



1

Primera parte

¡Así lo decimos! Vocabulario
 ¡Así lo hacemos! Estructuras

Perfiles

Mi experiencia
 Mi música

Saludos y despedidas
 The Spanish alphabet
 The numbers 0–100
 The days of the week, the months,
 and the seasons

Soy bilingüe
 “Mi corazoncito” (Aventura, EE. UU.)

OBJETIVOS COMUNICATIVOS

- Meeting and greeting others
- Spelling your name
- Performing simple math problems
- Talking about the calendar and dates

2

Segunda parte

¡Así lo decimos! Vocabulario
 ¡Así lo hacemos! Estructuras

Observaciones

En la clase
 Subject pronouns and the present tense
 of **ser**
 Nouns and articles
 Adjective forms, position, and agreement
 ¡Pura vida! Episodio 1

- Describing your classroom
- Responding to classroom instructions
- Talking about yourself and others
- Identifying colors and talking about your favorite color



Nuestro mundo

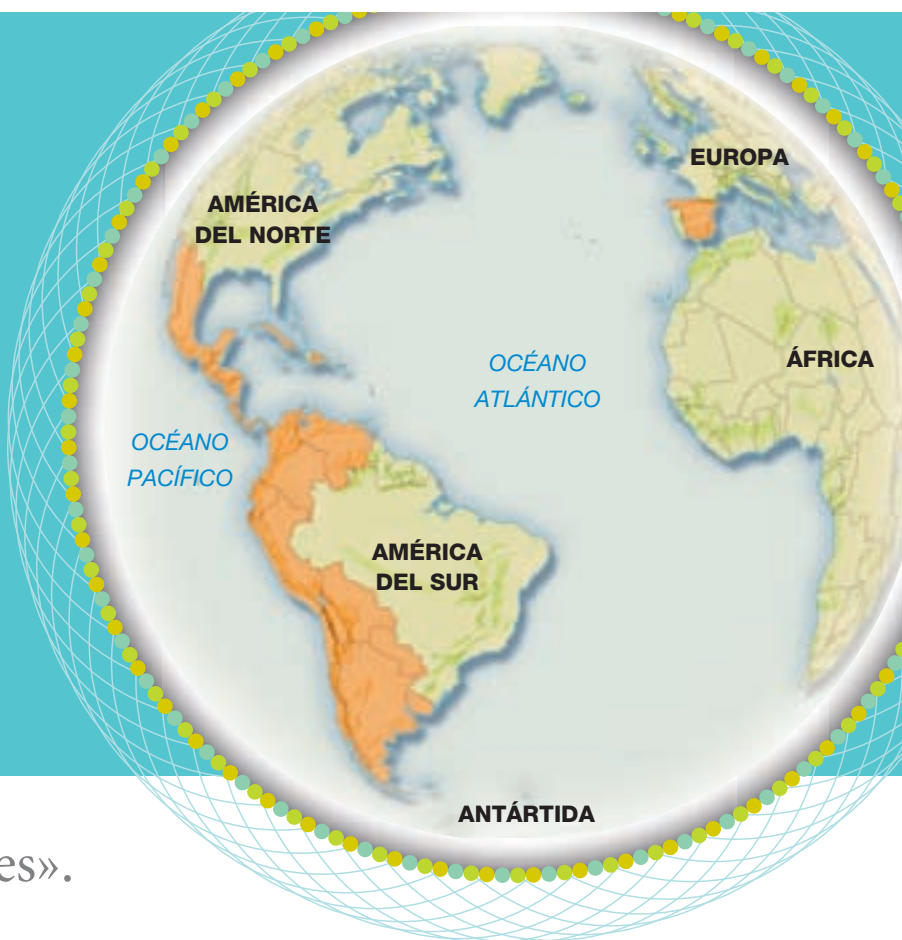
Panoramas
Páginas
Taller

La diversidad del mundo hispano
Versos sencillos, “XXXIX” (José Martí, Cuba)
 Una carta de presentación



Readiness
 Check

La diversidad del mundo hispano



«Si vives alegre, rico eres».

Refrán: If your life is happy, you are rich. (Your wealth lies in your happiness.)



El descubrimiento de América por Cristóbal Colón.
Salvador Dalí, 1958.



Historia de México desde la conquista hasta el futuro.
Diego Rivera, 1930.

Primera parte

¡Así lo decimos!¹ VOCABULARIO

¡Así es la vida!² Saludos y despedidas

01-01



En la universidad los estudiantes y los profesores conversan.³

JORGE: Hola, María Luisa.
¿Cómo estás?

MARÍA LUISA: Muy bien, Jorge.
¿Y tú? ¿Qué tal?

JORGE: ¿Yo? ¡Fenomenal!



PROFESORA LÓPEZ: Hola, buenas tardes.
¿Cómo se llama usted?

ROBERTO: Me llamo Roberto
Gómez.

PROFESORA LÓPEZ: Mucho gusto. Soy la
profesora López.

ROBERTO: Encantado.



LUPITA: Hasta luego, Juan.

JUAN: ¡Nos vemos!



¹That's how we say it!

²That's life

³**Estudiante, profesor, and conversan** are cognates, words that are similar in English and Spanish. Do you recognize other cognates in the dialogs?



Vocabulario Saludos y despedidas

01-02
to 01-07

Variaciones

Numerous greetings and farewells are used in the Spanish-speaking world and variations are common. The expression **¿Qué onda?** (*What's up?*) is popular in Mexico. A brief

Buenas for *good afternoon/evening* is typical in Spain. Speakers from many

Latin American countries commonly use the expression

¡Chau! (also spelled **¡Chao!**) to say *Good-bye!*

Saludos Greetings

Buenos días. *Good morning.*

Buenas noches. *Good evening.*

Buenas tardes. *Good afternoon.*

¿Cómo está usted? *How are you? (formal)*

¿Cómo estás? *How are you? (informal)*

Hola. *Hello, Hi.*

¿Qué pasa? *What's happening?*

What's up? (informal)

¿Qué tal? *What's up? (informal)*

Respuestas Responses

De nada. *You're welcome.*

¿De verdad? *Really?*

Encantado/a. *Pleased to meet you.*

Gracias. *Thank you.*

Igualmente. *Likewise.*

Lo siento. *I'm sorry.*

Más o menos. *So-so. (lit. More or less.)*

Mucho gusto. *Nice to meet you.*

(Muy) Bien. *(Very) Well.*

(Muy) Mal. *(Very) Bad.*

Todo bien. *All's well.*

Despedidas Farewells

Adiós. *Good-bye.*

Hasta luego. *See you later.*

Hasta mañana. *See you tomorrow.*

Hasta pronto. *See you soon.*

Nos vemos. *See you.*

Presentaciones Introductions

¿Cómo se llama usted? *What's your name? (formal)*

¿Cómo te llamas? *What's your name? (informal)*

Me llamo... *My name is . . . (lit. I call myself . . .)*

Mi nombre es... *My name is . . .*

Soy... *I am . . .*

Títulos Titles

el señor (Sr.) *Mr.*

la señora (Sra.) *Mrs., Ms.*

la señorita (Srta.) *Miss*

Sustantivos Nouns

la clase *class*

el estudiante *student (male)*

la estudiante *student (female)*

el profesor *professor (male)*

la profesora *professor (female)*

la tarea *homework*

la universidad *university*

Otras palabras y expresiones Other words and expressions

¿Cómo se escribe...? *How do you spell . . . ?*

con *with*

mi/mis *my*

o *or*

tu/tus *your (informal)*

y *and*



la profesora



el estudiante



Letras y sonidos

Spanish Vowels

In Spanish, each of the five letters **a, e, i, o, u** corresponds to one and only one vowel *sound*. In English, these same five letters correspond to many different vowel sounds, which tend to be long and glided. For example, the letter *a* creates five different vowel sounds in the following words: *father, cat, approach, blame, awe*.

What vowel sound in English corresponds to each of the letters **a, e, i, o, u** in Spanish?

- The letter **a** is pronounced like the *a* in *father*, but is shorter.

más pasa nada mañana encantada

- The letter **e** is pronounced like the *e* in *they*, but is shorter with no final glide.

es tres mesa deporte interesante

- The letter **i** is pronounced like the *i* in *machine*, but is shorter.¹

mi niño libro tímido inteligente

- The letter **o** is pronounced like the *o* in *alone*, but is shorter with no final glide.

o hola color exótico nosotros

- The letter **u** is pronounced like the *u* in *flute*, but is shorter.

tú azul lunes gusto música


APLICACIÓN

1-1 ¿Qué tal? If you heard the statements or questions on the left, how would you respond? Choose from the list of options on the right.

MODELO: Adiós.

Hasta luego.

- | | |
|---------------------------------------|------------------------------|
| 1. <u> b </u> Soy el doctor Gómez. | a. Me llamo Pedro Guillén. |
| 2. <u> f </u> Gracias. | b. Buenos días, doctor. |
| 3. <u> a </u> ¿Cómo se llama usted? | c. Buenas tardes, profesora. |
| 4. <u> g </u> Mucho gusto. | d. Hasta mañana. |
| 5. <u> h </u> ¿Cómo estás? | e. ¿De verdad? Lo siento. |
| 6. <u> c </u> Buenas tardes, Tomás. | f. De nada. |
| 7. <u> d </u> Adiós. | g. Igualmente. |
| 8. <u> e </u> Estoy muy mal. | h. Estoy muy mal. |

 **1-2 ¿Quiénes son? (Who are they?)** Listen to the short conversations and write the number of each conversation next to the corresponding situation below.

