

PUNTOS

DE PARTIDA





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Puntos de partida

**Mc
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PUNTOS DE PARTIDA, ELEVENTH EDITION

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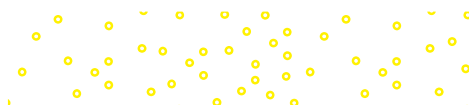
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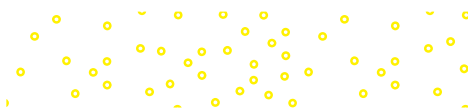
Puntos de partida has what you need.

In any language-learning setting, students require numerous and various opportunities to read, write, hear, and speak. *Puntos de partida* sets the standard for Spanish-language teaching with its concise grammar explanations, practical vocabulary, integration of cultures, and abundant resources. An innovative program that has been continuously refined for today's classroom, *Puntos* delivers proven pedagogy with clear and effective presentations, comprehensive teaching materials, and powerfully adaptive digital tools.

Puntos builds on the holistic, four-skills approach it pioneered, and offers a wealth of resources for every instructor and every learner. Your students are unique. *Puntos* has what they need.



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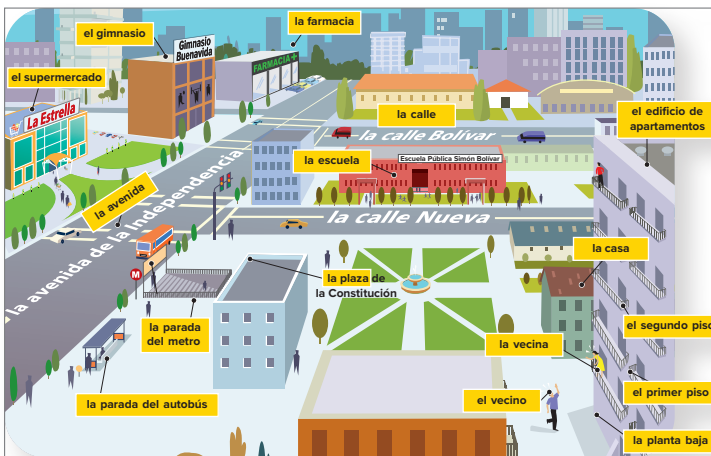
Proven Approach

Puntos de partida has been the starting point for over a million students beginning to learn Spanish. Its winning combination is digital innovation plus proven approach.

Here is how *Puntos* sets the standard for Introductory Spanish programs:

Comprehensive scope and sequence

In *Puntos*, the hallmark approach to vocabulary and grammar focuses on the acquisition of vocabulary during the early stages of language learning (**Capítulo 1: Ante todo**) and then at the start of each chapter throughout the text. Grammar is introduced in thorough explanations, with careful attention given to skill development rather than grammatical knowledge alone.



To this end, the overall organization carefully progresses from formulaic expressions to vocabulary and grammar relevant to daily life and personal interests (studies, family, home, leisure activities), then goes on to prepare students for survival situations (ordering a meal, traveling), and finally branches out to broader themes (current events, social and environmental issues). This forward progress is reinforced by a cyclical structure where vocabulary, grammar, and language functions are continuously reviewed and recycled.

Students come to class ready

Our students tell us that, thanks to the clear, concise grammar explanations and recaps in *Puntos*, they are able to grasp new concepts more readily and feel better prepared. They love the conversational language, practical examples, and the organization of complex, dense explanations into manageable chunks. By making grammar concepts more approachable, *Puntos* helps raise students' confidence, and increased student confidence yields more active communication in the target language in your classroom.

Integrated four-skills approach with scaffolded activities and projects

One of the defining features of *Puntos* is its careful sequencing of activities, moving students from controlled to free-form tasks. Building off of the improved scaffolding in the tenth edition, the eleventh edition includes **Proyectos**, engaging communication tasks positioned at key moments in each chapter that guide students to create in the target language and accomplish a culturally significant goal.

Proyecto: Una receta

Paso 1: Piense en un plato que usted considera delicioso. Puede ser un plato tradicional de su familia y/o de su cultura. ¿Por qué lo elige (*do you choose it*)?

Paso 2: Escriba la receta para este plato. Incluya la lista de los ingredientes con las cantidades específicas y los pasos para su preparación. También escriba una breve introducción para explicar en qué ocasiones y con qué otras comidas es costumbre (*it's customary*) servirlo.

 **Paso 3:** ¡Comparta (*Share*) su receta con sus compañeros de clase!

Inclusion of all Spanish-speaking countries

The eleventh edition of *Puntos* highlights the proven concept that introducing students to the Spanish-speaking world goes beyond asking them to simply absorb information about each country. Instead, a few key cultural insights, appearing at various moments throughout each chapter, serve to spark students' interest and, by closing with a question that asks students to reflect on cultural comparisons, encourage them to create personal connections with the cultures of the Spanish-speaking world.



Comprehensive Teaching Resources

Puntos de partida was designed to provide novice and experienced instructors alike with the tools needed to enter the classroom—be it face-to-face or online—well-prepared to engage students in learning. As a comprehensive program, *Puntos* offers a wide array of resources and supporting materials to function as a flexible framework that can be tailored to individual teaching situations and goals. Whether you're using the program for your face-to-face, hybrid, or online class, the wealth of resources sets up both instructors and students for success.

Instructor's annotations every step of the way

Instructors can find teaching suggestions for each and every grammar presentation and practice activity in the text, with point-by-point guidance on presenting the material in class, in addition to a wealth of helpful facts and resources, variations on and supplements to the existing material, and suggestions for follow-up and extension. Taking into account that Introductory Spanish classrooms typically contain a mix of true beginners, false beginners, and heritage learners, *Puntos* offers a designated space for expanded suggestions for heritage speakers that makes it even easier to meet the needs of students with varying levels of language proficiency.

The Heritage Learner Support Modules referenced in the instructor's annotations are designed to help heritage learners avoid some common pitfalls. The modules are assignable on Connect and available in PowerPoint format, and may be accessed by going to the Library tab on Connect and navigating to “Instructor resources.”

HERITAGE SPEAKERS

Heritage Learner Modules. En español las letras *b* y *v* se pronuncian de la misma manera. Pero, aunque suenan igual, hay que saber distinguir entre las palabras que se

escriben con *b* y las que se escriben con *v*. Anime a los hispanohablantes a repasar la información sobre las letras *b* y *v* en español que se presenta en el *Módulo de aprendizaje para hispanohablantes* titulado «*The letters B and V*».

Flexible testing program

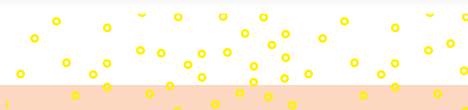
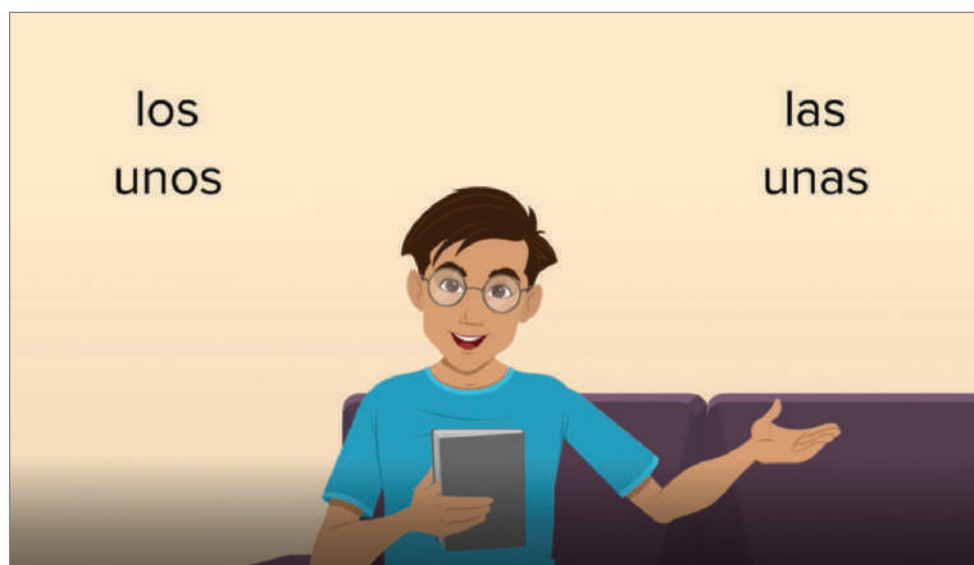
A key part of the instructor resources available with *Puntos* is the comprehensive testing program, available in both print and digital formats. Whether you use the testing program as a model to customize your own tests, or you want to quickly and easily assign existing exams or poolable questions, the testing program offers multiple versions for each chapter from which instructors can draw.

