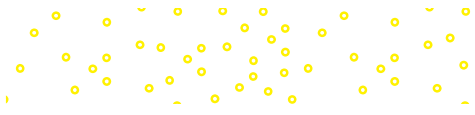


Tu mundo

español sin fronteras





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español sin fronteras

Third Edition

Magdalena Andrade

María José Cabrera Puche

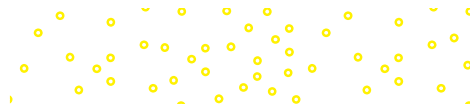
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TU MUNDO: ESPAÑOL SIN FRONTERAS, THIRD EDITION

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LWI 26 25 24 23 22 21

ISBN 978-1-260-89980-1 (bound edition)
MHID 1-260-89980-2 (bound edition)
ISBN 978-1-264-36930-0 (loose-leaf edition)
MHID 1-264-36930-1 (loose-leaf edition)
ISBN 978-1-264-36933-1 (instructor's edition)
MHID 1-264-36933-6 (instructor's edition)

Senior Portfolio Manager: *Katie Crouch*
Product Developer: *Pennie A. Nichols*
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Lead Content Licensing Specialist: *Brianna Kirschbaum*
Cover Image: *Luis Molina*
Compositor: *Aptara®, Inc.*

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Library of Congress Cataloging-in-Publication Data

Cataloging-in-Publication Data has been requested from the Library of Congress

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw Hill LLC, and McGraw Hill LLC does not guarantee the accuracy of the information presented at these sites.

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Preface

Tu mundo immerses the Introductory Spanish classroom in a culturally rich world, full of opportunities to discover and explore the powerful connections between language and culture. Designed to work well with a variety of communicative approaches, this program emphasizes communicative practice, consistent performance, community, and high-interest culture.

Focus on communicative practice

One of the main goals of the *Tu mundo* program is to provide an ideal environment where students can acquire Spanish without fear of making mistakes. By jumping directly into communicative practice, students immerse themselves in the experience of active learning, supported by an array of state-of-the-art learning resources.

Communicative activities play a vital role in *Tu mundo*, while grammar serves as an aid in the language acquisition process. Grammar and vocabulary are taught through comprehensible input as well as communicative activities, all presented in a congenial atmosphere in which students feel free to express themselves in Spanish.

McGraw Hill's Connect™ platform now includes both synchronous and asynchronous voice tools for online communication practice; these are **Recordable Video Chat** and **Voice Board**, powered by GoReact.™ Whether your course is taught face to face, hybrid, or fully online, your students can connect online to do paired and group real-time conversation practice as well as threaded asynchronous chats. Instructor grading time is vastly cut down thanks to easy time-stamped comments and high-frequency, customizable markers—making online grading of video chats a breeze.



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Achieve consistent performance

Introductory Spanish courses typically contain a mix of true beginners, false beginners, and even heritage speakers in the same classroom. Varying levels of language proficiency among students represent one of the greatest challenges for the majority of instructors of introductory Spanish.

Tu mundo offers a dynamic adaptive tool called **Adaptive Learning Assignments** (ALAs, formerly known as LearnSmart) that focuses students on the grammar and vocabulary they haven't yet mastered, filling the gaps to prepare them for in-class communication. The extensive built-in reporting system tracks student progress, providing instructors with a unique snapshot of their progress. Instructors can leverage additional tools in Connect to ensure that students are getting ample practice time, whether they are working in a face-to-face, hybrid, or online format. Our new ALAs are more accessible, more mobile-friendly, and allow more granularity in terms of what learning objectives are included within each assignment. Students can also access them offline, via the ReadAnywhere app.



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Create community and connections

Creating a respectful discourse community in the face-to-face or virtual classroom is a huge part of language learning and something that *Tu mundo* does implicitly. Whether in a physical classroom or online, students are provided with opportunities to engage in meaningful conversations and collaborative task-based activities.

The characters who appear throughout the *Tu mundo* program are all members of a student club called **Amigos sin Fronteras**. As the name suggests, these characters are from all over the Spanish-speaking world. These characters and their stories serve more than one pedagogical purpose.

The students follow their scripted stories through the **Amigos sin Fronteras** video segments, which serve as models to help students apply the Spanish they've learned to interactions with classmates.

In the **Mi país** video segments, the characters share stories about their countries, families, and customs, providing an opportunity for introductory Spanish students to explore these cultures from a variety of perspectives.

Finally, in the **Los actores hablan** video segments, the real-life actors speak about their lives, their families, their routines, and so on, providing unscripted cultural input.



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Find meaning through high-interest culture and comparisons

Culture is featured throughout *Tu mundo* in a variety of contexts: through the cast of characters who share information about themselves and their countries and through culture-focused boxed features, readings, and contextualized activities.

Each chapter spotlights the home country or region of one of the **Amigos sin Fronteras** characters. The activities, readings, features, and illustrations showcase the culture and people of the target country, often drawing on comparisons not only of the cultural experiences of the students using *Tu mundo*, but of the cultural experiences of different Spanish-speaking regions.

In the **Comunícate** section, illustrations, activities, and features like the new **¡Cuida tu mundo!** and **Nuestra gente** provide cultural input.

Following the **Comunícate** section, the **Cultura** section offers a robust set of cultural information: **Mundopedia** (a longer reading related to the country of focus), **Palabras regionales** (regional lexical variants and expressions from the featured country or region), and **Conexión cultural** (an introduction to the cultural reading that appears in the *Cuaderno de actividades* (workbook/lab manual) and in Connect.

The videos also support cultures and comparisons. The **Amigos sin Fronteras** stories are woven with the cultural experiences of the characters and, in many instances, include comparisons of different Spanish-speaking cultures. Each **Amigos sin Fronteras** character narrates the **Mi país** video segment that features his or her country, offering information and anecdotes here as well. And finally, in the **Los actores hablan** segments, the actors for **Amigos sin Fronteras** relate personal anecdotes and information about their experiences and countries.



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Eloy Ramírez Ovando, 21, is Mexican American. He is a pre-med student majoring in biology. Eloy is also co-founder of the club **Amigos sin Fronteras**.



Claudia Cuéllar Arapí, 19, is from Paraguay and studies economics. Claudia co-founded the club **Amigos sin Fronteras** with Eloy.



Omar Acosta Luna, 29, is Ecuadorian. He is married to Marcela Arellano Macías, and they have two children, Carlitos, age 6, and Maritza, age 4. Omar is a graduate student in business administration at the Pontificia Universidad Católica de Ecuador.



Camila Piatelli de la Fuente, 18, is Argentinean and studies psychology.



Xiomara Asencio Elías, 20, was born in the United States to Salvadoran parents. She is a student of Latin American literature.



Lucía Molina Serrano, 23, is from Chile. She studies marketing.



Rodrigo Yassín Lara, 27, is a single father and a student of political science. He is from Colombia.



Nayeli Rivas Orozco, 18, is Mexican. She studies history.



Sebastián Saldívar Calvo, 18, is from Perú. He is a student of social science.



Radamés Fernández Saborit, 24, is a Cuban-American graduate student in ethnomusicology. He is a singer-songwriter and a member of the musical group Cumbancha.



Ana Sofía Torroja Méndez, 20, is from Spain. She studies English as a Second Language (ESL) at the College of Alameda and is a good friend of Franklin's. She is planning to transfer to Berkeley soon.



Jorge Navón Rojas, 21, is Venezuelan. He studies computer engineering.



Franklin Sotomayor Sosa, 28, is from Puerto Rico. He teaches Spanish at the College of Alameda.



Estefanía Rosales Tum, 24, is from Guatemala and studies anthropology. Estefanía is Franklin's girlfriend.

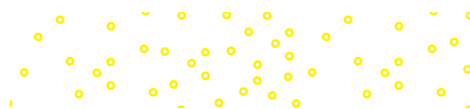


Juan Fernando Chen Gallegos, 19, is from Costa Rica. He studies pharmaceutical chemistry at the University of Costa Rica and lives in San José.



Fátima Ondo Mangue, 22, is from Equatorial Guinea. She studies music history at UC Berkeley. Fátima loves to sing and sometimes joins Radamés's group Cumbancha.

Eloy, Claudia, Omar, Nayeli, Sebastián, Radamés, Ana Sofía, Franklin: Klic Video Productions/McGraw Hill; Camila: Purestock/SuperStock; Xiomara: Frank Merfort/Alamy Stock Photo; Lucía: Marc Romanelli/Blend Images/Getty Images; Rodrigo: Dave and Les Jacobs/Blend Images; Jorge: cristovao/Shutterstock; Estefanía: Fotoluminate LLC/Shutterstock; Juan Fernando: Glow Images; Fátima: Igor Alecsander/Getty Images.



Additional cultural readings are available in the Instructor's Resource Kit (IRK).

The variety of cultural input in *Tu mundo* helps students develop cultural awareness and a wide range of knowledge about of the Spanish-speaking world. This integration of language and culture will create a stimulating and meaningful learning experience for all types of Introductory Spanish classrooms.

The *Tu mundo* program is the result of extensive visionary input provided by today's instructors and students of Introductory Spanish—thank you!



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What's New in the 3rd Edition

New graphic novel feature *El mensaje de Yaria*: Each chapter contains a stunningly illustrated one-page graphic novel episode that tells the story of Yaria, a woman from the Dominican Republic who suddenly and inexplicably feels compelled to untangle the mysteries of her ancestors, the Taino people. With the help of Alex, her friend from the United States, Yaria looks for clues to explain the symbols she sees everywhere, and finds herself transported into another time period without knowing if it's a dream or if it's real.

Streamlined *Bienvenidos* chapter: Based on reviewer feedback, we have reduced the content in the **Bienvenidos** chapter so less time is needed to get through the brief introduction and classes can more quickly jump into **Capítulo 1**.

Reduction in *Comunícate* activities: Based on reviewer input, we have reduced content in the **Comunícate** section by two activities per chapter.

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

New *Nuestra gente* feature: This short reading features a native speaker from the target country of the chapter, who speaks to cultural practices relevant to chapter themes.

New *¡Cuida tu mundo!* feature: This short reading highlights local conservation and sustainability efforts in the target country of the chapter.

The Videoteca videos

***Amigos sin Fronteras* and *Mi país* activities:** In this edition, activities for the **Amigos sin Fronteras** and **Mi país** videos are all housed in the *Cuaderno de actividades* and Connect.

New *Los actores hablan* segments and activities: This edition offers new **Los actores hablan** video segments. These are unscripted interviews with the **Amigos sin Fronteras** actors. Activities supporting these segments have been added to both the *Cuaderno de actividades* and to Connect.

Cultural diversity and inclusivity: We expanded the representation of the richness and diversity of the Spanish-speaking world.

Adaptive Learning Assignments: Our Adaptive Learning Assignments (formerly LearnSmart) have been upgraded to be more accessible, more mobile-friendly, and to allow instructors more control over what learning objectives are assigned. Each module now includes both grammar and vocabulary and contains updated content within the adaptive experience that directs students to where they need the most practice.

Components of *Tu mundo*

Whether you're using the *Tu mundo* program in print form, in digital form through Connect, or a combination of both, *Tu mundo* offers a variety of additional components to support instructional needs and learning goals, many of which are free to adopting institutions. Please contact your McGraw Hill representative for details on policies, prices, and availability.

- **CONNECT:** Used in conjunction with *Tu mundo*, Connect provides a digital solution for schools with multiple course formats, whether 100% online, hybrid, or face to face. Some of the key features and capabilities of Connect include an interactive, media-rich, and accessible eBook; assignable content from the eBook and *Cuaderno de actividades* (with audio); a complete Testing Program with multiple versions; and additional tools like Adaptive Learning Assignments, Spanish Grammar Tutorial Videos, and Practice Spanish.
- **CUADERNO DE ACTIVIDADES (Workbook / Laboratory Manual):** Written entirely by the program authors, the *Cuaderno de actividades* to accompany *Tu mundo* links culture to the main text and to students' lives. The *Cuaderno* addresses writing, listening comprehension, speaking, and reading practice. Writing activities integrate and reinforce the content presented in the corresponding chapter of the main text. Both the **Escríbelo tú** and the **Conexión cultural** sections are introduced in the *Tu mundo* main text and are fully explored in the *Cuaderno*, thus offering stimulating cultural content linked to the Spanish-speaking world. Included as well are two exciting activities for **El mensaje de Yaria**, the new graphic novel. The **Enlace auditivo** section in each chapter features two extended listening segments that include dialogues, ads, and announcements.

The full **audio program** is available directly within Connect audio-based activities or as separate MP3s available online.

- **Videos:** The video program is integrated in Connect and contains three unique video segments per chapter: **Amigos sin Fronteras** (scripted situational storylines featuring the *Tu mundo* cast of characters), **Mi país** (country-specific "virtual tours" in the format of video and photo essays delivered by the **amigos**), and **Los actores hablan** (unscripted interviews with the **Amigos sin Fronteras** actors). The videos are further explored in the **Videoteca** feature that appears in every chapter of the *Cuaderno* and on Connect. Videos are available on DVD on demand.
- **INSTRUCTOR RESOURCES** Many instructor resources are available for use with *Tu mundo*, all within Connect. Some of these resources include:
 - **Annotated Instructor's Edition:** A key instructor resource with a review of second-language acquisition, extensive notes, and annotations that offer bountiful pre-text activities, teaching hints, and suggestions for using and expanding materials, as well as references to the supplementary activities in the Instructor's Manual and the Instructor's Resource Kit
 - **Instructional Videos:** Short video segments shot in the classroom on how to teach communicatively with *Tu mundo*, available in Connect
 - **Instructor's Manual:** Extensive introduction to second-language learning, teaching techniques, guidelines for instructors, suggestions for lesson planning, detailed chapter-by-chapter suggestions, and more

- *Instructor's Resource Kit*: A chapter-specific source for ACTFL Oral Proficiency Interview (OPI)-type situations and role-plays and task-based activities, as well as many additional communicative activities and simple short stories and legends in Spanish
- *Testing Program*: A series of tests for every chapter that fully assess the vocabulary, grammar, and culture presented in the program
- *Connect Implementation Guide*: A helpful guide for adopters of Connect, with many how-to tips and guidelines for administering an online component of your course
- *Audioscript* (full transcript to accompany the *Cuaderno de actividades*) and *Videoscript* (complete transcript of the **Amigos sin Fronteras**, **Mi país**, and **Los actores hablan** video segments)



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.



