

VOLUME 1

Castells
Guzmán
Lapuerta
Liskin-Gasparro



Fifth Edition

MOSAICOS

Spanish as a World Language



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Fifth Edition

MOSAICOS

Spanish as a World Language



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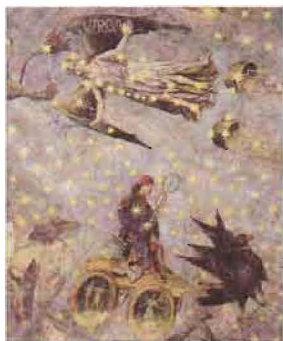
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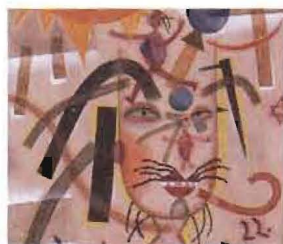
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PREFACE

Welcome to the Fifth Edition of *Mosaicos*

Since the publication of its first edition more than a decade ago, *Mosaicos* has been widely acclaimed for its practical, communicative, culturally based approach to first-year Spanish. The approach has been refined over the course of several editions, and for this fifth edition we have been especially thorough in examining all aspects of the Student Text and all components of the *Mosaicos* program. The result is a fresh, twenty-first-century perspective on language teaching and learning in the context of a dynamic introduction to the Hispanic world and its people. We hope that both veteran users and those new to *Mosaicos* will discover a text that is richly contextualized, cognitively engaging, visually attractive, and readily accessible, accompanied by a wide array of resources that support student learning and make each class period valuable and enjoyable.

One of the hallmarks of the *Mosaicos* approach—and the rationale for the title—is the emphasis on the integration of the many different instructional strands that comprise a beginning Spanish course. We have made a special effort to ensure that this fifth edition effectively integrates elements that other programs often treat in isolation. We have gone farther than ever before in our effort to synthesize linguistic content with appropriate cultural contexts. We have refined and improved the open-ended *Situaciones* activities, in which students are asked to integrate their knowledge of grammatical structures and functions with thematically relevant vocabulary. Finally, we have made major revisions to the *Mosaicos* section of each chapter, in which students put linguistic and cultural knowledge together as they develop and practice their listening, speaking, reading, and writing skills.

Mosaicos reflects the wisdom and experience of the many expert language instructors who have used the program and have provided helpful suggestions over the years. But at a deeper level, it is grounded in current theories of language learning and in pedagogical principles embraced by most language instructors today. It presents vocabulary within communicative and cultural contexts. Its grammar sections move from meaning to form, providing an understanding of the language that is both functional and structural. It emphasizes the social aspects of language use by providing an abundance of carefully sequenced pair and group activities. It fosters awareness of the diversity of the Spanish-speaking world through photos, realia, maps, readings, and activities, as well as a new video program. By engaging students in the linguistic, cognitive, and social aspects of language learning, the distinctive *Mosaicos* approach draws on current knowledge about language learning to prepare first-year students to continue their study of Spanish language and culture at the intermediate level.

Highlights of the Fifth Edition

While building on the strengths of earlier editions, the fifth edition of *Mosaicos* incorporates many new and remarkable features. With its focus on learning strategies and communicative functions, it provides students and instructors with more tools than ever before to enhance and enrich the learning experience.

Vocabulary in Context

The *Mosaicos* program features a culturally and communicatively rich format for presenting and practicing new vocabulary. Through the two-page spread at the beginning of each chapter and in the *A primera vista* section that follows, students encounter new words in appropriate linguistic and cultural contexts.

The chapter-opening pages have been completely redesigned to provide a stimulating introduction both to the chapter theme and to the country or region that the chapter targets. New chapter titles highlight the text's active, functional approach to language learning, and abundant annotations on the chapter-opening pages guide instructors in introducing and recycling relevant vocabulary.

In the *A primera vista* section, new vocabulary is presented in contexts that reflect the chapter theme in various ways. Language samples, photos, line drawings, and realia are used to present new material, rather than word lists and

translations. The activities that follow foster the use of new and previously learned vocabulary in natural, thematically relevant contexts. Special features include the following:

- Boldface type is used within the language samples to highlight new words and phrases that students will need to learn to use actively. (A convenient list of these words and phrases is provided at the end of each chapter.)
- Audio icons remind students that recorded versions of the language samples are available in the *Mosaicos* audio program.
- *Cultura* boxes (many new to this edition) raise awareness of the cultural contexts in which the language is used and help students learn the skills of close observation and interpretation of cultural products.
- *En otras palabras* boxes (all new to this edition) give examples of regional variations in the language.

Grammar as Function and Meaning

In the newly renamed *Funciones y formas* section of each chapter, grammar is presented as a means to effective communication. The bulleted explanations—clear, concise, and easy to understand—are designed to be studied at home, although their integration into the main body of the text enables students to use them for quick reference as they practice communication in class.

- Visuals and brief language samples are now used consistently to introduce new structures in meaningful contexts. The new structures are highlighted in boldface type.
- Short comprehension-based activities (all new to this edition) draw students' attention to the connection between meaning and linguistic form, providing a bridge from *función* to *forma*. These *Piénselo* activities are designed to help students develop their ability to think about how each structure communicates meaning by means of particular forms.
- A carefully designed sequence of communicative activities (many new or revised for this edition) follow the bulleted grammatical explanations. These activities focus attention on the communicative purpose of the linguistic structures while invoking culturally relevant contexts. All activities require students to process meaning as well as form so that they develop confidence in speaking and skill in using their linguistic knowledge to gather information, answer questions, and resolve problems.
- A large number of open-ended *Situaciones* activities (many new or revised for this edition) prompt students to integrate relevant grammatical structures with contexts drawn from the chapter theme. Two *Situaciones* role-plays are now provided for each grammar topic, and the format of these activities has been standardized so that there are always two roles (Role A and Role B). *En directo* boxes introduce colloquial expressions and encourage students to use them in the *Situaciones* and other communicative activities.
- Strategically placed *Lengua* boxes offer succinct grammatical information when it is needed to support self-expression.
- The grammatical scope and sequence has been modified in order to meet the communicative needs of beginning students more effectively. The *Algo más* boxes used in the fourth edition to present new structures have been eliminated; all essential structures are now given the full range of explanation and activities. Major topics, such as the preterit and imperfect, **ser/estar**, and object pronouns, are recycled to enhance learning, and basic topics such as regular verbs and **gustar** are presented earlier to spread essential structures more evenly over the book's fifteen chapters.

Integrated Culture

The fifth edition of *Mosaicos* builds on the successful integration of culture and language of previous editions. Each chapter focuses on a specific country or region, and numerous references to that country or region appear in the chapter's language samples, photos, maps, and realia. Related cultural content is interwoven throughout the activities and readings.

- A newly designed two-page chapter opener highlights the country or region that is the focus of the chapter. It includes a relevant work of art as well as maps and photos. A new warm-up activity (called *A vista de pájaro*) encourages students to process the visually presented information while accessing relevant prior knowledge. Numerous annotations offer instructors factual, conversational, and linguistic suggestions to pique students' interest and ease them into the chapter.
- The *Enfoque cultural* section of each chapter has new readings and accompanying activities. The first set of activities is available online as well as in the textbook. A final activity asks students to use the reading as a point of departure for expanding and sharing their knowledge. The standardized format of this section makes it possible for students to work with the readings independently so that class time may be devoted to the cultural content.
- Brief *Cultura* boxes found throughout each chapter explain cultural products, practices, and perspectives, making the cultural contexts of the vocabulary and grammatical activities meaningful and accessible to students.

Engaging New Video

A completely new video, entitled *Diarios de bicicleta*, has been scripted and filmed specifically to accompany the fifth edition of *Mosaicos*. Each episode of this engaging, often humorous video reflects the corresponding chapter's communicative objectives, recycling vocabulary and previewing functions and forms. The story line revolves around four recurring characters, but each episode is self-contained and independent of other episodes.

- The video segment for each chapter includes short excerpts that highlight the language functions introduced in the *Funciones y formas* section of the text.
- Pre-viewing, viewing, and post-viewing activities (all new to this edition) are provided in the Student Text in a special section of each chapter entitled *En acción*. Additional activities may be found in the Student Activities Manual.

A Four-Skills Synthesis

Like its predecessors, the fifth edition devotes a prominent section of each chapter to the development and practice of communication skills. These newly streamlined *Mosaicos* sections provide students with a unique opportunity to bring together the chapter's thematic content and vocabulary with its linguistic structures and cultural focus. New features, texts, and activities enhance the effectiveness of this aspect of the program.

- Specific strategies are now presented in each chapter for each of the four skills (listening, speaking, reading, and writing). The strategies build on each other within and across chapters. Activities are designed so that students systematically practice implementing the strategies presented.
- New listening activities have been created for the *A escuchar* sections. The content and genre of the listening texts, as well as the accompanying strategies, consistently support the chapter theme.
- In the *A conversar* sections, specific strategies are now provided for speaking as they are for other skill areas. The speaking activities that follow encourage structured pair interaction and help students develop interpersonal speaking skills.
- The streamlined *A leer* sections now include only one reading each. The reading selections (many new to this edition) are drawn largely from authentic texts. They reflect a variety of discourse types, ranging from expository to journalistic to literary. Activities linked to the reading strategy boost students' comprehension and reading skills.
- The process writing activities in the *A escribir* sections have been revised so that the pre- and post-writing activities now guide students through critical steps in the writing process. Where possible, these activities refer students back to the immediately preceding reading, deepening students' comprehension and awareness of text structure.

Informed by National Standards

The *Standards for Foreign Language Learning: Preparing for the 21st Century*, whose five goal areas have served as an organizing principle for language instruction for more than a decade, inform the pedagogy of the fifth edition of *Mosaicos*. Marginal notes throughout the Annotated Instructor's Edition draw attention to the way specific activities or other elements of the program help students develop proficiency in the five goal areas. A number of general strategies have been followed.

Communication. Students are prompted to engage in meaningful conversations throughout the text, providing and obtaining information, expressing their opinions and preferences, and sharing their experiences. Readings and listening activities invite them to interpret language on a variety of topics, while *presentaciones* and writing assignments call on them to present information and ideas in both written and oral modes.

Cultures. Many features of the text, including the maps, photos, *Cultura* boxes, and the readings in the *Mosaicos* and *Enfoque cultural* sections of each chapter, give students an understanding of the relationship between culture and language throughout the Spanish-speaking world.

Connections. Realia, readings, the *Enfoque cultural* application activities, and conversation activities throughout the text provide opportunities to make connections with other disciplines. Students gain information and insight into the distinctive viewpoints of Spanish speakers and their cultures.

Comparisons. *Lengua* and *En otras palabras* boxes often provide students with points of comparison between English and Spanish (and among the varieties of Spanish spoken in different parts of the world). Readings and activities frequently juxtapose U.S. and Hispanic cultural products, practices, and perspectives.

Communities. The text encourages students to extend their learning through guided research on the Internet and/or other sources, and many of the topics explored in *Mosaicos* can stimulate exploration, personal enjoyment, and enrichment beyond the confines of formal language instruction. Instructors are reminded to encourage students to become acquainted with Spanish-speaking communities in their areas.

The Complete Program

Mosaicos is a complete teaching and learning program that includes a variety of resources for students and instructors, including an innovative offering of online resources.

For the student

Student Text

The *Mosaicos* Student Text is available in a complete, hardbound version, consisting of a preliminary chapter followed by Chapters 1 through 15. New to this edition is the option of three paperback volumes rather than the single hardcover version. Volume 1 of the paperback series contains the preliminary chapter plus Chapters 1 to 5; Volume 2, Chapters 5 to 10; and Volume 3, Chapters 10 to 15. All three volumes include the complete front and back matter.

Student Activities Manual

The Student Activities Manual (SAM), thoroughly revised for this edition, includes workbook activities together with audio- and video-based activities, all designed to provide extensive practice of the vocabulary, grammar, culture, and skills introduced in each chapter. The organization of these materials now parallels that of the student text, with an *A primera vista* section followed by *En acción* video activities, *Funciones y formas*, *Mosaicos*, and *Enfoque cultural*. A new section in each chapter (entitled *Repaso*) provides additional activities designed to help students review the material of the chapter as well as to prepare for tests.

The printed Student Activities Manual is available both in a single volume and in a series of separate volumes, paralleling the paperback volumes of the student text. The contents of the Student Activities Manual and MySpanishLab are also available online.

Answer Key to Accompany Student Activities Manual

An Answer Key to the Student Activities Manual is available separately, giving instructors the option of allowing students to check their homework. The Answer Key now includes answers to all SAM activities.

Supplementary Activities Book

Also available is a Supplementary Activities Book consisting of a range of fun, engaging activities that complement the vocabulary and grammar themes of each chapter. It offers instructors additional materials that can serve to energize and enrich their students' classroom experience.

Audio CDs to Accompany Student Text

A set of audio CDs contains recordings of the *A primera vista* language samples and the end-of-chapter vocabulary lists. It also contains audio material for listening activities included in the student text. These recordings are also available online.

Audio CDs to Accompany Student Activities Manual

A second set of audio CDs contains audio material for the listening activities in the Student Activities Manual. These recordings are also available online.

Video on DVD

Diarios de bicicleta is an original video filmed to accompany the fifth edition of *Mosaicos*. Students see the vocabulary and grammar structures of each chapter in use in realistic situations while gaining a deeper understanding of Hispanic cultures. The video also includes segments highlighting the communicative functions of each chapter. Pre-viewing, viewing, and post-viewing activities are found in the *En acción* sections of the textbook and the Student Activities Manual. The video is available for student purchase on DVD, and it is also available within MySpanishLab.

Meet the Cast

Here are the main characters of *Diarios de bicicleta*, who you will get to know when you watch the video:



Javier



Luciana



Daniel



Gaby

In addition to *Diarios de bicicleta*, two other videos are available for use in conjunction with the *Mosaicos* program. *Entrevistas* consists of interviews in which native speakers use authentic Spanish to address topics related to each chapter's theme. *Vistas culturales* contains nineteen 10-minute vignettes with footage from every Spanish-speaking country. Each of the accompanying narrations, which employ vocabulary and grammar designed for first-year language learners, was written by a native of the featured country or region. All three videos are also available online.

Online resources

MySpanishLab™

MySpanishLab is a new, nationally hosted online learning system created for students in college-level language courses. It brings together—in one convenient, easily navigable site—a wide array of language-learning tools and resources, including an interactive version of the *Mosaicos* Student Activities Manual, an electronic version of the *Mosaicos* student text, and all materials from the *Mosaicos* audio and video programs. Readiness checks, chapter tests, and tutorials personalize instruction to meet the unique needs of individual students. Instructors can use the system to make assignments, set grading parameters, listen to student-created audio recordings, and provide feedback on student work. Instructor access is provided at no charge. Students can purchase access codes online or at their local bookstore.

Companion Website

The open-access Companion Website (www.pearsonhighered.com/mosaicos) includes an array of activities and resources designed to reinforce the vocabulary, grammar, and cultural material introduced in each chapter. It also provides audio recordings for the student text and Student Activities Manual, links for Internet-based activities in the student text, and additional web exploration activities for each chapter. All contents of the Companion Website are also included in MySpanishLab.

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A Guide to *Mosaicos* Icons

	A vista de pájaro	This icon indicates a panoramic, quick overview. It accompanies the chapter opener activity and reminds students to activate background knowledge about the country or countries featured in the chapter, as well as to use the information presented in the map.
	Text Audio Program	This icon indicates that recorded material is available for students in the <i>Mosaicos</i> text audio program for students. The audio includes vocabulary and dialogues presented in <i>A primera vista</i> , as well as the listening activities presented in the text.
	Pair Activity	This icon indicates that the activity is designed to be done by students working in pairs.
	Group Activity	This icon indicates that the activity is designed to be done by students working in small groups.
	Web Activity	This icon indicates that the activity involves use of the World Wide Web. Helpful links and activities can be found on the <i>Mosaicos</i> Companion Website.

.....
CAPÍTULO

Preliminar

Bienvenidos



El mundo hispano les da la bienvenida.

In this chapter you will learn how to:

- introduce yourself, greet others, and say good-bye
- use expressions of courtesy
- spell in Spanish
- identify people and classroom objects
- locate people and things
- use numbers from 0–99
- express dates
- tell time
- use classroom expressions
- comment on the weather

Personas que hablan español (en millones)



A vista de pájaro. Relying on your knowledge of the world, look at the map and determine whether each statement is true (**Cierto**) or false (**Falso**).

1. ____ Más de (*More than*) 350 millones de personas hablan español en el mundo.
2. ____ En Filipinas no se habla español.
3. ____ En Estados Unidos hablan español más personas que (*more ... than*) en Chile.
4. ____ En Guinea Ecuatorial se habla español.
5. ____ En Brasil se habla portugués.
6. ____ El español se habla en 23 países.

Las presentaciones



CD 1
Track 1

ANTONIO: Me llamo Antonio Mendoza.
Y tú, ¿cómo te llamas?
BENITO: Me llamo Benito Sánchez.
ANTONIO: Mucho gusto.
BENITO: Igualmente.



LAURA: María, mi amigo José.
MARÍA: Mucho gusto.
JOSÉ: Encantado.

PROFESOR: ¿Cómo se llama usted?
ISABEL: Me llamo Isabel Contreras.
PROFESOR: Mucho gusto.

- Spanish has more than one word meaning *you*. Use **tú** when talking to someone on a first-name basis (a child, close friend, or relative).
Use **usted** when talking to someone you address in a respectful or formal manner; for example, **doctor/doctora**; **profesor/profesora**; **señor/señora**. Also use **usted** to address individuals you do not know well.
- Young people normally use **tú** when speaking to each other.
- Mucho gusto** is used by both men and women when they are meeting someone for the first time. A man may also say **encantado**, and a woman, **encantada**.
- You may respond to **mucho gusto** with either **encantado/a** or **igualmente**.

P-1 Presentaciones. PRIMERA FASE. Complete the following conversation with the appropriate expressions from the box on the right.

ALICIA: Me llamo Alicia. Y tú, ¿cómo te llamas?
ISABEL: Isabel Pérez. Mucho gusto
ALICIA: Igualmente
ALICIA: Isabel, mi amigo
ISABEL: Mucho gusto.
PEDRO: encantado

Igualmente
Mucho gusto
Encantado
mi amigo Pedro



SEGUNDA FASE: Move around the classroom, introducing yourself to several classmates and introducing classmates to each other.

Los saludos y las despedidas

Los saludos

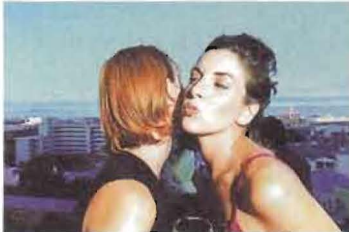

 CD 1
Track 2

SEÑOR: Buenos días, señorita Rivas.

SEÑORITA: Buenos días. ¿Cómo está usted, señor Gómez?

SEÑOR: Bien, gracias. ¿Y usted?

SEÑORITA: Muy bien, gracias.


 SEÑORA: Buenas tardes, Felipe.
¿Cómo estás?

 FELIPE: Bien, gracias. Y usted,
¿cómo está, señora?

SEÑORA: Mal, Felipe, mal.

FELIPE: Lo siento.

MARTA: ¡Hola, Inés! ¿Qué tal? ¿Cómo estás?

INÉS: Regular, ¿y tú?

MARTA: Bastante bien, gracias.



- Use **buenos días** until lunchtime.
- Use **buenas tardes** from noon until nightfall. After nightfall, use **buenas noches** (good evening, good night).
- ¿Qué tal? is a more informal greeting. It is normally used with **tú**, but it may also be used with **usted**.
- Use **está** with **usted** and **estás** with **tú**.

P-2 Saludos. You work as a receptionist in a hotel. Which greeting (**buenos días**, **buenas tardes**, **buenas noches**) is appropriate at the following times?

- | | | |
|---------------|--------------|---------------|
| 1. 9:00 a.m. | 3. 4:00 p.m. | 5. 1:00 p.m. |
| 2. 11:00 p.m. | 4. 8:00 a.m. | 6. 10:00 p.m. |

Las despedidas


 CD 1
Track 3

adiós	good-bye
hasta luego	see you later
hasta mañana	see you tomorrow
hasta pronto	see you soon
chao	good-bye



Cultura

When saying *hello* or *good-bye* and when being introduced, Spanish-speaking men and women almost always shake hands. When greeting each other, young girls and women often kiss each other on one cheek. This is also the custom for men and women who are close friends. In Spain they kiss on both cheeks. Men who are close friends normally embrace and pat each other on the back.

Native Spanish speakers also tend to stand physically closer to the person with whom they are talking than do English speakers.

- **Adiós** is generally used when you do not expect to see the other person for a while. It is also used as a greeting when people pass each other but have no time to stop and talk.
- **Chao** (also spelled **chau**) is an informal way of saying good-bye. It is popular in South America.

P-3 Despedidas. How would you say good-bye in these situations?

1. You'll see your friend tomorrow.
2. You arrange to meet your classmate at the library in 10 minutes.
3. Your roommate is leaving for a semester abroad.
4. You run into a good friend on campus.

Expresiones de cortesía



por favor	<i>please</i>
gracias	<i>thanks, thank you</i>
de nada	<i>you're welcome</i>
lo siento	<i>I'm sorry (to hear that)</i>
con permiso	<i>pardon me, excuse me</i>
perdón	<i>pardon me, excuse me</i>



- **Con permiso** and **perdón** may be used before the fact, as when asking a person to allow you to go by or when trying to get someone's attention. Only **perdón** is used after the fact, as when you have stepped on someone's foot or have interrupted a conversation.

P-4 ¿Perdón o con permiso? Would you use **perdón** or **con permiso** in these situations?



P-5 Despedidas y expresiones de cortesía. Which expression(s) would you use in the following situations?

adiós	gracias	lo siento
de nada	hasta luego	por favor

- Someone thanks you.
- You say good-bye to a friend you will see later this evening.
- You ask if you can borrow a classmate's notes.
- You hear that your friend is sick.
- You receive a present from your cousin.
- Your friend is leaving for a vacation in Costa Rica.

P-6 Encuentros (Encounters). You meet the following people on the street. Greet them, ask how they are, and then say good-bye. Switch roles and role play the encounters again.

- su (your) amigo Miguel
- su profesora
- su amiga Isabel
- su doctor/a

Distinguishing Registers

CD 1
Track 5

When you talk to different people, you use different registers, that is, you address them with various degrees of formality, depending on your level of intimacy and the context of the exchange. For example, when you talk to a professor, you probably use more formal language than when you talk to classmates or friends. In Spanish, one way to mark this difference is by using **tú** (informal) and **usted** (formal).

Now you will hear four brief conversations in which people greet each other. Before you listen, complete the following chart with the pronoun you think you would use in each case.

WHEN TALKING TO YOUR ...	TÚ	USTED
1. brother or sister		
2. doctor		
3. coach		
4. parents		

P-7 Conversaciones. As you listen to the four conversations, mark (✓) the appropriate column to indicate whether the greetings are formal (with **usted**) or informal (with **tú**). Do not worry if you do not understand every word.

FORMAL	INFORMAL
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

El alfabeto

CD 1
Track 6

a	a	o	o
b	be	p	pe
c	ce	q	cu
d	de	r	ere, erre
e	e	s	ese
f	efe	t	te
g	ge	u	u
h	hache	v	ve, uve
i	i	w	doble ve, doble uve
j	jota		uve doble, ve doble
k	ka	x	equis
l	ele	y	i griega, ye
m	eme	z	zeta
n	ene		
ñ	eñe		

En otras palabras

Like English speakers, Spanish speakers have different accents that reflect their region or country of origin. For example, the letter **c** before vowels **e** and **i** and the letter **z** are pronounced like **s**, except in certain regions of Spain, where they are similar to the English *th*.

