



"Libreta de Tareas"

2nd semester

(Due Dates are in your Spanish Handbook 2nd Semester)

Spanish 1 2nd Semeter 2019

Tarea #1	You and your tutor/parent have to sign up date the contact info sheet on the coment will write " I Have read the Español 1 2 nd semester Handbook, (and write any comment that you or they need to tell me). Student can inroll to reminder Spanish 1 students 2019 if they want (text @***** to 81010 from your personal cellphone)
Tarea#2	Ecuador front and back color perfectly the flagand glue the pictures and write current Complete information with your own hand writing.
Tarea#3	Paraguay front and back color perfectly the flagand glue the pictures and write current Complete information with your own hand writing.
Tarea#4	Peru front and back color perfectly the flagand glue the pictures and write current Complete information with your own hand writing.
Tarea#5	Uruguay front and back color perfectly the flag and glue the pictures and write current Complete information with your own hand writing.
Tarea#6	Venezuela front and back color perfectly the flag and glue the pictures and write current Complete information with your own hand writing.
Tarea#7	Guinea Ecuatorial front and back color perfectly the flag and glue the pictures and write current Complete information with your own hand writing.
Tarea#8	Notas Culturales: Read and answer the questions in English on the back
Tarea#9	Notas Culturales: Read and answer the questions in English on the back
Tarea#10	Notas Culturales: Read and answer the questions in English on the back
Tarea#11	Notas Culturales: Read and answer the questions in English on the back
Tarea#12	Notas Culturales: Read and answer the questions in English on the back
Tarea#13	Notas Culturales: Read and answer the questions in English on the back
Tarea#14	Notas Culturales: Read and answer the questions in English on the back
Tarea#15	Answer the survey with your name on the website
Tarea#16	Send the power point "Todo Sobre mi" to splasencia@sahuarita.net

IMPORTANT NOTES TO REMEMBER HOMEWORK 15% FOR YOUR FINAL GRADE

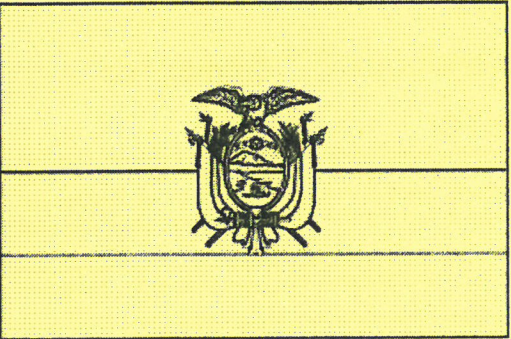
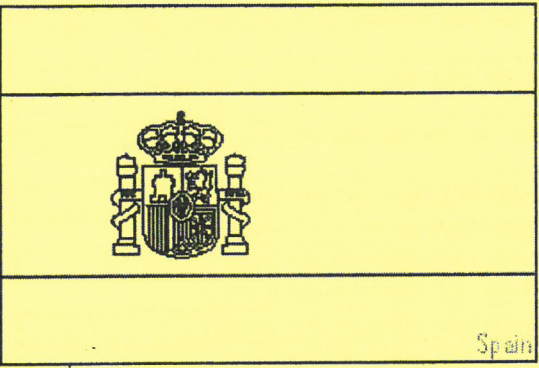
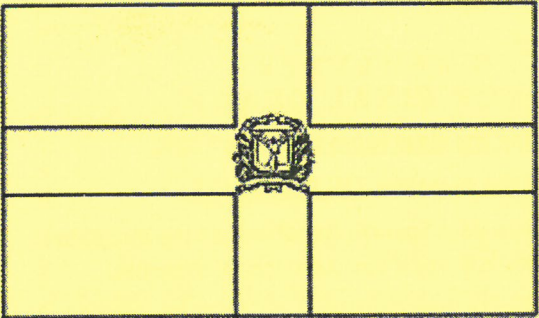
Complete homework needs to be done BEFORE entering the class room to obtain 100%.

- Homework schedule is given at the beginning of the semester. ON THURSDAYS
- Homework must be due at the due date given is in your Spanish Handbook all the due dates. Plan to do it BEFORE the due date and turn it before if you if you have school activities.
- It's okay to do team work
- Century XXI will be abilable for you after school if you need material.
- Late work will be accepted only with excuse absence. (students can turn it in advance)
- Complete homework and on time is 100%
- Incomplete Homework or late is 0% (NO parcial credit is ONLY 1 homework per week try to do 2 so if you miss something you have another 8 days to complete and have 100%)

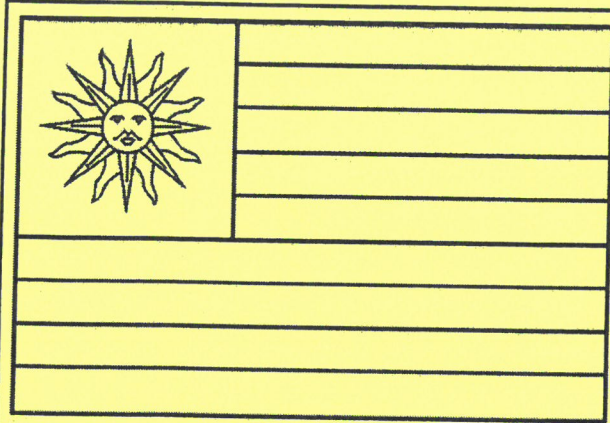
Name _____ P _____

Parent/tutor Sign _____ (you can print this booklet from the website if you need)

LAS BANDERAS, LOS PAÍSES Y CAPITALS

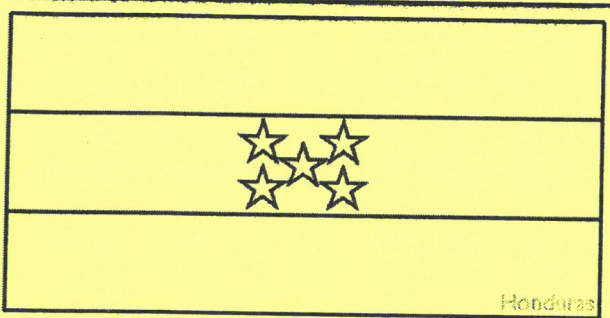
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 <p>Spain</p>	<p>CAPITAL:</p> <p><i>Madrid</i></p> <hr/> <p>PAIS:</p> <p>España</p>
	<p>CAPITAL:</p> <p><i>Santo Domingo</i></p> <hr/> <p>PAIS:</p> <p>Republica Dominicana</p>

