

Getting Started with REALIDADES

Why Study Spanish?

Congratulations on your decision to study Spanish! Did you know that more than 425 million people in Spain, 18 Latin American countries, Puerto Rico, Equatorial Guinea, the Philippines, and the United States speak Spanish? It is the second most common language in the United States and the third most commonly spoken language in the world.

Learn to communicate When you study Spanish, you will be able to communicate with the many people in your community and across the globe who speak Spanish. You can bargain in a market, read information on the Internet, and watch television shows. ▶

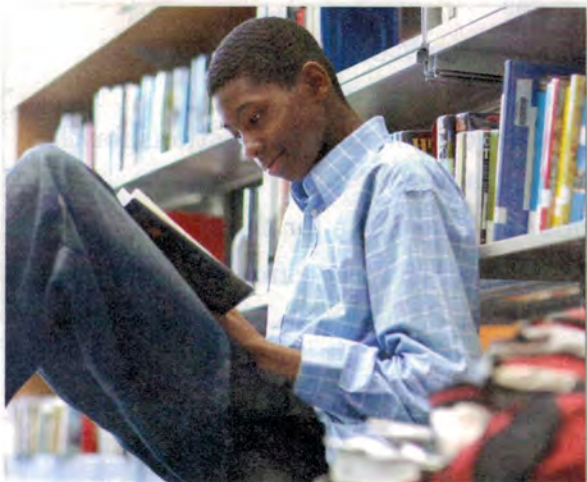


◀ **Understand culture** The Spanish-speaking world is rich in music, food, art, literature, and everyday traditions. Learning about culture helps you understand other people's perspectives, patterns of behavior, and contributions to the world at large.

Expand career opportunities In today's increasingly global community, your employment and career options expand greatly when you have the right job skills *and* proficiency in Spanish. ▶



◀ **Improve language skills** Studying Spanish improves your first language skills: vocabulary, grammar, reading, and writing. Research shows your test scores may even improve!



Online Resources with **realidades.com**

REALIDADES includes lots of online resources to help you learn Spanish! You can easily link to all of them when you log on to your Home Page within *realidades.com*. Your teacher will assign some activities, such as the ones in the workbooks. Others you can access on your own.

You'll find these resources highlighted on the pages of your print or online Student Edition with technology icons. Here's a list of the different icons used.



Bilingual Visual Dictionary

Links to additional vocabulary words presented visually

Reference Atlas Quick links to the countries in the online atlas



Mapa global interactivo Links to GIS showing locations across the Spanish-speaking world



Videos

Videocultura Cultural overview of each theme

Videohistoria Vocabulary video to help present the new vocabulary

GramActiva Grammar explanations to help present the new grammar

Grammar Tutorials Clear explanations of grammar with comparison to English

Animated Verbs Animations that highlight verb conjugations

¿Eres tú, María? A 10-episode mystery video starting in *Capítulo 5A*



Modelo

Videomodelos

Video models of speaking activities



Audio Audio files for vocabulary, listening practice, and pronunciation



Canciones de hip hop Songs to help practice new vocabulary and grammar



Flashcards Practice for the new vocabulary



RealTalk! Speak-and-record tool for speaking activities



GramActiva Activity Extra practice for the *GramActiva* video

Más práctica



Online practice

Instant Check Short activities that check your progress right away

Guided Workbook Step-by-step vocabulary and grammar practice

Core Workbook Vocabulary and grammar exercises

Communication Workbook Listening, video, and writing activities

Cultural Reading Activity Questions for the *Lectura* reading


Actividades Questions for the *Videomisterio*
Puzzles End-of-chapter games

Getting Started on **realidades.com**

At the beginning of the year, you'll want to get registered on realidades.com. Your teacher will help you get started. If you log on to realidades.com using a non-school computer, be sure to check out the System Requirements to make sure you are using compatible browsers and have the needed software.

realidades.com Home Page

After you register, you'll land on your realidades.com Home Page. Here you'll be able to access assignments, grades, and study resources. You'll also be able to communicate with your teacher.

 You'll find everything that's in the book online as eText.

Talk!

RealTalk!

You'll be able to record many of your speaking activities using RealTalk! You can use the microphone in your computer or a headset with microphone. If you want, you can download and save your recording.



Mapa global interactivo

Build your geography skills and learn about more locations throughout the Spanish-speaking world. You can download .kmz files from realidades.com and link to sites using Google Earth™ or other geographic information systems.



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

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

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México

Ciudad de Guanajuato, México

El Zócalo, México, D.F.



México

Capital: México, D.F.

Population: 113.7 million

Area: 761,606 sq mi / 1,972,550 sq km

Languages: Spanish (official), Nahuatl, various Mayan and other indigenous languages

Religions: Roman Catholic, Protestant

Government: federal republic

Currency: *peso mexicano*

Exports: manufactured products, oil and oil products, silver, coffee, cotton





América Central



Guatemala

Capital: Ciudad de Guatemala

Population: 13.8 million

Area: 42,043 sq mi / 108,890 sq km

Languages: Spanish (official), Quiche, Cakchiquel, Kekchi, Mam, Garifuna, Xinca, and other indigenous languages

Religions: Roman Catholic, Protestant, traditional Mayan beliefs

Government: constitutional democratic republic

Currency: *quetzal*, U.S. dollar (*dólar*)

Exports: coffee, sugar, petroleum, clothing, textiles, bananas, vegetables



El Salvador

Capital: San Salvador

Population: 6.1 million

Area: 8,124 sq mi / 21,040 sq km

Languages: Spanish (official), Nahua

Religions: Roman Catholic, Protestant

Government: republic

Currency: U.S. dollar (*dólar*)

Exports: offshore assembly parts, equipment, coffee, sugar, shrimp, textiles, chemicals, electricity



Honduras

Capital: Tegucigalpa

Population: 8.1 million

Area: 43,278 sq mi / 112,090 sq km

Languages: Spanish (official), indigenous languages

Religions: Roman Catholic, Protestant

Government: democratic constitutional republic

Currency: *lempira*

Exports: coffee, bananas, shrimp, lobster, meat, zinc, wood

El Canal de Panamá



Nicaragua

Capital: Managua
Population: 5.7 million
Area: 49,998 sq mi / 129,494 sq km
Languages: Spanish (official), English, Miskito, other indigenous languages
Religions: Roman Catholic, Protestant
Government: republic
Currency: córdoba oro
Exports: coffee, shrimp, lobster, cotton, tobacco, meat, sugar, bananas, gold



Costa Rica

Capital: San José
Population: 4.6 million
Area: 19,730 sq mi / 51,100 sq km
Languages: Spanish (official), English
Religions: Roman Catholic, Protestant
Government: democratic republic
Currency: colón de Costa Rica
Exports: coffee, bananas, sugar, textiles, electronic components



Panamá

Capital: Ciudad de Panamá
Population: 3.5 million
Area: 30,193 sq mi / 78,200 sq km
Languages: Spanish (official), English
Religions: Roman Catholic, Protestant
Government: constitutional democracy
Currency: balboa, U.S. dollar (dólar)
Exports: bananas, sugar, shrimp, coffee



El Caribe

El Morro, San Juan,
Puerto Rico

Un arrecife de coral, República Dominicana



realidades.com GO
 Mapa global interactivo
 Reference Atlas

LEYENDA
Elevación

Metros	Pies
3,000	9,840
2,000	6,560
1,000	3,280
500	1,640
200	656

— Frontera nacional
 ⊛ Capital
 ● Ciudad
 ▲ Volcán o montaña

0 100 Millas
 0 100 Kilómetros

Proyección azimutal equivalente de Lambert

 **República Dominicana**

Capital: Santo Domingo
Population: 10 million
Area: 18,815 sq mi / 48,730 sq km
Languages: Spanish (official)
Religions: Roman Catholic, Protestant
Government: representative democracy
Currency: peso dominicano
Exports: ferronickel, sugar, gold, silver, cocoa, tobacco, meat

 **Cuba**

Capital: La Habana
Population: 11.1 million
Area: 42,803 sq mi / 110,860 sq km
Languages: Spanish (official)
Religions: Roman Catholic, Protestant, and other religions
Government: Communist state
Currency: peso cubano
Exports: sugar, nickel, tobacco, shellfish, medical products, citrus, coffee

 **Puerto Rico**

Capital: San Juan
Population: 4 million
Area: 3,515 sq mi / 9,104 sq km
Languages: Spanish and English (both official)
Religions: Roman Catholic, Protestant
Government: commonwealth of the United States
Currency: U.S. dollar
Exports: chemicals, electronics, apparel, canned tuna, beverage concentrates, medical equipment



América del Sur

(Parte norte)



Colombia

Capital: Bogotá
Population: 44.7 million
Area: 439,736 sq mi / 1,138,910 sq km
Languages: Spanish (official)
Religion: Roman Catholic
Government: republic
Currency: *peso colombiano*
Exports: textiles, petroleum, coal, coffee, gold, emeralds, bananas, flowers, pharmaceuticals, sugar



Ecuador

Capital: Quito
Population: 15 million
Area: 109,483 sq mi / 283,560 sq km
Languages: Spanish (official), Quechua, other indigenous languages
Religion: Roman Catholic
Government: republic
Currency: U.S. dollar (*dólar*)
Exports: oil, bananas, tuna, shrimp, cocoa, gold, tropical wood



Perú

Capital: Lima
Population: 29.2 million
Area: 496,226 sq mi / 1,285,220 sq km
Languages: Spanish (official), Quechua (official), Aymara, and other indigenous languages
Religion: Roman Catholic and other religions
Government: constitutional republic
Currency: *nuevo sol*
Exports: gold, zinc, copper, fish and fish products, textiles

Las ruinas de Machu Picchu, Perú



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Mapa global interactivo
Reference Atlas

LEYENDA
Elevación

Metros	Pies
3,000	9,840
2,000	6,560
1,000	3,280
500	1,640
200	656

- Frontera nacional
- ★ Capital
- Ciudad
- ▲ Volcán o montaña
- Zona arqueológica

0 400 Millas
0 400 Kilómetros

Proyección azimutal equivalente de Lambert



Bolivia

Capital: La Paz, Sucre
Population: 10.1 million
Area: 424,164 sq mi / 1,098,580 sq km
Languages: Spanish, Quechua, Aymara (all official)
Religions: Roman Catholic, Protestant
Government: republic
Currency: boliviano
Exports: soy, natural gas, zinc, wood, gold



Venezuela

Capital: Caracas
Population: 27.6 million
Area: 352,144 sq mi / 912,050 sq km
Languages: Spanish (official), various indigenous languages
Religions: Roman Catholic, Protestant
Government: federal republic
Currency: bolívar fuerte
Exports: oil and oil products, bananas, steel, aluminum, hydroelectricity



América del Sur

(Parte sur)

El Monte Fitz Roy, Patagonia, Argentina



Paraguay

Capital: Asunción
Population: 6.5 million
Area: 157,047 sq mi / 406,750 sq km
Languages: Spanish and Guaraní (both official)
Religions: Roman Catholic, Protestant
Government: constitutional republic
Currency: *guaraní*
Exports: sugar, meat, tapioca, hydroelectricity



Chile

Capital: Santiago
Population: 16.9 million
Area: 292,260 sq mi / 756,950 sq km
Languages: Spanish (official)
Religions: Roman Catholic, Protestant
Government: republic
Currency: *peso chileno*
Exports: copper, fish, iron, iodine, fruit, wood, paper and pulp, chemicals



Argentina

Capital: Buenos Aires
Population: 41.8 million
Area: 1,068,302 sq mi / 2,766,890 sq km
Languages: Spanish (official), English, French, Italian, German
Religions: Roman Catholic, Protestant, Jewish
Government: republic
Currency: *peso argentino*
Exports: meat, edible oils, fuels and energy, cereals, feed, motor vehicles



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 Mapa global interactivo
 DK Reference Atlas

LEYENDA
Elevación

3,000	9,840
2,000	6,560
1,000	3,280
500	1,640
200	656

— Frontera nacional
 ☆ Capital
 ● Ciudad
 ▲ Volcán o montaña

0 400 Millas
 0 400 Kilómetros

Proyección azimutal equivalente de Lambert



Uruguay

Capital: Montevideo
Population: 3.3 million
Area: 68,039 sq mi / 176,220 sq km
Languages: Spanish (official), Portugués/ Brazileiro
Religions: Roman Catholic, Protestant, and other religions
Government: constitutional republic
Currency: peso uruguayo
Exports: foods, vehicles, meat, rice, timber



España

Guinea Ecuatorial



España

Capital: Madrid

Population: 46.8 million

Area: 194,897 sq mi / 504,782 sq km

Languages: Castilian Spanish (official); Catalan, Galician, Basque (official regionally)

Religion: Roman Catholic

Government: parliamentary monarchy

Currency: euro

Exports: food, machinery, motor vehicles

El Alcázar de Segovia,
Segovia, España





Guinea Ecuatorial

Capital: Malabo
Population: 668,225
Area: 10,831 sq mi / 28,051 sq km
Languages: Spanish and French (both official), Fang, Bubi, Ibo, pidgin English
Religions: Roman Catholic, traditional African religions, and other religions
Government: republic
Currency: franco CFA
Exports: oil, timber, cocoa, coffee

Playa, Guinea Ecuatorial



Estados Unidos



Estados Unidos

Capital: Washington, D.C.