Updated supplemental activities manual

The eleventh edition can be accompanied by the updated *Supplementary Materials to Accompany Puntos de partida*, by Sharon Foerster. The supplementary materials are an updated teacher's guide to *Puntos* and consist of worksheets, short pronunciation practice activities, listening exercises, grammar worksheets, integrative communication-building activities, comprehensive chapter reviews, and language games.

New grammar tutorial videos

Short and engaging, the new grammar tutorial videos, which are conveniently available in the eBook, are hosted by a friendly cast of characters, who provide clear explanations in English with examples of Spanish grammatical concepts.



Engaging and Immersive Digital Tools

- Connect is the most powerful and flexible course management system available.
- Rooted in research on effective student learning practices, the platform integrates adaptive learning tools with dynamic, engaging language practice activities. The result is better student learning of the Spanish language.

A personalized and adaptive learning and teaching experience

No two students learn a language the same way or at the same rate. Students enter the Introductory Spanish course with a wide range of knowledge and experience, from true beginners to heritage learners.

McGraw-Hill's adaptive learning tools provide each student with a personalized and adaptive learning experience based on individual needs. As the student works through a series of probes around the vocabulary and grammar presented in each chapter, our adaptive technology identifies what the student knows and doesn't know, and continuously tailors the subsequent probes to focus on those areas where the student needs the most help. Each student learns and masters core vocabulary and grammar at his or her own pace and comes to class better prepared to communicate in the target language.

And just as no two students learn a language the same way, no two Spanish courses are taught the same way. Connect provides the instructor with both the ability and flexibility to pull from the robust set of content available in the platform and craft a unique learning path based on the goals of the course. Be it in a face-to-face, hybrid, or fully online course, Connect can adapt to you and to your students to create the ideal learning environment.

Student-centered

Students learn best when they are involved and interested in the material being taught. *Practice Spanish: Study Abroad*, the market's first 3-D immersive language game designed exclusively by McGraw-Hill, brings the language to the students in a fun, engaging, and immersive gaming experience. Students "study abroad" virtually in Colombia where they will create their very own avatar, live with a host family, make new friends, and navigate a variety of real-world scenarios using their quickly developing Spanish language skills. Students earn points and rewards for successfully accomplishing these tasks, and instructors have the ability to assign specific tasks, monitor student achievement, and incorporate the game into the classroom experience. Your Learning Technology Representative can provide more information.

ReadAnywhere app

Our new ReadAnywhere app lets students access important course materials on their mobile device, both online and offline. ReadAnywhere includes the same functionality as the eBook offered in Connect with auto-sync across both platforms. Visit mheducation.com/ReadAnywhere to learn more.

New communication tools

The 11th edition of **Puntos** offers two new communication tools so students can easily interact in the target language with their classmates and instructors online.

Recordable Video Chat powered by GoReact, is a chat tool, now available on Connect, that allows students to practice live, synchronous communication. Up to six students can participate in a recorded conversation and instructors can provide personalized and on-the-spot feedback. Instructors can choose from a wide variety of pre-built activities or create their own.

Voice Board, also powered by GoReact, is our new asynchronous voice tool that gives students the chance to post video, audio, or text comments related to the topic and respond to their classmates' posts.

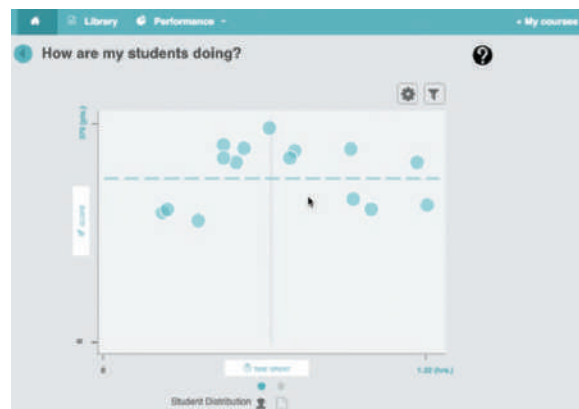
Robust data

Instructors and students alike want to know how students are performing in the course and where they can improve. The powerful reporting tools in Connect surface actionable data to both instructors and students so steps can be taken by both groups to ensure student success.

The first and only analytics tool of its kind, Connect Insight is a series of visual data displays—each framed by an intuitive question—to provide instructors at-a-glance information regarding how your class is doing.

Connect Insight provides analysis on five key insights, available at a moment's notice from your Connect course.

LearnSmart provides powerful reports to view student progress by module and detail with completion breakdown, along with class performance data, frequency of missed questions, and a view into the most challenging learning objectives. Metacognitive reports allow instructors to view statistics on how knowledgeable their students are about their own comprehension and learning. What's more, LearnSmart provides students their own progress reports so they can take full responsibility for their own learning.





Practice Spanish: Study Abroad



Practice Spanish: Study Abroad is a 3-D language game designed for college and university students looking to make the Spanish language come to life in an engaging, motivating, and immersive environment.

Practice Spanish: Study Abroad

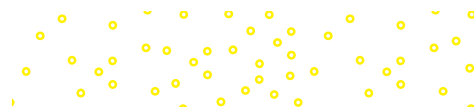
Attend a fictional study abroad program in Colombia and live with a host family, make friends, and experience life in a Spanish-speaking environment.

Choose and customize an avatar and interact with non-player game characters in a variety of real-life quests to earn points and rewards.

Fun, adaptive mini-games are also available to practice the target vocabulary and grammar.



WHAT'S NEW



Functional design and increased accessibility

- Visually fresh: Many new photos, realia, and updated drawings.
- Colorblind-friendly text: Now all red text used as a call-out is also underlined.
- Language-tagged eBook: Our eBook is now coded to allow screen readers to flip seamlessly from Spanish to English pronunciations, as appropriate.

New opportunities for communication in the target language

- **Mundo hispano (*The Hispanic World*)**: This five-part capstone section delves deeper into each chapter's country of focus and presents authentic materials, including literature, from the Spanish-speaking world. **Textos orales** presents authentic listening tasks, **Escritura** contains writing assignments and other real-world writing tasks in Spanish, and **Más ideas para su portafolio** offers ideas for creating a portfolio to showcase what students can do in Spanish.
- **En acción**: Brief communication tasks tied to the chapter themes and topics of the readings encourage student production in the target language.
- **Proyectos**: Engaging communication tasks guide students to accomplish culturally significant goals in Spanish.
- Open-ended tests on Connect: The eleventh edition welcomes our open-ended tests, formerly available only in print, to Connect.



En acción



En parejas, entérense del (*find out about the*) pronóstico del tiempo para los próximos dos días en el estado donde viven y preparen un breve pronóstico en español. Intenten (*Try*) usar el vocabulario que se usa en el pronóstico del tiempo argentino.

Integrated culture

- Culturally based activities: More grammar and vocabulary exercises center on cultural context.
- **Lectura** (formerly **A leer**): Readings are simplified and include more interactive activities.
- **Todo junto** (formerly **Un poco de todo**): Each section starts with a **Lengua y cultura** activity to practice newly acquired and recycled grammar and vocabulary.

Digital tools

- Vocabulary toggle: EBook vocabulary presentations now can toggle to reveal an unlabeled version for convenient review.
- New grammar tutorial videos: Engaging, brief videos offer students concise grammar explanations in English.
- *Practice Spanish: Study Abroad*: This interactive 3-D game immerses students in a virtual study abroad experience in Colombia. *Practice Spanish* facilitates real-world application that integrates culture, grammar, and vocabulary, and now launches directly from Connect.
- New communication tools: Our new Recordable Video Chat and Voice Board powered by GoReact allow for easy synchronous and asynchronous communication in the target language.

ABOUT THE AUTHORS

Thalia Dorwick retired as McGraw-Hill's Editor-in-Chief for Humanities, Social Sciences, and Languages. For many years she was also in charge of McGraw-Hill's World Languages college list in Spanish, French, Italian, German, Japanese, and Russian. She has taught at Allegheny College, California State University (Sacramento), and Case Western Reserve University, where she received her Ph.D. in Spanish in 1973. She was recognized as an Outstanding Foreign Language Teacher by the California Foreign Language Teachers Association in 1978. Dr. Dorwick is the coauthor of several textbooks and the author of several articles on language teaching issues. She was a frequent guest speaker on topics related to language learning, and she was also an invited speaker at the *II Congreso Internacional de la Lengua Española*, in Valladolid, Spain, in October 2001. In retirement, she consulted for McGraw-Hill, especially in the area of world languages, which is of personal interest to her. She was a Vice President of the Board of Trustees of Case Western Reserve University and a past President of the Board of Directors of Berkeley Repertory Theatre.

