

Prisoner Express

Developing Your Mind & Body Packet Fall/Winter 2025

Table of Contents

- **Gary intro:** pages 1-2
- **Let's Learn Spanish:** pages 3-28
- **The History & Politics of the United States-Mexico Border:** pages 29-47
- **Nurturing the Mind, Body, and Spirit:** pages: 48-55

Letter from Gary

Hello and welcome to *Developing Your Mind and Body*. This packet intends to exercise your brain and body to make you stronger, smarter and more resilient. I am Gary and I put together these packets by asking volunteers to create interesting lessons for you. Putting this packet together provided an opportunity to better understand this intention. The clearer I am on what we want to accomplish in a packet, the better I can recruit volunteers to generate materials.

In other PE packets, we offer relaxation and meditation (see *Inner Work/Outer Expression*), and I can get confused about what “developing your mind” means. When I think about meditation, the whole point is to quiet your mind. It is a great skill and training of the mind, but is quieting the mind till it's a whisper actually developing it? I think maybe some other part of us rather than our mind is at work when we quiet it. My mind hates to be quiet, and it is only by ignoring it and focusing all my attention on my breath that I can get it to quiet down, and then only for brief moments (sometimes strung together for a slightly longer time). Once I did a 10-day silent retreat at a Vipassana Meditation Center. That was the stillest my mind has been ever, and it was still fleeting. When it was over I felt energized and reborn but in a few days I was back to my regular habits. Mind habits are strong

and invisible. As I get older I take more delight in spending time quieting my mind and you will find some techniques included to help with that in the *Nurturing the Mind, Body, and Spirit* section of this packet. (If that area interests you, be sure to sign up for our *Inner Work/Outer Expression* packet where we explore further meditation techniques and spirituality.)

In this packet, I want to exercise your body and mind. In meditation, we are focused on being; I want to focus future DYMB packets on more mind and body *doing!*

The **Let's Learn Spanish** lesson is a good dive into Spanish and will also support intermediate level students in gaining more skills. Learning a new language is a great mental exercise, expands your understanding of others and their culture and is fun like solving puzzles can be fun. This is a reprint as it was originally created by Hope in 2019. She was a Spanish language major who went on to become a lawyer. Take your time with the packet; practice with friends, or find someone who only speaks Spanish and practice with each other.

If you find it interesting, you will then have Yazmin's bilingual offering: **The History & Politics of the United States-Mexico Border**. This is Yazmin's third packet for PE. She edited Poetry Anthology 30, then created a bilingual packet on meme creation and now this bilingual border packet. I like this lesson for so many reasons. As it happens the border is in the news a lot, and the lesson will provide a survey of historical context and culture issues. Look at the lesson to see how much larger the U.S. was after the Mexican-American border war. It explains so much more of the history and how relations between the border cities developed. I camped on the Mex/Tex Border in Big Bend NP in 2016. The Rio Grande was 30 feet wide and it would be easy to cross over to Mexico anywhere along the

trail. All along the river trail were little displays of handmade crafts. Painted Yucca walking sticks, jewelry, and bent wire animal sculptures. You left your money in a glass jar and took what you wanted. Once the transaction happened, Mexicans canoed or swam across the river and picked up their money. The National Park people knew and allowed this as it has been happening for a long time. People regularly crossed the border in the nearby border towns and cities, and relatives lived on both sides of the border. Most everyone in the supermarkets on the American side spoke Spanish, shoppers and workers. It worked, the people all seemed good with how things were. The border was not a hot issue. Now as climate change and drug gangs make Central America more dangerous and unsustainable, migrants have looked to America for safety and the border crossing is a big deal. Yazmin did include some excerpts on the hardships of migration. It is interesting to explore where human rights issues and nation state's authority meet and how those issues get resolved over time. There is also the very big issue of U.S. agriculture depending on low-paid migrants to make a profit and keep food prices down. Yazmin has left a series of questions for you to answer; the lesson is bilingual so you can answer the questions in either language. English speakers could use the Spanish packet to help write your answers to the packet in Spanish. Remember it's all about developing your mind. Send your responses to **Yazmin 825**. When you send your responses to this packet, feel free to send suggestions on what subject you'd like to see Yazmin cover in her next bilingual packet.

The section **Nurturing the Mind, Body, and Spirit** was put together by the students from Art Beyond Cornell (ABC). This student group has been creating content for our programs in art and have further contributed with this primer. We understand there are mental health issues in prison as well as issues regarding you getting good care for your body. It is our hope to develop this section of the packet to provide you with resources that can keep your mind and body at its best. As I think about this overall packet I would like to create more content on the connection between mind and body, and how working out the body can affect the mind. I can see how spirit is like meditation, a being state rather than doing, and I want to save that focus for the other packets. I wonder about mental health. Does developing your mind and body help

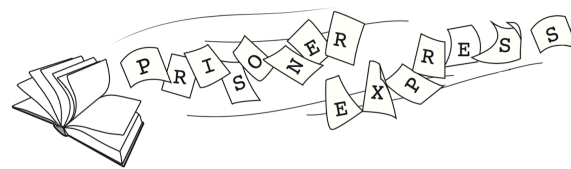
mental health? I know many people who suffer from depression and anxiety who get great relief from a good workout, especially a regular workout program. My thought is to begin featuring workout routines that might also lift your mood, as we did in the last packet cycle with the exercise program featured there. Let us know what you think of that idea, or what would you like to see covered in a section focused on developing your body.

At the end of this section is a questionnaire. Rosy who is creating content for the section included these questions to help her better understand the issues and concerns you have about health. Your responses will educate Rosy and the ABC team to the issues you face, and guide them in creating better programs to serve you all. Send your responses to **Rosy 1220**.

Vaya con Dios,
Su amigo,

Gary

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Let's Learn Spanish!

From Hope, the original creator of this lesson:

Since this program is all on paper, the main focus is going to be reading and writing. I will include a couple of quick notes at the end of this introduction about Spanish pronunciation. By the end of this program, you will know over 100 of the most common verbs in Spanish, what they mean, and how to use them in the present tense. You will also know how to talk about and describe yourself and others, and learn lots of vocab for people, places, things, locations, hobbies, and more.

This program is a combination of both Let's Learn Spanish and the Intermediate Spanish programs that were offered in a previous Prisoner Express cycle.

For those of you who already know some Spanish, that means that some of these lessons will just serve as extra practice and a reminder of Spanish basics. For those of you who don't know any Spanish, this program may feel like it moves fast for you. I want to reassure all of you that this program is going to be helpful to everyone who signed up, and it will establish a basis of Spanish knowledge that we will be able to build from in future programs!

Each lesson will explain the concepts, teach vocab, give examples, and offer activities for you to do after the lesson in order to practice what you learned. I highly recommend reading each lesson a few times. At the bottom of each activity sheet, there's a box with the answers so that you can check your work. If there's anything you're having trouble understanding, I suggest reviewing that part of the lesson, then creating your own activities to practice, following the patterns from the activities in the packet.

At the back of this packet (after lesson 10) there is a sheet with more vocabulary. These are words and phrases that I wasn't able to fit into the lessons, but that are important anyway and will be very useful to have as you continue learning Spanish!

After that page, there are two more pages of review activities that will go over everything we covered in this packet.

Note: I use some abbreviations throughout this packet in order to save space. Here's what they mean:

(m) = masculine	(f) = feminine
(sing.) = singular	(pl.) = plural
(ud.) = usted	(uds.) = ustedes

Pronunciation:

Everything in Spanish is pronounced the way it is spelled, and every letter is pronounced, so if you understand how the different vowels and consonants are pronounced, then you'll be able to read and pronounce words in Spanish even if you don't know what they mean! Vowels are the most important to understand in order to have good pronunciation:

- **A** makes an "ah" sound, as in tall or father.
- **E** makes an "eh" sound, as in tell or bet.
(If E is at the end of a word, it sounds more like "ay", as in pay or wait.)
- **I** makes an "ee" sound, as in king or meet.
- **O** makes an "oh" sound, as in tone or alone.
- **U** makes an "oo" sound, as in tooth or coo.

Almost all consonants are pronounced the same way they normally are in English. Exceptions: C makes a hard c ("k" as in "curb") in most words, unless the word is spelled ce or ci, in which case it becomes a soft c ("s" as in "city"). G makes a hard g ("g" as in "game") in most words, unless the word is spelled ge or gi, in which case it becomes a soft g ("h" as in "hit"). H is silent, while J and X make the "h" sound. Ñ makes a "ny" sound (as in "canyon"), and LL makes a "y" sound (as in "layer"). Q makes a "k" sound, while RR makes a rolled "r" sound. Z sounds like an "s" at the end of a word, and like a "z" when it's at the beginning.

Okay, now let's get started!

LESSON 1

Personal Pronouns

Yo	<i>I</i>	Nosotros	<i>we</i>
Tú	<i>you (inf.)</i>	Vosotros	<i>y'all</i>
Él	<i>he</i>	Ellos	<i>they (m)</i>
Ella	<i>she</i>	Ellas	<i>they (f)</i>
Usted	<i>you (formal)</i>	Ustedes	<i>you (plural)</i>

Note: tú vs. usted

In Spanish there are 2 ways to say “you.” The informal “tú” is used when you’re talking to someone who is the same age or younger than you, a friend, or someone you have a relationship with. The formal “usted” is used when you’re talking to someone older than you, someone you don’t know, or someone in a rank above you (i.e. your boss, your professor, etc.)

Note: vosotros

The word “vosotros” is only used in Spain. The majority of Spanish speakers use “ustedes” when referring to multiple people as the common “you.”

Note: ellos, nosotros & vosotros gender

If you’re using “ellos”, “nosotros” or “vosotros” to describe a group of only women, then they become “ellas”, “nosotras” and “vosotras” respectively. If there are one or more men in the group, you do not change the ending.

Ser (to be)

(Yo) soy - <i>I am</i>	(Nosotros) somos - <i>we are</i>
(Tú) eres - <i>you are</i>	(Vosotros) soís - <i>y'all are</i>
(Él/ Ella) es - <i>he/she is</i>	(Ellos/Ellas) son - <i>they are</i>
(Usted) es - <i>you are</i>	(Ustedes) son - <i>you are</i>

Verb: SER is used to describe who someone is, what someone is like, or where they're from

Descriptive Adjectives: Appearances

Lindo (<i>pretty</i>)	Feo (<i>ugly</i>)
Alto (<i>tall</i>)	Bajo (<i>short</i>)
Grande (<i>big</i>)	Pequeño (<i>small</i>)
Joven (<i>young</i>)	Viejo (<i>old</i>)
Flaco (<i>thin</i>)	Gordo (<i>fat</i>)
Atractivo (<i>attractive</i>)	Musculoso (<i>muscular</i>)
Guapo (<i>handsome</i>)	Guapa (<i>beautiful</i>)
Rechoncho (<i>plump</i>)	Fuerte (<i>strong</i>)
Pálido (<i>pale</i>)	Rubio (<i>fair</i>)
Bronceado (<i>tan</i>)	Moreno (<i>dark</i>)

Descriptive Adjectives: Characteristics

Inteligente (<i>smart</i>)	Interesante (<i>interesting</i>)
Cómico (<i>funny</i>)	Curioso (<i>curious</i>)
Trabajador* (<i>hard-working</i>)	Simpático (<i>nice</i>)
Generoso (<i>generous</i>)	Celoso (<i>jealous</i>)
Bueno (<i>good</i>)	Malo (<i>bad</i>)
Perezoso (<i>lazy</i>)	Creativo (<i>creative</i>)
Educado (<i>educated</i>)	Serio (<i>serious</i>)
Valiente (<i>brave</i>)	Honesto (<i>honest</i>)
Antipático (<i>mean</i>)	Amigable (<i>friendly</i>)
Fácil (<i>easy</i>)	Difícil (<i>difficult</i>)

Adjective Endings

Most adjectives in Spanish are gendered! When the subject is feminine and the adjective ends in an “o”, the ending changes to an “a”. “Tú” and “usted” can be masculine or feminine depending on the gender of the person you are speaking to.

Examples:

(Masculine)	(Feminine)
Yo soy musculoso	Yo soy musculosa
Él es bajo	Ella es baja
Tú eres simpático	Tú eres simpática
Usted es cómico	Usted es cómica

Adjectives that do not end in “o” stay the same regardless of whether the subject is feminine or masculine. *Trabajador is the exception to this rule. The masculine form is trabajador, while the feminine form is trabajadora.

Examples:

(Masculine)	(Feminine)
Yo soy inteligente	Yo soy inteligente
Tú eres amigable	Tú eres amigable
Él es joven	Ella es joven
Usted es interesante	Usted es interesante

When the subject is plural, add an s to the ending. Masculine and singular = -o, masculine and plural = -os, feminine and singular = -a, feminine and plural = -as. Add an “s” to adjectives that end in “e” in order to make them plural.

Examples:

(Masculine)	(Feminine)
Ellos son flacos	Ellas son flacas
Ustedes son valientes	Ustedes son valientes
Nosotros somos serios	Nosotras somos serias

LESSON 1 ACTIVITIES

Complete the following activities to practice what you learned in Lesson 1! Each activity is labelled with which part of the lesson it's about, so be sure to refer back to the lesson if you're stuck on a question! There is an answer key at the end of this page.

Activity #1- Personal Pronouns

Match the Spanish personal pronoun on the left with the English translation on the right.

- | | |
|----------------|-----------------|
| ___1. Yo | A. We |
| ___2. Tú | B. Y'all |
| ___3. Él | C. He |
| ___4. Ella | D. They (m) |
| ___5. Usted | E. You (form.) |
| ___6. Nosotros | F. I |
| ___7. Vosotros | G. (They (f) |
| ___8. Ellos | H. You (inf.) |
| ___9. Ellas | I. You (plural) |
| ___10. Ustedes | J. She |

Activity #2- SER

Match the conjugation of SER on the left with its personal pronoun on the right.

- | | |
|-------------|--------------------------|
| ___1. Somos | A. Tú |
| ___2. Eres | B. Nosotros |
| ___3. Soy | C. Él/ Ella/ Usted |
| ___4. Es | D. Vosotros |
| ___5. Sois | E. Ellos/ Ellas/ Ustedes |
| ___6. Son | F. Yo |

Activity #3- Descriptive Adjectives: Appearances

Match the descriptive adjectives on the left with their opposite on the right.

- | | |
|-----------------|------------|
| ___1. Lindo | A. Rubio |
| ___2. Alto | B. Joven |
| ___3. Moreno | C. Flaco |
| ___4. Grande | D. Pequeño |
| ___5. Viejo | E. Feo |
| ___6. Gordo | F. Pálido |
| ___7. Bronceado | G. Bajo |

Activity #4- Descriptive Adjectives: Characteristics

Match the descriptive adjectives on the left with their opposite on the right.

- | | |
|------------------|---------------|
| ___1. Trabajador | A. Cómico |
| ___2. Serio | B. Perezoso |
| ___3. Fácil | C. Antipático |
| ___4. Simpático | D. Difícil |
| ___5. Bueno | E. Malo |

Activity #5- Adjective Endings

Identify if each adjective is masculine or feminine. Circle the letter M if it's masculine, and F if it's feminine.

- | | | |
|---------------|---|---|
| 1. Musculosa | M | F |
| 2. Bajo | M | F |
| 3. Antipático | M | F |
| 4. Bronceada | M | F |
| 5. Serio | M | F |

Activity #6- Adjective Endings

Identify if each adjective is singular or plural. Circle S if it's singular, and P if it's plural.

- | | | |
|----------------|---|---|
| 1. Fácil | S | P |
| 2. Valientes | S | P |
| 3. Flacos | S | P |
| 4. Viejas | S | P |
| 5. Inteligente | S | P |

Activity #7- Review

Finish the sentences below with the correct conjugation of SER

- Ella _____ flaca.
- Nosotros _____ honestos.
- Yo _____ fuerte.
- Ustedes _____ altos.
- Tú _____ interesante.

Additional Practice

Write 3 sentences describing yourself, then write 3 sentences describing someone else. Use the correct conjugation of SER and pay attention to adjective endings!

<p>Activity #1 Answer Key 1.F 2.H 3.C 4.J 5.E 6.A 7.B 8.D 9.G 10. I</p>
<p>Activity #2 Answer Key 1. B 2. A 3. F 4. C 5. D 6. E</p>
<p>Activity #3 Answer Key 1. E 2. G 3. A 4. D 5. B 6. C 7. F</p>
<p>Activity #4 Answer Key 1. B 2. A 3. D 4. C 5. E</p>
<p>Activity #5 Answer Key 1. F 2. M 3. M 4. F 5. M</p>
<p>Activity #6 Answer Key 1. S 2. P 3. P 4. P 5. S</p>
<p>Activity #7 Answer Key 1. Es 2. Somos 3. Soy 4. Son 5. Eres</p>

LESSON 2

Conversation Starters:

Hola	Hi
Buenos días	Good morning
Buenas tardes	Good afternoon/ evening
Buenas noches	Goodnight
¿Cómo estás?	How are you? (informal)
¿Cómo está?	How are you? (formal)
Estoy bien, gracias	I'm fine, thanks
(Muy) bien	(Very) well
Más o menos	So-so
(Muy) mal	(Very) bad
¿Qué pasa?	What's up?
¿Cómo te llamas?	What's your name? (inf.)
¿Como se llama?	What's your name? (form)
Me llamo...	My name is...
Te presento...	I present to you... (inf.)
Le presento...	I present to you... (formal)
¿De dónde eres?	Where are you from? (inf.)
¿De dónde es?	Where are you from? (for)
Yo soy de....	I am from...
Mucho gusto	Nice to meet you
¡Hasta luego!	See you later!
¡Nos vemos!	See you around!
Adiós	Goodbye

Question Words

¿Cómo?	How?
¿Quién?	Who?
¿Qué?	What?
¿Dónde?	Where?
¿Cuándo?	When?
¿Por qué?	Why?
¿Cuál?	Which?

Questions commonly used with SER

¿Cómo eres?	What are you like?
¿Quién eres?	Who are you?
¿De dónde eres?	Where are you from?
¿Qué es?	What is it?
¿Cuál es?	Which one is (it)?

Estar (to be)

(Yo) estoy	I am	(Nosotros) estamos	we are
(Tú) estás	you are	(Vosotros) estáis	y'all are
(Él/ Ella) está	he/she is	(Ellos/ Ellas) están	they are
(Usted) está	you are	(Ustedes) están	you are

Verb: ESTAR is used to describe states of being in people, places, and things. Although in English it has the same meaning as SER, the two verbs are not interchangeable in Spanish. ESTAR means to

be temporarily, while SER means to be permanently. This rhyme helped me when I was learning how to use these to verbs: for how you feel and where you are, always use the verb ESTAR.

Questions commonly used with ESTAR

¿Cómo estás?	How are you?
¿Dónde estás?	Where are you?

Descriptive Adjectives: States of Being

Bien (well/ fine/ OK)	Feliz (happy)
Triste (sad)	Emocionado (excited)
Nervioso (nervous)	Cansado (tired)
Deprimido (depressed)	Contento (content)
Agradecido (grateful)	Alegre (joyful)
Tranquilo (calm)	Enojado (angry)
Frustrado (frustrated)	Harto (fed up)
Enfermo (sick)	Sano (healthy)
Aburrido (bored)	Listo (ready)
Preparado (prepared)	Preocupado (worried)
Orgullosa (proud)	Vivo (alive)

Note: The rules for adjective endings that we learned in Lesson 1 also apply here! If the subject is masculine, the adjective will end in "o," and if it's feminine it will end in "a." In this set of adjectives, the only adjectives on this list that will not change endings in the singular form are "bien", "feliz", "triste", and "alegre."

Examples:

(Masculine)	(Feminine)
Yo estoy emocionado	Yo estoy emocionada
Tú estás tranquilo	Tú estás tranquila
Él está enfermo	Ella está enferma
Usted está orgulloso	Usted está orgullosa

The same rules from lesson 1 also apply for pluralizing adjectives.

Examples:

(Masculine)	(Feminine)
Ellos están tristes	Ellas están tristes
Nosotros estamos felices	Nosotras estamos felices
Ustedes están contentos	Ustedes están contentas
Vosotros estáis enfermos	Vosotras estáis enfermas

LESSON 2 ACTIVITIES

Complete the following activities to practice what you learned in Lesson 2! Each activity is labelled with which part of the lesson it's about, so be sure to refer back to the lesson if you're stuck on a question! There is an answer key at the end of this page.

Activity #1- Conversation Starters

Match the phrase on the left with the most appropriate response on the right.

- | | |
|-----------------------|------------------------|
| ___1. Como estás? | A. Me llamo Chris |
| ___2. Hola! | B. Buenos días |
| ___3. Cómo te llamas? | C. Adiós! |
| ___4. De dónde eres? | D. Estoy bien, gracias |
| ___5. Nos vemos! | E. Yo soy de Florida. |

Activity #2- Question Words

Match the Spanish question on the left with its English translation on the right.

- | | |
|-----------------|-----------|
| ___1. ¿Cómo? | A. Who? |
| ___2. ¿Cuándo? | B. What? |
| ___3. ¿Dónde? | C. How? |
| ___4. ¿Por qué? | D. When? |
| ___5. ¿Quién? | E. Where? |
| ___6. ¿Cuál? | F. Why? |
| ___7. ¿Qué? | G. Which? |

Activity #3- ESTAR

Match the conjugation of ESTAR on the left with its personal pronoun on the right.

- | | |
|---------------|--------------------------|
| ___1. Estás | A. Yo |
| ___2. Está | B. Tú |
| ___3. Estamos | C. Él/ Ella/ Usted |
| ___4. Estáis | D. Nosotros |
| ___5. Estoy | E. Vosotros |
| ___6. Están | F. Ellos/ Ellas/ Ustedes |

Activity #4- Descriptive Adjectives: States of Being

Match the descriptive adjectives on the left with their opposite on the right.