- The Spanish alphabet includes **ñ**, a letter that does not exist in English. Its sound is similar to the pronunciation of *ni* and *ny* in the English words *onion* and *canyon*.
- The letters **k** and **w** appear mainly in words of foreign origin.



P-8 ¿Cómo se escribe? Ask your classmate how to spell these Spanish last names.

MODELO: Zamora

E1: ¿Cómo se escribe Zamora?

E2: Con zeta.

- | | |
|------------------------------|----------------------|
| 1. <u>C</u> elaya | 4. <u>B</u> olaños |
| 2. <u>M</u> ontal <u>y</u> o | 5. <u>H</u> enares |
| 3. <u>S</u> alas | 6. <u>V</u> elázquez |



P-9 Los nombres. You are at the admissions office of a university in a Spanish-speaking country. Spell out your first or last name for the clerk. Take turns.

MODELO: E1: ¿Cómo se llama usted?

E2: Me llamo David Robinson.

E1: ¿Cómo se escribe Robinson?

E2: ere-o-be-i-ene-ese-o-ene.

Identificación y descripción de personas



CD 1
Track 7

CARLOS: ¿Quién es ese chico?

SANDRA: Es Julio.

CARLOS: ¿Cómo es Julio?

SANDRA: Es romántico y sentimental.



LUIS: ¿Quién es esa chica?

QUIQUE: Es Carmen.

LUIS: ¿Cómo es Carmen?

QUIQUE: Es activa y muy seria. - *active*

- The verb **ser** is used to identify and describe.

Esa chica **es** Carmen. Ella **es** activa y muy seria.

Rodolfo **es** su amigo. **Es** atractivo.

- Here are the forms of **ser** you will be using in this chapter.

SER (to be)			
yo	soy	I	am
tú	eres	you	are
usted	es	you	are
él, ella	es	he, she	is

- To make a sentence negative, place **no** before the appropriate form of **ser**. When responding negatively to a question, say **no** twice.

Ella es inteligente. → Ella **no** es inteligente.

¿Es rebelde? → **No, no** es rebelde.

Cognados

Cognados (*cognates*) are words from two languages that have the same origin and are similar in form and meaning. Since English and Spanish have many cognates, you will discover that you already recognize many Spanish words. Here are some cognates that you may use to describe people.

- The following cognates use the same form to describe a man or a woman.

arrogante	importante	optimista	popular
eficiente	independiente	paciente	responsable
elegante	inteligente	perfeccionista	sentimental
idealista	interesante	pesimista	tradicional

- The following cognates have two forms. The **-o** form is used to describe a male, and the **-a** form to describe a female.

activo/a	creativo/a	introvertido/a	romántico/a
ambicioso/a	dinámico/a	moderno/a	serio/a
atlético/a	extrovertido/a	nervioso/a	sincero/a
atractivo/a	generoso/a	pasivo/a	tímido/a
cómico/a	impulsivo/a	religioso/a	tranquilo/a

- Some words appear to be cognates but do not have the same meaning in both languages. These are called false cognates. **Lectura** (*reading*) and **éxito** (*success*) are examples. You will find other examples in future chapters.



P-10 ¿Cómo es mi compañero/a? Choose from the preceding lists of cognates to ask the person next to you about his/her personality.

MODELO: E1: ¿Eres pesimista?

E2: No, no soy pesimista. O Sí, soy (muy) pesimista.

Then find out how your classmate describes himself/herself.

MODELO: E1: ¿Cómo eres (tú)?

E2: Soy activo, optimista y creativo.

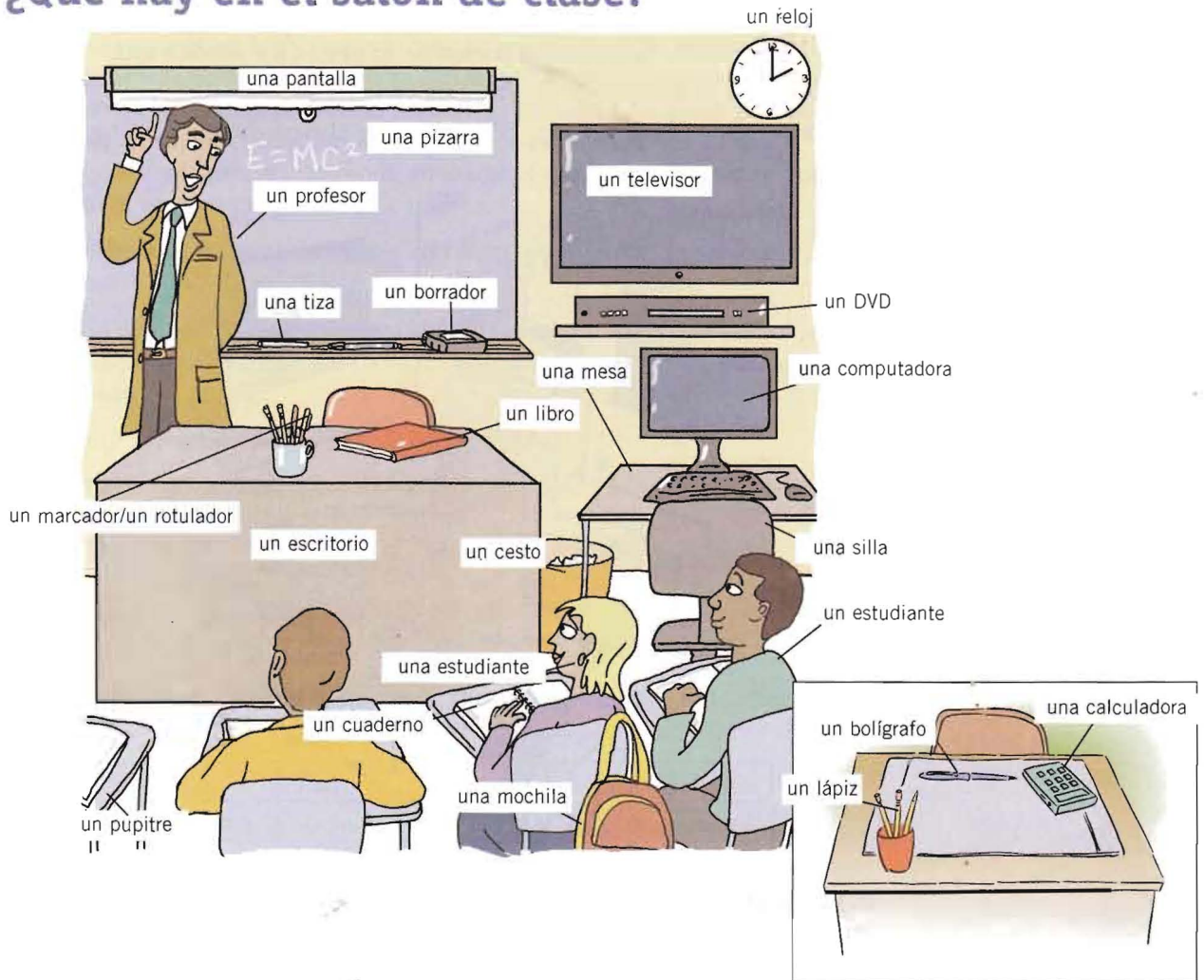


P-11 Descripciones. Ask each other about your classmates. Describe them by using cognates from the preceding lists.

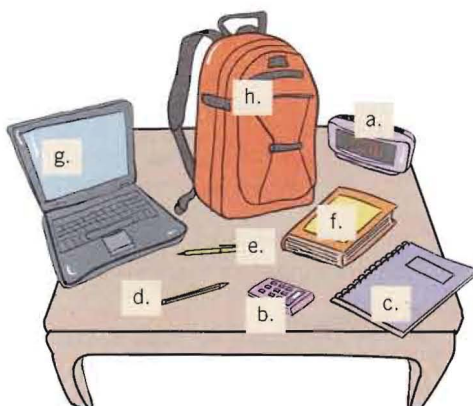
MODELO: E1: ¿Cómo es... ?

E2: Es...

¿Qué hay en el salón de clase?



P-12 Identificación. With a partner, identify the items on this table.



P-13 Para la clase de español. Write down a list of the things you need for this class. Compare your list with that of your partner.

¿Dónde está?

- To ask about the location of a person or an object, use **dónde + está**.

¿Dónde está la profesora?

Está en la clase.

¿Dónde está el libro?

Está sobre el escritorio.



P-14 Localización. PRIMERA FASE. Indicate whether each statement is true (Cierto) or false (Falso), based on the relative position of people and objects in the drawing.

	CIERTO	FALSO
1. El televisor está detrás de la profesora.	_____	_____
2. Juan está al lado de la profesora.	_____	_____
3. El libro está sobre el escritorio.	_____	_____
4. María está entre Mercedes y Juan.	_____	_____
5. Mercedes está enfrente de la ventana.	_____	_____
6. El cesto está debajo de un pupitre.	_____	_____



SEGUNDA FASE. Now complete the following sentences, based on the relative position of people and objects in the drawing. Compare your answers.

- La pizarra está detrás de la profesora.
- María está enfrente de la profesora.
- Mercedes está entre Juan y María.
- Juan está al lado de Mercedes.
- El cesto está debajo de Juan.
- El televisor está detrás de la pizarra y la puerta.

Listening with Visuals

CD 1
Track 8

When you are talking with someone, paying attention to the pictures or objects that the speaker points to or refers to can help you understand what is being said. These objects may be around you, or they may not, in which case you have only a mental representation of them. For example, when a friend describes his/her Spanish classroom, an image of a classroom comes to your mind based on your experience as a student.

In Spanish, make a list of the people and objects you expect to see in a classroom.

Now, as you listen to the statements about the location of people and objects, look at the drawing of the classroom on page 12 to help you understand what the speakers are saying.

Indicate (✓) whether each statement is true (**Cierto**) or false (**Falso**).

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

P-15 En la clase. Look at the seating chart below, and then follow the instructions.

<i>María</i>	Juan	<i>Ester</i>	<i>Susana</i>	Pedro
<i>Carlos</i>	Cristina	<i>Ángeles</i>	<i>Alberto</i>	<i>Anita</i>
Mercedes	<i>Victoria</i>	Roberto	<i>Rocío</i>	Pablo
		<i>El profesor Gallegos</i>		

ESTUDIANTE 1: Ask where Juan, Pedro, Cristina, Mercedes, Roberto, and Pablo are sitting.

ESTUDIANTE 2: Ask where *María*, *Ester*, *Susana*, *Carlos*, *Ángeles*, *Alberto*, *Anita*, *Victoria*, *Rocío*, and *Profesor Gallegos* are sitting.

P-16 ¿Dónde está? Take turns asking where several items in your classroom are. Answer by giving their position in relation to a person or another object.

MODELO: E1: *¿Dónde está el libro?*
E2: *Está sobre el escritorio.*

P-17 ¿Quién es? Based on what your partner says regarding the location of another student, guess who he/she is.

MODELO: E1: *Está al lado de Juan. ¿Quién es?*
E2: *Es María.*

Los números 0 a 99

CD 1
Track 9

0	cero	11	once	22	veintidós
1	uno	12	doce	23	veintitrés
2	dos	13	trece	30	treinta
3	tres	14	catorce	31	treinta y uno
4	cuatro	15	quince	40	cuarenta
5	cinco	16	dieciséis	50	cincuenta
6	seis	17	diecisiete	60	sesenta
7	siete	18	dieciocho	70	setenta
8	ocho	19	diecinueve	80	ochenta
9	nueve	20	veinte	90	noventa
10	diez	21	veintiuno		

- Numbers from sixteen through twenty-nine are usually written as one word. Note the spelling changes and the written accent on some forms.

18: **dieciocho** 22: **veintidós**

- Beginning with thirty-one, numbers are written as three words.

31: **treinta y uno** 45: **cuarenta y cinco**

- The number *one* has three forms in Spanish: **uno**, **un**, and **una**. Use **uno** when counting: **uno, dos, tres...** Use **un** or **una** before nouns: **un borrador, una mochila, veintiún libros, veintiuna mochilas.**

- Use **hay** for both *there is* and *there are*.

Hay un libro sobre la mesa. *There is one book on the table.*

Hay dos libros sobre la mesa. *There are two books on the table.*



P-18 ¿Qué número es? Your instructor will read a number from each group. Circle the number you hear. Then compare your responses with those of your partner.

- 8 4 3 5
- 12 9 16 6
- 37 59 41 26
- 54 38 76 95
- 83 62 72 49
- 47 14 91 56

P-19 Para la oficina. You and your partner are student assistants in the Spanish department. You have to check a shipment of equipment and supplies that just arrived. Choose five items and tell your partner how many of each there are. He/She will take notes. Exchange roles.

MODELO: 4-7 mesas: *Hay cuatro mesas.*

- | | |
|----------------------|----------------------------------|
| a. 6-10 teléfonos | f. 90-95 bolígrafos |
| b. 8-12 escritorios | g. 9-15 computadoras |
| c. 1-2 silla(s) | h. 22-24 computadoras portátiles |
| d. 6-12 calculadoras | i. 1-3 reloj(es) |
| e. 10-20 cestos | j. ... |

P-20 Problemas. Take turns solving the following arithmetic problems. Use y (+), menos (-), and son (=).

MODELO: $2 + 4 =$

Dos y cuatro son seis.

$12 - 5 =$

Doce menos cinco son siete.

- | | | |
|---------------|----------------|----------------|
| a. $11 + 4 =$ | d. $20 - 6 =$ | g. $50 - 25 =$ |
| b. $8 + 2 =$ | e. $39 + 50 =$ | h. $26 + 40 =$ |
| c. $13 + 3 =$ | f. $80 - 1 =$ | i. $90 - 12 =$ |

P-21 Los números de teléfono y las direcciones (addresses). With your partner, take turns asking each other the phone numbers and addresses of the people listed in the chart below.

● Cárdenas Alfaro, Joaquín	General Páez 40	423-4837
● Cárdenas Villanueva, Sara	Avenida Bolívar 7	956-1709
● Castelar Torres, Adelaida	Paseo del Prado 85	218-3642
● Castellanos Rey, Carlos	Colón 62	654-6416
● Castelli Rivero, Victoria	Chamberí 3	615-7359
● Castillo Montoya, Rafael	Santa Cruz 73	956-3382

MODELO: Castellanos Rey, Carlos

E1: *¿Cuál es la dirección de Carlos Castellanos Rey?*

E2: *Calle Colón, número 62.*

E1: *¿Cuál es su teléfono?*

E2: *(Es el) 6-54-64-16*

Cultura

In Spanish-speaking countries, the name of the street precedes the house or building number. Sometimes a comma is placed before the number.

Calle Bolívar 132

132 Bolívar Street

Avenida de Gracia, 18

18 Gracia Avenue

Telephone numbers are generally not stated as individual numbers, but in groups of two, depending on how the numbers are written or on the number of digits, which varies from country to country.

12-24-67:

doce, veinticuatro, sesenta y siete

243-89-07:

dos cuarenta y tres, ochenta y nueve, cero siete

Los meses del año y los días de la semana

CD 1
Track 10

enero	January	mayo	May	septiembre	September
febrero	February	junio	June	octubre	October
marzo	March	julio	July	noviembre	November
abril	April	agosto	August	diciembre	December



Days of the week and months of the year are not generally capitalized in Spanish, but sometimes they are capitalized in advertisements and invitations.

- Monday (**lunes**) is normally considered the first day of the week.
- To ask what day it is, use **¿Qué día es hoy?** Answer with **Hoy es...**
- To ask about the date, use **¿Qué fecha es?** or **¿Cuál es la fecha?** Respond with **Es el (14) de (octubre).**
- Express *on + a day of the week* as follows:

el lunes	on Monday
los lunes	on Mondays
el domingo	on Sunday
los domingos	on Sundays

- Cardinal numbers are used with dates (e.g., **el dos**, **el tres**), except for the first day of the month, which is **el primero**. In Spain the first day is also referred to as **el uno**.

Lengua

When dates are written using only numerals, the day normally precedes the month: 11/8 = **el 11 de agosto**.



P-22 ¿Qué día de la semana es? Using the preceding calendar, take turns asking *¿Qué día de la semana es...?*

1. el 2
2. el 5
3. el 22
4. el 18
5. el 10
6. el 13
7. el 28
8. el...



P-23 Preguntas. Take turns asking and answering these questions.

1. ¿Qué día es hoy?
2. Hoy es... ¿Qué día es mañana?
3. Hoy es el... de... ¿Qué fecha es mañana?
4. ¿Hay clase de español los domingos? ¿Y los sábados?
5. ¿Qué días hay clase de español?



P-24 Fechas importantes. Working with a partner, tell each other the dates on which these events take place.

MODELO: la reunión de estudiantes (10/9)
 E1: *¿Cuándo es la reunión de estudiantes?*
 E2: *(Es) el 10 de septiembre.*

1. el concierto de Marc Anthony (12/11)
2. el aniversario de Carlos y María (14/4)
3. el banquete (1/3)
4. la graduación (22/5)
5. la fiesta de bienvenida (24/8)



P-25 El cumpleaños (birthday). Find out when your classmates' birthdays are. Write their names and birthdays in the appropriate space in the chart.

MODELO: E1: *¿Cuándo es tu cumpleaños?*
 E2: *(Es) el 3 de mayo.*

CUMPLEAÑOS			
enero	febrero	marzo	abril
mayo	junio	julio	agosto
septiembre	octubre	noviembre	diciembre

Lengua

You may have noticed that the word **tú** (meaning *you*) has a written accent mark, and that the word **tu** (meaning *your*) does not. In *Mosaicos*, boxes similar to this one will help you focus on when to use accent marks. You will find a complete set of the rules for accentuation in the appendix.

Cultura

In Spanish-speaking countries, events such as concerts, shows, classes, and professional meetings generally begin on time. Medical appointments are also kept at the scheduled hour. However, informal social functions, such as parties and private gatherings, do not usually begin on time. In fact, guests are expected to arrive at least a half hour after the appointed time. When in doubt, you may ask **¿En punto?** to find out whether you should be punctual.

La hora

- Use **¿Qué hora es?** to inquire about the time. To tell time, use **Es la...** from one o'clock to one thirty and **Son las...** with the other hours.

Es la una. *It is one o'clock.*
Son las tres. *It is three o'clock.*

- To express the quarter hour, use **y cuarto** or **y quince**. To express the half hour, use **y media** or **y treinta**.

Es la una y media. } *It is one thirty.*
Es la una y treinta. }

Son las dos y cuarto. } *It is two fifteen.*
Son las dos y quince. }

- To express time after the half hour, subtract minutes from the next hour, using **menos**.

Son las cuatro menos diez. *It is ten to four.*

- Add **en punto** for the exact time and **más o menos** for approximate time.

Es la una en punto. *It is one o'clock on the dot/sharp.*
Son las cinco menos cuarto, *It is about a quarter to five.*
más o menos.

- For *a.m.* and *p.m.*, use the following:

de la mañana (from midnight to noon)

de la tarde (from noon to nightfall)

de la noche (from nightfall to midnight)



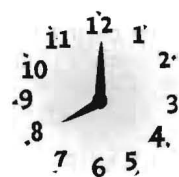
México, p.m.



San Juan, p.m.



Buenos Aires, p.m.



Madrid, p.m.



P-26 ¿Qué hora es en... ? What time is it in the following cities?

Lengua

To ask the time at which an event takes place or something happens, use **¿A qué hora es...?** To answer, use **Es a la(s)...** or simply **A la(s)...**

¿A qué hora es la clase de español?

At what time is Spanish class?

(Es) a las nueve y media.
It is at 9:30.



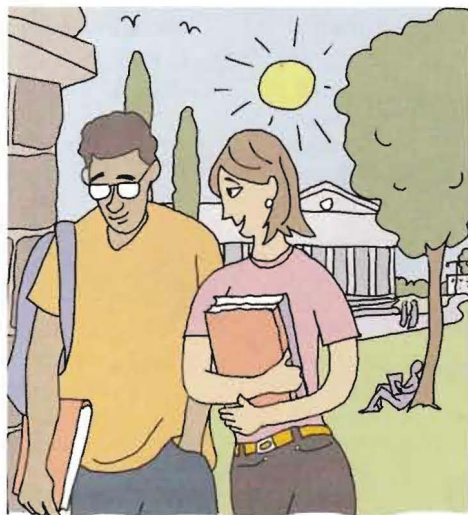
P-27 El horario de María. Take turns asking and answering questions about María's schedule below. Then write down your own Monday schedule, omitting the time each class meets. Exchange schedules with your partner, and find out what time each of his/her classes starts.

MODELO: E1: *¿A qué hora es la clase de español?*

E2: *Es a las nueve.*

LUNES			
9:00	la clase de español	12:30	el almuerzo
10:00	la clase de matemáticas	1:00	la clase de física
11:00	la clase de psicología	5:00	la clase de tenis
12:00	el laboratorio		

El tiempo



Hoy hace sol. Hace buen tiempo.



Hoy llueve. Hace mal tiempo.

- Use **¿Qué tiempo hace?** to inquire about the weather. To answer, you may use the following expressions that start with **hace**:

Hace buen tiempo. *The weather is good.*

Hace mal tiempo. *The weather is bad.*

- To express that it is sunny or that it is raining use the following:

Hace sol. *It is sunny.*

Llueve./Está lloviendo. *It is raining.*

P-28 ¿Qué tiempo hace hoy? Take turns with your partner asking about the weather in these cities.

MODELO: Miami: ☀

E1: *¿Qué tiempo hace en Miami?*

E2: *En Miami hace buen tiempo. Hace sol.*

1. Madrid: ☀
2. Quito: ☁
3. Lima: ☁
4. Ciudad de México: ☀
5. Bogotá: ☁
6. Nueva York: ☀

Expresiones útiles en la clase

CD 1
Track 11



La tarea, por favor.



Vaya a la pizarra.



Conteste.



Repita.



Levante la mano.



Escriba.



Lea.

- When asking two or more people to do something, the verb form ends in -n: *vaya* → *vayan*, *conteste* → *contesten*, *repita* → *repitan*.

- Although you may not have to use all these expressions, it is useful to be able to recognize them and to respond accordingly. Other expressions that you may hear or say in the classroom include the following:

¿Comprende(n)?

No comprendo.

No sé.

Más despacio, por favor.

Más alto, por favor.

Otra vez.

¿Tienen alguna pregunta?

Tengo una pregunta...

¿En qué página?

¿Cómo se dice... en español?

¿Cómo se escribe...?

Vaya(n) a la pizarra.

Conteste(n), por favor.

Presente.

Do you understand?

I do not understand.

I do not know.

More slowly, please.

Louder, please.

Again.

Do you have any questions?

I have a question.

On what page?

How do you say ... in Spanish?

How do you spell ... ?

Go to the board.

Please answer.

Here (present).



CD 1
Tracks 12-18

VOCABULARIO



Las presentaciones

¿Cómo se llama usted?
¿Cómo te llamas?
encantado/a
igualmente
me llamo...
mucho gusto

Los saludos

bastante
bien
buenas tardes/buenas
noches
buenos días
¿Cómo está?
¿Cómo estás?
hola
mal
muy
regular
¿Qué tal?