Acknowledgments

We would like to thank the overwhelming number of friends and colleagues who served as consultants, completed reviews or surveys, and attended symposia or focus groups. Their feedback was indispensable in creating this exciting new *Tu mundo* program. We couldn't have done it without them! The appearance of their names in the following lists does not necessarily constitute their endorsement of the program or its methodology.

Nancy Allah <i>Saddleback College</i>	Ana Maria Currea <i>American River College</i>	Ryan Hallows, Ph.D. <i>Carroll College</i>	Marcos Rohena-Madrazo <i>Middlebury College</i>
Ellen Aramburu <i>East Central College</i>	Tania De Clerck <i>Ventura College</i>	Alex Herrera <i>Cypress College</i>	Mariam Saada <i>New Horizon School, Irvine</i>
Corinne Arrieta <i>American River College</i>	Carlos Drumond <i>Riverside City College</i>	Chris Jacobs <i>Temple University</i>	Ana Sánchez <i>West Chester University</i>
Maria E. Blackmon <i>Ozarks Technical Community College</i>	Anna Dulaney Butler <i>Concordia University, St. Paul</i>	Karen Jones <i>Florida Gateway College</i>	Julie A. Sellers <i>Benedictine College</i>
Donna Brown <i>Coastal Carolina University</i>	María Enciso <i>Chapman University</i>	Constance Kihyet <i>Saddleback College</i>	Jocelyn Sherman Falcioni <i>Orange Coast College</i>
Anna Dulaney Butler <i>Concordia University, St. Paul</i>	Luz Marina Escobar <i>Collin College</i>	José A. Losada Montero <i>Southwest Minnesota State University</i>	Andrew Snustad <i>University of Minnesota, Duluth</i>
Lisa M. Calvin, Ph.D. <i>Indiana State University</i>	Chita Espino-Bravo, Ph.D. <i>Fort Hays State University</i>	Esteban E. Loustaunau <i>Assumption University</i>	Michael Tallon <i>University of the Incarnate Word</i>
Angela Carlson-Lombardi <i>Bethel University</i>	Erin M. Farb <i>Community College of Denver</i>	Dr. Karen Martin <i>Union University</i>	Lucia Taylor, Ph.D. <i>Dixie State University</i>
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Rosa María Castaneda, Ph.D. <i>Fort Hays State University</i>	Rocío Giráldez Betrón <i>Foothill College</i>	Mark J. Mascia <i>Sacred Heart University</i>	Patricia Villegas-Bonno <i>Orange Coast College</i>
Tanya Chroman <i>California Polytechnic State University, San Luis Obispo</i>	Angelo Glaviano <i>Middlesex Community College</i>	Angelica McMillan <i>Front Range Community College</i>	Carol J. Wallace <i>University of Minnesota, Duluth</i>
Beatriz Cobeta <i>Simmons University</i>	Julie A. Glosson, Ed.D. <i>Union University</i>	Adrienne Merlo <i>Cypress, Irvine Valley, and Orange Coast Colleges</i>	Amber Williams-Lara <i>Lone Star College, Kingwood</i>
Christopher M. Connolly <i>Middlebury College</i>	Diego Emilio Gómez, Ph.D. <i>Saddleback College</i>	José Luis Mireles <i>Coastal Carolina University</i>	Ana Maria Zurbuch <i>Collin College</i>
David Cooper <i>Shasta College</i>	Jennifer Gómez Menjivar <i>University of Minnesota, Duluth</i>	Jeanne Mullaney <i>Community College of Rhode Island</i>	Julie Zweig <i>Cypress College</i>
Dr. Kathleen Cuniffe Peña <i>Muskingum University</i>	Laura Graham <i>Mexican American Catholic College</i>	Tony Rector-Cavagnaro <i>Cuesta College</i>	

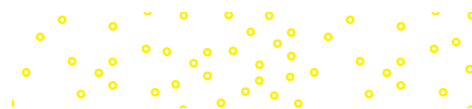
Many people participated in the creation of this third edition of *Tu mundo*. Our Portfolio Manager, Katie Crouch, once again supported our vision for this book enthusiastically, green-lighting and overseeing the development of many of our ideas—such as the graphic novel. We also owe a debt of gratitude to Pennie Nichols, the most talented and resourceful lead editor our author team has ever had. Thank you, Pennie, for your guidance, expertise, and support!

We would like to thank our production team at McGraw Hill: Jodi Banowetz, Beth Blech, Sherry Kane, and Brianna Kirschbaum. We also thank photo researcher Steve Rouben of Photo Affairs, Inc., who found for us many of the beautiful photographs featured in *Tu mundo*.

There are several other people who made an important contribution to this third edition. Bodhi Allan sparked in us the initial “graffiti” idea for our graphic novel, and the very talented graphic artist Luis Fernando Molina transformed our script for that feature into a visually stunning story. Thank you, Bodhi and Luis Fernando! We would also like to thank Aidan Muñoz-Christian and Sebastián Ospina León for their cultural sensitivity reading; their comments and observations were not only helpful but enlightening. ¡Gracias!

We appreciate as well the contribution of Beatriz Tseng, creator of the Jeopardy games to accompany *Tu mundo* and a contributor to the section in the *Instructor's Manual* on teaching online; the Costa Rican painter Hugo Sánchez Bonilla, who kindly shared with us one of his paintings; and his niece, Ana C. Sánchez, who gave us the opportunity to interview her and feature her in our program; Joshua Pongan, for his excellent work on the task-based activities in the *Instructor's Resource Kit*; Faride Ovalles, for her insightful observations on the culture of the Dominican Republic, as we developed the graphic novel; Carmen María Cabrera Puche, who gave us some very useful pointers on graffiti art; and last but not least, our family members and friends who supported us during the writing process, José Ricardo Basto Mesa, Sofía Basto-Cabrera, Marina Basto-Cabrera, Andre Muñoz, Annika Muñoz-Christian, Karen S. Christian, Foxtrot, and Chewie.

This textbook would never have existed without Tracy D. Terrell and Stephen D. Krashen, indefatigable scholars whose vision and research in second-language acquisition made our communicative approach possible. Dr. Krashen's insights into reading and the teaching of foreign languages have always informed our methodology. And our beloved friend, the late Dr. Terrell, continues to guide us and inspire us. This book is a tribute to Tracy's lasting legacy.



Contents

¡Bienvenidos!



1 ¡A conversar!



ESTADOS UNIDOS

2 Amigos y compañeros



PARAGUAY

Comunícate

Saludos 4
¡Muévete! 6
¿Qué ropa llevas? 8

Los saludos y las presentaciones 16
Hablando de los hispanos **Los nombres y los apellidos de los hispanos** 19
Las descripciones 20
La familia y los amigos 23
¿Cuánto cuesta? 26

En el salón de clase 48
Los cumpleaños y la edad 51
Las actividades favoritas 55
Amigos sin Fronteras 58
Hablando de los idiomas **El árabe y los idiomas indígenas** 60

Exprésate

Escríbelo tú
¿Cómo eres? 29
Cuéntanos **Mi mejor amigo/a** 29

Escríbelo tú **Amigos hispanos** 61
Cuéntanos **¡Describe a tu persona favorita!** 61

Cultura



Mundopedia

La comunidad **latinx**: los
inmigrantes del mundo
hispano 30

Conexión cultural

La presencia vital de los
hispanos 31



El mensaje de Yaria, Episodio 1

En la universidad 32



Mundopedia

Los jóvenes paraguayos y la
tecnología digital 62

Palabras regionales

Paraguay 63

Conexión cultural

Paraguay, corazón de
América 63



El mensaje de Yaria, Episodio 2

En la clase 64

Videoteca

Amigos sin Fronteras,

Episodio 1 **Los nuevos amigos** 33

Mi país **Estados Unidos** 33

Los actores hablan 33



Klic Video Productions/McGraw Hill

Amigos sin Fronteras,

Episodio 2 **¡Buenos días,
profesor!** 65

Mi país **Paraguay** 65

Los actores hablan 65



Klic Video Productions/McGraw Hill

Gramática

1.1 Subject Pronouns
and the Verb
ser 35

1.2 Gender and
Number of
Nouns 37

1.3 Using Adjectives
and Nouns
Together:
Agreement and
Placement 40

1.4 Negation 42

2.1 Expressing
Location: The
Verb **estar** 66

2.2 Expressing Age:
The Verb
tener 67

2.3 Using **gustar** to
Express Likes and
Dislikes 68

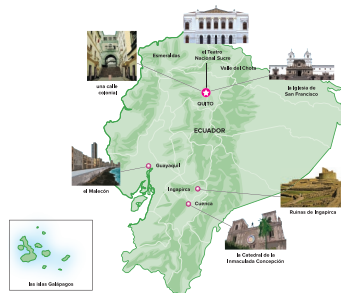
2.4 Origin: **ser de** 72

3 Las actividades en familia



ARGENTINA Y URUGUAY

4 La rutina y los planes



ECUADOR

Comunícate

En familia 78

La hora 81

Las actividades y los lugares 85

El tiempo 90

Hablando del tiempo **Las estaciones del año en el mundo** 92

Exprésate

Escríbelo tú

Actividades típicas 93

Cuéntanos **En el**

verano y en el

invierno 93

La rutina diaria 114

Los datos personales 119

Las preferencias y los deseos 122

Hablando de Ecuador **Un país intercultural y plurinacional** 125

Los planes 126

Escríbelo tú **Un**

semestre en Ecuador 129

Cuéntanos **Mis planes y preferencias**

para las próximas

vacaciones 129

Cultura



Mundopedia

Argentina y Uruguay: Un tapiz de relaciones humanas 94

Palabras regionales

Argentina y Uruguay 95

Conexión cultural

¡A tomar mate! 95



El mensaje de Yaria, Episodio 3

En el parque 96

Videoteca

Amigos sin Fronteras,

Episodio 3 **Una noche de juegos** 97

Mi país **Argentina y Uruguay** 97

Los actores hablan 97



Klic Video Productions/McGraw Hill

Gramática

3.1 Possession: **tener, ser de,** and Possessive Adjectives 98

3.2 Telling Time: **¿Qué hora es? ¿A qué hora (es)...?** 101

3.3 Present Tense of Regular **-ar, -er,** and **-ir** Verbs 103

3.4 Demonstratives 106



Mundopedia

¡En Ecuador te vas a sentir como en tu casa! 130

Palabras regionales

Ecuador 131

Conexión cultural

Las islas Galápagos, tesoro de la naturaleza 131



El mensaje de Yaria, Episodio 4

En el malecón 132

Amigos sin Fronteras,

Episodio 4 **El nuevo equipo de fútbol** 133

Mi país **Ecuador** 133

Los actores hablan 133



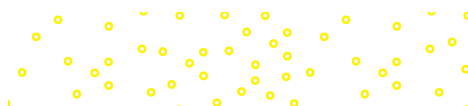
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4.1 Present Tense of Reflexive Verbs 134

4.2 Question Formation 138

4.3 The Verbs **preferir** and **querer + inf.** 141

4.4 Making Plans: **pensar, tener ganas de,** and **ir a** with Activities and Places 142



5 Las celebraciones y las comidas



EL SALVADOR,
NICARAGUA Y
HONDURAS

Comunícate

Los días feriados 150

Hablando de los días feriados **El Día de los Muertos** 152

¡A comer! 153

Los estados físicos y anímicos 156

Las fiestas y otras experiencias 160

Exprésate

Escríbelo tú **Tu**

presentación para el club 163

Cuéntanos **Mi día**

feriado favorito 163

6 Las carreras y los oficios



CHILE

Las materias 182

Hablando de la educación **La educación de los jóvenes indígenas en Chile** 185

Las actividades en la clase 186

Las habilidades 190

El empleo 192

Escríbelo tú **Tu**

empleo 195

Cuéntanos **Tus**

asignaturas favoritas 195

Cultura



Mundopedia

¡Grandes fiestas! 164

Palabras regionales

El Salvador, Nicaragua y Honduras 165

Conexión cultural

Círculo de amigas 165



El mensaje de Yaria, Episodio 5

En el centro 166



Mundopedia

La escritora chilena Isabel Allende 196

Palabras regionales

Chile 197

Conexión cultural

Las peñas chilenas 197



El mensaje de Yaria, Episodio 6

En la aldea 198

Videoteca

Amigos sin Fronteras,

Episodio 5 ¡Música, maestro! 167

Mi país El Salvador, Honduras y Nicaragua 167

Los actores hablan 167



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Amigos sin Fronteras,

Episodio 6 Un disfraz para

Halloween 199

Mi país Chile 199

Los actores hablan 199



Klic Video Productions/McGraw Hill

Gramática

5.1 Verbs with Stem Vowel Changes (**ie, i, ue**) in the Present Tense and Irregular Verbs 168

5.2 Impersonal Direct Object Pronouns: **lo, la, los, las** 172

5.3 Using **estar** and **tener** to Describe States 173

5.4 Review of Present Tense 175

6.1 Indirect Object Pronouns 200

6.2 Present Progressive 203

6.3 **Saber** and **poder** + *inf.* 205

6.4 Obligations: **tener que, deber, necesitar; hay que, es necesario** + *inf.* 206

7 Los lugares y la residencia



Comunícate

- La casa y los cuartos 212
- El vecindario y los lugares 217
- Hablando de la casa y el vecindario «Cuadrados y ángulos» de Alfonsina Storni 220
- Las actividades y las obligaciones en casa 221
- Actividades en casa y en otros lugares 224

Exprésate

- Escríbelo tú La casa ideal 228
- Cuéntanos Tu cuarto o lugar favorito 228

8 Hablando del pasado



- Mis experiencias 246
- Las experiencias con los demás 250
- Hablando del pasado: «Cuando salimos de El Salvador» de Jorge Argueta 253
- Hechos memorables 256

- Escríbelo tú El fin de semana pasado 259
- Cuéntanos Una noche perfecta 259

Cultura



Mundopedia

Los afrodescendientes en
Colombia y Panamá 229

Palabras regionales

Colombia y Panamá 230

Conexión cultural

Los guna, gente de oro 230



El mensaje de Yaria,
Episodio 7

En la hierba 231



Mundopedia

El Cinco de Mayo 260

Palabras regionales

México 261

Conexión cultural

Barrancas del Cobre y los
rarámuri 261



El mensaje de Yaria,
Episodio 8

En la playa 262

Videoteca

Amigos sin Fronteras,

Episodio 7 **Hogar, dulce
hogar** 232

Mi país **Colombia y Panamá** 232

Los actores hablan 232



Klic Video Productions/McGraw Hill

Amigos sin Fronteras,

Episodio 8 **La fiesta de
despedida** 263

Mi país **México** 263

Los actores hablan 263



Klic Video Productions/McGraw Hill

Gramática

7.1 Comparisons of
Inequality: **más/
menos** 233

7.2 Comparisons of
Equality: **tan/
tanto** 235

7.3 Knowing People,
Places, and Facts:
conocer and
saber 237

7.4 The Preterite
Tense of Regular
Verbs 238

8.1 Verbs with
Irregular Preterite
Forms 264

8.2 Stem-Changing
Verbs in the
Preterite 267

8.3 Verbs with
Special Meaning
in the Preterite:
**conocer, poder,
querer, saber,
tener** 269

8.4 Expressing **ago**:
hacer + (time) 270

9 ¡Buen provecho!