- | | |
|------------------|---------------|
| ___1. Feliz | A. Alegre |
| ___2. Deprimido | B. Content |
| ___3. Enfermo | C. Triste |
| ___4. Emocionado | D. Preocupado |
| ___5. Tranquilo | E. Frustrado |
| ___6. Aburrido | F. Sano |

Activity #5- Review

Read each sentence, then fill in the blank with the correct adjective endings (-o, -os, -a, -as, -e, -es)! Pay attention to if the subject is masculine or feminine and singular or plural.

1. Ellas están list_____.
2. Él está nervios_____.
3. Ellos están tranquil_____.
4. Yo (masc.) estoy emocionad_____.
5. Tú (fem.) estás content_____.
6. Ustedes están alegr_____.
7. Usted está trist_____.

Activity #6 Review

Read the following sentences and write their English translations on the line below them.

1. Yo soy joven, flaco, y (*and*) bajo.

2. Él está nervioso, pero (*but*) contento.

3. ¿Por qué estás preocupado?

4. Ustedes están orgullosos, y yo estoy feliz.

5. Ella es trabajadora, pero hoy (*today*) está cansada.

Activity #1 Answer Key

1. D 2. B 3. A 4. E 5. C

Activity #2 Answer Key

1. C 2. D 3. E 4. F 5. A 6. G 7. B

Activity #3 Answer Key

1. B 2. C 3. D 4. E 5. A 6. F

Activity #4 Answer Key

1. C 2. A 3. F 4. D 5. E 6. B

Activity #5 Answer Key

1. as 2. o 3. os 4. o 5. a 6. es 7. e

Activity #6 Answer Key

1. I am young, thin, and short. 2. He is nervous, but content. 3. Why are you worried? 4. You are proud, and I am happy. 5. She is hard-working, but today she's tired.

LESSON 3

People (Las personas/ La gente):

(Masculine)	(Feminine)
El bebé (baby)	La bebé (baby)
El niño (child)	La niña (child)
El chico (boy)	La chica (girl)
El joven (young man)	La joven (young woman)
El hombre (man)	La mujer (woman)
El amigo (friend)	La amiga (friend)
El señor (Mr.)	La señora (Mrs.)
El anciano (old man)	La anciana (old woman)
El compañero (partner)	La compañera (partner)
El empleado (employee)	La empleada (employee)
El jefe (boss)	La jefa (boss)
El novio (boyfriend)	La novia (girlfriend)
El esposo (husband)	La esposa (wife)

Locations:

Note: Always use ESTAR to describe a location.

El mundo (world)	La universidad (university)
El cielo (sky)	La casa (house)
El suelo (floor)	La escuela (school)
El oceano (ocean)	La ciudad (city)
El país (country)	La cárcel (jail)
El bosque (forest)	La celda (cell)
El mar (sea)	La parque (park)
El pueblo (town)	La biblioteca (library)
El estudio (study)	La oficina (office)
El baño (bathroom)	La cocina (kitchen)
El edificio (building)	La cafetería (cafeteria)
El vecino (neighborhood)	La sala (room)
El cuarto/ dormitorio (bedroom)	
El gimnasio (gym)	

Objects:

El libro (book)	La mesa (table)
El periódico (newspaper)	La silla (chair)
El lápiz (pencil)	La computadora (computer)
El móvil (cellphone)	La camera (camera)
El telefono (telephone)	La television/ tele (TV)
El bolígrafo (pen)	El cuaderno (notebook)
El papel (paper)	

Clothing:

El vestido (dress)	La ropa (clothing)
Los pantalones (pants)	La camisa (shirt)
Los zapatos (shoes)	La falda (skirt)
El suéter (sweater)	Las gafas (glasses)
Los calcetines (socks)	El abrigo (coat)

Colors:

Rojo (red)	Negro (black)
Amarillo (yellow)	Blanco (white)
Anaranjado (orange)	Gris (gray)
Azul (blue)	Morado (purple)
Verde (green)	Rosado (pink)

Plurals & Definite Articles:

When changing a noun from singular to plural, most of the time the only thing you have to do is add an “s” to the end (or an “es” if the noun ends in a consonant). The definite article before it, “el” or “la”, also changes. “El” changes to “los”, while “la” changes to “las.” The gender of the noun never changes, regardless of if the word is singular or plural. “El” will always change to “los”, and “la” will always change to “las.”

Examples:

(Masculine)	(Feminine)
El abrigo → Los abrigos	La falda → Las faldas
El libro → Los libros	La casa → Las casas
El país → Los países	La silla → Las sillas
El hombre → Los hombres	La mujer → Las mujeres

Possessive pronouns:

Mi (my)	Nuestro (ours)
Tu (your)	Vuestro (your [plural])
Su (his/ hers/ your)	Su (theirs/ your [plural])

Note: If the subject that is being referred to is feminine, change “nuestro” and “vuestro” to “nuestra” and “vuestra.”

Examples:

Mi país (my country)
Nuestra casa (our house)
Tu escuela (your school)
Su oficina (his/her/their office)

Plurals & Possessive Pronouns

If you are using possessive pronouns to describe more than one thing, add an “s” to the end of the possessive pronoun.

Examples:

Mi país → Mis países (my countries)
Nuestra casa → Nuestras casas (our houses)
Tu escuela → Tus escuelas (your schools)
Su oficina → Sus oficinas (his/her/their offices)

LESSON 3 Activities

Complete the following activities to practice what you learned in Lesson 3! Each activity is labelled with which part of the lesson it's about, so be sure to refer back to the lesson if you're stuck on a question! There is an answer key at the end of this page.

Activity #1- People

Indicate whether each noun is masculine (M) or feminine (F).

- | | | |
|----------------|---|---|
| 1. El empleado | M | F |
| 2. El amigo | M | F |
| 3. La jefa | M | F |
| 4. La anciana | M | F |
| 5. El esposo | M | F |
| 6. La mujer | M | F |
| 7. El novio | M | F |

Activity #2- Locations

Below are lists of 4 different locations. Choose the location that does not belong in each list.

- (A) El mundo, (B) La universidad, (C) La escuela
- (A) El bosque, (B) El mar, (C) La biblioteca
- (A) El pueblo, (B) El estudio, (C) La ciudad
- (A) La cocina, (B) La cafetería, (C) El suelo
- (A) El cielo, (B) El edificio, (C) El vecino

Activity #3- Objects

Circle the definite article that goes with each word below.

- (El / La) libro
- (El / La) mesa
- (El / La) periódico
- (El / La) televisión
- (El / La) papel
- (El / La) lápiz
- (El / La) móvil
- (El / La) cámara
- (El / La) silla
- (El / La) teléfono

Activity #4- Clothing & Colors

Translate each sentence from Spanish to English.

- El vestido es azul.

- Los pantalones son negros.

- La camisa es negra.

- La falda es roja y amarilla.

- Los zapatos son blancos con (with) gris.

- El abrigo es anaranjado, verde, y azul.

- Los calcetines son morados.

Activity #5- Plurals & Definite Articles

Read each singular noun below, then write its plural on the line next to it. Pay attention to the definite articles!

- La amiga → _____
- El pueblo → _____
- El joven → _____
- La parque → _____
- El suéter → _____

Activity #6- Possessive Pronouns & Plurals

Match the Spanish phrase on the left with its English translation on the right.

- | | |
|---------------------------|------------------------|
| ___1. Mis amigos | A. Our chair |
| ___2. Nuestra silla | B. My husband |
| ___3. Tus libros | C. His/Her/Their shoes |
| ___4. Sus zapatos | D. My friends |
| ___5. Su mesa | E. Your pen |
| ___6. Tu bolígrafo | F. His/Her/Their table |
| ___7. Mi esposo | G. Our socks |
| ___8. Nuestros calcetines | H. Your books |

Activity #1 Answer Key

1. M 2. M 3. F 4. F 5. M 6. F 7. M

Activity #2 Answer Key

1. A 2. C 3. B 4. C 5. A

Activity #3 Answer Key

1. El 2. La 3. El 4. La 5. El 6. El
7. El 8. La 9. La 10. El

Activity #4 Answer Key

1. The dress is blue. 2. The pants are black. 3. The shirt is black. 4. The skirt is red and yellow. 5. The shoes are white with gray. 6. The coat is orange, green, and blue. 7. The socks are purple.

Activity #5 Answer Key

1. Las amigas 2. Los pueblos 3. Los jóvenes
4. Las parques 5. Los suéteres

Activity #6 Answer Key

1. D 2. A 3. H 4. C 5. F 6. E 7. B 8. G

LESSON 4: REGULAR -AR VERBS

Verbs that end in -ar

All verbs in Spanish begin in the infinitive form and have to be conjugated. Spanish verbs have three possible endings; -ar, -er, or -ir.

How to conjugate -ar verbs:

In Spanish, verbs are formed ("conjugated") depending on who is doing the action. The way this is done is by removing the -ar ending from the verb, and adding the ending that indicates who is doing the action. Here is a table showing how the -ar verb ending based on who the actor is:

Yo	-o	Nosotros	-amos
Tú	-as	Vosotros	-áis
Él	-a	Ellos	-an
Ella	-a	Ellas	-an
Usted	-a	Ustedes	-an

Examples:

Ayudar (to help) → ayud + endings

[yo]	ayud <u>o</u>	(I help)
[tú]	ayud <u>as</u>	(You [inf] help)
[él/ella]	ayud <u>a</u>	(He/She helps)
[usted]	ayud <u>a</u>	(You [form] help)
[nosotros]	ayud <u>amos</u>	(We help)
[vosotros]	ayud <u>áis</u>	(Y'all help)
[ellos/ellas]	ayud <u>an</u>	(They help)
[ustedes]	ayud <u>an</u>	(You [pl.] help)

Hablar (to speak) → habl + endings

[yo]	habl <u>o</u>	(I speak)
[tú]	habl <u>as</u>	(You speak)
[él/ella]	habl <u>a</u>	(He/She speaks)
[usted]	habl <u>a</u>	(You speak)
[nosotros]	habl <u>amos</u>	(We speak)
[vosotros]	habl <u>áis</u>	(Y'all speak)
[ellos/ellas]	habl <u>an</u>	(They speak)
[ustedes]	habl <u>an</u>	(You speak)

Tomar (to take) → tom + endings

[yo]	tom <u>o</u>	(I take)
[tú]	tom <u>as</u>	(You take)
[él/ella]	tom <u>a</u>	(He/She takes)
[usted]	tom <u>a</u>	(You take)
[nosotros]	tom <u>amos</u>	(We take)
[vosotros]	tom <u>áis</u>	(Y'all take)
[ellos/ellas/uds]	tom <u>an</u>	(They/ You take)

Common -ar verbs:

Aceptar (to accept)	Explicar (to explain)
Actuar (to act)	Expresar (to express)
Andar (to walk)	Faltar (to lack)
Apoyar (to support)	Ganar (to win)
Ayudar (to help)	Hablar (to speak)
Bailar (to dance)	Imaginar (to imagine)
Buscar (to search for)	Iniciar (to initiate)
Caminar (to walk)	Levantar (to get up)
Cambiar (to change)	Llamar (to call)
Cantar (to sing)	Llegar (to arrive)
Cenar (to eat dinner)	Llevar (to bring/wear)
Cerrar (to close)	Lograr (to achieve)
Cocinar (to cook)	Mandar (to send)
Comprar (to buy)	Mirar (to look)
Considerar (to consider)	Necesitar (to need)
Continuar (to continue)	Pagar (to pay)
Cortar (to cut)	Preguntar (to ask)
Dedicar (to dedicate)	Preparar (to prepare)
Dejar (to leave/ stop)	Presentar (to introduce)
Desear (to desire)	Sacar (to take)
Dibujar (to draw)	Terminar (to finish)
Enseñar (to teach)	Tocar (to touch/ play)
Entrar (to enter)	Tomar (to take)
Escuchar (to listen)	Trabajar (to work)
Estudiar (to study)	Tratar (to treat/ try)
Evitar (to avoid)	Usar (to use)

All the verbs on this list follow the exact same pattern: take the infinitive, drop the -ar off the ending, and add the correct -ar verb ending based on who's doing the action.

In order to save space, future verb conjugations will follow this format:

Infinitive (translation)

(Yo) form	(Nosotros) form
(Tú) form	(Vosotros) form
(él/ella/ud) form	(ellos/ellas/uds) form

Examples:

Llamar (to call)

(yo) Llamo	(nosotros) Llamamos
(tú) Llamas	(vosotros) Llamáis
(él/ella/ud.) Llamo	(ellos/ellas/uds.) Lllaman

Desear (to desire)

(yo) Deseo	(nosotros) Deseamos
(tú) Deseas	(vosotros) Deseáis
(él/ella/ud.) Desea	(ellos/ellas/uds.) Desean

LESSON 4 ACTIVITIES

Complete the following activities to practice what you learned in Lesson 4! Each activity is labelled with which part of the lesson it's about, so be sure to refer back to the lesson if you're stuck on a question! There is an answer key at the end of this page.

Activity #1- Common -ar Verbs

Match the Spanish verb on the left with the English translation on the right.

- | | |
|-----------------|----------------------|
| ___1. Aceptar | A. To listen |
| ___2. Ayudar | B. To accept |
| ___3. Bailar | C. To cook |
| ___4. Buscar | D. To search for |
| ___5. Cerrar | E. To desire |
| ___6. Cocinar | F. To dance |
| ___7. Dejar | G. To close |
| ___8. Desear | H. To help |
| ___9. Entrar | I. To leave/ to stop |
| ___10. Escuchar | J. To enter |

Activity #2- Common -ar Verbs

Match the English phrase on the left with its Spanish translation on the right.

- | | |
|-------------------------|--------------|
| ___1. To call | A. Faltar |
| ___2. To need | B. Mandar |
| ___3. To win | C. Hablar |
| ___4. To work | D. Pagar |
| ___5. To lack | E. Ganar |
| ___6. To send | F. Llamar |
| ___7. To pay | G. Imaginar |
| ___8. To ask | H. Mirar |
| ___9. To touch/ to play | I. Necesitar |
| ___10. To speak | J. Sacar |
| ___11. To imagine | K. Preguntar |
| ___12. To watch | L. Tocar |
| ___13. To take | M. Tratar |
| ___14. To use | N. Usar |
| ___15. To treat/ to try | O. Trabajar |

Activity #3- Ayudar

Match the conjugations of *ayudar* on the left with the personal pronoun it goes with on the right.

- | | |
|----------------|--------------------------|
| ___1. Ayudas | A. Yo |
| ___2. Ayuda | B. Él/ Ella/ Usted |
| ___3. Ayudamos | C. Vosotros |
| ___4. Ayudo | D. Tú |
| ___5. Ayudan | E. Ellos/ Ellas/ Ustedes |
| ___6. Ayudáis | F. Nosotros |

Activity #4- Hablar

Write the conjugations of *hablar* on the line next to the personal pronoun it goes with

- Yo _____
- Tú _____
- Él/ Ella/ Usted _____
- Nosotros _____
- Vosotros _____
- Ellos/ Ellas/ Ustedes _____

Activity #5- More Practice

Match the Spanish verb phrase on the left with its English translation on the right.

- | | |
|---------------------------|--------------------|
| ___1. Yo necesito | A. They walk |
| ___2. Él trabaja | B. We use |
| ___3. Nosotros usamos | C. You [pl.] win |
| ___4. Ellas entran | D. They enter |
| ___5. Tú pagas | E. I need |
| ___6. Ustedes ganan | F. He works |
| ___7. Vosotros preguntáis | G. You [inf.] pay |
| ___8. Ella baila | H. Y'all ask |
| ___9. Ellos andan | I. You [f.] arrive |
| ___10. Usted llega | J. She dances |

Activity #6- More Practice

Conjugate each verb based on the personal pronoun in parentheses next to it.

- (nosotros) + cenar: _____
- (yo) + mirar: _____
- (ella) + comprar: _____
- (vosotros) + explicar: _____
- (tú) + lograr: _____
- (ellos) + tocar: _____

Activity #1 Answer Key

1.B 2.H 3.F 4.D 5.G 6.C 7.I 8.E 9.J 10.A

Activity #2 Answer Key

1.F 2.I 3.E 4.O 5.A 6.B 7.D 8.K 9.L 10.C 11.G
12.H 13.J 14.N 15.M

Activity #3 Answer Key

1. D 2. B 3. F 4. A 5. E 6. C

Activity #4 Answer Key

1. Hablo 2. Hablas 3. Habla 4. Hablamos 5.
Habláis 6. Hablan

Activity #5 Answer Key

1. E 2. F 3. B 4. D 5. G 6. C 7. H 8. J 9. A 10. I

Activity #6 Answer Key

1. Cenamos 2. miro 3. compra 4. Explicáis 5. logras
6. tocan

LESSON 5: REGULAR -ER/-IR VERBS

Verbs that end in -er

Verbs that end in -er are conjugated the same way as -ar verbs (lesson 4): by removing the -er ending from the verb, and adding the ending that indicates who is doing the action. Here is a table showing how the -er verb ending based on who the actor is:

Yo	-o	Nosotros	-emos
Tú	-es	Vosotros	-éis
Él	-e	Ellos	-en
Ella	-e	Ellas	-en
Usted	-e	Ustedes	-en

Example:

Comer (to eat) → com + endings

[yo]	como_____	(I eat)
[tú]	comes_____	(You [inf] eat)
[él/ella]	come_____	(He/She eats)
[usted]	come_____	(You [form] eat)
[nosotros]	comemos_____	(We eat)
[vosotros]	coméis_____	(Y'all eat)
[ellos/ellas]	comen_____	(They eat)
[ustedes]	comen_____	(You [pl.] eat)

Common -er verbs

Aprender (to learn)

Beber (to drink)

Comer (to eat)

Comprender (to understand)

Correr (to run)

Creer (to believe)

Deber (should/ to owe)

Leer (to read)

Proteger (to protect)

Responder (to respond)

Romper (to break)

Vender (to sell)

In order to save space, future -er (and -ir) verb conjugations will follow this format [examples in right column of this page]:

Infinitive (translation)

(Yo) form	(Nosotros) form
(Tú) form	(Vosotros) form
(él/ella/ud) form	(ellos/ellas/uds) form

Verbs that end in -ir

Verbs that end in -ir are conjugated the same way as -ar and -er verbs: by removing the -ir ending from the verb, and adding the ending that indicates who is doing the action. Verbs that end in -ir have the same endings as -er verbs for every conjugation except for nosotros and vosotros. Here is a table showing how the -ir verb ending based on who the actor is:

Yo	-o	Nosotros	-imos
Tú	-es	Vosotros	-ís
Él	-e	Ellos	-en
Ella	-e	Ellas	-en
Usted	-e	Ustedes	-en

Example:

Escribir (to write) → escrib + endings

[yo]	escribo_____	(I write)
[tú]	escribes_____	(You [inf] write)
[el/ella]	escribe_____	(He/She writes)
[usted]	escribe_____	(You [form] write)
[nosotros]	escribimos_____	(We write)
[vosotros]	escribís_____	(Y'all write)
[ellos/ellas]	escriben_____	(They write)
[ustedes]	escriben_____	(You [pl.] write)

Common -ir verbs

Abrir (to open)

Asistir (to attend)

Consumir (to consume)

Describir (to describe)

Descubrir (to discover)

Discutir (to discuss/ argue)

Escribir (to write)

Omitir (to leave out)

Persistir (to persist)

Recibir (to receive)

Añadir (to add)

Compartir (to share)

Decidir (to decide)

Descubrir (to discover)

Definir (to define)

Insistir (to insist)

Permitir (to allow)

Prohibir (to prohibit)

Vivir (to live)

Example -ir format that will be used:

Abrir (to open)

(yo) Abro	(nosotros) Abrimos
(tú) Abres	(vosotros) Abrís
(él/ella/ud.) Abre	(ellos/ellas/uds.) Abren

Example -er format that will be used:

Deber (should/ to owe)

(yo) Debo	(nosotros) Debemos
(tú) Debes	(vosotros) Debéis
(él/ella/ud.) Debe	(ellos/ellas/uds.) Deben

LESSON 5 ACTIVITIES

Complete the following activities to practice what you learned in Lesson 5! Each activity is labelled with which part of the lesson it's about, so be sure to refer back to the lesson if you're stuck on a question! There is an answer key at the end of this page.

Activity #1- Common -er Verbs

Match the Spanish verb on the left with its English translation on the right.

- | | |
|------------------|-------------------|
| ___1. Aprender | A. Should/ to owe |
| ___2. Vender | B. To respond |
| ___3. Beber | C. To sell |
| ___4. Romper | D. To believe |
| ___5. Comer | E. To eat |
| ___6. Responder | F. To learn |
| ___7. Comprender | G. To break |
| ___8. Proteger | H. To run |
| ___9. Correr | I. To read |
| ___10. Leer | J. To protect |
| ___11. Creer | K. To understand |
| ___12. Deber | L. To drink |

Activity #2- Common -er Verbs

Conjugate each verb based on the personal pronoun in the parentheses before it.

- (yo) + vender: _____
- (usted) + leer: _____
- (vosotros) + correr: _____
- (tú) + comprender: _____
- (nosotros) + proteger: _____
- (ellos) + creer: _____
- (Él) + beber: _____
- (ustedes) + responder: _____
- (ella) + comer: _____
- (ellas) + aprender: _____

Activity #3- Common -ir Verbs

Match the conjugated Spanish verb on the left with its English translation on the right.

- | | |
|---------------------------|---------------------|
| ___1. Ella vive | A. I describe |
| ___2. Tú escribes | B. You [pl.] permit |
| ___3. Nosotros insistimos | C. They persist |
| ___4. Yo describo | D. You write |
| ___5. Vosotros asistís | E. She lives |
| ___6. Ustedes permiten | F. They argue |
| ___7. Él consume | G. Y'all attend |
| ___8. Usted comparte | H. You [f.] share |
| ___9. Ellas persisten | I. He consumes |
| ___10. Ellos discuten | J. We insist |

Activity #4- Common -ir Verbs

Write the English translation of each Spanish conjugation.