Population: 313.2 million

Area: 3,717,813 sq mi / 9,631,418 sq km

Languages: English, Spanish, other Indo-European languages, Asian and Pacific Islander languages, other languages

Religions: Protestant, Roman Catholic, Jewish, Muslim, and other religions

Government: federal republic

Currency: U.S. dollar

Exports: motor vehicles, aircraft, medicines, telecommunications equipment, electronics, chemicals, soybeans, fruit, wheat, corn

Las grandes llanuras

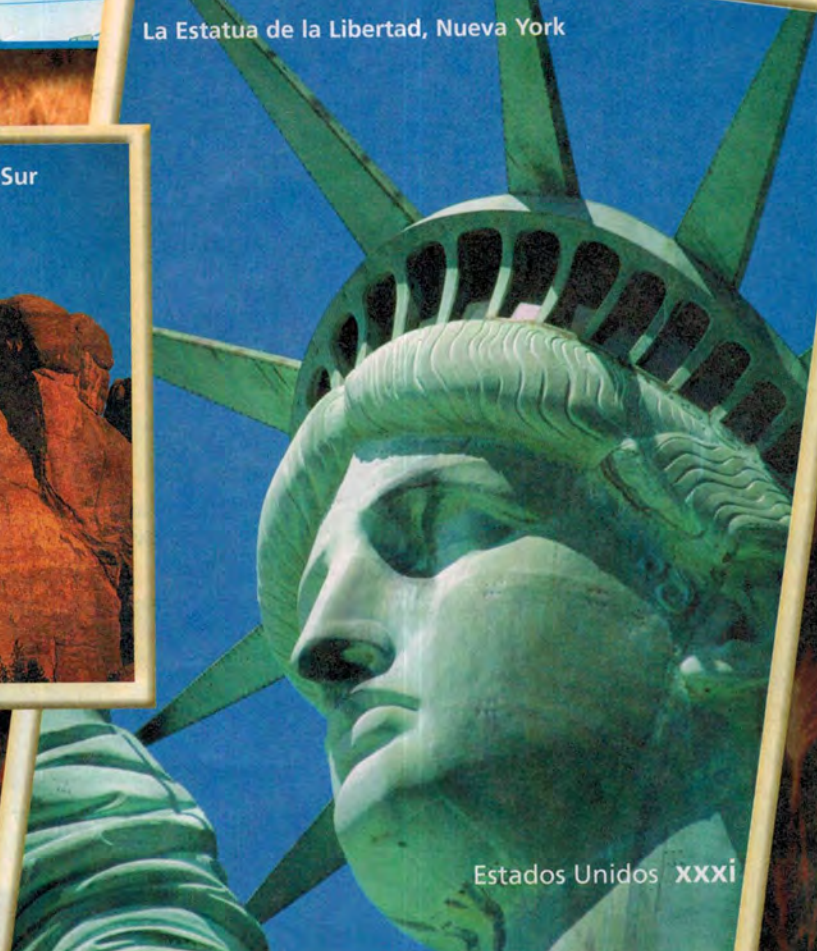
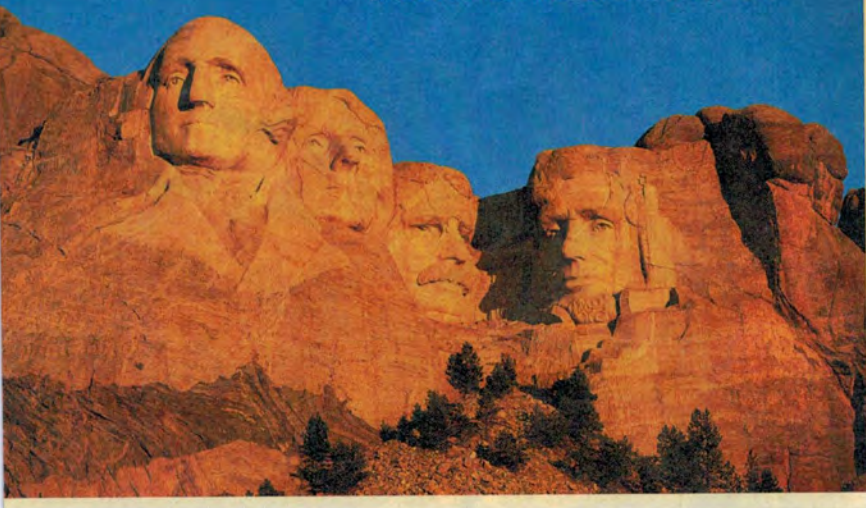


Caras estadounidenses



La Estatua de la Libertad, Nueva York

El Monte Rushmore, Dakota del Sur



Para empezar

▼ Chapter Objectives

Communication

By the end of *Para empezar* you will be able to:

- Listen to greetings and announcements
- Read a description of the weather and a list of school supplies

You will demonstrate what you know and can do:

- Preparación para el examen, p. 23

You will also learn to:

1 En la escuela

- Greet people at different times of the day
- Introduce yourself to others
- Respond to classroom directions
- Begin using numbers
- Tell time
- Identify parts of the body

2 En la clase

- Talk about things in the classroom
- Ask questions about new words and phrases
- Use the Spanish alphabet to spell words
- Talk about things related to the calendar
- Learn about the Aztec calendar

3 El tiempo

- Describe weather conditions
- Identify the seasons
- Compare weather in the Northern and Southern Hemispheres

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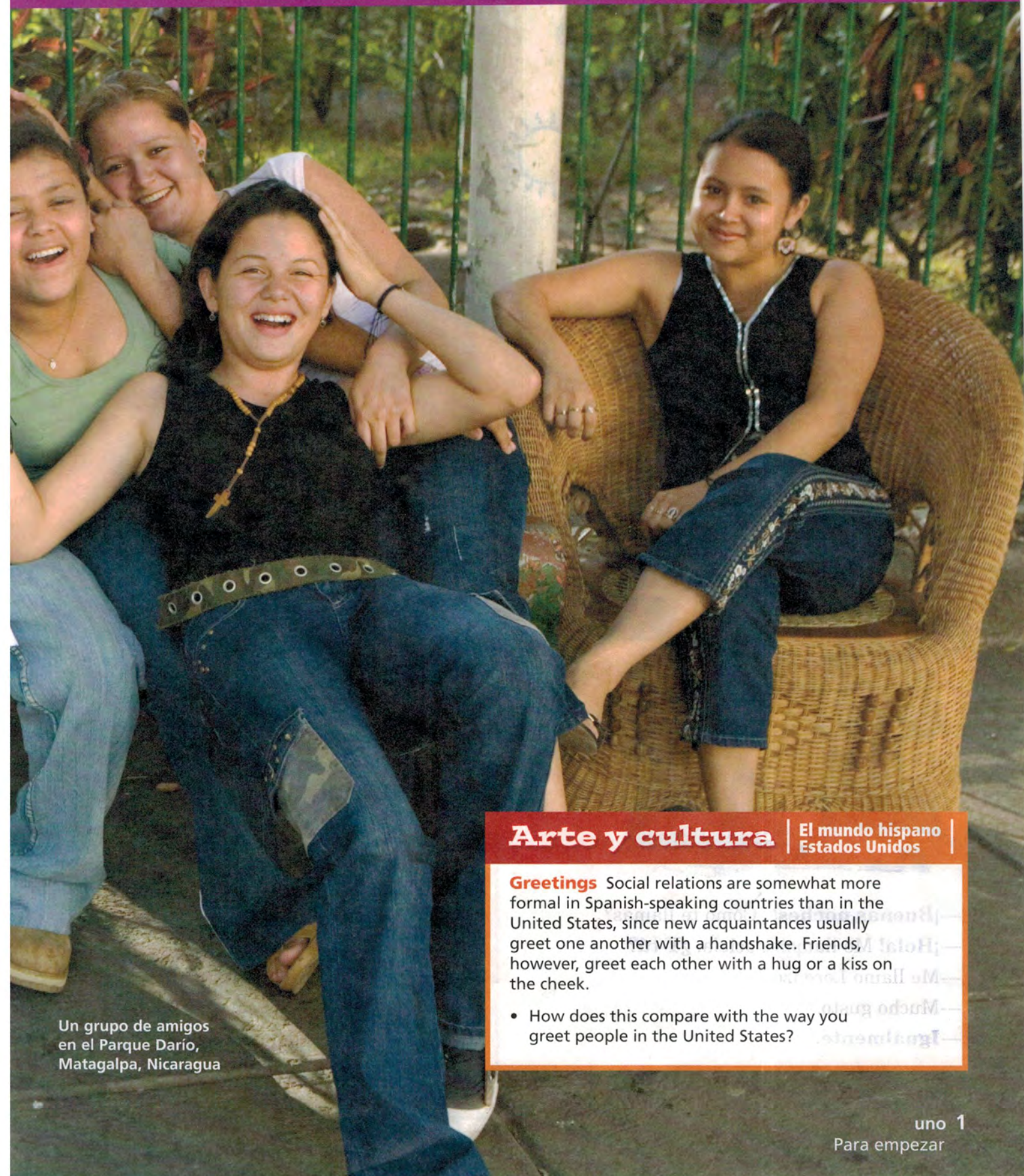


Reference Atlas



Mapa global interactivo





Un grupo de amigos
en el Parque Darío,
Matagalpa, Nicaragua

Arte y cultura | El mundo hispano Estados Unidos

Greetings Social relations are somewhat more formal in Spanish-speaking countries than in the United States, since new acquaintances usually greet one another with a handshake. Friends, however, greet each other with a hug or a kiss on the cheek.

- How does this compare with the way you greet people in the United States?

▼ Objectives

- ▶ Greet people at different times of the day
- ▶ Introduce yourself to others
- ▶ Respond to classroom directions
- ▶ Begin using numbers
- ▶ Tell time
- ▶ Identify parts of the body

1 En la escuela

¡Hola! ¿Cómo te llamas? 



- ¡Buenos días, señor!
- ¡Buenos días! ¿Cómo te llamas?
- Me llamo Felipe.

- ¡Buenas tardes, señora!
- ¡Buenas tardes! ¿Cómo te llamas?
- Me llamo Beatriz.
- Mucho gusto.
- Encantada.



- ¡Buenas noches! ¿Cómo te llamas?
- ¡Hola! Me llamo Graciela. ¿Y tú?
- Me llamo Lorenzo.
- Mucho gusto.
- Igualmente.

Nota

A woman or girl says *encantada*.
A man or boy says *encantado*.

▼ Exploración del lenguaje

Señor, señora, señorita

The words *señor*, *señora*, and *señorita* mean “sir,” “madam,” and “miss” when used alone. When they are used with people’s last names they mean “Mr.,” “Mrs.,” and “Miss,” and are abbreviated *Sr.*, *Sra.*, and *Srta.* Note that the abbreviations are capitalized.

In Spanish you should address adults as *señor*, *señora*, or *señorita*, or use the titles *Sr.*, *Sra.*, and *Srta.* with their last names.

1 Buenos días |

Escuchar

Listen as people greet each other. Then point to the clock that indicates the time of day when the greetings are probably taking place.



2 ¿Cómo te llamas? |

Hablar

Your teacher will divide the class in half. Students in one half of the class will introduce themselves and shake hands, and students in the other half will say they are pleased to meet the others. Move quickly from person to person until time is called. Then switch roles.

Modelo

- A — ¡Hola! ¿Cómo te llamas?
- B — Me llamo David. ¿Y tú?
- A — Me llamo Antonio. Mucho gusto.
- o: Encantado.
- B — Igualmente.

¿Recuerdas?

If you are a girl, you say *encantada*.

3 ¡Hola! |

Hablar

Work with a partner. Choose a clock from Actividad 1 and greet each other appropriately for the time of day. Then find out your partner's name. Follow the model. Change partners and repeat.

Modelo

- A — Buenas tardes.
- B — Buenas tardes. ¿Cómo te llamas?
- A — Me llamo Paco. ¿Y tú?
- B — Me llamo Lourdes. Mucho gusto.
- A — Encantado.

Los nombres

Chicas

- Alicia
- Ana
- Beatriz
- Carmen
- Cristina
- Dolores (Lola)
- Elena
- Gloria
- Inés
- Isabel (Isa)
- Juana
- Luisa
- Luz María (Luzma)
- Margarita
- María
- María Eugenia (Maru)
- Marta
- Teresa (Tere)



Chicos

- Alejandro
- Antonio (Toño)
- Carlos (Chacho, Cacho)
- Diego
- Eduardo (Edu)
- Federico (Kiko)
- Francisco (Paco)
- Guillermo (Guille)
- Jorge
- José (Pepe)
- Juan
- Manuel (Manolo)
- Miguel
- Pablo
- Pedro
- Ricardo
- Roberto
- Tomás



Más práctica



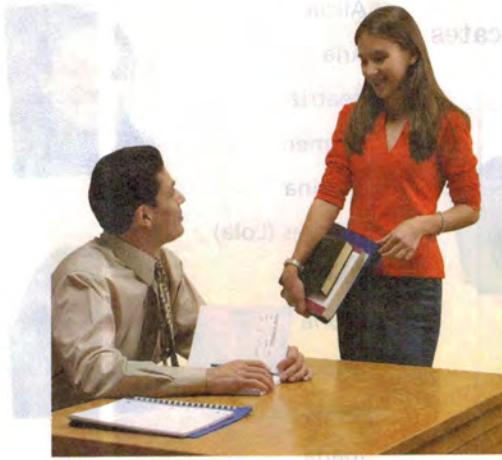
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Core WB p. 1



¡Hola! ¿Cómo estás?

 | **Buenos días**



—Buenos días, Adela.
¿Cómo estás?

—**Bien, gracias, Sr. Ruiz.**
¿Y usted?

—Bien, gracias.

—Buenas tardes, Sr. Ruiz.
¿Cómo está Ud.?

—**Muy bien, gracias. ¿Y tú?**

—Bien, gracias.

—Buenas noches, Miguel.
¿Qué tal?

—**Regular. ¿Y tú, Carlos?**
¿Qué pasa?

—**Nada.**



—**¡Adiós, Srta. Moreno!**
¡Hasta luego!

—**¡Hasta mañana!**

—**¡Hasta luego, Juan!**

—**¡Nos vemos!**

¿Recuerdas?

Señor, señora, and señorita are abbreviated to **Sr.**, **Sra.**, and **Srta.** before a person's last name.

▼ Exploración del lenguaje

Tú vs. usted

For most Spanish speakers there are two ways to say “you”: *tú* and *usted*. Use *tú* when speaking to friends, family, people your own age, children, and pets. *Usted* is formal. Use it to show respect and when talking to people you don’t know well, older people, and people in positions of authority. In writing, *usted* is almost always abbreviated *Ud.*, with a capital *U*.

Would you say *tú* or *Ud.* when talking to the following people?

- your brother
- your teacher
- your best friend
- your friend’s mother
- your cat
- your principal
- a new acquaintance who is your age



▼ 4 ¡Hola o adiós? |

Escuchar

Make a chart on your paper with two columns. Label one *Greeting*, the other *Leaving*. Number your paper from 1–8. As you hear each greeting or leave-taking, place a check mark in the appropriate column next to the number.

Greeting	Leaving
1.	
2.	
3.	

▼ 5 ¡Hola! ¿Qué tal? |

Hablar

Work with a partner. Greet each other and ask how your partner is. Say good-bye. Then change partners and repeat.

Modelo

- A — *Hola, Luisa. ¿Qué tal?*
 B — *Bien, Lupe. ¿Y tú?*
 A — *Regular. ¡Hasta luego!*
 B — *¡Adiós!*

▼ 6 Mucho gusto

Leer

Read the conversation and then reply *sí* or *no* to the statements.

Profesor: Buenos días. Me llamo José Guzmán. ¿Y tú?

Estudiante: Me llamo María Hernández. Mucho gusto.

Profesor: Igualmente. ¿Cómo estás, María?

Estudiante: Bien, gracias. ¿Y Ud.?