Comunícate

- La cocina del mundo hispano 276
- La nutrición 278
- Hablando de la cocina andina
 - Los platos andinos 281
- La preparación de la comida 284
- En el restaurante 289

Exprésate

- Escríbelo tú **En un restaurante** 293
- Cuéntanos **Una cena ideal** 293

10 Los recuerdos



- La familia y los parientes 310
- La niñez 314
- Hablando de la niñez «**Mi caballero**»
 - de José Martí 318
- La juventud y otros momentos del pasado 319

- Escríbelo tú **Recuerdos de los días feriados** 323
- Cuéntanos **Actividades con la familia** 323

Cultura



Mundopedia

La Diablada de Oruro 294

Palabras regionales

Bolivia y Perú 295

Conexión cultural

El misterio de Machu

Picchu 295



El mensaje de Yaria,
Episodio 9

En el restaurante 296

Videoteca

Amigos sin Fronteras,

Episodio 9 **¡Buen provecho!** 297

Mi país **Perú y Bolivia** 297

Los actores hablan 297



Klic Video Productions/McGraw Hill

Gramática

9.1 Personal and Impersonal Direct Object Pronouns: **lo, la, los, and las** 298

9.2 Using Affirmative and Negative Words: **alguien/ nadie, algo/ nada** 300

9.3 Expressing *one* or *you*: The Impersonal **se** 302

9.4 More on **-e to -i** Stem-Changing Verbs 303



Mundopedia

La música de Cuba 324

Palabras regionales

Cuba 325

Conexión cultural

Cuba, hacia el futuro 325



El mensaje de Yaria,
Episodio 10

En la casa 326

Amigos sin Fronteras,

Episodio 10 **Así somos** 327

Mi país **Cuba** 327

Los actores hablan 327



Klic Video Productions/McGraw Hill

10.1 Prepositions and Pronouns 328

10.2 The Imperfect Tense 329

10.3 Talking About Past Actions in Progress: The Imperfect Progressive 331

10.4 Using the Imperfect to Express Intention: **ir a, querer, and pensar + inf.** 332



11 De viaje



ESPAÑA

Comunícate

La geografía y el clima 338
 Los medios de transporte 342
 Hablando de los medios de transporte «Biciacción» 344
 En busca de sitios 347
 Los viajes 351

Exprésate

Escríbelo tú **Un viaje**
en automóvil 354
 Cuéntanos **Un viaje**
inolvidable 354

12 La salud



VENEZUELA

El cuerpo humano y la salud 374
 Las enfermedades y su tratamiento 378
 Hablando de la medicina en los países hispanos **Los remedios caseros y los curanderos** 381
 La atención médica 383
 Los accidentes y las emergencias 386

Escríbelo tú **Un**
incidente 389
 Cuéntanos **Las**
enfermedades
infantiles 389

Cultura



Mundopedia

Los paradores de España 355

Palabras regionales

España 356

Conexión cultural

El nuevo flamenco 356



El mensaje de Yaria,
Episodio 11

En el bohío 357



Mundopedia

Mérida, ciudad en la
montaña 390

Palabras regionales

Venezuela 391

Conexión cultural

Venezuela y la música 391



El mensaje de Yaria,
Episodio 12

En el museo 392

Videoteca

Amigos sin Fronteras,

Episodio 11 ¡Allá vamos, Los
Ángeles! 358

Mi país España 358

Los actores hablan 358



Klic Video Productions/McGraw Hill

Amigos sin Fronteras,

Episodio 12 No me siento
bien. 393

Mi país Venezuela 393

Los actores hablan 393



Klic Video Productions/McGraw Hill

Gramática

11.1 The Present
Perfect 359

11.2 Destination and
Time: **por** and
para (Part 1) 362

11.3 Polite (**usted**)
Commands 363

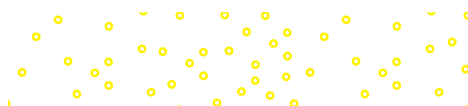
11.4 Using the
Imperfect and the
Preterite
Together 366

12.1 Present
Subjunctive
with **querer**,
recomendar, and
Other Verbs of
Volition 394

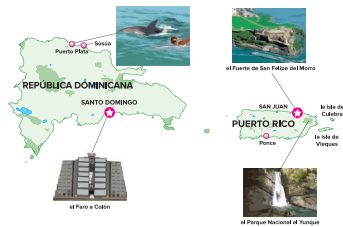
12.2 The Subjunctive
in Time
Clauses 400

12.3 Indirect Object
Pronouns with
Commands
and Present
Subjunctive 402

12.4 Unplanned
Occurrences:
se 404



13 La familia y la crianza



PUERTO RICO Y LA REPÚBLICA DOMINICANA

Comunícate

- Los lazos familiares 412
- Las órdenes, los consejos y los buenos deseos 416
- Hablando de los consejos **Los refranes** 420
- La crianza 421

Exprésate

- Escríbelo tú **Un evento inolvidable** 426
- Cuéntanos **Tu pariente menos favorito** 426

14 De compras



GUATEMALA

- Los productos y los materiales 448
- Comprando ropa 452
- Las compras y el regateo 456
- Hablando de las compras y el regateo **Los mercados al aire libre** 460
- Gastos y ahorros 461

- Escríbelo tú **Vivo dentro de mis posibilidades** 463
- Cuéntanos **Un regalo** 463

Cultura



Mundopedia

Los festivales
dominicanos 427

Palabras regionales

Puerto Rico y la República
Dominicana 428

Conexión cultural

Puerto Rico, en busca de
identidad 428



El mensaje de Yaria, Episodio 13

En el Jardín Botánico 429



Mundopedia

El misterio de las ciudades
mayas 464

Palabras regionales

Guatemala 465

Conexión cultural

La artesanía maya 465



El mensaje de Yaria, Episodio 14

En la tienda de recuerdos 466

Videoteca

Amigos sin Fronteras,

Episodio 13 ¡Que vivan los
novios! 430

Mi país Puerto Rico y la República

Dominicana 430

Los actores hablan 430



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Amigos sin Fronteras,

Episodio 14 ¡Me gusta
regatear! 467

Mi país Guatemala 467

Los actores hablan 467



Klic Video Productions/McGraw Hill

Gramática

13.1 Describing: **ser**
and **estar** 431

13.2 Informal
Commands 435

13.3 More Uses of the
Subjunctive (Part
1) 438

13.4 Narrating Past
Experiences: The
Present Perfect,
Imperfect, and
Preterite 440

14.1 Price, Beneficiary,
and Purpose: **por**
and **para** (Part 2)
468

14.2 Using Indirect
and Direct Object
Pronouns
Together 469

14.3 Pronoun
Placement
Summary 473

14.4 Opinions and
Reactions:
Indicative and
Subjunctive 476

15 Nuestro futuro



COSTA RICA

Comunícate

Las metas personales 484
Cuestiones sociales 488
La tecnología 492
El futuro del planeta 496
Hablando del futuro del planeta **Las ciudades verdes y sostenibles** 498

Exprésate

Escríbelo tú
Cuestiones ambientales urgentes 501
Cuéntanos **La cuestión social que más te preocupa** 501

Appendix 1: Answer Key (for *Gramática* Exercises) A-1

Appendix 2: Verbs A-5

Vocabulario (Spanish-English) V-1

Maps M-1

Index I-1

Cultura



Mundopedia

Los logros ambientales de
Costa Rica 502

Palabras regionales
Costa Rica 503

Conexión cultural
La inmigración nicaragüense
en Costa Rica 503



El mensaje de Yaria,
Episodio 15
En la ciudad 504

Videoteca

Amigos sin Fronteras,
Episodio 15 La siesta 505

Mi país Costa Rica 505

Los actores hablan 505



Klic Video Productions/McGraw Hill

Gramática

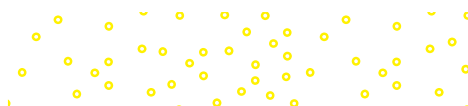
15.1 The Future
Tense 506

15.2 More Uses of the
Subjunctive (Part
2) 507

15.3 The
Conditional 510

15.4 Past Subjunctive
and Summary of
Uses of the
Subjunctive 511

15.5 Expressing
Reactions: More
Verbs Like
gustar 515



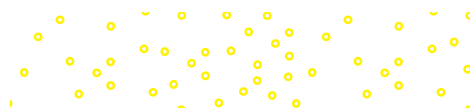
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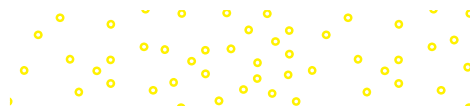
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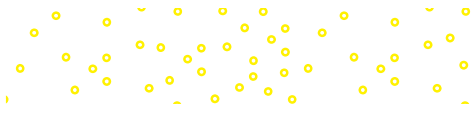
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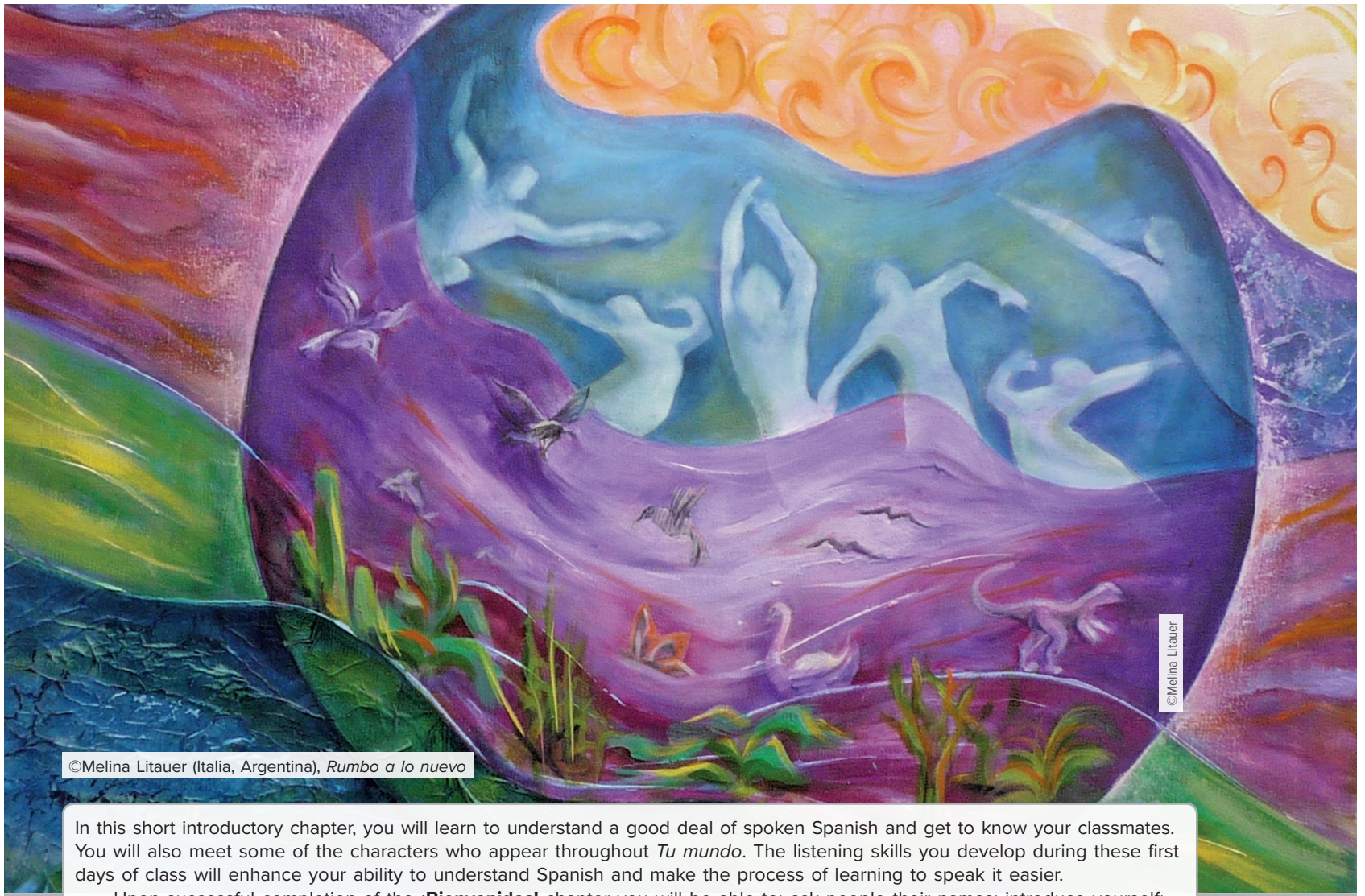


Tu mundo

español sin fronteras

¡Bienvenidos!°

Welcome!



©Melina Litauer

©Melina Litauer (Italia, Argentina), *Rumbo a lo nuevo*

In this short introductory chapter, you will learn to understand a good deal of spoken Spanish and get to know your classmates. You will also meet some of the characters who appear throughout *Tu mundo*. The listening skills you develop during these first days of class will enhance your ability to understand Spanish and make the process of learning to speak it easier.

Upon successful completion of the **¡Bienvenidos!** chapter you will be able to: ask people their names; introduce yourself; greet people and say goodbye to them; describe people's clothing; follow some commands; and say and use numbers 0–30 to express quantity.

Comunícate

Saludos

¡Muévete!

¿Qué ropa llevas?

Pre-Text Oral Activities: Directions throughout this book address students with the familiar (*fam.*) form of address: *tú*. Students will be using *tú* forms when speaking to each other. But we suggest that instructors address the students with polite (*pol.*) forms using *usted*, and that students address their instructor also using *usted*. In this manner, students will have access to comprehensible input with both formal (polite) and informal (familiar) verb forms. See the *Instructor's Resource Kit* (IRK) for supplemental activities. You will also find helpful information for teaching with these activities in the *Instructor's Manual* (IM).