LAS BANDERAS, LOS PAÍSES Y CAPITALS



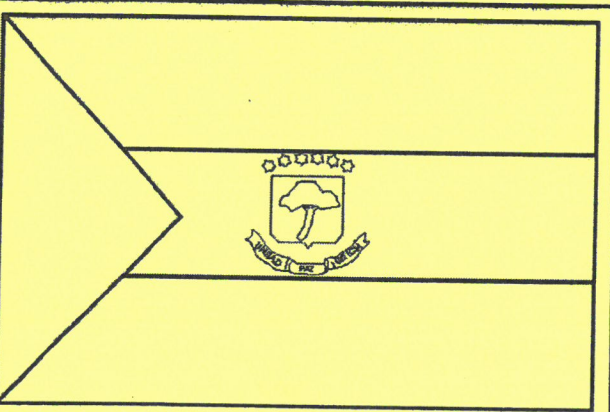
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Montevideo

PAIS:
Uruguay



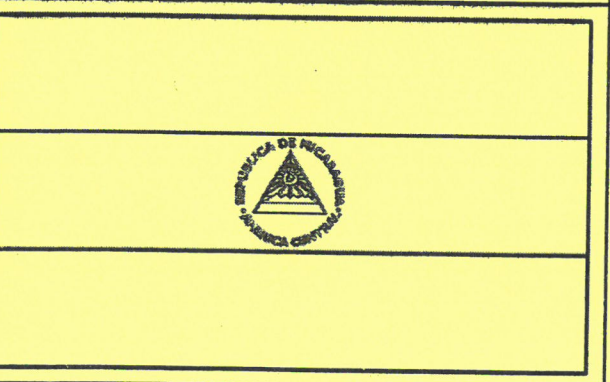
CAPITAL:
Tegucigalpa

PAIS:
Honduras



CAPITAL:
Malabo

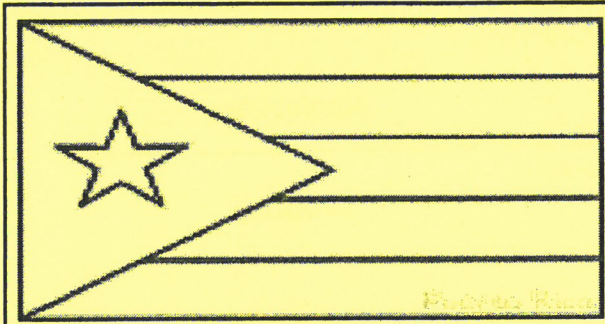
PAIS:
Guinea Ecuatorial



CAPITAL:
Managua

PAIS:
Nicaragua

LAS BANDERAS, LOS PAÍSES Y CAPITALS



CAPITAL:

Havana

PAIS:

Cuba

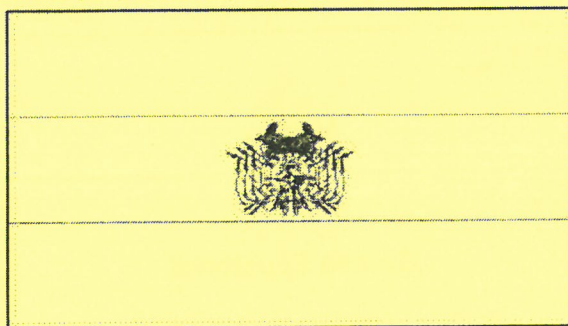


CAPITAL:

Caracas

PAIS:

Venezuela

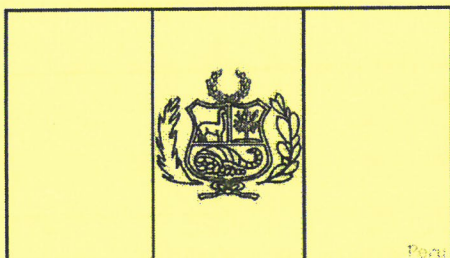


CAPITAL:

Sucre

PAIS:

Bolivia



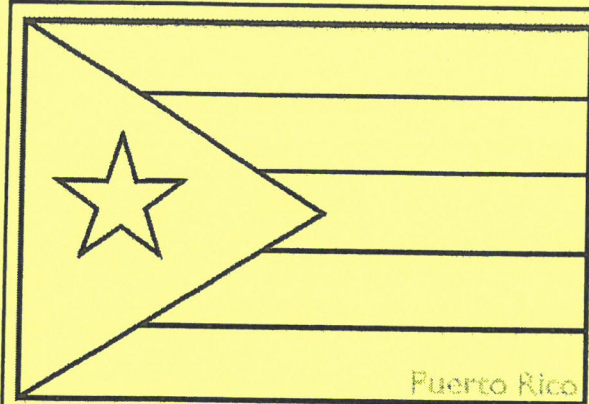
CAPITAL:

Lima

PAIS:

Peru

LAS BANDERAS, LOS PAÍSES Y CAPITALS

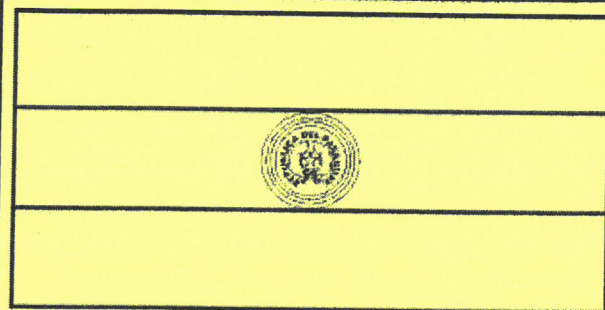


CAPITAL:

San Juan

PAIS:

Puerto Rico

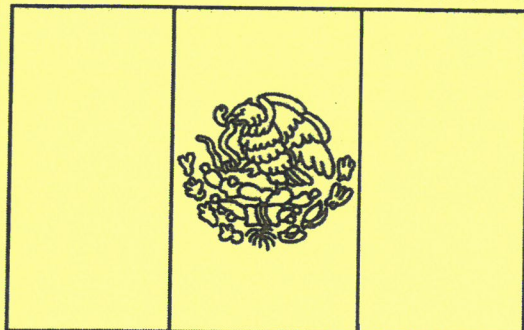


CAPITAL:

Asunción

PAIS:

Paraguay

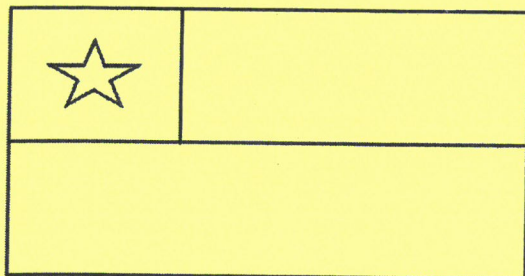


CAPITAL:

Ciudad de México

PAIS:

Mexico



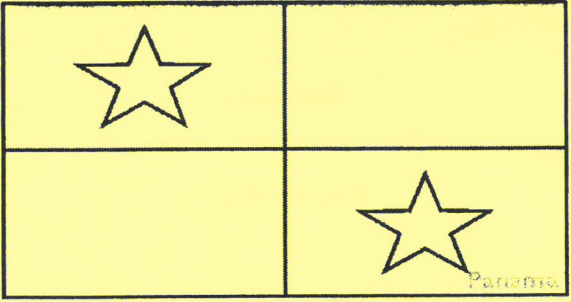
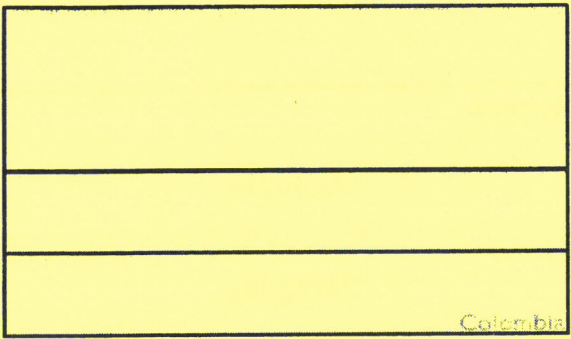
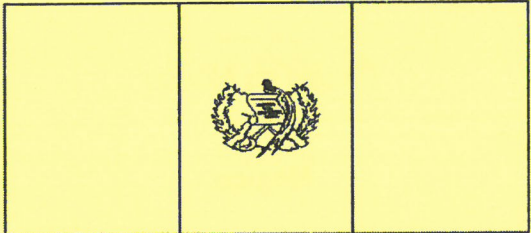
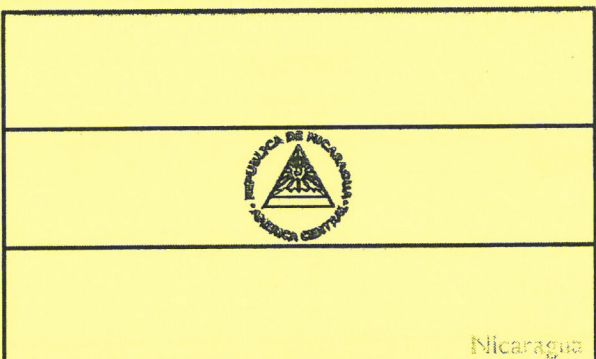
CAPITAL:

Santiago

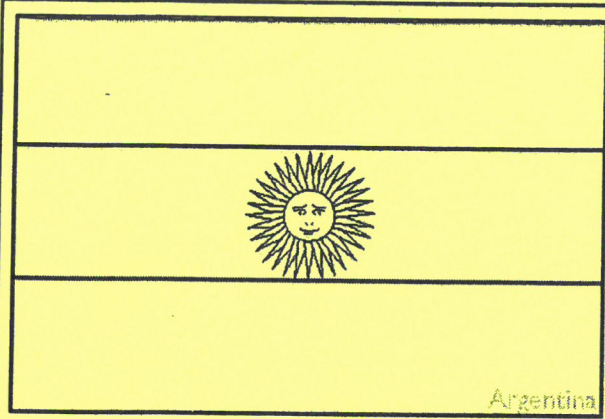
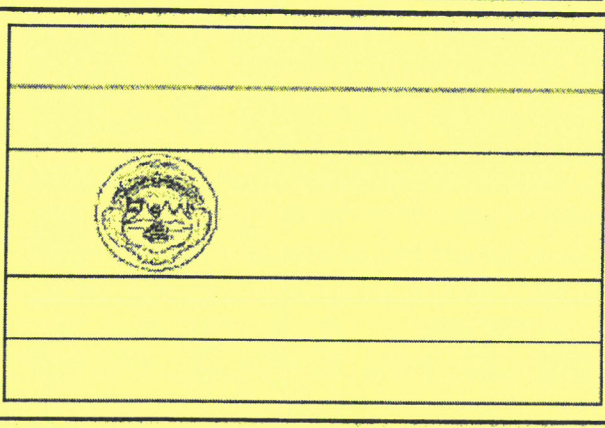
PAIS:

Chile

LAS BANDERAS, LOS PAÍSES Y CAPITALS

	<p>CAPITAL:</p> <p style="text-align: center;"><i>Ciudad de Panamá</i></p> <hr/> <p>PAIS:</p> <p style="text-align: center;">Panama</p>
	<p>CAPITAL:</p> <p style="text-align: center;"><i>Bogotá</i></p> <hr/> <p>PAIS:</p> <p style="text-align: center;">Colombia</p>
	<p>CAPITAL:</p> <p style="text-align: center;"><i>Ciudad de Guatemala</i></p> <hr/> <p>PAIS:</p> <p style="text-align: center;">Guatemala</p>
	<p>CAPITAL:</p> <p style="text-align: center;"><i>San Salvador</i></p> <hr/> <p>PAIS:</p> <p style="text-align: center;">El Salvador</p>

