

Marinelli | Fajardo

Conectados

SECOND EDITION



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Conectados

SECOND EDITION

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Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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The background of the entire page is a light blue-grey color with a white network pattern. This pattern consists of numerous small, solid white circles (nodes) connected by thin, white, slightly curved lines, creating a web-like structure that fills the entire background.

To my beloved husband, Stephen Fitzer.

—P.J.M.

*To all those strangers I've met on my travels
who are now my friends.*

—K.F.

Acknowledgments

This new edition of *Conectados* reflects the creative work of many dedicated professionals. Some of you were with us at the beginning of the journey; others joined us farther down the road. No matter when you became part of this project, we extend our sincere thanks to you for your many contributions.

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To the Student

Welcome to **Conectados**! The title of this program means *connected*, and we chose it because we firmly believe that language connects us all, regardless of our differences. We hope that **Conectados** helps you learn to communicate effectively in Spanish and to become part of the global Spanish-speaking community.

An Introduction to **Conectados**

Conectados has two components: this printed **Student Edition**, which features activities for exclusive use in class; and an online component, called **MindTap**, which consists of a wide array of learning and practice activities to complete at home. You can access all the content in MindTap on your computer or any mobile device. When you need to study on the go, you can access your eReader, flashcards, and personal progress tracker through the MindTap Mobile App. That means you can study Spanish whenever and wherever you want!

Chapter Overview

You'll start each chapter by learning about the countries and cultures where Spanish is spoken. This section is called **Nuestro mundo** and includes personal narratives, maps, photos, and videos.

The next major section of each chapter is **Vocabulario**—vocabulary. Here you'll learn new words and phrases, which is key to speaking and writing Spanish. Another important tool for communicating in Spanish is grammar—**Gramática**. This section will help you learn how to put words together to form sentences, so you can express your own ideas. All the language concepts in **Conectados** are broken into small digestible bits so you can easily comprehend each topic. There are also plenty of practice activities, but not to worry: Our practice activities are not boring repetition drills but rather engaging exercises and real-life tasks.

The vocabulary and grammar sections are followed by **En acción**, which consists of two sections: **Preguntas esenciales** and **Comunicación**. In **Preguntas esenciales**, you will discuss thought-provoking questions, such as “How do you define success?” and “Why do people travel?” In **Comunicación**, you will read, discuss, and write about a variety of culturally rich topics ranging from Seville's science lectures in a local bar to Argentina's inventor of 3D-printed prosthetic hands.

The last major section of each chapter is **Nuestra comunidad**. The purpose of this section is to help you feel part of the global Spanish-speaking community as well as to build a classroom community. Here, you will watch interviews with your Spanish-speaking peers and explore websites in Spanish. You will also share posts and comments in an online class discussion forum.

Online, there are several additional sections (**Lectura / Lectura auténtica**, **Composición**, **Pronunciación**, **Síntesis**) that will help you further develop your reading, writing, and speaking skills further. Each section has a strategy designed to help you comprehend and communicate more effectively—we want you to succeed!

MINDTAP **Conectados MindTap**

- The **Conectados** MindTap online component provides a complete array of learning, practice, and assessment activities delivered with user-friendly, intuitive technology.
- The complete **Conectados** MindTap course can be accessed from any desktop computer or mobile device with an internet connection.
- The MindTap Mobile app for **Conectados** provides access to a progress tracker, eReader, pronunciation practice, and flashcard quizzes. These may be accessed without an internet connection. The MindTap Mobile app is free with the purchase of the MindTap course.

The Online Learning Path

The activities that your instructor assigns in MindTap are organized into a carefully designed **Learning Path**. The five steps of this path will help you move step by step along the path to success.

Ready?

In the first step, you will familiarize yourself with the learning outcomes or preview the new material.

Learn it!

In the second step, you will work through interactive instructional presentations that are “chunked” into manageable amounts of information. Before moving on to the next “chunk,” you can check your grasp of the material with simple **Try it!** activities that are not graded. In this step, be sure to click on any audio icon to hear native speakers speak. And in the grammar explanations, if you want, you can view short video tutorials.

Practice it!

In the third step, you practice using the new material in a variety of contextualized contexts with visual, audio, and written prompts. As an aid to memory, activities in this step regularly incorporate themes and structures from earlier chapters as well. All **Practice it!** activities are auto-graded so you get immediate feedback. You can also access review links to view recent vocabulary items and grammar explanations.

Use it!

In this step, you apply what you have learned in a more personalized way. Activity types include individual speaking and partner chat, short readings, open-ended writing, video viewing, cultural exploration, and discussion board activities. Activities in the **Use it!** Learning Path may be auto-graded or instructor reviewed. (By the way, keep in mind that if the activity is instructor reviewed, you won't see your score until your instructor has a chance to look at your work.)

Got it?

In the final step of the learning path, you are challenged to recall what you have learned and to assess your performance.

Tips for Language-Learning Success

To learn to communicate in Spanish, you will need to spend time *using* the language regularly, by listening to recordings, watching videos, making your own recordings, speaking with others, and reading all kinds of short articles. You will also want to learn how culture impacts what we say to others and how we say it. Here are our top three tips for success:

- Complete your work on time and don't get behind. Cramming does not work when it comes to learning languages.
- Remember that you may not get everything right the first time. Making mistakes is a normal part of the learning process. Keep at it!
- Find ways to use your Spanish outside of class. Watch Spanish TV shows, listen to Spanish music, or set up live online chat sessions with a language exchange partner. You will be amazed by how quickly your skills grow.

As you begin the new term, we wish you success in Spanish and in all your studies. We hope **Conectados** will inspire you to become a lifelong learner of Spanish and an admirer of its incredible cultures!

Sincerely,

P.J.M. and K.F.

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PRONUNCIACIÓN	The letters ll , ñ , r , and rr	The letters j , h , and ch
SÍNTESIS	Interpersonal, interpretive, and presentational activities	Interpersonal, interpretive, and presentational activities

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COMPOSICIÓN	An article on a popular vacation destination Estrategia: Composing paragraphs	A message about your summer job Estrategia: Writing longer sentences
PRONUNCIACIÓN	Intonation of statements and questions	The letter g
SÍNTESIS	Interpersonal, interpretative, and presentational activities	Interpersonal, interpretative, and presentational activities

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COMPOSICIÓN	A blog entry about healthy dining advice Estrategia: Review of writing strategies	A post about a shopping experience Estrategia: Using a bilingual dictionary
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SÍNTESIS	Interpersonal, interpretive, and presentational activities	Interpersonal, interpretive, and presentational activities

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SÍNTESIS	Interpersonal, interpretive, and presentational activities	Interpersonal, interpretive, and presentational activities

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PRONUNCIACIÓN	Review	
SÍNTESIS	Interpersonal, interpretive, and presentational activities	

Icons



Individual work



Collaborative work with a partner



Oral communication with a partner



Oral communication with two or more classmates



Oral class activity



Activity that recycles material from previous chapters



Objetivos Motivation is a key factor in learning a language. Think about why you are studying Spanish and then ask yourself exactly what you want to accomplish. Set specific and realistic goals for yourself and feel proud of each achievement!

 **MINDTAP** Take note of the learning outcomes for each section of the lesson. At the end of each **Paso**, use the self-assessment activity to reflect on and evaluate what you have learned and what you need to work on.

LP-1 Mi meta. Why are you studying Spanish? What is your goal for this class?

Think about these questions and then complete the statements.

1. I want to study Spanish because . . . (Check all that apply.)

- ☐ Spanish is spoken by 50 million people in the United States and by over 400 million people worldwide. It's everywhere!
- ☐ I want to connect with my cultural heritage.
- ☐ I want to travel / work in a Spanish-speaking country.
- ☐ I will be able to use Spanish in my career.
- ☐ I want to make new friends and meet new people.
- ☐ I have to take Spanish as a graduation requirement.

2. By the end of this course, I want to be able to _____.

Para presentarte

To introduce yourself



Vocabulario We need vocabulary—words and phrases that make up a language—to communicate with others. When you encounter new vocabulary, try to guess what the words and phrases mean by using visual cues and words you do know. In the dialogue above, what do you think **Me llamo Lucía** means? If you guessed *My name is Lucía*, you're right!

Learning vocabulary is perhaps the most important task in learning a new language. The more words you know, the more you understand, and the more you can say. The best way to learn new words and phrases is to see and hear them in sentences, say them, write them, and use them in various situations. Consistent, regular practice is important to your success.

 **MINDTAP** First, listen to and read a short dialogue that models the use of some of the new words you will learn. In the next step, take the time to listen to the vocabulary multiple times, until the words and phrases sound familiar. Then, work thoughtfully through the assigned activities. This study plan will help you move from recognizing the words to using them to express your own thoughts.



LP-2 ¿Cómo te llamas? It's time to meet your classmates! Walk around the classroom and ask five fellow students their names.

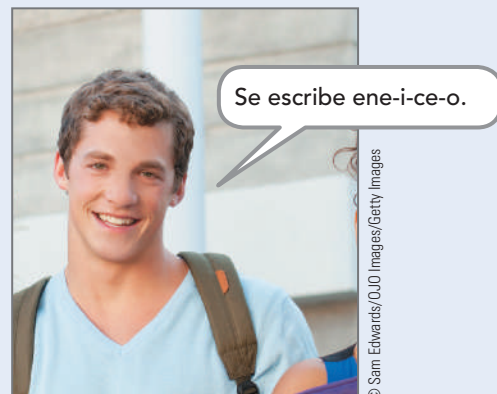
Modelo Estudiante A: Hola. ¿Cómo te llamas?

Estudiante B: Me llamo (name). ¿Y tú?

Estudiante A: Me llamo (name).

Para deletrear

To spell



El alfabeto

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

Pronunciación y composición Part of learning a language is learning its sounds and symbols—how to pronounce them and how to write them. What have you noticed so far? In the written language, which Spanish letter doesn't exist in the English alphabet? What punctuation marks are unique to the Spanish language? And what about spoken Spanish? How does it sound to you compared to English?

MINDTAP You will have many opportunities to train your ear by listening to audio recordings of native speakers and watching short authentic videos. Be sure to practice your pronunciation by repeating the words and phrases you hear. Next, write sentences with those new words and phrases. And always keep this in mind: It is normal to make mistakes as you learn a new language, and practice does make perfect!



LP-3 ¿Cómo se escribe? Find out the names of four classmates you haven't met yet. Ask how their names are spelled and write them in the chart.