1. **Saludos** (See IM, How to give student-centered input in Stage 1.) The purpose of this activity is to learn the names of the students in the class and provide optimal, comprehensible input. Have students concentrate on learning as many classmates' names as possible in the first class session. Phrase all questions and comments so that students are required to produce only the name of another student. Write key nouns on the board. Introduce the following words for people: *el/la profesor(a)*, *el/la estudiante*, and *el amigo / la amiga*, which will be formally introduced in *Capítulo 1*. Other words and expressions: *sí/no*, *¿Cómo te llamas...?*, *Me llamo...*, *Soy...*, *mucho gusto*, and *igualmente*. Introduce phrases for greetings such as: *Buenos días*; *Buenas tardes/noches*; *Hola*; *¿Cómo estás(s)?*; *Muy bien*. Use them naturally whenever you have a chance.

2. **¡Muévete!** (See IM, how to introduce Total Physical Response [TPR] commands. See IRK for TPR: *Mandatos en el salón de clase*.) Introduce the following actions in the first class session: *pónganse de pie* (or *levántense*), *siéntense*, *caminen*, *salten*, *corran*, *miren*, *canten*, *bailen*, etc. Later, add commands like *miren*, *abran los libros*, *cierren los libros*, *saquen un boligrato*, *escriban su nombre* (in the air), *hablen* (have students say *bla, bla, bla*), *escuchen* (have students cup their hand behind their ear), *lean* (have students pantomime reading a book), *miren hacia arriba/abajo*, *cuenten*. You can use

some commands and introduce some parts of the body (*cabeza*, *ojos*, *pelo*, *brazos*, *piernas*, *pies*). Finally, introduce the command *digan* with brief greetings: *Digan «hola»* / *«buenos días»* / *«buenas tardes»* / *«buenas noches»*. Have students say *hola* to each other and shake hands or wave. Sample sequence: *Pónganse de pie*, *digan «hola» a un(a) estudiante*, *hablen con el/la estudiante*, *siéntense*, *abran su cuaderno*, *escriban su nombre en el cuaderno*, *ahora abran su libro*, *ciérrenlo*, *escuchen al profesor / a la profesora*, *digan «buenos días»*, *digan «¿cómo estás?»*, *contesten «muy bien, gracias»*. See IRK for additional TPR sequences. Repeat and recombine commands during the sequence.

2 dos

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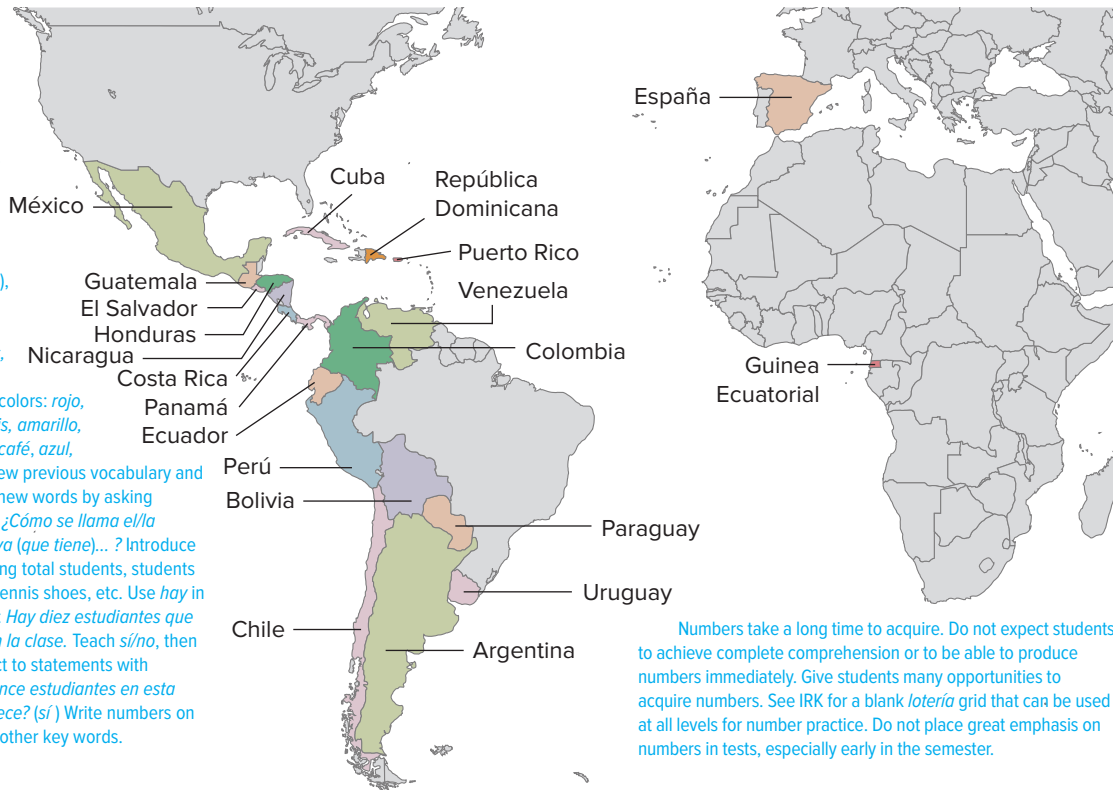


EL ESPAÑOL

El español, Suggestion: Without looking at the map, have students tell you names of countries where Spanish is spoken. Write these countries on the board. Then, look at the map on the chapter opener and help students locate all Spanish-speaking countries. See IRK for a blank map activity.

3. ¿Qué ropa llevas?

(See IM, how to give input based on photos from a PP or your PF.) Continue using pictures to provide comprehensible input. For clothing: *camisa, camiseta, vaqueros, pantalones (cortos), falda, vestido, zapatos, zapatos de tenis, sandalias, botas, chaqueta, sudadera*; and for colors: *rojo, rosado, blanco, gris, amarillo, anaranjado, color café, azul, verde, negro*. Review previous vocabulary and personalize these new words by asking questions such as: *¿Cómo se llama el/la estudiante que lleva (que tiene)...* ? Introduce numbers by counting total students, students with jeans, skirts, tennis shoes, etc. Use *hay* in sentences such as: *Hay diez estudiantes que llevan vaqueros en la clase*. Teach *sí/no*, then have students react to statements with numbers: *¿Hay quince estudiantes en esta clase?* (no) *¿Hay trece?* (sí) Write numbers on the board, as with other key words.



Numbers take a long time to acquire. Do not expect students to achieve complete comprehension or to be able to produce numbers immediately. Give students many opportunities to acquire numbers. See IRK for a blank *lotería* grid that can be used at all levels for number practice. Do not place great emphasis on numbers in tests, especially early in the semester.

Notes:

- **¡Bienvenidos!** has several goals: (1) convince students that they will understand the Spanish you speak in class, (2) to help lower their anxiety by letting them get to know their classmates (lower their affective filter), (3) to begin binding meaning to key words in the input, (4) to teach students to listen primarily to key words and context, and (5) getting your students used to your “teacher talk.”

- For more information on the communicative goals of *¡Bienvenidos!* and for additional activities (AAs), please see the corresponding chapter notes in the IM.

- All activities are designed to make input comprehensible. To provide comprehensible input, you will use three principal techniques that do not require students to produce Spanish words: Total Physical Response (TPR), descriptions of students, and descriptions of pictures from your picture file (PF). Each technique is described in detail in the IM.

Conócenos° Amigos sin Fronteras

Get to Know Us



Eloy
(México y Estados Unidos)



Claudia
(Paraguay)



Omar
(Ecuador)



Camila
(Argentina)



Xiomara
(El Salvador y Estados Unidos)



Lucía
(Chile)



Rodrigo
(Colombia)



Nayeli
(México)



Sebastián
(Perú)



Radamés
(Cuba y Estados Unidos)



Ana Sofía
(España)



Jorge
(Venezuela)



Franklin
(Puerto Rico)



Estefanía
(Guatemala)



Juan Fernando
(Costa Rica)



Fátima
(Guinea Ecuatorial)

Eloy, Claudia, Omar, Nayeli, Sebastian, Radamés, Ana Sofía, Franklin: Klic Video Productions/McGraw Hill; Camila: Purestock/SuperStock; Xiomara: Frank Merfort/Alamy Stock Photo; Lucía: Marc Romanelli/Getty Images; Rodrigo: Dave and Les Jacobs/Blend Images; Jorge: cristovao/Shutterstock; Estefanía: Fotoluminate LLC/Shutterstock; Juan Fernando: Glow Images; Fátima: Igor Alecsander/Getty Images.

- The language classroom can be an ideal place to promote inclusivity, and the *Tu mundo* materials are designed to provide an environment where language and cultural diversity can be cultivated. The classroom should be a respectful discourse community.

Saludos

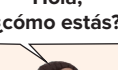
Hola, ¿cómo te llamas?

Me llamo Claudia. ¿Y tú?

Soy Eloy.

Mucho gusto.

Igualmente.



Hola, ¿cómo estás?

Muy bien, gracias.

El profesor habla con un amigo.

Eloy y Claudia, estudiantes de la universidad

Actividad 1 ¿Cómo te llamas?

A. Completa la conversación con estas frases:

Mucho gusto Me llamo (x2) llamas



B. Ahora tú.

ESTUDIANTE 1: Hola, ¿cómo te llamas?
ESTUDIANTE 2: Me llamo _____. ¿Y tú?
ESTUDIANTE 1: Me llamo _____.
ESTUDIANTE 2: Mucho gusto.
ESTUDIANTE 1: Igualmente.

- their paper (*Firma, por favor*). If preferred, see IRK *Firma aquí: ¿Cómo te llamas?* activity. Follow up by asking: *¿Cómo se llaman los estudiantes de su lista?* Include comments on what students say. (See IM, expanding student responses.) If teaching remotely, this same activity can be done by assigned random breakout rooms and having students ask each of the students in their breakout room *¿Cómo te llamas?* You can check in on each breakout room to make sure students are asking and answering these questions.
- Use the conversations in this vocabulary presentation to create little dialogues or use the samples from the IRK. Write two- to three-line dialogues on the board/screen for your students to practice greetings. Draw a rising sun on the right for *Buenos días*, a setting sun to the left for *Buenas tardes*, and a moon for *Buenas noches*. Keep dialogues simple: —*Buenos días. ¿Cómo estás?* —*Muy bien, gracias.*; —*Buenas tardes. ¿Cómo te llamas?* —*Me llamo ____.* —*Mucho gusto.* —*Igualmente.*; —*Hola, buenas noches.* —*Hola, ¿cómo te llamas?* —*Soy ____.* —*Mucho gusto.* —*Igualmente.* Go over the dialogues to model pronunciation, then have students walk around practicing these greetings with each other. Read each line aloud with appropriate intonation while students follow along. Then pair students and assign roles. You may find the “read, look up, and say” technique helpful. Circulate from pair to pair, helping with only the most salient pronunciation problems. Finally, ask for volunteers to perform the dialogue from their seats.
- Use photos of famous people from your PF. Ask for names using all three structures: *¿Cómo se llama?*; *¿Cuál es su nombre?*; *¿Cuál es el nombre de...?*
- See IRK for additional dialogue practice.
- Act out any new words or phrases they cannot understand from the context.
- Review and/or model all activities before having students participate.

¡Bienvenidos!º

Actividad 2 ¿Cómo se llama?

Lee (Read).

Act. 2, Note: Hablemos todos; Whole-class; pair

Act. 2, Suggestions:

- Use photos of famous people from your PF. You can ask for names using all four structures: *¿Cómo se llama?*; *¿Cuál es su nombre?*; *¿Cuál es el nombre de... ?*; *¿Quién es?*
- Then, have students look at the images in the activity first and try to recognize these famous people. Ask *¿Cómo se llama esta persona famosa?* while pointing to the image. Have students answer with a name only or with the pattern *Se llama ____*.
- You can expand by using cognates (such as *Es artista / Es actor / Es futbolista / Es tenista*) or doing charades to mimic what they do (such as *Es cantante / Es actriz*).
- Use more images from your PF of famous people, include students in the class and yourself, and ask, *¿Cómo se llama esta persona / este hombre / esta mujer?*
- You can use the images of these famous people to start giving comprehensible input about their physical description while acting out the meaning. See **Capítulo 1** for physical description.

Act. 2, Answers: 1. Concha Buika 2. Lin-Manuel Miranda 3. Yalitza Aparicio 4. Lionel Messi 5. Shakira 6. Rafael Nadal

¿Cómo se llama?



Se llama Teresa.



Se llama Eloy
Ramírez Ovando.



Se llama Claudia
Cuéllar Arapí.

Conversa con tu compañero/a (*partner, classmate*). Sigue (*Follow*) el modelo.

Yalitza Aparicio
Concha Buika

Lionel Messi
Lin-Manuel Miranda

Rafael Nadal
Shakira

MODELO: ESTUDIANTE 1: 1. (uno): *¿Cómo se llama esta persona famosa?*
ESTUDIANTE 2: Se llama Concha Buika.



Jessica Rinaldi/REUTERS/Alamy
Stock Photo

1 (uno).



Derek Storm/Everett Collection
Inc/Alamy Stock Photo

2 (dos).



Tinseltown/Shutterstock

3 (tres).



Otto Greule Jr/Getty Images

4 (cuatro).



Europa Press/Getty Images

5 (cinco).



Luis Acosta/AFP/Getty Images

6 (seis).

Vocabulario

Some activities have a **Vocabulario** box to provide you with key vocabulary for the task. English translations of words and phrases will be included in **¡Bienvenidos!** and **Capítulo 1** only. From **Capítulo 2** onward your instructor will present unfamiliar vocabulary from the **Vocabulario** boxes. You can also look up vocabulary items that you don't know in the end-of-chapter **Vocabulario** or in the Spanish-English **Vocabulario** section at the end of the text.

este, esta this

Comunícate ¿Cómo se llama?

cinco **5**

Act. 3, Note:
A conectar;
Whole class; individual



Actividad 3 ¿Qué dices?

Act. 3, Suggestions:
• Read the following statements or questions twice and have students write 1–4 in order to answer the question or react to the statement you pose. Remember that students do not know numbers yet, so write 1, 2, 3, 4, on the board and point to each number while you read

Vocabulario

¿Qué dices?

What do you say?

Escucha (*Listen*) a tu profesor(a) y escribe (*write*) 1, 2, 3 ó 4 para responder (*answer*).

