaginary actions and thoughts.

In this example, the main sentence is :

A Dios le pido =

Verb =

Subject of verb =

Translation =

What do I ask God for? What follows are wishes, hypothetical actions and thoughts. Can you give examples?

**A table with the column headers: Main Sentence, + Conjunction, + Subordinate Verb, Infinitive form of verb, and Translation.**

Main Sentence	+ Conjunction	+ Subordinate Verb	Infinitive Form of Verb	Translation
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

There is a normal Present Tense called the Indicative (it indicates facts): Write the endings:

ar / er / ir

ar:

er:

ir:

There is a Present Subjunctive Mood (it shows that the speaker is not sure of something)

Write the endings:

ar / er / ir

ar:

er:

ir:

What do you notice about the endings? Is there a switch in the last vowel? Can you explain and form a rule?

When is it used?

– When there is a verb of **Supposition in the main sentence followed by “que” and a Subordinate sentence. The second verb is in the Subjunctive Mood.**

**D. Extension:**

Using the vocabulary in this song, what do you ask God for? In pairs ask each other, What do you ask God for?

Use the structure: Main Sentence + Subordinate Sentence:

I ask God that + 2nd subject (my mother, my father, my brothers, my sisters, my grandparents, my dog, my cat, etc) + 2nd verb in Present Subjunctive (have good health, eat less sugar, stay with me, never die, remember me, don't work so hard, rest more, )



# Unit 7: The Present Subjunctive with the song “Ojalá que llueva café”

## Unit 7: El Presente de Subjuntivo con la canción “Ojalá que llueva café”

IPA of the song “Ojalá que llueva café”

### Objectives:

1. To define the vocabulary of nouns related to weather and agriculture in the Dominican Republic.
2. To understand how to make wishes and to analyze the structure involving a main and a subordinate sentence
3. To apply the wishes learned in the song to create personal wishes for friends and family.
4. To support or reject the wishes that the singer of this song makes according to personal values.

Interpretive Text:

[La biografía de Juan Luis Guerra:](#)

### [biografía](#)

Busca datos básicos de este cantante.

¿Quién es Juan Luis Guerra? ¿De dónde es? ¿Dónde estudió música?

¿Qué significa “*–La música que se aprende no tiene nada que ver con la que se lleva adentro*”? ¿Estás de acuerdo con esta opinión de Guerra? ¿Por qué o por qué no?

Escucha la canción en su biografía: ¿de qué trata la canción? ¿Qué palabras entiendes?

## Integrated Performance Assessment using the song “Ojalá que llueva café en el campo”

A. Listen to the song:



One or more interactive elements has been excluded from this version of the text. You can view them online here:  
<https://psu.pb.unizin.org/glickspan003/?p=34#oembed-1>



Vocabulario:

Nouns:

el conuco

el mapuey

la fresa

el berro

la miel

el campo

la jarina

el aguacero

Verbs:

llover

caer

Expression:

Ojalá = Arabic word meaning “Oh Allah” = Oh God

It is an expression of hope.

Historical Reference:

la Romana =

View this article on the Pandora papers, Oct 9, 2021, The Washington Post.

<https://www.washingtonpost.com/business/interactive/2021/central-romana-tax-haven-south-dakota/?itid=hp-top-table-high>

Which tax evading company is mentioned in this article? Who is one of the directors of this company? In 1974, who was the President of Operations of this company? In the article, the amount of money that this director made is 14 million dollars, part of it from this company. How did he avoid paying taxes to the people of the Dominican Republic?

## B. Interpretive Text:

This song is like a poem. It describes the weather, the types of fruits and vegetables and foods of the Dominican Republic, as well as locations in the Dominican Republic.

First, listen to each verse several times. Then, Divide the verses so that each group finds the difficult words and explains the meaning of the verse to the other groups.

Let's divide into sections:

Can you find expressions of the weather? There are three:

They are related to rain and types of rain:

1. Llover
- 2.
- 3.

Next, can you find fruits, vegetables of the Dominican Republic?

Fruits: , ,

Vegetables: , ,

Foods: , ,

Can you draw a picture of your verse? What does the field look like? What are the fruits, foods, and vegetables that fall from the sky?

In groups: one verse per group

Escuchen / [Listen to the song](#) again:

Verse 1:

Ojalá que llueva café en el campo

Que caiga un aguacero de yuca y té

Del cielo una jarina de queso blanco  
Y al sur una montaña de berro y miel  
Oh, oh, oh-oh-oh, ojalá que llueva café

Verse 2:

Ojalá que llueva café en el campo  
Peinar un alto cerro de trigo y mapuey  
Bajar por la colina de arroz graneado  
Y continuar el arado con tu querer

Verse 3:

Ojalá el otoño en vez de hojas secas  
Vista mi cosecha e pitisalé  
Sembrar una llanura de batata y fresas  
Ojalá que llueva café  
Para que en el conuco no se sufra tanto, ay hombre

Verse 4:

Ojalá que llueva café en el campo  
Pa' que en Villa Vásquez oigan este canto  
Ojalá que llueva café en el campo  
Ojalá que llueva, ojalá que llueva, ay hombre  
Ojalá que llueva café en el campo  
Ojalá que llueva café

Verse 5:

Ojalá que llueva café en el campo  
Sembrar un alto cerro de trigo y mapuey  
Bajar por la colina de arroz graneado

Y continuar el arado con tu querer

Verse 6:

Ojalá el otoño en vez de hojas secas

Vista mi cosecha e pitisalé

Sembrar una llanura de batata y fresas

Ojalá que llueva café

Verse 7:

Pa' que en el conuco no se sufra tanto, oye

Ojalá que llueva café en el campo

Pa' que en los montones oigan este canto

Ojalá que llueva café en el campo

Ojalá que llueva, ojalá que llueva, ay hombre

Ojalá que llueva café en el campo

Ojalá que llueva café

Verse 8:

Pa' que todos los niños canten en el campo

Ojalá que llueva café en el campo

Pa' que en la Romana oigan este canto

Ojalá que llueva café en el campo

Ay, ojalá que llueva, ojalá que llueva, ay hombre

Ojalá que llueva café en el campo

Ojalá que llueva café

### **C.Understanding the Content:**

What are the main topics of this poem?

Can you find expressions of the weather? There are three:

They are related to rain and types of rain:

1. Llover,
- 2.
- 3.

Notice how when the conjunction changes from “por que” to “para que” we use a different Present Tense.

Ojalá que llueva porque + Present Indicative

Ojalá que llueva para que + Present Subjunctive

Can you find examples in the text?

Next, can you find fruits, vegetables of the Dominican Republic?

Fruits: , ,

Vegetables: , ,

Foods: , ,

#### **D. Class Presentation:**

Explain to the group using a drawing how you interpret your verse. Then, explain what you wish would rain from the sky.

# Unit 8: The Conditional Mood answering the question: What would you do with one million dollars?

## Unit 8: Conditional with Easy Spanish

### Objectives:

1. To define the vocabulary of nouns related to food, hobbies, currency of various countries.
2. To discuss what people would do if they had extra money and to argue and defend or reject their choices with yours.
3. To formulate the structure of the Conditional Mood.
4. To select the most popular answers to the question of spending money.

**PACE Activity: ¿Que harían con 200 pesos? What would you do if I gave you 200 pesos ?**

### A. Presentation :

[Easy Spanish 38 – What would you do with 200 pesos? – YouTube](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here:  
<https://psu.pb.unizin.org/glickspan003/?p=36#oembed-1>

¿Que harían si yo les diera 200 pesos ?

How much is 200 Mexican pesos in dollars ? Can you find a conversion ?

[200 Pesos to USD conversion](#)

What would you do with 200 pesos mexicanos que son aproximadamente \$10.

¿Que harían con 200 pesos?

Listen to the dialogue three times.

**Vocabulary that you learn :**

Nouns :

El pulque

El bulto

La entrevista

La croqueta

Verbs :

Guardar

Gastar

Expressions :

Qué buena onda !

**In groups, analyze the following dialogues:**

Dialogue 1:

Me gustaría invitarle a ella.

Pues ,no sé, los acepto y me los gasto.

¿En qué te los gastarías ?

Una hamburguesa.

Yo preferiría los tacos.

Dialogue 2:

Yo también, igual me compraría unos tacos.

No sabría qué hacer.

Primero me preguntaría por que me los está dando. Y dependiendo de su respuesta

Yo ¿qué haría?

Pues, iríamos a comer a un restaurante.

Dialogue 3:

Pagaría un café que ahorita vamos a tomar.

Una noble y altruista acción.

Sería feliz y te preguntaría ¿por qué?, o ¿qué tendría que hacer?

Yo me compraría algo de comer con la mitad porque vengo de una entrevista.

Y con la otra mitad un libro. Hay un libro que cuesta como 120. Así sería de comer y un libro.

¿Que libro es ? El de 72 migrantes

Dialogue 4:

Nada mas te lo estoy regalando

Te diría qué buena onda, ¿ te preguntaría en qué se basa para escoger a la persona que se lo den ?

¿Qué comerías ?

Hamburguesas o tacos

¿Tú, qué harías ?

Yo también lo gastaría en comida como en una pizza o lo completaría para ir a un restaurante.

Invitaría a Jaime a comer.

Pagar una deuda que tengo.

Dialogue 5:

¿No se les ocurriría hacer algo diferente como creativo con los 200 pesos?. ¿Pero qué ?

¿Algo raro ?

A lo mejor, tal vez los donaría a la Cruz Roja o alguna asociación.

Se los pasaría a una persona que más lo necesitara (that needed it the most)

Los recibiría y no haría nada

Los guardaría

Me los gastaría en pulque. ¿Te gusta el pulque ?



¿Y los gastarías ? ¿Qué harías con él ?

La verdad, todo el dinero se gasta. Sí, los terminaría gastando.