LAS BANDERAS, LOS PAÍSES Y CAPITALS

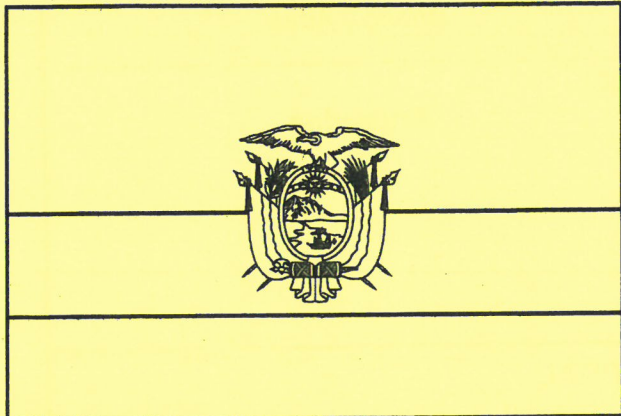
 <p>Argentina</p>	<p>CAPITAL:</p> <p><i>Buenos Aires</i></p> <hr/> <p>PAIS:</p> <p>Argentina</p>
	<p>CAPITAL:</p> <p><i>San Jose</i></p> <hr/> <p>PAIS:</p> <p>Costa Rica</p>

Color the flags any free time that you have and study the flags will be on the final test . You need to :

1. Identify the flag in Spanish
2. Memorize the Capital in Spanish

Ecuador

Republic of Ecuador



Color the flag.

Color Ecuador orange and any bordering countries yellow.



Important Events

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Famous Landmarks

--	--	--	--

Geography

Capital City:

Area:

Climate:

Natural Resource(s):

People and Culture

Official Language(s):

Population:

Foods

Clothing

Popular Sport(s)

Government

Type of Government:

Current Leader

Economy

Currency

Occupation(s)

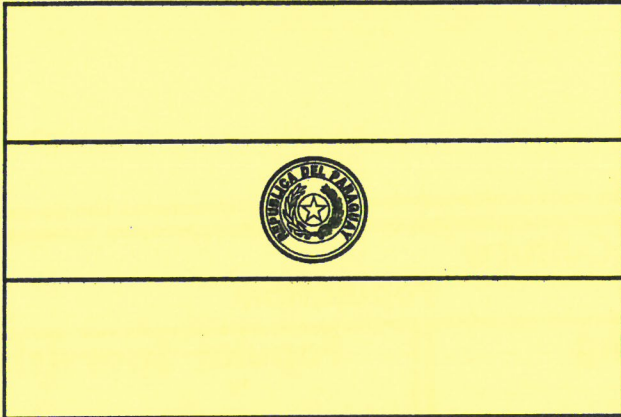
Top Export(s)

Top Import(s)

Interesting Facts

Paraguay

Republic of Paraguay



Color the flag.



Color Paraguay orange and any bordering countries yellow.

Important Events

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Famous Landmarks

--	--	--	--

Geography

Capital City:

Area:

Climate:

Natural Resource(s):

People and Culture

Official Language(s):

Population:

Foods

Clothing

Popular Sport(s)

Government

Type of Government:

Current Leader

Economy

Currency

Occupation(s)

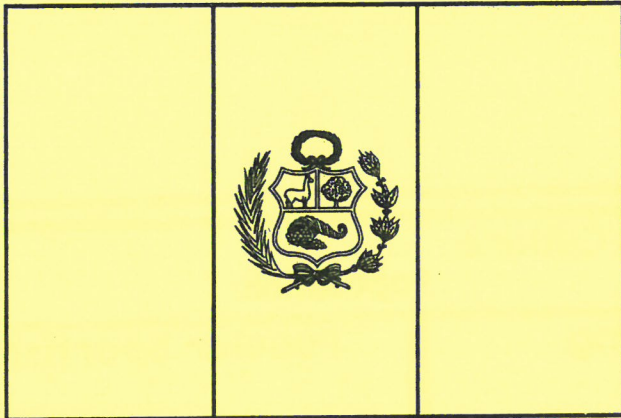
Top Export(s)

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Interesting Facts

Peru

Republic of Peru



Color the flag.



Color Peru orange and any bordering countries yellow.

Important Events

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Famous Landmarks

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Geography

Capital City:

Area:

Climate:

Natural Resource(s):

People and Culture

Official Language(s):

Population:

Foods

Clothing

Popular Sport(s)

Government

Type of Government:

Current Leader

Economy

Currency

Occupation(s)

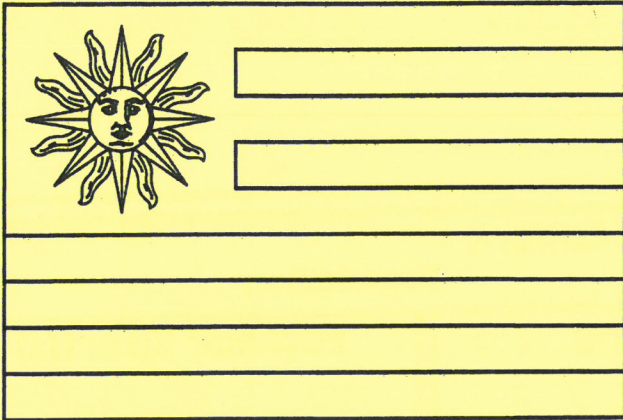
Top Export(s)

Top Import(s)

Interesting Facts

Uruguay

Oriental Republic of Uruguay



Color the flag.



Color Uruguay orange and any bordering countries yellow.