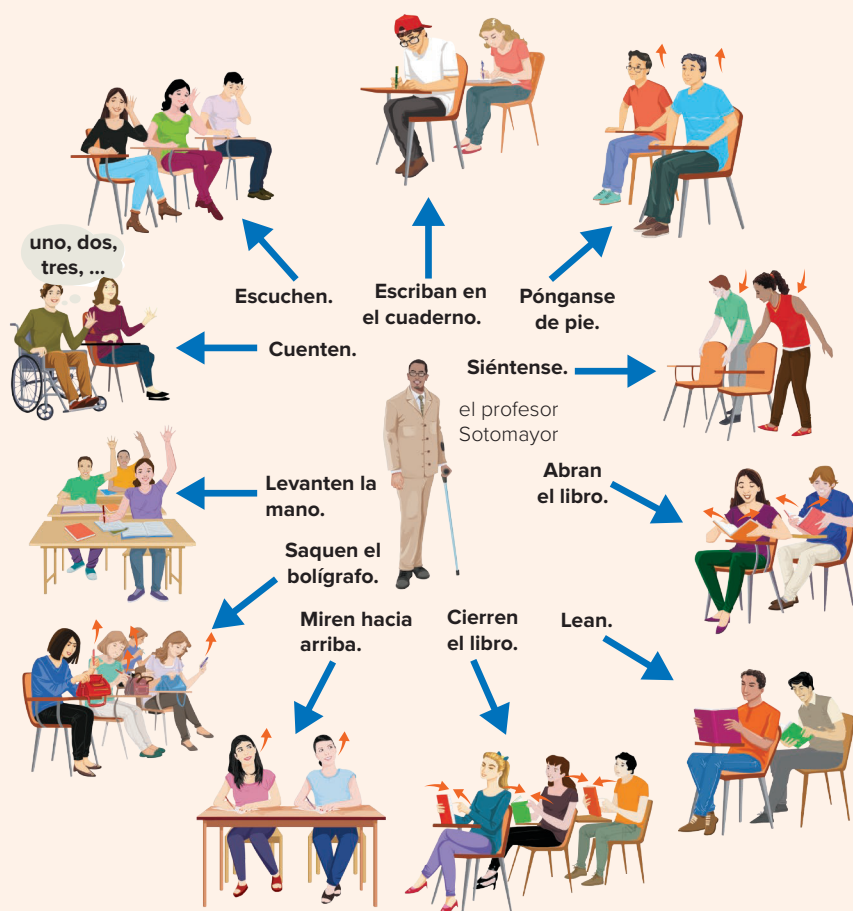
1	Buenos días.
3	Igualmente.
2	Me llamo <u>Claudia</u> .
4	Muy bien, gracias.

each question or statement.

1. ¡Buenos días!
2. ¿Cómo te llamas?
3. Mucho gusto.
4. ¿Cómo estás?

• A variation on this: Write the expressions presented above (numbered 1–4) on the board and then pair students to read a question while the partner finds the rejoinder.

¡Muévete!



¡Muévete!, Notes:

- **Vocabulary Presentation**
- See IRK for additional TPR sequences: *Mandatos*.

¡Muévete!, Suggestions:

- Many of the words in this Vocabulary Presentation will be familiar to students from the TPR sequences that you have done in class if you did Pre-text Oral Activity 2. For review, mime their meanings as students look over the presentation.
- Write unfamiliar vocabulary on the board. Be sure to verify class comprehension of all vocabulary in the display and in the activities as you proceed through the chapter: ¿Comprenden el vocabulario? or ¿Hay palabras que no comprenden?
- Explain these words: *mandatos*, *bolígrafo*, *cuaderno*, *libro*, and *mano*
- Recombine most vocabulary introduced in the Pre-Text Oral Activities.



Actividad 4 Los mandatos (commands)

Act. 4. Note: Descripción; Whole class or small groups.

Act. 4. Suggestions:

- Before you assign this activity, practice commands with a TPR activity. (See Pre-Text Oral Activities, point 2, of the chapter opener.) For example, gesture for students to stand up and say: ¡Pónganse de pie! Gesture for them to sit down and say: Siéntense. Look up and have them do the same: Miren hacia arriba. Look down: Ahora miren hacia abajo. Other examples: Escriban su nombre en un papel, corran (a la puerta), abran el libro. Try to provide input for all commands in the activity.
- Make sure you always address your whole class, using the *ustedes* form.
- Read the following commands to the class and let them guess the image you are describing: Miren hacia arriba (11), Escuchen (9), Levanten la mano (5), Pónganse de pie (8), Escriban en el cuaderno (1), Cuenten (6), Abran el libro (4), Lean (2), Siéntense (7), Cierren el libro (3), Saquen el bolígrafo (10).
- As follow-up, help students match each command in the word bank with the corresponding drawing.
- If students ask, point out that the form *e* in the direction line is used instead of *y* before *i* or *hi*.
- For additional activities, see the IRK.

Escucha los mandatos de tu profesor(a). Indica (Indicate) el dibujo (drawing) correcto.

d 1 (uno).



f 2 (dos).



b 3 (tres).



a 4 (cuatro).



g 5 (cinco).



c 6 (seis).



k 7 (siete).



i 8 (ocho).



e 9 (nueve).



j 10 (diez).



h 11 (once).



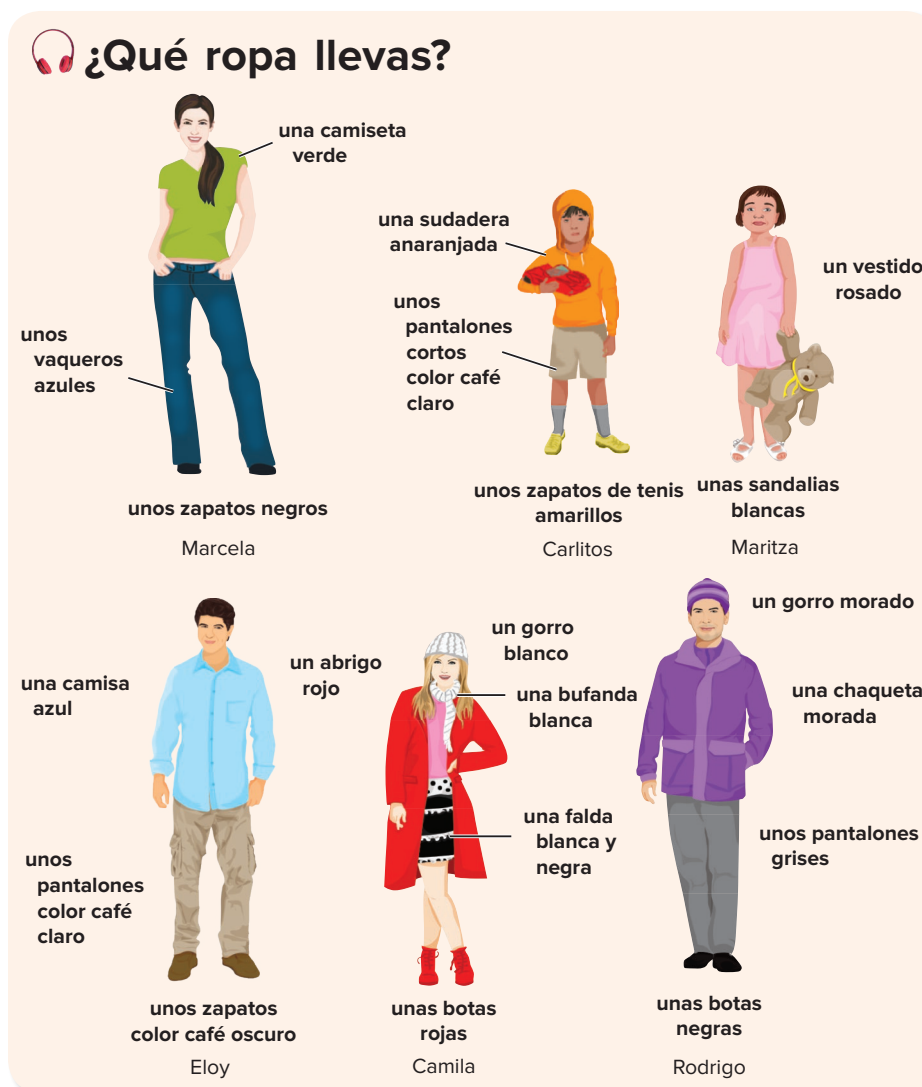
- Abran el libro.
- Cierren el libro.
- Cuenten.
- Escriban en el cuaderno.
- Escuchen.
- Lean.
- Levanten la mano.
- Miren hacia arriba.
- Pónganse de pie.
- Saquen el bolígrafo.
- Siéntense.

¿Qué ropa llevas?
Notes:

- **Vocabulary Presentation**
- Native speakers use both *pantalón* and *pantalones*. Be culturally and linguistic inclusive, accepting terms different Spanish varieties.

¿Qué ropa llevas?
Suggestions:

- Most of the words in the Vocabulary Presentation and activities will be new to students. Write unfamiliar vocabulary on the board. Be sure to verify class comprehension of all vocabulary in the presentation and in the activities as you proceed through the chapter: ¿Comprenden el vocabulario? or ¿Hay palabras que no comprenden?
- Use images from your personal PF, a PP presentation or the images in this Vocabulary Presentation to introduce words for items of clothing and colors. Ask *sí/no* questions about the illustrations in the text. Example: ¿Lleva Marcela una camiseta verde? (Sí) Sí, Marcela lleva una camiseta verde. ¿Y lleva unos vaqueros negros? (No) No, no lleva unos vaqueros negros. Lleva unos vaqueros azules. ¿Lleva un vestido blanco Maritza? (No) ¿Es rosado su vestido? (Sí) Sí, Maritza lleva un vestido rosado. Continue asking questions about this Vocabulary Presentation to introduce items of clothing and colors. Then have a volunteer stand up. Ask the class *sí/no* questions about the clothes he/she is wearing: ¿Lleva una falda azul Lisa?, ¿Es roja su camiseta?
- If students need more information about -ar verbs like the verb *llevar*, direct them to Gramática 3.3.



- Refer to the IM for further explanations on how to expand students' responses. For example, if you ask, ¿Quién es la chica de la falda roja? and the students answer Cynthia, the logical expansion is Sí, Cynthia lleva una falda roja. This expansion is easily understood because of its discourse position. Follow with a question related to the first: ¿Es corta la falda de Cynthia? (Sí.) The expansion is Sí, es corta, no es larga, and so forth. Here are additional examples to be used in Stage 1: ¿Quién lleva un suéter azul? (Nasrin.) Sí, hoy Nasrin lleva un bonito suéter azul. ¿Quién más lleva suéter hoy? (Jeff.) Sí, Jeff lleva suéter también. El suéter de Nasrin es azul. ¿Es azul también el suéter de Jeff? (No.) No, es rojo.
- Look at the photos in the sample scene below to connect the chapter content with real life. Highlight the importance of knowing how to describe clothing to solve problems in situations such as the one depicted.



Act. 5, Note: A completar; Pair; individual

Act. 5, Suggestions:

- Refer students to the Vocabulary Presentation of *¿Qué ropa llevas?* (p. 8) to do this activity. Use Connect to display the image in class while students work on the activity.
- Explain *también*.
- When correcting the activity with the whole class, expand on the descriptions. Refer to the IM for further explanations on how to expand students' responses. Many instructors expand what students say. For example, if you ask, *¿Quién lleva unos pantalones cortos?* (Carlitos), you could say, *Sí, Carlitos lleva unos pantalones cortos. ¿De qué color son los pantalones*

Actividad 5 ¿Cómo se llama la persona que...?

Mira los dibujos de la página 8 y escribe cómo se llama la persona.

Camila	Eloy	Maritza
Carlitos	Marcela	Rodrigo

1. Maritza Lleva un vestido rosado y unas sandalias blancas.
2. Marcela Lleva unos vaqueros azules y una camiseta verde.
3. Camila Lleva un gorro blanco, un abrigo rojo, una falda blanca y negra y unas botas rojas. También (Also) lleva una bufanda blanca.
4. Carlitos Lleva unos pantalones cortos color café claro, unos zapatos de tenis amarillos y una sudadera anaranjada.
5. Eloy Lleva unos pantalones color café claro, una camisa azul y unos zapatos color café oscuro.
6. Rodrigo Lleva un gorro morado y una chaqueta morada. También lleva unos pantalones grises y unas botas negras.

cortos que lleva Carlitos? (color café claro). Then expand with Y en la clase, ¿quién lleva unos pantalones cortos? (Alex), which in turn you expand with Sí, Alex lleva unos pantalones cortos, no son largos. ¿Y de qué color son los pantalones cortos de Alex? and so forth. The expansion is easily understood because of its discourse position.

Follow-up: Ask questions of the whole class: *En la clase, ¿quién lleva unos vaqueros azules? ¿Quién lleva una camiseta negra? ¿Cómo se llama el/la estudiante de zapatos color café? ¿Quién lleva una falda azul? ¿Cómo se llama el/ la estudiante de pantalones largos color café? ¿Cómo se llama el/ la estudiante que lleva unos zapatos de tenis negros?*

Act. 6, Note: Expresión creativa; Whole class.

Act. 6, Suggestion: Have students write the names of four classmates on a separate sheet of paper, following the format in the activity. Write on the board a list of clothing and colors from which to choose, then have students fill in the chart individually, while you circulate to help. Have volunteers read their charts. Repeat the students' answers, correcting any mistakes without pointing them out: (Taylor lleva chaqueta negra.) Sí, Taylor lleva una chaqueta negra. (Note that the first sentence is what students often say incorrectly at this stage. The second sentence is our suggestion for correcting the mistake without raising the affective filter.)

Actividad 6 ¿Qué ropa llevan mis compañeros de clase?

Selecciona a cuatro compañeros de clase. Escribe el nombre de cada (each) estudiante, la ropa que lleva y el color de la ropa. En el número 5 (cinco), escribe qué ropa llevas tú.

MODELO: Claudia lleva unos vaqueros azules.

Lengua Using the Verb llevar

The verb **llevar** is often used with clothing.

