



GUZMÁN LAPUERTA LISKIN-GASPARRO

MOSAICOS

SPANISH AS A WORLD LANGUAGE

SEVENTH EDITION



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Mosaicos

SPANISH AS A WORLD LANGUAGE

SEVENTH EDITION

Elizabeth E. Guzmán

University of Iowa, retired

Paloma Lapuerta

Central Connecticut State University

Judith E. Liskin-Gasparro

University of Iowa, Emerita

Executive Editor of Courseware Portfolio Management:

Amber Chow

Editor in Chief: Carolyn Merrill**Managing Editor:** Harold Swearingen**Senior Content Producer:** Cecilia Turner**Senior Program Manager:** Jennifer Feltri-George**Senior Development Editor:** Sarah Link**Portfolio Manager Assistant:** Christa Cottone**Executive Product Marketing Manager:** Christopher Brown**Portfolio Management Assistant:** Kaylee Navarra**Director of Market Development:** Helen Alejandra

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Printer/Binder: LSC Communications**Cover Printer:** LSC Communications**Cover Design:** Piko Design**Cover Credit:** Getty Images/1001 Nights

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Library of Congress Cataloging-in-Publication Data

Names: Guzmán, Elizabeth E., author.

Title: Mosaicos: Spanish as a world language / Elizabeth E. Guzmán,

University of Iowa, retired, Paloma Lapuerta, Central Connecticut State

University, Judith E. Liskin-Gasparro, University of Iowa, Emerita.

Description: Seventh edition. | Boston: Pearson, 2018. | Includes

bibliographical references and index.

Identifiers: LCCN 2018051587 | ISBN 9780135162897 (alk. paper) |

ISBN 0135162890 (alk. paper)

Subjects: LCSH: Spanish language—Textbooks for foreign speakers—English.

Classification: LCC PC4129.E5 G896 2018 | DDC 468.2/421—dc23

LC record available at <https://lcn.loc.gov/2018051587>

Student Edition:

ISBN-10: 0-135-16289-0

ISBN-13: 978-0-135-16289-7

Annotated Instructor Edition:

ISBN-10: 0-135-26766-8

ISBN-13: 978-0-135-26766-0

Loose Leaf Edition:

ISBN-10: 0-135-30477-6

ISBN-13: 978-0-135-30477-8

Brief Contents

Preliminar Bienvenidos 2

1 ¿Qué estudias? 28

2 ¿Quiénes son tus amigos? 62

3 ¿Qué hacen para divertirse? 100

4 ¿Cómo es tu familia? 138

5 ¿Dónde vives? 172

6 ¿Qué te gusta comprar? 210

7 ¿Cuál es tu deporte favorito? 248

8 ¿Cuáles son tus tradiciones? 284

9 ¿Dónde trabajas? 326

10 ¿Cuál es tu comida preferida? 364

11 ¿Cómo te sientes? 396

12 ¿Te gusta viajar? 436

13 ¿Qué es arte para ti? 474

14 ¿Cómo vivimos los cambios sociales? 508

15 ¿Qué nos trae el futuro? 544

Appendix 1 Written Accents and Word Formation in Spanish A-1

Appendix 2 Verb Charts A-3

Appendix 3 Spanish-English Glossary A-9

Appendix 4 English-Spanish Glossary A-22

Text & Photo Credits A-34

Communicative Functions and Learning Strategies Index A-36

Index A-38

Scope and Sequence

CAPÍTULO	LEARNING OUTCOMES	CULTURE
Preliminar Bienvenidos 2	• Introduce yourself, greet others, and say goodbye • Identify people and classroom objects and tell where they are in the classroom • Listen to and respond to classroom expressions and requests • Spell names and addresses and share phone numbers • Express dates, tell time, and comment on the weather • Share information about the Spanish language and where it is spoken	Enfoque cultural: <i>El español en el mundo</i> 3
1 ¿Qué estudias? 28	• Talk about studies, campus, and academic life • Describe daily routines and activities • Ask and answer questions • Express location and states of being • Specify gender and number • Talk about Spain in terms of products, practices, and perspectives • Share information about student life in Hispanic countries and identify cultural similarities	Enfoque cultural: <i>España</i> 29 Mosaico cultural: <i>La vida universitaria en España e Hispanoamérica</i> 39 En acción: <i>Los saludos</i> 40
2 ¿Quiénes son tus amigos? 62	• Describe people, places, and things • Express origin and possession • Talk about where and when events take place • Describe what someone or something is like • Express emotions and conditions • Identify what belongs to you and others • Discuss the people, things, and activities you and others like and dislike • Talk about Hispanics in the United States in terms of products, practices, and perspectives • Talk about cultural stereotypes	Enfoque cultural: <i>Estados Unidos</i> 63 Mosaico cultural: <i>Los estereotipos y la cultura hispana</i> 73 En acción: <i>Entre amigos en Los Ángeles</i> 74

VOCABULARIO EN CONTEXTO	FUNCIONES Y FORMAS	MOSAICOS
<i>Las presentaciones</i> 5 <i>Los saludos y las despedidas</i> 7 <i>¿Qué hay en el salón de clase?</i> 10 <i>Los meses del año y los días de la semana</i> 11 <i>El tiempo</i> 13 <i>Expresiones útiles en la clase</i> 14 <i>El alfabeto</i> 16	Identifying and describing people: Singular forms of ser 17 Locating people and things: Estar + location 19 Using numbers: Numbers 0 to 99 21 Expressing time in Spanish: Telling time 24	
<i>Los estudiantes españoles</i> 31 <i>La universidad y los cursos</i> 33 <i>Las actividades de los estudiantes</i> 36	Asking and answering questions: Interrogative words 41 Expressing location and states of being: Present tense of estar 44 Talking about academic life and activities: Present tense of regular -ar verbs 47 Talking about academic life and activities: Present tense of regular -er and -ir verbs 51 Specifying gender and number: Articles and nouns 54	Escucha • Listen for the gist 58 Habla • Ask questions to gather information 58 Lee • Identify the format of a text 59 Escribe • Brainstorm key ideas before writing 60
<i>Mis amigos y yo</i> 65 <i>Las descripciones</i> 67 <i>El origen</i> 70	Identifying and describing people, places, and things: Adjectives 75 Identifying and describing; expressing origin, possession, location of events, and time: Present tense of ser 80 Expressing qualities, emotions, and conditions: Ser and estar with adjectives 83 Expressing ownership: Possessive adjectives 87 Expressing likes and dislikes: Gustar 91	Escucha • Listen for specific information 95 Habla • Describe a person 95 Lee • Scan a text for specific information 96 Escribe • Use adjectives to enrich your descriptions 98

Scope and Sequence (continued)

CAPÍTULO	LEARNING OUTCOMES	CULTURE
3 ¿Qué hacen para divertirse? 100	- Describe free-time activities and talk about food - Plan your daily activities and express intentions - Identify prices and dates - State what and whom you know - Talk about Peru in terms of products, practices, and perspectives - Share information about free-time activities in Hispanic countries and identify cultural similarities	Enfoque cultural: <i>Perú</i> 101 Mosaico cultural: <i>Los jóvenes y la vida social</i> 112 En acción: <i>¡A comer!</i> 113
4 ¿Cómo es tu familia? 138	- Talk about family members and their daily routines - Express opinions, plans, preferences, and feelings - Express obligation - Express how long something has been going on - Talk about Venezuela in terms of its products, practices, and perspectives - Share information about families and family life in Hispanic countries and make cultural comparisons	Enfoque cultural: <i>Venezuela</i> 139 Mosaico cultural: <i>Las telenovelas venezolanas</i> 148 En acción: <i>Una fiesta en familia</i> 149
5 ¿Dónde vives? 172	- Talk about housing, the home, and household activities - Express ongoing actions - Describe physical and emotional states - Avoid repetition in speaking and writing - Point out and identify people and things - Express when, where, or how an action occurs - Talk about Nicaragua, El Salvador, and Honduras in terms of products, practices, and perspectives - Talk about housing in urban areas	Enfoque cultural: <i>Nicaragua, El Salvador y Honduras</i> 173 Mosaico cultural: <i>Las viviendas en centros urbanos</i> 183 En acción: <i>En casa</i> 184

VOCABULARIO EN CONTEXTO	FUNCIONES Y FORMAS	MOSAICOS
<i>Las diversiones</i> 103 <i>Los planes</i> 106 <i>La comida</i> 109	Expressing movement and plans: Present tense of <i>ir</i> and <i>ir a</i> + infinitive 114 Expressing intention, means, movement, and duration: Some uses of <i>por</i> and <i>para</i> 118 Talking about things we do: Present tense of <i>hacer</i>, <i>poner</i>, <i>salir</i>, <i>traer</i>, and <i>oír</i> 121 Talking about quantity: Numbers 100 to 2,000,000 126 Stating what you know: <i>Saber</i> and <i>conocer</i> 129	Escucha - Use background knowledge 133 Habla - Inform yourself before you do a survey 134 Lee - Look for and use key words 135 Escribe - Write for your audience 136
<i>Los miembros de la familia</i> 141 <i>¿Qué hacen los parientes?</i> 144 <i>Las rutinas familiares</i> 146	Expressing obligation: <i>Tener que</i> + infinitive 150 Expressing opinions, plans, preferences, and feelings: Present tense of stem-changing verbs: <i>e</i> → <i>ie</i>, <i>o</i> → <i>ue</i>, and <i>e</i> → <i>i</i> 153 Talking about daily routines: Reflexive verbs and pronouns 157 Expressing reciprocity: Reciprocal verbs and pronouns 160 Expressing how long something has been going on: <i>Hace</i> with expressions of time 164	Escucha - Listen for a purpose 167 Habla - Organize information 167 Lee - Use title and illustrations to anticipate content 168 Escribe - Use your knowledge of the topic when you write 170
<i>¿Dónde vives?</i> 175 <i>La casa, los muebles y los electrodomésticos</i> 178 <i>Las tareas domésticas</i> 181	Expressing ongoing actions: Present progressive 185 Describing physical and emotional states: Expressions with <i>tener</i> 189 Avoiding repetition in speaking and writing: Direct object nouns and pronouns 193 Pointing out and identifying people and things: Demonstrative adjectives and pronouns 198 Expressing when, where, or how an action occurs: Adverbs 202	Escucha - Create mental images 205 Habla - Plan what you want to say 205 Lee - Inform yourself about a topic before you start to read 206 Escribe - Consider various perspectives 208

Scope and Sequence (continued)