Modelo Estudiante A: Hola. ¿Cómo te llamas?
 Estudiante B: Me llamo Jayden.
 Estudiante A: ¿Cómo se escribe Jayden?
 Estudiante B: Se escribe jota-a-ye-de-e-ene. ¿Y tú?
 ¿Cómo te llamas?

	Nombre
1.	
2.	
3.	
4.	

Para saludar

To greet someone



Títulos

Titles

Señor (Sr.)	Mr.	Profesor	Professor (male)	Doctor (Dr.)	Doctor (male)
Señora (Sra.)	Mrs.; Ms.	Profesora	Professor (female)	Doctora (Dra.)	Doctor (female)
Señorita (Srta.)	Miss; Ms.				

Cultura Learning a new language is closely tied to learning about the people who speak that language and their way of life—in other words, their culture. Culture is broad: It encompasses everything from customs and habits of daily life to religious and political institutions to artistic and literary creations.

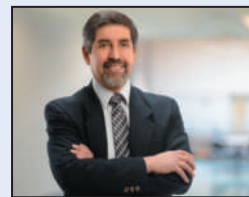
One important cultural concept is the notion of *formal* and *informal* speech. In Spanish, the two words for *you*—**tú** and **usted**—signal this difference. In the dialogues above, which is used in the more formal situation?

MINDTAP You will visit the regions where Spanish is spoken through videos and by exploring sites on the internet. You will also explore daily life as well as the great achievements of Spanish-speaking people from around the world through videos and readings.



LP-4 ¿Cómo estás? How would you ask each of the following people in Spanish how he or she is doing? Working with a classmate, decide whether you should use a formal or an informal greeting. Use the name of the person in the picture and say the greeting aloud.

Modelo ¿Cómo está usted, señor Calvo?



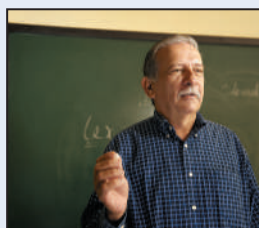
Señor Calvo



1. Sofía



2. Doctora Moreno



3. Profesor García



4. Juan

Las asignaturas

Academic subjects

Las ciencias naturales	Science	la informática	computer science
la biología	biology	la ingeniería	engineering
la física	physics	Las humanidades y bellas artes	Humanities and fine arts
la química	chemistry	el arte	art
Las ciencias sociales	Social sciences	la cinematografía	filmmaking
las ciencias políticas	political science	las lenguas	languages
la historia	history	la literatura	literature
la psicología	psychology	la música	music
Los estudios profesionales	Professional studies	el teatro	theater
la administración de empresas	business administration	Las matemáticas	Math
la comunicación	communication	el álgebra	algebra
el derecho	law	el cálculo	calculus
la educación	education	la geometría	geometry

Conexiones By learning another language, you also open the door to a world of new information. Imagine being able to use your Spanish to learn about other subjects of interest to you! To help you do this, keep in mind that many words are similar in Spanish and English. These cognates, or **cognados** as they are known in Spanish, have the same meanings but slight differences in spelling and pronunciation.

 **MINDTAP** You will learn new information drawn from other academic disciplines by watching brief documentary-style videos and by reading short articles from newspapers, magazines, and internet sites.

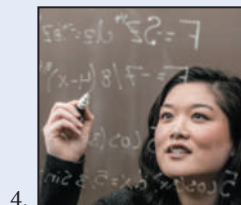
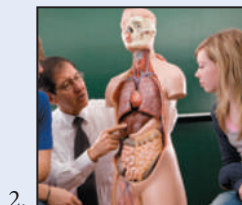


LP-5 Las asignaturas. What academic subject do you associate with each of the following terms? Working with a classmate, read each list of terms, select the corresponding academic subject, and say it aloud in Spanish. How many cognates do you recognize?

1. los experimentos, los elementos, las reacciones
2. las repúblicas, la democracia, la constitución
3. las computadoras, los programas, los sistemas binarios
4. el español, el inglés, el italiano, el chino, el árabe
5. las ecuaciones, los factores, $a + b = c$

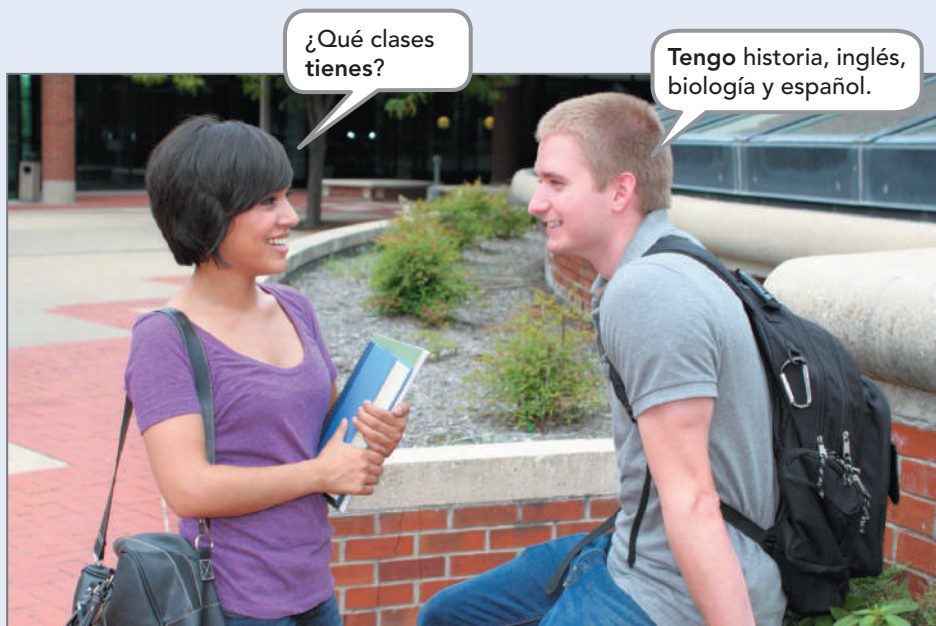


LP-6 ¿Qué clase es? What do you think these people are studying? Working with a partner, say the name of each class aloud in Spanish. Then say aloud the name of the corresponding course category (such as **las ciencias naturales** or **las humanidades**).



Para hablar de las clases

To talk about classes



Gramática To communicate effectively, you need to know how to put words together to create sentences. In both English and Spanish, verbs—words like *have*, *is*, *read*, and *watch*—are a key part of every sentence. In Spanish, verbs have different forms. For example, in the dialogue above, two verb forms are used: **tengo** and **tienes**. Which one means *I have*? Which one means *do you have*?

 **MINDTAP** You will learn more about the structures and word order of Spanish in the **Gramática** sections. Take time to observe how language is used in the model conversations, where new grammar is presented. Work through each point of the explanation and test your comprehension by completing the **Try it!** questions before you begin the assigned practice activities.



LP-7 Las clases. Ask four classmates what classes they are taking. Fill in the chart in Spanish with at least two courses (other than Spanish!) for each person.

Modelo Estudiante A: Hola. ¿Cómo te llamas?
Estudiante B: Hola. Me llamo Kelly.
Estudiante A: ¿Qué clases tienes, Kelly?
Estudiante B: Tengo español, química, inglés y música.

Nombre	Clases
1.	
2.	
3.	
4.	

Para entender en clase

To understand in class

¿Entienden? ¿Sí?
¡Excelente!



© Rubberball/Getty Images

Las instrucciones del profesor

Su atención, por favor.
Abran los libros en la página (cinco).
Cierren los libros.
Escuchen.
Repitan.
Miren aquí.
Escriban la respuesta.
Contesten las preguntas.
¿Entienden?
Trabajen con un(a) compañero(a) de clase.

Professor's instructions

*Your attention, please.
Open your books to page (five).
Close your books.
Listen.
Repeat.
Look over here.
Write the answer.
Answer the questions.
Do you understand?
Work with a classmate.*

Comunidad In class, you will join with your classmates and instructor to form a new community where you use your Spanish to learn together and share ideas.

 **MINDTAP** To build your class community, you may be asked to post your own videos and photos or to work with a partner to make a recording. Take advantage of social networking sites and forums on the internet to connect with a global community of Spanish speakers and learners.



LP-8 Las instrucciones del profesor. What might your Spanish instructor say in each situation? With a partner, match the appropriate expression to the situation.

- | | |
|--|--|
| _____ 1. To introduce new words to the class | a. Cierren los libros, por favor. |
| _____ 2. If several class members appear confused | b. Escuchen y repitan. |
| _____ 3. Before passing out a quiz | c. Trabajen con un compañero de clase. |
| _____ 4. To organize the class members for an activity | d. ¿Entienden? |
| _____ 5. To make sure everyone is listening | e. Su atención, por favor. |
| _____ 6. While pointing to a drawing | f. Miren aquí. |

Vocabulario

Congratulations! You now know how to do the following:

- Say hello and ask someone's name
- State your name and spell it
- Greet people in informal and formal situations
- Say what classes you have
- Follow your professor's instructions

Para aprender mejor

Study vocabulary according to your learning style preference. For example, visual learners like to see the words written; auditory learners benefit from hearing and repeating words aloud; kinesthetic learners prefer to act out the words. In addition, some learners prefer to study by themselves while others study better in groups. As you begin your study of Spanish, try different styles and see what works best for you.

Preguntas

¿Cómo está usted?
¿Cómo estás?
¿Cómo se escribe tu nombre?
¿Cómo te llamas?
¿Qué clases tienes?
¿Y tú?
¿Y usted?

Questions

How are you? (formal)
How are you? (informal)
How do you spell your name?
What's your name?
What classes do you have?
And you? (informal)
And you? (formal)

Palabras útiles

Bien.
Gracias.
Hola.
Me llamo...
No. / Sí.
Se escribe...
Tengo...
y

Useful words

Fine; Good.
Thank you; Thanks.
Hi; Hello.
My name is . . .
No. / Yes.
It's spelled . . .
I have . . .
and

Títulos

Doctor (Dr.)
Doctora (Dra.)
Profesor
Profesora
Señor (Sr.)
Señora (Sra.)
Señorita (Srta.)

Titles

Doctor (male)
Doctor (female)
Professor (male)
Professor (female)
Mr.
Mrs.; Ms.
Miss; Ms.

Las asignaturas

Las ciencias naturales
la biología
la física
la química
Las ciencias sociales
las ciencias políticas
la historia
la psicología
Los estudios profesionales
la administración
de empresas
la comunicación
el derecho
la educación
la informática
la ingeniería
Las humanidades y
bellas artes
el arte
la cinematografía
las lenguas
la literatura
la música
el teatro
Las matemáticas
el álgebra
el cálculo
la geometría

Academic subjects

Science
biology
physics
chemistry
Social sciences
political science
history
psychology
Professional studies
business
administration
communication
law
education
computer science
engineering
Humanities and
fine arts
art
filmmaking
languages
literature
music
theater
Math
algebra
calculus
geometry

The alphabet, p. 3

¡Vamos a conocernos!