- Ellos reciben _____
- Usted vive _____
- Nosotros compartimos _____
- Yo escribo _____
- Tú prohíbes _____
- Ustedes deciden _____
- Él persiste _____
- Ella añade _____
- Vosotros recibís _____
- Ellas descubren _____

Activity #5- More Practice

Translate these sentences to English. These sentences will incorporate vocabulary from lessons 3 and 4 as well!

- Los niños corren.

- Mi amigo lleva un abrigo.

- La mujer habla y canta.

- Tu novio compra un libro.

- Yo llego a (at) la escuela.

- Ella mira la television.

- Nosotros usamos nuestros teléfonos en (in) nuestras sillas.

Activity #1 Answer Key

1.F 2.C 3.L 4.G 5.E 6.B 7.K 8.J 9.H
10.I 11.D 12.A

Activity #2 Answer Key

1. vendo 2. lee 3. corréis 4. comprendes 5. protegemos
6. creen 7. bebe 8. responden 9. come 10. aprenden

Activity #3 Answer Key

1.E 2.D 3.J 4.A 5.G 6.B 7.I 8.H 9.C 10.F

Activity #4 Answer Key

1. They receive 2. You live 3. We share 4. I write
5. You prohibit 6. You all decide 7. He persists 8. She adds
9. Y'all receive 10. They discover

Activity #5 Answer Key

1. The kids run. 2. My friend wears a coat. 3. The woman speaks and sings. 4. You boyfriend buys a book. 5. I arrive at school. 6. She watches TV. 7. We use our phones in our chairs.

LESSON 6: IRREGULAR VERBS

Verbs that are not conjugated according to the patterns from lessons 4 & 5 are called *irregular verbs*. Ser and estar (lessons 1 & 2) are also irregular. In order to save space, all verbs will follow the format explained at the ends of lessons 4 & 5.

Irregular Verbs: Ir & Dar

Ir is irregular in every form. *Dar* is irregular in the “yo” form, but is considered an irregular in every conjugation because its root (when you remove the -ar verb ending) is only the letter d.

Ir (to go)

(yo) Voy	(nosotros) Vamos
(tú) Vas	(vosotros) Váis
(él/ella/ud.)Va	(ellos/ellas/uds.) Van

Dar (to give)

Doy	Damos
Das	Dáis
Da	Dan

Irregular Verbs: Irregular “yo” form ONLY

Some verbs are only irregular in the “yo” form, meaning that all other conjugations follow the regular conjugation patterns from lessons 4 and 5.

Hacer (to do/ to make)

Hago	Hacemos
Haces	Hacéis
Hace	Hacen

Poner (to put)

Pongo	Ponemos
Pones	Ponéis
Pone	Ponen

Ver (to see)

Veo	Vemos
Ves	Véis
Ve	Ven

Conocer (to know/ to meet)

Conozco	Conocemos
Conoces	Conocéis
Conoce	Conocen

Saber (to know)

Sé	Sabemos
Sabes	Sabéis
Sabe	Saben

Irregular Verbs: Stem Changing Verbs

Some verbs are irregular because the vowel in the middle of the word is changed to 2 vowels in all conjugations EXCEPT for nosotros and vosotros.

E → IE stem changes

Example:

Querer (to want/ to love)

Qu <u>ie</u> ro	Queremos
Qui <u>er</u> es	Queréis
Qui <u>er</u> e	Qui <u>er</u> en

O → UE stem changes

Example:

Poder (to be able to/ can)

P <u>ue</u> do	Podemos
P <u>ue</u> des	Podéis
P <u>ue</u> de	P <u>ue</u> den

U → UE stem changes

Example:

Jugar (to play)

J <u>ue</u> go	Jugamos
J <u>ue</u> gas	Jugáis
J <u>ue</u> ga	J <u>ue</u> gan

Other common stem changing verbs:

E → IE

Pensar (to think)

Sentir (to feel)
remember)

Empezar (to begin)

Entender (to understand)

O → UE

Encontrar (to find)

Recordar (to

Volver (to return/do again)

Dormir (to sleep)

Irregular Verbs: Irregular “yo”& Stem Changing

Tener, Decir, and Venir are all stem changing verbs that ALSO have an irregular yo form.

Tener (to have)

T <u>en</u> go	T <u>en</u> emos
T <u>ie</u> nes	T <u>ie</u> nis
T <u>ie</u> ne	T <u>ie</u> nen

Decir (to say)

D <u>i</u> go	Decimos
D <u>i</u> ces	Decís
D <u>i</u> ce	D <u>i</u> cen

Venir (to come)

V <u>ie</u> ngo	V <u>ie</u> nimos
V <u>ie</u> nes	V <u>ie</u> nis
V <u>ie</u> ne	V <u>ie</u> nen

LESSON 6 ACTIVITIES

Activity #1- Ir & Dar

Match the conjugations of *ir* and *dar* on the left with their English translation on the right.

- | | |
|------------------------------|--------------------|
| ___1. (Yo) doy | A. I give |
| ___2. (Nosotros) vamos | B. You [inf.] give |
| ___3. (Yo) voy | C. He/she gives |
| ___4. (Tú) das | D. We give |
| ___5. (Vosotros) dáis | E. Y'all give |
| ___6. (Tú) vas | F. They give |
| ___7. (Él/ella/ud). da | G. I go |
| ___8. (Él/ella/ud.) va | H. You [inf.] go |
| ___9. (Ellos/ellas/uds.) van | I. He/she goes |
| ___10. (Nosotros) damos | J. We go |
| ___11. (Vosotros) váis | K. Y'all go |
| ___12. (Ellos/ellas/uds) dan | L. They go |

Activity #2- Irregular "yo" form

Conjugate each verb based on the personal pronoun in the parentheses before it.

- (yo) + hacer: _____
- (usted) + hacer: _____
- (tú) + hacer: _____
- (nosotros) + poner: _____
- (yo) + poner: _____
- (ella) + poner: _____
- (ustedes) + ver: _____
- (yo) + ver: _____
- (nosotros) + ver: _____
- (tú) + conocer: _____
- (vosotros) + conocer: _____
- (yo) + conocer: _____
- (nosotros) + saber: _____
- (ellos) + saber: _____
- (yo) + saber: _____

Activity #3- Stem Changing Verbs

Write the correct conjugations of the verb *pensar* on the line next to each personal pronoun.

- Yo _____
- Tú _____
- Él/ella/ud. _____
- Nosotros _____
- Vosotros _____
- Ellos/ellas/uds _____

Extra practice: Repeat this activity with other stem changing verbs from the lesson (encontrar, sentir, recordar, empezar, volver, dormir, entender, jugar, querer, poder)!

Activity #4- Stem Changing Verbs

Write the Spanish verb conjugation on the line next to its English translation.

- I want _____
- You [inf.] can _____
- She plays _____
- We think _____
- He feels _____
- Y'all understand _____
- They sleep _____
- I begin _____
- We remember _____
- You [f.] return _____

Activity #5- Tener, Decir, & Venir

Write the translation of each sentence on the line below it. This activity will include vocab from previous lessons.

- Yo tengo un libro, un periódico, y un cuaderno.
- Tú vienes a mi casa después de (*after*) la escuela.
- Ella dice que (*that*) yo soy su amigo.
- Nosotros tenemos zapatos rojos.
- Vosotros venís a la parque.
- Los niños dicen que tienen un perro.
- Usted tiene una esposa bonita.
- Yo digo las palabras (*the words*) en (*in*) español.
- Mi jefe viene a mi oficina.
- Las chicas dicen que los hombres tienen calcetines azules.

Activity #1 Answer Key

1.A 2.J 3.G 4.B 5.E 6.H 7.C 8.I 9.L 10.D 11.K 12.F

Activity #2 Answer Key

1. hago 2. hace 3. haces 4. ponemos 5. pongo 6. pone
7. ven 8. veo 9. vemos 10. conoces 11. conocéis
12. conozco 13. sabemos 14. saben 15. sé

Activity #3 Answer Key

1. pienso 2. piensas 3. piensa 4. pensamos 5. pensáis 6. piensan

Activity #4 Answer Key

1. Yo quiero 2. Tú puedes 3. Ella juega
4. Nosotros pensamos 5. Él siente 6. Vosotros entendéis
7. Ellos duermen 8. Yo empiezo 9. Nosotros recordamos 10. Usted vuelve

Activity #5 Answer Key

1. I have a book, a newspaper, and a notebook. 2. You come to my house after school. 3. She says that I am her friend. 4. We have red shoes. 5. Y'all come to the park. 6. The kids say that they have a dog. 7. You have a beautiful wife. 8. I say the words in Spanish. 9. My boss comes to my office. 10. The girls say that the men have blue socks.

LESSON 7: COMMON EXPRESSIONS

Phrases with Tener

Some phrases in Spanish do not have an exact English translation, meaning that do not use the same words as English in order to express the same idea. In these phrases, “tener” is used as the verb “to be” instead of its literal meaning “to have.”

Tener _____ años (to be ___ years old)

Tener hambre (to be hungry)

Tener sed (to be thirsty)

Tener calor (to feel/be hot)

Tener frío (to feel/be cold)

Tener ganas de (to feel like)

Tener razon (to be right)

Tener sentido (to make sense)

Tener miedo [de] (to be scared [of])

Tener sueño (to be tired)

Tener prisa (to be in a rush)

Tener suerte (to have luck)

Examples:

Yo **tengo 20 años**.

I am 20 years old.

Tenemos prisa.

We are in a rush

El hombre **tiene suerte.**

The man is lucky.

Tener + que + infinitive (to have to)

In order to express that someone has to do something, use tener + que + infinitive verb. Tener is conjugated according to who is doing the action, while the verb that comes after “que” is never conjugated:

Examples:

Yo **tengo que** limpiar mi cuarto.

I have to clean my room.

Tú **tienes que** venir conmigo.

You have to come with me.

Tenéis que salir.

You all have to leave.

Ir + a + infinitive (going to)

In order to express that someone or something is going to do something or go somewhere in the future, use ir + a + infinitive verb. Ir is conjugated according to who is doing the action, while the verbs that comes after “que” is never conjugated:

Examples:

Yo **voy a** limpiar mi cuarto.

I'm going to clean my room.

Tú **vas a** dormir aquí.

You are going to sleep here.

Vamos a ir de vacaciones.

We're going to go on vacation.

Hace + expression of time + que + verb

In Spanish, “hace + period of time + que + verb” is how you express how much time has passed. While it literally means “it’s been [period of time] since [action]”, it can be translated a few different ways:

Hace 3 meses que estudio español.

I've studied Spanish for 3 months.

Hace 2 años que te veo.

It's been 2 years since I've seen you.

In order to say that you HAVEN'T done something in [period of time], put “no” in front of the verb:

Hace 3 meses que no estudio español.

I haven't studied Spanish in 3 months.

Hace 2 años que no te veo.

I haven't seen you in 2 years.

Note: In order to ask someone for how long they have done something, follow the structure “hace + question word + que + verb”:

Hace cuanto tiempo **que** estudias español?

How long have you studied Spanish?

Hace cuantos años **que** nos vemos?

How many years has it been since we've seen each other?

Hay (there is/ there are)

“Hay” is how you say “there is” or “there are.” It can be used to make a statement (there is/ there are) as well as to ask a question (is there?/ are there?).

Hay una mujer en la casa.

There is a woman in the house.

Hay muchos hombres aquí.

There are a lot of men here.

Hay una mujer en la casa?

Is there a woman in the house?

Cuántos hombres **hay** aquí?

How many men are here?

LESSON 7 ACTIVITIES

Activity #1- Phrases with Tener

Part A) Write the English translation of each sentence on the line next to it.

1. El hombre tiene sed. _____
2. Los chicos tienen frío. _____
3. Tenemos prisa. _____
4. Yo tengo ganas de ir. _____
5. Ellas tienen razón. _____
6. Tienes 35 años. _____

Part B) Write the Spanish translation of each sentence on the line next to it.

7. I am hot. _____
8. You are lucky. _____
9. He is hungry. _____
10. We are scared. _____
11. Y'all are right. _____
12. They are 42 years old. _____

Activity #2- Tener + que + infinitive

Write the English translation on the line below each sentence. (Note: not all of the phrases have a personal pronoun before them, because the verb conjugations tell you who is doing the action.)

1. Yo tengo que comer. _____
2. Ellos tienen que ir. _____
3. Usted tiene que escuchar. _____
4. Nosotros tenemos que aprender. _____
5. Yo tengo que trabajar. _____
6. Tú tienes que leer. _____
7. Tenéis que dormir. _____
8. Ustedes tienen que estudiar. _____
9. Ella tiene que correr. _____
10. Tengo que ganar. _____

Extra Practice Part 1

In Spanish, you do not have to put the personal pronoun before the verb every time, because the conjugation already tells us who is doing the action. Do Activity #1 Part B again, and this time practice conjugating the verb *without* including the personal pronoun before it (like in Part A #4 & #6).

Extra Practice Part 2

Write a list of how you're feeling and things (imaginary or real) that you and other people have to do. Practice using phrases with *tener* and *tener + que + infinitive*.

Activity #3- Ir + a + infinitive

Circle the correct conjugation of *ir* in order to complete each sentence.

1. Yo (voy / vas) a ir a la fiesta.
2. Él (va / van) a comer.
3. Nosotros (váis / vamos) a hablar.
4. Usted (van / va) a dormir.
5. Tú (vas / váis) a jugar un juego (*game*).
6. Ellos (vamos / van) a leer el libro.
7. Ustedes (van / vas) a cantar juntos (*together*).
8. Vosotros (váis / van) a estudiar.

Activity #4- Hacer + time expression + que + verb

Read each sentence, then choose the correct translation underneath it.

1. Hace 3 años que yo no como la carne (*meat*).
 - a) I ate meat 3 years ago.
 - b) I haven't eaten meat in three years.
2. Hace cuánto tiempo que estudias español?
 - a) How long have you studied Spanish?
 - b) When did you learn Spanish?
3. Hace 2 meses que hablamos.
 - a) It's been 2 months since we've talked.
 - b) We talked 2 months ago.
4. Hace cuántos días (*days*) que estudias?
 - a) What days did you study?
 - b) How many days has it been since you've studied?

Activity #5- Hay

Write the Spanish translation of each English sentence on the line below it.

1. There is a man in the house.

2. There are many (*muchos*) books in the school.

3. How many kids are in the class?

Activity #1 Answer Key

Part A: 1. The man is thirsty. 2. The kids are cold. 3. We are in a rush. 4. I feel like going. 5. They are right. 6. You are 35 years old. **Part B:** 7. Yo tengo calor. 8. Tú tienes suerte. 9. Él tiene hambre. 10. Nosotros tenemos miedo. 11. Vosotros tenéis razón. 12. Ellos tienen 42 años.

Activity #2 Answer Key

1. I have to eat. 2. They have to go. 3. You have to listen. 4. We have to learn. 5. I have to work. 6. You have to read. 7. Y'all have to sleep. 8. You all have to study. 9. She has to run. 10. I have to win.

Activity #3 Answer Key

1. voy 2. va 3. vamos 4. va 5. vas 6. van 7. van 8. váis

Activity #4 Answer Key

1. B 2. A 3. A 4. B

Activity #5 Answer Key

1. Hay un hombre en la casa. 2. Hay muchos libros en la escuela. 3. Cuántos niños hay en la clase?

LESSON 8: GUSTAR & ADVERBS

Gustar

Gustar, which literally means “to please,” is the verb we use in Spanish to say that we like something. Instead of conjugating it according to **who** is doing the action of liking something, we conjugate it according to **what it is that the person likes**. There are two present tense forms of *gustar*: *gusta* and *gustan*. *Gusta* is used when the subject likes a singular thing or activity (verb), while *gustan* is used when the person likes multiple things or activities. *Gustar* is also a reflexive verb, so instead of using the personal pronoun “yo”, you use the reflexive “me.”

Singular	Plural	Singular	Plural
Me gusta/ me gustan		Nos gusta/ nos gustan	
Te gusta/ te gustan		Vos gusta/ vos gustan	
Le gusta/ le gustan		Les gusta/ les gustan	

In order to clarify who the subject is, you can place the following possessive phrases at the beginning of the sentence:

Yo: “A mí”	Nosotros: “A nosotros”
Tú: “A ti”	Vosotros: “A vosotros”
Él: “A él”	Ellos: “A ellos”
Ella: “A ella”	Ellas: “A ellas”
Usted: “A usted”	Ustedes: “A ustedes”

Examples:

A mi me gustan los perros.
I like dogs.
A nosotros nos gusta viajar.

We like to travel.

A ellos les gusta hablar con (with) amigos.
They like to talk with friends.

Note: Verbs that come after *gustar* are not conjugated.

ADVERBS

An adverb is a word that describes how, when, or where a verb occurs.

Adverbs describing HOW

(These go AFTER the verb!)

rápidamente/ rápido (quickly)

lentamente/ despacio (slowly)

Facilmente (easily)

Difícilmente (difficultly)

Bien (well)

Mal (bad/ poorly)

Perfectamente (perfectly)

Así (like so)

Normalmente (normally)

Basicamente (basically)

Cuidadosamente (carefully)

Ruidosamente (loudly)

Silenciosamente (silently)

Examples:

Los perros corren rápidamente.

The dogs run quickly.

Ella canta perfectamente.

She sings perfectly.

Nosotros trabajamos bien juntos.

We work well together.

Adverbs describing WHEN

(These can go before OR after the verb!)

Siempre (always) **A menudo** (often)

Mucho (a lot) **Bastante** (enough)

A veces (sometimes) **Poco** (rarely/ little)

Apenas (barely) **nunca/ jamás** (never)

De vez en cuando (occasionally)

Frecuentemente (frequently)

Diariamente/ todos los días (daily/ every day)

Examples:

Yo leo mucho.

I read a lot.

Siempre llego tarde a clase.

I always arrive late to class.

Llego tarde a clase todos los días.

I arrive late to class every day.

Adverbs describing WHERE

(These go AFTER the verb!)

Aquí (here)

Allí (there)

Adentro (inside)

Afuera (outside)

Cerca (near/ close)

Lejos (far)

Adelante (in front)

Atrás (behind)

En (at/ in)

A (at/ in/ to)

Examples:

La casa está cerca de la escuela.

The house is close to the school.

Los niños corren afuera.

The kids run outside.

Casi siempre estoy en clase.

I'm almost always in class.

LESSON 8 ACTIVITIES

Activity #1- Gustar

Fill in the blanks with the correct form of gustar.

1. Me _____ los libros.
2. A ella le _____ bailar.
3. Nos _____ la escuela.
4. Te _____ tus amigos?
5. Le _____ viajar.
6. Les _____ comer.
7. Vos _____ mis zapatos?
8. A usted no le _____ estudiar.
9. A mí me _____ cantar, pero a ella no.
10. Me _____ los gatos, mientras (*while*) a ustedes les _____ los perros.

Activity #2- Gustar

Write the English translation of each sentence on the line below it.

1. A mi me gusta dormir.

2. A la mujer le gusta cantar y (*and*) viajar.

3. No te gustan los libros? Pues (*well*), a mí me gustan mucho (*a lot*).

4. A mi amiga le gusta correr, pero a su novio no le gusta correr.

5. A ustedes les gusta mi camisa roja? Es nueva (*new*)!

Activity #3- Gustar

Write the Spanish translation of each sentence on the line below it. Practice using clarifiers (a mi/ a ti/ a ella/ a él/ a usted/ a nosotros/etc.)

1. I like my friends.

2. You [inf.] like to eat.

3. He likes to wear black shoes.

4. She doesn't like to be in a hurry.

5. Do you [f.] like to work?

6. We like to read and write/

7. Y'all like to draw.

8. They like to speak, but they do not like to argue.

Extra practice: Write a paragraph about what things you like, what you like to do, and what you don't like. Remember that if the thing you like is plural, you'll use gustan, but if it's a singular object or a verb, you'll use gusta! Also, remember that any verb that comes after gustar will not be conjugated, so you don't take off the -ar/-er/-ir.

Activity #4- Adverbs Describing How

Fill in the blanks with the Spanish translation of the English adverb in parentheses.

1. Ellos hablan _____ (loudly).
2. La niña corre _____ (quickly).
3. Yo trabajo _____ (carefully).
4. Él baila _____ (slowly).
5. Tú no escuchas _____ (well).
6. Yo leo _____ (silently).

Activity #5- Adverbs Describing When & Where

Write the English translation of each sentence on the line below it.

1. Voy a mi casa todos los días.

2. Él escucha a música (*music*) frecuentemente.

3. Mi oficina está cerca de la escuela.

4. Él habla bien el español, aunque (*although*) apenas habla en nuestra clase.

5. Estoy aquí! Por que caminas tan (*so*) despacio?

6. Hablamos mucho, pero nunca discutimos.

7. Me gusta correr rápido, pero a veces no puedo.

8. Ella tiene que leer español cuidadosamente, porque (because) no entiende el idioma (the language).

Activity #1 Answer Key

1. gustan 2. gusta 3. gusta 4. gustan 5. gusta
6. gusta 7. gustan 8. gusta 9. gusta 10. gustan,
gustan

Activity #2 Answer Key

1. I like to sleep. 2. The woman likes to sing and travel. 3. You don't like books? Well I like them a lot. 4. My friend likes to run, but her boyfriend does not like to run. 5. Do you guys like my red shirt? It's new!

Activity #3 Answer Key

1. A mi me gustan mis amigos. 2. A ti te gusta comer. 3. A el le gusta llevar zapatos negros. 4. A ella no le gusta tener prisa. 5. A usted le gusta trabajar? 6. A nosotros nos gusta leer y escribir. 7. A vosotros vos gusta dibujar. 8. A ellos les gusta hablar, pero no les gusta discutir.

