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- Jordan Cunningham,
Eastern Washington University



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CONÉCTATE

Introductory Spanish
Third Edition

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University of California, San Diego

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University of Chicago

**Mc
Graw
Hill**



CONÉCTATE: INTRODUCTORY SPANISH, THIRD EDITION

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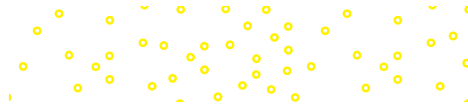
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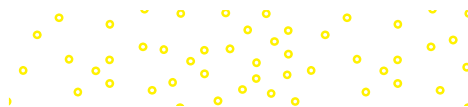
Dedications

For their patient support and encouragement, I thank el amor de mi vida, Armando Vargas Matus, and my parents, Frank and Lois Goodall. My father did not live to see the book in print, but he felt pride knowing that his son would be published by McGraw Hill, the company that he devoted his professional life to for more than 30 years. This book is for him.

—Grant

To my two Nancys and my two Bills. I am because of them.

—Darcy



CONTENTS

COMUNICACIÓN

VOCABULARIO

Capítulo 1:

En la clase 1

¡Hola! Greeting people in Spanish 2

¿Cómo te llamas? / ¿Cómo se llama? Asking someone his/her name 4

¿Cómo estás? / ¿Cómo está? Asking people how they are 7

¿De dónde eres? / ¿De dónde es? Asking where someone is from 8

¡Adiós! Saying good-bye 9

¿Cómo se escribe? The Spanish alphabet and campus vocabulary 10

Los meses y las estaciones Months and seasons 14

Los números y las fechas Numbers and dates 15

Capítulo 2:

Mis amigos y yo 37

¿Cuántos años tienes? / ¿Cuántos años tiene Ud.? Finding out someone's age 38

¿Adónde vas? / ¿Adónde va? Finding out where someone is going 39

Me gusta... Expressing likes and dislikes 41

¿Cómo somos? Describing people, places, and things with adjectives 43

Capítulo 3:

¿Qué haces? 66

Disculpa, ¿qué hora es? Getting someone's attention, asking for the time 67

¿A qué hora... ? Asking at what time events occur 69

¿Cómo es tu rutina diaria? Your daily routine and the days of the week 72

ESTRUCTURA

- 1.1 Singular nouns and articles 18
- 1.2 Plural nouns and articles 20
- 1.3 The verbs **ser** and **tener** 23
- 1.4 Possessive adjectives 27

CONÉCTATE

- ¡**Leamos!** ¡Conéctate al mundo 30
- ¡**Escuchemos!** ¿De dónde son? 32
- ¡**Escribamos!** La información de contacto 33
- ¡**Hablemos!** Una charla 34

PARA SABER MÁS

- 1.1 Singular nouns and articles **482**
 - More about gender of nouns 482

- 2.1 Adjectives 49
- 2.2 The verbs **estar** and **ir** 53
- 2.3 The verb **gustar** 56
- 2.4 Infinitives with **gustar** and **ir** 58

- ¡**Leamos!** ¿Cómo son los profesionales? 60
- ¡**Escuchemos!** ¿Cómo es tu familia? 61
- ¡**Escribamos!** El perfil electrónico 62
- ¡**Hablemos!** A conocernos 63

- 2.1 Adjectives **482**
 - Adjective placement 482
- 2.2 The verbs **estar** and **ir** **483**
 - Using **tener** to express states 483
- 2.3 The verb **gustar** **483**
 - **Nos gusta(n), os gusta(n), les gusta(n)** 483

- 3.1 Present indicative: Singular forms 77
- 3.2 Present indicative: Plural forms 81
- 3.3 Stem-changing verbs: **o → ue** 86
- 3.4 Demonstrative adjectives 89

- ¡**Leamos!** La rutina de una líder 92
- ¡**Escuchemos!** El horario para comer 94
- ¡**Escribamos!** Las rutinas diarias 95
- ¡**Hablemos!** La rutina de la familia Ramírez 96

- 3.3 Stem-changing verbs: **o → ue** **484**
 - Additional **o → ue** verbs 484
- 3.4 Demonstrative adjectives **484**
 - The demonstrative adjectives **aquel/aquella/aquellos/aquellas** 484
 - Demonstrative pronouns 485

COMUNICACIÓN

VOCABULARIO

Capítulo 4:

¡Qué bonita familia! 99

¿A qué te dedicas? / ¿A qué se dedica? Asking what people do for a living 100**¡Qué lindo!** Commenting on things and complimenting people 101**¿Cómo es la familia de Camila?**
Describing family members 103

Capítulo 5:

Por la ciudad 128

Muchas gracias Expressing gratitude 129**¿Dónde está...?** Asking for and giving directions 131**Paisajes urbanos** Urban landscapes 135**Los números del 100 al 9.999**
Numbers from 100 to 9,999 138

Capítulo 6:

¡A comer! 164

¡Cómo no! Responding to requests 165**—¿Quieres...? —No, gracias.**
Inviting and declining politely 167**A comprar la comida** Food and where to buy it 169**En la mesa** Eating at home and at restaurants 173

ESTRUCTURA

- 4.1** Comparatives 108
- 4.2** Stem-changing verbs:
e → i 112
- 4.3** Stem-changing verbs:
e → ie 116
- 4.4** **Ser** and **estar** for identity
and location 119

CONÉCTATE

- ¡Leamos!** La edad dorada:
de 25 a 34 123
- ¡Escuchemos!** ¿De dónde son
sus antepasados? 124
- ¡Escribamos!** Una familia
famosa 125
- ¡Hablemos!** ¡Esta es mi
familia! 125

PARA SABER MÁS

- 4.1 Comparatives 485**
 - **Más de** with numerals 485
 - Comparatives of
equality 485
 - Superlatives 486
 - Expressing things
emphatically 486
- 4.2 Stem-changing verbs:
e → i 487**
 - Additional **e → i** verbs 487
- 4.3 Stem-changing verbs:
e → ie 487**
 - Additional **e → ie**
verbs 487

- 5.1** Verbs with irregular **yo**
forms 139
- 5.2** Reflexive verbs 144
- 5.3** **Ser** and **estar** with
adjectives 149
- 5.4** Indefinite and negative
expressions 154

- ¡Leamos!** «¿Padre, hijo o caballo?»,
por don Juan Manuel 157
- ¡Escuchemos!** ¿Cómo llego
a...? 158
- ¡Escribamos!** Un lugar que
conozco 160
- ¡Hablemos!** Hagamos un
viaje 161

- 5.1 Verbs with irregular yo
forms 487**
 - More on **saber** and
conocer 487
 - More irregular verbs with
-zco 488
- 5.2 Reflexive verbs 488**
 - Additional reflexive
verbs 488
 - The reciprocal meaning of
reflexive verbs 489
 - The infinitive after a
preposition 489
- 5.3 Ser and estar with
adjectives 489**
 - **Ser** and **estar** for
location 489

- 6.1** The preterite: Regular
verbs 176
- 6.2** The preterite: Some common
irregular verbs 180
- 6.3** Direct objects and direct
object pronouns 184

- ¡Leamos!** El huitlacoche 189
- ¡Escuchemos!** La cocina
tradicional 191
- ¡Escribamos!** Una celebración
memorable 192
- ¡Hablemos!** La fiesta de la
clase 193

- 6.1 The preterite: Regular
verbs 490**
 - **Leer, crear, and oír** in the
preterite 490
 - **Ver** and **dar** in the
preterite 490

COMUNICACIÓN

VOCABULARIO

Capítulo 7:

Los recuerdos y la
nostalgia 196

Lo pasé bien Expressing *to have a good time* 197

Felicitaciones/Felicidades/Enhorabuena Congratulating someone 200

¿Cómo se celebra? Celebrations in the Spanish-speaking world 201

Capítulo 8:

La ropa y la
moda 223

¿Qué padre! Talking about how great something is 224

Disculpe... Using polite expressions in appropriate contexts 226

¿Qué llevas? Describing clothing 228

El cuerpo humano Parts of the body 231

¿Cómo te queda? Expressing how clothing fits 232

Capítulo 9:

¿Adónde te gustaría
viajar? 256

¿Te gustaría...? / ¿Le gustaría...? Asking what people would like to do 257

Favor de no fumar Expressing rules with infinitives 258

Los mejores lugares turísticos Travel and tourism 259

¿Qué tiempo hace? Talking about the weather 263

ESTRUCTURA

CONÉCTATE

PARA SABER MÁS

- 7.1 The imperfect 205
- 7.2 Indirect objects and indirect object pronouns 210
- 7.3 Pronouns after prepositions 214

¡Leamos! Los ritos y conjuros de la Nochevieja 217

¡Escuchemos! Nuestros recuerdos 219

¡Escribamos! Una entrada en un blog 220

¡Hablemos! Un regalo terrible 221

- 7.3 Pronouns after prepositions 490
- Additional prepositions 490
- Stressed possessives 491

- 8.1 More irregular preterite forms 235
- 8.2 The preterite and imperfect together 238
- 8.3 Object pronoun placement with infinitives 246

¡Leamos! Conceptos que cautivan 248

¡Escuchemos! Lo tradicional y lo moderno de los indios kuna 250

¡Escribamos! Ser testigo 252

¡Hablemos! Un pase de modelos 253

- 8.1 More irregular preterite forms 492
- Additional irregular preterite forms 492
- 8.2 The preterite and imperfect together 492
- Comparison of meaning in preterite vs. imperfect 492
- 8.3 Object pronoun placement with infinitives 493
- Double object pronouns 493
- Another use of **lo**: **Lo** + adjective 494

- 9.1 The prepositions **por** and **para** 265
- 9.2 Impersonal **se** 271
- 9.3 **Se** for unplanned events 275

¡Leamos! Vacaciones en Tequila 280

¡Escuchemos! Los viajes ideales 282

¡Escribamos! Las mejores y peores vacaciones 284

¡Hablemos! ¿Adónde vamos? 285

- 9.1 The prepositions **por** and **para** 494
- Additional uses of **por** and **para** 494
- 9.3 **Se** for unplanned events 495
- Additional verbs with **se** for unplanned events 495

COMUNICACIÓN

VOCABULARIO

Capítulo 10:

La vida
profesional 288

A sus órdenes Expressions for
professional contexts 289

Quiero presentarle a... Introducing
people to each other 293

Las profesiones y los oficios
Professions and careers 295

**La tecnología en el lugar de
trabajo** Technology in the
workplace 298

Capítulo 11:

¡Estás en tu
casa! 320

¡Bienvenido! Welcoming
people 321

Pasa Making polite
invitations 323

La casa y los cuartos Rooms
and other parts of a home 325

**Los muebles y los
electrodomésticos** Furniture and
appliances 326

Capítulo 12:

El deporte y el
bienestar 350

¡Suerte! Wishing someone good
luck 351

**Para mantenerse sano/a, hay
que...** Giving advice on healthy
living 353

**Los deportes y cómo mantenerse
en forma** Sports and fitness 354

La salud y el bienestar Health
and well-being 358

ESTRUCTURA

CONÉCTATE

PARA SABER MÁS

10.1 The relative pronoun **que** 300

10.2 Informal (**tú**) commands 304

10.3 Formal (**Ud./Uds.**) commands 309

¡**Leamos!** Puestos y placeres 313

¡**Escuchemos!** La tecnología en el lugar de trabajo 315

¡**Escribamos!** La carrera de mis sueños 316

¡**Hablemos!** ¿Le puedo dar un mensaje? 317

10.1 The relative pronoun **que** 495

• **Que** and additional relative pronouns 495

• **Lo que** 496

11.1 The present perfect 330

11.2 Commands with object and reflexive pronouns 337

11.3 The present progressive 340

¡**Leamos!** Casas para el siglo XXI: Pequeñas, flexibles y mutables 344

¡**Escuchemos!** ¿Cuánto cuesta vivir aquí? 346

¡**Escribamos!** Un día típico en casa 347

¡**Hablemos!** Andamos buscando un apartamento 348

11.1 The present perfect 496

• Additional irregular past participles 496

• Using the past participle as an adjective 496

• Using the past participle to form the passive 496

• The past perfect 497

11.2 Commands with object pronouns 497

• **Nosotros/as** commands 497

11.3 The present progressive 497

• The past progressive 497

12.1 The present perfect with object pronouns 363

12.2 The present progressive with object pronouns 368

12.3 The subjunctive: Volition with regular verbs 370

¡**Leamos!** Trancos de gratitud en la 21K 375

¡**Escuchemos!** El sueño de ser deportista 377

¡**Escribamos!** Cómo nos mantenemos en forma 379

¡**Hablemos!** Somos entrenadores 380

12.2 The present progressive with object pronouns 498

• The present progressive with double object pronouns 498

12.3 The subjunctive: Volition with regular verbs 498

• Additional expressions of volition 498

COMUNICACIÓN

VOCABULARIO

Capítulo 13:

La naturaleza
y el medio
ambiente 383

Debería... Talking about what you think someone should do 384

¿Cuánto tiempo hace que...?
Expressing how long you've been doing something 386

La naturaleza y el medio ambiente Nature and the environment 388

Capítulo 14:

La cultura y la
diversión 410

Quizás. No sé. Tal vez...
Expressing uncertainty 411

Quisiera... Talking about what you would like to do 413

El cine, el teatro, el museo
Movies, theater, and museums 414

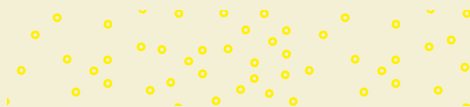
Capítulo 15:

Si la vida fuera
diferente... 434

En mi opinión... Expressing opinions 435

¿Qué sé yo? Expressing what you know and don't know 437

Los problemas sociales, económicos y políticos
Social, economic, and political issues 439



ESTRUCTURA

CONÉCTATE

PARA SABER MÁS

- 13.1 The subjunctive: Irregular verbs 392
- 13.2 The subjunctive: Disbelief and uncertainty 395
- 13.3 The subjunctive: Purpose and contingency 399

- ¡Leamos! La aventura y el ecoturismo en el Perú 403
- ¡Escuchemos! Algunas amenazas a nuestro planeta 405
- ¡Escribamos! El problema medioambiental más grave 406
- ¡Hablemos! ¿A quién le gusta más la naturaleza? 407

- 13.1 The subjunctive: Irregular verbs 499
- Additional irregular verbs in the subjunctive 499
 - Present perfect subjunctive 499
- 13.2 The subjunctive: Disbelief and uncertainty 500
- The subjunctive in adjective clauses (after nonexistent and indefinite antecedents) 500
 - The subjunctive: Emotion 500
- 13.3 The subjunctive: Purpose and contingency 501
- The subjunctive in time clauses 501
 - The subjunctive: Additional expressions of contingency 501

- 14.1 The past subjunctive 418
- 14.2 The future 423

- ¡Leamos! «La princesa azul» por Juan Luis Sánchez 428
- ¡Escuchemos! La cultura que nos rodea 430
- ¡Escribamos! Dos lugares famosos 431
- ¡Hablemos! Nuestros gustos musicales 432

- 14.1 The past subjunctive 502
- Additional irregular past subjunctive forms 502
 - The past perfect subjunctive 502
- 14.2 The future 503
- Irregular future forms 503
 - The future perfect 503

- 15.1 The conditional 442
- 15.2 Si clauses 445

- ¡Leamos! «Malas y buenas noticias» por José Antonio Millán 451
- ¡Escuchemos! ¿Cómo cambiarían el mundo? 454
- ¡Escribamos! Si tuviera un millón de dólares... 456
- ¡Hablemos! ¿Crees que es buena idea o mala idea? 457

- 15.1 The conditional 503
- Irregular conditional forms 503
 - The conditional perfect 503
- 15.2 Si clauses 504
- The past perfect subjunctive in si clauses 504

COMUNICACIÓN

VOCABULARIO

Capítulo 16:

La amistad y el
amor 459

¿Eres soltero/a, casado/a o...?

Describing your relationship
status 460

Cuánto lo siento Expressing
sympathy and regret 461

La amistad y el amor Personal
relationships 462

Para saber más 482

Appendix 1: Verb charts 505

Appendix 2: Answer key 513

Vocabulario 519

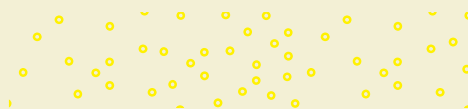
Index 550

ESTRUCTURA

- 16.1 Review: The present indicative and the infinitive 465
- 16.2 Review: The preterite and imperfect together 467
- 16.3 Review: Object pronouns 471
- 16.4 Review: The present subjunctive 474

CONÉCTATE

- ¡**Leamos!** Los jóvenes retrasan su emancipación 476
- ¡**Escuchemos!** ¿Cómo se conocieron? 478
- ¡**Escribamos!** La emancipación de los jóvenes estadounidenses 479
- ¡**Hablemos!** Mis primeros días en la universidad 480



PREFACE

The Philosophy

The philosophy behind *Conéctate* is simple: take what we know about second-language learning, combine it with the best practices in second-language teaching, and infuse it throughout with stimulating cultural content that challenges students to see themselves and the world in new ways. The overarching goal is to help instructors teach a highly effective, consistently engaging, and truly inspirational course in Spanish that is based on solid research.

- **Meaning-based activities:** At its core, language is a way of expressing meaning, so all activities in *Conéctate* guide students through the process of using Spanish meaningfully, either by understanding sentences that they hear or see, or by producing sentences that express what they want to communicate. Students are given myriad opportunities to engage in meaningful activities within a rich cultural context in all four skills: listening, speaking, reading, and writing. In the vocabulary activities students are called to connect the word and its associated meaning, regardless of whether the word is written or spoken. In grammar activities as well, students learn to associate a verb ending with its meaning, for instance, and they practice understanding or producing the ending and its meaning in all four skills.
- **Active-learning approach:** Students learn best when they are fully engaged with the material and are actively participating in every stage of the learning process. There is strong evidence that learning improves when students try to anticipate what is about to be learned or when they test themselves on what they have just learned. To this end, *Conéctate* incorporates these techniques in every chapter. Rather than simply presenting students with a vocabulary list, for instance, vocabulary activities in *Conéctate* ask students to figure out which word goes with which meaning, requiring students to engage actively with the material. Grammar activities, similarly, have students use a grammar point in meaningful ways right from the start, allowing them to uncover some basic grammatical properties on their own before these have been explained to them. As the research literature and everyday experience show, this type of challenge leads to better learning outcomes.
- **Input-to-output sequence:** In every section of *Conéctate*, students focus first on comprehension and then transition to production. This sequencing of activities ensures that students are fully prepared to do each activity and follows a fundamental principle of language acquisition: you learn to understand before you learn to produce. Whether focused on input or output, though, all activities are solidly meaning-based. In the initial activities, students see or hear the words and need to understand them, while in later activities, they need to speak or write the words in order to express an idea. As in real life, the goal is always to understand or express meaning.

- **Review:** Students learn best when they revisit topics on a regular basis (what psychologists call “spaced practice”), so *Conéctate* builds in review as an integral part of the program. Each grammar section, for instance, is preceded by a brief active-learning activity that refreshes students’ awareness of a related grammatical point that they have already seen. In addition, for certain topics that are known to be challenging, such as object pronouns, students build up their knowledge incrementally over the course of several chapters, always reviewing what they have seen previously before proceeding. The result is that students end up with a strong foundation that has been very carefully laid.
- **Authentic language and culture:** Students will ultimately be using their Spanish in the real world, not in a classroom, so *Conéctate* is infused throughout with videos of Spanish-speakers from all over the world, telling their stories in a spontaneous, unscripted, and natural way. From the very beginning, students learn to understand *buenos días*, for example, the way people really say it, and as they proceed, they learn to understand more extended discourse. The activities are carefully designed so that beginning students can understand and engage with this natural speech, despite the fact that it is “real Spanish,” not language artificially created for a textbook. Students can tell the difference, and after working with *Conéctate*, they feel a greater sense of confidence that they can understand Spanish as it is spoken in the real world.

Chapter Walkthrough

The **Chapter Opener** page offers a visual introduction to the chapter theme and regional focus, as well as a list of learning objectives that outline what a student “can do” upon completing the chapter.

Each chapter contains four main sections.

Comunicación

- Every chapter in *Conéctate* opens with the **Comunicación** section, which presents students with fixed expressions through the authentic, unscripted interviews in the *Conéctate* video series.
- In the videos, students see and hear Spanish as it is truly spoken by hundreds of native speakers representing a wide variety of Spanish-speaking countries. Our author team traveled and conducted unscripted person-on-the-street interviews, asking questions and capturing the spontaneous, authentic answers. The result is a collection of unique and varied responses that showcase to students the many different ways to engage appropriately in key social interactions.



- The activities that follow the video reinforce the high-frequency communicative expressions and allow students to begin communicating effectively in everyday situations. With these language chunks, students are empowered to complete tasks such as inviting and declining politely and responding to requests, even within the first semester.

A. ¿Por qué no? Empareja la invitación con la justificación más lógica.

- | | |
|--|--|
| 1. ____ ¿Tienes ganas de dar un paseo (<i>take a walk</i>) después de la cena? | a. No, gracias. Voy a viajar este fin de semana. |
| 2. ____ ¿Qué te parece ir al nuevo club con nosotros? | b. Gracias, pero no puedo. No me gusta hacer ejercicio después de comer. |
| 3. ____ ¿Te apetece tomar un café? | c. No, gracias. No puedo consumir cafeína. |
| 4. ____ ¿Quieres almorzar con nosotros el domingo? | d. Gracias, pero no puedo. No sé bailar. |

- Additional suggestions and notes to students and instructors assist with the effective use of the videos and their activities.

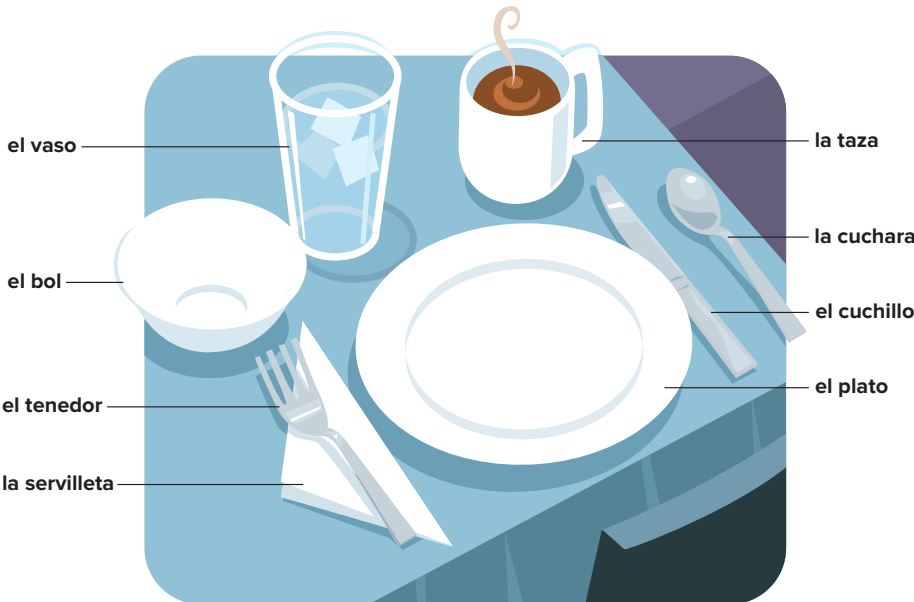
Vocabulario

- The **Vocabulario** section is where students engage with the words that will become the building blocks of their language development.
- Vocabulary presentations are embedded within active-learning activities that immediately get students interacting with the new words in a realistic way. Students are not simply memorizing words, but instead are able to develop associations with images or contexts that allow them to do much of their language processing in Spanish.