CAPÍTULO

1

In this chapter you will . . .

- introduce yourself and others
- greet others and ask how they're feeling
- count and use numbers up to 100
- exchange basic personal information
- describe your classroom and campus
- say where you're going around campus
- write a message to a former roommate
- share information about yourself in a discussion forum

You will also . . .

- gain knowledge about the Spanish-speaking world
- identify appropriate gestures and expressions used in greetings
- discuss technology use in classrooms in different countries
- compare where US and Latin American college students live
- discover connections to geography and neuroscience
- explore the profiles of famous Spanish-speaking people
- take a tour of the University of Costa Rica

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Amigos en Miami, Florida

NUESTRO MUNDO

El mundo hispanohablante

The Spanish-speaking world is made up of half a billion people and counting. Spanish places second in the world, after Mandarin, for the number of native speakers.



1-1 Mi país. Joely Morales Villela is a graduate student at the University of New Mexico. Working with a classmate, read her message and answer the questions.

¡Hola! Me llamo Joely Magdalena Morales Villela. I was born in Tampico, a port city on the east coast of Mexico. Mexico is one of the biggest countries in Latin America and the one with the largest number of Spanish speakers in the Spanish-speaking world, **el mundo hispanohablante**. Spanish is the national language of 20 (**veinte**) countries in the Americas, Europe, and Africa. Also, there are Spanish speakers and Hispanic communities spread out all over the world, including countries where Spanish is not the official or dominant language, for example, the United States of America—**Estados Unidos**.



© Joely Morales Villela

Joely en Tampico, México

1. ¿De dónde es Joely? (*Where is Joely from?*)
2. ¿El español es el idioma oficial de cuántos países? (*Spanish is the official language of how many countries?*)

¡Ahora tú!

- ¿De qué país eres tú? (*What country are you from?*)
- ¿Qué países del mundo hispanohablante has visitado? (*What Spanish-speaking countries have you visited?*)

As of right now, I'm an MA candidate in Hispanic Literature at the **Universidad de Nuevo México**. My goal is to become a professor of Hispanic literature, because I love Spanish and I believe that learning languages and studying literature changes one's perspective and gives us a different sensitivity toward world issues. It makes me happy that language study is an important part of the curriculum. Did you know that Spanish is the language most often taught in schools in the United States?

EL ESPAÑOL EN CIFRAS

+DE **540 MILLONES**
DE PERSONAS
HABLAN EL ESPAÑOL
COMO LENGUA NATIVA,
SEGUNDA O EXTRANJERA

3ª LENGUA
MÁS UTILIZADA
EN INTERNET

POR DETRÁS
DEL INGLÉS
Y DEL CHINO



CASI **20 MILLONES**
DE ALUMNOS
ESTUDIAN ESPAÑOL COMO LENGUA
EXTRANJERA

2050
AÑO EN QUE EE UU
SERÁ EL PAÍS CON MÁS
HISpanOHABLANTES

Fuente: Foro Internacional del Español

3. ¿Dónde estudia Joely? (*Where does Joely study?*)
4. ¿Cuántos estudiantes estudian español? (*How many students study Spanish?*)
5. ¿En qué año será Estados Unidos el país con más hispanohablantes? (*In what year will the United States be the country with the most Spanish speakers?*)

¡Ahora tú!

- ¿Dónde estudias tú? (*Where do you study?*)
- ¿Qué dato de la infografía te sorprende más? (*What fact shown in the infographic surprises you the most?*)

It is good to be aware that spoken and written Spanish, just like English, has regional variations. For example, popcorn is called **palomitas de maíz** in Mexico, **pochoclos** in Argentina, **canchitas** in Perú, and **poporopo** in Guatemala. Isn't that cool? The more we learn, the more our world grows. So keep your mind open to always being a learner, a student of the world.



6. ¿Cómo se dice *popcorn* en México? ¿Y en Perú? ¿En Guatemala?

¡Ahora tú!

- ¿Qué ejemplos de regionalismos hay en inglés? (*What are some examples of regionalisms in English?*)

Palomitas y sus nombres regionales

Go to  MINDTAP for these additional activities:

- **Perfil: Almanaque and Mapa**
- **Mi país:** Extended version of Joely's narrative

- **Conexiones: Historia, Religión, Deportes**
- **Reportaje:** Video of Bolivia's Madidi National Park

PASO 1 VOCABULARIO

El primer día de clase

Entre profesores y estudiantes

In this *Paso*, you will . . .

- greet others and say good-bye
- introduce yourself and others
- exchange phone numbers, emails, and addresses
- describe how you and others feel



Saludos

Buenos días.
Buenas tardes.
Buenas noches.
¿Qué tal?
Muy bien.
No muy bien.
Regular.
¿Qué hay de nuevo?
Nada.
Todo bien.

Reacciones

Lo siento (mucho).
Me alegre (mucho).

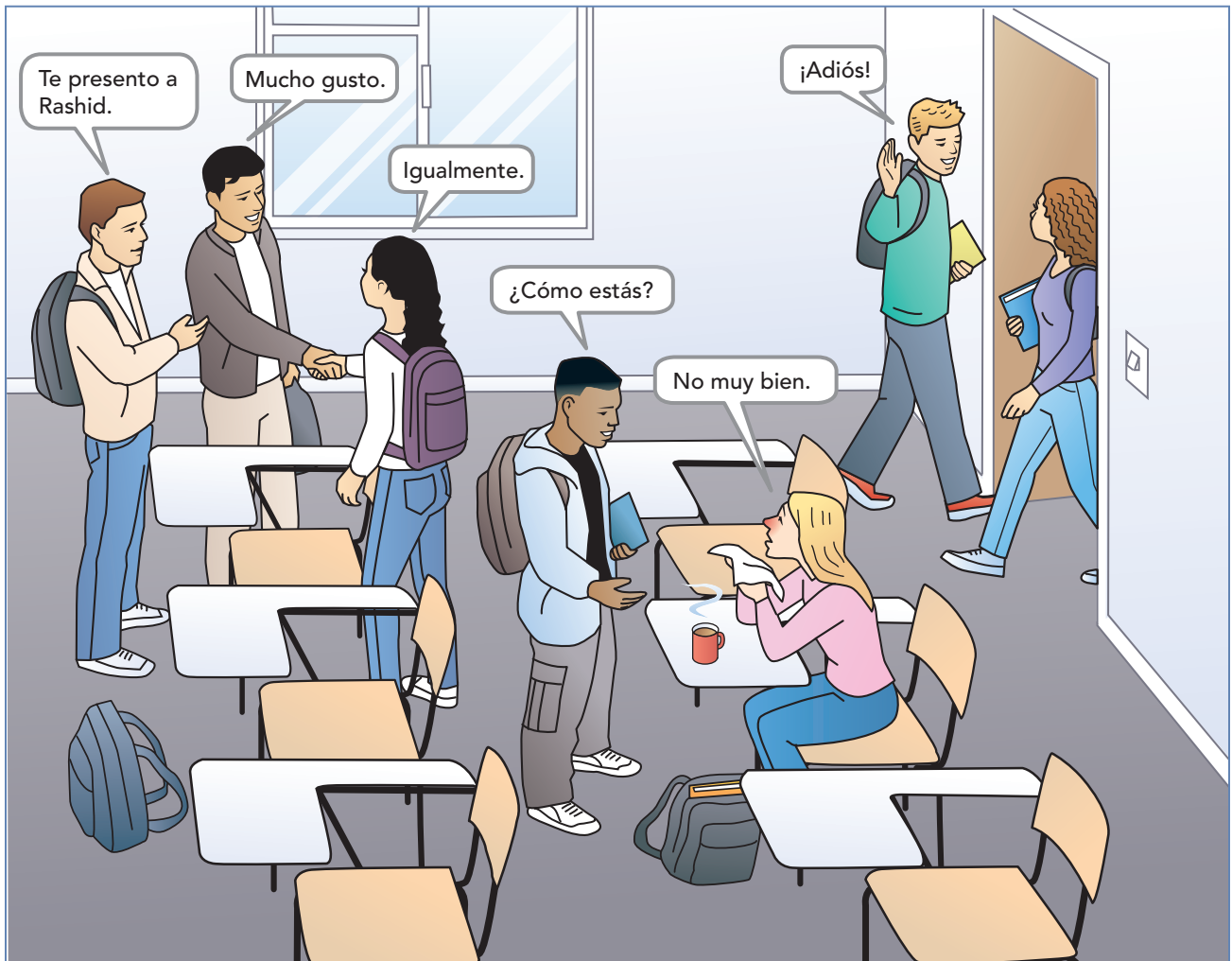
Greetings

Good morning.
Good afternoon.
Good evening.
How's it going? (informal)
Very well; Great.
Not so well.
So-so.
What's new?
Nothing.
Everything's fine; Everything's okay.

Reactions

I'm (very) sorry.
I'm (really) glad.

Entre profesores y estudiantes (cont.)



Presentaciones

¿Cómo se llama usted?
 ¿Cómo te llamas?
 Le presento a...
 Te presento a...
 Mucho gusto.
 Igualmente.

Despedidas

Adiós.
 Buenas noches.
 Chao.
 Hasta luego.
 Hasta mañana.
 ¡Nos vemos (en clase)!
 Hablamos más tarde.

Introductions

What's your name? (formal)
 What's your name? (informal)
 I'd like you to meet . . . (formal)
 I'd like you to meet . . . (informal)
 Nice to meet you.
 Same here; Likewise.

Leave-Takings

Good-bye.
 Good night.
 Bye; Ciao. (informal)
 See you later.
 See you tomorrow.
 See you (in class)!
 We'll talk later.

PASO 1 VOCABULARIO

¡Aplicalo!



Basic greetings and titles of address, **Lección preliminar**

1-2 Categorías. How many of the following basic phrases do you understand? Working with a classmate, take turns reading each list aloud; then circle the words and phrases that fit each category. The number of correct answers per category will vary.