NOMBRE		ROPA	COLOR
1. _____	lleva	_____	_____
2. _____	lleva	_____	_____
3. _____	lleva	_____	_____
4. _____	lleva	_____	_____
5. Yo	llevo	_____	_____



Act. 6, Follow-up: Ask sí/no questions about each student: *¿Lleva falda Brianna? ¿Es blanca? ¿Es larga? ¿Lleva pantalones cortos John? ¿Son azules?* You can expand a bit more with sentences such as *Escuchen y díganme qué estudiante es: Lleva pantalones negros y una camiseta roja. (Tim) Sí, Tim lleva pantalones negros y una camiseta roja.*

- Expand using the following commands: *Las personas que llevan zapatos de tenis, pónganse de pie; Los estudiantes que llevan pantalones vaqueros, abran el libro y lean; Los estudiantes que llevan suéter, cuenten; Los estudiantes que llevan camiseta negra, escriban su nombre.*

Actividad 7 En mi clase de español



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

Act. 7, Note: *A completar*; Whole class; individual

Act. 7, Suggestions:

- Write on the board: *hay = there is/are*.
- Distribute 10 to 15 numbers between 0 and 30 on construction paper at random to students in the class. Then call out numbers and have students point to the correct one. You can ask: *¿Quién tiene el número___?* You can also tape some random numbers around the classroom and have students point to the correct number when you call it.
- Count as many categories of people as you can, then ask *sí/no* questions to verify comprehension. For example, first count aloud the number of students in class, then ask: *¿Cuántos estudiantes hay en el salón de clase? ¿Hay quince? ¿Hay dieciséis?* Expand the activity with other questions, such as counting categories: *¿Cuántos estudiantes llevan sudadera? ¿Cuántos estudiantes llevan vaqueros? ¿Cuántos estudiantes llevan vaqueros negros? ¿Cuántos estudiantes llevan camiseta azul? ¿Cuántos zapatos de tenis hay en la clase? ¿Cuántas chicas llevan falda? ¿Y vestido?*

Cuenten los estudiantes en la clase que llevan...

LLEVAN

(pantalones) vaqueros	_____	falda	_____
zapatos de tenis	_____	gorro	_____
sudadera	_____	camiseta	_____
camisa	_____	chaqueta	_____

¿Cuántos estudiantes hay en tu clase de español?

Hay _____ estudiantes.

Vocabulario

hay	there is, there are
más de	more than

Actividad 8

Las diferencias

Mira los dibujo. ¡Hay diez (*ten*) diferencias!

MODELO: En el dibujo uno, Eloy lleva unos pantalones cortos azules y en el dibujo dos, (Eloy) lleva unos pantalones cortos color café.

Dibujo 1 (uno)



Dibujo 2 (dos)



Act. 8, Notes: Descripción/ Interacción; Whole class; pairs

Act. 8, Suggestions:

- Before doing the activity, look at the images in *Dibujo 1* and ask questions about their clothing.

Act. 8, Answers: 1. Color of Ángela's shoes 2. Color of Antonella's coat 3. Color of Eloy's shorts 4. Color of Marcela's shorts 5. Claudia's skirt 6. Rodrigo's T-shirt 7. Sebastián's sweatshirt 8. Color of Fátima's dress 9. Color of Lucía's shoes 10. Color of art professor's pants

Act. 8, Notes:

- Argentina has had heavy immigration from Italy and Spain and from other European countries, including Germany and Russia. There is

Lo que aprendí

After completing this chapter, I can:

- ☐ say my name when asked in Spanish,
- ☐ ask other people their names,
- ☐ introduce myself,
- ☐ greet people,
- ☐ describe people's clothing,
- ☐ follow some commands,
- ☐ say and use numbers 0–30.

Now I also know more about . . .

- ☐ which countries have Spanish as the official language,
- ☐ some famous Spanish-speaking people.

a wide variation in the pronunciation of both first and last names of foreign origin.

- When foreign names are used in Spanish, sometimes an attempt is made to stay true to the original pronunciation; at other times they are Hispanicized. A case in point are the Italian last names Bollini, Piatelli and others with a double "l" that are almost always pronounced with a single "l." Girls' names with double "ll" are also usually pronounced with a single "l" although they may be pronounced with a double "ll" sound, such as Antonella, Gabriella, and Isabella.

Vocabulario



Las preguntas y las respuestas	Questions and Answers
¿Cómo estás tú?	How are you (<i>pol./fam. sing.</i>)?
(Muy) Bien, gracias.	(Very) Well, thanks.
¿Y tú?	And you (<i>pol./fam. sing.</i>)?
¿Cómo se llama?	What is his/her name?
Se llama...	Her/His name is . . .
¿Cómo te llamas (tú)?	What is your (<i>fam. sing.</i>) name?
Me llamo...	My name is . . .
¿Cuál es tu nombre?	What's your name?
Mi nombre es...	My name is . . .
¿Qué dices?	What do you say?

Los saludos y las presentaciones	Greetings and Introductions
Buenas noches.	Good night.
Buenas tardes.	Good afternoon.
Buenos días.	Good morning.
Hola.	Hello., Hi.
Igualmente.	Likewise, same here.
Mucho gusto.	Nice to meet you.

Las personas	People
el/la amigo/a	friend
yo, tú	I, you (<i>fam. sing.</i>)
Palabras semejantes: el/la estudiante, el/la profesor(a)	

The chapter **Vocabulario** includes thematic and comprehension vocabulary that will help you understand and converse with native speakers. **Palabras semejantes** are cognates, words that have the same meaning, and often the same spelling, as their counterparts in English. Spanish and English share a great many cognates, and this will make learning Spanish easier for you.

Vocabulario, Note: Keep in mind that not every word that you use as you teach with activities from the *Comunicate* section will be in the end-of-chapter *Vocabulario*. Point out to students that *Palabras semejantes* are cognates and define that word for them by illustrating with examples from this *Vocabulario*: *el/la estudiante, atlético/a, la universidad*. Let students know that Spanish and English share many cognates, and that this will make learning Spanish easier.

Los mandatos (ustedes)	Commands (<i>pol. pl.</i>)
Abran	Open
Cierren	Close
Corran	Run
Cuenten	Count
Escriban	Write
Escuchen	Listen
Lean	Read
Levanten la mano	Raise your hands
Miren hacia arriba	Look up
Pónganse de pie	Stand up
Saquen	Take out
Siéntense	Sit down

La ropa	Clothing
¿Qué ropa lleva?	What is he/she wearing?
¿Qué ropa llevas tú?	What are you (<i>fam. sing.</i>) wearing?
Llevo...	I'm wearing (a/an) . . .
Lleva	He/She is wearing (a/an) . . .
abrigo	overcoat
botas	boots
bufanda	scarf
camisa	shirt
camiseta	T-shirt
chaqueta	jacket
falda	skirt
gorro	cap
pantalón (<i>m.</i>) / pantalones	pants
pantalones cortos	shorts
sandalias	sandals
sudadera	sweatshirt
vaqueros	jeans
vestido	dress
zapatos (de tenis)	(tennis) shoes

Los colores	Colors
amarillo/a	yellow
anaranjado/a	orange
azul	blue
blanco/a	white
color café (claro/oscuro)	(light/dark) brown
gris	gray
morado/a	purple
negro/a	black
rojo/a	red
rosado/a	pink
verde	green

Los números del 0 al 30	Numbers from 0 to 30
¡A contar!	Let's count!
cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta	

Las cosas	Things
el bolígrafo	pen
la clase de español	Spanish class
el cuaderno	notebook
el libro	book
el nombre	name
Palabra semejante: la conversación, la universidad	

Los verbos	Verbs
habla	he/she talks
hay	there is, there are
soy	I am

Palabras y expresiones útiles	Useful Words and Expressions
a	to
ahora	now
con	with
de	of, from; by
de... al	from... to
el, los, la, las	the
en	in, on
este, esta	this
más	more
mi(s)	my (<i>sing., pl. possessive pronouns</i>)
no	no; not
para	for
sí	yes
tu(s)	your (<i>fam. sing., pl. possessive pronouns</i>)
un (una) / unos (unas)	a, an / some
y	and

Palabras y expresiones del libro de texto	Words and Expressions from the Textbook
¡Bienvenido/a(s)!	Welcome!
la actividad	activity
el español	Spanish
la página	page
Mandatos (tú)	Commands (<i>fam. sing.</i>)
Escribe	Write
Escucha	Listen
Lee	Read
Mira	Look
Muévete	Move
Palabra semejante: el modelo	

Design elements: (Communication, Connections, Comparisons, Cultures and Communities icons): McGraw Hill Education; (Mundopedia Globe Icon): Kundra/Shutterstock; (Audio icon): Orchid24/Shutterstock; (Cuida tu mundo image): Ekaterina Simonova/Shutterstock; (Sun icon): McGraw Hill Education; (Magazine background): McGraw Hill Education

1 ¡A conversar!



The **Historical Mural** (by Salvador Barajas, Guillermo Aranda, Guillermo Rosete, Armando Nunez, and Victor Ochoa) at Chicano Park in San Diego, California

Photo: Joseph s giacalone/Alamy Stock
Photo; Artwork: ©Sal Barajas

Upon successful completion of **Capítulo 1**, you will be able to: ask people their names both politely and informally; spell in Spanish; greet and say goodbye to people; converse about your immediate family; describe people's clothes, their physical appearance, and their personality; say and use the numbers 30–299 to express quantity and prices; and introduce yourself and others. Additionally, you will have learned about some interesting places and people from Spanish-speaking areas of the U.S.

Comunicate

Los saludos y las presentaciones

Hablando de los

hispanos

Los nombres y los apellidos de los hispanos

Las descripciones

La familia y los amigos

¿Cuánto cuesta?

Exprésate

Esríbelo tú ¿Cómo eres?

Cuéntanos Mi mejor amigo/a

Pre-Text Oral Activities

The language classroom can be an ideal place to promote inclusivity, and the *Tu mundo* materials are designed to provide an environment where language and cultural diversity can be cultivated. The classroom should be a respectful discourse community. See the Instructor's Resource Kit (IRK) for supplemental activities. You will also find helpful information for teaching with these activities in the Instructor's Manual. You will find helpful information for teaching with these Pre-Text activities in the IM. Remember to review the vocabulary presented in *¡Bienvenidos!* before and as you work through *Capítulo 1*.

Cultura

Mundopedia La comunidad
latinx: Los inmigrantes
del mundo hispano

Conexión cultural La presencia vital de los hispanos

Novela gráfica, Episodio 1

Videoteca

Amigos sin Fronteras, Episodio 1 Los nuevos amigos

Mi país Estados Unidos

Los actores hablan

Gramática

1.1 Subject Pronouns and the Verb **ser**

1.2 Gender and Number of Nouns

1.3 Using Adjectives and Nouns Together: Agreement and Placement

1.4 Negation

1. **Los saludos y las presentaciones.** (See IM for suggestion on how to give student-centered input in Stage 1.) Continue to learn students' names and provide comprehensible input. Phrase all questions and comments so that students are required to produce only the name of another student. Write key nouns and adjectives on the board. Introduce/Review the following words for people: *profesor(a), estudiante, hombre/mujer*; for clothing: *camisa, camisa, falda, zapatos*; and for colors: *rojo, rosado, blanco, gris, amarillo*, etc. Include words and expressions such as: *¿Quién es...?; ¿Cómo se llama el/la*

Note, Chapter opener photo:

This mural represents the Chicano community's frustration over lack of inclusion since the founding of the city in 1910. The mural was originally painted in March 1973 and restored in 2012 by five of the original muralists.

14 catorce



ESTADOS UNIDOS

estudiante que lleva...?; sí/no, ¿verdad?; este/a; and estos/as in your input. Review the phrases for greetings and farewells introduced in ¡Bienvenidos! Use them naturally whenever you have a chance. Write on the board words and phrases for introducing yourself and others: Te presento a un(a) amigo/a, Mucho gusto, Igualmente, Encantado/a. Write a short dialogue on the board and have students walk around the classroom greeting classmates and introducing themselves: Hola, me llamo... Suggest that with introductions, they shake hands as they say Mucho gusto or Encantado/a.

2. **El abecedario.** Use the chart in the *Comunicate* section to introduce the Spanish alphabet. Then have students practice it round-robin style in small groups. Introduce the word *apellido* and practice spelling last names of famous people as well as yours and those of your students. Have students write out the words you spell for them.



3. **Las descripciones.** Continue associating students' names with their clothing, as you did in the previous chapter. Introduce words like *tiene el pelo largo/corto/lacio rizado/ondulado/ rubio/ negro/ castaño* to include physical appearance. Expand by using images. Include the nouns *hombre(s), mujer(es), chico/a, muchacho/a, niño/a, profesor(a)*, and the adjectives *joven, viejo/a, delgado/a, gordo/a, guapo/a, feo/a, alto/a, bajo/a, de estatura mediana, grande, and pequeño/a*.

4. **La familia y los amigos.** Use the display to introduce and practice *la madre, el padre, el hijo, la hija, el hermano, la hermana*. You can also use family photos or a PP with images of other people to practice descriptions. Describe one of the members of Eloy's family and have the class give you the person's name.

5. **¿Cuánto cuesta? (los números).** Review the numbers 0–29 by counting total students, blond students, dresses, students with brown hair, etc. Review and use the word *hay* in sentences such as *Hay siete muchachas de pelo castaño en la clase*. Review *sí/no, ¿Verdad?*, then have students react to questions using *hay* with numbers: *¿Hay quince hombres en esta clase? (no) Hay trece, ¿verdad? (sí)* Write numbers on the board, as with other key words, or prepare large number flash cards and place them in a visible location. Use chart in *¿Cuánto cuesta?* section to introduce the numbers from 30–100. Use your PF or a PP with inexpensive clothing to practice these numbers. Introduce the numbers 101–299 by showing images of different fancy clothes and other items such as an iPhone and a watch, and putting the price on the board, then saying *Este abrigo cuesta ___ dólares con ___ centavos. Esta falda cuesta ___ dólares con ___ centavos. Este teléfono cuesta... ¿Cuesta mucho o tiene buen precio?*



la bandera de Estados Unidos
ciudad capital: Washington, D. C.
moneda nacional el dólar



Conócenos^o



Eloy Ramírez Ovando

Get to Know Us

Eloy Ramírez Ovando es mexicanoamericano, de Los Ángeles. Tiene veintiún años y es estudiante de biología en la Universidad de California, Berkeley. Sus actividades favoritas son leer blogs, ver partidos de fútbol e ir al cine.

Eloy Ramírez Ovando is Mexican-American, from Los Angeles. He's 21 years old and is a biology student at the University of California, Berkeley. His favorite activities are reading blogs, watching soccer matches, and going to the movies.*

*Starting with **Capítulo 2**, descriptions of **Amigos sin Fronteras** characters will not be accompanied by an English translation.
Susy



Comunícate

Expand on the descriptions, give further examples, and ask students questions, making sure to keep your input comprehensible. Write unfamiliar vocabulary on the board. Be sure to verify class comprehension of all vocabulary in the presentation and in the activities as you proceed through the chapter.

- Write two- to three-line dialogues on the board for your students to present/review greetings. Keep dialogues simple. Before letting students work in pairs, go over the dialogues to model pronunciation, then have students walk around practicing these greetings with each other.

Los saludos y las presentaciones

Lee Gramática 1.1

Hola, ¿cómo estás?



