

EXPLORACIONES

Third
Edition

Mary Ann Blitt
Margarita Casas



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Third Edition

Mary Ann Blitt

College of Charleston

Margarita Casas

Linn-Benton Community College



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

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Mary Ann Blitt | Margarita Casas

Product Director: Marta Lee-Perriard

Senior Product Team Manager: Heather
Bradley-Cole

Senior Product Manager: Lara Semones
Ramsey

Product Assistant: Catherine E. Bradley
Senior Content Manager: Esther Marshall
Senior Marketing Manager: Sean Ketchem
Market Development Manager: Patricia
Velazquez

IP Analyst: Christine M. Myaskovsky

Sr. IP Project Manager: Betsy Hathaway

Manufacturing Planner: Fola Orekoya

Senior Designer & Cover Designer: Sarah
B. Cole

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DEDICATORIA

To my parents and closest friends, I am forever grateful
for your unconditional love and support

Para los estudiantes de español, que aprendan a apreciar
el idioma y sus culturas
(Mary Ann)

In loving memory of my brother Luis Miguel Casas de la
Peña. You made this a better world.
(Margarita)

Scope and Sequence

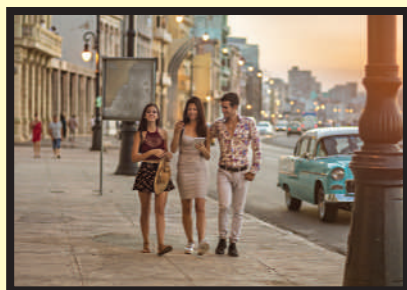
Chapter

Objectives

Vocabulary

CAPÍTULO 1

Hola, ¿qué tal?



After completing the chapter, you will be able to:

- Greet and say goodbye to people in formal and informal situations
- Describe your classroom, your friends, and other people
- Use numbers up to 100 and exchange telephone numbers
- Spell names

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¿Cómo es tu vida?



After completing the chapter, you will be able to:

- Describe your family and talk about ages
- Discuss your classes
- Discuss your routine
- Express ownership

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CAPÍTULO 3

¿Qué tiempo hace hoy?



After completing the chapter, you will be able to:

- Talk about the weather and seasons
- Discuss clothing
- Express likes and dislikes
- Communicate dates and times
- Tell what you and others are going to do in the near future

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CAPÍTULO 4

¿Dónde vives?



After completing the chapter, you will be able to:

- Describe your town or city
- Describe your home
- Tell where things are located
- Request information about the cost of things
- Use question words to ask for specific information

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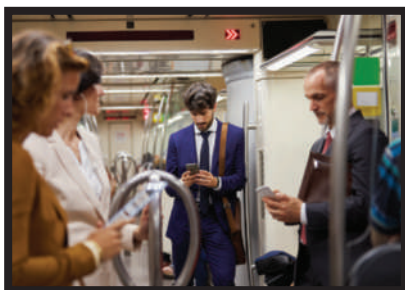
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¿Estás feliz en el trabajo?



After completing the chapter, you will be able to:

- Describe your feelings, emotions, and physical states
- Talk about ongoing actions
- Discuss abilities needed for certain jobs and professions

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CAPÍTULO 6

¿Cómo pasas el día?



After completing the chapter, you will be able to:

- Talk about your daily routine
- Talk about sports
- Talk about when and how often you do things
- Discuss events that occurred in the past

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Scope and Sequence

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CAPÍTULO 7

¿Qué te gusta comer?



After completing the chapter, you will be able to:

- Talk about food
- Order meals at a restaurant
- Use numbers above 100
- Avoid redundancies

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¿Qué haces dentro y fuera de la casa?



After completing the chapter, you will be able to:

- Talk about household chores
- Talk about your hobbies and pastimes
- Tell what you used to do in the past

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CAPÍTULO 9

¿Qué pasó?



After completing the chapter, you will be able to:

- Talk about holidays and celebrations
- Give the details of an accident
- Describe past events in detail

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CAPÍTULO 10

¿Adónde vas a viajar?



After completing the chapter, you will be able to:

- Give and receive directions
- Make travel arrangements
- Book and talk about hotel accommodations
- Suggest activities
- Make informal and formal requests
- Form complex sentences

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CAPÍTULO 11

¿Es arte la moda?



After completing the chapter, you will be able to:

- Discuss clothing preferences
- Discuss art
- Make comparisons
- Describe the state of objects and people
- Give instructions
- Talk about unplanned occurrences

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¿Qué será de nuestro planeta?



After completing the chapter, you will be able to:

- Discuss the environment and the animal world
- Talk about the future
- Talk about what you have done
- Express opinions
- Express doubt and certainty

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Scope and Sequence

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¿Es tu vida una telenovela?



After completing the chapter, you will be able to:

- Talk about relationships
- Talk about popular culture
- Express desires and give recommendations
- Discuss emotional reactions to events

Exploraciones léxicas 1

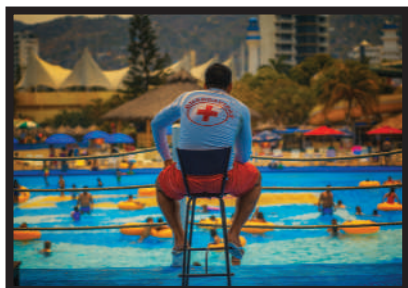
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¿Qué haces en una emergencia?



After completing the chapter, you will be able to:

- Discuss health issues with a doctor
- Express opinions regarding migration
- Discuss hypothetical situations
- Express condition, purpose, and time
- Tell what had happened prior to other events in the past

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Most people who study another language would like to be able to speak it. **Exploraciones** will help you do just that. You'll learn to talk about yourself, your community, and the world around you. You'll start out asking and answering questions, then you'll narrate events and make comparisons, and eventually you'll be able to express your opinions. At the same time, you'll read and listen to real-world samples of the language such as radio announcements, interviews, flyers, and magazine articles, and you'll write emails and blog entries in Spanish.

To become a successful language learner, it's important to learn to analyze the language and figure out the rules for yourself. In the grammar sections of **Exploraciones**, you'll be guided through a process of observing the language in use and recognizing the patterns. Eventually, you'll sharpen this skill and be able to use it beyond this textbook.

You can't learn a language without studying the cultures of the people who speak it. In every chapter, you'll learn about the practices of Spanish speakers from around the world and the countries they live in. This will enable you to make cultural comparisons, finding both similarities and differences between these cultures and your own. We hope that you'll find the study of the Spanish language exciting and fun, and that it opens many doors in your future explorations.

Organization of *Exploraciones*

Exploraciones has fourteen chapters, each consisting of two independent parts that are identical in organization. Each chapter starts with the chapter outline and provides a learning strategy. The remainder of each of the chapters is set up in the following manner:

Exploraciones léxicas

You will be introduced to vocabulary through illustrations and lists. Then, in the **A practicar** section, you will work through a series of activities that will require you to speak minimally at first and then progress to more open-ended communicative activities.

Conexiones culturales

This section has short cultural information pieces and tasks that encourage you to go beyond the reading. The accompanying online activities give you the opportunity to research various aspects of the Spanish-speaking world and to share some of your findings with your classmates!

Exploraciones gramaticales

Through a series of video vignettes, you will meet eight characters from different parts of the Spanish-speaking world. After watching the video you will be asked to analyze a segment of the video transcript to discover the patterns and rules of Spanish grammar in the **A analizar** section. This section is followed by **A comprobar**, in which you can compare your conclusions with the explanation of the rules. Then in the **A practicar** section, you will practice the grammar concept in a variety of activities.

Lectura

This section allows you to learn more about the culture of Spanish-speaking countries while improving your reading skills. Each section starts with a strategy to help you improve your reading in Spanish.

Redacción

At the end of each chapter, you will develop your writing skills through a process-writing exercise in which you are guided to brainstorm, write a draft, and revise it.

En vivo

In the first half of the chapter, you will improve your listening skills as you listen to audio segments that you are likely to hear in a Spanish-speaking country, such as commercials and public service announcements. In the second half of the chapter, you will enhance your reading skills through texts from a variety of sources such as magazines and websites.

Exploraciones de repaso

At the end of each chapter, there are two pages of review activities. The **Exploraciones de repaso: estructuras** provides a structured review of the grammar concepts from the chapter, while the **Exploraciones de repaso: comunicación** lets you practice the vocabulary and grammar through communicative partner activities.

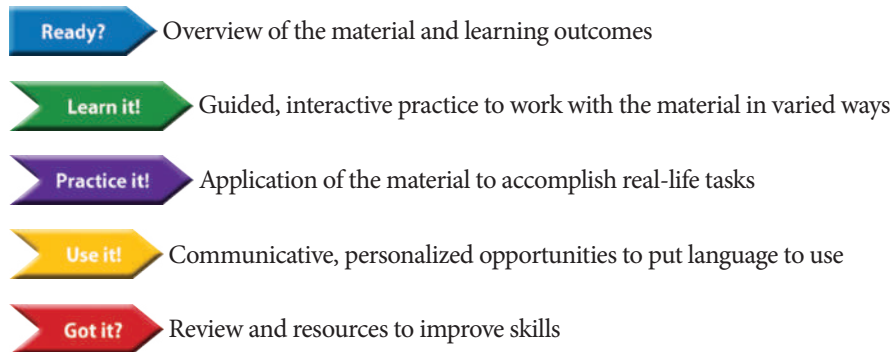
Exploraciones literarias

Every other chapter includes a literary selection that will introduce you to different writers from throughout the Spanish-speaking world and a sample of their work. You will also learn the basics of literary analysis through the **Investiguemos la literatura** box accompanying each selection.



