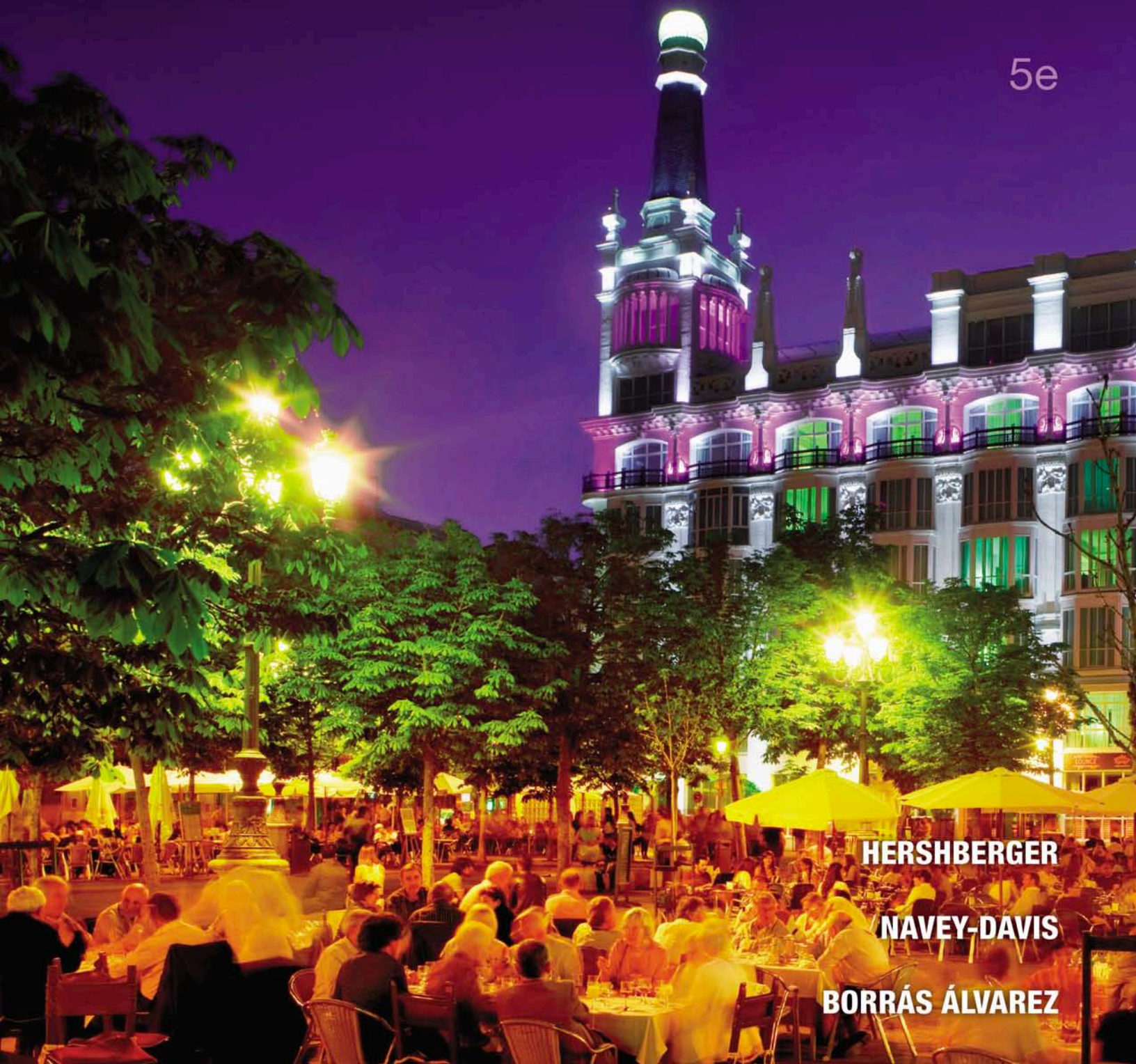


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LUGAR DE ENCUENTROS

5e



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PRELIMINAR ¡Mucho gusto!



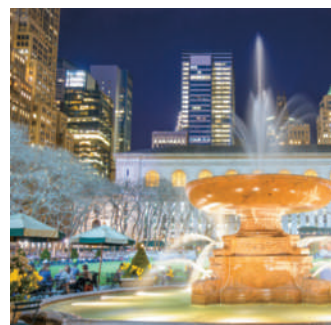
Communicative goals

- Greet others, introduce yourself, and say goodbye
- Exchange personal information such as names, origins, and addresses
- Identify quantities of objects

Vocabulary

- Greeting and meeting people . . . 2
- Numbers 0 to 30 12

1 En una clase de español



- Identify people, places, and things in an educational setting
- Specify colors
- Communicate about everyday activities
- Tell time and indicate days of the week

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2 En una reunión familiar



- Identify and discuss family relationships
- Indicate ownership and possession
- Describe people and things and indicate nationality
- Communicate about daily activities at home or at school
- Express obligation or desire to do something

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- Communicate about leisure activities
- Express likes and dislikes
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- Share information about when and where common activities are done

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- Identify the regions and countries of the Spanish-speaking world
- Compare and contrast customs associated with greeting and meeting new people in the Spanish-speaking world and in the United States

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- Discover connections to history, anthropology, and natural sciences through the study of language and culture

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Cultural competencies

- Discover the wide array of leisure activities pursued in the Spanish-speaking world
- Explore the relationship between work activities and leisure pursuits

4 En la casa



Communicative goals

- Describe features and contents of homes and other residences
- Give instructions to friends and family members
- State locations
- Indicate feelings
- Communicate about actions in progress

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- Home, furniture, and appliances 118
- Household chores 128
- Numbers 100 to 1,000,000. . . 136

5 La salud



- Identify parts of the body and communicate about health conditions
- Describe daily activities
- Express what you and others have just finished doing
- Communicate about characteristics and conditions of people and things

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- Health care, including illnesses, symptoms, and medical treatments 162

6 ¿Quieres comer conmigo esta noche?



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- Make comparisons and express superlatives
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- Communicate about past events and actions

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- Identify articles of clothing and accessories
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- Describe ongoing and habitual actions and feelings in the past

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Cultural competencies

- Compare shopping experiences in various parts of the Spanish-speaking world and in the United States
- Consider relationships between clothing and aspects of geography and culture

8 Fiestas y vacaciones



Communicative goals

- Communicate about holidays, special events, and vacations
- Inquire and provide information about people and events
- Express affirmative and negative ideas
- Communicate about past events and activities

Vocabulary

- Parties and celebrations 254
- The beach and the countryside. 268

9 De viaje por el Caribe



- Communicate about transportation, lodging, and other aspects of travel
- Request and provide information about getting around a city or town
- Give instructions

- Airline travel 288
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10 El ciclo de la vida



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- Express frequency of actions and state how they are done

- The cycle of life 324
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11 El mundo del trabajo



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- Make recommendations and attempt to exert influence on others

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Structures	Cultural information	Skills
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12 El medio ambiente



Communicative goals

- Communicate about urban and rural life
- Express emotional reactions and opinions
- Share information about conservation and exploitation of natural resources
- Express doubt and uncertainty

Vocabulary

- Rural and urban geography 394
- Conservation and exploitation 404

13 El mundo del espectáculo



- Communicate about television programs and cinema
- Distinguish between habitual actions, completed actions, and anticipated actions
- Share information about the arts and artists
- Express unplanned and accidental occurrences

- Television programs and movies 424
- The arts 434

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- Share information about forms of government, politics, political issues, and the media
- Communicate about future events
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- Express hypothetical situations

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Structures	Cultural information	Skills
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TO THE STUDENT

Spanish has become a critical second language of the United States. Although southern and coastal states have seen dramatic increases in Spanish-speaking populations for years, the presence of Latino communities in every large city throughout the nation is now a reality. Spanish radio and television stations are multiplying and playing to huge audiences, and Latino entertainers are soaring to the top of U.S. charts with smash hits. Spanish can be seen on road signs, menus, and product literature. Even in your local supermarket, chances are that some of the products you buy are marketed to Spanish-speaking customers. In the entertainment, leisure, and travel industries, Spanish is more prevalent than ever before. Businesspeople, teachers, civil servants, store clerks, and especially emergency and hospital personnel are scrambling to keep up with an increasingly Spanish-speaking client base. Questions about our national immigration policy and our country's relationship to many other countries are in the headlines.

Just recently, peoples of Hispanic descent have become the largest minority group in the United States and are shaping social and political agendas in a profound way. By 2042, according to the U.S. Census Bureau, current minority groups in the United States will constitute a majority, and the fastest growing minority group will be of Hispanic background. Real-world incentives to learn Spanish are all around you. **Plazas** welcomes you to join a community of Spanish speakers not only in your class, but also in your neighborhood, work environment, or travel destination. **Plazas** is based on the Five Cs—Communication, Communities, Connections, Comparisons, and Culture—to ensure that your interaction with the Spanish-speaking world is dynamic and profound. In **Plazas**, we not only introduce you to a language, but also to the people—through their history, traditions, and culture—who speak the language.

As a testament to the vital importance of Spanish in our world, we are also very pleased to invite you to become familiar with an exciting community of National Geographic Explorers, whose work and livelihood takes place in the Spanish-speaking countries we feature in **Plazas**. These scientists, archaeologists, anthropologists, and photographers, just to name a few of the disciplines represented, are working on some of those most exciting and vital projects of our time. Our hope is that your broad, interdisciplinary interests will resonate with many of the explorations you'll learn about.

Learning Spanish successfully requires determination, good study habits, and patience. You must commit yourself to learning the language every day. Proficiency in a new language is the result of daily study and practice. Everything you learn relies, to a certain extent, on previous material. If you invest time from the beginning, what you learn over time will build naturally upon a solid foundation of understanding and competence.

We wish you the very best in your introduction to Spanish and welcome you to the communities of **Plazas**.

Bob Hershberger
Susan Navey-Davis
Guiomar Borrás Álvarez

Here are the Explorers that are featured in **Plazas** fifth edition, along with their primary areas of specialization and the principal country in which each one works.



K. David Harrison
Lingüista
LOS ESTADOS UNIDOS

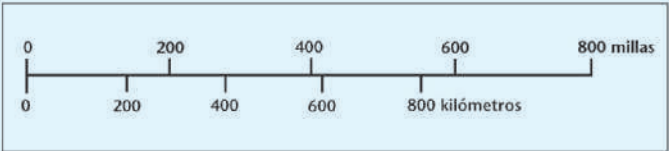
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Guillermo de Anda
Arqueólogo
MÉXICO



Francisco Estrada-Belli
Arqueólogo
GUATEMALA





MAPS & EXPLORERS

Julia Mayo Torne
Arqueóloga
ESPAÑA



Knicole Colón
Astrónoma
ISLAS CANARIAS, ESPAÑA



¡Mucho gusto!

PRELIMINAR

- ▶ Have you visited any Spanish-speaking countries? If so, which one(s)?
- ▶ For your next visit to a Spanish-speaking area, would you like to visit a big city or a small town?
- ▶ Which Spanish-speaking country or city would you visit?

© Martin Child/Getty Images

Plaza Vieja, La Habana, Cuba

COMMUNICATIVE GOALS

In this chapter, you will learn how to . . .

- Greet others, introduce yourself, and say goodbye
- Exchange personal information such as names, origins, and addresses
- Identify quantities of objects

STRUCTURES

- Subject pronouns and the present tense of the verb **ser**
- The verb form **hay**
- Question words
- The alphabet

CULTURAL COMPETENCIES

EL MUNDO HISPANO

- Identify the regions and countries of the Spanish-speaking world
- Compare and contrast customs associated with greeting and meeting new people in the Spanish-speaking world and in the United States



Visit it live on **Google Earth!**

A saludar y a conocer a la gente (Greeting and meeting people)

In this section, you will learn how to greet and say goodbye to people in Spanish in both formal and informal situations. How do you greet your professor? How do you greet your friends?