Eloy y Susan son compañeros de clase (*classmates*).



Martha Brizuela y Ricardo González son profesores de la universidad.

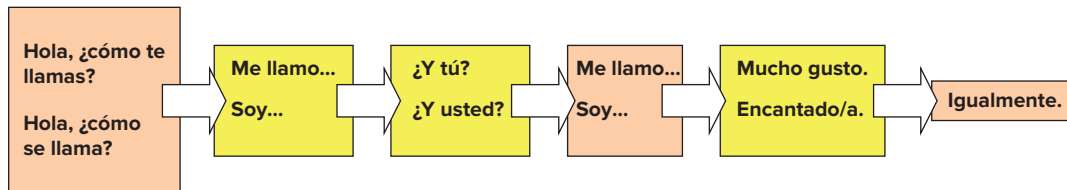


- Have students look at the drawings in the text and introduce *¿Cuál es su nombre?* as a synonym of *¿Cómo se llama?* Use photos of famous people from your personal PF or from a PP that you have created. Ask for names, using all four structures: *¿Quién es?*; *¿Cómo se llama?*; *¿Cuál es su nombre?*; *¿Cuál es el nombre de... ?* (este hombre/niño/chico/muchacho; esta mujer/niña/chica/muchacha); *¿Cuál es el apellido de... ?*
- Write the appropriate pattern on the board with blanks for names and have students practice asking each other's names in a whole-class autograph activity: *¿Cómo te llamas? Me llamo ____ / Soy ____*. All students circulate with pen and paper. Each student asks five classmates their names and has them sign their paper (*Firma, por favor*). Follow up by asking: *¿Cómo se llaman los estudiantes de su lista?* Include comments on what students say. (See IM, expanding student responses.)

- Point out that the two students in the Vocabulary Presentation use the familiar form (*¿Cómo te llamas?*), whereas the two professors use the polite form (*¿Cómo se llama?*).
- Use the tables in this Vocabulary Presentation to create little dialogues. Read each line aloud with appropriate intonation while students follow along in their books. Act out any new words or phrases they cannot understand from the context. Then pair students and assign roles.
- Point out that each color represents a speaker. For example (E1: orange, E2: yellow): E1: *Hola, ¿qué tal?* / E2: *Muy bien, gracias.* / E1: *Adiós.* / E2: *Chao.* The "read, look up, and say" technique can be helpful. Circulate from pair to pair, helping with only the most salient pronunciation problems. Finally, have volunteers perform the dialogue from their seats.

Los saludos y las presentaciones, Notes:

- Vocabulary Presentation**
- Many of the words in this presentation and subsequent activities will be new to students. Verify class comprehension of all vocabulary in the presentation and in the activities as you proceed through these materials.
- Not every word that you use nor every word in the communicative activities will be listed in the end-of-chapter *Vocabulario*.
- These dialogues are routines and patterns memorized as "chunks" (fixed phrases). See IM section on dialogues in using the Communication Activities.



Gramática ¿Cómo te llamas? and ¿Cómo se llama?

This box appears throughout the text to help you with grammar structures and some aspects of the Spanish language.

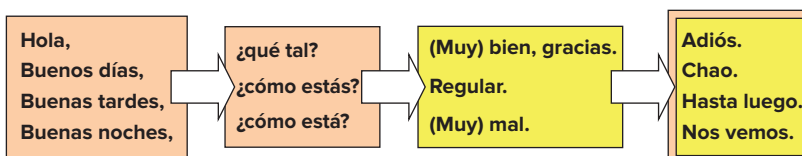
¿Cómo te llamas?	What is your name? (<i>familiar setting</i>)
Me llamo...	My name is . . .
¿Cómo se llama?	What is his/her name?
Se llama...	What is your name? (<i>polite setting</i>)
	His/her name is . . .
	Your name is . . . (<i>polite setting</i>)

Gramática, Note: There is a dedicated grammar section at the end of each chapter, right before the *Vocabulario*.

The goal of the **Gramática** feature is to help you with the meaning of key grammatical structures. Some are presented as lexical items, and others provide a succinct grammatical explanation that will help you do the communicative activities.

Los saludos y las presentaciones, Suggestions:

- Listening opportunities for students: Read the Vocabulary Presentation captions while students follow along silently.





Cultura Los saludos^a

Para los hispanos, los saludos son muy importantes. En situaciones informales, es normal dar un abrazo^b y un beso,^c pero en España y Paraguay ¡son dos besos! En situaciones formales se da la mano,^d como^e en Estados Unidos. También es importante preguntar^f cómo está la familia.

^aGreetings ^bhug ^ckiss ^dhand ^elike ^fto ask



The goal of the **Cultura** feature found throughout *Tu mundo* is twofold: to help you get acquainted with cultural products, practices, and perspectives across the Spanish-speaking world, as well as provide you with the tools to compare the cultures of the Spanish-speaking world with your own and find similarities and differences between the two.

Cultura, Suggestions

- Direct students to the **Cultura** feature and point out its use in *Tu mundo*.

Actividad 1 ¿Cómo se llama?

Completa los diálogos.

Vocabulario

el apellido / los apellidos	last name(s)
¿Cuál(es)... ?	Which/What . . . ?
Es... / Son...	It is . . . / They are . . .
su(s)	his, her, their

- Review the cultural content of the box.
- Point out that Hispanics, like the rest of the world, have had to change their habits of greeting people. Teach them the different words for a face mask in Spanish: *maskarilla*, *tapabocas*, *cuprebocas* and, in Argentina, *barbijo*.

Act. 1, Note: Diálogo,
Whole class; pair

Act. 1, Suggestions:

- Use your students and/or images of celebrities, members of *Amigos sin Fronteras* (ASF), and introduce people to the class. Example: Point to an image as you say and write on the board: *Este hombre se llama Eloy y sus apellidos son Ramírez Ovando*. Then, ask: *¿Cómo se llama este hombre (profesor, señor, niño) / esta mujer (profesora, señora, señorita, niña)?*
- Point out to students that *¿Cuál es su/tu nombre?* is another way of asking for someone's name. Also write *Mi/Su nombre es...* on the board.
- Introduce the structures *el amigo / la amiga de*, *el compañero / la compañera de*. Ask: *¿Quién es (¿Cómo se llama) el amigo (compañero) / la amiga (compañera) de*? Have students answer with the name only or with the pattern *Se llama*.
- You can use the second dialogue twice. The first time, you can ask *¿Cómo se llama la compañera de Jerry?* The second time, ask *¿Cómo se llama el compañero de Destiny?*



El profesor Franklin Sotomayor Sosa en su clase de español.



Jerry Black conversa con Destiny Wallace.

- | | |
|-----------------------------------|---|
| E1: ¿Cómo se llama el profesor? | E1: ¿Cómo se llama el/la compañero/a de ____? |
| E2: Se llama ____. | E2: Se llama ____. |
| E1: Y, ¿cuáles son sus apellidos? | E1: Y, ¿cuál es su apellido? |
| E2: Son ____. | E2: Es ____. |

Gramática, Note:
The grammar information included in the **Gramática** boxes will not appear in the **Gramática** section at the end of the chapter.



Gramática Using su and sus

Su and **sus** can mean *his/her* as well as *their*. They also mean *your* (pol.). **Su** is used with singular nouns, whereas **sus** is used with plural nouns.

su apellido	<i>your (pol.), his/her/their last name</i>
sus apellidos	<i>your (pol.), his/her/their last names</i>

Cultura Addressing Each Other ¿Tú o usted?

Simple rule of thumb: if people address each other using their first names, they use **tú**. If they say **profesor(a)**, **doctor(a)**, **señor(a)**, **señorita** (sometimes they add a last name), they use **usted**.

Act. 2, Note: Diálogos,
Whole class; pair

Act. 2, Suggestions:

- Use Vocabulary Presentation and activity dialogues to introduce/ review vocabulary for introductions, greeting and leave-taking. Treat them as routines and patterns to be memorized as fixed phrases. (See the IM section on dialogues in Using the Communication Activities.)
- Before pairing students to do this activity, read each line aloud with appropriate intonation while students follow along in their books. Act out any new words or phrases they cannot understand from context.

Actividad 2 Los saludos y las despedidas

A. Saluda a (Greet) un compañero / una compañera.

E1: Buenas tardes, _____. ¿Qué tal?

E2: Bien, bien, gracias. ¿Y tú?

E1: _____. Gusto de verte.

B. Saluda a un profesor / una profesora.

ESTUDIANTE: Buenos días, profesor(a).
¿_____ está _____?

PROFESOR(A): _____. ¿Y usted?

ESTUDIANTE: _____, gracias.

PROFESOR(A): Hasta luego.

ESTUDIANTE: _____, profesor(a).

Vocabulario

adiós	goodbye
¿Cómo está usted?	How are you?
Gusto de verte.	Nice to see you.
hasta luego	see you later
nos vemos	see you later
¿Qué tal?	How are you?

¿Recuerdas?° Do you remember?

Use **tú** to speak with a classmate, but use **usted** to speak with a professor.

Lengua Gracias y De nada

Las expresiones **Gracias** (Thank you) y **De nada** (You're welcome) son muy comunes en español. ¡Úsalas!

Lengua, Point out: Encourage students to use *gracias* and *de nada* as they practice.

Act. 3, Part A, Notes:
Hablemos todos, Whole class

Act. 3, Part A,

Suggestion: Go over the Spanish alphabet, pronouncing every letter. Then ask questions of the whole class about their classmates' names and last names as well as those of famous people, the president, the governor, etc. Students normally understand the questions easily. When answering, they only need to spell the words, or use the pattern *Se escribe (así)...* Write on the board: *Los apellidos de Rodrigo son Yassín Lara* (Yassín con dos eses y acento sobre la i).

Act. 3, Part A, Point out: Explain that Spanish does not use the apostrophe to indicate possession/ ownership. Refer students to *Gramática 3.1* for more information.

Act. 3, Part B, Note:

Diálogos, Whole class; pair

Act. 3, Part B, Suggestions:

- Use this activity for students to get to know each other's names as well as practice the alphabet. Model the activity with a volunteer first, then have students work in pairs.
- Write the following words on the board: *tilde/ acento* = accent mark, *arroba* = @, *at sign*, *punto* = dot. To express "com" say *punto com*.

Act. 3, Part B, Follow-up: Have a few volunteers present their dialogues to the class.

Actividad 3 El abecedario en español

El abecedario en español

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

A. Di cómo se escriben los nombres de los estudiantes del club.

MODELO: ¿Cómo se escribe Xiomara?

Se escribe así: *equis, i latina, o, eme, a, ere, a.*

- ¿Cómo se escribe *Eloy*?
- ¿Cómo se escribe *Ángela*?
- ¿*Arapí* se escribe con hache o sin hache?
- ¿*Ovando* se escribe con be grande o ve chica?
- ¿Cómo se escribe el apellido de Claudia (Cuéllar)?
¿Con ce o con cu? ¿Con i griega o con doble ele (elle)?

B. Conversa (Habla [*Speak, Talk*]) con un compañero / una compañera.

MODELO: **E1:** Hola, ¿cómo te llamas?

E2: Me llamo _____.

E1: ¿Cómo se escribe tu nombre?

E2: Se escribe _____.

E1: ¿Y cómo se escribe tu apellido?

E2: Es muy fácil/difícil. Se escribe _____.

E1: ¿Cuál es tu email?

E2: Es _____.

The goal of the **Lengua** feature, found throughout *Tu mundo*, is twofold: to help you get acquainted with specific linguistic uses across the Spanish-speaking world and to provide you with the tools to find similarities and differences between Spanish and your own language.

Gramática The Difference Between tú and tu

Note that **tú** with an accent mark over the **u** means *you*, but **tu** without an accent means *your*.

tú *you* tu *your*

Vocabulario

¿Cómo se escribe... ?	How do you spell . . . ? / How is . . . spelled?
Se escribe así...	It is spelled . . .
con	with
sin	without
tilde/acento	accent mark

Act. 4, Part A, Note: *Diálogo*,
Whole class; small group

Actividad 4 Las presentaciones

Act. 4, Part A, Suggestions:

- Use illustrations and dialogues in Vocabulary Presentation to review/introduce new vocabulary. Present other variations for greetings and leave-takings and introductions by writing them on the board. Treat them as routines and patterns to be memorized as fixed phrases.
- Read each line aloud with appropriate intonation while students follow along in their books. Act out any new words or phrases they can't understand from context.
- Have students read the diagram for introductions and the speech bubbles before dividing them into groups of 3 or 4 to introduce one student to another, using the *modelo* as a guide.

Act. 4, Part B, Suggestion:

Before continuing, introduce two students to each other or have another student do the introduction: *John, te presento a Lena*. Have them say *Mucho gusto* and *Igualmente*.

Act. 4, Part B, Follow-up:

Have volunteers present from this activity to the class.

Hablando de..., Notes:

- Hablando de...* is a short reading that expands upon one of the chapter sections. This segment integrates content about various countries in the Hispanic world, presenting a wide range of cultural topics, which include language and poetry.
- Reading is an excellent source of comprehensible input, and important to begin right away. Our goal is that they feel they can read and

A. Completa las presentaciones.

MODELO:



CLAUDIA: Eloy, te ____ a una nueva socia del club. Se llama Ana Sofía.

ELOY: Mucho ____, ____.

ANA SOFÍA: ____.

ANA SOFÍA: Franklin, ____ a mi amiga Claudia.

FRANKLIN: Mucho ____, Claudia.

CLAUDIA: ____.

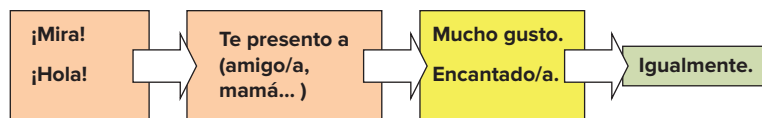
B. Ahora presenta tú a (introduce) tus compañeros/as.

MODELO:

E1: ____, te presento a un amigo nuevo / una amiga nueva, ____.

E2: Mucho gusto, ____.