The **Learning Path** is the online guide that helps you become active participants in the learning process. By becoming more self-reliant, you can achieve success in your course and also move one step closer to becoming a lifelong learner.

The Learning Path encompasses these universal steps to learning:



Study Suggestions

1. Study every day. For most students, it is more effective to study for 15–20 minutes 3 times a day than to spend one full hour on the subject.
2. Listen to the audio recordings. When studying the vocabulary, take time to listen to the pronunciation of the words. It will help your pronunciation, as well as help you learn to spell them properly.
3. Get help when you need it. Learning a foreign language is like learning math; you will continue to use what you have already learned and to build upon that knowledge. So, if you find you don't understand something, be sure to see your instructor or a tutor right away.
4. Participate actively in class. In order to learn the language, you have to speak it and learn from your mistakes.

5. Make intelligent guesses. When you are reading, listening to your instructor, or watching a video make intelligent guesses as to the meaning of words you do not know. Use the context, cognates (words that look or sound like English words), intonation, and if possible visual clues such as body language, gestures, facial expressions and images, to help you figure out the meaning of the word.
6. Study with a friend or form a study group. Not only might you benefit when your friend understands a concept that you have difficulty with, but you will have more opportunities to practice speaking as well as listening.
7. Find what works for you. Use a variety of techniques to memorize vocabulary and verbs until you find the ones that are best for you. Try writing the words, listening to recordings of the words, and using flash cards.
8. Review material from previous lessons. Because learning a language is cumulative, it is important to refresh your knowledge of vocabulary, verbs, and structures learned in earlier lessons.
9. Avoid making grammar comparisons. While it is helpful to understand some basic grammar concepts of the English language, such as pronouns and direct objects, it is important not to constantly make comparisons, but rather to learn the new structures.
10. Speak Spanish. Try to use Spanish for all your classroom interactions, not just when called on by the instructor or answering a classmate's question in a group activity. Don't worry that your sentence may not be structurally correct; the important thing is to begin to feel comfortable expressing yourself in the language.

Your components

Use your Student Edition and MindTap to succeed in your course! The MindTap online platform is mobile native and any of your activities can be accessed via your desktop or your mobile device when you have Internet access.

Use your MindTap Mobile App to gain access to your eReader, Flashcards, Pronunciation practice, and progress tracker. This app comes with your purchase of MindTap and any of these items can be accessed without a wireless connection.

Acknowledgments

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Reviewers and Contributors

We would like to acknowledge the feedback and suggestions of professors from editions past and current.

Claudia Acosta, *College of the Canyons*
Maria Luisa Akraova, *Metropolitan State University of Denver*
Susana Alaiz Losada, *Queensborough Community College*
Alma Alfaro, *Walla Walla University*
Frances Alpren, *Vanderbilt University*
Tim Altanero, *Austin Community College*
Elizabeth Amaya, *Millikin University*
Gunnar Anderson, *SUNY Potsdam*
Sandra Anderson, *College of DuPage*
Lisette Balabarca, *Siena College*
Susan Bangs, *Harrisburg Area Community College*
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Philip Benfield, *Horry Georgetown Technical College*
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Georgia Betcher, *Fayetteville Technical Community College*
Rosa Bilbao, *Alamance Community College*
Marie Blair, *University of Nebraska*
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Silvia Bliss, *Morrisville State College*
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Julia Emilia Bussade, *University of Mississippi*
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Ana J. Caldero Figueroa, *Valencia College*
Wendy Caldwell, *Francis Marion University*

Aurelie Capron, *McKendree University*
Lindsey Carpenter, *Durham Technical Community College*
F. Eduardo Castilla Ortiz, *Missouri Western State University*
Esther Castro, *San Diego State University*
Thomas Claerr, *Henry Ford Community College*
Sheri Cochran-Alejo, *Utah State University / Cottonwood HS*
Judy Cortes, *California State University Monterey Bay*
David Counselman, *Ohio Wesleyan University*
Renata A. Creekmur, *Kennesaw State University*
Angela Cresswell, *Holy Family University*
Daniel D'Arpa, *Mercer County College*
Luis Delgado, *Olive-Harvey College*
Lisa DeWaard, *Clemson University*
Oscar Diaz, *Middle Tennessee State University*
Conxita Domenech, *University of Wyoming*
Dorian Dorado, *Louisiana State University*
Indira Dortolina, *Lone Star College - Cy Fair*
Hope Doyle D'Ambrosio, *Temple University*
Jabier Elorrieta, *New York University*
Luz Marina Escobar, *Tarrant County College – Southeast*
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 Magda (Magdalena) Tarnawska Senel *University of California, Los Angeles*
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CAPÍTULO 1



Learning Strategy

Study frequently

When learning a foreign language it is important to study every day. Aside from any written homework you may have, plan to spend some time each day learning the current vocabulary and verbs. For most students, it is more effective to study for 15–20 minutes three times a day than to spend a full hour on the subject. It might also be a lot easier for you to find time to study if you break it into smaller periods of time.

After completing the chapter, you will be able to:

- Greet and say goodbye to people in formal and informal situations
- Describe your classroom, your friends, and other people
- Use numbers up to 100 and exchange telephone numbers
- Spell names

Hola, ¿qué tal?



xavieramau/Er/Getty Images

Unos jóvenes en La Habana, Cuba

Exploraciones gramaticales

- Gender and number of nouns 8
- Definite/indefinite articles and the use of **hay** 11
- Subject pronouns and the verb **ser** 23
- Adjective agreement 25

Exploraciones léxicas

- Los saludos 4
- El salón de clases 4
- El alfabeto 5
- Los números hasta el cien 9, 12
- Los adjetivos 18

En vivo

- Comprando artículos escolares 15
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Conexiones culturales

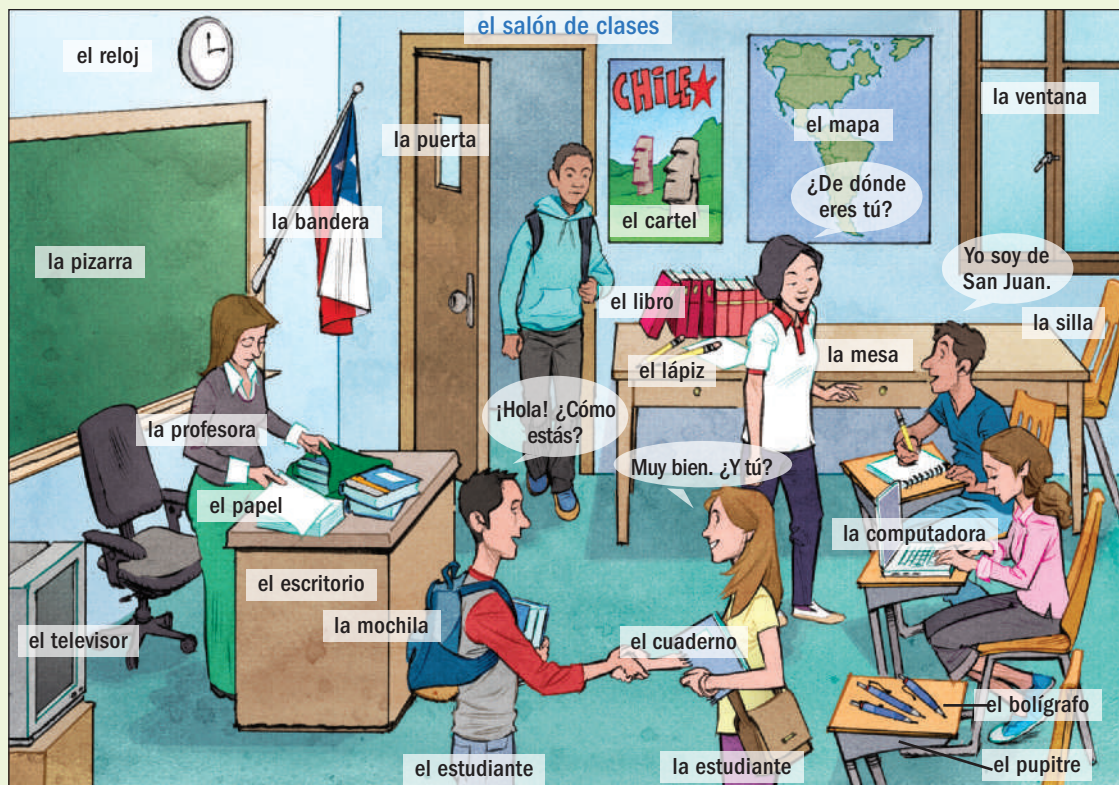
- El mundo hispanohablante 6
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Lectura

- La escuela es para todos 17
- Algunos famosos de Latinoamérica 28

Exploraciones léxicas

Este es el salón de clases de Mariana. ¿Qué hay en la clase?



Saludos formales

Buenos días.
Buenas tardes.
Buenas noches.
¿Cómo está (usted)?

Respuestas

Buenos días.
Buenas tardes.
Buenas noches.
Bien, gracias. /
Mal. / Regular,
gracias.
¿Y usted?

Saludos informales

¡Hola!
¿Cómo estás
(tú)?
¿Qué tal?

¿Qué hay de
nuevo?
¿Qué pasa?

Respuestas

¡Hola!
Bien, gracias. /
Mal. / Regular,
gracias. ¿Y tú?

Nada.

Nada.