Compraría un bulto de croquetas para mis perros. ¿Cuántos perros tienes ? tres

Son recogidos de la calle.

Los amo. Los quiero.

**B. Attention to the form :**

Now, underline the forms in the previous dialogue of the conditional that you hear. The verb ends in forms with « ía » . Can you find at least six of them ? Each group reviews the verbs in one of the five sections : A, B, C, D, E.

**C. Co-construction :**

Can you fill out this table ?

Conditional Form	Infinitive	What is the ending of the Conditional?	Who is the subject of the verb?	How would you translate this verb?
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Rule of Conditional Verbs.

What is the root ? is it the entire infinitive? is it the infinitive without the last two letters?

What are the endings for all of the families of verbs? :

Yo

Tú

El/ ella/ usted

nosotros / nosotras

Vosotros / Vosotras

Ellos / Ellas, ustedes

Are there any irregular verbs ? How do you know that they are irregular ? What is the root ?

**D. Extension :**

Now, you can answer with a partner : ¿Qué harías con un millón de dólares ?

¿En qué los gastarías? ¿O los guardarías? (guardar = to save)

¿Los invertirías? ¿En qué?

¿Pagarías tus deudas?

¿los donarías a una beneficiencia? (charity) ?

Give a minimum of 4 actions that you would do with this money. Then ask your partner : ¿Y tú qué harías ?

Yo : (gastar, hacer, donar, pagar, invertir, ser feliz, preferir, ir a + action/ ir a + location, hacer nada )

¿Tú ? (gastar, hacer, donar, pagar, invertir, ser feliz, preferir, ir a + action/ ir a + location, hacer nada )

Then compare your answers with those of the class. Which answer is most common ? Which answer is most unusual ?



# Unit 9: The Conditional Mood with the song “¿Quién diría?”

## IPA using the song “¿Quién diría? By Ricardo Arjona to discuss an ideal world

### Objectives:

1. To define the vocabulary of adjectives related to descriptions.
2. To discuss future societies and ways to ameliorate suffering, environmental problems, injustices, etc.
3. To describe ideal worlds.
4. To analyze relationships and what makes a perfect partner.

### Biography of Ricardo Arjona

Students discuss the biography of Arjona to learn some facts about him. In groups, you can discuss the information in this webpage: [La biografía de Ricardo Arjona](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://psu.pb.unizin.org/glickspan003/?p=38#oembed-1>

### [La biografía de Ricardo Arjona](#)

¿De dónde es Arjona? ¿Cuál es su nombre? ¿Cuáles son sus apellidos? ¿Cuándo nació? ¿Qué edad tiene hoy? ¿Qué instrumento toca?

Include another fact that you and your group might find interesting.

### Integrated Performance Assessment with the song “¿Quién diría?” by Ricardo Arjona

#### A. Interpretive Text:

Discuss the following vocabulary. Add vocabulary that you don't know.

Vocabulary:

Noun:

La mezclilla: el vaquero

La alcancía: la hucha = the piggy bank

La plusvalía: the added value, like interest

La bendición = the blessing

Verb:

Aceptar = to accept

Parecer = to seem

Preposition:

Junto = next to

Adjective:

Cada = each

¿Quién diría? Who would have thought?

Answer these pre-reading questions:

Who would have thought?

What do you think that this song is about? Can you finish the sentence in English, in Spanish?

Who would have thought that . . .

Listen to the song: Escuchen esta canción and form four groups to explain each of the verses to the rest of the class.



One or more interactive elements has been excluded from this version of the text. You can view them online here:  
<https://psu.pb.unizin.org/glickspan003/?p=38#oembed-2>

¿Quién Diría?

Por Ricardo Arjona

[Lyrics](#)

[YouTube Source](#)

*Verse 1:*

**Quién diría** que el mink y la mezclilla (who prefers mink? He or she? Who prefers jeans? He or she?

**podrían** fundirse un día, **quién diría**

Tú caviar y yo tortilla, **quién diría** (who prefers caviar? He or she? Who prefers an omelette He or she?

Parece que el amor no entiende de plusvalías.

*Verse 2:*

Tú vas al banco y yo prefiero la alcancía (who prefers money in the bank? He or she? Who prefers money in the piggy bank) he or she?

Oigo Serrat y tú prefieres Locomía (names of different pop singers)

Tú vas al punto, yo voy por la fantasía (who is more direct? Who is more philosophic/ wistful?

Parece que el amor no entiende de ironías.

*Verse 3:*

**Quién diría, quién diría que son años**

**Los que ya llevamos juntos de la mano**

**Quién diría, quién diría que lo importante**

Es aceptarte y que me aceptes como humano

*Verse 4:*

Y que te amo

Y que me ames es una ironía.

Qué bendición la mía

Despertar junto a ti cada día.

What is the important thing? Note the use of “lo importante = lo = definite article neuter, it is used to make adjectives into nouns: what is important?