En el salón de clase

el bolígrafo
el borrador
la calculadora
el cesto
la computadora
la computadora portátil
el cuaderno
el DVD
el escritorio
el lápiz
el libro
el mapa
el marcador/el rotulador
la mesa
la mochila
la pantalla
la pizarra
la puerta
el pupitre
el reloj
la silla
el televisor
la tiza
la ventana

Las personas

el amigo/la amiga
el/chico/la chica
él
ella
el/la estudiante

Introductions

What's your name? (formal)
What's your name? (familiar)
pleased/nice to meet you
likewise
my name is ...
pleased/nice to meet you

Greetings

rather
well
good afternoon/good
evening, good night
good morning
How are you (formal)?
How are you (informal)?
hi, hello
bad
very
fair
What's up? What's new?
(informal)

In the classroom

ballpoint pen
eraser
calculator
wastebasket
computer
laptop
notebook
DVD; DVD player
desk
pencil
book
map
marker
table
backpack
screen
chalkboard
door
student desk
clock
chair
television set
chalk
window

People

friend
boy/girl
he
she
student

el profesor/la profesora
el señor (Sr.)
la señora (Sra.)
la señorita (Srta.)
tú
usted
yo

La posición

al lado (de)
debajo (de)
detrás (de)
enfrente (de)
entre
sobre

Verbos

eres
es
está
estás
hay
soy

Palabras y expresiones útiles

a
el año
¿Cómo es?
el día
¿Dónde está... ?
en
ese/a
hoy
mañana
la mañana
más o menos
el mes
mi(s)
¿Quién es... ?
la semana
sí
su(s)
tu(s)
un/una
y

professor, teacher
Mr.
Ms., Mrs.
Ms, Miss
you (familiar)
you (formal)
I

Position

next to
under
behind
in front of
between, among
on, above

Verbs

you are (familiar)
you are (formal), *he/she is*
he/she is, you are (formal)
you are (familiar)
there is, there are
I am

Useful words and expressions

at, to
year
What is he/she/it like?
day
Where is ... ?
in
that (adjective)
today
tomorrow
morning
more or less
month
my
Who is ... ?
week
yes
his/her/their
your (familiar)
a, an
and

See page 5 for expressions for leave-taking.
See page 6 for expressions of courtesy.
See page 10 for cognates.
See pages 14 and 16 for numbers, days of the week, and months.
See page 18 for telling time.
See page 19 for weather expressions.
See page 20 for classroom expressions.

Expresiones útiles en la clase

CD 1
Track 11



La tarea, por favor.



Vaya a la pizarra.



Conteste.



Repita.



Levante la mano.



Escriba.



Lea.

■ When asking two or more people to do something, the verb form ends in -n:
vaya → vayan, conteste → contesten, repita → repitan.

■ Although you may not have to use all these expressions, it is useful to be able to recognize them and to respond accordingly. Other expressions that you may hear or say in the classroom include the following:

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No comprendo.

No sé.

Más despacio, por favor.

Más alto, por favor.

Otra vez.

¿Tienen alguna pregunta?

Tengo una pregunta...

¿En qué página?

¿Cómo se dice... en español?

¿Cómo se escribe...?

Vaya(n) a la pizarra.

Conteste(n), por favor.

Presente.

Do you understand?

I do not understand.

I do not know.

More slowly, please.

Louder, please.

Again.

Do you have any questions?

I have a question.

On what page?

How do you say ... in Spanish?

How do you spell ... ?

Go to the board.

Please answer.

Here (present).



CD 1

Tracks 12-18

VOCABULARIO

Las presentaciones

¿Cómo se llama usted?
¿Cómo te llamas?
encantado/a
igualmente
me llamo...
mucho gusto

Los saludos

bastante
bien
buenas tardes/buenas
noches
buenos días
¿Cómo está?
¿Cómo estás?
hola
mal
muy
regular
¿Qué tal?

En el salón de clase

el bolígrafo
el borrador
la calculadora
el cesto
la computadora
la computadora portátil
el cuaderno
el DVD
el escritorio
el lápiz
el libro
el mapa
el marcador/el rotulador
la mesa
la mochila
la pantalla
la pizarra
la puerta
el pupitre
el reloj
la silla
el televisor
la tiza
la ventana

Las personas

el amigo/la amiga
el/chico/la chica
él
ella
el/la estudiante

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What's your name? (familiar)
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likewise
my name is ...
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Greetings

rather
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good afternoon/good
evening, good night
good morning
How are you (formal)?
How are you (informal)?
hi, hello
bad
very
fair
What's up? What's new?
(informal)

In the classroom

ballpoint pen
eraser
calculator
wastebasket
computer
laptop
notebook
DVD; DVD player
desk
pencil
book
map
marker
table
backpack
screen
chalkboard
door
student desk
clock
chair
television set
chalk
window

People

friend
boy/girl
he
she
student

el profesor/la profesora
el señor (Sr.)
la señora (Sra.)
la señorita (Srta.)
tú
usted
yo

La posición

al lado (de)
debajo (de)
detrás (de)
enfrente (de)
entre
sobre

Verbos

eres
es
está
estás
hay
soy

Palabras y expresiones útiles

a
el año
¿Cómo es?
el día
¿Dónde está... ?
en
ese/a
hoy
mañana
la mañana
más o menos
el mes
mi(s)
¿Quién es... ?
la semana
sí
su(s)
tu(s)
un/una
y

professor, teacher
Mr.
Ms., Mrs.
Ms, Miss
you (familiar)
you (formal)
I

Position

next to
under
behind
in front of
between, among
on, above

Verbs

you are (familiar)
you are (formal), *he/she is*
he/she is, you are (formal)
you are (familiar)
there is, there are
I am

Useful words and expressions

at, to
year
What is he/she/it like?
day
Where is ... ?
in
that (adjective)
today
tomorrow
morning
more or less
month
my
Who is ... ?
week
yes
his/her/their
your (familiar)
a, an
and

See page 5 for expressions for leave-taking.

See page 6 for expressions of courtesy.

See page 10 for cognates.

See pages 14 and 16 for numbers, days of the week, and months.

See page 18 for telling time.

See page 19 for weather expressions.

See page 20 for classroom expressions.

.....
CAPÍTULO

1

En la universidad

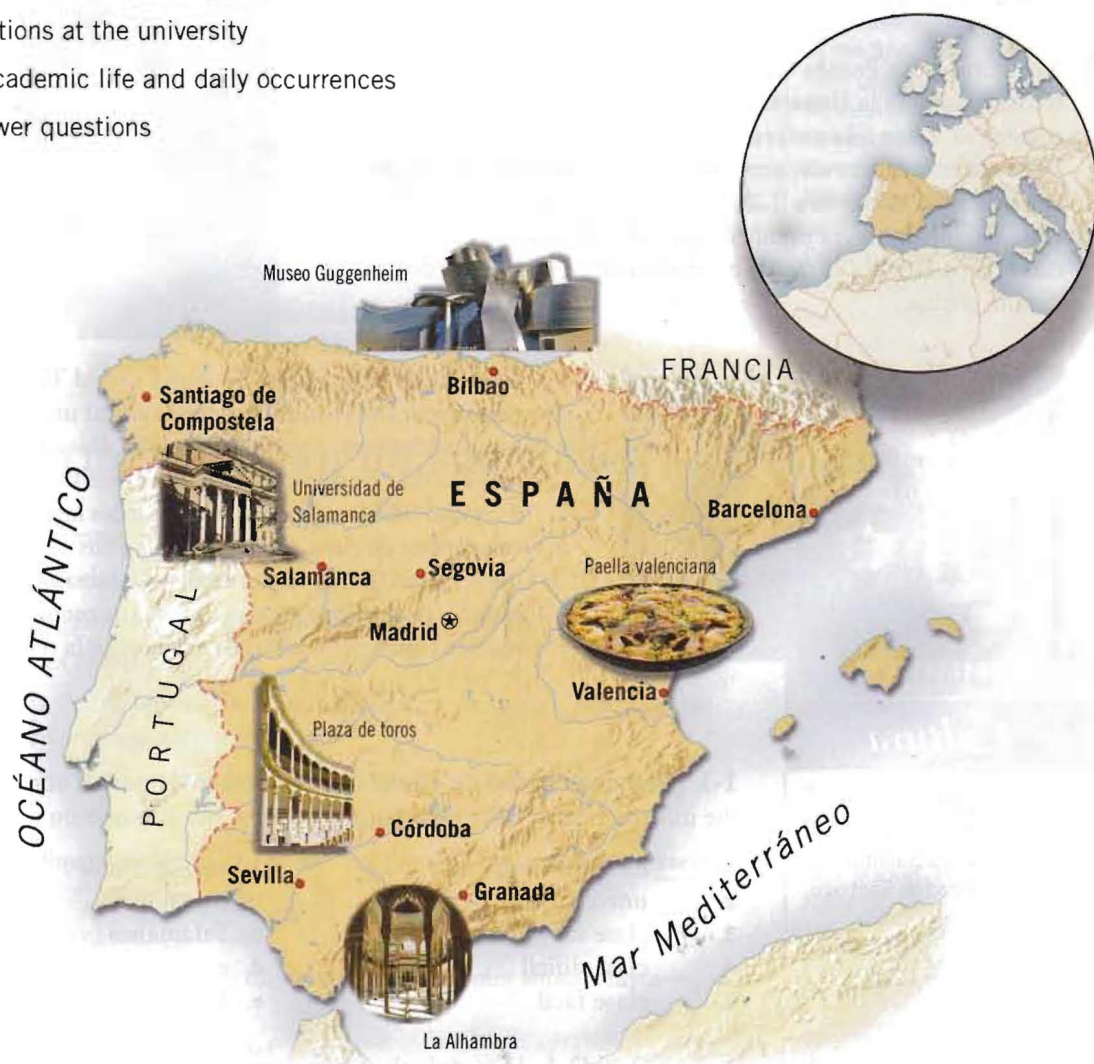


Un fresco del siglo XVI en la Universidad de Salamanca

In this chapter you will learn how to:

- exchange information about classes
- identify locations at the university
- talk about academic life and daily occurrences
- ask and answer questions

Cultural focus: España



A vista de pájaro. Look at the map and complete the following sentences based on what you know.

- | | | | |
|--|-----------------|----------------|---------------|
| 1. ___ España está en... | a. América. | b. Europa. | c. Asia. |
| 2. ___ La capital de España es... | a. Barcelona. | b. Madrid. | c. Sevilla. |
| 3. ___ La paella es típica de... | a. Valencia. | b. Salamanca. | c. Madrid. |
| 4. ___ En la universidad hay... | a. estudiantes. | b. catedrales. | c. toros. |
| 5. ___ En la plaza de toros hay espectáculos (<i>shows</i>)... | a. religiosos. | b. cómicos. | c. populares. |

A PRIMERA VISTA

Los estudiantes y los cursos

CD 1
Track 19 Me llamo Rosa Pereda. Estudio sociología en la Facultad de Humanidades de la Universidad de Salamanca. Mis clases son muy temprano. Llego a la universidad a las ocho y media. Este semestre mis cursos son economía, ciencias políticas, psicología, antropología y estadística. La clase de economía es mi favorita. La clase de antropología es difícil, pero el profesor es muy bueno. La clase de psicología es fácil y muy interesante. Por las tardes trabajo en una oficina.



CD 1
Track 20 Este chico es mi amigo. Se llama David Thomas. Es norteamericano y estudia español en mi universidad. También estudia literatura, historia y geografía. David es un chico muy responsable y estudioso. Generalmente llega a la universidad a las diez. Habla español y practica todos los días con sus compañeros de clase, sus profesores y sus amigos de la universidad. Por la tarde, escribe sus tareas en la computadora, estudia en el laboratorio con uno de sus compañeros y escucha música o mira programas en español en la televisión.

Cultura

Some of Spain's public universities, such as the Universidad de Salamanca, the Universidad de Santiago, and the Universidad Complutense de Madrid, are among the oldest in Europe, dating back hundreds of years. Most private universities in Spain, which are much newer, have higher tuition. To be accepted to a university students take a competitive comprehensive exam, known as **Selectividad**. Many universities offer Spanish language and culture courses for foreign students.

1-1 ¿Qué sabe usted de Rosa? Refer to the information about Rosa to match the information in the right column with the information on the left.

- | | |
|------------------------|-----------------|
| 1. ___ nombre completo | a. antropología |
| 2. ___ universidad | b. psicología |
| 3. ___ clase favorita | c. Salamanca |
| 4. ___ clase difícil | d. economía |
| 5. ___ clase fácil | e. Rosa Pereda |

1-2 ¿Y David? Indicate whether each statement about David is true (**Cierto**) or false (**Falso**).

1. ___ Es norteamericano.
2. ___ Habla español.
3. ___ Estudia literatura, historia y geografía.
4. ___ Llega a la universidad a las nueve.
5. ___ Practica español con sus amigos.
6. ___ Escucha música por la mañana.



La Universidad de San Marcos, en Lima, Perú, se fundó en 1551.

Cultura

The first universities in Latin America were founded by the Spaniards in the 16th century: the Universidad de Santo Tomás de Aquino in Santo Domingo, Dominican Republic; the Universidad de San Marcos in Lima, Peru; and the Universidad Nacional Autónoma de México (UNAM) in Mexico City.

David y Carmen hablan de sus clases

CD 1
Track 21

- DAVID: Hola, Carmen. ¿Cómo estás?
- CARMEN: Hola, David. ¿Cómo te va?
- DAVID: Bueno... bastante bien, pero mi clase de historia es muy difícil.
- CARMEN: ¿Quién es tu profesor?
- DAVID: Se llama Pedro Hernández. Es inteligente y dedicado, pero la clase es aburrida y saco malas notas.
- CARMEN: ¡Vaya! Lo siento. ¿Estudias lo suficiente?
- DAVID: Estudio mucho.
- CARMEN: ¡Qué lástima! Mis cinco clases son excelentes. Y tú, ¿cuántas clases tienes?
- DAVID: Tengo sólo cuatro.
- CARMEN: ¡Uy! Son las once. Tengo un examen de economía ahora. Hasta luego.
- DAVID: Hasta pronto. ¡Buena suerte!

1-3 ¿En qué clase...? Match the words on the left with the appropriate class on the right.

- | | |
|--|----------------|
| 1. ___ <i>Don Quijote</i> de Cervantes | a. geografía |
| 2. ___ números | b. biología |
| 3. ___ mapa digital | c. literatura |
| 4. ___ animales | d. historia |
| 5. ___ Freud | e. matemáticas |
| 6. ___ Napoleón | f. psicología |

Cultura

Miguel de Cervantes Saavedra (1547–1616) was a Spanish novelist and playwright. He was born in Alcalá de Henares, a town near Madrid. His famous novel *Don Quijote de la Mancha* is one of the most important books in the history of world literature. It is a parody of the romances of chivalry, which were very popular at that time. The main character is Alonso Quijano, an older man who has read too many of those romances and has come to believe that he is a heroic knight. He dubs himself "Don Quijote de la Mancha" and sets off to fight injustice.

En otras palabras

Words related to computers and computing are often borrowed from English (e.g., **software**, **e-mail**), and they vary from country to country. As you have already learned, one word for *computer* is **la computadora**, used mainly in Latin America, along with **el computador**. *Computer* is **el ordenador** in Spain. *Computer science* is **la informática** in Spain and **la computación** in Latin America.

1-4 Mis clases. PRIMERA FASE. Make a list of your classes. Indicate the days and time each class meets and whether it is easy or difficult, interesting or boring. You will find some subjects in the list below.

economía	comunicaciones	negocios
bioquímica	sociología	historia del arte
física	cálculo	informática
artes plásticas	estadística	seminario de...
contabilidad	astronomía	filosofía

CLASE	DÍAS	HORA	¿CÓMO ES?



SEGUNDA FASE. Tell your partner about your classes. Take turns completing the following ideas.

1. Llego a la universidad a la(s)...
2. Mi clase favorita es...
3. El profesor/La profesora se llama...
4. La clase es muy...
5. Practico español en...
6. En mi clase de español hay...



1-5 Las clases de mis compañeros/as. PRIMERA FASE. Use the following questions to interview your partner. Take notes. Then switch roles.

1. ¿Qué estudias este semestre?
2. ¿Cuántas clases tienes?
3. ¿Cuál es tu clase favorita?
4. ¿Qué día y a qué hora es tu clase favorita?
5. Tu clase de español, ¿cómo es? ¿Es fácil o difícil? ¿Es interesante o aburrida?
6. ¿Trabajas con computadoras? ¿Dónde?
7. ¿Sacas buenas notas?
8. ¿Tienes muchos exámenes?



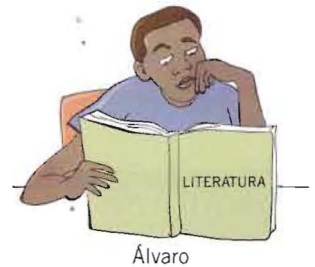
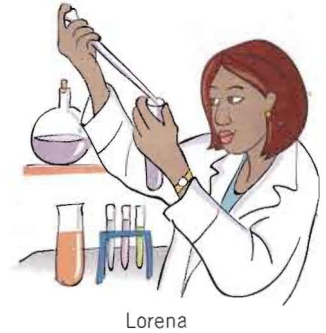
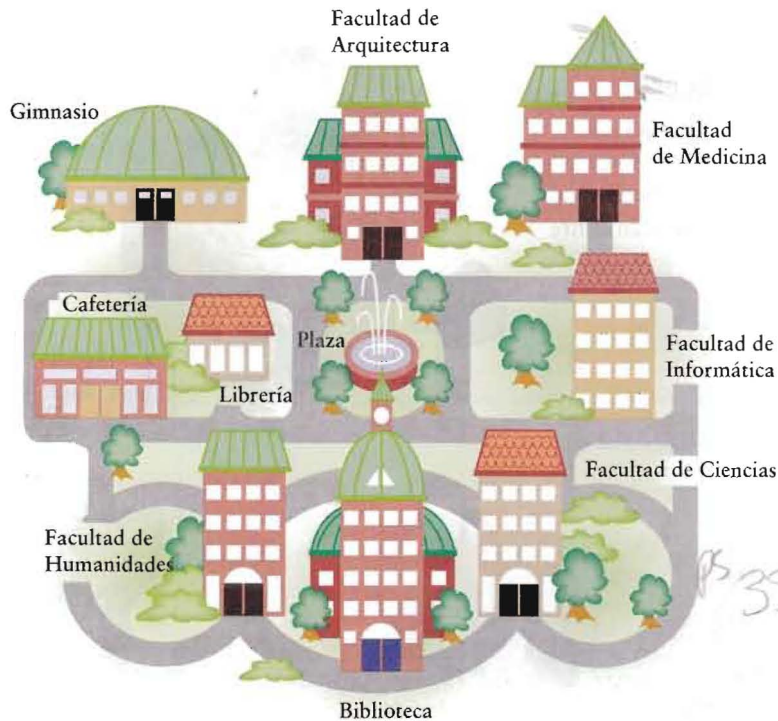
SEGUNDA FASE. Introduce your partner to another classmate and state one piece of interesting information about him/her. Your classmate will ask your partner about his/her classes.

MODELO: USTED: *Él es Pedro. Estudia ciencias políticas y tiene cuatro clases este semestre.*

SU COMPAÑERO/A: *Mucho gusto. ¿_____?*

La universidad

CD 1
Track 22



1-6 ¿En qué facultad estudian? PRIMERA FASE. Match the names of the university students pictured at the right with the school where they study.

- | | |
|---------------|-----------------------------|
| 1. ___ Juan | a. Facultad de Medicina |
| 2. ___ Carmen | b. Facultad de Arquitectura |
| 3. ___ Lorena | c. Facultad de Humanidades |
| 4. ___ Álvaro | d. Facultad de Ciencias |

SEGUNDA FASE. Exchange the information with a classmate and indicate two classes that each student is probably taking.

MODELO: E1: ¿Dónde estudia Carmen?

E2: Carmen estudia en la Facultad de... Probablemente tiene clase de... y de...

1-7 Mapa de la universidad. Look at the map above and indicate if each statement is true (Cierto) or false (Falso). If it is Falso, correct the information.

- ___ La plaza está en el centro del campus.
- ___ La Facultad de Humanidades está junto a (next to) la biblioteca.
- ___ La cafetería está detrás del gimnasio.
- ___ La Facultad de Ciencias está delante de (in front of) la Facultad de Informática.
- ___ La librería está al lado de la cafetería.
- ___ La Facultad de Medicina está al lado del gimnasio.

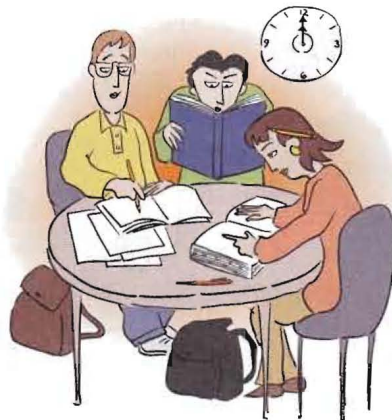
Las actividades de los estudiantes



En la biblioteca

CD 1
Track 23

Unos **alumnos** estudian en la biblioteca. **Toman apuntes** y trabajan en sus tareas. A veces **buscan** palabras en el **diccionario**. Frecuentemente **conversan** sobre sus clases.



Los fines de semana

CD 1
Track 24



Los estudiantes **toman** algo en un **café**.



Miran televisión en **casa**.



Bailan en una **discoteca** con amigos.



Caminan en la **playa**.



Montan en **bicicleta**.

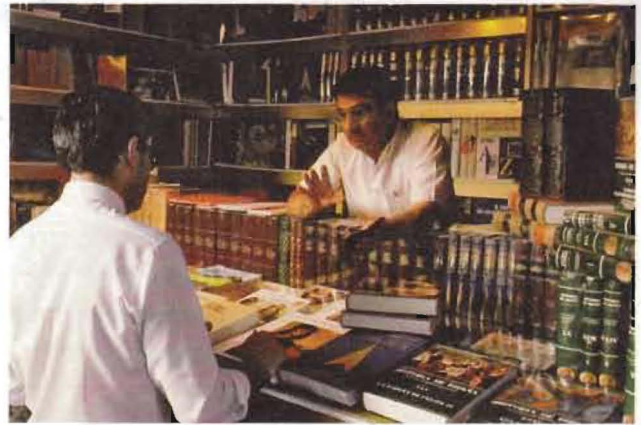
1-8 Para escoger. Look at the illustrations above. Then choose the word or phrase that completes the sentence logically.

- Los estudiantes ____ en la biblioteca.
 - toman café
 - estudian
 - hablan
- Buscan palabras en ____ .
 - el reloj
 - el diccionario
 - el laboratorio
- Miran televisión en ____ .
 - la biblioteca
 - la playa
 - casa
- Montan en bicicleta ____ .
 - los fines de semana
 - en el café
 - en una discoteca

En la librería

CD 1
Track 25

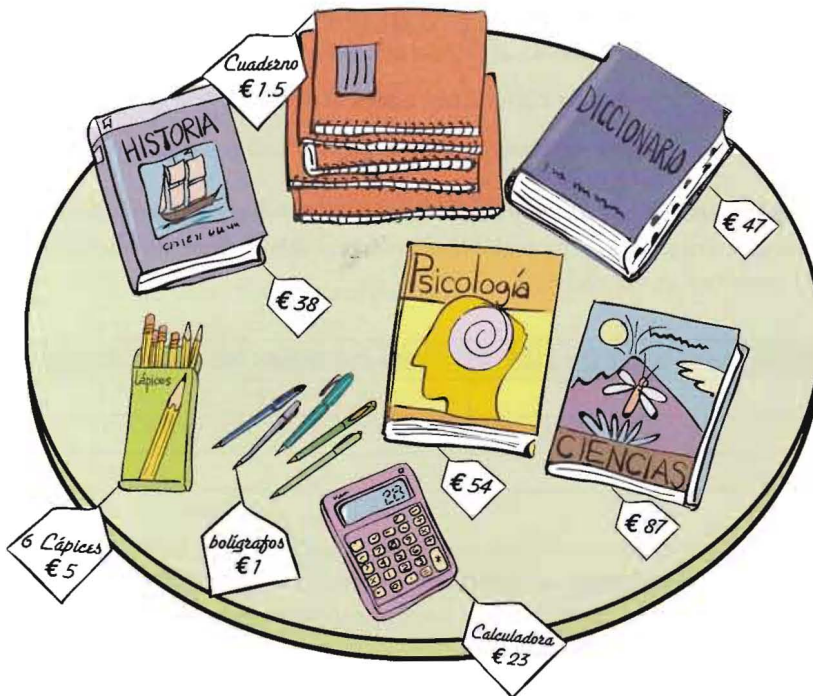
- ESTUDIANTE: Necesito comprar un diccionario para mi clase de literatura española.
- DEPENDIENTE: ¿Grande o pequeño?
- ESTUDIANTE: Grande, y todo en español.
- DEPENDIENTE: Este diccionario es muy bueno.
- ESTUDIANTE: ¿Cuánto cuesta?
- DEPENDIENTE: Cuarenta y ocho euros.