CAPÍTULO	LEARNING OUTCOMES	CULTURE
6 ¿Qué te gusta comprar? 210	• Talk about shopping and clothes • Describe people, objects, and events • Indicate to whom or for whom an action takes place • Express likes and dislikes • Talk about events in the past • Talk about Colombia in terms of products, practices, and perspectives • Share information about shopping practices in Hispanic countries and identify cultural similarities	Enfoque cultural: <i>Colombia</i> 211 Mosaico cultural: <i>Las tiendas de barrio</i> 221 En acción: <i>De moda</i> 222
7 ¿Cuál es tu deporte favorito? 248	• Talk about sports • Talk about the weather • Emphasize and clarify information • Talk about past events • Talk about Argentina and Uruguay in terms of products, practices, and perspectives • Share information about sporting events in Hispanic countries and identify cultural similarities	Enfoque cultural: <i>Argentina y Uruguay</i> 249 Mosaico cultural: <i>Los hinchas y el superclásico</i> 259 En acción: <i>Vamos a hacer surf</i> 260
8 ¿Cuáles son tus tradiciones? 284	• Discuss situations and celebrations • Describe conditions and express ongoing actions in the past • Tell stories about past events • Compare people and things • Talk about Mexico in terms of products, practices, and perspectives • Share information about celebrations in Hispanic countries and make cultural comparisons	Enfoque cultural: <i>México</i> 285 Mosaico cultural: <i>Las tradiciones y la diversidad cultural</i> 296 En acción: <i>Hay que celebrar</i> 297
9 ¿Dónde trabajas? 326	• Talk about careers and employment • Describe past events in more detail • Avoid repetition • Give instructions and suggestions • Talk about Guatemala in terms of products, practices, and perspectives • Share information about the causes and consequences of migration from Guatemala to the United States	Enfoque cultural: <i>Guatemala</i> 327 Mosaico cultural: <i>¿Trabajas o estudias?</i> 337 En acción: <i>Buscando trabajo</i> 338

VOCABULARIO EN CONTEXTO	FUNCIONES Y FORMAS	MOSAICOS
<i>Las compras</i> 213 <i>La ropa</i> 216 <i>¿Qué debo llevar?</i> 219	Describing people, objects, and events: More about <i>ser</i> and <i>estar</i> 223 Indicating to whom or for whom an action takes place: Indirect object nouns and pronouns 226 Expressing likes and dislikes: <i>Gustar</i> and similar verbs 230 Talking about the past: Preterit tense of regular verbs 235 Talking about the past: Preterit of <i>ir</i> and <i>ser</i> 239	Escucha - Take notes to recall information 243 Habla - Expressing dissatisfaction to achieve a result 243 Lee - Use context to figure out the meaning of unfamiliar words 244 Escribe - Recount events in sequence 246
<i>Los deportes</i> 251 <i>El tiempo</i> 254 <i>¿Qué pasó ayer?</i> 257	Talking about the past: Preterit of reflexive verbs 261 Talking about the past: Preterit of <i>-er</i> and <i>-ir</i> verbs whose stem ends in a vowel 265 Talking about the past: Preterit of stem-changing <i>-ir</i> verbs 268 Emphasizing or clarifying information: Pronouns after prepositions 271 Talking about the past: Some irregular preterits 274	Escucha - Differentiate fact from opinion 279 Habla - Focus on key information 279 Lee - Predict and guess content 280 Escribe - Use supporting details 282
<i>Las fiestas y las tradiciones</i> 287 <i>Otras celebraciones</i> 290 <i>Las invitaciones</i> 293	Expressing ongoing actions and describing in the past: The imperfect 298 Narrating in the past: The preterit and the imperfect 302 Comparing people and things: Comparisons of inequality 306 Comparing people and things: Comparisons of equality 313 Comparing people and things: The superlative 317	Escucha - Draw conclusions based on what you know 321 Habla - Conduct an interview 321 Lee - Make inferences 322 Escribe - Select and sequence details 324
<i>El trabajo</i> 329 <i>Los oficios y las profesiones</i> 331 <i>La entrevista de trabajo</i> 334	Talking about the past: More on the imperfect and the preterit 339 Avoiding repetition: Review of direct and indirect object pronouns 343 Avoiding repetition: Use of direct and indirect object pronouns together 348 Giving instructions or suggestions: Formal commands 353	Escucha - Use contextual guessing 357 Habla - Gather information strategically to express a decision 357 Lee - Organize textual information into categories 359 Escribe - Reporting on an interview 362

Scope and Sequence (continued)

CAPÍTULO	LEARNING OUTCOMES	CULTURE
10 ¿Cuál es tu comida preferida? 364	• Talk about ingredients, recipes, and meals • State impersonal information • Talk about the recent past • Give instructions in informal settings • Talk about Ecuador in terms of products, practices, and perspectives • Present information, concepts, and ideas about food and public health in Ecuador and other Latin American countries	Enfoque cultural: <i>Ecuador</i> 365 Mosaico cultural: <i>Comida callejera</i> 373 En acción: <i>¡Buen provecho!</i> 374
11 ¿Cómo te sientes? 396	• Discuss health and medical treatments • Express expectations and hopes • Describe emotions, opinions, and wishes • Express goals, purposes, and means • Talk about Cuba and the Dominican Republic in terms of products, practices, and perspectives • Talk about health, the body, and medical practices in Cuba and the Dominican Republic, and identify cultural similarities	Enfoque cultural: <i>Cuba y República Dominicana</i> 397 Mosaico cultural: <i>La medicina tradicional</i> 407 En acción: <i>No me encuentro bien</i> 408
12 ¿Te gusta viajar? 436	• Talk about travel arrangements and preferences • Express affirmation and negation • Express possession and clarify what belongs to you and to others • Express doubt and uncertainty • Talk about travel experiences • Talk about Costa Rica and Panama in terms of products, practices, and perspectives • Share information about low-cost travel in Latin America and make comparisons	Enfoque cultural: <i>Costa Rica y Panamá</i> 437 Mosaico cultural: <i>El mochilero</i> 448 En acción: <i>Lugares fantásticos</i> 449
13 ¿Qué es arte para ti? 474	• Talk about art and culture • Talk about the future • Hypothesize • Talk about past events • Talk about Bolivia and Paraguay in terms of products, practices, and perspectives • Share information about art and culture in Hispanic countries and identify cultural similarities	Enfoque cultural: <i>Bolivia y Paraguay</i> 475 Mosaico cultural: <i>El grafiti y la identidad urbana</i> 486 En acción: <i>¡No te lo pierdas!</i> 487

VOCABULARIO EN CONTEXTO	FUNCIONES Y FORMAS	MOSAICOS
<i>Los productos y las recetas</i> 367 <i>En el supermercado</i> 369 <i>La mesa</i> 371	Stating impersonal information: Se + verb constructions 375 Talking about the recent past: Present perfect 379 Describing the result of a previous action: Participles used as adjectives 382 Giving instructions in informal settings: Informal commands 386	Escucha • Take notes about relevant details 391 Habla • Give and defend reasons for a decision 391 Lee • Learn new words by analyzing their connections with known words 392 Escribe • Summarize information 394
<i>Médicos, farmacias y hospitales</i> 399 <i>Las partes del cuerpo</i> 402 <i>La salud</i> 404	Expressing expectations and hopes: Introduction to the present subjunctive 409 Expressing requests: The subjunctive with expressions of influence 413 Expressing emotions, opinions, and attitudes: The subjunctive with expressions of emotion 417 Expressing goals, purposes, and means: Uses of <i>por</i> and <i>para</i> 422	Escucha • Listen for the main ideas 429 Habla • Select appropriate phrases to offer opinions 430 Lee • Focus on relevant information 431 Escribe • Persuade through suggestions and advice 433
<i>Los medios de transporte</i> 439 <i>El alojamiento y las direcciones</i> 443 <i>Los viajes en coche</i> 446	Expressing affirmation and negation: Affirmative and negative expressions 450 Expressing possession: Possessive pronouns 454 Expressing doubt and uncertainty: Subjunctive with expressions of doubt 458 Talking about things that may not exist: Subjunctive in adjective clauses 463	Escucha • Use background knowledge to support comprehension 468 Habla • Use visuals to make your presentations engaging 469 Lee • Focus on logical relationships 470 Escribe • Use facts to offer advice 472
<i>La literatura y el cine</i> 477 <i>La pintura y el arte</i> 480 <i>La música y la danza</i> 483	Talking about the future: The future tense 488 Hypothesizing: The conditional 494 Talking about the past: Review of the preterit and the imperfect 499	Escucha • Identify the speaker's intentions 503 Habla • Make your presentations comprehensible and interesting 503 Lee • Focus on multiple meanings when reading poetry 504 Escribe • Use language to express emotions 506

Scope and Sequence (continued)

CAPÍTULO	LEARNING OUTCOMES	CULTURE
14 ¿Cómo vivimos los cambios sociales? 508	• Discuss demographics and social conditions • Indicate conditions, goals, and purposes • Express conjecture • Talk about the past from a past perspective • Talk about Chile in terms of products, practices, and perspectives • Talk about social change, gender roles, and migration	Enfoque cultural: <i>Chile 509</i> Mosaico cultural: <i>La migración interna en el mundo hispano 519</i> En acción: <i>Por un mundo mejor 520</i>
15 ¿Qué nos trae el futuro? 544	• Talk about advances in science and technology • Express wishes and recommendations in the past • Hypothesize and share information about the present and the future • Express unexpected occurrences • Talk about Puerto Rico in terms of products, practices, and perspectives • Talk about technology and scientific research in Spain and Latin America	Enfoque cultural: <i>Puerto Rico 545</i> Mosaico cultural: <i>La investigación tecnológica y científica en España e Hispanoamérica 555</i> En acción: <i>¡Cuidemos el medio ambiente! 556</i>

VOCABULARIO EN CONTEXTO	FUNCIONES Y FORMAS	MOSAICOS
<i>Cambios en la sociedad</i> 511 <i>Temas de hoy: la emigración</i> 514 <i>Las mujeres y el trabajo</i> 516	Expressing conjecture: Adverbial conjunctions that require the subjunctive 521 Expressing conjecture or certainty: Adverbial conjunctions that take the subjunctive or the indicative 526 Talking about the past from a past perspective: The past perfect 532	Escucha - Identify the speaker's point of view 538 Habla - Organize ideas to present solutions to problems 539 Lee - Identify the tone of a text 540 Escribe - Write to spark interest 542
<i>La tecnología en el mundo de hoy</i> 547 <i>La ciencia y el medio ambiente</i> 549 <i>Otros retos del futuro</i> 551	Expressing the unexpected: Se for unplanned occurrences 557 Expressing wishes and recommendations in the past: The imperfect subjunctive 562 Hypothesizing about the present and the future: If-clauses 567	Escucha - Identify the speaker's intention through the main idea and specific information 572 Habla - Use drama and humor in telling a personal anecdote 573 Lee - Identify the narrator's perspective 575 Escribe - Use imagination and humor in writing a narrative 577

Preface

Why *Mosaicos*?