Profesor: Muy bien, gracias. Hasta luego.

Estudiante: Adiós, señor.

1. The people knew each other.
2. The teacher is a man.
3. We know the last names of both people.
4. The student talks to the teacher in a formal tone.
5. Neither person is feeling well today.

Más práctica



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Core WB p. 2



Comm. WB p. 1



¡Atención, por favor!



—¡Silencio, **por favor!** Abran el libro en la página 10.



—¡Atención! Cierren el libro.



—Repitan, por favor:
Buenos días.
—Buenos días.



—Levántense, por favor.



—Siéntense, por favor.



—Saquen una hoja de papel.
Escriban los números.



—Entreguen sus hojas
de papel.

7 ¡Siéntense!

Escuchar

You will hear some classroom commands. Listen carefully and act them out.

Los números



cero



uno



dos



tres



cuatro



cinco



seis



siete



ocho



nueve

10 diez	21 veintiuno, ...
11 once	30 treinta
12 doce	31 treinta y uno, ...
13 trece	40 cuarenta
14 catorce	50 cincuenta
15 quince	60 sesenta
16 dieciséis	70 setenta
17 diecisiete	80 ochenta
18 dieciocho	90 noventa
19 diecinueve	100 cien
20 veinte	

8 Los números |

Hablar

Supply the missing number. Then read the sequence in Spanish.

- | | |
|-----------------|-----------------|
| 1. 1, ____, 3 | 5. 14, ____, 16 |
| 2. 6, ____, 8 | 6. 17, ____, 19 |
| 3. 7, ____, 9 | 7. 23, ____, 25 |
| 4. 10, ____, 12 | 8. 29, ____, 31 |

9 Más números |

Pensar • Hablar

With a partner, provide the missing numbers in each sequence. Then say the number sequence aloud in Spanish.

- | | |
|--------------------|------------------------|
| 1. 1, 2, 3, ... 10 | 4. 5, 10, 15, ... 60 |
| 2. 2, 4, 6, ... 20 | 5. 3, 6, 9, ... 39 |
| 3. 1, 3, 5, ... 19 | 6. 10, 20, 30, ... 100 |

10 Números y más |

Hablar • Escuchar • Escribir

Tell your partner these numbers in Spanish. He or she will write them using numerals, not words. Then check your partner's work.

- the phone numbers used to dial for information and emergencies
- the bar code number on the back of your Spanish book
- your house or apartment number
- number of minutes it takes you to get from your home to school
- number of months until your next birthday



Azulejo (tile) de cerámica

Más práctica 

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Core WB p. 3  

¿Qué hora es?

In Spanish, to ask what time it is, you say *¿Qué hora es?* Here are some answers:



Es la una.



Son las dos.



Son las tres
y cinco.



Son las cuatro
y diez.



Son las cinco
y cuarto.



Son las seis
y media.



Son las siete
menos veinte.



Son las ocho y
cincuenta y dos.

11 ¿Qué hora es?

Hablar

Work with a partner to ask and answer questions about the time. Use these clocks.



Modelo

- A — *¿Qué hora es?*
B — *Son las diez.*



12 La hora

Escuchar

Write the numbers 1–8 on a sheet of paper.
Write the times you hear with numerals—1:00,
2:15, and so on.

Más práctica



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Core WB p. 4



"La persistencia de la memoria / The Persistence of Memory"
(1931), Salvador Dalí

Oil on canvas, 9 1/2 x 13 in. (24.1 x 33 cm). Given anonymously. © 2009 Salvador Dalí, Gala-Salvador Dalí Foundation/Artists Rights Society (ARS), New York/A.K.G., Berlin. Photo: Superstock.

El cuerpo



“¡Ay! Me duele el pie.”

13 Señalen |

Escuchar

You will hear some commands. Listen carefully and act out the commands. When you hear the word *señalen*, you should point to that part of the body.

14 Juego

Escuchar

Play the game *Simón dice . . .* (Simon Says). Listen and follow the leader's directions. Remember that if the leader does not say “*Simón dice*,” you should not do the action.

Más práctica



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	Canción de hip hop	✓
	Instant Check	✓
	Guided WB pp. 1–10	✓ ✓
	Core WB p. 5	✓ ✓
	Comm. WB pp. 1, 4	✓ ✓
	Hispanohablantes WB pp. 2–3	✓

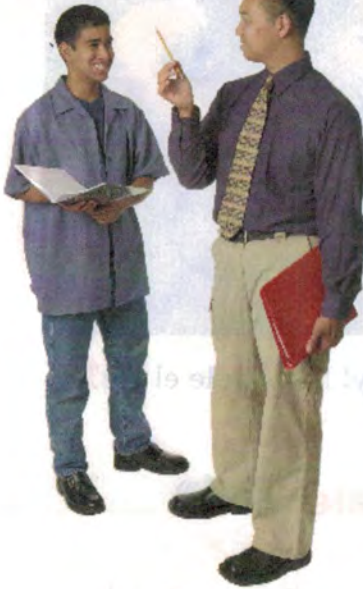
- ▶ Talk about things in the classroom
- ▶ Ask questions about new words and phrases
- ▶ Use the Spanish alphabet to spell words
- ▶ Talk about things related to the calendar
- ▶ Learn about the Aztec calendar

2 En la clase

La sala de clases

el estudiante

el profesor



—¿Qué quiere decir *lápiz*?
—Quiere decir *pencil*.

la estudiante

la profesora



—¿Cómo se dice *book* en español?
—Se dice *libro*.



el pupitre



el bolígrafo



la carpeta



el lápiz



el cuaderno



la hoja de papel



el libro

▼ 1 El libro, el lápiz, . . .

Escuchar

You will hear the names of classroom objects. After you hear each word, hold up the object if you have it on your desk or point to it if it is somewhere in the classroom.

También se dice . . .

In many Spanish-speaking countries or regions, you will hear different words for the same thing. Words like these are highlighted in the *También se dice . . .* sections.

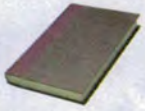
For example, in Spain a classroom is *el aula*, while in Mexico, it is *el salón de clases*.

2 ¿Cómo se dice . . . ?



Hablar

Talk with a partner about items and people in your classroom.



Modelo

A —¿Cómo se dice book en español?

B —Se dice libro.

1.



2.



3.



4.



5.



mano

Modelo

A —¿Qué quiere decir mano?

B —Quiere decir hand.

6. cuaderno

7. hoja de papel

8. cabeza

9. carpeta

10. brazo

Gramática

Nouns

Nouns refer to people, animals, places, things, and ideas. In Spanish, nouns have gender. They are either masculine or feminine.

Most nouns that end in *-o* are masculine. Most nouns that end in *-a* are feminine.

Masculine	Feminine
el libro	la carpeta
el bolígrafo	la hoja de papel

The definite articles *el* and *la* also point out if a word is masculine or feminine. They both mean “the.”

Spanish nouns that end in *-e* or a consonant must be learned as masculine or feminine. You should practice them with their definite articles, *el* or *la*.

Masculine	Feminine
el profesor	la noche
el lápiz	la conversación

3 ¿Masculino o femenino?

Pensar • Escribir

Look at these words and decide whether each one is masculine or feminine. Rewrite each word and add the appropriate definite article (*el* or *la*).

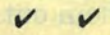
- | | |
|-------------|---------------|
| 1. pierna | 5. pupitre |
| 2. nariz | 6. pie |
| 3. cuaderno | 7. profesora |
| 4. hora | 8. estudiante |

Más práctica

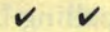


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Core WB p. 6

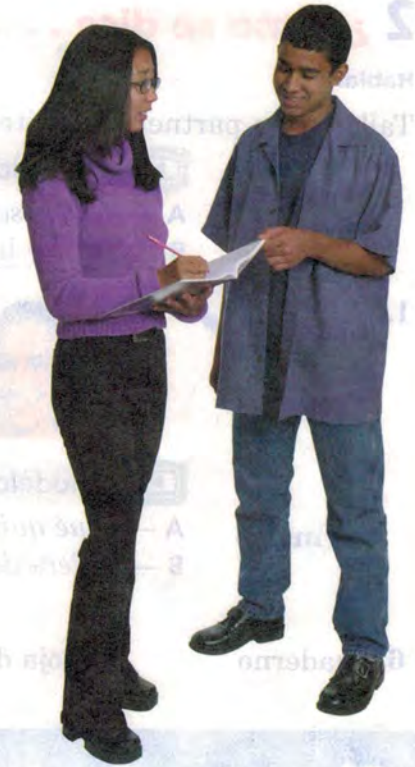


Comm. WB p. 2



El alfabeto

 a	 be	 ce	 de	 e	 efe
 ge	 hache	 i	 jota	 ka	 ele
 eme	 ene	 eñe	 o	 pe	 cu
 ere	 erre	 ese	 te	 u	 ve or uve
 doble ve or doble u	 equis	 i griega or ye	 zeta		



—¿Cómo se escribe *libro*?

—Se escribe ele-i-be-ere-o.

4 Escucha y escribe

Escuchar • Escribir


On a sheet of paper, write the numbers 1–8. You will hear several words you know spelled aloud. Listen carefully and write the letters as you hear them.

5 Pregunta y contesta

Hablar • Escribir

Work with a partner. Use the pictures to ask and answer according to the model. As Student B spells the words, Student A should write them out. When you are finished, check your spelling by looking at p. 10.



 Modelo

A —¿Cómo se escribe lápiz?

B —Se escribe ele-a acento-pe-i-zeta.



6 ¿Cómo te llamas?



Hablar

Work with a partner. Follow the model to find out each other's names and how they are spelled. Then change partners and repeat.

Modelo

A —¿Cómo te llamas?

B —Me llamo María.

A —¿Cómo se escribe María?

B —Se escribe eme-a-ere-i acento-a.

Strategy

Sustaining a conversation

If you need your partner to spell a word again, say *Repíte, por favor*.

Exploración del lenguaje

Punctuation and accent marks

You have probably noticed that in Spanish, questions begin with an upside-down question mark (*¿*) and exclamations with an upside-down exclamation point (*¡*). This lets you know at the beginning of a sentence what kind of sentence you are reading.

You have probably also noticed the accent mark (*el acento*) on words like *días* and *estás*. When you write in Spanish, you must include these accents and punctuation marks.

Try it out! Rewrite these sentences and insert the correct punctuation and accents.

Como estas Que tal Hasta luego Y tu



Fondo cultural | El mundo hispano

Los mayas were among the early civilizations in the Western Hemisphere to develop a form of writing with symbols, known as hieroglyphics (*los jeroglíficos*). Each symbol, or glyph, represents a word or an idea.

- With what other hieroglyphic writing are you familiar?



Jeroglíficos mayas

7 Juego



Escribir • Hablar • Escuchar

- 1 Play this game in pairs. Each player makes a list of five Spanish words that you have learned. Don't let your partner see your words.
- 2 Spell your first word aloud in Spanish. Don't forget any accent marks. Your partner will write the word as you spell it. Then your partner will spell a word for you to write. Take turns until you have spelled all the words on your lists.
- 3 Check each other's papers. The winner is the player with the most words spelled correctly.

El calendario y la fecha

agosto						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
				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



Los meses del año

enero l m m j v s d	febrero l m m j v s d	marzo l m m j v s d
abril l m m j v s d	mayo l m m j v s d	junio l m m j v s d
julio l m m j v s d	agosto l m m j v s d	septiembre l m m j v s d
octubre l m m j v s d	noviembre l m m j v s d	diciembre l m m j v s d

- ¿Qué día es hoy?
- Hoy es lunes. Mañana es martes.
- ¿Cuántos días hay en el mes de agosto?
- Hay treinta y un días.

Nota

Notice that the days of the week and the months of the year are not capitalized in Spanish, except at the beginning of sentences.

The first day of the week in a Spanish-language calendar is *lunes*.



—¿Cuál es la fecha?
—Es el 22 de agosto.



—¿Cuál es la fecha?
—Es el **primero** de agosto.

Nota

To say the first day of the month, use *el primero*. For the other days, use the numbers *dos*, *tres*, and so on.

▼ **8 Hoy y mañana** |

Hablar

Ask and answer according to the model.

Modelo

lunes

A —¿Qué día es hoy?

B —Hoy es lunes. Mañana es martes.

- | | |
|-----------|--------------|
| 1. martes | 4. miércoles |
| 2. sábado | 5. viernes |
| 3. jueves | 6. domingo |



El Cinco de Mayo es un día festivo en México.

▼ **9 Días de fiesta**

Leer • Escribir

Read the following sentences and rewrite them, making the necessary corrections.

- El Día de San Patricio es el 14 de enero.
- El Día de San Valentín es en junio.
- Januká es en febrero.
- La Navidad (*Christmas*) es el 25 de noviembre.
- El Día de la Independencia de los Estados Unidos (*United States*) es el 4 de junio.
- El Año Nuevo (*New Year's Day*) es en diciembre.
- Hoy es el 3 de agosto.

10 El calendario

Escribir

hoy

julio						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
	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			

Answer the questions based on the calendar page above.

1. ¿Cuál es la fecha hoy?
2. ¿Qué día de la semana es?
3. ¿Qué día es mañana?
4. ¿Cuál es la fecha de mañana?
5. ¿Cuántos días hay en este (*this*) mes?
6. ¿Cuántos días hay en una semana?

Más práctica



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Instant Check	✓	
Guided WB pp. 11–18	✓	✓
Core WB pp. 7–8	✓	✓
Comm. WB p. 5	✓	✓
Hispanohablantes WB pp. 4–5	✓	✓



Fondo Cultural | España

Los sanfermines, or the “Running of the Bulls,” is a popular two-week festival in Pamplona, Spain, named for the town’s patron saint, San Fermín, who is commemorated on July 7 each year. The celebration includes daily bullfights, but before they begin the real excitement starts! As the bulls are released from their pens and run through the streets, many people run ahead or alongside them to the bullring.

- What festivals are you familiar with in which animals play a role?

La Fiesta de San Fermín, en Pamplona, España



11 El calendario azteca

Leer

The Aztecs were a nomadic tribe that finally settled in the valley of central Mexico in 1325. They established their capital, Tenochtitlán, on a swampy lake and built a mighty empire that dominated most of Mexico. The Aztec empire flourished until 1521, when it was defeated by the Spaniards, led by Hernán Cortés.



Conexiones | La historia

One of the most famous symbols of Mexico is the monolith, or huge stone, carved by the Aztecs in 1479. Known today as the Aztec calendar or the Sun Stone, the carving weighs almost 24 tons and is approximately 12 feet in diameter. The Aztecs dedicated it to the sun, represented by the face in the center. The calendar represents a 260-day year.