Saludos *Greetings*

Buenos días. *Good morning.*

Buenas tardes. *Good afternoon.*

Buenas noches. *Good evening / night.*

¡Hola! *Hi! (informal)*

Presentaciones *Introductions*

Me llamo... *My name is...*

(Yo) Soy... *I am...*

Encantada. *Nice to meet you.*
(female response)

Encantado. *Nice to meet you.*
(male response)

Mucho gusto. *Nice to meet you.*
(male/female response)

El gusto es mío. *The pleasure is mine.*
(male/female response)

Despedidas *Farewells*

Adiós. *Goodbye.*

Buenas noches. *Good night.*

Chao. *Bye.*

Hasta luego. *See you later.*

Hasta mañana. *See you tomorrow.*

Hasta pronto. *See you soon.*

Nos vemos. *See you later.*

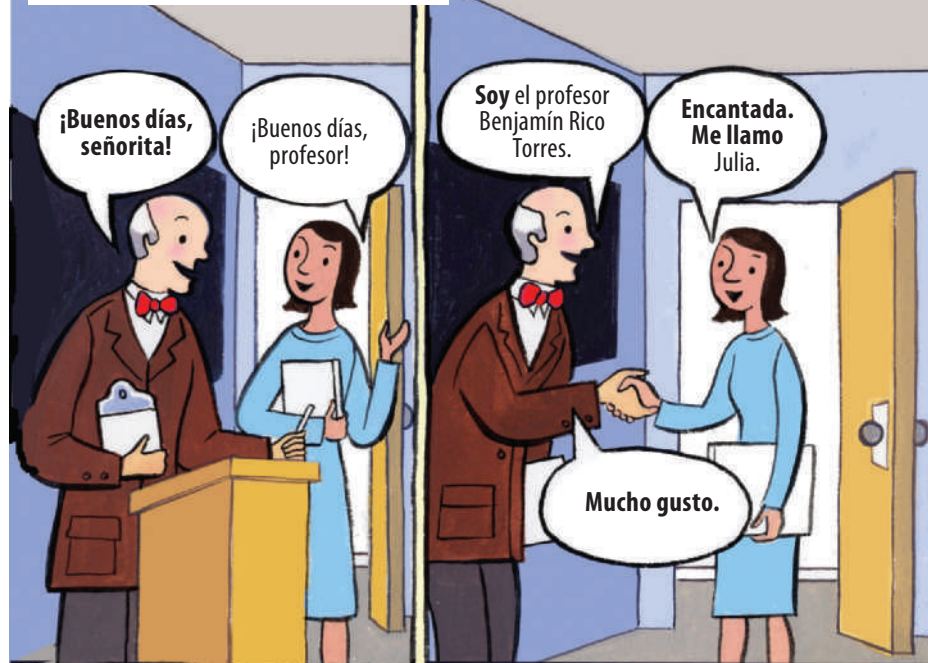
Títulos *Titles*

señor (Sr.) *Mr.*

señora (Sra.) *Mrs., Ms.*

señorita (Srta.) *Miss*

Una situación formal (A formal situation)



Una situación informal (An informal situation)



cultura The form **usted** is abbreviated as **Ud.** and is used in formal situations with people whom you would address on a last-name basis. The abbreviation **Ud.** is pronounced just like **usted**.

NOTA LINGÜÍSTICA

When you ask questions in Spanish the voice rises on the last syllable of the last word in the question. It falls on the last syllable of the last word in a statement. For example:

¿Cómo está usted? Muy bien, gracias.



Preguntas formales Formal questions

¿Cómo está usted? How are you?
 ¿Cómo se llama usted? What is your name?
 ¿De dónde es usted? Where are you from?
 ¿Y usted? And you?

Preguntas informales Informal questions

¿Cómo estás? How are you?
 ¿Cómo te llamas? What is your name?
 ¿De dónde eres? Where are you from?
 ¿Qué hay? What's new?
 ¿Qué tal? What's up?
 ¿Cómo te va? How's it going?
 ¿Y tú? And you?

Respuestas Replies

Bastante bien. Pretty well.
 Bien, gracias. Fine, thanks.
 Más o menos. So-so.
 (Muy) Bien. (Very) Well.
 Me llamo... My name is...
 (Yo) Soy de... I'm from...

NOTA LINGÜÍSTICA

In some countries, such as Chile, Colombia, and Venezuela, people say **chao** (**chau** in Argentina, Bolivia, Peru, and Uruguay) to express *goodbye*, due to the influence of Italian immigrants.

NOTA LINGÜÍSTICA

The expressions **nos vemos**, **hasta luego**, and **chao** are used in informal situations with the expectation that you will see the other person(s) in the near future or the following day. On the other hand, **adiós** is used when you do not expect to see the person again right away.

¡A practicar! (Let's practice!)

P-1 ¿Qué dices? (What do you say?)

Match the situations on the left with appropriate expressions from the list on the right. Remember to distinguish between formal and informal situations.

- | | |
|----------------------------------------------------------------------|--------------------------|
| 1. You're introduced to Sra. Fuertes. _____ | a. ¡Hola! |
| 2. You're asking a child where he/she is from. _____ | b. ¿De dónde eres? |
| 3. You're greeting a stranger on the way to class at 8:00 a.m. _____ | c. Mucho gusto, señora. |
| 4. You're saying goodbye to a friend going on vacation. _____ | d. ¿Cómo está usted? |
| 5. You're asking your mother's friend how she's doing. _____ | e. ¡Buenos días! |
| 6. You're saying hello to a friend. _____ | f. ¡Adiós! |
| 7. You're leaving a party at a friend's house at 2:00 a.m. _____ | g. ¡Chao! |
| 8. You're asking an old man in the park what his name is. _____ | h. ¿Cómo se llama usted? |
| 9. You're walking to an afternoon class and you see your TA. _____ | i. ¡Buenas tardes! |
| | j. ¡Buenas noches! |

P-2 ¡Mucho gusto!

Complete the following brief dialogues with the appropriate expressions.

- ¿_____ eres?
—Soy de Orlando.
- ¿_____ estás?
—Bastante bien.
- ¿_____ usted?
—_____ Rosario Vargas. ¿Y _____ ?
—Me llamo Manuel Ramos.

P-3 Los estudiantes internacionales

Listen to the short messages from three new students who were asked to call to confirm that they will be moving into the international dormitory where you work. For each student, you must write the first name of the student and his/her home country and, when possible, indicate when the call was made. Circle **a.m.** to indicate morning, **p.m.** to indicate afternoon, or **¿?** to indicate that the time cannot be determined.

Nombre de pila (First name)	País (Country)	Hora de la llamada (Time of the call)		
		a.m.	p.m.	¿?
		a.m.	p.m.	¿?
		a.m.	p.m.	¿?



Workbook P-1 – P-3
Lab Manual P-1 – P-3

¡A conversar! (Let's talk!)

P-4 Al revés (The other way around)

Working with a partner, change each informal dialogue in activity P-2 to a formal interaction and change the formal dialogue to an informal interaction. Role-play each new dialogue with a partner.

P-5 Una fiesta

Pretend that you are attending a party given at the beginning of the semester for all students in your Spanish class. You want to speak to as many students in the class as possible.

Part I:

Work with one or two other students to practice the questions and answers that you will use to introduce yourself to all students and find out who they are. Practice asking students their names, how they are doing, and where they are from, and practice answering these questions. Also practice expressing pleasure in meeting each new student.

Part II:

All students move around the classroom, greeting classmates, and asking and answering questions about their names and other information. Speak to as many people as possible and ask as many different questions as you can. Your goal is to speak to each student. Speak only Spanish!

P-6 Conversaciones

Work with a partner to act out the three conversations depicted in the drawings. Use the information below to help you decide if each interaction is formal or informal. Then include appropriate greetings, ask appropriate questions, and give appropriate answers. After practicing with your partner, be prepared to present at least one conversation to the class.

1. José Ramón and Ricardo, two old friends, happen to see one another on the street at 8 p.m. one evening.



2. At 9 a.m. Professor Sánchez greets a new colleague in the university medical center where they work. The new colleague is Dra. (**doctora**) Matos, but Professor Sánchez does not know her name.



3. At 2 p.m. Mrs. Calderón sees a young neighbor whose family has just moved to the area. She does not know his name, but wants to get to know him. Jaime, the young man, politely responds to Mrs. Calderón's questions.

PALABRAS ÚTILES

con permiso *pardon me, excuse me (to ask permission to pass through)*

disculpe *pardon me (to formally ask for someone's forgiveness or to get someone's attention)*

perdón *pardon me, excuse me, sorry (to ask permission to pass through, to ask for someone's forgiveness)*

por favor *please*

PALABRAS ÚTILES are presented to help you enrich your personal vocabulary. The words here will help you interact in Spanish.

TEMA CENTRAL

Saludos y despedidas

CONEXIONES PRINCIPALES

La historia, la antropología, la arqueología, la conservación y la fotografía

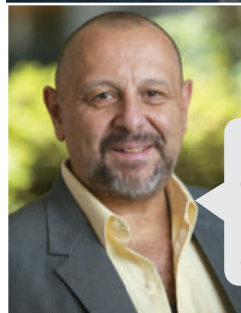
¡A explorar! In this section you will be introduced to four National Geographic explorers. Since 1888, National Geographic has helped us to explore and document our world. Today the society supports a new generation of explorers and their innovative approaches to field-based research, conservation, exploration, and education. These explorers will be with you as your guides as you experience the **Plazas** program. In the following section we will meet a few of these explorers, whose work we will learn more about in later chapters.

Palabras en contexto The following words will help you better understand the explorers. Pair each word with its equivalent in English. All of these words are similar in Spanish and English.

- | | |
|---------------|------------------|
| 1. arqueólogo | a. biologist |
| 2. profesión | b. profession |
| 3. región | c. to explore |
| 4. bióloga | d. archaeologist |
| 5. antiguo | e. old |
| 6. artefactos | f. artifacts |
| 7. explorar | g. region |

Photo Credits: top: © Paul Nicklen/National Geographic Creative; top inset: © Mark Thiessen/National Geographic Creative; bottom: © Sixto Alpíre/Erika Cuéllar; bottom inset: © Thierry Grobet/National Geographic Creative

¡A explorar!



Buenos días, estudiantes de español. Yo **soy** Guillermo de Anda, y **soy de** México. **¿Cuál** es mi profesión? **Soy** arqueólogo. **Nos vemos** en el capítulo 2. **¡Hasta luego!**

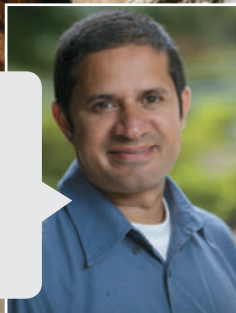


¡Hola! Me llamo Erika Cuéllar. **Soy** bióloga y estudio la región del Gran Chaco (zonas de Argentina, Bolivia y Paraguay) en Sudamérica. **¿De dónde soy?** **Soy** boliviana. **Nos vemos** en el capítulo 5. **¡Chao!**





¿Qué tal, estudiantes? **Me llamo** Daniel Torres Etayo y **soy** arqueólogo de artefactos antiguos taínos (indígenas de Cuba, Puerto Rico y la República Dominicana) y de personas de Nueva York. ¿En **qué** país exploro? ¡En la isla de Cuba! ¡**Hasta luego!** Nos vemos en el capítulo 9.



¿Cierto o falso? Indicate whether the following statements are **cierto** (true) or **falso** (false).

1. _____ Guillermo de Anda es de España.
2. _____ Erika Cuéllar es bióloga.
3. _____ Daniel Torres Etayo explora en Cuba.
4. _____ Gabby Salazar es arqueóloga.

Comprensión Answer the questions based on the information presented in **¡A explorar!**

1. ¿Cuál es la profesión de Guillermo de Anda?
2. ¿Cómo se llama la exploradora de Bolivia?
3. ¿Quién explora artefactos taínos?
4. ¿De dónde es Gabby Salazar?
5. ¿Cuántos exploradores conocemos (*meet*) en esta sección?

Saludos Imagine you have a chance to meet and greet an emerging explorer. With a partner, practice introducing yourself to one or more of the explorers featured above. One of you will assume the identity of the explorer. Be sure to close your encounter with an expression of farewell.

Conexiones Imagine that you are able to nominate four people from your community to be featured as explorers. Who would you nominate and why? Be sure to identify the specialization / field for each candidate. Make a short list and compare your answers with those of your classmates.