Modelo Alfabeto: (jota) / (equis) / nada / sí / (ye)

- Saludos:** ¡Hola! / Hasta mañana. / Buenas noches. / Chao. / Buenos días.
- Despedidas:** ¡Nos vemos! / Hasta luego. / Buenas noches. / ¿Qué tal? / Igualmente.
- Títulos:** Profesora / Regular / Srta. / Señora / Doctor
- Presentaciones:** Me llamo Ana. / Lo siento mucho. / Te presento a José. / Mucho gusto. / Regular.
- Variantes de “¿Cómo estás?”:** ¿Qué tal? / ¿Cómo se llama usted? / ¿Qué hay de nuevo? / ¿Y usted? / ¿Cómo se escribe?
- Respuestas a (Responses to) “¿Cómo estás?”:** Bien, gracias. / Igualmente. / No muy bien. / Mucho gusto. / Adiós.



1-3 Lo lógico. How would you respond to the following questions and statements? Write the letter of the most logical response in each blank. Then read each conversational exchange aloud with a classmate and decide whether each one is formal, informal, or possibly both!

- | | |
|---|-----------------------|
| _____ 1. Buenas tardes. ¿Cómo está usted? | a. Me alegro mucho. |
| _____ 2. Te presento a Tamisha. | b. Bien. ¿Y usted? |
| _____ 3. ¿Cómo te llamas? | c. Hasta luego. |
| _____ 4. ¿Qué hay de nuevo? | d. Hola, mucho gusto. |
| _____ 5. Todo bien, gracias. | e. Igualmente. |
| _____ 6. Mucho gusto, señor. | f. Nada. |
| _____ 7. Hablamos más tarde. | g. Me llamo Hugo. |



1-4 Una conversación. Working with a classmate, read the following conversation between two students. As you read your part, choose the more logical words in parentheses.

- ROSA (1. Adiós / Hola), Paco. ¿Qué (2. estás / hay de nuevo)?
- PACO Todo bien, (3. igualmente / gracias). ¿Y tú? ¿Cómo (4. estás / está)?
- ROSA No (5. regular / muy bien).
- PACO Ah... ¡(6. Me alegro / Lo siento)!
- ROSA Bueno, (7. nos vemos / mucho gusto) en clase.
- PACO (8. Buenos días / Chao).



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¡Exprésate!



Clase

1-5 Hola. Let's see how everyone is doing today! Using the model, walk around the classroom and talk briefly with five different classmates.

Modelo Estudiante A: Hola, *Julia*.
 Estudiante B: Hola, *Sam*.
 Estudiante A: ¿Cómo estás?
 Estudiante B: Muy bien, gracias. ¿Y tú?
 Estudiante A: Muy bien.
 Estudiante B: Bueno, hablamos más tarde.
 Estudiante A: ¡Hasta luego!

¡Ojo!

*If you don't recall a classmate's name, ask: ¿Cómo te llamas?
 If your classmate isn't doing so well, say: ¡Lo siento!*



Clase

1-6 Presentaciones. Have you met everyone in our class?

- First, introduce yourself to a classmate sitting near you.
- Then, walk around the room together and introduce that classmate to other students in your class.

Modelo *To introduce yourself to a classmate*
 Estudiante A (Sam): Hola. Me llamo *Sam*.
 ¿Cómo te llamas?
 Estudiante B (Julia): Hola, *Sam*.
 Me llamo *Julia*.
 Estudiante A (Sam): Mucho gusto, *Julia*.
 Estudiante B (Julia): Igualmente.
To introduce two classmates
 Estudiante A (Sam): *Ana*, te presento a *Julia*.
 Estudiante C (Ana): Mucho gusto, *Julia*.
 Estudiante B (Julia): Igualmente.

Nota cultural

In Spain and Latin America, relatives usually greet each other with one or two kisses on the cheek. Greetings among friends vary from place to place, but can include several pats on the back or kisses on the cheek. In formal situations, handshakes are preferred.



1-7 En una fiesta. In groups of three, write a dialogue for each of the following situations. Be prepared to act these out in front of the class.



1.



2.



3.

PASO 1 GRAMÁTICA A

Los números del 0 al 100



LUIS ¡Hola, Carmen!

MABEL ¿Carmen? Soy Mabel.

LUIS ¿Es el cuatro, sesenta y cinco, cero, tres, veinte?

MABEL No, es el cuatro, sesenta y cinco, cero, tres, veintiuno.



Descúbrelo

- What telephone number is Luis trying to call?
- Did he call the correct number? Which digit did he get wrong?
- What number in the conversation is written as three separate words?

1. In Spanish, the numbers (**los números**) 0–30 and 40, 50, 60 . . . 100 are each generally written as one word. The numbers 31–39, 41–49, 51–59, etc., are each written as three separate words.

Los números del 0 al 100							
0	cero						
1	uno	11	once	21	veintiuno	31	treinta y uno
2	dos	12	doce	22	veintidós	32	treinta y dos
3	tres	13	trece	23	veintitrés	33	treinta y tres
4	cuatro	14	catorce	24	veinticuatro	40	cuarenta
5	cinco	15	quince	25	veinticinco	50	cincuenta
6	seis	16	dieciséis	26	veintiséis	60	sesenta
7	siete	17	diecisiete	27	veintisiete	70	setenta
8	ocho	18	dieciocho	28	veintiocho	80	ochenta
9	nueve	19	diecinueve	29	veintinueve	90	noventa
10	diez	20	veinte	30	treinta	100	cien

2. There are common patterns for how numbers are used in phone numbers, home addresses, and email addresses.
 - Telephone numbers are often stated in groups of two. If there is an uneven number of digits, the first digit is stated, then the pairs. For example, 516-8596 is said: “five, sixteen, eighty-five, ninety-six.”

MARTA	¿Cuál es tu número de teléfono?	<i>What's your phone number?</i>
LUIS	Es el dos, veintidós, treinta y tres, cincuenta.	<i>It's 222-3350.</i>

- When saying a street address, the building number is given after the name of the street.

JUAN	¿Cuál es tu dirección?	<i>What's your address?</i>
PACO	Es calle Colón, número ochenta y seis.	<i>It's 86 Colón Street.</i>

- The words **arroba** (@) and **punto com** are used in email addresses.

ELENA	¿Cuál es tu correo electrónico?	<i>What's your email?</i>
CLARA	Es vargas99@yahoo.com (vargas, noventa y nueve, arroba, yahoo punto com)	<i>It's . . .</i>

3. The number **uno** and numbers that end in **uno** have different forms depending on the gender of the noun that follows.

- **Uno** becomes **un** before a masculine noun. Notice the accent mark over **veintiún**.

un libro veintiún libros cincuenta y un libros

- **Uno** becomes **una** before a feminine noun.

una página veintiuna páginas cincuenta y una páginas



1-8 Las secuencias. With a partner, read the following sequences of numbers aloud in Spanish and fill in the gaps.

- 2, 4, 6, 8... 20
- 100, 90, 80... 20
- 21, 24, 27... 45
- 50, 55, 60... 90
- 19, 18, 17... 11
- 63, 62, 61... 55
- (Create your own sequence and have your partner finish it with 5 more numbers.)

¡Aplicalo!



1-9 En el café. How many people came to the coffee shop this week? Write out each number in words. Afterwards, check your answers by using the Spanish alphabet to spell each number aloud to a classmate.

The alphabet,
Lección preliminar



1. 21 estudiantes



2. 1 doctora



3. 31 profesores



4. 1 doctor



5. 21 profesoras



1-10 Información básica. Working with a partner, complete the following dialogue between the department secretary and a student. Use logical words and phrases from the **Gramática** section on pages 16–17. Afterwards, read it aloud again and substitute your own personal information for Felicia's.

SECRETARIA ¿Cómo se llama usted?

FELICIA Felicia Torres.

SECRETARIA ¿Cuál es su (1) _____ de teléfono?

FELICIA (2) _____ el 762-0897.

SECRETARIA ¿(3) _____ es su dirección?

FELICIA Es (4) _____ Jacinto, número 41.

SECRETARIA ¿Cuál es su (5) _____ electrónico?

FELICIA Es felicia dos (6) _____ gmail punto com.

SECRETARIA Gracias.

¡Exprésate!



1-11 Caracoles. With four to six classmates, sit in a circle and play the number game “Caracoles.”

- One student starts counting: **uno**.
- The person to the right says the next number: **dos**. Continue counting in a circle.
- When the number is 7, has a 7 in it, or is a multiple of 7, the person says **caracoles** instead of the number. For example: ... 10, 11, 12, 13, **caracoles**, 15, 16, **caracoles**, 18...
- When someone makes a mistake, start over with **uno**. The first group to reach **cien** wins the game.

Nota cultural

Most people in Spanish-speaking countries use two last names. The traditional order is the father’s family name followed by the mother’s. In some countries, such as Spain and Ecuador, parents can invert the order of the children’s last names (first the maternal, then the paternal). To look up Gregorio López Blanco in a directory, you would look under L for López.



1-12 Tarjetas de presentación. You’ve just returned from a meeting of the Chamber of Commerce. With a partner, look at the business cards you collected. Take turns reading a phone number, address, or email at random. Your partner needs to say whose it is.

Modelo **Estudiante A:** El número de teléfono es el cuarenta y nueve, cuarenta y uno, setenta y ocho, once.

Estudiante B: Gregorio López Blanco.



1-13 El directorio. Fill out the directory by doing the following:

- Introduce yourself to four classmates you don’t know very well.
- Ask for and write each person’s name, local address, phone number, and email.
- For extra practice, follow the Hispanic custom of using two last names.
- To ask for the spelling, say **¿Cómo se escribe... ?**

Nombre	Dirección	Teléfono	Correo electrónico

Los pronombres de sujeto y el verbo *estar*



NURIA ¡Hola, Pablo! ¿Cómo estás?
 PABLO Bien, pero (*but*)... ¿dónde está Diego?
 NURIA Él está en Nueva York.
 PABLO ¿Y Ana?
 NURIA Ella está en Miami.
 PABLO ¡Suertudos! (*Lucky ones!*)

- The subject of a sentence is the person who performs the action or is the topic of the sentence. It can be a name (such as **Diego**), a noun (such as **amigo**), or a subject pronoun, such as *I* or *we* in English. Here are the subject pronouns in Spanish. Notice that there is no Spanish equivalent for the subject pronoun *it*.

Los pronombres de sujeto	
Singular	Plural
yo <i>I</i>	nosotros <i>we (males / mixed group)</i> nosotras <i>we (females)</i>
tú <i>you (informal)</i> usted (Ud.) <i>you (formal)</i>	vosotros <i>you (males / mixed group; informal; used in Spain)</i> vosotras <i>you (females; informal; used in Spain)</i> ustedes (Uds.) <i>you (formal; also informal in Latin America)</i>
él <i>he</i> ella <i>she</i>	ellos <i>they (males / mixed group)</i> ellas <i>they (females)</i>



Descúbrelo

- Where are Diego and Ana?
- What word is used to ask and tell where Diego is?
- To whom does the subject pronoun **ella** refer?