- Representation of the sun, or Tonatiuh
- One of the previous four world creations
- This band shows the 20 days of the month.



12 Los símbolos aztecas

Pensar

Here are several glyphs representing days found on the Sun Stone. Match the glyph with the Spanish word. What do you think each of the glyphs represents? Why do you think the Aztecs included those symbols on their calendar?



- a. Jaguar
- b. Perro
- c. Movimiento
- d. Serpiente
- e. Cráneo
- f. Agua



3 El tiempo

- ▶ Describe weather conditions
- ▶ Identify the seasons
- ▶ Compare weather in the Northern and Southern Hemispheres

¿Qué tiempo hace?



Hace sol.



Hace calor.



Hace frío.



Hace viento.



Llueve.



Nieva.

Las estaciones



la primavera



el verano



el otoño



el invierno

1 El tiempo |

Escuchar


You will hear six descriptions of different weather conditions. Write the numbers 1–6 on a sheet of paper. Then, next to each number, write the letter of the photo for which the weather is being described.





2 ¿Qué tiempo hace? |

Hablar

Work with a partner. Ask and answer the questions based on the city and weather information for each item.

1. Denver / enero / 

2. Chicago / octubre / 


3. San Francisco / noviembre / 


Modelo


Miami / julio / 

A —¿Qué tiempo hace en Miami en julio?

B —Hace sol.

4. Washington, D.C. / junio / 

5. Minneapolis / diciembre / 

6. Dallas / agosto / 

3 Las estaciones

Hablar • Escribir


Answer the questions based on where you live.

- ¿Qué tiempo hace en la primavera? ¿En el otoño? ¿En el verano? ¿En el invierno?
- ¿En qué estación hace frío? ¿Calor? ¿Sol? ¿Viento?
- ¿En qué estación llueve?
- ¿En qué estación nieva?

Más práctica



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 Canción de hip hop	✓	
Instant Check	✓	✓
Guided WB pp. 19–24	✓	✓
Core WB p. 9	✓	✓
Comm. WB p. 6	✓	✓
Hispanohablantes WB p. 6	✓	✓

4 Dos hemisferios

Leer • Pensar • Escribir • Hablar

Read about the seasons in the Northern and Southern Hemispheres and then answer the questions.



Conexiones | La geografía

Did you know that the seasons for the Northern and Southern Hemispheres are reversed? When it's winter in the Northern Hemisphere, it's summer in the Southern Hemisphere and vice versa. So if you want to ski all year round, go from the slopes of the Rockies in Colorado in December to those of the Andes in Bariloche, Argentina in July. Or for a December getaway to a warmer climate, go to one of the coastal resorts at Viña del Mar, Chile.



enero

Colorado
(Estados Unidos)



julio



enero

Chile

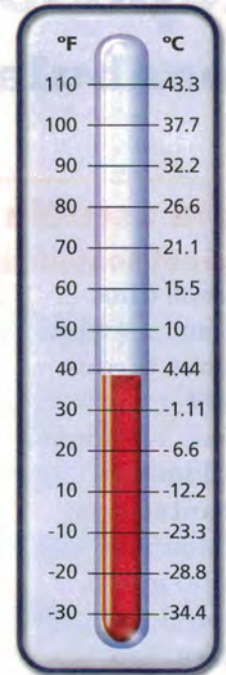


julio

1. En febrero, ¿qué tiempo hace en Chile?
2. En junio, ¿qué tiempo hace en Colorado?
3. En tu comunidad, ¿qué tiempo hace en diciembre? ¿Y en agosto?



ciudad	diciembre	julio
Asunción, Paraguay	85°F / 29°C	75°F / 24°C
Bogotá, Colombia	66°F / 19°C	64°F / 17°C
Buenos Aires, Argentina	78°F / 26°C	50°F / 10°C
Caracas, Venezuela	80°F / 27°C	80°F / 27°C
Chicago	36°F / 2°C	75°F / 24°C
Ciudad de México, México	70°F / 21°C	74°F / 23°C
Guatemala, Guatemala	72°F / 22°C	74°F / 23°C
La Habana, Cuba	76°F / 24°C	82°F / 28°C
La Paz, Bolivia	58°F / 15°C	55°F / 13°C
Lima, Perú	76°F / 24°C	76°F / 24°C
Los Ángeles	67°F / 19°C	88°F / 31°C
Miami	76°F / 24°C	97°F / 36°C
Nueva York	41°F / 5°C	74°F / 23°C
Quito, Ecuador	65°F / 18°C	67°F / 19°C
San José, Costa Rica	78°F / 26°C	78°F / 26°C
San Juan, Puerto Rico	74°F / 23°C	80°F / 27°C
Santiago, Chile	82°F / 28°C	50°F / 10°C
Seattle	41°F / 5°C	66°F / 19°C
St. Louis	36°F / 2°C	81°F / 27°C
Tegucigalpa, Honduras	70°F / 21°C	81°F / 27°C



5 **¿Hace calor o hace frío?** |

Hablar • Escribir

Work with a partner. Discuss the weather in six different places on the chart.

Modelo

- A —¿Qué tiempo hace en Chicago en diciembre?
- B —Hace frío.

Nota

In most parts of the world, people express temperatures in Celsius. A simple way to convert from Celsius to Fahrenheit is to multiply the temperature by $\frac{9}{5}$, then add 32.

$$30^{\circ}\text{C} = \underline{\quad}^{\circ}\text{F}$$

$$30 \times \frac{9}{5} = 54 + 32$$

$$30^{\circ}\text{C} = 86^{\circ}\text{F}$$

6 **¿Y qué tiempo hace en . . . ?** |

Hablar

Work with a partner. Ask about the temperature in six different places on the chart.

Modelo

- A —¿Cuál es la temperatura en Quito en diciembre?
- B —Sesenta y cinco grados.
- o: —Dieciocho grados.

Para decir más . . .

la temperatura temperature
grados degrees

- ▶ Review the vocabulary
- ▶ Demonstrate you can perform the tasks on p. 23

Repaso del capítulo

Vocabulario

En la escuela

to greet someone

Buenos días.	Good morning.
Buenas noches.	Good evening.
Buenas tardes.	Good afternoon.
¡Hola!	Hello!
¿Cómo te llamas?	What is your name?
Me llamo ...	My name is ...
Encantado, -a.	Delighted.
Igualmente.	Likewise.
Mucho gusto.	Pleased to meet you.
señor, Sr.	sir, Mr.
señora, Sra.	madam, Mrs.
señorita, Srta.	miss, Miss

to ask and tell how someone is

¿Cómo está Ud.? (<i>formal</i>)	How are you?
¿Cómo estás? (<i>familiar</i>)	How are you?
¿Qué pasa?	What's happening?
¿Qué tal?	How are you?
¿Y tú? / ¿Y usted (Ud.)?	And you?
(muy) bien	(very) well
nada	nothing
regular	okay, so-so
gracias	thank you

to say good-bye

¡Adiós!	Good-bye!
Hasta luego.	See you later.
Hasta mañana.	See you tomorrow.
¡Nos vemos!	See you!

to tell time

¿Qué hora es?	What time is it?
Es la una.	It's one o'clock.
Son las ... y / menos ...	It's ... (<i>time</i>).
y cuarto / menos cuarto	quarter past / quarter to
y media	thirty, half-past

to count up to 100 (Turn to p. 7.)

to talk about the body (Turn to p. 9.)

En la clase

to talk about the classroom

el bolígrafo	pen
la carpeta	folder
el cuaderno	notebook
el estudiante,	student
la estudiante	
la hoja de papel	sheet of paper
el lápiz	pencil
el libro	book
el profesor, la profesora	teacher
el pupitre	(student) desk
la sala de clases	classroom

to say the date

el año	year
el día	day
el mes	month
la semana	week
¿Qué día es hoy?	What day is today?
¿Cuál es la fecha?	What is the date?
Es el (<i>number</i>) de	It's the ... of ...
(<i>month</i>).	
Es el primero de	It's the first of ...
(<i>month</i>).	
hoy	today
mañana	tomorrow

to say the days of the week and the months of the year (Turn to p. 14.)

other useful words

¿cuántos, -as?	how many?
en	in
hay	there is / there are
por favor	please

to ask for help

¿Cómo se dice ... ?	How do you say ... ?
Se dice ...	You say ...
¿Cómo se escribe ... ?	How is ... spelled?
Se escribe ...	It's spelled ...
¿Qué quiere decir ... ?	What does ... mean?
Quiere decir ...	It means ...



Instant Check	✓
Puzzles	✓
Core WB pp. 10–11	✓ ✓
Comm. WB p. 226	✓ ✓

El tiempo

to talk about the weather

¿Qué tiempo hace?	What's the weather like?
Hace calor.	It's hot.
Hace frío.	It's cold.
Hace sol.	It's sunny.
Hace viento.	It's windy.
Llueve.	It's raining.
Nieva.	It's snowing.

to talk about the seasons

la estación	season
el invierno	winter
el otoño	fall, autumn
la primavera	spring
el verano	summer

Preparación para el examen

Interpretive



1 Escuchar On the exam you will be asked to listen to and understand people as they greet each other and introduce themselves. To practice, listen to some students greet people in the school halls. Answer these questions about each greeting: Is it morning or afternoon? Was the greeting directed to an adult? How did that person respond?

To review, see pp. 2–5 and Actividades 1, 4.

Interpretive



2 Escuchar You will be asked to listen to and understand someone announcing the current date and time. To practice, listen to the message and answer the questions: What is the time of day? What is the date?

To review, see pp. 7–8 and Actividad 12; pp. 14–16 and Actividad 10.

Interpretive



3 Leer You will be asked to read and understand a description of the weather for a given day. To practice, read the weather forecast below. Answer the questions: What is the date? What are the high and low temperatures? What is the weather like?

El dos de septiembre

Hoy en San Antonio hace sol. La temperatura máxima es 75 grados y la mínima es 54. No llueve.

To review, see pp. 18–21 and Actividades 2–6.

Interpretive



4 Leer You will be asked to read a list of school supplies and identify them. To practice, copy the school supply list below onto a sheet of paper. Please note: *un, una* mean “a” or “an.” Then look to see whether you have any of the items on your desk right now. Make a check mark next to each item you have.

un cuaderno
un bolígrafo

un lápiz
una carpeta

una hoja de papel
un libro

To review, see p. 10.



▼ Chapter Objectives

Communication

By the end of this chapter you will be able to:

- Listen to and read about activities people like and don't like to do
- Talk and write about what you and others like and don't like to do
- Describe your favorite activities and ask others about theirs

Culture

You will also be able to:

- Describe dances and music from the Spanish-speaking world and compare them to dances you know
- Compare favorite activities of Spanish-speaking teens to those of teens in the United States

You will demonstrate what you know and can do:

- Presentación oral, p. 43
- Preparación para el examen, p. 47

You will use:

Vocabulary

- Activities
- Expressing likes and dislikes

Grammar

- Infinitives
- Negatives
- Expressing agreement or disagreement

Exploración del mundo hispano

Country Connection Favorite Activities



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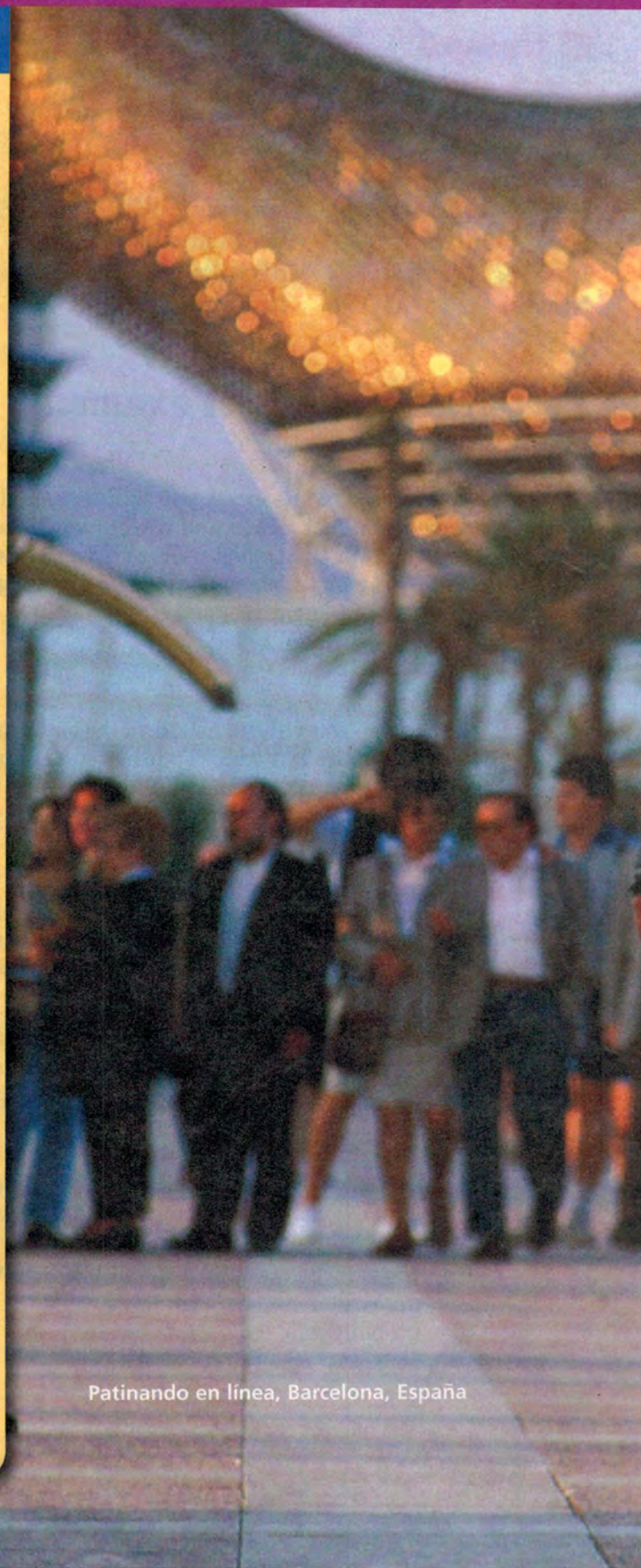
Reference Atlas



Videocultura y actividad



Mapa global interactivo



Patinando en línea, Barcelona, España

Arte y cultura | España

Pablo Picasso (1881–1973), one of the best-known Spanish artists of the twentieth century, had a long, productive career creating art in a wide range of styles and forms. He showed remarkable artistic talent as a child and had his first exhibition when he was 13 years old. "Three Musicians" is an example of Picasso's cubist painting style.

- Study this painting and list some characteristics that show why this style is known as "cubism."