When *Mosaicos* first appeared, it ushered in a new and evolved vision of how the elements that comprise basic language instruction could be combined in a highly communicative, culturally rich language program. Its vision was complete and synthetic, both in the treatment of each element and in how the elements were gathered into an integrated, connected whole. This vision of wholeness has served as the foundation for a sound and compelling approach, reflecting the nature of language and how it is learned. The title was carefully chosen to reflect its founding principles and structure. The most basic elements of the *Mosaicos* approach are:

Guided Communication. A **guided communicative approach** based on solid methodological principles combined with years of empirical classroom experience, resulting in an informed and sensible pedagogy that promotes communicative practice.

Context. Learning **language in context** with a **focus on meaning**.

Integrated Culture. The **integration of culture** as an intrinsic part of language and of the experience of language learning.

Four-Skills Synthesis. A **synthetic and focused approach** to listening, speaking, reading, and writing. The *Mosaicos* section at the end of each chapter helps students synthesize what they have learned. Four activity clusters that focus on the four skills combine the thematic content (e.g., family, sports, work, travel) of the chapter with the communication modes of the World-Readiness Standards (interpretive, interpersonal, presentational).

The seventh edition of *Mosaicos* is more solid and more integrated than ever before, creating for students a multifaceted experience of the intricate mosaic of the Spanish language and its cultures.

Mosaicos offers instructors the truly communicative, deeply culture-focused approach they seek while providing the guidance and tools students need to be successful using a program with highly communicative goals. With Mosaicos, there is no need to compromise.

This inclusiveness of *Mosaicos*, **seventh edition**, extends to the broad range of students often found in many Spanish-language classrooms. Thanks to the multifaceted approach of *Mosaicos*, students with a range of language-learning backgrounds and learning styles all benefit from the rich program and many opportunities for communication.

What's new in the seventh edition?

- This edition features six new **Integrated Performance Assessments (IPAs)** using authentic sources and focusing on real-life contexts that students will find both engaging and meaningful. The IPAs target each of the three modes of communication: Interpretive, Interpersonal, and Presentational.
- **Exclusive digital content** aligned with *Mosaicos* is available through **Duolingo's** simple, game-like interface. This fun mobile language-learning app will help learners succeed in the classroom and beyond. More than 150 million people have used Duolingo to help them learn a language. In a recent survey of students, 97% of the respondents said that they would be more motivated to practice daily with a mobile app like Duolingo.
- The **Scope and Sequence** has been reorganized to facilitate smooth transitions from familiar or simple grammatical structures to new or more complex ones, both within and across chapters. Also, the number of grammar topics per chapter has been standardized, so that as the structures become more difficult, the number of structures per chapter is reduced. In the seventh edition of *Mosaicos*, Chapters 1–8 each contain five grammar presentations, Chapters 9–12 have four, and Chapters 13–15 each present three.
- A **modern, streamlined design** and clean visual presentation that allows users to easily navigate each chapter.
- Based on user feedback, all **audio** has been revised and newly recorded.
- All new **chapter opener** photos orient students to the chapter theme and country or region of focus. New, contemporary images have been added throughout the chapters to represent the diversity of the Spanish-speaking world and enhance students' learning and cross-cultural reflection.

Capítulo 3

¿Qué hacen para divertirse?



Dos amigos se divierten cerca de Cuzco, Perú.

- All **cultural content**, including *Enfoque cultural*, *Mosaico cultural*, and *Cultura*, has been updated. *Enfoque cultural* now links to the *Club cultura* videos relevant to the country or region of focus.

Cultura

La gastronomía peruana Peruvian food is well known worldwide, due to the variety of its ingredients, the high quality of its dishes, and the originality of its cultural fusion. Peruvian gastronomy is a product of various influences introduced by immigrants from Africa, Italy, Spain, Japan, and China.

Comunidades Do you know of other foods that are the result of cultural fusion? Can you name some in your community?



Ají de gallina en rollo de sushi

- The *Piénsalo* self-check activities that accompany the grammar in context have been revised so that they increase students' metalinguistic awareness by linking form to meaning.



Piénsalo. Indica la función de **ser** o **estar** en las siguientes afirmaciones.

	CONDICIÓN	CARACTERÍSTICA
1. El café está caliente.	_____	_____
2. ¡La niña está muy grande!	_____	_____
3. Es muy alta para su edad.	_____	_____
4. Son montañas de los Andes.	_____	_____
5. El aire en las montañas es muy frío por las noches.	_____	_____

- More **communicative practice** activities have been added to both the vocabulary and the grammar sequences.
- **Instructor annotations** have been added for activities that correlate to the ACTFL World-Readiness Standards for Learning Languages. Additionally, a note has been added to each chapter that indicates the activities that require research outside of class.
- The *Mosaicos* skills section includes many improvements:
 - *Escucha* and *Habla* are now thematically connected, so that they can be taught either as linked modules or individually. *Lee* and *Escribe* are similarly related, so that the *Escribe* writing task builds on what students have learned in *Lee*.
 - *Escucha* has updated audio and activity sets.
 - *Lee* readings have been updated or replaced in response to instructor feedback, including new authentic literature by Gloria Fuertes and Wilfredo Machado.
 - The interpretive, interpersonal, and presentational activities for each skill area have been revised to maximize the development of students' communication abilities.
 - The *Comprueba* self-checks connect directly to the updated NCSSFL–ACTFL Can-Do Statements.

Comprueba

I was able to . . .

- use headings and photos to identify the main idea.
- focus on one piece of information at a time.
- identify terms related to technology.

Acknowledgments

Mosaicos is the result of a collaborative effort among the authors, our publisher, and our colleagues. We are also indebted to the members of the Spanish teaching community for their time, candor, and insightful suggestions. Their critiques and recommendations helped us to sharpen our pedagogical focus and improve the overall quality of the program. We gratefully acknowledge the contributions of the following reviewers:

Sissy Alloway, *Morehead State University*
Louise Barbaro-Medrano, *Monmouth College*
Geoffrey Barrow, *Purdue University Northwest*
Zachary Erwin, *Monmouth College*
Katrina Heil, *East Tennessee State University*
Lina Lee, *University of New Hampshire*
Dolores Lima, *University of Pittsburgh*
Frauke Loewensen, *CSU Monterey Bay*
Oswaldo Lucca, *Edmonds Community College*
Ivan Martinez, *Ball State University*
Teresa McCann, *Prairie State College*
Giuditta Monterosso, *Massasoit Community College*
Michelle Orecchio, *University of Michigan, Ann Arbor*

Lynn Pearson, *Bowling Green State University*
Sue Pechter, *Northwestern University*
Dolores Pons, *University of Michigan-Flint*
Laurie Puszczewicz, *University of Toledo*
Pam Ramallo, *Front Range Community College*
Herlinda Ramirez-Barradas, *Purdue University Northwest*
Karen Segura, *Monmouth College*
Virginia Shen, *Chicago State University*
Christine Stanley, *Roanoke College*
Benay W. Stein, *Northwestern University*
Erika Sutherland, *Muhlenberg College*
Assunta Violante, *Caldwell University*
Gabriela Zapata, *Texas A&M University*

We are very grateful to **Sarah Link**, Senior Development Editor, for all of her work, suggestions, attention to detail, and dedication to the text. Her expertise, support, efficiency, and creativity helped us achieve the final product. We are also grateful to **Carolyn Merrill**, Editor in Chief, and **Harold Swearingen**, Managing Editor, for their guidance and encouragement, as well as to many other members of Ohlinger Studios who provided support and fine attention to detail at all stages of the production process: **Helen Alejandra Richardson**, Director of Market Development, **Jorge Arbuja**, Director of Strategies, **Jennifer Feltri-George**, Senior Program Manager, and **Bridget Funciello**, Product Development Manager. For her diligent work on the digital components, we thank **Julie Allen**, Senior Digital Media Manager. We are very grateful to the team at Lumina Datamatics, especially **Katy Gabel**, for their careful and professional production services.

Finally, we would like to express our sincere thanks to our colleagues at Pearson Education, especially **Amber Chow**, Executive Editor of Courseware Portfolio Management, **Melissa Yokell**, Senior Field Marketing Manager, and **Charlene Smith**, Digital Studio Course Producer. A special thank you to **Kathryn Foot**, Senior Art Director, and designer **Cate Rickard Barr** for her creative work on the cover.

About the Authors



Elizabeth Guzmán

A native of Chile, Elizabeth Guzmán recently retired after a long teaching and administrative career. She directed Spanish language programs at several universities in the United States and supervised teachers of English in her country. Throughout her career, she designed face-to-face and flipped courses where *Mosaicos*, *Unidos*, and *Identidades* were used, in addition to overseeing the design and implementation of online Spanish courses. She trained and mentored graduate teaching assistants and has served as a consultant to Spanish programs that were making the transition from face-to-face to flipped models of teaching. Teaching and learning have been at the center of her academic life, and she has shared her energy, passion, and experience with undergraduates and graduate students. Teaching Spanish as a tool for communication to undergraduates taking Spanish courses to fulfill a requirement was one of the challenges that she undertook with love, understanding, and determination during her career.



Paloma Lapuerta

Dr. Paloma Lapuerta is from the Mediterranean city of Castellón, Spain. She holds a *Licenciatura* and a master's degree in Spanish Philology from the University of Salamanca, Spain, and a Ph.D. in Literature from the University of Geneva, Switzerland. She has taught at the universities of Geneva, Kwua-Zulu Natal, in Durban, South Africa, and Central Connecticut State University, where she is currently Professor of Spanish. She has also taught at the Middlebury College School of Spanish, the University of Michigan, and Dartmouth College. Her research interests focus on 19th and 20th century literature, and she has multiple publications on poetry and novels that deal with social and cultural issues. In addition to *Mosaicos*, Dr. Lapuerta is the co-author of *Unidos*, *Identidades*, *La escritura paso a paso*, and the author of *Cortos en curso*, all published by Pearson.



Judith Liskin-Gasparro

Judith Liskin-Gasparro (M.A. Princeton University; Ph.D., University of Texas–Austin) is Associate Professor Emerita at the University of Iowa, where she directed the Spanish language program and co-directed the doctoral program in Second Language Acquisition. She taught courses in second language acquisition, applied linguistics and pedagogy, and Spanish language. Her publications and presentations deal with the development of speaking skills, oral proficiency assessment, and program evaluation and outcomes assessment. She is the co-author of *Unidos* and *Identidades*, in addition to *Mosaicos*, and she was the co-editor of Pearson's Theory and Practice in Second Language Classroom Instruction series. She was also a faculty member at Middlebury College, as well as the Middlebury College School of Spanish. While working at Educational Testing Service, she participated in the development of the *ACTFL Proficiency Guidelines*. She also designed and led the first oral proficiency interview workshops in the early 1980s, and she was principally responsible for training the first generation of OPI testers and trainers in Spanish.