En la mesa

Eating at home and at restaurants

A. ¡Pongamos la mesa! (Let’s set the table!) El **cubierto** (*place setting*) consiste en varios elementos que se usan para comer. ¿Qué elementos del cubierto usas para cada cosa? **¡Atención!** Las bebidas y la sopa requieren el verbo **tomar**.



MODELO: Como el brócoli con un tenedor y un plato, pero tomo la sopa de brócoli con una cuchara y un bol.

1. la pasta
2. la ensalada
3. el café
4. la sopa
5. una torta de chocolate
6. el yogur
7. el agua
8. la carne

Here are some other words to describe food and its preparation.

al ajillo fried with garlic

a la plancha grilled

la salsa sauce

asado/a roasted

dulce sweet

frito/a fried

picante spicy

saludable healthy

When in a restaurant, you can use **pedir** to order food from the **camarero/a** or **mesero/a** (*server, waiter / waitress*). Ask for **la carta** (*menu*) to decide what you want to eat.

—¿Sabes qué vas a pedir?

—No, es mi primera vez en este restaurante. Tengo que ver la carta.

—Bueno, yo voy a pedir una hamburguesa.

Do you know what you’re going to order?

No, it’s my first time at this restaurant. I have to see the menu.

OK, well I’m going to order a hamburger.

Estructura

- The **Estructura** section of each chapter allows students to put words together to express more complex ideas and to understand how the language works. Students learn by doing; they use new structures meaningfully and uncover the rules that underlie them. They do this through supportive activities that are fun and lead them to success.

- Beginning in **Capítulo 3**, every grammar topic in the **Estructura** section opens with a **Reciclaje** activity to reinforce language learned earlier in the course that will be built upon in the subsequent activities.

Reciclaje

Infinitives

Complete each verb with its infinitive ending: **-ar**, **-er**, or **-ir**. Then indicate whether you prefer to do the activity **en la biblioteca (B)**, **en la casa (C)**, or **en otro lugar (O)** (in another place).

	B / C / O		B / C / O
1. almorz_____	_____	7. estudi_____	_____
2. cen_____	_____	8. le_____	_____
3. corr_____	_____	9. mir_____ la televisión	_____
4. desayun_____	_____	10. nad_____	_____
5. dorm_____	_____	11. tom_____ café	_____
6. hac_____ ejercicio	_____	12. jug_____ videojuegos	_____

- After **Reciclaje**, each grammar topic has three parts. **Para empezar** guides students through an engaging activity where they are introduced to and use the target structure in a meaningful way. The **Actividades analíticas** help students disassemble the target structure and analyze how it works. The **Actividades prácticas** that follow allow students to use the structure to communicate with others and to express their own ideas. Throughout the entire **Estructura** section, the activities are carefully sequenced so that students truly learn the structure. In addition, thanks to the active-learning techniques that *Conéctate* incorporates, students are fully engaged throughout each lesson and see how to use the target structures to communicate with others and learn about the world.

2.1 Una estudiante alta

Adjectives

Para empezar...

Match each picture to the appropriate word or words.

1. _____



2. _____



3. _____



- a. altos
- b. contenta
- c. contentos,
- jóvenes,
- guapos
- d. contento,
- viejo
- e. alta
- f. tristes
- g. triste
- h. alto

4. _____



5. _____



6. _____



7. _____



8. _____



Actividades analíticas

- Words such as **alto**, **triste**, and **joven** are *adjectives (los adjetivos)*, and they describe nouns. In Spanish, adjectives often change their form to agree with the noun that they describe. What two other forms of **alto** do you see in **Para empezar**?

¿Por qué?

Spanish has two different plural endings, **-s** and **-es**, in order to make pronunciation smoother and easier. The ending **-s** is used with nouns and adjectives that end in a vowel, and **-es** is used with those that end in a consonant. The **e** of **-es** breaks up what would otherwise be a sequence of two consonants.

ESPAÑOL INCLUSIVO

- Adjectives like **alto/alta** are always marked for grammatical gender. To describe a person (including yourself), use the **-o** form for males and the **-a** form for females (or **-os** for a mixed group). For individuals who do not conform to this binary distinction, you still need to use one form or the other, since

Conéctate

Each chapter closes with the **Conéctate** section, which includes activities that encourage students to “bring it all together.” Here you’ll find the **¡Leamos!**, **¡Escuchemos!**, **¡Escribamos!**, and **¡Hablemos!** features. In addition, on Connect, you will find **Conéctate al cine** and **Conéctate a la música** features. Each of these presents a process approach with *before*, *during*, and *after* activities that maximize students’ engagement and learning. Strategies are offered with each task and help students to develop strong communication skills that are transferable to all of their academic and professional activities.

- **¡Leamos!** This feature provides students with authentic readings from the very beginning of their language studies. Activities ensure comprehension by supporting students’ language abilities, enabling students to be successful at building their receptive skills.
- **¡Escuchemos!** Another video-based activity, this feature presents authentic language that incorporates many of the chapter’s linguistic and cultural topics together into a cohesive activity that builds confidence and further promotes cultural exploration. Follow-up activities put students in the active-communicator role as they deliver similar information in spoken situations.
- **¡Escribamos!** This activity integrates a process approach to writing, in which students focus on real-life and academic writing tasks, such as developing an online profile or writing a descriptive paragraph. The process starts with a unique writing strategy in every chapter, followed by a brainstorming and drafting stage, and ending with a careful editing of student work using a peer-review system.
- **¡Hablemos!** This section pulls together the chapter theme, grammar, vocabulary, and culture, and encourages students to talk extensively in pairs or complete group-based activities. These fun, engaging, oral-based activities can be used for oral exams, in-class culminating conversations, and/or oral presentations.
- **Conéctate a la música / Conéctate al cine** These digital sections, available on Connect, alternate between music and film in each chapter. Students listen to a Spanish-language song or watch a scene from a Spanish-language film that relates to some cultural, thematic, and/or linguistic aspect of the chapter. Information on the artists, background information on the films, and vocabulary support are provided, as well as pre- and post-listening and viewing activities. All songs are readily available through online streaming services, such as iTunes™, Pandora™, or Spotify™. All films are available through online streaming services, such as Amazon™, iTunes™, or Netflix™. For copyright reasons, songs and films are not provided by McGraw Hill Education.

Each chapter closes with an end-of-chapter checklist for students to gauge their progress against the Can Do-oriented chapter goals.

Now that I have completed the chapter, I can . . .

- ☐ greet someone, find out his/her name, how he/she is doing, where he/she is from, and say good-bye
- ☐ pronounce the letters and sounds of the alphabet
- ☐ express the date, months, and seasons of the year
- ☐ say the numbers 0–99
- ☐ identify people and things
- ☐ express possession by talking about the objects people have
- ☐ say the names of the Spanish-speaking countries

What's New?

- Clear presentation of the methodology throughout, including via author videos
- Annotations for every activity to guide instructors and offer considerations and suggestions on ways to carry out or extend activities
- **Estrategias:** This new boxed feature gives students tips on how they can learn best. Some explain general strategies that are useful at any stage of learning, while others help students see how a particular activity fits into their larger trajectory of learning. This is part of the overall philosophy of *Conéctate*, which emphasizes the idea that students are not passive bystanders but should be active and engaged participants in their learning. Students who understand the purpose of an activity will participate more eagerly and ultimately learn more.
- Simplified direction lines
- Updated culture and increased diversity
- Inclusion of the **vos** conjugation for recognition
- New video footage and updated activities to incorporate more Spanish-speaking regions (Colombia, Puerto Rico, and Los Angeles)
- **Accessibility enhancements**
 - Language-tagged eBook: Our eBook is now encoded to allow screen readers to flip seamlessly from Spanish to English pronunciations, as appropriate.
 - Ebook table summaries allow students to understand the whole of a given table before their reader presents its detailed contents aloud.
 - WCAG-compliant Word Doc testing program available upon request
- **Digital enhancements**
 - Vocabulary presentation tool: 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.



connect® +  proctorio

- **Remote Proctoring & Browser-Locking Capabilities**
 - New remote proctoring and browser-locking capabilities, hosted by Proctorio within Connect, provide control of the assessment environment by enabling security options and verifying the identity of the student.
 - Seamlessly integrated within Connect, these services allow instructors to control students' assessment experience by restricting browser activity, recording students' activity, and verifying students are doing their own work.
 - Instant and detailed reporting gives instructors an at-a-glance view of potential academic integrity concerns, thereby avoiding personal bias and supporting evidence-based claims.



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.



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—Grant Goodall

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—Darcy Lear

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En la clase



Estudiantes en la
Universidad Nacional
Autónoma de Honduras
(UNAH) en Tegucigalpa

Orlando Sierra/AFP/Getty Images

Objetivos

When you finish this chapter, you will be able to:

- greet someone, find out his/her name, how he/she is doing, where he/she is from, and say good-bye
- pronounce the letters and sounds of the alphabet
- express the date, months, and seasons of the year
- say the numbers 0–99
- identify people and things
- express possession by talking about the objects people have
- say the names of the Spanish-speaking countries

COMUNICACIÓN

LARIO

UCTURA

ATE

¡Hola!

Greeting people in Spanish



A. A ver (Let's watch): ¡Hola! Listen as your instructor reads the greetings you will hear in the video, then watch and listen to the video. Indicate which greeting(s) each person uses. **¡Atención!** Some speakers use more than one greeting.









Estrategia

Even on the first day of class, you will be able to understand which of the five Spanish expressions is used as a greeting. But in order to complete the activity, you will have to pause between each speaker to mark your answer. Get in the habit of watching the videos in this book at least three times each: once to see the video and hear the Spanish, once with pauses to complete the activity, and a third time to check your work. Your ability to understand will increase quickly!

Introduction to

Comunicación: This section presents students with high-frequency expressions that they can use to communicate from the very first day of class. Some activities include portions of video interviews with native speakers, which give students the opportunity to get accustomed to a variety of accents in real-life contexts. It is important to reassure students that they are not expected to understand every word, and that they will be listening only for specific information in each activity. As the book progresses and their listening skills develop, they will be

Truth-Function/McGraw-Hill; Klic Video Productions/McGraw-Hill

		BUENOS DÍAS / BUEN DÍA	BUENAS TARDES	¿CÓMO ANDA?	¡HOLA!	¿QUÉ TAL?
1.	 Adolfo, de México	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	 Kevin, de Colombia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	 Rodrigo, de Argentina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	 Maritza, de la República Dominicana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	 Manuel, de Cuba	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	 Francheska, de la República Dominicana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	 Brayan, de Colombia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	 Keylin, de Costa Rica	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

watching and listening to longer segments and will be able to understand more and more.

Video track (Act. A): All *Conéctate* videos are embedded in the eBook within their corresponding activities.