Buenas tardes, chicos. Me llamo Gabby Salazar y **soy** fotógrafa. **Soy** de Greensboro, Carolina del Norte. Tomo fotos en los Estados Unidos y en Perú. ¡**Nos vemos pronto** en el capítulo 13!

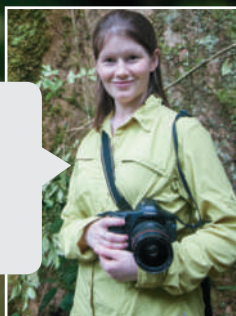


Photo Credits: top: © James A. Sugar/National Geographic Creative; top inset: © Rebecca Hale/National Geographic Creative; bottom: © Rick Stanley; bottom inset: © Rick Stanley

El mundo hispano

Continue to get acquainted with the Spanish-speaking world. Below you will find the information you need to answer the following questions:

1. Do you know how many people speak Spanish as a first language?
2. Do you know how many countries use Spanish as an official language? Can you name some of these countries? Look at the map.
3. Do you know what other languages have influenced the Spanish language?



► **ESPAÑA** Spain and Portugal make up the Iberian Peninsula. The population of Spain includes speakers of Castilian Spanish, as well as speakers of regional languages in certain autonomous communities, such as Catalan in Cataluña and the Balearic Islands, Euskera or the Basque language in the Basque country and Navarra, and Galician in Galicia.

One of the most famous Moorish palaces to visit in Spain is **La Alhambra**, which is situated on the southeastern border of the city of Granada. This ancient palace, mosque, and fortress complex was the residence of the Muslim kings and their courts. The majority of the structures that visitors appreciate today were constructed between 1333 and 1391.

La Alhambra is an amazing architectural representation of the Arab presence and influence in Spain.

Do you have a building or structure in your town, city, or state that exhibits the presence or influence of other cultures? Describe it. What do you think about the fact that different languages are spoken in Spain?

► **MÉXICO** The population of Mexico is ethnically diverse: 60 percent of the population is **mestizo** (indigenous-Spanish), 30 percent is indigenous, 9 percent is white, and 1 percent is classified as “other.” The capital, Mexico City, has more than 9 million inhabitants, which makes it the second most populated city in Latin America after Sao Paulo, Brazil.

Teotihuacan (300 B.C.–450 A.C.) is one of the largest pre-Columbian cities in the Americas. The city is located approximately 40 km (approx. 25 miles) northeast of present-day Mexico City. Archaeological evidence indicates that Teotihuacan was a multiethnic site. The presence of several different pre-Columbian communities, such as the Zapotecs, the Mixtecs, the Maya, the Nahuas, the Totonacs, and the Aztecs, has been detected. The name Teotihuacan was coined by the Aztecs centuries after the fall of the city; it translates roughly to “the place where the gods were created.”

Would you like to live in a big city like Mexico City? Explain. Are there historical monuments in your community that date back to ancient times? Describe them.



In each chapter of **Plazas**, you will learn about different Spanish-speaking countries and will see more detailed maps.



NATIVE SPEAKERS OF SPANISH There are over 460 million native speakers of Spanish. Spanish ranks second as the language most widely spoken by native speakers. It is slightly ahead of English (about 380 million) but far behind Chinese (about 1.3 billion).

SPANISH AS AN OFFICIAL LANGUAGE There are 21 countries where Spanish is used as an official language: one country in Europe, one country in Africa, one country in North America, nine countries in Central America and the Caribbean, and nine countries in South America.

LANGUAGES THAT HAVE INFLUENCED THE SPANISH LANGUAGE Spanish developed from Latin with influences from Greek, Basque, Arabic, and German, in addition to elements from Nahuatl in Mexico and Quechua in Bolivia, Ecuador, and Peru, as well as other Native American languages.



▶ **CENTROAMÉRICA Y EL CARIBE** In Central America, with the exceptions of El Salvador and Belize, all the countries have two coasts: one on the Pacific Ocean and one on the Atlantic Ocean. Additionally, Panama's control of the **Panama Canal**—a 77-kilometer (48-mile) shipping canal that connects the Atlantic Ocean to the Pacific Ocean—is of international importance due to global trade.

Of the over 7,000 islands in the Caribbean Sea, the three largest islands—Cuba, the Dominican Republic and Puerto Rico—are Spanish-speaking. Puerto Rico, a U.S. territory with Commonwealth status, has a second official language: English.

Why do you think the Panama Canal is important to the world?

Puerto Rico has two official languages: Spanish and English. Do you think this is a good idea? Explain.

▶ **SUDAMÉRICA** Despite their similar names, their geographic situations make North America and South America opposites of sorts. Since South America is situated in the southern hemisphere, its seasons are opposite to those of North America. For instance, in South America, in countries such as Argentina and Chile, people ski in June, July, and August, and are at the beaches in December, January, and February.

Are you aware of other differences between the Southern and Northern Hemispheres in terms of climate, weather, and geography?

One of the most important figures in Latin America is Simón Bolívar, who was born in Caracas, Venezuela, in 1783 and died in Santa Marta, Colombia, in 1830. His victories over the Spaniards during the War of Independence won independence for Bolivia, Colombia, Ecuador, Peru, and Venezuela. He is known as **El Libertador** (*The Liberator*) throughout Latin America. In Venezuela, on the anniversaries of both his birth and his death, people come together in the Plaza Bolívar to honor his memory.

Who are the defenders of freedom in your community? Is there an important plaza, park, or street in your town or city dedicated to these individuals?



¡A comentar!

1. What are the languages spoken in Spain?
2. What is the name of the most famous Moorish palace in Granada, Spain?
3. What does Teotihuacan stand for?
4. What are the official languages of Puerto Rico?
5. Who was Simón Bolívar?

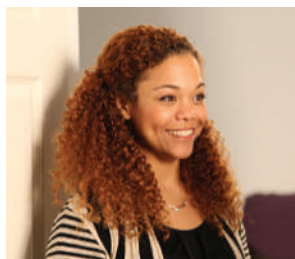


¡Busquen en Internet!

1. España: La Alhambra
2. México: Teotihuacán
3. Centroamérica: El Canal de Panamá
4. El Caribe: Commonwealth of Puerto Rico or “Estado Libre Asociado de Puerto Rico”
5. Sudamérica: Simón Bolívar

Subject pronouns and the present tense of the verb *ser*

EN CONTEXTO



The following dialogue describes the Ortega family's first meeting with Raquel, the new babysitter, at their home in Miami. The story continues throughout the chapter, and you will have an opportunity to view it in its entirety at the end of the chapter.

Raquel: ¡Buenas noches, señora!

Sra. Ortega: ¡Buenas noches! ¿Es usted la señorita Gandía?

Raquel: Sí, soy yo. Me llamo Raquel.

Sra. Ortega: Mucho gusto, Raquel. Yo soy Ana Ortega.

Raquel: Encantada, señora Ortega.

A *verb* is a word that expresses action (*run, jump, etc.*) or indicates a state of being (*is, seems, etc.*). The *subject* of the verb is either a *noun* or *pronoun* that identifies who does the action of the verb. Subjects that are nouns include names, such as *Mary, Fred, Jerome*, and so forth. Subjects that are pronouns include words such as *you, we, they*, etc. Spanish, as a Romance language, exhibits both gender (masculine and feminine) and number. The subject pronouns **nosotros(as)**, **vosotros(as)**, and **ellos(as)** are plural forms and are shown with both masculine **-os** and feminine **-as** endings.

	Subject pronoun	ser (to be)	
Singular	yo	soy	<i>I am</i>
	tú	eres	<i>you (informal) are</i>
	él/ella, usted	es	<i>he/she is, you (formal) are</i>
Plural	nosotros(as)	somos	<i>we are</i>
	vosotros(as)	sois	<i>you (informal: Spain) are</i>
	ellos(as), ustedes	son	<i>they are, you are</i>

Note that in most of Spain, the plural form of **tú** is **vosotros** (referring to males only or to a mixed group of males and females) and **vosotras** (referring to females only).

vosotros you	} sois are	David y María, vosotros sois mis amigos. <i>David and María, you are my friends.</i>
vosotras you		Alicia y Regina, vosotras sois muy sinceras. <i>Alicia and Regina, you are very sincere.</i>

In Latin America, **ustedes** is the plural form for both **tú** and **usted**.

The easiest way to negate a sentence in Spanish is to place **no** in front of the verb. If the sentence is already negated, remove the **no** before the verb.

Raquel es la madre de María José. *Raquel is María José's mother.*

Raquel **no** es la madre de María José. *Raquel is not María José's mother.*

¡A practicar!

P-7 ¿Sí o no?

Refer to the information in **¡A explorar!** (pages 6–7) and indicate whether the following statements are correct (**sí**) or not (**no**). Repeat each sentence with the correct information. To make a sentence negative, place **no** before the verb.

Modelo Gabby Salazar es de los Estados Unidos.
Sí. Gabby Salazar es de los Estados Unidos.

Gabby Salazar y Guillermo de Anda son actores.
No. Gabby Salazar y Guillermo de Anda no son actores. Son exploradores.

1. Erika Cuéllar es de España.
2. Daniel Torres Etayo es de Cuba.
3. Gabby Salazar es fotógrafa.
4. Yo soy explorador(a).
5. Mi papá es profesor.
6. Mi mamá es doctora.

P-8 ¿Quiénes somos? ¿Quiénes son? (Who are we?)

Who are they?

Complete the sentences below with the correct forms of the verb **ser**.

Modelo George López es un cómico famoso.

1. Nosotros _____ estudiantes de español.
2. Tú _____ mi compañero(a) de clase.
3. Sofía Vergara y Jaime Camil _____ dos actores famosos.
4. Alfonso Cuarón _____ un director famoso.
5. Ustedes _____ de Costa Rica.
6. Yo _____ estudiante de español.

P-9 ¿Ser o no ser?

Use the elements in each group to form a complete sentence. You must conjugate the verb **ser** to agree with the subjects.

Modelo yo / ser / responsable
Yo soy responsable.

1. Buenos Aires / ser / la capital de Argentina
2. Javier Bardem y Rafael Nadal / ser / de España
3. mis amigos y yo / no / ser / profesores
4. La Sra. Ortega / ser / de Puerto Rico
5. Uds. / ser / generosos
6. tú / no / ser / introvertido/a

¡A conversar!

P-10 ¿Quién entre nosotros? (Who among us?)

Working with a partner, form questions using the adjectives listed below to ask your classmate. To ask a question in Spanish, place the verb before the adjective.

Modelo cómica (a woman)
E1: ¿Es cómica Katie?
E2: Sí, Katie es cómica.
o No, Katie no es cómica.

1. responsable (your professor)
2. admirable (you)
3. extrovertidos (two men)
4. serios (we)
5. inteligentes (a man and a woman)
6. generosas (two women)
7. honesto (a man)
8. introvertida (a woman)

P-11 ¿Quién soy yo? ¿Quiénes son Uds.?

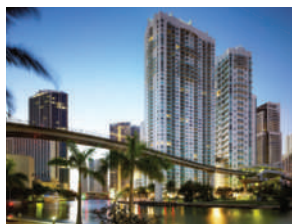
In groups of four or five students, make a list of ten well-known people who fit at least one of the criteria listed below. One group member introduces himself/herself as the first person on the list and gives one additional piece of information. The second person introduces himself/herself as the second person on the list and gives additional information, then repeats who the first person is and the information about him/her. Continue with the remaining names on the list. If time allows, create a new list of people and start again.

Modelo **E1:** Soy Daniel Torres Etayo. Soy explorador.
E2: Soy Penélope Cruz. Soy de España.
Él es Daniel Torres Etayo. Es explorador.

Características	Profesiones	Nacionalidades
arrogante	actor	de España
responsable	atleta	de Cuba
inteligente	músico(a)	de México
extrovertido(a)	político(a)	de Venezuela
elegante	artista	de los Estados Unidos

Hay and numbers 0–30

EN CONTEXTO



© Raimund Koch/Corbis

Miami, Florida

Sra. Ortega: ¿De dónde es usted?