Mosaicos

SPANISH AS A WORLD LANGUAGE

Capítulo preliminar

Bienvenidos

Enfoque cultural

El español en el mundo

Vocabulario en contexto

Las presentaciones

Los saludos y las despedidas

¿Qué hay en el salón de clase?

Los meses del año y los días de la semana

El tiempo

Expresiones útiles en la clase

El alfabeto

Funciones y formas

Singular forms of **ser**

Estar + location

Numbers 0 to 99

Telling time

En este capítulo...

Vocabulario



Fans del equipo colombiano en un campeonato de fútbol

Learning Outcomes

By the end of the chapter, you will be able to:

- introduce yourself, greet others, and say goodbye
- identify people and classroom objects and tell where they are in the classroom
- listen to and respond to classroom expressions and requests
- spell names and addresses and share phone numbers
- express dates, tell time, and comment on the weather
- share information about the Spanish language and where it is spoken

learning tips

Be self-motivated and self-disciplined.

As you begin your study of Spanish with *Mosaicos*, you will discover that you will

have many online assignments. Most of the activities in the textbook are intended for class time, when you will interact with your classmates in pairs and small groups. With the freedom and flexibility of the online environment comes responsibility. The online process takes commitment and discipline to keep up with the flow of the content and online assignments.

Have regular access to a computer or mobile device and a high-speed internet connection. Key parts of the course content and

interaction are engaged through the internet. You must have access to the necessary equipment and meet the system requirements to successfully engage with the online materials.

Use critical thinking in your learning process. All learning involves integrating new information into what you already know. When you read explanations and do homework, you have to use your critical thinking skills to make use of the new information and practice opportunities. Just doing the activities is not enough; you have to think actively to learn.

Enfoque cultural

El español en el mundo

La geografía hispana es inmensa y muy variada:



desde el río Grande al norte de México,



desde la ciudad de Barcelona en España,



hasta Tierra del Fuego al sur de Argentina.

Arte hispano

Island of Many Gods I (2006), by
Dominican–American artist
Scherezade Garcia

Paradise Redefined exhibition. Acrylic, charcoal,
collage on blue silk fabric. 30 x 20 inches. (Collection
of Freddy Rodriguez, NY)



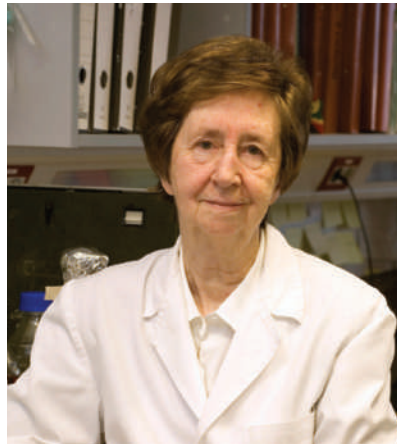
Enfoque cultural

¿Qué te parece?

- Like all Romance languages, including French and Italian, Spanish is derived from Latin. It also has Greek, Arabic, and German influences. More recently, Spanish has adopted from English many words related to technology and pop culture.
- Spanish is a highly phonetic language, which means that there is a direct relationship between spelling and sound. In most cases, you can look at a written word in Spanish and know how to pronounce it.
- Some differences exist between the Spanish in Latin America and the Spanish in Spain, but these differences do not interfere with communication.
- Since 1904, the Nobel Prize in Literature has been awarded 11 times to a writer from Latin America or Spain.
- It is projected that by 2050, the United States will become the largest Spanish-speaking country in the world.



Ángeles Mastretta, escritora mexicana



Margarita Salas, científica española



Jennifer López, artista norteamericana



Adrián Beltré, beisbolista dominicano

Hablantes nativos de español (en millones)		
México 114,5	Chile 18	El Salvador 6,1
Colombia 48,6	Ecuador 14,7	Nicaragua 5,7
España 42,8	Cuba 11,4	Costa Rica 4,1
Argentina 42	Guatemala 10,2	Paraguay 4
Estados Unidos 40,5	República Dominicana 9,3	Uruguay 3,3
Venezuela 30,3	Honduras 8,6	Puerto Rico 3,3
Perú 26,7	Bolivia 6,5	Panamá 3



¿Cuánto sabes? Indicate whether each statement is true (**Cierto**) or false (**Falso**).

1. _____ Más de (*More than*) 350 millones de personas en el mundo hablan español.
2. _____ El español deriva del latín.
3. _____ La literatura en español es muy importante.
4. _____ Jennifer López es una artista mexicana.
5. _____ En Estados Unidos más (*more*) personas hablan español que (*than*) en México.



To learn more about the Spanish-speaking world, go online to view the *Club cultura* videos.

VOCABULARIO EN CONTEXTO

Making introductions and talking about the classroom

Las presentaciones



ANTONIO: **Hola, me llamo** Antonio Martínez.
Y tú, ¿cómo te llamas?

RAFAEL: Yo me llamo Rafael Sánchez.

ANTONIO: **Mucho gusto.**

RAFAEL: **Igualmente.**



LAURA: María, **este es 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/a; profesor/a; señor/a**. Also use **usted** to address people you do not know well.
- People of college age or younger 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**.

PRÁCTICA

P-1 Presentaciones.



PREPARACIÓN. With a partner, complete the following conversation with the appropriate expressions from the list.

encantado

igualmente

mi amigo Pedro

mucho gusto

ALICIA: Me llamo Alicia. Y tú, ¿cómo te llamas?

ISABEL: Isabel Pérez. _____.

ALICIA: _____. Isabel, este es _____.

ISABEL: Mucho gusto.

PEDRO: _____.



INTERCAMBIOS. Move around the classroom, introducing yourself to several classmates and introducing classmates to each other.

Lengua

When you talk to people, you address them with various degrees of formality, depending on how well you know the person and the context of the conversation. 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).

P-2 Escucha y confirma.



PREPARACIÓN. Before you listen to four brief conversations in which people greet each other, indicate the pronoun you think you would use in each case. Compare your answers with those of a classmate and explain why you chose **tú** or **usted**.

WHEN TALKING TO YOUR ...

TÚ

USTED

1. brother or sister

2. doctor

3. coach

4. parent



ESCUCHA. As you listen to the four conversations, indicate whether the greetings are formal (with **usted**) or informal (with **tú**).

FORMAL

INFORMAL

1. _____

2. _____

3. _____

4. _____

Los saludos y las despedidas



SEÑORA GÓMEZ: **Buenos días, señorita Rivas.**

SEÑORITA RIVAS: Buenos días. **¿Cómo está usted, señora Gómez?**

SEÑORA GÓMEZ: **Bien, gracias, ¿y usted?**

SEÑORITA RIVAS: **Muy bien, gracias.**



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

INÉS: **Regular, ¿y tú?**

MARTA: **Bastante bien, gracias. Bueno, hasta mañana.**

INÉS: **Adiós.**



PABLO: **Buenas tardes, señora Silva. ¿Cómo está usted?**

SEÑORA SILVA: **Mal, Pablo, mal.**

PABLO: **Lo siento. ¡Que se mejore!**

Los saludos

- Use **buenos días** until lunchtime.
- Use **buenas tardes** from after lunch until nightfall. After nightfall, use **buenas noches** (*good evening, good night*).
- **¿Qué tal?** is less formal than **buenos días**, **buenas tardes**, etc.
- Use **está** with **usted** and **estás** with **tú**.



Las despedidas

- Use the following expressions to say goodbye:

adiós	<i>goodbye</i>
chao	<i>goodbye</i>
hasta luego	<i>see you later</i>
hasta mañana	<i>see you tomorrow</i>
hasta pronto	<i>see you soon</i>

- 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 do not have time to stop and talk.
- Chao** (also spelled **chau**) is an informal way of saying goodbye and when passing on the street, similar to **adiós**. It is popular in South America.

Expresiones de cortesía

- Here are some courtesy expressions:

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.

PRÁCTICA



P-3 Para confirmar. Alternate greetings (**buenos días**, **buenas tardes**, **buenas noches**) with your classmate according to the time given.

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



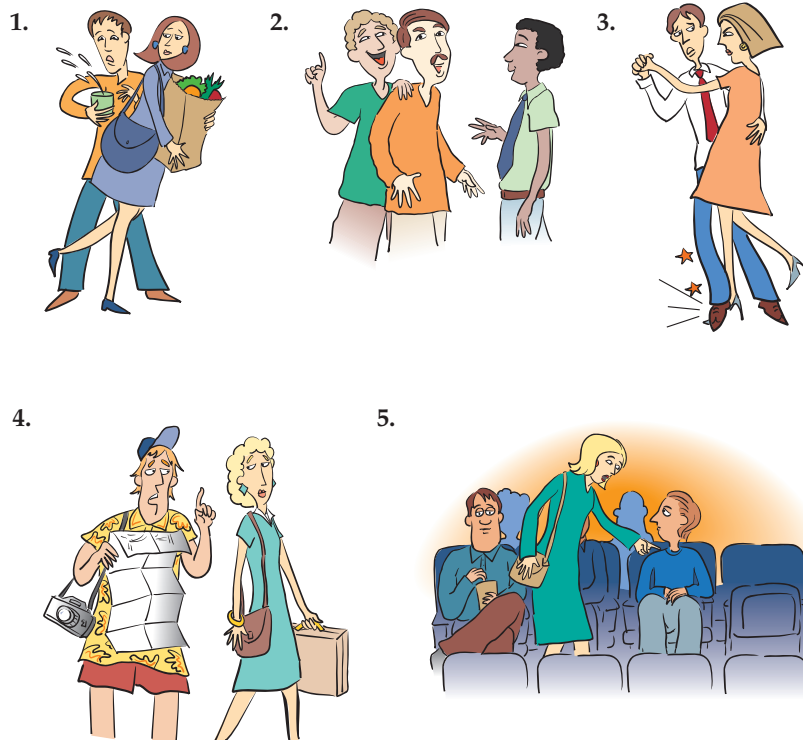
P-4 Despedidas. With a classmate, create short exchanges for the following situations.

MODELO You run into a good friend on campus.
Adiós./Chao.

- You'll see your friend tomorrow.
- You arrange to meet your classmate at the library in ten minutes.
- Your roommate is leaving for a semester abroad.



P-5 ¿Perdón o con permiso? Would you use **perdón** or **con permiso** in these situations? Decide with a classmate which is more appropriate. Then create a similar situation to act out for the class.



P-6 Despedidas y expresiones de cortesía. With a classmate, decide which expression is best for each situation. Then create another situation and act it out.