- 5 two friends saying good-bye
 2 a teacher and student introducing themselves
 4 a young person greeting an older person
 1 two friends greeting each other
 3 two students introducing themselves

¹Be careful to avoid the *i* sound in *sit* in the following words, since this sound does not exist in Spanish: **inteligente, interesante, introvertido, impaciente, tímido, simpático, misterioso.**

1-3 ¡Hola! The following people are meeting for the first time. What would they say to each other?

MODELO:



el profesor Solar,
Ester Muñoz

PROFESOR SOLAR: *Buenas tardes. Soy el profesor Solar.*

ESTER: *Buenas tardes, profesor Solar. Soy Ester Muñoz.*

PROFESOR SOLAR: *Mucho gusto.*

ESTER: *Igualmente.*



la Sra. Aldo,
la Sra. García



Patricia, Marcos



Eduardo, Manuel

1-4 Saludos. Read about different ways to greet someone in Spanish-speaking countries.

Paso 1 Before you begin to read, think about how you greet people you're meeting for the first time. How do you greet relatives? Friends? Does the age of the person you are greeting make a difference? When do people embrace, hug, or kiss each other on the cheek in the U.S. and Canada?

Many Spanish speakers use nonverbal signs when interacting with each other. These signs will vary, depending on the social situation and on the relationship between the speakers. In general, people who meet each other for the first time shake hands (**dar la mano**) both when greeting and when saying good-bye to each other. Relatives and friends, however, are usually more physically expressive. Men who know each other well often greet each other with an **abrazo** (*hug*) and pats on the back. Women tend to greet each other and their male friends with one (Latin America) or two (Spain) light kisses on the cheeks.

Paso 2 Introduce yourself to five of your classmates. Shake hands or kiss lightly on the cheek as you ask them their names and how they are doing. Then say good-bye.

1-5A ¿Cómo está usted? (When you see the icon of two people with a line between them, one of you will assume the **A** role in the text; the other, the **B** role in **Appendix 1** for **B Activities**.)

Assume the role of instructor; your partner is your student. Act out the following conversation in which you greet each other and ask how things are. Use the information provided to complete your end of the conversation. **Estudiante B**, please see **Appendix 1**, page A-1 for your part.

MODELO: ESTUDIANTE A: *Buenos días...*

ESTUDIANTE B: *Hola...*

Estudiante A:

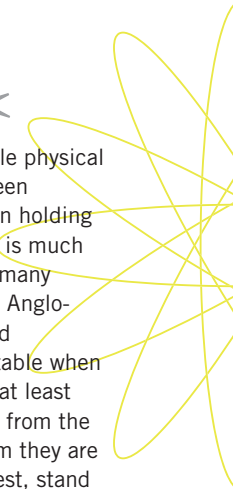
- It's morning. You greet the student, introduce yourself, and ask his/her name.
- Respond that you feel great today. Ask how he/she is feeling.
- Say that you are surprised and that you are sorry.
- Respond to the student.

¡Hola!

Cultura en vivo



The comfortable physical distance between Hispanics when holding a conversation is much closer than in many other cultures. Anglo-Americans tend to feel comfortable when they maintain at least arm's distance from the person to whom they are talking. As a test, stand at arm's distance from a classmate, then take one step closer. How do you feel at each distance?



¡Así lo hacemos!¹ ESTRUCTURAS



1. The Spanish alphabet²

The Spanish alphabet contains twenty-seven letters, including one that does not appear in the English alphabet: ñ³.

Letra (Letter)	Nombre (Name)	Ejemplos (Examples)	Pronunciación (Pronunciation)
a	a	Ana	
b	be	Bárbara	The letters b and v are pronounced exactly alike, as a b .
c	ce	Carlos, Cuba, Cecilia	In all varieties of Spanish, the letter c before a , o , or u sounds like English <i>k</i> . In Latin America, the letter c before e or i is pronounced like English <i>s</i> . In most of Spain, c before e and i , and the letter z , are pronounced like the English <i>th</i> in <i>thanks</i> .
d	de	Dios, Pedro	
e	e	Ernesto	
f	efe	Fernando	
g	ge	gato, gusto, gitano	The letter g before a , o , or u is pronounced like the English <i>g</i> in <i>gate</i> . Before e or i , the letter g is pronounced the same as Spanish j (or a hard English <i>h</i>).
h	hache	Hernán, hola, hotel	The letter h is always silent.
i	i	Inés	
j	jota	José	The letter j is like a hard English <i>h</i> sound.
k	ka	kilómetro, karate	The letter k is not common and usually appears only in words borrowed from other languages.
l	ele	Luis	
m	eme	María	
n	ene	Nora, nachos	
ñ	eñe	niño	The ñ sounds like <i>ny</i> as in <i>canyon</i> .
o	o	Óscar	
p	pe	Pepe	
q	cu	Quique, química	
r	ere	Laura, Rosa	At the beginning of a word, r is always pronounced like a trilled rr .
s	ese	Sara	
t	te	Tomás	
u	u	usted, Úrsula	
v	uve	Venus, vamos	The letters b and v are pronounced exactly alike, as a b .
w	doble uve	Washington, windsurf	The letter w is not common and usually appears only in words borrowed from other languages.
x	equis	excelente, México	Usually like <i>ks</i> , but also occasionally like Spanish j .
y	ye (i griega)	soy, Yolanda, maya	The letter y is a semivowel at the end of a syllable, as in English <i>toy</i> , or is a consonant at the beginning of a syllable, as in English <i>yard</i> .
z	zeta	Zorro, lápiz	In Latin America, the letter z is pronounced like English <i>s</i> . In most of Spain, it sounds like the English <i>th</i> in <i>thanks</i> .

¹That's how we do it!

²In 2010, the *Real Academia Española* revised the Spanish alphabet, eliminating *ch*, *ll* and changing the names of some letters. The *ch* and *ll* sequences still exist: Chile (pronounced as in English), llama (pronounced like [yama]).

³The letter **ñ** follows the **n** in the dictionary.


APLICACIÓN


1-6 ¿Qué vocal falta? Complete the names of these famous **hispanos** with the missing vowels. ¡Ojo! (Watch out!): When a letter carries an accent, say **con acento** after saying the name of the letter: **eme - a - ere - i con acento - a (María)**.

- MODELO:** _____ v _____ M _____ nd _____ s (actriz)
e, a, e, e (Eva Mendes)
- J e nn i fer L ó p e z (actriz y cantante)
 - C a mer o n D í a z (actriz)
 - R a f a el N a d a l (tenista)
 - J e ss i c a A lb a (actriz)
 - P a bl o P i c a ss o (pintor)

1-7 ¿Qué consonante falta? What consonants are missing from the names of these countries in the Spanish-speaking world?

- MODELO:** Mé x i c o
x (equis), c (ce)
- Ar g enti n a 6. El Sa l v ado r
 - Bo l i v ia 7. Re p ública Do m ini c ana
 - P erú 8. Co s t a R ica
 - E c ua d or 9. Para g ua y
 - Ve n e z ue l a 10. Espa ñ a

 **1-8 ¿Quién soy yo? (Who am I?)** With your partner, take turns dictating your full names to each other. Then check to see whether your spelling is correct.

 **1-9A Otra vez, por favor (please).** Take turns spelling out the words in parentheses to your partner while he/she writes them down. Be sure to first say in what category they belong. If you need to hear the spelling again, ask your partner to repeat by saying **Repite, por favor**. **Estudiante B**, please see **Appendix I**, page A-1.

- MODELO:** cosa (*thing*) (quesadilla)
 ESTUDIANTE A: *Es una cosa, cu - u - e - ese - a - de - i - ele - ele - a*
 ESTUDIANTE B: (After writing down the word) *¿Es una quesadilla?*
 ESTUDIANTE A: *Correcto.*

Estudiante A:

I say and spell . . .	I write . . .
1. persona famosa (George López)	1. persona famosa: _____
2. ciudad (Lima)	2. ciudad (<i>city</i>): _____
3. cosa (banana)	3. cosa: _____
4. ciudad (Albuquerque)	4. ciudad: _____



¿Cómo se escribe "cigüeña" (*stork*)?

Presencia hispana

The terms **hispano** and **latino** tend to be used interchangeably in the U.S. for people with origins in Spanish-speaking countries. The U.S. Office of Management and Budget currently defines **hispano** or **latino** as "a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race." In the most recent U.S. Census, some 75% of all **hispanos** spoke Spanish in the home. What are the advantages of being bilingual in today's world?



2. The numbers 0–100

Numbers in Spanish are expressed as follows:

0–9	10–19	20–29	30–39
cero	diez	veinte	treinta
uno	once	veintiuno	treinta y uno
dos	doce	veintidós	treinta y dos
tres	trece	veintitrés	treinta y tres
cuatro	catorce	veinticuatro	treinta y cuatro
cinco	quince	veinticinco	treinta y cinco
seis	dieciséis	veintiséis	treinta y seis
siete	diecisiete	veintisiete	treinta y siete
ocho	dieciocho	veintiocho	treinta y ocho
nueve	diecinueve	veintinueve	treinta y nueve
40–49:	cuarenta, cuarenta y uno, cuarenta y dos, cuarenta y tres...		
50–59:	cincuenta, cincuenta y uno, cincuenta y dos, cincuenta y tres...		
60–69:	sesenta, sesenta y uno, sesenta y dos, sesenta y tres...		
70–79:	setenta, setenta y uno, setenta y dos, setenta y tres...		
80–89:	ochenta, ochenta y uno, ochenta y dos, ochenta y tres...		
90–99:	noventa, noventa y uno, noventa y dos, noventa y tres...		
100–109:	cien, ciento uno, ciento dos, ciento tres...		