Suggestion (Comunicación): As a general rule, have students watch the video 3 times. Have them read over the activity first. During the initial viewing, have them listen to the speakers, watch their body language, and take in the settings. During the second viewing, have them focus on the listening task. Students can check answers on the third viewing.

Videoscript (Act. A): 1. *Buenos días.* 2. *¡Hola! Buenos días.* 3. *Buen día.* 4. *Buenas tardes.* 5. *¿Cómo anda?* 6. *¡Hola! Buenos días.* 7. *¿Qué tal? Buen día.* 8. *¡Hola! Buenos días.*

To say hello to someone before noon, use **buenos días**, which translates as *good morning* (literally, *good days*). In the afternoon, use **buenas tardes**, which means *good afternoon* or *good evening*. After dark, use **buenas noches**. This means *good night*, and may be used to greet people or to wish them well as they turn in for the night.

B. ¡Buenos días! Decide whether you would use **buenos días**, **buenas tardes**, or **buenas noches** in each of the following situations.

	BUENOS DÍAS	BUENAS TARDES	BUENAS NOCHES
1. as you walk into your first class of the morning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. at a 9 P.M. dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. in line for a cup of morning coffee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. on your way to the library for an all-nighter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. as you leave your last class of the afternoon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. just before bedtime	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

 **C. Los saludos (Greetings)** Turn to the students on either side of you and greet each one with an expression you heard in the video in **Actividad (Activity) A**. Offer your hand to shake and smile.

CONÉCTATE (CONNECT) AL MUNDO (WORLD) PROFESIONAL

In professional contexts, body language matters. Practice in class where the stakes are low so you are comfortable later in high-stakes environments, such as job fairs, networking events, and interviews. When meeting new people, greet them appropriately (with a handshake or some other way), smile, and make eye contact.



GoGo Images Corporation/Alamy Stock Photo

Spanish speakers often engage in a formal, physical greeting, such as a handshake combined with a slap on the back, or kisses on one or both cheeks.

4 Capítulo 1 En la clase

Video tracks (Act. A, Pasos 1 and 2): All *Conéctate* videos are embedded in the eBook within their corresponding activities.

Note (Act. A):

Pronounce the names and expressions students have to listen for before commencing the activity.

Note (Act. A): Videoscripts for Tracks 2 and 3 are identical; however Track 3 (for *Paso 2*) includes the speakers' names onscreen.

Videoscript (Act. A): 1. *Yo me llamo Marlina Rodríguez.* 2. *Mi nombre es Natalia López.* 3. *Mi nombre es Pedro Alberto Jiménez Mancilla.* 4. *Yo me llamo Paul Reid.* 5. *Me llamo Víctor Rodrigo.* 6. *Mi nombre es Bertha Lara.*



Truth-Function/McGraw-Hill

¿Cómo te llamas? / ¿Cómo se llama?

Asking someone his/her name

A. A ver: ¿Cómo te llamas? / ¿Cómo se llama usted?

PASO 1. Watch and listen as Spanish speakers say their names. Then watch again with pauses and match each photo with the correct name.

1. c2. d3. f4. e5. b6. a

- a. Bertha Lara
- b. Víctor Rodrigo
- c. Marlina Rodríguez
- d. Natalia López
- e. Paul Reid
- f. Pedro Alberto Jiménez Mancilla

Note (Act. A): In order to give students exposure to both *tú* and *Ud.*, interviewees who are college-aged or younger are addressed as *tú*; those who are older than college-aged are addressed as *Ud.*

PASO 2. Watch and listen again with pauses. Indicate which expression each person uses to say their name.

- 1. Marlina Rodríguez
- 2. Natalia López
- 3. Pedro Alberto Jiménez Mancilla
- 4. Paul Reid
- 5. Víctor Rodrigo
- 6. Bertha Lara

(YO) ME LLAMO

MI NOMBRE ES



Note (En español): *En español* boxes point out some grammatical principles and vocabulary that students can use to communicate before they've formally learned the full grammar point.

En español...

The use of **tú** and **usted (Ud.)** can vary from region to region, so when in doubt, use **usted**. The person you are addressing will usually invite you to use **tú** if it is appropriate.

To introduce yourself and ask someone's name, you could use the following expressions.

INFORMAL (TÚ)

¡Hola! Me llamo Pablo.**¿Cómo te llamas?**

FORMAL (USTED)

Buenas tardes. Me llamo Marta Campillos.**¿Cómo se llama?**

You can also introduce yourself in the following way.

¡Hola! Mi nombre es Pablo.**Buenas tardes. Mi nombre es Marta Campillos.**

To ask *And you?*, simply add the question after you've introduced yourself.

¿Y tú?**¿Y usted?**

One way to say *Nice to meet you* is **Mucho gusto**, to which you could reply **Igualmente** (*Likewise*).

INFORMAL (TÚ)

—¿Cómo te llamas?**—Me llamo Elena. ¿Y tú?****—Marina.****—Mucho gusto.****—Igualmente.**

FORMAL (USTED)

—¿Cómo se llama usted?**—Raúl Fuentes. ¿Y usted?****—Soy (I am) Ana Freire.****—Mucho gusto.****—Igualmente.**

En español...

The verb **llamarse** is used to give your name in Spanish. It literally means *to call oneself*. The question **¿Cómo te llamas?** means *What do you call yourself?* and the answer **Me llamo...** means *I call myself...*

To literally say *My name is...* in Spanish, use **Mi nombre es...**



—Hola, me llamo Jorge.
—Mucho gusto. Mi nombre es Iván.

B. ¿Cómo te llamas? ¿Cómo se llama usted? Read the following questions. Based on the question's level of formality, select the person who is being addressed appropriately.

1. ¿Cómo se llama usted?

a.



b.



2. ¿Cómo te llamas?

a.



b.



3. ¿Cómo te llamas?

a.



b.



4. ¿Cómo se llama usted?

a.



b.



(1a) Hill Street Studios/Blend Images; (1b) Garry Moore/Mike Watson Images Limited/moodboard/Glow Images; (2a) Pureshot/SuperStock; (2b) Garry Moore/Mike Watson Images Limited/moodboard/Glow Images; (3a) Olly/Sherlock; (3b) BananaStock/Alamy Stock Photo; (4a) Floresco Productions/OJO Images/age fotostock; (4b) Ariel Skelley/Blend Images

CONÉCTATE AL MUNDO PROFESIONAL

Knowing people's names is important. When starting out in professional contexts: find out names, remember names, and use names. People are impressed when you call them by name on a second or third encounter. It's also good to get comfortable saying: **Lo siento. Se me olvidó su nombre. Soy _____. ¿Cómo se llama usted?** (*I'm sorry, I've forgotten your name. I'm _____. What's your name again?*).



C. ¿Cómo se llaman los otros estudiantes?

PASO 1. Walk around the room and greet at least five other students using appropriate expressions. Introduce yourself and find out their names.

PASO 2. Working in groups, see if you can remember and repeat your classmates' names. Follow the model as you point to the desk where each person is seated.

¡Atención! With the pronouns **él** and **ella** in the **MODELO** below, you're getting a sneak peek at a grammar point that soon we'll present at length. For now, simply follow the

(Continues)

6 Capítulo 1 En la clase

Note (Act. C): This activity is consistent with the active learning that is used throughout this curriculum—students are exposed to new language and asked to discern the patterns so that they are active in their own learning and internalize new information (“learn by doing”).

Suggestion (Act. C): Have students draw the classroom as it is laid out and write in the names of at least 4 students they know as a “pop quiz.” Stress the importance of remembering names in academic and professional contexts.

model and see if you can detect the pattern. What might be the difference between the pronouns **él** and **ella**?

MODELO: Él se llama Christopher. Ella se llama Miranda. Ella se llama Gloria. Él se llama Jason.



Christopher



Miranda



Gloria



Jason

(Christopher) Dennis Wise/Photodisc/Getty Images; (Miranda) ESB Professional/Shutterstock; (Gloria) Glow Images; (Jason) Purestock/SuperStock

Estrategia

Suggestion (Act. C, Paso 2): Break students into groups of 5–10, or do this *Paso* as a whole class.

Note (Conéctate al mundo hispano): *Conéctate al mundo hispano* boxes present information about Hispanic cultures. Indicate to students whether or not such cultural information will appear on their quizzes, chapter exams, and so on.

In the **Comunicación** sections of each chapter you will learn Spanish expressions that you can use immediately to communicate successfully, but it is best to try to use them as fixed expressions without attempting to translate every nuance to English. Not everything translates literally.

For example, in English you might say *What's up?* to which the literal answer would be *the sky* or *the ceiling*, yet it is understood as a common greeting. Likewise in Spanish, **¿Qué onda?** is sometimes used as a greeting, even though **onda** literally means *wave*.

CONÉCTATE AL MUNDO HISPANO



Chroma Press/Splash News/Corbis

Residents of Spain and most Latin American countries usually have two last names (**dos apellidos**): the first one is usually the father's, and the second one is usually the mother's. The first of these names, the paternal family name, is the one passed on to future generations. For example, when we look at the name of Mexican actor Gael García Bernal, we know that García is his father's family name (that is, inherited from his father), and Bernal is his mother's family name. When Gael García Bernal and Argentine actress Dolores Fonzi had a son, they named him Lázaro García Fonzi. Their daughter is Libertad García Fonzi. What would your last name look like if you were to adopt this custom?

When moving to a country that doesn't practice this custom, some Spanish speakers choose to drop their mother's last name in order to avoid confusion. Others prefer to hyphenate the two last names to maintain this important part of their identity.

Suggestion (Conéctate al mundo hispano): In general, it is always the first *apellido* of the two parents that is given to the children. You may wish to share an example from your experience.

D. Los apellidos

PASO 1. Based on what you read in the **Conéctate al mundo hispano** box about dual last names in Spanish, what would the last names be of the following children?

- Father: Marco Ruiz Cortés Mother: Josefa Martín González
Son: Andrés Ruiz Martín
- Father: Alberto Esquivel Muñoz Mother: Liliana Andrade Arbuja
Daughter: Jana Esquivel Andrade
- Mother: Emilia Barajas Bermúdez Father: Alfonso Silva Arce
Son: Enrique Barajas Silva

PASO 2. In groups, use the above pattern to introduce yourselves, saying what your last names would be if you used both your father's and mother's last names.

¿Cómo estás? / ¿Cómo está?

Asking people how they are

To find out how someone is doing, you might ask the following questions.

¿Cómo estás? for informal (tú) or **¿Cómo está usted?** for formal (usted)

When addressing someone informally, you can also use the Spanish equivalent of *How is it going?*: **¿Qué tal?** or **¿Cómo anda?**

In English, *How are you?* can be another way to just say *hello*, but in the Spanish-speaking world an answer is expected. Common responses for **¿Cómo está(s)?** include: **(Muy) Bien** ([Very] Good), **Más o menos** (Okay), **(Muy) Mal** ([Very] Bad).

When someone asks how you are, it is polite to say **gracias** after you answer. Return the question by asking, **¿y tú?** or **¿y usted?**

—Buenos días. ¿Cómo estás?

—Bien, gracias. ¿Y tú?

—Muy bien.

—Buenas tardes. ¿Cómo está?

—Muy bien, gracias. ¿Y usted?

—Bien, gracias.

If someone answers with anything less positive than **bien**, you can inquire further by asking *What's the matter?* using **¿Qué te pasa? (tú)** / **¿Qué le pasa? (usted)**

A. ¿Formal o informal?

PASO 1. Indicate whether each expression you hear is formal (**usted**) or informal (**tú**).