Adiós.	Lo siento.
De nada.	Por favor.
Gracias.	¡Que te mejores!
Hasta luego.	

- Someone thanks you.
- You say goodbye to a friend you will see later this evening.
- You ask if you can borrow a classmate's notes.
- Your friend tells you that he/she is sick.
- You receive a present from your cousin.
- ...



P-7 Encuentros (Encounters). Create short conversations with the following people, whom you meet on the street. Then switch roles.

- tu (*your*) amigo Miguel
- tu profesor/a
- tu amiga Isabel
- tu doctor/a

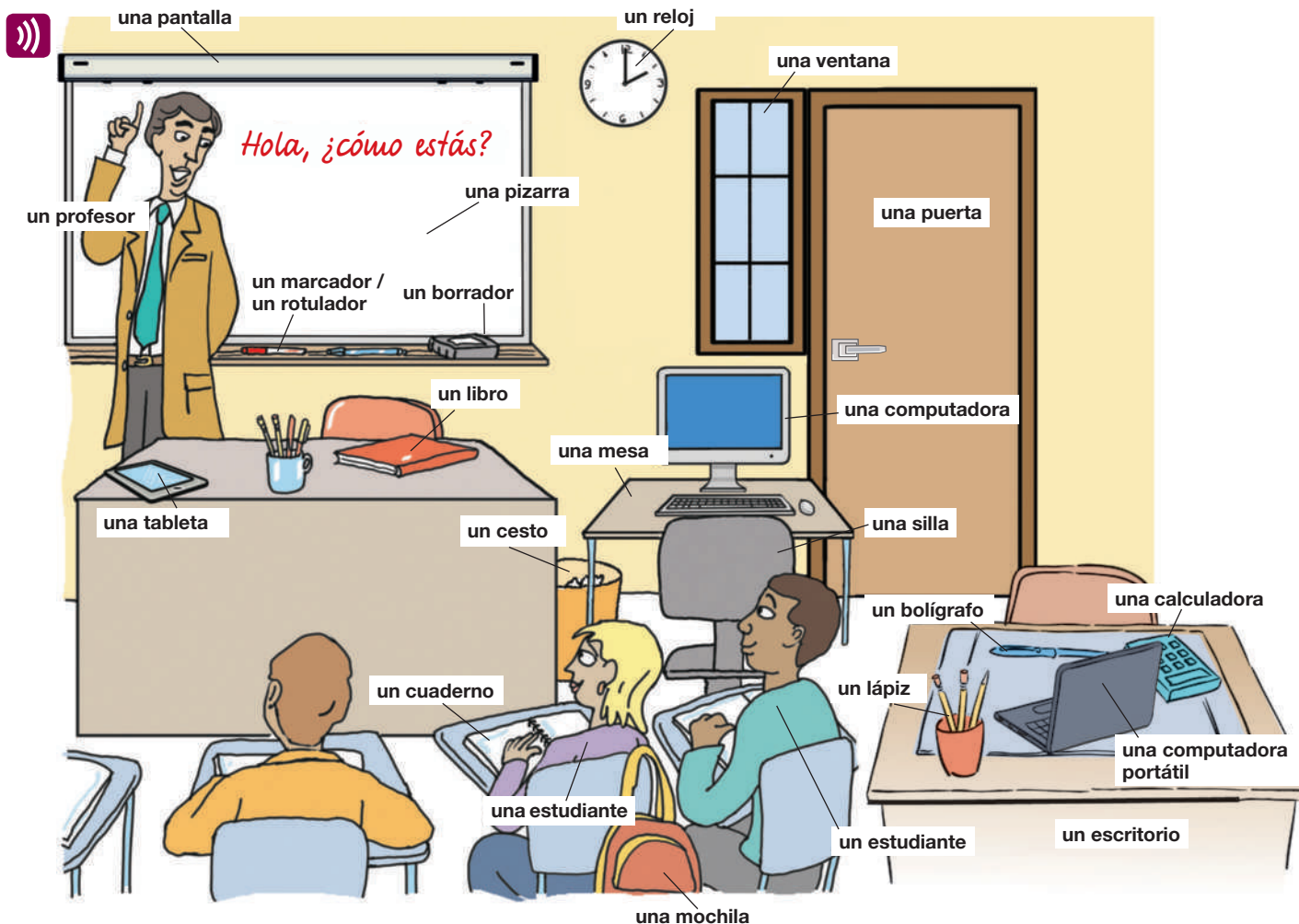
Cultura

Saludos y despedidas

When saying *hello* or *goodbye* and when being introduced, Spanish-speaking men and women almost always shake hands, embrace, or kiss each other on the cheek. Girls and women most often kiss each other on the cheek, as do men and women who are close friends or acquaintances. In Spain they kiss on both cheeks. Men who are close friends normally embrace and pat each other on the back, and in Argentina, it is common for them to kiss each other on the cheek.

Comparaciones What are common greetings in your culture? Do you greet your family members and your friends in the same way?

¿Qué hay en el salón de clase?



PRÁCTICA

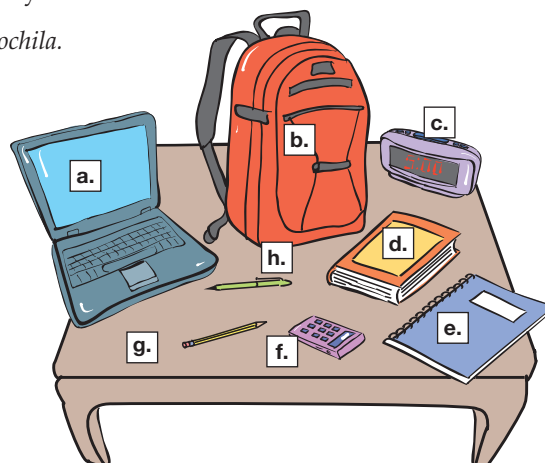


P-8 Para confirmar. Identify the items on this table and then tell your partner which of the items you have.

MODELO E1: Hay una mochila.

E2: Hay...

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____



P-9 En la mochila. Write down all of the things you can identify in this backpack. Then compare lists with a partner.

P-10 ¿Qué hay en el salón de clase? Take turns using the clues below to guess the words in Spanish. Then look around the room and ask each other questions about the objects you see.

1. It is essential for your math problems.
2. It has ink and you use it to write.
3. Waste material goes here.
4. You need it to do homework online.
5. You sit on it.
6. You write your notes in it.
7. You pack it every morning to carry your books to campus.
8. It displays the time.



Los meses del año y los días de la semana

Los meses del año

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

Los días de la semana

lunes	<i>Monday</i>	viernes	<i>Friday</i>
martes	<i>Tuesday</i>	sábado	<i>Saturday</i>
miércoles	<i>Wednesday</i>	domingo	<i>Sunday</i>
jueves	<i>Thursday</i>		

- Days of the week and months of the year are not generally capitalized in Spanish, except sometimes in advertisements and invitations.
- To ask what day it is, use **¿Qué día es hoy?** Answer with **Hoy es...**
- To ask about today's date, use **¿Qué fecha es?** or **¿Cuál es la fecha?** Respond with **Hoy es el 14 de octubre.**
- To give a date for an event, say **La fiesta es el 5 de mayo.**
- Express *on + a day of the week* as follows:

el lunes	<i>on Monday</i>	el domingo	<i>on Sunday</i>
los lunes	<i>on Mondays</i>	los domingos	<i>on Sundays</i>

- 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**.

Hoy es **el primero** de julio.

Cultura

El calendario hispano

In Spanish-speaking countries, the first day of the week on a calendar is Monday. Sunday appears at the end of the week. Some calendars include the saint's name for each day.

Comparaciones

What dates are typically highlighted on your calendar?

Lengua

Here are the numbers you need when giving a date:

1 uno/primer	17 diecisiete
2 dos	18 dieciocho
3 tres	19 diecinueve
4 cuatro	20 veinte
5 cinco	21 veintiuno
6 seis	22 veintidós
7 siete	23 veintitrés
8 ocho	24 veinticuatro
9 nueve	25 veinticinco
10 diez	26 veintiséis
11 once	27 veintisiete
12 doce	28 veintiocho
13 trece	29 veintinueve
14 catorce	30 treinta
15 quince	31 treinta y uno
16 dieciséis	

Lengua

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

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 this book, boxes similar to this one will help you focus on when to use accent marks. You will find all the rules for accentuation in Appendix 1.

PRÁCTICA



P-11 Para confirmar. Using the calendar, take turns asking and telling the days of the week that correspond to the following dates. Then tell your partner your favorite day of the week (**Mi día favorito es...**).



MODELO E1: ¿Qué día de la semana es el 30?
E2: El día 30 es martes.

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



P-12 Preguntas. Take turns asking and answering these questions.

- ¿Qué día es hoy?
- Hoy es... ¿Qué día es mañana?
- Hoy es el... de... ¿Qué fecha es mañana?
- ¿Hay clase de español los domingos? ¿Y los sábados?
- ¿Qué días hay clase de español?



P-13 Fechas importantes. Take turns asking your partner 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.

- el concierto de Manu Chao (12/11)
- el aniversario de Carlos y María (14/4)
- el banquete (1/3)
- la graduación (22/5)
- la fiesta de bienvenida (24/8)



P-14 El cumpleaños (birthday). Find out when your classmates' birthdays are. Write down their names and birthdays and share with the class.

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

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.*

- The following are the words used for seasons:

Las estaciones



la primavera



el verano



el otoño



el invierno

PRÁCTICA



P-15 ¿Qué tiempo hace hoy? Take turns with your partner asking about the weather in these cities. Then ask about the weather in your city.

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 

P-16 El hemisferio norte y el hemisferio sur. Look up the weather of one city in the Northern Hemisphere and one in the Southern Hemisphere. Compare the weather in both cities and share your findings with the class.

Cultura

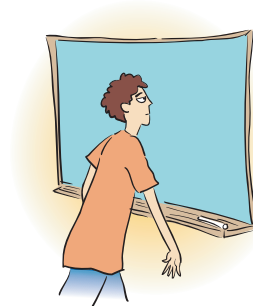
Las estaciones y los hemisferios Seasons in the Northern and Southern Hemispheres are inverted. That is, when it is winter in the United States, it is summer in Argentina. This applies to the school year as well. In Argentina for example, the academic year starts in March and ends in December, right before Christmas. The Christmas holidays are often spent on the beach or enjoying outdoor activities.

Conexiones Why do you think the academic year is arranged in that way in the Southern Hemisphere? Would it be a good idea to change this arrangement?

))) Expresiones útiles en la clase



La tarea, por favor.



Ve a la pizarra.