- Spanish has several ways of expressing the subject pronoun *you*.
 - Use the informal **tú** to address someone you're on a first-name basis with, such as a friend, a family member, a classmate, or a peer.
 - Use the more formal **usted**, oftentimes written as **Ud.**, to address an older person, an acquaintance, or an authority figure.
 - In Latin America, use **ustedes (Uds.)** to address a group of two or more people, in all circumstances. In Spain, use **vosotros** and **vosotras** to address two or more friends, family members, classmates, or peers; use **ustedes** to address two or more authority figures or people much older than yourself.
- Because there are different verb forms for most subject pronouns, subject pronouns are not used when the meaning is clear. Instead, subject pronouns are added primarily to clarify or emphasize their meaning. In the following sentence, for example, the understood subject is **yo**: **Estoy bien**.

PASO 1 GRAMÁTICA B

4. Here are the forms for the verb **estar** (*to be*) in the present tense. **Estar** (*to be*) is the basic form, called the infinitive. The different verb forms, called conjugations, correspond to different subjects: *I am, you are, he is*, etc. When the subject is *it*, the form **está** is used.

El presente del verbo <i>estar</i> to be			
yo	estoy	nosotros/nosotras	estamos
tú	estás	vosotros/vosotras	estáis
usted	está	ustedes	están
él/ella	está	ellos/ellas	están

5. The verb **estar** is used to express where someone or something is located. To ask about a location, begin your question with **¿Dónde...?** For example: **¿Dónde está Guinea Ecuatorial?**
6. The verb **estar** is also used to express how someone feels. Here are some key words for physical and emotional conditions. Notice that nearly all these adjectives have two forms: Use the word ending in **-o** to refer to a male, and the one ending in **-a** to refer to a female. Adjectives that end in **-e**, such as **triste**, can refer to a male or a female.

cansado / cansada	estresado / estresada
contento / contenta	ocupado / ocupada
emocionado / emocionada	preocupado / preocupada
enfermo / enferma	triste
enojado / enojada	

¡Aplicalo!



Colaborar

- 1-14 De vacaciones.** Where are the following people vacationing? Working with a classmate, create six sentences with the verb **estar** like the one in the model. Help your partner identify the country that corresponds to each capital city.

Modelo Mi familia y yo: Quito

Estudiante A: Mi familia y yo estamos en Quito.

Estudiante B: Mi familia y yo estamos en Quito, Ecuador.

- | | | |
|---------------------------|----------------------------|-------------------------|
| 1. Marta y Ana:
Madrid | 3. Sergio: Buenos
Aires | 5. Ustedes:
Santiago |
| 2. Nosotros: San José | 4. Srta. Ruiz: Lima | 6. Tú: Bogotá |



Colaborar

- 1-15 Situaciones.** How do you feel in the following situations? Compare your answers with those of a classmate. (Don't forget: Use the appropriate **-o** or **-a** ending!)

Modelo The police stop you on the highway.

Estudiante A (Alan): ¡Estoy estresado!

Estudiante B (Sara): ¡Estoy preocupada!

- | | |
|---------------------------------------|---|
| 1. Your dog died. | 4. You ate some bad food. |
| 2. You have 5 classes and 3 meetings. | 5. Your parents are buying you a car. |
| 3. Your roommate lost your iPod. | 6. Your favorite aunt is in the hospital. |

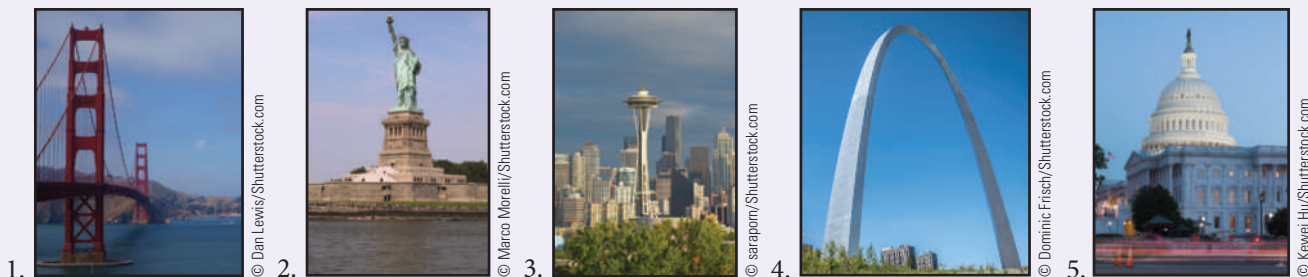
¡Exprésate!



1-16 ¿Dónde estás? Imagine that these are photos from your recent vacation. Taking turns with a partner, say where you are and your classmate guesses which is the corresponding photo.

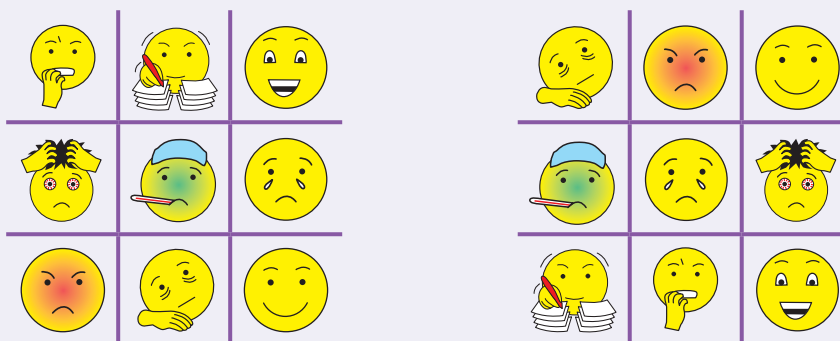
Modelo Estudiante A: En esta foto (*In this photo*), estoy en Nueva York.

Estudiante B: Número 2 (dos)



1-17 Ta-Te-Ti con emociones. With a partner, play two games of tic-tac-toe. Taking turns, pretend you are each one of the people in the drawings and say how you feel. If you give the correct expression, mark the corresponding box with X or O. Think before choosing a drawing so that your partner doesn't get three in a row!

Modelo Estoy contento. / Estoy contenta.



1-18 Dramatización. With a partner, role-play the following situation, **en español**, of course! Be prepared to present it to the class.

Professor Ramírez	Alicia, an employee in the dean's office
1. You walk into your dean's office and greet his assistant.	2. You greet the professor who just walked in and whom you don't know.
3. Say who you are and ask where the dean, el doctor Blanco , is.	4. The dean, el doctor Blanco , is in the hospital (en el hospital); he's ill.
5. React to the news.	6. Say that you are worried.
7. Ask where the hospital is located.	8. The hospital is on Alamos Street.
9. Say thank you and good-bye.	10. Reply appropriately.

EN ACCIÓN: Preguntas esenciales

¿Cómo saludas a tus amigos? ¿Y a los profesores?



1-19 Piénsalo. How do you and your friends greet one another? How do you greet your instructors on campus? With a classmate, read the list of some ways of greeting others and say whether they are commonly used on your campus: (No) **Es común...**

- decir (to say) “Hola”
- besarse (to kiss each other)
- decir “Buenos días”
- decir “Choca esos cinco” (“give me five”)



1-20 La opinión de Joely. Joely Morales Villela is a student from Mexico who is doing graduate studies in the United States. Working with a classmate, read her comments about greetings; then, answer the questions in Spanish.

1. ¿Qué dice Joely (*What does Joely say*) para saludar a los amigos? ¿Y a los profesores?
2. ¿Qué gestos (*gestures*) usa con los amigos? ¿Y con los profesores?

greet

*close / smile
wiggling the fingers
of one hand
that you have
to show more
respect to /
I nod my head*

Hay muchas formas de saludar° a los amigos. Lo más común es decir simplemente «Hola» o «¿Qué tal?» o «¿Qué onda?» si quieres ser muy informal. Cuando son amigas muy cercanas° digo «Holis», con una sonrisa° y moviendo los dedos de una mano°. Cuando saludo a los profesores o a personas mayores con las que hay que tener respeto°, saludo de forma muy diferente: digo «Buenos días» o «Buenas tardes, profesor» e inclino ligeramente la cabeza°.



© Joely Morales Villela



1-21 Otras opiniones. This excerpt from a news article in the Spanish newspaper **La Vanguardia** discusses the custom of kissing as part of a greeting. With a classmate, read the excerpt and then say whether the following statements are true (**cierto**) or false (**falso**).

1. Es común besar (to kiss) a una persona como parte de una presentación (*introduction*).
2. Es común besar a una persona como parte de un saludo (*greeting*).

*to kiss
has just been
introduced /
is spreading*

“La etiqueta social y el protocolo internacional establecen no besar° a la persona que acaba de ser presentada°. Pero la costumbre de besar al saludarse se propaga°. La globalización puede explicar en parte esta tendencia”.

Jordi Jarque “El saludo con besos,” *La Vanguardia*.



1-22 ¿Y tú? Talk with a classmate about how you greet your friends and instructors. Use these questions as a guide.

1. ¿Qué dices (*What do you say*) para saludar a los amigos? ¿A los profesores?
2. ¿Qué gestos (*gestures*) usas?

EN ACCIÓN: Comunicación interpretativa

Spanish speakers, like everyone else, use abbreviations when texting and communicating with each other online. Read the following article to learn some common abbreviations that you can use to chat and decipher messages in Spanish.

Diccionario de abreviaturas que más se usan y su significado

Aquí os dejamos la lista de algunas de las palabras más comunes que se utilizan en el Messenger, Whatsapp, sms, Facebook, Twitter, Instagram y su abreviatura por orden alfabético.

a2 = adiós	mx = mucho
bn = bien	n = en / no
d = de	nv = nos vemos
dnd = dónde	qtl = qué tal
ft = foto	s = es
gcs = gracias	sds = saludos
hl = hasta luego	sts = estás
ksa = casa	xdon = perdón
mb = muy bien	x fa = por favor
mña = mañana	



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Fuentes: www.estudiantes.info; www.cabinas.net

abreviatura *abbreviation* casa *house*



1-23 ¿Qué entiendes? With a partner, read aloud the following text messages. Then answer these questions: ¿Cómo está Juan? ¿Dónde (Where) está él?



1-24 Tertulia Working with a classmate, take turns saying a word or phrase from “Diccionario de abreviaturas” and spelling the abbreviation for it.

Modelo Estudiante A: ¿Cuál es la abreviatura de “perdón”?

Estudiante B: Es equis, de, o, ene.