Despedidas

Adiós. Goodbye.
Chao. Goodbye.
(informal)
Hasta luego. See you later.
Hasta mañana. See you tomorrow.
Hasta pronto. See you soon.
¡Nos vemos! See you later!
¡Que tengas un Have a nice day!
buen día! (informal)

Presentaciones

¿Cómo te What is your name?
llamas? (informal)
Me llamo... My name is ...
Le presento I'd like to introduce
a... you to ... (formal)
Te presento I'd like to introduce
a... you to ... (informal)

Encantado(a). Nice to meet you.
Mucho gusto. Nice to meet you.
¿Cómo se How do you
escribe...? spell ... ?

Palabras interrogativas

¿Cuándo? When?
¿Cuántos(as)? How many?
¿Dónde? Where?
¿Qué? What?
¿Quién? Who?
¿Por qué? Why?

INVESTIGUEMOS EL VOCABULARIO

Vocabulary often varies from one Spanish-speaking country to another. For example, here are three different terms for the word for *pen*:

el bolígrafo (Spain)

la pluma (Mexico)

el lapicero (Peru)

Another word that has variations is *computer*:

la computadora (Latin America)

el ordenador (Spain)

A practicar

1.1 Escucha y responde Listen to the following list of common classroom items.



If the item is in your classroom, give a thumbs up; if it is not, give a thumbs down.

1.2 En la mochila Indicate which of these items could go into a student's backpack: la pizarra, el cuaderno, el papel, la silla, el bolígrafo, el escritorio, la puerta, los lápices

1.3 Un poco de lógica Match each question or statement with a logical response.

- | | |
|-------------------------|--------------------------|
| 1. ¿Cómo te llamas? | a. Soy de California. |
| 2. ¿De dónde eres? | b. Me llamo Marcos. |
| 3. ¿Cómo estás? | c. Nada. |
| 4. ¿Qué hay de nuevo? | d. Mucho gusto. |
| 5. Te presento a Jairo. | e. Bien, gracias. ¿Y tú? |

INVESTIGUEMOS EL VOCABULARIO

When making introductions, male speakers use the form **encantado**. Female speakers use the form **encantada**.

1.4 Mucho gusto Read the dialogue aloud with a partner. Then, read it again, substituting all the parts in italics with your own information or greetings/farewells.



Estudiante 1: ¡Hola!

Estudiante 1: *Mucho gusto, Carlos.*

Estudiante 2: ¡Hola!

¿De dónde eres?

Estudiante 1: Me llamo *Rafael*. ¿Y tú? ¿Cómo te llamas?

Estudiante 2: Soy de *México*. ¿Y tú?

Estudiante 1: Yo soy de *Argentina*.

Estudiante 2: Me llamo *Carlos*.

Estudiante 2: ¡Qué bien!

Estudiante 1: Bueno... ¡adiós!

Estudiante 2: ¡Chao!

INVESTIGUEMOS EL VOCABULARIO

According to the Real Academia, **ch**, **ll**, and **rr** are not independent letters, so they are not listed as part of the Spanish alphabet. Additional changes made to the alphabet are the names of the letters **v**, **w**, and **y**. However, it is common to hear the former letter names used as well.



El alfabeto

Letra	Nombre de la letra	Letra	Nombre de la letra	Letra	Nombre de la letra	Letra	Nombre de la letra
A	a	H	hache	Ñ	eñe	U	u
B	be	I	i	O	o	V	uve
C	ce	J	jota	P	pe	W	doble uve
D	de	K	ka	Q	cu	X	equis
E	e	L	ele	R	ere	Y	ye
F	efe	M	eme	S	ese	Z	zeta
G	ge	N	ene	T	te		

1.5 Correo electrónico You and your partner are in charge of your school's Club Internacional. You have information for half of the new members on this page, and your partner has the other half in Appendix B. Ask each other questions to complete the tables. You will need the following words: **arroba** (@) and **punto** (dot).



Modelo Estudiante 1: ¿Cuál es el correo electrónico de Pilar?

Estudiante 2: *pilybonita@uden.es* → *p-i-l-y-b-o-n-i-t-a*,
arroba, *u-d-e-n*, *punto*, *e-s*

Nombre	Correo electrónico
1. Marina	
2. Gabriel	<i>gabmuñoz@inter.cl</i>
3. Alejandro	
4. Valeria	<i>valelapeña@clarotodo.pr</i>

Conexiones culturales

Conexiones... a la geografía

Piensa en el tema

In what continents of the world is Spanish spoken as the main language of at least one country?

Los países hispanos

Look at the map and write the names of all the Spanish-speaking countries that you can locate. Then indicate the region for each country you identified: North America (**América del Norte**), Central America (**América Central**), South America (**América del Sur**), the Caribbean (**el Caribe**), Europe (**Europa**), or Africa (**África**).



SA: You can learn more about these countries in **Appendix A: Exploraciones del mundo hispano**.

Hablemos del tema

As you know, even though English is spoken in the United States, England, Canada, Australia, and many other countries, there are regional variations in accent, vocabulary, and sometimes even grammatical structures. For example, in the United States, English speakers say *truck*, but in Great Britain the word *lorry* is used. With a partner, brainstorm three to four examples of vocabulary variations. Then answer the following questions.

1. Are the variations understood in all regions of the United States and the different English-speaking countries?
2. Do the words mean something different in each country?
3. What categories do your examples refer to (food, clothing, idioms, etc.)?
4. Do you think the same variation occurs with Spanish? Why?

INVESTIGUEMOS LA MÚSICA

Find the song “La Gozadera” by Gente de Zona and Marc Anthony on the Internet and listen to it. What Latin American countries are named?

El mundo hispanohablante

Cultura

Piensa en el tema

What is one stereotype that you have heard about one group of people? Why do stereotypes exist?

Esterotipos

Cultural practices and products of Spanish-speaking countries vary from country to country. Putting aside preconceived ideas will help you gain a better understanding of these cultures. Work in groups of three or four to determine if the statements below are true or false.

1. All Latin Americans speak Spanish.
2. Flamenco is a popular dance throughout South America.
3. The majority of the population in Spanish-speaking countries is Catholic.
4. **Tortillas** are a typical dish in Spain.
5. Some indigenous people in Mexico and Guatemala still wear traditional clothing.
6. **Chiles** are a cooking staple in Paraguay, Uruguay, and Argentina.
7. Soccer is the most popular sport in South America.
8. Most Spanish-speaking families are large and have two to three generations living in one house.
9. Bullfighting is a popular sport in Cuba.
10. In most Spanish-speaking countries, the main meal is between 5:00 and 7:00 p.m.

Hablemos del tema

1. What are some stereotypes that you have heard that people in other countries have about U.S. citizens and their culture?
2. How would you correct someone who believes the stereotype is true?



Comunidad

If there are any international students or ESL students in your school that are native Spanish speakers, introduce yourself to one of them and find out where he or she is from. You may want to be conversation partners.

Throughout the program, you will be given examples of grammatical structures in Spanish and asked to discover the patterns of use based on those examples. This process not only helps you to remember how to use particular structures but will also help you to develop important skills such as inference and pattern recognition, which will make you a better language learner.

A analizar

Professor Tobar is in his classroom making sure he has everything ready for the first day of classes. Watch the video, and then read the passage, underline the vocabulary words, and answer the questions.

Este es el salón de clases. Hay muchos estudiantes en la clase. Hay una pizarra. No hay carteles, pero hay un mapa. Hay muchas sillas. También hay un escritorio, hay lápices y bolígrafos en el escritorio... ¿Dónde está la computadora?! Necesito hablar con el director.



1. Which words that you underlined are plural (refer to more than one item)? How do you know?
2. Find the word above that is similar to **lápiz**. What differences do you notice?

A comprobar

Gender and number of nouns

1. A noun (**sustantivo**) is a person, place, or thing. In order to make a noun plural:

- add an **-s** to words ending in a vowel libro → libros
silla → sillas
- add an **-es** to words ending in a consonant profesor → profesores
papel → papeles
- change a final **-z** to **-c** and add an **-es** lápiz → lápices

2. You will notice that some nouns lose an accent mark or gain an accent mark when they become plural. You will learn more about accent marks in **Capítulo 2**.

salón → salones
examen → exámenes

3. In Spanish, nouns have a gender. In other words, they are either masculine or feminine.

The endings of nouns not referring to people often indicate a word's gender.

Masculine nouns:

- often end in **-o**, such as **el libro** and **el cuaderno**
- can refer to a man, such as **el profesor** and **el estudiante**

Feminine nouns:

- often end in **-a**, such as **la silla** and **la pizarra**
- can refer to a woman, such as **la profesora** and **la estudiante**

There are some exceptions such as:

Masculine

el día
el mapa
el problema

Feminine

la mano (*hand*)
la foto
la moto

4. Here are the numbers from 0 to 20.

Los números

0	cero	7	siete	14	catorce
1	uno	8	ocho	15	quince
2	dos	9	nueve	16	dieciséis
3	tres	10	diez	17	diecisiete
4	cuatro	11	once	18	dieciocho
5	cinco	12	doce	19	diecinueve
6	seis	13	trece	20	veinte

INVESTIGUEMOS LA GRAMÁTICA

Uno is never used in front of a noun. In front of a masculine noun, **uno** becomes **un** and in front of a feminine noun, it becomes **una**.

A practicar

1.6 De singular a plural Change the following vocabulary words from singular to plural.

Modelo cuaderno → *cuadernos*

- mochila
- lápiz
- papel
- pupitre
- reloj
- bandera
- libro
- cartel
- televisor
- examen



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1.7 Género Using the rules that you have learned, indicate whether the following words are masculine (M) or feminine (F).

	M	F
1. saludo	_____	_____
2. actriz	_____	_____
3. cafetería	_____	_____
4. rosa	_____	_____
5. doctor	_____	_____
6. teatro	_____	_____
7. día	_____	_____
8. supervisora	_____	_____
9. mapa	_____	_____
10. autor	_____	_____

1.8 En la clase Listen to Carolina describe how many of the following items are in her classroom. As you listen, write the number next to each item. Then tell how many of each of the items there are in your classroom.