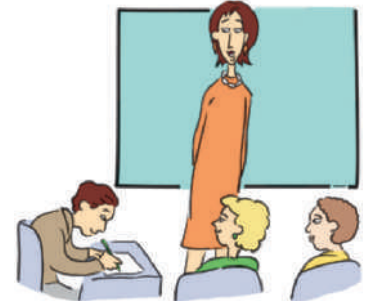
Contesta.



Repite.



Levanta la mano.



Escribe.



Lee.

- When asking two or more people to do something, the verb forms are **ve** → **vayan**, **contesta** → **contesten**, **repite** → **repitan**.
- Although you may not use all of these expressions, it is useful to recognize them and to know how to respond. Other expressions that you may hear or say in the classroom include the following:

))) Expressions in plural

Abran el libro.

Open the book.

Cierren el libro.

Close the book.

¿Comprenden?

Do you understand?

Contesten, por favor.

Please answer.

Hablen (sobre...)

Talk (about . . .)

¿Tienen preguntas?

Do you have any questions?

Túrnense.

Take turns.

Vayan a la pizarra.

Go to the board.



Expressions with *tú*

Abre el libro.	Open the book.
Cierra el libro.	Close the book.
¿Comprendes?	Do you understand?
Contesta, por favor.	Please answer.
Dile a tu compañero/a...	Tell your partner . . .
¿Tienes preguntas?	Do you have any questions?
Ve a la pizarra.	Go to the board.



Other useful expressions

¿Cómo se dice... en español?	How do you say . . . in Spanish?
¿En qué página?	On what page?
Más alto, por favor.	Louder, please.
Más despacio, por favor.	More slowly, please.
No comprendo.	I don't understand.
No sé.	I don't know.
Otra vez.	Again.
Presente.	Here.

PRÁCTICA



P-17 Las expresiones útiles. Match the following expressions with their pictures and compare your answers with those of a classmate. Then take turns telling your partner three things he/she needs to do, and your partner will act them out.

Abre el libro.	Pregúntale a tu compañero.	Siéntate.
Lee.	Repite.	Ve a la pizarra.

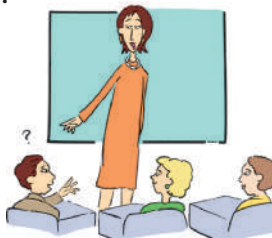
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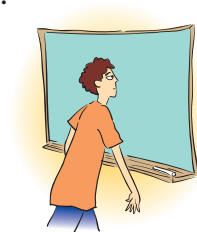
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P-18 Órdenes. Spend a few minutes reviewing the expressions with **tú**. Then, without reading the expression, tell one of your classmates to do something. If he or she does the task well, he/she gets to give an order to someone else. Later, do the same with the expressions in plural.

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*.



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

- The present-day Spanish alphabet consists of 27 letters.
- 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 letter combination **rr** (often called the *rolled r*) appears between vowels, in words like **perro** (*dog*) or **carro** (*car*). The letter **r** at the beginning of a word has the same pronunciation.
- The letters **k** and **w** appear mainly in words of foreign origin, but often they are replaced by **qu-** (**quilo**), or by **gü-** (**güisqui**).

PRÁCTICA



P-19 Para confirmar. Take turns spelling the street in the photo. Then spell the name of the street where you live in Spanish. Check if your partner wrote it correctly.



P-20 Los nombres. You are visiting the admissions office of a Spanish university. Spell your first and last name for the clerk. Take turns.

MODELO E1: ¿Cómo se llama usted?
 E2: Me llamo Jill Robinson.
 E1: ¿Cómo se escribe Jill Robinson?
 E2: Jota, i, doble ele, ere, o, be, i, ene, ese, o, ene.



P-21 Para confirmar. Ask three classmates to spell their first and last names in Spanish. Then write your classmates' names on the board and ask them to confirm if the names are spelled correctly.

FUNCIONES Y FORMAS

1 Identifying and describing people



))) 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.

e **Piénsalo.** Indicate whether each statement identifies (I) or describes (D) a person.

- | | |
|------------------------|-----------------------------|
| 1. Es Julio. _____ | 3. Es Carmen. _____ |
| 2. Es romántico. _____ | 4. No es sentimental. _____ |

Singular forms of *ser*

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

Esa chica **es** Carmen.

That girl is Carmen.

Es activa y muy seria.

She is active and very serious.

Julio **es** su amigo.

Julio is her friend.

Es romántico.

He is romantic.

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

SER (to be)		
yo	soy	<i>I am</i>
tú	eres	<i>you are (informal)</i>
Ud.	es	<i>you are (formal)</i>
él, ella	es	<i>he, she is</i>

- 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.

Cognates

- Cognates (**Cognados**) 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. Use the **-o** form 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. Some examples are **lectura** (*reading*), **éxito** (*success*), **sensible** (*sensitive*). You will find other examples in future chapters.



¿Comprendes? Describe the following people using the appropriate form of **ser**.

- Yo ____ inteligente.
- Usted ____ interesante.
- Él ____ cómico.
- Isabel ____ atlética.
- Tú ____ paciente.
- Carlos ____ sincero.

PRÁCTICA



P-22 ¿Cómo eres? Ask your partner about his/her personality. Use the cognates from the list or others that you know.

generoso/a	inteligente	optimista	tímido/a
independiente	nervioso/a	responsable	reservado/a

MODELO E1: *¿Eres pesimista?*
 E2: *No, no soy pesimista.*
 E1: *¿Cómo eres?*
 E2: *Soy activo, optimista y creativo.*



P-23 Descripciones. Take turns asking each other about your roommate (**compañero/a de cuarto** o **de casa**) or best friend (**mejor amigo/a**). Describe them by using cognates.

MODELO E1: *¿Cómo es tu...?*
 E2: *Mi compañero/a de cuarto es... Mi mejor amigo/a es...*

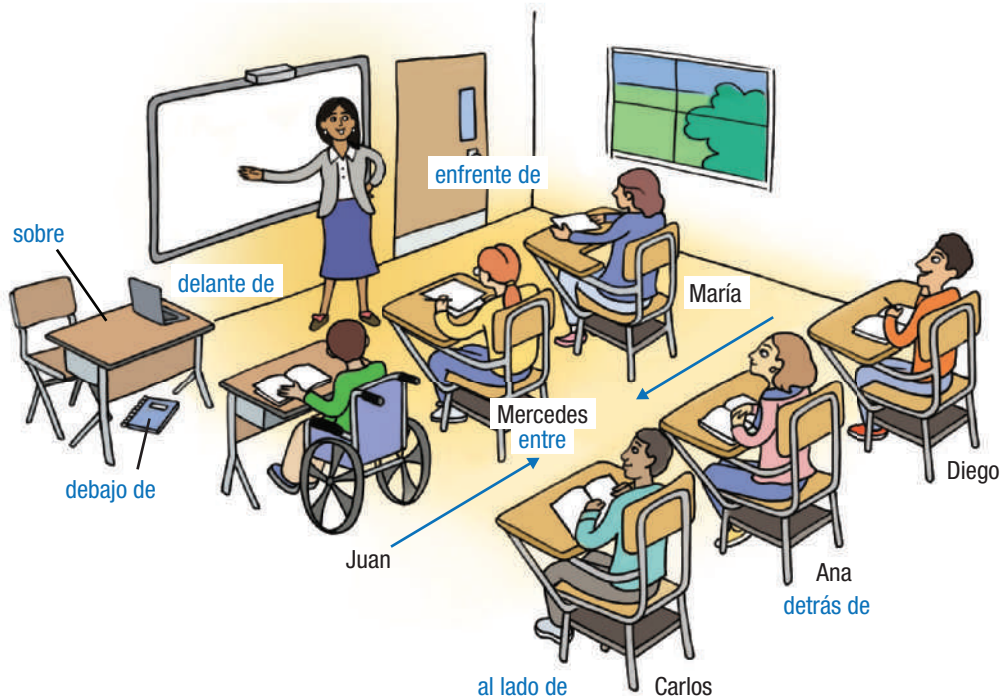


P-24 ¿Cómo es? Think of the name of someone important to you (your boyfriend or girlfriend, a friend) and four words that describe this person.

MODELO E1: *¿Quién es una persona importante para ti?*
 E2: *Es mi... Se llama...*
 E1: *¿Cómo es...?*
 E2: *Es..., ... y...*

2 Locating people and things

La profesora y los estudiantes **están en** la clase. La profesora **está delante de** la pizarra. Los estudiantes **están enfrente de** la profesora. Mercedes **está entre** Juan y María, y Carlos, Ana y Diego **están detrás de** ellos (*them*). ¿Dónde **está** el cuaderno? **Está debajo de** la mesa.



Piénsalo. Complete each sentence with **está** or **están** so that it matches the subject.

1. La computadora _____ sobre la mesa.
2. Los estudiantes _____ en la clase.
3. La profesora _____ enfrente de los estudiantes.
4. Mercedes _____ delante de Ana.
5. ¿Dónde _____ Carlos y Diego?

Estar + location

- To express location, the verb **estar** is used:

La computadora **está** sobre la mesa.

The computer is on the table.

María **está** en la clase.

María is in the classroom.

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

¿**Dónde está** la profesora?

Where is the professor?

Está en la clase.

She is in class.

¿**Dónde está** la computadora?

Where is the computer?

Está sobre la mesa.

It is on the table.

- Here are some expressions that describe location:

al lado de	<i>next to</i>
debajo de	<i>under</i>
delante de	<i>in front of</i>
detrás de	<i>behind</i>
encima de	<i>on, on top of</i>
enfrente de	<i>in front of, facing</i>
entre	<i>between</i>
sobre	<i>on, on top of</i>



¿Comprendes? Select the appropriate option to complete each sentence based on the position of people in the scene on page 19.

- | | |
|--------------------------------|---------------------------------|
| 1. ____ La profesora está... | a. al lado de Mercedes. |
| 2. ____ Juan está... | b. enfrente de los estudiantes. |
| 3. ____ La computadora está... | c. entre Carlos y Diego. |
| 4. ____ Ana está... | d. sobre la mesa. |

PRÁCTICA



P-25 Personas y lugares. PREPARACIÓN. Take turns telling your partner the location of three people or objects in the classroom scene.



ESCUCHA. Listen to the statements about the location of people and objects in the classroom scene. Indicate whether each statement is true (**Cierto**) or false (**Falso**). Compare your answers with those of a classmate.

- | | |
|---------|---------|
| 1. ____ | 4. ____ |
| 2. ____ | 5. ____ |
| 3. ____ | 6. ____ |



P-26 En la clase. Look at the student name tags in Professor Gallegos' class. Take turns asking your partner about the location of the people.

MODELO E1: ¿Dónde está Roberto?
E2: Está delante de Pedro.



P-27 ¿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 la mochila?
E2: Está debajo de la silla.