1-9 ¿Qué necesita? Complete the following statements, based on the previous conversation.

1. El estudiante necesita...
2. Es un diccionario...
3. Es para su clase de...
4. El diccionario cuesta...

1-10 ¿Cuánto cuesta? During your semester abroad, you go to the university bookstore. Ask the salesclerk how much the following items cost.



Cultura

Since 2002, the euro has been the official monetary unit of the so-called Eurozone, which includes (as of January 2008) Austria, Belgium, Cyprus, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, the Netherlands, Portugal, Slovenia, and Spain. In some other European countries and the United Kingdom, the euro, although not official, is accepted in stores. The euro currency sign is € and the banking code is EUR.

MODELO:

- ESTUDIANTE: ¿Cuánto cuesta el mapa?
- DEPENDIENTE/A: Cuesta cincuenta euros.



1-11 Entrevista (Interview). Ask where and when your classmate does each of the following activities.

MODELO: practicar baloncesto (*basketball*)

E1: ¿Dónde practicas baloncesto? ¿Y cuándo?

E2: Practico baloncesto en la plaza por las tardes.

ACTIVIDAD	DÓNDE	CUÁNDO
1. estudiar para un examen difícil		
2. mirar televisión		
3. tomar café/chocolate		
4. bailar salsa		
5. escuchar música		
6. comprar un diccionario/CDs/materiales para tus clases		



1-12 Las actividades de sus compañeros. PRIMERA FASE. Go around the classroom and interview three people. Ask two different questions of each of them. Take notes to report later. Answer the questions of classmates who interview you.

1. ¿Qué haces (*do you do*) los fines de semana?
2. ¿Dónde miras televisión?
3. ¿Qué compras en la librería?
4. ¿Dónde estudias normalmente?
5. ¿Trabajas los fines de semana? ¿Dónde trabajas?

SEGUNDA FASE. Now share your classmates' answers with the rest of the class.

MODELO: María estudia normalmente en casa. No trabaja los fines de semana.



1-13 ¿Qué hacen? (What do they do?) You will hear three people talking about their activities during the week and on weekends. Before you listen, list your own activities in the chart.

CD 1
Track 26

MIS ACTIVIDADES DE TODOS LOS DÍAS	MIS ACTIVIDADES DEL FIN DE SEMANA

Now pay attention to the general idea of what is said in the recording. As you listen, decide which activities each person is talking about. Then write the number of the speaker (1, 2, 3) next to the appropriate topic.

- ___ los estudios
- ___ el tiempo libre (*free time*)
- ___ el trabajo

EN ACCIÓN

Diarios de bicicleta: La chivita

Antes de ver

1-14 In this video segment, you will be introduced to four college students, some of whom do not know each other. Write down four expressions you think they may use to greet and introduce each other.



Mientras ve

1-15 As you watch, indicate whether the following statements refer to Javier (J), Daniel (D), Luciana (L), or Gabi (G).

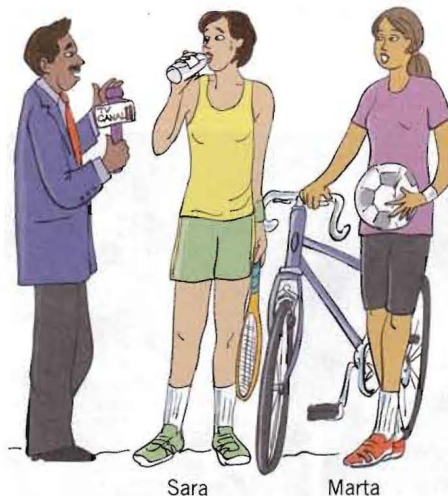
1. ☐ Son sus diarios de bicicleta.
2. ☐ Es compañera de Gaby.
3. ☐ Viaja en bicicleta.
4. ☐ Es puntual, simpático y cómico.
5. ☐ Olvida (*forgets*) su teléfono en la cafetería.

Después de ver

1-16 Check off the expressions you prepared in *Antes de ver* that were used in this segment.

FUNCIONES Y FORMAS

1. Talking about academic life and daily occurrences: Present tense of regular -ar verbs



REPORTERO: Perdón. Soy Pablo Brito del canal 11 de televisión. ¿Su nombre, por favor?

SARA: Yo soy Sara y ella es Marta.

REPORTERO: ¿Tienen ustedes una vida muy activa?

MARTA: Sí, nosotras somos (*are*) atletas. **Practicamos** muchos deportes. Sara **participa** en maratones y **practica** el tenis. Yo **practico** el fútbol y el baloncesto.

SARA: Y los fines de semana **montamos** en bicicleta.

REPORTERO: ¡Qué interesante! Gracias, señoritas.

Piénselo. Check (✓) all the statements that are true, based on the reporter's interview with Sara and Marta.

1. ☐ Pablo es un reportero de radio.
2. ☐ Marta y Sara **practican** muchos deportes (*sports*).
3. ☐ Marta **participa** en maratones.
4. ☐ Marta **practica** el fútbol.
5. ☐ Sara **practica** el baloncesto.
6. ☐ Sara y Marta **montan** en bicicleta.

- To talk about actions, feelings, and states of being, you need to use verbs. In both English and Spanish, the infinitive is the base form of the verb that appears in vocabulary lists and dictionaries. In English, infinitives are preceded by *to*: *to speak*. Infinitives in Spanish belong to one of three groups, depending on whether they end in *-ar*, *-er*, or *-ir*. Verbs ending in *-ar* are presented here, and verbs ending in *-er* and *-ir* are presented in the next section.

HABLAR (to speak)			
yo	hablo	nosotros/as	hablamos
tú	hablas	vosotros/as	habláis
él, ella, Ud.	habla	ellos, ellas, Uds.	hablan

- Use the present tense to express what you and others generally or habitually do or do not do. You may also use the present tense to express an ongoing action. Context will tell you which meaning is intended.

Ana **trabaja** en la oficina.

{ Ana works in the office.
Ana is working in the office.

Luis **practica** el piano todos los días.

Luis practices the piano every day.

- Here are some expressions you may find useful when talking about the frequency of actions.

siempre	always	muchas veces	often
todos los días/meses	every day/month	a veces	sometimes
todas las semanas	every week	nunca	never

- Some common *-ar* verbs are **bailar**, **buscar**, **caminar**, **comprar**, **conversar**, **escuchar**, **estudiar**, **llegar**, **mirar**, **montar**, **necesitar**, **participar**, **practicar**, **sacar**, **tomar**, and **trabajar**.

1-17 Preferencias. PRIMERA FASE. Rank these activities from 1 to 9, according to your preferences (1 = most interesting, 9 = least interesting).

_____ bailar en una discoteca	_____ montar en bicicleta cuando hace sol
_____ mirar televisión en casa	_____ escuchar música rock
_____ estudiar otras culturas	_____ conversar con los amigos con
_____ comprar DVDs y CDs	mensajes de texto
_____ caminar en la playa	_____ bajar (download) música de Internet

SEGUNDA FASE. Now compare your answers with those of a classmate. Follow the model.

MODELO: E1: *Para mí, bailar en una discoteca es número 1. ¿Y para ti?*
E2: *Para mí, caminar en la playa es número 1.*

1-18 Mi rutina. PRIMERA FASE. Indicate (✓) the activities that are part of your routine at school.

1. _____ Llego a la universidad a las nueve de la mañana.
2. _____ Converso con mis amigos por teléfono.
3. _____ Tomo notas en todas las clases.
4. _____ Hablo con mis compañeros en la cafetería.
5. _____ Estudio en la biblioteca por las mañanas.
6. _____ Trabajo en mis tareas todas las noches.
7. _____ Miro programas cómicos en la televisión.
8. _____ A veces practico un deporte con mis amigos/as.

En directo

To express disbelief:

¡Qué increíble!

To show surprise at a coincidence:

¡Qué casualidad!

 **SEGUNDA FASE.** Now compare your answers with those of a classmate. The expressions in *En directo* will help you react as your classmate tells you about himself/herself. Report your findings to the class.

MODELO: *Daniel y yo somos (muy) similares. Él y yo miramos programas cómicos en la televisión. / Daniel y yo somos (muy) diferentes. Yo estudio por las mañanas; él estudia por las tardes.*

 **1-19 A preguntar. PRIMERA FASE.** Find four different classmates, each of whom does one of the following activities. Write each name on the appropriate line. The expressions in *En directo* will help you carry on the conversation.

MODELO: mirar televisión por la noche

E1: *¡Oye! ¿Miras televisión por la tarde?*

E2: *Sí, miro televisión por la tarde. O*

No, no miro televisión por la tarde.

En directo

To get someone's attention:

¡Oye! (to someone your age or younger)

Oiga, por favor. (to someone unknown to you)

To interrupt to ask a question:

Perdón, tengo una pregunta.

To agree to answer:

Con mucho gusto.

PERSONA

ACTIVIDAD

estudiar español todos los días
llegar a la universidad a las 9:30 a.m.
escuchar música clásica en casa por la noche
trabajar en una oficina por la tarde

SEGUNDA FASE. Now report to the class your findings about your classmates' activities.

1-20 Mis actividades. PRIMERA FASE. Mark (✓) the space that indicates how often you do the following activities:

ACTIVIDADES	A VECES	MUCHAS VECES	SIEMPRE	NUNCA
estudiar con amigos				
sacar buenas notas				
montar en bicicleta los fines de semana				
mirar televisión por la tarde				
bailar los sábados				
tomar café				

SEGUNDA FASE. Now tell each other how often you do these activities, and then ask where your partner does them.

MODELO: E1: *Yo estudio con amigos a veces, ¿y tú?*
 E2: *Yo siempre estudio con amigos.*
 E1: *¿Dónde estudian ustedes?*
 E2: *Estudiamos en la biblioteca.*

1-21 Un día típico en la vida de Luisa. PRIMERA FASE. Describe what Luisa does on a typical day.

MODELO: *Luisa llega a la oficina a las nueve menos diez.*



1.



2.



3.



4.

SEGUNDA FASE. Now, based on a typical day in her life, describe Luisa's personality. Then explain what you normally do on a regular day.



Este bar de Madrid tiene una selección de tapas deliciosas.

SITUACIONES

- Role A.** Your friend works in the afternoon. Ask a) where he/she works; b) the days of the week and the hours that he/she works; and c) if the job (**trabajo**) is interesting/boring/difficult/easy. Then answer your friend's questions about your job.
Role B. Tell your friend that you work in the afternoon. Answer your friend's questions about your job. Then ask three questions about his/her job (**trabajo**).
- Role A.** You need to read *Don Quijote de la Mancha* by Miguel de Cervantes for your World Literature class, so you go to the university library. Tell the librarian that you need a book, and answer the librarian's questions about title (**título**) and author (**autor**).
Role B. You are a librarian at the university library. A student tells you that he/she needs a book. Ask the title of the book (*¿cuál es el título?*) and the author (**autor**). Comment on the book.

2. Talking about academic life and daily occurrences: Present tense of regular -er and -ir verbs



REPORTERO: Y ustedes, ¿qué hacen durante el día?

PEDRO: Antonio estudia ciencias en la universidad. **Asiste** a sus clases y luego **corre** al laboratorio, donde trabaja todos los días. Habla con el profesor y **aprende** mucho. Los estudiantes de ciencias **leen** mucho, **escriben** trabajos de investigación y sacan buenas notas. Yo soy un estudiante de arquitectura, y mis compañeros y yo **leemos** y **escribimos** mucho también. Yo casi (*almost*) **vivo** en la biblioteca cuando estudio para los exámenes.

Piénselo. Check (✓) all the statements that are true, based on the reporter's interview with Pedro.

1. ☐ Antonio estudia arquitectura.
2. ☒ Antonio trabaja en el laboratorio y **aprende** (*learns*) mucho.
3. ☒ Los estudiantes **leen** y **escriben** mucho.
4. ☐ Antonio no **asiste** (*attends*) a sus clases.
5. ☐ Los estudiantes de ciencias sacan buenas notas.
6. ☐ Pedro estudia arquitectura.
7. ☐ Pedro **vive** (*lives*) en el laboratorio.

■ You have learned in this chapter that the present tense is used to express activities and ongoing actions. You have also learned the present tense forms for verbs whose infinitives end in **-ar**. Now you will learn those forms for verbs whose infinitives end in **-er** and **-ir**.

■ Note that **-er** and **-ir** verbs have the same endings, except for the **nosotros/as** and **vosotros/as** forms.

APRENDER (to learn)

yo	aprendo	nosotros/as	aprendemos
tú	aprendes	vosotros/as	aprendéis
él, ella, Ud.	aprende	ellos, ellas, Uds.	aprenden

VIVIR (to live)

yo	vivo	nosotros/as	vivimos
tú	vives	vosotros/as	vivís
él, ella, Ud.	vive	ellos, ellas, Uds.	viven

- Other common -er and -ir verbs are **comer** (to eat), **comprender**, **correr**, **leer**, **responder** (to respond), **asistir**, and **escribir**.
- The verb **ver** (to see) has an irregular **yo** form: **veo**, **ves**, **ve**, **vemos**, **veis**, **ven**.
Veo películas los fines de semana. I see movies on weekends.
- Use **deber** + infinitive to express that you should/must/ought to do something.
Los atletas deben beber mucha agua. Athletes should drink lots of water.

1-22 Mi profesor/a modelo. PRIMERA FASE. Indicate which of the activities are part of the routine of an ideal instructor inside and outside the classroom.

	SÍ	NO
1. Lee el periódico (newspaper) en clase.	_____	_____
2. Escucha los problemas de los estudiantes.	_____	_____
3. Bebe café y come en la clase.	_____	_____
4. Escribe buenos ejemplos en la pizarra.	_____	_____
5. Nunca prepara sus clases.	_____	_____
6. Siempre asiste a clase.	_____	_____
7. Responde a las preguntas de los estudiantes.	_____	_____
8. Habla con los estudiantes en su oficina.	_____	_____

SEGUNDA FASE. Compare your answers with those of a classmate. Together write two more activities typical of an ideal instructor and ask your instructor if they are part of his/her academic routine.

1-23 Para pasarlo bien (To have a good time). PRIMERA FASE. Indicate which of the following activities your classmates do to have a good time.

- _____ Leen libros en español todas las semanas.
- _____ Escriben mensajes de texto.
- _____ Practican deportes con los amigos.
- _____ Asisten a clase a las ocho de la mañana.
- _____ Corren en el gimnasio y en el parque.
- _____ Ven películas y programas de televisión en casa.
- _____ Comen en restaurantes elegantes.
- _____ Beben sólo Coca-Cola en las fiestas.

SEGUNDA FASE. Compare your answers with those of a classmate. Then exchange information with another pair (**pareja**) about the activities you all do to have a good time. Use the expressions in *En directo* to help you react naturally to your classmates' responses.

MODELO: PAREJA 1: *Nosotros bailamos en discotecas para pasarlo bien.*

¿Y ustedes?

PAREJA 2: *Bebemos café y conversamos con los amigos.*

En directo

To react to what someone has said:

¡Qué interesante!

¡Qué divertido!

How funny!

¡Qué aburrido!

How boring!



1-24 Lugares y actividades. Ask what your classmate does in the following places. He/She will respond with one of the activities listed. Then ask what your classmate does not do in those places.

MODELO: en la clase
 E1: *¿Qué haces en la clase?*
 E2: *Veo películas en español.*
 E1: *¿Qué no haces en la clase?*
 E2: *No leo el periódico.*

LUGARES

en la playa
 en un café
 en una discoteca
 en una fiesta
 en el cine
 en la casa
 en un restaurante
 en la biblioteca

ACTIVIDADES

beber cerveza
 tomar el sol
 bailar salsa
 mirar televisión
 leer el periódico
 ver películas de horror
 escuchar música clásica
 comer un sándwich y
 tomar un café

SITUACIONES

1. **Role A.** You see a classmate at a coffee shop with laptop and books spread out on the table. Ask if he/she a) drinks coffee every day; b) often studies in the coffee shop; c) reads the newspaper there; and d) writes on the computer in the coffee shop.

Role B. You are sitting at a table with your laptop and books at your favorite coffee shop. A classmate comes in and walks over. Answer your classmate's questions about what you usually do there.

2. **Role A.** On the way to Spanish class you run into a classmate and ask how he/she is. Your classmate confides that he/she isn't getting good grades in Spanish. Suggest that he/she a) should always attend class; b) must read the chapter every week; c) should study in the library; and d) ought to look for a good dictionary.

Role B. In the hallway you run into the person who sits next to you in Spanish class. When he/she asks how you are, say you're so-so. Explain that you are not getting good grades in Spanish and that you are not learning the vocabulary. Listen to your classmate's advice and thank him/her.



1-25 A preguntar. PRIMERA FASE. Find four different classmates, each of whom does one of the following activities. Write each name in the chart below.

MODELO: ver películas en casa
 E1: *¿Ves películas en casa?*
 E2: *Sí, veo películas en casa./ No, no veo películas en casa.*

PERSONA

ACTIVIDAD

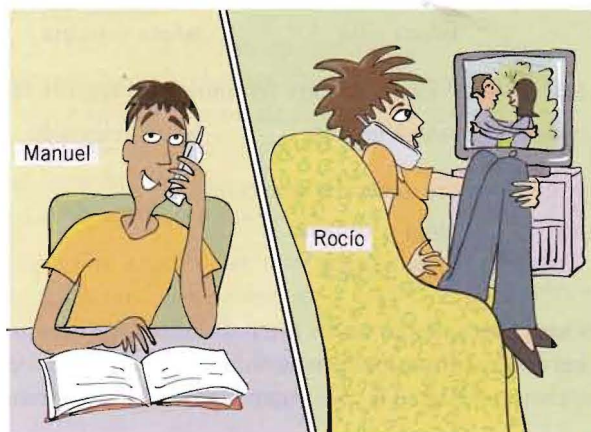
asistir a conciertos de música rock
 beber café todos los días
 vivir en casa con la familia
 escribir mensajes de texto por la noche

SEGUNDA FASE. Now report to the class your findings about your classmates' activities.

1-26 ¿Qué deben hacer? Read the situations in the column on the left and select the best advice from the column on the right.

- | | |
|--|--|
| 1. ___ Maricela desea sacar buenas notas. | a. Debe trabajar en un restaurante mexicano. |
| 2. ___ Carlos corre en el parque. | b. Deben visitar España. |
| 3. ___ Luisa y Jorge están (are) muy nerviosos. | c. Debe estudiar todos los días. |
| 4. ___ Los estudiantes desean comer tapas. | d. Debe tomar clases de baile. |
| 5. ___ Óscar desea aprender a bailar. | e. No deben beber café con cafeína. |
| 6. ___ Carolina desea preparar tacos, burritos y enchiladas. | f. Debe beber mucha agua. |

3. Specifying gender and number: Articles and nouns



MANUEL: Hola, Rocío. Tengo **un** plan. ¿Estudiamos español en **la** universidad esta tarde? Necesito **un** diccionario para **la** tarea.

ROCÍO: ¡Buena idea! ¿En **la** biblioteca? **El** profesor de español es bueno, pero es **una** clase difícil. ¿Invitamos a mi amigo Marcos?

MANUEL: Fenomenal. Usamos **la** pizarra y **el** escritorio **del** salón 12 de **la** biblioteca.

Piénselo. Match the words on the right with those on the left. Use the dialogue and the endings of the nouns as clues.

- | | |
|-------------------------------------|--------|
| 1. <u>una</u> clase | a. el |
| 2. <u>el</u> diccionario de español | b. la |
| 3. <u>una</u> pizarra | c. un |
| 4. <u>el</u> escritorio | d. una |
| 5. <u>una</u> universidad | |

Gender

- Nouns are words that name a person, place, or thing. In English all nouns use the same definite article, *the*, and all singular nouns use the indefinite articles *a* and *an*. Spanish nouns, whether they refer to people or to things, have either masculine or feminine gender. Masculine singular nouns use **el** or **un** and feminine singular nouns use **la** or **una**.

The terms *masculine* and *feminine* are used in a grammatical sense and have nothing to do with biological gender.

	MASCULINE	FEMININE	
SINGULAR DEFINITE ARTICLES	el	la	<i>the</i>
SINGULAR INDEFINITE ARTICLES	un	una	<i>a/an</i>

- Generally, nouns that end in **-o** are masculine and require **el** or **un**, and those that end in **-a** are feminine and require **la** or **una**.

el/un libro	el/un cuaderno	el/un diccionario
la/una mesa	la/una silla	la/una ventana

- Nouns that end in **-dad**, **-ción**, **-sión** are feminine and require **la** or **una**.

la/una universidad	la/una lección	la/una televisión
--------------------	----------------	-------------------

- Nouns that end in **-ma** are generally masculine.

el/un programa	el/un problema
el/un drama	el/un poema

- In general, nouns that refer to males are masculine, and nouns that refer to females are feminine. Masculine nouns ending in **-o** change the **-o** to **-a** for the feminine; those ending in a consonant add **-a** for the feminine.

el/un amigo	la/una amiga
el/un profesor	la/una profesora

- Nouns ending in **-ante** and **-ente** may be feminine or masculine. Gender is signaled by the article (**el/la estudiante**).

- Use definite articles with titles when you are talking about someone. Do not use definite articles when addressing someone directly.

La señorita Andrade es **la** secretaria en el Departamento de Lenguas Europeas. **El** profesor Campos es **el** director del departamento.

Ms. Andrade is the secretary in the Department of European Languages. Professor Campos is the chair of the department.

Todos los días, el profesor Campos dice "Buenos días, señorita Andrade". Ella contesta, "Buenos días, profesor Campos".

Every day, Professor Campos says "Good morning, Ms. Andrade." She responds, "Good morning, Professor Campos."

Number

	MASCULINE	FEMININE	
PLURAL DEFINITE ARTICLES	los	las	<i>the</i>
PLURAL INDEFINITE ARTICLES	unos	unas	<i>some</i>

- Add **-s** to form the plural of nouns that end in a vowel. Add **-es** to nouns ending in a consonant.

la silla → las sillas	el cuaderno → los cuadernos
la actividad → las actividades	el señor → los señores

- Nouns that end in **-z** change the **z** to **c** before **-es**.

el lápiz → los lápices

- To refer to a mixed group, use masculine plural forms.

los chicos *the boys and girls*

1-27 Conversaciones incompletas. Complete the dialogues.1. Supply the definite articles (**el, la, los, las**).

E1: ¿Dónde está María?

E2: Está en la clase de la profesora Sánchez.

E1: ¡Qué lástima! Necesito hablar con ella. Es urgente.

E2: Bueno, ella está en el salón de clase hasta la una, y por la tarde trabaja en el laboratorio.

E1: ¿Y a qué hora llega?

E2: Llega a los dos, más o menos.2. Supply the indefinite articles (**un, una, unos, unas**).E1: Necesito comprar una calculadora y unos lápices. unosE2: Y yo necesito un bolígrafo y un diccionario, pero ¿qué diccionario compro?E1: Para el curso de español, unos profesores usan un diccionario pequeño y otros usan un diccionario grande. ¿Por qué (*Why*) no hablas con tu profesor?

3. Supply the definite or indefinite articles.

E1: Tengo ____ examen de matemáticas mañana y necesito sacar ____ buena nota en esa clase.