Raquel: Yo soy de aquí... de Miami. ¿Y ustedes?

Sra. Ortega: Nosotros somos de Puerto Rico. Llevamos **un año** aquí (*We've been here for a year*). ¡Usted habla español muy bien!

Raquel: Mi padre es de Puerto Rico y en mi barrio (*neighborhood*) **hay** mucha gente de allí (*from there*), de Cuba y de la República Dominicana.

A useful Spanish verb form is **hay**, which means *there is* and *there are* (or *Is there . . . ?* and *Are there . . . ?* in questions). Use **hay** to indicate the existence of people, places, and things; **hay** may be followed by a singular or plural noun. Be careful not to confuse this verb form with the verb **ser**, which also means *to be* but does not express the idea of *there is / there are*.

¿Cuántas personas **hay** en tu clase de español?
How many people are there in your Spanish class?

Hay una profesora y veintisiete estudiantes.
There are one teacher and twenty-seven students.

Numbers 0–30

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

- Note that **uno** has three different forms.
 - When counting, the form **uno** is used.
Uno, dos, tres... *One, two, three . . .*
 - When **uno** precedes a singular masculine noun, the **-o** is dropped to form **un** (**un señor, un profesor...**).
Hay **un** profesor en la clase.
*There is **one** professor in the class.*
 - Before a singular feminine noun, **una** is used (**una señora, una profesora...**).
Hay **una** cafetería buena en esta universidad.
*There is **one** good cafeteria in this university.*
- The number **veintiuno** changes to **veintiún** before a plural masculine noun and **veintiuna** before a plural feminine noun.
Hay **veintiún** estudiantes.
*There are **twenty-one** students.*
Hay **veintiuna** computadoras.
*There are **twenty-one** computers.*
- Note that some numbers will need written accents to maintain stress on the proper syllables: **dieciséis, veintiún, veintiséis**.

¡A practicar!

P-12 ¿Cuántos hay? (How many are there?)

State how many there are of each of the following items.

Modelo 18 computadoras
Hay dieciocho computadoras.

1. 1 auto
2. 5 libros (books)
3. 12 estudiantes
4. 6 profesores
5. 27 bicicletas
6. 30 clases
7. 15 personas

P-13 Problemas de matemáticas

Do the following math problems with another student.

Modelo $2 + 2 = ?$ [+ más]
E1: ¿Cuántos son dos más dos?
E2: Dos más dos son cuatro.

$3 - 1 = ?$ [- menos]
E1: ¿Cuántos son tres menos uno?
E2: Tres menos uno son dos.

1. $11 + 4 = ?$
2. $16 + 10 = ?$
3. $7 + 3 = ?$
4. $25 - 11 = ?$
5. $7 - 4 = ?$
6. $30 - 9 = ?$
7. $18 - 1 = ?$
8. $22 + 7 = ?$

P-14 La lotería

Your friend purchased lottery tickets and found some of the results on the Internet. He was not able to find all of them so he asked you to listen to the radio announcement and complete the information that he was unable to find. Write the numbers in the appropriate spaces to complete the information that he needs.

Argentina:	2	3	1	7
Colombia:	_____	_____	_____	_____
Chile:	7	9	12	14
Ecuador:	_____	_____	_____	_____
Uruguay:	_____	_____	_____	_____

¡A conversar!

P-15 ¿Hay o no hay?

Paso 1 In pairs, ask and answer these questions about your class. Follow the model, then switch roles.

Modelo hombres (men)
E1: ¿Hay hombres en la clase?
E2: Sí. Hay doce hombres.

1. mujeres (women)
2. hombres y mujeres
3. profesores
4. sillas (chairs)
5. calendarios
6. ...



Escuela en Aguas Calientes, Perú

Paso 2 Now ask and answer questions about this classroom in Aguas Calientes, Peru.

1. profesores
2. estudiantes
3. televisores
4. pupitres (desks)
5. ventanas (windows)
6. ...

P-16 ¡BINGO!

Work in groups of four to six students. One student writes a list of numbers between 0 and 30 in random order. Every other student draws a grid of 16 squares, 4 across and 4 down, and puts a different number between 0 and 30 in each square. The student who made the list of numbers calls out a number (in Spanish, of course!), and students who have the number in their grid cross it out. The caller continues until one student crosses out four numbers in a row—vertical, horizontal, or diagonal—and says ¡Bingo! Continue the game so several students can achieve Bingo.

Question words

EN CONTEXTO



Sra. Ortega: Raquel, quiero presentarle a mi hija, María José.

María José: ¡Hola!

Raquel: ¡Hola, María José! **¿Cómo estás?**

María José: Muy bien, gracias, **¿y usted?**

Raquel: Muy bien, gracias. **¿Y cuántos años** (*years old*) tienes tú, nena (*child*)?

María José: Yo tengo nueve años.

Raquel: ¡Dios mío (*My God / goodness*)! **¿Solo** (*Only*) nueve años? Pareces mayor (*You look older*).

As an English speaker, there are a few basic linguistic points to keep in mind when using Spanish question words.

¿Cuál? (Which?) is used far more frequently in Spanish than in English. It has the same meaning as *What?* when someone's name, address, or telephone number is being asked. When it refers to a plural noun, it becomes **¿Cuáles?**

¿Cuál es tu nombre?

What is your name?

¿Cuál es tu número de teléfono?

What is your telephone number?

¿Cuál es tu dirección?

What is your address?

¿Cuáles son tus amigos?

Which ones are your friends?

¿Quién?, like **¿Cuál?**, must be made plural when referring to two or more people.

¿Quiénes son tus padres?

Who are your parents?

¿Cuánto(a)? and **¿Cuántos(as)?** must agree in number (singular or plural) and gender (masculine or feminine) with the nouns they describe.

¿Cuántos hombres hay en la clase?

How many men are in the class?

¿Cuántas personas hay en tu familia?

How many people are in your family?

Notice that all question words carry accents. The accent indicates that the word is being used as an interrogative. For example, **que** without an accent means *that* (e.g., *the one that got away*). The word means *What?* only when it appears as **¿Qué?**

Commonly used question words

¿Cómo? <i>How?</i>	¿De dónde? <i>From where?</i>
¿Cuál(es)? <i>Which?</i>	¿Dónde? <i>Where?</i>
¿Cuándo? <i>When?</i>	¿Por qué? <i>Why?</i>
¿Cuánto(a)? <i>How much?</i>	¿Qué? <i>What?</i>
¿Cuántos(as)? <i>How many?</i>	¿Quién(es)? <i>Who?</i>

¡A practicar!

P-17 ¿Cuál es?

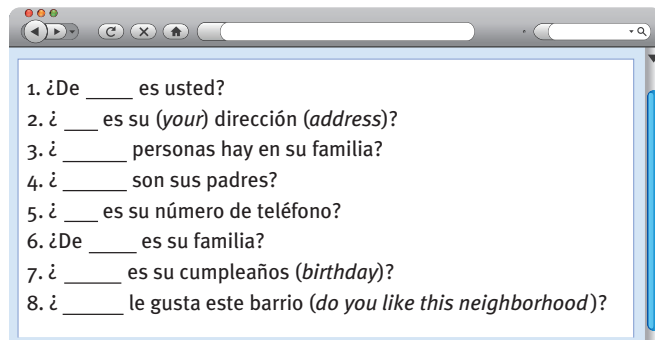
Choose the correct interrogative word to complete each question.

1. ¿(Cómo / Quién) es la clase de literatura?
2. ¿(Dónde / De dónde) eres?
3. Marisela, ¿(cuánto / cuál) es tu clase favorita?
4. ¿(Quién / Dónde) es la profesora? ¿Es la doctora Martín?
5. ¿(Cuándo / Cuántos) estudiantes hay en la clase?
6. ¿(Por qué / Cuáles) hay computadoras en la clase?

P-18 Preguntas

A friend of yours is doing a survey in a Spanish-speaking neighborhood. Help him fill in the missing question words. Are the survey questions addressed formally or informally?

Modelo ¿Cómo se llama usted?



1. ¿De ____ es usted?

2. ¿____ es su (your) dirección (address)?

3. ¿____ personas hay en su familia?

4. ¿____ son sus padres?

5. ¿____ es su número de teléfono?

6. ¿De ____ es su familia?

7. ¿____ es su cumpleaños (birthday)?

8. ¿____ le gusta este barrio (do you like this neighborhood)?

P-19 Preguntas

Read the answers that a student gave to the questions posed by classmates. Write the question that was used to elicit each answer.

Modelo Soy de España.
¿De dónde eres?

1. Me llamo Carolina.
2. Estoy bien.
3. Los profesores de español son el doctor Garza y la doctora Valenzuela.
4. Hay veinte estudiantes en la clase.
5. El número de teléfono de la profesora Valenzuela es el 860-725-2519.

¡A conversar!

P-20 Información personal

Circulate around your classroom to obtain the phone numbers and addresses of at least three different classmates. Be sure to use the appropriate mode of address (informal or formal).

Modelo E1: ¿Cuál es tu número de teléfono?
E2: Es el seis, cero, cuatro, dos, veintinueve, quince, once (604-229-1511). ¿Y el tuyo? (And yours?)
E1: Es el nueve, uno, nueve, cuatro, veinticinco, diez, trece (919-425-1013). ¿Cuál es tu dirección?
E2: Camino Linda Vista, número tres, cinco, cuatro, siete (3547); apartamento número once (11).

cultura In most Spanish-speaking countries, telephone numbers have 7 digits, but they have only 5 or 6 in some areas. In Spain, they have nine digits (eleven with the area code). When expressing a telephone number with an uneven number of digits, it is common to begin with a single digit but express the remaining numbers in groups of two. If your telephone number contains numbers that you are not yet able to express in pairs, you may present each number individually, such as **dos, cuatro, uno, ocho, nueve, seis, cero** for 241-8960.

P-21 ¿Qué? ¿Cuántos? ¿Cómo?

Create questions in Spanish in order to find out personal information about two classmates. You want to get the following information:

- their names
- where they come from
- who their best friends (*mejor amigo/a*) are
- how many people there are in their family (*familia*)
- how they are feeling

Take turns asking each other the questions you come up with.



El alfabeto

a	a	Argentina
b	be	Bolivia
c	ce	Cuba, Ciudad de Panamá
d	de	Distrito Federal
e	e	Ecuador
f	efe	Fajardo
g	ge	Guatemala, Gibraltar
h	hache	Honduras
i	i	Islas Canarias
j	jota	Juárez
k	ka	Kenia
l	ele	Lima
m	eme	México
n	ene	Nicaragua
ñ	eñe	España
o	o	Océano Pacífico
p	pe	Paraguay
q	cu	Quito
r	erre	Rivera
s	ese	San Salvador
t	te	Tegucigalpa
u	u	Uruguay
v	uve	Venezuela
w	uve doble	Washington
x	equis	Extremadura
y	ye	Yucatán
z	zeta	Zaragoza



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In 2010, the RAE updated the names of the letters: **ve** and **doble ve** are now **uve** and **doble uve**, and **i griega** has been shortened to **ye**, but not all Spanish speakers have adopted these names.

In the past **ch** (che) and **ll** (elle) were separate entries in Spanish-language dictionaries, but that is no longer the case. The letters **k** and **w** appear only in words of foreign origin. All letters are feminine nouns (**la a**, **la be**, etc.). The alphabet is also called **el abecedario** in Spanish.

En acción



Speak with at least four different classmates, asking one another what your names are and how to spell either your first names, your last names, or both. Follow the model.

Modelo

E1: ¿Cómo te llamas?

E2: Me llamo Elena Johnston.

E1: ¿Cómo se escribe Johnston?