- **Uno** becomes **un** before a masculine singular noun and **una** before a feminine singular noun.

un libro *one book* **una mesa** *one table*
un profesor *one professor (male)* **una profesora** *one professor (female)*

- In compound numbers, **-uno** becomes **-ún** before a masculine noun and **-una** before a feminine noun.

veintiún libros *twenty-one books*
veintiuna profesoras *twenty-one female professors*

- The numbers **dieciséis** through **diecinueve** (16–19) and **veintiuno** through **veintinueve** (21–29) are generally written as one word. The condensed spelling is not used after 30.

- **Cien** is used when it precedes a noun or when counting the number 100 in sequence.

cien estudiantes *one hundred students*
noventa y ocho, noventa y nueve, **cien** *ninety-eight, ninety-nine, one hundred*

- **Ciento** is used in compound numbers from 101 to 199.

ciento uno *one hundred and one*
ciento cuarenta y cinco *one hundred and forty-five*
ciento diez *one hundred and ten*
ciento noventa y nueve *one hundred and ninety-nine*



The ancient Maya developed a precise base-20 counting system that included zero (shell), one (dot), and five (bar). Can you see the number 18?

APLICACIÓN

1-10 ¿Qué número falta? Figure out the patterns of numbers below and complete them with the logical numbers in Spanish.

- MODELO:** uno, tres, cinco, siete, nueve, once
- dos, cuatro, seis, ocho, diez, doce, catorce
 - uno, tres, cinco, siete, nueve, once
 - uno, cinco, nueve, trece, diecisiete, veintiuno, veinticinco
 - cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco
 - treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa
 - once, veintidós, treinta y tres, cuarenta y cuatro, cincuenta y cinco sesenta y seis, setenta y siete, ochenta y ocho
 - veintiuno, veintitrés, veinticinco, veintisiete, veintinueve, treinta y uno
 - noventa, ochenta, setenta, sesenta, cincuenta, cuarenta, treinta

¡Hola!

Cultura en vivo



There is variation among cultures when counting off numbers on fingers. In some Hispanic cultures, they start with a closed hand and extend fingers beginning with the thumb as they count. Others begin with an open hand facing down and fold their fingers in as they count, beginning with the little finger. Try counting from 1 to 10 with each method to see how each feels. What method do you usually use to count on your fingers?



¿Cuál es tu número favorito?

1-11 Te toca a ti (It's your turn). Challenge a classmate with an original sequence of numbers. See the previous activity for models.

1-12 ¿Cuál (What) es tu número de teléfono? In preparation for getting together to work on future projects, exchange phone numbers with three or four other classmates. Notice that telephone numbers in Spanish can be stated in groups of two digits rather than in single digits.

- MODELO:** E1: ¿Cuál es tu número de teléfono?
E2: (301) 555-2240: tres, cero, uno, cinco, cincuenta y cinco, veintidós, cuarenta



En Guatemala, ¿qué número marcas para llamar al extranjero (internationally)?

1-13 ¿Qué se hace en Madrid (*What do people do . . .*)? On what page of the tourist guide can you find information about what to do in Madrid?

En Madrid

La **Semana Santa** en Madrid ofrece un buen número de procesiones.

El 30 se corre la famosa **Mapoma** (Maratón Popular de Madrid).

El 23 se celebra el **Día del Libro**. Se ofrece una gran variedad de libros por todo el centro de la ciudad.

Atención: Noten que los museos tienen horas especiales durante la Semana Santa.

Bienvenida a los participantes del Congreso de Inmunología Humana que tiene lugar en el Hotel Príncipe.



El teléfono turístico: 902 202 202.

La línea turística proporciona amplia información sobre hoteles, restaurantes, camping, hostales, etc., las mejores ofertas para viajar, dónde y cómo reservar.

010 Teléfono del consumidor.

Toda la información cultural y de servicios del Ayuntamiento de Madrid.

MARZO - 2010

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EDITA Patronato Municipal de Turismo Mayor, 69, 28013
 Madrid. Tel. 91 588 29 00
El p.m.t. no se responsabiliza de los cambios de última hora.

MODELO: 20 música
en la página veinte

- | | |
|--------------------------------|-----------------------------|
| 1. <u>27</u> puntos de interés | 6. <u>13</u> ballet |
| 2. <u>26</u> datos útiles | 7. <u>31</u> paseo del arte |
| 3. <u>18</u> congresos | 8. <u>14</u> deportes |
| 4. <u>22</u> niños | 9. <u>20</u> fiestas |
| 5. <u>12</u> conciertos | 10. <u>14</u> ópera |



3. The days of the week, the months, and the seasons

Los días de la semana (*Days of the week*)

- The days of the week in Spanish are written in lower-case and are all masculine.
- Calendars usually begin the week with Monday, not Sunday.

septiembre						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
1	2	3	4	5	6	7

- The definite article is not used after **es** when telling what day of the week it is.
 Hoy **es jueves**. *Today is Thursday.*
- *On Monday . . . , on Tuesday . . . , etc.*, is expressed by using the definite article **el**.
 El examen **es el lunes**. *The exam is on Monday.*
- In the plural, the days of the week express the idea of doing something regularly.
 Voy al gimnasio **los sábados**. *I go to the gym on Saturdays.*
- Days that end in **-s** have the same form in the singular and the plural. **El lunes** becomes **los lunes** in the plural.
 La clase de filosofía **es los lunes,** *Philosophy class is on Mondays,*
los miércoles y los viernes. *Wednesdays, and Fridays.*

Los meses del año (*Months of the year*)

- Months are written in lower-case in Spanish.

enero	febrero	marzo	abril
L M M J V S D 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
mayo	junio	julio	agosto
L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
septiembre	octubre	noviembre	diciembre
L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	L M M J V S D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Mi cumpleaños es en **noviembre**. *My birthday is in November.*
 Hay veintiocho días en **febrero**. *There are twenty-eight days in February.*

- To ask the date say:

¿Cuál es la fecha?	}	<i>What's today's date?</i>
¿Qué fecha es?		
- To answer say:

Hoy es (el) dos de febrero. ¹	<i>Today is February 2nd.</i>
--	-------------------------------
- Use cardinal numbers with dates (**el cuatro, el once**), except for the first day of the month which is **el primero**.

el cinco de mayo.	<i>May 5th.</i>
el primero de enero.	<i>January 1st.</i>

Las estaciones del año (*Seasons of the year*)

- The seasons in Spanish are not capitalized.



el invierno



la primavera



el verano



el otoño

- The definite article is used to talk about the seasons but is omitted to say what season it is.

¿Cómo es la primavera aquí?	<i>What is spring like here?</i>
Es verano ahora en Argentina.	<i>It's summer now in Argentina.</i>

¹Spanish speakers will often omit **el** before the number when referring to today's date.

APLICACIÓN

1-14 Fiestas importantes en el mundo hispano. Match the holidays to the dates they are celebrated in the Spanish-speaking world.

MODELO: El día de la Independencia de México es en el otoño.
El 16 de septiembre es el día de la Independencia de México.


- | | |
|--|-------------------------|
| 1. <u>c</u> En EE. UU. es una fiesta para celebrar la cultura mexicana. | a. el 12 de diciembre |
| 2. <u>e</u> El día de la Raza (o el día de Cristóbal Colón) es en el otoño. | b. del 6 al 14 de julio |
| 3. <u>a</u> La fiesta de la Virgen de Guadalupe es en el invierno. | c. el 5 de mayo |
| 4. <u>f</u> El día festivo (<i>holiday</i>) para los trabajadores es en la primavera. | d. el 15 de agosto |
| 5. <u>d</u> En Costa Rica, el día de la Madre es en el verano. | e. el 12 de octubre |
| 6. <u>b</u> En Pamplona, España, se celebran los sanfermines ¹ por nueve días en el verano. | f. el primero de mayo |



Ernest Hemmingway conmemoró las fiestas de San Fermín en *The Sun Also Rises*.

1-15 Fechas importantes en EE. UU. y Canadá. Tell the dates of the following celebrations.

MODELO:  *el diecisiete de marzo*

- | | | | |
|---|---|---|---|
| 1. 
el treinta y uno de octubre | 2. 
el treinta y uno de diciembre | 3. 
el cuatro de julio (EE. UU.) / el 24 de mayo, o el primero de julio (Canadá) | 4. 
el catorce de febrero |
|---|---|---|---|

¹Los **sanfermines** is a masculine one-word plural noun referring to the festivities that honor Saint Fermin (**San Fermín**) in Spain.

Presencia hispana

Cinco de Mayo marks the victory of Mexican forces under General Ignacio Zaragoza over the French at the Battle of Puebla on May 5, 1862. Although the Mexican army suffered defeats soon afterward, the *Batalla de Puebla* came to symbolize Mexican unity and patriotism. Today, it has been highly commercialized and is celebrated more actively in the U.S. than in Mexico, which instead celebrates its independence from Spain on September 16, 1810. Do you celebrate **Cinco de mayo**?

1-16 Las estaciones del año. Remember that the seasons in the northern and southern hemispheres are inverted. Write the season in which each month falls in the northern hemisphere. Then do the same with the southern hemisphere (*el Cono Sur*).

	Hemisferio Norte	Cono Sur
1. agosto	verano	invierno
2. julio	verano	invierno
3. diciembre	invierno	verano
4. marzo	primavera	otoño
5. octubre	otoño	primavera
6. septiembre	otoño	primavera



Es junio y Miguel esquía en Bariloche, Argentina.



1-17A Los días, los meses y las estaciones. Take turns asking each other questions to fill in the missing days, dates, and months on each of your grids. **Estudiante B**, please see **Appendix 1**, page A-2.