E2: ¿Quién es ____ profesor?

E1: Es ____ doctora Solís.

E2: ¡Ah! Es ____ profesora excelente.

E1: Sí, pero ____ clase es muy difícil. Estudio y escribo ____ tareas todos ____ días, pero no saco buenas notas.

E2: ¡Vaya! Lo siento mucho.

1-28 ¿Qué necesitan? Take turns saying what these classmates need.**MODELO:** Alicia tiene que buscar unas palabras. *Necesita un diccionario.*

1. Mónica tiene que tomar apuntes en la clase de historia.
2. Carlos y Ana deben hacer la tarea de matemáticas.
3. Alfredo tiene que estudiar para el examen de geografía.
4. Isabel tiene que escribir una composición para su clase de inglés.
5. Blanca y Lucía tienen que encontrar (*find*) dónde está Salamanca.
6. David tiene que escuchar una canción (*song*) para su clase de música.

SITUACIONES

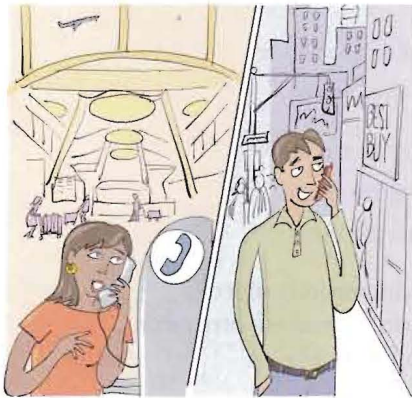
1. **Role A.** You have missed the first day of class. Ask a classmate a) at what time the class meets; b) who the professor is; and c) what you need for the class.

Role B. Tell your classmate a) that the class is at 8:00 in the morning; b) the name of the professor and what he/she is like; and c) at least three items that your classmate needs for the class.

2. **Role A.** You work for the student newspaper at your college and have been asked to interview two students to find out how they typically spend their weekends. After introducing yourself, find out a) if they work, and where; b) what they study; and c) what they do (**hacen**) on Saturdays and Sundays.

Roles B, C. Tell the interviewer a) if you work and, if so, where; b) the classes you take; and c) what you do on weekends, where, and with whom.

4. Expressing location and states of being: Present tense of *estar*



ELISA: ¿Humberto? Te habla Elisa.

HUMBERTO: ¡Elisa! ¡Qué sorpresa! ¿Dónde **estás**?

ELISA: **Estoy** en el aeropuerto de Barajas, en Madrid.

¿Y tú?

HUMBERTO: Mi padre y yo **estamos** de vacaciones en Nueva York. En este momento, mi padre **está** en la tienda *Best Buy*. ¿Y cómo **están** todos en tu familia?

ELISA: Todos **estamos** muy bien. ¡Qué bueno escucharte! Lo siento, Humberto, pero el vuelo (*flight*) sale (*leaves*) pronto. Hablamos más mañana. Adiós.

Elisa
Humberto

Piénselo. Indicate whether each statement is true (**Cierto**) or false (**Falso**), based on the conversation. If it is **Falso**, correct the information.

1. F Humberto **está** en el aeropuerto.
2. F Elisa **está** de vacaciones en Nueva York.
3. F Humberto **está** en una ciudad grande con una persona de su familia.
4. F La tienda *Best Buy* de esta conversación **está** en Madrid.
5. F Elisa y Humberto **están** contentos de hablar por teléfono.

■ You have already been using some forms of **estar**. Here are all the present tense forms of this verb.

ESTAR (to be)			
yo	estoy	nosotros/as	estamos
tú	estás	vosotros/as	estáis
Ud., él, ella	está	Uds., ellos, ellas	están

■ Use **estar** to express the location of persons or objects.

¿Dónde **está** Humberto? *Where is Humberto?*
Está en Nueva York. *He is in New York*

■ Use **estar** to talk about states of health or being.

¿Cómo **está** la familia de Elisa? *How is Elisa's family?*
Está muy bien. *They are very well.*

1-29 En la cafetería. In the cafeteria, you run across a former classmate. Complete the conversation, using the correct forms of **estar**. Then indicate in the parentheses if **estar** signals location (L) or a state of being (S).

- ROBERTO: Hola, Carlos. ¿Qué tal? ¿Cómo estoy? (S)
 CARLOS: estoy muy bien. ¿Y tú? (S)
 ROBERTO: Muy bien, muy bien. ¿Y cómo estás? (S) tu hermana (sister) Ana?
 CARLOS: Bien, gracias. Ella y mamá están en España ahora. (L)
 ROBERTO: ¡Qué suerte! Y nosotros estamos en la universidad, ¡y en la semana de exámenes! (S)

1-30 Horas y lugares favoritos. PRIMERA FASE. Ask your classmate his/her favorite time of day or day of the week. Then ask where he/she usually is at that time or on that day.

- MODELO: E1: ¿Cuál es tu hora favorita del día?
 E2: Las 10:00 de la mañana.
 E1: Generalmente, ¿dónde estás a las 10:00 de la mañana?
 E2: Estoy en... . ¿Y cuál es tu hora favorita?
 E1:
 E2: ¿Y dónde estás?
 E1: Estoy en... .

SEGUNDA FASE. Compare your responses with those of your partner. Identify any similarities and/or differences in your preferences.

1-31 Conversación. Ask a classmate where the people in these drawings are, how they feel, and what they are doing.

- MODELO: E1: ¿Dónde está María Luisa?
 E2: Está en la biblioteca.
 E1: ¿Cómo está?
 E2: Está regular.
 E1: ¿Qué hace?
 E2: Estudia.



María Luisa



1. Berta Lorena



2. Carlos el Dr. Núñez



3. Marcelo Eduardo

SITUACIONES

1. **Role A.** As editor of the new student handbook, you must give the graphic designer directions for drawing the campus map. First draw a rough sketch of the map, including the places below. Then explain their location to the designer.

la biblioteca

la cafetería

la Facultad de Ciencias

la Facultad de Humanidades

Role B. You are a graphic designer. Ask questions about the location of these buildings as you draw the new map. When you have finished, show the map to the editor to check if you have understood his/her explanations.

2. **Role A.** You are a new student at the university and you do not know where the gym is. Introduce yourself to a classmate. Explain that you want to run in the gym and ask where it is located. Thank your classmate for the help (**Gracias por la ayuda**).

Role B. A new student will greet you and ask questions. Make your answers as complete and specific as possible.

5. Asking and answering questions: Interrogative words



Andrea Pérez conversa con su consejera (*advisor*) en la universidad. La consejera necesita rellenar (*fill out*) algunos formularios con información sobre Andrea. Aquí están algunas de las preguntas de la consejera y en la columna de la derecha, las respuestas de Andrea.

CONSEJERA

- ¿Cómo se llama la residencia estudiantil donde vives?
- ¿Dónde está?
- ¿Cuándo son tus clases?
- ¿Cuánto cuesta tu transporte por mes?
- ¿Quién es tu compañera de cuarto?
- ¿Por qué deseas (*want to*) estudiar psicología?

ANDREA

- Se llama Casa Cervantes.
- Está en la Avenida España.
- Por la mañana y por la tarde.
- Aproximadamente 35 euros.
- Cristina Zapatero.
- Para ayudar (*help*) a otras personas.

Piénselo. Match Andrea's responses in the left column with the questions her advisor asked her in the right column. **OJO:** You will be able to answer some of the advisor's questions with the information from the conversation above.

- | | |
|---|---|
| 1. ___ Es el profesor Agustín Reyes-Torres. | a. ¿Dónde vives? |
| 2. ___ Se llama Cristina Zapatero. | b. ¿Cuándo es tu clase de psicología? |
| 3. ___ En la Casa Cervantes. | c. ¿Quién es tu profesor favorito? |
| 4. ___ 400 euros al mes. | d. ¿Cómo se llama tu compañera de cuarto? |
| 5. ___ Por la tarde. | e. ¿Cuánto cuesta vivir en la residencia? |

- Interrogative words are used to ask questions or to obtain specific information. You have already been using many of these words.

¿cómo?	how/what?	¿cuál(es)?	which?
¿dónde?	where?	¿quién(es)?	who?
¿qué?	what?	¿cuánto/a?	how much?
¿cuándo?	when?	¿cuántos/as?	how many?
¿por qué?	why?	¿para qué?	why?/what for?

- If a subject is used in a question, it normally follows the verb.

¿Dónde trabaja Elsa?	Where does Elsa work?
----------------------	-----------------------
- Use **por qué** to ask *why* and **porque** to answer *because*.

¿Por qué está Pepe en la biblioteca?	Why is Pepe at the library?
Porque necesita estudiar.	Because he needs to study.
- Use **qué + ser** when you want to ask for a definition or an explanation.

¿Qué es la sardana?	What is the sardana?
Es un baile típico de Cataluña.	It is a typical dance of Catalonia.

Lengua

All question words have a written accent over the stressed syllable: **cómo**, **dónde**.

When these words are used in a non-interrogative context, they do not have a written accent.

¿Dónde está la biblioteca?
Where is the library?

Esta es la biblioteca donde estudio todos los días.

This is the library where I study everyday.

- Use **cuál(es) + ser** when you want to ask which one(s).

¿**Cuál es** tu mochila? *Which (one) is your backpack?*

¿**Cuáles son** tus papeles? *Which (ones) are your papers?*

- Questions that may be answered with **sí** or **no** do not use a question word.

¿Trabajan ustedes los sábados? *Do you work on Saturdays?*

No, no trabajamos. *No, we do not.*

- Another way to ask a question is to place an interrogative tag after a declarative statement.

Tú hablas inglés, ¿**verdad?** *You speak English, don't you?*

David es norteamericano, ¿**no?** *David is an American, isn't he?*

Lengua

To request repetition or clarification of a statement, use **¿Cómo?** or **¿Perdón?** The use of **¿Qué?**, the equivalent of English *What?*, is generally considered rude by native speakers.

1-32 Preguntas. First look at the cues in the right column and then complete the questions with **quién**, **cuándo**, **cuántos/as**, **cuál**, or **por qué**, as logical. Use your questions to interview two people as you walk around the room.

- | | |
|---|-----------------------------|
| 1. ¿_____ clases tomas? | Tomo... |
| 2. ¿_____ son tus clases? | Por la... |
| 3. ¿_____ es tu clase favorita? | La clase de... |
| 4. ¿_____ es tu profesor/a favorito/a? | El profesor/La profesora... |
| 5. ¿_____ estudias español? | Porque... |
| 6. ¿_____ estudiantes hay en tu clase de español? | Hay... |

1-33 Entrevista. Ask your classmate questions to find out the following information. Use the appropriate expressions to show disbelief, coincidence, how interesting the answers are, and so on.

1. número de clases que toma este semestre
2. su clase favorita y razón (y por qué)
3. número de alumnos en la clase favorita
4. nombre del profesor favorito/de la profesora favorita
5. lugar donde estudia generalmente y cuántas horas estudia por (*per*) día
6. lugar donde trabaja

SITUACIONES

1. **Role A.** You have just run across a friend you have not seen all year. Inquire about your friend's life in college including a) the location and size of his/her college/university; b) courses this semester; and c) his/her activities.

Role B. You are talking with a friend you have not seen in a long time. Answer your friend's questions about your life in college. Then ask your friend some questions to get the same information.

2. **Role A.** It is the beginning of the term, and you need to add a psychology class. One of your friends is in a class that looks promising. Ask a) who the professor is; b) if there is a lot of homework; c) when the class meets; and d) if there is an exam soon. Then ask if you should know (**saber**) anything else (**algo más**) about the class.

Role B. Your friend wants some information about your psychology class. Reply as specifically as possible to all of his/her questions. Then offer some additional information about the class.



MOSAICOS

A escuchar

ESTRATEGIA

Listen for the gist

When you are having a conversation or are listening to other people talking in your native language, you may get the gist of what is said without understanding every word or paying attention to every detail. You do this by relying on what you do understand, your knowledge of the topic, and your subconscious expectations of what happens in a conversational exchange. You will find these techniques helpful when listening to Spanish.

Antes de escuchar

1-34 Preparación. You will hear two students talking about their classes. Before listening to the recording, think about the topics they may talk about and make a list of the things you may expect to hear, based on your experience as a student.

Escuchar



CD 1
Track 27

1-35 ¿Comprende usted? First read the following statements. Then listen to the conversation between Ana and Mario and indicate whether each statement is true (**Cierto**) or false (**Falso**).

1. ____ Mario y Ana estudian en la misma (*same*) universidad este semestre.
2. ____ Mario toma clases de ciencias y de humanidades.
3. ____ Ana lee en la biblioteca para sus clases.
4. ____ Ana toma clases por la tarde.
5. ____ Mario realmente visita otros países en una de sus clases.

Después de escuchar



1-36 Ahora usted. Tell your classmate what you usually do on the following days and times. Your classmate will take notes. Then switch roles. Finally, verify with each other that the notes you took are correct.

LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
8:00 a.m.	3:00 p.m.	5:00 p.m.	9:00 p.m.	1:00 p.m.

A conversar

Ask questions to gather information

Asking questions is a good way to get information, and it is also a way to make conversation, because most people like to talk about themselves. To ask questions, you need to remember question words and common phrases, like *¿Cómo es...?*, *¿Cuánto cuesta...?*, *¿Dónde...?*, *¿Qué...?*, and *¿Quién...?*.

ESTRATEGIA

Antes de conversar

1-37 Preparación. Write the questions answered by the clerk at your campus bookstore.

- | | |
|----------|--|
| 1. _____ | La dirección de la librería es Calle Mayor, número 50. |
| 2. _____ | Sí, tengo libros de historia de España en español. |
| 3. _____ | Sí, tengo diccionarios en español. |
| 4. _____ | El diccionario bilingüe cuesta 40 euros. |

Conversar

1-38 Entre nosotros. You are a Spaniard studying in Malaga. Your American friend would like to purchase some gifts to take home: a fancy pen, a book on the history of Spain, a Spanish dictionary, and a map of Spain. Read the following ad and call the bookstore to find out if it has what your friend needs. Your classmate will play the role of the bookstore clerk. Remember to follow the formalities of phone conversations with someone you do not know.

LIBRERÍA CERVANTES

Papelería • Impresos • Artículos para escritorio

Libros de texto • Revistas

Casa especializada en estilógrafos y bolígrafos

Plaza Constitución, 3

29005 Málaga

Teléfono 221 19 99

En directo

To answer the phone in Spain:

¿Diga?

To greet someone formally:

Buenos días./Buenas tardes.

To ask if they have what you need:

Necesito/Busco un/una...

Después de conversar

1-39 Un poco más. Call your American friend to explain whether the bookstore has each item he/she needs and the price.

ESTRATEGIA

Identify the format of a text

Even before you start to read, you may draw on your experience with reading texts of different types to support your comprehension. Visual cues, photographs, type size, and the layout will help you make educated guesses about the content and meaning of the text.

A leer

Antes de leer

1-40 Preparación. Indicate which courses from the list students in the following majors (*carreras*) should take.

anatomía	drogas tóxicas	medicinas alternativas
conflictos sociales	estructura del español	muralistas mexicanos
depresión	fisiología	
diseño gráfico	historia de la lengua	

MEDICINA	BELLAS ARTES	FARMACIA	PSICOLOGÍA	FILOLOGÍA

Leer



Un Buen Repaso a la Universidad de Salamanca

- Bellas Artes
- Biología
- Ciencias
- Economía y Empresa
- Ciencias Químicas
- Ciencias Sociales
- Derecho
- Educación
- Farmacia
- Filología
- Filosofía
- Geografía e Historia
- Medicina
- Psicología
- Traducción y Documentación
- Agrarias y Ambientales
- Enfermería y Fisioterapia
- Escuelas universitarias y técnicas de Ávila, Zamora y Béjar

Foro General | Aquí está Nuestro Chat | Propósito de estos Foros | Guía de Navegación | Web Oficial de la USAL | Nuestro E-mail: ingresos@usal.es

1-41 Primera mirada. Circle the letter that completes each statement, based on the information in this web page.

- | | | |
|--|------------------------|----------------------|
| 1. Esta es una... | a. página de un libro. | b. página web. |
| 2. El logo indica que esta institución es... | a. muy nueva. | b. muy antigua. |
| 3. Esta página web presenta una lista de... | a. carreras. | b. clases. |
| 4. La información de esta página web es... | a. muy específica. | b. muy general. |
| 5. Esta institución tiene... | a. un campus. | b. más de un campus. |

1-42 Segunda mirada. Answer the following questions, according to the information in the text.

- Al final (*the bottom*) de esta página web hay varias teclas (*keys*). ¿Qué tecla usan los estudiantes para conversar con personas que trabajan en la Universidad de Salamanca?
- Imagínese que usted necesita información sobre su carrera en la Universidad de Salamanca. ¿Qué facultad tiene la información que usted necesita?

Después de leer



1-43 Ampliación. Explore the **Servicio Central de Idiomas** page on the Universidad de Salamanca website by following the link on the *Mosaicos* web page and answer the questions that accompany the link. Be prepared to share your answers with the rest of the class.

A escribir

Antes de escribir

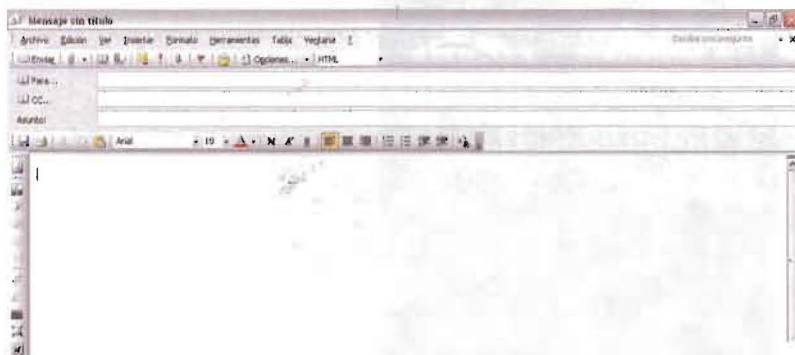
1-44 Preparación. As part of the course work in your Spanish class, you have been asked to correspond by e-mail with a university student in Spain. Think about and write down the information you would like to include in your first e-mail. Brainstorm...

1. some basic questions that this Spanish student may have about your college life.
2. some words and ideas that will help you answer those questions.
3. the order in which you will organize these ideas.

Escribir

1-45 Manos a la obra. Now write the Spanish student an e-mail about life at your college or university. Use the information you gathered in *Preparación*. Consider including the following points, if you have not already listed them.

1. introducing yourself
2. telling how things are going for you
3. describing your school and your classes: class number and names, when you are taking them, how interesting (or not) your classes and professors are
4. describing your daily routine at school, what you do after classes and on weekends, where and with whom you do these activities, and so on



Después de escribir

1-46 Revisión. After writing your e-mail, you may discuss it with a classmate. Then go over it carefully.

1. Make sure you have provided all the information your Spanish friend may need or any other you deem necessary. Pay attention to the content of your message and to the order in which you presented the information.
2. Revise any errors in language use, spelling, punctuation, accentuation, and so on.
3. Finally, make any changes that will help make your email clear and comprehensible to your e-mail pen pal.

ESTRATEGIA

Brainstorm key ideas before writing

Brainstorming stimulates your creativity and helps you access your ideas. To brainstorm, make a note on a blank paper or computer screen of an idea or perspective you may want to emphasize. List words and ideas that will answer any questions that may arise.

Then organize them in the order in which you will use them in your text.

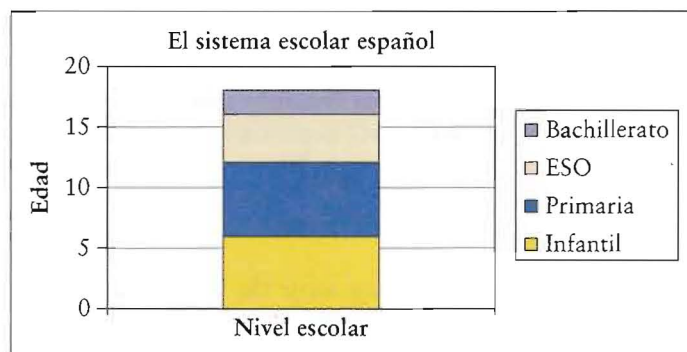
Thinking ahead and jotting down key words and ideas before you start to write your first draft is useful. It helps you think logically, focus on the topic, and put ideas in your own words.

ENFOQUE CULTURAL

Escuelas y universidades en España

El sistema escolar español es diferente del sistema de Estados Unidos y está dividido en cuatro partes: Educación Infantil, Educación Primaria, Educación Superior Obligatoria y, finalmente, el Bachillerato. En España, los niños y niñas hacen la Educación Infantil (que no es obligatoria sino voluntaria) hasta los seis años. Después empiezan la Educación Primaria, que es obligatoria y dura seis cursos, de los seis a los doce años de edad.

Entre los doce y los dieciséis años, los niños y niñas españoles cursan la Escuela Superior Obligatoria (ESO). La ESO completa la escolaridad obligatoria, pero muchos españoles continúan estudiando dos años más para terminar el Bachillerato, que los prepara para continuar con los estudios universitarios.



Rectorado de la Universidad Complutense

En otras palabras

Expresiones españolas

¡Vamos de tapas!

Let's go out for tapas!

¡Me han **cateado**!

They've flunked me!

Ella es muy **maja**.

She's a very nice person.

Te llamo luego, ¿**vale**?

I'll call you later, OK?

¿Dónde está ese **chaval**?

Where is that kid?

En España hay muchas universidades. La Universidad de Salamanca es una de las más antiguas del mundo y una de las más importantes de Europa. Esta universidad tiene un excelente programa de español para extranjeros y sus cursos de verano (durante junio, julio y agosto) tienen mucho prestigio.

De otra parte, la Universidad Complutense de Madrid es la más grande de España y también es muy antigua. Tiene un campus muy grande que se llama Ciudad Universitaria. Este nombre es muy apropiado, porque tiene más de 100.000 estudiantes.



El fútbol es un deporte muy popular en España.

En general, en las universidades españolas los estudiantes practican muchos deportes, pero la competencia entre universidades no es tan intensa como en Estados Unidos. Los deportes más populares entre los estudiantes universitarios españoles son el fútbol, el baloncesto y el atletismo, pero muchos estudiantes practican otros deportes también.

Los estudiantes universitarios españoles, como los de Estados Unidos, se divierten bailando en discotecas y clubes. Pero la música que escuchan no es necesariamente igual. A los jóvenes españoles les gusta escuchar música de rock en español. Hay muchos grupos de rock españoles. “El canto del loco” y “Fito y Fitipaldi” son dos grupos de rock español muy populares. A muchos jóvenes también les gusta bailar el flamenco, la música tradicional de Andalucía. En Sevilla, por ejemplo, hay clubes donde sólo tocan sevillanas, una música típica de esta ciudad. Finalmente, en su tiempo libre, muchos estudiantes españoles van de tapas y, por ejemplo, la Ciudad Universitaria está cerca de muchos bares de tapas.



Note to Student

In each chapter, the reading in *Enfoque cultural* is followed by two activities, *Comprensión* and *Use la información*. You have the option of doing *Comprensión* here or visiting the *Mosaicos* web page and following the link to that activity to download the worksheet.

1-47 Comprensión. PRIMERA FASE. Reconocimiento de palabras clave. Find in the text the Spanish word or phrase that best expresses the meaning of the following concepts:

preschool _____

middle school _____

high school _____

summer school _____

soccer _____

track _____

dance _____

SEGUNDA FASE. Oraciones importantes. Underline the statements that contain ideas found in the text. Then indicate where in the text those ideas appear.