**B. Comprehension Questions:**

What is the main idea in this text? What are some of the differences between the two people? Make a list of the things that he prefers. Make a list of the things that she prefers.

Una conclusión de Ricardo Arjona: para ser amigos es importante ser afines pero para ser amantes, es importante ser distintos

**C. Discussion:**

**¿Estáis de acuerdo? Do you agree with Arjona?**

En mi opinión, estoy de acuerdo con Arjona. Porque yo pienso que . .

No estoy de acuerdo con Arjona porque yo pienso que . .

# Unit 10: Some Indefinite Pronouns with the yogi comic strip

## Unit 10 : Los indefinidos con la tira cómica: yogi que se siente solo

### Objectives:

1. To define the vocabulary of nouns related to sports and feelings.
2. To describe four vignettes and rearrange them in various logical structures.
3. To analyze the comic strip and examine the references to pronouns in order to understand noun replacement.
4. To apply the information in the comic strip to express negative feelings that we have in various situations.

### PACE activity: Identification of Indefinite Expressions

#### A. Presentation: View the comic strip.

Can you describe each vignette in Spanish? Can you try to guess what is happening?

Then, read this comic strip and identify vocabulary that might be difficult to understand.



There are four vignettes: First: Yogi stretching saying: "No hay nadie que me escuche." Second drawing: yogi stretches and says: "No hay nada que pueda hacer" while a person watches him from window. Third drawing: yogi says: "me siento tan solo" as he is watched by a person at the window, and fourth vignette has person opening the window and saying "Te estamos esperando."

Verbs:

Escuchar

Poder



Sentirse

Pronouns:

Nadie

Nada

Expression:

Estar esperando

Do you understand the situation?

What happens first? Second? How does the yogi feel? Is he right?

**B. Attention to the Form:**

Can you find the indefinite pronouns in this comic strip? There are two of them:  and

**C. Co-Construction:** Which nouns do these pronouns replace? Can you fill out these tables?

Negative Indefinite Pronoun	Translation	Structure of the Negative Sentence: No + Verb + Pronoun	Translation
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

Let's add the positive indefinite pronouns: alguien, algo

Positive Indefinite Pronoun	Translation	Structure of the Affirmative Sentence:	Translation
alguien	–	–	–
algo	–	–	–
alguno	–	–	–
alguna	–	–	–
algunos	–	–	–
algunas	–	–	–

**D. Extension:**

There are times when we also feel alone. With a partner, can you explain a situation in the Present tense when you feel alone? For example, when I go to eat lunch, nobody  when I ask a question, nobody , when I try the exercises, nothing

Then, your partner can give you a solution. There is always someone/ something that



# Unit 11: The Subjunctive Mood in Relative Clauses with the article: An ideal travel partner

## Unit 11: The Present Subjunctive in Relative Clauses. El Presente de Subjuntivo de relativo: Un compañero de viaje ideal

### Objectives:

1. To remember the vocabulary related to traveling, and means of transportation.
2. To understand how to find an ideal travel companion and to analyze the structure involving a main and subordinate sentence.
3. to analyze the formation and the uses of the Present Subjunctive to describe a noun that is unknown by the speaker.

Las 8 características que debe cumplir tu compañero / compañera de viaje ideal

### PACE activity

#### A. Presentation:

Pre-reading questions:

- Te gusta viajar?
- Adonde has viajado?
- Te gusta viajar por los Estados Unidos o al extranjero?
- Te gusta viajar por coche, por avión, por tren, por bus?
- De vacaciones, prefieres la playa o la montaña? La ciudad o el campo?
- Prefieres viajar sola/solo o acompañada/ acompañado? Con quien viajas normalmente? Con tu familia? Con tus amigos y amigos? En un grupo turístico?
- Has pensado en un/a compañero / compañera de viaje ideal?

Vocabulario:

Nouns:

El presupuesto = the budget

La iglesia = the church

El paisaje = the scenery

La soledad = the solitude

La piedra = the stone

El chiste = the joke

La sonrisa = the smile

Verbs:

Prescindir = to do without

Contar = to count, to tell a story, to have

quedarse solo = to be alone

Tomar una copa = to have a drink

Elegir = to choose, to elect

Meterse = to delve, to become immersed

Adjectives:

resolutivo / resolutiva = resolute

imprescindible = indispensable, essential

divertido / divertida = fun

mismo / misma = same

Vamos a leer un artículo sobre las características de un compañero de viaje ideal. Abre este enlace:

<https://travelguia.net/las-caracteristicas-que-debe-cumplir-tu-companero-de-viaje-ideal.html>

### **B. Attention to the Form:**

Where do you see the structure : Main Verb in Present Indicative + unknown antecedent + que + Relative Clause with Subordinate Verb in Present Subjunctive.

What is a Relative Clause? It is a phrase that refers to a noun. If the noun is known to the speaker, the person uses the Present Indicative in the relative clause. If the noun is unknown to the speaker, the speaker switches to the Subjunctive Mood.