Important Events

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Famous Landmarks

--	--	--	--

Geography

Capital City:

Area:

Climate:

Natural Resource(s):

People and Culture

Official Language(s):

Population:

Foods

Clothing

Popular Sport(s)

Government

Type of Government:

Current Leader

Economy

Currency

Occupation(s)

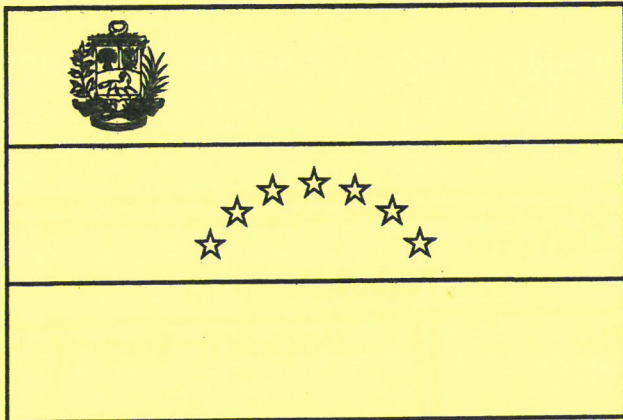
Top Export(s)

Top Import(s)

Interesting Facts

Venezuela

Bolivarian Republic of Venezuela



Color the flag.



Color Venezuela orange and any bordering countries yellow.

Important Events

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Famous Landmarks

--	--	--	--

Geography

Capital City:

Area:

Climate:

Natural Resource(s):

People and Culture

Official Language(s):

Population:

Foods

Clothing

Popular Sport(s)

Government

Type of Government:

Current Leader

Economy

Currency

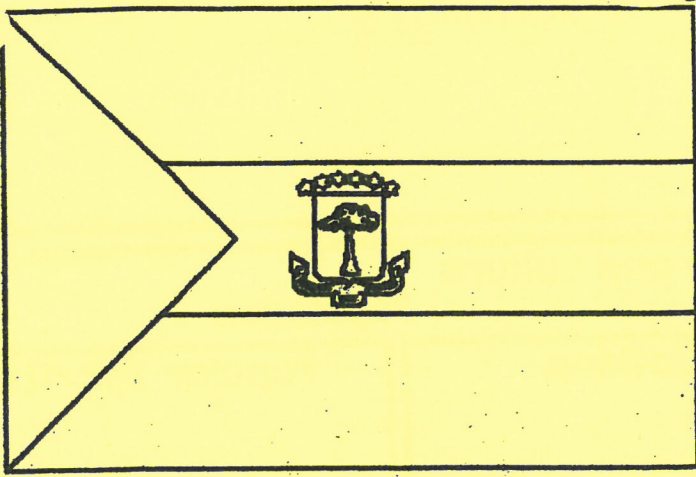
Occupation(s)

Top Export(s)

Top Import(s)

Interesting Facts

Guinea Ecuatorial



Color the flag.

Important Events

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Famous Landmarks

--	--	--	--

Geography

Capital City:

Area:

Climate:

Natural Resource(s):

People and Culture

Official Language(s):

Population:

Foods

Clothing

Popular Sport(s)

Government

Type of Government:

Current Leader

Economy

Currency

Occupation(s)

Top Export(s)

Top Import(s)

Interesting Facts

Capítulo 1: Nota Cultural

You might think Francisco Xavier López Medina is an unusually long name. Actually, Spaniards and Latin Americans commonly use both their first and middle names. They also generally use two last names; first the father's (in Paco's case, López) and then the mother's maiden name (for Paco, it's Medina). In the phone book, Paco's name would be listed under "L" as **López Medina**.

A lo nuestro

In Spanish, there are many ways to ask a person how she or he is doing. Throughout Spain and Latin America you will hear **¿Qué pasa?** (What's happening?) and **¿Qué hay?/ ¿Qué tal?** (what's up?) In México, you'll hear **¿Qué hubo? Or ¿Qué onda?**

A lo nuestro

There are many little words in Spanish that you can use to connect your ideas and help you express yourself better. Some of these words are: **y** (and), **también** (too, also), and **más** (more). Look back at the interviews in the Panorma cultural (p. 31) and see how one of these words is used.

Nota cultural

Many people in Spain and Latin America are Roman Catholic. Children are often named after the Catholic saint celebrated on the day they are born, or after very important saints. Common first names are Jose and Juan Pablo for males, María José and Magdalena for females. Some common Jewish names include Miriam and Ester for girls, and Issac and Jacobo for boys. Islamic names include Omar and Ismael for boys, and Jasmín and Zoraida for girls.

Nota Cultural

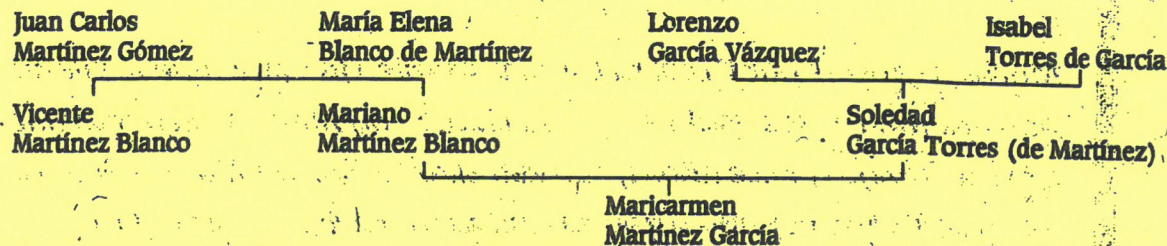
Spanish speakers often greet each other with a handshake or a kiss. In Spain, friends may greet each other with a light kiss on both cheeks. Latin Americans kiss only on one cheek. When men greet each other, they often shake hands, pat each other on the back, or hug. Young people often shake hands when they meet or say goodbye. Family members usually greet each other with a kiss.

Tarea # 8

Read the "notas culturales" and answer the following page in English do your best hand writing

CULTURA

Typically, people in Spanish-speaking countries have a nombre (*first name*) and two apellidos (*last names*). Where do those last names come from? Here is Maricarmen's family tree, complete with all the nombres and apellidos of her parents and grandparents. Look at the names in the family tree, then answer the questions.



1. What is Maricarmen's father's full name? _____
2. What is Maricarmen's uncle's full name? _____
3. What is Maricarmen's mother's full name? _____
4. Which names did Maricarmen take from each of her parents? _____

5. If you were to go to Madrid, and wanted to call up Maricarmen, what name would you look under in the Madrid phone book? _____

a. Spanish-speaking people greet each other differently than many people in the United States. Decide whether the following statements are cierto (*true*) or falso (*false*).