1. Some Spanish students finish school at sixteen, while others continue with their education until they are eighteen.
2. Kindergarten is compulsory in Spain at the age of six.
3. Spanish universities are mostly private institutions.
4. The University of Salamanca has a long history.
5. The University of Madrid is so big that it is like a small city in itself.
6. Spanish universities offer their students the opportunity to practice sports.
7. Fito and Fitipaldi are two famous Spanish Formula drivers.
8. Many Spanish students enjoy dancing to traditional Spanish music.

TERCERA FASE. Ideas principales. Write a brief paragraph in English summarizing the main ideas expressed in the text.

1-48 Use la información. Prepare a poster to present to the class comparing what you have learned about the educational system of Spain to that of your own country. Use visuals to illustrate the different stages of the educational system, a few of the oldest and most important universities, and some of the activities that are popular with students in their free time.



CD 1

Tracks 28-34

VOCABULARIO



Las materias o asignaturas

la antropología
las ciencias políticas
la economía
el español
la estadística
la geografía
la historia
la informática/
la computación
la literatura
la psicología
la sociología

Los lugares

la biblioteca
el café
la cafetería
la casa
la discoteca
el gimnasio
el laboratorio
la librería
la oficina
la playa
la plaza
la universidad

Las Facultades

de Arquitectura
de Ciencias
de Humanidades
de Informática
de Medicina

Las personas

el alumno/la alumna
el compañero/
la compañera
el dependiente/
la dependienta
ellos/ellas
nosotros/nosotras
ustedes

Las descripciones

aburrido/a
antiguo/a
bueno/a
difícil
estudioso/a
excelente
fácil
favorito/a
grande
interesante
malo/a
norteamericano/a
pequeño/a

Subjects

anthropology
political science
economics
Spanish
statistics
geography
history
computer
science
literature
psychology
sociology

Places

library
cafe, coffee shop
cafeteria
house, home
dance club
gymnasium
laboratory
bookstore
office
beach
plaza, square
university

Schools, departments

of Architecture
of Sciences
of Humanities
of Computer Science
of Medicine

People

student
partner,
classmate

salesperson
they
we
you (plural)

Descriptions

boring
old
good
difficult
studious
excellent
easy
favorite
big
interesting
bad
North American
small

Verbos

aprender
asistir
bailar
beber
buscar
caminar
comer
comprar
comprender
conversar
correr
deber
escribir
escuchar
estar
estudiar
hablar
leer
llegar
mirar
montar (en bicicleta)
necesitar
participar
practicar
sacar buenas/malas notas
tomar
tomar apuntes/notas
trabajar
ver
vivir

Palabras y expresiones útiles

ahora
algo
¡Buena suerte!
¿Cómo te va?
con
¿Cuánto cuesta?
el diccionario
este/a
el examen
el fin de semana
para
pero
¡Qué lástima!
sólo
también
la tarea
tengo/tienes
¿verdad?

Verbs

to learn
to attend
to dance
to drink
to look for
to walk
to eat
to buy
to understand
to talk, to converse
to run
should
to write
to listen (to)
to be
to study
to speak
to read
to arrive
to look (at)
to ride (a bicycle)
to need
to participate
to practice
to get good/bad grades
to take; to drink
to take notes
to work
to see
to live

Useful words and expressions

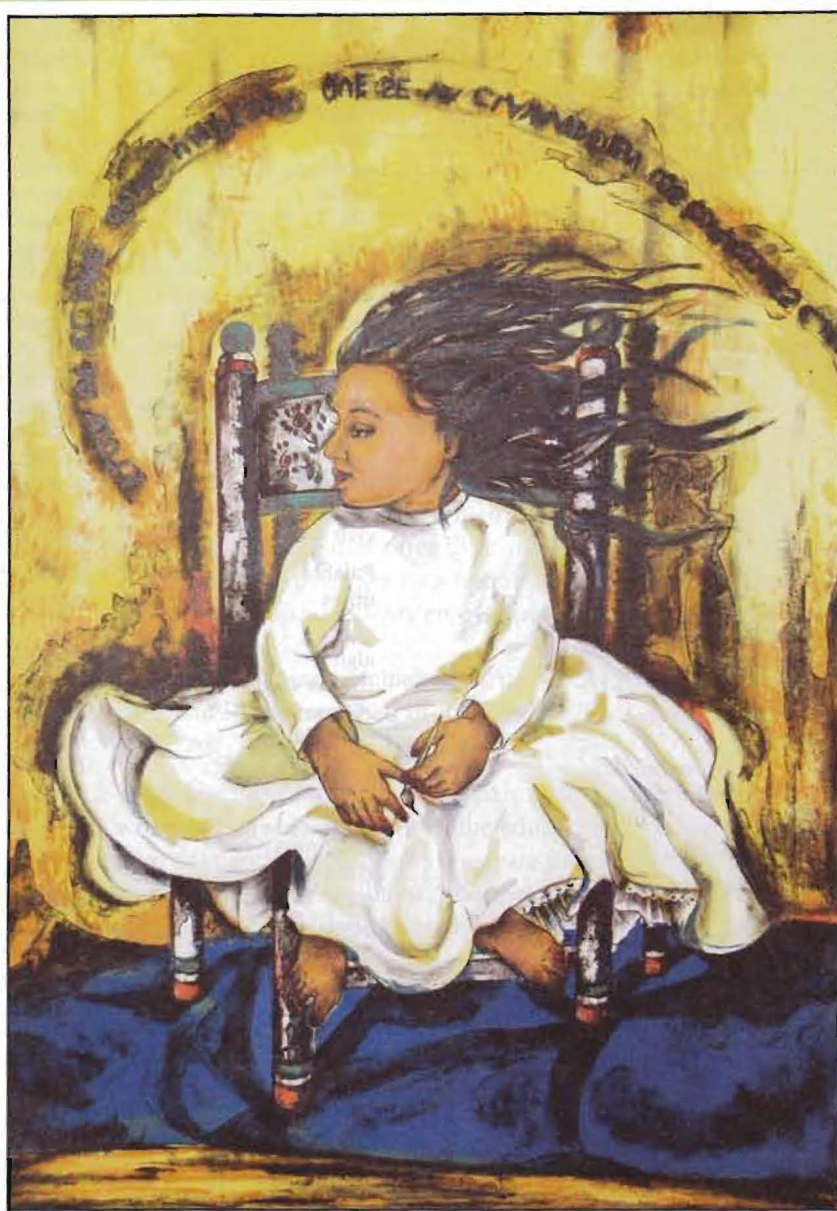
now
something
Good luck!
How is it going?
with
How much is it?
dictionary
this
test
weekend
for, to
but
What a pity!
only (adv.)
also
homework
I have/you have
right?

See page 33 for expressions of frequency.
See page 44 for question words.

.....
CAPÍTULO

2

Mis amigos y yo

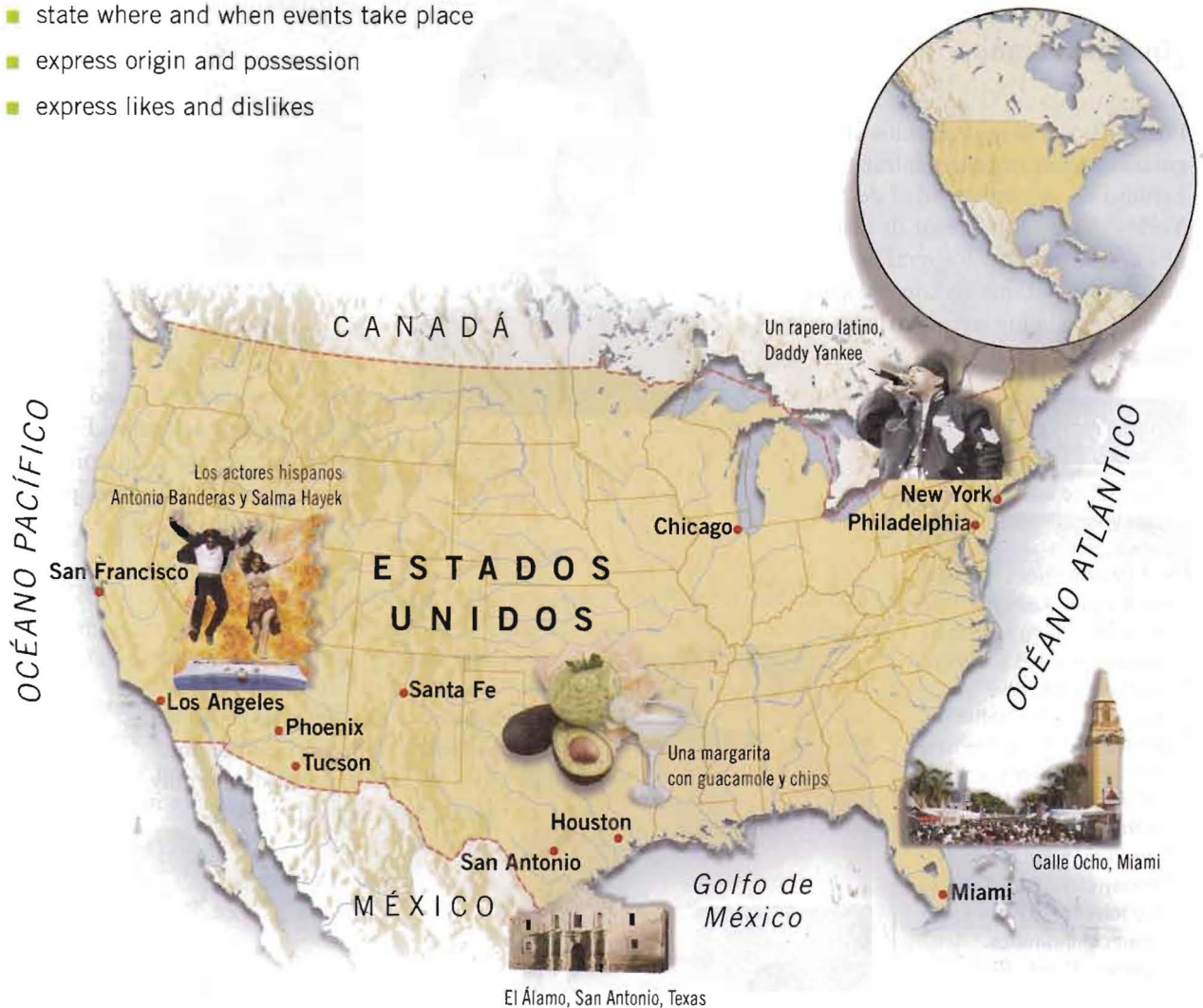


Yo soy/Myself, por Cristina Cárdenas, una pintora norteamericana de origen mexicano

In this chapter you will learn how to:

- describe people, places, and things
- state where and when events take place
- express origin and possession
- express likes and dislikes

Cultural focus: Estados Unidos



A vista de pájaro. Using the map and photos, as well as what you may already know, provide the following facts about Hispanics.

1. Tres hispanos famosos
2. El grupo hispano más numeroso en Estados Unidos
3. La ciudad (city) en Estados Unidos con más puertorriqueños
4. El estado con más mexicanos
5. Un producto hispano
6. Un tipo de música latina

A PRIMERA VISTA

Mis amigos y yo

¿Quiénes somos?

CD 1
Track 35

Me llamo Mario Quintana. Soy de Puerto Rico y **tengo** veintidós años. **Me gusta** escuchar música y mirar televisión. Estudio en una universidad de Nueva York y **deseo** ser profesor de historia. Los chicos en estas fotografías son mis amigos. Ellos también son **hispanos** y estudian en la universidad. **Todos** somos bilingües.

Cultura

Puerto Rico was a Spanish colony for almost four centuries until it was ceded to the United States following the Spanish-American War in 1898. Puerto Rico is a freely associated commonwealth (*estado libre asociado*) of the United States, and its people have been U.S. citizens since 1917. Most Puerto Ricans on the mainland live in New York; New Jersey, Pennsylvania, and Illinois also have large Puerto Rican communities. However, Puerto Rico remains geographically and culturally part of Latin America and almost all of its residents speak Spanish as their primary language. English is also widely spoken. Being bilingual opens doors to better economic opportunities in Puerto Rico and on the mainland.



Esta chica es Amanda Martone. Es **alta, delgada** y **morena**. Tiene los **ojos** de color **café** y el **pelo negro** y muy **largo**. Amanda es una chica muy **agradable**. Estudia **mucho** y desea ser economista. Su familia es dominicana, pero vive en Estados Unidos.



Esta chica se llama Ana Villegas. No es alta ni baja. Es de **estatura mediana** y usa **lentes de contacto**. Es **pelirroja** y tiene los **ojos oscuros**. Ana es **callada, trabajadora** y muy inteligente. Sus padres son cubanos.

Este chico se llama Ernesto Fernández. Ernesto es **moreno** y tiene los **ojos castaños** y el **pelo corto**. Es **bajo, fuerte**, muy **conversador** y **simpático**. **Le gusta** usar la computadora para conversar con sus amigos de aquí y de México.





Esta chica es Marta Chávez Conde. Es española y tiene veintiún años. Es rubia, tiene los ojos azules y es muy divertida. Este año está en Estados Unidos con su familia.

2-1 Asociaciones. To whom do the descriptions on the left refer?

1. — Tiene el pelo largo.
 2. — Tiene veintidós años.
 3. — Es de España.
 4. — Es bajo y fuerte.
 5. — Usa lentes de contacto.
 6. — Habla mucho.
 7. — Tiene los ojos de color café.
 8. — Tiene el pelo negro y es muy agradable.
 9. — Tiene los ojos azules y el pelo rubio, es muy divertida.
 10. — Desea ser profesor de historia.
- a. Mario Quintana
 - b. Amanda Martone
 - c. Ernesto Fernández
 - d. Ana Villegas
 - e. Marta Chávez Conde

2-2 ¿Quién es? PRIMERA FASE. Read the texts on pages 56–57 again and write a list of at least eight expressions that you may use to describe people, including physical appearance (*apariencia*) and personality traits (*personalidad*).

SEGUNDA FASE. Now, without mentioning his/her name, describe a classmate in at least three sentences, using the vocabulary from the *Primera fase*, or any other that you may need. The rest of the group will try to guess who this person is. The group can ask questions if more information is needed to guess the student's identity.

MODELO: E1: *Es de estatura mediana y delgado. Tiene el pelo negro. Es fuerte y callado.*

E2: *¿Es...?*

2-3 ¿Qué me gusta? Tell your classmate if you like each of the following activities. Then compare your responses.

comer en restaurantes italianos
escribir correos electrónicos
bailar los sábados por la noche

estudiar español
trabajar los fines de semana
tomar café por la noche

practicar tenis/fútbol/béisbol
tener animales en casa

MODELO: estar en casa por las noches

E1: *¿Te gusta estar en casa por las noches?*

E2: *Sí, me gusta. /No, no me gusta.*

Cultura

According to the 2000 census, one of every seven people in the United States is of Hispanic origin. With a population of 44,252,278, Hispanics account for 14 percent of the country's inhabitants. The Foundation of the Americas predicts that, by 2015, Hispanics will be the largest minority in the United States, numbering about 62.7 million. Although Hispanics can be found everywhere in the United States, most live in Los Angeles, New York, Miami, San Francisco, and Chicago. Mexicans constitute the largest Hispanic group, followed by Puerto Ricans and Cubans.

Lengua

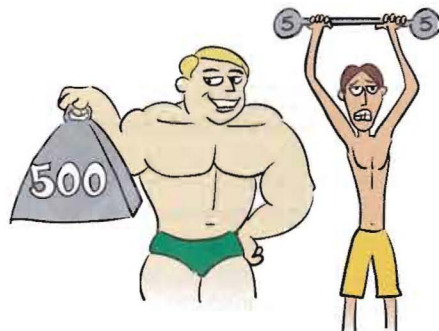
Depending on the region or country, *moreno/a* or *negro/a* may be used to refer to African ancestry and skin color or to hair color. The word *trigueño/a* (from *trigo*, wheat) is used to describe light brown skin color. *Corto/a* generally refers to length (*pelo corto*), while *bajo/a* refers to height (*Ella es baja*).



CD 1
Track 36

Las descripciones

¿Cómo son estas personas?



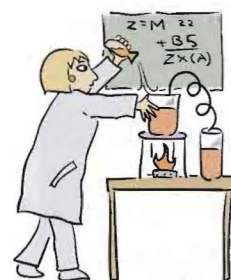
fuerte

débil



joven

vieja/mayor



lista



tonto



trabajador

perezoso



simpático



antipático



triste

alegre



pobre

rica



casado



soltero

¿Cómo son estos animales?

CD 1
Track 37 Este perro es feo y gordo.



Esta gata es bonita y delgada.

2-4 Opuestos. Complete the following statements about these famous people.

MODELO: *Shakira no es mayor, es joven.*

- | | |
|--|---------------|
| 1. <u>C</u> Penélope Cruz no es gorda, es... | a. trabajador |
| 2. <u>A</u> El presidente de la compañía no es perezoso, es... | b. lista |
| 3. <u>E</u> Jennifer López no es antipática, es... | c. delgada |
| 4. <u>B</u> Madonna no es tonta, es... | d. rico |
| 5. <u>D</u> Bill Gates no es pobre, es... | e. guapo |
| 6. <u>F</u> Enrique Iglesias no es feo, es... | f. simpática |

Lengua

The word **la pierna** (*leg*) is used with both humans and animals. **Foot** is **el pie** (humans) and **la pata** (animals).

En otras palabras

Depending on the region, Spanish speakers may use **bonita**, **linda**, or **guapa** to refer to a female. **Bien parecido**, **buen mozo**, **guapo** are usually used to refer to a male.

¿De qué color son estas cosas?

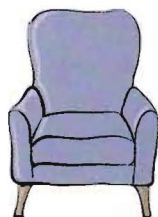
CD 1
Track 38



Este auto es rojo y es muy bueno.



Esta flor es amarilla y blanca. Es muy bonita.



La silla azul es alta.



La silla verde es baja.

Otros colores

CD 1
Track 39



marrón



gris



rosado



morado



anaranjado



negro

En otras palabras

Depending on the country and what is described, Spanish has various words to express the color brown: **café**, **marrón**, **carmelita**, **castaño/a**, and **pardo/a**. The words **naranja** and **rosa** are also used instead of **anaranjado/a** and **rosado/a**.



2-5 ¿De qué color son estas banderas (flags)? PRIMERA FASE. Read each description and then write the name of the country under its flag.

1. La bandera de Bolivia es roja, amarilla y verde.
2. La bandera de Estados Unidos es roja, blanca y azul.
3. La bandera de España es roja y amarilla.
4. La bandera de México es verde, blanca y roja.
5. La bandera de Colombia es amarilla, azul y roja.



a. _____



b. _____



c. _____



d. _____



e. _____

SEGUNDA FASE. Take turns choosing a color and stating how many objects of that color are in the classroom. Your classmate will guess the color.

MODELO: E1: *Hay dos mochilas y ocho pantalones vaqueros (jeans).*
E2: *Es el azul.*



2-6 Vamos a describir. Describe the people in these photos.



Eva



Alicia y Raquel



Alejandro



José Luis

2-7 ¿Quién soy? Write a brief description of yourself including at least three physical traits, two personality traits, and two activities that you like to do. Do not include your name on the paper. Give the paper to your instructor. He/She will ask each student to pick a description, read it, and try to guess who wrote it.

El origen

¿De dónde son... ?

CD 1
Track 40



Cultura

Hispanics in the United States come from countries all over the world. Some are recent immigrants, but others have roots here that go back centuries. For example, Mexicans were living in what is now Texas, New Mexico, Arizona, Colorado, Nevada, and California, among other places, long before those territories became part of the United States after the Mexican War (1846–1848). Puerto Ricans have been U.S. citizens since 1917.

Lengua

These are other examples of nationalities:

alemán/alemana (German),
canadiense,
francés/francesa,
japonés/japonesa,
marroquí, nigeriano/a,
polaco/a, portugués/
portuguesa.

2-8 Nacionalidades. PRIMERA FASE. Indicate the nationalities of the following people.

MODELO: *Carolina Herrera es una diseñadora famosa de Venezuela.*
Es venezolana.

1. Albert Pujols es un jugador de béisbol de República Dominicana.
Es _____.
2. Salma Hayek es una actriz de México, protagonista de *Frida*. Es _____.
3. Rigoberta Menchú es una activista de Guatemala, Premio Nobel de la Paz, 1992. Es _____.
4. Julio Bocca es un bailarín de Argentina. Es _____.
5. Isabel Allende es escritora, originaria de Chile, autora de *La casa de los espíritus*. Es _____.
6. Oprah Winfrey es una presentadora de televisión de Estados Unidos.
Es _____.
7. Gabriel García Márquez es un escritor de Colombia, autor de *Cien años de soledad*, Premio Nobel, 1982. Es _____.
8. Ricky Martin es un cantante de Puerto Rico. Es _____.

En directo

To express some reasons why a person might interest you:

Me gustan sus libros.

Escribe novelas fascinantes.

Trabaja por los pobres.

Es muy guapo/bonita/elegante.

Baila muy bien.

SEGUNDA FASE. Which of the personalities in the *Primera fase* is interesting to you? Why?

MODELO: *Para mí, ...es interesante. Es un actor famoso/una actriz famosa.*



2-9 Adivinanzas (Guesses). Think of a well-known person. A classmate will try to guess the identity by asking you questions.

MODELO: E1: *¿De dónde es?*

E2: *Es estadounidense./Es de Estados Unidos.*

E1: *¿Cómo es?*

E2: *Es de estatura mediana, rubio y muy rico.*

E1: *¿Qué es?/¿En qué trabaja?*

E2: *Es actor.*

E1: *¿Es Brad Pitt?*

E2: *¡Sí!*



2-10 Entrevista. PRIMERA FASE. Interview a classmate to find out the following information:

1. his/her name
2. his/her age
3. what he/she is like
4. the things he/she likes to do
5. where he/she is from
6. ...

SEGUNDA FASE. Write an introduction to the interview and a description of this person, including physical traits. Then share it with the class.



CD 1
Track 41

2-11 ¡Hola! **PRIMERA FASE.** You will hear a student describe himself. Before you listen, mark (✓) in the *Antes de escuchar* column the information you think he may provide.

	ANTES DE ESCUCHAR	DESPUÉS DE ESCUCHAR
1. name		
2. age		
3. parents' names		
4. physical description		
5. country where he was born		
6. place where he intends to work		

SEGUNDA FASE. Now, listen and pay attention to the general idea of what is said. Then, in the *Después de escuchar* column, indicate which information the speaker provided.

EN ACCIÓN

Diarios de bicicleta: ¿Una cantante divina?

Antes de ver

2-12 PRIMERA FASE. How well do you remember? Indicate whether the following statements refer to Javier (J) or to Daniel (D).

1. ☐ Es mexicano. 2. ☐ Es muy puntual. 3. ☐ Es colombiano.

SEGUNDA FASE. In this segment a singer is scheduled to audition for a role in an upcoming musical. Guess what she looks like by underlining one sentence in each pair.

1. Es bonita. Es fea.
2. Es joven. Es vieja.
3. Tiene el pelo corto. Tiene el pelo largo.
4. Tiene los ojos verdes. Tiene los ojos negros.

Mientras ve

2-13 Indicate whether each statement is **cierto (C)** or **falso (F)** according to the video segment. Correct the statements that are false.

1. ☐ Los amigos están en la cafetería.
2. ☐ Luciana y Gabi necesitan escuchar audiciones para un nuevo musical.
3. ☐ Beatriz Condes canta una canción tradicional mexicana.
4. ☐ Beatriz Condes canta mal.

Después de ver

2-14 At the end of the video segment, a new character appears. Write five sentences in Spanish describing her.



FUNCIONES Y FORMAS

1. Describing people, places, and things: Adjectives



Ana, Patricia y Teresa estudian mucho. Son inteligentes y trabajadoras.



Eduardo es alto y atlético.



Adriana es baja y es muy elegante.



Carlos, Luis y Carmen son sociables y activos. Conversan y bailan mucho en los clubes.