Ana María Pérez-Gironés a native of Seville, Spain, is an Adjunct Full Professor of Spanish at Wesleyan University, Middletown, Connecticut. She received a Licenciatura en Filología Anglogermánica

from the Universidad de Sevilla, and an M.A. in General Linguistics from Cornell University. At Wesleyan, she teaches and coordinates Spanish language courses at all levels, including Spanish for heritage speakers. She has also served as resident director of the Vassar-Wesleyan Program in Madrid. She has published a variety of pedagogical material, including the series *En una palabra* (Georgetown University Press), and *Más, Español Intermedio* (McGraw-Hill).

Anne Becher received her M.A. in Hispanic Linguistics in 1992 from the University of Colorado—Boulder, and now coordinates first-year Spanish courses and teaches pedagogy and methods courses for the Department of Spanish and Portuguese there. She has taught beginning through advanced levels of Spanish since 1996, including several years teaching Modified Spanish classes for students with difficulty learning languages. She presents frequently at the Colorado Congress of Foreign Language Teachers (CCFLT) and other conferences on language teaching, and serves on the board of the Colorado chapter of American Association of Teachers of Spanish and Portuguese. Recently she won teaching excellence awards from CCFLT and the Southwest Conference on Language Teaching (SWCOLT). She co-edited the bilingual literary journal *La selva subterránea* from 1987–1996.

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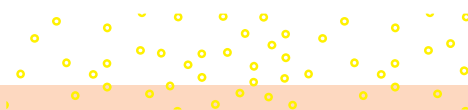
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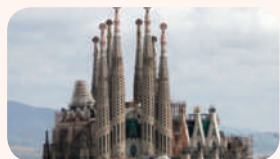
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Puntos de partida

1

Ante todo°

Ante... *First of all*

En este capítulo°

En... *In this chapter*

VOCABULARY

- Greetings and courtesy 4
- Describing yourself 10
- Numbers 0–30 14
- Likes and dislikes 16
- Telling time 18

CULTURAL FOCUS

The Spanish-speaking world

Zócalo (Main Plaza),
Ciudad de México,
México

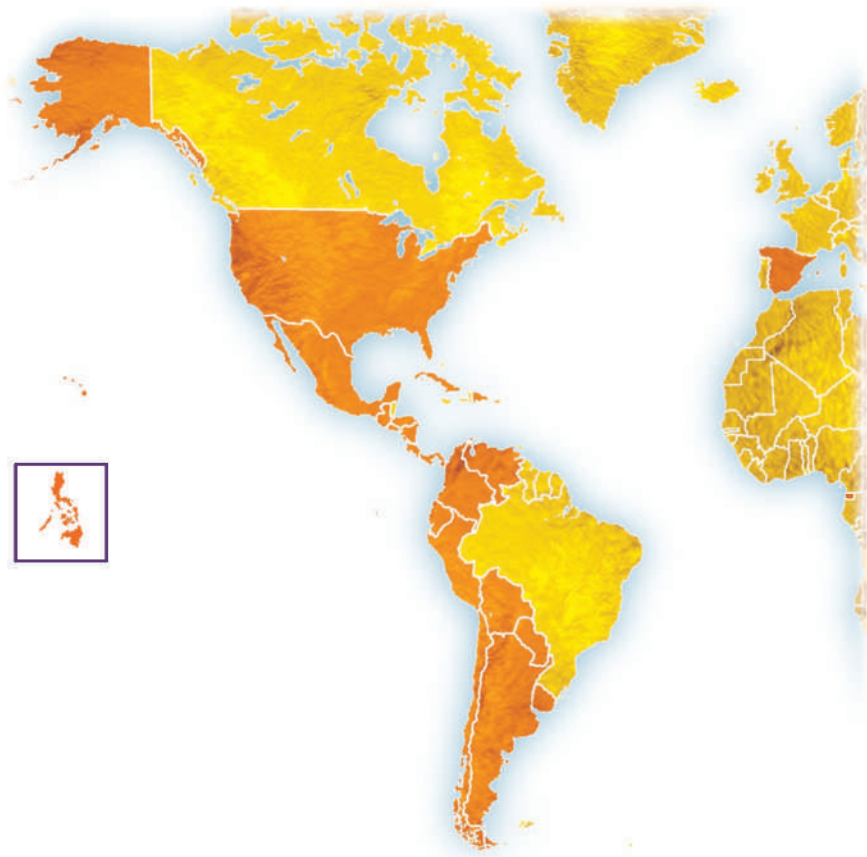


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Barcelona, España



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EL MUNDO HISPANOABLANTE^a

- Más de^b 500 (quinientos) millones de personas hablan español.
- El español es la lengua oficial de 20 (veinte) naciones y de Puerto Rico.

^aEl... *The Spanish-speaking world*

^bMás... *More than*

ENTREVISTA^o

Interview

Here are some questions that a native speaker of Spanish has answered. When you have completed this chapter, you will be able to give your own answers to the same questions.

- ¡Hola! ¿Cómo está usted?^a
- ¿Cómo se llama?^b
- ¿De dónde es?^c
- ¿Cómo es usted?^d

^a¡Hola!... *Hello! How are you?* ^b¿Cómo... *What's your name?* ^c¿De... *Where are you from?* ^d¿Cómo... *What are you like?*



Alejandra Hernández Soto contesta las preguntas.^a

- ¡Hola! Estoy^b muy bien. ¿Y usted?^c
- Me llamo Alejandra Hernández Soto.
- Soy de^d Guanajuato, México.
- ¿Cómo soy?^e Optimista, responsable, sentimental y muy independiente. ¿Y cómo es usted?

^acontesta... *answers the questions* ^bI am ^c¿Y... *And (how are) you?* ^dSoy... *I'm from* ^e¿Cómo... *What am I like?*

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You can hear the pronunciation of theme vocabulary words and phrases in the Connect eBook.

Saludos° y expresiones de cortesía

Greetings

Here are some words, phrases, and expressions for meeting and greeting others in Spanish. Can you tell the difference between those that are formal and those that are more informal or familiar (as on a first-name basis)?

Situaciones formales

1. ELISA VELASCO: Buenas tardes, señor Gómez.
MARTÍN GÓMEZ: Muy buenas, señora Velasco. ¿Cómo está?
ELISA VELASCO: Bien, gracias. ¿Y usted?
MARTÍN GÓMEZ: Muy bien, gracias. Hasta luego.
ELISA VELASCO: Adiós.



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2. LUPE: Buenos días, profesor.
JUAN PÉREZ: Buenos días. ¿Cómo se llama usted, señorita?
LUPE: Me llamo Lupe Carrasco.
JUAN PÉREZ: Mucho gusto, Lupe.
LUPE: Igualmente.



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Situaciones informales

3. JOSÉ: ¡Hola, Carmen!
CARMEN: ¿Qué tal, José? ¿Cómo estás?
JOSÉ: Muy bien. ¿Y tú?
CARMEN: Regular. Nos vemos mañana, ¿eh?
JOSÉ: Bien. Hasta mañana.

4. MIGUEL RENÉ: Hola. Me llamo Miguel René. ¿Y tú? ¿Cómo te llamas?
KARINA: Me llamo Karina. Mucho gusto.
MIGUEL RENÉ: Encantado, Karina. Y, ¿de dónde eres?
KARINA: Soy de Venezuela. ¿Y tú?
MIGUEL RENÉ: Yo soy de México.

Translations of short dialogues like the ones on this page will always be at the foot of the page, but you should try to read them without the translations first!

1. EV: Good afternoon, Mr. Gómez. MG: Afternoon, Mrs. Velasco. How are you? EV: Fine, thank you. And you? MG: Very well, thanks. See you later. EV: Bye.
2. L: Good morning, professor. JP: Good morning. What's your name, miss? L: My name is Lupe Carrasco. JP: Nice to meet you, Lupe. L: Likewise.
3. J: Hi, Carmen! C: How's it going, José? How are you? J: Very well. And you? C: OK. See you tomorrow, OK? J: Fine. Until tomorrow.
4. MR: Hello. My name is Miguel René. And you? What's your name? K: My name is Karina. Nice to meet you. MR: Nice to meet you, Karina. And where are you from? K: I'm from Venezuela. And you? MR: I'm from Mexico.

Note the use of **red and underlined** text to highlight aspects of Spanish that you should pay special attention to.

	Formal	Informal
Títulos	señor (Sr.) Mr. señora (Sra.) Mrs., ma'am señorita (Srta.) Miss profesor (for a man) profesora (for a woman)	
Saludos	buenos días good morning buenas tardes good afternoon/evening buenas noches good evening/night (muy) buenas good day (<i>any time</i>)	hola hi
Preguntas (Questions)	¿Cómo está? How are you? ¿Y usted? And you? —¿Cómo se llama (usted)? —Me llamo... "What's your name?" "My name is . . ." —¿De dónde es (usted)? —(Yo) Soy de... "Where are you from?" "I'm from . . ."	¿Cómo estás? How are you? ¿Qué tal? you? ¿Y tú? And you? —¿Cómo te llamas (tú)? —Me llamo... "What's your name?" "My name is . . ." —¿De dónde eres (tú)? —(Yo) Soy de... "Where are you from?" "I'm from . . ."