P-28 ¿Quién es? Based on what your partner says about the location of another student in your class, guess who the student is.

MODELO E1: Está al lado de John. ¿Quién es?
E2: Es Amanda.

3 Using numbers



Los números 0 a 99

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



Piénsalo. Write the next number word in each sequence.

- veintiuno, veintidós, _____
- treinta y cinco, treinta y seis, _____
- cuatro/cuarenta, cinco/cincuenta, seis/_____

Numbers 0 to 99

- 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.*

¿Comprendes? Indicate the numerals for the following words.

1. diez _____

4. sesenta y seis _____

2. treinta _____

5. veinticinco _____

3. noventa y cuatro _____

PRÁCTICA



P-29 ¿Qué número es? Your instructor will read a number from each group. Select the number you hear. Then compare your responses with those of your partner.

- | | | | | |
|----|----|----|----|----|
| a. | 8 | 4 | 3 | 5 |
| b. | 12 | 9 | 16 | 6 |
| c. | 37 | 59 | 41 | 26 |
| d. | 54 | 38 | 76 | 95 |
| e. | 83 | 62 | 72 | 49 |
| f. | 47 | 14 | 91 | 56 |



P-30 Para la oficina. You and your partner have to check a shipment of equipment and supplies delivered to the Spanish department. Take turns asking your partner how many of each there are. Then ask each other about the items without a number and respond with your own amount.

MODELO 4 relojes

E1: *¿Cuántos relojes hay?*

E2: *Hay cuatro relojes.*

- | | |
|-----------------|-------------------|
| • 10 tabletas | • 70 rotuladores |
| • 1 computadora | • 34 libros |
| • 20 cestos | • ...diccionarios |
| • 95 bolígrafos | • ...cuadernos |



P-31 Problemas. Take turns solving the following arithmetic problems. Use **y** (+), **menos** (-), and **son** (=). Then create a new arithmetic problem and ask your partner to solve it.

MODELO $12 - 5 =$

Doce menos cinco son siete.

a. $11 + 4 =$ _____

b. $8 + 2 =$ _____

c. $13 + 3 =$ _____

d. $20 - 6 =$ _____

e. $39 + 50 =$ _____

f. $80 - 1 =$ _____

g. $50 - 25 =$ _____

h. $26 + 40 =$ _____

Cultura

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

Calle (Street) Bolívar, 132 Avenida (Avenue) de Gracia, 18

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**

2-43-89-07: **dos, cuarenta y tres, ochenta y nueve, cero siete**

Comparaciones How do you say or write a street address in your language? How do you say a phone number?



P-32 Los números de teléfono y las direcciones (addresses). Take turns asking each other the phone numbers and addresses of the people listed in the directory. Then ask your partner for his/her address and phone number (real or made up for the activity).

Cárdenas Alfaro, Joaquín	General Páez 40	423-4837
Cárdenas Villanueva, Sara	Avenida Bolívar 7	956-1709
Castelar Torres, Adelaida	Paseo del Prado 89	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 (his) número de teléfono?*

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

4 Expressing time in Spanish

¿Qué hora es?



Es la una de la tarde.



Son las once.



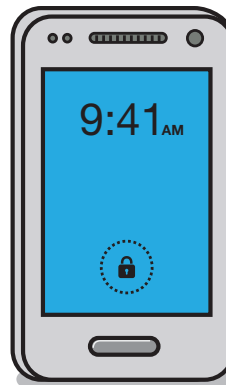
Son las siete y diez.



Son las ocho y media.



Son las dos menos diez de la tarde. /
Es la una y cincuenta de la tarde.



Son las diez menos
diecinueve de la mañana. /
Son las nueve y cuarenta
y uno de la mañana.



Son las tres y veintiséis
de la tarde.



Piénsalo. Select the numerical equivalent for each time.

- | | |
|-------------------------------|---------|
| 1. ____ las dos y cinco | a. 1:30 |
| 2. ____ las cinco y cuarto | b. 3:50 |
| 3. ____ la una y media | c. 5:15 |
| 4. ____ las cuatro menos diez | d. 2:05 |

Telling time

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

Es la una.

It is one o'clock.

Son las cuatro.

It is four 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.

Es la una y treinta.

Son las dos y cuarto.

Son las dos y quince.

It is one-thirty.

It is two-fifteen.

- To express time after the half hour, subtract minutes from the next hour, using **menos**. It is more common, especially in parts of Latin America, to tell time digitally by using **hora + y + minutos**.

Son las cinco **menos** veinticinco.

It is twenty-five to five.

Son las cuatro **y** treinta y cinco.

It is four thirty-five.

- 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, **más o menos**.

It is about a quarter to five.

- To indicate *a.m.* or *p.m.* when expressing time orally, use the following:

de la mañana

(from midnight to noon)

de la tarde

(from noon to nightfall)

de la noche

(from nightfall to midnight)

e ¿Comprendes? Give the time in numerals.

- Son las tres y cinco. _____
- Son las seis y cuarenta y cinco. _____
- Es la una y cuarto. _____
- Son las once en punto. _____
- Son las cinco menos veinte. _____

PRÁCTICA

P-33 ¿Qué hora es en...? Take turns telling your partner what time it is in the following cities. Follow the model. Then draw another time clock and ask your partner to give you the time.

MODELO E1: ¿Qué hora es en Lima, Perú?
E2: Son las dos de la tarde.



Lima, Perú



Cuernavaca,
México



San Juan,
Puerto Rico



Buenos Aires,
Argentina



Madrid, España

Cultura

Decir la hora People in different Spanish-speaking countries have different ways of telling time. Even though digital clocks, watches, and cell phones are common everywhere, in Spain people tend to tell time the traditional way, so at 5:40 most Spaniards say **son las seis menos veinte**. In contrast, in many parts of Latin America, people now usually say **son las cinco (y) cuarenta** or **son/faltan veinte para las seis**.

Comparaciones What is the convention in your culture for telling time? Do you tell time digitally, even if you are looking at a traditional clock? Do people of different ages (e.g., young children, older people) tell time the same way?

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?

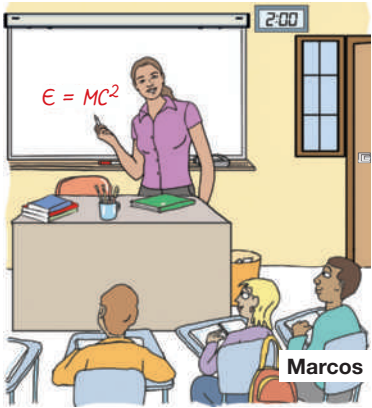
(Es) a las nueve y media.
(It is) 9:30.



P-34 El horario de María. Take turns asking and answering questions about María's schedule. 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
10:00	la clase de matemáticas
11:00	la clase de psicología
12:00	el laboratorio
1:00	el almuerzo
2:30	la clase de física
5:00	la clase de tenis



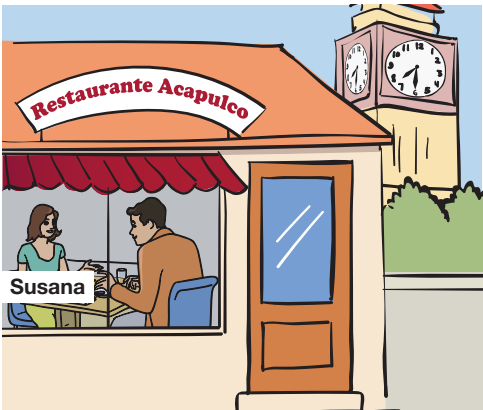
P-35 ¿Qué hora es? ¿Dónde está? Take turns asking what time it is and where the person is in each scene.

MODELO E1: ¿Qué hora es?
E2: Son las dos.
E1: ¿Dónde está Marcos?
E2: Está en la clase de física.

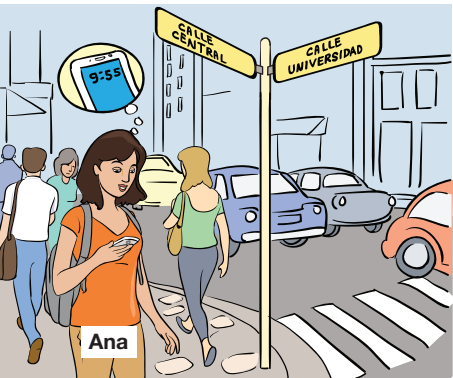
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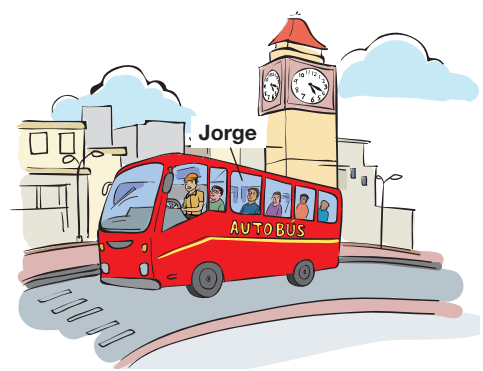
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En este capítulo...

Vocabulario

Las presentaciones Introductions

¿Cómo se llama usted?	<i>What's your name? (formal)</i>
¿Cómo te llamas?	<i>What's your name? (informal)</i>
Encantado/a.	<i>Pleased/Nice to meet you.</i>
Este/a es...	<i>This is . . .</i>
Igualmente.	<i>Likewise.</i>
Me llamo...	<i>My name is . . .</i>
Mucho gusto.	<i>Pleased/Nice to meet you.</i>

Los saludos Greetings

bastante	<i>rather</i>
bien	<i>well</i>
buenas noches	<i>good evening; good night</i>
buenas tardes	<i>good afternoon</i>
buenos días	<i>good morning</i>
¿Cómo está (usted)?	<i>How are you? (formal)</i>
¿Cómo estás?	<i>How are you? (informal)</i>
hola	<i>hi, hello</i>
mal	<i>bad</i>
muy	<i>very</i>
regular	<i>so-so, not so great</i>
¿Qué tal?	<i>What's up? / What's new? (informal)</i>

Las despedidas Leave-taking

adiós	<i>goodbye</i>
chao/chau	<i>goodbye</i>
hasta luego	<i>see you later</i>
hasta mañana	<i>see you tomorrow</i>
hasta pronto	<i>see you soon</i>

En el salón de clase In the classroom

el bolígrafo	<i>ballpoint pen</i>
el borrador	<i>eraser</i>
la calculadora	<i>calculator</i>
el cesto	<i>wastebasket</i>
la computadora	<i>computer</i>
la computadora portátil	<i>laptop</i>
el cuaderno	<i>notebook</i>
el escritorio	<i>desk</i>
el lápiz	<i>pencil</i>

el libro	<i>book</i>
el marcador / el rotulador	<i>marker</i>
la mesa (de la computadora)	<i>(computer) table</i>
la mochila	<i>backpack</i>
la pantalla	<i>screen</i>
la pizarra	<i>board</i>
la puerta	<i>door</i>
el reloj	<i>clock</i>
la silla	<i>chair</i>
la tableta	<i>tablet</i>
la ventana	<i>window</i>