MODELO: ESTUDIANTE A: (You need) *¿Un mes de otoño?*

ESTUDIANTE B: (You have) *octubre*

Estudiante A:

You need . . .	My partner gives me . . .	Your partner needs . . .
1. el día de la Independencia		el 14 de febrero
2. un día con nueve letras		enero
3. un mes con treinta días		mayo
4. un día que no hay (<i>there are no</i>) clases		febrero
5. un mes de verano		el lunes



1-18 ¿Cuándo es tu cumpleaños? In groups of six or seven students, take turns reporting your birthdays. Have one person fill in the dates for each month reported. Present your findings to the class using the following questions as a guide.

MODELO: *Mi cumpleaños es el 17 de enero.*

1. ¿Cuál (*Which*) es el mes más común?
2. ¿Cuál es el mes menos común?
3. ¿Hay (*Are there*) dos personas con el mismo día de cumpleaños?

Los cumpleaños de los estudiantes	
enero	17
febrero	
marzo	
abril	
mayo	
junio	
julio	
agosto	
septiembre	
octubre	
noviembre	
diciembre	



01-23
to 01-27

¿Cuánto saben?

First, ask yourself whether you can perform the following functions in Spanish. Then act out the scenarios with two or three classmates. Ask and respond to at least three questions in each situation.

✓ **CAN YOU ...**

- meet and greet others?
- spell your name?
- perform simple math problems in Spanish?
- talk about the calendar and dates?

WITH YOUR CLASSMATE(S) ...

Situación: En clase

This is your first day of class. Take turns introducing yourself as a professor or student and ask others their names.

Para empezar (Getting started): *¿Cómo te llamas? ¿Cómo se llama usted?*

Situación: En el centro de estudiantes internacionales

You and your partner are welcoming students to a reception for international students and need to write everyone's name on name tags. Take turns asking their names and how to spell them.

Para empezar: *¿Cómo te llamas? ¿Cómo se escribe...?*

Situación: Planes para una fiesta

Challenge each other to calculate how many soft drinks (*refrescos*) and pizzas you need if you invite 5, 10, or another number of friends.

Para empezar: *Con cinco amigos, necesitamos diez refrescos y... pizzas. Con... amigos, necesitamos...*

Situación: En un café

Share within the group your favorite holidays. Which ones do you have in common?

Para empezar: *¿Cuál es tu día festivo favorito? El día festivo favorito de muchos (many) es...*



01-28
to 01-29

Perfiles

Mi experiencia

SOY BILINGÜE

1-19 Para ti (For you). Do you have friends or family members who speak more than one language? Did they grow up speaking two languages, learn a second language in school, or live in a place where English was not the primary language? What are the economic, political, and social advantages to being bilingual and bicultural in today's world? Read the excerpt from Oscar Ponce Torres's blog below about growing up bilingual.

¡Hola! ¿Qué pasa? My name is Óscar Ponce Torres and I live in New York City. My family is originally from Puerto Rico; my parents moved to New York when I was just a kid. Growing up, I spoke Spanish at home and learned English in school, like most of my friends in the neighborhood. I'm very proud of my Puerto Rican heritage and of being both bicultural and bilingual. Currently, I study international business at New York University, and in the future I hope to work with a company with locations here and abroad. I know that being able to speak two languages offers many professional and social opportunities, but for me, speaking Spanish and English with family and friends is what I know; it's my experience. And when we get together, there's always music playing in the background, including the latest by the group Aventura. Listen to the song "Mi corazoncito" for a sense of what it sounds like to live in a bilingual world.

Presencia hispana

Because the Spanish settled much of the North American continent before other nationalities, when states came into the Union, many of the inhabitants were descendents of the first settlers who arrived with Spanish explorers. Can you name the states that were originally territory dominated by Spain?



1-20 En su opinión. With a partner, explore your experiences and ideas about bilingualism by discussing the following questions.

1. What are your reasons for studying Spanish?
2. Do you plan to use Spanish in a particular career or in another facet of your life? How so?
3. Have you studied or do you speak other languages besides English and Spanish? What about your friends and family?
4. Do you think it is important to know more than one language? Why or why not?
5. What other people in the media or public eye can you name that are bilingual? How has it helped them?

Mi música

“MI CORAZONCITO” (AVENTURA, EE. UU.)

The group Aventura formed in the Bronx in 1994. Their musical style is **bachata**, whose themes are often romantic with tales of heartbreak. Aventura has a particular **bachata** style combining the traditional sound with hip-hop, R & B, and reggaeton, as well as using both English and Spanish lyrics. The members of Aventura are “Romeo” Santos, Lenny Santos, Max Santos, and Henry Santos Jeter.




Antes de ver y escuchar (Pre-viewing and -listening)


1-21 Estilos musicales. With what American or Latin rap artists are you familiar? Which ones have been honored with a Grammy? Have you ever heard a **bachata**? Of the following musical styles, which ones do you prefer and why?
country metálica pop R & B rap rock

1-22 Mi corazoncito. The title of the song means “my little heart” and is typical of a **bachata** rhythm and theme. Here are some of the words you will hear in the song. Guess their meanings and write down their equivalents in English before listening to the song. If necessary, consult a Spanish-English dictionary.

- | | |
|-----------------------------------|---------------------------------------|
| 1. amor <u>love</u> | 4. bohemio loco <u>crazy bohemian</u> |
| 2. imaginación <u>imagination</u> | 5. poeta <u>poet</u> |
| 3. hombre <u>man</u> | 6. negro <u>black</u> |

Para ver y escuchar (Viewing and listening)


 **1-23 La canción.** Connect with the Internet to find a site on which Aventura performs this piece. You may also want to search for the lyrics (*letra*). In what way is this song considered a **bachata**? How does it compare to country music in the U.S.?

 **Busca!** mi corazoncito aventura video; mi corazoncito aventura letra
If you would like to purchase this song: Go to iTunes Store>Music>More to Explore>iMix>Arriba 6e

Después de ver y escuchar (Post-viewing and -listening)

1-24 Descripciones. You are a true aficionado/a of **bachata** music. Indicate in the spaces below with an “X” which statements you believe to be true of “Mi corazoncito.” Most descriptions use a cognate.

- | | | |
|--|---|--|
| <input type="checkbox"/> Es interesante. | <input type="checkbox"/> Es misteriosa. | <input type="checkbox"/> Es romántica. |
| <input type="checkbox"/> Es fascinante. | <input type="checkbox"/> Es divertida (<i>fun</i>). | <input type="checkbox"/> Es exótica. |

 **1-25 Investigación.** Research information about the lead singer of Aventura and complete this biographical information about him: **nombre completo, lugar de nacimiento, el título de una canción hit.**

 **Busca:** romeo santos aventura

¹Note that accents, *tildes* and capital letters are not required for Internet searches.

Answers to 1-21

Some possible answers for rap Grammy winners: Jay-Z ('08, '04, '98), Kanye West ('08, '07, '05, '04), Lil Wayne ('08), T.I. ('08, '06), Justin Timberlake & T.I. ('06), Ludacris ('06, '04), Black Eyed Peas ('05, '04), Eminem ('03, '02, '00, '99), Beyoncé Knowles & Jay-Z ('03)

Answers to 1-23

You and students can easily access lyrics on the Internet. The theme is unrequited love; the style is a fusion of *bachata* with R & B. The lyrics include both Spanish and English. Their style of dress is very trendy, unlike that of most U.S. country singers.

Answers for 1-25

Anthony “Romeo” Santos; The Bronx, New York City, U.S.; Answers may vary. Some possible answers: “Obsesión” (2002), “Hermanita” (2004), “La boda” (2005), “Por un segundo” (2009).

Segunda parte



¡Así lo decimos! VOCABULARIO



¡Así es la vida! En la clase de geografía

¿Qué pasa hoy en la clase de la profesora García?



PROFESORA GARCÍA: Buenos días. Saquen la tarea para hoy. Miguel, lee el número uno, por favor.

MIGUEL: Perdone, profesora, no tengo la tarea.

PROFESORA GARCÍA: ¿Paulina?

PAULINA: Un momento, profesora. Necesito mi portátil.

PROFESORA GARCÍA: ¿Ramón?

RAMÓN: Perdone, profesora. Repita, por favor.

PROFESORA GARCÍA: Pero, ¡qué barbaridad! ¡Qué estudiantes!

Vocabulario En la clase

01-31
to 01-37

Variaciones

A few words for colors vary in the Spanish-speaking world. **Color café** may be expressed as **pardo** or **marrón**. **Rosado** may be **color rosa**, and **morado** may be **púrpura** or **color violeta**. Also, **anaranjado** may be simply **naranja**.

Variaciones

Names for technology also vary: *laptop* is **la (computadora) portátil** in Latin America and **el (ordenador) portátil** in Spain. Cell phone is generally **el (teléfono) celular** in Latin America and **el (teléfono) móvil** in Spain.

