

Special Forces

Spanish

Student
Version

Module 3

Special Operations Language Training



JFK
Special Warfare
Center and School



SOLT I Spanish Module 3 Lesson 1



Food and Drinks

In this lesson, the student will learn to talk about different types of foods and beverages, and he or she will learn to describe food in quality and measure, as well as become familiar with managing different activities at a restaurant and at a supermarket. For this purpose the student will:

1. Offer Food and Drink

- Plan a dinner party
- Invite somebody for dinner at your house
- Plan a picnic
- Compare different types of food in the US and TR
- Talk about table manners of the TR

2. Discuss Quality and Quantity of Food Items

- Specify the meal times for breakfast, lunch, and dinner
- Discuss dishes and utensils
- Talk about food habits
- Discuss food preparation

3. Order a Meal in a Restaurant

- Make a restaurant reservation
- Talk about cafeteria and fast food stand
- Read items on the menu
- Ask about items on the menu
- Identify food items and beverages
- Talk about the variety of ethnic dishes
- Order items from the menu
- Ask for the bill
- Pay the bill

4. Shopping for Goods/Services

- Plan the grocery list
- Shop for groceries
- Purchase food items at a butcher shop, a bakery, a grocery store, an open-air market, and a super market
- Purchase fuel
- Purchase personal items
- Purchase wood for construction
- Purchase water
- Return a previously bought item

Food is at the heart of Hispanic culture. You will find that as soon as you enter a home, you will be offered a drink or something to eat. Hispanics will go without food tomorrow, but they will make sure that the visitor eats well during your stay at their home. This lesson will introduce you to cultural patterns that have to do with food. It will introduce you to new foods, and to customs that cover a wide spectrum of possibilities from dinner parties, restaurants and typical recipes for special holidays to the traditional open air “mercados” and the modern-day “supermercados.”

SCENARIO



- Amanda: -Jorge, ¿te puedo pedir un favor?
Jorge: -¡Claro!
Amanda: -Jorge, ¿me puedes explicar cómo son los supermercados en Latinoamérica? Sé que tú viajaste por gran parte de Latinoamérica, por eso te pregunto.
Jorge: -Sí, claro. Mira, los supermercados modernos de Latinoamérica son iguales que todos los mercados internacionales. Los productos son similares a los productos de los Estados Unidos de Norteamérica o de Europa. En todo el mundo existe la influencia de otros países en la comida del supermercado moderno. Por ejemplo, “Grande” es una cadena (a chain) de 30 supermercados en Puerto Rico. Alelano Cordero Badillo trabajó originalmente en el supermercado “Grand Union.” Después (afterwards), en 1965, compró un pequeño negocio en Calaño, Puerto Rico, el supermercado “La Patria.” En 1990 el Sr. Cordero Badillo formó la primera cadena (chain) de supermercados puertorriqueños. Gana 350 millones de dólares al año. Los supermercados “Grande,” están abiertos (open) 24 horas al día.
Amanda: -Ah, muchas gracias. Tu información es muy buena e interesante.

1. Plan a dinner party and invite somebody for dinner at your house

In Spanish, **invitar**, “to invite,” takes on the meaning of “to treat.” The person who says it intends to pay.

yo te invito.
yo le invito.
yo los invito.
¿Puedo invitarle?

Exercise 1

Pair activity. Working with your partner, answer the following questions in Spanish on how to plan a dinner party. Once you have answered these questions get with your partner, invite him/her to your party.

- Why are you planning this party?
- What do you want to celebrate?
- When and where is the party going to take place?
- At what time is it going to be?
- What are you going to cook? Is someone going to give you a hand?
- Who are you going to invite?

2. Plan a picnic

Exercise 2

Pair activity. Working with your partner, plan a picnic menu using the food vocabulary. Be prepared to report your day’s plans to the rest of the class.

Example:

Me gustaría ir a una excursión o a un día de campo. Necesitamos preparar unos emparedados, comprar unas bebidas, y otra comida especial...

1. Primero _____.
2. Luego _____.
3. Después _____.
4. También _____.
5. Es importante _____.

3. Compare different types of food in the US and TR

Exercise 3

Pair activity. Working with your partner, compare differences between a Latin American and an American breakfast, such as ham and eggs, with *chilaquiles* from Mexico: A dish of corn tortillas in pieces, fried, then baked with a tomato sauce, chunks of chicken, cheese and/or chorizo on top

Another example: “Menudo”

It is often eaten for breakfast in Mexico=A filling soup of hominy, beef tripe, and pig's feet, flavored with *chile*, garlic, coriander, and onions. Many people consider *menudo* a cure for hangovers.

4. Talk about table manners and utensils

The placement of the knife, forks and spoons in Latin America is the same as in any part of the United States or Europe. There are regional customs, however, which are also acceptable from area to area, like putting food inside of a tortilla in Mexico to eat small portions at a time. Dinning etiquette is also the same as that of any European country.

Exercise 4

Pair activity. Working with your partner, set the table with the following items on a piece of paper The following vocabulary will help you to recognize the names of flatware, dishes and table items.

cuchara	tenedor	cuchillo	plato	plato ondo	vaso	taza	copa
servilleta	mantel	plato chico	sal (salero)	pimienta			

5. Specify the meal times for breakfast, lunch, and dinner

Exercise 5

Group activity. Working in groups of three, write a brief dialogue in which all of you participate ordering food in a typical Mexican restaurant. The waiter (one of your partners) is ready to take your order by saying: “Buenos.... ¿están listos para...?” Use your creativity. Your instructor will ask you to read it to the class.

6. Discuss food preparation

Exercise 6

Group activity. For this activity the class will be divided in groups of four. Read the following recipe individually and then share the information as a group. Be ready to read it aloud and compare it with other groups. The group that has the least errors will win.

Lomo saltado

<p>Lo que necesitas:</p> <p>1 libra y 1/2 de lomo de res 2 cucharaditas de aceite vegetal 1 diente de ajo, machacado 1 cucharadita de vinagre 1/8 cucharadita de sal 1/8 cucharadita de pimienta 2 cebollas grandes, rebanadas 1 tomate grande, rebanado 3 tazas de papas hervidas, cortadas en cubitos</p>	
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-Platillo Principal-

6 porciones

Tamaño de cada porción: 1 taza y ¼

Manos a la obra:

- Limpiar la carne de toda grasa visible y cortar en tiras delgadas y pequeñas.
- Calentar el aceite en un sartén grande y sofreír el ajo hasta que esté dorado. Agregar la carne, el vinagre, la sal y la pimienta.
- Cocinar 6 minutos más, hasta que la carne esté dorada.
- Agregar las cebollas y el tomate. Cocinar hasta que la cebolla esté transparente.
- Servir con papas hervidas y arroz blanco.

7. Make a restaurant reservation

Exercise 7

Pair activity. First, practice this dialogue with another student:



- A) ¿Bueno? ¿Es el restaurante El Metropol?
- B) Sí, dígame...
- A) Me gustaría hacer reservaciones para el sábado por la noche, para dos personas...
- B) No hay problema, ¿a qué hora desean cenar?
- A) A las ocho de la noche, por favor, y ¿tiene una mesa cerca de la ventana?
- B) Muy bien, los espero el sábado próximo a las ocho en punto.

Then, pretending you are calling your friend, invite him/her to dinner...

8. Talk about cafeteria and fast food stand

Exercise 8

Pair activity. Read the information below and answer the questions. Compare your answers with your partner's.

Tipos de Sandwiches

JUMBO

lechuga, tomate, mayonesa, milanesa de carne

JUMBITO

lechuga, tomate, pepinillo, mayonesa, pollo picado o carne picada

CESSNA

pechuga de pavo, lechuga, tomate, queso sandwich, pepinillo, mayonesa

HUMMER

lechuga, tomate, morrones, pepinillo, huevo

FLORIDIAN

lechuga, tomate, mayonesa, mostaza, carne vacuna picada o de pollo picada, pepinillo

ROCK & POP

jamón, lechuga, tomate, mostaza, tocino.

PRIMAVERA

ensalada de pepino, lechuga, tomates, mayonesa, queso sandwich, huevo, jamón cocido

PEBETE

orégano, huevo, mayonesa, tomate, lechuga

1. Quiero el _____ con lechuga, tomate, etc. _____
2. Me gustaría ordenar el _____ con _____
3. Por favor, tráigame (bring me) el _____ con _____

9. Read items on the menu and ask about items on the menu

Here you have a list of different menus from different restaurants to give you an idea of how they look like.

Exercise 9

Pair activity. Working with your partner, decide where to go and what you would like to eat.

 <p>PRINCIPE DE VERGARA TL. 91 431-15-91</p> <p>1° Paella Mixta Judias Blancas con Chorizo Hervido de Judias Verdes Sopa Juliana Ensalada de la Casa</p> <p>2° Albóndigas en Salsa Medio Pollo Asado con Limón Chuletas de Lomo de Cerdo Revuelto de Champiñones Pescado del Día</p> <p>Incluye Pan, Cerveza y Café PVP 1.250</p> <p>ESPECIAL: Cualquier primero seguido de Chuletitillas de Cordero PVP 1.700</p>	 <p>Calle Alcalá, 80 TL. 91 576 34 82</p> <p><i>Menu del Día:</i></p> <p>1° <i>Champiñones a la Crema</i> <i>Ensalada de la Casa</i> <i>Sopita de Fideos</i></p> <p>2° <i>Milanesa de Pavo</i> <i>Tostadas de Pollo</i> <i>Filete a la Plancha</i></p> <p>Incluye Agua, Ginebra y Postre PVP 1.250</p> <p>Postres Variados</p>
 <p>EL CAMPANO EL CAMPANO</p> <p>AV. FELIPE II, 40</p>	<p>COCINA VASCA ESPECIALIDAD DEL NORTE</p> <p>1° Sopa de Marisco Coctel de Camarones Bacalao Frito con Pimientos</p> <p>2° Salmón Ahumado Trucha a la Navarra Revuelto de Setas y Gambas</p> <p>Inc. Limonada, Vino y Postre PVP 1.700</p> <p>TL. 91 431 34 50</p>

10. Identify food items and beverages

Exercise 10

Pair activity. Working with your partner, list five beverages from previous menus, and compare notes with your partner.

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



11. Talk about the variety of ethnic dishes

You will be delighted to discover the variety of foods that you can find in Spanish-speaking countries. Each country has its own specialties, from the delicious spicy food of Mexico to the great beef of Argentina.

Class activity. Walking around the classroom, talk to other students about different Latin American dishes. Below are some authentic specialties from different Spanish-speaking countries.

México	<i>tacos, tamales, enchiladas, menudo</i>
Guatemala	<i>paches</i>
El Salvador	<i>pupusas</i>
Honduras	<i>gallo pinto</i>
Nicaragua	<i>nacatamales, mondongo</i>
Costa Rica	<i>picadillo</i>
Panamá	<i>gallo pinto</i>
Cuba	<i>frijoles con arroz, picadillo</i>
República Dominicana	<i>moros de gandules</i>
Puerto Rico	<i>arroz con gandules, pasteles</i>
Venezuela	<i>arepas</i>
Colombia	<i>ajiaco</i>
Ecuador	<i>seco de chivo</i>
Perú	<i>cebiche, anticucho</i>
Bolivia	<i>ají de pollo</i>
Chile	<i>empanada</i>
Argentina	<i>asado, milanesa</i>
Uruguay	<i>asado, parrillada</i>
Paraguay	<i>asado</i>
España	<i>paella</i>

12. Order items from the menu

Exercise 11

Group activity. Working in groups of three, complete the following dialogue by adding more lines to it. Each one of you will choose a role and will read it aloud to your group. As a group, it has been a long day and you have not eaten anything. Order your special dish and even your favorite dessert. Be ready to share the dialogue to the class if your instructor asks you to.

El mesero: -Hola. Mi nombre es Pedro y yo soy su mesero. ¿Desean tomar algo antes de ordenar?
Sergio: Sí. Yo quiero una Coca Cola.
Lourdes: Y yo un té con hielo.
El mesero: Muy bien. Regreso en un segundo y les tomaré la orden.
Sergio: Está bien. Gracias.

(Tres minutos después)

El mesero: Bien. Aquí tiene Ud. su Coca Cola, y Ud. su té con hielo. ¿Están listos para ordenar?

13. Ask for the bill and pay for it

The question **¿Cuánto es?** “How much is it?” is normally used to ask for the bill or to find out how much is owed. The response is usually the plural form of the verb **ser**, “to be”:

Example:

Son ... “It is...”

¿Cuánto es?
-Son \$500 pesos.

¡Tenga! ¡Aquí tiene!



Note: **¡Tenga!** The polite command form of the verb **tener**, “to have,” or the expression **¡Aquí tiene!** literally translates to “Here/There you are,” or “Here/There you go,” is used when the patron hands the money to the waiter/waitress - **camarero (a)**, **mesero (a)**

Example:

¿Cuánto es?
Son \$500 pesos.
¡Tenga!
¡Aquí tiene!

¡Quédese con el vuelto! Translates as “Keep the change.”

Example:

¿Cuánto es?
Son \$500 pesos.
¡Tenga!

¡Quédese con el vuelto!

14. Purchase food items at a butcher shop, a bakery, a grocery store, an open-air market, and a super market.

Even though Latin American countries are seeing the development of the big supermarkets and department stores, as well as modern shopping malls, the small-specialized stores are still very common. Each type has its own special name according to what it sells, for example: una **panadería**, una **zapatería**, una **joyería**, una **carnicería**, una **florería**, una **tortillería**.

Exercise 12

Pair activity. Working with your partner, practice repeating to him/her what you would buy in each store.

Panadería



En la panadería compro pan dulce, y bolillos.

Repeat: En la panadería_____.

Florería



En la florería compro flores para regalos.

Repeat: En la florería_____.

Joyería



En la joyería compro anillos, collares y aretes.

Repeat: En la joyería_____.

Tortillería



En la tortillería compro tortillas de harina y de maíz.

Repeat: En la tortillería_____.

15. Purchase fuel

The high price of gasoline exists in all parts of the world, and in some parts of Latin America, such as México, tourists often have to pay for the additional expense of an additive to the gasoline. Imagine that it takes about \$180.00 pesos for you to fill-up your gas tank and another 25 pesos for the cost of the additive in México,

Exercise 13

Pair activity. Working with your partner, purchase fuel to travel about 50 miles round trip to your vacation destination.

A) El viaje a México cuesta _____ de ida y vuelta.

B) Necesitamos aproximadamente _____ para llenar el tanque.

16. Purchase wood for construction

Exercise 14

In the following ad you can read the cost of building a wooden house in the Dominican Republic. Compare what it would cost to buy the lumber and built it yourself if you were building a comparable house of about 1,500 square meters (metros cuadrados) at 50,000 pesos, per square meter. Your partner is richer and he/she wants to build a 2000 square meter house at 50,000 pesos per square meter.

Pair activity. Working with your partner, answer questions A and B and compare notes in Spanish.

Example:

A) ¿Cuánto cuesta construir una casa de madera de 1,000 metros cuadrados?

B) Cuesta 50 millones de pesos.



Las casas de madera no son más caras que las tradicionales. Se puede construir de una manera más económica y ecológica.



Exercise 14 (continued)

Madertrat, S.L. construye sus estructuras a partir de 70.000 pesos el metro cuadrado. Podemos facilitarle, sin costo adicional cualquier financiación que necesite con distintas entidades bancarias nacionales. (bancos y sociedades de crédito).

¿Cuál sería su casa o estructura ideal?

1. ¿Cuánto cuesta construir una casa de madera de 1,500 metros cuadrados?

_____.

2. ¿Cuánto cuesta construir una casa de madera de 2,000 metros cuadrados?

_____.



17. Purchase water

Exercise 15

Pair activity. Working with your partner, look at the bottled water attributes on this list and decide whether you want to purchase bottled water by the bottle or the special weekly or monthly fee in Guatemala.

The currency there is (\$6.8) quetzales to one U.S. dollar (\$1:00)

Which words do you not understand because they are not cognates? Can you figure out the meaning anyway by the words before and after it? You and your classmate make a list of 5 characteristics of this water product and then you exchange lists. Add to your list the ones you do not have and then decide which method of payment you will choose as you answer the question.

Por botella/per bottle=\$12.16 quetzales

Por semana/per week=\$50.00 quetzales

Por mes/per month=\$175.00 quetzales

Exercise 15 (Continued)

- Tanque de Acero Inoxidable que no altera el sabor del agua.
- Control ajustable de la temperatura del agua fría.
- Probado en laboratorio.
- Aprobado para el mercado para muchos años.
- Gran capacidad de enfriamiento.
- Diseño para un cuidado fácil.
- Dos combinaciones de color: blanco con negro o blanco con gris.
- Gabinete de alta densidad resistente a los rayos ultravioleta.
- Distribuidor opcional de vasos.
- La mejor relación en calidad y precio en el mercado.

1. ¿Cuál sistema de agua es el mejor? _____ ¿Por qué? _____.

18. Return a previously bought item

Exercise 16

Department stores in Latin America will allow their customers to return items as long as the purchaser has the receipt, if not, they will usually do an exchange if they recognize their merchandise. Big supermarkets are also carrying more and more of a variety of items such as drug-store items and even a limited amount of clothing. The following dialogue occurs between a store clerk and a customer.

Pair activity. Working with your partner, take turns doing opposite roles and then make up one of your own.

Example:

Dependiente: Buenas tardes, ¿En qué puedo servirle?

Cliente: Pues compré este sartén eléctrico el domingo pasado y no le gusta a mi esposo.

Dependiente: ¿Tiene usted el recibo?

Cliente: ¡Sí, aquí lo tiene.

Dependiente: Muchas gracias. ¿Desea cambiarlo?

Cliente: No, prefiero dinero en efectivo.

Dependiente: No hay problema porque tiene su recibo, aquí tiene su dinero.

Cliente: Muchas gracias, es usted muy amable.

1. Irregular verbs

almorzar

	o>ue
yo	alm <u>u</u> erzo
tú	alm <u>u</u> erzas
usted	alm <u>u</u> erza
él	
ella	
nosotros	almorzamos
ustedes (Uds.)	alm <u>u</u> erzan
ellos	
ellas	

pedir

	e>i
yo	<u>p</u> ido
tú	<u>p</u> ides
usted	<u>p</u> ide
él	
ella	
nosotros	pedimos
ustedes (Uds.)	<u>p</u> iden
ellos	
ellas	

cerrar

	e>ie
yo	<u>c</u> ierro
tú	<u>c</u> ierras
él, ella, Ud.	<u>c</u> ierra
nosotros	cerramos
ustedes,	<u>c</u> ierran
ellos, ellas	<u>c</u> ierran



Note: The verbs **desayunar**, “to have breakfast,” **cenar**, “to have dinner,” and **abrir**, “to open,” **comprar**, “to buy,” follow the general patterns for verbs ending in *-ar* and *ir*-explained earlier.

Exercise 1

Pair activity. Working with your partner, complete the following sentences and compare answers.

1. Los niños (tomar) _____ refrescos.
2. Nosotros (cenar) _____ el restaurante nuevo.
3. El restaurante (abrir) _____ a las ocho.
4. El gerente (cerrar) _____ su oficina.
5. El cliente (pedir) _____ la cuenta
6. Elena y yo (almorzar) _____ en la cafetería
7. Nosotros (pedir) _____ el plato más caro.
8. Yo (cerrar) _____ la puerta del carro.
9. La propietaria (almorzar) _____ con su esposo.
10. El sargento (desayunar) _____ temprano.

2. Direct Object Pronouns

English	Spanish	English	Spanish
<i>me</i>	me	<i>us</i>	nos
you	te		
<i>you, him, it (masculine)</i>	lo	<i>you, them (masculine)</i>	los
<i>you, her, it (feminine)</i>	la	<i>you, them (feminine)</i>	las

The direct object is the noun or pronoun that completes the meaning of a transitive verb.

Example:

El soldado pide la cena.

In the example, **cena** is the direct object. In place of the direct object, it is possible to use a direct object pronoun.

Example:

El soldado la pide.

Notice that the pronoun used is **la**, because the noun it replaces is feminine. If the direct object were masculine, **desayuno** “breakfast,” for example, then the pronoun would be **lo**. In other words, the direct object pronoun must be the same gender (masculine or feminine) as the noun it replaces. This is true for plural nouns as well as for nouns in the singular.

Examples:

El soldado pide el desayuno.

El soldado **lo** pide.

El señor compra los garbanzos.

El señor **los** compra.

2. Direct Object Pronouns (Continued)

Note that the Spanish direct object pronouns precede the verb. (In English, they follow the verb: The soldier buys them.) If a Spanish sentence contains an infinitive, the pronoun can follow the infinitive, combining with it to form one word:

Example: El capitán quiere comprar el café.
El capitán quiere comprarlo.

Or, the pronoun may precede the main verb (not the infinitive), as in:

Example: El capitán quiere comprar café.
El capitán lo quiere comprar.

Exercise 2

Pair activity. Working with your partner, substitute the following nouns with a direct object pronoun:

Example:

El señor pide una limonada >>El señor la pide.

1. Ella quiere ordenar entremeses.

2. El teniente compra desayunos para sus soldados.

3. Él pide el menú tan pronto llega.

4. Los niños no desean pedir helado.

5. Ellos cierran el restaurante a las diez.

6. El mesero sirve la cena.

7. No venden mariscos.

8. Nosotros queremos pagar la cuenta.

3. The Impersonal “Se”

In addition to its function as a reflexive marker, the pronoun “se” is also used in “impersonal” constructions. The impersonal *se* corresponds to English expressions with the impersonal “you” (“You need one kilo of meat for the recipe”), the pronoun “one” (“One can buy fish there”), the pronoun “they” (“They sell fresh tortillas”), or the passive (“Spanish is spoken by the employees here”).

Example:

Se abre habla español en esta tienda.

¿Cómo se dice...?

Aquí se vende pan.

Se puede pagar con tarjeta de crédito.

If the item referred to is plural, then the verb is also usually plural.

¿Se hacen tortillas todos los días aquí?

Exercise 3

Pair activity. Working with your partner, create signs using the clues provided. Follow the example below.

Example: hablar/ inglés. Se habla inglés.

1. vender/ casas.
2. comprar/ uniformes.
3. comer / bien en el restaurante.
4. abrir/ a las 10:00
5. aceptar/ tarjetas de crédito.
6. hacer / pan fresco.

Exercise 4

Pair activity. Working with your partner, take turns as you answer the following questions:

1. ¿Dónde se puede comprar gasolina por aquí? _____

2. ¿Qué se puede comprar en...

la carnicería? _____

la panadería? _____

el supermercado? _____

3. ¿Cómo se hacen las tortillas? _____

4. ¿Cómo se escribe su nombre? _____

4. Shopping expressions and measurements

The expressions **¿Algo más?** and **¿Alguna otra cosa?**

The indefinites: **algo**, “something,” and **alguno/a**, “anything,” are commonly used in the following expressions:

Example:

¿Algo más, señor?

¿Desea alguna otra cosa?

5. Nouns of Measurement, Weight, and Number

Spanish treats weights and measures much as English does:

1 (un) paquete de tocino

2 (dos) latas de sopa

3 (tres) kilos de carne molida

1 (una) caja de fideos

1 (un) manojo de rábanos

1/4 kilo de jamón

1/2 litro de aceite

1 (una) barra de mantequilla

100 (cien) gramos de salchichas

5 (cinco) rebanadas de queso suizo

1 (una) docena de huevos

Exercise 5

Class activity. Ask other students around the classroom, using the measurements above, to indicate how these items are sold. There may be more than one possibility.

¿Cómo se vende (n)... ?

1. el café _____
2. el azúcar _____
3. los huevos _____
4. la cerveza _____
5. el aceite _____
6. la mayonesa. _____
7. el arroz _____
8. el queso _____
9. la salsa de tomate _____
10. ajo _____

6. More food-related verbs

The verb **Servir** e>i

yo	sirvo
tú	sirves
usted	sirve
él	
ella	
nosotros	servimos
nosotras	
ustedes	sirven
ellos	
ellas	

Querer and **Desear**, “to want, wish, desire”

Querer and **desear** are used to make a request and are followed by another verb, such as **pedir**, “to order,” or **pagar**, “to pay.”

Example:

Quiero pedir pollo frito.

Deseo pagar.

Querer and **desear** can also be used with a noun:

Example:

Quiero una cerveza.

Deseo helado de vainilla.

Quisiera translates as “would like” and is used in Spanish to express a mild or toned-down request. As with **querer**, it is followed by another verb, or by a noun:

Example:

Quisiera pedir vino tinto.

Quisiera ensalada, por favor.

6. More food-related verbs (Continued)

Desear

yo	deseo
tú	deseas
usted (Ud.)	desea
él	
ella	
nosotros	deseamos
nosotras	
ustedes (Uds.)	desean
ellos	
ellas	



Tip of the day: Most of the time, verb tenses are very straightforward. We use the present to speak about the present and the past to speak about the past, but sometimes all languages have "asystemic" uses of these tenses. That means that we use the present to speak of the future, for instance: "See you later!" In Spanish "quisiera" is past subjunctive. Usually this tense expresses a hypothetical situation, but in this case, it is used as a "polite request". Never analyze these forms too much. Learn the use of it, and be aware that most of the time, verb tenses adhere to the system, and other times, they do not.

Exercise 6

Pair activity. Working with your partner, take turns completing the following sentences.

1. A nosotros (gustar) _____ el helado.
2. Ellos te (invitar) _____ para su fiesta.
3. Él (desear) _____ pagar por todos.
4. La señora (pedir) _____ postre.
5. Tú (querer) _____ hablar con él.
6. Él (pedir) _____ el plato del día.
7. Nosotros (ordenar) _____ vino con la cena
8. Mi jefe me (invitar) _____ a almorzar.
9. A ellos (gustar) _____ los vegetales verdes.

Exercise 7

Pair activity. Working with a partner, take turns telling each other how you would say the following sentences in Spanish.

- How can I help you?
- It's my treat.
- I would like another one.
- Anything else?
- I want dessert.
- The check, please!
- We would like to see the menu.
- I would like to pay the bill.
- How much is it?
- Keep the change.
- There you have
- Here you go.
- I invite you

The vocabulary has been grouped in four equally important categories. They are food, drinks, useful words, and verbs.

COMIDA			
<i>el abulón</i>	<i>abalone</i>	<i>la lechuga</i>	<i>lettuce</i>
<i>el aceite</i>	<i>oil</i>	<i>las legumbres</i>	<i>legumes</i>
<i>las aceitunas</i>	<i>olives</i>	<i>la lengua</i>	<i>tongue</i>
<i>el aguacate</i>	<i>avocado</i>	<i>el lenguado</i>	<i>flounder</i>
<i>el ajo</i>	<i>garlic</i>	<i>las lentejas</i>	<i>lentils</i>
<i>las almejas</i>	<i>clams</i>	<i>el limón</i>	<i>lemon</i>
<i>el apio</i>	<i>celery</i>	<i>el maíz</i>	<i>corn</i>
<i>el arroz</i>	<i>rice</i>	<i>la mantequilla</i>	<i>butter</i>
<i>las arvejas</i>	<i>peas</i>	<i>la manzana</i>	<i>apple</i>
<i>el atún</i>	<i>tuna</i>	<i>los mariscos</i>	<i>seafood</i>
<i>la avena</i>	<i>oatmeal</i>	<i>la mayonesa</i>	<i>mayonnaise</i>
<i>las aves</i>	<i>poultry</i>	<i>el melon</i>	<i>melon</i>
<i>el azúcar</i>	<i>sugar</i>	<i>la miel</i>	<i>honey</i>
<i>los bolillos</i>	<i>rolls</i>	<i>la mostaza</i>	<i>mustard</i>
<i>los betabeles</i>	<i>beets</i>	<i>la naranja</i>	<i>orange</i>
<i>la cabra</i>	<i>goat</i>	<i>los nopales</i>	<i>pear cactus</i>
<i>la cabrilla</i>	<i>sea bass</i>	<i>la nuez</i>	<i>walnut</i>
<i>los cacahuates</i>	<i>peanuts</i>	<i>los ostiones</i>	<i>oysters</i>
<i>las calabazas</i>	<i>pumpkins, squash</i>	<i>la paleta</i>	<i>flavored ice on a stick</i>
<i>el calamar</i>	<i>squid</i>	<i>el pan, dulce</i>	<i>bread, sweet bread</i>
<i>el caldo</i>	<i>broth</i>	<i>la papa</i>	<i>potato</i>
<i>los callos</i>	<i>scallops</i>	<i>el pargo</i>	<i>snapper</i>
<i>los camarones</i>	<i>shrimp</i>	<i>las pasas</i>	<i>raisins</i>
<i>los camotes</i>	<i>sweet potatoes</i>	<i>el pastel</i>	<i>pie, cake</i>
<i>la canela</i>	<i>cinnamon</i>	<i>el pato</i>	<i>duck</i>
<i>el cangrejo</i>	<i>crab</i>	<i>el pavo</i>	<i>turkey</i>
<i>la carne</i>	<i>meat</i>	<i>el pepino</i>	<i>cucumber</i>
<i>la carne de res</i>	<i>beef</i>	<i>la pera</i>	<i>pear</i>
<i>el carnero</i>	<i>lamb</i>	<i>el perejil</i>	<i>parsley</i>
<i>la cebolla</i>	<i>onion</i>	<i>el pescado</i>	<i>fish</i>
<i>la cebollita</i>	<i>green onion</i>	<i>el pez espada</i>	<i>swordfish</i>
<i>los champiñones</i>	<i>mushrooms</i>	<i>la pimienta</i>	<i>pepper</i>
<i>el chorizo</i>	<i>spicy sausage</i>	<i>la piña</i>	<i>pineapple</i>
<i>el cilantro</i>	<i>fresh green coriander</i>	<i>el plátano</i>	<i>banana, plantain</i>
<i>el coco</i>	<i>coconut</i>	<i>el pollo</i>	<i>chicken</i>
<i>los dulces</i>	<i>candies</i>	<i>el postre</i>	<i>dessert</i>
<i>los duraznos</i>	<i>peaches</i>	<i>el puerco</i>	<i>pork</i>
<i>el elote</i>	<i>corn on the cob</i>	<i>el queso</i>	<i>cheese</i>
<i>los ejotes</i>	<i>string beans</i>	<i>el rábano</i>	<i>radish</i>
<i>el emparedado</i>	<i>sandwich</i>	<i>el repollo</i>	<i>cabbage</i>
<i>la ensalada</i>	<i>salad</i>	<i>el requesón</i>	<i>cottage cheese</i>
<i>los espárragos</i>	<i>asparagus</i>	<i>la sal</i>	<i>salt</i>
<i>los fideos</i>	<i>noodles</i>	<i>la salchicha,</i>	<i>sausage</i>
<i>el flan</i>	<i>custard</i>	<i>la salsa</i>	<i>sauce</i>
<i>las fresas</i>	<i>strawberries</i>	<i>la sandía</i>	<i>watermelon</i>
<i>los frijoles</i>	<i>beans</i>	<i>la sopa</i>	<i>soup</i>
<i>la fruta</i>	<i>fruit</i>	<i>la ternera</i>	<i>veal</i>
<i>las galletas</i>	<i>cookies</i>	<i>el tiburón</i>	<i>shark</i>
<i>la guayaba</i>	<i>guava</i>	<i>el tocino</i>	<i>bacon</i>
<i>el helado</i>	<i>ice cream</i>	<i>el tomate</i>	<i>tomato</i>
<i>el hígado</i>	<i>liver</i>	<i>la toronja</i>	<i>grapefruit</i>
<i>el higo</i>	<i>fig</i>	<i>las uvas</i>	<i>grapes</i>
<i>el huachinango</i>	<i>red snapper</i>	<i>los vegetales</i>	<i>vegetables</i>
<i>el huevo</i>	<i>egg</i>	<i>la verdura</i>	<i>vegetable</i>
<i>el jamón</i>	<i>ham</i>	<i>la vainilla</i>	<i>vanilla</i>
<i>el jurel</i>	<i>yellow tail</i>	<i>la zanahoria</i>	<i>carrot</i>
<i>la langosta</i>	<i>lobster</i>		

BEBIDAS

el agua	water
el aguardiente	brandy
la bebida	drink
el café	coffee
la cerveza	beer
la crema	cream
la ginebra	gin
el jugo, de naranja	juice, orange juice
la leche	milk
el licor	liquor
la limonada	lemonade
el refresco	soda pop
el ron	rum
el té	tea
el vino	wine

VERBOS

abrir	to open
agregar(se)	to add, one adds
almorzar	to have lunch
beber	to drink
cenar	to have dinner
cerrar	to close
cocinar(se)	to cook, one cooks
comer	to eat
cortar(se)	to cut, one cuts
desayunar	to have breakfast
desear	to wish, to desire
freír(se)	to fry, one fries
invitar	to invite
picar(se)	to mince, one minces
pedir	to ask for
poner(se)	to put, to put on
querer	to want
revolver(se)	to stir, one stirs
servir(se)	to serve, one serves
untar(se)	to spread, one spreads

PALABRAS ÚTILES

caliente	hot
el mesero, la mesera	waiter, waitress
la carnicería	butcher shop
los condimentos	seasoning
la construcción	construction
la copa	goblet
cuarto de taza	quarter of a cup
la cuchara	spoon
la cucharada	tablespoon
la cucharadita	teaspoon
el cuchillo	knife
la cuenta	check, tab, bill
después	afterwards
las especias	spice
la estructura	structure
la florería	flower shop
frito	fried
las gracias	thanks
el hielo	ice
el horno	oven
lo mismo	the same
luego	then
la madera	wood
el mantel	tablecloth
media taza	half a cup
el menú	menu
el mercado	market
la olla	pot
otro	another
la panadería	bakery
el pedazo	piece
el plato	dish, plate
por supuesto	of course
primero	first
la rebanada	slice
el restaurante	restaurant
rico, delicioso	delicious
el sartén	skillet
la servilleta	napkin
el supermercado	supermarket
el tarro, jarro, frasco	jar
la taza	cup
también	also
el tenedor	fork
la tortillería	tortilla factory
tostado/a	toasted
el vaso	glass
la zapatería	shoe store

1. Restaurants in Latin America

There are many family-style restaurants in Spanish-speaking countries and they are usually family-owned and operated, with the husband doing the cooking and the wife serving the tables. You do not have to wait to be seated in a restaurant. It may sometimes be difficult to get the attention of the waiter or waitress. You may have to call ¡Camarero! o ¡Camarera! Some restaurants do not have a written menu; instead, the waiter announces all the dishes they are offering that day. Service is usually slower and the general attitude during meals is usually relaxed. Guests will never be rushed out of the restaurant to make room for new guests, and it is very nice to linger at your table after a pleasant meal, to order more coffee or another glass of wine, or just to sit and talk. This is called *sobremesa*. Usually, the check is not brought until it is requested, and sometimes it is added up right at the table. It is customary to leave a small tip on the table or to tell the waiter to keep the change. The idea of “doggie bags” does not exist in Spanish-speaking countries.

2. Meals in Spanish-speaking countries

Breakfast in some Spanish-speaking countries is a light meal eaten at home or in cafés that are open from the early morning on. It consists of strong coffee, bread, and toast or a light pastry. In some other countries, breakfast is not so small. In Central America, cereal, egg, or sausage dishes, often served with hot sauce, are the order of the day. In the past, lunch was usually eaten at home. Today, however, many business people, commuters and others, eat their midday meal at restaurants. Therefore the restaurants do a thriving business, especially in the cities. Shops close, and in hot places, life seem to stop until 4 or 5 in the afternoon, when shops reopen. Sunday lunch is a very important family occasion. Most people have an afternoon or early evening snack. It is referred to by different names, depending on the location: **refacción** (Central America), **merienda** (Mexico). In México, it often consists of “pan dulce”, Mexican sweet bread, and coffee.

Dinner is a relatively light meal and is served after 8 p.m. Restaurants are open until midnight in many places. Dining in the local restaurants throughout Latin America is a wonderful adventure. The food varies greatly with locality.

3. Bartering/ El regateo

Bargaining is a way of life in Hispanic America, especially in open markets. It’s a fun game played by locals and tourists alike to make each side feel that they are getting or selling the best deal they possibly can. “Regatear” is not only acceptable it’s expected.

4. Shopping for Food in Latin America

The metric system is employed throughout Latin America. Thus, when shopping at the supermarket or market, weight is in kilos rather than pounds, and the quantity of a liquid is in litros rather than quarts or gallons. Nevertheless, in some countries it is not uncommon to find items sold by the pound or the ounce, particularly in the case of imported goods.

In Hispanic countries, small shops such as bakeries, butcher shops and fruit shops are still very popular. After many years of competition, supermercados are finally catching on. As mentioned earlier in the course, haggling is a common practice, especially in markets, small stores, and among sidewalk vendors.

The point of shopping for food in Latin America is that it can be as simple as going to a supermarket, just as you would in the United States, or it can be a real adventure, including a trip to the Mercado Central (Central Market), as it is called in many countries. Mexico City's "La Merced," for example, is a large and hectic market. It consists of several large buildings, selling everything from fruit to toys. On Sundays, the streets for blocks around are very congested with vendors, merchandise, and people. Even if you do not want to buy anything, it is a good show.

They say that Guatemala's "Mercado Central" is one of the largest in the world. Each market is unique, but the theme is similar. The markets represent an important aspect of Hispanic American culture.

Activity 1

Where can you find?

Pair activity. Working with your partner, practice asking where to buy certain food items. Follow the examples below. Remember to switch roles.

¿Dónde se compra el pan?	En la panadería.
¿Dónde se compra el pescado?	En la pescadería.
¿Dónde se compran las gaseosas?	En el supermercado.
¿Dónde se compra la fruta?	En la frutería.
¿Dónde se compra la carne?	En la carnicería.
¿Dónde se compran las verduras?	En la verdulería.

Activity 2

An invitation to dinner

Pair activity. Working with your partner, read the following invitation to dinner and practice inviting him/her to dinner, including the same amount of detail. Make the invitation as brief as the one you just read, but you may substitute some of the information with your own, such as the type of restaurant you choose, etc. Here are some suggestions for different types of restaurants: Restaurante chino, italiano, mexicano, japonés, hawaiano, francés, tailandés.

Example: Invitación al restaurante vegetariano...

Hola. ¿Te gustaría ir a cenar? Quiero invitarte a mi restaurante favorito. La comida es deliciosa y muy saludable. ¿Te gustan los vegetales? Vamos al restaurante: “El Naturito.” ¿Quieres comer a las ocho? Te llamo por teléfono...

Activity 3

Plan a dinner party

Pair activity. Working with your partner, choose from the food list in the next pages and plan a complete list to go grocery shopping at the supermarket for all the ingredients you need for a dinner party. Be sure you include items for several courses, including beverages, and decide how many people you are going to invite and at what time it will be. The purpose of this grocery list is for you to familiarize yourself with authentic products, not for you to try to memorize all of them. Read and enjoy the experience, and save this list for the future.

Activity 3 (Continued)

Example: Necesitamos comida para 8 personas. Me gustaría comprar ...

¿Qué necesitamos para la fiesta?



Mexico has a very diverse cuisine culture. All regions serve their own specialties from *Mole Poblano* in Puebla to *Huevos Rancheros* in Sonora and *Cochinita Pibil* in Yucatan. Below you'll find a list of basic items you may see on a menu or in a grocery store or you may browse through specialty dishes from all areas of Mexico. Remember just because you've had a taco or enchilada doesn't mean you've experienced *Mexican food*, it only means you've scratched the surface of this country's traditional, culinary delights. First, let's begin with the basics; **carnes** , **pescado**, **mariscos**, **legumbres**, **frutas**, **nueces** , **bebidas**, **especias**, **condimentos**, **postres**, **dulces**.

Carnes

cabra carne de res carnero hígado jamón lengua pavo pato pollo:
 puerco salchicha ternera tocino

Pescado y Mariscos

abulón atún cabrilla calamar callos camarones almejas cangrejo or
jaiba jurel pargo huachinango langosta ostiones pez espada tiburón
 lenguado

Legumbres

aceitunas apio arroz betabeles calabazas camotes cebolla cebollita
 chícharos champiñones ejotes elote ensalada frijoles lechuga:
 maíz nopales pepino papas rábano repollo tomate zanahoria

Activity 3 (Continued)

Frutas y Nueces

aguacate cacahuates coco duraznos fresas guayaba higo limón
 manzana melón naranja nuez de castilla piña plátano sandía
 toronja uvas

Bebidas

agua aguardiente café cerveza crema ginebra jugo de naranja *
 leche refrescos ron té caliente té helado vino blanco vino de champaña
 vino rosado vino tinto

Especias y Condimentos

ajo azúcar canela cilantro mantequilla mayonesa miel mostaza
 perejil pimienta sal vainilla orégano

Postres y Dulces

bolillos flan galletas helado paleta pan dulce pastel pay

Other Foods

avena caldo fideos huevos pan queso sopa

Activity 4

An errand to the supermarket

Pair activity. Working with your partner, listen to your instructor as he reads a note from a Colombian wife to her husband and answer the questions below.

Instructor's reading:

1. What is the wife asking her husband to do?

2. Why doesn't she do it herself?

3. How late does the supermarket stay open?

4. How late does the butcher shop stay open?

5. How much wine does she want?

6. How much beer?

7. Rewrite the butcher shop order in grams.

Activity 5

Ordering breakfast

Pair activity. Working with your partner, compare the cost of your breakfast with your classmate's and then convert it into pesos at the rate of \$9.60 to the dollar, which is Mexico's exchange rate as of June 2000.

Huevos Revueltos con Jamón y Tocino	18,360 pesos
Huevos con Chorizos y Tortillas	18,500 pesos
Huevos Rancheros	15,300 pesos
Huevos Revueltos con Frijoles Molidos	12,075 pesos
Huevos Fritos con Papas	10,000 pesos
Menudo	9,000 pesos
Milanesa, Frijoles Refritos con Queso y Salsa	20,000 pesos
Caldo de Pollo	8,500 pesos
Pozole	10,000 pesos
Avena	6,500 pesos
Cafe con Leche y Pan Dulce	5,000 pesos
Chocolate con Pan Dulce	5,000 pesos
Jugos Naturales	4,000 pesos
Frutas de la Temporada	3,350 pesos

¿Cuánto cuesta tu desayuno?

Activity 6

Favorite recipes

Pair activity. Working with your partner, write down the ingredients that you would need to prepare your favorite recipe with the help of a dictionary if necessary. You may also refer to activity 4 to find the ingredients. Then use the vocabulary to write down the cooking preparation and directions. Use the impersonal "se" to express (then one does this, or this is done):

Example:

- a) Se necesita comprar queso, tortillas, chile...
- b) Se pica el chile...
- c) Se mete al horno...

Activity 7

Different meals



Pair activity. Working with your partner, identify the items that would normally be eaten for breakfast, lunch or dinner. Order a meal for each time of day:

¿Qué desea?

entremeses
(1)

platos del día
(2)

postres
(3)

bebidas
(4)

pescado	pollo	cerveza	frijoles	helado	verdura	café con leche	filete de ternera	
arroz	guisantes	papas	zanahorias	chorizo	fideos	pastel	vino rosado	jugo de
tomate	papas fritas	chuleta de cerdo	vino tinto	espárragos	chiles	jamón		
albóndigas	huevos	manzana	macarrones	carne	fruta	camarones	queso	

Activity 8

Ordering food

Pair activity. Working with your partner, take turns to order food and drinks from the box below.

Step 1: Pretend you and your partner are in a Latin American restaurant at lunchtime. What would you like to eat?

Step 2: Order a lunch from a restaurant employee: Ask how much it is and pay. Take turns playing both roles.

Aperitivos/appetizers *Entremeses/side dishes* *Platos del día/day's special*
plato fuerte(main dish) *Postres* *Bebidas*

pescado	pollo	cerveza	frijoles	helado	sopa	ensalada	vegetales	café con leche
filete de ternera	marisco	arroz	té	bistec	emparedados	refresco	gelatina	arroz
guisantes	papas	zanahorias	chorizo	hongos	fideos	pastel	vino rosado	
jugo de tomate	huevos	cereal	papas fritas	chuleta de cerdo	vino tinto	espárragos		
tortillas	pan	chiles	jamón	albóndigas	pollo	manzana	limón	macarrones
carne	fruta	camarones	queso	ensalada	azúcar	agua		



Activity 9

lunes <i>sopa de fideo</i>	martes <i>de lentejas</i>	miércoles <i>de crema de espárragos</i>	jueves <i>de bacalao</i>
viernes <i>sopa de garbanzo</i>	sábado <i>de albóndigas/de gazpacho</i>	domingo <i>sopa de calabaza</i>	

In this restaurant the day's special is always a different type of soup for each day of the week. Which one will you order today? And which one will your classmate order tomorrow?