1-3

Modelo You will hear: *Hay once escritorios.*
You will write: 11 escritorios

1. _____ estudiantes
2. _____ pizarras
3. _____ sillas
4. _____ ventanas
5. _____ mapas
6. _____ computadoras

1.9 Los útiles Look at the pictures below and identify the classroom items you have learned, telling how many there are. Then work with a partner and take turns identifying the school supplies you each have. ¡OJO! Pay attention to singular and plural forms of the vocabulary words.



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Andersen Ross/Getty Images

1.10 La clase de matemáticas Work with a partner and take turns saying the following mathematical equations in Spanish and giving their solutions. You will need the following words: **más (+)**, **menos (-)**, and **son (=)**.



Modelo $6 + 10 =$
Seis más diez son dieciséis.

1. $4 + 5 =$
2. $16 - 6 =$
3. $20 - 2 =$
4. $7 + 9 =$
5. $3 + 12 =$
6. $11 - 4 =$
7. $13 + 1 =$
8. $14 + 5 =$

A analizar

Watch the video of Professor Tobar in his classroom again. Then read the paragraph below and answer the questions that follow.

Este es el salón de clases. Hay muchos estudiantes en la clase. Hay una pizarra. No hay carteles, pero hay un mapa. Hay muchas sillas. También hay un escritorio; hay lápices y bolígrafos en el escritorio... ¡No hay una computadora! ¿Dónde está la computadora?! Necesito hablar con el director.



- Write the word that comes before each of the following nouns. Do these words change according to the nouns that follow? Explain.
 _____ salón de clase _____ escritorio
 _____ pizarra _____ computadora
 _____ mapa _____ director
- What do you think **hay** means?

A comprobar

Definite and indefinite articles and **hay**

- The definite article *the* is used with a specific noun or a noun that has previously been mentioned. In Spanish, the definite article indicates whether a noun is masculine or feminine as well as whether it is singular or plural.

Artículos definidos

	masculino	femenino
singular	el	la
plural	los	las

¿De dónde es **el** profesor?

Where is **the** professor from?

¿De dónde son **los** estudiantes?

Where are **the** students from?

- The indefinite articles *a/an* or *some* are used when referring to a noun that is not specific or that has not previously been mentioned. They also indicate gender and number.

Artículos indefinidos

	masculino	femenino
singular	un	una
plural	unos	unas

¿Hay **una** ventana en el salón de clases?

Is there **a** window in the classroom?

- Hay** means *there is* or *there are*. It is used with the indefinite article; however, the article is often omitted after **hay** in plural expressions.

Hay un escritorio.

There is a desk.

No hay lápices.

There are no pencils.

Hay (unas) ventanas.

There are (some) windows.

No hay una pizarra.

There isn't a board.

4. When using **hay** with numbers, do not use an article. You already know numbers 0–20; numbers 21 through 101 are below.

¿Hay cinco libros?
Are there five books?

No hay tres libros.
There aren't three books.

21	veintiuno	28	veintiocho	60	sesenta
22	veintidós	29	veintinueve	70	setenta
23	veintitrés	30	treinta	80	ochenta
24	veinticuatro	31	treinta y uno	90	noventa
25	veinticinco	40	cuarenta	100	cien
26	veintiséis	50	cincuenta	101	ciento uno
27	veintisiete				

- Numbers below 30 are only one word, whereas numbers above 30 take the word **y** (*and*), for example, **treinta y uno**.
- With the numbers 21, 31, etc., **uno** changes to **un** when followed by a masculine noun (**treinta y un libros**) and **una** when followed by a feminine noun (**treinta y una sillas**).
- Note that **veintiún** has an accent over the letter **u**.

A practicar

1.11 ¿Lógico o no? Read the statements and indicate whether they are logical or not.

- Hay un cuaderno en la mochila.
- No hay una puerta en la clase.
- Hay una estudiante en la clase.
- Hay cinco libros en el escritorio.
- Hay papeles en la mesa.
- Hay una pizarra en la silla.

1.12 Los artículos Read the paragraph and indicate whether you need the definite article or the indefinite article. Circle the correct answer.

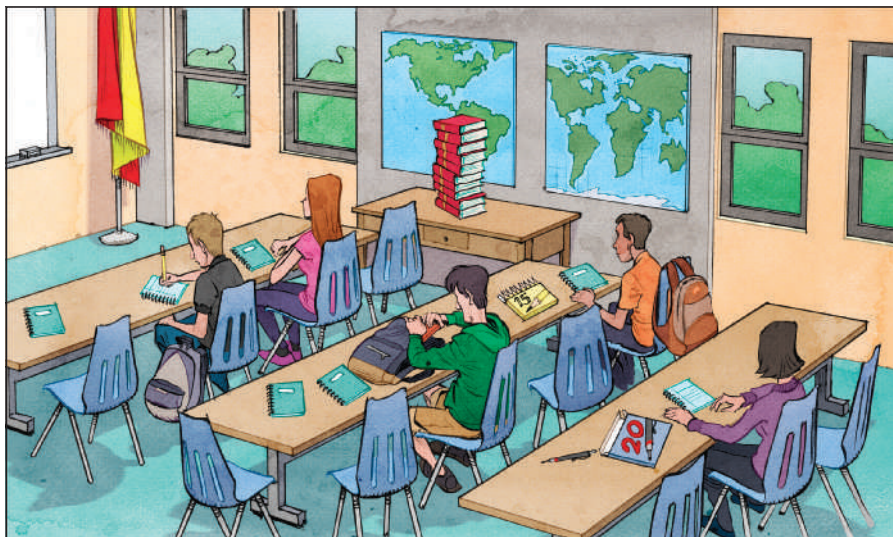
David es estudiante en (1. una / la) universidad de los Estados Unidos. En su salón de clases hay (2. unos / los) carteles y (3. una / la) ventana. (4. Una / La) ventana es muy grande. En (5. una / la) mochila de David hay (6. unos / los) libros. También hay (7. un / el) cuaderno para (8. una / la) clase de español de David.



David es estudiante.

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1.13 ¿Cuántos hay? Look at the picture below and take turns answering the following questions.



1. ¿Cuántos mapas hay?
2. ¿Cuántas sillas hay?
3. ¿Cuántos libros hay?
4. ¿Cuántos lápices hay?
5. ¿Cuántas banderas hay?
6. ¿Qué más hay? (*What else is there?*)

1.14 ¿Qué hay? With a partner, take turns asking and answering the questions about the items in your classroom. If you have them in your classroom, tell how many there are. Remember, if there is only one item, you must use **un** or **una**.



Modelo ¿Hay mesas?

Estudiante 1: ¿Hay mesas?

Estudiante 2: Sí, hay una mesa. / Sí, hay dos mesas. / No, no hay mesas.

1. ¿Hay relojes?
2. ¿Hay pizarras?
3. ¿Hay banderas?
4. ¿Hay mapas?
5. ¿Hay ventanas?
6. ¿Hay carteles?
7. ¿Hay computadoras?
8. ¿Hay sillas?



Christopher Fletcher/Shutterstock.com

1.15 El número, por favor Imagine that you work at the college information desk.



With a partner, take turns asking for different phone numbers. Use the directory in order to answer your partner's questions.

Modelo Estudiante 1:
El número para
Karate, por favor.
 Estudiante 2:
 22-55-12-90

INVESTIGUEMOS EL VOCABULARIO

Phone numbers in most Spanish-speaking countries are often given in pairs. If a number is not even, only the first number is given separately, for example, 5-93-34-76.

Contáctenos

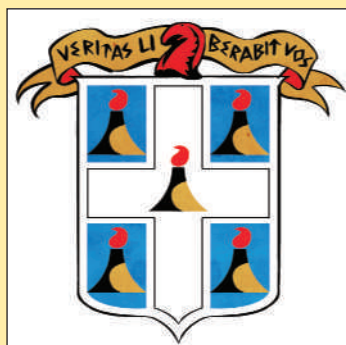
Oficina de admisión 2214 7300

Facultades

Ciencia y Tecnología 2297 7210
 Psicología 2249 3765
 Sociología 2278 4403
 Humanidades y Filosofía 2251 2030
 Arquitectura 2259 8215

Deportes y cultura

Fútbol 2264 3911
 Karate 2255 1290
 Vólibol 2213 8616
 Ballet folclórico 2233 0961
 Grupo de teatro 2292 4718



1.16 En la librería It is the end of the year, and employees are taking inventory at the bookstore. Tell how many items they have using the verb **hay**.

1. 50 cuadernos
2. 85 diccionarios
3. 100 bolígrafos
4. 78 lápices
5. 21 computadoras
6. 94 paquetes de papel
7. 31 libros de español
8. 62 mapas
9. 49 calculadoras
10. 51 mochilas



M_a_y_a/Getty Images

Entrando en materia

Where do you buy your school supplies?

Comprando artículos escolares



Maricarmen will start school next week, and she is looking for supplies at good prices.

1-4 You are going to hear two commercials for stores where she can buy what she needs: the first one for Papelería El Gigante and the second one for La Bodega.

Estrategia

Before you listen, look at the **Vocabulario útil** and anticipate what the commercial might be about.

Vocabulario útil

los artículos escolares	<i>school supplies</i>	gratis	<i>for free</i>
la copiadora	<i>copier</i>	la impresora	<i>printer</i>
el descuento	<i>discount</i>		

Comprensión

Listen carefully and indicate where Maricarmen would get a better price for the following articles.