¡OJO! means *Watch out!* or *Pay attention!* in Spanish.

¡OJO!

There is no Spanish equivalent for *Ms.*; use **Sra.** or **Srta.**, as appropriate.

¡OJO!

Note the accent marks on Spanish words that ask questions.

¡OJO!

Pay attention to the endings and other words associated with **tú** and **usted**.

Nota cultural



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¿Qué pasa, hombre? (*What's up, man?*)

Los saludos en el mundo^o hispano

world

Hispanics all over the world hug and kiss when they are greeting each other a lot more frequently than do non-Hispanics in this country. Younger people especially greet in this way, even when they have just met. Two men will typically hug or pat each other on the back, and if they are family, they will sometimes give a kiss on the cheek and embrace, just like women do.



How do you greet your friends? Your relatives?

Así se dice (*That's how it's said*) introduces optional vocabulary from the Spanish-speaking world.

Así se dice

The following greetings express *What's up?*, *What's happening?*, or *How's it going?*

¿Qué hay? ¿Qué pasa?
 ¿Qué hubo? ¿Qué onda?
 (Mexico)

The phrase **por nada** is an alternative to **de nada**.

Nota comunicativa

Más° expresiones de cortesía

More

—Encantado. (for a man)

—Encantada. (for a woman)

—Mucho gusto.

—Igualmente.

Gracias.

Muchas gracias.

De nada. / No hay de qué.

“Nice to meet you.”

“Likewise.”

Thanks. Thank you.

Thank you very much.

You're welcome.

por favor

perdón

(con) permiso

please (also used to get someone's attention)

pardon me, excuse me (to ask forgiveness or to get someone's attention)

pardon me, excuse me (to request permission to pass by or through a group of people)

You will use these expressions in **Comunicación**.

Comunicación

A. Expresiones de cortesía. How many different ways can you respond to the following greetings and phrases?

1. Buenas tardes.
2. Adiós.
3. ¿Qué tal?
4. Hola.
5. ¿Cómo está?
6. Buenas noches.
7. Muchas gracias.
8. Hasta mañana.
9. ¿Cómo se llama usted?
10. Mucho gusto.
11. ¿De dónde eres?
12. Buenos días.



B. Situaciones. If the following people met or passed each other at the times given, what might they say to each other? Role-play the situations with a classmate.

1. Mr. Santana and Miss Pérez, at 5:00 P.M.
2. Mrs. Ortega and Pablo, at 10:00 A.M.
3. Professor María Hernández and Olivia, at 11:00 P.M.
4. you and a classmate, just before your Spanish class

C. Situaciones. What would you say in Spanish in the following situations?

1. Your classmate passes you a handout from the professor.
2. You need to be excused from class to go to the restroom.
3. You just dropped your drink on a friend's book.
4. Your professor thanks you for opening the door for her.
5. You need your professor's attention.

D. Más (More) situaciones. Are the people in this drawing saying **por favor**, **con permiso**, or **perdón**? ¡OJO! More than one response is possible for some items.





E. Entrevista (Interview)

Paso (Step) 1. Turn to a person sitting next to you and do the following.

- Greet him or her appropriately, that is, with informal forms.
- Ask how he or she is.
- Find out his or her name.
- Ask where he or she is from.
- Conclude the exchange.

Paso 2. Now have a similar conversation with your instructor, using the appropriate formal or familiar forms, according to your instructor's request.

Pronunciación: Las vocales:° *a, e, i, o, u*

vowels

There is a very close relationship between the way Spanish is written and the way it is pronounced. This makes it relatively easy to learn the basics of Spanish spelling and pronunciation.

Many Spanish sounds, however, do not have an exact equivalent in English, so you can't always trust English to be your guide to Spanish pronunciation. Even words that are spelled the same in both languages are usually pronounced quite differently.

English vowels can have many different pronunciations or may be silent. Spanish vowels are almost always pronounced, and they are almost always pronounced in the same way. They are always short and tense. They are never drawn out with a *u* or *i* glide as in English: **lo** ≠ *low*; **de** ≠ *day*.

- a:** pronounced like the *a* in *father*, but short and tense
- e:** pronounced like the *e* in *they*, but without the *i* glide
- i:** pronounced like the *i* in *machine*, but short and tense
- o:** pronounced like the *o* in *home*, but without the *u* glide
- u:** pronounced like the *u* in *rule*, but short and tense

¡OJO!

In English, most unstressed vowels are pronounced like an *uh* sound or schwa: *canal*, *waited*, *atom*. This sound does not exist in Spanish.

¡OJO!

The word **y** (*and*) is pronounced like the letter **i**, as is the letter **y** at the end of a word: **¡ay!**

Práctica

A. Palabras. (Words.) Repeat the following words after your instructor.

- | | | | | | | |
|----------|----------|---------|----------|-----------|-----------|------------|
| 1. hasta | tal | nada | mañana | natural | normal | fascinante |
| 2. me | qué | Pérez | Elena | rebelde | excelente | elegante |
| 3. sí | señorita | permiso | terrible | imposible | tímido | lbiza |
| 4. yo | con | como | noches | profesor | señor | generoso |
| 5. uno | usted | tú | mucho | Perú | Lupe | Úrsula |

B. Nombres. Here is a table of the 10 Spanish names most frequently given to Hispanic babies (male and female) in the U.S. in 2016 (**dos mil dieciséis**).

Los 10 nombres de bebé preferidos por los hispanos en 2016	
Niña	Niño
Sofía	Mateo
Isabela	Santiago
Valentina	Matías
Emma	Sebastián
Martina	Benjamín
Lucía	Martín
Victoria	Nicolás
Luciana	Alejandro
Valeria	Lucas
Camila	Diego

Source: Hispana Global

(Continúa.)

Paso 1. Can you find the Spanish word for *boy*? for *girl*? for the phrase *preferred by Hispanics*?



Paso 2. Working in pairs, try to give the English version of some of these names. Say the Spanish names aloud and, as you do, focus on the different pronunciation and spelling as compared to English. ¡OJO! One name in the list is not really Spanish. After studying **El alfabeto español**, you will know which one it is.



Paso 3. In pairs, make a list of other Hispanic first names you know and say them out loud, trying to pronounce them in Spanish.

¡OJO!

The **ll** and **rr** combinations occur frequently in Spanish, but they are not separate letters. The only other consonants that are ever doubled are **c** and **n**, but they don't have a special sound.

El alfabeto español

The Spanish *alphabet* (**el alfabeto** or **el abecedario**) is slightly different from the English alphabet.

- It has 27 letters (not 26).
- The extra letter is **ñ**.
- The letters **k** and **w** appear only in words borrowed from other languages.

Letters	Names of Letters	Examples			Pronunciation
a	a	Antonio	<u>A</u> na	la <u>A</u> rgentina	c + a/o/u = like English k; c + e/i = like English s (in Spain, a <i>th</i> sound)
b	be	<u>B</u> enito	<u>B</u> lanca	<u>B</u> olivia	
c	ce	<u>C</u> arlos	<u>C</u> ecilia	<u>C</u> áceres	
d	de	<u>D</u> omingo	<u>D</u> olores	<u>D</u> urango	
e	e	<u>E</u> duardo	<u>E</u> lena	el <u>E</u> cador	g + e/i = like hard English h; g + a/o/u and gue/gui = like English g in got always silent; in ch combination = like English <i>cheese</i>
f	efe	<u>F</u> elipe	<u>F</u> rancisca	<u>F</u> lorida	
g	ge	<u>G</u> erardo	<u>G</u> loria	<u>G</u> uatemala	
h	hache	<u>H</u> éctor	<u>H</u> ortensia	<u>H</u> onduras	
i	i	<u>I</u> gnacio	<u>I</u> nés	<u>I</u> biza	like hard English h; similar to g + e/i like English k like English l; when doubled (ll), like y in English yes
j	jota	<u>J</u> osé	<u>J</u> uana	<u>J</u> alisco	
k	ca (ka)	(<u>K</u> arl)	(<u>K</u> arina)	(<u>K</u> ansas)	
l	ele	<u>L</u> uis	<u>L</u> ola	<u>L</u> ima	
m	eme	<u>M</u> anuel	<u>M</u> aría	<u>M</u> éxico	close to <i>ny</i> in English <i>canyon</i>
n	ene	<u>N</u> icolás	<u>N</u> ati	<u>N</u> icaragua	
ñ	eñe	<u>Ñ</u> igo	Bego <u>ña</u>	Españ <u>a</u>	
o	o	<u>O</u> ctavio	<u>O</u> livia	<u>O</u> viedo	
p	pe	<u>P</u> ablo	<u>P</u> ilar	<u>P</u> anamá	like English; appears only in the combinations que and qui , like English <i>ke</i> and <i>ki</i> like <i>tt</i> in English <i>butter</i> ; trilled at beginning of a word or as rr
q	cu	Enri <u>q</u> ue	Ra <u>q</u> uel	<u>Q</u> uito	
r	ere	Álvar <u>o</u>	<u>R</u> osa	Monter <u>rr</u> ey	
s	ese	<u>S</u> alvador	<u>S</u> ara	<u>S</u> an Juan	like Spanish b like English w like English x; at beginning of a word and in México , mexicano , x = Spanish j like y in English yes like English s (in Spain, a <i>th</i> sound); never like English z
t	te	<u>T</u> omás	<u>T</u> eresa	<u>T</u> oledo	
u	u	Agustín	<u>Ú</u> rsula	el <u>U</u> ruguay	
v	uve	<u>V</u> íctor	<u>V</u> ictoria	<u>V</u> enezuela	
w	doble uve	(Oswaldo)	(<u>W</u> ilma)	(<u>W</u> ashington)	
x	equis	<u>X</u> avier	<u>X</u> imena	<u>E</u> xtremadura	
y	ye	Pelayo	<u>Y</u> olanda	el Paraguay	
z	zeta	Gonzalo	<u>Z</u> oila	<u>Z</u> aragoza	