Pair activity. Working with your partner, tell each other what other favorite soup of yours you would add to the list and which day would you offer it?

- A) Hoy quiero ordenar la sopa de_____.
- B) Mañana quiero ordenar la sopa de_____.
- C) Mi sopa favorita es la sopa de_____.
- D) Me gustaría que el viernes ofrecieran sopa de_____. Es mi favorita.
- E) Ayer tenían la sopa de_____en especial.

Activity 10

Review of daily specials

Pair activity. Working with your partner, look at the daily specials in activity 13, and take turns to tell each other what is the special soup of the day.

Example:

- A) ¿Qué tienen el lunes?
- B) ¡Tienen sopa de lentejas!

Activity 11

Make a restaurant reservation

Group activity. Working in groups of three, play the roles of a person making reservations at a restaurant and then calling a friend to invite him/her to dinner later that week. Tell your friend about some of the specialties of the house. The third student invited to dinner wants to go to a different type of restaurant and needs to be convinced otherwise.

Example:



Ring, ring, ring,...¿Dígame?.¿Es el restaurante “Metro?”



POR TELÉFONO

Activity 12

Specialty restaurants

What could you order in this Latin American pastry and teahouse?

Pair activity. Working with your partner, tell him/her what you would like to order in this restaurant after a night out at the theater.



Interior del Salón de Té -
Pastelería

En nuestro Salón de Té podrá disfrutar de la pastelería y bombonería más exquisita, de elaboración propia, a la vez que toma uno de los cafés o té de nuestra extensa carta.



Pastelería

También elaboramos, artesanalmente, productos de temporada y tartas o pastelería para acontecimientos especiales.

Example: Descubrí un riquísimo restaurante y comí un delicioso postre y café...

Activity 13

Specialty restaurants

In larger cities of Latin America you will find restaurants from other Latin American countries because the world is becoming more and more interconnected.

Pair activity. Working with a partner, underline the cognates on the ad below and tell each other three reasons each why you would eat or not eat at this restaurant.

Example: Me gustaría comer en este restaurante porque hay/porque tiene/porque es...



Fundado en 1993, el *Chez Gardel* fue el primer restaurante de comida argentina en la zona comercial de Bosques de las Lomas. Es un restaurante con las características de excelente calidad y



servicio similar al *Rincón Argentino* y *Chez Gardel* por Joaquín Malazzo, uno de sus propietarios. Durante estos 5 años, nos ha interesado dar lo mejor de nosotros en trato y calidad en nuestros platillos. La especialidad de la casa es carnes al carbón con cortes Angus importados y con su particular forma de prepararlos al mejor estilo argentino. Como entrada, ofrecemos las tradicionales empanadas, el chorizo tipo argentino, la morcilla criolla, las mollejas de ternera al verdeo, los palmitos a la vinagreta y la provoleta Gardel. En las ensaladas nuestras favoritas son la griega, la caprese y la Chez Gardel. Para los que no desean carne, los canelones de verdura y el espagueti con frutos del mar (mariscos) son una buena elección. Para finalizar una buena comida, tenemos una amplia selección de postres: El Martín Fierro, el alfajor milhojas con dulce de leche y el strudel de manzana con helado de vainilla. Se recomienda junto a una taza de buen café de selección italiana Illy. En vinos, nuestra variedad de vinos mexicanos, argentinos y españoles acompañan fantásticamente a las carnes. Nuestro mayor deseo: continuar sirviendo bien, abundantemente y con excelente calidad. La música durante el día consiste en clásicos del tango. Las noches de los jueves, viernes y sábados, contamos con la presencia de la arpista Gunta Salaks, sus excelentes interpretaciones de música clásica suave, y temas mexicanos tradicionales.

Activity 14

Food to go

You have a favorite restaurant around the corner from where you live, that sells food to go.

A) Pair activity. Working with your partner, tell him/her what you would like him/her to pick up for you and bring home. Then have him/her tell you what he/she wants.



Carnes: carne de res, pierna de cerdo, asados, pollo, pescado, ahumados, ciervo, chorizos de pollo, de cerdo.

Jamones: prosciutto de parmo (italiano), jamón serrano, americano, canadiense y alemán, fiambres, carrés de cerdo, de pollo, de ternera y queso de cerdo.

Pastas: fresas * secas.

Panes: franceses, alemanes y españoles. baguettes, mini baguetes, tres semillas, integral, de viena, de coco.

Bocaditos: patitas de pollo, croquetas de carne, milanesitas, empanaditas de carne, de pollo, de jamón y queso, sandwiches pequeños surtidos. Atún, jamón crudo, queso roquefort. Empanaditas chilenas. Tostadas de pan blanco ó integral. Ciruela con tocino, salmón, caviar, huevos de codorniz, espárragos, jamón crudo.

Ensaladas: alemana, rusa, metropol, mixta, de arroz.

Confitería & Patisserie: tortas y strudel, stollen, selva negra, pastel de limón, mil hojas y variadas tartas. Croissants, mousses, metrodonnas, pan dulce, budín inglés, flanes, etc.

B) Now talk about the European influence in Latin American foods.

Example: Es interesante que en Latino América comen Prosciutto, baguettes, etc.



Tip of the day: When you are finished eating and want to ask for the check, you say: “**La cuenta, por favor...**” you never say: “**el cheque**, that would be using a false cognate, meaning that you are asking for an actual check.

Activity 15

Shopping for groceries

In Puerto Rico, you will notice more of the American influence in the language when you read the supermarket ads. The following grocery special ad is an example of the way the import and export of goods affect Language in different countries. Pretend that you live together and share grocery expenses.

Pair activity. Working with a partner, make up a grocery list for a whole week from these ads and determine how much each of you has to contribute for grocery costs. As you make up your list, keep track of the words that have an English influence.

VARIEDAD EN

<p>PEPSI 2 LITROS PERA DESPOTILLAR C/U</p> <p>69¢</p> <p>EN SU ALMO NATURAL, REAL 50%, AZÚCAR 50%</p>	<p>Dely CORNEO BEEF DELY</p> <p>69¢</p>	<p>HABICHUELAS O GARBANZOS GRANDE</p> <p>2/69¢</p> <p>EN AGUA Y SAL CANTIDAD DE 13.5 OZ., REAL 20%, AZÚCAR 20%</p>			
<p>PEPSI REGULAR O DIETA CANTIDAD DE 12 OZ., REAL 20%, AZÚCAR 20%</p> <p>4.99 CAJA</p>	<p>CORN POPS KELLOGG'S</p> <p>2.49</p>	<p>GATORADE 32 OZ. C/U</p> <p>1.29</p>	<p>FRISCO MAIZ EN POLVO</p> <p>1.59 C/U</p>	<p>LIPTON ICED TEA</p> <p>2.69</p>	<p>MACARONI & CHEESE DINNER FOODTOWN</p> <p>2/79¢</p>
<p>POP CORN ACT II</p> <p>1.99 C/U</p>	<p>Er-4 CHEESE TOSTITOS</p> <p>1.59 C/U</p>	<p>Tostitos TORTITAS</p> <p>1.99 C/U</p>	<p>VINOS WOODBRIDGE</p> <p>7.99</p>		
CERVEZAS, LICORES Y VINOS					
<p>BUDWEISER O BUDLIGHT</p> <p>4.29</p>	<p>VODKA ABSOLUT</p> <p>10.99</p>	<p>VINOS GALLO</p> <p>7.49</p>	<p>VINO MONTECILLO</p> <p>8.99</p>		
<p>HENEKEN</p> <p>5.99</p>	<p>CHIVAS REGAL</p> <p>17.99</p>	<p>VINOS SUTTER HOME</p> <p>5.99</p>			

Activity 15 (Continued)

PROVISIONES

VEGETALES FOODTOWN 3/99¢	SALSA PARA SPAGHETTI DEL MONTE 26 OZ. 89¢	ALIMENTOS O JUGOS PARA BEBE GERBER 3/99¢
ARROZ GRANO MEDIANO GRANDE 20 LB. 379	Chicken of the Sea 2/89¢	DRYERS JUMBO 749
CUP NOODLES NISSIN 2/89¢	SA-SON AC-CENT 1/79	ACEITE VEGETAL REAL 2/19
SA-SON AC-CENT 1/79	SALSA DE TOMATE GRANDE 5/89¢	MAYONESA FOODTOWN 1/69
GRANOS SECOS JACK RABBIT 49¢	EXPORT SODAS 2/49	SYRUP PARA PANCAKES 99¢
ACETE DE OLIVA EXTRA VIRGEN 3/49	EQUAL 5/79	AVENA FOODTOWN QUICK OATS 1/69
CAFERICO 3/39	SOPAS LIPTON 89¢	MISTIC 75¢
		ENSURE LIGHT 3/99

GRANDE
EL QUE MAS BARATO VEDES

Lista de productos que necesitamos comprar:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity 15 (Continued)

La Gente MAS SABE DE CARNES **CALIDAD Y FRESCURA**

BOTTOM ROUND ROAST FRESCO 1.99 LB.
U.S. FEEL 3.40 LB., ANKOFFE 1.30 LB.

JAMON COCIDO REBANADO PARA SANDWICH 1.49 LB.
4"X3" U.S. FEEL 1.90 LB., ANKOFFE 1.30 LB.

CHUCK O SWISS STEAK DE TERNERA 1.99 LB.
U.S. FEEL 3.29 LB., ANKOFFE 1.30 LB.

SALMON ROSADO REBANADO CORTE DE CENTRO 99¢ LB.
U.S. FEEL 1.20 LB., ANKOFFE 0.90 LB.

LECHON DE MECHAR FRESCO 2.49 LB.
U.S. FEEL 2.79 LB., ANKOFFE 1.30 LB.

PECHUGAS DE POLLO SIN HUESO Y SIN PIEL 7.95 PQTE.
U.S. FEEL 3.10 LB., ANKOFFE 1.30 LB.

DE NUESTRAS PESCADERIAS **EMPAQUES FAMILIARES** **DEBEMOS CONTARLES MUCHO**

FILETE DE MERLUZA 2.99 LB.
U.S. FEEL 3.40 LB., ANKOFFE 1.30 LB.

COSTILLITAS DE CERDO 69¢ LB.
U.S. FEEL 0.79 LB., ANKOFFE 0.30 LB.

CHULETON DE CERDO 99¢ LB.
U.S. FEEL 1.10 LB., ANKOFFE 0.50 LB.

MEAT LOAF ADOBADO 1.99 LB.
U.S. FEEL 2.20 LB., ANKOFFE 0.90 LB.

CAMARONES COCIDOS PARA ENSALADA 1.29 PQTE.
U.S. FEEL 1.40 LB., ANKOFFE 0.60 LB.

LONGANIZA DE CERDO 2.49 LB.
U.S. FEEL 2.79 LB., ANKOFFE 1.30 LB.

CARNE DE CERDO PARA FREIR 89¢ LB.
U.S. FEEL 1.00 LB., ANKOFFE 0.40 LB.

PERNIL DE CERDO ADOBADO FRESCO 99¢ LB.
U.S. FEEL 1.10 LB., ANKOFFE 0.50 LB.

Lista de productos que necesitamos comprar:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity 15 (Continued)

La Gente que MAS SABE DE CARNES CALIDAD Y FRESCURA

CARNE PARA GUIJAR FRESCA 1.39 L.B.
DE NOVILLO, P.R. CON HUESO
REG. 1.79 L.B., AHORRE 64¢ L.B.

SANDWICH STEAK, MINUTE O ROLL STEAK FRESCO 2.59 L.B.
DE NOVILLO, P.R.
REG. 3.79 L.B., AHORRE 1.20 L.B.

CARNE MOLIDA FRESCA 1.39 L.B.
DE NOVILLO, P.R. REG. 1.87 L.B., AHORRE 24¢ L.B.

PERNIL DE CERDO 79¢ L.B.
ENTERO DEL ANTERO, O S. COMI.
REG. 99¢ L.B., AHORRE 20¢ L.B.

JAMON DE PAVO FESTIVE JENNIE-O 99¢ L.B.
2 LBS. APOR. REG. 1.29 L.B., AHORRE 30¢ L.B.

BOLOGNA DE POLLO O PAVO GWALTNEY 79¢ L.B.
6 OZ., REG. 89¢, AHORRE 10¢

CORTES FRIOS

MUSLITOS DE POLLO ADOBADOS 89¢ L.B.
6 OZ., REG. 99¢, AHORRE 10¢

CHOPPED HAM GWALTNEY 99¢ L.B.
6 OZ., REG. 1.19, AHORRE 20¢

JAMON DE PAVO GWALTNEY 1.15 L.B.
6 OZ., REG. 1.75, AHORRE 14¢

COSTILLITAS DE TERNERA ADOBADAS 1.59 L.B.
REG. 2.19, AHORRE 60¢

SALCHICHON O SALAMI 3 ST. AFS 2.50 L.B.
1 PAVO, REG. 3.49, AHORRE 79¢

JAMON COCIDO FOOD TO GO 1.59 L.B.
6 OZ., REG. 1.99, AHORRE 40¢

HAMBURGERS EL GRANDOTE 2.30 L.B.
REG. 1.99 CADA, AHORRE 30¢

GRANDE
EL QUE MAS BARATO VENDI

PRECIOS EN UN DÍA DEL 14 AL 22 DE JUNIO DE 2016

Lista de productos que necesitamos comprar:

Activity 15 (Continued)

VARIEDAD EN ARTICULOS DEL HOGAR Y

 <p>ALMOND NIAGARA SWEETENED ALMOND FLAVOR 22 OZ. 99¢</p>	 <p>DETERGENTE LIQUIDO SEA MIST 1 GALON 2.99</p>	 <p>PAPEL TOALLA SCOTT BIG ROLL 1.29</p>
 <p>CLOROX 1 GALON 1.19</p>	 <p>DOWNY ULTRA 20 TANKAS 1.99</p>	<p>GRATIS: UN TONER HOI MERO CON LA COMPRA DEL PRODUCTO</p>
 <p>OFF! REPELENTE DE MOSQUITOS 2.99 C/U</p>	 <p>PAPEL DE ALUMINIO REYNOLDS WRAP 1.69</p>	 <p>ACE ULTRA 30 OZ. 3.59</p>
 <p>DYNAMO PLUS 30 OZ. 1.69</p>	<p>ARTICULOS DE FARMACIA</p>	
 <p>ADVIL 2.29</p>	 <p>PASTA DENTAL COLGATE TOTAL 1.79</p>	 <p>JABON DE BAÑO LISTERINE 1.19</p>
 <p>CENTRUM 9.99</p>	 <p>CEPILLO DENTAL COLGATE NAVIGATOR 2.99</p>	 <p>ESPONJA DE BAÑO SOFT TOUCH 1.99</p>
 <p>LISTERINE 3.79</p>	 <p>ESPONJA DE BAÑO SOFT TOUCH 1.99</p>	 <p>SHAMPOO 2.79 C/U</p>
<p>PARA SU MASCOTA</p>		 <p>COMIDA PARA PERROS ALPO 2/1.00</p>
		 <p>COMIDA SECA PARA PERROS GOVERNMENT GALLERY 6.99</p>

Lista de productos que necesitamos comprar:

Activity 15 (Continued)

De la Finca A SU CASA

VARIEDAD Y FRESCURA

CHINAS NEVO 79¢ LB. (DE CALIFORNIA, REG. 50 LBS., APROX. 34 LBS.)

MANGO 65¢ LB. (DE SANTA ISABEL, REG. 100 LBS., APROX. 34 LBS.)

CHERRIES FRESCAS 2.99 LB. (DE CALIFORNIA, REG. 1.50 LB., APROX. 1.50 LB.)

QUESOS PARA ENSALADAS SALAD CREATIONS SARGENTO 2.79 CU

CAESAR SALAD KIT SALAD TIME 2.99

FRUTAS TROPICALES SIN PELLETA SIN PELLETA 3.79

KIWIS FRESCOS 5.95 CU (PARA 100 OZ., APROX. 7 1/2 LBS.)

COMBO PLATERO DE KIWI, MELON, CANTALOUPE Y FRESAS 1.97 LB.

COMBO DE UVAS MIXTAS CON FRESAS 2.39 LB.

BOUQUET DE CLAVELES O MINI CLAVELES 3.99 CU

RAMOS DE POMPONES O MARGARITAS 2.500

DE NUESTRA REPOSTERIA

DE NUESTRA FLORISTERIA

COCINAMOS POR TI

DONAS GLACEADAS 2.89 POTE (POTE DE 12)

1/2 POLLO AL B.B.Q. CON ARROZ BLANCO Y HABICHUELAS GUARDAS 3.99

POLLO ENTERO AL B.B.Q. 4.99

PARA SU ACTIVIDAD ESPECIAL PREP RAMOS DE EMBUJOS Y RAMOS DE ENTREMESAS PARA TU OCAJION

50 HOTELES EN NUESTRO DEFI

GRANDE EL QUE MAS BARATO VENDI

1.800.955.7777 MoneyGram

www.supermercadosgrande.com

Lista de productos que necesitamos comprar:

Activity 16

Open-air markets



**Mercados
al aire libre**

Group activity. The following items are sold by the kilo in an open-air market in Perú. You and a friend are traveling and shopping for food items. In groups of three, play the roles of street-vendor and customers, making suggestions to each other about items you should buy.

You may buy items by the half-kilo (medio kilo), or a quarter of a kilo (un cuarto de kilo) depending on the type of item. The open-air markets carry fresh food items such as fruits vegetables, meats, flowers, candies and herbs. Play the bartering role as well (regateo), and try to get the best possible prices in Peruvian “nuevos soles”, at about \$3.4 to 1 U.S. \$.

tomates, chiles, cebollas, ajo, frijoles, café, calabazas, pepitas, dulces, hierba-buena, canela, hierbas medicinales, naranjas, flores, caña, tamarindos, granadas, aguacates, patatas / papas.

Example:

A) ¿A cuánto está el kilo de frijoles?

B) ¿A 6 nuevos soles?

A) ¿Seis? No, es mucho, le doy cuatro

B) No, cuatro es muy poco, deme 5

A) Bueno, le doy \$4.50, y es mi oferta final.

B) Pues, está bien, \$4.50.

A) Aquí tiene. ¿Tiene cambio de veinte?

B) Sí, por supuesto.

Activity 17

Talk about cafeteria food



Note: Throughout Spanish-speaking countries, students meet in the various “cafeterías” in their city or at their university, just like soldiers have special eating places called “mess-halls” near their barracks, and some corporations have cafeteria facilities for their workers. The word cafeteria is not a cognate. In English the word means a type of restaurant where you are not served by a waiter, but rather you go and get your meals from a food-line, while in Spanish it means a type of full-service café where one can have meals, alcoholic and non-alcoholic beverages such as coffee, as the word suggests.

Pair activity. Working with your partner, fill in the blanks in this cafeteria dialogue, using the correct vocabulary. Compare your work with your partner’s when you are done.

momento	asistente/cantinero	es	cuánto	azúcar	aquí tiene	vino	el
desayuno	sírvame	quién	prefiere	qué	servimos	cena	jamón
por favor	pan con mantequilla	son	desea	hambre	cliente		

A=Counter attendant

B=Customer

A: Buenos días! ¿Qué _____ hoy?

B: ¿Todavía sirven _____?

A: _____ desayuno hasta las 10:00.

B: Fantástico! Entonces, _____ por favor una orden de huevos fritos.

con _____. Perdón, ¿_____ otra cosa tienen?

A: Tenemos pan con mermelada, mantequilla, y café con leche o té.

B: Tengo mucha _____. Déme un _____ más en la orden.

A: ¿_____ café o té?

B: Déme un café, _____.

A: ¿Lo quiere con leche y _____?

Activity 17 (Continued)

B: Con leche, solamente.

¿ _____ le debo?

A: ¡Un _____ por favor!

_____ sesenta colones exactamente.

Activity 18

Creating dialogue

Pair activity. Working with your partner, play the roles of waiter and guest and then switch roles.

A = Waiter B = Guest

- A. Tell the guest there is a seat available.
- B. Ask for the menu.
- A. Bring the menu and ask what he would like to drink.
- B. Ask if they have Coca Cola.
- A. Express regrets. Mention, however, that you have Pepsi.
- B. Order a Pepsi. Ask if Special No. 1 is good.
- A. Be overly enthusiastic about it!
- B. (Something's fishy about that Special No.1 Reconsider!) Order your favorite meal.
Bring him the food and wish him a good appetite. Ask him if he would like another Pepsi.
- B. Decline the drink but ask for the check.
- A. Total it up.
- B. Tip the waiter.
- A. Acknowledge the tip and say good-bye.

Now alternate roles.

Activity 19

Fast food

What fast foods from the list below would you and your partner buy?

Pair activity. Working with your partner, take turns to tell each other.

paleta de hielo	elote	tacos	burritos	hamburguesa	sandía con
limón y chile	un mango		pizza	carnitas	un raspado
tamarindo					agua de

Activity 20

Practice buying gasoline

Pair activity. Working with your partner, play the role of the gas attendant and a customer in a Latin American fuel station, asking as well to have the oil checked, have the front window cleaned and the air in the tires taken care of:

Cliente: Necesito llenar el tanque de gasolina por favor.

Gasolinero: ¿Quiere que le revise el aceite?

Cliente: Sí, por favor, y también el aire en las llantas. También limpie la ventana de enfrente y voy a necesitar una botella de aditivo para la gasolina.

Gasolinero: Bueno, pues necesita un cuarto de aceite, más aire en las llantas, y voy a limpiar la ventana.

Cliente: Mil gracias. ¿Cuánto le debo?

Gasolinero: Son ciento ochenta pesos por la gasolina, y veinticinco pesos por el aditivo. Son doscientos cinco pesos en total.

Activity 21

Wood for construction

Pair activity. Working with your partner, read the following ad and tell each other three advantages about wood construction.

Madertrat, S.L.

(Construcción de viviendas y estructuras en madera tratada)



“No sólo construya otro tipo de casas sino otro tipo de vida”

¿Cuál sería su casa o estructura ideal? Madertrat, S.L. Hoy es la empresa que garantiza un sistema de construcción adaptado a nuestros climas, siempre con madera tratada ofrece construcciones excepcionales.



Son muchos los motivos para elegir una casa de madera:

- a. Mayor durabilidad
- b. El precio y la calidad
- c. Gran ahorro en tiempo y dinero en su construcción

Aparte de los beneficios, vivir en una casa de madera previene enfermedades reumáticas y alérgicas. Aproveche esta oportunidad.

“No sólo construye otro tipo de casas sino otro tipo de vida”

Activity 22




Purchasing a water filter



In this ad you will read about the benefits of installing a water filter instead of purchasing bottled water.

Pair activity. Working with your partner, tell him/her the most important information on this ad, and then the two of you talk about the advantages and disadvantages of both purchases. Decide which type of water you want for your home.

No compres agua embotellada, purifícala en tu casa.

 <p>OFERTA</p> <p>\$39.95 Reg. \$149.95</p> <p>Sistema Fuentes Oferta limitada hasta 7/31/2000</p>		<p>¡¡¡ NUEVO !!!</p> <p>Aceptamos</p> 
--	--	--

Características del Sistema Fuentes

- Depurador de más de 120 litros de agua por hora.
- 12 pulgadas de altura por 5 pulgadas de diámetro.
- Fabricado totalmente en PVC. Durable de por vida.
- La durabilidad del cartucho incluido es de 1 año aproximado.
- Funciona con carbón activado y sal.
- Fácil instalación en la cocina (Manual de instrucciones incluido.)
- Garantía. Un año de garantía sobre materiales de fabricación.
- Costo = \$12.95 ordenado por internet y enviado a cualquier parte del mundo.

Activity 23

Opinion Poll

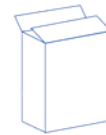
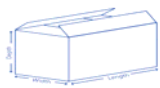
Group activity. Now walk around the room and ask five different classmates for their opinion:

- 1.¿Cuál es la mejor opción de costo?
- 2.¿Cuáles son las cualidades del agua embotellada?
- 3.¿Cuál posibilidad te gusta más: filtro de agua o agua embotellada?

Activity 24

Store packaging (Review)

When you go shopping for groceries in Latin America you will need to know the names of various types of packages. The following list will help you to familiarize yourself with the most common ones.



paquete
lata

bolsa
bolsa de plástico

caja
bolsa de papel

cartón
saco

botella
frasco

Pair activity. Working with your partner, pretend that you are in a Latin American supermarket and you are asking for various food and beverage products in specific types of packages.

Example: Quiero una botella de agua mineral, un cartón de huevos, un frasco de mermelada, un kilo de café en una bolsa, una lata de salsa de tomate, una caja de galletas (crackers), unas fresas en una bolsa de plástico, y un saco de papas. Póngalo en una bolsa de plástico por favor.

YOU: _____

YOUR PARTNER: _____



Activity 25

Original receipes

Class activity. The whole class turns in their own original receipe for “salsa picante”, the next day of class and they bring a sample so that a winner may be selected by class vote.

Activity 1

At the restaurant: speaking, and writing

(Before doing this activity, decide who will play the role of the customer and the client. You are in a restaurant and want to order.)

Pair activity. Working with your partner, order a dish. But you don't know what's in the menu so you ask the waiter (your partner) to tell you what's being offered. Whoever plays the role of the customer will make up his/her own menu and will include the cost of every dish. You the waiter will make a note of everything ordered and then make a bill for the customer following the appropriate procedure when the customer asks for it. You may look at the vocabulary, if necessary.

Activity 2

Creating your own menu: writing, speaking, and listening

Pair activity. Working with your partner, create a menu including all the following: the name of a restaurant, where it is located, the time it opens and closes, all the meals that are served there, the prices, and a greeting to the customers. Make it as attractive as possible. Use the space below. When you are finished, tell each other about it. Now it is your turn to put your creativity to work.

Activity 3

Ordering from a menu

Group activity. Read the following ad individually and then pretend that you are taking your family to this restaurant. One of you will play the role of the waiter and will welcome you all. As you take turns you will tell the waiter what you want to eat.

RESTAURANTE SU CASA

An invitation to a restaurant: reading, listening, speaking

El Restaurante **Su Casa** *abre sus puertas todos los días. Aquí encuentra las comidas más típicas de la región.*

- Huevos Revueltos con Jamón y Tocino
- Huevos con Chorizos y Tortillas
- Huevos Rancheros
- Huevos Revueltos con Frijoles Molidos
- Huevos Fritos con Papas
- Menudo
- Milanesa, Frijoles Refritos con Queso y Salsa
- Caldo de Pollo
- Pozole
- Avena
- Café con Leche y Pan Dulce
- Chocolate con Pan Dulce
- Jugos Naturales
- Frutas de la Temporada

Y mucho más.

Invite a sus amigos y a su familia a desayunar, a almorzar a cenar y pida su comida favorita. Queremos servirle a Usted y a sus conocidos.

Abrimos todos los días a las 8 de la mañana y cerramos a las 11 de la noche.

*Deseamos verlos pronto en **Su Casa**.*

Activity 4

Entrevista con Angélica

Pair activity. Working with your partner, read the interview below, answer the questions and compare notes.

Editorial Planeta

ENTREVISTAS CON ANGÉLICA



Editora

Angélica Fuentes



BuenProvecho es una serie diaria dedicada a la cocina. Explora las raíces de la cocina latina y su lugar en la cultura hispana contemporánea. El programa centra su atención en la preparación y presentación de platos de Centroamérica y Suramérica, el Caribe y la Península Ibérica. Los chefs internacionales Antonio y Rosamaría Buendía hablan de las comidas tradicionales. *Buen Provecho* también presenta platos auténticos de Argentina, Venezuela, Chile, Perú, México, Guatemala, España, Portugal, Brasil y otros países Latinoamericanos. *Buen Provecho*, se originó en Latinoamérica en el cuarto trimestre de 1997. Veálo en televisión de lunes a domingo entre 11 y 11:30 a.m. en el canal 28. Se habla detalladamente de la preparación de diversos platillos culinarios **¡Buen Provecho!**

Example:

¿A quién entrevista Angélica Fuentes? _____.

¿Quiénes son? _____.

¿Qué hacen? _____.

Activity 1

Planning a dinner party

Choose from the items below and plan a three-course meal for 2 people. Mention portions and amounts as well as packaging in your plan:

pastel	___	uvas	___
pan	___	manzanas	___
churros	___	naranjas	___
emparedados	___	plátanos	___
salchichón	___	jugo de tomate	___
chorizo	___	jugo de naranja	___
jamón	___	agua mineral	___
queso	___	gaseosas	___
zanahorias	___	cervezas	___
lechugas	___	vino tinto	___
cebollas	___	vino blanco	___
tomates	___	vino rosado	___
flan	___	sopa de fideos	___
helado de fresa	___	aperitivos de queso	___
helado de vainilla	___	ensalada de aguacate	___
arroz con leche	___	coctel de camarones	___

Cena para cuatro personas

Tipo de comida

¿Qué y cuánto necesitamos?

Para los aperitivos
Para la sopa
Para la ensalada
Para el entremés
Para el plato fuerte/platillo principal
Para el postre
Para la bebida

Activity 2

In the Restaurant

Complete the sentences by filling in the correct forms of the Spanish verbs abrir and according to the English cues in parentheses.

1. El restaurante _____ a las 12:00 del medio día. (abrir)
2. ¿_____ la tienda hoy a las 6:00 de la tarde? (cerrar)
3. Hoy nosotros _____ a las 5:00 de la tarde. (cerrar)
4. Generalmente la biblioteca _____ a las 9:00. (abrir)
5. El Banco del País _____ a las 8:00. (abrir)
6. ¿No _____ la oficina de correos hasta la 1:00 de la tarde hoy? (cerrar)

Activity 3

Going to a cafeteria

Write the following dialogue exchanges in Spanish using the English cues provided.

A. Ask when the cafeteria opens.

B. Say the cafeteria opens today at 12:00.

A. Ask when the cafeteria closes.

B. Say the cafeteria closes at 7:30.

A. Ask what time it is now.

B. Say it is now 5:30.

A. Say that you are very hungry.

B. Say that you are hungry and also thirsty.

A. Say: Well, let's go to the cafeteria.

B. Say: I can only go for 30 minutes.

Activity 4

Verbs in context

Complete these dialogues with the correct forms of the following verbs:

querer tomar desear gustar pedir

Example:

a. ¿Quiere otro pedazo de pastel?

b. No, yo quiero un helado.

a. ¿Le _____ el filete de ternera?

b. No, pero a mi esposa le _____, a mí me _____ comer pollo.

a. ¿Y qué quiere _____ su hijo?

b. El también _____ comer un helado.

a. ¿Qué _____ sus hijos?

b. A ellos les _____ el helado.

a. ¿Qué quiere _____ Ud. señora Díaz?

b. _____ un helado de piña.

a. ¿Qué desea _____ su esposa?

b. A mi esposa le gusta _____ vino.

a. ¿Y qué le gusta _____ a usted?

b. Yo sólo _____ cerveza.

Activity 5

Comparing menus

¡Bienvenidos! Welcome!



You are at a restaurant in Guanajuato, México. Look at the following menus, which represent complete meals per mini-menu. Choose the one that appeals to you the most. Recommend this restaurant to a classmate and tell him/her about some of the food and how much your favorite menu costs in pesos and in dollars if the currency exchange is \$9.50 pesos to the dollar. Did you learn any new words such as “palmitos/hearts of palm”? Always try to guess the meaning of unfamiliar words before using the dictionary.

Ceviche de jícama, de zanahoria o de pepino
o pico de gallo
Espagueti al Pomodoro o a la crema
Pechugas rellenas con salsa de morrón
o Pollo con salsa de champiñones (mushrooms)
y elote
Café y pan
Postre de nieve o Flan Napolitano
Costo: \$98.00

Menú #3

Ensalada de Palmitos y espárragos
o aguacate relleno de camarones
Pescado en salsa de nuez o pescado
a la veracruzana
Arroz con leche y café
Costo: \$135.00

Sopa de crema de brocoli,
o de crema de papa.
Pechugas de pollo al vino
o enchiladas en mole
Papitas al chipotle o verduras
al vapor
Café y pan
Postre: pastel de limón o flan
Costo: \$145.00

Menú#4

Sopa de queso
Crepas de cangrejo, bistec de
res, o tacos de huitlacoche
Papa al horno
Quesos y fruta
Costo: \$218.00

Activity 6

Pay the bill

La cuenta por favor.

1. Can you figure out which countries the following currencies belong to?

<p>RESTAURANTE MI CASITA</p> <p>\$1450 250 190 340</p> <hr/> <p>\$2,230 córdobas</p> <p><i>Gracias!</i></p>

<p>RESTAURANTE <u>EL CORRAL</u></p> <p>\$280 95 520 1750 430</p> <hr/> <p>\$3,075 córdobas</p> <p>Pilsener nuestra cerveza</p>

2. How much are the different tabs in English? (córdobas = 11.3 to \$1.00 dollar, pesos = 6.50 to \$1.00, lempiras = 14 to \$1.00 dollar.)

<p>EL ZOCALO Fonda Mexicana</p> <p>\$5000 4500 4500 3750 3500</p> <hr/> <p>\$21,250 pesos</p> <p><i>Cerveza Superior</i></p>

<p>CASINO BAR</p> <p>3.50 1.50 3.25 5.00 4.00</p> <hr/> <p>17.25 lempiras</p>
--

Activity 7

Matching groceries

Match (column B) with the appropriate amounts in (columnA). Each item can be selected only once and then it has to be crossed out. If you end up with 2 that don't match, start over again.

A	B
una barrita	huevos
un kilo	aceite
un manojo/ a bunch of	leche
un litro	cebollas
un tarro, frasco	mantequilla
una botella	carne Molida
un pedazo	guisantes
un cartón	conservas
una lata	pastel

Activity 8

Where would you find the following?



CD ROM. Listen to the following questions and choose the appropriate answer.

Audio:

En el supermercado	En la frutería	En la verdulería
En la panadería	En la carnicería	En la pescadería

1. _____

2. . _____

3. . _____

4. . _____

5. . _____

6. . _____

Activity 9

Placing an order in a restaurant



CD ROM. You will listen to a dialogue in which you are placing an order to go. But this is an incomplete dialogue. Listen to the following dialogue, find out what is missing, and complete it. There are only 3 parts missing.

Audio:

Activity 10

Choose from two presentation topics.

1. Come prepared to barter for food items in different types of packages. Review the food list at the beginning of the lesson to prepare for this. Also, review packaging and prices in pesos, \$9.50 to 1 U.S. dollar. Students each bring a packaged food item to play roles in a mock open market scenario.

2. Prepare to talk about your favorite Latin American restaurant. Tell about the types of food in the menu, and the prices compared to U.S. dollars.

SOLT I Spanish Module 3 Lesson 2



Lodging

In this lesson the student will learn to request information about housing from the ads, specify what kind of accommodations you need, and discuss the terms of rental agreement when renting an apartment. Also, the student will learn to give and seek information about a hotel, ask for rates and facilities, ask for room accommodations, request size of rooms and amenities and to check-in/out of a hotel, and much more. For this purpose the student will learn how to:

1. Find a Place to Stay

- Extract information about housing from the ads
- Specify what kind of accommodations you need
- Discuss renting a house/apartment/room
- Fill out and understand the terms of rental agreement

2. Make a Hotel Reservation

- Give and seek information about the nearest hotel
- Ask for rates and hotel facilities
- Ask for room accommodations
- Request size of rooms and amenities
- Reserve a room in a hotel
- Check-in to the hotel
- Check-out of the hotel

3. Operate a Household

- Name pieces of furniture
- Give a description of the appliances
- Describe useful appliances
- Discuss type of rooms, furniture, and appliances
- Discuss the physical conditions of the house
- Describe maintenance problems
- Talk about household chores
- Compare living arrangements
- Discuss utility costs

It is often the case when visiting a foreign country that people need to make hotel reservations. There are many things to take into account and certain considerations to think about. Should one rent an apartment, rent a hotel room, or are there other possibilities in a given country? You will need to familiarize yourself with appliances and furniture available in Latin America. Once again, you will be introduced to another delightful facet of the Hispanic world.



Tip of the day: Even though *rentar* and *alquilar* are used interchangeably in most of Latin America, they have different meanings. *Rentar* means to yield, to produce (income or profit) whereas *alquilar* means to rent.

Scenario

An SOF soldier tells his Latin American friend Ricardo about his experience in the City of Panama.

Estimado Ricardo,

Hace una semana que estoy aquí en la Ciudad de Panamá. Estoy en un hotel muy moderno y bello. Tengo una habitación muy espaciosa y estoy muy satisfecho. Estoy muy contento porque el costo de la habitación no es muy alto, (350 balboas por mes), la habitación es amplia y bien amueblada. Es una combinación de sala y comedor, tiene una cama y un ropero, una mesa, sillas, y un sofá. Eso es suficiente para mí. Después de una semana más quiero alquilar un apartamento cerca del cuartel. Bueno, ahora debo irme.

Saludos,

Bill

1. Extract information about housing from the ads

Exercise 1

Pair activity. Working with your partner, read the following ads and decide which apartment will be the best for you two. You and your counterpart have been sent to San Carlos, Sonora, Mexico for a very important mission. Now you and your partner have to find a place to stay. You decide to buy a Mexican newspaper called “El Heraldó” and you find the following information.

Anuncios

- a. Se alquila apartamento. Dos recámaras. Sala. Comedor. Cocina. Baño. Lugar céntrico. Alquiler módico. Llamar a María del Carmen Noriega. Tel. 8-19-31. Calle 3 No. 649, San Carlos.
- b. Se alquila apartamento amueblado. Dos recámaras. Dos baños. Cocina espaciosa: estufa, refrigerador, gabinetes, y todos los utensilios necesarios. Ascensor. Avenida Treviño, No. 7, San Carlos.
- c. Se alquila habitación amueblada. Preferible: joven soltero, callado y maduro. Alquiler bajo. Cerca del centro comercial *Omega*. Favor de llamar a Martha Sosa. Tel. 8-00-02, San Carlos.
- d. Apartamento. Una recámara. Bien decorado. Ventanas grandes con vista agradable. Muy céntrico. Enviar datos a: Sr. Manuel Iturralde, C/ Maestro Alonso, plana baja, apto. B. San Carlos.

Now choose the appropriate letter for the following statements.

1. ____ Este apartamento está amueblado pero no es céntrico.
2. ____ Este apartamento es sólo para una persona.
3. ____ Este apartamento tiene dos recámaras y es muy céntrico.
4. ____ Este apartamento está amueblado, pero no tiene suficientes habitaciones.

2. Specify what kind of accommodations you need

Exercise 2

Pair activity. Working with your partner, take turns asking and answering questions about renting an apartment or house. When looking for a place to live (rent or buy) you need to specify exactly what you need and what you are looking for in a place. Are you looking for an apartment or a house?

Example:

¿Necesitamos un apartamento con una habitación?
-No, necesitamos un apartamento con dos habitaciones.

recámaras	aire acondicionado	amueblado	desamueblado	vista	camas
-----------	--------------------	-----------	--------------	-------	-------

1. ¿Necesitamos un apartamento con _____?
2. ¿Necesitamos un apartamento _____?
3. ¿Cuántos _____ necesitamos?
4. ¿Queremos un apartamento con una _____?
5. ¿Necesitamos _____

3. Discuss renting a house/apartment/room

Note: Note that *recámara*, *habitación*, *cuarto* and *pieza* all mean bedroom.

Exercise 3

Pair activity. Working with your partner, find suitable housing by telling what is available and by answering questions (make up additional information as you go). You are a representative of a local property management group and your partner is the client. Below is a list of rentals. Help your client.

Example:

Este apartamento (o casa) tiene...

Esta casa está localizada en...

Alquileres

Apartamentos de lujo
Lujosos Aptos. de 2 y 3
dormitorios, amueblados,
cocinas estilo europeo,
piscina sala y comedor
espacioso.
Las Palmas

Apto. 1 dormitorio, baño
intercalado. Cocina comedor,
parq. priv. Q. 250.00
1a. Ave. 7-29 Zona 2
34-38-27

Casa nueva 3 dorms. Agua
y luz incluida. Lav-Sec.
Parqueo privado disponible
el 25 de septiembre.
Inf. 35-98-19

SE ALQUILA: Cerca de la
Universidad, apartamento
nuevo, 2 rec. Sala-comedor
B/. 480.00 Tel. 02-10404
¡Disponible hoy mismo!

SE VENDE/ALQUILA: Apto.
dos recámaras, sala comedor,
amueblado, teléfono, piscina,
seguridad. Tel. 02-19393
Disponible el 19 de nov.

SE ALQUILA - Punta Paitilla,
lujoso apartamento, recámaras
piscina, seguridad,
estacionamiento. B/. 950.00
Inversiones Urbanas.
Tel 69-8168169

Exercise 3 (Continued)

You the client will specify what kind of accommodations you need. You will need to look at the vocabulary list for this activity.

Example:

Necesito una casa con dos habitaciones...

4. Fill out and understand the terms of rental agreement

Exercise 4

Pair activity. Working with your partner, fill out the application below. Before renting an apartment, many landlords will ask you to fill out an application before they ask you to sign a contract. A contract is usually valid up to one year. .

SOLICITUD DE ALQUILER	
CIUDAD Y FECHA: _____	
DATOS PERSONALES:	
Apellido (s): _____ Nombre (s): _____	
Dirección: _____	
Ciudad: _____ Estado: _____ Zona postal: _____	
Teléfono: _____ Fax: _____ Correo electrónico: _____	
Sexo: Masculino _____ Femenino _____ Edad: _____	
Documentos de identificación: _____	
Profesión: _____	
TIPO DE RESIDENCIA:	
Casa: _____ Apartamento: _____ Numero de dormitorios: _____	
Ascensor: Sí _____ No _____	
Bañera Sí _____ No _____ Ducha: Sí _____ No _____	
Bacón Sí _____ No _____ Jardín Sí _____ No _____	
Terraza _____ Garaje _____	
Cancha de tenis: _____ Campo de golf: _____	
Piscina: _____	
SERVICIOS NECESARIOS:	
Electricidad: _____ Gas: _____ Aire acondicionado: Sí _____ No _____	
Calefacción central: Sí _____ No _____	
ALQUILER:	
Máximo alquiler al mes: \$ _____	

5. Give and seek information about the nearest hotel

¿Dónde **está** el Hotel Dolores Alba Chichén Itzá?

When giving, seeking information about the location of a person, places, or objects, use the verb **estar** (to be).

A) ¿Dónde **está** el Hotel Dolores Alba Chichén Itzá?

B) El hotel **está** en la calle 63, número 464, en la Colonia San Miguel.

¿En qué calle **está** el Hotel Dolores Alba Chichén Itzá?

Está en la calle 63.



5. Give and seek information about the nearest hotel (Continued)

When giving or seeking the telephone or fax number of a person or a place, use the forms of the verb *to be*.

Example:

¿Cuál es el número de teléfono del hotel? -Es 52 99 28 56 50.

(Empresa) Enterprise	Dirección (Address)	Teléfono (Telephone)	Fax
Hotel Dolores Alba Chichén Itzá	Calle 63, No. 464 , Colonia San Miguel	(52) (99) 28-56-50	(52) (99) 28-31-63

Exercise 5

Pair activity. Working with your partner, give and seek information about the nearest hotel. Look at the hotel information in the following page and pretend you are a tourist looking for a hotel. You ask someone in the street (your partner) where a certain hotel is. Your partner will answer all the questions and then you will switch roles.

Example:

¿Dónde está el Hotel Palmas?

-En la calle Cordero, número 444, avenida 12 de Octubre.

¿Cuál es el número de teléfono?

-593...

¿Y el fax?

-593...