Notice how in this article, the ideal companion is unknown, uncertain, so the speaker is using Present Subjunctive after the conjunction “que”/ who”

In groups of four, review two of the eight characteristics:

Can you find the relative clause that describes a perfect travel companion?

Can you explain it to your classmates? Some possible answers:

1. Una persona que comparta tus gustos
2. Una persona que tenga un presupuesto de viaje mayor al tuyo
3. Alguien que aguante todo el día y luego pueda salir a cenar y a tomar una copa
4. Una persona que sea flexible
5. Una persona persona ala que no le importe estar solo
6. Una persona que sea respetuosa
7. Una persona que no tenga problemas en hacer nuevas amistades
8. Alguien que vea la vida como tú, que se ría de tus chistes, y que sepa también sacar una sonrisa.

**C.Co-Construction:**

The formula is: Persona + que + Present Subjunctive

We see the main verb as: Quiero (I want) una persona que + Present Subjunctive

Can you write the present subjunctive and the Infinitive and the meaning of each of the verbs:

Main sentence: Verb + unknown noun	+ Conjunction	+ Relative Clause in Present Subjunctive because person is unknown	Infinitive of Verb	Translation
Quiero una persona	que	comparta mis aficiones	compartir	I want a person who shares my interests.
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

**D.Extension:**

Now it is your turn to decide which characteristics you agree with and which you disagree with. Ask each other why you think these qualities are important in a travel companion.

¿Prefieres una persona que comparta tus gustos?

¿Prefieres una persona que tenga tu mismo presupuesto?

¿Prefieres una persona que cuente con tu misma vitalidad y ritmo?

¿Conoces a una persona que sea así? ¿Quién es?

# Unit 12: The Present Perfect: Prizes that we have received

## Unit 12: The Present Perfect: Prizes That We Have Received

### Objectives:

1. To remember the vocabulary related to social problems in Colombia
2. To understand the civil war in Colombia and to analyze the structure involving the Present Perfect.
3. To review the uses of the prepositions “por/ para”
4. To share a personal story of a prize or award that you have received.

Let’s think about awards or prizes that we have received maybe at work, at school, at home? Did your parents give you an award for doing your chores? for earning good grades? for taking care of your pet? Did your teachers give you an award for completing your homework? for reciting a poem? for running a race? for helping a classmate?

Did your boss give you an award for being diligent? for being on time? for being responsible? for being courteous? for being creative?

### PACE activity on the Present Perfect:

#### A. Presentation:

Abran este enlace / [Open this link:](#)

Este artículo trata sobre el premio Nobel de la Paz 2016 al presidente de Colombia por sus esfuerzos para poner fin a la guerra entre el Frente Armado Revolucionario de Colombia (FARC) y el gobierno de Colombia.

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If the link does not open the entire article, please read the first four paragraphs here:

#### **El presidente de Colombia Juan Manuel Santos gana el premio Nobel de la Paz 2016**

El galardón premia los esfuerzos del mandatario en el proceso de paz con las FARC





Juan Manuel Santos junto a su esposa, María Clemencia Rodríguez, este viernes en la Casa de Nariño de Bogotá. **Foto: REUTERS\_LIVE | Vídeo: AFP | QUALITY**

## [ANA MARCOS](#)

Bogotá – [07 OCT 2016 – 15:06 EDT](#)

El presidente de Colombia, [Juan Manuel Santos](#), ha sido galardonado con el Premio Nobel de la Paz 2016 por sus esfuerzos en el [proceso para poner fin a la guerra](#) acordado con la guerrilla de las FARC. El Comité Noruego del Nobel ha destacado del mandatario la “fortaleza” necesaria para afrontar la “tarea” del proceso de paz abierto con la insurgencia más antigua de América Latina tras más de 50 años de conflicto. “Colombianos, este premio es de ustedes. Lo recibo, en especial, en nombre de las millones de víctimas que ha dejado este conflicto que hemos sufrido”, ha dicho el mandatario este viernes, dos horas después de que se le anunciara el galardón en la Casa de Nariño, su residencia oficial, acompañado de su esposa María Clemencia de Santos.

“Pese al voto en el referéndum”, ha manifestado la presidenta del comité, Kaci Kullmann Fiveen, con relación al [rechazo en el plebiscito del domingo a los acuerdos alcanzados entre el Gobierno y la guerrilla](#), Santos ha contribuido siempre “al final del conflicto”. La convocatoria electoral, con un voto negativo del 50,21% de los electores y una abstención del 62%, se celebró el pasado 2 de octubre. “Debemos reconciliarnos y unirnos para culminar este proceso, y comenzar a construir una paz estable y duradera”, ha declarado el presidente en referencia a la polarización que se vive en el país desde que comenzaran las negociaciones. La división se ha ido incrementando a medida que se desarrollaba la campaña del referéndum. Tras el rechazo en las urnas, la figura del expresidente Álvaro Uribe, principal opositor al proceso a través de su partido el Centro Democrático, ha recobrado mucha fortaleza. Casi dos horas después de que se conociera el anuncio, el líder opositor ha lanzado un tuit en el que felicita al líder de Colombia por el galardón, pero con reservas: “Felicito el Nobel para el Presidente Santos, deseo que conduzca a cambiar acuerdos dañinos para la democracia”.