How to spell,
Lección preliminar

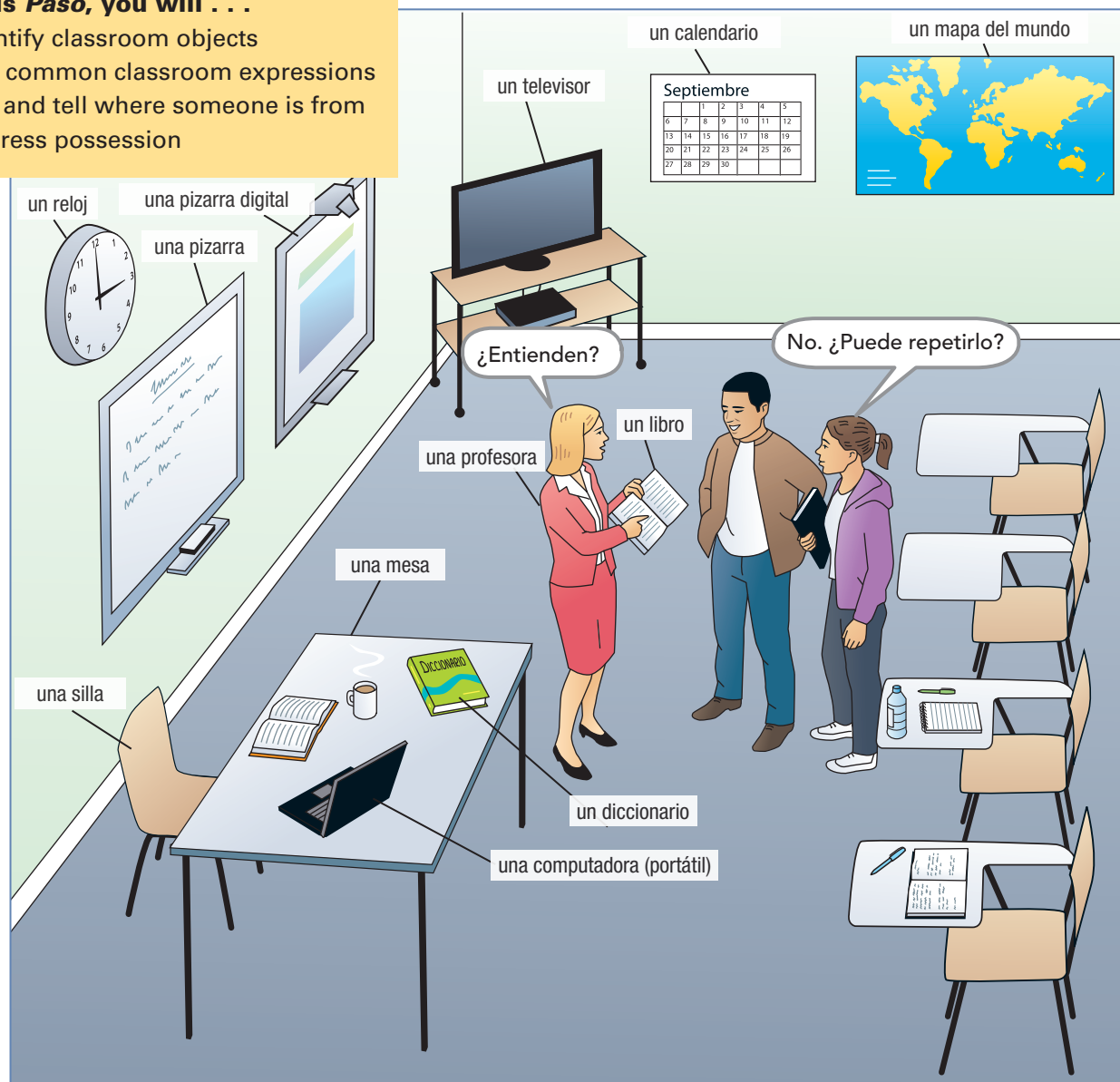
PASO 2 VOCABULARIO

En el salón de clase

In this *Paso*, you will . . .

- identify classroom objects
- use common classroom expressions
- ask and tell where someone is from
- express possession

El salón



¿Qué hay en el salón de clase?

Hay...

También hay...

Expresiones de cortesía

Por favor.

Gracias.

De nada.

Perdón.

What's in the classroom?

There is / There are . . .

Also, there is / there are . . .

Courtesy expressions

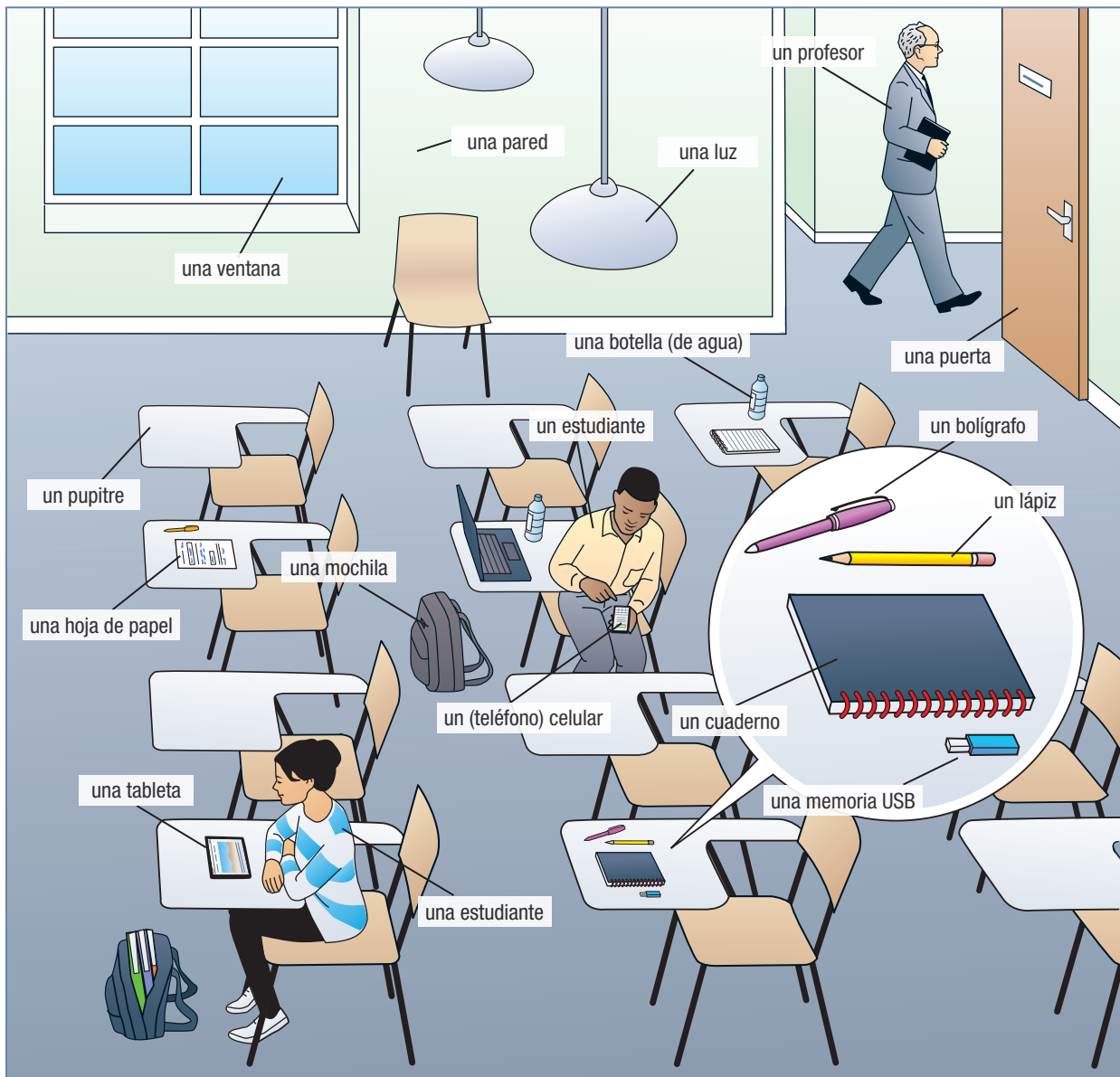
Please.

Thank you.

You're welcome; No problem.

Excuse me; Sorry.

El salón (cont.)



Expresiones útiles en una clase

¿Cómo se dice... ?
 ¿Qué significa... ?
 ¿Qué es esto?
 Tengo una pregunta.
 No entiendo.
 No sé.
 ¿Puede repetirlo? / ¿Puedes repetirlo?
 ¿En qué página estamos?
 Trabajen con un(a) compañero(a) de clase.

Useful classroom expressions

How do you say . . . ?
 What does . . . mean?
 What is this?
 I have a question.
 I don't understand.
 I don't know.
 Can you repeat that? (formal / informal)
 What page are we on?
 Work with a classmate.

PASO 2 VOCABULARIO

¡Aplicalo!



1-25 Categorías. With a partner, take turns reading all the words in each category aloud. Then, identify one word that isn't related to the category.

1. **Para tomar apuntes (To take notes):** un bolígrafo / una botella de agua / una computadora portátil / un cuaderno
2. **Para indicar la fecha / la hora (To tell the date / time):** un calendario / un teléfono celular / un reloj / una mesa
3. **Dentro de una mochila (Inside a backpack):** una ventana / un lápiz / una botella de agua / una memoria USB
4. **Muebles (Furniture):** una silla / un estudiante / una mesa / un pupitre
5. **Para estudiar (To study):** un mapa / un diccionario / un libro / una puerta
6. **Aparatos electrónicos (Electronic devices):** una pizarra digital / una tableta / una pared / una computadora



1-26 Expresiones útiles. What are these students saying to their instructor during Spanish class? With a partner, read the three conversations aloud and complete each one in a logical way. Refer to the **Vocabulario** section on pages 24–25.

1. EMMA KATHERINE Profesora Ramos, tengo una _____.
PROFESORA RAMOS ¿Sí? Dime. (*Tell me.*)
EMMA KATHERINE ¿_____ significa “pared”?
PROFESORA RAMOS Significa *wall*.
2. LAKEISHA Profesora, ¿en qué página _____?
PROFESORA RAMOS En la página diez.
LAKEISHA Perdón, ¿_____ repetirlo?
PROFESORA RAMOS Sí, claro. Estamos en la página diez.
3. JOHN MICHAEL Profesora, ¿_____ se dice *tomorrow* en español?
PROFESORA RAMOS Se dice “mañana”.
JOHN MICHAEL Ah, sí. Muchas _____.
PROFESORA RAMOS De nada.