Exercise 5 (Continued)

H O T E L S :

● ALAMEDA REAL:

● Dirección: Roca 653 y Av. Amazonas
Teléfonos: (593) (2) 562-345, (593)(2) 564-217,
Fax : (593)(2) 565-759

● AKROS:

Dirección: Av. 6 de Diciembre 3986.
Teléfonos: (593) (2) 430-600.
Fax : (593) (2) 431-727

● POSADA:

Dirección: Av. Shyris #1757 y Naciones Unidas
Teléfonos: (593) (2) 445-305, (593) (2) 251-666
Fax : (593) (2) 251-958

● Hotel Alameda:

Dirección: Avs. Patria y Amazonas
Teléfonos: (593) (2) 561-333, (593) (2) 562-888
Fax : (593) (2) 562-701

● PALMAS:

Dirección: C/Cordero No. 444, ave.12 de Octubre
Teléfonos: (593) (2) 548-355, (593) (2) 229-239
Fax : (593) (2) 543-200

● REINA ISABEL:

Dirección: Ave. Amazonas # 842 y Veintimilla
Teléfonos: (593) (2) 544-454, (593)(2) 555-161
Fax: (593)(2) 221-337

● SUAREZ:

Dirección: Ave. Orellana #1722 y Amazonas
Teléfonos: (593) (2) 972-312
Fax : (593)(2) 972-050

● Hotel El Griego:

Dirección: 12 de Octubre # 1820 y Luis Cordero
Teléfonos: (593) (2) 567-600
Fax : (593) (2) 568-080

6. Ask for rates and hotel facilities

Exercise 6

Pair activity. Working with a partner, select an appropriate response to each question.

Example:

1. ¿Cuánto cuesta la habitación? _____ Con un cheque de viajero.
_____ Sólo en efectivo.
X _____ 35 Bolívares con desayuno.
2. ¿Está incluido el desayuno? _____ ¡Por supuesto!
_____ Sólo en la comida.
_____ No, con el programa de comidas.
3. ¿Cuánto tiempo va a quedarse? _____ El primero de enero.
_____ Tres noches.
_____ Sí, solamente yo.
4. ¿Aceptan tarjetas de crédito? _____ No, sólo ella.
_____ ¿Por cuánto tiempo?
_____ Sólo con una identificación.
5. ¿Quisiera ver la habitación? _____ ¡Desde luego!
_____ ¡Sí, ya está abierto!
_____ ¡Sí, está limpio!
6. ¿Cómo le gustaría pagar? _____ ¡Más tarde!
_____ Con tarjeta de crédito.
_____ En la habitación de ella.

7. Ask for rooms' accommodations: size of rooms and amenities

Exercise 7

Pair activity. Working with your partner, ask for accommodations at the “*Hotel El Prado*”. Using the chart below, assign a room/rooms and answer any questions the guest might have. Your partner will be the hotel guest.

Establish the following:

- availability and type of room(s)
- price with/without breakfast
- length of stay
- method of payment
- passport or ID number

Take care of the checking-in formalities.

Switch roles.

8. Reserve a room in a hotel

Exercise 8

Class activity. When making a hotel reservation it would be useful to know the following phrases. Listen to your instructor and repeat aloud.

10 Useful Phrases

-¿Puede recomendarme un hotel barato?

-¿Cuánto cobra por noche?

¿Hay algo más barato?

-¿Tiene cuartos disponibles/desocupados?

-Quiero un cuarto sencillo.

-¿Me permite ver el cuarto?

-No hay agua caliente.

-No me gusta esta habitación.

-¿Cuánto cuesta por semana?

-¿Están las comidas incluidas?

9. Check-in at the hotel

Exercise 9

Pair activity. Working with your partner, listen to your instructor as he/she reads a dialogue and answer the following questions.

En la recepción de un hotel

1. ¿Tiene reservación el señor?
2. ¿Qué tipo de habitación desea él?
3. ¿Quiere la habitación en la planta baja?
4. ¿Cuánto es la habitación por noche?
5. ¿Están las comidas incluidas?
6. ¿Cuánto tiempo piensa quedarse?



Instructor's reading:

10. Checking-out at the hotel



En la recepción.

Just like in the USA, when checking out of a hotel, you inform the receptionist that you are leaving and turn in your key. Some helpful phrases for this situation are:

Instructor's reading:

Read aloud the following phrases before the students start doing the exercise. Ask the students to repeat along with you.

Gracias por todo. Está bien. Desalojar el hotel. Aquí está la llave.

10. Checking-out of the hotel (Continued)

Exercise 10

Pair activity. Working with your partner, read aloud the following dialogue. After doing this, play the same roles, only do them without reading any of the text. Make up your own dialogue.

Hombre: Hola. Voy a desalojar el hotel. Aquí tiene(s) la llave de la habitación. Ya nos vamos.

Recepcionista: ¿Qué tal estuvo su estancia?

Hombre: Muy bien. El servicio es excelente.

Recepcionista: Gracias, voy a revisar su cuenta para ver que todo está bien.

Hombre: Está bien.

Recepcionista: Todo está bien. Por favor firme aquí.

Hombre: Bien.

Recepcionista: Aquí tiene su recibo.

Hombre: Gracias por todo.

Recepcionista: Vuelvan pronto. El Hotel del Prado es uno de los mejores hoteles de la ciudad.

Hombre: Claro que sí.

11. Name pieces of furniture

Exercise 11

Class activity. Repeat along with your instructor the name of the following pieces of furniture. The instructor will call on various students to discuss as a class where you would find these household items.



La alfombra



La almohada



El ropero



La bañera



La cama



El espejo



El lavabo



La mesa



La silla



El sillón



El sofá

12. Give a description of the useful appliances

Exercise 12

Class activity. Repeat along with your instructor the name of the following appliances. The instructor will call on several students to discuss as a class where you would find these appliances.



la estufa



el horno



la lavadora



el lavaplatos



el microondas



el refrigerador



el televisor



la lámpara



la videocasetera



el estéreo



el abanico



el acondicionador

13. Discuss type of rooms, furniture, and appliances

Exercise 13

Pair activity. Working with your partner, complete this dialogue by filling in the blanks with the appropriate items from the jumble box. Take turns reading aloud to each other as you complete the sentences.

- A. Hola, ¡qué tal! ¿Todavía tiene desocupado el apartamento de tres _____?
- B. No, va a estar _____ para el 15 de agosto.
- A. ¿Y es el apartamento que tiene 3 habitaciones, _____ y baño?
- B. Sí, y también tiene un _____ que da a la calle.
- A. ¿Tiene el _____ una ducha?
- B. ¡Claro que sí!
- A. Y ¿cuál es el alquiler _____?
- B. 150 colones _____.
- A. ¿Y cuánto se paga por los _____?
- B. Bueno, como 30 colones más.
- A. ¿Y cuánto es el _____?
- B. Dos meses _____.
- A. ¿Le _____ bien si mi esposa ve el apartamento?
- B. ¡Seguro que sí! _____ por favor mañana a la 1:30.
- A. ¡Excelente! _____, nos vemos mañana.
- B. ¡Muy bien, adiós!

servicios	mensual	entonces	desocupado	habitaciones	
cuánto	baño	por adelantado	balcón	cocina	parece
depósito	también	vengan	disponible	solamente	

14. Discuss the physical conditions of the house



Pair activity: Working with your partner, tell each other about this house, condition, location, etc.

Example:

Es una casa vieja, tipo...

15. Describe maintenance problems

Exercise 14

Pair activity. Working with your partner, tell each other which home improvements you hope to do in the future using the following verbs.

pintar remodelar plantar fumigar

Example:

En diciembre voy a construir un patio.

16. Talk about household chores

Exercise 15

Pair activity. Working with your partner, read what Jaime has to do during a typical Saturday. Then each other what your weekend chores are.

Los quehaceres de Jaime durante el fin de semana.

Los sábados por la mañana Jaime está muy ocupado. Tiene que sacudir los muebles, barrer la cocina y el baño y lavar los platos. Después pasa la aspiradora por la habitación y guarda la ropa en el ropero. Por la tarde riega el patio y lava su ropa. Por la noche cocina una deliciosa cena para sus amigos.

17. Compare living arrangements

Exercise 16

Group activity. Form two circles. One group makes a list of the pros and cons of living in a home and the other group makes a list of the advantages and disadvantages of living in an apartment. When both groups are done with at least five different items, both groups get together and take turns talking about their results.

Example: Me gusta vivir en una casa porque...

No me gusta vivir en un apartamento porque...

18. Discuss utility costs

Exercise 17

Pair activity. Working with your partner, take turns talking about how much each utility costs. You have a roommate and it's time to share the cost of the utility bills. Figure out how much each of you has to pay in "lempiras" the monetary unit from Honduras=14 to \$1 U.S. dollar.

Example:

La electricidad (electricity) cuesta _____ lempiras al mes.

El agua (water) cuesta _____ lempiras al mes.

El teléfono (telephone) cuesta _____ lempiras al mes.

La basura (trash) cuesta _____ lempiras al mes.

El gas (gas) cuesta _____ lempiras al mes.

1. Expressing obligation and duty

The verbs **tener que**, **deber**, **necesitar**, and the impersonal expressions **hay que** and **es necesario** are always followed by infinitives.

Example:

¿A qué hora **tenemos que** estar en el apartamento?

-**Hay que** llegar a tiempo.

Sí, pero antes **necesito** sacar dinero del banco.

-Está bien, pero **debemos** salir pronto.

Exercise 1

Pair activity. Working with your partner, write three sentences expressing obligation using **hay que** and **debemos** and three expressing necessity using **tenemos que** and **necesitamos**.

Duty

1. _____.

2. _____.

3. _____.

Obligation/Necessity

1. _____.

2. _____.

3. _____.

2. Verb conjugations

Exercise 2

Group activity. Complete the verb forms of **poder, deber, tener que** in this text, which is a description by a Latin American soldier of an A Team member he just met. The first letter for each of the verbs is given. After you are done, have a group discussion telling each other what everyone can remember about the A team member without looking at the text.

Example: Nick debe viajar a Bolivia.

Nick es norteamericano. Hace sólo una semana que vive en Bolivia y no p_____ hablar español muy bien. Desgraciadamente sólo p_____ quedarse en Bolivia cuatro meses. Él quiere quedarse dos años más, pero su esposa no lo deja. Ella no p_____ estar sin él por tanto tiempo. Ella quiere visitar Bolivia también, pero no p_____. Sus hijos todavía t_____ ir a la escuela. Nick d_____ alquilar una habitación en una casa de huéspedes local. No es muy cara y allí p_____ darle tres comidas al día. Así que no t_____ comer en un restaurante. Pero los fines de semana no p _____ desayunar después de las 8:00 de la mañana. Así que Nick d_____ levantarse temprano los sábados y domingos. Los huéspedes no d_____ comer en sus habitaciones. Él t_____ _____ estacionar su auto en el garaje de la casa de huéspedes. También _____ pagar su cuenta con una tarjeta de crédito.

3. Indirect object pronoun

These are used to denote the person in the receiving end of the action. They answer “to whom or for whom” an action is done.

to me	me
to you(fam.)	te
to him to her to you (for.)	le
to us	nos
to them to you (pl)	les

Placement:

- Indirect objects are placed in *front of the verb*.

Example:

El capitán compró almuerzo para sus soldados.
The Captain bought lunch for his soldiers.

El capitán les compró almuerzo.
The Captain bought them lunch.

- They could be placed *after the verb*, when there are two verbs referring to the same subject and the second one is on the infinitive form.

Examples.

El capitán quiere comprar almuerzo para sus soldados.
The Captain wants to buy lunch for his soldiers.

El capitán quiere comprarles almuerzo.
The Captain wants to buy them lunch.

- They must be attached to a command verb (imperative mode).

Compre almuerzo para ellos. Cómpreles almuerzo.
Buy lunch for them. Buy them lunch.

Mírame.

Look at me.

Exercise 3

Pair activity. Working with your partner, substitute the receiver of the action with the correct indirect object pronoun, and then compare notes with your partner.

Example Le llevan a visitar los alrededores. (a él)

1. _____ escribió una carta . (a usted)
2. _____ traen el equipo. (a nosotros)
3. _____ dice la verdad. (a tí)
4. _____ traje todo lo que necesitaban.(a ellos)
5. no _____ entregaron los papeles a tiempo. (a mí)
6. no _____ permitieron hablar con el General. (a ella)

Exercise 4

Pair activity. Working with your partner, substitute the indirect object and place it accordingly and then compare notes with your partner.

Example: El venezolano necesita llevar la información **al teniente**.
El venezolano necesita llevar**le** la información.

1. Ella y yo **hablamos a él** sobre la capital del país.
_____.
1. **Diga a nosotros** la razón de su visita.
_____.
2. Tú tienes miedo **a los terroristas**.
_____.
3. La boliviana va a hablar **con Marcos** mañana.
_____.
4. Cuente un chiste **a nosotros**.
_____.
5. La madre de mi novio va a **invitar a mí** a la promoción.
_____.

The vocabulary has been group in four equally important categories. They are the hotel room, verbs, hotel services and useful words.

La habitación del hotel

<i>la almohada</i>	<i>pillow</i>
<i>el balcón</i>	<i>balcony</i>
<i>el baño</i>	<i>bathroom</i>
<i>la cama</i>	<i>bed</i>
<i>el cuarto</i>	<i>room</i>
doble	<i>double</i>
<i>la ducha</i>	<i>shower</i>
<i>la habitación sencilla</i>	<i>single room</i>
privado	<i>private</i>
<i>el refrigerador</i>	<i>refrigerator</i>
<i>la sábana</i>	<i>sheet</i>
<i>la toalla</i>	<i>towel</i>

Verbos

alojarse	<i>to stay, lodge</i>
alquilar	<i>to rent</i>
buscar	<i>to look for</i>
cobrar	<i>to charge money</i>
desempacar	<i>to unpack</i>
encontrar	<i>to find</i>
firmar	<i>to sign</i>
funcionar	<i>to function, work</i>
gustar	<i>to like</i>
permanecer	<i>to stay, remain</i>
ver	<i>to see</i>

Servicios en el hotel

<i>el gimnasio</i>	<i>gym</i>
<i>la lavandería</i>	<i>laundry</i>
<i>la peluquería</i>	<i>barbershop</i>
<i>el salón de belleza</i>	<i>beauty salon</i>
<i>la tintorería</i>	<i>dry cleaner</i>

Palabras útiles

abajo	<i>down, downstairs</i>
el aire acondicionado	<i>air conditioning</i>
amueblado /a	<i>furnished</i>
antiguo	<i>old, antique, former</i>
el aparato	<i>apparatus, machine</i>
arriba	<i>up, upstairs</i>
el ascensor	<i>elevator</i>
bello /a	<i>beautiful</i>
el cheque de viajero	<i>traveler's check</i>
el depósito	<i>deposit</i>
desocupado /a	<i>unoccupied</i>
el directorio	<i>telephone book</i>
la guía telefónica	<i>telephone book</i>
el, la huésped	<i>guest</i>
lejos	<i>far</i>
la llave	<i>key</i>
lujoso	<i>luxurious</i>
la mascota	<i>pet</i>
la parada	<i>stop</i>
la planta baja	<i>first floor</i>
la recepción	<i>reception desk</i>
el, la recepcionista	<i>receptionist</i>
la tarjeta de crédito	<i>credit card</i>
el taxi	<i>taxi</i>
vacante	<i>available</i>
la vecindad	<i>neighborhood</i>
la vista	<i>view</i>

1. Apartments in Latin America

Rents in Latin America are lower than here, but there are not enough rentals to meet the demand. Sources for finding a rental include your military housing referral office, newspaper ads, and realtors (who often charge a lot for their services). Latin American apartments are usually completely unfurnished. This means you are supposed to supply even your own light fixtures, curtains, stove, and cabinets.

2. What does a Latin American apartment consist of?

Latin Americans have their own way of describing the size of a house or an apartment. Whereas Americans count bedrooms, Latin Americans count all rooms used for living, (except the kitchen, bathrooms, and hallway). A Latin American 4-room apartment consists of a living room, plus three other rooms that can be furnished as the renter sees fit: one would become a bedroom, the second, a dining room, and the third, a den or second bedroom. There is another difference between the Latin American and the American viewpoint: Americans call the ground floor of a building the first floor, but Latin Americans don't start counting floors until you are above the ground floor (*planta baja*). So, what you consider the second floor is the first floor for a Latin American.

3. Hotels in Latin America

Just as in this country, hotels in Latin America are required to register their guests. On arrival you will be asked to fill out a registration form (*tarjeta de Registro*) and give standard information. Latin American guest accommodations fall into three major categories: *Casa de huéspedes*. (rooms that local people rent out in their private homes). These are quite inexpensive and a great way to meet people and get a peek at everyday Latin American life. *Pension*. A pension is similar to a bed-and-breakfast inn and offers various boarding plans that include two or three meals.

Hotel. A *hotel* offers a room and breakfast. Other hotels, like the *pension*, offer two or three meals a day. Latin American *hoteles* and *pensiones* range from the ultramodern and sophisticated to the very old. In a small village, you may be offered a very plain but clean room without bathroom facilities, which you will find down the hall. Quite often, the plainness of your accommodations is simply made up for the delicious food served in the hotel dining room or restaurant. Some of these old hotels are family businesses dating back to the previous century.



Tip of the day:

Las pensiones can be very clean and comfortable rooming houses. They are generally very inexpensive and do not include private bathrooms.

Activity 1

Finding accommodations

Pair activity. Working with your partner, find long-term accommodations. As the most capable Spanish linguist of your team, you are asked to find long-term accommodations for the following parties.

- a single person
- two singles willing to share a place for a group of four and yourself.

Contact a local property management group and find out about rooms/apartments/houses for rent. Take notes about any suitable place that's available. Use the space above next to each party to jot down information. Get as many details as you can. Your partner will be the property management representative.

Examples:

- ¿Tiene usted _____?
- ¿Cuánto cuesta _____?
- ¿Cuántos _____?
- ¿Para cuándo _____?

amueblado	vacante	desocupado
dormitorio	cuartos para rentar	alquilar
depósito	ver	apartamento servicios habitación

Activity 2

Talking to a Latin American realtor

Pair activity. Working with your partner, pretend that you're calling a Latin American realtor (played by your partner) and ask him for information about various rentals. You could ask the following questions:

¿Tengo que dar una cantidad en depósito?

¿Cuánto	hay que dejar en depósito? es el alquiler?
---------	---

¿Está	amueblado	el apartamento?
	amueblada	la casa?

¿Hay	balcón? cochera? jardín?
------	--------------------------------

¿Cobra algo más por el uso de la cochera?

¿Cuántos cuartos tiene	el apartamento? la casa?
------------------------	-----------------------------

¿Para cuándo	está disponible la casa? se alquila?
--------------	---

Activity 2 (Continued)

Pair activity. Working with your partner, look at the ads below to provide information as your client (partner) asks you a series of questions. You could ask the following questions:

- ¿Necesita Usted un apartamento o una casa?
- ¿Para cuántas personas es el apartamento/ casa?
- ¿Cuándo quiere mudarse?

The student playing the role of the realtor will need this information:

Se alquila...

HABITACION ¢350*
(s/servicios) Col. San Antonio, Santa Tecla, 1 dormitorio, baño y cocina, planta baja, depósito, disponible a partir del 1 de noviembre
Tel: 25-8504

CASA C/Mercado San Miguelito, 3 Dormitorios, sala amplia, cocina, comedor, área servicio indep., cochera, jardín amplio, Teléfono y demás comodidades, disponible para el 15 oct., ¢ 1,800 + depósito, (s/servicios), Tel. 25-3981

APARTAMENTO 2
dormitorio, lindo, completamente amueblado, en Col. Escalón, TV, teléfono y demás comodidades, ¢ 700 (c/servicios), depósito 2 meses, Tele: 23-1773



Tip of the day: In Latin America, what was once an apartment complex is also sometimes converted into a condominium complex, the only difference being that you may purchase what was once considered a rental apartment? Time-shares are also as common as they are in any other parts of the world, especially in places where there is more tourism.

Activity 3

Which floor do they live in?

Pair activity. Working with your partner, complete these sentences by writing down the floors as shown in the example. Compare notes with your partner paying close attention to spelling and accents.

Example:

José tiene una habitación sencilla en el piso (19) diecinueve.

1. La Srta. Mayo tiene una habitación doble en el piso (18) _____.
2. Eva y Diana tienen una habitación doble en el piso (16) _____.
3. Don Anselmo tiene una habitación sencilla en el piso (14) _____.
4. Ana de León tiene una habitación sencilla en el _____ (10) piso.
5. Los Sres. Alba tienen una habitación doble en el _____ (8) piso.
6. La Srta. Sol tiene una habitación sencilla en el _____ (7) piso.
7. Los Sres. Vaca tienen una habitación sencilla en el _____ (5) piso.
8. Rodolfo tiene una habitación doble en el _____ (3) piso.
9. Los Herrera tienen una habitación sencilla en el _____ (2) piso.
10. Lourdes tiene una habitación sencilla en el _____ (1) piso.
11. René y Olga tienen una habitación sencilla en la planta (PB) _____.

Activity 4

Renting an apartment

Pair activity. Working with your partner, match the answers to the questions and then compare each other's answers.

- | A | B |
|---|--|
| 1. ¿Todavía tiene el apartamento vacante? | a. Sí, este registro por favor. |
| 2. ¿Cuántos cuartos tiene el apartamento? | b. Sí, una y tiene un baño. |
| 3. ¿Cuánto quiere de renta? | c. Sólo la sala. |
| 4. ¿Tiene una habitación de renta? | ch. Sí, 55 pesos para la luz. |
| 5. ¿Está amueblado el apartamento? | d. Tiene tres, cocina y baño también. |
| 6. ¿Cuánto quiere de depósito? | e. Hay una cochera para dos carros. |
| 7. ¿Algún otro gasto adicional? | f. 967 pesos al mes sin los servicios. |
| 8. ¿Hay algo más que firmar? | g. Lo siento señor. Ya no lo tengo. |
| 9. ¿Hay lugar donde estacionar mi coche? | h. El primero y el último mes. |

Activity 5

Describing accommodations in a hotel/apartment

Pair activity. Working with your partner, listen to your instructor as he/ she reads a letter from an SOF soldier to a Latin American friend. Take notes and circle the words you did not understand. Then try to see if you can figure out the meaning by the words before and after it. Do not look up the words in the dictionary until you have tried to guess what they mean. When you have finished, compare your notes with your partner to help each other decipher the meaning even further.



Instructor's reading:

Activity 6



Did you understand what you just heard?

Pair activity. Working with your partner, take turns asking and answering the following questions from the letter in the previous page.

1. ¿Quién escribe la carta?
2. ¿Dónde está esta persona?
3. ¿Dónde vive esta persona?
4. ¿Cómo se llama el hotel donde está alojado?
5. ¿Cuánto paga esta persona en el hotel?
6. ¿Cómo es el apartamento donde planea vivir?

Activity 7



Writing back to Manuel

Pair activity. Working with your partner, jot down a list of questions and statements for Manuel. After you have read the letter, each of you pretend that you are Juan and, concerning the other room you may want to rent. For this activity you will need to use the following verbs: *buscar*, *alquilar*, *necesitar*, *encontrar*, *permanecer*, *conocer* and *saber*. When you are done with your lists, ask each other the questions aloud.

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

Activity 8



Remembering the conversation

Pair activity. Working with your partner, take turns filling out the blanks based on the previous dialogue.

1. No tiene _____.
2. Quiere una habitación _____
3. La habitación está en el _____ piso.
4. La habitación cuesta _____
5. Planea quedarse (to stay) _____

Activity 9

Checking-into a hotel

Pair activity. Working with your partner, ask for a room at the *Hotel El Prado*. If you can't get what you want, take the next best thing. Your partner will be the hotel clerk.

Hotel El Prado

- A) Establish the following:
- availability
 - type of room
 - price with/without breakfast
 - length of stay
 - method of payment

Then proceed with the checking-in formalities.

- B) Switch roles.

Activity 10

Requesting size of rooms and amenities

Pair activity. Working with your partner, listen to a conversation between a prospective hotel guest and the reception clerk. As you listen, fill in the blanks in the transcript with the numbers below the phrases in the Jumble box. Compare notes with your partner when you are done.

Instructor's reading:

baño privado	con	desocupada	habitación doble
planta baja	¿cuánto tiempo?	en el pasillo	habitación
cuarto piso	2 semanas	habitación sencilla	desayuno

- A. (Reception clerk) ¡Buenas tardes, señor!
B. (Guest) Buenas tardes. Quisiera (*I would like*) una _____
A. ¿Una habitación sencilla o _____?
B. Una _____. ¿Cuánto es?
A. Una habitación _____ baño privado cuesta 540 pesos la noche.
B. Eso es un poco caro. ¿Está incluido el _____ en el precio de la habitación?
A. Sí, por supuesto.
B. ¿Cuánto cuesta una habitación sin _____?

Activity 10 (Continued)

- A. Tengo una habitación en el cuarto piso por 360 pesos, y el baño está _____ .
B. ¿No tiene una habitación como esa en la _____?
A. Sí, pero allí ya no hay ninguna _____ .
B. Bueno pues, deme la habitación sin baño privado en el _____.
A. Muy bien, señor. ¿Por _____?
B. Por _____
A. ¿Desea ver el cuarto?
B. No, gracias, no es necesario.

Activity 11

Dialogue in a hotel

Pair activity. Working with your partner, practice this dialogue with a partner.

At a Hotel

A = Guest

B = Clerk

- A. Say good morning to the clerk.
B. Greet the guest and ask how he is doing.
A. Say you are not doing so well and complain about any number of the following:
a) The room is too small.
b) The shower is too dark.
c) The bed is too short.
d) The breakfast is no good.
e) The room is too noisy.
B. Say that you are sorry, but what can you do?
A. Ask for the bill.
B. Ask the room number.
A. Give your room number and floor.
B. Present the bill and state the total.
A. Pay, say thank you and good-bye.

Activity 12

When would you like your room?

When reserving a room in a hotel, you will be asked: *¿Para cuándo quiere la habitación?*
Which means: *When would you like your room?* You should answer by saying:

- Para hoy
- Para mañana
- Para el ...(día de la semana)

A partir	del	primero dos tres cinco siete nueve diez doce	de	enero febrero marzo abril mayo junio julio agosto
A partir			de	septiembre octubre noviembre diciembre

Pair activity. Working with your partner, pretend you are a traveler trying to check into a hotel. Your partner will play the role of the receptionist.

Activity 13

Check into the hotel

Pair activity. Working with your partner, fill out the registration form below using your own identity. Then compare notes with your partner.

<i>Fecha</i> _____	Cadena Interamericana 009-876-4138 De Hoteles de Lujo. HOTEL MARIS <i>Palo de las letras, Panamá</i>	
<i>Habitación sencilla</i> <input type="checkbox"/>		
<i>Habitación doble</i>		
<i>Nombre</i>	<i>Apellido Paterno</i>	<i>Apellido Materno</i>
<i>Nacionalidad</i>	<i>País</i>	<i>Estado</i>
<i>Dirección Permanente</i>	<i>Marca de carro</i>	<i>No. de Licencia</i>
<i>Rama del Ejército</i>	<i>Rango Militar</i>	<i>No. de Identificación</i>

Activity 14

Where would you find the following furniture?

Pair activity. Working with your partner, practice asking and answering questions about where in the house you would find the following pieces of furniture. Choose a name of a furniture item from the box and write it below the appropriate furniture.

¿Dónde está ...?

¿Dónde está/están...?

¿Dónde se puede encontrar...?

la mesa	la alfombra	la silla	el sofá
el espejo	la almohada	el ropero	
la bañera	la cama	el lavabo	el sillón

En la sala.

En la cocina.

En el baño.

En el dormitorio



Activity 15

Where would you find the following appliances?

Pair activity. Working with your partner, practice with your partner asking and answering questions about where in the house you would find the following appliances. Take turns when asking. Also, choose the appropriate name of the appliance from the box and write it below the appropriate picture.



- | | | | |
|-------------------|--------------|-----------------|---------|
| la mesa | el televisor | la silla | el sofá |
| el espejo | la almohada | el estéreo | |
| el acondicionador | la cama | el refrigerador | |

Activity 16

Making up your questions

Pair activity. Working with your partner, fill in the appropriate questions for the responses. Select the questions from the Jumble box listed at the end of this activity.

A. ¿_____?

B. Queda en la Calle Río Pánuco 321, en el tercer piso.

A. ¿_____?

B. No, pero la cocina tiene una estufa de gas.

A. ¿_____?

B. Tiene dos recámaras, cocina, baño, sala y una cochera.

A. ¿_____?

B. 967 pesos.

A. ¿_____?

B. El gas y la luz cuestan 55 pesos extra.

A. ¿_____?

B. Cobramos dos meses de renta por adelantado.

A. ¿_____?

B. Seguro, usted puede venir a verlo.

¿Es grande el apartamento? Bien; ¿puedo ver el apartamento en la noche? ¿Cuánto cuestan los servicios de luz y agua? ¿Está amueblado? ¿Y cuánto quieren de depósito? ¿Cuánto cobra por la renta mensual? ¿Dónde queda el apartamento?	
---	--

Activity 17

Home description

Group activity. Form groups of 3-4 students. Pretend that one of you has won the lottery and that now you want to build your own house. Your friends are very excited to hear about your plans so they will ask you several questions. Tell your friends what you want your house to look like and the appliances and furniture it will have. How many bedrooms do you want in it? Do you want a patio, a back yard? The following adjectives will be very helpful when describing your ideal house.

Moderna	antigua	grande	pequeña	tradicional
en buenas condiciones		alta	baja	de # de pisos
es de color	espaciosa	angosta	hermosa	fea
limpia	sucia	elegante	en malas condiciones	

Example:

Your friends: ¿Cómo quieres la sala en tu casa?

You: Quiero una sala grande, hermosa, en una casa de tres pisos, con diez habitaciones, cinco baños, una sala amplia, una cocina moderna, dos refrigeradores...

1. ¿Cuántas habitaciones quieres en tu nueva casa?
2. ¿Cuántos pisos va a tener tu casa?
3. ¿Cómo va a ser tu casa?
4. ¿En qué condiciones va a estar tu casa?
5. ¿De qué color va a ser?

Activity 18

For what household chores would you use the following items?

Pair activity. Working with your partner, write down the names of the items and then tell each other alternately what you would use these items for.













Activity 19

Let's play a game

Class activity.

Note to the Instructor:

Game: Divide the class into two or more teams. Have each team write as many household items (appliances and furniture) as they can in a given amount of time; for example: "one minute":

En una casa moderna hay _____, _____ y _____ or
En un dormitorio hay _____, _____ y _____.

You may want to write these examples on the board.

Activity 20

Describe appliances

Pair activity. Working with your partner, help each other unscramble these letters to form the Spanish words for pieces of furniture, rooms or places in or around the house, or appliances. Also supply the definite article and the plural form for each of these words.

Example:

		Definite article	Plural
1.APRALMA	lámpara	la	lámparas
2.EMAS			
3.FRIREGERADOR			
4.VALADORA			
5.CADOSERA			
6.ROSIVELET			
7.PEOJES			
8.FONOTELE			
9.PERORO			
10.CUALIDORA			
12.AMAC			
14.TASDOTRO			

Activity 1

Finding a place to stay: writing, speaking, and listening.

Pair activity. Working with your partner, make a list of things that are important and necessary to you both in renting a house or apartment. Pretend you are going to be roommates and will be sharing space and costs.

Example:

Necesitamos _____

Debemos de buscar _____

Tenemos que preguntar _____ etc.

Activity 2

Renting a house or apartment: speaking, listening.

Group activity. Form groups of 3-4 students. Play the roles of two parents and one or two children plus a landlord, going through the final steps of renting a house or apartment. First talk about making that choice: which shall it be, and why? Each member of the family has some input. Then talk with the landlord about the terms, such as length of the lease, the amount to be paid necessary to move in, such as security, cleaning deposit and maintenance rules for both parties.

Activity 3

Make a hotel reservation: speaking, listening.

Pair activity. Working with your partner, pretend you are a customer and a desk clerk talking on the telephone. Ask for room rates, bed sizes, other hotel facilities, the nearest restaurant, and the cost per night. Make the reservation, including dates you will be staying, and pay with a credit card.

Activity 4

Checking in and out of a hotel: speaking, listening.

Pair activity. Working with your partner, take turns with your partner in playing opposite roles checking in and out of a hotel. When you are checking in ask for information about the hotel's restaurant, night life, pool, health club, beauty shop or barber shop and any other services you may want to inquire about other things, such as room service. Ask if they could provide an iron or dry-cleaning services, etc. If you are checking out, complain about the phone bill, and the color of the sheets or the noise level on the floor above. Praise the fast and spacious elevators, the jewelry that was stolen from your room, the bill for liquor you never drank from the room supply and for the long distance phone calls you never made. Pay the bill and ask them to call you a cab. You may need to refer to the vocabulary list and a dictionary.

Activity 5

Furnished homes and apartments: speaking, listening

Class activity. Work in two large groups, playing the role of a family with many children. You may include whichever other family members you would like to have living with you such as grandparents, stepchildren, etc.

Each member should inquire about the furniture and items in their own rooms and other areas of the house of particular interest to them, such as their own bathroom space, cable TV, the condition of the house or apartment. One student plays the role of the landlord, who offers a special discount, explains the rules about pets, cleaning deposit, and first and last month's rent. Refer to the vocabulary list and a dictionary. After each group has practiced their roles, they will present their mini-drama to the rest of the class.

Activity 6

Household chores: reading, writing, speaking, and listening.

Pair activity. Working with your partner, write a list of tasks to be done and divide the household chores. You and your roommate have just rented a large two-story house. Working with a calendar make a weekly and monthly maintenance plan that includes taking care of the pets and the yard.

Activity 7

Compare living conditions: speaking, listening.

Pair activity. Working with your partner, compare the pros and cons of renting and living in an apartment as opposed to living in a house. Include details such as utility costs, maintenance, privacy, amount of household chores, space, driving distance from work, neighborhood, etc.

Activity 1

Your household chores

Fill out the blanks with the appropriate word. The answers may vary.

P1: ¿Qué tienes que hacer este fin de semana en tu casa?

P2: Tengo que _____.

P1: Yo quiero _____, pero debo _____ y después podemos _____.

Activity 2

Where do the following situations take place?



CD ROM. You will hear a series of questions. After listening to the question write down the answer. You may use a word more than once if necessary.

Example:

¿En qué lugar preparamos la comida? Preparamos la comida en la cocina.

comedor cocina baño sala habitación cuarto de estudio

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

Audio:

Activity 3

Do you remember?

1. What would you call the following rooms?
2. List as many of the furniture items and appliances that you see.



Activity 4

Item association

Come up with the type of maintenance or the location of a particular activity in a household.

Example: alfombra---aspiradora

- | | | | |
|---------|----------|-------------|--------------|
| 1. agua | 3. libro | 5. dormir | 7. ventana |
| 2. piso | 4. ropa | 6. sentarse | 8. descansar |

Activity 5

Solicitud de alquiler

Pretend you're interested in renting an apartment and the landlord wants to know some information about you, so he/she starts to ask you the following questions. Write down the answers.

CIUDAD Y FECHA: _____
DATOS PERSONALES:
Apellido (s): _____ Nombre (s): _____
Dirección: _____
Ciudad: _____ Estado: _____ Zona postal: _____
Teléfono: _____ Fax: _____ Correo electrónico: _____
Sexo: Masculino _____ Femenino _____ Edad: _____
Documentos de identificación: _____
Profesión: _____

Activity 6

Extracting information from ads

Read the following ads and decide which apartment will be the best for the people mentioned below the ad:

Apartamentos

- a. Se alquila apartamento. Cinco recámaras. Sala, comedor, cocina. Dos Baños. Lugar céntrico. Alquiler módico. Llamar a Ariel Martinez. Tel. 8-19-31. Calle 5 No. 633, Aguas Calientes..
- b. Se alquila casa amueblada. Dos recámaras. Dos baños. Cocina espaciosa: estufa, refrigerador, gabinetes, y todos los utensilios necesarios. Ascensor. Avenida Treviño, No. 7, Aguas Calientes.
- c. Se alquila habitación amueblada. Preferible: joven soltero, callado y maduro. Alquiler bajo. Cerca de la Universidad, al centro comercial Omega y *al* Gimnasio Trónix. Favor de llamar a Mario Torres. Tel. 8-00-02, Aguas Calientes.
- d. Se alquila apartamento con opción de compra. Una recámara. Bien decorado. Ventanas grandes con vista agradable. Muy céntrico. Enviar datos a: Sr. Manuel Iturralde, C/ Maestro Alonso, plana baja, apto. B. A.C.

Now choose the appropriate letter for the following statements.

1. Samuel, su esposa y su pequeño hijo de cinco años.
2. Daniel y su esposa.
3. Jorge, un estudiante universitario.
4. El Sr. Ortiz y su esposa Amalia y sus tres hijos, Ramón, Oscar y Antonio.

Activity 7

Renting an apartment

Match the answers to the questions.

Example:

- | | |
|---|--|
| 1. ¿Todavía tiene el apartamento vacante? | a. Sí, este formulario por favor. |
| 2. ¿Cuántos cuartos tiene el apartamento? | b. No, no tengo ninguna. |
| 3. ¿Cuánto quiere de renta? | c. Sólo la sala. |
| 4. ¿Tiene una habitación de renta? | ch. Sí, 60 pesos para la luz. |
| 5. ¿Está amueblado el apartamento? | d. Tiene dos, cocina y baño también. |
| 6. ¿Cuánto quiere de depósito? | e. Sí, en el estacionamiento de al lado. |
| 7. ¿Algún otro gasto adicional? | f. 500 pesos al mes con los servicios. |
| 8. ¿Hay algo más que firmar? | g. Sí, todavía está disponible. |
| 9. ¿Hay lugar dónde estacionar mi coche? | h. 300 pesos. |

Activity 8

Review conjugating the verbs *abrir* and *cerrar*

Complete the sentences by filling in the correct forms of the Spanish verbs according to the English cues in parentheses.

- | | |
|--|------------|
| 1. El restaurante _____ a las 12:00 del medio día. | (to open) |
| 2. ¿_____ la tienda hoy a las 6:00 de la tarde? | (to close) |
| 3. Hoy nosotros _____ a las 5:00 de la tarde. | (to close) |
| 4. Generalmente la biblioteca _____ a las 9:00. | (to open) |
| 5. El Banco del País _____ a las 8:00. | (to open) |

Activity 8 (Continued)

6. ¿No, hoy _____ la Oficina de Correos a la 1:00 de la tarde? (to close)

Activity 9

Talking about...

To talk to the class about the different times found in the various types of rooms of your dream-house, you could bring into class a doll-house with furniture, pictures from magazines, or pictures of your home or apartment.

SOLT I Spanish Module 3 Lesson 3



Postal Service

At the end of this lesson the student will be able to understand, obtain and provide information about the **Postal Service** in the TR. In particular, the student will learn to:

1. Discuss Postal Procedures

- Talk about the services offered at the post office
- Discuss the types of options/services at the post office
- Ask the postal clerk how to fill out a form
- Buy stamps
- Purchase a postal money order
- Send a package outside the country
- Receive a package from outside the country

Postal Services vary greatly throughout the world. It is no wonder then, that you will find differences among Latin American countries. However, there is postal service available in every country. Even in this age of electronic communication, it is important to become familiar with the postal service terms and procedures available in different countries. People still rely largely on the Post Office to send letters and packages to friends and relatives.

Scenario



HORARIOS DE ATENCIÓN AL CLIENTE

	Dirección	Horarios
CASA CENTRAL	Uruguay, 451	De lunes a viernes: 8.00 hs a 18.00 hs. Sábados: 8.00 hs. - 13.00 hs.
ADMISIÓN	Misiones, 1328	De lunes a viernes: 8.00 hs a 18.00 hs. Sábados: 8.00 hs. - 13.00 hs.
VIP POSTAL - EMS -	C/ Montejo, 540	De lunes a viernes: 9.30 hs a 19.30 hs. Sábados : 8.00 hs a 12.00 hs.
SERVICIOS ESPECIALES	C/ Río Plata, 469	De lunes a viernes : 9.00 hs a 17.00 hs.
CASILLA DE ABONADOS	Misiones 1312	De lunes a viernes: 8.00 hs a 18.00 hs. Sábados : 8.00 hs a 13.00 hs.

El sargento José Luis Reyes es de Montevideo, Uruguay. José quiere ir al correo el martes por la tarde a enviar un paquete, una tarjeta postal, y dos cartas a sus familiares en Colombia. José necesita estudiar el horario para ir a la oficina de correos de servicios especiales porque también quiere enviar un telegrama. La oficina de servicios especiales está abierta de lunes a viernes de las 9:00 a las 17 horas y está localizada en la calle Río Plata, 469. José no tiene automóvil, necesita \$50.00 pesos para tomar un taxi, \$9.00 pesos para enviar la carta de menos de 20 gramos, y \$12.00 pesos para enviar una carta certificada que pesa menos de 100 grs. También necesita \$25.00 para enviar el paquete que pesa hasta 10 kg. Y no sabe cuánto es la tarifa para enviar un telegrama, posiblemente cuesta unos \$10.00 pesos. En Uruguay el peso está a 12 pesos por \$1 dólar. La tarjeta postal ya está prefranqueada.

1. Talk about the services offered at the post office



Correos de Nicaragua is a good example of today's postal services in Latin America. Technology has caught up worldwide in all types of postal services. Today in post offices all over the world you can fax, email, make copies, send money, etc. Some Latin American post offices offer more of a variety of these services than others.

Example:

En el correo podemos usar el servicio de enviar...

Other services you may find at the post office are the use of “**apartados postales**” and for stamp collectors, philately.

Exercise 1

Pair activity. Working with your partner, tell each other which services you have used at the post office in the past:

Example:

En el correo local mandé _____.

2. Discuss the types of options/services at the post office

Exercise 2

Pair activity. Working with your partner, look at these window signs from a Panamanian post office and answer the questions by writing the number of the appropriate window on the blank lines. Compare notes with your partner when you are done.

1	Telegramas Llamadas de Larga Distancia
----------	---



2	Giros Postales Cartas: Aseguradas y Certificadas Correo Expreso Entrega Inmediata
----------	--



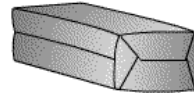
3	Paquetes: Grandes/Pequeños Estampillas
----------	---

You want to...

1. buy stamps
2. send a registered letter
3. send a postal money order
4. send a telegram
5. send a special delivery letter
6. make a phone call

You go to window #:

3. Ask the postal clerk how to fill out a form

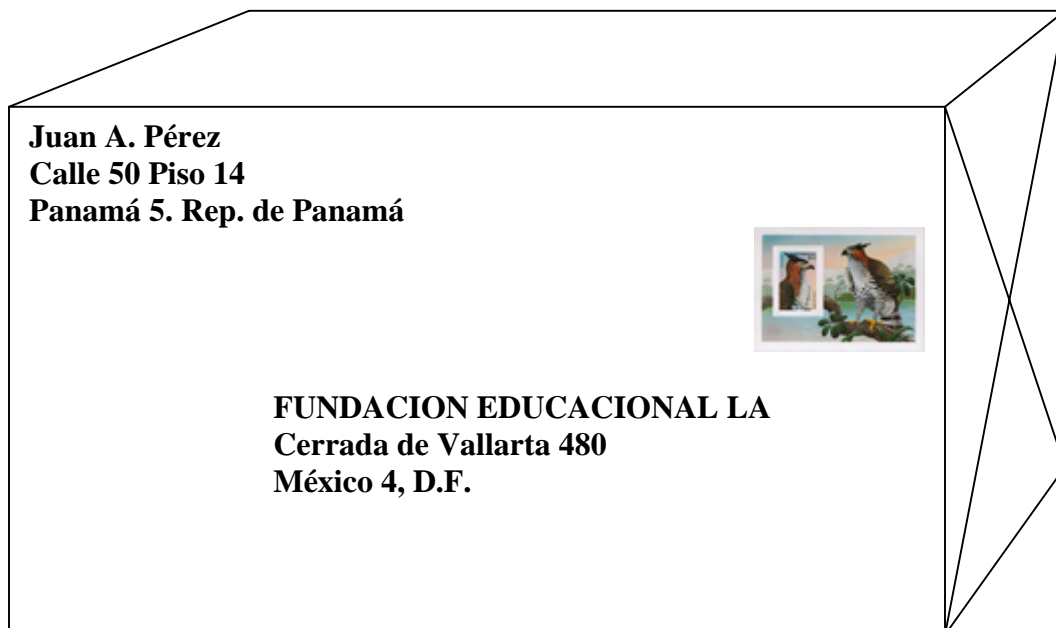


Exercise 3

1. Pair activity. Working with your partner, read the instructions to mail a package from the U.S. to Latin America and underline all command forms used in the text. Alternate answering these questions with your partner.