E2: jota, o, hache, ene, ese, te, o, ene



Lab Manual P-13

La ortografía

For speakers of English, spelling in Spanish is often easier than spelling in English because most letters have only one sound. Here are the exceptions:

- **C** sounds like /k/ before **a, o, u**, or a consonant (**Cali**) but like /s/ before **e** or **i** (**Ciudad del Este**) except in some parts of Spain where it is pronounced like /th/ before **e** or **i**.
- **G** is similar to an English hard /g/ before **a, o, u**, or a consonant (**Granada**) but like an English /h/ before **e** or **i** (**Gibraltar**). The sound is a hard /g/ when a **u** precedes an **e** or **i** (**Guerrero**). The **ü** after **g** adds a /w/ sound (**El parque Güell**).
- A single **l** is similar to English (**León**) but **ll** is pronounced more like an English /y/ (**Sevilla**) in most areas, although there are regional differences.
- **R** at the beginning of a word is pronounced like **rr** in the middle of a word (**Rosario, Monterrey**). The single **r** is often described as a tap of the tongue against the roof of the mouth. The **rr** (double **r**) is more like a flapping of the tongue in the same location.
- **X** sounds like an English /s/ at the beginning of a word (**xilófono**), like /ks/ in the middle of a word (**excelente**) and like the Spanish /j/ in words that come from the indigenous language Nahuatl (México), such as (**Xalapa**).

La acentuación

Accentuation in Spanish follows simple rules.

- A word that ends in a vowel, **n**, or **s** has a natural accent on the next-to-the-last, or penultimate, syllable (**hola, nombre, tardes**).
- Other words have natural accents on the last syllable (**señor, usted**).
- Words that do not follow these rules carry written accents (**perdón, estás**).
- An accent is used when two words with different meanings have the same spelling, with the exception of the accent (**sí** = yes and **si** = if; **tú** = you [informal] and **tu** = your).

When you learn a new word, pay attention to how it is spelled and notice a written accent if there is one. Learn the accent when you learn to spell the new word.

En acción Practice spelling these words in Spanish. When a vowel has an accent, say **con acento** after the vowel.

- | | |
|-------------|-------------|
| 1. buenos | 6. qué |
| 2. señorita | 7. profesor |
| 3. gusto | 8. llamo |
| 4. muy | 9. vemos |
| 5. estás | |

Cómo saludar	How to greet
Buenos días.	Good morning.
Buenas tardes.	Good afternoon.
Buenas noches.	Good evening / night.
¿Cómo estás?	How are you? (<i>informal</i>)
¿Cómo está usted?	How are you? (<i>formal</i>)
¡Hola!	Hi! (<i>informal</i>)
¿Qué tal?	What's up? (<i>informal</i>)
¿Qué hay?	What's new? (<i>informal</i>)

Cómo contestar	How to answer
Bastante bien.	Pretty well.
Bien, gracias.	Fine thanks. And you?
¿Y usted?	(<i>formal</i>)
¿Y tú?	And you? (<i>informal</i>)
Más o menos.	So-so.
(Muy) Bien.	(Very) Well.

Cómo despedirse	How to say goodbye
Adiós.	Goodbye.
Buenas noches.	Good night.
Chao.	Bye. (<i>informal</i>)
Hasta luego.	See you later.
Hasta mañana.	See you tomorrow.
Hasta pronto.	See you soon.
Nos vemos.	See you later.

Cómo pedir información	How to ask for information
¿Cómo se llama usted?	What's your name? (<i>formal</i>)
¿Cómo te llamas?	What's your name? (<i>informal</i>)
¿Cómo te va?	How's it going?
¿Cuál es tu nombre?	What's your name? (<i>informal</i>)
¿Cuál es tu número de teléfono?	What's your telephone number? (<i>informal</i>)
¿Cuál es tu dirección?	What's your address? (<i>informal</i>)
¿De dónde es usted?	Where are you from? (<i>formal</i>)
¿De dónde eres tú?	Where are you from? (<i>informal</i>)

Presentaciones	Introductions
Encantado(a).	Nice to meet you.
El gusto es mío.	The pleasure is mine.
Me llamo...	My name is ...
Mucho gusto.	Nice to meet you.
(Yo) Soy...	I am ...
(Yo) Soy de...	I'm from ...

Títulos	Titles
señor (Sr.)	Mr.
señora (Sra.)	Mrs., Ms.
señorita (Srta.)	Miss

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

El alfabeto
See page 16.


Pronombres personales	
yo	I
tú	you (<i>informal</i>)
usted (Ud.)	you (<i>formal</i>)
él	he
ella	she
nosotros(as)	we
vosotros(as)	you (<i>informal: Spain</i>)
ustedes (Uds.)	you
ellos(as)	they

Palabras interrogativas	
¿Cómo?	How?
¿Cuál(es)?	Which?
¿Cuándo?	When?
¿Cuánto(a)?	How much?
¿Cuántos(as)?	How many?
¿De dónde?	From where?
¿Dónde?	Where?
¿Por qué?	Why?
¿Qué?	What?
¿Quién(es)?	Who?

Verbos	
hay	there is, there are
ser	to be

En una clase de español

1

- 
- ▶ Do you remember which states have the largest concentration of Hispanics?
 - ▶ Have you visited any of these states? If so, did you notice any influence of Hispanic culture in those places?
 - ▶ Do you think it is important to know how to speak Spanish in the United States? Why or why not?

Plaza en el Parque Bryant, ciudad de Nueva York, EE.UU.

COMMUNICATIVE GOALS

In this chapter, you will learn how to . . .

- Identify people, places, and things in an educational setting
- Specify colors
- Communicate about everyday activities
- Tell time and indicate days of the week

STRUCTURES

- Definite and indefinite articles, the gender of nouns, and how to make nouns plural
- Present tense of regular **-ar** verbs

CULTURAL COMPETENCIES

LOS ESTADOS UNIDOS

- Identify connections between communities in the United States and various parts of the Spanish-speaking world
- Explore the relationship between language and culture



Visit it live on Google Earth!

¡A explorar!

TEMA CENTRAL

Identificar

CONEXIONES PRINCIPALES

culturas antiguas, lenguas extranjeras
e indígenas, la lingüística y la historia

In this section you will meet emerging explorer K. David Harrison, who studies languages on the verge of extinction. David is a linguistics professor at Swarthmore College and has co-founded the Living Tongues Institute for Endangered Languages. *The Last Speakers: The Quest to Save the World's Most Endangered Languages* is his most recent publication. In 2007 David and his team went to the Bolivian highlands to study Kallawayaya, a "secret" language of herbalist healers. In the following section, we learn what it might be like to talk in a classroom with David.

Palabras en contexto Many of these words are cognates (words that are derived from a common root and, therefore, are similar in both languages). Use the context in which these words appear in this section to help you. Match each word to its definition.

- | | |
|------------------------------------|---------------------------------|
| 1. secreto | a. healer |
| 2. transmitido | b. indigenous languages |
| 3. idiomas indígenas | c. four hundred |
| 4. curandero | d. secret |
| 5. cuatrocientos | e. run the risk of disappearing |
| 6. corren el riesgo de desaparecer | f. transmitted |

Greg Anderson y K. David Harrison entrevistan a hablantes de Sherdukpen, Dorji Khandu Thongdok y Lamu Norbu, lengua que se habla en el estado de Arunachal Pradesh en India.



Roberto: Mucho gusto en conocerle, profesor.

Prof. Harrison: Mucho gusto. Hoy vamos a **escuchar** información sobre una **lengua extranjera** que se llama kallawayá. Algunos (*some*) curanderos del altiplano de Bolivia **hablan** este idioma secreto.

Roberto: ¿Por qué es un idioma secreto?

Prof. Harrison: Es “secreto” porque es transmitido solamente entre padre e hijo o entre abuelo (*grandfather*) y nieto (*grandson*). El kallawayá es especial también porque es producto de la civilización inca, de hace más de 400 años, y es una combinación de dos idiomas indígenas (el quechua y el puquina). Hoy en día, **hay** aproximadamente 100 personas que **hablan** este idioma.

Roberto: ¿De qué **hablan** los curanderos en kallawayá?

Prof. Harrison: Ellos **hablan** de prácticas medicinales, conceptos y temas de la vida diaria.

Roberto: ¿Qué **estudia** usted, profesor?

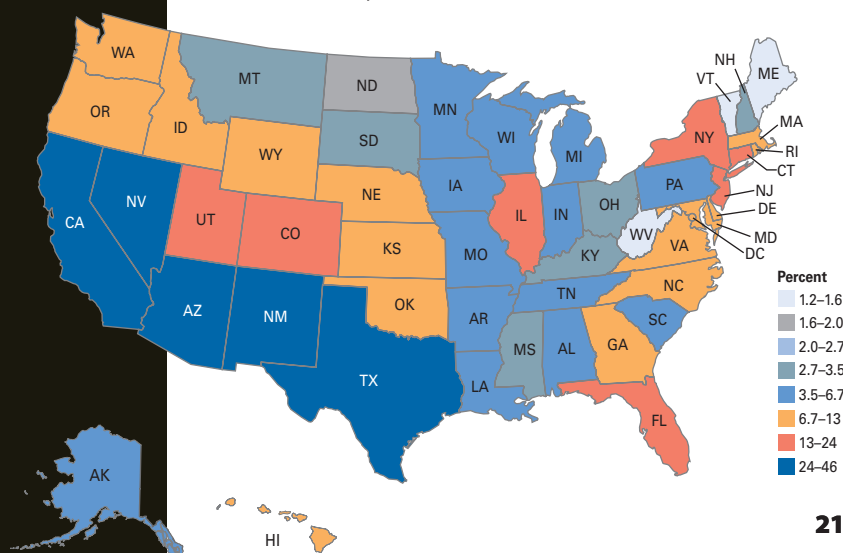
Prof. Harrison: Mis colegas y yo **estudiamos** los conocimientos indígenas, el folclore, las tradiciones orales, y más. Hasta hoy, nosotros **trabajamos** con más de 60 idiomas de países diferentes que corren el riesgo de desaparecer. Obviamente esta posibilidad es un desastre para las ciencias, la humanidad y, en particular, para las comunidades indígenas.

Half of the 7,000 languages spoken on the planet are endangered. These languages disappear as communities adopt more common languages such as English, Spanish, and Mandarin (“Vanishing Voices” Russ Rymer, *National Geographic*, 2012). **¿Hay personas donde vives que hablan lenguas no comunes?** **¿Conoces a personas en tu comunidad que hablan español?**



© Gregory Anderson/Living Tongues Institute for Endangered Languages

Based on 2010 U.S. Census data, New Mexico (46.3%), California (37.6%), Texas (37.6%), and Arizona (29.6%) are the states with the highest percentages of inhabitants of Hispanic or Latino origin. **¿Por qué hay tantas personas de origen latino en estos estados?** **¿Cuántas personas de origen latino viven en tu estado y por qué?**



¿Cierto o falso? Indicate whether each statement is true (**cierto**) or false (**falso**). Then correct the false statements.

- _____ Kallawayá is a common language of South America.
- _____ Kallawayá is a “secret” language because it is only shared by men.
- _____ Kallawayá is only used to transmit medicinal knowledge.
- _____ Prof. Harrison and his team only study languages in Bolivia.
- _____ Hay muchas personas que hablan español en el estado de Illinois.
- _____ Hay muchos hispanohablantes en el estado de Dakota del Norte.

Comprensión Fill in the correct information.

Bolivia el folclore kallawayá lenguas tradiciones orales

- El profesor Harrison estudia _____.
- En 2007, el profesor Harrison visitó el país de _____.
- El profesor Harrison y sus colegas estudian conocimientos (*knowledge, skills*) indígenas como _____ y _____.
- Los curanderos del altiplano (*high plateau*) de Bolivia hablan _____.