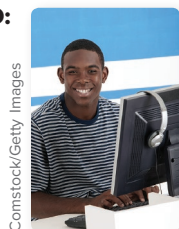
	INFORMAL	FORMAL	
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	estás
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	profesor, Ud.
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Ud.
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	tú
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	tú, ¿qué tal?

Note (Act. B): Tell students that although there are general guidelines for interacting in the situations outlined in Act. B, there are no hard and fast rules. Possible answers include: **1. Buenos días. ¿Cómo está?** **2. Buenas tardes. ¿Cómo está?** **3. ¡Hola! ¿Qué tal?** **4. ¿Cómo andas?** **5. Buenos días. ¿Cómo está?**

PASO 2. Listen a second time to the expressions in **Paso 1** and jot down the words that let you know if each expression is informal or formal.

B. ¿Cómo estás? How would you greet the following people and ask how they are? Write the appropriate answers next to the image of each person, then share your responses to check for accuracy.

MODELO:



¡Hola! ¿Cómo estás?

b) a student greets her professor. **Paso 2:** Have each pair select either their scenario a or b for which to write an appropriate greeting in Spanish. For example: *¡Hola! ¿Qué tal?* **Paso 3:** Ask for volunteer pairs to read their two possible scenarios and then their one greeting to the class. The class, based solely on formality, will determine which it must be, scenario a or b. For example, given the above greeting, it has to be scenario a.

1.



2.



3.



4.



5.



1. Peathegee Inc/Blend Images; 2. Terry Vine/Blend Images; 3. Realistic Reflections; 4. Jkstock/Shutterstock; 5. PBNJ Productions/Blend Images



GoGo Images Corporation/Alamy Stock Photo

Hola, ¿cómo estás?

Script (Act. A): Read each sentence to students twice, pausing for them to jot down answers. **1. ¿Cómo estás, Marlina?** **2. Buenos días, profesor. ¿Cómo está Ud.?** **3. Bien, gracias. ¿Y Ud.?** **4. Muy bien, gracias. ¿Y tú?** **5. Bien. Y tú, ¿qué tal?**

■ The audio files for in-text listening activities are available in the eBook, within Connect activities, and on the Online Learning Center.

Suggestions (Act. B):

- Share additional informal expressions that convey the English *How is it going?*, such as *¿Cómo te va?*
- Scenario-writing. **Paso 1:** Have students work in pairs to envision two scenarios of greeting, one informal and one formal. Write them down as escenarios a and b. For example: a) a student greets a classmate and

8 Capítulo 1 En la clase

Suggestion (Act. C):

Use this activity as a warm up at the beginning of a class period.

**C. La red de contactos (Networking)**

Using everything you've learned so far, greet as many classmates as you can in three minutes. You must use professional body language (shake hands, smile, and so on), ask each other's names, give **los dos apellidos** (both last names), and ask and answer how you are doing.

¿De dónde eres? / ¿De dónde es?

Asking where someone is from

Previewing (Act. A):

Go over the names of the countries (between each item if necessary) so students know how they're pronounced in Spanish before they watch the video.



Note (Act. A): Pause often during viewing so students have time to complete the activity (or remind them to do so at home if assigned for homework).

Video track (Act. A): All *Conéctate* videos are embedded in the eBook within their corresponding activities.

Videoscript (Act. A): 1. *Soy de España.* 2. *Soy de Colombia.* 3. *Soy de México.* 4. *Soy de Paraguay.* 5. *Soy de Perú.* 6. *Soy de Panamá.* 7. *Soy de Venezuela.* 8. *Soy de Ecuador.* 9. *Yo soy de Honduras.* 10. *Soy de Chile.* 11. *Soy de Nicaragua.* 12. *Yo soy de Bolivia.*

A. A ver: ¿De dónde eres? / ¿De dónde es usted?

Watch and listen at least three times, pausing as needed, as people from all over the Spanish-speaking world say where they are from. For each speaker, check the name of the country you hear.

- | | | | |
|---|--|---|--|
| 1. <input type="checkbox"/> Honduras | <input checked="" type="checkbox"/> España | 7. <input type="checkbox"/> Ecuador | <input checked="" type="checkbox"/> Venezuela |
| 2. <input checked="" type="checkbox"/> Colombia | <input type="checkbox"/> Paraguay | 8. <input type="checkbox"/> Colombia | <input checked="" type="checkbox"/> Ecuador |
| 3. <input type="checkbox"/> Chile | <input checked="" type="checkbox"/> México | 9. <input checked="" type="checkbox"/> Honduras | <input type="checkbox"/> Perú |
| 4. <input type="checkbox"/> España | <input checked="" type="checkbox"/> Paraguay | 10. <input checked="" type="checkbox"/> Chile | <input type="checkbox"/> México |
| 5. <input type="checkbox"/> Panamá | <input checked="" type="checkbox"/> Perú | 11. <input checked="" type="checkbox"/> Nicaragua | <input type="checkbox"/> la República Dominicana |
| 6. <input type="checkbox"/> Bolivia | <input checked="" type="checkbox"/> Panamá | 12. <input checked="" type="checkbox"/> Bolivia | <input type="checkbox"/> Venezuela |

To ask a person where he/she is from, use one of the following questions.

INFORMAL (TÚ)

¿De dónde eres?

or

FORMAL (USTED)

¿De dónde es?

To say *I am from . . .* in Spanish, say: **Soy de...**

—Elena, ¿de dónde eres?

—¿De dónde es usted, señora Gallegos?

—Soy de México.

—Soy de El Salvador.

If you want to know where someone currently lives, ask one of the following questions.

—¿Dónde vives?

—¿Dónde vive usted?

—Vivo en Village Hall.

—Vivo en Puebla.

Note (Act. B): You may need to remind students that Mexico is part of North America. If there is any confusion, have students look at the map to see how Mexico forms part of the North American landmass.

B. Los orígenes y la geografía

Read the following statements about people's origins. Then, using your knowledge of geography (and the map at the back of your book), select the country that each speaker could be from.

- «Soy de Centroamérica.»
 - Venezuela
 - ☒ Honduras
 - España
- «Soy de Europa.»
 - Ecuador
 - Guatemala
 - ☒ España
- «Soy del Caribe.»
 - ☒ Honduras
 - Argentina
 - Bolivia
- «Somos de Norteamérica.»
 - Nicaragua
 - ☒ México
 - Paraguay
- «Somos de Sudamérica.»
 - ☒ Chile
 - Panamá
 - Cuba



C. Soy de... Circulate around the room asking **¿De dónde eres?** Can you find two classmates from different cities than you? Can you find a classmate from another state? Ask at least five classmates.

MODELOS: ESTUDIANTE 1: Hola, me llamo Gabriela y soy de Miami. ¿De dónde eres?
 ESTUDIANTE 2: Hola, Gabriela. Me llamo Jason. Soy de Miami, también (*also*).
 ESTUDIANTE 1: Hola, mi nombre es Gabriela y soy de Miami. ¿De dónde eres?
 ESTUDIANTE 3: Buenos días, Gabriela. Me llamo Dana y soy de Atlanta.

¡Adiós!

Saying good-bye

There are several ways to say good-bye in Spanish.

Adiós is commonly used throughout the Spanish-speaking world.

Chau/Chao (or **chau chau/chao chao**) is commonly used among people who address each other informally (as **tú**).

Hasta luego literally means *Until later* but conveys the sense of *See you later* or *Until we meet again*. If you know when you will see the person again, you can give a specific time instead of **luego**.

Hasta mañana.	See you tomorrow.
Hasta el jueves.	See you (on) Thursday.
Hasta pronto.	See you soon.



A. A ver: ¡Adiós! Watch and listen at least three times, with pauses as needed. How many times do you hear each expression? Which isn't used at all?

- | | |
|---------------------------|--------------------------|
| 1. <u>5</u> Adiós. | 4. <u>1</u> ¡Bye-bye! |
| 2. <u>1</u> Chau chau. | 5. <u>3</u> Hasta luego. |
| 3. <u>0</u> Hasta mañana. | 6. <u>2</u> Chau. |

B. Presentaciones (Introductions)

PASO 1. Make a short list of expressions you would use to do the following.
¡Atención! Don't forget that there are often several ways to say the same thing!

- ... say *hello* in Spanish
- ... say what your name is
- ... ask another person what their name is
- ... express that you are pleased to meet someone
- ... ask someone how he or she is doing
- ... ask someone where he or she is from
- ... say where you are from
- ... say *good-bye* in Spanish



PASO 2. Find a classmate you haven't yet met or whom you don't know very well, and use your list to have a conversation and get to know one another better.



PASO 3. Act out your conversation for the class.

Expansion (Act. B): Give students a time limit of 3-4 minutes to jot down all expressions in Spanish they remember so far. Then, divide the class in pairs. Students will compare lists, and check off all expressions that are the same. In the follow-up, ask about the expressions they found on their partner's list, but were not included in their own.

Suggestion (Act. A): If students have a hard time keeping track of the different expressions, suggest that they use a tally to keep track of each one. The video is short, so it could be played six times with students listening for one expression each time they watch.



Truth-Function/McGraw-Hill

Dos amigos (*friends*) vestidos de Supergirl™ y Superman™ dicen (*say*) «¡Adiós!».

Video track (Act. A): All *Conéctate* videos are embedded in the eBook within their corresponding activities.

Estrategia

Listen for the first sound each speaker makes. Is it "ah," "b," or "ch"?

Videoscript (Act. A): 1. *Adiós. Adiós.* 2. *Adiós.* 3. *Hasta luego.* 4. *Chau.* 5. *¡Bye-bye!* 6. *Chau chau.* 7. *Hasta luego.* 8. *Chau.* 9. *Adiós.* 10. *Hasta luego.* 11. *Adiós.*

Suggestion (Act. B): Have students generate lists as a class while you make lists on the board. Then, assign pairs and instruct them to have the longest conversation possible using the lists on the board as a reference.

COMUN

VOCABULARIO

LECTURA

ATE

Suggestion (¿Cómo se escribe?):

- Start by modeling the pronunciation of the letters of the alphabet and their accompanying words.
- Write examples of words using **c** and **g** on the board and ask your students to pronounce them to practice the different sounds.

¿Cómo se escribe?°

The Spanish alphabet and campus vocabulary

Note (¿Cómo se escribe?): There is more practice, including audio listening and pronunciation practice, on Connect.

How do you spell . . . ?



(a)
el **a**ula



(be)
el **b**olígrafo



(ce)*
la **c**omputadora /
las **c**iencias



(de)
el **d**iccionario



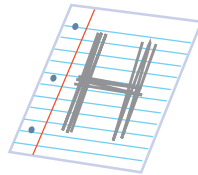
(e)
el **e**scritorio



(efe)
la **f**ilosofía



(ge)*
la **g**raduación /
el **g**imnasio



(hache)
la **h**oja de papel



(i or i latina)
la **i**dea



(jota)
el **j**oven



(ka)
el **k**ilo



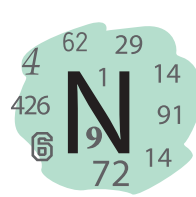
(ele)
el **l**ibro



(elle or doble ele)*
la **l**lave



(eme)
la **m**ochila



(ene)
los **n**úmeros



(eñe)
el **a**ño



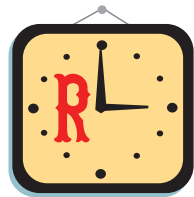
(o)
la **o**ficina



(pe)
la **p**uerta



(cu)
la **q**uímica



(erre)
el **r**eloj†



(doble erre)*
la **p**izarra



(ese)
la **s**illa



(te)
la **t**area



(u)
la **u**niversidad



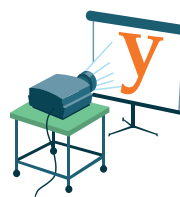
(ve or uve)
la **v**entana



(doble ve or
doble u)
la **p**ágina **w**eb



(equis)
el **e**xamen



(i griega or ye)
el **y**oyector



(zeta)
el **l**ápiz

Note (¿Cómo se escribe?):

Many letters have other variations not included here.