Quisiera mandar un paquete de los Estados Unidos a la República Dominicana.
-No hay problema. Vaya a la oficina de correos. Escriba la dirección del destinatario y del remitente en la etiqueta, y póngala en el paquete. Luego, vaya a la ventanilla donde dice "Paquetes Grandes y Pequeños." Déle el paquete al empleado postal. Él va a decirle cuánto cuesta. Y luego, pague.

2. Scan the address information on the package below and working with your partner circle and number the parts that represent the Spanish terms **destinatario** (1), **remitente** (2), **estampilla** (3) and **zona postal del destinatario** (4). Use cognates in order to guess.



4. Buy stamps



Exercise 4

Pair activity. Working with your partner, read the window signs below and ask and answer about the services offered. Follow the examples.

Example: ¿En cuál ventanilla puedo...

comprar estampillas?

enviar un paquete?

pagar llamadas de larga distancia?

4	Telegramas
	Llamadas de Larga Distancia
	Giros

2	Cartas
	Certificadas y Aseguradas
	Entrega Inmediata

8	Paquetes
	Grandes y Pequeños
	Estampillas

5. Purchase a postal money order

Exercise 5

Pair activity. Working with your partner, finish the dialogue below and play the role of a customer and a post office clerk.

Cust.) Deseo mandar un giro postal al extranjero por \$50,000 pesos

Clerk) ¿A dónde desea enviarlo?

Cust.) A Europa, por favor. ¿En cuánto tiempo llega? Y, ¿cuánto cuesta?

Clerk) A Europa tarda 5 días y cuesta \$1,500.00 pesos adicionales. Favor de llenar el formulario.

Cust) Aquí tiene. Son \$51,500.00 (cincuenta y un mil, quinientos pesos).

Muchas gracias.

Clerk) No hay de que.= (the equivalent of “You are welcome”).

6. Send a package outside the country



Exercise 6

Group activity. Role-play in groups of five, mailing the different types of items listed below. One student plays the role of the postal clerk: Use the different services listed in activity one as a reference.

Example:

Clerk: Buenas tardes, señorita. ¿Qué necesita enviar?

Customer: Me gustaría mandar una carta por correo aéreo. ¿Cuánto cuesta?

Clerk: Déjeme ver... Pesa 40 gramos.

Customer: ¿Me gustaría mandarla por correo aéreo?

Clerk: Sí, por supuesto. Son 40 centavos.

7. Receive a package from outside the country



Exercise 7

Pair activity. Working with your partner, read the following passage aloud to your classmate and have him/her tell you what you need to do when you receive a package from out of the country.

Ayer recibí un paquete de mi tía Elena. Dentro del paquete había una sorpresa para mí: Un regalo de cumpleaños y una hermosa y antigua estampilla de Uruguay, porque ella sabe que me gusta coleccionar sellos interesantes de Latinoamérica. Cuando llegué a mi casa después del trabajo, descubrí un mensaje en mi puerta que decía:

Atentado de entrega: Agosto 30, del 2000
Tipo de envío: Paquete certificado
Hora: a las 4:00 de la tarde
Favor de escribir una nueva fecha de envío _____.
Firma del destinatario: _____.

Firmé en la línea que decía: “Firma del destinatario”=Artemisa Morales, y dejé el mensaje en mi buzón para el cartero, pero el siguiente día encontré un segundo aviso que decía:

2o (segundo) atentado de entrega
Favor de recoger su paquete en la oficina de correos antes de las cinco de la tarde el: viernes 1 de septiembre del 2000.

Imagínate mi emoción cuando finalmente recogí mi regalo, necesité mucha paciencia para esperar hasta el 3er (tercer día), después de recibir el aviso.

Now have your partner tell you what you need to do with this vocabulary

recibir, leer, firmar, esperar, volver a recibir, recoger, finalmente puedes abrir....

Se necesita _____.
Después necesitas _____.
Luego debes _____ etc.

1. Conjugating *mandar* and *enviar* in the Present /Past tense.

The verbs *mandar* / *enviar*, both mean “to send” and they are regular verbs:

	Present	Past	Present	Past
yo	enví o	é	mand o	é
tú	enví as	aste	mand as	aste
él, ella, usted	enví a	ó	mand a	ó
nosotros	envi amos	amos	mand amos	amos
ellos	enví an	aron	mand an	aron

Present progressive:

1. To form the present progressive of **-ar** verbs drop the **-ar** endings and add **-ando**.
2. To form the present progressive of regular verbs **-er** or **-ir** drop the **-er** or **-ir** endings and add **-iendo**.
3. The verb **estar** is always used with the verb to form the present progressive. The second verb stays the same throughout the conjugation.

estoy	ando	iendo
estás		
está		
estamos		
están		

Examples:

Estoy hablando con ella. *I am talking to her*
Están hablando con ella. *They are talking to her.*

Está enviando un mensaje. *He is sending a message.*
Estamos enviando un mensaje. *We are sending a message.*

Exercise 1

Pair activity. Working with your partner, take turns completing the sentences below. How would you use these tenses in the following sentences? You may include the *ir a* version of the future tense.

Example:

Voy a enviar un telegrama de Panamá a Venezuela inmediatamente.

1. Mañana por la mañana _____ (mandar) una carta a Mérida.
2. Estoy envolviendo y _____ (enviar) mis paquetes de Navidad.
3. Cuando visité Asunción el verano pasado _____ (mandar) tarjetas postales.
4. Mi novio me _____ (enviar) muchas flores la semana pasada.

4. Me gustaría / Quisiera.

Just as you do when ordering food at a restaurant, you will use the same form to purchase stamps or carry out other transactions at the post office in any Spanish speaking country.

Examples:

Me **gustaría** comprar un paquete de estampillas.

Me **gustaría** enviar este paquete por correo aéreo a El Salvador.

Quisiera envolver este paquete en una caja más grande.

Exercise 2

How would you say this in Spanish?

Pair activity. Working with your partner, take turns telling each other the Spanish equivalents of these sentences.

1. I would like to buy some stamps.
2. I would like to send this letter.
3. I would like to make a reservation for tomorrow.
4. I would like to make a long distance call.
5. I would like to include this on the package.



Tip of the day: When dealing with the postal services in Latin America, you will be dealing with different currencies, weights and measures. For the most part, the gram is the unit of weight of letters, post cards and smaller mailings while packages are weighed in kilograms and if you collect stamps, they are measured in millimeters.

6. Choose from the vocabulary list.

Exercise 3

Pair activity. Working with your partner, look at the vocabulary list and fill out the following blanks by choosing the appropriate word, then compare notes with your partner.

Pick some useful words and phrases to complete the following sentences:

1. Este paquete pesa mucho. ¿Cuántos _____ pesa?
2. Me gustaría enviar esta carta por _____. Es muy urgente.
3. Necesito comprar estampillas. ¿Dónde está _____?
4. Es importante incluir el _____ en la dirección.
5. Antes de mandar una carta registrada es necesario llenar el _____.

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

El correo	
aéreo	<i>airmail</i>
<i>el apartado postal</i>	<i>P.O. box address</i>
asegurada	<i>insured</i>
<i>el aviso</i>	<i>notice</i>
<i>el buzón</i>	<i>mailbox</i>
<i>la carta</i>	<i>letter</i>
<i>la carta certificada</i>	<i>certified letter</i>
<i>la carta expreso</i>	<i>express letter</i>
<i>el cartero</i>	<i>mailman</i>
<i>la casilla de correos</i>	<i>P.O. box</i>
<i>la cerradura</i>	<i>lock</i>
certificada	<i>certified</i>
<i>el código postal</i>	<i>zip-code</i>
<i>el correo aéreo</i>	<i>air mail</i>
<i>el correo</i>	<i>mail/post office</i>
<i>la correspondencia</i>	<i>correspondence</i>
declarado	<i>declared</i>
<i>la destinación</i>	<i>destination</i>
<i>el destinatario</i>	<i>addressee</i>
<i>la dirección</i>	<i>address</i>
<i>el domicilio</i>	<i>address</i>
<i>la entrega</i>	<i>delivery</i>
<i>los envíos</i>	<i>mailings</i>
<i>la estampilla</i>	<i>stamp</i>
expreso	<i>express</i>
<i>la firma</i>	<i>signature</i>
<i>el formulario</i>	<i>form</i>
<i>el giro</i>	<i>money-order</i>
<i>la oficina</i>	<i>office</i>
<i>la oficina de correos</i>	<i>post office</i>
<i>el origen</i>	<i>origin</i>
prefranqueada	<i>prepaid</i>
<i>el regalo</i>	<i>gift</i>
<i>el remitente</i>	<i>sender</i>
<i>el seguro</i>	<i>insurance</i>
<i>el sello</i>	<i>stamp</i>
<i>el sobre</i>	<i>envelope</i>
<i>la tarifa</i>	<i>price/tariff</i>
<i>las tarifas postales</i>	<i>postage rates</i>
<i>la tarjeta</i>	<i>card</i>
<i>el telegrama</i>	<i>telegram</i>
<i>el valor declarado</i>	<i>declared value</i>
<i>la zona postal</i>	<i>zip code</i>

Verbos

amarrar	<i>to tie</i>
cerrar	<i>to seal, to close</i>
empacar	<i>to pack</i>
enviar	<i>to send</i>
envolver	<i>to wrap</i>
firmar	<i>to sign</i>
llenar	<i>to fill-in</i>
mandar	<i>to send</i>
pegar	<i>to glue, to stick</i>
pesar	<i>to weigh</i>

Palabras útiles

<i>la colonia</i>	<i>area/neighborhood</i>
<i>la cuadra</i>	<i>block</i>
<i>la filatelia</i>	<i>philately/stamp collecting</i>
<i>el extranjero</i>	<i>foreign country</i>
<i>la manzana</i>	<i>square block/apple</i>
<i>el municipio</i>	<i>municipality/township</i>

1. The origin of postage stamps



The origin of postage stamps may be traced to the Englishman Rowland Hill, and the very first stamp in the world called: “Penique Negro” was printed in 1840. Soon after the concept of postage by weight, the collectors gave stamps a new value of investment, and a hobby that soon became worldwide. Another Englishman: John E. Gray was the very first stamp collector. In Latin America as in the rest of the world, stamps are designed for special events, as well as for different themes or topics such as Science or nature, famous personalities, writers, artists, athletes, etc. The image above demonstrates the first stamp in the world (upper left) and the very first Nicaraguan stamp (lower right). The following two examples are of the first Nicaraguan stamps printed in 1862, twelve years after the original British stamp. These stamps were worth 2 and 5 cents, and were printed by the American Bank Note Company. The design consisted of the five volcanoes that represented the Central American Federation in Nicaragua, which existed from 1821-1831.

2. Nicaraguan postage stamps



The very first Nicaraguan postage stamps

These Nicaraguan stamps are invaluable today, but at one time they sold anywhere from 1 cent to 10 pesos, and it appeared every year up until 1899. Stamps around the world are valued by content as well as by the date of issue. The version of the Nicaraguan stamp issued in 1900, shows Nicaragua’s volcano “Momotombo”. More recently, in 1999, Nicaragua issued a: “New Millennium Without Arms” stamp on November 11, 1999. The theme was chosen due to the disarmament cause of recent years, and because Nicaragua has been torn by violence and war throughout its history. The designer of the peace stamp is Berta Garcia, and it was done in acrylic on watercolor paper. The motto “America longs for peace” (meaning Latin America in this case).

Activity 1

Play a role

Class activity. Work with another student to mail a different item and the student playing the customer becomes the post office clerk. Continue changing roles by moving on to the next student until everyone has had a turn at both roles. Do a different type of transaction each time.

Clerk: Buenos días, señor, ¿Le gustaría mandar ese paquete?

Activity 2

At post office

Group activity. In groups of three, play the roles of the post-office clerk and two customers. Try to carry on a simple transaction of mailing a letter, a package and a post-card. Pretend you are in Venezuela, and you must pay in “bolívares”. The second customer needs to buy a book of stamps and send a telegram. Don’t forget to ask about the weight of each item:

Example:

¿Cuánto cuesta _____?

¿Cuánto pesa _____?

¿Cuánto tiempo tardaría en llegar?



Activity 3

Buying stamps

Quisiera comprar estampillas para una carta a los Estados Unidos.
-Son 40 centésimos.

Quisiera estampillas para:

- una carta por correo ordinario
- una tarjeta postal
- una carta por correo aéreo a

a

- Chiriquí.
- Colombia.
- Canadá.
- Estados Unidos
- Bolivia
- Francia.

Son...



Pair activity. Working with your partner, take turns asking and answering questions about how much the postage is for various pieces of mail in Panama. Use the information listed in the table below. B/O=cents from a “Balboa”, the currency of Panama.

	Chiriquí	Colombia Bolivia	Canadá Estados Unidos	Francia
Carta (correo ordinario)	B/O = .30	B/O = .40	B/O = .65	B/O .65
Tarjeta postal	.20	.30	.50	.50
Correo aéreo		.90	.95	.95

Activity 4

Sending a package



Pair activity. Working with your partner, write the number of the window on the blank line next to the matching statement. Imagine you are at this post office. To which one of the three windows would you go in order to accomplish the 8 following tasks listed?

1:
Telegramas
Llamadas de Larga Distancia

2
Giros
Cartas Certificadas y Aseguradas
Correo Expreso / Entrega Inmediata

3
Paquetes: Grandes y Pequeños
Estampillas

Example:

- | | |
|--------------------------------|-----------------------------|
| To mail an insured letter | Window Number <u> 2 </u> |
| 1. To buy postage stamps. | Window Number <u> </u> |
| 2. To send a telegram | Window Number <u> </u> |
| 3. To mail an express letter | Window Number <u> </u> |
| 4. To send a package | Window Number <u> </u> |
| 5. To send a registered letter | Window Number <u> </u> |

Activity 5

A squadron of vocabulary

Pair activity. Working with your partner, make a list of postal terms ending in **o**. You are given the first word: **carta expreso**, to construct a squadron of vocabulary continue with: declared value, stamp, gift, etc.



carta expreso
Express mail



V _____
Declared value



S _____
Stamp



R _____
Gift



C _____
Airmail



C _____
Post office



M _____
Municipality



F _____
Form



C _____
Zip code

Activity 6

Post office services



Pair activity. Working with your partner, mark the appropriate item with an X as you alternate with your partner telling each other the right selection.

What do you say when you want to...?

- | | |
|------------------------------|--|
| 1. Send a telegram? | a. Quisiera enviar un telegrama. |
| | b. Quisiera abrir un telegrama. |
| | c. Quisiera recibir un telegrama. |
| 2. Buy a money order? | a. Quisiera comprar estampillas. |
| | b. Quisiera comprar un giro postal. |
| | c. Quisiera comprar un apartado postal. |
| 3. Mail a registered letter? | a. Quisiera enviar esta carta urgente. |
| | b. Quisiera enviar esta carta certificada. |
| | c. Quisiera enviar esta carta con entrega inmediata. |
| 4. Open a savings account? | a. Quisiera abrir una cuenta corriente. |
| | b. Quisiera abrir una cuenta de ahorros. |
| | c. Quisiera abrir una carta. |
| 5. Trade stamps? | a. Quisiera comprar unas estampillas. |
| | b. Quisiera vender unas estampillas. |
| | c. Quisiera cambiar unas estampillas. |
| 6. Make a phone call? | a. Quisiera un teléfono. |
| | b. Quisiera un número de teléfono. |
| | c. Quisiera llamar por teléfono. |

Activity 7

At the post office

Pair activity. Working with your partner, complete different post office transactions using the suggestions listed below. First, practice with the example.



Example 1:

A) Quisiera mandar una carta por correo expreso.

B) ¡Cómo no! Por favor, llene este formulario.

A) Aquí tiene. ¿Cuánto es?

B) Son \$4.75 (Cuatro pesos, setenta y cinco centavos.)

Quisiera mandar

- un telegrama.
- un paquete grande.
- un paquete pequeño.
- una carta por correo expreso.
- una carta asegurada.
- una carta certificada.
- una carta por correo aéreo.
- una carta.
- una tarjeta postal.

Here are some possible phrases a post office clerk would say. Try to come up with some of your own.

Por favor, llene el formulario.

Por favor, vaya al mostrador número 3.

Por favor, firme aquí.

Está bien. ¿Cómo quiere mandarla, por entrega inmediata?

Activity 8

Creating dialogue

Pair activity. Working with a partner, construct a dialogue with the following phrases. Read all the phrases first and then write the numbers and phrases on the appropriate lines. The first answer is given as an example.

EN LA OFICINA DE CORREOS

A. = postal clerk B. = patron

- A. Qué desea? _____
- B. _____
- A. _____
- B. _____
- A. _____
- B. _____
- A. _____
- B. _____
- A. _____
- B. _____
- A. _____

1. ¡Caramba! ¡Hay mucha gente en esa ventanilla! ¿No puede Ud. venderme tres estampillas?
2. ¿En qué ventanilla dijo?
3. De nada.
4. Muchas gracias. Y ¿para mandar un telegrama? ¿Puedo mandarlo desde aquí?
5. En la número 3, ahí a la izquierda.
6. Sí, por supuesto, con el telegrama son \$25.80. ¡Que pase un buen día!
7. No, señor (señorita), eso sí que no puedo hacerle el favor. Para eso tiene Ud. que ir a la primera ventanilla ahí a la derecha.
8. Dígame, ¿en qué puedo servirle?
9. Bueno, gracias de todos modos.
10. Bueno, vamos a ver . ¡Aquí tiene! Son 3 pesos y ochenta centavos.
11. Me dijeron que aquí puedo comprar 3 estampillas. ¿Tiene conmemorativas?

Activity 9

Identify postal services

Pair activity. Working with your partner, decide what is good about the international postal services listed in the following ad.



Activity 10

Express letters



Group activity. You play the role of the customer who needs to urgently send an airmail letter to the United States, but you need it to get there in no more than two days. The clerk at the post office in Venezuela tells you that it's impossible to get it there any sooner than 3 days. Create a scenario with your group, in which you finally ask to speak to the supervisor=(student #3), who is more helpful and recommends that you send it by express letter (carta expreso). Talk about addresses, time, guarantees, and the difference in cost for the faster service. You may look up new words in the dictionary.

- A) Es urgente mandar esta carta por correo aéreo. Debe llegar en dos días
- B) Lo siento, pero..._____.
- A) _____.
- C) _____.

Activity 11

Mailing costs

Class activity. The whole class participates in figuring out the weight, mailing cost and destination of letters and packages sent from Bolivia (pesos/centavos). The instructor assigns students a different destination and a different weight to work with, changing from letters to packages as weight increases.

Example: ¿Cuánto cuesta una carta a Belize que pesa hasta 20 grms. _____.
¿Cuánto cuesta un paquete a Panamá que pesa hasta 40 grms? _____.



PESO (grs.)	Moneda Nacional	Belize	Panamá América	Centro América	MIAMI	RESTO DE Latinoamérica	EUROPA	Resto del MUNDO
HASTA 20	3.00		5.00		6.50	7.50	10.00	12.00
21-40	3.50		6.00		8.00	9.00	12.50	15.00
41-60	4.00		7.00		9.50	10.50	15.000	18.00
61-80	4.50		8.00		11.00	12.00	17.50	21.00
81-100	5.00		9.00		12.50	13.50	20.00	24.00
101-120	5.50		10.00		14.00	15.00	22.50	27.00
121-140	6.00		11.00		15.50	16.50	25.00	30.00
141-160	6.50		12.00		17.00	18.00	27.50	33.00
161-180	7.00		13.00		18.50	19.50	30.00	36.00
181-200	7.50		14.00		20.00	21.00	32.50	39.00
C/20 grs. adicional	0.50		1.00		1.50	1.50	2.50	3.00

Activity 12

Send a package outside the country



Pair activity. Working with your partner, fill out the following forms in order to send a package by certified mail

Información del remitente:

Nombre:		
Dirección del destinatario: (favor de llenar la información del domicilio):		
Ciudad:		
Estado o provincia:		
Código postal:		
País:		
Teléfono del trabajo:		
Teléfono de casa:		
Certificado	SI	NO
Tipo de producto:		
Valor declarado:		
Peso:		
Firma del remitente:		

Información del destinatario:

Nombre:		
Dirección del destinatario:		
Organización:		
Dirección de apartado postal:		
País/ciudad de correo del apartado postal:		
Dirección actual (favor de llenar la información del domicilio):		
Ciudad:		
Estado o provincia:		
Código postal:		
País:		
Teléfono del trabajo:		
Teléfono de casa:		
Firma del destinatario:		

Activity 1

Following directions in a post office: reading, and speaking

Pair activity. Working with your partner, listen to your instructor as he/ she reads the following dialogue and then ask each other the following questions. Answer orally. Your roommate has just gone to the post office.

Instructor's reading:

1. ¿Qué necesita el cliente?
2. ¿Cuáles son los primeros tres pasos que debe seguir?
3. ¿Cuál es el último paso de esta transacción?
4. ¿Cuánto le va a costar a su compañero esta transacción?

Activity 2

Explain how to send a telegram: **writing, and speaking**

Pair activity. Working with your partner, give directions to a customer (your partner) in how to send a telegram and a box to El Salvador. Let's suppose that you work in a post office and that your partner will tell you what he needs and will ask you for instructions. Write down the steps that your customer will have to follow. The previous activity can give you an example on how to do it, but make sure it is completely different.

Activity 3

An interview: reading, listening, writing and speaking

Pair activity. Working with your partner, read along as your instructor reads the following interview about a philatelic event with Gabriel de la Torre, Postmaster General of Nicaragua. Take the necessary notes to talk with a classmate about it and compare notes. You may use your dictionary.

Editorial Planeta

ENTREVISTAS CON ANGELICA



Editora Angélica Fuentes

125 ANIVERSARIO DE LA UNION POSTAL UNIVERSAL

Boletín No. 06/99 El Correo a través de los tiempos sigue sufriendo grandes transformaciones causado por los avances tecnológicos e industriales. La necesidad de la sociedad de comunicarse continúa aumentando. Se siguen implementado sistemas de comunicación y la seguridad de envíos y correspondencia en el ámbito mundial. La Unión Postal Universal - UPU, desde su fundación en 1874, implementó mecanismos de control, países miembros que la invitan, a modernizar sus servicios. Al celebrarse el 125 Aniversario de la Unión Postal Universal - UPU, Correos de Nicaragua, presenta un sello, en el que se ve la fachada del Palacio de Correos en Managua, Nicaragua.

Datos característicos del sello de aniversario nicaragüense: Emisión (20 de Diciembre 1999), 30,000 Sellos, 30 X 40.5 mm, Valor Facial, \$ 7.50 \$ 11.00, Engomado 110 g, Litografía.

Activity 1

Telegrams

Read the following information about telegrams in Bolivia. Decide on the cost and the length of the telegram in pesos, if you are sending it to...



Hoy día, el Telegrama continúa siendo un poderoso medio de comunicación para enviar un mensaje urgente, o simplemente saludar a alguien en forma especial. En el presente se envían más de seis millones y medio de Telegramas que el Correo boliviano procesa anualmente. Tenemos la capacidad para darle el servicio más completo de Telegramas Nacionales e Internacionales.

¡El Telegrama llega siempre, en pocas horas y a todos los lugares!

Telegrams

ORDINARIOS		SIMPLIFICADOS (1)		
Entrega en domicilio	Sin entrega a domicilio	Entrega en domicilio	Sin entrega a domicilio	
\$20 pesos	\$10.00	\$10.00	\$5.00	
(1) Telegramas simplificados con un máximo de 30 palabras y de ámbito nacional				
	Continental (2)		Intercontinental (3)	
	ordinario	urgente	Entrega a domicilio	urgente
Por palabra	\$25.00 pesos	\$40 pesos	\$72 pesos	\$144 pesos
(2) Sin mínimo de palabras(words) a los países latinoamericanos. (3) Mínimo =7 palabras a Europa y los EE.UU				
Tarifa adicional de Telegramas internacionales y radiotelegramas impuestos por télex:\$ 92 pesos. Tarifa adicional de Telegramas internacionales y radiotelegramas impuestos por teléfono:\$ 172 pesos.				

Un telegrama a _____ tipo _____ + _____

de _____ palabras, cuesta _____ pesos.

Activity 2

Postal services

Form three sentences about post office transactions you would like to carry out, using the vocabulary below:

Quisiera	hacer	una llamada telefónica.
	mandar,	un telegrama.
	enviar	un paquete grande.
	comprar	un paquete pequeño.
		una carta por correo expreso.
		una carta asegurada.
		una carta certificada.
		una carta por correo aéreo.
		una carta por correo ordinario.
		una tarjeta postal.
		un giro postal.
Vaya	el formulario	aquí.
Llene	allá	en el mostrador.
Pague	por favor	en la casilla]a número 3.
Firme		a la ventanilla número 3.

1. _____.
2. _____.
3. _____.

Activity 3

Post office messages

“En su apartado postal hay correspondencia”

Write an X on the appropriate answer. According to the above message:

- a) You should contact your post office. (____)
- b) Your cable TV payment is now overdue. (____)
- c) There is mail in your mailbox. (____)

Activity 4

Understanding what to do in the post office



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

Audio:

1. ¿Qué desea hacer el cliente?

2. ¿A qué país?

3. ¿Cuánto tiempo tarda en llegar?

4. ¿Cuánto va a pagar esta persona?

Activity 5

At the post office:



CD ROM. Listen to the following dialogue that takes place in a post office and then answer the following questions.

Audio:

Questions:

1. ¿Qué va a enviar esta persona por correo?
2. ¿Por cuál medio va a enviarlos?
3. ¿Cuánto va a costarle toda la transacción?
4. ¿Cómo va a pagar?

Activity 6

What have you learned?



Think about everything you have learned about the different post office services, and prepare a 3-5 minute presentation on five different transactions you plan to carry out at the post office in a Latin American country of your choice. Include as many details as you can manage such as cost, time, distance, the different options of various services, etc.

SOLT I Spanish Module 3 Lesson 4



Banking

In this lesson the student will get familiar with all the current denominations of Latin America as well as with all the banking activities. After this lesson the student will be able to go to a bank and open an account, withdraw money, make transactions, send money electronically, exchange dollars for the local currency and vice versa and even file a complaint if necessary. For this purpose, the student will learn to:

1. Discuss Monetary Units

- Recognize all currency denominations of the TR
- Compare US currency to the TR
- Discuss monetary exchange within the TR currency

2. Discuss the Exchange Rate

- Compare the exchange rate
- Exchange money at the bank

3. Conduct Daily Business Transaction

- Identify different services at the bank
- Read instructions on standard banking forms
- Open and close a bank account
- Describe banking activities
- Deposit and withdraw money
- Send money outside the country
- Receive money from outside the country
- Describe other business activities
- Engage in office conversation

Money is a crucial subject when traveling abroad. It is not only necessary that you become acquainted with money exchange, but also with the different denominations, bank services, and sending abroad or receiving money from abroad. Although banks function in similar ways throughout the entire world, it will be to your advantage to become acquainted with the different banking services offered in each country. This lesson will introduce you to some possibilities in the Hispanic world.

Scenario



En el Banco San José

This is what occurred when Lt. Quiñónez went to the bank to cash his check.

- Cajero: **El que sigue.**
Cliente: Buenos días. Necesito **cobrar** este cheque por la cantidad de \$5,000 pesos. Lo necesito **en efectivo**.
Cajero: Por supuesto. Este cheque es de la Cía. Nacional de Costa Rica, S.A. Necesita **endosarlo**. **Firme** aquí, por favor.
Cliente: Claro.

(Lt. Quiñónez endorses his check and gives it back to the teller)

- Cajero: Gracias. ¿Quiere **depositar** algún dinero en su **cuenta**?
Cliente: Sí, quiero **depositar** \$250 en mi **cuenta de ahorros**.
Cajero: ¿Algo más?
Cliente: No, eso es todo. Gracias.
Cajero: Bien. Aquí tiene su dinero.

1. Recognize all currency denominations of Latin America and compare them to the US currency.

Just like Latin America consists of many countries, every country also has its own monetary system and its value varies. See the following list and compare the currencies from different countries in Latin America.

País	Sistema monetario	
Argentina	1 peso	= 100 centavos
Belice	1 dólar	= 100 centavos
Bolivia	1 boliviano	= 100 centavos
Chile	1 peso	= 100 centavos
Colombia	1 peso	= 100 centavos
Costa Rica	1 colón	= 100 centavos
Cuba	1 peso	= 100 centavos
República Dominicana	1 peso	= 100 centavos
Ecuador	1 sucre	= 100 centavos
El Salvador	1 colón	= 100 centavos
Guatemala	1 quetzal	= 100 centavos
Honduras	1 lempira	= 100 centavos
México	1 peso	= 100 centavos
Nicaragua	1 córdoba	= 100 centavos
Panamá	1 balboa	= 100 centésimos
Paraguay	1 guaraní	= 100 céntimos
Perú	1 nuevo sol	= 100 centavos
Puerto Rico	1 dólar	= 100 centavos
Uruguay	1 peso	= 100 centésimos
Venezuela	1 bolívar	= 100 céntimos

2. Compare the exchange rate

Wednesday, July 13, 2000
Today's Exchange Rates

Cotizaciones de las divisas latinoamericanas

Argentina:	1 US Dollar = 0.99 peso	1 peso =	1.02	US Dollar
Bolivia:	1 “ “ = 6.18 bolivianos	1 boliviano =	0.16	“ “
Colombia:	1 “ “ = 2,170 pesos	1 peso =	0.0004610	“ “
Chile:	1 “ “ = 538.200 pesos	1 peso =	0.001858	“ “
El Salvador:	1 “ “ = 8.67 colones	1 colón =	0.11	“ “
Uruguay:	1 “ “ = 11.40 pesos	1 peso =	0.09	“ “
Rep. Dom.:	1 “ “ = 15.75 pesos	1 peso =	0.06	“ “
Cuba:	1 “ “ = 1.00 peso	1 peso =	1.00	“ “
Ecuador:	1 “ “ = 25,000 sucres	1 sucre =	0.00004000	“ “
Panamá:	1 “ “ = 1.00 balboa	1 balboa =	0.99	“ “
Guatemala:	1 “ “ = 7.65 quetzales	1 quetzal =	0.13	“ “
Hondura:	1 “ “ = 14.85 lempiras	1 lempira =	0.07	“ “
México:	1 “ “ = 9.45 pesos	1 peso =	0.11	“ “
Nicaragua:	1 “ “ = 11.65 córdobas	1 córdobas =	0.09	“ “
Panamá:	1 “ “ = 1.00 balboa	1 balboa =	0.99	“ “
Paraguay:	1 “ “ = 3,507.00 guaraníes	1 guaraní =	0.0002851	“ “
Costa Rica:	1 “ “ = 309.71 colones	1 colón =	0.003229	“ “
Perú:	1 “ “ = 3.48 nuevos soles	1 nuevo sol =	0.29	“ “
El Salvador:	1 “ “ = 8.67 colones	1 colón =	0.12	“ “
Venezuela:	1 “ “ = 685.00 bolívares	1 bolivar =	0.001460	“ “

3. Exchange money at the bank

Exercise 1

Pair activity. Working with your partner, role-play the following scenario.

- A. (Bank customer) Ask if you can exchange money at this window (here).
- B. (Clerk) Say yes.
- A. State that you would like to exchange \$250. Ask how many pesos you get.
- B. Tell him today he gets 148,750 pesos. Ask him to sign the form and ask to see his passport or ID card.
- A. Comply. Ask where you get your money.
- B. Tell him to go to the cashier's window, window 3.
- A. Say thank you and leave.

4. Identify different services at the bank

Exercise 2

Pair activity. Working with your partner, list all the services that you would find in a bank. A bank provides different services for different transactions.

Example:

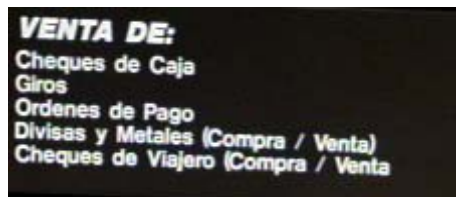
Where would you go if you needed to a cashier's check? En la Caja de Ventas.

Where would you obtain the following services?

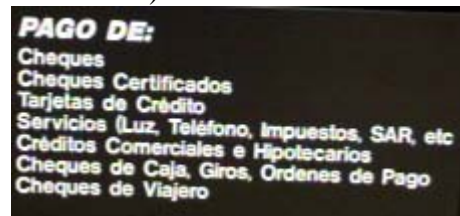
1. Deposit savings.
2. Buy a traveler's check.
3. Pay a credit card.
4. Obtain a statement of account.
5. Buy a money order.

DIRECTORIO DE SERVICIOS

A) CAJA DE VENTAS



B) CAJA DE PAGOS



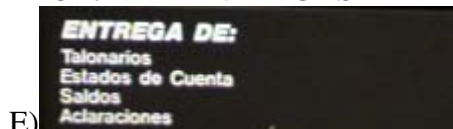
C) CAJA DE DEPOSITOS



D) CAJA DE RETIROS



CAJA DE ENTREGAS



E)

5. Read instructions on standard banking forms

Exercise 3

Pair activity. Working with your partner, identify the following words and write their equivalent in English. Compare notes with each other after finishing the list.


- | | |
|------------------------------------|-------|
| 1. Retiro en efectivo | _____ |
| 2. Cuenta de cheques | _____ |
| 3. Cuenta de ahorros | _____ |
| 4. Nombre del titular de la cuenta | _____ |
| 5. Fecha | _____ |
| 6. Número de cuenta | _____ |
| 7. Domicilio | _____ |
| 8. Teléfono | _____ |
| 9. Cantidad con letra | _____ |
| 10. Total del retiro | _____ |
| 11. Firma del cliente | _____ |

Exercise 4

Pair activity. Working with your partner, identify the following banking slips and answer the questions.

1. Which one of the following is used to withdraw money? _____
2. Which one is used to make a payment? _____
3. Which one is used to send a deposit into an international account? _____

a)

 ★ BANCO BILBAO VIZCAYA		RETIRO EN EFECTIVO CUENTA DE CHEQUES / AHORRO	
NOMBRE DEL TITULAR DE LA CUENTA		FECHA (D, M, A)	NUMERO DE CUENTA
DOMICILIO		TELEFONO	
CANTIDAD CON LETRA		TOTAL DEL RETIRO	
		\$	
SELLO E INICIAL DEL CAJERO	FIRMA DEL CLIENTE	AUTORIZACION	

Exercise 4 (Continued)

b)

BBV 		DEPOSITO/PAGO UNIVERSAL		<input type="checkbox"/> DEPOSITO A CUENTA <input type="checkbox"/> PAGO A CREDITO	
NOMBRE DEL CLIENTE			FECHA (D, M, A)		MONEDA
					<input type="checkbox"/> NACIONAL <input type="checkbox"/> DOLARES
DEPOSITO/PAGO A:	FORMA DE PAGO:	SERVICIOS:	No. DE CUENTA		
<input type="checkbox"/> CHEQUES/AHORRO <input type="checkbox"/> TARJETA DE CREDITO <input type="checkbox"/> CREDITO <input type="checkbox"/> HIPOTECA	<input type="checkbox"/> MISMO DIA (Efectivo y Doctos. BBV) <input type="checkbox"/> 24 HORAS (Doctos. Otros Bancos) <input type="checkbox"/> 120 HORAS (Banco Fuera de Plaza) <input type="checkbox"/> INTERNACIONAL	<input type="checkbox"/> PAGO DE NOMINA	REFERENCIA (Sólo Depósitos Referenciados)		
CHEQUE No.	BANCO	IMPORTE	IMPORTE EN EFECTIVO		
			\$		
			\$		
			TOTAL DEPOSITO/PAGO		
			\$		
CANTIDAD DE DOCUMENTOS		SUMA			

6. Open a bank account

Quiero	abrir	una cuenta.
Necesito		una cuenta de ahorros.
Voy a		una cuenta corriente.
Me gustaría		



Cliente- Hola. Necesito abrir una cuenta.

Cajera- Bien. ¿Qué tipo (o clase) de cuenta?

Cliente - Una cuenta de ahorros.

Cajera - Bueno, pero antes voy a necesitar algunos documentos.

Cliente - Tengo todos los documentos necesarios.

Cajera - ¡Qué bien! ¿Cuál es su nombre y apellido?

When opening an account you will need basically the same thing you would in an American bank, except for some things: ID, passport, the name of your American bank, your account number (only if you plan to send/receive money abroad), your military ID, 2 references, your local address, your phone number.

6. Open a bank account (Continued)

Exercise 5

Pair activity. Working with your partner, open an account at *Bancomer*. You are in Bolivia and you need to tell the teller (your partner in this case), he/she will ask you a series of questions and as you answer, he/she will write down the answer. Once the card is completed, reverse roles.

<u>Bancomer</u>	
SOLICITUD PARA ABRIR UNA CUENTA DE: <input type="checkbox"/> CHEQUES	
<input type="checkbox"/> AHORROS	
FECHA:	
NOMBRE DEL CLIENTE:	
DOMICILIO:	
TELÉFONO:	
CORREO ELECTRÓNICO:	
NOMBRE DE 2 REFERENCIAS:	
TRABAJO:	
DOMICILIO:	
TELÉFONO:	
LUGAR DE NACIMIENTO:	C.P.
PAÍS:	

7. Close a bank account

Just like opening an account, you will use the same verbs when closing an account.

Quiero	cerrar	una cuenta.
Necesito		una cuenta de ahorros.
Voy a		una cuenta corriente.
Me gustaría		



Cliente- Hola. Necesito cerrar mi cuenta.
Cajera- Bien. ¿Qué tipo (o clase) de cuenta tiene?
Cliente - Una cuenta de ahorros.
Cajera - Bien. ¿Cuál es su número de cuenta?
Cliente – Mi número de cuenta es 321-8909-0021.
Cajera - ¡Gracias! ¿Cuál es su nombre completo?
Cliente: - Edgardo Torres
Cajera: - Firme aquí, por favor. Y aquí tiene el saldo. Son 45,000 pesos en total. ¿Lo quiere en efectivo o en un cheque de caja?
Cliente: - Prefiero el dinero en efectivo.

Exercise 6

Pair activity. Working with your partner, practice the following dialogue with each other:

- A. (Bank Clerk) Greet your customer and ask him what you can do for him.
- B. (Customer) Return the greeting and say that you would like to close your savings and checking account.
- A. Ask for an ID.
- B. After showing an ID say that you would like to have a cashier's check instead of cash.
- A. Suggest that the money order is cheaper and that it would only cost him 2 pesos.
- B. Thank him, but say that you prefer to have a cashier's check.
- A. Say that there is a balance of \$800 dollars in the checking account, and \$4630 in the savings account.
- B. Agree
- A. Tell him that before you give him his money he needs to sign here.
- B. Thank the teller and leave.

8. Describe banking activities

Exercise 7

Pair activity. Working with your partner, complete the transactions listed below. The first student will play the role of the client while the other plays the role of the cashier. Then you will reverse roles.

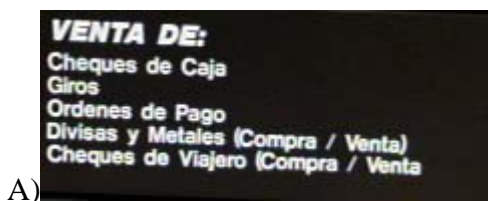
Example: Cliente -Necesito comprar un giro postal.
 Cajero -Pase a la caja de ventas.

These are the transactions you need to do: (Translate the following as you do the activity)

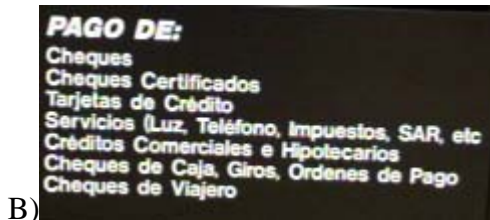
1. Buy a Cashier's check.
2. Withdraw money from a credit card.
3. Deposit a check into your savings account.
4. Withdraw money from your savings account.
5. Make a payment in your credit card.
6. Obtain a statement sheet.
7. Exchange dollars for *pesos*.
8. Close an account.
9. Pay the bills.
10. Exchange *quetzales* for dollars.

DIRECTORIO DE SERVICIOS

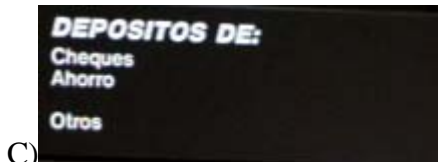
CAJA DE VENTAS



CAJA DE PAGOS



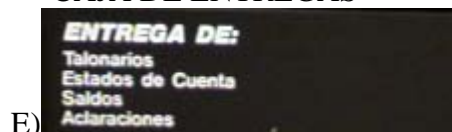
CAJA DE DEPOSITOS



CAJA DE RETIROS



CAJA DE ENTREGAS



9. Deposit money

Exercise 8

Pair activity. Working with your partner, read the following forms and fill them out according to the instructions. Just like in an American bank, in Latin America you also will need to fill out special forms for different transactions.

You the customer will need to have this information when making a deposit:

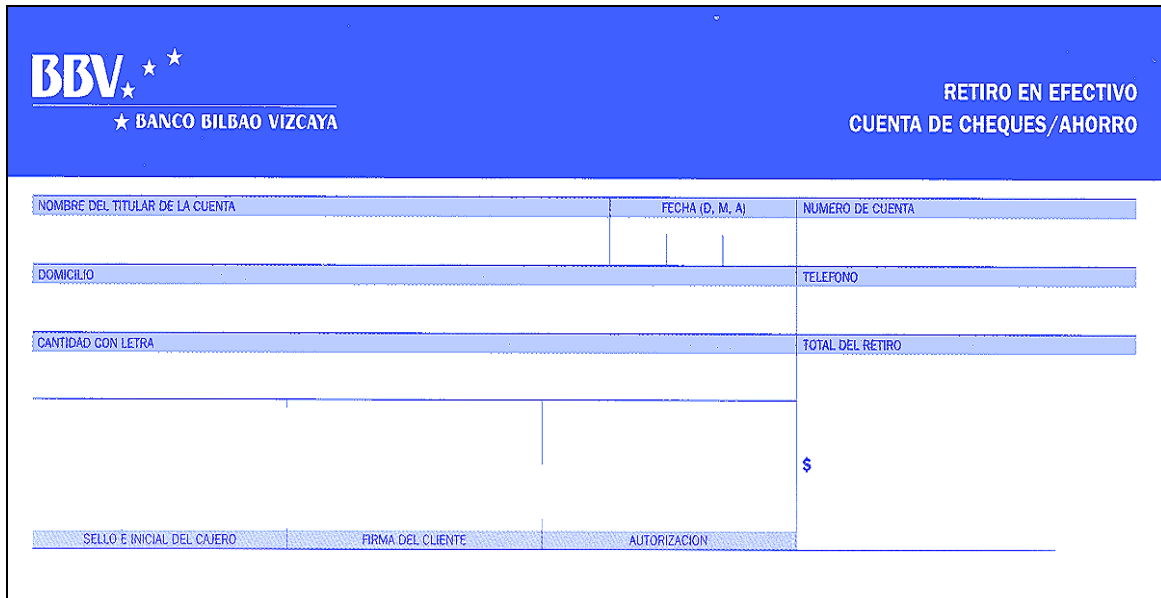
Your account no. is: 567-908

Deposit \$238 dollars into your savings account.


The image shows a BBV (Banco Bilbao Vizcaya) 'DEPOSITO/PAGO UNIVERSAL' form. The form is for a 'DEPOSITO A CUENTA' (Deposit to Account) and is in 'DOLARES' (Dollars). It includes fields for 'NOMBRE DEL CLIENTE', 'FECHA (D, M, A)', and 'MONEDA'. There are checkboxes for 'NACIONAL' and 'DOLARES'. The form also has sections for 'DEPOSITO/PAGO A:', 'FORMA DE PAGO:', and 'SERVICIOS:'. The 'FORMA DE PAGO:' section includes options for 'MISMO DIA', '24 HORAS', '120 HORAS', and 'INTERNACIONAL'. The 'SERVICIOS:' section includes 'PAGO DE NOMINA'. There is a table for recording deposits with columns for 'CHEQUE No.', 'BANCO', and 'IMPORTE'. To the right of this table are sections for 'IMPORTE EN EFECTIVO', 'IMPORTE EN DOCUMENTOS', and 'TOTAL DEPOSITO/PAGO'. At the bottom, there are fields for 'CANTIDAD DE DOCUMENTOS' and 'SUMA'.

10. Withdraw money

Pair activity. Working with your partner, decide what type of information you need in each section. You will use a form like this when withdrawing money from your bank.