¿De qué color es? What color is it?

amarillo/a	yellow
anaranjado/a	orange
azul	blue
blanco/a	white
color café	brown
gris	gray
morado/a	purple
negro/a	black
rojo/a	red
rosado/a	pink
verde	green

Objetos en la clase Objects in the classroom

el bolígrafo	pen
la calculadora	calculator
la computadora (portátil)	computer (laptop)
el cuaderno	notebook
el diccionario	dictionary
el lápiz	pencil
el libro	book
el mapa	map
el marcador	marker
la mesa	table
la mochila	backpack
el papel	paper
la pizarra (blanca)	chalkboard (whiteboard)
la puerta	door
el reloj	clock, watch
la silla	chair
el teléfono celular/móvil	cell phone
la tiza	chalk

Otros sustantivos Other nouns

el hombre	man
la mujer	woman

Adjetivos Adjectives

barato/a	cheap, inexpensive
caro/a	expensive
claro/a	light (color)
grande	big
oscuro/a	dark (color)
pequeño/a	small

Adverbio Adverb

aquí	here
------	------

Verbos Verbs

hay	there is/are
necesitar	to need
ser	to be
tengo (tener)	I have (to have)

Otras expresiones Other expressions

¡Qué barbaridad!	What nonsense!
¡Qué estudiantes!	What students!

el cuaderno verde



la computadora portátil



Expresiones para los estudiantes Expressions for students

No comprendo. *I don't understand.*
 No sé. *I don't know.*
 Repita¹, por favor. *Repeat, please.*

Expresiones para la clase² Expressions for the class

Abre (Abran) el libro. *Open your book(s).*
 Cierra (Cierren) el libro. *Close your book(s).*
 Contesta (Contesten) en español. *Answer in Spanish.*
 Escribe (Escriban) en la pizarra. *Write on the board.*
 Escucha. (Escuchen.) *Listen.*
 Estudia. (Estudien.) *Study.*
 Lee (Lean) el diálogo. *Read the dialog.*
 Repite. (Repitan.) *Repeat.*
 Sacar (Saquen) la tarea. *Take out your homework.*
 Ve (Vayan) a la pizarra. *Go to the board.*

¹Repita is a formal command, appropriate to use with your professor.


²These commands are for one student. Commands for the whole class are given in parentheses.

APLICACIÓN

1-26 ¿Qué hay en la clase? Take inventory of your classroom. Indicate how many of each item there are.

MODELO: 20 estudiantes
Hay veinte estudiantes.

_____ pizarra(s)	_____ cuaderno(s)
_____ bolígrafo(s)	_____ silla(s)
_____ mesa(s)	_____ reloj(es)
_____ mapa(s)	_____ libro(s) de español

 **1-27 ¿Cuál es tu color favorito?** What determines color preferences among different people? The following activity presents a possible factor.

Paso 1 Find out which colors are most popular in your class. Ask the person next to you what his/her favorite color is. That person will ask the next, and so forth until everyone has responded. One person will tally the results for the class by sex (men vs. women).

Paso 2 Now read the following article from *Vanidades*, a popular magazine throughout Latin America, based on a survey of men and women and their color preferences. Skim the reading. Don't try to understand every word. Read for general meaning to answer the questions below.

Ellos, ellas y los colores

En un hospital de París se desarrolló un estudio en el que se les pidió a pacientes adultos, hombres y mujeres, que pintaran acuarelas con sus colores favoritos. En los resultados se observó que el 85% de los hombres prefirió usar los tonos verdes y los azules, mientras que la mayoría de las mujeres escogió los rojos y los amarillos, mostrando así —una vez más— las marcadas diferencias que en cuanto a preferencias de colores existen entre los dos sexos.

Vanidades, 34 (20), p. 16.

- Where did the study take place?
in a hospital in Paris
- Who were the subjects interviewed?
male and female adult patients
- What percentage of men is mentioned?
85%
- What colors are mentioned?
greens, blues, reds, and yellows
- Now compare your class with the subjects in the article by responding **Sí** or **No** to these statements: *Answers may vary.*
 “Los hombres del estudio son como (*like*) los hombres (*men*) de la clase”.
 “Las mujeres del estudio son como las mujeres (*women*) de la clase”.

¡Así lo hacemos! ESTRUCTURAS



4. Subject pronouns and the present tense of *ser*

In Spanish, subject pronouns refer to people (*I, you, he, etc.*).¹



Subject pronouns			
SINGULAR		PLURAL	
yo	<i>I</i>	nosotros/nosotras ³	<i>we</i>
tú	<i>you (inf.)</i> ²	vosotros/vosotras ³	<i>you (inf., Spain)</i>
usted (Ud.)	<i>you (for.)</i> ²	ustedes (Uds.)	<i>you (for.)</i>
él, ella	<i>he, she</i>	ellos, ellas ³	<i>they (m./f.)</i>

Just like the verb *to be* in English, the verb **ser** in Spanish has irregular forms. You have already used several of them. Here are all of the forms of the present indicative, along with the subject pronouns.

<i>ser (to be)</i>					
SINGULAR			PLURAL		
yo	soy	<i>I am</i>	nosotros/as	somos	<i>we are</i>
tú	eres	<i>you are (inf.)</i>	vosotros/as	sois	<i>you are (inf.)</i>
usted (Ud.)	es	<i>you are (for.)</i>	ustedes (Uds.)	son	<i>you are (for.)</i>
él/ella	es	<i>he/she is</i>	ellos/ellas	son	<i>they are</i>

- Because the verb form indicates the subject of a sentence, subject pronouns are usually omitted unless they are needed for clarification or emphasis.

¿Eres de Puerto Rico? *Are you from Puerto Rico?*
 Sí, soy de Puerto Rico. *Yes, I'm from Puerto Rico.*
 Yo no, pero **ellos** son de Puerto Rico. *I'm not, but they're from Puerto Rico.*
- There are four ways to express *you*: **tú**, **usted**, **vosotros/as**, and **ustedes**. **Tú** and **usted** are the singular forms. **Tú** is used in informal situations, that is, to address friends, family members, and pets. **Usted** denotes formality or respect and is used to address someone with whom you are not well acquainted or a person in a position of authority (a supervisor, teacher, or older person).⁴
- **Vosotros/as** and **ustedes** are the plural counterparts of **tú** and **usted**, respectively, but in all of Latin America, **ustedes** is used for both the informal and formal plural *you*. **Vosotros/as** is used in Spain to address more than one person in an informal context (a group of friends or children).⁵
- Although **tú** is the most commonly used subject pronoun in Spanish to express informal *you* in the singular, many speakers, like those in Argentina, Uruguay, and Chile, use **vos**.

¹Subject pronouns are not generally used for inanimate objects or animals (except when referring to pets).

²Abbreviations: inf. (informal); for. (formal).

³**Nosotros, vosotros, ellos**: masculine, or masculine and feminine group; **nosotras, vosotras, ellas**: all feminine group.

⁴In the families of some Hispanic countries, children use **usted** and **ustedes** to address their parents as a sign of respect.

⁵**¡Arriba!** uses **ustedes** as the plural of **tú**, except where cultural context would require otherwise.

- The pronouns **usted** and **ustedes** are commonly abbreviated as **Ud.** and **Uds.** or **Vd.** and **Vds.**
- The verb **ser** is used to express origin, occupation, or inherent qualities.

¿De dónde eres ?	<i>Where are you from?</i>
Soy de Toronto.	<i>I am from Toronto.</i>
¿Cómo es la profesora?	<i>What is the teacher like?</i>
Es muy paciente.	<i>She is very patient.</i>

APLICACIÓN

1-32 Dos artistas importantes. Learn more about the two artists whose artwork is featured in the chapter opener.

Paso 1 Read the description below and underline the forms of **ser**.



Salvador Dalí y Diego Rivera son dos de los artistas más famosos del mundo. Sus pinturas son admiradas por expertos y por estudiantes de arte. Los dos artistas son del siglo XX, pero sus experiencias y sus estilos son muy diferentes. Salvador Dalí es español. Es de Figueras, un pueblo cerca de Barcelona. Su esposa, Gala, también es famosa. Dalí es famoso no sólo por su arte surrealista, sino también por su apariencia extravagante. *El descubrimiento de América por Cristóbal Colón* conmemora el famoso viaje de Colón en 1492. La muerte de Dalí es en 1989 a la edad de ochenta y cuatro años.

Diego Rivera es mexicano. Es de Guanajuato, una ciudad colonial al norte de la Ciudad de México. El año de su nacimiento es 1886 y el año de su muerte es 1957. Rivera es famoso por sus murales que describen (*depict*) la historia de México, especialmente la conquista de México por los españoles. *Historia de México desde la conquista hasta el futuro* es un mural muy grande. Su estilo es realista. La esposa de Diego Rivera es Frida Kahlo, una artista mexicana muy famosa también.

Paso 2 Now answer in Spanish, based on the reading in **Paso 1** about Salvador Dalí and Diego Rivera.

- Where is Dalí from? Where is Rivera from?
Salvador Dalí es de España. Diego Rivera es de México.
- What do Rivera and Dalí have in common?
Dalí y Rivera son artistas famosos del siglo XX.
- How do they differ? Dalí es español y es famoso por su estilo surrealista. Rivera es mexicano y es famoso por sus murales en el estilo realista.
- Have you ever seen a painting or mural by either of these artists?
Answers may vary.
- Both artists had wives who also were well known in their own right. Who are they?
La esposa de Dalí es Gala y la esposa de Rivera es Frida Kahlo.

1-33 En la clase de arte moderno. Complete María Antonia's description of her art class using the correct form of **ser** in each blank.

Hay veinte estudiantes en la clase de arte moderno. Nosotros (1) somos estudiantes de arte en la Universidad de Granada. La profesora de la clase (2) es la señora Martínez. Ella (3) es de Colombia y (4) es pintora. Las clases (5) son muy buenas, pero los exámenes (6) son difíciles. Los artistas españoles (7) son muy interesantes y los latinoamericanos (8) son excelentes. Los estudiantes (9) son/somos inteligentes y yo (10) soy muy feliz (*happy*) en la clase.

1-34 Ramón y Rosario. Two students meet in the student union before class.

Paso 1 Fill in the blanks in the following conversation with the correct forms of the verb **ser**.

RAMÓN: Hola, yo (1) soy Ramón Larrea Arias.

ROSARIO: Encantada, Ramón. (2) Soy Rosario Vélez Cuadra.

RAMÓN: ¿De dónde (3) eres?