You may wish to teach *be grande* and *be chica* for the letters *b* and *v*. Also note *ch*, *ll* and *rr* have been officially dropped from the Spanish alphabet and are considered digraphs (two letters making one sound). However, *ll* and *rr* are included here to point out their special pronunciation.

*The letters **c** and **g** each have two examples because they are pronounced differently depending on which letters follow them. When followed by a consonant or the vowels **a**, **o**, or **u**, these letters make hard **c** and **g** sounds. The soft **c** and **g** sounds are followed by the vowels **e** or **i**.

†The clusters **ll** and **rr** are not actually letters of the Spanish alphabet, but they are included here because of their unique pronunciation.

†El **reloj** is used for both *clock* and *watch*.

Here is more useful vocabulary for talking about campus life.

el amigo / la amiga *friend*

el baño *bathroom*

la biblioteca *library*

el borrador *eraser*

la clase *class*

el compañero / la compañera
(de clase) *classmate*

la cosa *thing*

el cuaderno *notebook*

el/la estudiante *student*

el hombre *man*

la librería *bookstore*

la mesa *table*

la mujer *woman*

la página *page*

el profesor / la profesora *professor*

la residencia *dormitory*

There are about 500 million Spanish speakers in twenty-one Spanish-speaking countries; different regions might use different words for the same thing. For example, these are common synonyms in Spanish that have to do with campus life.

el aula = el salón de clase

el bolígrafo = la pluma

la oficina = el despacho

A. El alfabeto español y las capitales Each of the following sequences of letters spells the name of a capital city. Identify the city, then spell out its country's name. The map at the back of your book will help you.

MODELO: Ele - i - eme - a: Lima.

Lima es la capital del Perú: pe - e - erre - u con acento.

- eme - a - de - erre - i - de
- ese - a - ene - te - i - a - ge - o
- be - o - ge - o - te - a con acento

- ce - a - erre - a - ce - a - ese
- eme - a - ene - a - ge - u - a

Video track (Act. B, Paso 1): All *Conéctate* videos are embedded in the eBook within their corresponding activities.

Note (¿Cómo se escribe?): While lexical variations will be presented throughout *Conéctate*, space constraints prevent detailed breakdowns of the regions and comprehensive lists of all variations. Please share with students your experiences with lexical variation and urge them to notice variants as they engage with Spanish speakers in this country and abroad.



B. A ver: ¿Cómo se escribe?

PASO 1. Watch and listen at least three times, with pauses as needed, as the following people spell their names. Match each photo with the correct name.

1. b



2. e



- Duván
- Iriana
- Luciana
- José
- William

3. c



4. d



5. a



Videoscript (Act. B, Paso 1): 1. *Mi nombre: I-r-i-a-n-a. Iriana.* 2. *W-i-l-l-i-a-m* 3. *L-u-c-i-a-n-a* 4. *Mi nombre José: j-o-s-e.* 5. *D-u-v-a-n*

PASO 2. Watch and listen multiple times as the following people spell their names. Write each name beside the corresponding photo.

1.



A - l - l - a - n

2.



S - e - b - a - s - t - i - á - n

3.



G - a - b - r - i - e - l - a

4.



H - e - n - r - y

5.



A - l - e - x - a - n - d - e - r

Suggestion (Act. B, Paso 2): Have students work in pairs to practice spelling the names of famous people aloud as preparation for Paso 2. You may wish to read the names in Paso 2 aloud to students before showing the video.

(Continues)

En español...

Watch out for **falsos amigos** (*false cognates*)—words that have similar spellings but different meanings. For example, **el dormitorio** means *bedroom* for most Spanish speakers and a dorm(itory) building is usually **la residencia estudiantil** or **residencia** for short.

12 Capítulo 1 En la clase



PASO 3. Working in small groups, take turns spelling your names out loud while the others write them down. Did everyone spell your name correctly?

MODELO: Mi nombre es Ana: a-ene-a, y mi apellido es Peña: pe-e-eñe-a.



PASO 4. Working in small groups, spell out your email addresses (**direcciones de email**) for each other. (See the box below for spelling tips.) Be sure to write down your classmates' addresses so you can contact each other about homework and other assignments. **¡Atención!** If you need to include numbers, look ahead to their vocabulary presentation in this chapter. Also, note that common domain names such as *com* and *edu* are normally pronounced as words rather than spelled out.

MODELO: Mi dirección de email es hache - o - ele - a - arroba - gmail - punto - com.

Suggestion (Act. C): Assign each pair or group of students one or more letters to work with. Allow 1–3 minutes for the entire activity.

Expansion (Act. C): Have a member of each group spell one of their words for the class.

Expansion (Act. C) Spell out classroom words for your students, have them write the letters you dictate, then check responses.
For example:

1. s-i-l-l-a 2. l-l-a-v-e

3. m-o-c-h-i-l-a

4. e-s-c-r-i-t-o-r-i-o

5. p-i-z-a-r-r-a 6. c-l-a-s-e



Some important words and phrases for sharing your email or web address in Spanish include:

arroba = @

punto com = .com

punto edu = .edu

doble ve, doble ve, doble ve (or triple doble ve) = www

As in English, many Spanish speakers choose to eliminate the “www” when giving a web address because it is generally understood as part of the address.

While the expression **email** is generally accepted by Spanish speakers (and pronounced mostly the same in Spanish), you will often hear the term **correo electrónico** (*electronic mail*) as well.

C. ¿Cómo se escribe... ? Meet and greet a new partner (*Hello!, How are you?, What is your name?,* and so on). Your instructor will assign each pair one or more letters of the alphabet. Write as many Spanish words as you can that contain the assigned letter(s). Finally, take turns spelling the words aloud in Spanish.

CONÉCTATE AL MUNDO PROFESIONAL

Your ability to get and give accurate contact information—in any language—can be the difference between creating or losing an important professional opportunity. To ensure that you have complete, accurate names and emails, take control of the conversation using specific communication strategies.

Tengo el nombre; repita el apellido, por favor.

¿Se escribe con ese o con zeta?

Le voy a repetir la dirección de email:

[...] **¿Es correcto?**

I've got the first name; repeat the last name, please.

Is that spelled with an s or a z?

I'm going to repeat that email address back to you:

[. . .] Is that correct?

Suggestion: Select 5-6 words that have noticeable spelling differences in Spanish (such as *diseño*, *química*, and *filosofía*), and ask students to spell them out for you while you write them on the board.

Vocabulario 13

Cognados (Cognates) are words that have similar spelling and meaning in Spanish and English. Can you figure out the English equivalents of the following **materias** (academic subjects)?

el arte
las ciencias
políticas
el diseño
la filosofía

la física
el francés
la historia
las humanidades
el inglés

la literatura
la psicología
las relaciones
internacionales
el urbanismo

Use *¿Cómo se escribe...?* as a prompt.

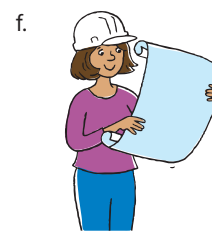
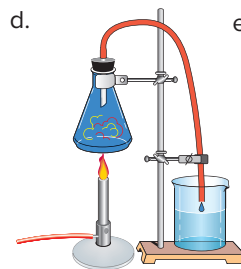
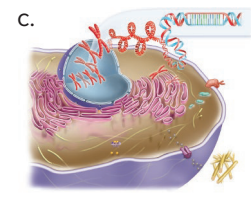
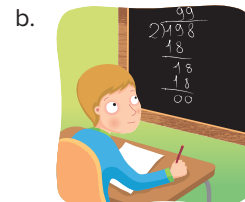
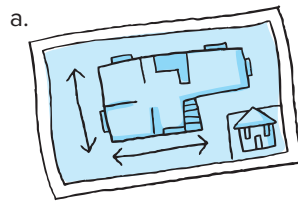
Suggestion: Spell the words out loud, while one or several students write them on the board.

Suggestion: Write *difícil* and *fácil* as column heads on the board, explaining the meaning of the adjectives. Then ask students to rate each subject area: *La biología, ¿es difícil o es fácil?* You may wish to ask for full-sentence answers, expecting students to pronounce the academic subject as well: *La biología es fácil.*

D. ¿Qué estudias?

PASO 1. Based on what you know about cognates, pair each academic subject with the image that best represents it.

1. a la arquitectura
2. c la biología
3. e las comunicaciones
4. g la economía
5. f la ingeniería
6. b las matemáticas
7. d la química



(e) Doug Ross/Imagezoo/Getty Images



PASO 2 Ask at least four different classmates what they study and write the answers in the table below. If you don't know someone's name, be sure to ask in Spanish!

MODELO: ESTUDIANTE 1: ¿Cómo te llamas?
ESTUDIANTE 2: Me llamo Elena.
ESTUDIANTE 1: ¿Qué estudias?
ESTUDIANTE 2: Psicología. ¿Y tú?

¿CÓMO SE LLAMA?	¿QUÉ ESTUDIA?
Elena	psicología

En español...

In Spanish, the months begin with a lowercase letter, unlike English, where they begin with an uppercase letter. You'll notice that this also applies to the days of the week and nationalities.

Los meses y las estaciones

Months and seasons **Note (Act. A):** Students may have slightly different answers based on where they live.

A. Los meses y las estaciones Match each month to the appropriate season, based on where you live.

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



la primavera



el verano



el otoño



el invierno

Expansion (Act. B): Have students work with a partner, taking turns saying the letters of the alphabet. If there is a month that begins with that letter, the student will name it and then spell it out. Continue until all the months have been named.

Suggestion (Conéctate al mundo hispano): Assign each student (or pair of students) a country and have them check the weather in the capital city (or several cities) on the Internet. Ask a few pairs to report back to the class on their findings.

B. Las estaciones en los dos hemisferios

PASO 1. You will hear the months of the year in Spanish. Write down the month and then add the appropriate season in the northern hemisphere: **primavera, verano, otoño, invierno.**

MES	ESTACIÓN	MES	ESTACIÓN
1. <u>enero</u>	<u>invierno</u>	5. <u>octubre</u>	<u>otoño</u>
2. <u>marzo</u>	<u>primavera</u>	6. <u>abril</u>	<u>primavera</u>
3. <u>septiembre</u>	<u>otoño</u>	7. <u>junio</u>	<u>verano</u>
4. <u>julio</u>	<u>verano</u>	8. <u>febrero</u>	<u>invierno</u>

PASO 2. Now look at the months in **Paso 1** and say the corresponding season in the southern hemisphere. How would your daily life in those months be different if you lived in the southern hemisphere?

CONÉCTATE AL MUNDO HISPANO

About half of the world's Spanish-speaking countries are in the southern hemisphere (**el hemisferio sur**) and therefore have opposite seasons from the northern hemisphere (**el hemisferio norte**). For example, when it's summer in Mexico, it's winter in Argentina and Chile. This means that in some South American countries, great beach weather is likely to be in December, January and February, deciduous leaves will fall in April and May, and a "white Christmas" is unlikely in most places that aren't at a very high altitude.

Estrategia

New vocabulary will usually be presented within an activity—this is to help you internalize new vocabulary by working with it in context ("learn by doing"). Notice the use of images to allow you to create associations in Spanish without resorting to English translations.