Piénselo. Complete the descriptions of the people in the drawings by supplying their names.

1. _____ es joven y delgada.
2. _____, _____ y _____ son interesantes y estudiosas.
3. _____ es moreno y guapo.
4. _____, _____ y _____ son populares y activos.
5. _____ es colombiano.
6. _____, _____ y _____ son españolas.

- Adjectives are words that describe people, places, and things. Like articles (el, la, los, las) and nouns (chica, chicas; libro, libros), they generally have more than one form. In Spanish an adjective must agree in gender (masculine or feminine) and number (singular or plural) with the noun or pronoun it describes. Adjectives that describe characteristics usually follow the noun.
- Most masculine adjectives end in -o, and most feminine adjectives end in -a. To form the plural, these adjectives add -s.

	MASCULINE	FEMININE
SINGULAR	el chico alto	la chica alta
PLURAL	los chicos altos	las chicas altas

- Adjectives that end in **-e** and some adjectives that end in a consonant have the same form for both masculine and feminine. To form the plural, adjectives that end in **-e** add **-s**; those that end in a consonant add **-es**.

	MASCULINE	FEMININE
SINGULAR	un libro interesante un cuaderno azul	una revista (<i>magazine</i>) interesante una mochila azul
PLURAL	unos libros interesantes unos cuadernos azules	unas revistas interesantes unas mochilas azules

- Other adjectives that end in a consonant add **-a** to form the feminine and **-es** or **-as** to form the plurals.

	MASCULINE	FEMININE
SINGULAR	el alumno español el alumno hablador	la alumna española la alumna habladora
PLURAL	los alumnos españoles los alumnos habladores	las alumnas españolas las alumnas habladoras

- Adjectives that end in **-ista** are both masculine and feminine. To form the plurals, add **-s**.

Pedro es muy optimista, *Pedro is very optimistic,*
pero Alicia es pesimista. *but Alicia is pessimistic.*
Ellos no son materialistas. *They are not materialistic.*

2-15 ¿Cómo son estas personas? Choose the correct completion to describe the following people. More than one answer may be possible.

- Muchos alumnos de mi universidad son...
a. latinoamericano. b. hispanos. c. norteamericanas. d. mexicanos.
- Mi profesora favorita es muy...
a. joven. b. activo. c. inteligente. d. delgado.
- Mi amigo Nicolás es muy...
a. tonta. b. fuerte. c. callado. d. antipática.
- Las dos chicas más inteligentes de la clase son...
a. activos y sociables. b. trabajadoras y estudiosas. c. altos y morenos. d. interesante y optimista.

2-16 Cualidades necesarias. Your school is hiring recent graduates to help recruit students interested in studying other languages and cultures. Mark (✓) the qualities you think these new employees should have and then describe them to a partner, making sure that adjectives agree with nouns. Your partner will mention additional qualities.

MODELO: dos empleados bilingües en inglés y español

E1: *Los empleados bilingües hablan bien inglés y español. Son activos y extrovertidos.*

E2: *Sí. Son simpáticos, no son antipáticos. Hablan con los estudiantes y los padres de los estudiantes.*

- dos especialistas en computadoras para el laboratorio de lenguas
 ____ activo ____ bilingüe ____ competente ____ pasivo
 ____ agradable ____ callado ____ extrovertido ____ trabajador
- una recepcionista para la Oficina de Admisiones
 ____ eficiente ____ imparcial ____ perezoso ____ simpático
 ____ hablador ____ interesante ____ perfeccionista ____ tímido



2-17 Personas importantes. PRIMERA FASE. With your partner, take turns describing the people in the photos. Use at least three of the following descriptions: *atlético, cómico, extrovertido, guapo, inteligente, liberal, serio, simpático, tiene el pelo..., tiene los ojos..., trabajador, ...*



Jimmy Smits es un actor famoso de cine (*movies*) y televisión.



Tish Hinojosa es una cantante mexicano-americana. Canta y escribe canciones también.



Julia Álvarez es una novelista y poeta dominicana. También es profesora.



Alex Rodríguez es un jugador de béisbol muy bueno.



SEGUNDA FASE. Now, take turns describing someone important in your life. Your partner will ask questions to get more information about that person.

En directo

To address someone on the phone about an ad:

Hola, buenos días, llamo por el anuncio...

To respond:

¡Ah, sí, hola! Buenos días...

To greet someone you know on the phone:

Hola, ¿qué tal?

Soy María... /Habla María...

To respond:

Ah, ¡hola!

¿Qué tal, María?/¿Cómo estás?

SITUACIONES

- 1. Role A.** You have just rented an apartment near campus and are looking for a roommate (**compañero/a de apartamento**). You receive a call from an interested student. Verify the student's name and ask a) where he/she is from; b) what his/her personality traits are; c) if he/she works and, if so, where; and d) what he/she likes to do in his/her free time (**tiempo libre**).

Role B. Through an ad (**anuncio**) on a campus bulletin board, you see that someone is looking for a roommate (**compañero/a de apartamento**). You call that person. Answer his/her questions in detail and ask any questions you may have.
- 2. Role A.** Your friend calls to tell you that he/she has been dating someone new. Ask a) where your friend's new boyfriend/girlfriend (**novio/a**) is from; b) what he/she is like; c) what he/she studies; d) if he/she has a car and, if so, what it looks like (color, size); and e) at least one other question of your own invention.

Role B. You call your friend to talk about your new boyfriend/girlfriend. Your friend asks a lot of questions. Answer in as much detail as possible.

2. Identifying and describing; expressing origin, possession, location of events, and time: Present tense of *ser*



Marc Anthony **es** un artista neoyorquino muy talentoso y versátil. **Es** cantante y actor. Sus padres **son** de Puerto Rico. También **es** compositor. Canta y escribe canciones de salsa, de pop y de pop latino, y **es** un actor muy bueno de cine y de teatro. Sus (*His*) conciertos **son** en Estados Unidos y en muchos países latinoamericanos.

Piénselo. Read the sentences about Marc Anthony on the left. Select the meaning expressed by **es** or **son** in each sentence from the list on the right.

- | | |
|--|---------------------------------|
| 1. — Marc Anthony es de ascendencia puertorriqueña. | a. identificación |
| 2. — El próximo (<i>next</i>) concierto de Marc Anthony es en California. | b. descripción |
| 3. — La esposa de Marc Anthony es Jennifer López. | c. nacionalidad/origen |
| 4. — Las películas de Marc Antony son muy populares. | d. posesión |
| 5. — Este álbum de Marc Antony es de Daniel. Es su álbum favorito. | e. eventos (localización, hora) |
| 6. — Marc Anthony es muy famoso como artista de salsa y de pop. | |

- You have practiced some forms of **ser** and have used them for identification (*Esta señora es la profesora de historia*) and to tell time (*Son las cuatro*). Here are other uses of this verb.

SER (to be)			
yo	soy	nosotros/as	somos
tú	eres	vosotros/as	sois
Ud., él, ella	es	Uds., ellos/as	son

- As you have seen, **ser** is used with adjectives to describe an intrinsic feature of a person, place, or thing.

¿Cómo **es** ella?

Es atlética y extrovertida.

¿Cómo **es** el apartamento?

El apartamento **es** pequeño pero **es** muy cómodo.

What is she like?

She is athletic and outgoing.

What is the apartment like?

The house is small, but it is very comfortable.

Lengua

Adjectives of nationality that end in a consonant form the feminine by adding **-a**.

español → española

Note that the feminine and plural forms do not have a written accent.

portugués → portuguesa

portugueses → portuguesas

alemán → alemana

alemanes → alemanas

Adjectives of nationality are not capitalized.

Lengua

De + el contracts to **del**, but **de + la** and **de + los/las** do not contract.

El diccionario **es del** profesor, no **es de la** estudiante.

The dictionary is the professor's, not the student's.

- **Ser** is used to express nationality; **ser + de** is used to express origin.

NATIONALITY

Gonzalo **es** chileno.

Gonzalo is Chilean.

Adriana **es** venezolana.

Adriana is Venezuelan.

ORIGIN

¿De dónde **son** Gonzalo y Adriana?

Where are Gonzalo and Adriana from?

Gonzalo **es de** Chile.

Gonzalo is from Chile.

Adriana **es de** Venezuela.

Adriana is from Venezuela.

- **Ser + de** is used to express possession. The equivalent of the English word *whose?* is **¿de quién?**

¿De **quién** es el apartamento?

Whose apartment is it?

El apartamento **es de** Marta.

The apartment is Marta's.

- **Ser + de** is also used to express the material of which something is made.

El reloj **es de** oro.

The watch is (made of) gold.

Las sillas **son de** madera.

The chairs are made of wood/wooden.

- **Ser** is also used to express where an event takes place or time of an event.

El concierto **es** en el estadio.

The concert is (takes place) in the stadium.

La clase **es** a las nueve.

The class is (takes place) at nine.

- 2-18 ¿Cómo somos? PRIMERA FASE.** Look at the following descriptions and write an X under the appropriate heading.

	SÍ	NO
1. Yo soy muy estudioso/a y trabajador/a.	_____	_____
2. A veces soy callado/a.	_____	_____
3. Soy norteamericano/a.	_____	_____
4. Mis abuelos son de otro (another) país.	_____	_____
5. Mi familia es muy religiosa y tradicional.	_____	_____
6. Mi mejor amigo/a es extrovertido/a y conversador/a.	_____	_____
7. Mis amigos y yo somos sociables y activos.	_____	_____
8. Mis clases este semestre son interesantes.	_____	_____



SEGUNDA FASE. Now compare your answers with your partner's. Ask questions to get additional information.

2-19 ¿Cómo y dónde? Ask what the following people, places, and objects are like. For your Spanish class, ask when and where it takes place, and for the computer lab, ask where it is located, as well as what the computers are like.

MODELO: tu profesor/a de inglés

E1: *¿Cómo es tu profesor de inglés?*

E2: *Es alto, moreno y muy simpático.*

1. tus amigos
2. tu cuarto (*bedroom*)
3. tu compañero/a de cuarto (*roommate*)
4. el auto de tu mejor amigo/a
5. la clase de español
6. el laboratorio de computadoras

2-20 ¿Qué es esto? Take turns to describe an object and its location in the classroom. Your partner will ask you questions and guess what it is.

MODELO: E1: *Es grande, es de plástico, está al lado de la ventana.*

E2: *¿De qué color es?*

E1: *Es roja.*

E2: *¿Es la mochila de Juan?*

2-21 Eventos y lugares. You are working at the university's information booth, and a visitor (your classmate) stops by. Answer his/her questions. Then switch roles.

MODELO: la exposición del club de fotografía

VISITANTE: *Perdón/Disculpe, ¿dónde es la exposición del club de fotografía?*

EMPLEADO/A: *Es en la biblioteca.*

VISITANTE: *¿Dónde está la biblioteca?*

EMPLEADO/A: *Está en la calle Madison, enfrente del edificio (building) de biología.*

1. el concierto de música salsa
2. la conferencia (*lecture*) sobre el arte mexicano
3. el banquete para los estudiantes internacionales
4. la reunión de profesores
5. la fiesta del club de español
6. la ceremonia de graduación

Lengua

Madera (wood), plástico, tela (fabric), metal, oro (gold), vidrio (glass) are some words used to describe what something is made of.

SITUACIONES

1. **Role A.** You meet a student from a Spanish-speaking country in one of your classes. Introduce yourself and find out a) the student's name; b) his/her city and country of origin; c) characteristics of his/her city; and d) what his/her friends are like.

Role B. You are an international student from a Spanish-speaking country. Answer your classmate's questions and then ask questions to get the same information he/she obtained from you.

2. **Role A.** A friend has invited you to a party at his/her house on Saturday. Ask a) where the house is located; b) what it looks like (so you can find it easily); and c) what time the party is.

Role B. You have invited a friend to a party at your house on Saturday. Answer your friend's questions. Then explain that the house belongs to your parents (**padres**), and tell your friend why your parents are not at home that weekend.

3. Expressing inherent qualities and changeable conditions: *Ser* and *estar* with adjectives



Todos los estudiantes **están** aburridos porque la profesora **es** aburrida.

Piénselo. Read the statements below and classify them as to whether they describe either a) a personality trait/physical characteristic or b) a feeling or perception that may change.

1. ___ La profesora **es** aburrida. Sus clases no son interesantes.
2. ___ Sofía **está** delgada en ese vestido (*dress*) negro.
3. ___ Los estudiantes **están** nerviosos. Tienen un examen difícil hoy.
4. ___ Normalmente, las modelos **son** altas y muy delgadas.
5. ___ Hoy los niños **están** contentos. Van (*They are going*) al parque.
6. ___ Roberto **es** estudioso y trabajador. Estudia mucho todos los días.

- **Ser** and **estar** are often used with the same adjectives. However, the choice of verb determines the meaning of the sentence.
- **Ser + adjective** states the norm—what someone or something is like.

Jorge es delgado.	<i>Jorge is thin.</i> (He is a thin man.)
Sara es muy nerviosa.	<i>Sara is very nervous.</i> (She is a nervous person.)
El libro es nuevo.	<i>The book is new.</i> (It is a new book.)
- **Estar + adjective** expresses a change from the norm, a condition, or how one feels about the person or object being discussed.

Jorge está delgado.	<i>Jorge is/looks thin.</i> (He lost weight recently, or he looks thin in a picture or because of the clothes he is wearing.)
Sara está muy nerviosa.	<i>Sara is very nervous.</i> (She is feeling nervous.)
El libro está nuevo.	<i>The book is/looks new.</i> (It is used, but it seems like a brand new book.)

- The adjectives **contento/a**, **cansado/a**, **enojado/a** are always used with **estar**.

Ella **está** contenta ahora. *She is happy now.*
 Los niños **están** cansados. *The children are tired.*
 Carlos **está** enojado. *Carlos is angry.*

- Some adjectives have one meaning with **ser** and another with **estar**.

Ese señor **es** malo. *That man is bad/evil.*
 Ese señor **está** malo. *That man is ill.*
 La chica **es** lista. *The girl is clever/smart.*
 La chica **está** lista. *The girl is ready.*
 La manzana **es** verde. *The apple is green.*
 La manzana **está** verde. *The apple is not ripe.*
 La profesora **es** aburrida. *The professor is boring.*
 La profesora **está** aburrida. *The professor is bored.*

2-22 ¿Qué pasa aquí? Look at the drawings and then complete the descriptions about each one with the appropriate form of **ser** or **estar**.

- Esteban _____ (1) un joven listo y estudioso. Este semestre saca buenas notas, excepto en la clase de economía. _____ (2) una clase muy difícil. Esteban _____ (3) nervioso porque mañana hay un examen sobre la Comunidad Económica Europea, pero él no _____ (4) listo. Debe estudiar toda la noche.
- ¡Pobres niños! (*Poor children!*) La fruta _____ (5) buena y saludable (*healthful*), pero estas manzanas _____ (6) verdes, no _____ (7) buenas. Ahora los niños no _____ (8) contentos. Una niña _____ (9) mala porque le duele el estómago (*her stomach hurts*).



2-23 Cambios (Changes). Imagine that you and your partner know the people mentioned below. One of you will describe a person, using an adjective in the list. The other explains how the person has changed and why. Then switch roles.

MODELO: Arturo/fuerte

E1: *Arturo es fuerte.*

E2: *Pero por su enfermedad (illness), ahora está muy débil.*

PERSONAS	CARACTERÍSTICAS	RAZONES
1. Ramón	alegre	por sus problemas
2. Laura y Gustavo	callado/a	por la dieta
3. Cristina	conversador/a	por el ejercicio
4. Andrés	débil	por el exceso de estudio
5. Ana y Sofía	extrovertido/a	por la falta (<i>lack</i>) de motivación
6. Teresa	feliz	por su depresión
	fuerte	por sus buenas notas
	introvertido/a	
	optimista	
	perezoso/a	
	pesimista	
	trabajador/a	
	triste	

2-24 Termómetro emocional. PRIMERA FASE. Indicate (✓) how you feel in each situation. Then write two adjectives to further describe how you feel and how you think your classmate feels in these situations.

LUGARES	ABURRIDO/A	CONTENTO/A	TRANQUILO/A	NERVIOSO/A	YO	MI COMPAÑERO/A
en la cafetería con mis compañeros						
en los exámenes finales						
en la oficina de un profesor/una profesora						
en un concierto con mis amigos						
en una fiesta formal						
en mi casa por la noche						



SEGUNDA FASE. Now compare your responses with those of your partner and write down one similarity and one difference between the two of you. Report to the class.

MODELO: en la clase de español

E1: *En la clase de español, yo estoy contentola. Tú también estás contentola en la clase de español, ¿verdad?*

E2: *Tienes razón. Yo estoy contentola. O Estás equivocadola. Yo estoy aburridola.*

E1: *[a la clase] Yo estoy contentola en la clase de español, pero Amanda está aburrida.*

SITUACIONES

- Role A.** You have traveled to another city for a job interview. A friend of a friend who lives in that city has offered to show you around. Make arrangements over the phone to meet this person, whom you do not know. Find out what the person looks like, so you will be able to spot him/her at your meeting place.

Role B. You have offered to get together with a friend of a friend who has a job interview in your city. You do not know this person, so when you arrange over the phone to meet, you have to find out what the person looks like and something about his/her personality, so you can decide what to show him/her.

- Role A.** Show your classmate a photo. Identify the people and explain what they are like. Then respond to your friend's questions and comments about them.

Role B. After your classmate tells you about the people in the photo, ask and comment about a) how they seem to be feeling, based on their facial expressions or what they are doing and b) where they appear to be.

4. Expressing ownership: Possessive adjectives

Mis amigos y yo

Condorito—the main character of the comic strip magazine of the same name—introduces some of his closest friends. Look at the group portrait to follow what he says.



Condorito y sus amigos

Mi nombre es Condorito. Soy un cóndor simpático, listo y sincero.

Yayita y **su** pequeña Sobrina (*niece*) Yuyito son **mis** dos grandes amores (*sweethearts*). La sobrina **de** Yayita es muy atractiva, pero es muy dependiente de **su** tía (*aunt*) y de **su** abuelo Don Tremendón. **Nuestra** relación es especial. Nosotros pasamos mucho tiempo juntos.

Mi sobrino (*nephew*) Coné es amoroso, pero un poco llorón (*whiner*). **Su** mejor amiga es Yuyito. La actividad favorita **de ellos** es comer chocolate y jugar en el parque. Finalmente, Doña Tremebunda es la madre de **mi** novia Yayita. Honestamente no me gusta mucho hablar con ella porque es muy materialista. También es dominante y ambiciosa. Y **tu** familia y amigos, ¿cómo son?

Cultura

Condorito, a comic strip created by the Chilean cartoonist René Ríos (Pepo), is popular throughout Latin America. The main character, Condorito, is an anthropomorphic condor who uses his wit, rather than his work or talents, to solve the problems of everyday life. The multifaceted Condorito, usually in black pants and red shirt, adopts new identities to tell the latest gossip in town. With his ability to transcend social class, nationality, and ideology, he can be a peasant, a scientist, or a beggar, an Egyptian or an Argentinian. The comic strip in which he appears portrays with humor the personality and struggles of the Chilean people. For more information go to the *Mosaicos* web page.

Piénselo. Complete the following statements, using the information in Condorito's description.

- Condorito tiene una novia. ____ nombre es ____ .
a. Tu... Yayita b. Mi... Doña Tremebunda c. Su... Yayita
- Condorito dice (*says*): *Nuestra relación es especial*. ¿A qué relación se refiere Condorito en esta afirmación?
a. La relación de Condorito con Yayita y su familia.
b. La relación de Yayita con la familia de ella.
c. La relación entre Coné, Yayita, la familia de Yayita y él (Condorito).
- Coné es ____ Condorito.
a. la hija de b. el sobrino de c. el hijo (*son*) de
- Condorito prefiere no pasar tiempo con Doña Tremebunda. ¿Por qué?
a. por la apariencia física de ella b. por la personalidad de ella
c. por el hijo de ella

- Possessive adjectives modify nouns to express possession. They always precede the noun they modify.

mi amigo tu familia

POSSESSIVE ADJECTIVES	
mi(s)	my
tu(s)	your (familiar)
su(s)	your (formal), his, her, its, their
nuestro(s), nuestra(s)	our
vuestro(s), vuestra(s)	your (familiar plural)

- Possessive adjectives change number to agree with the thing possessed, not with the possessor.

mi clase, mis clases

- The *nosotros/as* and *vosotros/as* forms must agree also in gender.

nuestro profesor, nuestros amigos; nuestra profesora, nuestras amigas

- *Su* and *sus* have multiple meanings. To ensure clarity, you may use *de + the name of the possessor* or *the appropriate pronoun* instead of *su/sus*. For example, the multiple meanings of *su compañera* can be expressed as follows:

la compañera + {
 de ella (la compañera de Elena)
 de él (la compañera de Jorge)
 de usted
 de ustedes
 de ellos (la compañera de Elena y Jorge)
 de ellas (la compañera de Elena y Olga)

En otras palabras

The word for *car* in Spanish varies, depending on the country or region. The most widely accepted word is **el auto**, commonly used in the southern half of South America. In Mexico, Central America, the Caribbean, and the northern countries of South America, **el carro** is frequently used. **El coche** is used in Spain.

2-25 Mi mundo (world). PRIMERA FASE. Write down two things that you own (*pertenencias*) and two people whom you value very much. You may use the words in the box or choose others.

Pertenencias:	un carro	una computadora portátil	un iPod
Personas:	un amigo/ una amiga	un profesor ideal/ una profesora ideal	un actor/ una actriz

PERTENENCIAS

1. _____

2. _____

PERSONAS

1. _____

2. _____



SEGUNDA FASE. Take turns describing your selections. Take notes so that you can share with the class the similarities and differences between you and your classmate.

Pertenencias

E1: *Yo tengo un auto. Es rápido y moderno. Y tú, tienes un auto?*

E2: *Sí.*

E1: *¿Y cómo es tu auto?*

E2: *Mi auto es rojo y muy viejo.*

Personas

E1: *Mi madre es importante en mi vida (life). Es muy alegre y activa. Y tu mamá, ¿cómo es?*

E2: *Mi madre es tranquila y muy inteligente.*

2-26 Mi familia. Which of these statements apply to your family and friends? Mark (✓) your answers in the spaces under **Yo**. Then interview a classmate.

	YO	MI COMPAÑERO/A
1. Mi familia es grande.	✓	
2. Otros miembros de mi familia viven en nuestro barrio (<i>neighborhood</i>).	✓	
3. A veces pasamos las vacaciones con mis abuelos (<i>grandparents</i>).	✓	✓
4. Siempre conversamos sobre temas políticos.	✓	✓
5. A veces no estamos de acuerdo y discutimos.		✓
6. Nuestros amigos visitan la casa frecuentemente.		✓

2-27 Nuestra universidad. PRIMERA FASE. In preparation for the *Segunda fase*, write some words that generally describe the following aspects of your university.

- los profesores: _____
- las clases: _____
- los estudiantes: _____
- los equipos (*teams*) de fútbol, baloncesto, béisbol, etc.: _____
- el campus: _____

SEGUNDA FASE. Now write 1 or 2 sentences about each topic in the *Primera fase*. Be prepared to present your sentences to the class. The class will decide which sentences a) describe the school most accurately and b) present an appealing view of the school for prospective students.

SITUACIONES

- Role A.** You are a Spanish professor. You inform a student about a lecture by another professor. Explain that a) the professor is visiting the university; b) there is a lecture by the professor (**una conferencia del profesor**) on Thursday; c) it will take place in the library.

Role B. Your professor invites you to a lecture. Find out a) the time of the lecture; b) the speaker's name; and c) the topic (**tema**).