The image shows a withdrawal form from BBV Banco Bilbao Vizcaya. The form is titled "RETIRO EN EFECTIVO CUENTA DE CHEQUES/AHORRO". It contains several fields for personal and account information, a section for the withdrawal amount, and a signature area.

BBV  ★ BANCO BILBAO VIZCAYA		RETIRO EN EFECTIVO CUENTA DE CHEQUES/AHORRO	
NOMBRE DEL TITULAR DE LA CUENTA		FECHA (D, M, A)	NUMERO DE CUENTA
DOMICILIO		TELEFONO	
CANTIDAD CON LETRA		TOTAL DEL RETIRO	
		\$	
SELLO E INICIAL DEL CAJERO	FIRMA DEL CLIENTE	AUTORIZACION	

Exercise 9

Pair activity. Working with your partner, fill out this form keeping in mind this information:

That your account no. is: 567-908-33 and that you need to withdraw \$345 pesos.


Note to the Instructor: Once the students finish this activity, show them a completed form and go over every space filled to make sure they know how to fill one out correctly.

11. Send money outside the country

Exercise 10

Pair activity. Working with your partner, fill out the form below using the information provided and compare notes with your partner. You have been sent to Caracas, Venezuela for a special mission. But your wife had an accident and she needs money (\$540 dollars) immediately to cover the hospital expenses that your insurance will not cover. You cannot visit her so you decide to go to an *oficina de telégrafos* and send the money immediately. Your wife's name is Dalila López Hurtado and she lives in Aguas Calientes, México (Calle Simón Bolívar, Avenida Rosales, Colonia Suárez).

Note to the Instructor: Once the students finish this activity, show them a completed form and go over every space filled to make sure they know how to fill one out correctly.

		SOLICITUD DE GIRO TELEGRAFICO				
PARA USO EXCLUSIVO DE TELECOMM						
CANAL	NUMERO DE ROL	MONOGRAMA OPERADOR	HORA DE TRANSMISION	NUMERO DE GIRO	TARIFA	
CLAVE DE DESTINO	<input type="checkbox"/> SGU <input type="checkbox"/> CGO <input type="checkbox"/> HGF <small>PRIORIDAD</small>	NUMERO DE PALABRAS	REGISTRO EXPEDIDORA	HORA DE DEPOSITO	SEGUNDO PRECIO	
CLAVE DE GIRO						
MARQUE CON UNA "X" LA CLASE DE SERVICIO DESEADO: ORDINARIO <input type="checkbox"/> URGENTE <input type="checkbox"/> ACUSE DE RECIBO <input type="checkbox"/> ACUSE DE PAGO <input type="checkbox"/> PROCEDENCIA _____ A _____ DE _____ DE 19____ BENEFICIARIO _____ NOMBRE Y APELLIDOS COMPLETOS TEL. _____ DOMICILIO _____ CALLE, NUMERO, COLONIA, DELEGACION O MUNICIPIO DESTINO _____ POBLACION, ESTADO, CODIGO POSTAL						
VALOR DEL GIRO \$ _____ NUMERO _____ _____ LETRA _____ TEXTO _____ MAXIMO CINCO PALABRAS						
REMITENTE _____ NOMBRE(S) Y APELLIDOS COMPLETOS DOMICILIO _____ CALLE, NUMERO, DELEGACION O MUNICIPIO TELEFONO: _____ FIRMA: _____						
TCM - 3220 - F13 - 90						

12. Receive money from outside the country

When receiving money in Latin America from outside the country, you will use the same form as if you were sending money outside the country. Make sure that before you go and pick up the money, you have *el número de giro, la clave de giro*, the name of the person who is sending the money and the place where this money is coming from, and the exact amount. All this information will help expedite the process when picking up your money.

Exercise 11

Pair activity. Working with your partner, fill out the form below according to the following information. Your counterpart in Austin, Texas has sent \$4,500 dollars to Guatemala. They will give you the money in quetzales, the currency in Guatemala. Your “número de giro” is: 84673 –3957, and your clave de giro is: JEX395SUPER, and the name of your counterparts is Peter Anderson.

CANAL		NUMERO DE ROL		MONOGRAMA OPERADOR		HORA DE TRANSMISION		NUMERO DE GIRO		TARIFA	
CLAVE DE DESTINO		SGU	CGO	HGF	NUMERO DE PALABRAS		REGISTRO EXPEDIDORA	HORA DE DEPOSITO		SEGUNDO PRECIO	
CLAVE DE GIRO											
PARA USO EXCLUSIVO DE TELECOMM MARQUE CON UNA "X" LA CLASE DE SERVICIO DESEADO: ORDINARIO <input type="checkbox"/> URGENTE <input type="checkbox"/> ACUSE DE RECIBO <input type="checkbox"/> ACUSE DE PAGO <input type="checkbox"/> PROCEDENCIA _____ A _____ DE _____ DE 19____ BENEFICIARIO _____ NOMBRE Y APELLIDOS COMPLETOS _____ TEL. _____ DOMICILIO _____ CALLE, NUMERO, COLONIA, DELEGACION O MUNICIPIO _____ DESTINO _____ POBLACION, ESTADO, CODIGO POSTAL _____											
VALOR DEL GIRO \$ _____ NUMERO _____ _____ LETRA _____ TEXTO _____ MAXIMO CINCO PALABRAS _____											
REMITENTE _____ NOMBRE(S) Y APELLIDOS COMPLETOS _____ DOMICILIO _____ CALLE, NUMERO, DELEGACION O MUNICIPIO _____ TELEFONO: _____ FIRMA: _____											

TCM-3220-F13-90

13. Describe other business activities

Exercise 12

Pair activity: Working with your partner, look at the check below then circle and number the parts that represent: girador o librador (1), fecha de la orden de pago (2), membrete del banco (3), tenedor o tomador (4), número del cheque (5), número de la cuenta bancaria (6), cantidad del cheque (7), firma del poseedor de la cuenta o depositante (8). Compare with a check from the U.S.

Eduardo A. Castillo Calle Sucre 17 Bogotá, Colombia	Num. 352	<u>101-203</u> 215 <u>1o. de noviembre de 19 93</u>
Páguese A La Orden De <u>Librería Cervantes</u>		\$ <u>305.00</u>
		<u>Trescientos cinco con -----00/100 Pesos</u>
Banco Popular de Puerto Rico Río Piedras, Puerto Rico		<u><i>Eduardo A. Castillo</i></u>
0215***0211" 36-210508--- 3"		

14. Engage in office conversation

Exercise 13

Pair activity. Working with your partner, listen to your instructor as he/ she reads the following dialogue and answer the following questions.



Instructor's reading:

Questions:

1. Where does the conversation take place?
2. Are these people busy? How do you know?
3. What did (Mujer 2) do?
4. What does (Mujer 1) need? Why?

When pronouns are involved, they follow the verb in affirmative commands and precede the verb in negative commands.

Examples:

¡Déme la habitación con baño!
¡No me dé una habitación sencilla!

2. Direct Commands: the *Tú* Form

The **tú** command forms for regular and irregular verbs (including verbs with stem changes) are the same as the forms for the third-person singular present.

Example:

¡Pedro, habla con el profesor!
¡Rosita, vuelve a la casa ahora!
¡José, tráeme un lápiz, por favor!

3. Negative commands

For negative commands you add an “s” to the “tú” form.

Example:

¡No abras la puerta, Luis! ¡No pongas el libro allí!

It is probably best to memorize the following chart for the irregularly formed affirmative **tú** commands.

INFINITIVE	COMMAND
tener	ten
venir	ven
poner	pon
salir	sal
hacer	haz
decir	di
ser	sé
ir	ve

Example:

Ven a las diez de la mañana.

Dime, ¿dónde queda tu hotel?

Exercise 1

Pair activity. Working with your partner, change the verb to a command using the **usted** form and then compare notes with your partner.

1. (aprender) _____ a utilizar el rifle bien antes de usarlo.
2. No (tirar) _____ basura en la calle.
3. (firmar) _____ su cheque por favor.
4. No (cobrar) _____ su cheque es ese banco.
5. Por favor, (atender) me _____, tengo prisa.
6. (sacar) _____ dinero de su banco antes de las 6 de la tarde.
7. Si necesita dinero, (sacar) _____ dinero de su banco antes de las seis de la tarde.
8. (cambiar) _____ estos dólares por pesos.
9. Antes de abrir una cuenta, (escribir) _____ su nombre completo aquí.
10. Hay mucho tráfico, por favor, (continuar) _____ su ruta.

Exercise 2

Pair activity. Working with your partner, change the verb in parenthesis to the negative and informal command or the positive, according to the example. Mr. Martinez (Your partner) is having a special dinner and you have been invited. When you get to their house, you see that all the guests are helping out and you want to join. You will switch roles in every question.

Example:

Guest: ¿Corto los pasteles? (pan)
Mr. Martinez: No, *no cortes* los pasteles. *Corta* el pan.

1. ¿Saco los tomates para la ensalada? (la lechuga)
2. ¿Pongo los platos en la mesa? (los vasos)
3. ¿Sirvo el café? (el vino)
4. ¿Abro la botella? (las cervezas)
5. ¿Lavo los trastes? (los tenedores)
6. ¿Voy a la pastelería? (la panadería)
7. ¿Traigo las sillas? (la mesa)
8. ¿Llamo a los niños? (los hombres)

Exercise 3

Direct Commands: the *Tú* Form

Pair activity. Working with your partner, give him instructions of the things he/she should do using these verbs: (**ir, entrar, preguntar, llevar, guardar**). Your friend has just arrived from the USA and he wants to open a banking account. Then your friend (your partner) will ask you the following questions:

1. How do I get to the closest bank?
2. How do I get in there?
3. Who do I ask for directions?
4. What documents do I take?
5. What do I do with the cashier's check?

4. Adverbs of frequency:

una vez	<i>once /one time</i>
dos veces	<i>twice/ two times</i>
rara vez	<i>seldom</i>
muchas veces	<i>many times</i>
a veces	<i>at times</i>
a menudo	<i>often</i>

The vocabulary has been grouped in two equally important categories. They are the bank and verbs.

El banco	
<i>el agente de seguridad</i>	<i>security agent</i>
<i>el ahorro</i>	<i>savings</i>
<i>el banco</i>	<i>bank</i>
<i>la caja de seguridad</i>	<i>safe deposit box</i>
<i>el, la cajero /a</i>	<i>teller</i>
<i>la cantidad</i>	<i>quantity</i>
<i>la casa de cambio</i>	<i>check cashing agency</i>
<i>el cheque</i>	<i>check</i>
<i>el cheque de caja</i>	<i>cashier's check</i>
<i>la chequera</i>	<i>checkbook</i>
<i>el cliente</i>	<i>client</i>
<i>el código personal</i>	<i>pin number</i>
<i>la cotización</i>	<i>quotation, quoting</i>
<i>la cuenta</i>	<i>account</i>
<i>la cuenta de ahorros</i>	<i>savings account</i>
<i>la cuenta de cheques</i>	<i>checking account</i>
<i>el dependiente</i>	<i>clerk</i>
<i>el depositante</i>	<i>depositor</i>
<i>el efectivo</i>	<i>cash</i>
<i>el, la que sigue</i>	<i>next (person in line)</i>
<i>el endoso</i>	<i>endorsement</i>
<i>el estado de cuenta</i>	<i>statement of account</i>
<i>la firma</i>	<i>signature</i>
<i>el gerente</i>	<i>manager</i>
<i>el giro postal</i>	<i>money order</i>
<i>la hipoteca</i>	<i>mortgage</i>
<i>el importe</i>	<i>costo, amount</i>
<i>el interés</i>	<i>interest</i>
<i>la moneda</i>	<i>coin, currency</i>
<i>el pagaré</i>	<i>promissory note, IOU</i>
<i>el préstamo</i>	<i>loan</i>
<i>los servicios</i>	<i>utilities</i>
<i>la suma</i>	<i>sum</i>
<i>la tarjeta</i>	<i>card</i>
<i>la tarjeta de crédito</i>	<i>credit card</i>
<i>la tarjeta de identificación</i>	<i>ID (identification)</i>
<i>el telegrama</i>	<i>telegram</i>

Verbos

atender	<i>to help, to assist</i>
aumentar	<i>to increase</i>
cobrar	<i>to cash</i>
continuar	<i>to continue</i>
depositar	<i>to deposit</i>
descontar	<i>to discount</i>
endosar	<i>to endorse</i>
firmar	<i>to sign</i>
guardar	<i>to keep</i>
pedir dinero prestado	<i>to borrow money</i>
resolver	<i>to solve, to resolve</i>
retirar dinero	<i>to withdraw money</i>
sacar dinero	<i>to withdraw money</i>

1. Banks and Check cashing agencies in Latin America

In Latin America, there are *bancos* (banks) and *casas de cambios* (check cashing agencies), just like in the U.S.A., but people prefer to go to the *casas de cambio* because most of the time these places offer a better exchange rate than banks.

2. Sending money to Latin America

The services described below are common ways to send money to Latin America along with the general costs and requirements for each.

Banks: Those with bank accounts in the US can use their bank to send money abroad through one of four different methods. The first is by wire transfer, in which money is transferred electronically from one bank to another. Wire transfers usually cost around \$45, regardless of the amount of money being sent, plus an additional charge for converting dollars into pesos or whatever the currency is in the country. Depending on the banks that send and receive the money, this transaction usually takes one or two days, and since the money is sent directly from bank to bank, this is a very secure way to send money to Latin America.

Another method of sending money abroad is called a "C-Draft." A C-Draft is a form of money order, which is bought at a bank; the minimum fee charged by the bank begins at around \$11 and increases with the amount of money sent, plus a charge for converting to pesos. Once the person in Latin America receives the C-Draft in the mail, he or she can collect the money being sent by presenting the C-Draft to the specific Latin American bank indicated on the draft. Since the draft is mailed from person to person, there is a risk that the draft could be lost in the mail. If the document is lost, the sender can recover the money from the bank at which the C-Draft was bought, but the procedure can be very time-consuming.

A third method of sending money is by cashier's check, which costs around \$3 at most banks, plus a charge for the currency exchange. The person who receives the cashier's check must present it to a Latin American bank, which will not cash the check until it can verify the transaction with the US bank. This process sometimes takes several days, in addition to the time when the check is in transit by mail. In this transaction, there is a risk that the check could be lost in the mail, or that the check might be stolen and cashed by someone who identifies himself as the intended recipient. If this happens before the US bank has been notified that the check has been stolen, the money would be lost forever.

3. Sending money to Latin America (Continued)

A final way to use a US bank to send money to Latin America is by debit card. Regardless of the amount being sent, debit card transactions cost about \$1, plus a charge for the currency exchange. To send money by debit card, the sender must have a US bank account and must obtain from the bank at least two debit cards, one for the sender's personal use in the US and one for the use of the recipient in Latin America. We recommend this method only for people in whom the sender has great trust, such as a family member or a business partner, because with the duplicate debit card, the person in Latin America will have full access to withdraw money from the sender's account from automatic teller machines in Latin America. The sender in the US needs only to provide the recipient with the card and the confidential PIN number, which should never be written on the card itself.

Money can also be sent through Western Union by a process called "Money Transfer," which also costs a minimum of \$16, increasing with the amount of money being sent, plus a fee for the currency exchange. Once the sender has paid for the draft, Western Union sends the money to the central offices of *Telégrafos de México*, where it arrives the next day, and from there on to offices in the smaller cities in two days total. The recipient then is notified at his or her home; the sender can include a ten-word message at no extra cost. Again, since this transaction occurs between large institutions, it is a very secure way to send money.



Tip of the day: Here are some Spanish abbreviations commonly used in the business world.

Cía. = compañía = *company*

S.A.= Sociedad Anónima = *Incorporated (Inc.)*

Hnos. = hermanos = *brothers*

Activity 1

Same currency

Pair activity. Working with your partner, list all the countries that have the same currency name and compare notes with your partner.

(currency)

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

(currency)

- 1.
- 2.

Activity 3

What's the currency in _____?

Pair activity. Working with your partner, decide what currency is used in the following countries. One of you will ask his/her partner what the currency is in x country and the other student will try to answer to the best of his/her knowledge. Whoever asks the question will also circle the answer given. Once you are done you will check your answers to see how many you got right. But before doing this activity, you may want to review the list of currencies given on the previous page. (Take turns when asking.)

Example:

Student one: **¿Qué moneda se usa en Cuba...peso o dólar?**

Student two: **Peso**

- | | | |
|----------------|-----------------|------------|
| 1. Argentina | a) peso | b) dólar |
| 2. Costa Rica | a) peso | b) colón |
| 3. Ecuador | a) sucre | b) sucre |
| 4. México | a) lempira | b) peso |
| 5. Guatemala | a) quetzal | b) colón |
| 6. Nicaragua | a) peso | b) córdoba |
| 7. El Salvador | a) colón | b) peso |
| 8. Perú | a) el nuevo sol | b) balboa |
| 9. Paraguay | a) guaraní | b) peso |
| 10. Venezuela | a) peso | b) bolívar |

Activity 4

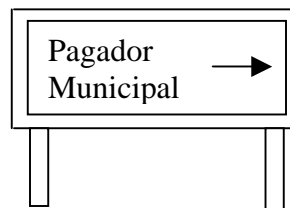
Reading from a sign

- A) At this place, you can
- a) Make an overseas phone call
 - b) Cash traveler's checks
 - c) Buy stamps



- B) This sign directs you to the

- a) Cashier.
- b) Postmaster.
- c) Loan department.



Activity 4 (Continued)

C) Which one of the following *does not* offer savings accounts?

a) Casino

b) Caja de ahorros

c) Banco del Perú

Horario del Banco

Servicio Ordinario:
lunes a viernes 9-12 y 14-17 horas
Ventanilla especial
lunes a viernes 16 a 20 horas


- D) According to the above sign,
- a) You can do business here on Saturdays.
 - b) This window is open at 5 p.m. on Thursdays.
 - c) The window is open during the lunch hour.

Activity 5


Filling out a form

Pair activity. Working with your partner, read the following forms and fill them out according to the instructions. Just like in an American bank, you also will need to fill out special forms for different transactions in Latin America. Then you will check with your partner to make sure he/she completed the form correctly.

*You need to withdraw 200 dollars (in quetzales).

 ★ BANCO BILBAO VIZCAYA			RETIRO EN EFECTIVO CUENTA DE CHEQUES/AHORRO		
NOMBRE DEL TITULAR DE LA CUENTA		FECHA (D, M, A)	NUMERO DE CUENTA		
DOMICILIO			TELEFONO		
CANTIDAD CON LETRA			TOTAL DEL RETIRO		
			\$		
SELLO E INICIAL DEL CAJERO	FIRMA DEL CLIENTE	AUTORIZACION			

*Send a payment (\$ 135 dollars) to a credit card (Banco Las Américas) as soon as possible.

 ★ BANCO BILBAO VIZCAYA			DEPOSITO/PAGO UNIVERSAL			<input type="checkbox"/> DEPOSITO A CUENTA		<input type="checkbox"/> PAGO A CREDITO	
NOMBRE DEL CLIENTE				FECHA (D, M, A)	MONEDA				
					<input type="checkbox"/> NACIONAL <input type="checkbox"/> DOLARES				
DEPOSITO/PAGO A:		FORMA DE PAGO:		SERVICIOS:		No. DE CUENTA			
<input type="checkbox"/> CHEQUES/AHORRO <input type="checkbox"/> TARJETA DE CREDITO <input type="checkbox"/> CREDITO <input type="checkbox"/> HIPOTECA		<input type="checkbox"/> MISMO DIA (Efectivo y Doctos. BBV) <input type="checkbox"/> 24 HORAS (Doctos. Otros Bancos) <input type="checkbox"/> 120 HORAS (Banco Fuera de Plaza) <input type="checkbox"/> INTERNACIONAL		<input type="checkbox"/> PAGO DE NOMINA					
				REFERENCIA (Sólo Depósitos Referenciados)					
CHEQUE No.	BANCO	IMPORTE		IMPORTE EN EFECTIVO					
				\$					
				IMPORTE EN DOCUMENTOS					
				\$					
				TOTAL DEPOSITO/PAGO					
				\$					
CANTIDAD DE DOCUMENTOS		SUMA							

Activity 6

Going to the bank

Pair activity. Working with your partner, practice the following dialogue:

- A. (Bank Clerk) Greet your customer and ask him what you can do for him.
- B. (Customer) Return the greeting and say that you would like to open an account.
- A. Ask what kind of account.
- B. Say you do not know. You are an American and will be in El Salvador for two years.
- A. Suggest that he open a checking account as well as a savings account.
- B. Agree.
- A. Ask him to fill out a form and sign it. Ask him how much he would like to deposit in his accounts.
- B. Say \$500 dollars in the checking account, and \$1000 in the savings account.
- A. Tell him to go to the cashier's window (window 3), and deposit the money there.
- B. Thank the teller and leave.

Activity 7

Making a transaction

Pair activity. Working with your partner, do the following transactions. You are a bank teller and your partner a customer.

- Ask for the exchange rate for US dollars.
- Exchange \$5,000 dollars for Mexican pesos.
- Cash a traveler's check (\$100 dollars)
- Buy traveler's checks for \$25 pesos.

The bank teller:

- Greet that customer and ask him what can you do for him.
- Determine the exchange rate for U.S. dollars (see the USA-Latin American currency chart for information)
- Travelers' checks have a 5-soles exchange fee.
- Proof of identification is required when selling a traveler's check.
- Send the customer to the cashier at Window I for his money. Switch roles after completing these transactions.



Tip of the day: Western Union: Senders in the US may also send money to Latin America via Western Union, which offers two types of electronic transfers. The first, called "Money in Minutes," costs a minimum of \$16, increasing with the amount of money being sent, plus a charge for currency exchange. To send money this way, the sender should go to a Western Union agency and provide the agent with: 1) the name, address, and phone number of the recipient in Lat. Amer. and 2) the name, address, and phone number of the person sending the money. The sender must then inform the recipient that the money is being sent and specify the location in Latin America where the recipient can claim the money. Money can be sent from Western Union agencies in the US to over 10,500 locations in Latin America, including offices of "*Telégrafos*", and the Latin American banks. Since this transaction occurs between institutions, it is totally secure.

Activity 8

Banking activities

Pair activity. Working with your partner, do a role-play performing the following transactions. At the currency exchange counter, pair up and practice, one of you will be the customer and the other student will be the bank teller at the bank.

Cashing a \$100.00 traveler's check

Exchanging \$200.00 for nuevos soles

Cashing a \$356.00 money order.

Withdrawing \$230.00 pesos from your credit card.

Buying a cashier's check for the amount of \$895.00 bolívares.

Activity 1

What happened to Oscar? Reading, and speaking

Pair activity. Working with your partner, take turns and read the following dialogue aloud. Then answer the following questions orally. Take turns when asking.

- Oscar: Tengo un problema, Luis.
Luis: -¿Qué pasa, Oscar? ¿Por qué estás tan furioso?
Oscar: Pues, hoy fui al banco para retirar un dinero de mi cuenta de ahorros y el dependiente me dijo: “Usted no tiene dinero en su cuenta de ahorros. Sólo tiene un peso”.
Luis: -¿Qué? Pero, tú me dijiste que anoche depositaste 5,600 pesos. ¿Qué pasó?
Oscar: No sé. Pero estoy muy enojado. Mañana voy a ir al banco y voy a hablar con el gerente del banco. No es posible que tenga este problema.

Questions:

1. ¿Quién está furioso?
2. ¿Por qué está furioso?
3. ¿Qué hizo Oscar la noche anterior?
4. ¿Qué va a hacer Oscar mañana?

Activity 2

Going to the bank: listening, and writing

Class activity. You are in the bank and now the clerk will request some information from you in order to open an account for you. Listen carefully as your instructor reads and plays the role of the clerk.

Instructor's reading: Read the following to the students and allow enough time for them to write down the answer.

Audio:

Activity 3

Pair activity. Working with your partner, read and then listen to your instructor as he/she reads the following interview about banks in Caracas, Venezuela. Take the necessary notes to talk with a classmate about the values, vision and details about these banks to compare notes with a partner during your next class session.

Editorial Planeta

ENTREVISTAS CON ANGELICA



Editora *Angélica Fuentes*

REPUBLICA BOLIVARIANA DE VENEZUELA



Latinoamérica expande sus servicios al extranjero. Los superintendentes de los sistemas de bancos SUDEBAN, de banco SANTANDER, BANCO DE VENEZUELA y BANESCO, tienen la misión y los valores de todos los bancos nacionales e internacionales. SUDEBAN aplica los valores de: Honestidad, Alta capacidad profesional, Motivación al logro, Compromiso, Sentido de pertenencia, Respeto, Espíritu de Eficiencia, Innovación, Orden, Responsabilidad y Disciplina.



El Banco de Venezuela y el grupo Santander, son instituciones bancarias financieras que tienen más de 4,200 sucursales en 5 continentes y operan con más de 40,000 empleados.



Banesco Banco Universal

Banesco y la mayoría de los bancos de Venezuela, ofrecen servicios por correo electrónico (e-mail). Usted puede recibir información de sus cuentas de cheques o de ahorros, puede hacer inversiones o recibir información personal.

Activity 1

What's the currency in...?



CD ROM. Listen to the following countries and write down its currency.

Example:

You hear: *Mexico* You write: *peso*

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

Audio:

Activity 2

How much does the...cost?

For this activity you will need to look back at the exchange rate chart. Figure out how much each item costs in dollars.

mochila \$23 pesos argentinos



riñonera



\$10 colones

maletín \$222.75 lempiras



gafas



\$5 balboas

carteras
\$46 córdobas



binoculares



\$20,550
bolívares

cintos
\$60 córdobas

Activity 3

Opening a bank account



CD ROM. Listen to the following dialogue and then answer the following question:

1. Where does this conversation take place?
2. What is the man trying to do?
3. What does the clerk need to see?
4. Is the man well prepared?



Audio:

Activity 4

Irregularly formed commands

Fill out the blanks where needed.

Infinitive	Singular Command	Plural Command
dar	_____	den
_____	_____	estén
ser	sea	_____
ir	vaya	_____
_____	_____	sepan

Activity 5



CD ROM. You work in a bank and a customer has told you that he needs to open an account. Listen carefully and fill out this form according to his request.

<u>Bancomer</u>	
SOLICITUD PARA ABRIR UNA CUENTA DE: <input type="checkbox"/> CHEQUES	
<input type="checkbox"/> AHORROS	
FECHA:	
NOMBRE DEL CLIENTE:	
DOMICILIO:	
TELÉFONO:	
CORREO ELECTRÓNICO:	
NOMBRE DE 2 REFERENCIAS:	
TRABAJO:	
DOMICILIO:	
TELÉFONO:	
LUGAR DE NACIMIENTO:	C.P.
PAÍS:	

Audio:

Questions.

1. What is missing in the form?
2. Does this individual have e-mail?
3. What is his zip code?
4. Where was this individual born?
5. What type of account does he intend to open?

Activity 6

Commands

To be in style, follow the instructions. Change the verb to a command using the **usted** Form.

1. (depositar)_____ su dinero antes de las 5:30 de la tarde.
2. (firmar)_____ el cheque antes de depositarlo.
3. (desconectar)_____ el interés acumulado en su alquiler.
4. (cobrar)_____ su cheque es aquel banco.
5. (atender)_____ a los clientes, tengo prisa.

Activity 7

TARJETA DE CRÉDITO ORO INTERNACIONAL

Different credit cards offer different benefits. Read what the following credit card has to offer and then answer the questions that follow.



Con la Tarjeta de Crédito Oro Internacional obtén los siguientes beneficios:

- Acceso internacional en más de 14 millones de instituciones afiliadas en el mundo.
- Acceso a los Cajeros Automáticos Serfin, a más de 11,000 Cajeros del Sistema Red en el país y a 400,000 Cajeros Cirrus en el mundo.
- Atención Telefónica con servicio las 24 horas, los 365 días del año.
- Seguro de vida hasta por US\$500,000.00 sin costo.
- Seguro de robo o extravío sin costo a partir del reporte.
- Seguro de liberación de saldo en caso de fallecimiento sin costo.
- Pago de intereses en saldos a favor.
- Tarjetas adicionales con línea de crédito parcial.
- Acceso a Asistencia Serfin, el mejor programa de asistencia legal y médica desde tu hogar y en tus viajes por México y el extranjero.

Decide if the next statements are true or false.

This credit card will:

1. Offer 24-hour assistance _____
2. Provide life insurance (\$500,000 dollars) for only \$.50 cents. _____
3. Pay off your balance if case of death. _____
4. Give you access to 11,000 ATMs in Mexico. _____

Activity 8

Reading signs in a bank

Where would you do the following transactions?

Example: -Buy a money order En la caja de ventas.

1. Exchange dollars for *lempiras*
2. Pay the bills
3. Close an account
4. Obtain a statement sheet
5. Make a payment in your credit card
6. Withdraw money from your savings account
7. Exchange pesos for dollars
8. Deposit a check into your savings account
9. Withdraw money from a credit card
10. Buy a Cashier's check

DIRECTORIO DE SERVICIOS

CAJA DE VENTAS

A) **VENTA DE:**
Cheques de Caja
Giros
Ordenes de Pago
Divisas y Metales (Compra / Venta)
Cheques de Viajero (Compra / Venta)

CAJA DE PAGOS

B) **PAGO DE:**
Cheques
Cheques Certificados
Tarjetas de Crédito
Servicios (Luz, Teléfono, Impuestos, SAR, etc)
Créditos Comerciales e Hipotecarios
Cheques de Caja, Giros, Ordenes de Pago
Cheques de Viajero

CAJA DE DEPOSITOS

C) **DEPOSITOS DE:**
Cheques
Ahorro
Otros

CAJA DE RETIROS

D) **RETIROS DE:**
Ahorros
Otros


CAJA DE ENTREGAS

E) **ENTREGA DE:**
Talonarios
Estados de Cuenta
Saldos
Aclaraciones

Activity 9

Making a payment

Fill out the following form completely as you use it to make a payment in your credit card. Send \$50 colones.

BBV  BANCO BILBAO VIZCAYA				DEPOSITO/PAGO UNIVERSAL				<input type="checkbox"/> DEPOSITO A CUENTA <input type="checkbox"/> PAGO A CREDITO	
NOMBRE DEL CLIENTE			FECHA (D, M, A)		MONEDA				
					<input type="checkbox"/> NACIONAL <input type="checkbox"/> DOLARES				
DEPOSITO/PAGO A:	FORMA DE PAGO:		SERVICIOS:	No. DE CUENTA					
<input type="checkbox"/> CHEQUES/AHORRO <input type="checkbox"/> TARJETA DE CREDITO <input type="checkbox"/> CREDITO <input type="checkbox"/> HIPOTECA	<input type="checkbox"/> MISMO DIA (Efectivo y Doctos. BBV) <input type="checkbox"/> 24 HORAS (Doctos. Otros Bancos) <input type="checkbox"/> 120 HORAS (Banco Fuera de Plaza) <input type="checkbox"/> INTERNACIONAL		<input type="checkbox"/> PAGO DE NOMINA	REFERENCIA (Sólo Depósitos Referenciados)					
CHEQUE No.	BANCO	IMPORTE		IMPORTE EN EFECTIVO					
				\$					
				\$					
				\$					
				\$					
				\$					
CANTIDAD DE DOCUMENTOS			SUMA		\$				

Activity 10

The usage of the verb *estar* (Review)

Do you remember how to use the verb **estar**? Choose all of the possible correct answers for each sentence.

1. El ingeniero está...

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

2. Somos...

- a. comandos b. hermanos de Evangelina c. miembros del club. d. en el desierto.

3. Es...

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

4. El maestro está...

- a. en el cuartel b. divorciado c. un buen estudiante d. demócrata.

5. La mesa está...

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

6. Tú eres...

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

Activity 11

What is the antonym of _____?

It is also a good exercise to match antonyms or opposites; there are special books with antonyms and synonyms, which are of great help for vocabulary expansion. Match the adjectives in Column A with the adjectives in Column B.

Column A

cómico
generoso
moderno
idealista
agresivo/a
sincero

Column B

tradicional
realista
pasivo/a
serio
hipócrita
envidioso

Activity 12

Latin American leaders



CD ROM. Listen to the following passage. You will hear the name of various Latin American leaders and the things they've done in their countries. Your job is to find out to what countries these leaders belong to.

Audio:

Match the names on list A with the countries on list B by writing the number besides each country. They are all Latin American leaders of the past and present.

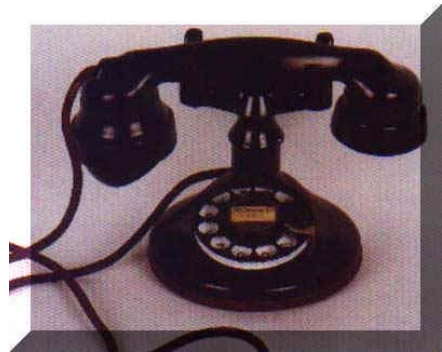
LIST A	LIST B
1. Salvador Allende	_____ Perú
2. José de San Martín	_____ Argentina
3. Fujimori	_____ Nicaragua
4. Simón Bolívar	_____ Chile
5. Somoza	_____ México
6. Jamil	_____ Ecuador
7. Benito Juárez	_____ Cuba
8. José Martí	_____ Venezuela

Activity 13

Sharing your personal experience

Come to class prepared to share your personal experience when opening an account at a bank (name of the bank, type of account, the documents you needed, the type of ID you used, etc.).

SOLT I Spanish Module 3 Lesson 5



Telephone Conversation

In this lesson the student will learn to carry out telephone conversations in Spanish, talk about using different telephone services and will become familiar with different expressions and phone related information and vocabulary. For this purpose the student will:

1. Engage in a Telephone Conversation

- Compare telephone services/carriers within the TR
- Use information and emergency services from a pay phone
- Discuss a business call
- Talk common military calls

2. Use Telephone Services

- Request assistance to place a long distance call
- Make local and long distance phone calls
- Give information where the call can be made
- Call a person and leave a brief message
- Answer the telephone
- Take telephone messages
- Make international calls

3. Ask for Telephone Numbers

- Ask the operator for a telephone number
- Request and provide telephone numbers



Telephones

The word for “receiver,” **auricular**, literally means “earpiece.” You speak into the **micrófono**, the “mouthpiece.” In the U.S., you “pick up” the receiver. In Latin America, you “unhang” it. The verb meaning “to unhang” and “to pick up (the receiver)” is **descolgar**. When you “hang up,” use the verb **colgar**, “to hang.” To tell someone not to hang up, say **¡No cuelgue!** The universal Latin American expression used when answering the phone is **¡Saló!** In Mexico you may also hear **¡Bueno!**, **¿Con quién hablo?** (Hello, whom am I speaking to?). In some Latin American areas they may say **¡Hola!**, in Columbia you may hear **¿A ver?**, and in Cuba, it’s either **Oigo** or **¿Qué hay?** The expression for: “This is he/she speaking” is: **Con él/ella habla** or just **¡él/ella habla!** If you want someone to answer the phone, you say: **¡Atienda el teléfono, por favor!** or: **conteste, por favor**. The word for “dial tone” can be either **señal** or **tono**. The verb **sonar** means, “to ring,” and **no suena** means, “It’s not ringing.”

Scenario



Secretaria



Teléfono descolgado (phone off the hook)



Celular



general

General Carlos Ramírez’s secretary answers her boss’s telephone at their local headquarters in Perú.

Secretaria: *Oficinas del cuartel general del “pentagonito”...*

Coronel: *Buenas tardes, señorita. Deseo hablar con el general Ramírez.*

Secretaria: *Sí, un momento, por favor. ¿De parte de quién?*

Coronel: *De parte del coronel Bustamante.*

Secretaria: *Un momentito, por favor, voy directamente a su oficina porque tenemos problemas con su teléfono, no suena y no tiene tono, no cuelgue por favor.*

Coronel: *Bien, no se preocupe.*

Secretaria: *General Ramírez, tiene una llamada. ¿Quiere usar mi teléfono? Su teléfono no suena.*

General: *No. Dígale que me llame a mi celular, por favor. Déle mi número al general Bustamante*

Secretaria: *Muy bien. Ahora mismo se lo doy.*

Tel. celular: *¡Rrrrrrrrrriiiiiiiiiinnnnnnnnnnnnng!*

General: *¿Bueno?, ¿Aló?.....¿Carlitos? ¿Qué pasa? Tu teléfono está descolgado.*

1. Compare telephone services/carriers within the TR

Exercise 1

Pair activity. Working with your partner, read the following information on cellulares distributed throughout Panama and Costa Rica, then select between true, false, and not applicable =C, F, NA (cierto, falso, no se aplica). Compare your responses with your partner's.

HISTORIA DE LA COMPAÑÍA “RENTA CEL” DE COSTA RICA S.A.

El 4 de abril de 1994 se instaló formalmente RENTA CEL DE COSTA RICA S.A. Su actividad principal era originalmente, el alquiler de equipo celular, porque las líneas celulares son propiedad del Instituto Costarricense de Electricidad. Sin embargo, en el presente existe una asociación con la líder multinacional en telefonía celular: NOKIA MOBILE PHONES, para la distribución y venta de teléfonos celulares y sus accesorios. Nokia tiene una excelente reputación, por la calidad de los productos ofrecidos y la competitividad de sus precios. RENTA CEL DE COSTA RICA S.A. tiene la colaboración de quince distribuidores y de las compañías relacionadas: CELULARES DEL VALLE S.A., SERVICEL (Costa Rica) SERVICEL (Panamá), y CELULARES DEL ISTMO, Panamá.

1. La compañía Renta Cel se fundó originalmente en 1994. C__F__N/A__.
2. Originalmente la función de Renta Cel era alquilar/rentar celulares. C__F__N/A__.
3. Los teléfonos NOKIA son atractivos y modernos pero son caros. C__F__N/A__.
4. CELULARES DEL VALLE, y SERVICEL están en Panamá. C__F__N/A__.
5. CELULARES DEL ISTMO es la competencia mayor de NOKIA. C__F__N/A__.

2. Use information and emergency services from a pay phone

Exercise 2

Pair activity. Working with your partner, call your relatives from a public phone in Bolivia where you are stationed, and you have to find out how to use that type of service. After reading the description below, tell your partner what characteristics a public phone has to facilitate making your calls, and have him/her tell you who the call is to and what he/she wants to talk to them about.

Teléfono Público de Tarjeta **LADATEL**

Descripción: Ladatel es un teléfono público, de tecnología chip, y que utiliza como medio de pago las tarjetas prepagadas LADATEL. Incorpora para el público las siguientes características: Pantalla de cristal líquido que permite visualizar de manera clara las instrucciones de uso; Tarjetas en cinco idiomas y Teclado de funciones:



Example:

A) El teléfono público utiliza... y tiene...

B) Necesito llamar a... y decirles que...

3. Discuss a business call

Exercise 3

Pair activity. Working with your partner, write the following exchanges in Spanish using the English cues provided below:

A. Say: "this is the Post Office." Say: "what can I do for you?"

B. Ask if you can please talk to Mr. Montenegro.

A. Say: "just a moment please." Say that unfortunately Mr. Montenegro isn't here. Ask if you can take a message.

B. Say yes please. Ask if Mr. Montenegro can call you.

A. Ask for the name of the caller.

B. Give your name.

A. Say that you can't hear him. Tell the caller to speak louder.

B. Give your name again.

A. Ask for the caller's telephone number.

Exercise 3 (Continued)

B. Give the number.

A. Say thank you and good-bye.

B. Say good-bye.

4. Talk about common military calls

Exercise 4

Pair activity. Working with your partner, form sentences answering the question using the vocabulary. Then communicate with your partner as if you were making calls while on duty in the armed forces.

Example:

¿Para qué se usa el teléfono de campaña?

Se usa para _____.

5. Request assistance to place a long distance call



Note: In the modern day world, you will find technology that has changed the nature of telephone services in Latin America as well as in other parts of the world. Today you may buy long distance cards as well as local ones for public phone booths, you may make calls through the internet, pay your phone bills through the internet, have lines that allow you to answer your long distance calls without interrupting your internet communications, and you can buy gadgets that identify the caller for you or allow you to connect to a FAX machine. Communication is growing and so are the services of telephone companies all over the world.

Exercise 5

Group activity. In the following Latin American phone company ad, you will identify the different types of services that you may acquire through telephone companies. Alternate in groups of four, telling each other about each different type of call services you may acquire:



(#1)

Es la tarjeta telefónica que te permite realizar llamadas de Larga Distancia desde más de 80 países con cargo a tu recibo telefónico.



(#2)

Puedes consultar gratuitamente y desde la comodidad de tu computadora, tu recibo telefónico, el detalle resumido y cronológico de tu servicio medido, así como el detalle de cada una de tus llamadas telefónicas.



(#3)

Es el nuevo servicio de acceso a Prodigy Internet que incluye una de las siguientes computadoras: ACER, ACER TRAVELMATE LAPTOP, APPLE IMAC, APPLE IBOOK LAPTOP, IBM, IBM THINKPAD LAPTOP, HP PAVILLION HP BRIO.

Exercise 5 (Continued)

Contratación de Servicios



Es un servicio de acceso a Internet de Alta Velocidad con el cual puedes hacer o recibir llamadas al momento de estar navegando sin desconectarte.



Entra al mundo de Internet de la mano de Prodigy, en forma directa, con seriedad, velocidad y disponibilidad



La selección de todo México en Larga Distancia: descubre todos los beneficios y elige el plan más adecuado a tus necesidades: Lada Única y Lada Ahorro 2000



Es ideal para conectar un fax para navegar por internet o hacer llamadas mientras alguien está ocupando la otra línea.

6. Make local and long distance phone calls

Exercise 6

Pair activity. Working with your partner, buy a phone card that you can use in any public phone or from any place that you stay in case some of the hotels don't offer long distance service from your rooms. You are traveling through Latin America with your friend and you both need to buy a phone card. Below is an ad on phone cards and their different prices. Talk to your partner about the different choices and determine which one each of you needs to purchase, depending on how often you will be making calls from the countries you visit.

Tarjetas **LADATEL**

¿Cuáles son las ventajas de las tarjetas LADATEL?

Son tarjetas de prepago de tecnología chip, para tener acceso al servicio telefónico en teléfonos públicos de **Tarjeta LADATEL**. Las Tarjetas **LADATEL** se venden a \$30, \$50 y \$100 pesos con una gran variedad de diseños.



¡ Son Coleccionables!

Complete the following with the vocabulary below and share it with your partner.
Compare answers.

1. Las tarjetas LADATEL son de _____, y cuestan _____.
2. Yo necesito comprar una de \$ _____, porque quiero _____.
3. Son muy bonitas, interesantes, y son _____.
4. Es buena idea comprar _____ tarjetas, de _____ porque cuesta mucho dinero hablar al extranjero.

7. Give information where the call can be made

Exercise 7

Pair activity. Working with your partner, have your partner tell you the benefits of this type of long distance card, and then tell him/her how much it costs to call from Latin America to different parts of the world and how to get one of these cards:

A) ¿Cómo lo contrato?

Llama al 01 800 123 2000 Lada sin costo, donde con gusto te atenderemos.
Acude a tu Tienda Telmex más cercana, siempre hay una cerca de ti.



B) Beneficios:

Te ofrece sencillez, ya que te ofrece una tarifa sin importar cuánto consumes, ni cuándo llames.

Aplica desde tu primer minuto de larga distancia.

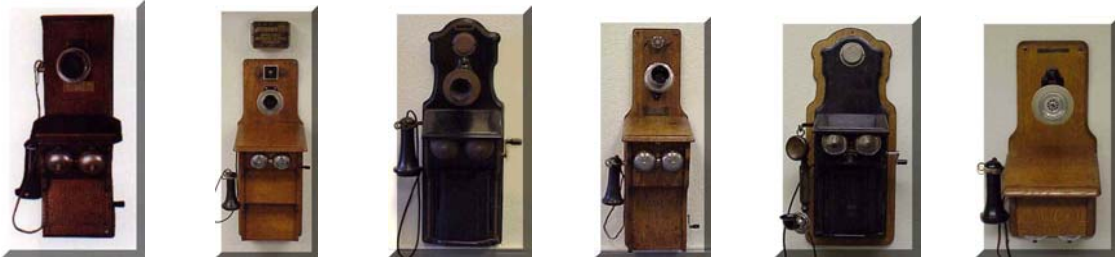
Tarifas muy competitivas.

Al estar suscrito a Lada única, puedes suscribirte y disfrutar de los beneficios de Seguros con Lada.