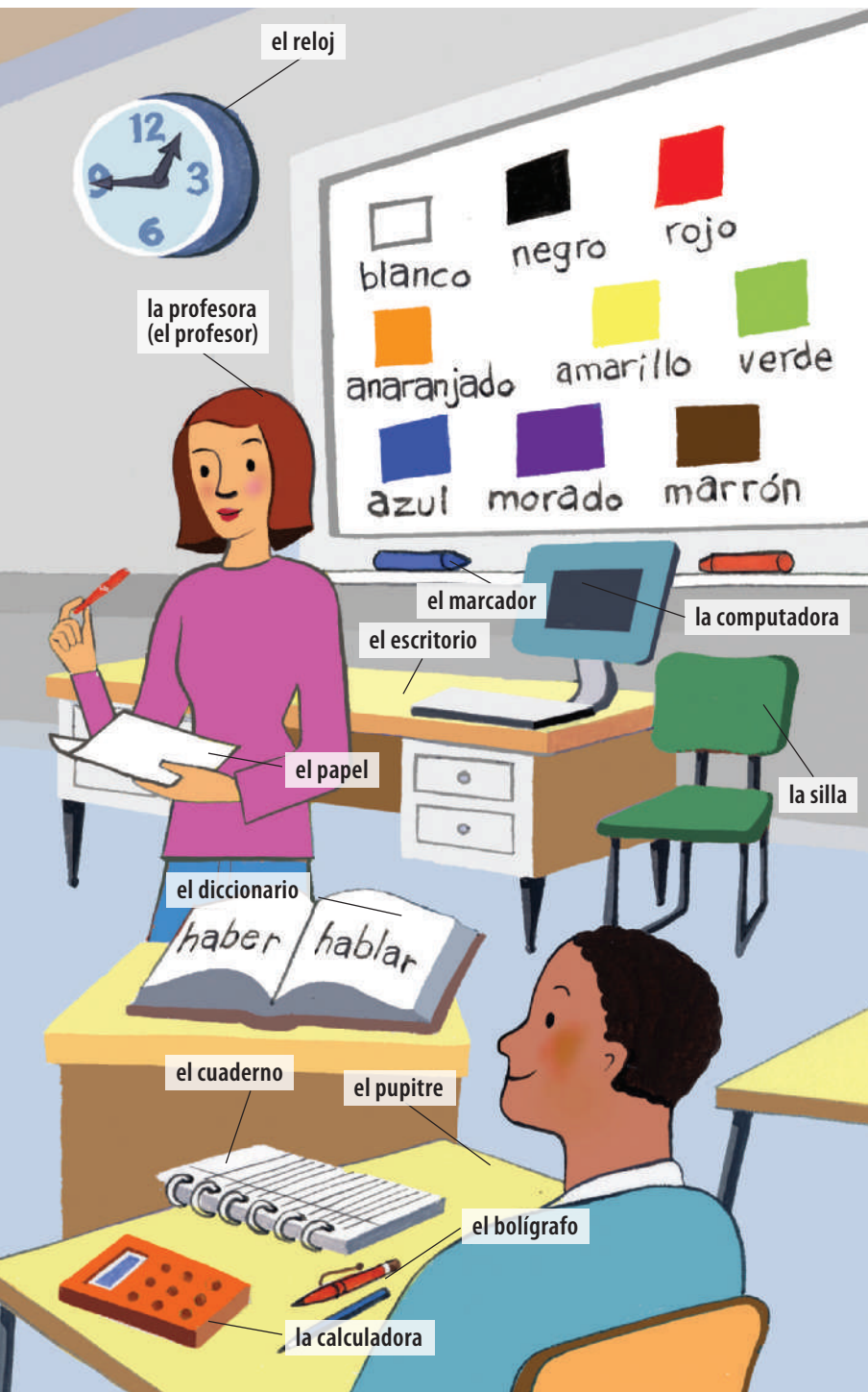
¡Busquen en Internet! Look up one of the people or places mentioned in **¡A explorar!** Create a brief oral presentation to share with the class.

Conexiones Imagine that you are assigned to identify all the less commonly spoken languages in your area and to conduct interviews with representatives of each language. How would you go about researching this topic? In Spanish, prepare a set of simple questions you would ask each of your interviewees.

En la sala de clase de la profesora Muñoz (In Professor Muñoz's class)

In this section, you will learn how to identify people and things in the classroom. How does Professor Muñoz's class compare to your own?





Otras cosas *Other things*

la bandera *flag*
 el dinero *money*
 el examen *exam*
 la lección *lesson*
 la palabra *word*
 la tarea *homework*

Otras personas *Other people*

el (la) amigo(a) *friend*
 el (la) compañero(a) de clase *classmate*
 el (la) compañero(a) de cuarto *roommate*
 el hombre *man*
 la mujer *woman*
 el (la) novio(a) *boyfriend / girlfriend*

NOTA LINGÜÍSTICA

In Spain, the most common word for *computer* is **el ordenador** and for *marker* is **el rotulador**.

NOTA LINGÜÍSTICA

The color brown has more than one name in Spanish. It translates to **marrón**, but it can also be **color café**, **castaño**, or **pardo**. **Color café** tends to refer to the color of eyes, while **castaño** refers to hair color, and **pardo** refers to a darker brown.

PALABRAS ÚTILES

- el (la) **bibliotecario(a)**
librarian
- el (la) **consejero(a)** *adviser*
- el (la) **decano(a)** *dean*
- el (la) **maestro(a)** *teacher*
- el (la) **presidente / rector(a)**
de la universidad *university*
president
- el (la) **secretario(a)**
secretary

PALABRAS ÚTILES are presented to help you enrich your personal vocabulary. The terms provided here will help you talk about your classes and the people you may interact with on campus.

¡A practicar!

1-1 ¿De qué color es?

Match each of the following foods with the color or colors most often associated with it. ¡Ojo! The foods are cognates, so you should be able to identify them.

- | | |
|----------------------|---------------------|
| 1. ____ la banana | a. rojo o verde |
| 2. ____ el café | b. amarillo |
| 3. ____ el tomate | c. marrón |
| 4. ____ el chocolate | d. amarillo o verde |
| 5. ____ el limón | e. negro |

1-2 ¿Cierto o falso?

Study the drawing of Professor Muñoz's classroom and decide whether each of the following statements is true (**cierto**) or false (**falso**). If a statement is false, correct it.

Modelo Hay tres mapas en la pared.
Falso. Hay un mapa en la pared.

1. La tiza es azul.
2. La señorita Muñoz es profesora de biología.
3. Hay tres luces.
4. La silla de la profesora es verde.
5. Hay una calculadora en una silla.
6. Es una clase de matemáticas.
7. Hay una pluma en un pupitre.
8. Hay cinco chicos y cinco chicas en la clase de la profesora Muñoz.

1-3 ¿Cuántos hay en la clase?

Say how many of each of the following items appear in Professor Muñoz's classroom. ¡Ojo! Remember that **uno** changes to **una** before a singular feminine noun and changes to **un** before a singular masculine noun.

Modelo Hay diez estudiante(s) en la clase.

1. Hay _____ marcador(es) en la clase.
2. Hay _____ calculadora(s) en la clase.
3. Hay _____ computadora(s) en la clase.
4. Hay _____ luz (luces) en la clase.
5. Hay _____ mapa(s) en la clase.
6. Hay _____ cosas (things) en la pared (wall): _____, _____, _____ y _____.



¡A conversar!

1-4 Cosas y colores

Ask a partner if the following items are in his/her backpack. If they are, he/she should state the color of each object. Your partner may also choose to identify another object.

Modelo un bolígrafo

E1: ¿Hay un bolígrafo?

E2: Sí, hay un bolígrafo y es azul. o

E2: No, no hay un bolígrafo. Hay un lápiz y es rojo.

- | | | |
|----------------|----------------|----------------|
| 1. un libro | 3. un lápiz | 5. un marcador |
| 2. una tableta | 4. un cuaderno | 6. un mapa |

1-5 La oficina de un explorador

Remembering that K. David Harrison is the professor who travels to Bolivia to study the “secret” language Kallawaya, work with a partner to describe the items you believe are in his office. Follow the model and use the vocabulary from pages 22 and 23.

Modelo En la oficina hay unos bolígrafos. No hay una pizarra.

1-6 Una clase

Your friend is doing volunteer work in South America this month. He has posted a photo of his class there. With a partner, identify as many items in the classroom as possible. Note colors and numbers whenever possible. Compare the class to a typical classroom in your institution and follow the model.

Modelo En la clase hay una pizarra, un profesor y veintidós estudiantes.
En mi clase de español hay una profesora y veinte estudiantes.

1-7 Una encuesta (A survey)

Form groups of four or five students. As a group, make a list of ten things a student might have in his/her dorm room or apartment. One person in the group asks every other group member if that item is in his/her room and records the numbers of yes and no responses.

Modelo **E1:** ¿Hay un mapa?
E2: Sí, hay un mapa.
E3: No, no hay mapa.

Continue until all group members have answered and all questions have been asked. Conclude with a summary: *Hay cinco sillas y cinco relojes. Hay dos mapas.*



Sala de clase en Patacancha, Perú

NOTA LINGÜÍSTICA

The indefinite article (**un / una**) is often omitted after **no hay**. **No hay mapa en la clase** means *There is no map in the class* or *There isn't a map in the class*.

Definite and indefinite articles, gender, and how to make nouns plural

EN CONTEXTO



© David R. Frazier / Alamy

Ana Guadalupe Camacho Ortega, a prospective student at the University of Chicago whose family plans to move to Illinois from Puerto Rico next year, is talking to Claudio Fuentes, a teaching assistant.

Claudio: ¡Hola! Soy Claudio Fuentes. ¿Cómo te llamas?

Ana: Ana Camacho. Mucho gusto.

Claudio: El gusto es mío. ¿De dónde eres, Ana?

Ana: Soy de Puerto Rico. Estudio en la Universidad de San Juan. ¿Y tú?

Claudio: Este... Originalmente mi familia es de Mérida, Yucatán, pero yo soy de los Estados Unidos.

Spanish speakers do not consider nouns male or female (except when referring to people or animals). Therefore, the terms “masculine” and “feminine” are simply labels for classifying nouns.

A noun names a person (**Ana, estudiante**), a place (**Mérida, ciudad**), a thing (**libro, computadora**), or a concept (**clase, español**). In Spanish, all nouns are classified as having a gender—either masculine or feminine. This gender is indicated by an article that precedes the noun. There are definite articles—**el, la, los, las** (*the*)—and indefinite articles—**un, una** (*a, an*), **unos, unas** (*some*). The words **un** and **una** can also mean *one*, depending on the context. Both definite and indefinite articles agree in gender and number with the nouns they modify.

el libro	un libro	las mochilas	unas mochilas
<i>the book</i>	<i>a book</i>	<i>the backpacks</i>	<i>some backpacks</i>

How to determine gender of nouns

1. In Spanish, nouns referring to males and most nouns ending in **-o** are masculine. Nouns referring to females and most nouns ending in **-a** are feminine. Definite and indefinite articles must match the gender (masculine or feminine) of the nouns they refer to.

el / un amigo **la / una amiga** **el / un escritorio** **la / una biblioteca**

2. Most nouns ending in **-l** or **-r** are masculine, and most nouns ending in **-d** or **-ión** are feminine.

el / un papel **la / una universidad** **el / un borrador** **la / una lección**

3. Many words that end in **-ma** and **-ta** are masculine.

el problema *problem* **el cometa** *comet*
el tema *theme* **el planeta** *planet*

4. Some nouns do not conform to the rules stated above. One way to remember the genders of these nouns is to learn the definite articles and the nouns together—for example: **la clase**, **el día** (*day*), **el mapa**, and **la mano** (*hand*).

How to make nouns plural

As in English, all nouns in Spanish are either singular or plural. Definite and indefinite articles (**el, la, los, las; un, una, unos, unas**) must match the number (singular or plural) of the nouns they refer to. To make a Spanish noun plural: add **-s** to a noun ending in a vowel, and **-es** to a noun ending in a consonant.

Definite articles		Indefinite articles	
Singular	Plural	Singular	Plural
el amigo	los amigos	una clase	unas clases
la amiga	las amigas	un profesor	unos profesores
		una universidad	unas universidades

Here are two additional rules for making nouns plural:

1. For a noun ending in **-án, -és, or -ión**, drop the accent mark before adding **-es**.

el / un alemán **los / unos alemanes** **la / una lección** **las / unas lecciones**
el / un japonés **los / unos japoneses**

2. For nouns ending in **-z**, drop the **-z**, then add **-ces**.

el / un lápiz **los / unos lápices**

¡A practicar!

1-8 ¿El, la, los o las?

Supply the definite article for each noun below.

Modelo las mochilas

1. _____ mapa
2. _____ universidad
3. _____ exámenes
4. _____ tarea
5. _____ bolígrafo
6. _____ lecciones

1-9 ¿Qué es? ¿Qué son?

Identify the following objects using the indefinite articles **un, una, unos, and unas**.