C. El hemisferio norte y el hemisferio sur For each of the following countries, indicate whether it is located in the northern (**N**) or southern (**S**) hemisphere. **¡Atención!** Remember that the equator divides the two hemispheres. Then say what season it is now in that country.

- | | | |
|-------------------------------|--------------------------------|-----------------------------|
| 1. México (N / S) | 3. Venezuela (N / S) | 5. España (N / S) |
| 2. Argentina (N / S) | 4. Costa Rica (N / S) | 6. Bolivia (N / S) |

Answers (Act. C): 1. N 2. S 3. N 4. N 5. N 6. S

Script (Act. A, Paso 1): 1. *siete* 2. *dieciocho* 3. *trece*
4. *veintiuno* 5. *cincuenta* 6. *tres punto catorce* ($3.14 = \pi$)

Los números y las fechas

Numbers and dates

Note (Los números y las fechas): Numbers 100–9,999 are presented in Cap. 5.

Suggestion (Act. A, Paso 1): Follow up by having students tell you why these numbers might be significant.

Vocabulario 15

A. Los números importantes

Paso 1. You will hear some well-known numbers associated with luck, significant ages, or math. Circle each of the numbers you hear.

0 cero				
1 uno	11 once	21 veintiuno	31 treinta y uno	...
2 dos	12 doce	22 veintidós	32 treinta y dos	50 cincuenta
3 tres	13 trece	23 veintitrés	33 treinta y tres	60 sesenta
4 cuatro	14 catorce	24 veinticuatro	34 treinta y cuatro	70 setenta
5 cinco	15 quince	25 veinticinco	35 treinta y cinco	80 ochenta
6 seis	16 dieciséis	26 veintiséis	36 treinta y seis	90 noventa
7 siete	17 diecisiete	27 veintisiete	37 treinta y siete	
8 ocho	18 dieciocho	28 veintiocho	38 treinta y ocho	
9 nueve	19 diecinueve	29 veintinueve	39 treinta y nueve	
10 diez	20 veinte	30 treinta	40 cuarenta	

Use **y** (and) to build any number between 31 and 99: **cuarenta y uno, setenta y cuatro, noventa y seis.**

PASO 2. Write the numerals as you hear them.

- | | | | | |
|--------------|--------------|--------------|--------------|---------------|
| 1. <u>3</u> | 3. <u>93</u> | 5. <u>72</u> | 7. <u>47</u> | 9. <u>11</u> |
| 2. <u>68</u> | 4. <u>28</u> | 6. <u>13</u> | 8. <u>39</u> | 10. <u>54</u> |

Script (Act. A, Paso 2): 1. *tres* 2. *sesenta y ocho* 3. *noventa y tres* 4. *veintiocho* 5. *setenta y dos* 6. *trece* 7. *cuarenta y siete* 8. *treinta y nueve* 9. *once* 10. *cincuenta y cuatro*

The word **hay** is a simple and easy way to express *there is* or *there are* in Spanish.

Hay un escritorio.
There is one desk.

Hay tres sillas.
There are three chairs.

To say that something does not exist, just add **no** before **hay**:

No hay ventanas en el aula.
There are not any windows in the classroom.

To ask how many there are of something, say **¿Cuántos/as _____ hay?**

¿Cuántos libros hay?
How many books are there?

¿Cuántas sillas hay?
How many chairs are there?

Suggestion: Practice the use of *hay* by asking students a few questions: *¿Cuántas bibliotecas / residencias hay en la universidad? ¿Hay un baño / restaurante cerca (close)?* Point out how much information you can get and give in real-life settings with this verb.

En español...

When identifying the number of specific things, use **un** before something that ends with **-o** or **-os** (**un libro, treinta y un libros**) and **una** before something that ends with **-a** or **-as** (**una puerta, cuarenta y una sillas**). The reasons and variations for this will be explained in more detail in **Estructura 1.1**. Note the one-word form to indicate twenty-one of something (**veintiún meses, veintiuna semanas**).

16 Capítulo 1 En la clase

Expansion (Act. B): Ask students about different objects from the alphabet presentation (¿Cómo se escribe?) that appear or do not appear in your classroom to practice using *hay*: ¿Hay estudiantes en el aula? ¿Sí? ¿Cuántos estudiantes hay en el aula?

B. ¿Cuántos? Tell how many of the specified unit there are in each of the following things.

MODELO: los días en septiembre:
Hay treinta días en septiembre.

- | | |
|---------------------------------------|---|
| 1. los días en diciembre treinta y un | 5. los minutos en una hora sesenta |
| 2. los días en junio treinta | 6. los días en una semana (week) siete |
| 3. los días en mayo treinta y un | 7. las semanas en un año (year) |
| 4. los segundos en un minuto sesenta | 8. las letras en tu nombre (¿y cómo se escribe?) Answers will vary. |
| | 7. cincuenta y dos |

To ask today's date in Spanish, use:

¿Cuál es la fecha de hoy?

To express the date, use this structure:

el + date + de + month

Hoy es el cinco de noviembre.

Today is November 5.

To express *the first* of the month, use **el primero**.

Hoy es el primero de mayo.

Today is May first.

In Spanish, the day and month are written left to right, as one would say them. For instance, 7/6 in Spanish is the 7th of June (**el siete de junio**). Based on this information, how would you write numerically the 6th of July? 6/7

Expansion (Act. C):

- Ask students with January birthdays to raise their hands. Call on some to say their birthdays out loud. Then ask for a volunteer to count the raised hands and tell how many people have their birthdays in January: *Hay [x] personas en esta clase que tienen sus cumpleaños en enero*. Repeat for each month.
- Alternative version (if you have room in your classroom): Have students stand up, say their birthdays out loud, then sort themselves in order from Jan. 1 to Dec. 31. Once in order, have them say their birthdays out loud. Then do a show of hands for birthdays in each month; have a volunteer count them and tell how many there are, as explained above.
- Follow-up activity: Call out a season and have students with birthdays in that season step forward. Repeat with each season.

C. Las fechas Look at the following images representative of important days and match them with their numerical date.

a. 17/3

b. 25/12

c. 14/2

d. 7/4

e. 4/7



1. c

2. b

3. a

4. e



D. Nuestro calendario Working in pairs, take turns consulting the course syllabus and asking about important dates. Write them down and check each other's answers. Be sure to plan your studying, projects, and travel for the semester.

MODELO: ESTUDIANTE 1: ¿Cuál es la fecha del examen final?

ESTUDIANTE 2: Es el 7 de diciembre.

¿Cuál es la fecha

- | | |
|--|--|
| 1. ...del primer (first) examen? | 4. ...del último (last) día de vacaciones durante el semestre? |
| 2. ...del primer día festivo (holiday) del semestre? | 5. ...del último día de clase? |
| 3. ...del primer día de vacaciones? | 6. ...del examen final? |



E. Mi número de teléfono

Note (Act. E, Paso 1): Tell students that if they don't feel comfortable giving out their personal phone number, to use another number they know.

PASO 1. In groups, take turns introducing yourself and dictating your phone number. Write down the numbers of other group members.

MODELO: Buenos días. Me llamo Elena. Mi número de teléfono es el cuatro, cincuenta y seis, noventa y ocho, trece (456-9813).

PASO 2. Your instructor will give one group member a written phone number—this is the only person who can look at the number. The person with the number dictates it to a second person, the second to a third, and so on. The last person writes the number on the board. How many teams ended with the same number they started with?

Expansion (Act. E): Ask students to exchange contact information with three classmates. Provide the following models: *¿Cuál es tu número de teléfono? ¿Cuál es tu email?* This will allow students to handle some communication related to this course with each other instead of the instructor outside of class while also developing important skills for the workplace: independence, decision-making, problem-solving, resourcefulness.



F. Las tarjetas de presentación Choose one of the identities shown on the business cards. Your partner will not look at his or her book while you introduce yourself, providing some of the information on your business card. When you've finished, check your partner's notes for accuracy, then switch roles.

MODELO: Me llamo Franklin Soto. Mi número de teléfono es el veinticinco - ochenta y seis - trece - setenta y nueve.

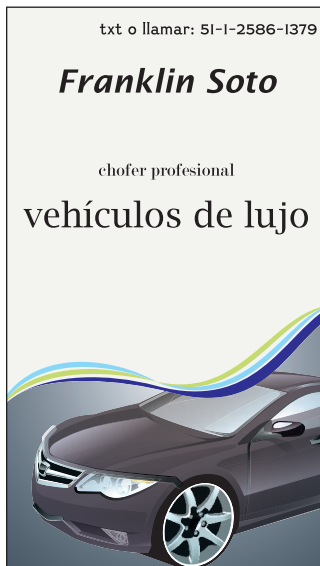
En español...

In Spanish it is most common to divide the seven digits of telephone numbers into four groups: the single first digit followed by three groups of two. Note that the article **el** may be used before the first number.

—¿Cuál es tu número de teléfono?

—Es el cinco, cincuenta y cinco, ochenta y siete, sesenta y dos. (5-55-87-62)

Similar strategies are used in countries where telephone numbers have more or fewer digits.



CONÉCTATE AL MUNDO PROFESIONAL

As a volunteer or intern at an organization with Spanish-speaking employees, clients, or vendors, you could serve as a gatekeeper who greets people as they enter. You could ask how they are, who they are, who they need to see, and how to spell names if necessary, and then literally point them in the right direction. In the right role, you don't need a lot of Spanish to use it in the workplace.

COMUN VOCABUL ESTRUCTURA

Estructura

In every **Estructura** section, you will first become familiar with how the structure is used, as in **Para empezar** here. You will then analyze this structure in **Actividades analíticas** and get lots of practice using it in meaningful ways in **Actividades prácticas**.

■ Answers to these activities are in Appendix 2 at the back of your book.

En español...

For most nouns, the gender is unrelated to the noun's meaning. That is, some words (such as **libro**) are masculine and others (such as **mesa**) are feminine even though there is nothing inherently masculine or feminine about a book or a table. With many nouns referring to humans, however, the grammatical gender corresponds to that person's gender. For example, **un hombre** is masculine and **una mujer** is feminine. Nouns that refer to any kind of human, though, still have grammatical gender. **Una persona**, for example, is grammatically feminine, even though a person can be of any gender.



Hola Images/Getty Images

1.1 Un lápiz en la mochila

Singular nouns and articles

Suggestion (Para empezar): Review the *¿Cómo se escribe?* vocabulary before starting *Estructura 1.1*.

Para empezar (To start)...

Which of the following items might you expect to find in a backpack?

- ☒ **un** bolígrafo ☐ **un** escritorio ☐ **una** puerta
☒ **una** computadora ☒ **un** libro ☐ **una** silla
☒ **un** diccionario ☐ **una** mesa

Actividades analíticas

- 1** Words such as **computadora**, **diccionario**, **libro**, and **mesa** are *nouns* (**sustantivos**). The words **un** and **una**, like the English words *a* and *an*, are *indefinite articles* (**artículos indefinidos**). Based on the pattern that you see in **Para empezar**, choose the appropriate indefinite article for each noun.

UN	UNA	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	mochila
<input checked="" type="checkbox"/>	<input type="checkbox"/>	gimnasio
<input checked="" type="checkbox"/>	<input type="checkbox"/>	año
<input type="checkbox"/>	<input checked="" type="checkbox"/>	pizarra

■ For more tips on determining the gender of nouns that end in letters other than **-o** or **-a**, see **Para saber más (To find out more) 1.1** at the back of your book.