C)

Destino	Precio por minuto
México	\$1.48
EEUU. (ciudades fronterizas de México y EEUU).	\$1.83
EEUU(Resto de EEUU).	\$4.57
Canadá.	\$5.71
Centroamérica	\$4.00
Europa, África y Cuenca del Mediterráneo.	\$8.00
Sudamérica y Caribe (incluye Panamá).	\$9.00
Resto del mundo e Israel.	\$10.00

8. Call a person and leave a brief message



Exercise 8

Pair activity. Working with your partner, match items from column A to items in column B. Imagine yourself in the following situations. What would you say? Not all the phrases in the box will be needed. Note: Number 10 has 2 possible answers.)

A

1. You are at the post office and want to make a phone call.
2. You are taking a message and did not get the caller's name.
3. You are saying good-bye on the phone.
4. You need the area code of a Panamanian city.
5. You answer the phone at someone else's house.
6. You answer the phone without mentioning your name. The caller asks to speak to you.
7. Someone calls your house asking for someone you don't know.
8. Someone asks to use your phone. You are worried about the cost of the call.
9. You volunteer to take a message.
10. You have a very poor connection.

B

- | | |
|------------------------------------|--|
| a. Por favor, quédese en la línea! | g. ¿Quiere dejar un recado? |
| b. Por favor, hable más alto! | h. ¿Llamada local o de larga distancia? |
| c. ¡No lo oigo! | i. Información, ¿cuál es el código del área en Chiriquí? |
| ch. ¡Tiene el número equivocado! | j. ¡Adios! |
| d. Con él/ella habla. | k. ¿Cómo se escribe su nombre, por favor? |
| e. Residencia de los González | l. ¿Dónde está el mostrador para mandar paquetes? |
| f. González | m. ¿Puedo hacer una llamada aquí? |

9. Answer the telephone and take telephone messages

Exercise 9

Pair activity. Working with your partner, practice making up this dialogue. You are trying to get in touch with Mario Moreno, your contact person in El Salvador.

On the Phone

A = Guest at the Moreno residence

B = Caller

- A. Answer the phone appropriately.
- B. Greet A and say that you would like to speak to Mario Moreno.
- A. Express regret that the person is not in. Ask if you can take a message.
- B. Request a return call. Leave your name and the phone number of your pension, including the area code.
- A. Ask the caller to spell his name.
- B. Spell your name. Give your hotel room number as well.
- A. Verify all information taken down so far
- B. Confirm information. Say thank you and good-bye.

10. Make international calls

Exercise 10

Tarjetas **LADATEL**



Pair activity. Working with your partner, talk about the benefits of the long distance card advertised below and make a list.

¿Qué es Ladatel?

Una tarifa **fija** de día y de noche las 24 hrs. de los 365 días del año, para ti que realizas llamadas de larga distancia durante el día o si realizas frecuentemente llamadas internacionales.

11. Ask the operator for a telephone number

Exercise 11

Pair activity. Working with your partner, create 2 situations following the example below and act them out. There are several ways of asking an operator for information. Look at the example below and.

- A) Cliente: ¡Aló! ¿Información? ¿Puede darme el teléfono del señor Alejandro Guzmán en la colonia San Benito?
- B) Operadora: ¿Alejandro Guzmán, Avenida del Hipódromo No. 539? El número es el 98-2123

12. Request telephone numbers and provide telephone numbers and ask the operator for information

Exercise 12

Pair activity. Working with your partner, practice asking and giving directory assistance. Student A will work with the first page. Student B will work with the next page.

A

This is your contact person in Colombia:

RENÉ A. CARBALLO

Ask for his area code, phone number, and address, and write them down. Spell the name if necessary. Ask to have the address spelled. Your partner has this information. Then it is your turn to provide your partner with directory assistance. Find the information he is asking for in the listings below:

NUEVA VIDRIERIA MODELO 1 Av. 25-85Z 1	51-64-33
Nuevo Mundo S.A. 4 Av 12 Z 4	51 79 47
Nuevos Taxis Galgos Comercial 7 Av 19, 44.	53-26-39
Nuevos y Usados S. A. 7a Av 6-66 Z 9	31-22-87
Nufio García, Argelia 3a Ave 2-40 Z 10	31-87-42
Nuila A. Eugenio Lic. 13 Av 30-30 Z 5	31-47-18
Nuila Arreaga. Laura 4 C 4-38 Z 2	18-39-19
Nuila Arreaga. Héctor A. C 15 33 Z 3	18-39-20
Nuila Hub, Lotario 8 Av 21-1 03 Z 12	48-04-73
Nuila L. Ventura lng. 13 Av 30-38 Z 5	16-45-60
Nuila, Luz Marina Noriega de6 C3-75 Z 14	69-31-25

Exercise 12 (Continued)

B

Provide your partner with the information he is asking for. Find the information in the listings below:

Abascal Miguel	
3 Avc 8-16 Z 9	31 56 63
Aguilar Ricardo	
9 C 5-21 Z 10	39 04 18
Barillas E. Sergio	
1 Ave. 3-83 Z 14	09 32 89
Barrios Fernando	
17 C3-53 Z 10	32 44 43
Carballo René Antonio	
26 Ave. 24-66 Z 5	38 33 23

Now it is your turn to get information on your contact person in Guatemala.

This is your contact person in Guatemala: LOTARIO NUILA

Ask for his area code, phone number, and address, and write them down. Spell the name if necessary. Ask to have the address spelled.

INALAMBRICOS

= **Without a wire**



Tip of the day: In Latin America wireless/cordless phones are called “Inalámbricos”, and also, the more popular name of “Celular” taken from the English has become a widely accepted name for cellulars due to the great amount of foreign products that are imported every year.

1. The Verb *Lllamar*

In past lessons you have used the reflexive verb “llamarse” as “being named or called.” The verb “llamar” means to call someone, and it’s also used to say: “to make a phone call” (*llamar por teléfono*). Instead of conjugating the verb “llamarse” (To be called), with the reflexive pronouns: Yo *me* llamo Ramiro Escobedo, tú *te* llamas, él *se* llama, nosotros *nos* llamamos, ellos *se* llaman, in this case, you conjugate the verb by itself:

Lllamar

yo	llamo
tú	llamas
él, ella usted	llama
nosotros	llamamos
ustedes, ellos, ellas	llaman

Example: Yo **llamo** a mi esposa todos los fines de semana.

To say that someone calls you, or someone else is called on the telephone, you would use the **direct object pronouns** that you have already learned in Lesson 1 of this module:

Example: **me** llama, **te** llama, **lo** llama, **la** llama, **nos** llama, **los** llama, **las** llama.

Mis hijos **me** llaman todos los martes.

Exercise 1

Pair activity. Working with your partner, complete these sentences about relatives that you would call on the telephone and compare notes with your partner.

1. Mi papá _____ los domingos por la tarde. (a mi).
2. Mi hermana _____ a tu oficina. (a ti).
3. Mi nuera adora a su esposo, _____ constantemente. (a él).
4. Tu yerno está muy interesado en mi amiga, _____ mucho. (a ella).
5. Nuestra tía está en las Fuerzas Armadas _____ de su base. (a nosotros).
6. Eréndira extraña (misses) a sus hijos _____ al cuartel. (a ellos).
7. El tiene dos sobrinas en Ecuador, _____ a su celular (a ellos).

2. Useful Expressions used when making a call

Other verbs in expressions you will need to know when you make or receive phone calls are:

hacer llamadas	recibir llamadas	dejar un mensaje	aceptar una llamada
marcar el número	guardar el mensaje		

Example:

- Necesito **hacer una llamada** a larga distancia.
- No me gusta **recibir llamadas** por cobrar.
- ¿Podría **dejar un mensaje**?
- Tengo una llamada por cobrar para usted de parte de Juan, ¿**acepta la llamada**?
- No sé quién me está llamando, **no acepto la llamada**.
- Usted puede **guardar** hasta 10 **mensajes** en nuestro sistema celular.
- Necesito asistencia para **marcar el número** a larga distancia.

Exercise 2

Pair activity. Working with your partner, complete the following sentences using the examples just given to you and compare your answers.

1. Quiero _____ a Costa Rica.
2. ¿A qué hora regresa el señor Guzmán? Me gustaría _____.
3. No, no conozco a esa persona, no _____.
4. No tengo dinero para llamar a larga distancia a mis padres, quiero hacer _____.
5. ¿Bueno? Operadora, necesito llamar a Guayana. ¿Me podría ayudar a _____?

3. Useful Commands (formal) used when making a call

The following commands will be useful when engaging in telephone activities:

coloque	dé	descuelgue	escriba	espere	firme	llene
marque	pague	ponga	vaya			

Example:

-Coloque la bocina cerca de su boca.

-Espere un momentito, por favor.

-Descuelgue el teléfono, por favor.

Exercise 3

Pair activity. Working with your partner, take turns and come up with 9 more phrases using the rest of the commands. One of you will say a phrase aloud and the other will write it down and vice versa.

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

4. Object pronouns and commands (formal and informal)

You can attach object pronouns to commands whenever it's necessary.

Example:

Informal

llámame
espérala, espéralo
ponme, ponte, ponla, ponlo
márcalo
páganos
escribenos escribelas escribelos
fírmala, fírmalo

Formal

llámeme
espérela, espérelo
póngala, póngalo
márquelo
páguenos
escribanos, escribalas, escribalos
fírmelas, fírmelos

5. Indirect commands preceded by *que*

If a command is given through a second person, it is necessarily preceded by “**que.**” The form of the command is the same as for the **usted (es)** commands.

Example:

- Quiero **que** me llame más tarde.
- Necesito **que** firme el cheque primero.

6. Spanish adverbs *aquí* and *acá*

Spanish uses the adverbs *aquí* and *acá* for the corresponding English “here”. The more commonly used one is *aquí* and is more definite in its reference. The adverb *acá* resembles the English “over here,” and is often found in phrases with the command forms of “*venir*”.

Example:

- Ven **acá**. Necesito hablar contigo.
- Estoy **aquí**. ¿No me ves?

7. The idiomatic expression *acabar de*

The present tense of *acabar* plus a verb in the infinitive form is equivalent to the English “to have just” done something. This “something” is in the infinite form.

Example:

- Jorge **acaba de** salir.
- Marcela **acaba de** llamar.

7. The idiomatic expression *acabar de* (Continued)

acabar by itself correspond “to end”, “to finish.”

acabar de + infinitive correspond “to have just + ed”.

Acabo de + inf.
Acabas de + inf.
Acaba de + inf.
Acabamos + inf.
Acaban de + inf.

Example:

Acabo de hablar con el capitán. *I have just spoken with the Captain.*
Acaban de regresar del entrenamiento. *They have just returned from training.*

Exercise 4

Pair activity. Working with your partner, answer the questions below following the example provided.

Example:

¿Dónde está el jefe? (salir)
Acaba de salir.

1. ¿Cuándo llegan los soldados? (llegar)
2. ¿Por qué no llama al consulado (cerrar)
3. ¿Dónde está el reporte? (mandar/lo)
4. ¿Cuándo llega la nueva computadora.(recibir/la)

The vocabulary has been grouped in two equally important categories. They are the telephone and verbs.

El teléfono	
adiós	<i>goodbye</i>
aló	<i>hello</i>
el área	<i>area</i>
el auricular	<i>earpiece</i>
la bocina	<i>mouthpiece/microphone</i>
el botón	<i>button</i>
bueno	<i>hello, good</i>
el celular	<i>cellular phone</i>
el código	<i>code/area code</i>
la comunicación	<i>communication</i>
la conversación	<i>conversation</i>
equivocado	<i>wrong</i>
el extranjero	<i>foreign</i>
hola	<i>hello</i>
el inalámbrico	<i>wireless/cordless</i>
la información	<i>information</i>
la instalación	<i>installation</i>
internacional	<i>international</i>
larga distancia	<i>long distance</i>
la línea	<i>line</i>
la llamada	<i>call</i>
local	<i>local</i>
la memoria	<i>memory/saved messages</i>
el mensaje	<i>message</i>
el micrófono	<i>mouthpiece/microphone</i>
los minutos	<i>minutes</i>
el momento	<i>moment</i>
la operadora	<i>operator</i>
el personal	<i>personnel</i>
la rellamada	<i>redial</i>
la residencia	<i>residence</i>
el servicio	<i>service</i>
la señal	<i>signal</i>
el sistema	<i>system</i>
la tarjeta	<i>card</i>
la tarjeta de visita	<i>calling card</i>
la tecla	<i>button</i>
telefónico /a	<i>telephone-related</i>
el teléfono	<i>telephone</i>
el teléfono de campaña	<i>field telephone</i>
el teléfono de excitación acústica	<i>sound powered telephone</i>
el timbre	<i>ring</i>
el tono	<i>tone</i>

Verbos	
aceptar	<i>to accept</i>
atender	<i>to attend to, to answer</i>
colgar	<i>to hang-up</i>
colocar	<i>to place</i>
contestar	<i>to answer</i>
dar	<i>to give</i>
dejar	<i>to leave</i>
descolgar	<i>to take off the hook</i>
desconectar	<i>to disconnect</i>
escribir	<i>to write</i>
escuchar	<i>to listen</i>
esperar	<i>to hope</i>
firmar	<i>to sign</i>
guardar	<i>to save</i>
ir	<i>to go</i>
llenar	<i>to fill out</i>
marcar	<i>to mark, to dial</i>
oír	<i>to listen</i>
pagar	<i>to pay</i>
poner	<i>to put</i>
recibir	<i>to receive</i>
revisar	<i>to check</i>
salir	<i>to leave, to go out</i>
saludar	<i>to greet</i>
sonar	<i>to ring</i>



1. Calling cards

Las tarjetas de visita are used much more commonly in the Hispanic world than they are in our culture. Businesspeople may have cards that they use in social situations, as well as in their business dealings. Recent university graduates may have calling cards with their name, degree, address, and phone number. For example: (**Licenciado** or **Licenciada en administración de empresas**).

2. Phone directories in the Hispanic world

In many places, especially in Mexico City, people do not list their phones in the directory. In phone directories in the Hispanic world, names are alphabetized by people's first (paternal) last names. In looking up someone's phone number, it is very important to know both of that person's last names, as there can be pages of listings of people with the same father's last name, and multiple entries of people with the same first and last names. This comes in part from the fact that parents often give their firstborn, especially a son the same first and last name. For example, all three might be named **Juan García**, and their mothers' last names would be the distinguishing features in their full names.

3. Placing a long distance call in Latin America

In some places, when you want to place a long-distance call, it is necessary to go to the main office (or a branch office) of the telephone company, where a phone booth is assigned to you and an operator places the call. When the call is concluded, you go to the desk and pay the charges.

4. AT&T in Mexico

Because of its investments in México, ATT recommends that: when calling from public phones, you use phones marked "Ladatel."



Telmex is another public telephone company sign you will see in México's public phone booths, and it's a telecommunications company that provides other services such as Internet throughout Latin America.

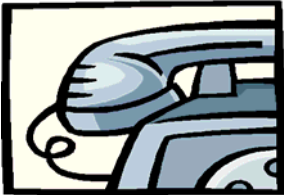


Aerocom offers telephone service in general and in private airlines in México, the U.S., and Canada.

In Latin America, as in many other parts of the world today, you may check and pay your phone bill on line.

Activity 1

Common expressions



Some common expressions you'll need to learn to talk on the phone are:

¿De parte de quién?/ ¿Quién llama?	¡Dígame!	¿Se puede hablar con el Señor...?
¿Puede conectarme con...	¿Quiere dejar un recado?	¿Puede darle un recado?
¿Está ahí? No está.	Que me llame.	Un minuto, por favor.
Hable más alto, por favor.		

Pair activity. Working with your partner, take turns as you complete the following sentences by choosing the appropriate expression from the box above.

1. Aló, ¿_____ la señora Rodríguez?
2. Me gustaría dejar un mensaje, dígame _____ al (520) 387-0403.
3. ¿Está el doctor Palacios _____?
4. Está ocupado con un cliente, _____ por favor.
5. ¿Cuándo regresa? ¿Puede _____?
6. No escucho bien. Hable _____ por favor.

Activity 2

Vocabulary expansion

Pair activity. Working with your partner, make a list of the words that were new to you in activity 3 and tell each other in Spanish, how many you each have, what they are, whether they are cognates, and what they mean in English. Now you both read activity 4 and one of you chooses 3 qualities about the phone service in activity 2, and the other chooses 3 from activity 4. Compare notes and tell each other which you would prefer and why.

Activity 3

Telephone services

Pair activity. Working with your partner, read the following and then take turns answering the following questions. One will read the question and the other will answer.

En “Cellular Universe International Inc.”, creemos firmemente que nuestro servicio es superior y queremos mantenerlo a Ud. como cliente. Nos sentimos orgullosos de nuestros servicios, nuestra experiencia y, nuestros productos de alta calidad. Nuestra mercancía ofrece los mejores precios de esta galaxia. Servimos a todos los países de Centro y Sudamérica, y a las islas del Caribe. Usted está adquiriendo una mercancía totalmente nueva con la más actualizada tecnología que Ud. se merece. Si necesita un teléfono Celular, ofrecemos un extenso número de marcas, en teléfonos celulares igual que accesorios genuinos y genéricos. ¡Ordenar es fácil! Nuestro e-mail es: sales@cellularuniverse.com o envíenos un fax al: (305) 591-2825. También puede ordenar por correo a:

Cellular Universe, Inc - 10435 NW 29 Terr. Miami - FL, 33172, USA.
Estamos siempre listos para responder a todas sus preguntas, proveer la información técnica que necesita y resolver sus necesidades celulares. Para contactar nuestra línea de servicio al cliente, llámenos al (305) 591-9777.

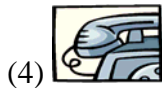
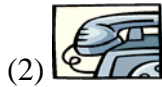
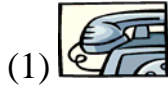
1. ¿De qué se sienten orgullosos en Cellular Universe?
2. ¿Dónde se ofrecen estos servicios?
3. ¿Cuál es el producto principal que se ofrece?
4. ¿Por cuáles medios se puede pedir este producto?

Activity 4



How to make a phone call

Pair activity. Working with your partner, tell him/her the 4 steps to make a phone call. See the vocabulary as you need to. Once you finish, compare answers. Your instructor will ask you to tell the class what are the steps you both listed.



Activity 5

Phone cards and services

Group activity. In groups of three, alternate with your partner identifying the different phone cards and services:

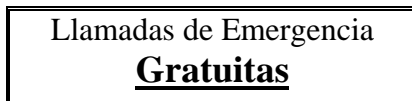
1)



The above is:

- A) A telephone calling card.
- B) A check guarantee card.
- C) A bank charge card.

2)



The above sign informs you that

- A) Exact change is necessary here.
- B) You can make emergency calls for free.
- C) This telephone accepts calling cards.

Activity 5 (Continued)

3)

Hacer llamadas al extranjero es más barato de lo que usted piensa. Tres minutos a México sólo cuestan 2.70. Por un minuto Ud. paga aproximadamente:

Tarifa Noche.	Tarifa Normal	Reducida
EEUU	1.15	0.92
España	3.68	2.76
Inglaterra	3.68	2.76
Portugal	3.68	2.76

¿Por qué no llama?

According to the above sign, this tells you that...

- A) Reduced rates are now available for calls to all foreign countries.
- B) Calling Mexico gets cheaper the longer you talk.
- C) Long-distance calls are surprisingly economical.

Activity 6

Telephone and postal rates

Pair activity. Working with your partner, practice asking and answering questions about postal and telephone rates in Panama. Then, fill the missing information in the rate chart below.

A

Example: ¿Cuánto cuesta enviar una carta a los Estados Unidos?

CORREOS

Correo ordinario20 Ctvos
Correo aéreo.....	.45 Ctvos.
Aerograma.....	.30 Ctvos.
Correo certificado.....	.60 Ctvos.
Correo urgente.....	.75 Ctvos.
Entrega inmediata.....	.90 Ctvos.
Tarjeta postal aérea.....	50 Ctvos.
Paquetes postales.....	3.75 pesos
Paquetes postales aéreos	5.00 pesos
Giros Postales	1.00 por cien
Telegramas25 Ctvos. Por palabra.

B

Example: ¿Cuánto cuesta una llamada telefónica a los Estados Unidos?

TELÉFONOS

Llamada local.....	.20 Ctvos.
Llamada de larga distancia.....	\$10.00 por minuto.
Llamada de larga distancia internacional.....	\$20.00 (los primeros 3 minutos).

A

Correo ordinario	Ctvos.
Correo aéreo.....	Ctvos.
Aerograma.....	Ctvos.
Correo certificado.....	Ctvos.
Correo urgente.....	Ctvos.
Entrega inmediata.....	Ctvos.
Tarjeta postal aérea.....	Pesos por Grm.
Paquetes postales.....	Pesos por Grm. o Kgm.
Paquetes postales aéreos.....	Pesos por Grm. o Kgm.
Giros Postales	Por cien
Telegramas	Ctvos. Por palabra

Activity 6 (Continued)

B

Llamada local..... Ctvos.
Llamada de larga distancia..... \$ por minuto..._____.
Llamada de larga distancia internacional \$ (los primeros 3 minutos).

Activity 7

Forming postal words

Pair activity. Working with your partner, unscramble the underlined words to decode the text.

Si usted quiere enviar una jttuera postal, va a necesitar un llose postal. Sin embargo, usted no puede enviar un atmeegla con una allipsemat. Eso, lo tiene que hacer en el rdmrtoasd y es más caro. ¿Tiene suficiente danemos? Si no, usted puede llamar con una atjater telefónica. Y por supuesto usted sabe que rtfoenael a los Estados Unidos no es barato.

Activity 8

Dialing numbers

Pair activity. Working with your partner, go around the classroom and ask for telephone numbers, then call three different ones, by pairing up and pretending you are calling each other long distance. To call México, for example, you dial 011-52 and then the five-digit number. You may have to get assistance from the operator, use your long distance phone card, etc. Pretend you're in a real life situation.



Activity 1

Answering phones and leaving messages: reading, and speaking

Pair activity. Working with your partner, practice making up this dialogue with your partner: You are trying to get in touch with Samuel Amarillas, your contact person in Quito.

En el teléfono

A = Someone at the Amarillas residence

B = Caller

El teléfono suena... ring... ring... ring.

A. Contesta el teléfono:

B. Saluda y pregunta por Irma:

A. La persona no está disponible.

B. Expresa desánimo porque la persona no está.. Pregunta si puedes dejar un mensaje.

A. Di que sí. Pídele el nombre.

B. Dále tu nombre completo y tu número de teléfono de tu pensión.

A. Pídele que deletree (to spell) su nombre.

B. Deletrea tu nombre. Dale también el nombre del hotel donde estás y el número de cuarto.

A. Verifica toda la información. Repítela para ver si está correcta.

B. Confirma la información. Da las gracias y despídete.

Activity 2

Listening to a commercial: listening, and writing

Pair activity. Working with partner, listen to your instructor as he/she reads the following commercial and then complete the following.

1. A partir del _____ del presente año, Ud. puede disfrutar de _____ y _____.
2. Le vamos a regalar un. _____ de la marca que Ud escoja.
3. Todo esto si sólo Ud. se desconecta de su _____ y se conecta con nosotros, _____.
4. Al cambiarse a nuestra compañía, también puede disfrutar, a partir del _____, de _____ en todos nuestros servicios.

Instructor's reading:

Activity 3

Entrevista con Angélica: speaking, listening, writing, reading.

Pair activity. Working with your partner, read aloud the following telephone interview. Take the necessary notes. Talk about it and compare notes:

Editorial Planeta

ENTREVISTAS CON ANGELICA



Editora

Angélica Fuentes



A.F.: Comandante, ¿Cómo es la carrera naval?

COM.: La carrera naval nos prepara para comandar; el comandante del buque debe responder en todo momento por la vida de sus hombres, por la eficiencia de sus máquinas, por la certeza del tiro, y por seguir la derrota más segura. Se debe luchar hasta el fin para llevar su nave a puerto seguro.

A.F.: Y, ¿hay mujeres en la Armada Naval de Venezuela?

COM.: Los hombres y las mujeres de mar participan en las demandas del nuevo milenio.



Vicealmirante Jorge Miguel Sierraalta

Activity 1

Color review

The following cellular phones are an example of the color choices you would get if you were shopping for cellulars in today's market. Add to the list of colors that should be included in their display by remembering all the colors you have learned in module 1

Celulares



Fresa



Azul



Azul marino



Colorísimo



Corinto

Colores Adicionales

1. _____, 2. _____, 3. _____,
4. _____, 5. _____, 6. _____,
7. _____, 8. _____, 9. _____.

Activity 2

Public Phones

Investigate from your long distance operator what you would have to do to make phone calls back to the United States from a public phone booth in a Latin American country of your choice, and then write down the information in Spanish.

Activity 3

Problems with phone calls

What would you say in the following situations?

1. There's a lot of static and you can't hear:

- | | | |
|------------------------------------|-------|-------|
| a) Lo siento, no puedo escucharla. | _____ | _____ |
| | Sí | No |
| b) Hable más alto por favor. | _____ | _____ |
| | Sí | No |
| c) ¡No es necesario gritar! | _____ | _____ |
| | Sí | No |

2. Your card has run out of money:

- | | | |
|---|-------|-------|
| a) ¡Caramba, necesito correr al banco! | _____ | _____ |
| | Sí | No |
| b) Un momento, voy a introducir otra carta. | _____ | _____ |
| | Sí | No |
| c) ¡Operadora, operadora! | _____ | _____ |
| | Sí | No |

Activity 4

Telephone rates



CD ROM. The following advertisement was posted on the Internet, offering special telephone rates to Peruvians in and out of the country. Listen to it and answer: What are 3 reasons why you would accept this offer?

Oferta Servicio Telefónico en Perú

Posted on the Internet by Marco A. Chumbimuni on October 31, 1999 at 14:05:30:

Es conveniente usar este servicio de llamadas telefónicas de Perú porque...

1. _____.
2. _____.
3. _____.

Audio:

Activity 5

A dialogue



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

Audio:

Preguntas:

1. ¿Quién hizo la llamada?
2. ¿Por quién preguntó?
3. ¿Cuál es el problema?
4. ¿Quién es el esposo de Susana?
5. ¿Qué le pidió Juan a Pedro?

Activity 6

Talk about different telephone services

Come prepared to talk in class about the different telephone services you can utilize in Latin America and the types of telephones you can buy, as well as an approximate cost of making calls to or from somewhere in Latin America.

SOLT I Spanish Module 3 Lesson 6



Setting up a Base Camp

In this lesson the student will learn all the items used for setting up a base camp and to identify the accommodations at a military installation. The student will also be able to identify common articles of military clothing as well as civilian clothing. Also, the student will get familiar at where to obtain supplies for missions and veterinary services. For this purpose the student will:

1. Plan to Set up a Base Camp

- List all the items for setting up a base camp
- Identify the accommodations at a military installation
- Describe one's surrounding

2. Discuss Work Attire

- Discuss common articles of clothing
- Describe civilian and military clothing
- Discuss preference in style, color, and material
- Compare the sizes in the US and the TR
- Describe seasonal clothes
- State military clothing needs
- Select weather appropriate clothing

3. Get Supplies

- Identify supplies
- Select supplies for your mission
- Discuss specific supplies required by team members
- Ask questions about supplies and where to get them on post
- Buy supplies

This lesson is an important one from a practical standpoint. It is very focused on the needs of soldiers who will be setting up camps in different types of weather conditions, geographical locations and diverse circumstances. It will require that you become familiar with new vocabulary and that you review vocabulary already used in prior lessons. The best way to start up is by planning a base camp and then moving on to other settings usually required by military life.

Scenario

El Coronel Gracia llega a Cali, Colombia y llama al Sargento Ramos para darle algunas órdenes. Y esto es lo que sucede:

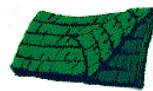
- Coronel Gracia: -¡Sargento Ramos!
Sargento Ramos: -¡A sus órdenes, mi Coronel!
Coronel Gracia: -Sargento Ramos, vamos a acampar aquí en Cali, Colombia.
Llame a la tropa y dígales que estacionen los camiones allí junto al cuarto de abastecimientos para descargar todo el equipo para acampar.
Ud. encárguese de supervisar todo.
Sargento Ramos: -Sí, mi Coronel.
Coronel Gracia: -Sargento, algo más.
Sargento Ramos: -Dígame, mi Coronel.
Coronel Gracia: -Por favor, consígame un impermeable porque va a llover y no tengo el mío.
Sargento Ramos: -Por supuesto, mi Coronel. Ahora mismo se lo traigo.

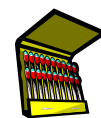
1. List all the items for setting up a base camp

Exercise 1

Pair activity. Working with your partner, identify the following items by choosing the appropriate word from the box. Take turns and ask each other what the following items are. The one answering the question will choose the word from the box and the other will write it down only if he or she agrees.









la soga	la cantimplora	hacha	la brújula	la tienda de campaña
los fósforos	la vela	la navaja	el catre	el repelente de insectos
la batería	las herramientas	la linterna	la dinamita	el botiquín
				el saco de dormir

2. Identify the accommodations at a military installation

Exercise 2

Pair activity. Working with your partner, explain to the new soldiers where everything is by pointing to every picture and telling them what it is. But before you do that, you show them a drawing of the base camp. You may choose the word from the list below the drawing. Alternate roles when you're done. (Don't forget to greet and welcome your new visitors.)

CAMPO BASE



- | | | |
|-------------------|--------------------------|------------------------------|
| cocina de campaña | tienda de campaña | clínica de primeros auxilios |
| depósito | centro de comunicaciones | centro de vehículos |
| | | puesto de mando |

3. Describe one's surroundings

Exercise 3

Pair activity. Working with your partner, practice the following exchanges:

1. A. Ask where headquarters is.
 B. Tell him.
 A. Ask where the mess hall is.
 B. Tell him where it is in relation to the headquarters building.
 A. Tell B you need gasoline. Ask where you can get some.
 B. Say at the motor pool. Tell him where that is.

2. A. Ask where you will sleep.
 B. Say he is an E8, and he will sleep in the NCO quarters.
 A. Ask where the NCO quarters are and where your barracks room is.
 B. Tell him and say his barracks room is on the third floor, with SFC
 Winston.
 A. Ask him where your bed and your wall locker are in the room.
 B. Say his bed is against the wall to the right. His wall locker is right next to
 the bed.

4. Discuss common articles of clothing

Exercise 4

Pair activity. Working with your partner, ask him/her what is he/she wearing today. Give the name of the clothing, size, color and material of the clothing. Refer to the section of Grammar and Vocabulary as needed.

Example: ¿Qué traes puesto hoy, Manuel?
 -Hoy traigo puesto...

5. Describe civilian and military clothing

Exercise 5

Group activity. As you know, military and civilian clothes vary greatly in size, color and texture. For this activity you will ask each other what you like to wear during the weekend, when you go out in a special occasion and what you wear everyday. What are your preferences? Describe the color of every piece of clothing that you name. You may use your dictionary if you need to.

6. Discuss preference in style, color, and material

Exercise 6

Pair activity. Working with your partner, formulate questions about the size and color of a certain article of clothing using the cues. Take turns and write the questions in the blanks provided. Number 1 has been done for you as an example.

Example:

- | | |
|---------------------|--|
| 1. in black/my | <u>¿Tiene mi talla en color negro?</u> |
| 2. in white/his | _____ |
| 3. in gray/her | _____ |
| 4. in brown/his | _____ |
| 5. in olive drab/my | _____ |
| 6. in dark blue/her | _____ |
| 7. in green/my | _____ |
| 8. in blue/his | _____ |
| 9. in yellow/her | _____ |
| 10. in orange/my | _____ |
| 11. in red/his | _____ |

7. Compare the sizes in the US and the TR

Exercise 7

Pair activity. Working with your partner, compare the following chart and see how sizes differentiate.

Tallas: Estados Unidos (EEUU) y Latinoamérica (LA)

falda, vestido, abrigo, pantalones

EEUU	LA
10	38
12	40
14	42
16	44
20	48

blusa

EEUU	LA
30	38
32	40
34	42
36	44
38	46
40	48

calzado

EEUU	LA
6	37
7	38
8	39
9	40
10	41
11	42
12	43
13	44
14	45

**traje, abrigo
(caballeros)**

EEUU	LA
36	46
38	48
40	50
42	52
44	54
46	56

camisa

EEUU	LA
14	36
14 ¹ / ₂	37
15	38
15 ¹ / ₂	39
16	40
16 ¹ / ₂	41
17	42

pantalones

EEUU	LA
30	40
32	42
34	44
36	46
38	48
40	50
42	52

8. Describe seasonal clothes

Exercise 8

Class activity. Circulate around the room and interview each other asking questions written below. The questions are about the clothing needs. After the interview, report to the class the information that you've gotten from one of your classmates.

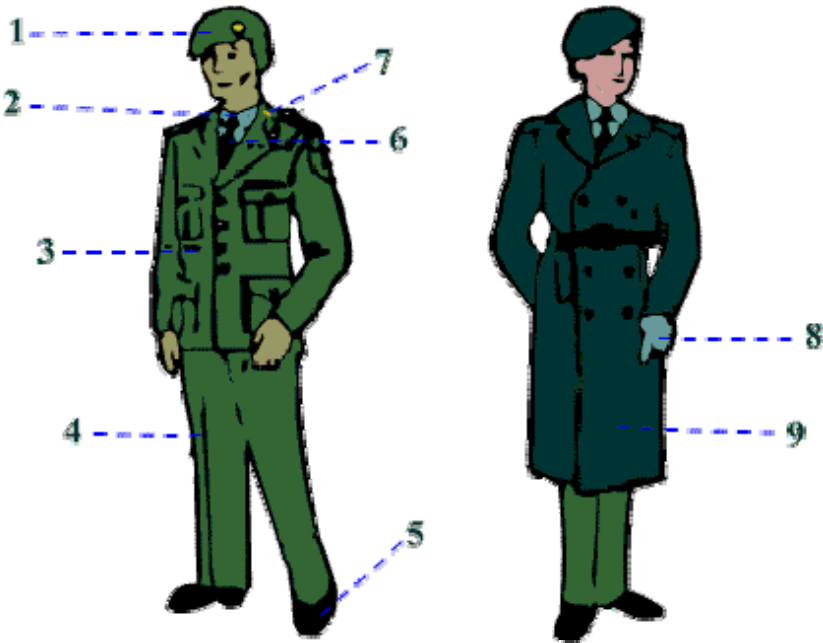
- ¿Qué ropa traes puesto en_____?
- a. verano
 - b. invierno
 - c. primavera
 - d. otoño

9. State military clothing needs

Exercise 9

Pair activity. Working with your partner, ask each other and determine which uniform articles are missing by pointing to the item.

Example: ¿Qué es esto?
-Esto es una...



1. impermeable
2. insignia del cuello
3. corbata
4. zapatos
5. saco

6. camisa, verde oliva
7. guantes
8. boina
9. pantalones, Clase A

10. Select weather appropriate clothing

Exercise 10

Pair activity. Working with your partner, select from the list provided below all the clothing items that you would use in the following situations. When you are done, compare notes with your partner.























1. Cuando está lloviendo, tú te pones...
2. Cuando hace mucho frío, tú te pones...
3. Cuando hace mucho calor, tú te pones...

paraguas	sandalias	guantes	zapatos tenis	camisa	abrigo
pantalones	gorro	bufanda	chaqueta /saco	pantalones cortos	
impermeable					

11. Identify supplies

Exercise 11

Pair activity. Working with your partner, ask him/her to identify what they are by choosing the correct one from the box below. Alternate when asking.

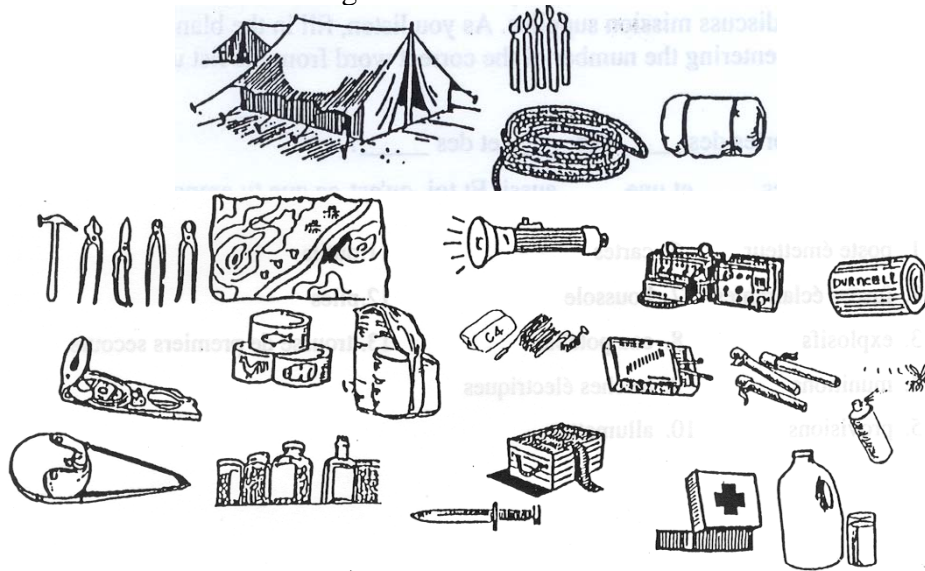
<p>Las provisiones:</p>			
<p>El equipo:</p>	               	  	

<p>el equipo de transmisiones los explosivos los cuchillos las baterías la linterna de mano las herramientas las bengalas la brújula los víveres los medicamentos el agua el saco de dormir el botiquín las velas el galón las municiones la mochila la soga el mapa la tienda de campaña el insecticida los fósforos</p>
--

12. Select supplies for your mission

Exercise 12

Pair activity. Working with your partner, ask each other what items you will take along and make a list. You are about to go on a mission with your partner. You are restricted to three items each from the following.



13. Discuss specific supplies required by team members

Exercise 13

Class activity. The whole class will play out the following scenario: One of you will ask a fellow student where a certain item is supposed to go. This student will tell the first one that he doesn't know because this item does not fall into his area of responsibility. He then suggests that the first speaker ask the person who is in charge of handling this item. That third person will answer the question and say where the facility is.

Example:

- A. ¿Dónde van los radios?
- B. Yo no sé, soy enfermero. Pregúntale al especialista en comunicaciones que está allá.
- A. (Repeats question)
- B. En el centro de comunicaciones que está junto al punto de abastecimiento.
- A. ¡Gracias!

14. Ask questions about supplies and where to get them on post

Exercise 14

Pair activity. Working with your partner, discuss where certain items should go inside a three-man sleeping tent.

- A. Ask your partner where his sleeping bag goes.
- B. Say: To the left, next to SSG Jones's sleeping bag. Ask if A's sleeping bag goes to the right, next to SSG Jones's sleeping bag.
- A. Agree. Ask where the duffel bags go.
- B. Suggest: Behind the sleeping bags. Ask where the flashlights go.
- A. Say: Behind the sleeping bags. Ask if the duffel bags go against the tent wall to the right or to the left.
- B. You think to the right, and the toiletries and the canteens go on top of the duffel bags.
- A. Agree.

15. Buy supplies

Exercise 15

Pair activity. Working with your partner, ask each other where you can get certain provisions. Use and expand on the information below. Also ask each other where these post facilities are located.

Example:

- A. Necesito medicina. ¿Dónde puedo conseguir eso?
- B. En el hospital o en el centro de abastecimientos.
- A. Gracias. ¿Dónde queda el hospital?
- B. ...!

Example: ¿Dónde puedo conseguir cigarrillos?
 -¡En el Club de Suboficiales!

¿Dónde puedo conseguir	cigarrillos? artículos personales? aspirina? combustible? diesel? lubricantes? municiones? agua potable?
En el	punto de abastecimientos. centro de vehículos motorizados. hospital. depósito de municiones.

1. Comparisons:

A. Inequality:

<p>más/menos { noun adjective adverb } que</p> <p>(verb) más /menos que</p> <p>mejor /peor que</p> <p>más /menos de (number)</p>	<p>more/less { noun adjective adverbs } than (-er)</p> <p>(verb) more /less than</p> <p>better/worse than</p> <p>more /less (number)</p>
---	---

- Use of the word **más...que** (*more...than*) and **menos...que** (*less...than*) to make unequal comparisons in Spanish. English often uses the ending **-er** (*taller*) in such comparisons, but Spanish uses **más / menos + adjective**.
- When comparing the verb. The expression stays together.
- When talking about numbers “de” will replace “que”.

Examples:

Marcos es **más** alto **que** Ramón. *Marcos is taller **than** Ramón*
 Gilda es **menos** seria **que** Amanda. *Gilda is less serious **than** Amanda.*
 Yo estudio **más** **que** ella. *I study **more** **than** her.*
 Jorge tiene **menos** de diez dólares. *Jorge has less **than** ten dollars.*

Note:

- There are special comparative forms for **bueno** and **malo**.

bueno	mejor	el/la mejor	<i>good/better/best</i>
malo	peor	el/la peor	<i>bad/worse/worst</i>

En mi opinión la cocina es **el mejor** cuarto de la casa. *In my opinion, the kitchen is the best room in the house.*
 No hay nada **peor** que el ruido del tráfico. *There is nothing worse than traffic*

Exercise 1

Pair activity. Working with your partner, take turns telling each other the complete sentence in Spanish.

1. La chaqueta es **bigger than** los pantalones.
2. Ella viaja **more than** tú.
3. El equipo A es **better than** el equipo B.
4. Tiene **less than** diez cantimploras.
5. La linterna cuesta **less than** la mochila.
6. Necesitamos **more than** quince sacos de dormir.
7. Nosotros bebemos **more than** ellos.

B. Equality:

<p>tan { adjective } como { adverb }</p> <p>tanto/a (mass noun) } como tantos/as (count noun) }</p> <p>(verb) tanto como</p>	<p>as { adjective } as { adverb }</p> <p>as much (mass noun) } as as many (count noun) }</p> <p>(verb) as much as</p>
--	---

When stating what qualities are (or are not) equal or identical (*as pretty as / not as pretty as*), use **(no) tan...como**. **Tan** never changes form in comparisons or contrasts of qualities.

Alonso es **tan** inteligente **como** Pamela. *Alonso is as intelligent as Pamela.*
Gabriel **no** es **tan** alto **como** Rubén. *Gabriel is not as tall as Rubén.*

When equating quantities (*as much / many as*), use **tanto...como**. **Tanto** agrees with the noun that follows: **tanto, tanta, tantos, tantas**.

Amalia **no** tiene **tanto** dinero **como** Ismael. *Amalia does not have as much money as Ismael.*
Ustedes tienen **tantas** tareas **como** nosotros. *You have as many assignments as we do.*

The special form **mayor/el (la) mayor** (*older/oldest*) and **menor/el (la) menor** (*younger/youngest*) are used to compare ages.

Mi hermana **mayor** se llama Graciela y *My older sister is called Graciela and*
Mi hermano **menor** se llama Pablo. *my younger brother is called Pablo.*

Exercise 2

Express your opinion. Use **mejor, peor, mayor, menor o el/la más**.

Pair activity. Working with your partner, take turns telling each other your personal opinions.

Example:

El Mercedes Benz, el Jaguar (mejor)

En mi opinión, el Mercedes Benz es mejor que el Jaguar.

1. Vivir en el desierto; vivir en la ciudad. (peor)
2. Vivir en una casa; vivir en un apartamento (mejor)
3. Un televisor; un radio (entretenido)
4. José tiene 13 años; Mayra tiene 2 años (mayor)
5. Mi sobrino tiene 8 meses; Su hermano tiene 3 años (menor)
6. Un Corvette ; un Mercedes Benz (elegante)

Exercise 3

Make comparisons. Use **tan ...como**.

Pair activity. Working with your partner, take turns making comparisons. Add some of your own.

Example:

Mi casa es grande. Tu casa es pequeña.(grande)

Tu casa **no** es **tan** grande como mi casa.

1. La lámpara cuesta \$15. El reloj cuesta \$ 15.
2. El elefante vive 100 años. El hombre vive 80 años.
3. Mi cumpleaños. Tu cumpleaños. (especial)
4. El Año Nuevo. La Navidad. (importante)
5. El señor Méndez. La señora Robles. (elegante)
6. Puerto Rico. Cuba. (pequeño)

Exercise 3 (Continued)

Make comparisons. Use **tantos/tantas...como**.

Example:

Agosto tiene 31 días. Febrero tiene 28 días.