ROSARIO: (4) Soy de Puerto Rico, ¿y tú?

RAMÓN: (5) Soy de Panamá, pero mis padres (*parents*) (6) son de Colombia.

ROSARIO: ¿Cómo (7) es tu clase de inglés?

RAMÓN: Mi clase (8) es muy interesante y mis compañeros de clase (9) son muy simpáticos (*nice*).

ROSARIO: ¿Cómo (10) es la profesora?

RAMÓN: (11) Es muy inteligente. Ella (12) es de Canadá.

ROSARIO: ¡Ay, lo siento! Tengo clase ahora. Hasta luego, Ramón.

RAMÓN: Nos vemos, Rosario.



Paso 2 Now create a similar dialog to exchange information about yourselves or a personality you create.



5. Nouns and articles

Words that identify persons, places, or objects are *nouns*. Spanish nouns—even those denoting nonliving things—are either masculine or feminine in gender.

El género de los sustantivos (*The gender of nouns*)

The definite article (*the*) must agree with the noun.

	Masculine		Feminine	
Singular	el muchacho	<i>the boy</i>	la muchacha	<i>the girl</i>
	el libro	<i>the book</i>	la mesa	<i>the table</i>
	el hombre	<i>the man</i>	la mujer	<i>the woman</i>



There are many clues that will help you identify the gender of a noun.

- Most nouns ending in **-o** or those denoting male persons are masculine: **el libro**, **el hombre**. Most nouns ending in **-a** or those denoting female persons are feminine: **la mesa**, **la mujer**. Some common exceptions are: **el día** and **el mapa**, which are masculine.
- Many person nouns have corresponding masculine **-o** and feminine **-a** forms.

el amigo / la amiga	<i>male/female friend</i>
el niño / la niña	<i>boy/girl</i>
- Most masculine person nouns ending in a consonant simply add **-a** to form the feminine.

el profesor / la profesora	<i>male/female professor</i>
el señor / la señora	<i>Mr./Mrs.</i>
- Certain person nouns use the same form for masculine and feminine, but the article used indicates the gender.

el artista / la artista	<i>male/female artist</i>
el estudiante / la estudiante	<i>male/female student</i>
el poeta / la poeta	<i>male/female poet</i>
- Nouns ending in **-e** or a consonant can be masculine or feminine. The article indicates what the gender of the noun is.

la clase	<i>class</i>
el lápiz	<i>pencil</i>
- Most nouns ending in **-ad** and **-ión** are feminine.

la universidad	<i>university</i>
la nación	<i>nation</i>
- Most nouns ending in **-ma** are masculine.

el problema	<i>problem</i>
el drama	<i>drama</i>
el enigma	<i>enigma</i>

Los artículos definidos (*Definite articles*)

In Spanish, there are four forms of the definite article (*the* in English):

	Masculine	Feminine
Singular	el	la
Plural	los	las

- Use the definite article with titles when talking about someone (even yourself), but not when addressing someone directly.

El profesor Gómez es interesante. *Professor Gómez is interesting.*
 Soy **el** profesor Gómez. *I'm Professor Gómez.*
 ¡Buenos días, profesor Gómez! *Good morning, Professor Gómez!*

El plural de los sustantivos (*Plural forms of nouns*)

Masculine	Feminine
los muchachos <i>the boys</i>	las muchachas <i>the girls</i>
los libros <i>the books</i>	las mesas <i>the tables</i>
los hombres <i>the men</i>	las mujeres <i>the women</i>

- Nouns that end in a vowel form the plural by adding **-s**.
el libro → **los libros** **la mesa** → **las mesas** **la clase** → **las clases**
- Nouns that end in a consonant add **-es**.
la mujer → **las mujeres** **la universidad** → **las universidades**
- Nouns that end in a **-z** change the **z** to **c** in the plural.
el lápiz → **los lápices** **la actriz (actress)** → **las actrices**
- When the last syllable of a word that ends in a consonant has an accent mark, the accent is no longer needed in the plural.
la lección → **las lecciones** **la conversación** → **las conversaciones**

Los artículos indefinidos (*Indefinite articles*)



In Spanish, there are four forms of the indefinite article (*a/an* in English):

	Masculine	Feminine
Singular	un bolígrafo <i>a pen</i>	una silla <i>a chair</i>
Plural	unos bolígrafos <i>some pens</i>	unas sillas <i>some chairs</i>

- Indefinite articles (*a, an, some*) also agree with the noun they modify. **Un** and **una** are equivalent to *a* or *an*. **Unos** and **unas** are equivalent to *some* (or *a few*).
- In Spanish, the indefinite article is omitted when telling someone's profession, unless you qualify the person (good, bad, hardworking, etc.).
 Lorena es profesora de matemáticas. *Lorena is a mathematics professor.*
 Lorena es **una** buena profesora. *Lorena is a good professor.*

APLICACIÓN

1-35 ¿Masculino o femenino? Say whether the following nouns are masculine (M) or feminine (F). Then provide the definite article.

MODELO: _____ libro
M: el libro

- | | |
|-----------------------------|--------------------------|
| 1. <u>F: la</u> universidad | 5. <u>M: el</u> problema |
| 2. <u>F: la</u> mesa | 6. <u>M: el</u> lápiz |
| 3. <u>M: el</u> muchacho | 7. <u>F: la</u> silla |
| 4. <u>F: la</u> mujer | 8. <u>M: el</u> poema |

1-36 ¿Qué necesita? Say what the following people or places need. Use the indefinite article and the items below.

bolígrafos	cuaderno	lápices	mesa	puerta
calculadora	diccionario	libros	microscopio	reloj
computadora	estudiantes	mapas	papeles	sillas

MODELO: ¿Qué necesita un profesor de informática (*computer science*)?
Necesita una computadora...

¿Qué necesita...

- un profesor de historia? *Answers may vary.*
- un científico (*scientist*)?
- una profesora de biología?
- un matemático?
- una profesora de ingeniería (*engineering*)?
- un estudiante?

1-37 ¿Qué hay? Describe where the following items can be found using the correct definite and indefinite articles.

MODELO: Hay una profesora en la clase.

¿Qué hay?

cuaderno(s)
estudiante(s)
puerta
teléfono(s) celular(es)
computadora portátil
mochilas
ejemplos de gramática
diccionarios

¿Dónde? (Where?)

silla(s)
clase
mesa(s)
pizarra
mochila



1-38 ¿Qué hay en tu mochila? Ask each other what you have in your backpacks.

MODELO: E1: ¿Hay un lápiz en tu mochila?
E2: Sí, hay un lápiz. (No, no hay un lápiz.)



6. Adjective forms, position, and agreement



- Descriptive adjectives, such as those denoting size, color, and shape, describe and give additional information about objects and people.

una clase grande		<i>a big class</i>
un cuaderno rosado		<i>a pink notebook</i>
- Here are some adjectives to help you talk about yourself and others.

aburrido/a	<i>boring</i>	perezoso/a	<i>lazy</i>
bueno/a	<i>good</i>	simpático/a	<i>nice, amusing</i>
malo/a	<i>bad</i>	trabajador/a	<i>hardworking</i>
- This list of adjectives is made up of cognates, words that are similar in Spanish and English. Can you guess their meanings?

exótico/a	introvertido/a
extrovertido/a	misterioso/a
fascinante	optimista
ideal	paciente
idealista	pesimista
impaciente	realista
inteligente	romántico/a
interesante	tímido/a

- Descriptive adjectives agree in gender and number with the nouns they modify; they generally follow the nouns.

el profesor bueno	<i>the good professor</i>
la señora simpática	<i>the nice lady</i>
los bolígrafos rojos	<i>the red pens</i>
- The adjectives **bueno** and **malo** may be placed before or after nouns. When placed before a masculine singular noun, the final **-o** is dropped.

un buen estudiante	<i>a good student</i>
un mal cantante	<i>a bad singer</i>
- Adjectives ending in **-e** or a consonant have the same masculine and feminine forms.

un libro grande	<i>a big book</i>
una clase grande	<i>a big class</i>
un carro azul	<i>a blue car</i>
una silla azul	<i>a blue chair</i>
- For adjectives of nationality that end in a consonant, and adjectives that end in **-dor**, add **-a** to form the feminine.

el profesor español	<i>the Spanish professor</i>
la estudiante española	<i>the Spanish student</i>
un libro francés ¹	<i>a French book</i>
una mujer francesa	<i>a French woman</i>
un hombre trabajador	<i>a hardworking man</i>
una profesora trabajadora	<i>a hardworking professor</i>
- The adjective **grande** changes to **gran** before a singular noun to mean *great*.

una universidad grande	<i>a big university</i>
una gran universidad	<i>a great university</i>

¹If the masculine has an accented final syllable, the accent is dropped in the feminine and the plural forms.

APLICACIÓN

1-39 Parejas. Choose logical adjectives below and write them in the blanks to modify the nouns that follow. Pay close attention to the gender and number of the nouns.

anaranjadas caros extrovertidas morado rosada simpática tímido trabajadores

- | | |
|----------------------------------|---------------------------------------|
| 1. las sillas <u>anaranjadas</u> | 5. la estudiante <u>simpática</u> |
| 2. el bolígrafo <u>morado</u> | 6. el muchacho <u>tímido</u> |
| 3. los relojes <u>caros</u> | 7. los profesores <u>trabajadores</u> |
| 4. la mochila <u>rosada</u> | 8. las amigas <u>extrovertidas</u> |

1-40 ¿De qué color? Look at the following items in your classroom and state what color each is.

MODELO: la pizarra

La pizarra es negra.