"Musiciens aux masques / Three Musicians"
(1921), Pablo Picasso ▶

Oil on canvas, 6' 7" X 7' 3 3/4". Mrs. Simon Guggenheim Fund, #55.1949. © 2009 Estate of Pablo Picasso/Artists Rights Society (ARS), New York. Photo: © The Museum of Modern Art/Scala/Art Resource, NY.



Read, listen to, and understand information about

- ▶ activities people like and don't like to do

Vocabulario en contexto



bailar



escuchar música



practicar deportes



nadar



correr



esquiar

—¡Me gusta mucho bailar!

—A mí también. Y también me gusta escuchar música.

—¡Hola, Beatriz! ¿Qué te gusta hacer?
¿Te gusta practicar deportes?

—¡Sí! Me gusta mucho practicar deportes.
Me gusta correr, nadar y esquiar.
¿Y a ti? ¿Qué te gusta hacer?





escribir cuentos



montar en monopatín



ver la tele



usar la computadora



dibujar



cantar



montar en bicicleta



jugar videojuegos

—A mí me gusta mucho escribir cuentos y dibujar. ¡No me gusta nada cantar!

—¡Uy! A mí tampoco.



—¿Qué te gusta más, ver la tele o montar en bicicleta?

—Pues, no me gusta ni ver la tele ni montar en bicicleta. Me gusta usar la computadora y jugar videojuegos. Y a ti, ¿qué te gusta más?



1 ¿Te gusta o no | te gusta?

Escuchar

You will hear Rosa say what she likes to do and doesn't like to do. Give a "thumbs-up" sign when you hear her say something she likes to do and a "thumbs-down" sign when she says something she doesn't like to do.

2 Me gusta ...

Escuchar

Listen to what some people like to do. Point to the picture of the activity each describes.

Más práctica

GO

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Instant Check	✓	
Guided WB pp. 25–28	✓	✓
Core WB pp. 13–14	✓	✓
Comm. WB p. 14	✓	✓
Hispanohablantes WB p. 12	✓	✓

¿Qué te gusta hacer?

You're going to meet eight students from around the Spanish-speaking world and find out what they like and don't like to do. You'll be able to figure out where they live by looking at the globes on the page.

Strategy

Using visuals

Look at the pictures with each postcard to help you understand the meaning of the new words.

- Can you predict what each student likes to do?



“Y yo me llamo Ana. A mí me gusta **hablar por teléfono**”.



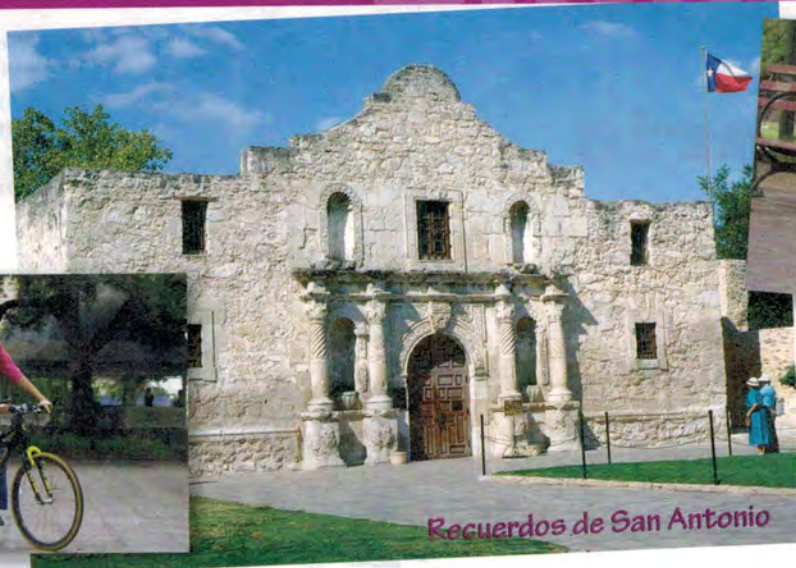
“Soy Ignacio. Me gusta mucho **tocar la guitarra**”.



“¡Hola! Me llamo Claudia y me gusta usar la computadora y **pasar tiempo con mis amigos**”.



“Yo soy Teresa. También me gusta usar la computadora, pero **me gusta más jugar videojuegos**”.



Recuerdos de San Antonio



“Yo soy Esteban. A mí me gusta **patinar**”.

“¡Hola, amigos! Me llamo Angélica y me gusta mucho montar en bicicleta”.



“¿Qué tal, amigos? Soy Gloria. A mí me gusta **ir a la escuela**, y también me gusta **trabajar**”.



“Me llamo Raúl. Me gusta ir a la escuela . . . más o menos . . . , pero me gusta más **leer revistas**”.

3 ¿Comprendes?

Leer

On a sheet of paper, write the numbers 1–6. Read the following statements by the characters in the *Videohistoria* and write *C* (*cierto*) if the statement is true, or *F* (*falso*) if it is false.

- Angélica:** No me gusta montar en bicicleta.
- Raúl:** Me gusta mucho leer revistas.
- Esteban:** Me gusta patinar.
- Claudia:** Me gusta pasar tiempo con mis amigos.
- Teresa:** No me gusta usar la computadora.
- Gloria:** Me gusta trabajar.

4 Y tú, ¿qué dices? | Talk!

Escribir • Hablar

Write your answers to these questions.

- ¿Qué te gusta más, leer revistas o montar en monopatín?
- ¿Qué te gusta más, jugar videojuegos o bailar?
- ¿Qué te gusta hacer en junio? ¿Y en diciembre?

Más práctica



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Instant Check	✓	
Guided WB pp. 29–32	✓	✓
Core WB pp. 15–16	✓	✓
Comm. WB pp. 7–9, 10	✓	✓
Hispanohablantes WB p. 13	✓	✓

- ▶ Write and talk about activities you and others like and don't like to do
- ▶ Exchange information while comparing what you like to do
- ▶ Compare how you spend free time to teenagers in Spain

Vocabulario en uso

5 ¿Te gusta o no te gusta?

Escribir

Complete the following sentences with one of the activities shown, or with any of the other activities shown on pp. 26–29.

1. Me gusta ____.
2. No me gusta ____.
3. Me gusta mucho ____.
4. No me gusta nada ____.
5. Me gusta ____.
6. No me gusta ni ____ ni ____.

Modelo

Me gusta practicar deportes.



¡Respuesta personal!

6 Me gusta o no me gusta

Escribir

Find four activities on pp. 26–29 that you like to do and four that you don't like to do. Copy this chart on your paper and write the activities in the corresponding columns.

Modelo

Me gusta	No me gusta
correr	cantar

7 ¡A mí también!

Hablar

Using the information from Actividad 6, tell your partner three activities that you like to do. Your partner will agree or disagree with you. Follow the model. Then switch roles and repeat the activity.

Modelo

- A —Me gusta correr.
- B —¡A mí también!
- o: —¡A mí no me gusta!

8 ¿Qué te gusta hacer? |

Hablar

Ask your partner whether he or she likes doing the activities below. Your partner will answer using one of the two responses shown. Then switch roles and answer your partner's questions.



Modelo

A —¿Te gusta montar en monopatín?

B —*Sí, me gusta mucho.*

o:—*No, no me gusta nada.*

Estudiante A

¿Te gusta . . . ?



Estudiante B

¡Respuesta personal!

Fondo Cultural | El mundo hispano

Outdoor cafés are popular gathering places throughout the Spanish-speaking world. Friends go there to enjoy a snack or light meal, catch up with one another, or just watch people go by.

- Where do you go to spend time with friends or to meet new ones? How does your experience compare with that of the Spanish teens shown here at a café in Salamanca's Plaza Mayor?

En el verano, me gusta pasar tiempo con mis amigos en la Plaza Mayor de Salamanca, España.



También se dice . . .

No me gusta nada = No me gusta para nada
(muchos países)

Gramática

- ▶ Write about and discuss activities
- ▶ Listen to descriptions of what someone likes to do
- ▶ Read about, listen to, and write about different types of Latin music

Infinitives

Verbs are words that are most often used to name actions. Verbs in English have different forms depending on who is doing the action or when the action is occurring:

I **walk**, she **walks**, we **walked**, etc.

The most basic form of a verb is called the infinitive. In English, you can spot infinitives because they usually have the word “to” in front of them:

to swim, **to** read, **to** write

Infinitives in Spanish, though, don't have a separate word like “to” in front of them. Spanish infinitives are only one word, and always end in *-ar*, *-er*, or *-ir*:

nadar, leer, escribir

Más ayuda

realidades.com



GramActiva Video
Tutorial: Conjugation & Infinitive
Animated Verbs



Canción de hip hop: Mambo



GramActiva Activity

9 ¿Cuál es?

Escribir

On a sheet of paper, make a chart with three columns for the headings *-ar*, *-er*, and *-ir*. Then look at these pictures of activities. Write the infinitive for each activity under the corresponding head. Save your chart to use in Actividad 11.

Modelo



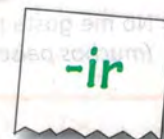
-ar	-er	-ir
nadar		



10 Tres papeles

Escuchar • GramActiva

Tear a sheet of paper into three equal parts. Write *-ar* on one piece, *-er* on another piece, and *-ir* on the third piece. You will hear several infinitives. Listen carefully to the endings. Hold up the paper with the ending that you hear.



▼11 El verbo es . . .

Escribir

Here are some verbs in English. Look them up in the English-Spanish glossary at the back of the book and write down the Spanish infinitives on the chart you made in Actividad 9.

to walk to live to eat to study to have

It's easy to talk about the things you like to do once you know the infinitive, because you just add the infinitive to *Me gusta*. Try writing this sentence in Spanish: *I like to sleep*.

Strategy

Using a dictionary or glossary
When you need to look up a verb, always look under the infinitive form.

▼12 Encuesta: ¿Qué te gusta hacer?

Escribir • Hablar

- Ask four classmates to tell you two things they like to do (*¿Qué te gusta hacer?*) and two things they don't like to do (*¿Qué no te gusta hacer?*). Record their names and responses on a chart like this one.
- Work in groups of four. Add up the results of your interviews to see which activities are the most popular and which ones are the least popular.
- Share your results with the class.
 - Las actividades más (*most*) populares:
 - Las actividades menos (*least*) populares:

Modelo

Nombre	Me gusta	No me gusta
Beto	nadar ir a la escuela	patinar usar la computadora

Actividad	Me gusta	No me gusta
tocar la guitarra		
cantar		
trabajar		

▼13 Escucha y escribe

Escuchar • Escribir

Write the numbers 1–7 on a sheet of paper. You will hear Raúl say seven things that he likes to do. Write them down as he says them. Spelling counts!

¿Recuerdas?

Remember to include any accent marks when you spell a word.

Más práctica



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Instant Check	✓	
Guided WB p. 33	✓	✓
Core WB p. 17	✓	✓
Comm. WB pp. 12, 15	✓	✓
Hispanohablantes WB pp. 14–17		✓

▼ Exploración del lenguaje

Cognates

Words that look alike and have similar meanings in English and Spanish are called **cognates** (*cognados*). Here are examples from this chapter:

Spanish

popular
usar
guitarra
computadora

English

popular
to use
guitar
computer

Try it out! Look at pp. 26–29 and make a list of seven cognates from the vocabulary on those pages.

Strategy

Recognizing cognates

Becoming skilled at recognizing cognates will help you understand what you read and will increase your vocabulary.

▼ Fondo Cultural | República Dominicana

Jaime Antonio González Colson (1901–1975) was an artist from the Dominican Republic. His works usually focused on the people and culture of his homeland.

The *merengue*, the dance shown in this painting, originated in the Dominican Republic in the nineteenth century. One of the instruments used to accompany it is the *güiro* (shown at the top right), made from a gourd and played by scraping it with a stick.

- What instruments set the rhythms in the music that you listen to?

"Merengue" (1937), Jaime Antonio González Colson ▶
Courtesy of Museo Bellapart, Dominican Republic.



Las maracas, el güiro, la cabassa y las claves son instrumentos típicos de la música del Caribe.

14 El baile y la música del mundo hispano |

Leer • Escuchar • Escribir

Each country in the Spanish-speaking world has distinct musical styles and traditions. Many of the unique rhythms and dances of Spanish-speaking countries are now popular in the United States. This music features instruments such as guitars, violins, accordions, and various types of percussion such as *güiros*, sticks, cymbals, cow bells, and drums. As you read the captions, see how many words you can understand due to their similarity to English words. After you read, your teacher will play examples of each type of music. Listen for the different instruments used.

Conexiones | La música

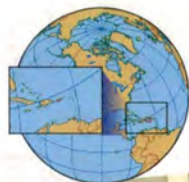


El flamenco es un baile típico de España. El instrumento más importante en el flamenco es la guitarra.



En Argentina, el tango es muy popular. Es un baile romántico.

En la República Dominicana, el baile tradicional es el merengue. El merengue tiene muchos ritmos africanos.



En Puerto Rico, la salsa es el baile preferido. El ritmo de la salsa es popular en la música de los Estados Unidos también.



La cumbia es el baile más famoso de Colombia.

- Reread each of the captions and make a list of seven cognates.
- Make a list of instruments you heard in the different songs. You might need to listen to the music again.

Gramática

▼ Objectives

- ▶ Read and write about other people's likes and dislikes
- ▶ Ask and answer questions about activity preferences

Negatives

To make a sentence negative in Spanish, you usually put *no* in front of the verb or expression. In English you usually use the word "not."

No me gusta cantar. *I do **not** like to sing.*

To answer a question negatively in Spanish you often use *no* twice. The first *no* answers the question. The second *no* says, "I do *not* . . . (*don't*)." This is similar to the way you answer a question in English.

¿Te gusta escribir cuentos? *Do you like to write stories?*
No, no me gusta. *No, I don't.*

In Spanish, you might use one or more negatives after answering "no."

¿Te gusta cantar? *Do you like to sing?*
No, no me gusta **nada**. *No, I don't like it at all.*

If you want to say that you do not like either of two choices, use *ni . . . ni*:

No me gusta **ni** nadar **ni** dibujar. *I don't like either swimming or drawing.*
I like neither swimming nor drawing.

¿Recuerdas?

Did you remember that *nada* has another meaning?

• ¿Qué pasa? **Nada**.

In this case, *nada* means "nothing."

Más ayuda

realidades.com



GramActiva Video

Tutorials: Affirmative and Negative, Making a Sentence Negative, Formation of Negative Sentences



GramActiva Activity

▼15 Una persona muy negativa

Leer • Escribir

Fill in the blanks in the dialogue with one of these expressions:
no, nada, tampoco, ni . . . ni.

Tomás es un nuevo estudiante en la clase y es una persona muy negativa.