- Role A.** You are a student from Peru studying in the United States. You phone your parents and ask how they are. Tell about your host parents (**madre americana/padre americano**), brother (**hermano**), and sister (**hermana**). Describe their ages, appearance, personalities, and occupations.

Role B. You live in Peru, and your child is studying in the United States. When he/she calls, ask about a) the host family schedule (**horario**) and b) activities of the host family.

En directo

To initiate the conversation:

Oye (*Hey*), mi hermano americano es...

¿Sabes? (*You know?*) Mi hermano americano es...

To acknowledge information by showing surprise:

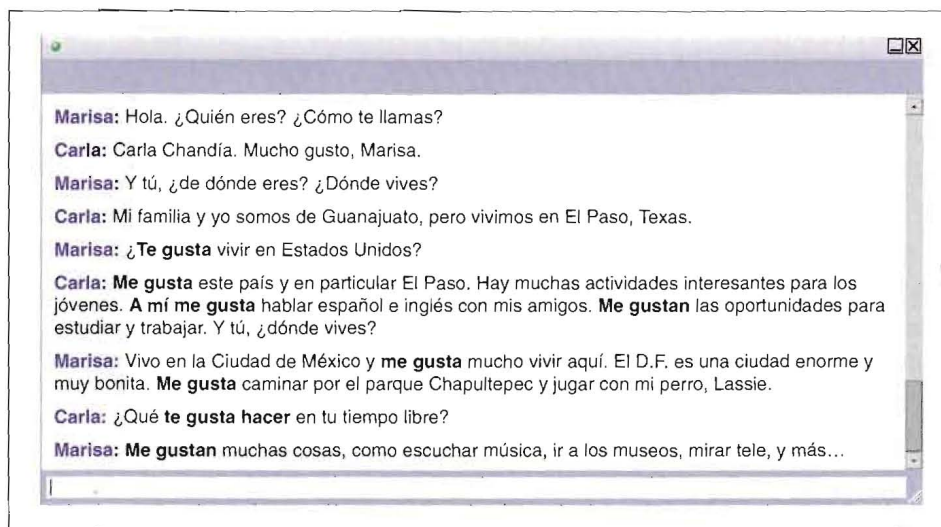
Ah, ¿sí?

¡No me digas!

Oh, really?, No way!, Wow!

5. Expressing likes and dislikes: *Gustar*

The following is a transcript of a chat over the Internet between Marisa, a Mexican student living in Mexico City, and Carla, a Mexican American living in El Paso, Texas.



Piénselo. Indicate whether each paraphrase best refers to Marisa (M) or Carla (C).

1. ____ **Me gustan** las posibilidades académicas que ofrece Estados Unidos.
2. ____ **Me gusta** vivir en la capital de México.
3. ____ **Me gusta** ser bilingüe.
4. ____ **Me gustan** las actividades al aire libre (*open air*).
5. ____ **Me gusta** el arte.

- To express what you like to do, use **me gusta + infinitive**. To express what you don't like to do, use **no me gusta + infinitive**.

Me gusta hablar español.	<i>I like to speak Spanish.</i>
No me gusta mirar televisión.	<i>I don't like to watch television.</i>
Me gusta practicar deportes y salir con mis amigos.	<i>I like to play sports and go out with my friends.</i>

- To express that you like something or someone, use **me gusta + singular noun** or **me gustan + plural noun**.

Me gusta la música clásica.	<i>I like classical music.</i>
Me gustan las personas alegres.	<i>I like happy people.</i>

- To ask a classmate what he/she likes, use **¿Te gusta(n)... ?** To ask your instructor, use **¿Le gusta(n)... ?**

¿Te gusta/Le gusta tomar café?	<i>Do you like to drink coffee?</i>
¿Te gustan/Le gustan los chocolates?	<i>Do you like chocolates?</i>

- To state what another person likes, use **a + name of person + le gusta(n)...** When you are talking about the preferences of more than one person, use **a + name of person + les gusta(n)...**

A Diego le gustan las fiestas. *Diego likes parties.*

A Carlos le gusta el fútbol. *Carlos likes soccer.*

A Diego y a Carlos les gusta ir de vacaciones con sus padres. *Diego and Carlos like to go on vacation with their parents.*

2-28 Mis preferencias. PRIMERA FASE. Mark (✓) your preferences in the following chart.

ACTIVIDAD	ME GUSTA MUCHO	ME GUSTA UN POCO	NO ME GUSTA
escribir correos electrónicos en español			
comer en restaurantes de comida mexicana			
bailar salsa			
escuchar música rock en español			
aprender sobre la cultura de otros países			
visitar lugares históricos			

SEGUNDA FASE. Now, compare your answers with those of a classmate. Share with the class one similarity and one difference between you and your partner in terms of your preferences.

2-29 ¿Te gusta... ? PRIMERA FASE. Ask if a classmate likes the following. Be sure to ask follow-up questions as appropriate.

- el gimnasio de la universidad
- los teléfonos celulares con conexión a Internet
- la informática
- los autos de este año
- los animales
- los conciertos de música clásica

SEGUNDA FASE. Write a brief note to another classmate in which you share two pieces of information about yourself and two pieces of information you discovered about your partner.

2-30 ¿Qué te gusta hacer? PRIMERA FASE. Write down some questions that you would ask a classmate to find out the following:

- what he/she likes to do in his/her free time
- in what restaurant he/she likes to eat with his/her family

SEGUNDA FASE. Interview two classmates and ask each of them the questions you prepared in the *Primera fase*. Compare their responses and be prepared to share with others your conclusions regarding how your classmates spend their time.

SITUACIONES

- 1. Role A:** You are at a park where you hear someone giving Spanish commands to a dog. Break the ice and introduce yourself. Ask a) the person's name; b) the dog's name and age; and c) if the dog is friendly (**manso**). Compliment the dog (smart, strong, very pretty, etc.). Tell the person that you like dogs very much and that you also like cats. Answer the questions this person asks.

Role B: You are in the park training your dog and someone approaches. Answer this person's questions and ask if he/she has a dog, and if so, what it looks like. Say that you don't like cats because they are not active or fun. Finally, ask where this person is from and where he/she is studying Spanish.

- 2. Role A:** You are at Panchero's, a Mexican restaurant. While you are waiting to be seated, you hear someone speaking Spanish to a child. Introduce yourself and ask the child's name and age. Compliment the parent on his/her beautiful child. Also ask the parent if he/she likes Panchero's and likes to eat at American restaurants like McDonald's.

Role B: You and your two-year-old daughter are waiting to be seated at Panchero's, a Mexican restaurant. Someone asks you about your child. React to the person's comments and answer his/her questions.



MOSAICOS

A escuchar

ESTRATEGIAS

Listen for specific information

When you ask a person specific questions, he/she may provide not only the answers you need, but also additional information. To listen efficiently, focus on the answers you requested. This will help you obtain the information you need.

Antes de escuchar

2-31 Preparación. You will listen to a student telling her mother about how different her roommates are. Before listening to their conversation, write the name(s) of your own roommate(s) and a sentence that describes each of them.

Escuchar



2-32 ¿Comprende usted? Listen to the conversation between a student and her mother. Mark (✓) the appropriate column(s) to indicate whether the following statements describe Rita, Marcela, or both.

CD 1
Track 42

	RITA	MARCELA
1. Estudia economía.		
2. Le gusta bailar.		
3. Es alta, morena y tiene los ojos negros.		
4. Es muy seria, baja y delgada.		
5. Estudia arte moderno.		

Después de escuchar

2-33 Ahora usted. Complete the following sentences to say how you feel about your roommate(s).

1. Me gusta(n) mi(s) compañero/a(s) de cuarto porque...
2. A veces no me gusta(n) mi(s) compañero/a(s) de cuarto porque...
3. Mi(s) compañero/a(s) de cuarto y yo somos semejantes/diferentes porque...

A conversar

Describe a person

Descriptions are most effective when they are well organized. When describing a person, you may want to include demographic information (e.g., age, nationality/origin), physical characteristics, and personality traits. A well-organized description presents information by category, beginning with an introductory phrase to prepare your listener.

ESTRATEGIAS

Antes de conversar



2-34 Preparación. *Mafalda*, like *Condorito*, featured earlier in this chapter, is a popular comic strip in the Spanish-speaking world. Go to the *Mosaicos* web page, choose one of the characters shown there, and read the description about him/her.

Conversar

2-35 Entre nosotros. Describe the physical characteristics and personality traits of the *Mafalda* character you read about in 2-34. Your partner will ask questions or comment as appropriate. Then switch roles.

Después de conversar

2-36 Un poco más. Find out about another popular comic character, like those mentioned in the *Cultura* box below, and tell the class about him/her.

Cultura

Mafalda is the name of a character in a comic strip of the same name created by the Argentinian cartoonist Quino. Extremely popular in the Spanish-speaking world, she is a six-year-old girl deeply concerned with political issues and world peace. Her naive yet sharp criticism of society has made her an icon for the defense of human rights. For more information go to the *Mosaicos* web page.

Cultura

Many Hispanics who emigrate to other countries maintain connections to their culture by reading and listening to music in Spanish. In areas with large Hispanic populations, Spanish-language newspapers and magazines are available.

These carry some of the many comic strips popular in the Hispanic world, including *Mafalda* (Argentina), *Condorito* (Chile), and *Mortadelo y Filemón* (Spain). You will find information about these comic strips on the Internet.

En directo

To introduce information about physical characteristics:

En cuanto a lo físico,...
/ Físicamente, es...

To introduce information about personality:

Es una persona... / Tiene un carácter...

A leer

ESTRATEGIAS

Scan a text for specific information

When you read in Spanish, your goal should be to read for ideas, not for the meaning of every word. One way to read for ideas is to search for particular pieces of information that you think will be in the text. Often the comprehension questions after the text will help you decide what information to search for as you read. This approach to reading, called *scanning*, works best if you a) focus on the information you are seeking and b) read the text through quickly at least twice, looking for specific information each time.

Antes de leer

2-37 Preparación. PRIMERA FASE. Read the title of the text and examine its format. (This is the reading strategy you learned in *Capítulo 1*.) What type of text is it?

1. a series of e-mail messages
2. personal ads
3. ads for items for sale

SEGUNDA FASE. Scan the text and use your highlighter to mark the following information in each paragraph.

1. el nombre de la persona
2. la edad (*age*) de la persona
3. la dirección electrónica de la persona

Leer

2-38 Primera mirada. Read the personal ads that follow and scan them for the information needed in the form. In some cases, it may not be possible to provide all the information requested.

	PERSONA 1	PERSONA 2	PERSONA 3	PERSONA 4
nombre				
edad				
nacionalidad				
estado civil				
personalidad (1 ó 2 adjetivos)				
le gusta...				

Amigos sin fronteras

Soltera, sin hijos y sin compromiso. Me llamo Susana y tengo 24 años. Soy guatemalteca. Busco amigos extranjeros, solteros, separados o divorciados, jóvenes o mayores. Soy amable, cariñosa y muy trabajadora. Por mi trabajo, viajo mucho, pero me gusta la compañía de otras personas. Soy bilingüe. Hablo español e inglés. Escriban a sincompromiso@comcast.net.

Soy Ricardo Brown. 21 años, sincero, dedicado. Me gustan las fiestas. Soy soltero. Deseo conocer a una chica de unos 23 años, preferiblemente venezolana como yo. Prefiero una mujer activa e independiente. Me gusta practicar deportes y explorar lugares nuevos. Escribárame a amigosincero@msn.com.

Me llamo Pablo Sosa, tengo 31 años, y soy chileno. Soy agradable y muy

trabajador. Me gusta hacer mi trabajo a la perfección, pero soy tolerante. Los autos convertibles son mi pasión. Deseo mantener correspondencia por correo electrónico con jóvenes del extranjero para intercambiar información sobre los convertibles europeos o americanos. Mi dirección electrónica es locoporlosautos@yahoo.com.

Soy Xiomara Stravinsky, decoradora y fotógrafa argentina. Me gusta el arte, especialmente el impresionismo. Tengo 27 años y soy divorciada. Soy dinámica, agradable y generosa, pero tengo pocos amigos porque tengo dos trabajos y paso muchas horas con mis clientes. Necesito un cambio en mi vida. ¿Deseas ser mi amigo/a? Por favor, escríbeme a xiomarastravinsky@hotmail.com.

Lengua

The letter **y** changes to **e** when it precedes a word beginning with **i** or **h**.

inglés y español, but
español e inglés

inteligente y agradable,
but **agradable e inteligente**

Después de leer

2-39 Ampliación. PRIMERA FASE. What qualities do you associate with Susana (S), Ricardo (R), Pablo (P), and Xiomara (X)? Why? With a classmate, write the person's initial next to each quality, and support your opinions.

- | | |
|-----------------------|---------------------|
| a. ___ sociable | e. ___ mayor |
| b. ___ simpático/a | f. ___ flexible |
| c. ___ divertido/a | g. ___ trabajador/a |
| d. ___ perfeccionista | h. ___ ocupado/a |

SEGUNDA FASE. Find the best match for Susana, Ricardo, Pablo and Xiomara from the following responses received.

- Tengo 22 años y me gustan todos los deportes. Mis padres viven en Caracas pero yo vivo en Miami.
- Enseño arte en la escuela secundaria. Tengo tiempo para mis amigos los fines de semana.
- Soy de Nicaragua. Soy muy sociable y deseo perfeccionar mi inglés.
- Trabajo para *Autos de hoy*, una revista de Internet.

A escribir

ESTRATEGIAS

Consider audience and purpose

Writing is an act of communication between writer and reader. Writers usually have a purpose in mind, such as compiling information, informing the reader, describing something or someone, or expressing a point of view. Readers rely on their prior knowledge and on the quantity and quality of information presented to derive meaning from the text.

As you write, keep in mind your purpose and make the necessary adjustments to form and content to facilitate your audience's comprehension of the message.

Antes de escribir

2-40 Preparación. PRIMERA FASE. Read the following ad written by a movie fan in your local Spanish-language newspaper.

Fanático del cine necesita amigos para discutir películas los fines de semana. Tengo 24 años y estudio cinematografía. Me fascinan las películas de acción y también las románticas. Soy fuerte, activo, atlético y aventurero. Me gusta practicar deportes, especialmente el tenis y el esquí. Siempre estoy muy ocupado, pero tengo unas horas todas las semanas para conversar sobre películas y hacer deportes. Interesados, favor de enviar correo electrónico a fanaticodelcine@yahoo.com.

SEGUNDA FASE. You decide to respond to the ad. First, think about the following questions and mark (✓) your responses accordingly.

- | | |
|--|--|
| <p>1. What is the purpose that <i>fanaticodelcine</i> has in mind when he writes the e-mail?</p> <p>a. ____ to find a girlfriend</p> <p>b. ____ to find someone (male or female) to talk with about movies</p> | <p>2. What would your purpose be if you responded to his personal ad?</p> <p>a. ____ to share your interest in movies with someone who is knowledgeable about the topic.</p> <p>b. ____ to date <i>fanaticodelcine</i></p> |
|--|--|

TERCERA FASE. Now jot down information that will help you meet the goal of becoming the conversation partner of *fanaticodelcine*.

1. your age
2. your place of origin
3. words (adjectives) that describe you physically
4. expressions (adjectives) that describe your personality
5. activities (verbs) that you like to do that may match the needs of the person in the ad

Escribir

2-41 Manos a la obra. Write an e-mail to *fanaticodelcine* using the information you prepared in the *Tercera fase* of 2-40.

Para:	
Asunto:	Anuncio

Hola, _____

Respondo a tu anuncio del periódico. (Provide your name.)

Primero, aquí tienes alguna información personal. (Provide personal information.)

En segundo lugar, estas son algunas de las actividades que, al igual que tú, yo hago en mi tiempo libre. (Provide activities that you, like *fanaticodelcine*, like to do in your free time.)

En tercer lugar, los fines de semana... (Tell what you like to do.)

Finalmente, deseo ser tu amigo/a. Por favor, escríbeme un correo electrónico a mi dirección: _____

Hasta pronto.

Después de escribir

2-42 Revisión. After writing your e-mail, read it again and check the following:

1. Did you include all the information *fanaticodelcine* needs? Do you think your information will be interesting to him?
2. Did you use punctuation correctly? Did you verify that there are no spelling or grammatical mistakes that may hinder communication?
3. Make any necessary changes that will make your e-mail clear and comprehensible to *fanaticodelcine*.

ENFOQUE CULTURAL

Los hispanos y la expansión de Estados Unidos

Inicialmente, Estados Unidos está formado por trece colonias de Inglaterra. Estas trece colonias ocupan principalmente el noreste y la región del Atlántico. Las trece colonias se independizan de Inglaterra en la larga y violenta Guerra de Independencia. George Washington es un líder muy importante de esta guerra. El 4 de julio de 1776, el Congreso Continental firma la Declaración de Independencia en Filadelfia y George Washington es el primer presidente de la nueva república.



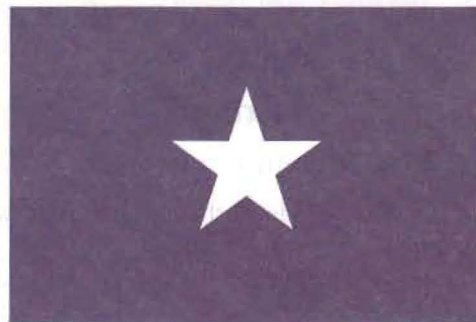
La expansión de Estados Unidos



Moneda de 25 centavos en honor de Luisiana, 2002

En 1810, el presidente James Madison anexa al territorio de Estados Unidos la región de Florida Occidental. Esta región está en la costa norte del Golfo de México y hoy pertenece a los estados de Luisiana, Misisipi, Alabama y Florida. Pero anteriormente, pertenece a España, Francia y también a Inglaterra. Durante un tiempo se llama la República Independiente de Florida Occidental. España disputa esta anexión, pero en 1819 acepta ceder todo el territorio de Florida, incluyendo la península de Florida.

La primera expansión de las trece colonias hacia el oeste ocurre en 1803 durante la presidencia de Thomas Jefferson. En este año, el gobierno de Estados Unidos compra a Francia el inmenso territorio de Luisiana por 23 millones de dólares. Esta región ocupa unos 2.100.000 km². La compra de Luisiana incorpora todo el valle del Río Misisipi al territorio de Estados Unidos.



Bonnieblue, la bandera de la República Independiente de Florida Occidental



Dinero de República Independiente de Texas

Entre 1845 y 1853, Estados Unidos anexa extensos territorios mexicanos. La anexión de Texas en 1845 causa la guerra entre México y Estados Unidos. En 1848, México cede otra parte muy grande de su territorio, incluyendo partes de Texas, Colorado, Arizona, Nuevo México y Wyoming, además de toda la extensión de California, Nevada y Utah. En 1853 Estados Unidos compra un área adicional en la frontera de México y el presidente Franklin Pierce paga diez millones de dólares. Los habitantes mexicanos de estas regiones son los ancestros de muchos latinos de Estados Unidos.



El escudo de Puerto Rico tiene el símbolo de San Juan y la inscripción en latín: "Su nombre es Juan".

En 1898 Puerto Rico se convierte en un protectorado de Estados Unidos a causa de la guerra de Estados Unidos contra España. Los habitantes de Puerto Rico son ciudadanos de Estados Unidos desde 1917.

En otras palabras

Expresiones puertorriqueñas:

No le des **cabuya**.

Don't give him/her ammunition to bother you.

Yo no compro la lotería porque tengo una

macacoa terrible.

I don't buy lottery tickets because I have terrible luck.

Dejó su cuarto hecho un **majarete**.

He/She left his/her room a complete mess.

En otras palabras

Expresiones chicanas (Mexican-American):

Ando brujo.

I am broke.

¡Ándale, güero!

Let's go, blonde!

2-43 Comprensión. PRIMERA FASE. Reconocimiento de palabras clave. Find in the text the Spanish word or phrase that best expresses the meaning of the following concepts:

1. war _____
2. valley _____
3. ancestors _____
4. border _____
5. coat of arms _____
6. citizen _____

SEGUNDA FASE. Oraciones importantes. Underline the statements that contain ideas found in the text. Then indicate where in the text those words appear.

1. The colonies became independent after a long and violent war.
2. The Continental Congress signed the Declaration of Independence in Philadelphia.
3. George Washington was a good soldier, but a poor politician.
4. The purchase of the Mississippi Valley turned out to be a poor decision by President Jefferson.
5. Spain gave up its claim to Florida and West Florida without any resistance.
6. The United States and Mexico went to war over the annexation of Texas.
7. Puerto Ricans are citizens of the United States.

TERCERA FASE. Ideas principales. Write a brief paragraph in English summarizing the main ideas expressed in the text.



2-44 Use la información. Prepare an oral presentation describing the current flag or a historic flag of one of the states that has a Hispanic heritage. Consult the *Mosaicos* web page where you will find a worksheet and relevant links to collect information about the flag.



CD 1

Tracks 43-47

VOCABULARIO

Las descripciones

agradable
alegre
alto/a
antipático/a
bajo/a
bilingüe
bonito/a
callado/a
cansado/a
casado/a
contento/a
conversador/a
corto/a
débil
delgado/a
divertido/a
enojado/a
estatura mediana
feo/a
fuerte
gordo/a
guapo/a
joven
largo/a
listo/a
mayor
moreno/a
nervioso/a
nuevo/a
oscuro/a
pelirrojo/a
perezoso/a
pobre
rico/a
rubio/a
simpático/a
soltero/a
tonto/a
trabajador/a
triste
viejo/a

Las nacionalidades

alemán/alemana
argentino/a
boliviano/a
canadiense
chileno/a
colombiano/a
costarricense
cubano/a
dominicano/a
ecuatoriano/a
español/a
estadounidense
francés/francesa
guatemalteco/a

Descriptions

nice
happy, glad
tall
unpleasant
short (in stature)
bilingual
pretty
quiet
tired
married
happy, glad
talkative
short (in length)
weak
thin
funny, amusing
angry
average, medium (height)
ugly
strong
fat
good-looking, handsome
young
long
smart; ready
old
brunette
nervous
new
dark
redhead
lazy
poor
rich, wealthy
blond
nice, charming
single
silly, foolish
hardworking
sad
old

Nationalities

German
Argentinian
Bolivian
Canadian
Chilean
Colombian
Costa Rican
Cuban
Dominican
Ecuadorian
Spanish
U.S. citizen
French
Guatemalan

hispano/a
hondureño/a
japonés/japonesa
marroquí
mexicano/a
nicaragüense
nigeriano/a
panameño/a
paraguayo/a
peruano/a
polaco/a
portugués/portuguesa
puertorriqueño/a
salvadoreño/a
uruguayo/a
venezolano/a

Los colores

amarillo/a
anaranjado/a
azul
blanco/a
marrón
gris
morado/a
negro/a
rojo/a
rosado/a, rosa
verde

Verbos

desear
ser
usar

Palabras y expresiones útiles

el auto, el coche, el carro
de
¿de quién?
del
la flor
le gusta(n)
los lentes de contacto
me gusta(n)
mucho (*adv.*)
mucho/a (*adj.*)
el ojo
el pelo
te gusta(n)
Tengo... años.
tiene
todos/as

Hispanic
Honduran
Japanese
Moroccan
Mexican
Nicaraguan
Nigerian
Panamanian
Paraguayan
Peruvian
Polish
Portuguese
Puerto Rican
Salvadorian
Uruguayan
Venezuelan

Colors

yellow
orange
blue
white
brown
gray
purple
black
red
pink
green; not ripe

Verbs

to wish, to want
to be
to use

Useful words and expressions

car
of, from
whose?
of the (contraction of de + el)
flower
you (formal) like; he/she likes
contact lenses
I like
much, a lot
many
eye
hair
you (familiar) like
I am . . . years old.
he/she has; you (formal) have
everybody

See the English-Spanish and Spanish-English glossaries for other adjectives of nationality.

See page 74 for possessive adjectives.