Maricarmen needs . . .

She should buy at . . .

1. cuadernos
2. lápices
3. papel
4. una computadora
5. bolígrafos
6. una mochila

- | | |
|----------------------|-----------|
| Papelería El Gigante | La Bodega |
| Papelería El Gigante | La Bodega |
| Papelería El Gigante | La Bodega |
| Papelería El Gigante | La Bodega |
| Papelería El Gigante | La Bodega |
| Papelería El Gigante | La Bodega |

Más allá

What supplies do you use for your classes? Using the vocabulary in this chapter, make a list in Spanish.



Nattika/Shutterstock.com

Reading Strategy: Cognates

Look at the following list of words: **elefante, fotografía, oficina, bicicleta**. Chances are you have never seen them before but that you can figure out what they mean because they look similar to English words. Words that are similar in two languages are called cognates (**cognados**). While there are some false cognates (words that look like English words but have different meanings), most of the time the meaning will be the same. When you are reading, you will not understand every word, but you can use cognates to help you understand the general idea.

Antes de leer

Look at the advertisement for a school. Using the cognates to help you, answer the questions.

LINGUAMAX

¡Cursos de lenguas con garantía de calidad!

Establecido en 1980, **Linguamax** ofrece clases de inglés y francés para adolescentes y adultos.

- Profesores certificados con mucha experiencia
- Clases con un máximo de 5 estudiantes
- Precios razonables

Los cursos comienzan el 1° de junio

Para más información llame al 951-23-45-67 o visite **Linguamax** en la Avenida Bolívar 203.

Obtenga un descuento del 10% al mencionar este anuncio.

1. When was the school established?
2. What classes are offered at the school?
3. Who can take classes?
4. What are three benefits of taking classes at this school?
5. When do classes begin?
6. How can you get more information?
7. How can you receive a discount?

Now look at the reading on the next page. The red, bold words are cognates. What do they mean?



Keith Dannemiller/Alamy Stock Photo

A leer

La escuela es para todos

En Latinoamérica y en España **la educación** es un **derecho** de los niños. En estos países la escuela **primaria** y la **secundaria** son **obligatorias**. En unos países la **preparatoria** es también obligatoria. Para satisfacer la **demanda**, muchas escuelas tienen dos **turnos**: unos niños **asisten** a la escuela por la mañana y otros niños asisten por la tarde.

[la educación es un
derecho de los niños]

Por lo **general**, los libros de texto son **gratuitos**, pero las familias **deben comprar** otros **útiles** escolares. También en muchos **casos** las **familias** necesitan comprar **uniformes** para los niños porque es **común** usarlos.



Niños en una escuela de Colombia

right
these countries
last 3 years of high school
shifts/attend

free
must buy
supplies

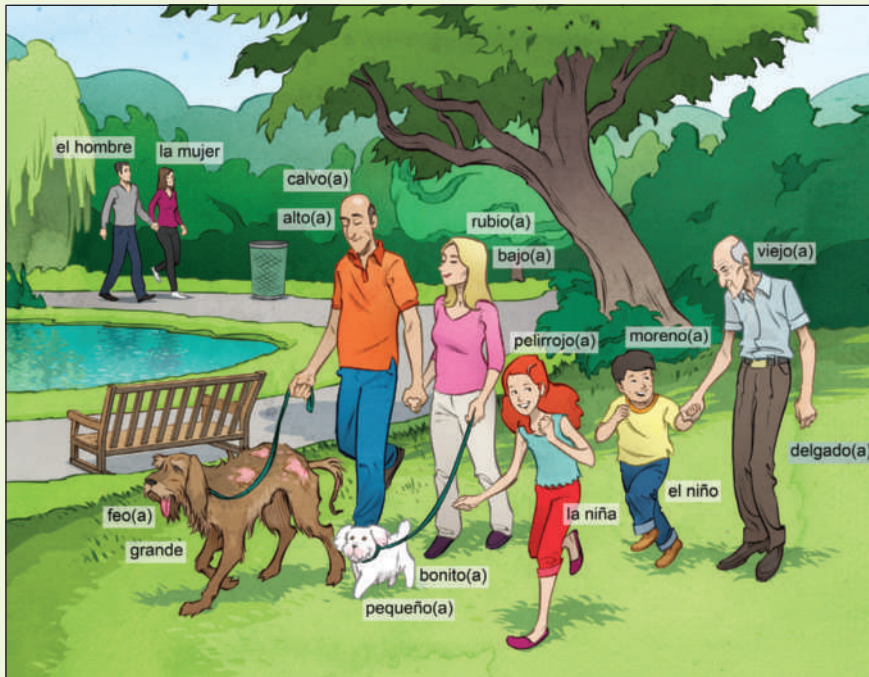
Comprensión

Indicate whether the following statements are true (**cierto**) or false (**falso**).

1. En Latinoamérica la escuela primaria es obligatoria.
2. Todos (*All*) los niños están en la escuela por la mañana.
3. Es necesario comprar (*to buy*) los libros para la escuela.
4. Muchos niños usan uniformes.

Después de leer

Even though school is free, there are many expenses associated with it, such as purchasing uniforms, lab coats, fees for special equipment, etc. What expenses are associated with K-12 in the United States? Can you think of any hidden expenses?



Estrategia

Study Frequently

It is impossible to memorize all the vocabulary words the night before the exam; instead, plan to spend 15–20 minutes two or three times a day memorizing the vocabulary.

Las descripciones

Características opuestas

bueno(a) / malo(a)
cruel / cariñoso(a)
generoso(a) / egoísta
idealista / realista
inteligente / tonto(a)
interesante / aburrido(a)
optimista / pesimista
liberal / conservador(a)
paciente / impaciente

serio(a) / cómico(a)
tímido(a) / sociable

Descripciones de la personalidad

agresivo(a) *aggressive*
amable *kind*
antipático(a) *unfriendly*
atlético(a) *athletic*
difícil *difficult*
fácil *easy*
famoso(a) *famous*

honesto(a) *honest*
nuevo(a) *new*
perezoso(a) *lazy*
pobre *poor*
rico(a) *rich*
simpático(a) *nice*
trabajador(a) *hardworking*

Descripciones físicas

corto(a) *short (length)*
gordo(a) *fat*
guapo(a) *good-looking*

joven *young*
largo(a) *long*

Palabras adicionales

muy *very*
pero *but*
un poco *a little*
también *also*
y *and*

INVESTIGUEMOS EL VOCABULARIO

Another word commonly used instead of **delgado** is **flaco**. The word **gordo** is often used in Spanish endearingly, such as between spouses, and parents sometimes call their children **gordito** or **gordita**. People often describe themselves using the diminutive as well: **Soy (un poco) gordito**.

A practicar

- 1.17 Escucha y responde** Look at the picture and listen to the different adjectives. Write the letter **D** on one piece of paper and the letter **S** on another. If the adjective you hear describes Don Quijote, hold up the **D**. If it describes Sancho Panza, hold up the **S**.



1-5



1.18 Identificaciones Look around the classroom and identify someone who fits the following descriptions.

- | | | | |
|--------------|----------|-----------|------------|
| 1. pelirrojo | 3. joven | 5. moreno | 7. bajo |
| 2. alto | 4. guapo | 6. rubio | 8. delgado |

1.19 Sinónimos Identify a word from the vocabulary list that has a similar meaning.

- | | | | |
|-----------------|--------------|---------------|-------------|
| 1. afectuoso | 3. sincero | 5. complicado | 7. simple |
| 2. introvertido | 4. tolerante | 6. atractivo | 8. positivo |

1.20 La personalidad y las profesiones Make a list of the ideal personality traits for the following professions.

Modelo profesor
paciente, interesante, inteligente

- | | | |
|---------------|-------------------------|-------------|
| 1. policía | 3. actor | 5. político |
| 2. estudiante | 4. espía (<i>spy</i>) | 6. doctor |

1.21 Veinte preguntas Follow the steps below to play “twenty questions.”



Paso 1 In groups of three, write a list of names of famous men who are familiar to everybody in the group.

Paso 2 One person in the group chooses a name from the list but doesn't say which name it is. The other two members of the group guess the name by asking yes/no questions.

Modelo ¿Es (Is he) *joven*? ¿Es *rubio*? ¿Es *alto*?

1.22 La fila Work with a partner to figure out the names of the people in the stands. One of you will look at this page, and the other will look at the picture in Appendix B. Take turns giving the name of a person and a description, so your partner will know who it is.



Conexiones culturales

Cultura

Piensa en el tema

What Hispanic artists are you familiar with?

La diversidad en la pintura

Diego Velázquez was a Spanish artist who made a living for many years painting portraits of the Spanish royal family. *Las meninas*, one of Velázquez's most famous paintings, depicts the princess Margarita accompanied by her ladies-in-waiting (**las meninas**). Which people do you think are part of the royal family and which are not? Who do you think the man in the doorway might be? Who do you think the painter in front of the canvas is?



A. Burkatovski/Fine Art Images/Superstock

Hablemos del tema

Pick three different people in the painting and describe them in Spanish using vocabulary from the chapter. You might speculate what their personalities are like.

La diversidad del mundo hispanohablante

Conexiones... a los estudios étnicos

Piensa en el tema

What do you think that the word “Hispanic” means?

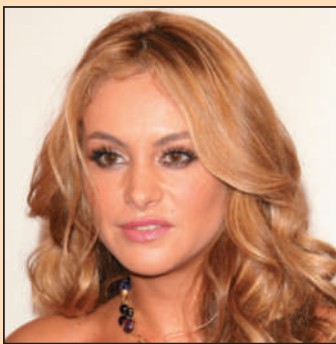
La diversidad en Latinoamérica

The people in the photos are all from Spanish-speaking countries, which means that they are all Hispanic (**Hispanos**). As you can see, Hispanic is not a race, but a concept based on cultural background. Why do you think there is such great ethnic diversity in Latin America?