Rodrigo Londoño, alias *Timochenko*, líder de las FARC, se adelantó a la comparecencia oficial con un mensaje en su cuenta de Twitter, el canal oficial de la insurgencia desde que se rechazaran los acuerdos en el plebiscito: “El único premio al que aspiramos es de la [#PazConJusticiaSocial](#) para [#Colombia](#) sin paramilitarismo, sin retaliaciones ni mentiras [#PazALaCalle](#)”. La guerrilla y cinco víctimas del conflicto armado colombiano estaban nominadas con el presidente Santos para el galardón, aunque finalmente solo ha recaído en el mandatario.

El fallo, anunciado a las 11 de la mañana, hora peninsular española, y 4.20h de la madrugada, hora de Colombia, ha pillado al país americano aún dormido. El galardón no se esperaba. Han pasado cinco días desde que los colombianos decidieron rechazar los acuerdos de paz y parecía razón suficiente para que la candidatura quedara relegada al olvido. “El referéndum”, ha continuado la noruega Kullmann Fiveen, “no fue un voto contra la paz. Los que votaron no, no rechazaron el deseo de paz sino un acuerdo específico de paz”. Para la organización del Nobel, “el resultado ha generado una gran incertidumbre sobre el futuro de Colombia. Hay un riesgo real de que el proceso de paz se paralice y de que estalle de nuevo la guerra civil, lo que hace todavía más importante que todas la partes, encabezadas por el presidente de Santos y el líder de la guerrilla de las FARC, Rodrigo Londoño, mantengan el respeto al alto el fuego”.

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Read the first paragraph.

What do you learn about the war in Colombia between the FARC and the government?

Vocabulario:

Nouns:

El mandatario = the person in charge

La fortaleza = the strength

La insurgencia = the insurgency, the rebel

El galardón = the award = el premio

El referéndum = the referendum, the vote

Verbs:

anunciar = to announce

galardonar = to award

Adjectives:

galardonado = awarded

Comprehension questions:

What does the first paragraph explain?

What has the President of Colombia received?

Why has he received it?

Who has awarded this price to him?

During how many years has this conflict (conflict) lasted?

How many victims have died during this time? Let’s review this link from the Centro Nacional de Memoria Histórica. First look at the sources. Who publishes this page? What is their bias or point of view? is it an independent

organization? it is a government entity? <https://centrodememoriahistorica.gov.co/262-197-muertos-dejo-el-conflicto-armado/>

**B.Attention to Form:**

What is the Present Perfect? In English, we say: I have received many awards. I have received an award for using technology. And you? Have you received awards? Have you given awards? Have your parents received awards?

Notice how we use two verbs: the Present tense of “to have” and the past participle of a second verb to explain the action that had taken place.

Why do we use the Present Perfect? When we want to discuss a Past event that is related to our Present time. So, in this article, the President of Colombia has received the Nobel Peace Prize. He has received it because has made an effort. This effort has continued until today.

In Spanish, we use the Present tense of “haber” + Past Participle of a verb .

Can you find the 5 examples of the Present Perfect in the first paragraph? Can you underline them?

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**C.Co-Construction:** Now, can you fill in this table?

Line number	Example of the Present Perfect	Structure of the Present Perfect (has two parts): Present tense of “haber”	+ Past Participle of which verb?	Can you translate the Past Perfect verb?	Who is the subject?	Can you translate the sentence?
1	ha sido	ha	sido (ser)	has been	the President	the President has been
–	–	–	–	–	–	–
–	–	–	–	–	–	–
–	–	–	–	–	–	–
–	–	–	–	–	–	–

Can you find other Present Perfect sentences in the second paragraph?

“Pese al voto en el referéndum”, ha manifestado la presidenta del comité, Kaci Kullmann Fiveen, con relación al [rechazo en el plebiscito del domingo a los acuerdos alcanzados entre el Gobierno y la guerrilla](#), Santos ha contribuido siempre “al final del conflicto”. La convocatoria electoral, con un voto negativo del 50,21% de los electores y una abstención del 62%, se celebró el pasado 2 de octubre. “Debemos reconciliarnos y unirnos para culminar este proceso, y comenzar a construir una paz estable y duradera”, ha declarado el presidente en referencia a la polarización que se vive en el país desde que comenzaran las negociaciones. La división se ha ido incrementando a medida que se desarrollaba la campaña del referéndum. Tras el rechazo en las urnas, la figura del expresidente Álvaro Uribe, principal opositor al proceso a través de

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Line number	Example of the Present Perfect	Structure of the Present Perfect (has two parts): Present tense of “haber”	+ Past Participle of which verb?	Can you translate the Past Perfect verb?	Who is the subject?	Can you translate the sentence?
1	ha manifestado	ha	manifestado (manifestar)	has manifested/ has expressed	the President	the President has manifested
–	–	–	–	–	–	–
–	–	–	–	–	–	–
–	–	–	–	–	–	–
–	–	–	–	–	–	–

**D.Extension:**

Now, you can tell us about an award that you have received. Explain the award to your classmate. What was the award? When did you receive it? Why did you receive it? Who gave it to you? Then, your classmate will report to us about your award.