Activity #4 Answer Key

1. ruidosamente 2. rápidamente 3. cuidadosamente
4. lentamente 5. bien 6. silenciosamente

Activity #5 Answer Key

1. I go to my house every day. 2. He listens to music frequently. 3. My office is close to/near the school. 4. He speaks Spanish well, although he barely speaks in our class. 5. I'm here! Why are you walking so slowly? 6. We talk a lot, but we never argue. 7. I like to run quickly, but sometimes I can't. 8. She has to read Spanish carefully, because she doesn't understand the language.

LESSON 9: CONJUNCTIONS & QUESTION SENTENCE STRUCTURE

Conjunctions

Conjunctions are used to put together more than one thought in order to make complex sentences.

Y (and)	Pero (but)
O (or)	O...o (either... or)
Ni (or)	Ni...ni (neither... nor)
Aunque (although)	Mientras (while)
Aún (yet)	Sin embargo (however)
Excepto (except for)	Porque (because)
Ya que (since)	También (too/ also)
Tampoco (n/either)	Todavía (still)

Sentence structure w/ conjunctions

For the most part, conjunctions are used the same way in Spanish as we use them in English.

Examples:

Yo soy inteligente, fuerte, y también amigable.
I am intelligent, strong, and also friendly.
Quieres dormir, o quieres ir a la fiesta?

Do you want to sleep, or do you want to go to the party?

Aunque no son mis amigos, son simpáticos.
Although they aren't my friends, they're nice.

O & Ni

In Spanish, “o” and “ni” are both used to mean “or”, but in different contexts. As you saw in the previous examples, “o” is used when you're presenting options. Using “o...o” structure is how to say “either... or”:

Example:

“O voy a tu casa, o voy a la fiesta.”
Either I'm going to your house, or I'm going to the party.

“Ni”, on the other hand, is used when expressing that neither option is desired. Although “ni...ni” structure is how to say literally “neither...nor”, it is used any time that negative options are being expressed:

Example:

“Ni quiero ir a tu casa, ni quiero ir a la fiesta.”
Literally: I neither want to go to your house, nor the party.
Another way of saying it: *I don't want to go to your house or the party.*

También & Tampoco

In Spanish, “también” and “tampoco” are both used to mean “also/ too/ either”, but in different contexts. “También” is used to express positives, such as “also” and “too.”

Examples:

Yo también tengo sueño.
I am also tired.
Ella también es simpática.
She's nice too.

“Tampoco” is used to express negatives, such as “also not”, and “not either.”

Examples:

Yo tampoco tengo sueño.
I am also not tired.
Ella tampoco es simpática.
She's not nice either.

Asking Questions

Question word + Verb + Subject + Predicate
Questions in Spanish follow the pattern: [question word (who/ what/ when/ where/ why)+ verb + SUBJECT+ predicate] when a question word is being used (vocab in lesson 2). This sounds complicated, but this is the same pattern that English questions follow as well!

¿**Quién** es TU AMIGO? **Who** is YOUR FRIEND?
¿**Cómo** son tus clases? **How** are YOUR CLASSES?

Because the verb conjugation tells us who's doing the action, you don't always have to include the subject:

¿**Cuándo** vas a regresar a tu casa?

When are YOU going to return to your house?

Verb + Subject + Predicate

When a question in Spanish does not begin with a question word, the verb goes first. There's no Spanish equivalent of "do"/"does", so include it in the verb.

¿**Tienes** TÚ mis zapatos? **Do** YOU have my shoes?

¿**Quieres** ir a casa? **Do** YOU want to go home?

¿**Vive** ELLA cerca del mar? **Does** SHE live near the sea?

¿**Sabe** ÉL cómo cocinar? **Does** HE know how to cook?

LESSON 9 ACTIVITIES

Activity #1- Conjunctions

Circle the conjunction that best completes each sentence.

1. Soy inteligente, joven, (y / pero) simpático.
2. Él sabe mucho, (aunque / porque) habla poco.
3. Mis amigos son altos. Soy alto (aun / también).
4. (Todavía / mientras) no sabemos tu nombre (name).
5. Todos somos listos, (sin embargo / excepto) tú.

Activity #2- O & Ni

Fill in the blank with "o" or "ni", depending on which one fits the sentence.

1. Yo no tengo hambre, ____ tengo sed.
2. Quieres estudiar, ____ quieres dormir?
3. El no es simpático, ____ cómico.
4. Hoy (today) ella quiere ____ ir de compras, ____ mirar la tele.
5. Ellos ____ son listos (ready) ____ emocionados.

Activity #3- O & Ni

Translate the sentences from Activity #2 into English.

1.

2.

3.

4.

5.

Note: it's okay if your translations do not exactly match what's in the answer box, because there can be multiple ways of understanding sentence wording. If you write "she's neither happy nor sad" and the answer box says "she isn't happy, nor is she sad," you still got it right. The point of this activity is recognizing how and when to use "o" and "ni"!

Extra Practice: Practice making lists offering multiple suggestions, or questions offering multiple options. Follow the sentence structure outlined in Lesson 9 as well as in Activity #3. Ask questions containing either/or structure, then write the answer to them.

Activity #4- También & Tampoco

Read each sentence stating a fact, then complete response by circling if they should use "tambien" or "tampoco."

1. A mi amiga le gusta correr.
A mi me gusta correr (también / tampoco).
2. Yo no estoy listo para el examen.
Yo (también / tampoco) estoy listo.
3. Tengo que ir a la casa de mis amigos para estudiar.
Yo (también / tampoco) tengo que estudiar.
4. Ella no es buena persona.
Su esposo (también / tampoco) es bueno.
5. No quiero ir al gimnasio hoy.
Tu (también / tampoco) quieres ir.

Activity #5- Asking Questions

Match the Spanish question with its English translation.

- ___1. ¿Cuándo vas a venir a mi casa?
- ___2. ¿A tí te gusta bailar?
- ___3. ¿Preparas bien la comida?
- ___4. ¿Sabes tú a dónde vamos?
- ___5. ¿Necesitas algo?
- ___6. ¿Cuántos hermanos tienes?
- ___7. ¿Por qué estás tan cansado?
- ___8. ¿Qué haces?
- ___9. ¿Quieres jugar conmigo?
- ___10. ¿Tiene él mi suéter?
- ___11. ¿Estás listo para salir?
- ___12. ¿Hace cuánto tiempo que cantas?
- ___13. La mujer es baja, ¿sí?
- ___14. ¿Estudias mucho durante la semana?
- ___15. ¿Qué quieres hacer?

- A. What are you doing?
- B. Does he have my sweater?
- C. How many siblings do you have?
- D. Do you want to play with me?
- E. When are you going to come to my house?
- F. Do you cook food well?
- G. Do you know where we're going?
- H. Do you need something?
- I. Do you like to dance?
- J. Why are you so tired?
- K. How long have you been singing for?
- L. Do you study a lot during the week?
- M. Are you ready to leave?
- N. What do you want to do?
- O. The woman is short, right?

Activity #1 Answer Key

1. y 2. aunque 3. también 4. todavía 5. excepto

Activity #2 Answer Key

1. ni 2. o 3. Ni 4. o, o 5. no, ni

Activity #3 Answer Key

1. I'm not hungry or thirsty. 2. Do you want to study, or do you want to sleep? 3. He is not nice or funny. 4. Today she wants to either go shopping or watch TV. 5. They're neither ready nor excited.

Activity #4 Answer Key

1. También 2. Tampoco 3. También 4. Tampoco 5. tampoco

Activity #5 Answer Key

1. E 2. I 3. F 4. G 5. H 6. C 7. J
8. A 9. D 10. B 11. M 12. K 13. O 14. L 15. N

LESSON 10: OTHER GRAMMAR PTS

Por vs. Para

Por and *para* are two words in Spanish that both translate to “for,” but both are used in different contexts to mean different things. *Para* is used to mean “in order to,” or “(about) to,” and is also used when making comparisons, talking about a destination, due dates, and points of view. *Por*, on the other hand, is used to mean “by,” “per,” “through,” or “on behalf of,” and is used when talking about a period of time, a price, or an exchange.

Examples

Voy a estudiar para sacar buenas notas.
I am going to study in order to get good grades.

Ésta tarea es para el lunes.
This homework is due on Monday.

Mis amigos están para salir.
My friends are about to leave.

El libro está escrito por una mujer.
The book is written by a woman.

Vamos a hablar de la canción por 20 minutos.
We're going to talk about the song for 20 minutes.

Él maneja por tres estados.
He's driving through three states.

Saber vs. Conocer

Another important set of words that mean the same thing but have different uses are *saber* and *conocer*, both of which mean “to know” in English (conjugations of both verbs are in lesson 6). *Saber* is used in the contexts of knowing facts, information, or how to do something. *Conocer* is used in the contexts of knowing people, places, or things, and is usually followed by “a” when it's talking about people.

Examples

Yo sé cómo cambiar una llanta.
I know how to change a tire.

Ella sabe lo que pasó.
She knows what happened.

LESSON 10 ACTIVITIES

Nosotros sabemos muchos hechos interesantes.
We know a lot of interesting facts.

Yo conozco a tu amiga.
I know your friend.

Conoces la cultura de tu país?
Are you acquainted with your country's culture?

Quieres conocer a mis padres?
Do you want to meet my parents?

Present progressive Tense

The present progressive tense is how to make verbs into something you are **actively doing**. In Spanish, adding -ando and -iendo to verbs is the same as adding “-ing” in English. When using this tense, you do not have to conjugate the verb! Instead, all you have to do is conjugate the verb **estar** at the beginning in order to signal who is doing the action. Here are some examples:

-AR → -ando

In order to make an -ar verb into the present progressive tense, take off the -ar ending and add -ando.

Estoy caminando.
I am walking.

Estamos nadando en la piscina.
We are swimming in the pool.

Con quién estás hablando?
With who are you speaking?

-ER & -IR → -iendo

In order to make an -er or -ir verb into the present progressive tense, take off the -er/ -ir ending and add -iendo.

Estoy escribiendo una carta.
I am writing a letter.

Los niños están corriendo.
The children are running.

Nuestro amigo está enseñando la clase.
Our friend is teaching the class.

Activity #1- Por vs. Para

Read each sentence and circle por or para depending on which one belongs.

1. Aquí, puedes comprar 2 camisas (por / para) \$5.
2. Ésta (*this*) tarea es (por / para) el miércoles.
3. Vamos a estudiar (por / para) dos horas (*hours*).
4. Ella camina (por / para) el parque.
5. El perro ladra (*barks*) (por / para) recibir comida.
6. Estoy listo (por / para) salir.
7. Ella habla (por / para) su hermano (*brother*).
8. El es muy rápido (por / para) un niño bajo.

Activity #2- Por vs. Para

Translate the sentences from Activity #1. Refer to lesson 10 to see the various definitions and ways of translating por and para into English.

1.

2.

3.

4.

5.

6.

7.

8.

Activity #3- Saber vs. Conocer

Figure out if each sentence should use *saber* or *conocer*, then fill in the blanks with the correct conjugation of the verb.

1. Yo no _____ cómo leer en inglés.
2. _____ tú a mi madre?
3. Ella no _____ la verdad (*the truth*).
4. Nosotros _____ nuestra cultura.
5. Mis padres no _____ que tengo un novio.
6. Yo _____ a mucha gente (*people*).

Activity #4- Saber vs. Conocer

Translate the sentences from Activity #3. Refer to lesson 10 to see the various ways of translating saber and conocer.

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

Activity #5- AR Verbs Present Progressive Tense

Write the present progressive tense of each verb on the line next to it.

1. Ayudar → _____
2. Pagar → _____
3. Trabajar → _____
4. Preparar → _____

Activity #6- ER/IR Present Progressive Tense

Write the present progressive tense of each verb on the line next to it.

1. Comer → _____
2. Vender → _____
3. Escribir → _____
4. Discutir → _____

Activity #7- Present Progressive Tense

Fill in the blanks in each sentence with the present progressive verbs from Activities #5 and #6 based on their English translation in parentheses after the blank space. Not all verbs from previous activities will be used.

1. Mi madre está _____ (preparing) la comida.
2. Estoy _____ (writing) una carta (letter).
3. Los niños están _____ (fighting).
4. Estás _____ (working)?
5. Estoy _____ (paying) para mis comestibles (groceries).
6. El hombre está _____ (selling) camisas.

Activity #1 Answer Key

1. por 2. para 3. por 4. por 5. para 6. para 7. por 8. para

Activity #2 Answer Key

1. Here, you can buy 2 shirts for \$5. 2. This homework is due Wednesday. 3. We're going to study for two hours. 4. She walks through the park. 5. The dog barks in order to receive food. 6. I'm ready to leave. 7. She speaks on behalf of her brother. 8. He's very fast for a short kid.

Activity #3 Answer Key

1. se 2. conoces 3. sabe 4. conocemos 5. saben 6. conozco

Activity #4 Answer Key

1. I don't know how to read in English. 2. Do you know my mother? 3. She doesn't know the truth. 4. We are acquainted with our culture. 5. My parents don't know that I have a boyfriend. 6. I know/ am acquainted with a lot of people.

Activity #5 Answer Key

1. ayudando 2. pagando 3. trabajando 4. preparando

Activity #6 Answer Key

1. comiendo 2. vendiendo 3. escribiendo 4. discutiendo

Activity #7 Answer Key

1. preparando 2. escribiendo 3. discutiendo 4. trabajando 5. pagando 6. vendiendo

ADDITIONAL VOCABULARY

Here are some more vocabulary words that you can use in your writing! They follow the same rules as the rest of the vocabulary in this packet.

La familia (family):

El padre (father)

La madre (mother)

El hijo (son/ child)

La hija (daughter)

Hermano (brother/ sibling)

Hermana (sister)

Tío (uncle)

Tía (aunt)

Sobrino (nephew)

Sobrina (niece)

Primo (cousin [male])

Prima (cousin [female])

Abuelo (grandfather)

Abuela (grandmother)

Nieto (grandson/ grandchild)

Nieta (granddaughter)

Menor (younger)

Mayor (older)

Los días de la semana (days of the week):

Lunes (Monday)
Martes (Tuesday)
Miércoles (Wednesday)
Jueves (Thursday)
Viernes (Friday)
Sábado (Saturday)
Domingo (Sunday)

Los meses (the months):

Enero (January)
Febrero (February)
Marzo (March)
Abril (April)
Mayo (May)
Junio (June)
Julio (July)
Agosto (August)
Septiembre (September)
Octubre (October)
Noviembre (November)
Diciembre (December)

El tiempo (time):

Un año (a year)
Un mes (a month)
Una semana (a week)
Un día (a day)
Ayer (yesterday)
Hoy (today)
Mañana (tomorrow)
Una hora (an hour)
Un minuto (a minute)
Un segundo (a second)
Después (after)
Antes (before)
El año pasado (last year)
El próximo año (next year)
La semana pasada (last week)
La próxima semana (next week)

La fecha (the date):

Hoy es (today is)
Mañana es (tomorrow is)
El _____ de _____
Ex: El 3 de noviembre (November 3rd)
Ex: El 20 de enero (January 20th)
Ex: El 31 de junio (June 31st)

Los números (numbers):

0- Cero	20- Veinte	40- Cuarenta
1- Uno	21- Veintiuno	50- Cincuenta
2- Dos	22- Veintidos	60- Seisenta
3- Tres	23- Veintitres	70- Setenta
4- Cuatro	24- Veinticuatro	80- Ochenta
5- Cinco	25- Veinticinco	90- Noventa
6- Seis	26- Veintiseis	100- Cien
7- Siete	27- Veintisiete	150- ciento
cincuenta		
8- Ocho	28- Veintiocho	200- doscientos
9- Nueve	29- Veintinueve	300- trescientos
10- Diez	30- Treinta	400- cuatrocientos
11- Once	31- Treinta y uno	500- quinientos
12- Doce	32- Treinta y dos	600- seiscientos
13- Trece	33- Treinta y tres	700- setecientos
14- Catorce	34- Treinta y cuatro	800- ochocientos
15- Quince	35- Treinta y cinco	900- novecientos
16- Dieciseis	36- Treinta y seis	1000- mil
17- Diecisiete	37- Treinta y siete	2000- dos mil
18- Dieciocho	38- Treinta y ocho	10,000- diez mil
19- Diecinueve	39- Treinta y nueve	100,000- ciento mil

Note: 40-99 follow the same pattern as the thirties. For example, 75 is setenta y cinco. Larger numbers in Spanish are formed the same as in English. 175 = ciento setenta y cinco; 1,275 = mil doscientos setenta y cinco; 50,275 = cincuenta mil, doscientos setenta y cinco; etc.

La comida (food):

El desayuno (breakfast)	El almuerzo (lunch)
La cena (dinner)	La merienda (snack)
Las frutas (fruit)	La manzana (apple)
La uva (grape)	La naranja (orange)
La fresa (strawberry)	La sandía
(watermelon)	
Las verduras (vegetables)	El brécol (broccoli)
La zanahoria (carrot)	La patata (potatoes)
La espinaca (spinach)	El tomate (tomato)
La carne (meat)	El pollo (chicken)
El jamón (ham)	El cerdo (pork)
El chorizo (sausage)	El pavo (turkey)
Las bebidas (drinks)	La cerveza (beer)
El café (coffee)	El zumo (juice)
La leche (milk)	El refresco (soda)
El té (tea)	El agua (water)

Las actividades (activities):

Leer el periódico (to read the newspaper)
Escuchar a la radio (to listen to the radio)
Mirar la televisión (to watch TV)
Mirar una película (to watch a movie)
Usar la computadora (to use the computer)
Charlar (to chat)
Llamar a alguien (to call someone)
Hablar por teléfono (to talk on the phone)
Escuchar a música (to listen to music)
Jugar al fútbol (to play soccer)
Jugar al tenis (to play tennis)
Jugar al ajedrez (to play chess)
Tocar la guitarra (to play the guitar)
Tocar el piano (to play the piano)
Ir de campamento (to go camping)
Divertirse (to have fun)

Encantar & Importar

Encantar & Importar are both formed the same way as Gustar (lesson 8)

Encantar- to love

Me encanta	Nos encanta
Te encanta	Vos encanta
Le encanta	Les encanta

Plural: encantan

Importar- to care

Me importa	Nos importa
Te importa	Vos importa
Le importa	Les importa

Plural: importan

Artículos (articles)

Un (a/ an) [masculine, singular]

Unos (a couple/ few) [masculine, plural]

Una (a/ an) feminine, singular]

Unas (a couple/ few) [feminine, plural]

Algún (some) [masculine, singular]

Algunos (some) [masculine, plural]

Alguna (some) [feminine, singular]

Algunas (some) [feminine, plural]

Congratulations! You have completed all of the lessons for this program! You now know over 100 of the most common verbs in Spanish and how to use them in the present tense, how to describe yourself and the world, and how to talk about people, places, locations, and things. Remember, practice makes perfect! Here is a list of what topics we covered in each lesson, so that you can more easily find them to review:

Lesson 1- personal pronouns, ser, descriptive adjectives, adjective endings

Lesson 2- conversation starters, question words, estar, descriptive adjectives

Lesson 3- people, locations, objects, colors, plurals and definite articles, possessive pronouns

Lesson 4- regular -ar verbs

Lesson 5- regular -er and -ir verbs

Lesson 6- irregular verbs

Lesson 7- common expressions, hay

Lesson 8- gustar, adverbs

Lesson 9- conjunctions, question sentence structure

Lesson 10- por vs. para, saber vs. conocer, present progressive tense

On the next two pages are reading comprehension activities. These will test your memory of the words and phrases you have learned throughout this lesson. If you have a hard time with any of them, be sure to review the lesson(s) they relate to! As with previous activities, the multiple-choice reading comprehension questions will have an answer key at the end of the page. At the end of the last page there are a few different writing prompts.

READING COMPREHENSION

Actividad #1- Read the following paragraph about what Ángela is going to do today, then answer the questions at the end.

Ángela está muy emocionada, porque su prima va a llegar hoy! Primero, van a ir al cine para ver una película. Luego, van a ir de compras para encontrarla una camisa nueva. Su prima quiere una camisa amarilla, pero Ángela cree que debe comprar una camisa roja. Entonces, van a regresar a casa para preparar la cena. Van a divertirse mucho!

1. ¿Cuál actividad van a hacer primero?
 - a. Ir al cine
 - b. Ir de compras
 - c. Preparar la cena
2. ¿Qué significa "van a divertirse mucho"?
 - a. They're going to be very busy
 - b. They're going to do a lot of things
 - c. They're going to have a lot of fun
3. ¿Qué tipo de ropa quiere la prima de Ángela?
 - a. Una camisa amarilla
 - b. Una camisa roja
 - c. Una camisa negra

Actividad #2- Read Josef's profile on a dating app, then answer the questions at the end!

Hola, me llamo Josef. Soy alto, moreno, y un poquito rechoncho. Mis amigos dicen que soy serio, pero yo me considero (*I consider myself*) un hombre simpático, honesto, y amigable. Me gusta viajar, charlar con amigos, y hacer ejercicio. Estoy buscando una mujer inteligente, amigable, y curiosa.

1. ¿Cuál descripción no usa Josef para describir a sí mismo (*himself*)?
 - a. Honesto
 - b. Rubio
 - c. amigable
2. ¿Qué tipo de mujer busca él?
 - a. Honesta, simpática, y amigable
 - b. Inteligente, simpática, y amigable
 - c. Inteligente, amigable, y curiosa
3. A Josef, ¿cuál actividad le gusta hacer?
 - a. Charlar con amigos
 - b. Jugar videojuegos
 - c. Mirar la televisión

Actividad #3- Alex is interviewing his friend Ana for a school project. Read the following interview, then answer the questions at the end.

Alex: Hola amiga, gracias por permitirme entrevistar a ti (*interview you*). Primero, ¿cómo te llamas y cuántos años tienes?