1. _____ Friends in Spain often greet each other with a kiss on both cheeks.
2. _____ Like Spaniards, Latin Americans kiss each other on both cheeks when saying hello.
3. _____ Young people in Spanish-speaking countries often shake hands when meeting or when saying goodbye.
4. _____ Spanish-speaking men only shake hands when greeting one another.
5. _____ In Spanish-speaking cultures, family members usually greet each other with a handshake.

b. How do you, your family, and your friends normally greet each other? How is this different from the way Spanish-speakers customarily greet each other? Is one more "formal" than the other? more "friendly"? How far apart do you stand or sit from each other?

Capítulo 2: **Nota cultural**

In many highschools in Spain and Latin America, students stay in the same room for their classes all day and the teachers change classrooms. Because of this, it's rare to find a school that has lockers. Students have to carry their supplies to and from school each day in book bags or backpacks.

Nota cultural

In Spain, most people live in **pisos** (apartments) in cities or towns. Bedrooms are often smaller, and brothers and sisters will sometimes have to share a room. Generally, the family shares a single TV set and phone. It's not as common for teenagers to have a TV or phone in their bedroom.

A lo nuestro

You have already learned to say if you like something using **(no) me gusta**. Here are some new phrases to express stronger reactions. If you like something a lot you can say **¡Qué padre!**, **¡Genial!**, or **¡Increíble!** If you think something is just all right, you can say **Está bien**, or **No está mal**. If you think its terrible, you can say **¡Qué horrible!**, **¡Qué pesado!**, or **¡Pésimo!**

Tarea # 9

Read the "notas culturales " and answer the following page in English do your best hand writing

CULTURA

Juan Antonio, a student from Spain, will be coming to live with the McRae family for a whole year. The McRaes have two teenagers, Mike and Jennifer, and live in a house in a small town. While staying with them, Juan Antonio will have his own large room. He'll share a TV and a phone with Mike and Jennifer. Using what you've learned about many Spanish homes, what aspects of his life with the McRaes do you think will seem strange to Juan Antonio?

Juan Antonio will be attending the local high school while he's living with the McRaes. After a week of school, he's writing a letter to his best friend back home. Keeping in mind what you learned about how life is in the Spanish-speaking world, what observations do you think Juan Antonio would make to his friend about high school in the United States?

Capitulo 3: Nota cultural

How would you feel if you got a score of 18 on a test? In Perú, this would actually be a high grade, equivalent to a 90.

-Peruvian schools use a scale of 1 to 20 with 11 being the lowest passing score.

-Mexican schools use a scale of 1 to 10, 6 being the passing score.

What would your grades be if you went to school in Perú? In México?

Nota Cultural

What words do you use to get someone's attention? In Spanish, two common expressions are **¡Mira!** (look!) and **¡Oye!** (Listen!) When speaking to more than one person, use **miren** or **oigan**.

Oye, ¿como es la clase?
(Hey, what's the class like?)

Mira, es fácil, pero hay mucha tarea.
(Look, it's easy, but there's a lot of homework.)

Although **oye** and **oigan** mean listen, they are used like the English expression "hey."

Tarea # 10

Read the "notas culturales" and answer the following page in English do your best hand writing

CULTURA

People from the U.S. have a reputation in other countries for always being on time. Is that reputation true, or is it a stereotype? Is it ever all right to be late in this country? Make a list of three occasions when it's acceptable to arrive late, and three when it's necessary to be on time. Can you make any generalizations about your lists, and about attitudes towards time in the U.S.? How do your attitudes towards time differ from those in Spanish-speaking cultures?

Below are some expressions you can use when someone tells you what grade he or she got:

¡Qué bien! *That's great!*
Lo siento. *I'm sorry.*

React to each student's comment about his or her grade using one of the expressions above. Base your reaction on what you learned about grading in Spanish-speaking countries.

MODELO Isabel (México, D.F.): Saqué (I got) un 10 en la clase de química.
Tú ¡Qué bien!

1. Gabriela (Oaxaca, México): Saqué un 8 en la clase de geometría.

Tú: _____

2. Mariana (Lima, Perú): Saqué un 17 en la clase de inglés.

Tú: _____

3. Felipe (Ciudad Juárez, México): Saqué un 5 en la clase de álgebra.

Tú: _____

4. Daniela (Arequipa, Perú): Saqué un 12 en la clase de literatura.

Tú: _____

5. Xóchitl (Jalisco, México): Saqué un 9 en la clase de computación.

Tú: _____

6. José Alberto (Iquitos, Perú): Saqué un 19 en la clase de biología.

Tú: _____

Capítulo 4: Nota cultural

In Spain and Latin America, there are fewer school-sponsored extracurricular activities for high school students than in the United States. Teenagers who play sports will often join independent teams, since many schools don't have their own teams.

A lo nuestro

In Spanish there are many different ways to refer to your classmates and friends. To greet a friend in Peru, say “!Hola Pata!” Throughout Latin America and México, men call each other “**compadre**.” You'll hear friends call each other ‘**mano/a**’ (short for **hermano/a**) or **companero/a** in Mexico and Central America. Another Mexican expression for a friend is “**cuate**”

Nota cultural

Many athletes from Spanish-speaking countries broke new ground in the 2000 Olympic Games. Maria Urrutia from Colombia and Soraya Jimenez from Mexico gave their countries their first gold in weightlifting. Cuba garnered six medals in boxing, four of them gold, and a third consecutive gold by its women's volleyball team. Costa Rica's swimmer Claudia Poll won two bronze medals. In sailing, medals went to Argentina's Carlos Espinola and Serena Amato. Spain captured the gold in diverse competitions: judo (Isabel Fernandez), cycling (Juan Llaneras) and gymnastics (Gervacio Deferr).

Tarea #11

Read the “notas culturales “ and answer the following page in English do your best hand writing

CULTURA

Decide if the following statements were probably made by a) a student in the United States, b) a student in a Spanish-speaking country, or c) both.