Santiago Vidal/CON/LatinContent Editorial/Getty Images

Rigoberta Menchú, Guatemala, activista política



Kathy Hutchins/Shutterstock.com

Paulina Rubio, México, cantante



stocklight/Shutterstock.com

Evo Morales, Bolivia, presidente



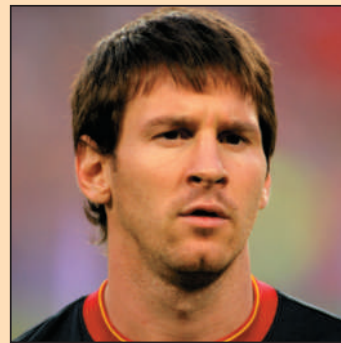
Debby Wong/Shutterstock.com

Yoenis Céspedes, Cuba, beisbolista



AFP/Getty Images

Keiko Fujimori, Perú, política



Maxisport/Shutterstock.com

Lionel “Leo” Messi, Argentina, futbolista

Hablemos del tema

Work with a partner and take turns describing each one of the people in the photographs using two to three adjectives from the vocabulary. Then discuss the following questions.

1. Are you familiar with any of the people in the photos? Why are they famous?
2. Why do you think there is great ethnic diversity in Latin America?
3. The word *mestizo* is very important to the identity of many Hispanic people. *Mestizo* refers to a person whose parents are of two different ethnic backgrounds; however, it is most commonly used to refer to the descendants of European and indigenous peoples in the Americas. Is it also an important concept in the U.S. mainstream culture? Why?

A analizar ▶

Rosa is going to introduce herself and her friend Santiago. After watching the video, read the following paragraph, paying attention to the words in bold.

Yo **soy** Rosa y **soy** de México. Mi mejor amigo **es** de España y se llama Santiago. Yo **soy** muy sociable, pero Santiago no; él **es** un poco tímido, pero nosotros **somos** muy buenos amigos... ¿Y tú? ¿Cómo **eres** tú?



1. In the paragraph, who does **yo** refer to? Who does **él** refer to? Does **nosotros** refer to one person or more than one person?
2. The verb **ser** (*to be*) is used throughout the paragraph. Its forms are in bold. Write the appropriate form that is used with each of the following pronouns.

yo _____	él _____
tú _____	nosotros _____
3. Look at the following conversations, paying attention to the use of **tú** and **usted**. Both mean *you* in English. What do you think the difference is?



A comprobar

Subject pronouns and the verb **ser**

A pronoun replaces a noun in order to avoid repetition. The following are Spanish subject pronouns.

singular		plural	
yo	<i>I</i>	nosotros/nosotras	<i>we</i>
tú	<i>you (familiar)</i>	vosotros/vosotras	<i>you (familiar in Spain)</i>
usted	<i>you (formal)</i>	ustedes	<i>you</i>
él	<i>he</i>	ellos	<i>they (group of males or a mixed group)</i>
ella	<i>she</i>	ellas	<i>they (group of females)</i>

- When addressing one person, Spanish speakers use either **tú** or **usted** (sometimes abbreviated **Ud.**). **Tú** is informal and shows familiarity. It is used with family, friends, classmates, and children. **Usted** is formal and shows respect or distance. It is used with people in a position of authority, older people, strangers, and people in a professional setting.
- When referring to groups of females, use **nosotras** and **ellas**, and when referring to groups of males, use **nosotros** and **ellos**. When the groups are mixed, use the masculine forms **nosotros** and **ellos**.
- In Spain, **vosotros** and **vosotras** are used to address a group of people and express familiarity, and follow the same rules as **nosotros** and **nosotras** with regard to gender. **Ustedes** is used to address a group of people and expresses respect. In Latin America, **ustedes** (sometimes abbreviated **Uds.**) is used to address any group of people, regardless of the relationship.
- The verb **ser** means *to be*. Just as there are different forms of the verb *to be* in English (*I am, you are, etc.*), there are also different forms of the verb **ser** in Spanish. Changing a verb into its different forms to indicate who is doing the activity is called *conjugating*.

INVESTIGUEMOS LA GRAMÁTICA

In many Central and South American countries the word **vos** is used to communicate the familiar *you* although the way in which it is used varies from country to country.

INVESTIGUEMOS LA GRAMÁTICA

In Spanish **ser** and **estar** both mean *to be*. You will learn more about **estar** in **Capítulo 4**.

ser					
yo	soy	<i>I am</i>	nosotros/nosotras	somos	<i>we are</i>
tú	eres	<i>you are</i>	vosotros/vosotras	sois	<i>you (all) are</i>
usted	es	<i>you are</i>	ustedes	son	<i>you (all) are</i>
él/ella	es	<i>he/she is</i>	ellos/ellas	son	<i>they are</i>

5. Use **ser**

- to describe what someone is like.
Él **es** alto, pero ellos **son** bajos.
He is tall, but they are short.
- to ask or say where someone is from.
¿De dónde **eres** tú? Yo **soy** de Lima, Perú.
Where are you from? I am from Lima, Peru.
- to identify someone or something
Yo **soy** Manolo. I **am** Manolo.

A practicar

1.23 ¿Tú o usted? Which pronoun would you use to address each of the following people?

Modelo un niño → *tú*

- | | | |
|----------------|-------------|---|
| 1. un policía | 3. mamá | 5. el presidente |
| 2. un profesor | 4. un amigo | 6. un estudiante en la clase de español |

1.24 Sustituciones Which pronoun would you use **to talk about** the following people?

Modelo Rebeca → *ella*

- | | |
|-----------------------|---------------------------|
| 1. Felipe | 5. la señora Marcos |
| 2. Silvia y Alicia | 6. Javier y yo |
| 3. tu amigo y Ricardo | 7. Lola, Ana, Sara y Luis |
| 4. Regina | 8. Miguelito |

1.25 Parejas Match the subject with the remainder of the sentence.

- | | |
|--------------------|------------------------|
| 1. Yo | a. es joven. |
| 2. Rafael y Carlos | b. somos trabajadores. |
| 3. La profesora | c. soy optimista. |
| 4. Tú | d. eres inteligente. |
| 5. Maite y yo | e. son guapos. |

1.26 El verbo ser Complete the paragraph with the necessary form of the verb **ser**.

¡Hola! Yo (1) _____ Antonio y (2) _____ de Santiago, Chile. Mis amigos (3) _____ Laura y Víctor. Nosotros (4) _____ estudiantes en la Universidad de Santiago. Laura (5) _____ estudiante de biología y Víctor y yo (6) _____ estudiantes de ciencias políticas. Y tú, ¿también (7) _____ estudiante?

1.27 ¿De dónde son? In groups of three, look at the map and complete the following sentences telling where the different people are from. Then, find out from the other members of your group where they are from. Be sure to use the correct forms of the verb **ser**.



Modelo Carolina...
Carolina es de Chile.



A analizar

Watch the video in which Rosa introduces herself and Santiago. Then read the paragraph that follows and underline the adjectives.



Yo soy Rosa y soy México. Mi mejor amigo es de España y se llama Santiago. Yo soy muy sociable, pero Santiago no; él es un poco tímido, pero nosotros somos muy buenos amigos. Santiago es inteligente, muy simpático e idealista. Yo también soy inteligente y simpática pero no soy idealista. Soy realista, muy trabajadora y también soy liberal. Además, Santiago es alto, rubio y atlético, y yo soy baja y morena. Santiago y yo somos muy diferentes, pero lo importante es que somos buenos amigos.

Note the forms already filled in the chart and use the adjectives you underlined as well as what you learned about **encantado** and **encantada** in the box on page 5 to complete the chart.

masculine singular	masculine plural	feminine singular	feminine plural
simpático	_____	_____	_____
_____	inteligentes	_____	_____
_____	_____	idealista	_____
liberal	_____	_____	_____
_____	_____	_____	trabajadoras

A comprobar

Adjective agreement

Adjectives describe a person, place, or thing. In Spanish, adjectives must agree with the person or the object they describe, both in gender (masculine/feminine) and in number (singular/plural).

Singular masculine adjectives		singular	plural
ending in -o	masculine	simpático	simpáticos
	feminine	simpática	simpáticas
ending in -a	masculine	idealista	idealistas
	feminine	idealista	idealistas
ending in -e	masculine	sociable	sociables
	feminine	sociable	sociables
ending in a consonant*	masculine	ideal	ideales
	feminine	ideal	ideales
*exception: ending in -or	masculine	trabajador	trabajadores
	feminine	trabajadora	trabajadoras

Mi amigo es simpático, sociable e idealista.

Mi amiga también es simpática, sociable e idealista.

Mis amigos son simpáticos, sociables e idealistas.

INVESTIGUEMOS LA PRONUNCIACIÓN

For pronunciation purposes, **y** (and) becomes **e** when followed by a word beginning with the letter(s) **i** or **hi**.

A practicar

1.28 ¿Quién es? Listen to the six descriptive statements and indicate which person is being described. In some cases, the description may apply to both. Place a check mark in the appropriate blanks. ¡OJO! Pay attention to the adjective endings.