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Práctica

- A. **Pronunciación.** Match the Spanish letters with their equivalent pronunciation and pronounce the example words.

EXAMPLES/SPELLING	PRONUNCIATION
1. ____ mucho: ch	a. like the <i>g</i> in English <i>garden</i>
2. ____ Geraldo: ge (also: gi); Jiménez: j	b. similar to <i>tt</i> of <i>butter</i> when pronounced very quickly
3. ____ hola: h	c. like <i>ch</i> in English <i>cheese</i>
4. ____ gusto: gu (also: ga, go)	d. like Spanish b
5. ____ me llamo: ll	e. similar to a “strong” English <i>h</i>
6. ____ señor: ñ	f. like <i>y</i> in English <i>yes</i>
7. ____ profesora: r	g. a trilled sound, several Spanish <i>r</i> ’s in a row
8. ____ Ramón: r (to start a word); burro: rr	h. like the <i>ny</i> sound in <i>canyon</i>
9. ____ nos vemos: v	i. never pronounced



- B. **¿Cómo se escribe... ? (How do you write. . . ?)**

Paso 1. Pronounce these U.S. place names in Spanish. Then spell the names aloud in Spanish. All of them are of Hispanic origin: **Toledo, Los Ángeles, Montana, Colorado, El Paso, Florida, Las Vegas, Amarillo, San Francisco.**

Paso 2. Spell your own name aloud in Spanish, and listen as your classmates spell their names. Try to remember as many of their names as you can.

MODELO: Me llamo María: M (eme) **a** (a) **r** (ere) **í** (i con acento) **a** (a).

Nota comunicativa

Los cognados

As you study Spanish, note that many Spanish and English words are similar or identical in form and meaning. These related words are called *cognates* (**los cognados**). It's useful to begin recognizing and using cognates immediately; they will help you enrich your Spanish vocabulary and develop language proficiency more quickly. Here are some examples.

TO DESCRIBE PEOPLE			TO NAME PLACES AND THINGS		
cruel	inteligente	responsable	alcohol	estudiante	parque
elegante	interesante	sentimental	bar	examen	teatro
idealista	optimista	terrible	café	hotel	teléfono
importante	paciente	tolerante	clase	museo	televisión
independiente	pesimista		diccionario	oficina	

You will practice this vocabulary throughout this chapter.



El Teatro Juárez, Guanajuato, México

©robertharding/Alamy

¿Cómo es usted?° (Part 1) ¿Cómo... What are you like?

©Kevin Peterson/Getty Images



Ángela Suárez del Pino



©Andersen Ross/Getty Images

Ismael Figueroa García

—¿Quién **es usted** y cómo **es**?
—**Soy** Ángela Suárez del Pino.
Soy optimista y tolerante.

—¿Quién **eres tú**?
—Me llamo Ismael Figueroa García y **soy** estudiante de universidad.
—Ismael, ¿cómo **eres**?
—**Soy** inteligente, romántico y responsable.

Remember to watch for the words in **red and underlined**. Check the translation at the bottom of the page only if you need to.

a verb / **un verbo** = a word that describes an action or a state of being

¡OJO!

In Spanish, subject pronouns are not always used because the verb form indicates the person. See how this works in the dialogues on this page.

Use the following verb forms to describe yourself or another person.

Subject Pronouns / Pronombres personales*

yo
tú
usted
él
ella

ser (to be):* Formas singulares

soy I am
eres you (*familiar*) are
es you (*formal*) are
es he is
esshe is

Comunicación

A. ¿Cómo es usted?

Paso 1. Indique todas (*all*) las palabras apropiadas (*appropriate words*).

(Yo) Soy...

_____ diligente	_____ pesimista	_____ independiente
_____ idealista	_____ materialista	_____ estudiante
_____ impaciente	_____ normal	_____ diferente
_____ extravagante	_____ profesor	_____ profesora
_____ elegante	_____ importante	_____ ¿?

"Who are you and what are you like?" "I'm Ángela Suárez del Pino. I'm optimistic and tolerant."

"Who are you?" "My name is Ismael Figueroa García, and I'm a university (college) student." "Ismael, what are you like?" "I'm intelligent, romantic, and responsible."

*You will learn more about subject pronouns in **Gramática 3 (Capítulo 2)** and **Gramática 8 (Capítulo 3)**.

*You will learn more about **ser** in **Gramática 6 (Capítulo 3)**.



Paso 2. With a classmate, use the adjectives and nouns in **Paso 1** to ask each other what you are like and who you are.

MODELO: diligente →

ESTUDIANTE 1: ¿Eres / Es usted diligente?

ESTUDIANTE 2: Sí, soy diligente. / No, no soy diligente.



B. ¿Quién es... ?

Paso 1. With a classmate, take turns asking and answering questions.

MODELO: arrogante →

ESTUDIANTE 1: ¿Quién es arrogante?

ESTUDIANTE 2: **Enrique Iglesias** es arrogante.

Personas

Enrique Iglesias Selena Gómez Penélope Cruz ¿ ?

1. arrogante

4. materialista

7. elegante

2. independiente

5. impresionante

8. terrible

3. paciente

6. interesante

9. fascinante

Paso 2. Now describe the people in negative terms, using **no** in front of the verb.

MODELO: Enrique Iglesias **no** es arrogante.

C. Una encuesta (A poll)

Paso 1. Use cognates from **Nota comunicativa** (page 9) and others you have heard or seen to describe the following people and things.

MODELO: Jennifer López → Jennifer López es **independiente**.

1. Jennifer López

3. _____ (programa de televisión)

2. este país (*this country*)

4. _____ (una persona famosa)



Paso 2. Now poll two classmates about the same four items. Write their answers in the chart.

MODELO: To ask:

ESTUDIANTE 1: En tu opinión, ¿cómo es Jennifer López?

To answer: ESTUDIANTE 2: Es independiente.

Estudiantes (nombre)	Jennifer López	este país	_____ (programa de televisión)	_____ (persona famosa)



©America/Alamy

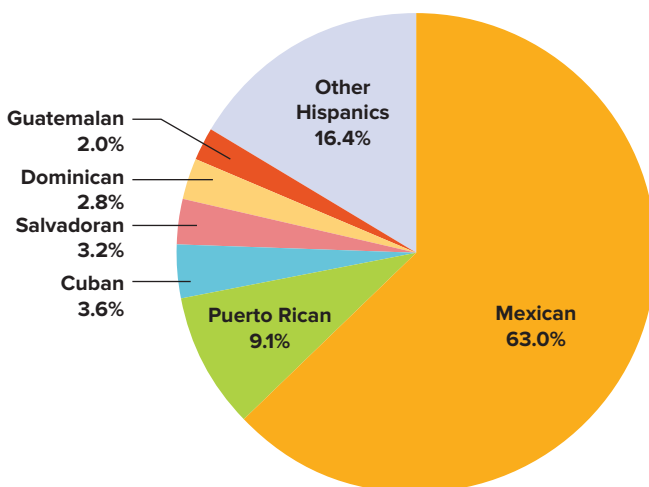
La Misión Basílica San Diego de Alcalá, cerca de (*near*) San Diego, California

¡Aquí se habla español! If you sometimes have the feeling that Spanish is everywhere, that's because it's true, and it may become even more so during your lifetime. Here are some interesting facts.