- | | |
|------------------------|---|
| 1. el mapa | 5. las sillas |
| 2. los lápices | 6. la puerta |
| 3. el libro de español | 7. los papeles del profesor / de la profesora |
| 4. los cuadernos | 8. la mochila de... (John, etc.) |

1-41 Palifruta. Answer these questions based on the ad at the right.

- ¿De qué color es el palifruta de limón? amarillo
- ¿De qué color es el palifruta de grosella (*currant*)? anaranjado/rojo
- ¿Son saludables (*healthy*) los palifrutas? ¿Por qué? Answers may vary.

1-42 ¿Cómo es? ¿Cómo son? Combine nouns and adjectives to make logical sentences in Spanish. Remember to use the correct forms of **ser** and make articles, nouns, and adjectives agree in gender and number.

MODELO: los estudiantes

Los estudiantes son buenos.

- | | | |
|---------------------|----------|------------------------------------|
| el libro de español | | fascinante |
| los profesores | | interesante |
| las sillas | | simpático |
| la clase | | inteligente |
| mis amigos y yo | | bueno/malo |
| la pizarra | (no) ser | norteamericano/español/... |
| yo | | rojo/anaranjado/amarillo/negro/... |
| el bolígrafo | | barato/caro |
| la universidad | | grande/pequeño |
| mis clases | | trabajador |





1-43 Una encuesta. Take a survey of class members to find out what they consider to be the ideal qualities of the following people, places, and things. Respond with your own opinions as well.

MODELO: E1: *¿Cómo es la clase ideal?*
E2: *La clase ideal es pequeña.*
E1: *La clase ideal es interesante.*

1. ¿Cómo es el/la profesor/a ideal?
2. ¿Cómo son los amigos/as ideales?
3. ¿Cómo es el libro ideal?
4. ¿Cómo es la universidad ideal?
5. ¿Cómo son los carros (*cars*) ideales?
6. ¿Cómo son los restaurantes ideales?



01-51
to 01-54

¿Cuánto saben?

First, ask yourself whether you can perform the following functions in Spanish. Then act out the scenarios with two or three classmates. Ask and respond to at least three questions in each situation.

✓ CAN YOU . . .

- describe your classroom?
- respond to classroom instructions?
- talk about yourself and others?
- identify colors and talk about your favorite color?

WITH YOUR CLASSMATE(S) . . .

Situación: En la universidad

You each have a different Spanish class. Describe them to each other including the professors, students, and classroom objects. Include descriptive adjectives with colors when appropriate.

Para empezar (Getting started): *¿Cómo es tu clase de español? ¿Cómo son...?*

Situación: En la clase de español

Take turns using classroom expressions to tell the group what to do. They will either perform the function, ask the person to repeat it, or say that they do not understand or don't know.

Para empezar: *Abre...*

Situación: Yo soy...

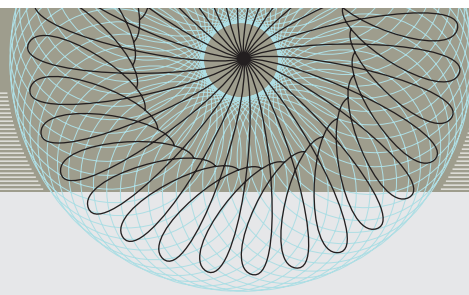
You and your classmates are running for office in your university's student government. Introduce yourselves, say where you are from and describe the kind of people you are.

Para empezar: *Me llamo/Soy... Soy de... y soy...*

Situación: En clase

Ask your partner about his/her favorite color. Then challenge each other to identify the color of different objects around you as one of you points them out. What color is most prevalent?

Para empezar: *¿Cuál es tu color favorito? ¿De qué color es esto (this)? El... es el color más común.*



Observaciones

¡Pura vida! EPISODIO 1

¡Pura vida! is an ongoing series that takes place in Costa Rica.

Antes de ver el video

1-44 ¿Cómo es Costa Rica? Costa Rica, known for its natural beauty and national efforts to maintain a varied ecosystem, is a tropical country with several climatic zones and four mountain ranges with seven active volcanoes. Earth tremors and small quakes shake the country from time to time. Read about San José, its capital, and answer the questions that follow in English.

San José, la capital de Costa Rica, está situada¹ en el valle central del país², a una elevación de 3.795 pies de altura, con los volcanes Poás, Irazú y Barba al norte y la Sierra de Talamanca al sur. La ciudad tiene una población de 350.000 habitantes; la temperatura promedio³ oscila entre 19 y 22 grados centígrados.

En el centro de San José los turistas pueden ver⁴ el Teatro Nacional, con su arquitectura barroca y neoclásica. Es el edificio⁵ más notable de la ciudad. Otros lugares⁶ de interés son el Museo del Oro Precolombino, el Museo de Jade, el Museo Nacional y el Museo de Arte Moderno. El suburbio de Escazú tiene excelentes restaurantes y una animada⁷ vida nocturna.

¹located ²country ³average ⁴see ⁵building ⁶places ⁷lively

1. Where is the capital of Costa Rica located? [in the central valley of the country](#)
2. What volcanoes are to the north of San José? [Poás, Irazú, and Barba](#)
3. What is San José's average temperature? [It vacillates between 19 and 22 degrees Celsius.](#)
4. What is the most remarkable building in San José? [el Teatro Nacional](#)
5. Where can you find excellent restaurants and lively nightlife? [in the suburb of Escazú](#)



El Museo de Arte Moderno en San José

A ver el video



1-45 Los personajes. Watch the first episode of ¡Pura vida! and watch for the ways the characters greet each other. Take note of what seems to cause cultural confusion. Then, identify the characters using the brief descriptions below.



DM: Doña María



H: Hermés



F: Felipe

1. F Es fotógrafo.
2. F Tiene una camioneta (*van*).
3. DM Compra (*buys*) fruta.
4. H Va al trabajo (*work*).

Después de ver el video



1-46 La ciudad de San José. Connect with the Internet to search for photographs of the city of San José. Write three adjectives to describe the city.

Busca: san jose costa rica

MODELO: La ciudad es...

Nuestro mundo

Panoramas

La diversidad del mundo hispano

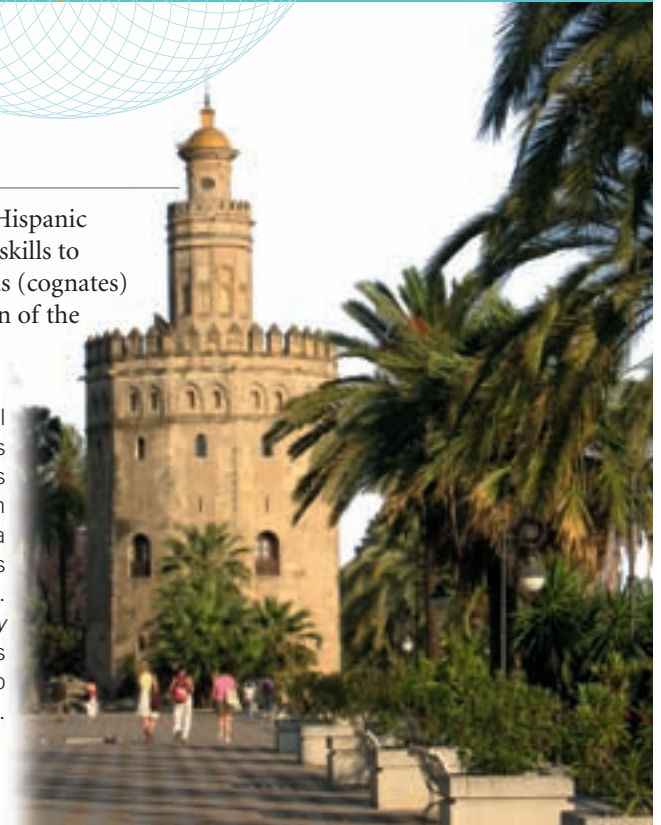
01-58

Throughout *¡Arriba!* we encourage you to discover the diversity of Hispanic cultures across five continents. Use these images and your inference skills to understand the text. Look for words that are similar to English words (cognates) to help you derive their meaning. How does the Spanish colonization of the Americas differ from that of the English?



Tikal, Guatemala

A partir del siglo XVI, los exploradores españoles sacaron oro (*gold*) y plata (*silver*) de las Américas. Guardaban (*They kept*) las riquezas en la Torre de Oro en Sevilla.



La Torre de Oro, Sevilla, España

En el Nuevo Mundo, los españoles encontraron civilizaciones avanzadas como las de los incas, los aztecas y los mayas. Encontraron también paisajes extraordinarios.



Parque Nacional Torres del Paine, Chile

Hace siglos (*For many centuries*) que se usan barcos de juncos (*reeds*) en el lago Titicaca.



Lago Titicaca, Perú

La diversidad del mundo hispano

Número de hispanohablantes

- en el mundo: 417 millones
- en EE.UU.: 45 millones (15%)
- en Canadá: 800.000 (25%)

Estatus del español: 2° en el mundo (después del mandarín)

El español es lengua oficial en: 21 países



1-47 Identifica. Use the information in the photo captions and the Fact Box to identify the following.

1. the number of countries where Spanish is an official language **21**
2. what was kept in the Torre de Oro de Sevilla **gold and silver**
3. motives for the exploration of the Americas *Some possible answers: Expanding and enriching empires (looking for gold), looking for a shorter route to the East Indies for spices, spreading Christianity, etc.*
4. important pre-Columbian cultures in the Americas in the sixteenth century **the Mayans, the Incas, the Aztecs, etc.**
5. an adjective in Spanish to describe the Parque Nacional Torres del Paine, Chile *Some possible answers: grande, exótico, fascinante, interesante, extraordinario*
6. the number of Spanish speakers in the world **417 million**
7. the percentage of the U.S. population that speaks Spanish **15%**

1-48 Desafío. Without looking at the map, work together to see how many Spanish-speaking countries you can name. After checking your answers, compare your results with those of other groups in the class.