Ana: Yo me llamo Ana, y tengo catorce años.

Alex: ¿Y qué día es tu cumpleaños?

Ana: Mi cumpleaños es el cuatro de noviembre.

Alex: Gracias. ¿Cuál es tu comida favorita?

Ana: Pues (*well*), me gustan mucho las fresas y el chocolate. También me encantan las galletas (*cookies*).

Alex: A mi me gustan las galletas también. ¿Qué color es tu favorito?

Ana: Me encantan todas las cosas que son amarillas.

Alex: Bueno, y ¿qué te gusta hacer?

Ana: Me gusta jugar deportes (*sports*), ir de compras con algunas (*some*) amigas, y dibujar.

Alex: Muchas gracias por tu participación.

Ana: De nada.

1. ¿Cuál pregunta no hace Alex?
 - a. ¿Cuántos años tienes?
 - b. ¿De dónde eres?
 - c. ¿Qué te gusta hacer?
2. ¿A Ana le encanta cuál comida?
 - a. Las galletas

- b. Las manzanas
 - c. Las fresas con café
3. Cuando Alex le pregunta a Ana cuáles actividades le gusta hacer, ¿qué responde ella?
 - a. Jugar fútbol, ir de compras con algunas amigas, y pintar
 - b. Jugar deportes, charlar con algunas amigas, y dibujar
 - c. Jugar deportes, ir de compras con algunas amigas, dibujar.
 4. ¿Cuándo es el cumpleaños de Ana?
 - a. El 14 de noviembre
 - b. El 4 de octubre
 - c. El 4 de noviembre

Actividad #1 Answer Key

1. A 2. C 3. A

Actividad #2 Answer Key

1. B 2. C 3. A

Actividad #3 Answer Key

1. B 2. A 3. C 4. C

Prompt 1: Write a letter or a poem to your past self. Consider the following questions/ topics to include:

- ¿Cómo eres ahora? *What are you like now?*
- ¿Cómo eres diferente? *How are you different?*
- ¿Cómo eres lo mismo? *How are you the same?*
- ¿Todavía quieres las mismas cosas? *Do you still want the same things?*
- ¿Qué te gusta hacer? *What do you like to do?*
- ¿Quiénes son las personas más importantes de tu vida? *Who are the most important people in your life?*
- ¿Cuál es tu memoria favorito? *What's your favorite memory?*
- ¿Hay algo que extrañas de tu niñez? *Is there anything you miss from your childhood?*
- ¿De qué estás orgulloso? *What are you proud of?*

Prompt 2: Write a letter or a poem to your future self. Consider the following questions/ topics to include:

- ¿Qué esperas lograr en el futuro? *What do you hope to achieve in the future?*
- ¿Cómo puedes alcanzar esa meta? *How can you reach that goal?*
- ¿Cuáles preguntas tienes para ti mismo? *What questions do you have for yourself?*
- ¿Cuáles preguntas crees que el futuro tú tiene para tú en el presente? *What questions do you think future you has for present you?*
- ¿De qué manera crees que tu vida va a ser diferente? *In what way do you think your life will be different?*
- ¿Hay algo de qué tienes miedo? *Is there something you're afraid of?*
- ¿Hay algo para que estás emocionado? *Is there something you're excited for?*

Prompt 3: Write a letter or poem to introduce yourself to someone who doesn't know you. Consider the following questions/ topics to include:

- ¿Cómo eres? *What are you like?*
- ¿De dónde eres? *Where are you from?*
- ¿Cómo estás ahora? *How are you right now?*
- ¿Qué haces ahora? *What are you doing right now?*
- ¿Qué te gusta hacer? *What do you like to do?*
- ¿Qué haces durante el día? *What do you do during the day?*
- ¿Qué esperas hacer en el futuro? *What do you hope to do in the future?*
- En tu opinión, ¿qué es la mejor manera de conocer a alguien? *In your opinion, what's the best way to get to know someone?*
- ¿Cuáles características indican que una amistad es fuerte? *What characteristics indicate that a friendship is strong?*
- ¿Hay algo más que quieres compartir? *Is there anything else you want to share?*
- ¿Qué es tu sueño? *What is your dream?*

Prompt 4: Write a letter or a poem on a topic that interests you. It can be a fictional story, a letter to someone you know, a dream journal, a diary entry, a description of something or someone, a letter to yourself- it can be anything, just write!

The History & Politics of the United States-Mexico Border

Greetings everyone! It's Yazmin, and once again I've had the greatest pleasure of compiling a packet for you all. For this packet, I aimed to be more academic and directly impactful with the topic: the United States & Mexico border. The southern border has been cause for major controversy in the last 2 decades, defining much of the rhetoric we see from our political parties -- good and bad. Due to the urgency of the topic, and its ever-developing nature, I thought it would be awesome to create a small packet for you all in hopes of having you learn a bit more about what's going on in the United States as well as with our neighbors in Mexico.

The content of the packet will be a major jump from the previous packets I've authored, with a more academic writing style. Remember, if you ever have trouble with anything, please take a break, pause, recollect and revisit once you're ready. This also goes for the actual content, which may mention immigration, displacement, violence and the like. If any of the former topics cause you concern, please navigate this packet with care. With that said, most topics discussed are meant to evoke emotion - anger, sadness, happiness - but it is ultimately up to you, the reader, to figure out how these emotions connect to your opinions. Please proceed with an open mind, and with care, as the stories of people affected by the United States-Mexico border and its politics will be shared for you all to read.

You might notice this page is accompanied by a translation. "What is that?" you may ask. Well, it's a Spanish translation! That's right, I will be continuing the bilingual packet initiative in hopes you all may enjoy learning a bit of Spanish. More so, I kick-started this initiative for those who may not speak and read English, so for those folks, enjoy. It's very special that this particular packet is in Spanish, namely because the Southern part of the United States is home to a sizable amount of Spanish speakers. By default, many of the stories and histories you'll learn about contain mentions of Spanish names, foods, events, people - nearly everything.

My ultimate wish for you, reader, is to learn a little bit about yourself throughout this journey. At the very end, I will ask you to write reflective questions, and engage in reflection through multiple mediums, whichever calls to you more. With that said, please enjoy the United States-Mexico Border packet, and don't forget to send some feedback and/or submit your works (Attention: Yazmin) for a response.

All the best,
Yazmin



La Historia y Política fronteriza de los Estados Unidos y México

¡Saludos a todos! Soy Yazmin, y una vez más he tenido el gran placer de preparar un paquete para ustedes. Para este paquete, quise adoptar un enfoque más académico y directamente relacionado con el tema del que hablaremos: la frontera entre Estados Unidos y México. La frontera sur ha sido causa de gran controversia durante las últimas dos décadas, moldeando gran parte de la retórica que vemos en nuestros partidos políticos, tanto buena como mala. Debido a la urgencia del tema y su naturaleza en constante cambio, pensé que sería genial crear un pequeño paquete para ustedes, con la esperanza de que aprendan un poco más sobre lo que está sucediendo tanto en Estados Unidos como con nuestros vecinos en México.

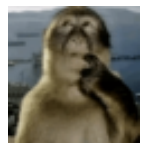
El contenido del paquete será un cambio notable en comparación con los anteriores que he escrito, con un estilo más académico. Recuerden, si en algún momento algo se les dificulta, tómense un descanso, pausen, respiren y vuelvan cuando estén listos. Esto también aplica para el contenido mismo, que puede mencionar temas de inmigración, desplazamiento, violencia y otros similares. Si alguno de estos temas les causa preocupación, naveguen este paquete con cuidado. Dicho esto, la mayoría de los temas discutidos buscan evocar emoción —enojo, tristeza, alegría— pero, al final, depende de ustedes, lectores, descubrir cómo estas emociones se relacionan con sus opiniones. Les pido que procedan con la mente abierta y con cuidado, ya que se compartirán historias de personas afectadas por la frontera entre Estados Unidos y México y su política.

Quizás noten que esta página viene acompañada de una traducción. "¿Qué es eso?", podrían preguntarse. Pues, ¡es una traducción al español! Así es, continuaré con la iniciativa de paquetes bilingües con la esperanza de que disfruten aprendiendo un poco de español. Además, inicié esta iniciativa pensando en quienes tal vez no hablan o leen inglés, así que, para esas personas, disfruten. Es especialmente significativo que este paquete esté en español, principalmente porque la zona sur de Estados Unidos es hogar de una cantidad considerable de hispanohablantes. Por ello, muchas de las historias e historias que conocerán incluyen nombres, comidas, eventos y personas de origen hispanohablante —prácticamente de todo.

Mi mayor deseo para ti, lector, es que aprendas un poco sobre ti mismo a lo largo de este recorrido. Al final, te pediré que respondas preguntas reflexivas y que participes en una reflexión a través del medio que más te llame. Dicho esto, disfruta el paquete sobre la frontera entre Estados Unidos y México, y no olvides dejar tus comentarios y/o enviar tus trabajos (Atención: Yazmin) para recibir una respuesta.

Con mis mejores deseos,

Yazmin



Mexico & Mexican Culture

Mexico, officially known as the United Mexican States, is a large country located in the southern-most part of North America. To place “large” into perspective it’s about 1,972,550 km², making it the 13th largest country in the world. Its largeness has morphed it into a lovely home for over 130 million people currently residing there, effectively making it the 10th most populous country in the world! Many of those 130 million also speak Spanish, the primary language of communication between Mexicans. Despite most of its people speaking Spanish, and being the country with the most Spanish speakers (yes even above Spain), Mexico is also home to over 68 linguistic groups and 364 varieties of indigenous languages. The most common non-Spanish languages spoken are Nahuatl (1.7 million speakers) and Yucatec Maya (850,000 speakers). The majority of the country identifies as Catholic, which comprises over 70% of the population, followed by Protestantism, encompassing only 11.2% of the total population. But, where do most Mexicans reside within Mexico? Great question! Most Mexicans tend to be based in Mexico City or CDMX, the acronym for Ciudad de Mexico. Many also reside in cities like Puebla, Monterrey, and Guadalajara, representing the expansive nature of Mexico’s states, cities, and municipalities. With over 30 states, each with its own constitution, state governor and congress. With a country that large, it’s necessary to split up power and responsibility, unlike smaller neighboring nations such as Guatemala and Belize in the southern borders of Mexico who can comfortably manage a state (mostly) with federal power.

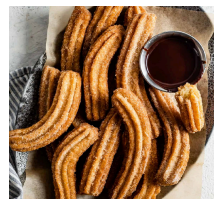
Selections of Mexican Food

Undeniably, Mexico is home to some of the best food on Earth ... seriously ... it's delicious. You'll find loads of food, but where could you possibly start with all those options? Well, do not fret, for here are two exquisite options to indulge in!

Quesadilla: Quesa comes from the Spanish word queso, meaning cheese. This dish begins with the creation of a tortilla (flatbread) most commonly made from flour or corn. While the flatbread is placed to cook, you'll add Oaxacan cheese - a stretchy, white, cheese most similar to Mozzarella - to the flatbread's lower half or center. As the cheese melts, fold the flatbread in half, pressing the quesadilla down like a sandwich; once the cheese is melted nicely you're all done!



Churro(s): For dessert, we have this fried dough delicacy! All you need is flour, baking soda, eggs, salt and water to make the dough. Shape it into long cylindrical sticks and pop them into a pot of oil. Once you observe a nice golden brown color, you'd ideally roll them in a cinnamon-sugar mix, accompanied with a chocolate dip or a cajata (Mexican caramel sauce dip). Fun fact: Churros actually originated in Spain, but became well known as a staple Mexican dessert!



Map of Mexico - States, Cities, Airports, Borders

Brief Politics & Border Relations of Mexico

Mexico gained its independence from Spain on September 16th, 1810 and has been self-governing as a federal republic ever since. The majority of the power has historically skewed towards the sitting president, which has raised questions on corruption, power, and control. For over 71 years, the PRI party ruled Mexico (from 1929-2000) until other competitive parties rose to the challenge. Since then, there's been an emphasis on prioritizing efforts for democratic processes. For instance, under Claudia Sheinbaum, Mexico's 66th president, Mexico launched its first-ever Supreme Court, composed of 9 sitting Justices. Sheinbaum is part of the larger Moreno party, which gained standing for its anti-corruption and people-first vision in 2018. Mexico is characterized by its smooth transition of power, increasing recognition of indigenous rights, and safety efforts for women. Despite these milestones, they deal heavily with armed groups, drug cartels, and funnel a sizable percentage of illicit items all over the world but especially in the Americas. Certain organized groups such as the Sinaloa Cartel, have a heavy presence in Mexican border states such as Baja California and Sinaloa; often these groups are a source of contention in foreign relations between the United States and Mexico who often clash over the flow of crime across the Southern border.

México y Cultura Mexicana

México, oficialmente conocido como los Estados Unidos Mexicanos, es un país grande ubicado en la parte más al sur de América del Norte. Para poner “grande” en perspectiva, cuenta con aproximadamente 1,972,550 km², lo que lo convierte en el decimotercer país más grande del mundo, y su extensión lo ha transformado en un hermoso hogar para más de 130 millones de personas, convirtiéndolo en el décimo país más poblado del mundo. Muchos de esos 130 millones hablan español, el idioma principal de comunicación entre los mexicanos; sin embargo, aunque la mayoría de su población es hispanohablante —y aun siendo el país con más hablantes de español del mundo, incluso más que España— México también alberga más de 68 grupos lingüísticos y 364 variantes de lenguas indígenas, entre las cuales las más habladas son el náhuatl (1.7 millones de hablantes) y el maya yucateco (850,000 hablantes). La mayoría del país se identifica como católica, representando más del 70 por ciento de la población, seguida por el protestantismo con un 11.2 por ciento. En cuanto a dónde viven la mayoría de los mexicanos, muchos se concentran en la Ciudad de México, o CDMX, la sigla de Ciudad de México, aunque grandes poblaciones también residen en ciudades como Puebla, Monterrey y Guadalajara, lo que refleja la naturaleza expansiva de los estados, ciudades y municipios del país. Con más de 30 estados, cada uno con su propia constitución, gobernador y congreso estatal, en un país tan grande es necesario dividir el poder y las responsabilidades, a diferencia de naciones vecinas más pequeñas como Guatemala y Belice, en la frontera sur de México, que pueden administrar un territorio (en su mayoría) bajo un poder federal centralizado.

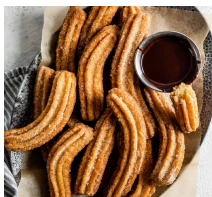
Selecciones de Comida Mexicana

Indudablemente, México es hogar de algunas de las mejores comidas del mundo... en serio... es deliciosa. Encontrarás una gran variedad de platillos, pero ¿por dónde podrías empezar con tantas opciones? Pues, no te preocupes, porque te brindaré una lista de opciones exquisitas para que disfrutes.

Quesadilla: Quesa proviene de la palabra española queso, que significa “cheese.” Este platillo comienza con la preparación de una tortilla (pan plano), comúnmente hecha de harina o de maíz. Mientras la tortilla se cocina, se agrega queso oaxaqueño —un queso blanco y elástico, muy similar a la mozzarella— en la mitad inferior o en el centro. A medida que el queso se derrite, se dobla la tortilla por la mitad, presionándola como si fuera un sándwich, y ¡una vez que el queso esté bien derretido, ya está lista!



Churro(s): Para el postre, tenemos esta delicia de masa frita. Solo necesitas harina, bicarbonato, huevos, sal y agua para preparar la masa. Una vez lista, se moldean en tiras largas y cilíndricas y se colocan en una olla con aceite. Cuando tomen un color dorado y crujiente, idealmente se pasan por una mezcla de azúcar con canela, y se



acompañan con una salsa de chocolate o cajeta (una salsa de caramelo mexicana). Dato curioso: los churros en realidad se originaron en España, pero se hicieron muy conocidos como un postre tradicional en México.



Mapa de México - Estados, ciudades, aeropuertos y fronteras

Breve Política y Relaciones Fronterizas de México

México obtuvo su independencia de España el 16 de septiembre de 1810 y desde entonces ha sido un país autónomo organizado como una república federal. Históricamente, gran parte del poder ha recaído en el presidente en turno, lo que ha generado preguntas sobre corrupción, poder y control. Durante más de 71 años, el partido PRI gobernó México desde 1929 hasta el año 2000, hasta que otros partidos competitivos surgieron y desafiaron su dominio. Desde entonces, ha habido un énfasis en priorizar procesos democráticos. Por ejemplo, bajo Claudia Sheinbaum, la 66.^a presidenta de México, el país lanzó su primera Suprema Corte compuesta por 9 ministros en funciones. Sheinbaum forma parte del partido Morena, que ganó reconocimiento en 2018 por su visión anticorrupción y su enfoque centrado en la gente. México se caracteriza por su transición pacífica de poder, su creciente reconocimiento de los derechos indígenas y sus esfuerzos de seguridad para las mujeres. A pesar de estos avances, el país enfrenta desafíos significativos relacionados con grupos armados, cárteles de la droga y el tráfico de una cantidad considerable de bienes ilícitos en todo el mundo, especialmente en las Américas. Ciertos grupos organizados, como el Cártel de Sinaloa, tienen una fuerte presencia en estados fronterizos como Baja California y Sinaloa; frecuentemente, estos grupos son una fuente de tensión en las relaciones exteriores entre Estados Unidos y México, que a menudo chocan por el flujo de actividades delictivas a través de la frontera sur.

The United States of America and U.S. Culture



The United States of America is also known by its acronyms USA and the U.S. The United States is comprised of 50 states, and currently oversees 14 territories. Of those 14, five are inhabited including: Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, Guam, and American Samoa. The United States is the 4th largest country at 9,372,610 million km², with over 340 million inhabitants in the country. The United States has English as the official language, however, the U.S. is also a multi-cultural country that has other dominant languages. For instance, between 40-55 million inhabitants speak Spanish as a primary or second language. While immigration plays a role, there are some Mexicans who chose to accept U.S. citizenship after the Treaty of Guadalupe-Hidalgo (1848). Many chose to continue speaking Spanish. On the other hand, Puerto Rico is a Spanish speaking territory, which currently has over 3.2 million inhabitants.

The United States capital is located in Washington D.C. (Washington District of Columbia), where the famous White House is located and where the current president lives until the end of their term. The United States also has a lot of famous cities and landmarks. New York City is the most inhabited city in the U.S. (8 million residents), and was also formerly known as the U.S. capital between 1785-1790! There are also historic cities such as New Orleans, Louisiana, located in a swamp. New Orleans is quite literally a melting pot of cultures including French, Spanish, and African-American influences! Since the nation's founding in 1776, many neighboring countries have developed since then such as Canada, Mexico, Cuba, Haiti, the Dominican Republic, and many other smaller island nations surrounding territorial waters. Fun fact: Morocco, located in North Africa, was the first country to recognize the United States in 1777!

The Many Landmarks of the United States

Perhaps you might've encountered talk of the "7 wonders of the world". Such wonders are all over the world - Italy, China, Brazil - but there's seldom talk of the United States having its own 7 wonders ... let's unpack some!

1. **Niagara Falls:** This system of three gigantic falls is located at the border between the State of New York, United States and Toronto, Canada. Niagara Falls has the highest flow rate of any waterfall in the world with the tallest drop (at Horseshoe Falls) being over 50 meters!



2. **Golden Gate Bridge:** Located in San Francisco, California this bridge was once the tallest and longest bridge when it was built in the 1930's. At the time, it was a massive feat in both engineering and American ingenuity during the Great Depression.



3. **The Statue of Liberty:** The famous 305 ft. statue is located on Liberty Island, New York City. Lovingly named "Lady Liberty", she was a gift from France in 1884 to commemorate 100 years of American independence.



Brief Politics of Immigration in the United States

The United States operates on a (primarily) two-party system at the federal, state, and local levels of government. Since the 2016 elections, both the Democratic and Republican parties have faced increasingly polarized views. The 47th president, Donald Trump, has enacted polarizing policies on immigration. In April 2025, legislation was passed to mandate further identification in federal, state, and local elections disproportionately affecting people of color with less access to state identification, passports, or birth certificates. Trump's allowance of mass I.C.E (Immigration Customs Enforcement) raids, including in immigration courts, have caused fear in many undocumented and multi-status peoples. Several people, such as Kilmar Abrego Garcia, have been sent to unaffiliated (random) countries - in this case Uganda - despite holding Salvadorian citizenship.

Los Estados Unidos y la cultura Estadounidense



Los Estados Unidos, también conocidos por sus siglas EE.UU., están compuestos por 50 estados y actualmente administran 14 territorios. De esos 14, cinco están habitados: Puerto Rico, las Islas Marianas del Norte, las Islas Vírgenes de los Estados Unidos, Guam y Samoa Americana. Los Estados Unidos son el cuarto país más grande del mundo, con una extensión de 9,372,610 km² y más de 340 millones de habitantes.

Aunque el inglés es el idioma oficial, el país es multicultural y cuenta con otros idiomas ampliamente hablados. Por ejemplo, entre 40 y 55 millones de habitantes hablan español como lengua principal o secundaria. Si bien la inmigración influye, también existen mexicanos que optaron por aceptar la ciudadanía estadounidense tras el Tratado de Guadalupe Hidalgo (1848), quienes en muchos casos decidieron continuar hablando español. Además, Puerto Rico es un territorio hispanohablante con más de 3.2 millones de habitantes.

La capital de los EE.UU. se encuentra en Washington D. C. (Distrito de Columbia), donde está situada la famosa Casa Blanca y donde reside el presidente hasta el final de su mandato. El país también cuenta con muchas ciudades y lugares emblemáticos. Nueva York es la ciudad más poblada del país (con 8 millones de residentes) y, además, fue la antigua capital de los Estados Unidos entre 1785 y 1790. También existen ciudades históricas como Nueva Orleans, Luisiana, ubicada en un pantano. Nueva Orleans es, literalmente, un crisol de culturas, con influencias francesas, españolas y afroamericanas. Desde la fundación de la nación en 1776, muchos de los países vecinos también se han desarrollado, como Canadá, México, Cuba, Haití, la República Dominicana y muchas otras naciones insulares que rodean las aguas territoriales estadounidenses. Dato curioso: ¡Marruecos, ubicado en el norte de África, fue el primer país en reconocer oficialmente a los Estados Unidos en 1777!