- | | |
|-----------------------------|------------------------------|
| 1. _____ Jennifer López | _____ Pitbull |
| 2. _____ Mariana Pajón | _____ Lionel Messi |
| 3. _____ Sofía Vergara | _____ George López |
| 4. _____ Isabel Allende | _____ Gabriel García Márquez |
| 5. _____ Christina Aguilera | _____ Gael García Bernal |
| 6. _____ Penélope Cruz | _____ Mario López |

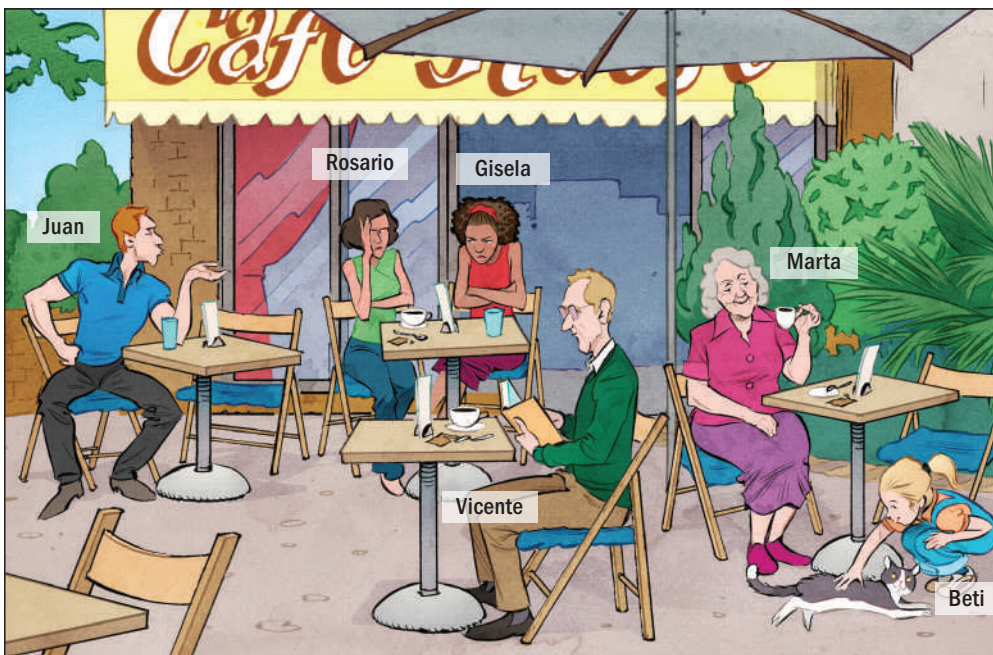
1.29 La atracción de los opuestos Complete each sentence with an adjective that has the opposite meaning of the underlined word. ¡OJO! Be sure the adjectives agree with the subject they are describing.

- Fernando es tímido y su esposa es _____.
 - Mis amigas son delgadas y sus esposos son _____.
 - Marcos es trabajador y su esposa es _____.
 - Mis amigos son cómicos y sus esposas son _____.
 - Susana es generosa y su esposo (*spouse*) es _____.
 - Mi amigo es _____ y su esposa es _____.
- (Choose adjectives not used in the sentences above.)

1.30 En el café Work with a partner and take turns giving true/false statements about the people in the drawing. You should correct any false statements. ¡OJO! Be sure the adjectives agree with the subject they are describing.



Modelo Estudiante 1: *Vicente es calvo.*
Estudiante 2: *Falso, él es rubio.*



- 1.31 Los ideales** Complete the following statements expressing your own opinion regarding the ideal characteristics of each subject. Then compare your list with a partner's and come to an agreement on two characteristics for each.



1. La profesora ideal es... No es...
2. El estudiante ideal es... No es...
3. Los amigos ideales son... No son...
4. La madre (*mother*) ideal es... No es...
5. Los políticos ideales son... No son...
6. Las mascotas (*pets*) ideales son... No son...

- 1.32 El horóscopo** Find your astrological sign below and read the descriptions. Choose two characteristics that describe you. You may use those listed for your sign or choose others that are more accurate. Then, talk to three classmates and find out their signs and the characteristics that describe them.



Modelo Estudiante 1: *¿Cuál es tu signo?*

Estudiante 2: *Yo soy Aries.*

Estudiante 1: *¿Cómo eres tú?*

Estudiante 2: *Yo soy extrovertido y muy emocional.*

Los signos zodiacales y la personalidad



Aries

21 de marzo – 20 de abril
extrovertido, obstinado



Leo

24 de julio – 23 de agosto
creativo, vanidoso



Sagittario

23 de noviembre –
21 de diciembre
idealista, indiscreto



Tauro

21 de abril – 21 de mayo
paciente, perezoso



Virgo

24 de agosto –
23 de septiembre
organizado, perfeccionista



Capricornio

22 de diciembre –
20 de enero
práctico, calculador



Géminis

22 de mayo – 21 de junio
intelectual, impaciente



Libra

24 de septiembre –
23 de octubre
activo, indeciso



Acuario

21 de enero –
19 de febrero
independiente, rebelde



Cáncer

22 de junio – 23 de julio
trabajador, emocional



Escorpión

24 de octubre –
22 de noviembre
introverso, posesivo



Piscis

20 de febrero –
20 de marzo
generoso, dependiente

Reading Strategy: Cognates

Skim through the reading and underline any cognates that you see, as they will help you to understand the reading. Remember that you will not understand everything in the text. Do not look up every word that you do not know in the dictionary. Instead, simply try to get the general meaning of the text.

Antes de leer

Write a list of names of famous contemporary U.S. citizens in the fields of pop culture, politics, movies, and sports. Why are they famous? Compare lists with a classmate. Together, try to come up with names of famous contemporary citizens of Spanish-speaking countries. What are their professions?

A leer

Algunos famosos de Latinoamérica

Muchas personas de países hispanos se distinguen en todas las áreas y es difícil escribir una lista corta. A continuación hay descripciones de algunas personas muy populares en el mundo contemporáneo.

Deportes

Manu Ginóbili (julio 1977), deportista (*athlete*) argentino, es un excelente jugador de básquetbol de la NBA de los Estados Unidos. Habla fluidamente español, inglés e italiano y tiene su propia página en Internet.

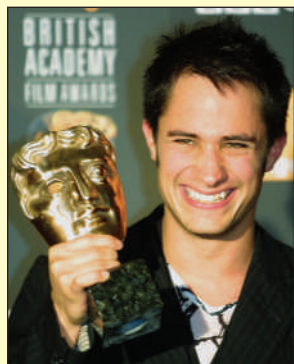


CP DC Press/Shutterstock.com

Muchas personas de países hispanos se distinguen en todas las áreas y es difícil escribir una lista corta.

Cine

Gael García Bernal (noviembre 1978) es actualmente uno de los actores, productores y directores latinoamericanos más famosos, gracias a su participación en filmes como *Diarios de motocicleta* (2004), *Babel* (2006), *Neruda* (2016) y la serie *Mozart in the Jungle* (2015-2018). Un dato interesante es que Gael participó en campañas para **enseñar a leer** a los indígenas huicholes en el norte de México.



AP Images/ALASTAIR GRANT

teach reading



Featureflash Photo Agency/Shutterstock.com

Música

Shakira Isabel Mebarak Ripoll (febrero 1977) es una **cantante** muy popular. Su **madre** es colombiana y su **padre** es de ascendencia libanesa. Es posible escuchar la influencia de los ritmos tradicionales colombianos y libaneses en su música. Es una de las artistas con más álbumes **vendidos** en Latinoamérica y participa muy activamente en su organización filantrópica *Pies descalzos*. Ahora Shakira es madre de dos niños y divide su tiempo entre su carrera musical y su familia.

singer
mother
father

sold

Política

Michelle Bachelet (septiembre 1951) fue (was) presidente de Chile del 2006 al 2010 y de 2014 a 2018. Bachelet fue la primera mujer presidente de Chile. Además, es doctora pediatra y habla cinco lenguas. Es muy popular entre los chilenos y *Forbes* la considera una de las mujeres más influyentes del mundo. Bachelet está interesada en tener **igualdad** entre hombres y mujeres en Chile.



MARTIN BERNETTI/Getty Images

equality

Comprensión

To which of the people mentioned in the reading does the statement refer?

1. Es famosa por su música.
2. Estudió medicina.
3. Es un actor popular.
4. Es atlético.
5. Es madre.
6. Juega al básquetbol.

Después de leer



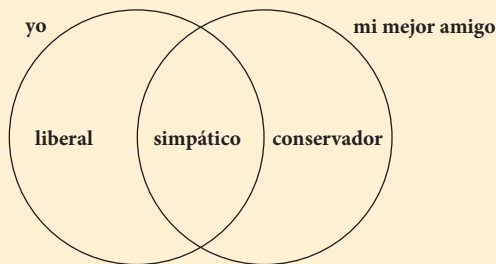
What other famous people do you know from Spanish-speaking countries? Work with a partner to come up with a list of names, then choose one of the people on your list and write a short description of him/her. Read your description to the class and have them guess whom you are describing.

INVESTIGUEMOS LA MÚSICA

Find the Mocedades song "Eres tú" on the Internet and listen to it. Write down as many cognates as you can as well as words you recognize. What do you think the theme of the song is?

Write a paragraph in which you describe yourself and your best friend.

Paso 1 Create a Venn diagram such as the one below. In the middle section where the circles overlap, write any adjectives that are common to both yourself and your best friend. Write any adjectives that are unique to yourself in the circle on the left and adjectives that are unique to your best friend in the circle on the right.



Estrategia

Be sure to brainstorm in Spanish rather than English to make the writing of the paragraph easier.

Paso 2 Write a sentence in which you introduce your reader to yourself and to your best friend.

Paso 3 Using the information you generated in **Paso 1**, continue your paragraph with two or three sentences in which you describe the qualities that you and your friend have in common and another two or three sentences where you describe the qualities that are unique to you and unique to your best friend.