E3: Encantado/a (Igualmente), ____.



understand Spanish from the very beginning. The key is teaching strategies such as paying attention to the title and the context, not looking up every word, and not expecting to know every single word. This first *Hablando de...* reading consists mostly of key words studied in the chapter and some cognates. Recognizing and relying on cognates helps people learn a second language and accelerate their comprehension rate. (Continued on p. 20)



Hablando de los hispanos°

LOS NOMBRES Y LOS APELLIDOS DE LOS HISPANOS

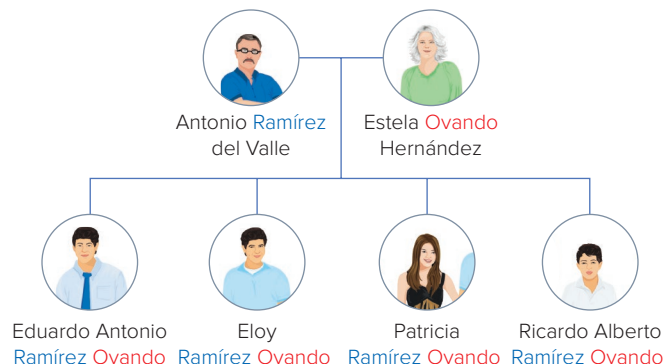
En Estados Unidos muchas personas tienen dos nombres, pero usan uno solamente. Muchos hispanos tienen dos nombres: María Cristina, Ana Sofía, Juan Fernando, Carlos Antonio, Miguel Ángel. Algunos usan los dos, otros solamente^a uno.

Los hispanos tienen dos apellidos, el de^b su padre y el de su madre. Por ejemplo, los padres de Eloy son Antonio Ramírez del Valle y Estela Ovando Hernández. El nombre completo de Eloy es Eloy Ramírez Ovando. Ramírez es el apellido de su padre; Ovando es el de su madre. Si la persona usa uno o dos nombres, no es importante, pero en los documentos legales, es necesario usar los dos apellidos.

Muchos hispanos que viven^c en Estados Unidos con frecuencia tienen nombres en inglés (Brandon, Jonathan, Michelle, Stephanie). Pero casi todos usan solamente un apellido, como las personas de este país.

^aonly ^bbel... the one belonging to ^clive

°Hablando... Speaking of Hispanics



(Continued from p. 19)

Hablando de..., Suggestions:

- Before you assign the reading or read it in class, go over any words you consider new vocabulary (*solamente, el de, viven, etc.*), point out the cognates, and help students realize that the reading uses many words that they have learned in this chapter. Have them find the cognates (*completo, persona, importante, documentos, legales, necesario*). Help them see the ones they do not mention.
- Point out that despite a few false cognates, if a Spanish word looks like an English word, there is a good chance that they have the same meaning. Help your students by teaching them a few basics about cognates. **1.** Spanish words spelled exactly like their English counterparts (*animal, doctor, formal, horrible, idea, popular, real*). **2.** Words with minor differences (religion/religión, television/televisión, sofa/sofá, art/arte, dentist/dentista, novel/novela, important/importante, elephant/elefante, photograph/fotografía, telephone/teléfono, automobile/automóvil, appearance/apariencia). **3.** Most -mente adverbs in Spanish have a root that is similar to the English counterpart (generally/generalmente, especially/especialmente).
- Encourage students to use context to guess the meaning of words that are not cognates.
- Present other reading strategies that you think will help your students succeed.
- Students may enjoy seeing famous people's full names: *Penélope Cruz Sánchez, Javier Ángel Encinas Bardem, Salma Hayek Jiménez, José Antonio Domínguez Banderas*. Have students work out the complete names of Leo and Luna, the children of Penélope Cruz and Javier Bardem (Leo / Luna Encinas Cruz).

Las descripciones

Lee Gramática 1.2, 1.3, 1.4

¿Cómo eres tú?

Las descripciones, Suggestions:

- *Listening opportunities for students:* Use the Vocabulary Presentation art to read the captions while students follow along silently. Expand on the descriptions, give further examples, and ask students questions, making sure to keep your input comprehensible.
- This Vocabulary Presentation does not include adjectives that describe personality since students do not know the characters yet. However, note that adjectives to describe personality are presented in a chart in *Actividad 7* in this section. If you introduce unfamiliar descriptive adjectives that are not cognates, use pantomime, simple drawings on the board, or your personal PF or PP presentation for describing famous people.

alto, delgado, moreno

atlético, fuerte



Roberto, un chico, un muchacho

Soy delgada, tengo el pelo rubio y llevo una camisa azul. ¿Cómo eres tú?



Chris Ryan/age fotostock

alto, guapo, el pelo ondulado



el señor López, un hombre

Soy de estatura mediana y tengo el pelo castaño, no muy largo.



Ariel Skelley/Blend Images

rubio
el pelo corto, lacio



Raulito, un niño

bonita
el pelo rizado



Tania, una niña

- Use your personal PF or a PP to show photos of people of various heights, sizes, and ages. Make affirmative and negative statements about the people in the images. For example, refer to an image of a girl with long hair and say: *Es bonita. No es fea. Es una muchacha (chica) bonita. Tiene el pelo largo; no tiene el pelo corto.*
- Ask sí/no and either/or questions about the illustrations in the book using adjectives: *¿Cómo se llama el niño? ¿Es gordo el señor López? ¿Cómo se llama la chica de falda negra? ¿Tiene el pelo rubio o castaño? ¿Es pequeña Tania? ¿Tiene el pelo rizado o lacio? ¿Tiene barba el señor Rosales?*
- See corresponding IRK section related to this vocabulary for additional activities.

bajo, gordo, elegante, el pelo canoso

el bigote

la barba

el traje



el señor Rosales, un hombre

de estatura mediana, vieja

los lentes



la señora Mendoza, una mujer

joven, alta

el pelo castaño, largo, lacio



Ximena, una chica / una muchacha

feo/fea



un niño / una niña

Vocabulario

tiene*
he/she
has
lleva
is wearing

Act. 5, Follow-up: When correcting this activity, follow-up with questions about your students. For example: *¿Quién es una chica baja y delgada que tiene el pelo corto y castaño? Emma, muy bien. ¿Quién en la clase también tiene el pelo corto y castaño? Olivia, muy bien. Introduce the question ¿Cómo es...? to elicit more practice: Y, ¿cómo es el pelo de Olivia: rizado, ondulado, lacio...?*

Act. 5, Expansion: Give students a list of famous people (for example, Albert Einstein, Barack Obama, Pitbull, Bradley Cooper, Penélope Cruz, Kamala Harris, Vladimir Putin, Kevin Hart, Che Guevara, Beethoven, Shakespeare ...) and have them write a single descriptive word (adjective) that comes to mind when they think of one of those people. Share volunteers' responses on the board, if possible. Introduce the expression *¿Cómo se dice _____ en español (inglés)?*

Actividad 5 ¿Qué persona es?

Lee (Read) las descripciones y di (say) cómo se llama la persona.

Act. 5, Note: A completar; Whole class; pair; individual

Act. 5, Suggestion: The articles *un* and *una* appear here for the first time. Explain that they are the equivalent of *a/an* in English.



Sebastián



Xiomara



Lucía



el profesor de arte



Nayeli



el señor Rosales

1. Es bajo y gordo. Tiene barba y bigote. el señor Rosales
2. Es una chica baja y delgada. Tiene el pelo corto y castaño. Lleva una camiseta verde. Lucía
3. Es un hombre fuerte. Tiene el pelo largo y castaño. el profesor de arte
4. Es una chica de estatura mediana. Tiene el pelo largo y castaño. Lleva lentes. Xiomara
5. Es un chico moreno, guapo y atlético. Tiene el pelo corto. Lleva pantalones vaqueros. Sebastián
6. Es una chica baja y delgada. Tiene el pelo largo y ondulado. Lleva un vestido morado bonito. Nayeli

Act. 6, Note: Descripción; Whole class



Actividad 6 ¿Cómo se llama la persona?

Escucha a tu profesor(a) y di a quién describe.

Act. 6, Suggestions:

- Before beginning activity, ask some *sí/no* questions about the people depicted here: *¿Es alto Eloy? (Sí. Correcto, Eloy es alto, no es bajo); ¿Es delgada Ángela?; ¿Es bajo Omar?; ¿Lleva pantalones Camila?; ¿De qué color es el vestido de Ángela?*
- Read each description slowly. Have students guess the name of the person you described. 1. *Es una chica, tiene el pelo rubio y lleva una camisa anaranjada. (Camila)* 2. *Es un chico alto. Tiene el pelo corto y castaño. Lleva pantalones cortos, verdes. (Eloy)* 3. *Es un hombre moreno, alto y delgado. No tiene pelo. Lleva una corbata roja. (Omar)* 4. *Es una mujer delgada y atlética. Tiene el pelo lacio y castaño. Lleva una camiseta negra.*



Eloy



Ángela



Marcela y Omar



Antonella y Camila

- (Marcela) 5. *Es una niña delgada y baja. Tiene el pelo castaño claro y no muy largo. Lleva una falda bonita y unos zapatos blancos. (Antonella)* 6. *Es una mujer de estatura mediana. No es delgada. Tiene el pelo corto y ondulado. Lleva un vestido rojo bonito. (Ángela)*
- Have volunteers describe each person in the drawing. Accept one or more sentences/phrases.

*You will learn more about the verb **tener** in **Gramática 2.2** and **3.1**.

Act. 7, Part A,
Note: **Reacciones**,
Whole class; pair

Act. 7, Part A,
Suggestions:

- Before assigning the activity, use the box to introduce a good number of adjectives to describe personality. Ask questions about celebrities and then about the students. Examples: *¿Cómo es Ellen DeGeneres? Es cómica, ¿verdad? ¿Hay alguien en la clase que también es cómica? ¿Y quién en la clase es muy serio?*
- This activity allows students to use descriptive adjectives and negative constructions. Introduce the new words *todos/as* and *algunos/as* by pantomiming and pointing to all or some of the students in the class.
- Remind students that there are many cognates in this activity. Warm up by creating some of your own generalizations and stereotypes. React to these by asking the class: *¿Es verdad? No, no es verdad. o Sí, es verdad.* Then have students react to your statements. Keep the mood light; these statements should not be taken seriously.

Actividad 7 La personalidad y las descripciones

A. Completa las siguientes oraciones con una o dos palabras de la lista.

Palabras para describir la personalidad			
agresivo/a	difícil	impulsivo/a	sincero/a
antipático/a (<i>unpleasant, unfriendly</i>)	egocéntrico/a	inteligente	tacaño/a (<i>stingy</i>)
	entusiasta	materialista	temperamental
cómico/a	estudioso/a	perezoso/a (<i>lazy</i>)	tímido/a (<i>shy</i>)
conservador(a)	filosófico/a	práctico/a	tonto/a
considerado/a	generoso/a	serio/a	trabajador(a) (<i>hardworking</i>)
creativo/a	idealista	simpático/a (<i>pleasant, nice</i>)	

- Algunos hombres son ____.
- Los famosos son ____.
- Todos mis compañeros de clase son ____.
- Todos los perros ____.
- Los niños pequeños son ____.
- Las personas viejas son ____.
- Los políticos son ____.
- Los jóvenes son ____.
- Muchos profesores son ____.
- Algunas mujeres son ____.

B. Ahora, di cómo eres tu y cómo es tu mejor amigo/a.

E1: ¿Cómo eres tú?

E2: Soy ____, ____ y ____.

No soy ____ ni ____.

E1: ¿Cómo es tu mejor amigo/a?

E2: Él/Ella es ____, ____ y ____.

No es ____ ni ____.

Vocabulario

todos/as all

Cultura Expressing stingy

Para expresar que una persona es **tacaña** (que no es generosa), los hispanos se tocan el codo con la mano.

En España y México **tacaño** es **codo (duro)**,^a en Chile es **manito de guagua**^b y en Argentina es **amarrete/a**.

^acodo... *stiff, hard elbow* ^bmanito... *baby's hand*



Act. 7, Part B, Notes: **Diálogo**, Whole class; pair

Act. 7, Part B, Suggestion: Before students begin, ask questions to help prepare them for the activity: *¿Es usted perezoso/a? ¿Es estudioso/a?* Have them answer with *Sí, soy... or No, no soy...* Have students write down two or three adjectives that describe them and one or two that do not. *Soy trabajador(a) y práctico/a. No soy mentiroso/a ni temperamental.* Model this interaction by playing both parts before pairing students off. Emphasize the structure *No soy/es... ni...* (Write it on the board).

Act. 7, Part B, Expansion: After some students have worked in pairs, they may do the activity again in groups of four. Then ask the class questions and expand on their answers: *¿Es perezoso Josh? (No.) Correcto, él no es perezoso, es muy trabajador. ¿Son generosas Lisa y Sarah? (Sí.) Muy bien, sí, las dos son generosas, no son tacañas.* This will give the class the opportunity to hear more comprehensible input with descriptive adjectives and negative constructions.

Act. 7, Follow-up: Write some of these adjectives on the board and ask students to match the opposites. For example: *antipático/simpático, perezoso/trabajador, tonto/inteligente, tacaño/generoso.*

The goal of the **Nuestra gente** feature is twofold: to help you get acquainted with cultural products, practices, and perspectives across the Spanish-speaking world as well as to provide you with the tools to compare its cultures with your own and find similarities and differences between the two.

Nuestra gente



¿Quién soy?

Me llamo Xóchitl María. Mis padres son inmigrantes mexicanos. Yo soy chicana, de California. Soy estudiante en la universidad. Hablo inglés y español. Mis comidas favoritas son los tacos, las enchiladas y las hamburguesas. Celebro días importantes de México con mi familia, por ejemplo, el Día de la Independencia, pero también celebro el Día de la Independencia de Estados Unidos con mis amigos.



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Xóchitl María, de California

Act. 8, Note:
Expresión creativa,
Whole class; small group

Suggestions:

- Assign this activity for homework.
- Students are to describe themselves following the model provided (description should include name, clothing, physical appearance and personality). Remind them that the person in the model is a man. Point out that women should make sure they use feminine adjectives (ending in *-a* and not in *-o*.)
- In class, give students a few minutes to polish and practice the description they prepared before forming groups of 3 or 4 students. After working in groups, have volunteers present their description to the class.

Actividad 8 ¿Cómo eres tú?

Mira el modelo y luego (*then*) preséntate a tu grupo. Usa el **Vocabulario**.

Vocabulario

llevo	I am wearing
me llamo	my name is
soy (alto/a, delgado/a, ...)	I am (tall, thin, ...)
soy (trabajador[a], estudioso/a, ...)	I am (hard-working, studious)

MODELO: Buenos días. Me llamo Rodrigo Yassín Lara. Hoy llevo una camisa blanca, vaqueros y zapatos de tenis negros. No soy ni alto ni bajo; soy de estatura mediana y gordito (un poco gordo). Tengo el pelo negro. Soy serio, estudioso y trabajador. No soy ni tonto ni perezoso.

Ahora tú. Buenos días (Buenas tardes/noches, Hola). Me llamo...