Lugares Emblemáticos de los Estados Unidos

Quizás hayas escuchado hablar de las “7 maravillas del mundo”. Estas maravillas están repartidas por todo el planeta, pero rara vez se habla de que los Estados Unidos también tienen sus propias 7 maravillas... ¡exploremos algunas!

1) Cataratas del Niágara:

Este sistema de tres enormes cascadas se encuentra en la frontera entre el estado de Nueva York, Estados Unidos, y Toronto, Canadá. Tienen el mayor caudal de agua de cualquier cascada en el mundo, y su caída más alta (en Horseshoe Falls) supera los 50 metros.



2) Puente Golden Gate:

Ubicado en San Francisco, California, este puente fue en su momento el más alto y el más largo del mundo cuando se construyó en la década de 1930. Representó una hazaña monumental de ingeniería y creatividad estadounidense durante la Gran Depresión.



3) La Estatua de la Libertad:

La famosa estatua de 305 pies de altura se encuentra en Liberty Island, en la ciudad de Nueva York. Afectuosamente llamada “Lady Liberty”, fue un regalo de Francia en 1884 para conmemorar los 100 años de la independencia estadounidense.



Breve Política de Inmigración en los Estados Unidos

Estados Unidos funciona con un sistema bipartidista en los niveles federal, estatal y local. Desde las elecciones de 2016, los partidos Demócrata y Republicano han adoptado posturas cada vez más polarizadas. El 47.º presidente, Donald Trump, ha impulsado políticas de inmigración divisivas. En abril de 2025, se aprobó legislación que exige más formas de identificación en elecciones federales, estatales y locales, afectando desproporcionalmente a personas de color con menos acceso a identificaciones estatales. Trump a realizado redadas masivas de I.C.E. (Immigration and Customs Enforcement), incluso dentro de cortes de inmigración, ha generado temor en muchas personas indocumentadas o de estatus mixto. Personas como Kilmar Abrego García, han sido enviadas a países sin relación alguna, como Uganda, a pesar de poseer ciudadanía salvadoreña.

Neighbors in Conflict: Tensions between the United States & Mexico

Despite sharing borders and a long history, the United States and Mexico still experience conflict today. In recent times, the topic of immigration has divided both nations and stifled future relations. Under the 45th and 47th president Donald Trump's administrations, there has been a stringent focus on tackling migrants, refugees, asylum seekers, and generally those with mixed or non-citizen status. Mexican and Mexican-American peoples residing in the U.S. have especially been targeted by anti-migrant rhetoric which has caused an uptick of fear for Mexicans in the U.S. On August 30th, 2025, Trump reportedly threatened an additional 30% tariff increase to Mexico if Claudia Sheinbaum, Mexico's current president, doesn't take additional steps to reduce cartel and drug smuggling activity across the border. As of 2025, Mexico has seen a decrease in murder, illegal border crossings, and the like - a testament to a success in the reduction of crime. Despite these efforts, the U.S. continues to report that drugs, people, and crime are still seeping in at the southern border. Such tensions have created a very hostile relationship when immigration is brought to the table.

The Mexican - American War (1845-48)



Following Texas independence between 1835-1836, the territory merged with the United States in 1845. Mexico broke diplomatic ties with the U.S., as they wanted Texas for themselves. Mexico even outlawed migration from the U.S. to Mexico in 1830 to avoid English-speaking settlers. Shortly after, the 11th President of the United States James K. Polk proposed to buy California and New Mexico from the Mexican government. They also proposed to make the Rio Grande River, south of Texas, the border between the U.S. and Mexico. Suffice to say, Mexico did not like this offer. In response, Mexico sent troops to Rio Grande, which initiated the war between both countries. Over 1,700 people were killed until the war's conclusion in 1848. The Treaty of Guadalupe Hidalgo added over 500,000 square miles to the U.S., expanding its territory by about

one-third, with Mexico ceding roughly 55% of its land, including present-day California, Nevada, Utah, Arizona, New Mexico, and parts of Colorado, Wyoming, Kansas, and Oklahoma. While precise figures vary, approximately 80,000 Mexican citizens lived in these territories, given the choice to become U.S. citizens or return to Mexico, though hundreds of thousands of Native Americans and others were also in the area with no choice.



The Tampico Affair & Anti-Americanism (1914)

This affair began after 37th Mexican President Francisco I. Madero was assassinated during a coup on February 22nd, 1913. The coup was led by General Victoriano Huerta, who later authorized the killing of 9 U.S. soldiers for entering a "prohibited" zone in Tampico, Mexico. Despite Mexico apologizing for the incident, U.S. President Woodrow Wilson did not take this incident lightly. He sent marine troops to occupy the ports of Veracruz, halting ships, migration, and economic traffic to the city. Wilson remained headstrong, saying he would not retreat troops until he obtained "the fullest recognition of the rights and dignity of the United States". By the end of the invasion, the casualties amounted to over 570 - 22 Americans and 550 Mexicans.



United States Troops Chase Pancho Villa (1916)

Pancho Villa, a notorious Mexican general during the Mexican Revolution (1910-20), led hundreds of troops to attack Columbus, New Mexico. The reason why? Well, the United States supported his opposition (or political rival). Villa's assault was the first military action in the U.S. since 1812. Villa's troops were able to kill over 16 Americans, and destroyed the majority of Columbus. However, Wilson sent in ten thousand troops into Mexico to pursue Villa. Alas, he was never found.

Vecinos en conflicto: Tensiones entre Estados Unidos y México

A pesar de compartir fronteras y una larga historia, Estados Unidos y México siguen enfrentando conflictos en la actualidad. En los últimos años, el tema de la inmigración ha dividido a ambas naciones y ha frenado futuras relaciones. Bajo las administraciones del 45.º y 47.º presidente Donald Trump, ha habido un enfoque estricto en abordar a migrantes, refugiados, solicitantes de asilo y, en general, a personas con estatus mixto o sin ciudadanía. Las personas mexicanas y mexicoamericanas que residen en Estados Unidos han sido especialmente afectadas por la retórica antiinmigrante, lo que ha generado un aumento del miedo dentro de estas comunidades. El 30 de agosto de 2025, Trump supuestamente amenazó con imponer un aumento adicional del 30% en aranceles a México si Claudia Sheinbaum, la actual presidenta del país, no toma medidas adicionales para reducir la actividad de cárteles y el contrabando de drogas a través de la frontera. Para 2025, México ha registrado una disminución en homicidios, cruces ilegales y otros delitos, lo cual demuestra avances en la reducción del crimen. Sin embargo, Estados Unidos continúa reportando que drogas, personas y actividad criminal siguen entrando por la frontera sur. Estas tensiones han generado una relación muy hostil cada vez que el tema de inmigración entra en discusión.

La Guerra Mexicano-Estadounidense (1845-1848)

Tras la independencia de Texas entre 1835 y 1836, el territorio se unió a los Estados Unidos en 1845. México rompió relaciones diplomáticas con EE. UU., ya que deseaba conservar Texas. Incluso en 1830 México prohibió la migración de estadounidenses hacia su territorio para evitar asentamientos de hablantes de inglés. Poco después, el 11.º presidente de Estados Unidos, James K. Polk, propuso comprar California y Nuevo México al gobierno mexicano. También propuso establecer el Río Grande, al sur de Texas, como la frontera entre ambos países. Basta decir que México rechazó esta oferta. En respuesta, México envió tropas al Río Grande, lo que inició la guerra entre las dos naciones. Más de 1,700 personas murieron hasta la conclusión del conflicto en 1848. El Tratado de Guadalupe Hidalgo añadió más de 500.000 millas cuadradas a Estados Unidos, ampliando su territorio en aproximadamente un tercio, con México cediendo aproximadamente el 55% de sus tierras, incluyendo la actual California, Nevada, Utah, Arizona, Nuevo México y partes de Colorado, Wyoming, Kansas y Oklahoma. Aunque las cifras precisas varían,



aproximadamente 80.000 ciudadanos mexicanos vivían en estos territorios, teniendo la opción de convertirse en ciudadanos estadounidenses o regresar a México, aunque cientos de miles de nativos americanos y otros también estaban en la zona sin otra opción.



El Incidente de Tampico y el Antiamericanismo (1914)

Este conflicto comenzó después de que el 37.º presidente mexicano, Francisco I. Madero, fuera asesinado durante un golpe de Estado el 22 de febrero de 1913. El golpe fue dirigido por el general Victoriano Huerta, quien posteriormente autorizó la ejecución de 9



estadounidenses por entrar a una zona “prohibida” en Tampico, México. Aunque México se disculpó por el incidente, el presidente estadounidense Woodrow Wilson no lo tomó a la ligera. Envío tropas de la Marina para ocupar los puertos de Veracruz, deteniendo barcos, migración y tráfico económico hacia la ciudad. Wilson se mantuvo firme, afirmando que no retiraría a las tropas hasta obtener “el reconocimiento más completo de los derechos y la dignidad de los Estados Unidos”. Al finalizar la invasión, las bajas superaban las 570: 22 estadounidenses y 550 mexicanos.

Tropas estadounidenses persiguen a Pancho Villa (1916)

Pancho Villa, un célebre y polémico general mexicano durante la Revolución Mexicana (1910-1920), dirigió a cientos de soldados para atacar Columbus, Nuevo México. ¿La razón? Estados Unidos apoyaba a su oposición, es decir, a su rival político. El asalto de Villa fue la primera acción militar en territorio estadounidense desde 1812. Sus tropas lograron matar a más de 16 estadounidenses y destruyeron gran parte de Columbus. En respuesta, el presidente Wilson envió diez mil soldados a México para perseguir a Villa. Sin embargo, nunca fue encontrado.



Neighbors in Conflict: Tensions between the United States & Mexico Part (2)



agents would follow orders to do “aggressive” searches and seizures to incoming cars, individuals, and any flow of traffic across the U.S. - Mexico border. The Mexican government was not consulted on the increased surveillance on the border. Eventually, frustrations grew due to hidden agent operations and individual cases of killings which made the U.S. consider a more collaborative approach to counter narcotics.



Repatriation of Mexicans (1929-39)

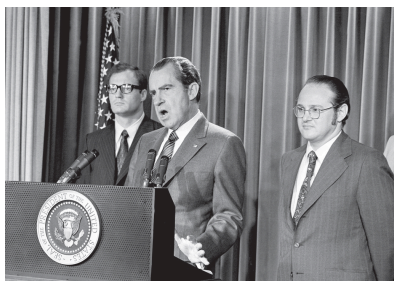
The 1929 Great Depression left many unemployed, homeless, and in extreme levels of poverty. Many of those seeking jobs blamed the influx of migrant workers for the lack of employment, especially Mexicans. Americans would point to Mexicans as a ‘drain’ on social services, that not only took jobs but also money that should be allocated to (White) Americans instead. To remedy this, the United States coerced and effectively kicked out Mexican nationals as well as some Mexican-Americans who had U.S. citizenship. The U.S. retracted social benefits/services and halted employment for them. Over 400,000 people were “relocated” especially from border states like Arizona, California, Texas, and Mexico.

Mexico Against Organized Crime (2007-2010)

The U.S. government declared Mexico’s cartel situation as highly dangerous to the interests of the United States. The U.S. later sent support to scale efforts against cartels, drugs, and organized crime by funding Mexico’s police and counter-narcotics forces. The Mérida Initiative, a framework consisting of a \$400 million investment from the U.S., aims to counter organized crime through increased aircraft, artillery, and surveillance. More than 22,700 Mexicans have been killed in the narcotics war since 2006. The Mérida initiative was proven unsuccessful, or at least not enough. The U.S. decided to initiate Mérida 2.0, which would expand the amount of money Mexico would receive to fight against the drug cartels. Although, the second round of money was only given after Hillary Clinton, then secretary of state, visited after the murders of 3 people linked to the consulate.

The War on Drugs & The Mexican Border (1969)

U.S. President Richard Nixon declared the “War on Drugs” that infamous set of policies that criminalized drugs, and sought to end the flow of drugs from the ‘source’. The source in question ended up reaching the Mexican border, where Nixon militarized thousands of agents. The



Vecinos en conflicto: Tensiones entre Estados Unidos y México Parte 2

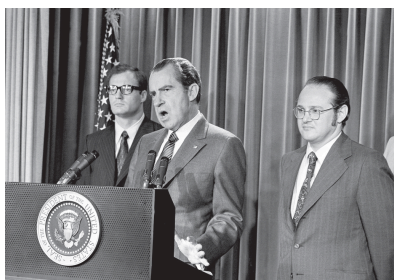


Repatriación de Mexicanos (1929–1939)

La Gran Depresión de 1929 dejó a muchas personas desempleadas, sin hogar y en niveles extremos de pobreza. Quienes buscaban trabajo culparon a la llegada de trabajadores migrantes por la falta de empleo, especialmente a los mexicanos. Muchos estadounidenses señalaban a los mexicanos como una “carga” para los servicios sociales, acusándolos de quitar empleos y recursos que, según ellos, debían destinarse a los estadounidenses (blancos). Para “remediar” esto, Estados Unidos coaccionó y expulsó a nacionales mexicanos y también a algunos mexicoamericanos que tenían ciudadanía estadounidense. El gobierno retiró sus beneficios y servicios sociales y detuvo su acceso al empleo. Más de 400,000 personas fueron “reubicadas”, especialmente desde estados fronterizos como Arizona, California y Texas, así como hacia México.

La Guerra Contra las Drogas y la Frontera Mexicana (1969)

El presidente estadounidense Richard Nixon declaró la “Guerra contra las Drogas”, ese conjunto infame



de políticas que criminalizó las drogas y buscó detener su flujo desde la “fuente”. Esa fuente resultó ser la frontera mexicana, donde Nixon militarizó a miles de agentes. Estos recibieron órdenes de realizar registros y decomisos “agresivos” a autos, personas y cualquier tráfico que cruzara la frontera entre Estados Unidos y México. El gobierno mexicano no fue consultado sobre el aumento de la vigilancia fronteriza. Con el tiempo, crecieron las tensiones debido a operaciones encubiertas y casos individuales de asesinatos, lo que llevó a Estados Unidos a considerar un enfoque más colaborativo en materia de control de narcotráfico.



México Contra el Crimen Organizado (2007–2010)

Los Estados Unidos declaró que la situación de los cárteles en México representaba un grave peligro para los estadounidenses. EE. UU. envió apoyo para reforzar los esfuerzos contra las drogas y el crimen organizado, financiando a la policía mexicana y a las fuerzas antinarcóticos. La Iniciativa Mérida, un marco que incluía una inversión de 400 millones de dólares por parte de EE. UU., buscaba combatir el crimen organizado mediante un aumento en aeronaves, artillería y vigilancia. Desde 2006, más de 22,700 mexicanos han sido asesinados en la guerra contra el narcotráfico. La Iniciativa Mérida resultó insuficiente o, en muchos casos, ineficaz. Estados Unidos decidió poner Mérida 2.0, ampliando los fondos de México para combatir a los cárteles. Sin embargo, esta segunda ronda de recursos solo se otorgó después de que Hillary Clinton, secretaria de Estado, visitara el país tras los asesinatos de tres personas vinculadas al consulado.

Neighbors in Conflict: Tensions between the United States & Mexico

Part 3



Obama and Peña Nieto: Democratic - Leftist Alliance (2013-2015)

Barack Obama, the 44th President of the United States, sought to strengthen relations with Mexico. Mexican President Peña Nieto supported Obama's endeavors to reform the immigration system which would include: 1) a clear, guaranteed pathway to citizenship for undocumented migrants; 2) improved border security; and 3) faster visa processing. Such reforms would curb illegal migration, and would provide a fair outcome for undocumented migrants living in the U.S. for decades. Ultimately, Congress did not pass the "Gang of Eight" bill.



Trump's Harsh Reform of Immigration Policy (2016)

Donald Trump led a polarizing campaign, with immigration policy as one of his major selling points. The success of his campaign is a testament to the tactics he used to radicalize

(albeit wrongfully) the American voters into believing there is truly a major threat crossing the border. Trump fissured the public perception of Mexico, saying Mexicans are quote "rapists" and bring drugs and crimes across the border. His blatantly racist comments created a more far-right trajectory for the Republican party, one geared towards propaganda - oriented towards the us vs. them narrative. In 2016, he supported the deportation of all migrants who entered the U.S. illegally. Although, at the time he considered exceptions for those without criminal records. The infamous Mexico-U.S. border wall was pitched during this campaign. Many people were successfully riled up by this, ultimately contributing to his win in November 2016.



Biden Administration and Mexico Relations (2020-2024)

Joe Biden, 46th President of the United States, reformed immigration policy to be more collaborative and less hostile. Biden inherited many issues from the Trump administration including: the fentanyl crisis, cartel violence, and the "Remain in Mexico" program. Biden was able to reopen the southern border, coordinate an 11 million COVID-19 vaccine donation, and work towards a joint plan to secure the southern border. Under Biden's administration U.S. border patrol apprehended nearly 239, 416 people, arguably a testament to the lack of anti-immigrant and hateful rhetoric during the administration. It's interesting to see how Biden's accomplishments for a better U.S. - Mexico relationship were almost doubted, given President Andres Manuel Lopez Obrador refused to acknowledge Biden's victory until the electoral college certification vote was counted. Yikes.

Vecinos en conflicto: Tensiones entre Estados Unidos y México

Parte 3



Obama y Peña Nieto: Alianza Democrático-Progressista (2013-2015)

Barack Obama, el 44.º presidente de Estados Unidos, buscó fortalecer las relaciones con México. El presidente mexicano Peña Nieto apoyó los esfuerzos de Obama por reformar el sistema de inmigración, lo cual incluiría: 1) un camino claro y garantizado hacia la ciudadanía para migrantes indocumentados, 2) mejorar la seguridad fronteriza y 3) acelerar el procesamiento de visas. Estas reformas reducirían la migración irregular y ofrecerían un resultado más justo para las personas indocumentadas que han vivido en Estados Unidos durante décadas. Sin embargo, el Congreso finalmente no aprobó el proyecto conocido como el “Grupo de los Ocho”.



La Reforma Dura de la Política Migratoria de Trump (2016)

Donald Trump lideró una campaña polarizadora, con la política migratoria como uno de sus principales ejes. El éxito de su campaña refleja las tácticas que utilizó para radicalizar —aunque de forma equivocada— a los votantes estadounidenses, haciéndoles creer que existía

una amenaza grave cruzando la frontera. Trump fracturó la percepción pública sobre México al afirmar que los mexicanos eran, según sus palabras, “violadores” y que llevaban drogas y delitos a Estados Unidos. Sus comentarios abiertamente racistas impulsaron al Partido Republicano hacia una línea más extrema, basada en propaganda y en una narrativa de “nosotros contra ellos”. En 2016, Trump apoyó la deportación de todos los migrantes que ingresaron ilegalmente a Estados Unidos, aunque en ese momento consideró excepciones para quienes no tenían antecedentes penales. El famoso muro fronterizo entre México y Estados Unidos fue propuesto durante esta campaña. Muchas personas se movilizaron emocionalmente con esta idea, lo que contribuyó a su victoria en noviembre de 2016.



La Administración Biden y las Relaciones con México (2020-2024)

Joe Biden, el 46.º presidente de Estados Unidos, reformó la política migratoria para hacerla más colaborativa y menos hostil. Biden heredó muchos problemas de la administración Trump, incluidos la crisis del fentanilo, la violencia de los cárteles y el programa “Permanecer en México”. Biden logró reabrir la frontera sur, coordinar una donación de 11 millones de vacunas contra la COVID-19 y trabajar en un plan conjunto para asegurar la frontera. Bajo su administración, la Patrulla Fronteriza de EE. UU. detuvo a casi 239,416 personas, lo que podría interpretarse como un reflejo de la ausencia de retórica antiinmigrante y de odio durante su mandato. Es interesante ver cómo los avances de Biden para mejorar la relación entre Estados Unidos y México fueron, en un inicio, puestos en duda, ya que el presidente Andrés Manuel López Obrador se negó a reconocer su victoria hasta que se contara el voto del colegio electoral. Ay.



The Trek: The Many Stories of Migrants Traveling to the United States

“Jonathan fled El Salvador as a teenager and was eligible to remain in the United States under the Nicaraguan Adjustment and Central American Relief Act, a 1997 law passed to help tens of thousands of Central Americans who fled political instability and violence in the 1980s. Jonathan had never heard of this law and said he would have certainly been deported if a publicly funded attorney hadn’t helped him claim the designation.”

- Vera Institute of Justice, 2025

“Hugo Carrascos’ parents brought him to the US at age ten, seeking education and opportunity for their son. Hugo didn’t even know about his unauthorized immigrant status until high school, when he tried to get a driver’s license. He married a US citizen and took a job as a server in a restaurant, mentoring at-risk youth in his spare time. But he was arrested during a workplace raid and now faces deportation”

- Immigrant Defense Project, 2025

“Paul, an Igbo Christian, fled persecution for his faith in Nigeria and sought asylum at the U.S.-Mexico border during the early days of the COVID-19 pandemic. He was astonished to be shackled hand and foot and flown far away to prison-like conditions in the Buffalo Federal Detention Facility in Upstate New York, where dozens of COVID-19 cases had been reported. With the help of a publicly funded deportation defense attorney, Paul won release from detention. This may have saved his life.”