1-27 En el salón de clase. What objects are in your Spanish classroom? With a partner, take turns stating whether each object in the list is in the classroom. Follow the model.

Modelo una computadora

Hay una computadora. / No hay una computadora.

- | | |
|------------------------|-------------------------|
| 1. un mapa del mundo | 5. un reloj en la pared |
| 2. una pizarra digital | 6. un diccionario |
| 3. un televisor | 7. una puerta |
| 4. un calendario | 8. un escritorio |

¡Exprésate!



Clase

Algunos objetos en el salón de clase:

el bolígrafo
la botella de agua
el cuaderno
el lápiz
el libro
el mapa
la memoria USB
el teléfono celular

1-28 ¿Dónde está? Your Spanish instructor has hidden some objects around the room. Can you and your classmates find them?

- Divide the class into two or three teams.
- Listen to your instructor's question and raise your hand as soon as you see the object.
- Your instructor will call on someone on the first team to have three or more people with their hands up.

Modelo Profesor(a): ¿Dónde está mi libro?

Estudiante: Aquí está (*Here it is*), profesor(a). (*pointing to the book*)

Profesor(a): Muchas gracias.

Estudiante: De nada.

Frases útiles

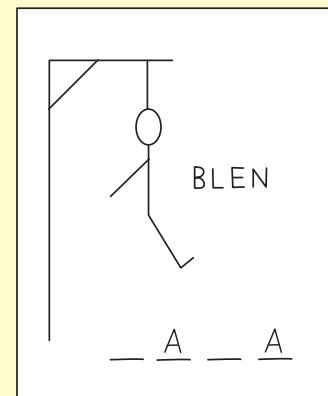
¿Quieres trabajar conmigo? *Do you want to work together?*
Claro que sí. *Sure.*
Te toca a ti. *It's your turn.*
Está bien. *Okay.*



1-29 El ahorcado. Using the expressions in **Frases útiles**, invite a classmate to work with you. Then, play a game of Hangman using the names of classroom objects.

- Think of a word and draw a line for every letter in that word.
- Your partner will guess one letter at a time.
- If the letter is correct, write it on the appropriate line. If it's wrong, write the letter on the page and draw a body part on the gallows.

Are you ready for a bigger challenge? Try using short phrases in addition to classroom objects.



1-30 Profesor y estudiante. Take turns being professor. The "professor" reads an item (in random order) and points to a student who must give an appropriate response. That student then plays professor and so on.

- ¿Cómo se dice *notebook* en español?
- Abren el libro.
- ¿Qué hay en la mesa?
- Gracias.
- ¿Qué significa "mochila"?
- ¿Entienden?
- ¿Qué es esto? (*pointing to a chair*)
- ¿En qué página estamos?



1-31 ¿Cómo se dice... ? With a partner, take turns asking the Spanish names for eight objects in the classroom.

Modelo Estudiante A: ¿Cómo se dice *window*?

Estudiante B: Se dice "ventana". ¿Cómo se dice... ?

PASO 2 GRAMÁTICA A

Los sustantivos y los artículos



RAMONA Tengo todo (*everything*) para las clases: la computadora portátil, unos cuadernos, un bolígrafo...

PACO ¿Y los libros?

RAMONA ¡Ay, no! ¿Dónde están los libros?

PACO ¡Mira! (*Look!*) Están en la mesa.



Descúbrelo

- What materials does Ramona have ready for class? What seems to be missing?
- What do you think **la** and **los** mean?
- Which words mean *a* or *some*?
- Which of these is a plural noun: **computadora**, **cuadernos**, or **bolígrafo**?

1. Nouns (**los sustantivos**) are words that identify people, places, things, and abstract concepts. In Spanish, all nouns have gender (**género**) and are referred to as masculine or feminine. Here's a general rule.

Masculino	Femenino
• Words that end in -o are usually masculine: un libro • Words that refer to males are masculine, regardless of ending: un profesor, un estudiante, un artista	• Words that end in -a are usually feminine: una computadora • Words that refer to females are feminine, regardless of ending: una profesora, una estudiante, una artista

2. Some nouns don't follow the general rule for gender.

- Nouns that end in **-e** or a consonant may be masculine or feminine. You must memorize the genders of these nouns individually.

Masculine: **un pupitre, un reloj**

Feminine: **una serie, una luz**

- A few nouns must be memorized as exceptions. For example, **el día** (*day*) and **el mapa** end in **-a** but are masculine.

3. Nouns are classified as singular or plural. To make a noun plural:

- Add **-s** if the noun ends in a vowel: **cuaderno** → **cuadernos**
- Add **-es** if the noun ends in a consonant: **profesor** → **profesores**
- If the final consonant is **z**, change **z** to **c** and add **-es**: **luz** → **luces**

To refer to a mixed group of males and females, use the masculine plural: **profesores** (*male and female professors*)

4. Nouns are often used with definite articles (**los artículos definidos**), which express *the*. You must choose the article that matches the noun in gender and number.

Los libros están en **la** mesa.

The books are on **the** table.

Los artículos definidos		
	Masculino	Femenino
Singular	el libro	la mesa
Plural	los libros	las mesas

- Definite articles are used before titles such as **señor, profesora**, etc., when you talk about a person, but not when you talk directly to a person.

La señora Perales está enferma. *but* ¿Cómo está usted, señora Perales?

- The English 's (apostrophe s) is never used in Spanish to express possession. Use this formula instead:

DEFINITE ARTICLE + THING POSSESSED + **DE** + POSSESSOR
 el + libro + **de** + Juan *Juan's book*

- 5.** Indefinite articles (**los artículos indefinidos**) are used with nouns and express *a/an* and *some*. You must choose the article that matches the noun in gender and number.

Hay **unos** bolígrafos y **una** botella en la mesa. *There are some pens and a bottle on the table.*

Los artículos indefinidos		
	Masculino	Femenino
Singular	un bolígrafo	una botella
Plural	unos bolígrafos	unas botellas



1-32 En la mochila. What's in this backpack? Challenge a classmate to see which of you unscrambles all the words faster. Afterwards, take turns saying each word aloud with its indefinite article: **un, una, unos, or unas**.

- | | |
|---------------|--------------------|
| 1. llastebo | 5. onfoelté cruela |
| 2. dcarlnioea | 6. emmoair BSU |
| 3. fogarlíbos | 7. slobir |
| 4. spálice | 8. draunoco |



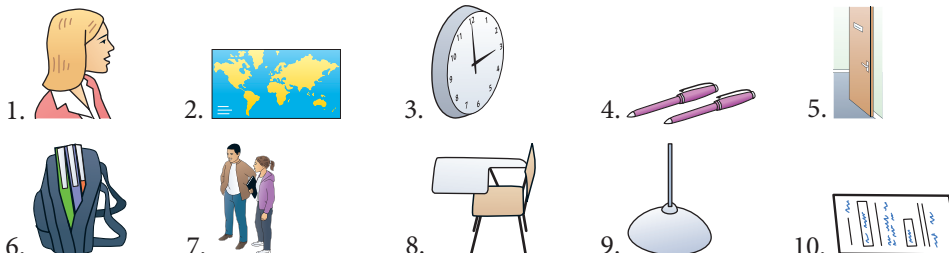
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¡Aplicalo!



1-33 ¿Qué número? Working with a partner, play a guessing game. The first person randomly selects a drawing and identifies the object. The second person listens and says the corresponding number of that object. Don't forget to include the appropriate definite article: **el, la, los, or las**.

Modelo Estudiante A: el pupitre
 Estudiante B: número 8
 Estudiante A: ¡Correcto!



¡Exprésate!



1-34 ¿Qué es esto? Find out how many words your classmate remembers. Taking turns, do the following.

- Point to different items in your classroom and ask **¿Qué es esto?** You can also point to items in drawings in your book. (But be sure to cover up the labels!)
- Your classmate should first identify the object together with the corresponding indefinite article (**un, una, unos, unas**) and then give the plural.

Modelo Estudiante A: ¿Qué es esto? (*pointing to a backpack*)

Estudiante B: una mochila

Estudiante A: ¿Y en plural?

Estudiante B: unas mochilas

Nota lingüística

Use the preposition **en** to mean *in* or *on*. For example:
en la mochila *in the backpack*, **en la pared** *on the wall*.



1-35 ¿Dónde está? Form a group with three or four classmates. Look at the drawing of the office of **Profesor Caos**. Taking turns, ask **¿Dónde está / Dónde están** (*definite article + name of object(s) in drawing*)? The person to your right replies and the others say whether the answer is correct.

Modelo Estudiante A: ¿Dónde están los mapas?

Estudiante B: Los mapas están en la mochila.

Estudiante C: No. Los mapas están en la pared.



1-36 Nuestro salón de clase. What does your Spanish classroom look like? What is in it? Play this true-false game with a classmate or with two teams of two.

- First, each of you (or each team) should write eight statements about what is in your classroom; these statements may be true or false. For example:

Hay veinte estudiantes en nuestro salón de clase.

No hay un mapa.

- Next, take turns reading the statements aloud. Your partner (or opposing team) must say whether the statement is true (**cierto**) or false (**falso**). Each correct answer scores one point.
- Want to make the game more challenging? Make it a rule that the players cannot look around the room and must say from memory whether each statement is true or false.

El verbo *ser*

CARLA ¿Profesor Jones? Yo soy Carla Aguado y ella es mi amiga Alicia Ríos. Estamos en su clase de inglés.

PROF. JONES ¡Mucho gusto! Eh... ¿De dónde son ustedes?

ALICIA Somos de Colombia. Yo soy de Cartagena y Carla es de Bogotá.

1. The verb **ser** means *to be*. Here are its forms in the present tense.

El presente del verbo <i>ser</i> <i>to be</i>			
yo	soy	nosotros/nosotras	somos
tú	eres	vosotros/vosotras	sois
usted	es	ustedes	son
él/ella	es	ellos/ellas	son

2. The verb **ser** is known as a linking verb because it connects two parts of the sentence together. It is often used before nouns to identify people, places, or things. Notice the question words that are used to request identification: **¿qué?** (*what?*) and **¿quién?** (*who?*)

DAVID	¿Qué es esto?	<i>What is this?</i>
PROFESOR	Es una tableta.	<i>It's a tablet computer.</i>
ANA	¿Quién es ese señor?	<i>Who is that man?</i>
LUISA	Es el Profesor Sánchez.	<i>He's Professor Sánchez.</i>

3. **Ser** is used with the preposition **de** to tell where somebody or something is from. Notice the question words **¿De dónde...?** (*Where . . . from?*)

PACO	¿De dónde eres ?	<i>Where are you from?</i>
JUAN	Soy de México.	<i>I'm from Mexico.</i>

4. **Ser** is also used with the preposition **de** to express to whom something belongs. Notice the question words **¿De quién...?** (*Whose . . . ? / To whom . . . ?*)

RITA	¿De quién son los cuadernos?	<i>Whose notebooks are these? / To whom do the notebooks belong?</i>
ANITA	Son de Rafael.	<i>They are Rafael's. / They belong to Rafael.</i>

5. While the verb **ser** is used in many cases to express *is* and *are*, Spanish uses the word **hay** to say *There is . . .* and *There are . . .*. **Hay** is a present tense form of the verb **haber**.