Las personas People

el/la amigo/a	<i>friend</i>
el/la chico/a	<i>boy/girl</i>
el/la doctor/a	<i>doctor</i>
él	<i>he</i>
ella	<i>she</i>
el/la estudiante	<i>student</i>
el/la profesor/a	<i>professor, teacher</i>
el señor (Sr.)	<i>Mr.</i>
la señora (Sra.)	<i>Ms., Mrs.</i>
la señorita (Srta.)	<i>Ms., Miss</i>
tú	<i>you (informal)</i>
usted	<i>you (formal)</i>
yo	<i>I</i>

Verbos Verbs

eres	<i>you are (informal)</i>
es	<i>you are (formal), he/she is</i>
está	<i>he/she is, you are (formal)</i>
estás	<i>you are (informal)</i>
hay	<i>there is, there are</i>
soy	<i>I am</i>

Los meses del año Months of the year

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

Los días de la semana Days of the week

lunes	<i>Monday</i>
martes	<i>Tuesday</i>
miércoles	<i>Wednesday</i>
jueves	<i>Thursday</i>
viernes	<i>Friday</i>
sábado	<i>Saturday</i>
domingo	<i>Sunday</i>
Hoy es...	<i>Today is...</i>
¿Qué día es hoy?	<i>What day is it?</i>
¿Qué fecha es? / ¿Cuál es la fecha?	<i>What is the date?</i>

El tiempo Weather

Hace buen/mal tiempo.	<i>The weather is good/bad.</i>
Hace sol.	<i>It is sunny.</i>
Llueve. / Está lloviendo.	<i>It is raining.</i>
¿Qué tiempo hace?	<i>What's the weather like?</i>

Las estaciones Seasons

el invierno	<i>winter</i>
el otoño	<i>fall</i>
la primavera	<i>spring</i>
el verano	<i>summer</i>

Palabras y expresiones útiles Useful words and expressions

a	<i>at, to</i>
¿Cómo es?	<i>What is he/she/it like?</i>
¿Dónde está...?	<i>Where is . . . ?</i>
el/la	<i>the</i>
ese/a	<i>that (adjective)</i>
hoy	<i>today</i>
mañana	<i>tomorrow</i>
mi(s)	<i>my</i>
¡Que se mejore!	<i>Feel better!</i>
¿Quién es...?	<i>Who is . . . ?</i>
tu(s)	<i>your</i>
un/una	<i>a, an</i>
¿Y tú?	<i>And you? (informal)</i>
¿Y usted?	<i>And you? (formal)</i>

See page 8 for courtesy expressions.
 See page 14 for useful classroom expressions.
 See page 16 for the alphabet.
 See page 18 for cognates.
 See page 20 for expressions of location.
 See page 21 for numbers.
 See page 24 for telling time.

Capítulo 1

¿Qué estudias?

Enfoque cultural

España

Vocabulario en contexto

Los estudiantes españoles
La universidad y los cursos
Las actividades de los estudiantes

Mosaico cultural

La vida universitaria en
España e Hispanoamérica

En acción

Los saludos

Funciones y formas

Interrogative words
Present tense of **estar**
Present tense of regular
-ar verbs
Present tense of regular -er
and -ir verbs
Articles and nouns

Mosaicos

ESCUCHA Listen for
the gist

HABLA Ask questions to
gather information

LEE Identify the format
of a text

ESCRIBE Brainstorm key
ideas before writing

En este capítulo...

Vocabulario



Edificio universitario en la Plaza de Anaya, Salamanca

Learning Outcomes

You will be able to:

- talk about studies, campus, and academic life
- describe daily routines and activities
- ask and answer questions
- express location and states of being
- specify gender and number
- talk about Spain in terms of products, practices, and perspectives
- share information about student life in Hispanic countries and identify cultural similarities

Enfoque cultural

España



La Universidad de Salamanca, fundada en 1218



La paella, un plato típico de Valencia



El Patio de los Leones en La Alhambra, Granada

Arte hispano

Un fresco del siglo XVI en la Universidad de Salamanca



Enfoque cultural

¿Qué te parece?

- España forma parte de la Unión Europea.
- Muchos turistas visitan España; es uno de los países (*countries*) más visitados del mundo.
- El fútbol es muy popular en España; el Barcelona y el Real Madrid son dos de los equipos (*teams*) más importantes.
- En España se habla castellano (español), catalán, gallego y euskera (vasco).
- España produce mucho vino; es el tercer (3^{er}) productor de vino en el mundo.



La influencia musulmana es evidente en la Mezquita-catedral de Córdoba. Los árabes vivieron (*lived*) ocho siglos (*centuries*) en la península ibérica.



El acueducto de Segovia es un monumento romano del siglo II. Tiene 760 metros de largo. Los romanos le dan el nombre de **Hispania** a la península y establecen sus leyes (*laws*) y su idioma (*language*), el latín.



Madrid es la capital de España. Es una ciudad (*city*) cosmopolita, sede (*headquarters*) de un gobierno democrático y de una monarquía constitucional. Madrid es un importante centro cultural, con grandes teatros, famosos museos y universidades muy buenas.



Barcelona es otra ciudad dinámica y vibrante. Por Las Ramblas pasean todos los días miles de personas. En Barcelona son famosos los edificios (*buildings*) modernistas como la Sagrada Familia o el Hospital de Sant Pau.



To learn more about Spain, go online to view the *Club cultura* videos.



¿Cuánto sabes? Select the place or thing that corresponds with each description.

- | | |
|-------------------------------------|-------------------------|
| 1. ____ la capital de España | a. acueducto de Segovia |
| 2. ____ un edificio modernista | b. Real Madrid |
| 3. ____ una construcción romana | c. vino |
| 4. ____ un producto importante | d. Madrid |
| 5. ____ un plato típico de Valencia | e. Hospital de Sant Pau |
| 6. ____ un equipo de fútbol | f. paella |

VOCABULARIO EN CONTEXTO

Talking about students, their studies, and their activities Los estudiantes españoles



))) Me llamo Paloma Roldán. Estudio Administración y Dirección de Empresas en la Universidad Autónoma de Madrid. Mis clases son por la mañana. Llego a la universidad a las nueve. Este semestre mis cursos son matemáticas, economía, ciencias políticas, estadística y análisis financiero. Mi clase favorita es economía. La clase de estadística es difícil, pero el profesor es muy bueno. La clase de ciencias políticas es fácil y muy interesante. Hablo español, francés e inglés.

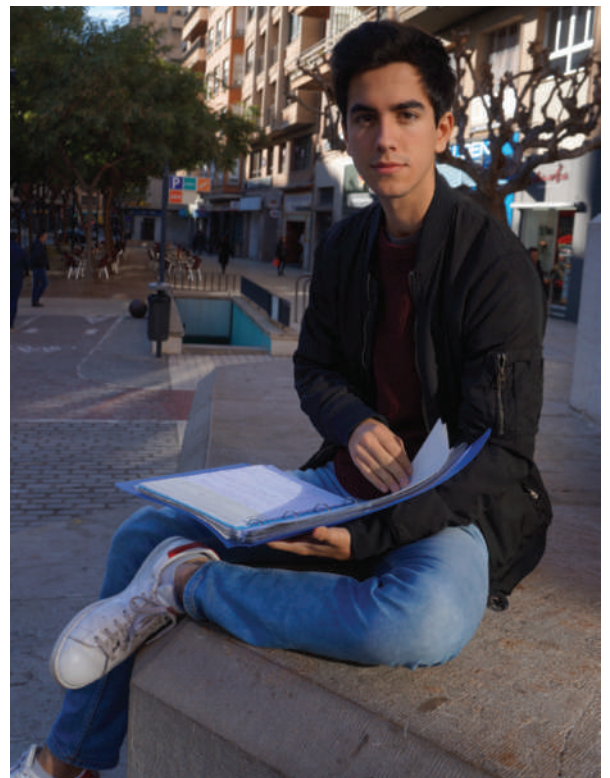
Lengua

The letter **y** changes to **e** when it precedes a word beginning with the **i** sound (which may include words that start with **hi**): **inglés y español**, but **español e inglés**; **inteligente y agradable**, but **agradable e inteligente**.

))) Este chico es mi primo. Se llama Daniel y estudia Humanidades en la Universidad Pompeu Fabra de Barcelona. Habla castellano (español) y catalán. Sus clases este año son literatura, historia y geografía. Daniel es muy responsable y estudioso. Generalmente llega a la universidad a las ocho. Por la tarde, escribe sus tareas en el ordenador, estudia y escucha música o mira películas (movies) en la televisión. Daniel practica fútbol todas las semanas con sus compañeros de clase y sus amigos de la universidad.

En otras palabras

Words related to computers and computing are often borrowed from English (e.g., **software**, **email**), 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 some countries in Latin America.



PRÁCTICA



1-1 Escucha y confirma. Listen to the statements about Paloma and Daniel. Then, indicate **sí** or **no** based on what you have heard.

1. a. sí b. no
2. a. sí b. no
3. a. sí b. no
4. a. sí b. no
5. a. sí b. no
6. a. sí b. no



1-2 ¿Qué sabes de los estudiantes? Indicate whether the following information refers to Paloma (**P**) or to Daniel (**D**).

1. ____ Llega a las nueve a la universidad.
2. ____ Practica fútbol todas las semanas.
3. ____ Estudia geografía.
4. ____ Escucha música por la tarde.
5. ____ Su clase favorita es economía.
6. ____ Habla catalán.



1-3 Preguntas. Take turns asking and answering the following questions.

1. ¿Quién es Paloma Roldán?
2. ¿Qué estudia Paloma?
3. ¿Cuál es su clase favorita?
4. ¿Cómo se llama el primo de Paloma?
5. ¿Dónde estudia Daniel?
6. ¿Quién habla catalán?



1-4 ¿Qué sabes de tu compañero/a? Use **¿Cuál es...?** to ask each other for the following information.

MODELO E1: *¿Cuál es...?*
E2: *Es...*

1. tu nombre completo
2. el nombre de tu universidad
3. tu clase más difícil
4. tu clase más fácil
5. el nombre de tu profesor favorito / profesora favorita



1-5 Más información. To learn more about your partner, take turns asking him/her the following questions.

1. ¿De dónde eres?
2. ¿A qué hora llegas a la universidad?
3. ¿Dónde está tu universidad?
4. ¿Cómo es la universidad?
5. ¿Cómo es tu profesor favorito / profesora favorita?