- _____ 1. A las cuatro, voy a la reunión (*meeting*) del Club de drama.
- _____ 2. Este año, quiero participar en el club de computadoras de mi colegio. ¡Me gustan mucho los videojuegos!
- _____ 3. Los domingos, siempre vamos a la casa de mis abuelos o caminamos en el parque.
- _____ 4. Después de clases, por lo general voy a casa para hacer la tarea para mañana.
- _____ 5. Hoy tengo entrenamiento (*practice*) de karate. Mi colegio tiene un equipo de karate excelente.
- _____ 6. Después de clases, a veces tomo un refresco con unos amigos en el café, o caminamos en el parque.
- _____ 7. Esta semana mi equipo de fútbol va a jugar contra el equipo de Taxco. ¡Va a ser un partido padrísimo!

Your class has just received a letter from the Colegio Reforma in Cuernavaca, Mexico. They have a lot of questions about life and school in the U.S. You've been assigned to answer the questions given below. Write a short paragraph in Spanish answering the questions below.

¿Qué hacen Uds. los fines de semana?
¿Qué hacen después de clases?
¿Te gusta caminar con amigos?
¿Adónde van para caminar?

Capitulo 5: A lo nuestro

When it's really cold or hot, you can say **¡Hace un frío/calor tremendo!** If it's raining especially hard, you can say **Está lloviendo a cántaros** (it's raining cats and dogs). If it's a beautiful day and you really can't complain, you can tell your friends **Hace un tiempo precioso.**

A lo nuestro

In Spanish, there are many ways to express how often you do things. Some of these expressions include: **una vez** (once), **de vez en cuando** (once in a while), **todo el tiempo** (all the time), **cada día** (each day), and **a menudo** (often).

Nota Cultural

The seasons in the southern cone of South America occur at opposite times of the year from seasons north of the equator. Summer begins in December and winter begins in June. The equator runs through northern South America, where the weather is warm all year round. Here, there are only two seasons, wet and dry. In the tropics, altitude plays a major role in climate. The Andes regions is quite cold even though it's near the equator.

Tarea #12

Read the "notas culturales" and answer the following page in English do your best hand writing

CULTURA

Based upon what you've learned about Spanish-speaking young people, correct the following statements if they are false.

1. It's fairly common for young people in Spain or Latin America to have their own cars.

2. Spanish-speaking young people often will make plans to meet friends in a park, a café or some other public place.

3. The streets of the average town or city in a Spanish-speaking country will most likely be deserted after sundown.

4. Young people in the Spanish-speaking world often tend to socialize in groups.

Imagine that you're a travel agent, specializing in trips to Latin America. What kind of clothing would you advise your customers to take with them if they're going to . . . ? Explain briefly what the weather is like in each case.

1. make a trip to Argentina in December and January

2. travel to southern Chile in mid-July

3. take a tour of the Andean region of Ecuador in May

Imagine that you're going to spend the month of January in Buenos Aires, Argentina. Through an exchange program, you'll be living with an Argentine family with two kids your age. In this chapter you've read about Spanish-speaking young people and about the climate in southern South America. Based on what you've learned in this chapter, what might you expect to see and experience with your host family in Buenos Aires?

Capítulo 6: Nota cultural

When a man and woman serve as **padrino** (godfather) and **madrina** (godmother) at a baby's baptism, it's understood that they'll have a special lifelong relationship with their godchild. The godparents give their **ahijados** love, advice, and help with education and careers. El **compadrazgo** is the relationship between the parents and godparents of the child. **Compadres** and **comadres** often consider each other family. Should a parent die, compadres and comadres are expected to take care for each other's children.

A lo nuestro

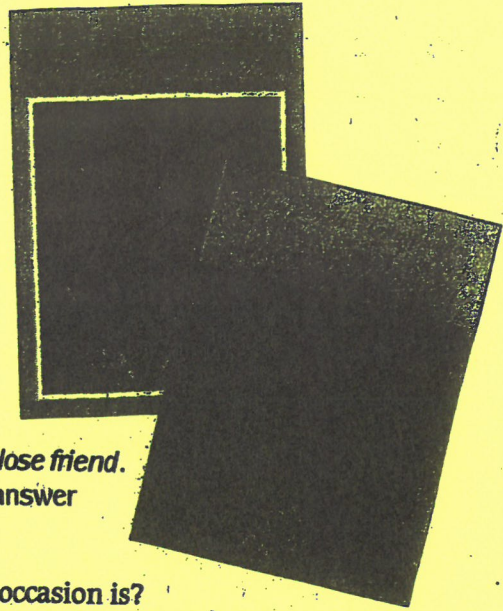
Spanish speakers often use special words when they are talking to someone they like a lot. These are called diminutives. For example, you could call your friend Juan, **Juanito**, or your friend Rosa, **Rosita**. You could call your father **papi**. Some other words adults often use to refer to people they care about are **mi cielo** or **mi vida** (darling or dear). **Mi hijo/a** doesn't necessarily refer to an actual son or daughter, but to a young person the speaker is very fond of.

Tarea #13

Read the "notas culturales" and answer the following page in English do your best hand writing

CULTURA

As you read in the *Nota cultural* on p. 175 of your text, godparents are an important part of the Hispanic family. While the original function of godparents was to sponsor a child at its baptism and to take responsibility for its religious upbringing, today the *madrina* and *padrino* are also friends, advisors, and helpers to the child. They have very strong ties not only to their godchild, but also to the child's parents. The word *compadrazgo* literally means *joint paternity*. Mothers will refer to their child's godmother as *comadre* and fathers will call their child's godfather *compadre*, which also means *close friend*. Look over the greeting cards, and then work with a partner to answer the questions. Compare your answers with other classmates.



1. Can you figure out who the cards are for and what the occasion is?

2. Are cards for godparents generally found in card stores in the U.S.? Why or why not?

3. What does the fact that greeting cards exist especially for godparents tell you about their role in Spanish-speaking families?

4. Why do you think that godparents play an important part in Hispanic family life?

5. Do you have godparents? What adults are close to and important to you?

What kinds of generalizations can you make about privacy in the U.S. and in Spanish-speaking countries?