Febrero **no** tiene **tantos** días **como** Agosto.

1. La camisa cuesta \$13.55. Los pantalones cuestan \$39.99.
2. Los zapatos cuestan \$70. Los calcetines cuestan \$3.75.
3. La escuela tiene 20 aulas. La universidad también tiene 20 aulas.
4. El patio tienes muchas flores y plantas. El patio de Joaquín tiene pocas flores y plantas.
5. El edificio de la calle tiene 45 pisos. El edificio de la esquina también tiene 45 pisos.

B. Superlative:

<p>el la los las</p>	<p>más/menos</p>	<p>adj. adv.</p>	<p>the most (-est) /least</p>	<p>adj. adv.</p>
<p>el la los las</p>	<p>mejor(es)/peor (es)</p>		<p>the best / worst</p>	

- To single out a member of a group as “the most” or “the least,” add an article (**el, la, los, las**) to this construction. Note again that English often uses the ending **-est**: **el más gordo** (*the fattest*), **las más grandes** (*the biggest ones*); **la más cara** (*the most expensive one*), **el menos útil** (*the least useful*).

Examples:

Arturo es **el más** simpático
(de los tres que conozco).

Arturo is the nicest (of the three I know).

Estas son **las** casas **más** modernas

These are the most modern houses.

Aquí tiene Ud. **el** cuarto **más**
grande del hotel.

Here you have the largest room in the hotel.

2. Demonstrative Adjectives and Pronouns (Review)

this este/esta	these estos/ estas
that ese/esa	those esos /esas
that aquel /aquella (over there)	those aquellos/aquellas (over there)

Exercise 4

Group activity. Form groups of 4-5 students and take turns filling in the missing definite and indefinite articles, demonstrative pronouns (*éste, ése, aquél, ésta, ésa, and aquélla*), and demonstrative adjectives, using the clues in parentheses.

A = Salesclerk

B = Customer

Example:

- A. Hola! ¿En qué puedo servirle?
 B. Busco _____ falda talla 38 y _____ blusa talla 40. (*a*)
 A. _____ faldas son del 38 y _____ blusas son del 40. (*these*)
 B. ¡Muy bien! Quiero _____ falda, pero de color azul, por favor. (*this*)
 A. Aquí hay dos. _____ de azul oscuro y _____ de azul claro.
 (*this one, that one*)
 B. ¡Muchas gracias! _____ me gusta y me queda muy bien. (*that one*)
 A. ¿Le gustaría _____ blusa blanca? (*that one*)
 B. No, prefiero _____ roja. _____ de color blanco no me gusta.
 (*this one, the*)
 A. Aquí está _____ blusa. ¿Le gusta _____ de color? (*the, the*)
 B. Sí, me gustan _____ colores suaves. También quiero _____ cinturón. (*the, a*)
 A. ¿De qué color quiere _____ cinturón? (*the*)
 B. _____ blanco. (*That one over there*)
 A. Aquí tiene _____ brillante y _____ opaco. (*a, this one*)
 B. ¡Oh no! _____ es muy caro. Y _____, ¿cuánto cuesta? (*this one, that one over there*)

3. *Llevar puesto* or *Traer puesto*

Llevar puesto and **Traer puesto** both mean *to be wearing* something.

Example: ¿Qué llevas puesto?

-Traigo una camisa roja, un pantalón marrón y unos zapatos negros.

4. Useful verbs when shopping and trying on clothes

The Verb *Faltar* (to lack)

The verb *faltar*, “to be wanting, lacking,” “to be needed,” is often used with indirect object pronouns in talking about quantities.

Example:

Me faltan dos camisas.

The Verb *Quedar* (to remain)

The verb *quedar*, “to remain,” takes on a new meaning when used with indirect object pronouns. When used with *me, te, le, les,* and *nos*, it means “to fit,” referring to clothing or other things one wears.

Example:

Los pantalones *le quedan* bien.

No *me queda* la gorra.

4. Useful verbs when shopping and trying on clothes (*Continued*)

The Verb *Llevarse* (*to carry away, to take*)

Often the verb *llevar* is made reflexive to give it the meaning “to carry away” or “to take something with you.” In a shopping context, a customer will say, *¡Me lo llevo!* “I’ll take it!” In this case, *me* is the reflexive pronoun “myself,” and *lo* is the direct object pronoun standing in for the item that is being purchased.

Example:

Me gusta el saco. ¿Cuánto cuesta?
-150 pesos.
Bien, **me lo llevo.**

5. Useful Prepositions (Review)

Below you will see some of the useful prepositions used when describing the location of someone or something.

contra	=	<i>against</i>
en	=	<i>on</i>
entre	=	<i>between</i>
sobre	=	<i>over, above</i>

Example: ¿Dónde está mi dormitorio?
-En el alojamiento para suboficiales.

¿Dónde está	mi dormitorio? mi cama? mi ropero? la letrina?
En Contra Al lado de	el alojamiento para oficiales. el pasillo. el cuarto piso. la pared. el alojamiento de tropa. el alojamiento para suboficiales.

5. Useful Prepositions (Review)

a la derecha de	a la izquierda de	al lado de	arriba de	cerca de
contra	de bajo de	delante de	detrás de	encima de
enfrente de	junto a	sobre		

Exercise 5

Pair activity. Working with your partner, ask each other where certain things are using the tables above.

Example: ¿Dónde está la pizarra?
 -Sobre la pared.

Exercise 6

Pair activity. Working with your partner, review the following table. Practice other different possible question and answer combinations.

¿Dónde es	la instrucción? la fiesta? la actividad deportiva? la sesión de orientación? la sesión? el servicio de iglesia?
En	el campo deportivo. la iglesia en el centro. el área de entrenamiento. la sala de clase.

Exercise 7

Pair activity. Working with your partner, take turns to review the following table and practice different possible question and answer combinations.

Example: ¿Dónde va el papel sanitario?
 -¡Aquí! ... ¡Allá! ... ¡En la letrina!

¿Dónde va...	la comida? las medicinas? los radios? los mapas? las cajas? los teléfonos?	a la derecha de a la izquierda de al lado de arriba de cerca de contra	el/del la los las
¿Dónde van...	las cajas de municiones? el agua potable? los vehículos? los sacos de dormir? las mochilas de asalto? el papel sanitario?	debajo de delante de detrás de en encima de enfrente de junto a sobre	

6. Compound Prepositions (Review)

Like English, Spanish uses its resources of adverbs (*next*) and simple prepositions (*to*) to build compound prepositions (*next to*). Most compound prepositions are formed by adding *de* to an adverb (*cerca de*). Some are formed by adding *a* (*junto a*).

a la derecha de	=	<i>to the right of</i>
a la izquierda de	=	<i>to the left of</i>
al lado de	=	<i>next to</i>
arriba de	=	<i>over</i>
cerca de	=	<i>near, close to</i>
debajo de	=	<i>under</i>
delante de	=	<i>opposite, in front of</i>
detrás de	=	<i>behind</i>
encima de	=	<i>on top of</i>
enfrente de	=	<i>opposite, in front of</i>
junto a	=	<i>next to, by, beside</i>

6. Compound Prepositions (Review)

These are as important as the prepositions when pointing at a location of a certain person or thing.

here	there	over there
<i>aquí</i>	<i>ahí</i>	<i>allí</i>
<i>acá</i>		<i>allá</i>

Exercise 8

Pair activity. Working with your partner, fill in the blanks with the correct Spanish verb forms for the English cues in parentheses and compare notes with your partner.

- A. ¿Qué van a _____ de abastecimientos mañana? (*to bring*)
B. Solamente un paquete de bengalas.
- A. ¿ _____ usted todavía algún dinero? (*to have*)
B. No, desgraciadamente no. Pero mañana me _____. (*to pay*)
- A. ¿Me _____ usar sus herramientas? (*to allow*)
B. ¡Lo siento! Yo no _____ encontrarlas. (*to be able*)
- A. Me gusta _____ cordero. (*to eat*)
B. Bueno, entonces podemos _____ carne de cordero mañana. (*to buy*)
- A. ¿Y quién lo va a _____ ? (*to butcher*)
B. Lo _____ a matar el granjero. (*to go*)

The vocabulary has been grouped in seven equally important categories. They are the base camp, provisions, equipment, medications, clothing, verbs, and useful words.

La base militar

el almacén	<i>store, warehouse, department store</i>
alojamiento	<i>billeting, lodging</i>
el alojamiento de la Tropa	<i>enlisted Billet</i>
el alojamiento de Oficiales	<i>officers' billet</i>
el alojamiento de Suboficiales	<i>NCO billet</i>
el área de entrenamiento	<i>training area</i>
el aula	<i>classroom</i>
base militar	<i>military base</i>
el campamento base	<i>base camp</i>
el campo de entrenamiento	<i>training area</i>
el campo deportivo	<i>athletic field</i>
el campo militar	<i>military post</i>
el centro de abastecimientos	<i>supply center, supply depot</i>
el centro de comunicaciones	<i>communication center</i>
el centro de vehículos	<i>motor pool</i>
la clínica de primeros auxilios	<i>first-aid clinic</i>
la cocina de campaña	<i>field kitchen</i>
el comedor	<i>mess hall</i>
el cuartel general	<i>general headquarters</i>
el cuarto de abastecimientos	<i>supply room</i>
el cuarto de vestir	<i>dressing room</i>
el depósito	<i>store, warehouse, depot</i>
el depósito de municiones	<i>ammunition depot</i>
la entrada	<i>entrance</i>
la entrada principal	<i>main entrance</i>
el estacionamiento	<i>parking lot</i>
la farmacia	<i>pharmacy, drug store</i>
el hospital	<i>hospital</i>
la iglesia	<i>church</i>
el oficial de municiones	<i>ammunition officer</i>
primeros auxilios	<i>first aid</i>
el puesto de mando	<i>command post</i>
punto de abastecimiento	<i>supply point</i>

Provisiones

<i>el abastecimiento</i>	<i>supply</i>
<i>la botella</i>	<i>bottle</i>
<i>el becerro</i>	<i>yearling calf</i>
<i>el borrego</i>	<i>lamb not a year old</i>
<i>el buey</i>	<i>ox</i>
<i>la cabra</i>	<i>goat</i>
<i>el cabrito</i>	<i>kid, little goat</i>
<i>el cerdo</i>	<i>pig/pork</i>
<i>el chivo</i>	<i>goat</i>
<i>el cordero</i>	<i>lamb, mutton</i>
<i>la gallina</i>	<i>hen</i>
<i>la oveja</i>	<i>ewe, sheep</i>
<i>el fósforo</i>	<i>match</i>
<i>el papel sanitario</i>	<i>toilet paper</i>
<i>las provisiones</i>	<i>provisions</i>
<i>el toro</i>	<i>bull</i>
<i>la vaca</i>	<i>cow</i>
<i>los viveres</i>	<i>food, supplies</i>

El botiquín

<i>la aspirina</i>	<i>aspirin</i>
<i>la botica</i>	<i>apothecary, drugstore</i>
<i>el botiquín</i>	<i>first aid kit</i>
<i>el medicamento</i>	<i>medication</i>
<i>la medicina</i>	<i>medicine</i>

Equipo

<i>la antorcha</i>	<i>antorch</i>
<i>la batería</i>	<i>battery</i>
<i>la bengala</i>	<i>flare</i>
<i>la brújula</i>	<i>compass</i>
<i>el camión</i>	<i>truck</i>
<i>el casco</i>	<i>helmet</i>
<i>el catre</i>	<i>camping bed</i>
<i>el cuchillo</i>	<i>knife</i>
<i>la dinamita</i>	<i>dynamite</i>
<i>el equipo</i>	<i>equipment</i>
<i>el explosivo</i>	<i>explosive</i>
<i>el hacha</i>	<i>hatchet</i>
<i>la herramienta</i>	<i>tool</i>
<i>la linterna</i>	<i>lantern</i>
<i>la linterna de mano</i>	<i>flashlight</i>
<i>el mapa</i>	<i>map</i>
<i>la mochila</i>	<i>backpack</i>
<i>las municiones</i>	<i>ammunitions</i>
<i>la navaja</i>	<i>razor, pen knife</i>
<i>la nitroglicerina</i>	<i>nitroglycerine</i>
<i>la pala</i>	<i>shovel</i>
<i>el radio</i>	<i>radio</i>
<i>la red de camuflaje</i>	<i>camouflage net</i>
<i>el repelente</i>	<i>repellent</i>
<i>el saco de dormir</i>	<i>sleeping bag</i>
<i>la soga</i>	<i>rope</i>
<i>la tienda</i>	<i>shop, store</i>
<i>la tienda de campaña</i>	<i>tent</i>
<i>el vehículo</i>	<i>vehicle</i>
<i>la vela</i>	<i>candle</i>

Verbos

acampar	<i>to camp</i>
alojar	<i>to lodge</i>
calzar	<i>to put on (one's shoes), to shoe</i>
cambiar	<i>to change, to exchange</i>
cargar	<i>to charge</i>
conseguir	<i>to get</i>
crecer	<i>to grow</i>
curar	<i>to cure</i>
deber	<i>to have to, ought to</i>
dejar	<i>to allow, to let</i>
desempacar	<i>to unpack</i>
dormir	<i>to sleep</i>
encargarse	<i>to take charge</i>
encontrar	<i>to find</i>
estacionar	<i>to park</i>
halar	<i>to pull</i>
llevar puesto	<i>to be wearing (something)</i>
llevar	<i>to take, to carry, to wear</i>
llevarse	<i>to carry away, to take</i>
llover	<i>to rain</i>
matar	<i>to kill, to butcher</i>
mojar	<i>to wet, to moisten</i>
negociar	<i>to trade, deal</i>
permitir	<i>to allow, to permit</i>
poder	<i>to be able, can</i>
ponerse	<i>to put on</i>
probarse	<i>to try on (an article of clothing)</i>
proteger	<i>to protect</i>
quedar	<i>to fit</i>
quemar	<i>to burn</i>
recoger	<i>to pick up</i>
reportar	<i>to report</i>
retirar	<i>to put away</i>
traer puesto	<i>to be wearing (something)</i>
traer	<i>to bring, to fetch</i>
usar	<i>to use</i>

Para vestir

el abrigo	<i>overcoat</i>
el algodón	<i>cotton</i>
apretado /a	<i>tight</i>
el artículo	<i>article</i>
la blusa	<i>blouse</i>
la bufanda	<i>scarf</i>
los calcetines	<i>socks</i>
el calzado	<i>footwear, shoes, boots</i>
los calzones	<i>underpants</i>
la camisa	<i>shirt</i>
la camiseta	<i>t-shirt</i>
el cinturón	<i>belt</i>
la corbata	<i>tie</i>
corto /a	<i>short</i>
el cuello	<i>collar</i>
el cuero	<i>leather</i>
la chaqueta	<i>jacket</i>
la chaqueta de campaña	<i>field jacket</i>
la faja	<i>sash, girdle, elastic belt</i>
la falda	<i>skirt</i>
el gorro	<i>hat</i>
grande	<i>big</i>
el guante	<i>glove</i>
el impermeable	<i>raincoat</i>
la lana	<i>wool</i>
largo /a	<i>long</i>
ligero /a	<i>light</i>
la marca	<i>make, brand, mark</i>
módico	<i>moderate, reasonable</i>
el nilón	<i>nylon</i>
la pana	<i>velvet</i>
los pantalones	<i>pants</i>
el par	<i>pair</i>
la piel	<i>leather</i>
el pijama	<i>pijama</i>
el poliéster	<i>poliéster</i>
la ropa interior	<i>underwear</i>
el saco	<i>sport coat</i>
el saco de ropa	<i>duffel bag</i>
la seda	<i>silk</i>
la sudadera	<i>sweatshirt</i>
la talla	<i>size (clothing)</i>
el tamaño	<i>size</i>
la tela	<i>cloth</i>
el traje	<i>suit</i>
el zapato	<i>shoe</i>
los zapatos tenis	<i>sneakers</i>

Palabras útiles

la actividad deportiva	<i>sport activity</i>
el agricultor	<i>farmer</i>
algo	<i>something</i>
ancho /a	<i>wide</i>
el árbol	<i>tree</i>
barato /a	<i>cheap</i>
el cambio	<i>change</i>
el campesino	<i>farmer, peasant</i>
caro /a	<i>expensive</i>
la cera	<i>wax</i>
el combate	<i>combat</i>
el combustible	<i>fuel</i>
comercial	<i>commercial</i>
cómodo /a	<i>comfortable</i>
correcto	<i>right, correct</i>
el desorden	<i>disorder</i>
disponible	<i>available</i>
elegante	<i>elegant</i>
enfermo /a	<i>sick</i>
la esquina	<i>corner</i>
fino /a	<i>fine</i>
la forma	<i>manner, way</i>
la ganga	<i>bargain</i>
la granja	<i>farm</i>
el granjero	<i>farmer</i>
incómodo /a	<i>uncomfortable</i>
el juego	<i>set</i>
el lugar	<i>place</i>
la misión	<i>mission</i>
el orden	<i>order</i>
la parafina	<i>paraffin</i>
el paraguas	<i>umbrella</i>
el pedido	<i>order, request</i>
pesado /a	<i>heavy</i>
el precio	<i>price</i>
reporte	<i>report</i>
el saco	<i>bag</i>
el servicio de la iglesia	<i>church services</i>
la sombra	<i>shadow, shade</i>
la venta	<i>sale</i>

1. Shopping Areas

Although Latin America has a number of large, thoroughly modern cities, it has many more small towns and villages that have remained basically unchanged for hundreds of years. These small towns cannot meet the demands of modern vehicular traffic. As a result, shopping in their downtown areas used to be unpleasant, owing to noise, pollution, and lack of walking space. Recently, however, many towns and villages have closed their downtown areas to traffic during business hours, and established parking lots on the periphery. This has turned the streets into delightful open-air shopping malls.

Shopping malls aside, however, most people still shop in their own neighborhoods. This is especially true in the outlying districts of large cities, where the poor usually live. Frequently, although the father of the family may work far from home, the mother buys all the family's food and clothing in neighborhood shops, and their children spend their time playing with other neighborhood kids.

2. The Latin American Love of Fashion

When Latin Americans want to dress well, they usually follow European and American fashions. What people wear depends, of course, on location and climate. In cities where the winter is cold, people tend to wear dark colors. In warm regions near the coast, men wear the *guayabera*, a Caribbean-style shirt. Throughout Latin America, blue jeans are always in fashion. There is always some special occasion to dress up for. Whether going to the theater, the movies, or a party, or just going for an afternoon walk in the park or along the main street, Latin Americans seize the opportunity to dress in their best clothes.

3. Granjero

The word *granjero* means “*farmer*” in the sense of the one who owns or manages a *granja*, “farm.” It can also be referred to as *agricultor*. “Farmer” in the sense of “peasant” or “one who cultivates ground as a tenant” is *campesino*.

4. Almacén

The universal word for “store” is *almacén*, which means not only “shop,” but also “storeroom,” “storehouse,” or “warehouse.” The word *depósito* can also be used. In some countries *almacén* is also applied to shops selling textiles. *Almacén* is most often used for department and grocery stores.

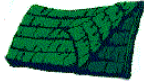
Activity 1

Setting up a base camp

Pair activity. Working with your partner, make a list of what you are missing by asking each other: *¿Qué necesitamos?* What do you need to set up a base camp? You and your partner have been assigned to set up a base camp, but this is all you have.

Example:

¿Qué necesitamos?
-Necesitamos baterías.



Activity 2

Identify the accommodations at a military installation

Pair activity. Working with your partner, take turns and complete the following by selecting the most appropriate completion for each sentence from the column on the right.

- | | |
|--|------------------------------------|
| 1. Los oficiales comen con sus esposas en... | a. la cocina de campaña. |
| 2. Los soldados comen en... | b. la tienda de campaña. |
| 3. El general tiene su oficina en... | c. el centro de abastecimientos. |
| 4. Los camiones están en... | ch. el Cuartel General. |
| 5. Los sargentos se alojan en... | d. el campo deportivo. |
| 6. Los soldados se alojan en... | e. el depósito de municiones. |
| 7. En las mañanas los soldados pasan 4 horas en... | f. la iglesia. |
| 8. El domingo en la mañana muchos soldados van a | g. el centro de vehículos. |
| 9. Las cajas de provisiones están en... | h. la cafetería. |
| 10. Hay 225 camas para los enfermos en... | i. los primeros auxilios. |
| 11. En el campamento se consiguen armas en... | j. el hospital. |
| 12. Los heridos siempre reciben... | k. el Alojamiento de Suboficiales. |

Activity 3

Surroundings

Pair activity. Working with your partner, ask him/her questions using the words given below. He/she will choose the right possible answer. Ask at least three questions and then alternate roles. You are new on post and don't know much about the surroundings. Your partner will try to answer all your questions. .

Example:

You

¿Dónde están las municiones?

Your partner

En el depósito de municiones.

Activity 4

Identifying military installations

Pair activity. Working with your partner, answer the following questions and compare answers.

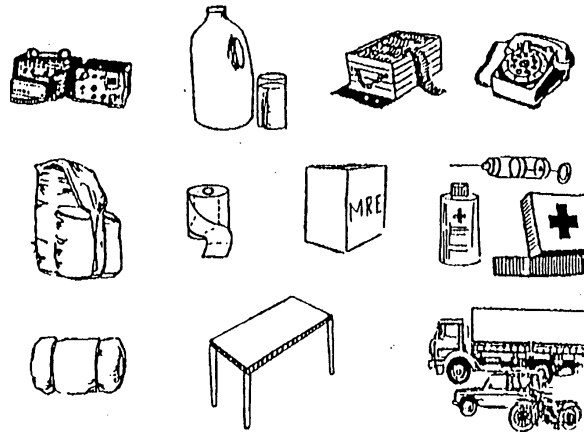
In which facilities are the following pictures taken?



Activity 5

Where do I keep the supplies?

Pair activity. Working with your partner, ask the soldier in charge where the various items go. You are the driver of a truck loaded with the supplies shown below. Alternate roles and repeat activity.



Activity 6

Buying clothes

Pair activity. Working with your partner, make up a dialogue using the instructions given below. You are in a department store. Your partner is a salesperson. Reverse roles.

1. You would like to buy a piece of clothing.
2. Tell the salesperson, which size you need and what color you prefer.
3. Ask for the fitting room and try the merchandise on.
4. Say that you don't like it: it is too narrow/too long etc.
5. Ask for another style.
6. Say that this one fits you and ask for the price.
7. Ask if you can pay with a visa card.

Activity 7

Where do you wear the following?

Pair activity. Working with your partner, decide where you wear the following items.

- | | | |
|-------------------|-------|---|
| 1. la bufanda | _____ | a. Se ponen en los pies |
| 2. la pijama | _____ | b. Se usa para dormir |
| 3. los calcetines | _____ | c. Se usa para sujetar los pantalones |
| 4. el cinturón | _____ | d. Se ponen en las manos cuando hace frío |
| 5. los guantes | _____ | e. Se ponen en el cuello cuando hace frío |

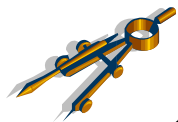


Tip of the day:

In English the word *compass* has two definitions, whereas in Spanish there are two different words for this word:



A *compass* in English is a device to determine geographical directions, whereas in Spanish the word *brújula* is used. It is a false cognate.



Also, a *compass* is a V-shaped device used for drawing circles, whereas in Spanish the word *compás* is used. It is a cognate.

Activity 8

Buying clothes

Pair activity. Working with your partner, listen to Captain Sánchez conversation with a salesperson and then work together to choose the right answer. Captain Sánchez wants to buy new clothes for himself.

A. El Capitán Morales

B. Vendedora

Instructor's reading:

1. Captain Morales wants to buy:

a. a sweater

b. a shirt

c. pair of pants

2. He prefers:

a. wool

b. cotton

c. nylon

3. Everything in the store is:

a. 30% off

b. 20% off

c. 10% off

4. Captain Morales

a. likes cotton pants

b. doesn't like cotton pants

c. doesn't care

5. Captain Morales buys

a. new pair of pants

b. a new shirt

c. nothing

Activity 9

Shopping at a men's store

Pair activity. Working with your partner, practice the following exchange. An American is shopping in a Latin American men's store:

A. Salesperson B. Customer

A. (Salesperson) Greet your customer and ask him what he would like.

B. (Customer) Ask if he has an article of clothing in a particular color.

A. (Salesperson) Say that you do and ask what size the customer wears.

B. (Customer) Say that you think you wear size _____. Say in the US you wear size _____.

A. (Salesperson) Say that yes, he has size _____ (whatever Latin American size he mentioned before).

B. (Customer) Ask if you can try on the _____.

A. (Salesperson) Say yes, point to the dressing room (cuarto de vestir) and say "there"

*Be prepared to present this dialogue to the class.

Activity 10

Reading and understanding an advertisement

Study the following advertisement from a department store and then listen to your instructor as he asks you the following questions. Write down the answers.

MARY'S

San Miguel de Allende esquina Azueta, Colonia Burgos

GRAN VENTA DEL MES

PARA NIÑAS

PANTALONES de pana, de algodón
tallas para 10 a 15 años
de N\$45.00 a N\$30.99

SUÉTER cerrado, de acrilán,
tallas de 3 años a 15 años
de N\$23.99 a N\$18.80

VESTIDOS en colores de moda
tallas de 4 a 15 años
de N\$29.00 a N\$25.99.

PARA NIÑOS

Chamarras en pana de algodón,
elástico en las mangas y cintura, en
gris, azul marino y negro; tallas 8 a 10 años
de N\$35.99 a N\$30.99.

PLAYERA de algodón, manga larga o
corta; tallas de 6 a 15 años, colores de moda
de N\$19.00 a N\$15.80.

PARA DAMAS

PANTALÓN estilo "jean" en mezclilla
de algodón; tallas de 5 al 13 de
N\$50 a N\$39.99.

elegante VESTIDO de manga corta y
elástico en la cintura, 100% poliéster en
Los modelos y colores de moda; tallas
36 al 42 de N\$53.90 a N\$45.99

PARA CABALLEROS

SACO de hilo y algodón, en gris y negro de
N\$68 a N\$50.98

CAMISA de algodón de diferentes colores
de N\$30 a N\$15.90.

Elegantes y cómodos ZAPATOS de fina
piel, importados de Italia, en todos los del
tamaños de N\$150.00 a N\$99.99

MARY'S le ofrece lo mejor de lo mejor. Venga y aproveche esta gran oportunidad para toda la familia.

Activity 11

What are these people wearing?

Pair activity. Working with your partner, describe the images given below. Your partner should guess which image you are describing by pointing to it. If his/her guess is right, then it is his/her turn to describe another image.



Example: Esta persona trae una camisa morada, un gorro negro...

Activity 12

What color is that?

Pair activity. Working with your partner, take turns naming the items with their specified colors in a random order. Items are crossed out as they are mentioned.

Example: El vestido de la mujer es azul



Activity 13

At the men's department

Pair activity. Working with your partner, fill in each blank with the appropriate question word (**qué, cuánto, cómo, cuál, dónde, de dónde, or cuándo**).

En el Departamento de Caballeros

Example:

- A. Buenos días! ¿En qué puedo servirle?
B. ¿Cuánto cuesta ese par de pantalones?
A. ¿ _____ par de pantalones?
B. Aquellos azules.
A. No los veo. ¿ _____ están?
B. Allá, junto a la chaqueta.
A. Aquéllos están en especial hoy.
B. ¿ _____ cuestan?
A. 45 pesos.
B. Están un poco caros para mí. ¿ _____ es la talla?
A. Son talla 42.
B. Bueno. Me los llevo. ¡Me gustan mucho! ¿ _____ pago?
A. Aquí mismo. ¿Puedo preguntarle algo?
B. ¡Sí, _____ no!
A. ¿ _____ es Ud.?
B. Soy de Bahía Blanca, Argentina.
A. Y ¿desde _____ está Ud. en Bogotá?
B. No hace mucho tiempo.
A. Y ¿ _____ le parece Bahía Blanca?
B. ¡Me gusta mucho! Pero la ropa de caballeros es muy cara aquí.

Activity 14

Where do you...? What clothes...?

Pair activity. Working with your partner, discuss where you usually buy the articles of clothing introduced on the previous page and say which item you would like to have. Make a list as you tell your partner.

Activity 15

Buying clothes in the Women's Department

Pair activity. Working with your partner, complete the following dialogue by choosing the appropriate item from the Jumble Box.

En el Departamento de mujeres

Example:

- A. (Clerk) ¿En qué puedo servirle?
B. (Customer) Busco una camisa blanca.

- A. ¿De qué talla?
B. _____
A. Aquí está una camisa talla 34.

B. ¡Cómo no!

- A. ¿No le queda?
B. _____

A. Bueno, aquí tengo una talla 36.

B. ¿Le queda bien?

B. _____

A. ¿Qué le parece?

B. _____

A. Cuesta 466 pesos.

B. _____

A. ¡Sí, está en especial ahora!

B. _____

¿Me gusta mucho!	¿Cuánto cuesta?	¿Cómo no!	Muy bien.	Me la llevo.
¿Dónde pago?	Busco una camisa blanca.	¿Está muy barata!		
No, está un poco apretada.	No estoy segura.	Creo que mi talla es 34.		
¡Seguro!	Sí, me queda bien.	¿Se la quiere probar?		

Activity 16

Describe civilian and military clothing

Pair activity. Working with your partner, read the following ad and decide what this is all about by choosing the appropriate phrase. When you are done, compare notes with your partner.

EL PISTOLÓN				
5a. Calle 4-52 Zona I				
Realización Internacional de Excedentes				
del Ejército				
Original. Parkas, oliva	Nueva	75	Usada	15
Original. Suéteres, oliva	Nuevo	15	Usada	8.15
Original. Pantalones cortos	Nuevo	10	Usado	5
Original. Cinturon oliva	Nuevo	6		
Original. Chumpa	Nueva	30	Usada	12
Original. Camisas, oliva	Nueva	13	Usada	3.25
Original. Camisetas, oliva	Nueva	10		
Original. Calzoncillos	Nuevos	10		
Original. Boina	Nueva	4		
Original. Saco de dormir	Usado	29		
Original. Poncho	Usado	10		
Original. Botas	Nuevas	11		
Original. Navajas	Nuevas	4		
Original. Cubiertos 4 piezas	Nuevos	3		
Original. Chaqueta para piloto	Nueva	85		
Original. Chaqueta regular	Nueva	45		

Ordene, mínimas de \$50.00 más 35.00 de transporte. Tamaños normales de 36-45. Para tamaños especiales pídalos. Ponga siempre su talla en su pedido. Este catálogo cuesta \$1.50. Tiene 8 días para hacer cualquier reclamo.

Teléfono: 518312/314. Telefax: 0832/847

The above list of items includes:

- a) headgear, underwear, and survival supplies.
- b) footwear, accessories, and rank insignia.
- c) backpacking gear, outerwear, and socks.

Activity 17

What kind of clothing?

Group activity. Discuss what the persons listed below typically wear on the job.

Examples:

Él usa un / una / unos / unas / un par de...

Ella usa un / una / unos / unas / un par de...

1. David Beckham
2. General Colin Powell
3. La reina Elizabeth de Inglaterra
4. El secretario del Estado Americano

*Be prepared to report back what you agreed on in your group.

Activity 18

At the Men's wear Shop

Pair activity. Working with your partner, play a role and act out the following dialogue.

A = Customer B = Clothier

- A. Say hello.
- B. Greet the gentleman. Ask how you might be of service.
- A. Say what you are looking for.
- B. Ask what size the gentleman wears.
- A. State your size and your color choice.
- B. Show him the item, and ask if he would like to try it on.
- A. Agree to try it on and ask for the price.
- B. Quote an outrageous price.
- A. Return the item to the salesman and say what's wrong with it.
- B. Say that you have another item. Point out more favorable aspects with this one.
- A. Decline politely and leave.

Activity 19

What do I need to buy?

Group activity. Form groups of three. Imagine you are writing a note to yourself listing items of clothing you plan to buy in Latin America for yourself and your family. Fill in the blanks in this list with the articles of clothing and colors of your choice. Share the information with the group.

Todavía necesito encontrar una guayabera de color _____.

y un(a) _____ de color _____

y un(a) _____ de color _____

y un(a) _____ de color _____

y un(a) _____ de color _____

y un(a) _____ de color _____

Activity 20

What's the schedule like?

Pair activity. Working with your partner, devise one day's agenda for the participants of the joint exercise by filling in the chart below. Then brief the group on the times and locations of the various activities. Take turns when writing down the agenda.

Example: "A las 8:00 tenemos una sesión en el Cuartel General."

¿Cuándo?	¿Qué?	¿Dónde?
A las 8	una sesión	en el Cuartel General

Activity 21

Buying clothes in a men's store

A=Salesperson

B=Customer

Pair activity. Working with your partner, practice the following exchange. An American is shopping in a Latin American men's store:

- A. Greet your Customer and ask him what he would like.
- B. Ask if he has an article of clothing in a particular color.
- A. Say that you do and ask what size the customer wears.
- B. Say you think you wear size _____. Say in the US you wear size _____
- A. Say that yes, he has size _____ (whatever Latin American size he mentioned before).
- B. Ask if you can try on the _____.
- A. Say yes, point to the dressing room and say "There."

*Be prepared to present this dialogue to the group.

Activity 22

In a military warehouse

Pair activity. Working with your partner, role-play the following situation. You need several uniform items and you try to get them at the clothing issue point.

En el almacén militar

A=Supply Sergeant

B=Soldier

- A. Ask what the soldier wants.
- B. Ask if he has any ties. Say you have to have a tie and you also need a pair of shoes.
- A. Ask what size shoes he needs.
- B. Say you wear size 41.
- A. (Pause. Come back after getting the things.) Ask if he wants to try on the shoes.
- B. Decline politely. Ask if you can also have a uniform shirt, size 40 short.
- A. Say you only have size 40 long. You will have to order 40 short.
- C. Say you need the shirt right away. Say you will take the 40 long. Thank him and leave.

Activity 23

Buying more clothes

A=Salesperson

B=Client

Pair activity. Working with your partner, role-play the following situation.

- A. Ask the customer if the _____ (pick an article of clothing) fits.
- B. Say no. State what the problem is (too big, small, tight, heavy, uncomfortable, etc.).
Ask if he has that article in size _____ (larger or smaller, depending on the problem).
- A. Say you do.
- B. Ask how much the item is.
- A. State a price, say it is a special offer/special price, only _____ colones.
- B. State what you think of the price (okay, a bit high, too high, etc.). Say you will or won't take the item.

Activity 24

Identifying supplies

Pair activity. Working with your partner, look at the following list of supplies and decide what is the equivalent in English. Write the number in the blank space next to the item.

agua _____
municiones _____
medicinas _____
sacos de ropa _____
baterías _____
repelante de insectos _____
catres _____
medicamentos _____
dinamita _____
ropa _____
fósforo _____
explosivos _____
saco de dormir _____
tiendas de campaña _____
linternas _____
sogas _____
radios _____

1. lantern
2. camping bed
3. batteries
4. water
5. rope
6. duffle bag
7. medication
8. cloth
9. radios
10. dynamite
11. match
12. explosives
13. sleeping bag
14. tents
15. insect repellent
16. ammunitions
17. medicine

Activity 25

Where in post?

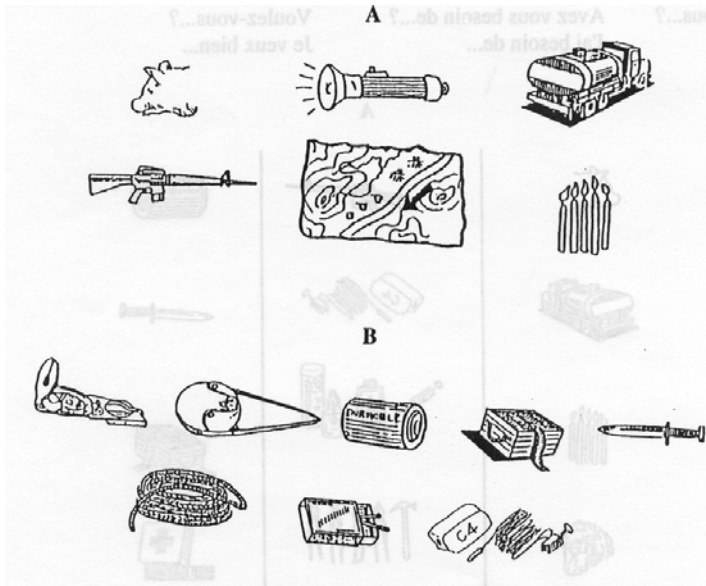
Pair activity. Working with your partner, take turns answering the questions below by using the appropriate word. Imagine that you are at the Venezuelan military post.

1. Your friend is slightly injured. Where does he need to go to get medical treatment?
2. You would like to buy a pack of cigarettes. Where would you go?
3. You will observe the military training tomorrow. Where will this training most likely take place?
4. Where would you report a disturbing military message?
5. You are looking for Captain Mata. He is on his lunch break. Where do you think he is most likely to be found?

Activity 26

Making connections

Pair activity. Working with your partner, find the logical connection between the supplies listed under A and the additional items listed under B needed to operate or to make use of them.



Activity 27

Preparing for your mission

Pair activity. Working with your partner, practice the following role-play.

- A. Ask what the 2 of you need (for the mission).
- B. Mention 6 items.
- A. Ask what you already have.
- B. Answer (3 items).
- A. Ask where you can get...(the other 3 items).
- B. Say at the department store, from the farmer, and from the unit.
- A. Ask if you have to buy 2 of these items.
- B. Say he must buy one and trade for the other.

Activity 28

Where do you get these supplies on post?

Pair activity. Working with your partner, look at the lists of facilities and supply items and decide what goes where by drawing lines from the facility to the item. Discuss your choices with your partner by asking: **¿Dónde va ...?** or **¿Dónde van...?** Take turns when asking.

la comida
las medicinas
los radios
los mapas
los teléfonos
las cajas

las cajas de municiones
el agua potable
los vehículos
los sacos de dormir
las mochilas de asalto
el papel sanitario

la tienda de campaña
la letrina
el punto de abastecimiento
el area de depósito de municiones
la tienda de rancho
el área de estacionamiento temporal de
vehículos
el puesto de mando
el centro de comunicaciones
el puesto de socorro



Tip of the day:

It is very common to hear people using the word *pilas* instead of *baterías* or vice versa when referring to *batteries*. This is ok as these two words mean the same thing.

Activity 29

At Headquarters

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

A = Junior NCO/Officer B = Ranking NCO/Officer

- A. Greet B. Ask what's up.*
- B. Tell A that you are giving a briefing today.
- A. Ask about time and place.
- B. Schedule your briefing in the afternoon in your office.
- A. Ask if there are enough chairs.
- B. Answer negatively and suggest they bring chairs.
- A. Find out if B needs paper.
- B. Tell A you need no paper, only maps.
- A. Ask B where the maps go.
- B. Indicate where on the wall the maps go, and request that drinking water and glasses go on the table.
- A. Say that you'll take care of it.**

*¿Qué hay de nuevo?

**Yo me encargo de eso.



Tip of the day:

In pharmacies in the Hispanic world, one can buy many items without a prescription, such as antibiotics, for which one would need a prescription in our country.

Activity 30

Scenario: Briefing Partisans on Mission Requirements

Group activity. You are preparing for a special mission so you decided to get together as a group before your departure. Take turns and participate in the following dialogue.

A = Special Forces Soldier

B = Partisans

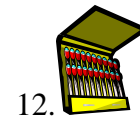
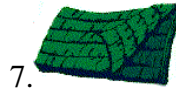
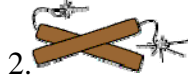
- A. Tell the group what they have to bring along. Cover an extensive list of supplies and provisions.
- B. Ask how far they are going.
- A. Give the distance in kilometers.
- B. Ask how much drinking water you have to bring.
- A. Give the amount in liters.
- B. Ask about one more item that was not mentioned yet.
- A. Answer the questions and tell them you will see them in the evening.
- B. Say good-bye until later.

Activity 31

Preparing for a mission

Pair activity. Working with your partner, tell each other the things you will need by pointing at the following things and saying what they are. Choose the word from the box below. You, as Special Forces soldiers, are preparing for a mission.

Example: *Vamos a necesitar un(a)...*



bengalas	brújulas	sacos de dormir
fósforos	sogas	explosivos
herramientas	tiendas de campaña	linternas
velas	cantimploras	repelente contra insectos
cuchillos	baterías	botiquínes
		hacha

Activity 32

What do they need?

Pair activity. Working with your partner, take turns and ask the questions in accordance with the picture cues, as shown in the example.

Example:



1. ¿Cuál quiere la Srta. Mora? *more comfortable than*
- Los zapatos, porque son **más cómodos que** las botas.



2. ¿Cuál quiere la Sra. Salvatierra? *the brightest red*
-



3. ¿Cuál quiere la Sra. López? *cost as much as*
-



4. ¿Cuántos quiere el Dr. Franco? *as many as*
-



5. ¿Cuál quiere ella? *cheaper*
-

Activity 1

At a Army Clothing Issue Point: speaking, writing, and reading

Pair activity. Working with your partner, play the following roles.

A = Recruit B = Supply Sergeant

- A. Greet the sergeant.
- B. Greet A. Ask what he needs.
- A. Name several uniform items.
- B. Ask the recruit for his size.
- A. Specify the size for each item that you are getting.
- B. Name each item that you are bringing out.
- A. Try on the first item and complain about the fit.
- B. Say that you don't have his size; you will have to order it.
- A. Tell the sergeant that you will take the item, but that you don't like the color.
- B. Say that camouflage is the color one wears around here and terminate the conversation.

Activity 2

What are they wearing? speaking, writing, and listening

Pair activity. Working with your partner, each one of you will write a short description under each image of what these people are wearing. Once you are done, you will compare it with your partner by asking each other how you described certain image. Remember to use colors, sizes, textures.







Activity 3

Going shopping: reading, writing, and listening.

Class activity. Lieutenant Noriega and his wife have gone shopping and this is what happened. Read the following dialogue and then listen to your instructor as he or she reads out the questions. You will write down the answers and your instructor will call on several students for the answers.

Es lunes por la tarde y el Teniente Noriega sale con su esposa. Juntos llegan a una tienda de ropa. Una dependienta se acerca y les pregunta:

- Dependiente: Buenas tardes. ¿En qué puedo ayudarles?
Teniente: Estoy viendo la ropa. Me gustaría comprar algunos pantalones, unas camisas y tres pares de calcetines.
Esposa: Ah, y también un abrigo. El invierno está cerca y no tienes un abrigo.
Teniente: Es verdad. Un abrigo también. ¿Tiene algunos?
Dependiente: Sí, tenemos cuatro estilos y de diferente material. ¿Prefiere uno en especial?
Teniente: Pues, me gustaría un abrigo de piel.
Esposa: Pero amor, quizá sea mejor una de lana, ya que el frío es muy duro aquí en Chile.
Teniente: Sí, tienes razón. Señorita, voy a probarme uno de lana de color negro.
Dependiente: Bueno, en un momento se lo traigo. Siga buscando sus cosas mientras yo le traigo el abrigo.
Esposa: Gracias.

Instructor's reading: Read the following question twice if necessary.

Activity 4

Reading from an ad: reading, speaking, and listening.

Pair activity. Working with your partner, read the following ad aloud to your partner and then help each other decide if the following phrases are true or false by writing T for true or F for false.

NEUTRÓN le ofrece la mejor manera de adelgazar rapidamente.

ADELGACE AHORA MISMO. ¡NO ESPERE MÁS!

Las más efectivas fajas elásticas se encuentran en NEUTRÓN. Estas fajas están hechas especialmente para quemar grasa. Muy cómodas. Están diseñadas para darle a su cuerpo esa figura tan deseada. Adquiéralas hoy mismo. ¡No espere más! Cada día Ud. va a notar la diferencia.

Ordene su pedido al Tel. :533265
Especifique el tamaño. Los tamaños grande y extra cuestan más.
Rosado No.61103
Blanco No.61052 12 calle "a" 3-47 Zona 1

- a) The item of clothing described above is an elastic belt. _____
- b) The no. 61103 is the code to order a belt. _____
- c) The item is described as comfortable. _____
- d) Extra large sizes cost more. _____

Activity 5

What's in the ad? reading, speaking, and listening.

Pair activity. Working with your partner, ask each other to identify the category where the items below can be found by reading the following ads from a mail-order catalogue.

Example: ¿Dónde puedo encontrar rifles? En Armas y Munición.

¿Dónde puedo encontrar _____?

