

Antes y ahora (Unidad 8)

In this chapter, you will learn (page 156):

- to tell about how it was before,
- to ask for permission and to apologize.

1. Completa (page 157):

Connect the phrases related to Mercedes to the right picture.

2. Marca (page 160):

Mark (M) if the statement describes Mercedes and (J) if it describes José.

	M	J	
...is	1	<input type="checkbox"/>	from Toledo.
	2	<input type="checkbox"/>	...already lived in Madrid as a child.
...is	3	<input type="checkbox"/>	a grandchild of farmers.
	4	<input type="checkbox"/>	...lived with parents and grandparents.
...likes	5	<input type="checkbox"/>	to travel very much.
	6	<input type="checkbox"/>	...liked to travel very much when he/she was
	7	<input type="checkbox"/>	younger.
	8	<input type="checkbox"/>	...did not travel a lot as a child.
			...has been to Mexico.

3. Completa (page 160):

Fill the crossword puzzle with words from text A.

A word related to traveling will be formed in the column.

- Tell your pair how the words are related to Mercedes and José's childhood:
 - o *Mercedes iba...*
 - o *José viajaba...*
 - o *El padre de Mercedes era...*

4. Escribe (page 161):

Write suitable questions using text B.

- Ask your pair the questions. Your pair will answer and tell about their life.

5. A) Busca (page 164):

Find the words and expressions from the text:

1. On anniversary.
2. In the fifties.
3. It was not very common.
4. Nowadays.
5. Streets are full.
6. Over 20 million people.

5. B) Contesta (page 164):

Answer the questions. Make use of the words and expressions from part A.

6. A) Completa (page 165):

Fill in with words that go together with the verbs. Use each word at least once.

- With your pair, come up with more things that go together with the verbs.

6. B) Practica (page 165):

Ask your pair how often he/she does the things from part A:

- *¿Lees mucho?*
- *Todos los días antes de dormir.*

La novela =
novel.

La telenovela =
soap opera.

La radionovela =
radio play.

7. Practica (page 165):

How has your place of residence changed? Discuss in groups of 3-4.

COMUNICACIÓN (page 167)

Telling about the past:

¿Qué hacía tu abuelo?

What did your grandfather do?

¿A qué se dedicaba?

What did he do for a living?

Era agricultor.

He was a farmer.

Trabajaba en el campo.

He worked on the field.

¿Cómo era Ciudad de México antes?

What was México City like before?

Había menos coches.

There were fewer cars.

Asking for permission:

Perdón...

Excuse me...

¿Puedo abrir la ventana?

Can I open the window?

¿Puedo pasar?

Can I come in?

¿Está ocupado?

Is this (seat) taken?

Sí, claro.

Yes, sure.

Por supuesto.

Of course.

Sí, adelante.

Come in.

Lo siento, pero...

I'm sorry but...

Es que...

It is that...

Apologizing:

Perdón.

Sorry.

Lo siento (mucho)

I'm (very) sorry.

¿Le he hecho daño? (A usted).

Did I hurt you?

¿Te he hecho daño?

Did I hurt you?

No pasa nada.

It's nothing

No se preocupe. (A usted).

Don't worry.

No te preocupes.

Don't worry.

8. Practica (page 167):

Practise asking for permission and apologizing with your pair. Switch parts and use *usted*.

A	B
1 Ask if the seat is taken and ask the permission to sit.	2 Give permission.
3 You accidentally step on the other one's toes. Apologize and ask if he/she got hurt.	4 Answer that it was nothing and you are fine.
5 Say that it is hot in the train. Ask the permission to open a window.	6 Give permission.

9. Completa (page 168):

Fill in the missing jobs in the vocabulary. Also, add some jobs and work related words that might be useful to you. Use a dictionary if needed.

10. Practica (page 168):

Discuss with your pair.

Imperfect (page 169)

With imperfect you can describe how things were and for example how people or places used to be.

Algunas mujeres eran amas de casa.
Mi madre trabaja en un colegio privado.

Some women were housewives.
My mom worked in a private school.

El colegio estaba cerca de nuestra casa.

The school was near our home.

Imperfect is also used when talking about how things used to be done.

De joven leía historietas.
En mi casa leíamos novelas.

I read comics when I was young.
We read books at our place.

Fill in with the missing forms of *-ar* and *-er* verbs. *-ir* ending verbs inflect like *-er* ending verbs. Fill in the inflection on verb *salir*.

	-ar trabajar	-er leer	-ir salir
Yo	trabajaba		salía
Tú	trabajabas	leías	salías
Él, ella, usted		leía	
Nosotros, -as	Trabajábamos		
Vosotros, -as	Trabajabais	leías	
Ellos, -as, ustedes	trabajaban	leían	

Only the imperfect of verbs *ser*, *ir* and *ver* are irregular.

Ser (to be)	
era	éramos
eras	erais
era	eran

Ir (to go)	
iba	ibamos
ibas	ibais
iba	iban

Ver (to see)	
veía	veíamos
veías	veíais
veía	veían

11. Practica (page 170):

Practise inflecting imperfect with your pair. Roll the dice twice. The first roll determines the person and the second one the verb. Inflect the verb in the person shown by the dice.

- Form sentences with the verbs telling how things were before and what people used to do.
 - o *Antes la gente escuchaba más la radio.*

12. Escribe (page 170):

Write sentences describing how your life was as a child or youngster. Use the verbs given. You can also show pictures of the people and places you are talking about.

Cuando era
pequeño/-a
=
de pequeño/-a.

13. Escucha y marca (page 171):

Lilia tells about her childhood home. Find five mistakes based on what you hear.

- Correct the mistakes with your pair in Spanish:
 - o *En el comedor había tres ventanas, no dos.*

Estar + participle (page 172)

Alicia ha cerrado la ventana.	Alicia has closed the window.
Carlos ha cerrado los armarios.	Carlos has closed the cupboards.
La ventana está cerrada.	The window is closed.
Los armarios están cerrados.	The cupboards are closed.

What do you notice about the participle form *cerrado*?

Participles familiar from perfect tense (**cerrar -> cerrado, ocupar -> ocupado, abrir -> abierto** etc.) can be used as adjectives. The verb is usually **estar**.

14. Escribe (page 172):

Continue the sentences with the verb *estar* and a suitable participle from the box.

- Form questions for your pair using the participles from the exercise. Your pair answers and asks a counter question. Switch turns.
 - o *¿Estas cansado?*
 - o *No, no estoy muy cansado. ¿Y tú?*
 - o *Un poco. Últimamente duermo mal.*

15. Practica (page 173):

Tell you pair what is in the pictures and what happens in them. Make use of the question below. Switch turns.

*¿Dónde estan? ¿Qué tiempo hace? ¿Qué están haciendo?
¿Qué ropa lleva? ¿Cómo están? ¿Qué hay en la foto?*

16. A) Lee y contesta (page 174):

Read and answer the questions.

1. In what did the Mayans use the Pyramid of Kukulcan?
2. What makes Las Islas Marietas special?
3. What can a visitor do at the Agua Azul waterfall?

16. B) Busca y escribe (page 175):

Write a short presentation of your chosen Mexican destination with your pair.

Teotihuacán

Los Cabos

San Miguel de Allende

1. Find information and pictures of the destination.
2. Write a short presentation. Use the previous texts as model.
3. Present the destination to your group.

17. Reflexiona y escribe (page 175):

The Spanish course has come to its end. Recollect some things related to the language and culture that you have learned during the course. Continue the sentences.