- Spanish is spoken as a first or second language by more than 500 million people. This makes Spanish the second most widely spoken language in the world. (Chinese is the most widely spoken.) Some Spanish speakers also speak another language, like **náhuatl** in Mexico, **mapuche** in Chile, or **catalán** in Spain.
- Spanish is an official language of 20 countries.
- Over 43 million people in the United States speak Spanish, making it the fourth largest Spanish-speaking country in the world. About 15 million are bilingual.
- Spanish is the official language (along with English) of Puerto Rico, a commonwealth (**un estado libre asociado**) of the United States.

Comparing Origins of U.S. Hispanic Population

Total Hispanic Population
2017 Estimate*
57.5 Million



* Source: 2017 U.S. Census

- Spanish is present in Equatorial Guinea (where it is an official language), in the Philippines as a heritage from the not so distant past when the islands were colonies of Spain, and in Canada.
- Spanish is second only to English in terms of the number of people studying it worldwide.

Knowing a second language has many personal and professional advantages. If you live in a country like the United States, there is no need to explain to you why it's a good thing to study Spanish. The language and its cultures are part of the country's historical and cultural past. And, from an economic standpoint, Spanish speakers provide a huge market of consumers of all kinds of goods and services, including the entertainment industry and the world of art.

Spanish is also a great asset for traveling for business or pleasure, within this country or abroad. Like all languages spoken by a large number of people, modern Spanish varies from region to region. The Spanish of Madrid is different from that spoken in Mexico City, Buenos Aires, or Los Angeles. Although these differences are most noticeable in pronunciation ("accent"), they are also found in vocabulary and special expressions used in different areas of the world. But the majority of structures and vocabulary is common to the many varieties of Spanish.

Knowing Spanish also opens the door to a fascinating culture. Actually, *cultures*, plural, would be more accurate. Spanish was the language of one of the most impressive intersections of culture and civilization the world has ever known, when a small group of Spaniards landed on an island in the Caribbean over 500 years ago. No two of the Spanish-speaking American countries that arose from that fusion of European and indigenous cultures (including those of Africans, brought to work as slaves) are alike. They offer a rich and diverse cultural panorama, one that you will learn about in every chapter of *Puntos de partida*.

So . . . welcome to the Spanish-speaking world! Actually, you know, you're already in it.



Comprensión

¿Cierto o falso? (*True or false?*)

1. There are more than 500 million Spanish speakers in the world.
2. There are more than 43 million Spanish speakers in the U.S.
3. Only indigenous and European cultures contributed to the culture of Spanish-speaking countries in the Americas.
4. Speakers of one variety of Spanish usually cannot understand what speakers of another variety of Spanish say.
5. The Spaniards brought Spanish to the Americas about 300 years ago.



En acción

Identify the flags or the colors of the flags of at least three Spanish-speaking countries. You can find them on the chapter-opening pages of Chapters 2–18 of *Puntos de partida*.

Los números del 0 al 30; Hay

Algo sobre... (Something about . . .) offers cultural information, often about the chapter's country of focus.

Algo sobre ...

los números

In Spanish-speaking countries, hand-written numbers may look a little different from the way they do in the U.S.



© Julio López Sagar/Getty Images

Do you notice any differences in the way the numbers are written in these photos and the way you write them?



En un salón de clase

Hay una profesora.
Hay cinco estudiantes.

Los números del 0 al 30

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

a noun / un sustantivo
= a word that denotes a person, place, thing, or idea

¡OJO!

uno, dos,... veinti**uno**,
veintidós,...
but
un señor, veinti**ún**
señores
una señora, veinti**una**
señoras

Nota comunicativa

El género (gender) y los números

The number **one** has several forms in Spanish. **Uno** is the form used in counting. The forms **un** and **una** are used before **nouns (los sustantivos)**. How will you know which one to use? It depends on the **gender (el género)** of the noun.

All Spanish nouns are either masculine or feminine. For example, the noun **señor** is masculine (*m.*) in gender, and the noun **señora** is feminine (*f.*). (As you will learn, even nouns that are not sex-linked have gender.) Here is how **one** is expressed with these nouns: **un señor, una señora**. The number **veintiuno** has similar forms before nouns: **veintiún señores, veintiuna señoras**. Just get used to using **un** and **una** with nouns now. You'll learn more about gender and number in **Capítulo 2**.

Hay

The word **hay** expresses both *there is* and *there are* in Spanish. It can be made negative (**no hay**) and can also be used to ask a question: **¿Hay...?** (*Is there...?* / *Are there...?*)

hay = there is / there are

- | | |
|---|--|
| Hay un teatro en esta universidad,
pero no hay un museo. | There's a theater at this university,
but there isn't a museum. |
| —¿Cuántos estudiantes hay en la
clase? | "How many students are there in
the class?" |
| —(Hay) Treinta. | "(There are) Thirty." |

Práctica y comunicación

- A. Una canción infantil. (A children's song.)** This is a popular song for children from all over the Spanish-speaking world. Complete it with the missing numbers. It's basic math!

Dos y dos son _____, cuatro y dos son _____,
seis y dos son _____, y ocho _____,
y ocho _____, y _____ treinta y dos...

- B. Los números.** Practique los números, según (*according to*) el modelo. ¡OJO!
f. = femenino; *m.* = masculino.

MODELO: 1 señor → Hay **un** señor.

- | | | |
|---------------------------|---------------------------|--------------------------|
| 1. 4 señoras | 6. 1 idea (<i>f.</i>) | 11. 28 naciones |
| 2. 12 pianos | 7. 21 ideas (<i>f.</i>) | 12. 5 guitarras |
| 3. 1 café (<i>m.</i>) | 8. 11 personas | 13. 1 león (<i>m.</i>) |
| 4. 21 cafés (<i>m.</i>) | 9. 15 estudiantes | 14. 30 señores |
| 5. 14 días | 10. 13 teléfonos | 15. 20 oficinas |

- C. Problemas de matemáticas.** Express the following simple mathematical equations in Spanish. Note: + (**y**), - (**menos**), = (**son**).

MODELOS: $2 + 2 = 4$ → Dos y dos son cuatro.
 $4 - 2 = 2$ → Cuatro menos dos son dos.

- | | | |
|------------------|---------------------|-----------------------|
| 1. $2 + 4 = 6$ | 8. $15 - 2 = 13$ | 15. $8 - 7 = 1$ |
| 2. $8 + 17 = 25$ | 9. $9 - 9 = 0$ | 16. $13 - 9 = 4$ |
| 3. $11 + 1 = 12$ | 10. $13 - 8 = 5$ | 17. $2 + 3 + 10 = 15$ |
| 4. $3 + 18 = 21$ | 11. $14 + 12 = 26$ | 18. $28 - 6 = 22$ |
| 5. $9 + 6 = 15$ | 12. $23 - 13 = 10$ | 19. $30 - 17 = 13$ |
| 6. $5 + 4 = 9$ | 13. $1 + 4 = 5$ | 20. $28 - 5 = 23$ |
| 7. $1 + 13 = 14$ | 14. $1 + 3 - 1 = 3$ | 21. $19 - 7 = 12$ |



- D. Intercambios. (Exchanges.)** With a classmate, ask and answer the following questions.

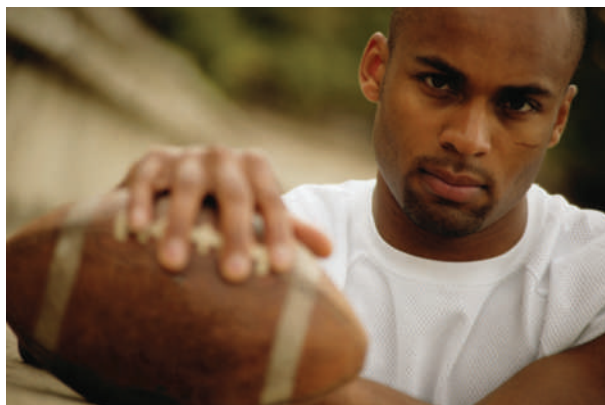
- ¿Cuántos (*How many*) estudiantes hay en la clase de español? ¿Cuántos estudiantes hay en clase hoy (*today*)? ¿Hay tres profesores o un profesor / una profesora?
- ¿Cuántos días hay en una semana (*week*)? ¿Hay seis? (**No, no hay...**) ¿Cuántos días hay en un fin de semana (*weekend*)? ¿Cuántos días hay en febrero? ¿en junio? ¿Cuántos meses hay en un año (*year*)?
- En esta (*this*) universidad, ¿hay una cafetería? (**Sí, hay...** / **No, no hay...**) ¿un teatro? ¿un laboratorio de lenguas (*languages*)? ¿un bar? ¿una clínica? ¿un hospital? ¿un museo? ¿muchos (*many*) estudiantes? ¿muchos profesores?

Los gustos° y preferencias (Part 1)* Los... Likes

¡OJO!

En español, **fútbol** = soccer en inglés y **fútbol americano** = football.