Greeting card cover, "Muy Feliz Cumpleaños, Querida Madrina," by Paramount. Reprinted by permission of Paramount Cards Inc. Greeting card cover, "Muy Feliz Cumpleaños, Comadre Querida," by Prímor: Expresiones del Corazón. Reprinted by permission of Prímor.

Capitulo 7: A lo nuestro

Ya is usually translated as already, but it can mean several different things. If someone wants to say I'm on my way, they'd use **Ya voy**. If someone asks if you're ready, you can answer **ya** (just a minute) or **todavía no** (not yet). If you're being lectured and you're tired of listening, you might say **¡Ya, ya!** (All right, already!) or **¡Basta ya!** (enough).

Nota cultural

If you and a friend were making plans in Spain or Latin America, you probably would have to get around without a car. There are several reasons for this. Cars are more expensive, so not all families have one. In some countries, you must be 18 years or older to get a driver's license. Finally, public transportation is inexpensive and convenient in most cities. In major cities, most people use the subway, taxis, buses, or **motos** (mopeds). Sometimes they just walk!

Tarea#14

Read the "notas culturales " and answer the following page in English do your best hand writing

CAPÍTULO CULTURA

As you read in the Nota cultural on p. 213 of your textbook, public transportation is a bigger part of day-to-day life in Spanish-speaking countries than in the U.S. It's not uncommon in larger cities, such as Buenos Aires, Madrid, or Mexico City, for people not to own a car, but to rely instead on the subway or bus systems for transportation. In Spain, the subway is called el metro, while in Buenos Aires, it's referred to as el subte (short for el subterráneo). A public bus in Uruguay and Argentina is un colectivo or un ómnibus, una guagua in Puerto Rico and Cuba, and un autobús in Spain. Answer the questions below, in English.

1. How do you generally get to school, to work, and to after-school activities? How do you get around on the weekends?

2. Do you have a driver's license and access to a car?

3. Is there a bus or subway system where you live? Do you ever use it? Why or why not?

4. What are the advantages and disadvantages of using a car as your main means of transportation?

5. What are the advantages and disadvantages of getting around using a public transportation system?

6. Can you imagine living in your area without a car? What would you do instead?

Now imagine that you're a student living in Buenos Aires, the capital city of Argentina and you don't have a car. Describe how you get around. What are some advantages and disadvantages?

Capítulo 8:

Nota cultural

In Spanish-speaking countries, **la cena** is a light meal, usually eaten around 8 p.m., sometimes as late as 10 p.m. (or even later) in Spain. People generally eat a snack (**una merienda**) around 5 p.m. In Ecuador, **la merienda** usually consists of tea or coffee with bread, or perhaps a bowl of soup.

Nota cultural

Two common dishes in the Andes Mountains are **sancocho** (a thick stew-like soup made of green plantains and corn) and **carne colorada**, (beef that has been prepared with **achiote**, or **annato** which gives it a characteristic red color). These dishes, like most Ecuadorean cuisine, are not spicy. **Aji**, a spicy condiment made of tomatoes, onions, and hot, red chili peppers, is placed on most tables at mealtime for added flavor.

Nota cultural

Breakfast in Spanish-speaking countries is usually eaten at around 7:00 p.m. or 8:00 a.m. People often eat un **panecillo** (a plain or sweet roll) and a piece of fresh fruit, such as **papaya** or **pina**, (pineapple). **Café con leche** (mostly warm milk with a little strong coffee), or **chocolate** (hot chocolate) are often served for breakfast.

Nota cultural

Did you know that if you order fruit for dessert in Spain or Latin America, it will be served on a plate with a knife and fork? Instead of switching the hand holding the fork after cutting, Spaniards and Latin Americans usually keep the knife in the right hand and the fork in the left. You may have been taught to put your free hand in your lap, but people in other countries often feel it's more polite to keep both hands on the table throughout the meal.

A lo nuestro

How do you get the attention of the waitperson in a crowded restaurant? Do you raise your hand? Do you call out loud? What is considered rude in one place may be considered perfectly acceptable somewhere else. In many Spanish-speaking countries, it's considered rude to raise your voice in a crowded room. In Spain, for example, people make the sound **tch- tch** to get the waitperson's attention; in Costa Rica it's **pfft**. In Colombia people clap or raise their hands.

Tarea #15

Read the "notas culturales" and answer the following page in English do your best hand writing

■ CULTURA

While cereal is the most popular breakfast food in the U.S., it's not as common in Spanish-speaking countries. As you read in the **Nota cultural** on p. 237 of your textbook, breakfast in most Spanish-speaking countries is pretty light. Besides the foods mentioned in your textbook, people will often have **galletas** (crispy, not-too-sweet cookies, sort of like graham crackers) or **magdalenas** (small sweet rolls that taste like pound cake) with breakfast, dunking them in their coffee, chocolate, or milk. If this seems like a skimpy breakfast to you, remember that it's common for people to have a mid-morning **merienda**, or snack, at about 10:00 or 11:00 to tide them over until lunch.

a. Compare breakfast in your house and what you know about breakfast in Spanish-speaking countries. Which style of breakfast do you like better, and why?

b. Which seems healthier to you? What are the advantages and disadvantages of each?

Look at the **Nota cultural** on p. 242 of your textbook. You may have been surprised to learn that Ecuadorean food is not spicy. In the U.S., a common belief is that food in all Spanish-speaking countries is similar to the spicy dishes of Mexico. Such beliefs about food go both ways. For example, many people in other countries believe that everyone in the U.S. eats fast food all the time.

a. In your opinion, is **la comida norteamericana** really just fast food, or is it something else? Explain.

b. Now make a list of five or six breakfast, lunch, dinner, or dessert dishes that you would recommend to a Spanish-speaking tourist who wants to try some "American food."

How would you like to go home at midday, eat with your family, and take a short nap or watch TV before going back to classes? While the idea might seem strange to you, it's part of the everyday routine for many students in Spanish-speaking countries, and to them, what you do and eat at lunchtime might seem unusual. Briefly describe your lunchtime routine and compare it to the routine described above. If you could choose, which routine would you rather have?