Paso 4 Write a conclusion statement that wraps up the paragraph.

Paso 5 Edit your paragraph:

1. Do the adjectives agree with the person they describe?
2. Check your spelling, including accent marks.
3. Are there any sentences that could be joined with either **y** or **pero**?
4. Can you vary some of the sentences by using expressions like **también** and **los/las dos** (*both of us*)?



Sydia Productions/Shutterstock.com

Entrando en materia

Look at the following sketches of people. Write down two or three adjectives that describe each person.



A



B



C



D



E



F

En busca de talento

A television network is looking for talent to participate in a new sitcom. The show requires several Hispanic characters, and they have a very specific idea of what they should look like. The descriptions that follow have been distributed to agents in the hopes of finding an exact match. Match the headshots to the descriptions.

NUEVO PROGRAMA BUSCA TALENTOS

Buscamos nuevos talentos para actuar en una comedia original. Es indispensable hablar español e inglés.

Leyre Morales Blanco

Edad: 5 años

Estatura: 1.10 mts.¹

Descripción: Delgada, morena, pelo² largo. Leyre es tímida y seria, pero aventurera.

Rocío Leyva Zamora

Edad: 40 años

Estatura: 1.55 mts.

Descripción: Delgada, con pelo corto. Rocío es bonita, extrovertida y amable.

Aymar Ibañez Sodi

Edad: 12 años

Estatura: 1.50 mts.

Descripción: Alto para su edad, pelo negro y corto. Aymar es atlético, independiente y muy sociable. Es alérgico a los animales.

Florián González Calva

Edad: 75 años

Estatura: 1.60 mts.

Descripción: Bajo, calvo y un poco gordito. Carácter tímido y serio.

¹meters ²hair

Comprensión

Which headshot corresponds to which description?

Más allá



Think of a person you know well and describe that person to your partner, who will draw a portrait according to your description. Be sure to include the person's name and key identifiers such as height, hair color, etc. Switch roles so that you each have a turn to describe and draw.

Exploraciones de repaso: estructuras

1.33 ¿Qué hay? A student is in her room studying. Mention five items that are in the room, and then mention one thing that is not.

Modelo Hay libros.



Michal Popiel/Shutterstock.com

1.34 Los famosos Tell where the following famous people are from. Search online for information on anyone you don't know.

1. Enrique y Julio Iglesias
2. Ricky Martin
3. Salma Hayek
4. William Levy
5. Carlos Mencia
6. Shakira y Juanes

1.35 Mi amiga Mónica Complete the paragraph with the appropriate forms of the verb **ser** and the adjectives, as indicated by the words in parentheses.

¡Buenos días! Yo (1. ser) _____ Jacobo y ella (2. ser) _____
Mónica. Nosotros (3. ser) _____ estudiantes en la Universidad Central
de Venezuela. Mónica (4. ser) _____ estudiante de literatura, y es muy
(5. inteligente) _____ y (6. trabajador) _____. Las clases
(7. ser) _____ muy (8. difícil) _____, pero los profesores son
(9. bueno) _____ y (10. simpático) _____.

Exploraciones de repaso: comunicación

1.36 Entrevista Talk to three different classmates to gather the following information about them.



1. What are their first and last names and how are they spelled?
2. Where they are from?
3. What they are like? (two descriptions each)

1.37 Diferencias Working with a partner, one of you will look at the picture on this page, and the other will look at the picture in Appendix B. Take turns describing the pictures using the expression **hay**, numbers, and the classroom vocabulary. Find the eight differences.



Modelo Estudiante 1: *En A hay una computadora.*

Estudiante 2: *Sí. En B hay una silla.*

Estudiante 1: *No, en A no hay una silla.*



1.38 Somos similares Work with a partner to identify the personality traits that you have in common.



Paso 1 Make a list of seven to eight adjectives that describe your personality. ¡OJO! Pay attention to the adjective endings.

Paso 2 Take turns describing your personalities using the adjectives on your lists. Be sure to use complete sentences. When you determine a trait that you both have in common, circle it on your lists.

Paso 3 Report to the class on how you are similar by sharing the characteristics that you have in common.



1-7

Vocabulario 1

Saludos

(muy) bien	<i>(very) well</i>
Buenas noches.	<i>Good night.</i>
Buenas tardes.	<i>Good afternoon.</i>
Buenos días.	<i>Good morning.</i>
¿Cómo estás (tú)?	<i>How are you?</i> (informal)
¿Cómo está (usted)?	<i>How are you?</i> (formal)
gracias	<i>thank you</i>
hola	<i>hello</i>

Presentaciones

¿Cómo se escribe...?	<i>How do you spell . . . ?</i>
¿Cómo te llamas?	<i>What is your name?</i>
Encantado(a).	<i>Nice to meet you.</i>
Me llamo...	<i>My name is . . .</i>

Despedidas

Adiós.	<i>Goodbye.</i>
Chao.	<i>Goodbye. (informal)</i>
Hasta luego.	<i>See you later.</i>
Hasta mañana.	<i>See you tomorrow.</i>

El salón de clases

la bandera	<i>flag</i>
el bolígrafo	<i>pen</i>
el cartel	<i>poster</i>
la computadora	<i>computer</i>
el cuaderno	<i>notebook</i>
el diccionario	<i>dictionary</i>
el escritorio	<i>teacher's desk</i>
el (la) estudiante	<i>student</i>
el lápiz	<i>pencil</i>
el libro	<i>book</i>
el mapa	<i>map</i>
la mesa	<i>table</i>

Palabras interrogativas

¿Dónde?	<i>Where?</i>
¿Cuándo?	<i>When?</i>
¿Cuántos(as)?	<i>How many?</i>

Los números

 See pages 9, 12

Palabras adicionales

¿De dónde eres tú?	<i>Where are you from?</i>
hay	<i>there is/there are</i>

mal	<i>bad</i>
nada	<i>nothing</i>
¿Qué hay de nuevo?	<i>What's new?</i>
¿Qué pasa?	<i>What's going on?</i>
¿Qué tal?	<i>How's it going?</i>
regular	<i>so-so</i>
¿Y tú?	<i>And you? (informal)</i>
¿Y usted?	<i>And you? (formal)</i>

Mucho gusto.	<i>Nice to meet you.</i>
Le presento a...	<i>I'd like to introduce you to . . . (formal)</i>
Te presento a...	<i>I'd like to introduce you to . . . (informal)</i>

Hasta pronto.	<i>See you soon.</i>
¡Nos vemos!	<i>See you later!</i>
¡Que tengas un buen día!	<i>Have a nice day!</i>

la mochila	<i>backpack</i>
el papel	<i>paper</i>
la pizarra	<i>chalkboard</i>
el (la) profesor(a)	<i>professor</i>
la puerta	<i>door</i>
el pupitre	<i>student desk</i>
el reloj	<i>clock</i>
el salón de clases	<i>classroom</i>
la silla	<i>chair</i>
el televisor	<i>television set</i>
la ventana	<i>window</i>

¿Qué?	<i>What?</i>
¿Quién?	<i>Who?</i>
¿Por qué?	<i>Why?</i>

Yo soy de...	<i>I am from . . .</i>
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Vocabulario 2

Adjetivos para describir la personalidad

aburrido(a)	<i>boring</i>
agresivo(a)	<i>aggressive</i>
amable	<i>kind</i>
antipático(a)	<i>unfriendly</i>
atlético(a)	<i>athletic</i>
bueno(a)	<i>good</i>
cariñoso(a)	<i>loving</i>
cómico(a)	<i>funny</i>
conservador(a)	<i>conservative</i>
cruel	<i>cruel</i>
egoísta	<i>selfish</i>
famoso(a)	<i>famous</i>
generoso(a)	<i>generous</i>
honesto(a)	<i>honest</i>
idealista	<i>idealistic</i>
impaciente	<i>impatient</i>
inteligente	<i>intelligent</i>

interesante	<i>interesting</i>
liberal	<i>liberal</i>
malo(a)	<i>bad</i>
optimista	<i>optimistic</i>
paciente	<i>patient</i>
perezoso(a)	<i>lazy</i>
pesimista	<i>pessimistic</i>
pobre	<i>poor</i>
realista	<i>realistic</i>
rico(a)	<i>rich</i>
serio(a)	<i>serious</i>
simpático(a)	<i>nice</i>
sociable	<i>sociable</i>
tímido(a)	<i>timid, shy</i>
tonto(a)	<i>dumb</i>
trabajador(a)	<i>hardworking</i>

Adjetivos para describir el aspecto físico

alto(a)	<i>tall</i>
bajo(a)	<i>short</i>
bonito(a)	<i>pretty, cute</i>
calvo(a)	<i>bald</i>
delgado(a)	<i>thin</i>
feo(a)	<i>ugly</i>
gordo(a)	<i>fat</i>
grande	<i>big</i>

guapo(a)	<i>good-looking</i>
joven	<i>young</i>
moreno(a)	<i>dark-skinned/ dark-haired</i>
pelirrojo(a)	<i>red-haired</i>
pequeño(a)	<i>small</i>
rubio(a)	<i>blond(e)</i>
viejo(a)	<i>old</i>

Otros adjetivos

corto(a)	<i>short (length)</i>
difícil	<i>difficult</i>
fácil	<i>easy</i>

largo(a)	<i>long</i>
nuevo(a)	<i>new</i>

Verbos

ser	<i>to be</i>
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Palabras adicionales

el hombre	<i>man</i>
la mujer	<i>woman</i>
muy	<i>very</i>
el (la) niño(a)	<i>child</i>

pero	<i>but</i>
un poco	<i>a little</i>
también	<i>also</i>
y	<i>and</i>