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—¿**Te gusta** el fútbol?
—Sí, ¡**me gusta** mucho!

—Y **a usted**, señor, ¿**le gusta** el fútbol también?
—No, **no me gusta** mucho el fútbol, pero sí **me gusta** el fútbol americano.

Use these patterns with the verb **gustar** to express likes and dislikes.

Me gusta _____.	<i>I like</i> _____.
No me gusta _____.	<i>I don't like</i> _____.
(No) Te gusta _____ (familiar)	} <i>You (don't) like</i> _____.
(No) Le gusta _____ (formal)	
¿ Te gusta _____? (familiar)	} <i>Do you like</i> _____?
¿(A usted) Le gusta _____? (formal)	

an infinitive / **un**

infinitivo = a verb form that indicates action or state of being without referring to a specific person or time

In the following activities you will use **el** to mean *the* with masculine nouns and **la** with feminine nouns. Don't try to memorize which words are masculine or feminine at this time. You will also use Spanish verbs in the infinitive form, which always ends in **-r**. Here are some examples: **estudiar** = *to study*, **comer** = *to eat*. You will be able to guess the meaning of other infinitives from context (the surrounding words).

Práctica y comunicación

A. ¿Yo, tú o usted? Indicate which pronoun you associate with each question or statement.

- ¿Te gusta la pizza?
- ¿Le gusta la Coca-Cola?
- Me gusta mucho el chocolate.

B. Versión bilingüe. Match the ideas.

- | | |
|------------------------------|--|
| 1. _____ —¿Te gusta esquiar? | a. "Do you (<i>formal</i>) like to ski?" |
| —No, no me gusta. | "Yes, I like to." |
| 2. _____ —¿Le gusta esquiar? | b. "I like to ski." "Yeah? I don't like to." |
| —Sí, me gusta. | |
| 3. _____ —Me gusta esquiar. | c. "Do you (<i>familiar</i>) like to ski?" |
| —¿Sí? A mí no me gusta. | "No, I don't like to." |

"Do you like soccer?" "Yes, I like it a lot!" "And (what about) you, sir, do you also like soccer?"
"No, I don't like soccer that much, but I do like football."

*You will learn more about **gustar** in **Gramática 22 (Capítulo 8)**.

C. Los gustos y preferencias

Paso 1. Make a list of six things you like and six things you don't like, following the model. You may choose items from the **Vocabulario útil** box.

MODELO: Me gusta **la clase de español**. No me gusta **la clase de matemáticas**.

Vocabulario útil

Vocabulario útil is not active; that is, you don't need to focus on learning it. But it will help you do this activity.

el actor _____, la actriz _____
el café, el té, la limonada, la Coca-Cola®
el/la cantante (*singer*) _____
el cine (*movies*), el teatro, la ópera, el arte abstracto, el fútbol
la música moderna, la música clásica, *el hip hop*, la música *country*
la pizza, la pasta, la comida (*food*) mexicana, la comida de la cafetería
_____ (programa de televisión)
_____ (ciudad [*city*])

¡OJO!

The word **cantante** is used for both men *and* women.

1. Me gusta _____. No me gusta _____.
2. _____
3. _____
4. _____
5. _____
6. _____



Paso 2. Now ask a classmate if he or she shares your likes and dislikes.

MODELO: **ESTUDIANTE 1:** ¿Te gusta la clase de español?

ESTUDIANTE 2: Sí, me gusta (la clase de español). (No me gusta la clase de español.)

ESTUDIANTE 1: ¿Y la clase de matemáticas?

ESTUDIANTE 2: Sí, también me gusta (la clase de matemáticas). (No me gusta la clase de matemáticas.)

D. Más (*More*) gustos y preferencias

Paso 1. Here are some useful verbs and nouns to talk about what you like. For each item, combine an infinitive (shaded) with a noun to form a sentence that is true for you. The verb **estudiar** is an easily recognizable cognate. Use context to guess the meaning of verbs that are not cognates.

MODELO: Me gusta _____. → Me gusta **estudiar inglés**.

- | | |
|-------------|---|
| 1. beber | café chocolate limonada té |
| 2. comer | enchiladas ensalada hamburguesas pasta pizza |
| 3. estudiar | computación (<i>computer science</i>) español historia
inglés matemáticas |
| 4. hablar | con mis amigos (<i>with my friends</i>) por teléfono (<i>on the phone</i>)
español |
| 5. jugar | al basquetbol al béisbol al fútbol al fútbol americano
al tenis |
| 6. tocar | la guitarra el piano el violín |



Paso 2. Ask a classmate about his or her likes, using your own preferences as a guide.

MODELO: ¿Te gusta **comer enchiladas**?



Paso 3. Now ask your professor if he or she likes certain things. **¡OJO!** Remember to address your professor in a formal manner if that is his or her preference.

MODELO: ¿Le gusta **jugar al tenis**?

¿Qué hora es?



Es la una.



Son las dos.



Son las cinco.

¿Qué hora es? is used to ask *What time is it?* In telling time, one says **Es la una** but **Son las dos** (**las tres**, **las cuatro**, and so on).



Es la una **y** { cuarto.
quince. }



Son las dos **y** { media.
treinta. }



Son las cinco **y diez.**



Son las ocho **y veinticinco.**

Note that from the hour to the half-hour, Spanish, like English, expresses time by adding minutes or a portion of an hour to the hour.



Son las dos **menos** { cuarto.
quince. }



Son las ocho **menos diez.**



Son las once **menos veinte.**

From the half-hour to the hour, Spanish usually expresses time by subtracting minutes or a part of an hour from the *next* hour.

¡OJO!

Es la... / Son las... = to tell time

A la... / A las... = to tell at what time something happens

Nota comunicativa

Cómo expresar la hora

de la mañana

de la tarde

de la noche

en punto

¿a qué hora... ?

a la una (las dos,...)

Son las cuatro **de la tarde en punto.**

—¿**A qué hora** es la clase de español?

—Es **a las once de la mañana.**

A.M., in the morning

P.M., in the afternoon (and early evening)

P.M., in the evening

exactly, on the dot, sharp

(at) what time . . . ?

at 1:00 (2:00, . . .)

It's exactly 4:00 P.M.

"What time is Spanish class (at)?"

"It's at 11:00 A.M."

You will practice these phrases in **Práctica y comunicación.**

Práctica y comunicación

- A. **¡Atención!** Listen as your instructor says a time of day. Find the clock face that corresponds to the time you heard and say its number in Spanish.



1.



2.



3.



4.



5.



6.



7.

- B. **¿Qué hora es?** Express the time in full sentences in Spanish.

- | | | | |
|----------|--------------|------------------|--------------------|
| 1. 1:00 | 4. 1:30 P.M. | 7. 4:15 A.M. | 9. 9:10 on the dot |
| 2. 6:00 | 5. 3:15 A.M. | 8. 11:45 exactly | 10. 9:50 sharp |
| 3. 11:00 | 6. 7:45 P.M. | | |



- C. **¡Atención!** With a classmate, ask and answer questions about the drawings (los dibujos) in **Actividad A**.

MODELO: **ESTUDIANTE 1:** Son las nueve y media de la mañana.

ESTUDIANTE 2: Es el dibujo 6.

ESTUDIANTE 1: ¡Correcto! (No es correcto.)



- D. **Situaciones en la calle (street).** Complete los diálogos con un compañero / una compañera.

Diálogo 1: Por la mañana, en la calle

SR. ROLDÁN: Buenos días, Sra. Valdés. ¿Cómo _____?

SRA. VALDÉS: Muy bien. ¿_____, Sr. Roldán?

SR. ROLDÁN: _____. Perdón, ¿qué hora _____?

SRA. VALDÉS: _____ las _____ (10:30), señor.

SR. ROLDÁN: _____ gracias, señora.

Diálogo 2: Por la tarde

SILVIA: ¡Hola!, muy _____, Julio. ¿Cómo _____?

JULIO: Bien, ¿y _____? ¡Huy!, perdón, ¿qué hora _____?

SILVIA: _____ las _____.

JULIO: ¡Ay! La clase de historia es a las _____ y diez. Me voy corriendo.^a ¡Hasta luego!

SILVIA: Oye,^b ¿nos vemos el sábado^c en la fiesta?

JULIO: ¡Sí, sí!

^aMe... I have to run. ^bHey ^cSaturday

E. Intercambios (*Exchanges*)

Paso 1. Read and practice pronouncing the words in **Vocabulario útil**.

Vocabulario útil	
¿cuándo?	when?
los días de la semana*	the days of the week
el lunes	on Monday
el martes	on Tuesday
el miércoles	on Wednesday
el jueves	on Thursday
el viernes	on Friday
el sábado	on Saturday
el domingo	on Sunday



Paso 2. With a partner, take turns asking and answering questions about when the following events or activities take place, according to the schedule. Can you guess the meaning of the new words in the schedule?