1-49 Proyecto: El Viejo Mundo y el Nuevo Mundo. The cultural and physical diversity of the Hispanic world offers a wealth of opportunities for travel. Choose from **Barcelona, Cartagena de Indias, la Patagonia, Machu Picchu, Sevilla, Tikal**, or another place that interests you, to investigate more about its characteristics. Use the Modelo to write a summary of what you find; include the information that follows.

- su nombre y dónde está *(where it's located)*
- cómo es
- algún sitio histórico o de belleza *(beauty) natural interesante*
- una foto representativa

Busca: barcelona, cartagena de indias, patagonia, machu picchu, sevilla, tikal

MODELO: *El sitio arqueológico de Copán está en Honduras. Es un sitio muy importante de la antigua civilización maya. Es importante ver las pirámides y las estelas de Copán. La foto es de Waxakajuun Ub'aah K'awiil.*

Para empezar: *[Nombre] está en... Es un sitio muy [adjetivo]. Tiene (it has)... Es importante ver (see)... La foto es de...*



Páginas

01-59

Versos sencillos, “XXXIX” (José Martí, Cuba)

The readings in *Páginas* come from the Spanish-speaking world and were written for native Spanish speakers. Remember that you do not have to comprehend every word in order to understand the passage and glean essential information. The related activities will help you develop reading comprehension strategies.



José Martí (1853–1895) was a prolific writer, intellectual, and patriot. Besides being known for his struggle to gain Cuba’s independence from Spain, he is famous for his poetry, some of which has been popularized through song (“Guantanamera”). This selection comes from a series of short poems entitled *Versos sencillos* and discusses how the poet treats both his friends and his enemies.

ANTES DE LEER (PRE-READING)

1-50 Los cognados. Spanish and English share many cognates, words or expressions that are identical or similar in two languages—for example, **profesor**/professor and **universidad**/university. When you read Spanish, cognates will help you understand the text. Skim the poem and list the cognates you see. Then for each cognate, guess the meaning of the phrase in which it appears.

A LEER (READING)

1-51 El poema. First read the poem silently. Then, when you feel confident of its meaning, read it aloud.

XXXIX

Cultivo una rosa blanca,	
En julio como en enero,	
Para el amigo sincero	
Que me da° su mano° franca.	<i>gives/hand</i>
Y para el cruel que me arranca°	<i>yanks out</i>
El corazón° con que vivo,	<i>heart</i>
Cardo° ni ortiga° cultivo:	<i>thistle/nettle, a prickly plant</i>
Cultivo una rosa blanca.	



DESPUÉS DE LEER (POST-READING)

1-52 ¿Comprendiste? (Did you understand?) Which of the following seem to describe the poet from what he writes?

1. Es blanco. **no**
2. Es optimista. **sí**
3. Tiene amigos. **sí**
4. Tiene enemigos. **sí**
5. Es generoso. **sí**
6. Su mes favorito es julio. **no**



1-53 Los símbolos. We often use colors as symbols for other things. Work with a classmate to match these colors with what you believe they could symbolize. What else do they symbolize for you?

- | | |
|-----------------------------|---|
| 1. <u> d </u> el rojo | a. la pureza (<i>purity</i>), la paz (<i>peace</i>) |
| 2. <u> e </u> el amarillo | b. el misterio |
| 3. <u> a </u> el blanco | c. la juventud (<i>youth</i>) |
| 4. <u> c </u> el verde | d. la pasión |
| 5. <u> b </u> el negro | e. la cobardía (<i>cowardice</i>) |



1-54 Guantanamera. The song based on *Versos sencillos* has been performed and recorded countless times. Connect with the Internet to search for a version of the song. Write a short paragraph to answer the questions that follow.

 **Busca:** guantanamera video

- ¿Cómo se llama el/la cantante o el grupo?
- ¿De dónde es/son?
- ¿Cómo es/son?
- ¿Cómo es la canción?



1-55 Tu “Guantanamera”. This song was written in the 1920’s and popularized on a local Cuban radio program where the host closed each show by commenting in song on a current (often controversial) news event. The verse structure with eight syllables lent itself to fresh content any time the singer wished to improvise. Work together to compose a verse in English for “Guantanamera,” and then share yours with the rest of the class.

MODELO: *I have an app for directions
and one for restaurants around
I have an app for directions
and one for restaurants around
but when it comes to learning Spanish
I find that no good apps abound. . .
Guantanamera, guajira guantanamera...*




Taller

01-60

1-56 Una carta de presentación. When you write a letter of introduction, you want to tell something about your physical and personal characteristics and something about your life. In this first introduction, think of information you would share with a potential roommate. Follow the steps below to write five sentences in Spanish to include with a housing application.

Santa Clara, CA
25 de septiembre de 2011

¡Hola!

Me llamo Susanita. Soy extrovertida y simpática. Tengo clases muy interesantes. Mi profesora de español es la señora Carro. Es muy inteligente y trabajadora. Mi cumpleaños es el 10 de abril. Mi color favorito es el amarillo. . .

¡Hasta pronto!

Susanita



ANTES DE ESCRIBIR (PRE-WRITING)

- Write a list of adjectives that describe you.
- Write a list of adjectives that describe your classes and your professors.

A ESCRIBIR (WRITING)

- Introduce yourself.
- Using adjectives from your list, describe what you are like. Use the connector *y* (*and*) to connect thoughts.
- Describe your classes and your professors.
- Say what your favorite color is (**Mi color favorito es el...**).
- Add any other personal detail about yourself (your birthday, favorite day of the week, etc.).

DESPUÉS DE ESCRIBIR (POST-WRITING)

- **Revisar (Review)**
 - Go back and make sure all of your adjectives agree with the nouns they modify.
 - Check your use of the verb **ser**.
- **Intercambiar (Exchange)**
Exchange your letter with a classmate's. Then make suggestions and corrections, and add a comment about the letter.
- **Entregar (Turn in)**
Rewrite your letter, incorporating your classmate's suggestions. Then turn in the letter to your instructor.



Vocabulario

Primera parte

Saludos Greetings

Buenos días. *Good morning.*
Buenas noches. *Good evening.*
Buenas tardes. *Good afternoon.*
¿Cómo está usted? *How are you? (for.)*
¿Cómo estás? *How are you? (inf.)*
Hola. *Hello, Hi.*
¿Qué pasa? *What's happening? What's up? (inf.)*
¿Qué tal? *How are you? What's up? (inf.)*

Presentaciones Introductions

¿Cómo se llama usted? *What's your name? (for.)*
¿Cómo te llamas? *What's your name? (inf.)*
Me llamo... *My name is ... (lit. I call myself...)*
Mi nombre es... *My name is ...*
Soy... *I am ...*

Respuestas Responses

De nada. *You're welcome.*
¿De verdad? *Really?*
Encantado/a. *Nice to meet you.*
Gracias. *Thank you.*
Igualmente. *Likewise.*
Lo siento. *I'm sorry.*
Más o menos. *So-so (lit. More or less.)*
Mucho gusto. *Nice to meet you*
(Muy) Bien. *(Very) Good*
(Muy) Mal. *(Very) Bad*
Todo bien. *All's well*

Despedidas Farewells

Adiós. *Good-bye.*
Hasta luego. *See you later.*
Hasta mañana. *See you tomorrow.*
Hasta pronto. *See you soon.*
Nos vemos. *See you.*

Títulos Titles

el señor (Sr.) *Mr.*
la señora (Sra.) *Mrs., Ms.*
la señorita (Srta.) *Miss*

Sustantivos Nouns

la clase *class*
el estudiante *student (male)*
la estudiante *student (female)*
el profesor *professor (male)*
la profesora *professor (female)*
la tarea *homework*
la universidad *university*

Otras palabras y expresiones Other words and expressions

¿Cómo se escribe...? *How do you spell...?*
con *with*
mi/mis *my*
o *or*
tu/tus *your (inf.)*
y *and*

Segunda parte

En la clase In the classroom

el bolígrafo *pen*
la calculadora *calculator*
la computadora (portátil) *computer (laptop)*
el cuaderno *notebook*
el diccionario *dictionary*
el lápiz *pencil*
el libro *book*
el mapa *map*
el marcador *marker*
la mesa *table*
la mochila *backpack*
el papel *paper*
la pizarra (blanca) *chalkboard (white board)*
la puerta *door*
el reloj *clock, watch*
la silla *chair*
el teléfono celular/móvil *cell phone*
la tiza *chalk*

Otros sustantivos Other nouns

el hombre *man*
la mujer *woman*

Adjetivos Adjectives

barato/a *cheap, inexpensive*
caro/a *expensive*
claro/a *light (color)*
grande *big*
oscuro/a *dark (color)*
pequeño/a *small*

Los colores Colors

amarillo/a *yellow*
anaranjado/a *orange*
azul *blue*
blanco/a *white*
color café *brown*
gris *gray*
morado/a *purple*
negro/a *black*
rojo/a *red*
rosado/a *pink*
verde *green*

Adverbio Adverb

aquí *here*

Verbos Verbs

hay *there is/are*
necesitar *to need*
ser *to be*
tengo (tener) *I have (to have)*

Otras expresiones Other expressions

¿Qué barbaridad! *What nonsense!*
¿Qué estudiantes! *What students!*

Numbers 0–100 *See page 10.*

Expressions for students and the class *See page 21.*

The days of the week *See page 13.*

Subject pronouns *See page 24.*

The months and the seasons *See page 13–14.*

Descriptive adjectives *See page 30.*