- Vera Institute of Justice, 2025

“While held in detention, Raina and Ana were told to sign papers in English that they could not read. They later learned that they had signed documents giving up their right to seek asylum and, essentially, agreeing to be deported. Luckily, a representative from a publicly funded deportation defense program intervened so that both women could begin the process to establish legal residency in the United States.”

- Vera Institute of Justice, 2025

“After the traumatic terror of being detained at the border and separated from her son, Ana desperately wanted an attorney to help her fight deportation. She did not speak English, knew little of immigration law, and believed deportation was inevitable if she appeared in court alone. The Long Beach Justice Fund provided her with an attorney who guided her through the asylum application process. Since then, she has become an outspoken advocate for the campaign to expand the Long Beach Justice Funds’ publicly funded deportation defense program.”

- Vera Institute of Justice, 2025



El Trayecto: Las Muchas Historias de Migrantes a los Estados Unidos

“Jonathan huyó de El Salvador siendo adolescente y era elegible para permanecer en Estados Unidos bajo la Ley de Ajuste Nicaragüense y Alivio para Centroamericanos, una ley de 1997 creada para ayudar a decenas de miles de centroamericanos que escaparon de la inestabilidad política y la violencia en la década de 1980. Jonathan nunca había oído hablar de esta ley y dijo que, sin la ayuda de un abogado financiado con fondos públicos, sin duda habría sido deportado.”

- Vera Institute of Justice, 2025

“Los padres de Hugo Carrasco lo trajeron a Estados Unidos cuando tenía diez años, en busca de educación y oportunidades para su hijo. Hugo ni siquiera sabía que tenía un estatus migratorio no autorizado hasta la secundaria, cuando intentó obtener una licencia de conducir. Se casó con una ciudadana estadounidense y trabajó como mesero en un restaurante, además de servir como mentor para jóvenes en riesgo en su tiempo libre. Pero fue arrestado durante una redada en su lugar de trabajo y ahora enfrenta la deportación.”

- Immigrant Defense Project, 2025

“Paul, un cristiano igbo, huyó de la persecución por su fe en Nigeria y solicitó asilo en la frontera entre Estados Unidos y México durante los primeros días de la pandemia de COVID-19. Se sorprendió al ser encadenado de manos y pies y trasladado a gran distancia, a condiciones similares a una prisión en el Centro de Detención Federal de Búfalo, en el norte del estado de Nueva York, donde ya se habían reportado decenas de casos de COVID-19. Con

la ayuda de un abogado de defensa contra la deportación financiado con fondos públicos, Paul logró obtener su liberación. Esto pudo haberle salvado la vida.”

- Vera Institute of Justice, 2025

“Mientras estaban detenidas, a Raina y Ana les dijeron que firmaran documentos en inglés que no podían leer. Más tarde descubrieron que habían firmado papeles renunciando a su derecho a solicitar asilo y, esencialmente, aceptando ser deportadas. Afortunadamente, un representante de un programa de defensa contra la deportación financiado con fondos públicos intervino para que ambas pudieran comenzar el proceso para obtener la residencia legal en Estados Unidos.”

- Vera Institute of Justice, 2025

“Después del terror traumático de ser detenida en la frontera y separada de su hijo, Ana deseaba desesperadamente contar con un abogado que la ayudara a luchar contra la deportación. No hablaba inglés, sabía muy poco sobre la ley de inmigración y creía que la deportación era inevitable si se presentaba sola ante la corte. El Fondo de Justicia de Long Beach le proporcionó un abogado que la guió durante el proceso de solicitud de asilo. Desde entonces, se ha convertido en una defensora vocal de la campaña para expandir el programa de defensa contra la deportación financiado con fondos públicos del Fondo de Justicia de Long Beach.”

- Vera Institute of Justice, 2025

Border Towns: Living Between Two Worlds

From the sun-blasted plazas of Matamoros to the crowded shelters of Ciudad Juárez, border towns have become the front lines of a humanitarian crisis that transforms not just the lives of migrants, but the communities that house them. These twin cities share a burden that federal policies create but local residents must address. In border towns on both sides of the divide, thousands of people exist in a state of suspension. They are neither home nor at their destination, caught between policies that shift with political winds and personal dreams that brought them thousands of miles.

The infrastructure of these communities—designed for their own populations—strains under the weight of humanitarian need that shows no signs of abating.

“At the beginning, the residents wanted to be part of” the response, explains a humanitarian worker in Piedras Negras, where shelters are perpetually full and authorities don’t allow migrant camps to form. The result: asylum seekers sleeping in abandoned houses, three or four families splitting rent for small apartments, or bedding down on the streets. Below is a table providing data on border town shelter capacity, giving insight into how packed such places usually are.

BORDER TOWN SHELTER CAPACITY OVERVIEW

Location	Shelter Capacity / Notes	Additional Info
Tijuana Baja California San Diego, CA Juventud 2000, Mundo Misionero (1,300)	30+ shelters including	2,500+ Gov't mega-shelter: 2,500 capacity (Flamingos Eventos)
Chihuahua El Paso, TX Ciudad Juárez	El Buen Samaritano (200+), San Juan Apóstol, Leona Vicario	800-1,000 20,000 migrants (Dec 2022) Mega-shelter: 2,500
Matamoros Tamaulipas Brownsville, TX various church-based shelters	Casa del Migrante, 2,200+ in tent camps (2019); Mega-shelter	planned: 2,500
Reynosa Tamaulipas McAllen, TX (2,500), Casa del Migrante (160), Kaleo	Senda de Vida II 3,000+ 11,000+ at peak (2024); 700 in street	camps (2021)
Piedras Negras Coahuila Eagle Pass, TX Frontera Digna (350 families), church-based	Eagle Pass, TX Casa del Migrante 500-700 1,000 at peak (Dec 2023); Mega-shelter:	2,500; 4 warehouses
Nogales Sonora Nogales, AZ Kino Border Initiative	(100), San Juan Bosco (120+) 200-300 1,000+ on waitlists (2019); Soccer fields conversion planned	
Nuevo Laredo Tamaulipas Laredo, TX Various shelters	~400 Mega-shelter: 2,500;	Frequent security concerns
Agua Prieta Sonora Douglas, AZ Exodus Migrant		Attention Center ~100 40-50 daily arrivals during surges (2024)

NOTE: Capacities fluctuate based on funding, policy changes, and infrastructure. Mexican federal government announced 9 new mega-shelters (2,500 capacity each) in January 2025 in response to anticipated deportations. Numbers reflect a combination of permanent shelter capacity and emergency expansion capability. Many shelters regularly operate at 2-3x stated capacity during crisis periods.

Sources: International Rescue Committee, Washington Office on Latin America (IWOLA), Doctors Without Borders, The New Humanitarian, CORE, Border Report, El Paso Matters, Texas Tribune, National Human Rights Commission of Mexico (CNDH), municipal government reports from Ciudad Juárez, Tijuana, Matamoros, Reynosa, and Piedras Negras (2019-2024).
Global Perspectives Magazine • Winter 2025 • Border Communities Special Report

Efforts to Minimize Overflow in Border Towns

The U.S. is (1) implementing programs like “CBP One,” a mobile app for scheduling asylum appointments; (2) deploying additional border patrol agents and personnel to high traffic areas; and (3) expanding ports of entry to reduce wait times and improve processing efficiency for new arrivals.

Mexico is (1) setting up shelters and humanitarian assistance centers in border cities; (2) deploying national guard to manage migration overflow; (3) coordinating with international organizations like the United Nations (UN) for refugee support; (4) expanding healthcare & social services in border towns.

Ciudades Fronterizas: Vivir Entre dos Mundos

Desde las plazas abrasadas por el sol en Matamoros hasta los albergues abarrotados de Ciudad Juárez, las ciudades fronterizas se han convertido en la primera línea de una crisis humanitaria que transforma no solo la vida de los migrantes, sino también la de las comunidades que los reciben. Estas ciudades paralelas comparten una carga creada por políticas federales que, al final, recaen sobre los residentes locales. En las ciudades fronterizas de ambos lados de la línea, miles de personas viven en un estado de suspensión. No están en casa ni han llegado a su destino, atrapadas entre políticas que cambian con los vientos políticos y sueños personales que las llevaron miles de kilómetros.

La infraestructura de estas comunidades —pensada para sus propias poblaciones— se ve puesta al límite ante una necesidad humanitaria que no muestra señales de disminuir.

“Al principio, los residentes querían ser parte de la respuesta”, explica un trabajador humanitario en Piedras Negras, donde los albergues están perpetuamente llenos y las autoridades no permiten la formación de campamentos migrantes. El resultado: solicitantes de asilo durmiendo en casas abandonadas, tres o cuatro familias compartiendo la renta de apartamentos pequeños o pasando la noche en las calles. A continuación se presenta una tabla con datos sobre la capacidad de los albergues en ciudades fronterizas, que ofrece una idea de lo saturados que suelen estar estos lugares:

BORDER TOWN SHELTER CAPACITY OVERVIEW

City	Shelters	Capacity	Notes
Tijuana	30+ shelters including Baja California Juventud 2000, Mundo Misionero (1,300)	2,500+	Gov't mega-shelter: 2,500 capacity (Flamingos Eventos)
Ciudad Juárez	El Buen Samaritano (200+), San Juan Apóstol, Leona Vicario	800-1,000	20,000 migrants (Dec 2022) Mega-shelter: 2,500
Matamoros	Casa del Migrante, Brownsville, TX various church-based shelters	~500	2,200+ in tent camps (2019); Mega-shelter planned: 2,500
Reynosa	Senda de Vida II, McAllen, TX	3,000+	11,000+ at peak (2024); 700 in street camps (2021)
Piedras Negras	Casa del Migrante, Eagle Pass, TX Frontera Digna (350 families), church-based	500-700	1,000 at peak (Dec 2023); Mega-shelter: 2,500; 4 warehouses
Nogales	Kino Border Initiative, Nogales, AZ	200-300	(100), San Juan Bosco (120+) 1,000+ on waitlists (2019); Soccer fields conversion planned
Nuevo Laredo	Various shelters, Laredo, TX	~400	Mega-shelter: 2,500; Frequent security concerns
Agua Prieta	Exodus Migrant, Douglas, AZ	~100	Attention Center 40-50 daily arrivals during surges (2024)

NOTE:

Capacities fluctuate based on funding, policy changes, and infrastructure. Mexican federal government announced 9 new mega-shelters (2,500 capacity each) in January 2025 in response to anticipated deportations. Numbers reflect a combination of permanent shelter capacity and emergency expansion capability. Many shelters regularly operate at 2-3x stated capacity during crisis periods.

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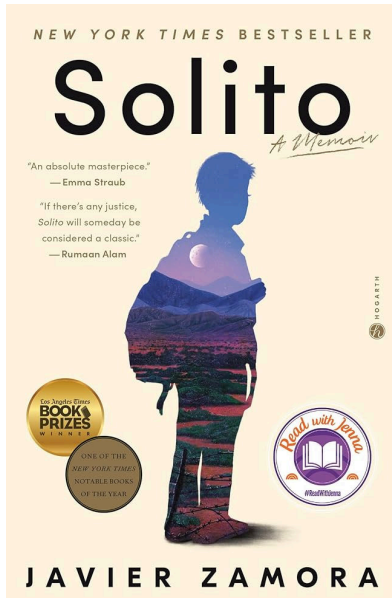
Minimizando la Saturación en Ciudades Fronterizas

Estados Unidos está (1) implementando programas como “CBP One”, una aplicación móvil para programar citas de asilo; (2) despliegue de agentes y personal adicional despliegue de la Guardia Nacional para manejar el desbor; (3) Expansión de los puertos de entrada para reducir los tiempos de espera y mejorar la eficiencia en el procesamiento de recién llegados.

México está (1) estableciendo albergues y centros de asistencia humanitaria en las ciudades fronterizas; (2) despliegue de la Patrulla Fronteriza en zonas de alto tráfico; (3) coordinación con organizaciones internacionales como las Naciones Unidas (ONU) para el apoyo a refugiados; (4) Expansión de los servicios de salud y servicios sociales en las ciudades fronterizas.

In the Eyes of the Media: Stories, Tensions, and Representation

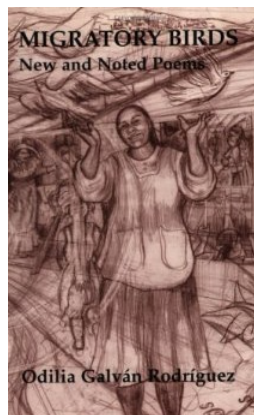
Books, Memoirs, Poetry



Solito: A Memoir by Javier Zamora (2022) recounts Zamora's solo journey at age nine from El Salvador to the United States in 1999. The memoir provides a child's-eye view of the 3,000-mile trek through Guatemala, Mexico, and the Sonoran Desert. The memoir captures both the

terror and the moments of unexpected kindness from strangers who helped him survive.

Migratory Birds by Odilia Galvan Rodriguez (2004) is a bilingual collection exploring border identity, mixed identity (mestizaje) and the violence of the U.S.-Mexico border. Blending English, Spanish, and indigenous languages, Rodriguez addresses themes of militarization, environmental destruction along the border, and the disappeared women of Ciudad Juarez.

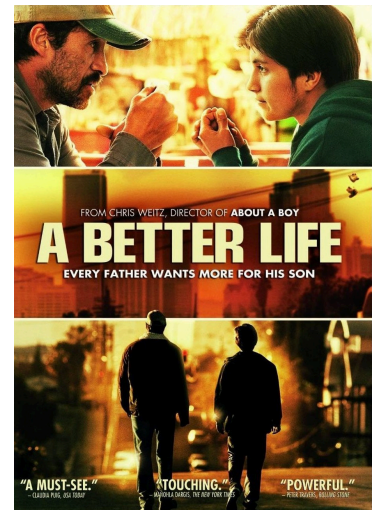


Into the Beautiful North by Luis Alberto Urrea (2009) is a work of fiction drawing heavily from real border experiences. It follows a young Mexican woman, Nayeli, who travels north to recruit Mexican men to return and defend her village from drug traffickers. The novel blends magical realism with a gritty documentation of contemporary border crossing, creating narratives that feel like a blend of journalism and myth.

Movies, Documentaries, Narrative Media

“Which Way Home” (2009) by Rebecca Cammisa is an award-winning documentary following several unaccompanied child migrants from Central America as they journey through Mexico to the United States border. They must ride atop freight trains known as “La Bestia” (The Beast). The documentary follows children as young as 9 traveling alone dealing with gang violence, sexual assault, exploitation from smugglers, and starvation.

“A Better Life” (2011) by Chris Weitz is a narrative film following Carlos Galindo, an undocumented Mexican gardener in Los Angeles struggling to keep his teenage son Luis from joining a gang. When Carlos buys a truck and it gets stolen, he's forced to navigate the city's undocumented underground. Carlos can't report the thief to the police, can't get a driver's license, can't open a bank account, and constantly faces exploitation. An emotional portrayal of the immigrant parent, a better life hits close to home for many.

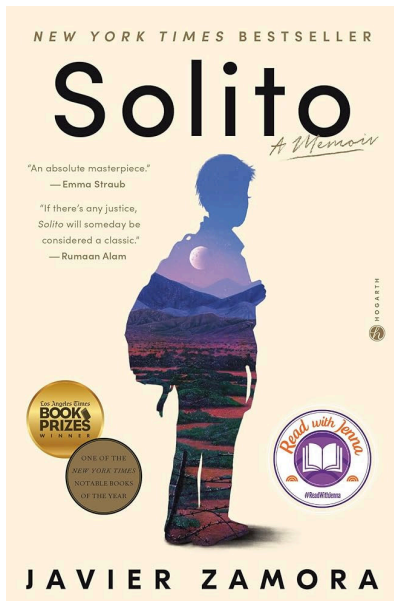


“Born in East L.A.” (1987) by Cheech Marin is a comedy telling the story of Rudy, a third-generation Mexican-American who is mistakenly deported to Mexico and must find his way back despite not speaking Spanish or having documentation. The film is comedic in nature, but satirizes immigration enforcement, the potential effects on U.S. citizens, racial profiling, and more.

En la Mirada de los Medios: Historias, Tensiones y Representación

Libros, Memorias y Poesía

Solito: A Memoir de Javier Zamora (2022) relata el viaje en solitario que Zamora emprendió a los nueve años desde El Salvador hasta Estados Unidos en 1999. Las memorias ofrecen una mirada infantil del trayecto de 3,000 millas a través de Guatemala, México y el Desierto de Sonora, capturando tanto



el terror del camino como los momentos de inesperada bondad de desconocidos que lo ayudaron a sobrevivir.

Migratory Birds de Odilia Galván Rodríguez (2004) es una colección bilingüe que explora la identidad fronteriza, el mestizaje y la violencia en la frontera entre Estados Unidos y México. Mezclando inglés, español y lenguas indígenas, Rodríguez aborda temas como la militarización, la destrucción ambiental en la región fronteriza y las mujeres desahucadas de Ciudad Juárez.

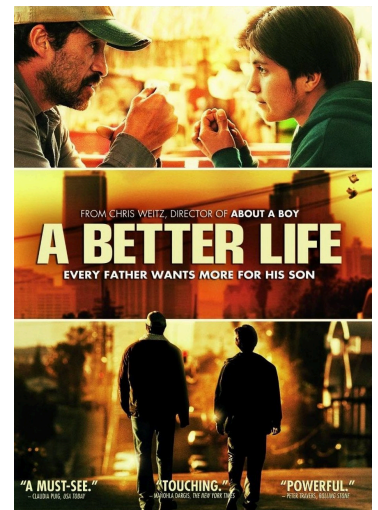


“Into the Beautiful North” de Luis Alberto Urrea (2009) es una obra de ficción fuertemente inspirada en experiencias reales de la frontera. Sigue a una joven mexicana, Nayeli, que viaja al norte para reclutar a hombres mexicanos que regresen y defiendan su pueblo de los narcotraficantes. La novela combina realismo mágico con una documentación cruda del cruce fronterizo contemporáneo, creando una narrativa que se siente como una mezcla de periodismo y mito.

Movies, Documentaries, Narrative Media

“Which Way Home” (2009) de Rebecca Cammisa es un documental premiado que sigue a varios niños migrantes no acompañados de Centroamérica mientras viajan por México hacia la frontera con Estados Unidos. Deben viajar encima de trenes de carga conocidos como “La Bestia”. El documental muestra a niños desde los 9 años viajando solos y enfrentando violencia de pandillas, agresiones sexuales, explotación por parte de traficantes y hambre.

“A Better Life” (2011) de Chris Weitz es una película que sigue a Carlos Galindo, un jardinero mexicano in documentado en Los Ángeles que



lucha por evitar que su hijo adolescente, Luis, se una a una pandilla. Cuando Carlos compra una camioneta y se la roban, se ve obligado a navegar por el mundo clandestino de los indocumentados. Carlos no puede denunciar el robo, no puede obtener licencia de conducir, no puede abrir una cuenta bancaria y enfrenta explotación constante. Su retrato emocional de un padre inmigrante buscando “una vida mejor” resuena profundamente con muchas familias.

“Born in East L.A.” (1987) de Cheech Marin es una comedia que cuenta la historia de Rudy, un mexicanoamericano de tercera generación que es deportado por error a México y debe encontrar la manera de regresar, pese a no hablar español ni tener documentos. Aunque cómica, la película satiriza la aplicación de leyes migratorias, el impacto en ciudadanos estadounidenses, la discriminación racial y más.

Reflection Questions: So, What Have You Learned?

Throughout this packet you've learned about the U.S. - Mexico Border, including its politics, stories, and continued history. I hope you've gained a new perspective, changed an old one, or reflected a little bit on the nuances of this little wall separating two countries. I invite you to answer some of the following reflection questions, engaging with the information in the packet, and your own personal opinions.

Essay Question(s):

- 1) What do you think is the most important moment in United States & Mexico Border relations? Why?
- 2) Why should the United States enforce softer or harsher immigration laws?
- 3) Explain one moment where the United States and/or Mexico failed to make progress on the border.
- 4) Pick one issue that the United States & Mexico are currently facing together. How would you fix this issue? 5) Pick a part of the packet where you felt surprised or shocked. Why did this part make you feel this way?
- 6) How have your opinions, feelings, or perspectives changed after reading the packet? What informed this change the most?

Creative Activities:

- Create a mini-collection of 3 poems related to any aspect of U.S. - Mexico Border relations or one of the images in the timeline.
- Create a drawing, painting, or other art piece representing a crucial political moment in U.S. - Mexico Border Relations.
- Write a narrative letter from the perspective of a migrant traveling across the border. It can be realistic, poetic, or inspired by one of the testimonies in the packet.
- Create a short fiction story where two characters live "on both sides of the wall" and must collaborate, communicate, or understand each other in creative ways.

POETRY

ANNE REYNOLDS VOEGTLEN

MIGRATION

As flocks lift up from a low-tide shore,
the inevitable predator gives their flight
a shape and shared imperative.
Sunflare and gumbooted birders,
equipment and smalltalk of guides—all this
falls away. The birds have strategies. The people
who study them assure us that, mathematically,
advantage can be proved. These shifting
ribbons of light, these balls
teeming into sky will give each bird
a better chance. It is partly a matter of choice,
the waste of a predator's wanting too much. It is partly
a matter of sense—the thousand-eyed,
thousand-eared alertness of a flock.
The strategies are given names—
I don't know them. What sticks for me is how
the air itself is altered. The way light
bends back from bellies and wings as they turn.
If I shut my eyes, if I muffle that
loudmouth sense, the ears
will catch a sound like water
rustling among loose stone, or wind
riffing leaves. The ears will hum
like bees, colonial and many-toned.
The air will rest in restless parts, shredded,
spent and left in pieces by the passing.

Example of a Poem on Migration: "Migration" by Anne Reynolds Voegtlen (excerpted)

*Remember to share and submit your responses to Prisoner Express, **Attn: Yazmin**. I'd love to see the amazing work you guys create!*

Preguntas de Reflexión: Entonces, ¿qué has aprendido?