Hay veinticinco estudiantes en la clase de español.
There are twenty-five students in Spanish class.

Descúbrelo

- With whom are Carla and Alicia speaking?
- What question is used to ask Carla and Alicia where they are from?
- What three verb forms does Alicia use to explain where the two women are from?

PASO 2 GRAMÁTICA B

¡Aplicalo!



1-37 El primer día de clase. What are these students talking about on the first day of class? Working in groups of three, each person should read aloud the lines for one of the students in the dialogue. Complete each sentence with the appropriate form of the verb **ser**.

- ANA Marcos, te presento a Rafael. Rafael (1) _____ un nuevo (*new*) estudiante.
- MARCOS Hola, Rafael. ¿De dónde (2) _____ (tú)?
- RAFAEL Yo (3) _____ de Chile.
- MARCOS ¿Sí? Ana y yo (4) _____ de Chile, también. ¡Qué casualidad! (*What a coincidence!*)
- RAFAEL Oye (*Listen*), ¿quién (5) _____ la señora rubia (*blond*)?
- ANA (6) _____ la Sra. Smith, nuestra (*our*) profesora de inglés.
- RAFAEL ¿De dónde (7) _____ ella?
- ANA De Estados Unidos. Ella y su esposo (*her husband*) (8) _____ de Nueva York.



1-38 Concentración. Test your memory! Form groups of three or four and do the following.

- One person begins by completing this sentence: **Yo soy de** (*any city that begins with A*).
- The next person repeats the sentence (**Yo soy de...**) and says: **Tú eres de** (*any city that begins with B*).
- The third person repeats both sentences and then says: **Usted es de** (*any city that begins with C*).
- The game continues until all subject pronouns are used.

Modelo Yo soy de Acapulco. Tú eres de Bogotá. ...



Colaborar

1-39 ¿Qué es esto? Working with a classmate, read the descriptions of the mystery people, places, and things. Many of the unfamiliar words look like English words, so try to guess their meanings as you read. Then, identify what or who is being described. Use the proper form of **ser** in your response.

Modelo **Estudiante A:** Es un papel. Indica continentes y océanos. ¿Qué es?
Estudiante B: Es un mapa.

1. Es el primer (*first*) presidente de Estados Unidos. ¿Quién es?
2. Son libros con (*with*) definiciones. ¿Qué son?
3. Está en la Polinesia. La capital es Honolulu. ¿Qué es?
4. Es estudiante en el Colegio de Hogwarts. Los padres (*parents*) son Lily y James. ¿Quién es?
5. Son similares a los lápices. ¿Qué son?
6. Está en el salón de clase. Habla (*He/She speaks*) español bien. ¿Quién es?

¡Exprésate!



Clase

1-40 Mis compañeros y yo. Walk around the class and talk to four different classmates to complete the chart below. To request spelling, say **¿Cómo se escribe...?**

Modelo Estudiante A: Hola. ¿Cómo te llamas?
 Estudiante B: Me llamo Kelly.
 Estudiante A: ¿De dónde eres, Kelly?
 Estudiante B: Soy de Augusta, Georgia. ¿Y tú? ¿Cómo te llamas?

	Nombre	Ciudad (City) y estado (state)
Estudiante 1		
Estudiante 2		
Estudiante 3		
Estudiante 4		



1-41 Superestrellas. Do you recognize these stars? With a partner, follow the model to exchange information about each one.

Profesiones: actriz (*actress*), autora, cantante (*singer*), director, futbolista, jugador de béisbol, tenista

Modelo Estudiante A: ¿Quién es? (*pointing to the photograph*)
 Estudiante B: Es Alfonso Cuarón.
 Estudiante A: ¿Cuál es su profesión?
 Estudiante B: Es director.
 Estudiante A: ¿De dónde es?
 Estudiante B: Es de México.



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Alfonso Cuarón,
México



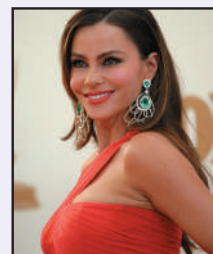
© Miguel Campos/Shutterstock.com

1. Daddy Yankee, Puerto Rico



© Kevin Hill Illustration/Shutterstock.com

2. Albert Pujols, República Dominicana



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3. Sofía Vergara, Colombia



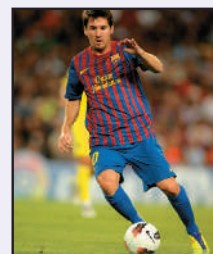
© Neale Cousland/Shutterstock.com

4. Rafael Nadal, España



© Alfonso Jimenez Valero/Getty Images

5. Isabel Allende, Chile



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6. Lionel Messi, Argentina



Clase

1-42 ¿De quién es? Your instructor is going to borrow some things from several of you and then place them on the desk. Do you recall what belongs to whom?

Modelo Profesor(a): ¿De quién es (*name of object in Spanish*)?
 Estudiante: Es de (*name of student*).

EN ACCIÓN: Preguntas esenciales

¿Es esencial la tecnología en el salón de clase de la universidad?



1-43 Piénsalo. What kind of technology is commonly used at your university? With a partner, indicate which of the following are found in most classrooms.

- libros digitales
- pizarra digital
- tabletas
- computadoras
- proyector
- Wi-Fi



1-44 La opinión de Joely. Joely Morales Vilela tells us about the use of technology at universities in Mexico. Working with a classmate, read her comments and then answer the questions in Spanish.

1. ¿Hay más (*more*) tecnología en el salón de clase en México o en Estados Unidos?
2. Describan (*Describe*) una clase típica en México.

En México, el uso de la tecnología no es tan común como en las aulas^o de las universidades estadounidenses. La mayoría de las clases son dadas de forma tradicional: el profesor lee del libro y escribe en la pizarra, y el estudiante toma notas en su cuaderno o subraya^o el libro. No es común que los estudiantes tengan aparatos electrónicos durante las clases.



© Joely Morales Vilela



1-45 Otras opiniones. This infographic from an Ecuadoran newspaper mentions two advantages of using smartphones and similar mobile devices in class. With a classmate, read the information and then say which of the following advantages are mentioned in the infographic.

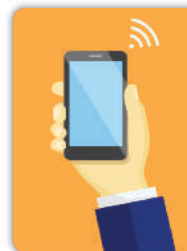
1. Es conveniente usar el teléfono como una agenda electrónica.
2. Es posible tomar videos de las clases con un teléfono.
3. El teléfono es bueno para buscar (*look up*) información para la clase.
4. Es fácil (*easy*) estar en contacto con la familia en caso de emergencia.

Uso del celular en clases



Investigación rápida

Los teléfonos inteligentes tienen acceso a varias aplicaciones que ayudan sobre alguna materia o tema con mayor rapidez.



Registro de las clases

Los celulares tienen una cámara que capta imágenes o videos. Los alumnos pueden grabar la clase o tomar fotografías de lo que se explicó en la pizarra.

Fuente: "Uso del celular en clase," *El Telégrafo*.

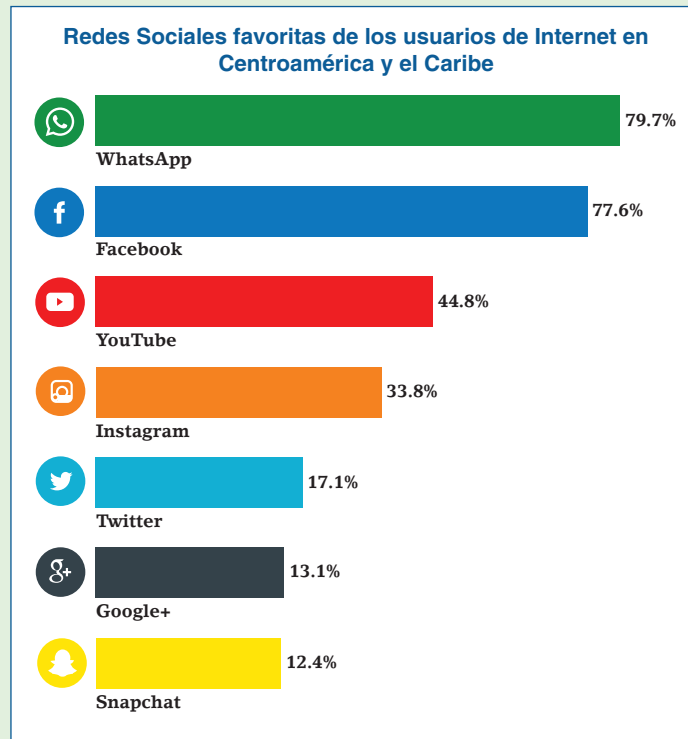


1-46 ¿Y tú? Talk with a classmate about what technologies you find essential in the classroom. Use these questions as a guide.

1. Para ti (*For you*), ¿es esencial usar una computadora en clase? ¿Un teléfono?
2. ¿Qué tecnologías te ayudan más (*help you most*)?
3. En tu opinión, ¿en qué clases no es esencial usar tecnología?

EN ACCIÓN: Comunicación interpersonal

Spanish speakers love to use social media to stay in touch with friends and family. According to a recent study, WhatsApp and Facebook are the top networks among internet users in Central America and the Caribbean. Which one is your favorite?



Fuente: Datos iLifebelt



1-47 ¡A dialogar! What chat app would you use to communicate with a Spanish-speaking friend?

- First, fill in the chart below with your personal information.
- Then, interview a classmate with the same questions.
- Based on your responses, choose a chat app to send messages to a Spanish-speaking friend.

La aplicación que usaríamos (*that we would use*) es _____.

Preguntas	Yo	Mi compañero(a)
¿Tienes una tableta?		
¿Tienes un teléfono celular inteligente?		
¿Tienes WhatsApp en tu celular?		
¿Cuál es tu número de teléfono en WhatsApp?		
¿Usas Snapchat?		
¿Qué otras aplicaciones usas para chatear?		
¿Cuántos mensajes (<i>messages</i>) mandas en un día (<i>do you send in a day</i>)?		