- a) Pocket knife
- b) Flashlight
- c) Ammunition
- d) Camping gear

Armas y Munición	
Rifles	18- 45
Armas combinación	46- 57
Escopetas	58- 85
Armas de fuego manual	
85-109	
Armas de repetición	110-130
Municiones	161-181
Linternas	269-271

Equipo	
Lente periscopico	151-156
Binoculares	157-160
Cartuchera	161-172
Estuche	173-184
Juego de limpieza	185-187
Navajas	256-267
Artículos para acampar	28-255

Activity 6

Shopping by phone: reading, speaking, and writing

Pair activity. Working with your partner, fill out the form first, with items, colors, sizes, and prices. Then “phone in” your order to your partner, who will write it down and read it back for confirmation. Let’s say you have just received a 1,000-peso gift certificate for clothing from the **El Hombre Moderno** mail-order catalogue. Use the list of specials and the size chart on the next page to make a purchase that comes as close as possible to the 1,000 peso limit. You may wish to include something for your wife, daughter or girlfriend. Switch roles.

Example: Quiero ordenar de su catálogo: un cinturón, talla 32 en negro, con un precio de 100 pesos.

SU ORDEN:

Artículo	Talla	Color	Precio

ORDEN DE TU COMPAÑERO:

Artículo	Talla	Color	Precio

Activity 1

Reviewing the vocabulary

Complete the sentences below by selecting the most appropriate vocabulary from the Jumble Box below. Don't forget to write down the appropriate article.

Example:

- ¿Dónde se consiguen municiones? En el depósito de municiones.
1. ¿Dónde se consiguen medicinas? En _____.
2. ¿Dónde se aloja uno en este campamento? En _____.
3. ¿Dónde se hacen ejercicios físicos? En _____.
4. ¿Qué tiene uno en su cuarto? Un _____.
5. ¿Qué necesita el vehículo? Necesita _____.
6. ¿Qué ponemos en el estacionamiento? Todos _____.
7. ¿Dónde se consigue comida en el campamento? En _____.
8. ¿Qué actividades hay en el Cuartel General? Hay _____.
9. ¿Dónde son los servicios religiosos? En _____.
10. ¿Cómo se van a transportar las municiones? En _____.

tienda de campaña	candado
cocina de campaña	vehículos
combustible	farmacia
sesiones de orientación	iglesia
cajas y camiones	campo deportivo

Activity 2

Do you remember what that word means?

Find the Spanish words for the following English verbs: “to open”, “to get”, “to have”, “to put”, “to transport”, “to sleep”, “to serve”, “to buy”, “to go”, “to take place”, “to touch”, “to cook”, “to return”, “to sleep”, “to train”, “to lubricate”, “to think”, “to run”, and “to hate”. They are printed vertically and horizontally.

L	W	A	L	O	J	A	R	S	E	U
U	G	Ñ	D	X	LL	C	R	E	E	R
B	I	RR	O	T	I	C	A	R	Z	K
R	Y	V	R	Q	V	O	L	V	E	R
I	C	O	M	P	R	A	R	I	CH	C
C	O	C	I	N	A	R	U	R	W	O
A	D	RR	R	W	Z	P	Ñ	E	Q	R
R	I	LL	E	N	T	R	E	N	A	R
S	A	X	CH	F	J	O	K	E	T	E
T	R	A	N	S	P	O	R	T	A	R

Activity 3

Where is...? Where can we...?

Select the correct answer from the questions below.

Example:

- ¿Dónde es la Sesión de Planificación? a. En la oficina del coronel. X
 b. Entre el capitán y el coronel. ___
 c. Con el Sargento Pérez. ___
1. ¿Dónde puedo conseguir provisiones? a. En el hospital. ___
 b. En el centro de abastecimientos. ___
 c. En el alojamiento de suboficiales. ___
2. ¿Dónde podemos comer? a. Allí. ___
 b. Aquel lugar. ___
 c. Este lugar. ___
3. ¿Dónde están las letrinas? a. Encima del escritorio. ___
 b. Debajo de las provisiones. ___
 c. Allí. ___
4. ¿Dónde se compran artículos personales? a. En la tienda militar. ___
 b. Dentro de Primeros Auxilios ___
 c. En la cafetería ___
5. ¿Dónde es la Sesión de Orientación? a. Por teléfono. ___
 b. Con todos los oficiales. ___
 c. En el aula. ___
6. ¿Dónde está la iglesia? a. A la izquierda del mercado. ___
 b. En el club nocturno. ___
 c. Con la secretaria. ___
7. ¿Dónde se puede conseguir combustible? a. En las letrinas. ___
 b. En la gasolinera. ___
 c. En la cocina de campaña. ___

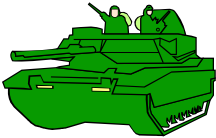
Activity 4

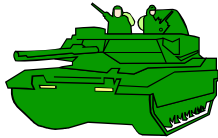
Who's driving?

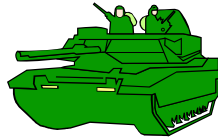


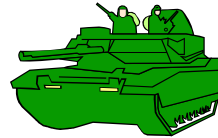
CD ROM. Can you figure out who is driving which vehicle in the convoy? Listen to the following description and then decide who is driving which tank.

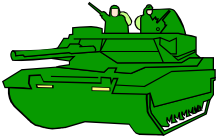
Audio:











Activity 5

Antonyms

Find the opposite of each adjective by writing the number besides the antonym.

Example:

- | | | |
|--------------|----------|-------|
| 1. cómodo | pesado | _____ |
| 2. apretado | largo | _____ |
| 3. grande | barato | _____ |
| 4. brillante | incómodo | _____ |
| 5. corto | pequeno | _____ |
| 6. ligero | ancho | _____ |
| 7. caro | oscuro | _____ |

Activity 6

Finding the word in a puzzle

How many words identifying livestock, fish and poultry can you find here?

M	G	C	A	B	A	L	L	O	
C	A	B	R	A	W	O	D	C	
F	L	R	V	Y	T	A	Z	O	
I	L	Q	I	I	C	T	C	R	
K	I	T	R	S	H	Q	G	D	
V	N	B	E	F	C	M	U	E	
L	A	P	O	L	L	O	X	R	
C	P	C	E	R	D	O	S	O	
Ñ	K	U	A	L	I	T	O	R	O

Activity 7

Supplies

Identify the following items by writing their name in Spanish.



(a) _____



(b) _____



(c) _____



(d) _____



(e) _____

Activity 8

Instructing how to set up a summer camp

Your unit is sponsoring a summer camp for Peruvian children ages 6 through 12. Your task is to set the kids up with camp essentials. Pretending that the parents are present, hold a group discussion. Finish every sentence with a logical answer.

Discuss the items they need to bring: *Los niños tienen que traer...*

They will be provided with some basics at camp: *Los niños van a recibir..*

Some items are definitely not to be used: *Los niños no deben de usar un/ningún...*

Make a list of all the items discussed.

Activity 9

Understanding a business slogan



CD ROM. Listen to the following advertisement and then decide what it is about.

Audio:

The above ad can be best translated as...

- a) “Dresses at their best—ALFA tailors for you”
- b) “Clothing made affordable—ALFA makes it”
- c) “Clothes make the man—ALFA makes the fashion”

Activity 10

Having an informal conversation

Write the following exchange in Spanish using the English cues provided below. This is an informal conversation between a SOF soldier and his Spanish counterpart, who are planning a joint exercise for which both provide supplies. Practice the verb conseguir.

Example: A (Team leader) Ask where you can get gear for the A Team.
¿Dónde puedo conseguir el equipo para el equipo A?

B.(Spanish Sergeant) Say that you can get gear at a department store and also ask where you can get provisions (military).
Ud. puede conseguir el equipo en el almacén. Y ¿dónde puedo conseguir las provisiones?

A. Say that you can get provisions from the unit.

A. Ask what you have to buy for the A Team.

B. Say that the A Team needs tents, sleeping bags, knives, canteens, flashlights, batteries, ropes, and compasses.

B. Ask where you can get ammunition, flares, explosives, communications equipment, and maps.

A. Say that you can get them from the unit as well. Ask where you can buy a pig.

Activity 10 (Continued)

B. Say at a farm.

A. Ask where you can butcher the pig.

B. Say: Also at the farm.

Activity 11

Understanding from context

Find the most appropriate response to each of these questions. Read all the questions and responses before attempting to answer.

Example:

- | | |
|--|---|
| A. ¿Dónde podemos conseguir el equipo? | 1. ¡Mañana! |
| B. ¿Matamos 3 o 5 gallinas? | 2. En la tienda de Abastecimientos. |
| C. ¿Podemos robarnos eso de algún campo? | 3. En la farmacia. |
| D. ¿Puede Ud. usar el radio? | 4. No, no puedo. |
| E. ¿Dónde puedo conseguir repelente de insectos? | 5. Ninguna. Ya hay bastantes. |
| F. ¿Qué tiene de comer esta noche? | 6. No, en el campo no hay tampoco. |
| G. ¿Va a traer las provisiones hoy o mañana? | 7. Sólo hay papas fritas con carne asada. |
| H. ¿Dónde puedo comprar un botiquín? | 8. Cualquier farmacia tiene esa solución. |

Activity 12

Organizing by categories

Sort the items in the Jumble Box according to categories by placing the appropriate number beside each item. Some items may fit in more than one category.

Provisiones 1	Equipo 2	Armas 3
<input type="checkbox"/> agua potable	<input type="checkbox"/> bengalas	<input type="checkbox"/> mapas
<input type="checkbox"/> municiones	<input type="checkbox"/> explosivos	<input type="checkbox"/> medicina
<input type="checkbox"/> radios	<input type="checkbox"/> herramientas	<input type="checkbox"/> cantimploras
<input type="checkbox"/> brújulas	<input type="checkbox"/> tiendas de campaña	<input type="checkbox"/> cuchillos
<input type="checkbox"/> sacos de dormir	<input type="checkbox"/> linternas	<input type="checkbox"/> botiquines
<input type="checkbox"/> fósforos	<input type="checkbox"/> velas	<input type="checkbox"/> baterías
<input type="checkbox"/> sogas	<input type="checkbox"/> repelente contra insectos	

Activity 13

Coming up with your messages

Write three short messages related to base camp to be read aloud tomorrow. Choose as many verbs from the Jumble box as possible when writing these messages. You are permitted to add verbs if you need to do so.

traer	conseguir	matar
tener	cambiar	poder
comprar	deber de	llevar
vivir	estar	ser
encontrar	ordenar	usar

SOLT I Spanish Module 3 Lesson 7



Bargaining

In this lesson students will learn to apply bargaining techniques that are common in Latin American countries, mostly in the popular outdoor markets. For this purpose students will practice and learn language skills related to:

1. Bargaining for Merchandise

- Talk about prices of different merchandise
- Discuss acceptable bargaining techniques
- Negotiate prices of items in a store

Bartering is part of Mexico's everyday style of buying and selling, as it is in other parts of Latin America. It has become more of a tourist attraction than a means of exchange as it was in ancient civilizations such as Egypt, or some other places in the world where they bartered with shells or traded goods. In most border towns between the U.S. and Mexico, bartering is mostly a good-humored game whose objective is the game itself, although the bargains obtained are also usually fun and satisfying for both the seller and the buyer. The method is to offer a beginning price for an item and to work it down back and forth until a mutual agreement is reached and both parties are satisfied, but quite often the buyer decides to go somewhere else and the seller will chase him or her down the street to continue the bartering. Bartering is more common with the street vendors in México, but there are other shops which will also engage in it, just as business transactions and contracts may often go to the highest bidder.



Scenario

Mrs. Serena García tries to barter with a vendor in a Mexican crafts store in Nogales, México, but she finds out that the goods there are very well selected from artisans all over Mexico, the prices are higher than most places in town, and bartering does not apply to business transactions:

Sra. García: -Este ángel de metal está precioso. ¿Cuánto cuesta?

Vendedor: -Es muy fino. Cuesta \$712.50 pesos (= \$75.00 U.S.) Está hecho por un artista muy famoso.

Sra. García: -Sí, pero es muy caro. ¿No me lo puede vender por \$400.00?

Vendedor: -No, lo siento. Los precios son fijos.

Sra. García: -¡Ay, qué lástima!

1. Ordinal numbers

Ordinal numbers is something that you will use in Spanish to talk about the order of things. You may for example talk about items that you saw at a market and want to choose from.

Masculine ordinal numbers end in “o”, except for the two shortened words “primer and tercer”, which are used before masculine singular nouns.

Femenine ordinal numerals end in “a”.

Example: Quiero comprar una máscara, me gustó más la primera, pero la tercera es más barata:

Ordinal numerals form first to tenth

#’s BEFORE NOUN	Masculine	Femenine AFTER NOUN	PLURAL
primer	primero	primera	formed with -os, -as
segundo		segunda	
tercer	tercero	tercera	
cuarto		cuarta	
quinto		quinta	
sexto		sexta	
séptimo		séptima	
octavo		octava	
noveno		novena	
décimo		décima	

Examples of the difference in the *primer/primero, tercer/tercero* usage:

Enero es el **primer** mes del año.

Su habitación está en el **primer** piso.

Él es el **primero** en escribir.

Ella es la **primera** persona que vino.

La habitación está en el **segundo** piso.

El apartamento está en el **tercer** piso.

El hotel está en la **tercera** avenida.

2. Ordinal numerals (Continued)

Colloquially, ordinal numerals, beyond **décimo**, are seldom used. However, they are frequently found in written Spanish and in official language. To form the ordinals beyond “tenth,” add the suffix **avo** to the cardinal number: **once+avo=onceavo**, **doce+avo=doceavo**. Another way of writing ordinal numbers is by adding **primero** through **noveno** to the ordinal **décimo**, as in **undécimo/décimo primero**, **duodécimo/décimo segundo**, **décimotercio/décimo tercero**, **décimocuarto**, and so on, up to **décimo noveno/décimo nono**. All these forms, however, are not so commonly used. For the most part, after **décimo**, you will hear: **La casa número once**.

Abbreviation of ordinals is similar to the English method of adding a suffix in superscript to the cardinal number. The English “1st” can be written in Spanish as **1er/1ero** (masc.), or **1era** (fem.). The English ordinal “5th” can be written in Spanish as either **5º** or **5ª**.

3. Demonstrative pronouns

The following demonstrative pronouns will help you to point out items when shopping and selecting goods for bartering.

When pointing out to things close by, you use:

<u>Femenine</u>	<u>Masculine</u>	<u>Neutral</u>
ésta/ésta	éste/éstos	ésto/éstos



Note: The neutral form of these demonstratives is used when pointing out something in general or as a group that contains both feminine and masculine gender items or concepts.

When talking about something a bit further away you use:

<u>Femenine</u>	<u>Masculine</u>	<u>Neutral</u>
ésa/ésas	ése/ésos	éso/ésos

When pointing out to something really far away you use: (way over there)

<u>Femenine</u>	<u>Masculine</u>	<u>Neutral</u>
áquella/aquellas	áquel/áquellos	aquello

4. Adverbs of place (Review)

To say that something is *here*, *there*, or *over there*, you use:

aquí/ acá

ahí

allí/ allá



Tip of the day: **Allá** and **allí**, although used interchangeably, have slightly different distance connotations. **Allí** means overthere and **allá** means **right over there**.

Other adverbs that will come handy when shopping for items are:

lejos	cerca	encima	arriba	dentro
adentro	atrás	detrás	delante	todo
adelante	bien	buen, bueno(a)	mal	nada
malo	bastante	suficiente	demasiado	
mucho	poco	muy		

You can also combine some of these words when describing merchandise.

Examples:

1. **Esta** cerámica Talavera está **bastante bien** hecha, es la **primera** en su área de diseño.
2. **Aquella** fotografía, **allá**, delante de la puerta es la **segunda** de ese artista fotógrafo.
3. Me gusta más **esa** camisa **encima** de **éas**, que la que está **adentro** del mostrador.

Exercise 1

Pair activity. Working with your partner, describe some items you will barter.

1. _____.
2. _____.
3. _____.



Note: You will notice that some of the demonstrative adverbs have accents and some do not, the reason for this is that when you say: **ésta**, without adding a noun, such as **esta persona**, there is an emphasis on “this” without mentioning an object, a noun or an adjective. The purpose of an accent in these cases is to differentiate.

Exercise 2

Pair activity. Working with your partner, pretend that you are bargaining for merchandise in a Latin American country. Can you think of ways that you would use some of these words if you were looking for sales and special bargains? See the vocabulary list as you need to when working with your partner.

Example: En la tienda “La Económica,” hay una rebaja en la ropa de hombre.

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

5. Negative constructions

<p>nunca } never jamás }</p>	<p>siempre } always</p>
<p>nada } nothing } not anything</p>	<p>algo } something } anything</p>
<p>tampoco } neither, nor either</p>	<p>también } also</p>
<p>nadie } no one, nobody } not anyone, not anybody</p>	<p>alguién } someone, somebody } anyone, anybody</p>
<p>ningún } no one, nobody ninguno/a } no any, not anybody } not anyone</p>	<p>algún } someone, somebody alguno/a } any, anyone } anybody</p>

- In addition to the negative *no*, any negative word can be placed in front of the verb in order to form a negative.

Nadie quiere ir.

- If a negative verb is placed after the verb, *no* must be placed before the verb. Unlike English, the double negative is required in Spanish.

No hay nadie.

Exercise 3

Pair activity. Working with your partner, rewrite the following sentences in the negative form.

Example: Queremos hacer **algo**. **No** queremos hacer **nada**.

1. Ustedes deben llamar a alguien.
2. Siempre vamos al cine los domingos.
3. Algo está pasando.
4. También nosotros vamos a ir.
5. Necesitamos algunas mesas.
6. Algún alumno debe saber eso.
7. Tengo algo que decirte.
8. Antonio habla con algunas empleadas.

The vocabulary has been grouped in thirteen equally important categories. They are the bargain store, verbs, ordinal numbers, useful words, demonstrative pronouns, and adverbs (time, quantitative, doubt, place, manner, affirmation, and negation) and adjectives.

En la tienda de las gangas

<i>las artesanías</i>	<i>arts and crafts</i>
<i>la copa</i>	<i>goblet</i>
<i>la estatua</i>	<i>statue</i>
<i>la lámpara</i>	<i>lamp</i>
<i>la maceta</i>	<i>pot</i>
<i>la máscara</i>	<i>mask</i>
<i>la mercancía</i>	<i>merchandise</i>
<i>la servilleta</i>	<i>napkin</i>
<i>el tallado</i>	<i>carving</i>
<i>el tejido</i>	<i>weaving</i>
<i>la vajilla de platos</i>	<i>set of dishes</i>
<i>el, la vendedor /a</i>	<i>salesman</i>

Verbos

comprar	<i>to buy</i>
dar	<i>to give</i>
demostrar	<i>to demonstrate</i>
enseñar	<i>to show, to teach</i>
escoger	<i>to choose</i>
rebajar	<i>to lower</i>
reducir	<i>to reduce</i>
regatear	<i>to barter</i>
seleccionar	<i>to select</i>
subir	<i>to raise</i>
vender	<i>to sell</i>

Números ordinales

primer /o, a	<i>first</i>
segundo /a	<i>second</i>
tercer /o, a	<i>third</i>
cuarto /a	<i>fourth</i>
quinto /a	<i>fifth</i>
sexto /a	<i>sixth</i>
séptimo /a	<i>seventh</i>
octavo /a	<i>eighth</i>
noveno /a	<i>ninth</i>
decimo /a	<i>tenth</i>

Palabras útiles

<i>la antigüedad</i>	<i>antiquity</i>
<i>el anuncio</i>	<i>ad</i>
<i>el artículo de museo</i>	<i>museum article</i>
<i>el barro</i>	<i>clay</i>
<i>la calidad</i>	<i>quality</i>
<i>el catálogo</i>	<i>catalogue</i>
<i>la civilización</i>	<i>civilization</i>
<i>el, la cliente /a</i>	<i>client</i>
<i>las compras</i>	<i>shopping</i>
<i>el costo</i>	<i>cost</i>
<i>la cultura</i>	<i>culture</i>
<i>el descuento</i>	<i>discount</i>
<i>el diseño</i>	<i>design</i>
<i>la época</i>	<i>epoch</i>
<i>la fecha</i>	<i>date</i>
<i>la ganga</i>	<i>bargain</i>
<i>la garantía</i>	<i>warranty, guarantee</i>
<i>el, la indígena</i>	<i>indigenous</i>
<i>el lujo</i>	<i>luxury</i>
<i>la marca</i>	<i>brand</i>
<i>el negocio</i>	<i>business</i>
<i>el pedido</i>	<i>order</i>
<i>el período</i>	<i>period</i>
<i>la pieza</i>	<i>piece</i>
<i>la plata</i>	<i>silver</i>
<i>la porcelana</i>	<i>porcelain</i>
<i>el precio fijo</i>	<i>set price</i>
<i>el producto</i>	<i>product</i>
<i>el recibo</i>	<i>receipt</i>
<i>el registro</i>	<i>registration</i>
<i>la selección</i>	<i>selection</i>
<i>los tiempos antiguos</i>	<i>days of yore</i>
<i>la tienda</i>	<i>store</i>
<i>la venta</i>	<i>sale</i>

Pronombres demostrativos

<i>aquél</i>	<i>that one (fardest to speaker)</i>
<i>aquéllo /o</i>	<i>that one (fardest to speaker)</i>
<i>ése</i>	<i>that one</i>
<i>éso /a</i>	<i>that one</i>
<i>éste</i>	<i>this one (closest to speaker)</i>
<i>ésto /a</i>	<i>this one(closest to speaker)</i>

Adverbios de tiempo

ahora	<i>now</i>
ayer	<i>yesterday</i>
anteayer	<i>day before yesterday</i>
hoy	<i>today</i>
mañana	<i>tomorrow</i>
antes	<i>before</i>
anoche	<i>last night</i>
aún	<i>still</i>
cuando	<i>when</i>
después	<i>after</i>
entonces	<i>then</i>
jamás	<i>never</i>
luego	<i>then</i>
mientras	<i>meanwhile</i>
nunca	<i>never</i>
primero	<i>first</i>
siempre	<i>always</i>
tarde	<i>late</i>
todavía	<i>still, yet</i>
ya	<i>already</i>

Adverbios de cantidad

algo	<i>something</i>
apenas	<i>hardly</i>
bastante	<i>plenty</i>
casi	<i>almost</i>
cuanto	<i>the more...</i>
demasiado	<i>too much</i>
más	<i>more</i>
menos	<i>less</i>
mitad	<i>half</i>
mucho	<i>much</i>
nada	<i>nothing</i>
poco	<i>a bit</i>
sólo	<i>only</i>
suficiente	<i>sufficient</i>
tan	<i>much</i>
tanto	<i>much</i>
todo	<i>everything</i>

Adverbios de duda

quizás	<i>maybe</i>
probablemente	<i>possibly</i>

Adverbios de lugar

abajo (de)	<i>under</i>
acá	<i>over here</i>
adelante	<i>in front</i>
adentro	<i>inside</i>
ahí	<i>there</i>
allá	<i>over there</i>
allí	<i>right over there</i>
alrededor	<i>around</i>
aquí	<i>here</i>
arriba	<i>on top of</i>
atrás	<i>behind</i>
cerca	<i>near</i>
debajo (de)	<i>under</i>
delante	<i>in front of</i>
dentro (de)	<i>inside of</i>
detrás (de)	<i>behind</i>
encima	<i>on top of</i>
enfrente (de)	<i>in front of</i>
fuera	<i>outside</i>
lejos	<i>far</i>

Adverbios de modo

así	<i>like this or that</i>
bien	<i>well</i>
buen	<i>good</i>
casi	<i>almost</i>
como	<i>however</i>
deprisa	<i>quickly</i>
despacio	<i>slowly</i>
lento	<i>slowly</i>
mal	<i>badly</i>
muy	<i>very</i>
rápido	<i>quickly</i>

Adverbios de afirmación

sí	<i>yes</i>
claro	<i>clearly</i>
exacto	<i>exactly</i>
efectivamente	<i>exactly, quite</i>
ciertamente	<i>certainly</i>
seguramente	<i>probably</i>
justo	<i>precisely</i>
ya	<i>already</i>

Adverbios de negación

no	<i>no</i>
nunca	<i>never</i>
tampoco	<i>neither, not... either</i>
jamás	<i>never</i>

Adjetivos

adecuado /a	<i>adequate</i>
apropiado /a	<i>appropriate</i>
barato /a	<i>inexpensive</i>
bueno /a	<i>good</i>
caro /a	<i>expensive</i>
conservado /a	<i>well preserved</i>
curioso /a	<i>charming</i>
deformado /a	<i>deformed</i>
económico /a	<i>economical</i>
esculpido /a	<i>sculpted</i>
excavado /a	<i>excavated</i>
extravagante /a	<i>extravagant</i>
fino /a	<i>fine</i>
importado /a	<i>imported</i>
malo /a	<i>bad</i>
práctico /a	<i>practical</i>
restaurado /a	<i>restored</i>
rústico /a	<i>rustic</i>
tallado /a	<i>carved</i>
típico /a	<i>typical</i>

1. A long time ago, there was no money in the world. Money was simply not needed. In Egypt thousands of years ago, people traded things they didn't need for things they wanted or needed. Years ago countries used cows, salt, tobacco, metal stones and cocoa beans as barter. Indians used brightly colored beads called wampum. People in Canada even used playing cards as money. They are still using bartering methods in some countries in Africa, Latin America and on the continent of Asia.



In Tijuana, Mexico, near San Diego, California, shoppers should be able to find good bargains for clothing, handcrafted jewelry, leather goods, and ceramics. Shops and arcades are omnipresent, and bartering is part of the fun. Tijuana's *Avenida Revolución* is crammed with stores and stalls that offer everything from fine jewelry and imported perfume to inexpensive curios. *Le Drug Store* is a steady favorite for cosmetics, perfumes, and leather handbags. *Tolan*, across from the *Jai Alai Palace*, is one of the best craft shops, offering tin-work, glassware, ceramics, wall hangings, and such. At *Plaza Rio Tijuana*, across from the Cultural Center, you'll find more one-stop shopping. *Plaza Fiesta*, across the street from *Plaza Rio Tijuana*, offers more boutiques and better shops. If you venture out to areas where the locals shop you will probably not be able to do any bartering.

Activity 1

Bargaining/role play

Some other expressions you may find useful when shopping for items are:

demasiado grande	demasiado chico/pequeño	muy apretado
muy pesado	muy incómodo	

Example: ¿Cuánto cuestan los zapatos de tenis? ¿300 colones?

¡Eso está!	un poco bastante muy demasiado	¡caro!
¡Eso no está!	Muy	¡caro!

-¡Me los llevo!

or

-¡No me los llevo!

Pair activity. Working with your partner, role-play the following situation and add some original expressions of your own to improve on the bartering technique.

- A. (Salesperson) Ask the customer if the _____ (pick an article of clothing) fits.
- B. Say no. State what the problem is (too big, small, tight, heavy, uncomfortable, etc.). Ask if he has that article in size _____ (larger or smaller, depending on the problem).
- A. Say you do.
- B. Ask how much the item is.
- A. State a price, say it is a special offer/special price, only (solo) _____ colones.
- B. State what you think of the price (okay, a bit high, too high, etc.) Say you will or won't take the item.

Activity 2

Size and color

Pair activity. Working with your partner, take turns to formulate questions about the size and color of certain articles of clothing using the cues. Write the questions in the blanks provided. Number 1 has been done for you.

Example:

1. in black/my ¿Tiene mi talla en color negro?
2. in white/his _____
3. in gray/her _____
4. in brown/his _____
5. in gold (dorado) my _____
6. in dark blue/her _____
7. in green/my _____
8. in blue/his _____
9. in yellow/her _____
10. in orange/my _____
11. in red/his _____
12. in silver _____

Activity 3

Prices

Pair activity. Working with your partner, talk about the cost of 5 different items, making up prices in different Latin American currencies: pesos, colones, quetzales, guaraníes, colones, lempiras, sucres, balboas, bolívares, dólares, nuevos soles, córdobas and bolivianos.

Example:

- ¿Cuánto cuestan esos vasos?
-25 bolivianos.



Activity 4

Bargaining techniques

Pair activity. Working with your partner, complete the following bartering dialogue by filling in the spaces. Tell each other what your part would say and then write it down.



El regateo



Mario: Me gusta mucho esta rana (frog.) ¿ _____ ?

Vendedor: Es un producto de Taxco, se la doy en _____.

Mario: Es mucho _____, no puedo comprar un regalo _____.

Vendedor: Pues se la puedo dar en _____, pero no menos.

Mario: No, no puedo comprarla porque _____, y es muy pesada.

Vendedor: Eso no es problema. Podemos enviarla a _____ por _____.

Mario: ¿Sería muy _____?

Vendedor: No, sólo _____.

Mario: No sé, déjeme pensarlo. En la otra _____ vi una _____.

Vendedor: Pero la artesanía de esta rana es muy _____.

Activity 6

Talk about prices

Pair activity. Working with your partner, pretend that you are in a free market and that you want to buy the following object, but you are not sure about the prices, so you ask the merchant.

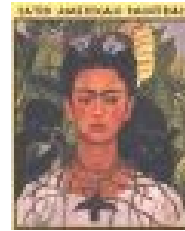
A: You B: Your partner

A. ¿Cuánto cuesta esta rana?



B. _____.

A: ¿_____ Frida Kahlo?



B: _____.

A. ¿_____ esa máscara de jaguar?



B. _____.

A. ¿_____ aquella máscara?



B _____.

Activity 7

Negotiating prices

En la tienda



Group activity. In groups of three, play the roles of a salesperson and two customers looking for a bargain in Nogales, México. You are shopping for a “chimenea” (Chimney), a Mexican “zarape” (mexican blanket), “una escalera tipo suroeste (a ladder, southwest style), and a “blusa blanca” (white blouse). Ask for the items, their prices, and whether they are on sale:

¿Está en especial?

¿Es una ganga?

¿Es una barata?

¿Está en venta?

¿Está en barata?

¿Está rebajado (a)?

Activity 8

Negotiating prices

Pair activity. Working with your partner, play the roles of salesman and customer in the following situations.

You complain that the item is: *muy caro, muy extravagante, de mala calidad, de demasiados colores, un poco chico.*

The salesman says it is: *muy barato, muy económico, muy fino, práctico, bastante grande.*

Activity 9

Location of items

Pair activity. Working with your partner, ask for the price of items by pointing out to their location using:

lejos cerca encima arriba adentro dentro atrás
detrás delante de adelante



(lejos)

Example:

¿Cuánto cuesta aquel espejo que está allá lejos?
-Cuesta \$500 pesos



(enfrente)_____.



(detrás)_____.

Now make up some of your own sentences (use the dictionary if necessary).

Activity 10

Negotiate price in a store

Class activity. The whole class forms a circle and one student at a time goes to the center as the storeowner. The rest of the students talk to him/her about some of the home furnishings in the store and ask about the price, colors, quality, size, shipping costs, etc. Then say you are buying: everything “todo”, or “nada”, “except for/excepto”, and try to get a better price.



Maceta de barro, estatuas, espejo.



Vajilla de platos, copas



Lámparas de vidrio, fruta de madera, servilletas de lino.

Add other household items that you think might be sold in this type of store until you complete the circle, rotating the role of vendor as well.

Activity 11

Antique bartering



Tienda de Antigüedades “La Aurora”



Pair activity. Working with your partner, play the roles of a tourist and an antique dealer. Read the ad below, and then look up the currency equivalencies in the next pages in order to bargain. You have just run into a great find at an antique shop in Bogotá Colombia. The prices are in the thousands of **pesos** and your budget does not match your expectations. Aurora Benavides, the storeowner however, is having a special on certain items because she is moving her store to Bolivia where she will be conducting an international export store.

Note to the Instructor: A fun activity is to make copied paper cut-outs of the following currencies and have students do their bartering and other shopping activities with them. The current exchange rate for Colombia is: \$2,170 pesos to \$1 US dollar.

Some useful words for this activity are in the vocabulary list.

Example:

Esta pieza de cerámica es muy antigua y está a 50% de descuento.

Activity 12

Become acquainted with current equivalencies:

Billetes de Latinoamérica



Colombia: 1000 pesos (Bogotá, 2 de Octubre de 1995.) 70 mm. / 140mm.

Activity 12 (Continued)



Colombia: 2000 pesos (Bogotá, 2 de Abril de 1996). 70 mm. / 140mm.



GUATEMALA: 1 quetzal. (28 de Agosto de 1996). 67mm./155mm.

Activity 12 (Continued)



GUATEMALA: 1 quetzal. (28 de Agosto de 1996). 67mm./155mm.



HONDURAS: 5 lempiras (serie del 12 de Mayo de 1994). 67mm./156mm.

Activity 12 (Continued)



BOLIVIA: 10 pesos bolivianos. 65mm./156mm.
La Paz, 13 de Julio de 1962.



BOLIVIA: 10 pesos bolivianos. 65mm./156mm.
La Paz, 13 de Julio de 1962.



Activity 12 (Continued)



BOLIVIA: 50 pesos bolivianos. 65mm./156mm.
La Paz, 13 de Julio de 1962



BOLIVIA: 100 pesos bolivianos. 65mm./156mm.
La Paz, 13 de Julio de 1962.



BOLIVIA: 100 pesos bolivianos. 65mm./156mm La Paz, 13 de Julio de 1962.

Activity 13

Bartering

Class activity. Students use the picture of an object that they want to sell (or the actual object itself), and circulate around the classroom buying and selling, trying to get the very best price they can for their sale/purchase. Try to apply different Latin American currencies now and then. Magazine cutouts are a good source of materials for this activity. They can also be referred to as “catalogues.”

Activity 14

Street vendors



Pair activity. Working with your partner, alternate asking and answering the following questions and practicing the vocabulary. In many parts of Latin America, items are bought in open-air street markets, where bartering is actively carried out for bargain items. In this activity you are shopping for items that lend themselves to your home's Southwest decor, mixed with indigenous artifacts.

Activity 15

Bartering language

Pair activity. Working with your partner, continue reviewing and practicing the vocabulary as you shop for the items below.

Useful vocabulary and phrases:

más barato	más caro	menos auténtico	más original	va mejor con
más o menos	no queda bien	me choca	me disgusta	así, así



Tejido de Oaxaca, con diseño tipo “Zuni”, indígena. \$250.00 pesos



Lámpara de barro, con diseño del suroeste. \$300.00 pesos



Coyotes de barro, brillantes u opacos. \$150.00 pesos



Esqueletos de cabeza de vaca. \$200.00 pesos

Activity 1

Understanding from context: reading, speaking, and writing

Pair activity. Working with your partner, listen to the following letter and then take notes. After the reading you will take turns and ask each other the following questions. You will answer orally.

Germán has written a letter to his friend Antonio.

Instructor's reading:

Preguntas:

1. ¿En qué país está Antonio? ¿Y Germán?
2. ¿Dónde fue la última vez que se vieron Antonio y Germán?
3. ¿A cuántas personas y a quiénes les regaló cosas Germán?
4. ¿Dónde hay buenas gangas?
5. ¿Quién es Claudia?

Activity 2

Talk about prices: speaking, and listening

Pair activity. Working with your partner, look around your classroom for classroom objects and tell each other the cost of different items in the Latin American currency of your choice.

Activity 3

A dialogue in an open-market: listening, and speaking

Pair activity. Working with your partner, read the following bartering conversation and then will ask each other the following questions.

- A. Customer
- B. Salesman

B.-¿Le puedo ayudar en algo?

A.-Sí, busco un regalo para mi novia. Mañana es el 14 de febrero y quiero regalarle algo.
¿Qué me aconseja?

B.-Tenemos varias gangas. Aquí tiene esta elegante vajilla, artesanías de barro, de porcelana de excelente calidad. También tenemos algunas estatuas de plata. ¡Ah! También acá tenemos fruta de madera que son decoraciones para la cocina. Usted escoja.

A.-A ver... ¿Qué es eso?

B.-¿Dónde?

A.-Eso que está abajo de la lámpara. ¿Qué es?

B.-¿Esto?

A.-Sí.

B.-¡Ah! Esto es una máscara indígena. Es hermosa, ¿no?

A.-Sí, creo que le va a gustar a mi novia. Me la llevo. ¿Cuánto cuesta?

B.-\$500 pesos.

A.-Muy bien. Aquí tiene un cheque.

B.-Muy bien. Aquí tiene.

A.-Gracias.

Preguntas:

1. ¿Qué busca esta persona en el mercado?
2. ¿A quién quiere regalarle algo? ¿Por qué?
3. ¿Qué hay en el mercado?
4. ¿Qué decide llevarse como regalo?
5. ¿Cómo va a pagar el cliente?
6. ¿Qué decide comprar el cliente?

Activity 3

Interview: reading, listening, writing, speaking

Pair activity. Read along with the instructor the following interview about Aurora Benavides's new antique store in Bolivia. After reading the interview talk with a classmate about bartering.

Editorial Planeta
ENTREVISTAS CON ANGELICA

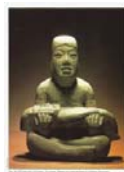


Editora Angélica Fuentes



A.F.: Aurora, la nueva tienda internacional de antigüedades de Aurora Benavides, es la novedad más reciente de Bolivia. ¿Exportas muchos productos?

A.B.: Pues mira Angélica, mi tienda en Colombia contenía muchos muebles y objetos para el hogar (for the home), ahora tengo también antigüedades precolombinas auténticas, material de calidad de museo en realidad. Estas figuras; la primera, segunda, tercera, cuarta y quinta, son objetos arqueológicos olmecas de Veracruz, la sexta y la séptima son piezas originales, pero no se conoce el origen de la cultura, y sí, exporto bastante a todas partes del mundo. Mis productos están garantizados.



A.F.: Es fascinante Aurora, te deseamos buena suerte con tu tienda internacional de artículos prehispánicos. ¿También vendes réplicas?

A.B.: ¡Claro que sí!

Activity 1

Prices

You are looking through the catalogue of an antique shop that sells precolombian replicas plus other items, and you need to convert the currency from Bolivian pesos to U.S. currency. Write the converted amount next to the item.



Cien pesos bolivianos = \$16.00 US dollars
Un peso boliviano= .16 US cents
6.18 pesos bolivianos= 1.00 US dollar



\$500.00 pesos=



\$1,250.00 pesos=



\$250.00 pesos=



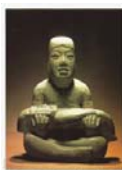
\$200.00 pesos=



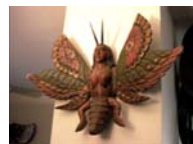
\$100.00 pesos=



\$75.00 pesos=



\$800.00 pesos



\$50.00 pesos=

Activity 2

Bargaining techniques

Describe the following items as you are trying to negotiate a better price. What would the vendor say about them? And what would you say as the buyer? Use the following vocabulary as a review for the vocabulary:

tallado	período	fino	calidad	caro	una ganga	barato
antiguo	de madera fina		pintado a mano		deforme	esculpido
tejido	importado	excavado	artículo de museo		restorado	
bien preservado, conservado			civilización antigua			



objeto de madera #1 Example: Este objeto de madera es....



artefacto de barro #2



artesanía de metal #3

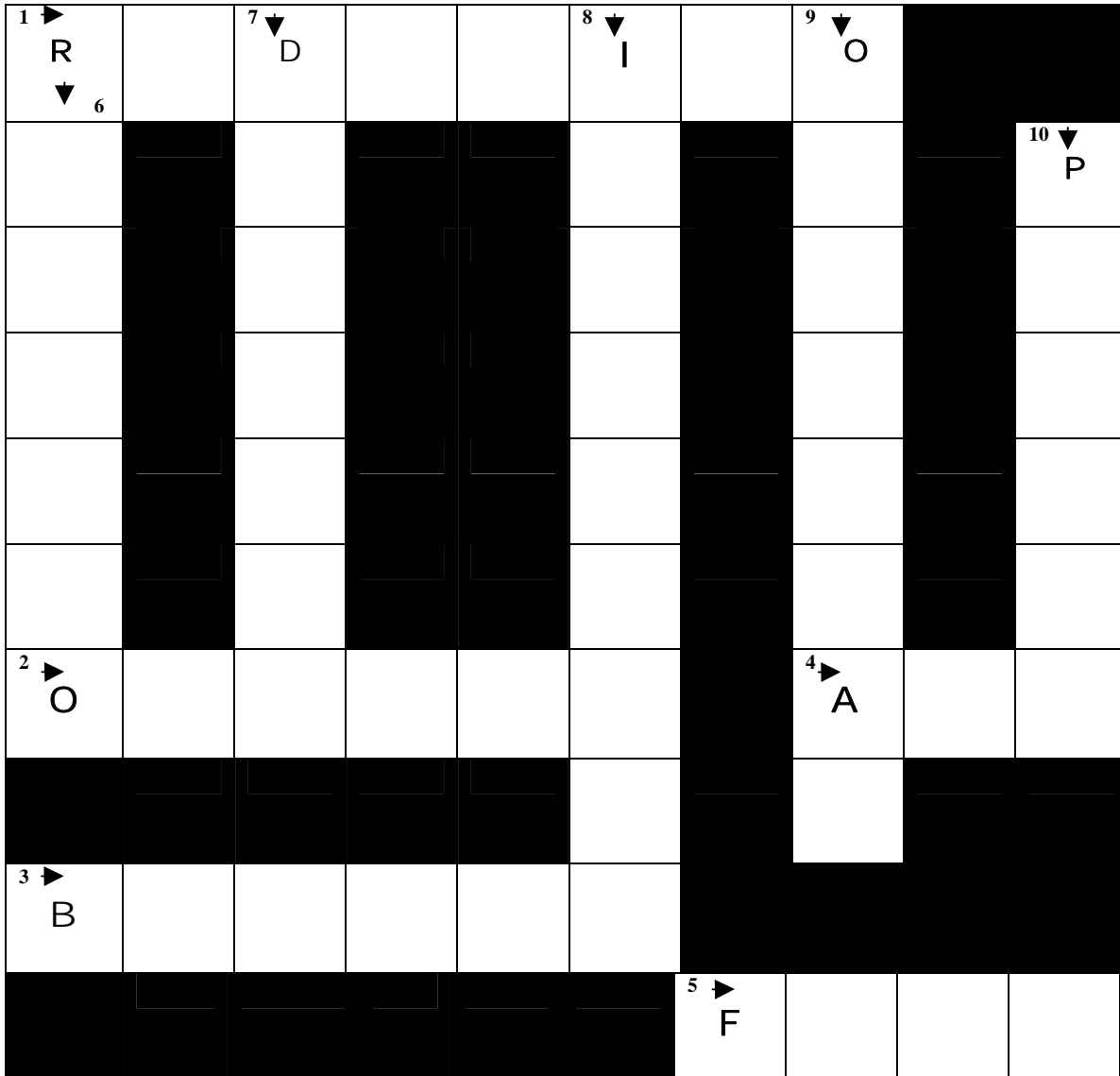


artículo de textil #4

Activity 3

Bartering vocabulary

Fill in the crossword spaces with the bartering words given to you in English below:



- | | |
|--------------------------|-------------|
| 1. reduced | 6. barter |
| 2. sale, (special offer) | 7. deformed |
| 3. inexpensive | 8. imported |
| 4. year (date) | 9. original |
| 5. fine quality | 10. price |

Activity 4

Listening to a message



CD ROM. After being away from home for a week, when you go back home you play your answer machine and find out that you have a message from someone. Listen to the following message and find out what is going on. You will probably need to take notes.

Audio:

1. ¿Dónde está Antonio cuando Pepe lo llama?
2. ¿Por qué lo llama?
3. ¿A quién tiene que contactar Antonio?
4. ¿Quién es esa persona?
5. ¿Dónde está esa persona?
6. ¿Cómo lo va a contactar? ¿Cuál es el número?

Activity 5

Solicitud de alquiler (Review)



CD ROM. Pretend you're interested in renting a room in a hotel and the clerk wants to know some information about you, so he/she starts to ask you the following questions. Write down the answers as you listen to the questions.

Audio:

Activity 6

Bartering

Bring an object to class that will lend itself to bartering. You will come prepared to tell the class how you were able to buy it for a bargain. At the end of the presentations all of the objects will go on a table and students will work in groups playing the roles of vendor and customer, bartering for them until an agreement is reached. (the class can decide if they want to barter for real without actually paying for the objects after the role-playing) Students could end up taking home a different object than the one they brought.