Modelo Es un calendario.



1-10 ¿Qué hay en la clase?

You are one of several teaching assistants assigned to a new classroom. Another assistant visits the room and leaves you a voicemail about what he finds. Listen to the voicemail and write down the items he says are in the classroom and the number of each one so you are prepared for your class. Write only the items that are present, not those that are not.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

¡A conversar!

1-11 Cuestionario: ¿Cuántos hay?

Form the plural of each of the nouns below and then ask two of your classmates how many of each there are.

Modelo libro

E1: ¿Cuántos libros hay?

E2: Hay dos libros de texto en la mochila.

CUESTIONARIO

En esta clase

1. pizarra _____
2. luz _____
3. mapa _____

En la mochila

4. libro / tableta _____
5. bolígrafo _____
6. calculadora _____

En el cuarto

7. computadora (portátil) _____
8. silla _____
9. televisor _____

1-12 ¿Qué necesitas? (What do you need?)

Working with a partner, indicate at least one item that you need in each of the following situations. Include more than one when possible.

Modelo en la clase de español

E1: Necesito (I need) un lápiz y papel.

E2: Necesito un libro de texto, un cuaderno, un bolígrafo y una tableta.

1. en la clase de matemáticas
2. en la clase de geografía
3. en la clase de computación
4. en la oficina del profesor
5. en el centro estudiantil
6. en la residencia



Los Estados Unidos



▶ Watch the video about Queens, New York, and discuss the following questions:

1. Do you know which city in the United States is considered the most multicultural? Can you guess?
2. Describe the people and the markets in Queens, New York.
3. What does "melting pot" mean to you? Give examples from your city or state.



See the *Workbook*, **Capítulo 1, 1-15 – 1-17** for additional activities.



Castillo (Castle) de San Marcos, San Agustín, Florida

▶ **PERSONAS NOTABLES** Sonia María Sotomayor (1954–) es la primera jueza (*first judge*) de origen hispano (2009) y la tercera (*third*) mujer en la Corte Suprema de Justicia de los Estados Unidos, después de Sandra Day O'Connor (1981–2005) y Ruth Bader Ginsburg (1993), y ahora acompañada por (*accompanied by*) Elena Kagan (2010). Sotomayor se gradúa (*graduates*) con honores de la secundaria en el Bronx, recibe (*receives*) una beca (*scholarship*) para la Universidad de Princeton donde también (*also*) se gradúa con honores y finalmente estudia derecho (*law*) en la Universidad de Yale. Antes de (*Prior to*) ser jueza de la Corte Suprema, ella trabaja como abogada (*lawyer*) y fiscal de distrito (*district attorney*).

¿Hay personas de origen hispano / latino en la administración de tu ciudad (your city) o estado? ¿Y en tu universidad?

▶ **LUGARES MÁGICOS** La ciudad (*city*) de San Agustín en Florida es la ciudad más antigua (*oldest*) de origen hispano en los Estados Unidos. La ciudad abre (*opens*) sus puertas (*doors*) en 1565, gracias al trabajo (*work*) del español Pedro Menéndez de Avilés. En San Agustín, hay que visitar el Castillo de San Marcos (1672–1695) que tiene forma de estrella (*star*). En la construcción del castillo se usa la "coquina", una mezcla (*mixture*) compuesta de coral, rocas y conchas de mar (*seashells*), que permanece (*remains*) indestructible durante 320 años. La fortaleza (*fortress*) sirve para defender la ciudad de los piratas ingleses.

En la sección de **¡A ver!**, miramos y hablamos más de Florida.

¿Hay construcciones o edificios históricos en tu ciudad o estado? Describe los edificios o construcciones.



Sonia Sotomayor



Visit it live on Google Earth!



The estimated Hispanic population of the United States as of July, 2013, constituted 16.1% of the nation's total population. This percentage makes people of Hispanic origin the nation's largest ethnic minority.

The U.S. Hispanic population is the second largest worldwide as of 2013. Only Mexico (116 million) had a larger Hispanic population than the United States (50.5 million).

Over half of the Hispanic population in the United States resided in just three states: California, Texas, and Florida.

In 2010, 37.6 million, or 75%, of Hispanics lived in eight states with Hispanic populations of one million or more (California, Texas, Florida, New York, Illinois, Arizona, New Jersey, and Colorado).



La industria en Detroit o el Hombre y la Máquina de Diego Rivera, 1932–1933
(Instituto de Artes de Detroit, Detroit, Michigan)

▶ **RITMOS Y MÚSICA** En la actualidad (*Nowadays*) es muy común la colaboración musical entre artistas. En algunos casos, esta colaboración supera (*surpasses*) fronteras (*boundaries*) y estilos musicales. Por ejemplo, el cantante (*singer*) de bachata de origen latino Royce Rojas de Nueva York, conocido con el nombre de Prince Royce, canta y colabora con la cantante mexicana Thalía en su producción "Te perdiste mi amor" (*You Lost My Love*).

¿Qué tipo de música escuchas? ¿Qué tipo de música bailas (*dance*)?

Search for Thalía and Prince Royce songs online.

¡A comentar!

1. ¿Cómo se llama la fortaleza militar en la ciudad de San Agustín, Florida?
2. ¿Qué estudia Sonia María Sotomayor en la universidad?
3. ¿De dónde es Diego Rivera?
4. ¿De dónde son Thalía y Prince Royce?

◀ **ARTES PLÁSTICAS** La pintura (*painting*) mural es una de las formas más antiguas de expresión artística. El notable muralista mexicano Diego Rivera es famoso por sus murales realistas de contenido social. Un ejemplo (*example*) de su arte se observa en el Instituto de Arte de Detroit. En este mural, Rivera representa la gloria de la industria mecánica de los Estados Unidos.

¿Qué colores hay en este mural?
¿Hay murales en tu ciudad? ¿Qué representan los murales en tu ciudad?
¿Quiénes (*Who*?) pintan los murales en tu ciudad? ¿Por qué? (*Why*)?



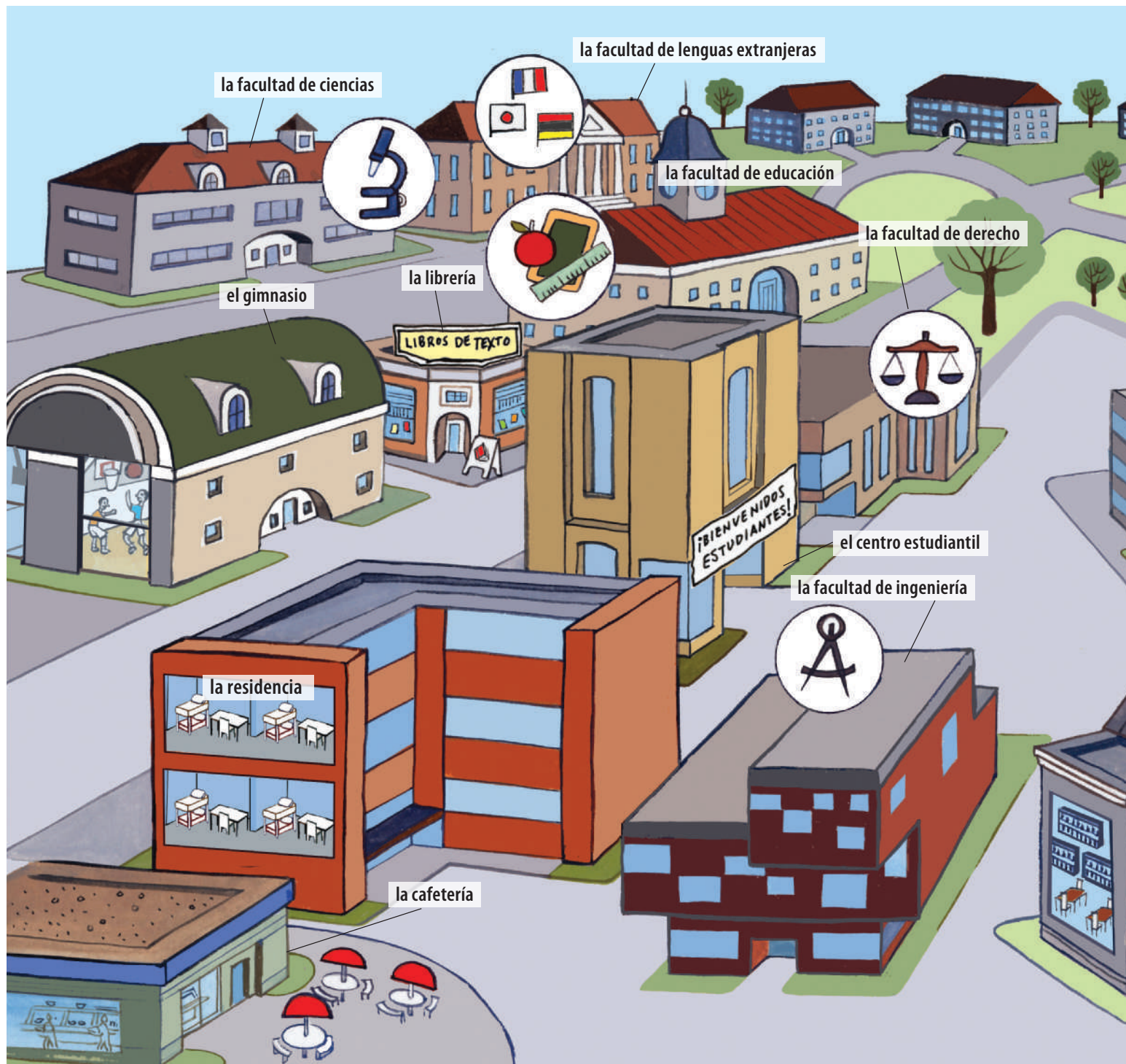
Thalía y Prince Royce en Premio lo Nuestro 2013

🌐 **¡Busquen en Internet!**

1. Lugares mágicos: San Agustín, Florida
2. Personas notables: Sonia María Sotomayor
3. Artes plásticas: Diego Rivera
4. Ritmos y música: Thalía y Prince Royce

El campus y los cursos universitarios (*Campus and university classes*)

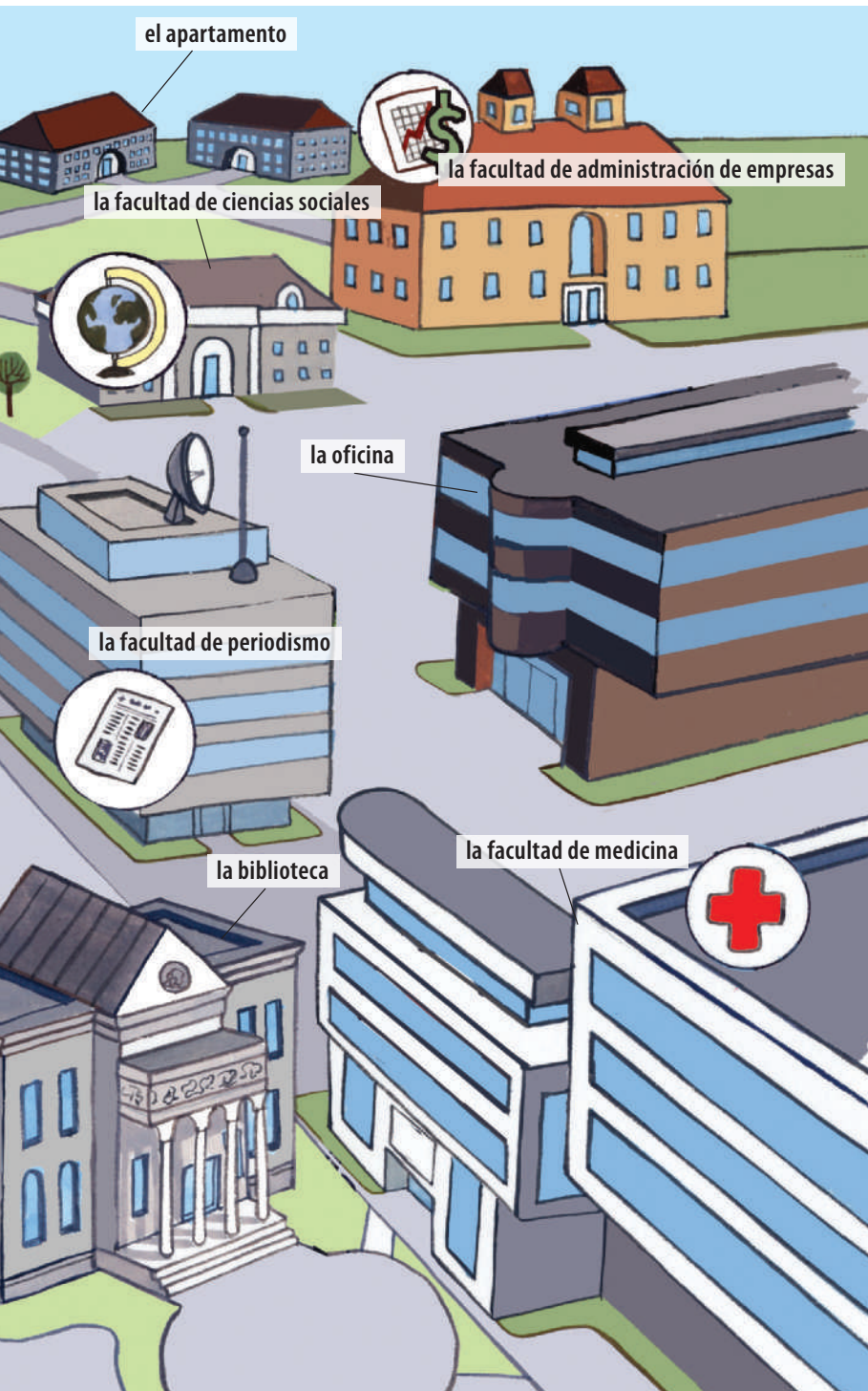
In this section, you will learn how to talk about university buildings and academic courses in Spanish. What classes are you taking this semester?



