

Notas de Unidad 2, Etapa 3 – Español 2

En contexto / En vivo**Páginas 150-156****Vocabulario**

Be sure to include the definite article(s) (*el/la/los/las*) with each noun. Also indicate when adjectives can end in *o/a* to be masculine or feminine and when verbs are stem-changing.

Las comidas (también en la página 157):

oil _____ flour _____

salt _____ pepper _____

bread _____ pasta _____

onions _____ potatoes _____

apples _____ cherries _____

pears _____ tomatoes _____

carrots _____ vegetables _____

fish _____ beef _____

sausages/hot dogs _____ sandwich _____

beverage/drink _____ dessert _____

taco _____ taco restaurant _____

beans _____ rice _____

En la mesa:

fork _____ spoon _____

knife _____ silverware _____

tablecloth _____ napkin _____

cup _____ glass _____

En el restaurante (también en la página 163):

enough _____ too much _____

wet _____ dry _____

empty _____ full _____

to fill _____ to eat dinner _____

to offer _____ (p. 161 -- often used with an _____
object pronoun: Le ofrecieron un trabajo. They offered him a job.)

Expresiones comunes:

What would you (formal, singular) like? _____

What would you (plural) like? _____

What do you recommend to me? _____

What do you recommend to us? _____

Could you bring me ...? _____ I would like ... _____

May I offer you (formal, singular) anything more? _____

May I offer you (plural) anything more? _____

Cheers! _____

the bill _____ to leave the tip _____

Verbos que funcionan como *gustar* (también en la página 159):

to delight _____ to fascinate _____

to interest _____ to be important to, to matter _____

to lack _____ to bother _____

El mundo del espectáculo (también en la página 160):

actor (male) _____ actress _____

singer (male) _____ singer (female) _____

comedian _____ comedienne _____

role _____ scene _____

soap opera _____ series _____

theatrical production _____ musical _____

theme/subject _____ new release _____

adventures _____ comedy _____

horror _____ science fiction _____

romantic _____

to take a walk/stroll/ride _____ (p. 161)

Los complementos directos **Página 156** **Direct Object Pronouns**

Remember that you use **direct object** _____ to avoid repeating the **direct object** _____ after a transitive verb.

Examples: Comemos **tamales**. → **Los** comemos. (We eat tamales/them.)
 Llamamos _____ **mesero**. → **Lo** llamamos. (We called the waiter/him.)
 La mesera puso **la mesa**. → **La** puso. (The waitress/she set the table/it.)

Note that the direct object **mesero** is a _____, so it takes a _____.

Remember **a + el** → _____.

Direct Object Pronouns

1 st person singular (English me)	1 st person plural (English us)
2 nd person singular (English you)	2 nd person plural (English you)
3 rd person singular (English you/him/her)	3 rd person plural (English you/them)

Direct object pronouns are usually placed _____ conjugated _____.

Direct object pronouns may be _____ to _____ and _____ forms.

Examples: Llamamos al mesero. (We called the waiter.)

Before the Conjugated Verb	Attached to the Infinitive/-ndo Form
Lo llamamos. We call/called him .	
Lo vamos a llamar. We are going to call him .	<same translation Vamos a _____.
Lo estamos llamando. We are calling him .	<same translation Estamos _____.

Los complementos indirectos **Página 156** **Indirect Object Pronouns**

Remember that you use **indirect object pronouns** to replace or _____ **indirect object** _____.

Examples: **Les** compró **regalos** a sus **amigos**. _____
 She bought **presents** for her **friends**. She bought **presents** for **them**.

If there's an **indirect object**, there is _____ also a **direct object**.

The _____ and _____ person indirect object pronouns are the same as the direct object pronouns: **me**, **te**, **nos**, and **os**.

Indirect Object Pronouns

1 st person singular (English me)	1 st person plural (English us)
2 nd person singular (English you)	2 nd person plural (English you)
3 rd person singular (English you/him/her)	3 rd person plural (English you/them)

Indirect object pronouns are _____ placed _____ conjugated verbs.

Indirect object pronouns may be attached to _____ and _____ forms.

Examples: El mesero dio la cuenta a Laura. (The waiter gave Laura the bill.)

Before the Conjugated Verb	Attached to the Infinitive/-ndo Form
El mesero le dio la cuenta . The waiter gave her the bill.	
El mesero le va a dar la cuenta . The waiter is going to give her the bill .	<same translation El mesero va a _____ la cuenta .
El mesero le está dando la cuenta . The waiter is giving her the bill .	<same translation El mesero está _____ la cuenta .

Nota gramática

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Verbs Similar to *gustar*

Remember that with **gustar**, the subject (the thing _____) follows the verb, and the indirect object (**me**, **te**, **le**, **nos**, **os**, **les**) comes _____ the verb.

Example (on the line above): I like fish, but I don't like hot dogs.

Note that you use _____ with singular nouns like *pescado* and _____ with plural nouns like *salchichas*. Several other verbs follow this same pattern, including **encantar**, **faltar**, **fascinar**, **importar**, **interesar**, and **molestar**.

Los complementos dobles

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Double Object Pronouns

To use both a direct and indirect object pronoun in the same sentence, place the _____ object pronoun first.

Examples: _____

We bought **them** for **you**.

The waiter gave **them** to **me**.

When a conjugated verb appears with an _____ or _____ form, you have 2 choices:

- 1) Place the pronouns before the _____ verb, or
- 2) _____ the pronouns to the infinitive or –ndo form.

Examples: Me compraste los regalos. (You bought the gifts for me.)

Before the Conjugated Verb	Attached to the Infinitive/-ndo Form
Me los compraste. You bought them for me .	
Me los vas a comprar. You are going to buy them for me	<same translation Vas a _____.
Me los estás comprando. You are buying them for me .	<same translation Estás _____.

There is a special rule for verbs with double object pronouns when both are ____ person: change the _____ object pronoun to _____. In this case, le/les becomes se.

Example: _____

I asked the **waiter** for a **napkin**. / I asked for a **napkin** from the **waiter**.

I asked **him** for **it**. / I asked for **it** from **him**.

Notas culturales

Páginas 155, 160, 162, 163-167

Cultural Notes

- 1) El baile folklórico de México a) varía _____ entre las regiones del país,
b) se puede ver en los _____ culturales, y c) los _____ de los bailarines son elegantes y de muchos _____.

2) _____ - en el mundo hispano a mucha gente le gusta verlas – duran unos meses en contraste con las de Estados Unidos que duran décadas

3) _____ - palabra que se usa en México que significa chico(a) o muchacho(a) – un programa de televisión para niños se llama «El chavo de ocho»

4) El refrán que se puede traducir: *It makes my mouth water. (It makes me hungry.)*

5) Generalmente, en México el almuerzo es la comida principal y más _____ del día que se come alrededor de las dos de la tarde. La cena es una comida ligera.