Ana: Hola, Tomás. ¿Te gusta escuchar música?

Tomás: No, 1. me gusta.

Ana: Pues, ¿qué te gusta más, jugar videojuegos o usar la computadora?

Tomás: No me gusta 2. jugar videojuegos 3. usar la computadora.

Ana: ¿Te gusta practicar deportes?

Tomás: No, no me gusta 4. practicar deportes.

Ana: Pues, Tomás, no me gusta pasar tiempo con personas negativas.

Tomás: ¡A mí 5.!

36 treinta y seis

Tema 1 • Mis amigos y yo

16 ¡No, no me gusta! |

Hablar

Today you feel as negative as Tomás. With a partner, respond to each question saying that you don't like to do any of these activities.



Modelo

A —¿Te gusta ver la tele?
B —No, no me gusta ver la tele.

Estudiante A

1.

2.

3.

4.

5.

6.

Estudiante B

No, no me gusta . . .

17 ¿Qué te gusta más? |

Hablar

Find out what your partner likes more. Then switch roles.



Modelo

A —¿Qué te gusta más, nadar o esquiar?
B —Pues, me gusta más nadar.
o: —Pues, no me gusta ni nadar ni esquiar.



Más práctica

realidades.com | print

Instant Check	✓
Guided WB pp. 34–35	✓ ✓
Core WB p. 18	✓ ✓
Comm. WB pp. 13, 16, 227	✓ ✓
Hispanohablantes WB pp. 18–19	✓

Gramática

▼ Objectives

- Express agreement and disagreement about what you and others like to do
- Read and write opinions about activities

Expressing agreement or disagreement

To agree with what a person likes, you use “*a mí también.*” It’s like saying “me too” in English.

Me gusta pasar tiempo con amigos.

I like to spend time with friends.

A mí también.

Me too.

If someone tells you that he or she dislikes something, you can agree by saying “*a mí tampoco.*” It’s like saying “me neither” or “neither do I” in English.

No me gusta nada cantar.

I don’t like to sing at all.

A mí tampoco.

Me neither.

▼ 18 ¿También o tampoco? |

Escribir • Hablar

Write a list of three things that you like to do and three things that you don’t like to do. Tell your partner the activities on your list. Your partner will agree or disagree based upon his or her personal preferences. Follow the model.

Modelo

A — *Me gusta mucho bailar.*

B — *A mí también.*

o: — *Pues, a mí no me gusta nada bailar.*

A — *No me gusta nada cantar.*

B — *A mí tampoco.*

o: — *Pues, a mí me gusta cantar.*

▼ 19 Opiniones

Leer • Escribir

Read the opinions of three students on videogames and answer the questions.

1. Who thinks that videogames are neither good nor bad? How often does he or she play videogames?
2. Who likes videogames a lot? With whom does this person play them?
3. Who doesn’t like videogames? Why not?
4. ¿A ti te gusta jugar videojuegos?

Más práctica



realidades.com | print

Instant Check



Guided WB p. 36



Core WB p. 19



Hispanohablantes WB pp. 19–21



38 treinta y ocho

Tema 1 • Mis amigos y yo

Pregunta **Responde**

Jugar videojuegos: ¿bueno o malo?¹

 **Ni lo uno ni lo otro**
 "Jugar videojuegos no es ni bueno ni malo. Me gusta jugar a veces²."
Alicia

 **¡Es fabuloso!**
 "A mí también me gusta jugar videojuegos. Es fabuloso jugar con mis amigos."
Enrique

 **¡Es terrible!**
 "Jugar videojuegos es malo para los ojos³. ¡No me gusta nada!"
Sandra

¹ bad ² sometimes ³ eyes

▼ Pronunciación | |

The vowels *a*, *e*, and *i*

The vowel sounds in Spanish are different from those in English. In Spanish, each vowel has just one sound. Spanish vowels are also quicker and shorter than those in English.

The letter *a* is similar to the sound in the English word *pop*. Listen to and say these words:

andar	cantar	trabajar
hablar	nadar	pasar

The letter *e* is similar to the sound in the English word *met*. Listen to and say these words:

tele me es Elena deportes

The letter *i* is similar to the sound in the English word *see*. As you have already seen, the letter *y* sometimes has the same sound as *i*. Listen to and say these words:

sí escribir patinar lápiz ti mí

Try it out! Listen to and say this rhyme:

**A-E-I El perro canta para ti.
A-E-I El tigre baila para mí.**

Try it again, substituting *el gato* for *el perro* and *la cebra* for *el tigre*.



El español en la comunidad

Hispanics in the United States make up approximately 16 percent of the total population and are the fastest-growing minority group. By the year 2050, the Hispanic population is expected to be almost 29 percent of the total U.S. population. Because of this, there are an increasing number of Spanish-language electronic and print media sources—Internet, television, radio, magazines, and newspapers—available throughout the country.



- Make a list of Spanish-language media sources in your community. Try to find local, regional, national, or even international sources, as well as both electronic and print media. If possible, bring in examples. How much can you understand?

These sources will help you improve your Spanish, and you'll learn about Spanish-speaking cultures as well.

- ▶ Read about favorite activities of some teenagers
- ▶ Use cognates to figure out new words

Lectura

¿Qué te gusta hacer?

Here are some notes that four students have written to a popular teen magazine. All four are looking for e-pals. As you read their notes, think about how their likes and interests compare to yours.

Strategy

Using cognates.
Use what you already know about cognates to figure out what new words mean.



Puerto Rico
Marisol, 14 años

“¿Te gusta practicar deportes y escuchar música? ¡A mí me gusta mucho! También me gusta jugar al básquetbol. ¡Hasta luego!”

Colombia
Daniel, 13 años

“Me gusta mucho ver la tele y escuchar música clásica. También me gusta tocar el piano y pasar tiempo con amigos en un café o en una fiesta. ¿Y a ti?”



España

Silvia, 17 años

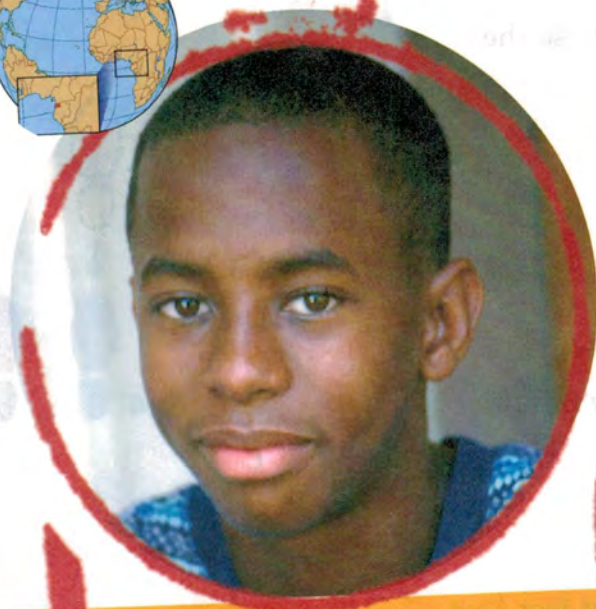
“Me gusta leer revistas, bailar y cantar. Soy fanática de la música alternativa. También me gusta hablar por teléfono con amigos. ¿Y a ti? ¿Qué te gusta hacer?”



Guinea Ecuatorial

Pablo, 15 años

“Me gusta mucho jugar al vóleibol y al tenis. Me gusta escribir cuentos y también me gusta organizar fiestas con amigos. No me gusta ni jugar videojuegos ni ver la tele. ¡Hasta pronto!”



¿Comprendes?

1. Draw a bar graph. Indicate on the graph how many of the four young people like each of these types of activities: *televisión, música, deportes, pasar tiempo con amigos*. Which are the most popular?
2. Of the four students, with whom do you have the most in common?
3. Write a personal message similar to those in the magazine. Use one of them as a model.

Más práctica



realidades.com | print

Guided WB p. 37	✓	✓
Comm. WB pp. 17, 228	✓	✓
Hispanohablantes WB pp. 22–23	✓	✓
Culture Reading Activity	✓	

La cultura en vivo

¿Te gusta bailar?

Thanks to the worldwide popularity of Latin music, Latin dances have captured the attention of people of all ages. As a result, people all around the United States are learning dances such as the merengue, tango, and salsa. Here is a dance you can learn. It is called the mambo, and it originated in Cuba in the 1940s.



Bailando el mambo

El mambo

Directions

Beat 1 (of the music):

Step forward with the left foot and slightly raise the right foot in a rocking motion.

Beat 2: Step back down on the right foot.

Beat 3: Place the left foot next to the right foot.

Beat 4: Hold both feet in place with the left and right feet next to each other.

Repeat the same motion, now moving backwards.

Beat 5: Step backward with the right foot and slightly raise the left foot in a rocking motion.

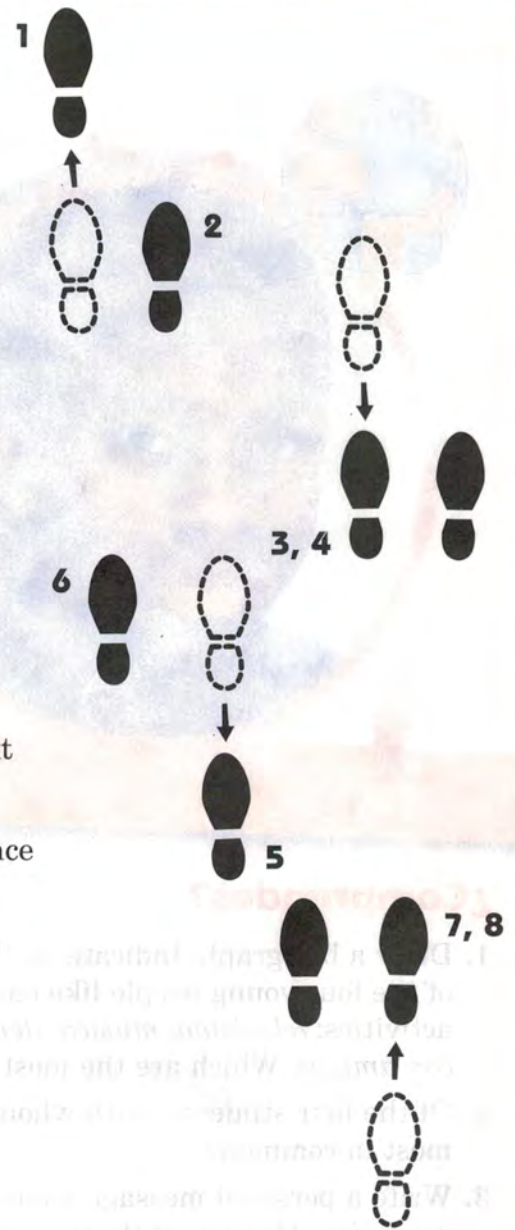
Beat 6: Step back down on the left foot.

Beat 7: Place the right foot next to the left foot.

Beat 8: Hold both feet in place with the left and right feet next to each other.

These steps are repeated throughout the music. If partners dance together, then the male should start with his left foot going forward and the female should start with her right foot going backward.

Think about it! How is doing the mambo with a partner different from dances you might do? What dances do you know from the United States that are danced with a partner?



Presentación oral

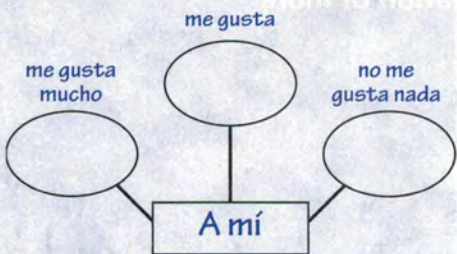
- ▶ Talk about your likes and dislikes
- ▶ Use a diagram to organize your ideas

A mí me gusta mucho . . .

Task

You are a new student at school and have been asked to tell the class a little bit about your likes and dislikes.

1 Prepare Copy this diagram, then list at least five activities to include in the three different ovals.



Using your list, create a poster or other visual aid to illustrate the three categories and at least five activities. You can use drawings, pictures from magazines, or photos of yourself doing the activities. Make sure that each activity is easy to identify. You will use this visual as part of your presentation.

2 Practice Rehearse your presentation with classmates. Use your notes the first time or two, then practice using only the visuals.

Modelo
Me gusta mucho . . .
Me gusta . . .
No me gusta nada . . .

3 Present Talk about yourself using your visuals. Look at the Evaluation rubric below to know what to emphasize in your presentation. Begin the presentation with your name, and try to:

- use complete sentences
- use visuals to stay focused
- speak clearly

4 Evaluation The following rubric will be used to grade your presentation.

Rubric	Score 1	Score 3	Score 5
How much information you communicate	You mention one detailed example in each category.	You mention four activities and all three categories.	You mention five activities and all three categories.
How easily you are understood	You are difficult to understand and have many patterns of grammatical errors.	You are fairly easy to understand with occasional patterns of grammatical errors.	You are easy to understand and have very few patterns of grammatical errors.
How clearly and neatly your visuals match what you are saying	You include three visuals that clearly connect to activities.	You include four visuals that clearly connect to activities.	You include five visuals that clearly connect to activities.

Strategy
Creating visuals
 Making a diagram can help you organize a presentation.



España

The Spanish empire once included parts of Italy and the Netherlands, much of the Americas and the Caribbean, the Philippines, and colonies in Africa. Today, Spain is a country of rich regional and cultural traditions with a population of more than 40 million people.

Spain was one of the most important provinces of the ancient Roman empire. The Spanish language is very closely related to Latin, the language of that empire. Roman engineering also left its mark on the Spanish landscape, and some Roman bridges are still in use after almost 2,000 years! This photo shows the Roman aqueduct in Segovia, which was constructed entirely without mortar or clamps.

¿Sabes que . . . ?

Spain has four official languages: Spanish, Catalan, Basque, and Galician. Originally the language of Castile in central Spain, Spanish is the primary national language and is also spoken in most of Spain's former empire in North, Central, and South America.

Para pensar

Spain has been influenced by many civilizations, including those of the ancient Greeks, Romans, and Moors. What civilizations have most affected the language, culture, and customs of the United States?