Esta (*This*) semana

L	M	X	J	V	S	D
español: 9 a.m.		español: 9 a.m.		español: 9 a.m.	excursión: 8:45 a.m.	
física: 11:50 a.m.	historia: 11:50 a.m.	física: 11:50 a.m.	historia: 11:50 a.m.	física: 11:50 a.m.		tenis: 10 a.m.
	laboratorio: 3:10 p.m.		laboratorio: 3:10 p.m.			concierto: 7:30 p.m.
					fiesta: 10 p.m.	

MODELO: la clase de español →

ESTUDIANTE 1: ¿Cuándo es la clase de español?

ESTUDIANTE 2: El lunes, el miércoles y el viernes a las nueve de la mañana.

- | | |
|-----------------------------|--|
| 1. la clase de español | 5. la excursión |
| 2. la clase de física | 6. la fiesta |
| 3. la clase de historia | 7. el partido (<i>game</i>) de tenis |
| 4. la sesión de laboratorio | 8. el concierto |



Paso 3. Now ask when your partner likes to perform the following activities on a given day.

MODELO: cenar (*to have dinner*) →

ESTUDIANTE 1: ¿Cuándo te gusta cenar **el sábado**?

ESTUDIANTE 2: El sábado me gusta cenar **a las seis y media**.

- | | |
|--|---|
| 1. cenar | 4. ir al (<i>to go to the</i>) gimnasio |
| 2. estudiar español | 5. ir al cine |
| 3. mirar (<i>to watch</i>) la televisión | 6. ir a una fiesta |

*You will learn more about the days of the week in Spanish in **Capítulo 5**.

Antes de mirar°

Antes... Before watching

What is a morning news and talk television show usually like? Check all of the phrases that apply

- ☐ un poco (a little) cómico
- ☐ un poco serio
- ☐ informativo
- ☐ muy dramático
- ☐ para (for) una audiencia diversa
- ☐ solo para las personas mayores (only for older people)

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Klic Video Productions



El presentador (anchor) Víctor Gutiérrez y la presentadora Ana García Blanco. *Salu2* es un programa sobre (about) la comunidad global de hispanohablantes (Spanish speakers).

Este° programa

This

This is the introductory program of a new morning show, based in Los Angeles, California.

Reading part of the script before watching each segment of *Salu2* will help you understand more of the show.

Fragmento del guion°

del... of the script

- VÍCTOR: Muchas gracias, Laura. La presencia del español en la ciudad de Los Ángeles es impresionante, ¿no crees,^a Ana?
- ANA: Absolutamente. Y personas de todo tipo hablan español, no solo^b los hispanos. Bueno, es hora de decir^c adiós por hoy. Espero que les haya gustado nuestro primer programa.^d Nos vemos muy pronto.^e
- VÍCTOR: Desde el estudio de *Salu2* en la ciudad de Los Ángeles, California, les mandamos^f saludos a todos los telespectadores y esperamos verlos en nuestro próximo programa.^g ¡Hasta entonces!^h

^a¿no... don't you think ^bno... not only ^ces... it's time to say ^dEspero... I hope you liked our first program. ^emuy... very soon ^fles... we send ^gesperamos... we hope to see you at our next program ^h¡Hasta... Until then!

These words and phrases in **Vocabulario del programa** (given in the order in which they appear in the show) will help you understand more when you watch this episode.

Vocabulario del° programa

of the

hoy les presentamos	today we're introducing . . . to all of you
un nombre	a name
antiguo	former
la ciudad	the city
el país	the country, nation
el tema	the topic, subject
dentro y fuera de	within and outside of
vamos a hablar/escuchar	we're going to talk/listen to
cuarenta y ocho	forty-eight
les saludo	I'm greeting all of you
la playa	the beach
disculpa	pardon me
¿de dónde vienes?	¿de dónde eres?
(yo) vengo de	(yo) soy de
¿cuántos años tienes?	how old are you?

Estrategia

You will not understand every word in *Salu2*. In fact we never catch everything in any program even in our native language. But you will be able to get the gist of the show by catching some key words and phrases that you *do* know and by using context, both in the program as well as in the text and images in this section.

If you scan **Después de mirar** before watching the show, you will understand more of what is in the program.

Después de mirar°

Después... After watching



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Laura Sánchez Tejada es reportera. Es de México pero hoy está en California.

A. **¿Está claro?** ¿Cierto o falso? Corrija (*Correct*) las oraciones (*sentences*) falsas, según (*according to*) el video.

	CIERTO	FALSO
1. <i>Salu2</i> es un programa matinal (<i>morning</i>) de televisión.	☐	☐
2. Es un programa informativo para un público hispanohablante diverso.	☐	☐
3. El estudio está en San Francisco.	☐	☐
4. Hay tres presentadores (<i>anchors</i>) y una reportera.	☐	☐
5. Pocas (<i>Few</i>) personas hablan español en Los Ángeles.	☐	☐

B. **¿Quién lo dice? (Who says it?)** Indique el presentador: **A** = Ana o **V** = Víctor.

- «...el Pueblo de Nuestra Señora la Reina de los Ángeles de Porciúncula.» _____
- «...el nombre de Los Ángeles es un nombre español...» _____
- «Y vamos a escuchar a personas hispanohablantes de varios países...» _____
- «...vamos a escuchar a miembros de la comunidad hispana de Los Ángeles.» _____
- «...es evidente que muchas personas no hispanas sí hablan español.» _____
- «Y hoy vamos a escuchar los saludos de algunos angelinos...» _____

C. **Un poco más. (A little more.)** Match each person with her/his place of origin.

ORIGEN

- a. Chicago b. Los Ángeles c. México d. Puerto Rico e. no se sabe (*not known*)

PERSONAS

1. _____ Ricardo



4. _____ Michelle y Amy



2. _____ Wally



5. _____ Miriam y Verónica



3. _____ Jennifer



6. _____ Rubí



ali: ©McGraw-Hill Education/Klic Video Productions



En acción

Filme los saludos de dos o tres personas en español.

D. **Y ahora, ustedes. (And now it's your turn.)** Practique su (*your*) pronunciación y su talento como presentador(a). Haga el papel (*Play the role*) de Laura y complete el fragmento con su propia (*your own*) información.

Buenos días a todos. ¿Cómo están ustedes? Yo estoy muy bien. Me llamo _____ y soy **el reportero / la reportera** del programa *Salu2*. Les saludo desde^a _____, en el estado de _____.

^aLes... I'm speaking to you (*lit. I'm greeting you from*)

Antes de leer°

Antes... *Before reading*

This reading consists of a series of photos and captions. In it, you will learn the names of important geographical features in the Spanish-speaking world. Before you read each photo caption, study the image and identify what is in it. This will help you understand the key words in the caption, which are underlined. These words are often cognates; if not, they are guessable in the context provided by the photo.

As you read, you will probably “get” a lot of information from the captions without actually knowing or understanding all of the words. This happens even when you read in your native language.

Finally, it's a good idea to read the captions more than once. Start by reading them all through quickly, without looking up any words, then start back at the beginning again. You will be surprised by how much more you will understand the second time around.

La geografía del mundo hispanohablante°

mundo... *Spanish-speaking world*

La diversidad del mundo hispano es fabulosa. Lea^a el texto, mire^b las fotos ¡y consulte los mapas en la página 13 y al final del libro^c!



1.

El volcán Chimborazo (en el Ecuador), en la cordillera de Los Andes. Los Andes forman la cordillera más larga^d del mundo (ocho mil quinientos^e kilómetros), y se extienden por^f siete naciones de Sudamérica.



2.

Una playa en la península de Samaná, República Dominicana. En el mar Caribe hay tres islas de habla española. El mundo hispano también tiene^g costas en el océano Atlántico y en el Pacífico.

^aRead ^blook at ^cal... at the back of the book ^dmás... longest
^eocho... 8,500 ^fse... they pass through ^ghas

(Continúa.)



3.
Una selva^h en México. Hay selvas también en otros paísesⁱ en Centroamérica y Sudamérica.



5.
El glaciar Perito Moreno, en la Patagonia argentina. Chile y la Argentina tienen^k territorio en la Patagonia y en el continente de la Antártida.



4.
El desierto de Atacama, Chile. Es el más árido^j del mundo. También hay zonas desérticas en otros países hispanos de Norteamérica a Sudamérica: México, el Perú, Bolivia, la Argentina, Colombia. Y también en España.



6.
Madrid, la capital de España, en Europa. Es una ciudad de gran^l importancia histórica y cultural. En Latinoamérica también hay muchas ciudades grandes,^m como la Ciudad de México, Buenos Aires, Santiago,...

^hjungle ⁱnaciones ^jmás... ^kdriest ^lhave ^mlarge