Ask the questions:

¿Qué premio has recibido?

¿Cuándo lo has recibido?

¿Por qué lo has recibido?

¿Quién te ha dado este premio? ¿Quién te lo ha dado?



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## Unit 13: The Pronouns after Prepositions with the comic strip “Courtesy is helpful!”

### Unit 13: Los pronombres de preposición with the comic strip “La cortesía ayuda / Courtesy is helpful!”

#### Objectives:

1. To remember the vocabulary related to courteous expressions and prepositions
2. To describe the vignettes and to decide on other logical sequences of this story.
3. To formulate the structures and uses of the pronouns after prepositions.
4. To create invitations to various events and to various people and to accept and reject them.

#### PACE activity: Identification of Pronouns after Prepositions

##### A. Presentation:

Read this comic strip and identify vocabulary that might be difficult to understand.



Five vignettes: one person hands leaflets saying: “para ti.” Person answers: no. Second: Person handing leaflets says : “para usted.” Passerby refuses saying :no. Third: person handing leaflets says “para ustedes.” Passersby refuse saying no. Fourth: person handing leaflets says: “para usted, por favor”. The passerby agrees saying: “Sí, por supuesto. Muchas gracias.” Final vignette: the leaflet person says: “la cortesía ayuda”

Noun:

La/ el activista

El folleto = el panfleto = el volante =

La persona que distribuye panfletos =

Expression:

Por supuesto

Do you understand the situation? What happens first? Second? How does the person handing leaflets feels? What about the passersby?

**B. Attention to the Form:**

Can you find the prepositions? What are the Prepositions in Spanish? (at, to, of, with, from, against, for)

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**C. Co-Construction:** Which pronouns do you see after the prepositions? Can you fill out this table?

Preposition	+ Pronoun	Translation
–	–	–
–	–	–
–	–	–
–	–	–
–	–	–

**D. Extension:** Invitations to a meeting.

Let's invite people to a meeting. With a classmate, can you decide what the meeting is about? At what time? Where? When?

Next, let's hand out invitations:

I invite you (formal, informal, one person, a group)

I invite her.

I invite him.

I invite them.

What about your professor? What about your parents? What about your grandparents? What about your best friend?

How do you accept to an invitation?

How do you decline an invitation?

Role play several answers.





# Unit 14: Review of Simple and Perfect Past Tenses with the story: “Continuidad de los parques”

## Unit 14: Review of Simple and Perfect Past tenses: with the story: *Continuidad de los parques* / *Continuity of parks* de Julio Cortázar

### Objectives:

1. To remember the vocabulary related to nature, parts of the house, professions, and adjectives of description
2. To analyze the structure of the uses of the Preterite, Imperfect, and Past Perfect tenses.
3. To understand the parts of the story, the main characters, the themes of the story, the conclusion.
4. To imagine and create different endings.

### Biografía de Julio Cortázar:

#### Biografía

Busca datos básicos: ¿Cuál es su apellido? ¿De dónde es? ¿Cuándo nació? ¿Dónde nació? ¿Qué novelas escribió?

Otros datos que tú piensas que son interesantes:

### Integrated Performance Assessment: IPA

#### A. Collaborative Task:

First, read and listen to the text three times underlining words that are used frequently that you don't understand.

#### Lee el cuento

#### Ahora escucha a Cortázar leer su cuento:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://psu.pb.unizin.org/glickspan003/?p=50#oembed-1>

In groups, let's divide the text into the three parts:

Group 1 reviews the use of the Imperfect tense and the vocabulary that is difficult to understand in the first part. Begin “Había empezado a leer la novela . . . fue testigo del último encuentro en la cabaña del monte.”

Group 2 reviews the use of the Preterit tense and the vocabulary that is difficult to understand in the second part. “Fue testigo del último encuentro en la cabaña del monte . . .Empezaba a anochecer.”

Group 3 reviews the use of the Imperfect tense in the third part. “Empezaba a anochecer. “Sin mirarse ya . . . “ until the end.

New Vocabulary:

Understood from context

Translated with dictionary

Nouns:

El mayordomo

Una cuestión de aparcerías

El roble

El sillón de terciopelo verde

El amante

El chicotazo de una rama

La cabaña

El monte

Un arroyo de serpientes

La coartada

El azar

La senda

El árbol

El seto

El peldaño

El respaldo del sillón

Verbs:

Acariciar

Desgajar línea a línea

Restañar

rechazar

**B. Interpretive Reading Task:**

1. ¿Dónde se desarrolló la acción?
2. ¿Cuándo se desarrolló la acción?
3. ¿Quiénes eran los personajes principales? ¿Puedes describirlos?
4. ¿Cuáles son los temas de este cuento?
5. ¿Cuántas partes tiene el cuento? Does the tense indicate a division in the story? How? Is the use of the Imperfect prevalent in a certain section? Is the use of the Preterit prevalent in a different section? In which one?
6. ¿Qué pasó? Primero, Después, luego, entonces, también, finalmente
7. ¿Qué símbolos había?
8. How would you end the story? Al final . . .