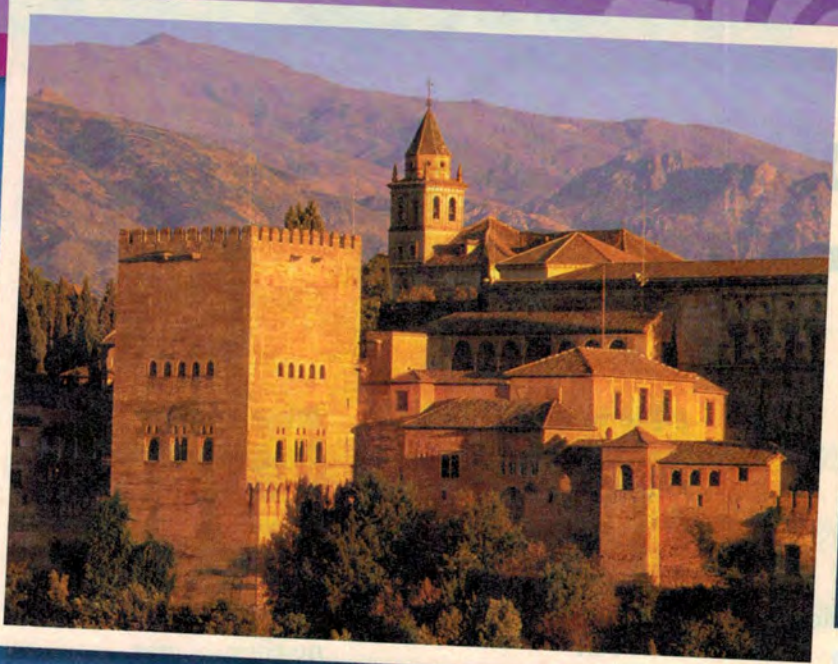
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Mapa global interactivo



Reference Atlas



Originally a royal retreat, the Parque del Buen Retiro is now a favorite place for the traditional Sunday-afternoon *paseo* (stroll). Throngs of people come to enjoy the Retiro's lakes, gardens, and museums, or simply to spend time with friends or family. What are your favorite places to go walking with friends? Why? ▼

▲ Arabic-speaking Moors from North Africa ruled much of Spain for nearly 800 years. Córdoba in southern Spain became one of the most important cities in Islam, and its mosque, the Mezquita, was one of the largest in the world. The Alhambra in Granada (shown above) is a strongly fortified and beautiful complex of palaces and gardens. It was also the last stronghold of the Moors in Spain, falling to Spain's Catholic monarchs in 1492.



The Bilbao Guggenheim Museum opened in October 1997 and houses a collection of modern and contemporary art. The building's titanium-paneled curves and concrete blocks imitate the harbor of Bilbao, a principal seaport and former shipbuilding center in the heart of the Basque country in the north.



- ▶ Review the vocabulary and grammar
- ▶ Demonstrate you can perform the tasks on p. 47

Repaso del capítulo

Vocabulario y gramática

to talk about activities

bailar	to dance
cantar	to sing
correr	to run
dibujar	to draw
escribir cuentos	to write stories
escuchar música	to listen to music
esquiar	to ski
hablar por teléfono	to talk on the phone
ir a la escuela	to go to school
jugar videojuegos	to play video games
leer revistas	to read magazines
montar en bicicleta	to ride a bicycle
montar en monopatín	to skateboard
nadar	to swim
pasar tiempo con amigos	to spend time with friends
patinar	to skate
practicar deportes	to play sports
tocar la guitarra	to play the guitar
trabajar	to work
usar la computadora	to use the computer
ver la tele	to watch television

to say what you like to do

(A mí) me gusta ____.	I like to ____.
(A mí) me gusta más ____.	I like to ____ better. (I prefer to ____.)
(A mí) me gusta mucho ____.	I like to ____ a lot.
A mí también.	I do too.

to say what you don't like to do

(A mí) no me gusta ____.	I don't like to ____.
(A mí) no me gusta nada ____.	I don't like to ____ at all.
A mí tampoco.	I don't (like to) either.

For *Vocabulario adicional*, see pp. 472–473.

to ask others what they like to do

¿Qué te gusta hacer?	What do you like to do?
¿Qué te gusta más?	What do you like better (prefer)?
¿Te gusta ____?	Do you like to ____?
¿Y a ti?	And you?

other useful words and expressions

ni ... ni	neither ... nor, not ... or
o	or
pues ...	well ...
sí	yes
también	also, too
y	and



Instant Check	✓
Puzzles	✓
Core WB pp. 20–21	✓
Comm. WB pp. 229, 230–232	✓


Preparación para el examen

On the exam you will be asked to . . .

Here are practice tasks similar to those you will find on the exam . . .

For review go to your print or digital textbook . . .


Interpretive

 **1 Escuchar** Listen to and understand a description of what someone likes to do

Listen to a voice mail from a student looking for a “match-up” to the homecoming dance. a) What are two things this person likes doing? b) What is one thing this person dislikes doing?

pp. 26–29 *Vocabulario en contexto*
p. 27 Actividades 1–2
p. 33 Actividad 13


Interpersonal

 **2 Hablar** Talk about yourself and what you like and don’t like to do and ask the same of others

You agreed to host a student from the Dominican Republic for a week. What can you tell him or her about yourself in a taped message? Include a brief description of what you like to do. How would you ask the student to tell you something about himself or herself?

p. 30 Actividad 7
p. 31 Actividad 8
p. 33 Actividad 12
p. 37 Actividades 16–17
p. 43 *Presentación oral*

Interpretive


 **3 Leer** Read and understand someone’s description of himself or herself

Read this pen pal e-mail from a Spanish-language magazine. What types of things does the person like to do? Does this person have anything in common with you? What is it?

pp. 26–29 *Vocabulario en contexto*
p. 29 Actividad 3
p. 36 Actividad 15
p. 38 Actividad 19
pp. 40–41 *Lectura*, no. 3

¡Hola! A mí me gusta mucho usar la computadora y tocar la guitarra. No me gusta ni ir a la escuela ni leer. En el verano me gusta nadar y en el invierno me gusta esquiar. ¿Y a ti? ¿Qué te gusta hacer?


Presentational

 **4 Escribir** Write about yourself with a description of things you like and don’t like to do

A school in the Dominican Republic wants to exchange e-mails with your school. Tell your e-pal your name and what you like to do and don’t like to do.

p. 30 Actividades 5–6
p. 33 Actividad 12
p. 38 Actividad 18
p. 41 *¿Comprendes?*

Cultures

 **5 Pensar** Demonstrate an understanding of cultural differences regarding dancing

How would you describe the Latin dances that have become popular in the United States? With what countries do you associate each dance? With what type of music or rhythms do you associate each dance?

p. 34 *Fondo cultural*
p. 35 Actividad 14
p. 42 *La cultura en vivo*

1B Y tú, ¿cómo eres?

▼ Chapter Objectives

Communication

By the end of this chapter you will be able to:

- Listen to and read descriptions of others
- Talk and write about your personality traits
- Describe your personality to others

Culture

You will also be able to:

- Compare cultural perspectives on friendship

You will demonstrate what you know and can do:

- Presentación escrita, p. 67
- Preparación para el examen, p. 71

You will use:

Vocabulary

- Personality traits
- Expressing likes and dislikes

Grammar

- Adjectives
- Definite and indefinite articles
- Word order: Placement of adjectives

Exploración del mundo hispano

Country Connection Describing Yourself and Others



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Reference Atlas

Videocultura y actividad

Mapa global interactivo



Un grupo de amigos, San Juan del Sur, Nicaragua



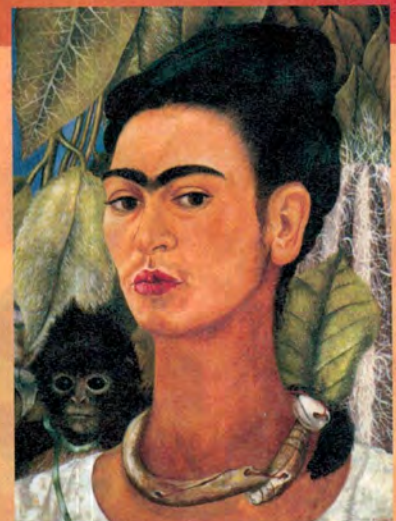
Arte y cultura | México

Frida Kahlo (1907–1954) is one of the best-known Mexican painters. In spite of a childhood illness, a crippling traffic accident, and many hospital stays throughout her life, Kahlo was a successful painter and led a very active social life. She used her artwork as an outlet for her physical and emotional suffering.

- Frida Kahlo painted over fifty self-portraits. What is she saying about herself through this painting?

“Autorretrato con mono”
(1938), Frida Kahlo ▶

Oil on masonite, 16 X 12 inches. Courtesy of Albright-Knox Art Gallery, Buffalo, NY. Bequest of A. Conger Goodyear, 1966. © 2009 Banco de México, Diego Rivera & Frida Kahlo Museums Trust, México, D.F./Artists Rights Society (ARS), New York.



Read, listen to, and understand information about
▶ personality traits

Vocabulario en contexto

“¿El chico? Es mi amigo. ¿Cómo se llama? Se llama Marcos. ¿Cómo es? Pues ...

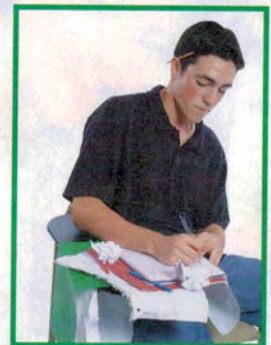
la chica



... él es **deportista**. Le gusta mucho practicar deportes.



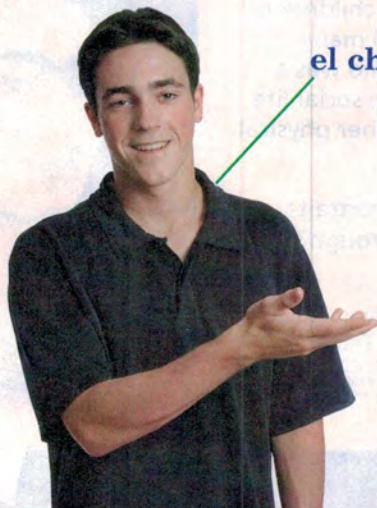
Pero a veces es **impaciente** ...



... también es **un chico desordenado**”.

“Mi amiga Sarita es **una buena** amiga. **Ella** no es **muy** deportista ...

el chico



... pero es una chica **artística** ...



... y muy **ordenada**.



Es una chica muy **inteligente**”.

“Hola, me llamo Luz. ¿Yo?
¿Cómo soy? Pues . . .



Más vocabulario

atrevido, -a	daring
paciente	patient
reservado, -a	shy
simpático, -a	nice, friendly
talentoso, -a	talented



. . . soy **estudiosa** . . .



. . . y **trabajadora** . . .



. . . y también **graciosa** . . .



. . . pero **según mi familia**
¡a veces soy **perezosa!** Y
tú, ¿cómo eres?”

1 ¿Marcos o Sarita? | 

Escuchar

Look at the pictures of Marcos and Sarita.
Listen to the descriptions. If a word describes
Marcos, point to his picture. If a word describes
Sarita, point to her picture.



2 ¿Cierto o falso? | 

Escuchar

You will hear some statements about Luz. Give
a “thumbs-up” sign if the statement is true, or
a “thumbs-down” sign if it is false.

Más práctica



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Instant Check	✓	
Guided WB pp. 39–42	✓	✓
Core WB pp. 22–23	✓	✓
Comm. WB p. 25	✓	✓
Hispanohablantes WB p. 32	✓	✓

Amigos por Internet

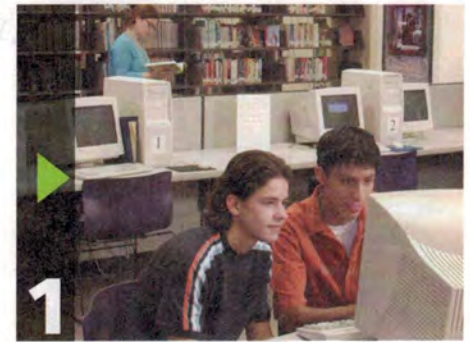
See what happens when *Chica sociable* sends an e-mail message to Esteban.

Strategy

Using cognates

You will see some unfamiliar words in this story. Many of these are cognates. Use their similarity to English words to determine their meaning.

- What does *sociable* mean?
- What does *ideal* mean?



Pedro: Esteban, escucha: “Hola, ¿cómo eres? ¿Qué te gusta hacer? Me gusta mucho hablar con mis amigos. Me llamo *Chica sociable*. Escríbeme.”

Esteban: ¡Ja! *Chica sociable*. A responder. Escribe, Pedro. . .

Esteban



Texas México

Claudia



Pedro



Teresa



Teresa: “Soy muy desordenada. Me gusta hablar por teléfono. Y no me gusta ir a la escuela. Escríbeme. *Chica sociable*”.



Claudia: Un momento . . . uno más de mí. Escribe. . . “Yo soy *Chica misteriosa*. Soy amiga de *Chica sociable*. Soy muy simpática”.



Claudia: “Y me gusta ir a la escuela. Soy estudiosa y trabajadora. Yo no soy tu chica ideal. *Chica misteriosa*”.



2

Pedro: “Hola. Me llamo *Chico sociable*. ¡Qué coincidencia!”.



3

Pedro: “Me gusta pasar tiempo con mis amigos. **No soy muy serio**. Según mis amigos, soy gracioso”.



4

Claudia: ¡*Chica sociable*! ¡Ja!
Teresa: Yo soy *Chica sociable*.
Claudia: ¡No! ¿Tú **eres** *Chica sociable*? ¡¿Mi buena amiga . . . ?!

3 ¿Comprendes?

Escribir • Hablar

Read each of the sentences below and indicate which character is being described: *Chica sociable* or *Chica misteriosa*.

1. Me gusta hablar por teléfono.
2. Me gusta ir a la escuela.
3. Soy simpática.
4. No soy muy ordenada.
5. Soy trabajadora.



8

Esteban: Pues, Pedro. ¿*Chica sociable* o *Chica misteriosa*?

Pedro: *Chica misteriosa*. Me gusta la escuela y a ella le gusta la escuela también.

Esteban: Perfecto. A mí me gusta más *Chica sociable*.

4 Y tú, ¿qué dices?



Escribir • Hablar

1. Find five cognates in the *Videohistoria* and write what you think they mean in English.
2. Write an activity that goes with each of these characteristics.
 sociable estudioso trabajador
3. ¿Qué te gusta más, usar la computadora o hablar por teléfono?

Más práctica

GO

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Instant Check	✓	
Guided WB pp. 43–46	✓	✓
Core WB pp. 24–25	✓	✓
Comm. WB pp. 18–20, 21	✓	✓
Hispanohablantes WB p. 33		✓

Vocabulario en uso

5 ¿Cómo es el chico o la chica?

Escribir

Choose the correct word to describe each of the people in the pictures.



Modelo

El chico es (impaciente / estudioso).