A lo largo de este paquete aprendiste sobre la frontera entre Estados Unidos y México, incluyendo su política, sus historias y su evolución histórica. Espero que hayas adquirido una nueva perspectiva, cambiado una anterior o reflexionado un poco sobre las complejidades de este pequeño muro que separa a dos países. Te invito a responder algunas de las siguientes preguntas de reflexión, interactuando tanto con la información del paquete como con tus propias opiniones.

Pregunta(s) de Ensayo:

1. ¿Cuál crees que es el momento más importante en las relaciones fronterizas entre Estados Unidos y México? ¿Por qué?
2. ¿Por qué debería Estados Unidos aplicar leyes de inmigración más suaves o más estrictas?
3. Explica un momento en el que Estados Unidos y/o México no lograron avanzar en temas relacionados con la frontera.
4. Elige un problema que Estados Unidos y México estén enfrentando actualmente. ¿Cómo solucionarías este problema?
5. Elige una parte del paquete que te haya sorprendido o impactado. ¿Por qué te hizo sentir así?
6. ¿Cómo han cambiado tus opiniones, sentimientos o perspectivas después de leer el paquete? ¿Qué influyó más en este cambio?

Actividades Creativas:

- Crea una mini colección de 3 poemas relacionados con cualquier aspecto de las relaciones fronterizas entre Estados Unidos y México, o inspirados en una de las imágenes de la línea del tiempo.
- Realiza un dibujo, pintura u otra pieza artística que represente un momento político crucial en las relaciones fronterizas entre Estados Unidos y México.
- Escribe una carta narrativa desde la perspectiva de un migrante viajando por la frontera. Puede ser realista, poética o inspirada en uno de los testimonios del paquete.
- Crea un cuento corto de ficción donde dos personajes viven “a ambos lados del muro” y deben colaborar, comunicarse o entenderse de maneras creativas.

ANNE REYNOLDS VOEGTLEN

MIGRACIÓN

Cuando las bandadas se alzan desde una playa en marea baja,
el inevitable depredador da a su vuelo forma e imperativo compartido.
Guías turísticos y sus catalejos y equipos, cháchara y aditamentos—todo esto se desvanece. Las aves tienen estrategias. Quienes las estudian nos aseguran que, matemáticamente, se puede probar la ventaja. Estos cambiantes listones de luz, estas bolas bullendo hacia el cielo darán a cada ave una mejor oportunidad. Es en parte cuestión de elección,
el desperdicio de un depredador que desea demasiado. Es en parte cuestión de sentido—el alerta de mil ojos, mil oídos de una bandada.
Las estrategias tienen nombres—
Yo no los conozco. Lo que me cautiva es cómo el aire mismo se altera. La forma en que la luz se dobla desde vientres y alas al girar.
Si cierro los ojos, si silencio ese bocón sentido, los oídos captarán un sonido como agua crujiendo entre piedras sueltas, o viento agitando hojas. Los oídos zumbarán como abejas, colonial y politonalmente.
El aire descansará en partes inquietas, triturado, gastado y dejado en pedazos por el paso.

Ejemplo de un poema sobre la migración: “Migración” por Anne Reynolds Voegtlen (extracto)

*Recuerdense de compartir y enviar sus respuestas a Prisoner Express, **Attn: Yazmin**. ¡Me encantaría ver el trabajo increíble que ustedes crean!*

Nurturing the Mind, Body, and Spirit

Hello fellow humans,

Welcome to *Nurturing the Mind, Body, and Spirit*. Students at Cornell University in the Art Beyond Cornell (ABC) club made this packet with love.



Every week, ABC works to bring the arts to incarcerated youth at a secure center in Central New York. We also help Prisoner Express and write letters to people in correctional facilities that send their art to Ithaca.

Our members care about social justice, prison reform, and the power of art. We hope to empower you and help grow a sense of internal fulfillment and peace amidst challenges you may be experiencing.

Thank you,

Rosy and the Art Beyond Cornell team

Disclaimer: This lesson was not created by medical professionals. Art Beyond Cornell and Prisoner Express simply want to share information about common struggles, work to end stigma about mental health, and provide resources towards those goals.

Chapter 1: Emotional Well-Being



What is emotional well-being?

Emotional well-being is a state of mental health characterized as positive emotions, resilience, mindfulness, and emotional regulation. It's important to prioritize emotional well-being because it helps manage daily stresses, foster positive relationships and build healthy coping mechanisms. Your mental state can also lead to better physical health! The MIND-BODY CONNECTION is essential to strengthening your immune system and regulating stress-related responses. Check in with yourself! Here are some questions to think about:

- If your current emotional health had a theme song, what would it be?
- If you could give your past self one piece of advice from a week ago, what would you say?
- If your emotional well-being was a movie, what would the set look like? What parts would show your feelings?

How can you tell if you or someone else is having emotional problems?

Struggling mentally and emotionally can be hard to see, but there are some signs. To name a few:

- A sudden change in personality or attitude
- Losing interest in things you used to love
- Struggling to feel connected to others
- Having lower energy
- Feeling more defensive or on-edge
- Feeling isolated while surrounded by many people

It can be hard to identify how you are feeling when your health isn't manifesting itself physically. Here are some common struggles:

- Feeling more unsure about your future than normal
- Restlessness or discomfort
- Difficulty focusing, even on simple tasks
- Persistent feelings of sadness, anger, or guilt
- A dramatic change in sleep and appetite
- Mood swings

If any of these struggles resonate with you, you are not alone. We encourage you to reach out for support.

Ask yourself, What's the "volume" of my inner voice? Is it a loud, critical voice, a quiet whisper, or a peaceful hum? Sit quietly with the answer and remember to breathe easily as you watch the thoughts. Why do you suppose that most of us are our own worst critic?

How do you open up and ask for help?

We know that professional help can be hard to find. Look at the friends and acquaintances around you. Is there someone whose judgement you trust? Can you ask them to listen to you express what is going on inside?

1. Pick the right person to talk to, like a trusted friend or healthcare provider
2. Ask if they are free to talk soon, and pick a good time to meet.
3. Plan what to say and what support you want.
4. Have a talk. Be specific, open, and honest.

Try these phrases to start a talk with someone you trust:

- I haven't felt like myself lately. I'm worried.
- I've been feeling overwhelmed and needed to talk.

Here are some possible questions they might ask. Think about how you would respond.

- What do you want me to know about how you are feeling?
- Who or what has helped you deal with similar issues in the past?
- Talking to someone who has been through a similar experience can help. Do you know of others who have experienced these types of problems who you can talk with?

Destigmatization: Removing the Shame or Negative Attitudes Associated with Mental Health

Why is destigmatization so important?

Destigmatizing mental health is essential because stigma often prevents individuals from seeking the help and support they need. By creating a more accepting environment, people are more likely to feel empowered to prioritize their mental well-being, seek treatment, and recover.

Here are some ways to help stop stigma:

- Challenge wrong ideas. Tell people these conditions are real and can be treated.
- Talk with people about their mental health. It helps them feel less alone.
- Use kind, respectful, non-judgmental words.
- Be patient and try to understand what they feel.
- Encourage them to get help.
- Thank them for sharing with you.

Thank you for reading this section. Here are some reflection questions that we hope are fun and useful

1. If asking for help were art, what would yours look like: a small watercolor, a bold mural, or a piece still in progress?
2. If your feelings had a texture, how would they feel: soft and steady, rough and tangled, or moving under your hands?
3. If your emotions were a painting, what colors and shapes would fill the canvas today? What story would the picture tell?

Chapter 2: Coping With Emotional Stress Through Various Techniques

How do we sit with hard emotions and work through them in healthy ways?

Coping techniques are the strategies we use to manage stress. Some are intentional (things we consciously choose to do) while others can be automatic or instinctive. The goal is to build awareness around these techniques so you can decide which ones best help you find balance, calm, and clarity.

1. When did you last feel calm or grounded?
2. What were you doing?
3. Who were you with?
4. What in your environment helped you feel peaceful?

Breathing

Mindful breathing can bring more oxygen into your body, calm your nerves, help you focus on the present, lower anxiety, reduce blood pressure, help you handle stress, raise your energy, and lift your mood. It's used by a lot of people — from athletes and first responders to meditation teachers and more. It sounds simple, but there are many styles to try. Here are a few to help beginners get started.

How to do the Wim Hof Breathing Method (One Round). This method uses 30–40 deep breaths in a steady rhythm.

1. **Get Comfortable:** Sit or lie down in a safe, neutral space.
2. **Controlled Hyperventilation:** Take 30–40 deep, powerful breaths. Inhale fully into your belly and chest, then exhale unforced through your mouth.
3. **The Hold (After Exhale):** After the last exhale, inhale deeply and hold your breath for as long as you can, until you feel the urge to breathe.
4. **Recovery Breath:** Take one final, big, deep breath and hold it in for about 15 seconds.
5. **Repeat:** Complete 3–4 rounds in succession, returning to normal breathing afterward.

Key Principles & Benefits

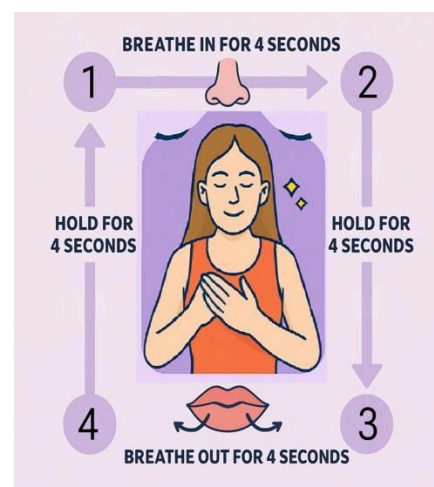
- **Pillars:** Breathing, Cold Therapy (showers/baths), and Mental Engagement.
- **Benefits:** Stress reduction, increased energy, faster recovery, improved focus, and potential relief from inflammation.
- **Side Effects:** Tingling, light-headedness, or dizziness can occur; these are normal but should be respected.

Box Breathing (4-4-4):

1. Sit in a chair with your feet on the ground.
2. Breathe in through your nose for 4 counts.
3. Hold your breath for 4 counts.
4. Breathe out through your mouth for 4 counts.
5. Pause for 4 counts, then repeat.

Try this for 2–3 minutes when you feel anxious, tense, or overwhelmed. After you try it, reflect:

1. When you take those deep, steady breaths, can you feel the air move through you like a fresh morning wind?
2. How does your body feel when you invite that wind inside — light, awake, or like a breeze before rain?
3. How might your thoughts settle if you let your breath stay steady and calm? Imagine it moving through tall grass.
4. Can you picture your worries floating away like leaves carried by the wind? **[Note from Gary—This box breathing is magic. I can't stay stressed while breathing in this pattern. Try it and see!]**



Writing and Journaling

Journaling helps you put thoughts and feelings into words. It gives your mind a calm, safe place to breathe. Writing can help you express, sort out, and let go of feelings. You don't have to be a writer — be honest and let your thoughts flow.

Here are a few ideas to start:

- Write about something that challenged you today and how you reacted.
- Start each day by listing three things you are grateful for.

- Try writing a letter to your younger self, your future self, or someone you miss. Say what you hope for them or the words you want them to know.
- Keep a “thoughts I can let go of” page. Jot down worries, take a deep breath, and imagine letting them go. *[If this appeals to you, be sure to sign up for our Journal Program which appears in our Creative Writing packet. PE Volunteers will often write friendly letters to those of you who send your journal entries to us, but keeping them for yourself also brings great value to your life.]*

Energy Work

Emotional energy lives in the body. When it builds up, we can feel tense, restless, or drained. Energy work helps release that tension and bring balance back to your system.

Grounding with the Earth: connecting yourself with the earth beneath you. You can do this anywhere, with these steps:

1. Sit or stand still.
2. Imagine roots growing from your feet deep into the ground.
3. As you breathe in, picture calm energy rising from the ground into your body.
4. As you breathe out, send stress down into the earth. This simple image can help you feel stable, calm, and supported, even indoors.

“Brooming” the Mind Space:

1. Close your eyes.
2. Picture a broom sweeping through your mind. It clears cluttered thoughts, old worries, and heavy feelings.
3. You can imagine the swept-away dust turning into light and fading away.
4. This act brings mental clarity and calm.
5. You can even use your hands as an imaginary broom and wipe away this clutter around your head area.

Meditation: Meditation isn't about emptying your mind. It's about noticing your thoughts without judgment. Think of it as resting your mind.

Simple Meditation Practice steps:

1. Sit or lie down comfortably.
2. Focus on your breathing.
3. When your mind wanders (and it will!), gently return your attention to your breath.
4. Start with 3 minutes and gradually increase the time.

Meditation is like building muscle. The more you practice, the easier it becomes to stay calm during stress. *[If this appeals to you, see the regular Meditation section in our Inner Work/Outer Expression packet.]*

Now that you've tried those techniques, consider these questions!

1. What energy did you picture pulling up through your roots — peace, power, patience, or something else?
2. If your stress could become something physical and return to the earth, what would it be? Maybe smoke, rocks, or dust?
3. What “mental clutter” do you feel ready to clear out today?
4. When old worries disappeared, what new thoughts or feelings filled the space?
5. What helps you recharge your inner battery when you're low?

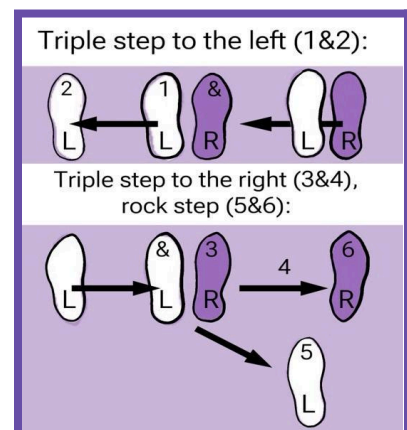
Chapter 3: Physical Activity for Peace

Dance

Dancing can help clear your mind. Styles like salsa, merengue, flamenco, and swing offer fun distractions. Bachata stands out as a great way to engage your hips while letting go of stress and releasing energy. So, how do you dance bachata? Bachata is like salsa but with more rhythm and hip movement. It's a blast!

Bachata steps:

1. Keep your feet facing forward.
2. Step to the left, right foot following the left.
3. Step left again, keeping rhythm in the hips.
4. Switch to the right side.
5. Bring your left foot to the right and behind.
6. Right foot to the right side.
7. Repeat from the beginning.



We included a diagram, so it can help you visualize the steps too. Ready to spice it up? You can add a 360-degree turn or a half turn. You might even try a double twist!

Stretching: Stretching is a quick way to relieve tension without much effort.

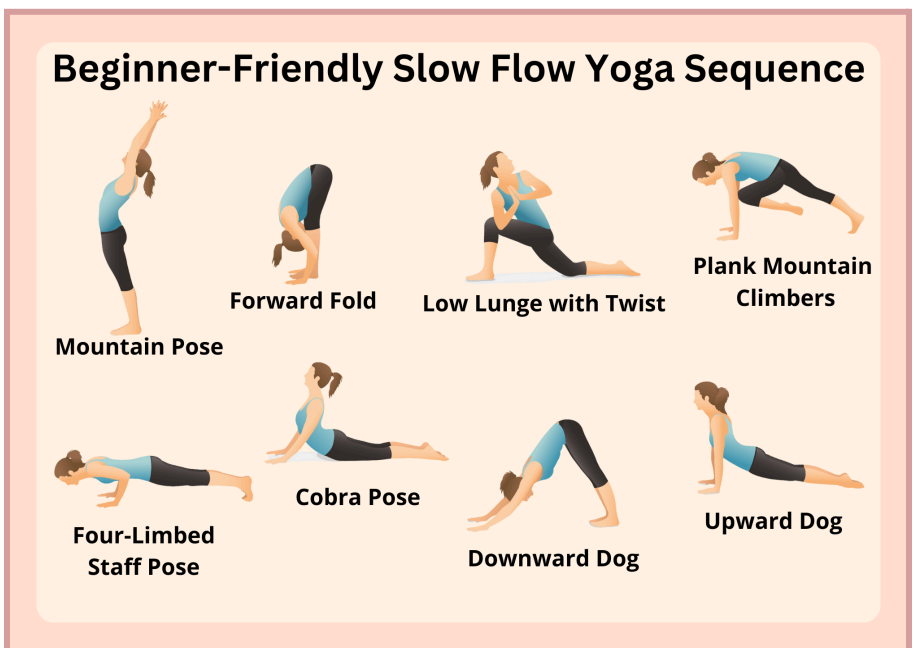
- Seated Spinal Twist:
 1. Sit on the edge of your seat.
 2. Place your left hand on the back of the seat and your right hand on your thigh.
 3. Inhale and straighten your spine.
 4. Twist your body gently
 5. Repeat on the other side!
- Chest Opener Stretch (sitting or standing):
 1. Clasp your hands behind your back.
 2. Lift your back slightly and open your chest to face the sky.
 3. Hold briefly and release.
 4. Repeat 5-10 times.

Yoga

Similar to stretching, Vinyasa flow gets your body moving into positions it normally isn't in. However, Vinyasa flow is more of an active art. It's a form of yoga that focuses on 3 core elements of the body: the breath, your gaze, and movement – with the goal of aligning these three together. Whether or not you have access to a yoga class in the facility you're currently in, you can self-guide yourself through different poses. Many poses flow into one another. For instance, after downward dog, you can move to upward dog. Listen to your body and do what feels good!

Vinyasa Flow steps:

1. Move to first position
2. Breathe: inhale
3. Look: look at an object or direction and keep your eyes focused still
4. Move to second position
5. Breathe: exhale
6. Look: look at another object or direction and keep your eyes focused still
7. Continue this process as you move through different poses.



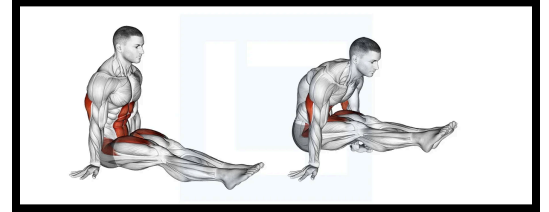
Repeat, changing legs on low lunge and plank mountain poses.

Calisthenics

We understand that the equipment you have access to may be limited, so we've included calisthenics! A lot of people have misconceptions, or false beliefs/myths that they hold, about muscle mass and training. Contrary to popular belief, you don't have to lift weights to build muscle. Body weight training done with progression and dedication can be just as challenging, and even has extra benefits like functionality and mobility. Common calisthenics exercises include pushups, planks, pullups, squats, and crunches. Here are some new unique options:

L-Sit:

1. Sit on the ground with your legs extended in front of you.
2. Place your hands by your hips.
3. Press down and lift your lower body off the ground.
4. Hold for as long as you can.



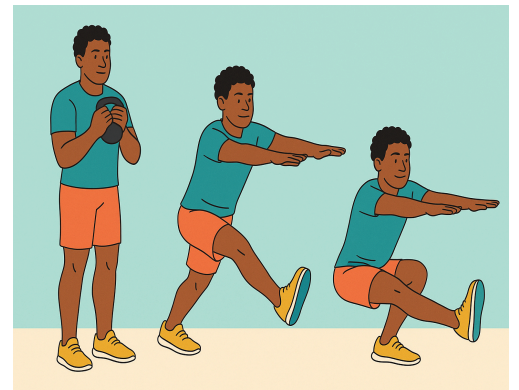
The goal is to lift your entire lower body (legs, feet) off of the ground and hold it as long as you can. If this is too hard to start off with, which is totally natural – even athletes take time to get used to it and hold – then try the same thing but with one leg up at a time, and the other resting on the floor.



Pistol Squat:

The pistol squat is a fun challenge to see how low you can squat with just one leg balancing or supporting you!

1. Stand on one leg and lift the other leg in front of you.
2. Lower your body toward the ground.
3. Then rise back up.



If this is a challenge, work up to it by placing chairs or boxes at the height below you where it becomes shaky, so you have support to sit before rising again. Or, place your hands on a desk/flat surface and use it as support to lift yourself up.

Feedback

This last bit of the packet is a space for you to share your experience to help us better understand your needs and provide better packets around Developing the Mind and Body.

Please feel free to answer none, some, or all of the following questions - whatever you are comfortable with and whatever is most applicable to you. Your answers will be shared with Rosy, an advocate for incarcerated individuals who wants to see improvement in health care policy as it relates to the criminal justice system. Send your responses to **Rosy 1220** at our PE address.

Background

- How long have you been incarcerated, and how old were you when first detained?

Mental Health & Emotional Well-being

- What was your mental health like before being incarcerated?
- How would you describe your current mental health?
- What coping strategies do you use for stress, loneliness, or trauma?

Access to Healthcare

- What is the process at your facility for requesting and receiving physical or mental health care in terms of timeliness, quality, and trust?
- What changes would you recommend to improve healthcare (physical and mental) for incarcerated populations?

Post-Incarceration Healthcare Concerns

- What kind of education or resources have you been provided to learn about maintaining your health after release?

Nurturing the Mind, Body, Spirit Content

- Did you find this lesson helpful?
- Are there any topics you want us to cover next time (new topics or others introduced in more detail)?
- What are ways we can improve future lessons for you?

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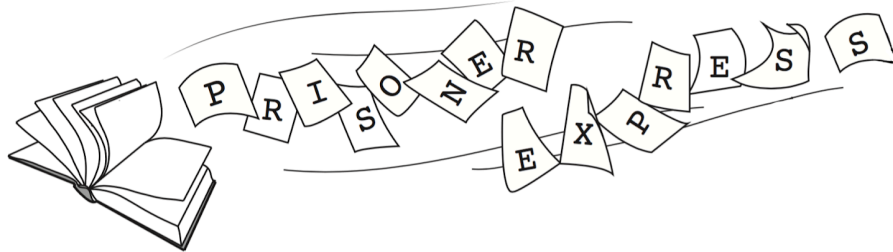
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