**C. Presentational Task:**

Narrate:

From the point of view of the reader, what happened? The reader . . .

From the point of view of the lovers, what happened? Ellos . . .

From the point of view of the butler, what happened? El mayordomo . . .



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# Appendix of Vocabulary Words

## Unit 1:

Adjectives: suave, subterráneo / subterránea

Nouns: la brisa, el mundo, la princesa, el reino, el rey, la vigilancia

Verbs: borrar de la memoria, burlar la vigilancia, cegar, olvidar

## Unit 2:

Family Nouns: la abuela, la bisabuela, la tatarabuela, el yerno

Other Nouns: el luchador, el sueño, el zapato

Expressions: Hace mucho tiempo

Verbs: agradecer, enseñar, escoger, poder

## Unit 3:

Expressions: A ver!, Qué guay!

Art Media: la tira cómica, la pintura, la escultura, el autorretrato, el paisaje

Professions: el/la guardia peatonal, el/la estudiante, el/la profesor / la profesora

Locomotion Verbs: brincar, caminar, correr, cruzar, parar, pasear, saltar

Other Verbs: comprender, entender, escuchar, oír

## Unit 4:

Adverbs: como, más

Nature Nouns: la colina, la espiga, la montaña, el paso, el río, el valle

Pronouns: nada, tú, te, me

Verbs: dar, olvidar, ondular

## Unit 5:

Adverbs of location: aquí, allí, allá

Other Adverbs: como

Nouns: las palomitas, el periódico,

Food Nouns: el frijol, la judía, el garbanzo, la lenteja

Sharing Verbs: compartir, dar, obtener, quitar, recibir, pasar

## Unit 6:

Expressions: mi vida, mi cielo, mi alma , quedarse a mi lado

Nouns: la luz, la mirada

Reflexive/ Pronominal Verbs: acostarse, despertarse, lavarse, morirse

Transitive Verbs: acostar, despertar, lavar, recordar, morir

## Unit 7:

Expressions: Ojalá

Food Nouns: el berro, la fresa, el mapuey, la miel

Weather Nouns: el aguacero, la jarina

Nature Nouns: el campo, el conuco, la colina

Weather Verbs: caer, granizar, llover, nevar

## Unit 8:

Adjectives: alguno, alguna, algunos, algunas, creativo / creativa

Expressions: Qué buena onda!

Nouns: el bulto, la croqueta, la entrevista, el pulque

Verbs: gastar, guardar

## Unit 9:

Adjectives: cada

Nouns: la alcancía, la bendición, la mezclilla, la plusvalía

Prepositions: a, con, contra, de, hacia, junto a , por, para, sin

Verbs: aceptar, parecer

## Unit 10:

Expression: Estar esperando

Emotions: sentirse bien, sentirse contento / contenta, sentirse estresado / estresada, sentirse feliz, sentirse mal, sentirse regular, sentirse tranquilo / tranquila, sentirse enfermo / enferma, sentirse avergonzado / avergonzada, sentirse abrumado / abrumada, sentirse solo / sola

Pronouns: nadie, nada

Verbs: escuchar, poder

## Unit 11:

Adjectives: divertido / divertida, imprescindible, mismo / misma, resolutivo / resolutiva

Expression: tomar una copa

Nouns: el chiste, la iglesia, el paisaje, la piedra, el presupuesto, la soledad, la sonrisa

Verbs: contar, elegir, meterse, prescindir, quedarse solo / sola

## Unit 12:

Adjectives: galardonado / galardonada, premiado / premiada

Nouns: la fortaleza, el galardón, la insurgencia, el mandatario/ la mandataria, la paz, el premio, el referéndum,

Verbs: anunciar, premiar

## Unit 13:

Expressions with “por” : por eso, por favor, por fin, or nada, por supuesto

Nouns: el/la activista, el folleto, el panfleto, el volante



Verbs: dar, distribuir, pasar, repartir

## Unit 14:

Parts of the House: el baño, el comedor, el cuarto, el dormitorio, la entrada, el estudio, la habitación, la oficina, el pasillo, el salón, el peldaño

Types of Fibers: el algodón, el cuero, el poliéster, la seda, el terciopelo

Nature Nouns: el arroyo, la cabaña, el chicotazo, el monte, la rama, el roble, la senda, el seto

Other Nouns: el amante, la amante, el azar, la coartada, la cuestión de aparcerías, el mayordomo

Verbs: acariciar, desgajar, rechazar, restañar