- 2** Nouns in Spanish are classified by *gender* (**género**). Those that use **un** are called *masculine* (**masculino**), and those that use **una** are *feminine* (**femenino**). As a general rule of thumb, nouns that end in **-o** are masculine and those that end in **-a** are feminine. Do all the nouns in **Para empezar** obey this generalization?

Sí (Yes) ☒ No ☐

- 3** More than 90% of the nouns that end in **-o** or **-a** have the gender that you would expect, but you will occasionally run into nouns that don't.

un día *a day* **una** mano *a hand*

With nouns that end in letters other than **-o** or **-a**, some are masculine and some are feminine.

un reloj *a clock* **una** universidad *a university*

The article or other surrounding words can tell you the gender of the noun.

- 4** Spanish also uses *definite articles* (**artículos definidos**), which function like English *the*. These also have a separate form for each gender.

	masculino	femenino
artículos definidos	el	la
	el libro <i>the book</i>	la mesa <i>the table</i>
artículos indefinidos	un	una
	un libro <i>a book</i>	una mesa <i>a table</i>

Note (Para saber más): *Para saber más 1.1* covers nouns ending in **-dad**, **-ción**, **-sión**, and **-ma** as well as singular feminine nouns that take the definite article *el*.

Autopueba

Give the indefinite article for each of the following words.

1. ____ escritorio
2. ____ llave
3. ____ oficina

Now give the definite article for the following words.

4. ____ reloj
5. ____ ventana
6. ____ clase

Respuestas (Answers): 1. un 2. una 3. una 4. el 5. la 6. la

Actividades prácticas

A. En la clase Look at the image of the classroom and respond in complete sentences to the questions that follow.

MODELOS: ¿Hay una puerta en el salón de clase?
Sí, hay una puerta.

¿Hay un proyector en el salón de clase?
No, no hay un proyector.



1. ¿Hay un reloj en el salón de clase? Sí, hay un reloj.
2. ¿Hay un profesor en el salón de clase? Sí, hay un profesor.
3. ¿Hay una pizarra en el salón de clase? Sí, hay una pizarra.
4. ¿Hay una mesa en el salón de clase? No, no hay una mesa.
5. ¿Hay una mochila en el salón de clase? Sí, hay dos mochilas.
6. ¿Hay una puerta en el salón de clase? Sí, hay una puerta.
7. ¿Hay un libro en el salón de clase? No, no hay un libro.

¿Por qué?

Spanish and many other languages divide their nouns into different genders because, among other advantages, this makes it easier for our brains to process speech. As we listen to language spoken to us, our brains try to predict what the next word will be. When we hear an article with gender like **el** or **la**, this gives our brains an important clue about the upcoming word, which leads to quicker processing of the incoming message. This efficiency is a big advantage, and it helps explain why so many languages in the world have gender on nouns.

Suggestion (¿Por qué?): Give students a minute to read this box and then have them see for themselves how gender helps them predict the next word. Give them sentences like “*En la mochila, hay un...*” and “*En la mochila, hay una...*” and have them give possible completions to the sentence.

Estrategia

Articles usually accompany nouns in Spanish, and the article tells you what the gender is. You should learn the gender the same way that children do: by hearing and producing nouns and their articles in meaningful contexts, as in all of the **Actividades prácticas** here. With practice, **un reloj** and **una universidad** will start to “sound right” to you and you will soon be using the right article without even thinking about it.

Point out (Act. B): If students have questions about the gender of *universidad*, refer them to *Para saber más 1.1*, to explain that nouns ending in *-dad*, *-tad*, *-ción*, and *-sión* are feminine.

B. Categorías

PASO 1. Write the indefinite article (**un** or **una**) before each noun in column **A**.

- A**
1. un número d
 2. un bolígrafo g
 3. una computadora f
 4. un mes c
 5. una materia b
 6. una universidad e
 7. un libro a

- B**
- a. *Conéctate*
 - b. arquitectura
 - c. enero
 - d. dieciséis
 - e. Yale
 - f. Mac™
 - g. Bic™

PASO 2. Match each item in column **B** to the correct category in **A**.

C. Más categorías

PASO 1. Write the definite article (**el** or **la**) for each of the following nouns.

1. el otoño
2. la economía
3. la primavera
4. la historia
5. el profesor de la clase
6. el verano
7. la profesora de la clase
8. la química

PASO 2. Using **es** (*is*), say whether each of the above items is **una estación del año**, **un hombre**, **una materia**, or **una mujer**.

MODELO: El otoño es una estación del año.

Suggestion (Act. D):

Tell students to ask five questions each and to keep track of how many of their guesses are correct. If students do not have a backpack, then a purse (*el bolso*), messenger bag / briefcase (*el maletín*), or even their pocket (*el bolsillo*) will work.



D. ¡Adivina! (Guess!) Working with a partner, try to guess what is in his/her backpack using the vocabulary you learned in this chapter. How many of your guesses are correct?

MODELO: ESTUDIANTE 1: ¿Hay un teléfono?
ESTUDIANTE 2: ¡Sí!

1.2 Los estudiantes y la universidad

Plural nouns and articles

Para empezar...

How many of each of the following can you find in this picture?



1. cinco libros
2. dos mochilas
3. dos borradores
4. cuatro mujeres
5. tres hombres
6. dos relojes

■ Answers to these activities are in Appendix 2 at the back of your book.

Actividades analíticas

- 1 All of the nouns in **Para empezar** have a *plural ending* (**una terminación plural**): **-s** or **-es**. Place the singular form of each of these nouns into the appropriate column here, depending on which ending it takes.

-s	-es
hombre	<u>borrador</u>
<u>libro</u>	<u>mujer</u>
<u>mochila</u>	reloj

When you're finished, take a look at the two columns. How are the words in these two columns different? What pattern can you detect? See if you can formulate a hypothesis about pluralization before you read the next grammar segment, because you may be on the right track already.

- 2 There is a simple rule that determines which plural ending a noun takes: If the noun ends in a vowel (**una vocal**), it takes **-s**, and if it ends in any consonant (**una consonante**), it takes **-es**.

Use this rule to create the plural form of these nouns.

singular	plural
estudiante	<u>estudiantes</u>
mes	<u>meses</u>
universidad	<u>universidades</u>
bolígrafo	<u>bolígrafos</u>

Point out (Act. analítica 3): The accent remains when *lápiz* becomes plural (*lápices*). Note that some nouns follow the general rule for pluralization, but require a change in the accent mark:

estación → *estaciones*;
examen → *exámenes*.

- 3 For nouns that end in **-z**, change the **-z** to **-c** and add **-es**.

singular	plural
lápiz	<u>lápices</u>
luz (light)	<u>luces</u>

- 4 The definite and indefinite articles also come in both singular and plural forms.

	masculino	femenino
artículos definidos		
singular	el	la
plural	los	las
artículos indefinidos		
singular	un	una
plural	unos	unas

Which definite articles would you use for these words?

el lápiz las computadoras los escritorios la mochila

Which indefinite articles would you use for these words?

un gimnasio unas sillas una pizarra unos bolígrafos

Estrategia

By filling in these charts, you get actively involved in figuring out how the language works. As a result, what you learn will stick with you for a much longer time. The more you take your time and think things through, the better you will learn.

ESPAÑOL INCLUSIVO

Traditionally, the masculine plural form is used to refer to human groups of mixed gender. **Los estudiantes**, for instance, can refer to students of all genders, but you will sometimes see more inclusive language, such as:

las y los estudiantes
los y las estudiantes
l@s estudiantes
lxs estudiantes
les estudiantes

None of these forms is common in everyday speech, but this could change, so listen to what Spanish speakers say in real life!

En español...

The plural indefinite articles are equivalent to *some* in English.

unos estudiantes
some students
unas mochilas
some backpacks
unos relojes
some clocks/watches

Autoprueba

Make each of these nouns plural and add the appropriate plural definite article.

1. año: _____
2. mujer: _____
3. puerta: _____
4. hombre: _____
5. reloj: _____

Respuestas: 1. los años, 2. las mujeres, 3. las puertas, 4. los hombres, 5. los relojes

Script (Act. A):

1. pizarras 2. mujeres
3. mochilas
4. profesores
5. diccionarios
6. borradores 7. puertas
8. mesas



Suggestion (Act. A): If you prefer, you may substitute the given objects with other things in your classroom that are more visible or easier for students to count.

Actividades prácticas

A. ¡Escucha bien! (Listen up!) Listen to the plural nouns and write down how many there are in your classroom. If there is only one, use **un** or **una** and change the noun to singular.

MODELOS: You hear: *estudiantes*
You write: *Hay veinticinco estudiantes.*

You hear: *escritorios*
You write: *Hay un escritorio.*

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B. Categorías

PASO 1. Write the appropriate definite article (**los** or **las**) for the items in column **A**, then complete the lists in column **B**, if necessary. Finally, match the items in column **A** with the lists in column **B**.

A

1. las estaciones del año en el hemisferio norte d
2. los meses de verano en el hemisferio norte e
3. los números del uno al (to) cinco a
4. los edificios (*buildings*) del campus b
5. las materias de ciencias c

B

- a. uno, dos, tres, cuatro, cinco
- b. el gimnasio, la biblioteca, (answers will vary; these are examples)
la residencia, la librería
- c. la biología, la física, la química
- d. la primavera, el verano, el otoño,
el invierno
- e. junio, julio, agosto

PASO 2. Write the appropriate indefinite article (**un**, **una**, **unos**, or **unas**) for each category in **A**, then choose the item(s) in **B** that go with each category in **A**.

A

1. unas mujeres: a, g
2. un año: e
3. unos hombres: c, i
4. una universidad: d
5. un número de teléfono: j
6. unas materias: b, f, h

B

- a. Salma Hayek
- b. filosofía
- c. Mario Vargas Llosa
- d. Notre Dame
- e. 1492
- f. literatura
- g. Daniela Vega
- h. química
- i. Diego Luna
- j. 735-394-9065



Alexandra Wyman/WireImage/Getty Images

Diego Luna es un actor mexicano.



C. ¿Cuáles son las diferencias? Working with a partner, create two lists. In one, write sentences saying what image A (**dibujo A**) and image B (**dibujo B**) have in common. In the other, write sentences saying how they are different. Begin your sentences with **hay** (*there is/are*), and mention these people and objects: **puerta(s), ventana(s), escritorio(s), estudiante(s), profesor(es), computadora(s), reloj(es), pizarra(s), hombre(s), mujer(es).**

MODELOS: En el dibujo A y el dibujo B, hay un profesor.

En el dibujo A, hay una pizarra, pero (*but*) en el dibujo B, hay dos pizarras.



Dibujo A



Dibujo B

1.3 Son estudiantes. Tienen mochilas.

The verbs **ser** (to be) and **tener** (to have)

Para empezar...

Find the best ending for each incomplete sentence. The first is done for you.

- | | |
|---|--|
| 1. Los estudiantes <u>e</u> | a. es un mes de otoño. |
| 2. Un libro <u>f</u> | b. son de los Estados Unidos (<i>United States</i>). |
| 3. Juanes y Shakira <u>h</u> | c. tiene doce meses. |
| 4. Zoe Saldana y Sonia Sotomayor <u>b</u> | d. tienen las definiciones de muchas palabras (<i>words</i>). |
| 5. Enero <u>g</u> | e. tienen mochilas, bolígrafos, libros y cuadernos. |
| 6. Octubre <u>a</u> | f. tiene páginas. |
| 7. Un año <u>c</u> | g. es un mes de invierno en el hemisferio norte. |
| 8. Los diccionarios <u>d</u> | h. son de Colombia. |

■ Answers to these activities are in Appendix 2 at the back of your book.



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Zoe Saldana es de Nueva York.