Cursos, lenguas extranjeras y lugares en la universidad

NOTA LINGÜÍSTICA

The word **facultad** is a false cognate: It refers to a school or department rather than school faculty.



Más cursos y especializaciones *More courses and majors*

- el arte *art*
- la computación *computer science*
- la economía *economics*
- el derecho *law*
- la geografía *geography*
- la historia *history*
- la ingeniería *engineering*
- la literatura *literature*
- las matemáticas *mathematics*
- la música *music*
- la psicología *psychology*
- la sociología *sociology*
- el teatro *theater*

Las lenguas extranjeras *Foreign languages*

- el alemán *German*
- el chino *Chinese*
- el español *Spanish*
- el francés *French*
- el inglés *English*
- el italiano *Italian*
- el japonés *Japanese*
- el portugués *Portuguese*
- el ruso *Russian*

¡A practicar!

1-13 ¿Dónde...?

During a typical day, Pilar visits many parts of the campus. Identify the places where she does the following activities.

Modelo Aquí tomo (*I have*) un café después de las clases.
en el centro estudiantil

1. Aquí compro (*I buy*) mis libros de texto.
2. Aquí estudio (*I study*) para los exámenes.
3. Aquí hablo (*I speak*) con mis compañeros de clase y compro comida.
4. Aquí toco (*I play*) la trompeta para los partidos de baloncesto (*basketball games*).

1-14 Profesiones

What subjects did the people in the following professions study in school? More than one answer may be possible for a profession.

1. economista _____
2. actor _____
3. sicólogo(a) _____
4. médico(a) / doctor(a) _____
5. artista _____
6. periodista _____
7. educador(a) _____
8. sociólogo(a) _____

NOTA LINGÜÍSTICA

In many Spanish-speaking countries, the name for the language, **el español**, alternates with **el castellano**, or “Castilian Spanish.” It is one of the four main languages that are spoken in Spain. The other languages are Basque, Catalan, and Galician.

1-15 ¿Qué lengua habla? (What language does he/she speak?)

Note where each of the following people is from and identify the native language he/she speaks (**él habla, ella habla**). Do you speak any other languages besides English and Spanish?

1. El emperador Akihito es de Japón. Habla _____.
2. Juliette Binoche es de Francia. Habla _____.
3. Yao Ming es de China. Habla _____.
4. Heidi Klum es de Alemania. Habla _____.
5. Alex Ovechkin es de Rusia. Habla _____.
6. Yo soy de _____ y hablo _____, _____, ...



Juliette Binoche

© Denis Makarenko / Shutterstock.com

1-16 Instituto de verano

Listen to the podcast about a summer institute in international studies. Write down information to share with students you know who may be interested.

1. Clases de lenguas: _____, _____, _____, _____,
_____ y _____.
2. Otras clases: _____, _____, _____, _____,
_____ y _____.
3. Número de teléfono para más información: _____ - _____ - _____.

¡A conversar!

1-17 ¿Cierto o falso?

Alternating with a classmate, make each of the following statements. If the statement your classmate makes is false, correct it.

Modelo E1: Normalmente hay muchos libros en el gimnasio.
E2: No, es falso. Normalmente hay muchos libros en la biblioteca.

1. Hay libros de español en la sala de clase de ciencias.
2. Hay muchas copias de **Plazas** en la librería.
3. Hay comida japonesa en el centro estudiantil.
4. En nuestra (our) universidad hay clases de ruso.
5. Por la noche (*At night*), hay muchos estudiantes en la biblioteca.
6. En mi residencia, hay estudiantes de Francia.

1-18 En la librería

You work in the campus bookstore and are helping Pilar and Felipe, two international students, find the textbooks they need for the courses they have jotted down. Of course, they've written their lists in Spanish! With a classmate in the role of either Pilar or Felipe, ask what general subject area each course is in just to make sure you read their lists correctly. Then, describe the books they need, including the titles (in English), the colors of the book covers, and any other details you may wish to add.

Modelo Cálculo 3
E1: La clase se llama Cálculo 3.
E2: Es una clase de matemáticas / computación, ¿verdad?
E1: Sí. / No, es una clase de matemáticas.
E2: El libro de texto se llama Five Easy Steps to Calculus. Es verde y azul.

Felipe: Escritores británicos; Interacción social; Fonética francesa; Sicología anormal; Revolución mexicana

Pilar: Finanzas; Diez dramas; Guitarra clásica; Televisión; Estadística

1-19 Mis clases

Prepare a list of your classes in Spanish. Include classes from the current semester as well as others you will take this academic year. Share your list with a partner saying **Este año estudio...** (*This year I'm studying...*) and have your partner tell you what he/she is studying. Use the following expressions to comment on your classes and those of your partner. Choose the plural form when appropriate. Follow the model.

Modelo Este año estudio biología. Es interesante.
Estudio matemáticas...

Es interesante / Son interesantes
Es fascinante / Son fascinantes
Es importante / Son importantes

Es necesario(a) / Son necesarios(as)
Es fácil (*It's easy*) / Son fáciles
Es difícil (*It's hard*) / Son difíciles

1-20 Lenguas extranjeras

Think of all the people you know who speak languages other than English. Tell a classmate who the people are and what languages they speak.

Modelo La profesora Li es profesora de sicología. Habla (She speaks) chino.
Karl y Greta son estudiantes. Hablan (They speak) alemán.



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PALABRAS ÚTILES

la arquitectura architecture

la biología biology

el colegio universitario
community college or
two-year college

la contabilidad accounting

la filosofía philosophy

la física physics

las humanidades
humanities

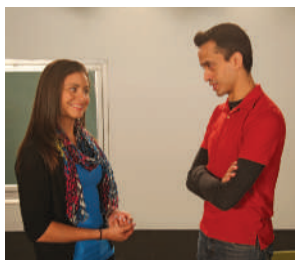
las materias subjects,
courses

la química chemistry

PALABRAS ÚTILES are
presented to help you enrich your
personal vocabulary. The terms
provided here will help you talk
about your courses.

Present tense of regular -ar verbs

EN CONTEXTO



Claudio: ¿Qué **estudias** allá (*there*) en Puerto Rico, Ana?

Ana: **Estudio** sicología, geografía, francés, alemán e inglés.

Claudio: Ah, eres estudiante de lenguas, ¿verdad?

Ana: Sí. **Deseo** ser (*I want to be*) intérprete. Y tú, ¿qué **estudias** aquí en Chicago?

Claudio: Yo **estudio** literatura y cultura latinoamericana.

Ana: ¡Genial!

How to form the present tense

An infinitive is an unconjugated verb form, such as **hablar** (*to speak; to talk*). In Spanish, infinitives end in **-ar**, **-er**, or **-ir**. All Spanish infinitives have two parts: a stem (**habl-**) and an ending (**-ar**).

To form the present tense of Spanish verbs ending in **-ar**, drop the infinitive ending and add a personal ending to the stem.

hablar		
yo	hablo	<i>I speak</i>
tú	hablas	<i>you (informal) speak</i>
usted, él/ella	habla	<i>you (formal) speak, he/she speaks</i>
nosotros(as)	hablamos	<i>we speak</i>
vosotros(as)	habláis	<i>you (informal: Spain) speak</i>
ustedes, ellos/ellas	hablan	<i>you speak, they speak</i>

How to use the present tense

Use the present tense to express . . .

1. what people do in a general sense: *Anita studies languages.*
2. what people are doing in a particular instance: *Anita is studying languages this semester.*
3. what people do habitually: *She studies a lot in the evening.*
4. what people intend to do at a later time: *Tomorrow she's studying with Laura.*

In this sense, the present tense in Spanish is more flexible than in English.

1. Anita estudia lenguas.
Anita studies languages.
2. Anita estudia lenguas este semestre.
Anita is studying languages this semester.
3. Ella estudia mucho por la noche.
She studies a lot in the evening.
4. Mañana estudia con Laura.
Tomorrow she's studying with Laura.

In this chapter, you have already seen some **-ar** verbs in the **¡A explorar!** section on pages 20–21. Now study the following verbs with useful example phrases.

descansar por una hora	<i>to rest for an hour</i>	Yo descanso por una hora.
escuchar música	<i>to listen to music</i>	Tú escuchas música en tu cuarto (<i>room</i>).
estudiar en la biblioteca	<i>to study in the library</i>	Él estudia español en la biblioteca.
llegar a la clase	<i>to arrive at class</i>	Ella llega a la clase de historia.
mandar cartas / correo electrónico / mensajes	<i>to send letters / e-mail / messages</i>	Usted manda cartas a su mamá.
regresar a casa	<i>to return home</i>	Vosotros regresáis a casa.
tomar clases / exámenes	<i>to take classes / tests</i>	Nosotros tomamos un examen mañana.
trabajar por la noche	<i>to work at night</i>	Ellos trabajan por la noche.

Here are some more common **-ar** verbs.

ayudar	<i>to help</i>	llamar	<i>to call; to phone</i>
bailar	<i>to dance</i>	mirar	<i>to watch</i>
buscar	<i>to look for</i>	necesitar	<i>to need</i>
caminar	<i>to walk</i>	pagar	<i>to pay</i>
cantar	<i>to sing</i>	pasar tiempo	<i>to spend (time); to pass</i>
comprar	<i>to buy</i>	practicar	<i>to practice</i>
contestar	<i>to answer</i>	preguntar	<i>to ask (a question)</i>
desear	<i>to want; to wish</i>	terminar	<i>to finish</i>
dibujar	<i>to draw</i>	tocar	<i>to touch; to play an instrument</i>
enseñar	<i>to teach</i>	usar	<i>to use</i>
entrar	<i>to enter</i>	viajar	<i>to travel</i>
esperar	<i>to hope; to expect; to wait</i>	visitar	<i>to visit</i>

Much like the phrases in English *to want*, *to hope*, and *to need*, the Spanish verbs **desear**, **esperar**, and **necesitar** are often followed by the infinitive of another verb. **Deseo / Espero / Necesito estudiar** means *I want / hope / need to study*.

The following words and phrases are used in Spanish to express how well, how often, or how much you do something: **(muy) bien** (*very*) *well*, **(muy) mal** (*very*) *poorly*, **todos los días** *every day*, **siempre** *always*, **a veces** *sometimes*, **nunca** *never*, **mucho** *a lot*, **(muy) poco** (*very*) *little*.