1. La chica es (reservada / artística).



4. El chico es (desordenado / atrevido).



2. La chica es (graciosa / perezosa).



5. La chica es (artística / atrevida).



3. El chico es (reservado / deportista).



6. El chico es (estudioso / desordenado).



6 Mi amigo José

Escribir

Maritza is talking about her friend José. Read the sentences, then choose the appropriate word to fill in each blank.

Modelo

No es un chico impaciente. Es muy paciente.

trabajador	deportista	bueno
paciente	estudioso	sociable
gracioso	desordenado	

- Le gusta mucho practicar deportes. Es ____.
- A veces no es serio. Es un chico ____.
- Le gusta pasar tiempo con amigos. Es muy ____.
- No es un chico ordenado. Es ____.
- Le gusta ir a la escuela. Es ____.
- No es perezoso. Es un chico muy ____.
- Es simpático. Es un amigo muy ____.



- ▶ Write about and discuss what you and others are like
- ▶ Describe your personality
- ▶ Read and write a self-descriptive poem

Gramática

Adjectives

Words that describe people and things are called adjectives (*adjetivos*).

- In Spanish, most adjectives have both masculine and feminine forms. The masculine form usually ends in the letter *-o* and the feminine form usually ends in the letter *-a*.

- Masculine adjectives are used to describe masculine nouns.

Marcos es ordenado y simpático. *Marcos is organized and nice.*

- Feminine adjectives are used to describe feminine nouns.

Marta es ordenada y simpática. *Marta is organized and nice.*

- Adjectives that end in *-e* describe both masculine and feminine nouns.

Anita es inteligente. *Anita is smart.*

Pedro es inteligente también. *Pedro is also smart.*

Masculine	Feminine
ordenado	ordenada
trabajador	trabajadora
paciente	paciente
deportista	deportista

- Adjectives whose masculine form ends in *-dor* have a feminine form that ends in *-dora*.

Juan es trabajador. *Juan is hardworking.*

Luz es trabajadora. *Luz is hardworking.*

- Some adjectives that end in *-a*, such as *deportista*, describe both masculine and feminine nouns. You will need to learn which adjectives follow this pattern.

Tomás es deportista. *Tomás is sports-minded.*

Marta es deportista también. *Marta is also sports-minded.*

Más ayuda

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GramActiva Video

Tutorials: Adjectives, Adjective clauses



Canción de hip hop: ¿Cómo soy yo?



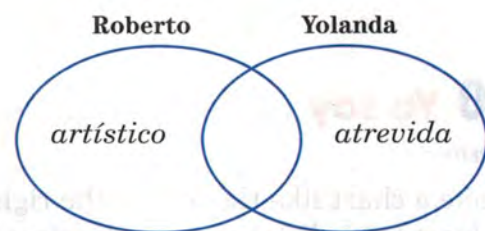
GramActiva Activity

7 Roberto y Yolanda

Escribir

Copy the Venn diagram on a sheet of paper. Which words from the list below could only describe Roberto? Write them in the oval below his name. Which words could only describe Yolanda? Write them in the oval below her name. Which words could describe either Roberto or Yolanda? Write them in the overlapping area.

Modelo



artístico	atrevida	deportista	estudiosa
graciosa	impaciente	simpático	inteligente
ordenada	paciente	perezosa	reservado
serio	sociable	talentosa	trabajador

8 ¿Cómo es Paloma? |

Hablar

Work with a partner to ask and answer questions about the people shown below.

Modelo

Paloma

A —¿Cómo es Paloma?

B —Paloma es trabajadora.



1. Elena



2. Marisol



3. Felipe



4. Juan



5. Lola



6. Gloria



9 Juego |

Hablar

Choose an adjective and act it out for a small group or the class. The other students take turns asking you questions. The first to ask a question with the correct adjective (in the correct form) gets to do the next charade.

Modelo

A —¿Eres ordenada?

B —Sí, soy ordenada.

C —No, no soy ordenada.

10 Yo soy ...

Escribir

Make a chart like the one on the right. Write at least two adjectives in each column to say what you are like and are not like. Include *muy* and *a veces* when they are appropriate. Save your work to use in later activities.

Modelo

Soy	No soy
estudiosa	perezosa
muy trabajadora	impaciente
deportista	

11 ¿Eres estudioso(a)?



Hablar • Escribir

Use your chart from Actividad 10. Talk with your partner about your personality traits. Take notes on what your partner tells you. Make another two-column chart, but with the headings *Es* and *No es*. Fill it in with information about your partner. You will use this chart in the next activity.

Modelo

A —¿Cómo eres?

B —Soy estudiosa y muy trabajadora. También soy deportista. ¿Y tú?

A —Soy artístico. Según mis amigos, soy talentoso. No soy perezoso.

12 Mi amigo(a)

Escribir • Hablar

Use the information from the previous activity to write a short description of yourself and your partner. Read your description to a small group or the class.

Modelo

Me llamo Luisa. Soy estudiosa y trabajadora. Y soy deportista. Mi amiga se llama Susana. Ella es simpática. También es deportista y trabajadora.

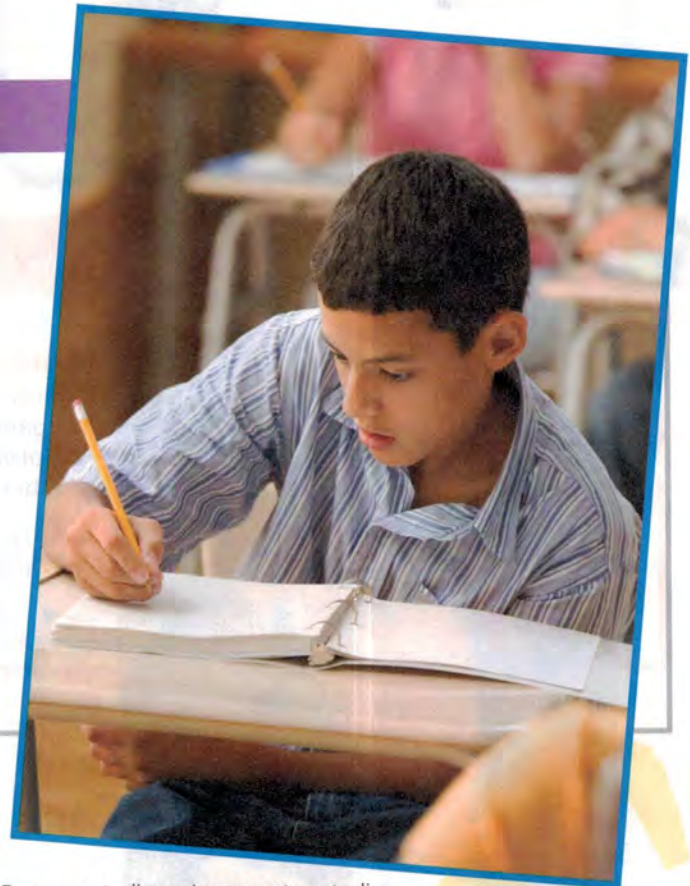
Exploración del lenguaje

Cognates that begin with *es* + consonant

Many words in Spanish that begin with *es* + consonant are easy to understand because they have the same meaning as English words. Knowing this pattern helps you recognize the meaning of new Spanish words and learn them quickly.

Try it out! Look at these words, then cover up the *e* at the beginning. Name the English words that come from the same root word.

estudiante	estudioso	escuela	estómago
esquiar	especial	estricto	escena



Es muy estudioso. Le encanta estudiar.

13 ¿Qué te gusta hacer? | Talk! | Recycle

Hablar

Trabaja con otro(a) estudiante. Pregunta y contesta según el modelo.



Modelo

- A —¿Te gusta correr?
 B —Sí, soy deportista.
 o: —No, no soy deportista.
 o: —Sí, pero no soy muy deportista.

Estudiante A

Estudiante B

¡Respuesta personal!



Fondo Cultural | El mundo hispano



Simón Bolívar (1783–1830) liberated the territory that is now Venezuela, Colombia, Ecuador, Peru, and Bolivia from Spanish rule. A daring military commander and statesman, Bolívar is revered in South America as *el Libertador* (the Liberator).

- Name three leaders who had a similar influence on events of their time.

◀ "Simón Bolívar" (siglo xix), Anónimo

Chromolitho. Private Collection / Archives Charmet / Bridgeman Art Library.

14 El poema "Soy Elena"

Leer • Escribir

The following poem is called a *poema en diamante*. Can you guess why? After you've read the poem, answer the questions.

Conexiones | La literatura

Soy Elena

En general, soy
reservada y ordenada.
A veces, soy atrevida,
graciosa o impaciente.
No soy ni deportista
ni artística.
¡Yo soy yo!



1. Which activity would you invite Elena to do based on what she has told you about herself?

dibujar montar en monopatín escuchar música

2. Rewrite the poem replacing *Soy Elena* with *Soy Tomás*.

15 Y tú, ¿qué dices?

Escribir

Write *un poema en diamante* about yourself. Choose adjectives that best describe you. Look back at Actividad 10 for some ideas. Substitute your adjectives in the poem above. Be sure to write the poem in the form of a diamond. You might want to use calligraphy or an appropriate font on the computer and add pictures to illustrate your work.

Más práctica

GO

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Instant Check	✓	
Guided WB pp. 47–48	✓	✓
Core WB p. 26	✓	✓
Comm. WB pp. 23, 26	✓	✓
Hispanohablantes WB pp. 34–37		✓

Gramática

Definite and indefinite articles

El and *la* are called definite articles and are the equivalent of “the” in English. *El* is used with masculine nouns; *la* is used with feminine nouns. You’ve already seen words with definite articles:

el libro *the* book la carpeta *the* folder

Un and *una* are called indefinite articles and are the equivalent of “a” and “an” in English. *Un* is used with masculine nouns; *una* is used with feminine nouns:

un libro *a* book una carpeta *a* folder

el	the
la	the

un	a, an
una	a, an

Strategy

Learning by repetition

When you learn a new noun, say it aloud, along with its definite article, as often as you get a chance. Eventually, you will find that words just “sound right” with the correct definite article and you will know whether nouns are masculine or feminine.

Más ayuda

realidades.com



GramActiva Video

Tutorial: Definite and Indefinite Articles



GramActiva Activity

▼16 ¿El o la? |

Escuchar • GramActiva

Write the word *el* in large letters on a sheet of paper or an index card. Write *la* in large letters on another sheet. You will hear eight words you already know. When you hear a masculine word, hold up the paper with *el*. When you hear a feminine word, hold up the paper with the word *la* on it.



17 ¿Qué es?



Hablar

Tell your partner the names of the things pictured below.

Modelo



A —¿Qué es?
B —Es un brazo.

1.



2.



3.



4.



5.



6.



7.



8.



18 La escuela de Diego

Escribir

Diego is talking about people at his school. Read the sentences and complete each one with *un* or *una*.

1. La Sra. Secada es ___ profesora simpática.
2. Alicia es ___ estudiante trabajadora.
3. Juan Carlos es ___ chico perezoso.
4. Germán es ___ chico sociable.
5. El Sr. Guzmán es ___ profesor gracioso.
6. Adriana es ___ chica muy seria.
7. La Srta. Cifuentes es ___ profesora paciente.
8. Arturo es ___ estudiante talentoso.

Más práctica



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Instant Check

Guided WB p. 49

Core WB p. 27

Comm. WB pp. 23, 27, 233

Hispanohablantes WB pp. 37–38



Pronunciación



The vowels *o* and *u*

In Spanish, the pronunciation of the letter *o* is similar to the vowel sound in the English word “boat” but is always cut very short.

Say these words, concentrating on making a short *o* sound.

bolígrafo
teléfono

gracioso
tampoco

cómo
otoño

In Spanish, the pronunciation of the letter *u* is similar to the vowel sound in the English word “zoo.” Say these words.

mucho
octubre

lunes
estudioso

usted
según

¡Ojo! Careful! Sometimes the words we mispronounce most are the ones that remind us of English words.

Try it out! Pronounce these words, concentrating on the Spanish vowel sounds:

agosto
gusto

regular
universidad

tropical
Uruguay

música
Cuba



El mundo

▼ Objectives

- ▶ Write about and describe yourself and others
- ▶ Listen to and write a description of three teens

Gramática

Word order: Placement of adjectives

In Spanish, adjectives usually come after the noun they describe. Notice how *artística* follows *chica* in the Spanish sentence.

Margarita es **una chica artística**. *Margarita is an artistic girl.*

Did you notice that in the English sentence the adjective comes before the noun?

Here's a simple pattern you can follow when writing a sentence in Spanish.

Subject	Verb	Indefinite Article + Noun	Adjective
Margarita	es	una chica	muy artística.
Pablo	es	un estudiante	inteligente.
La Sra. Ortiz	es	una profesora	muy buena.

¿Recuerdas?

To make a sentence negative you place the word *no* before the verb.

- Eduardo **no** es un chico serio.
- **No** me gusta jugar videojuegos.

Más ayuda

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Tutorial: Position of Adjectives

▼19 Frases desordenadas

Escribir

Rewrite these scrambled words to create a sentence. Follow the “building-blocks” pattern above and be sure to add a period at the end of each sentence.

Modelo

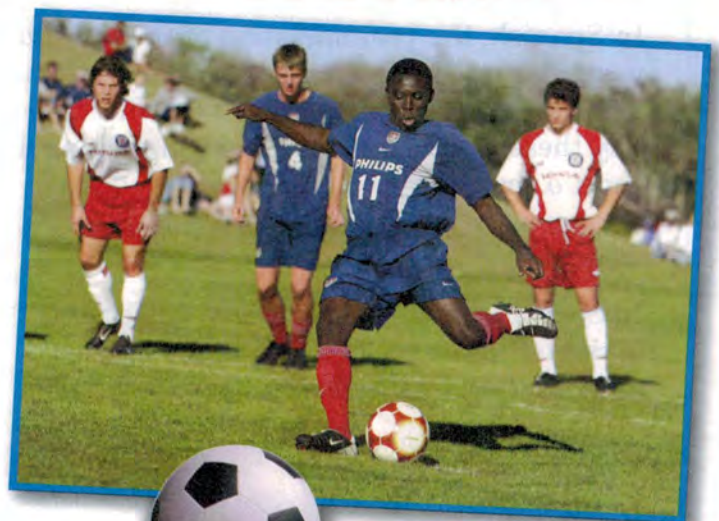
perezoso Antonio es chico un
Antonio es un chico perezoso.

1. artística es una chica Marina
2. es un Tito perezoso chico
3. deportista chica una es Paquita
4. Marcos chico un es reservado no
5. chico no Rafael es estudioso un
6. no una Teresa chica es inteligente

▼20 Escucha y escribe | 🔊

Escuchar • Escribir

You will hear a description of Arturo, Marta, and Belinda. Write what you hear.



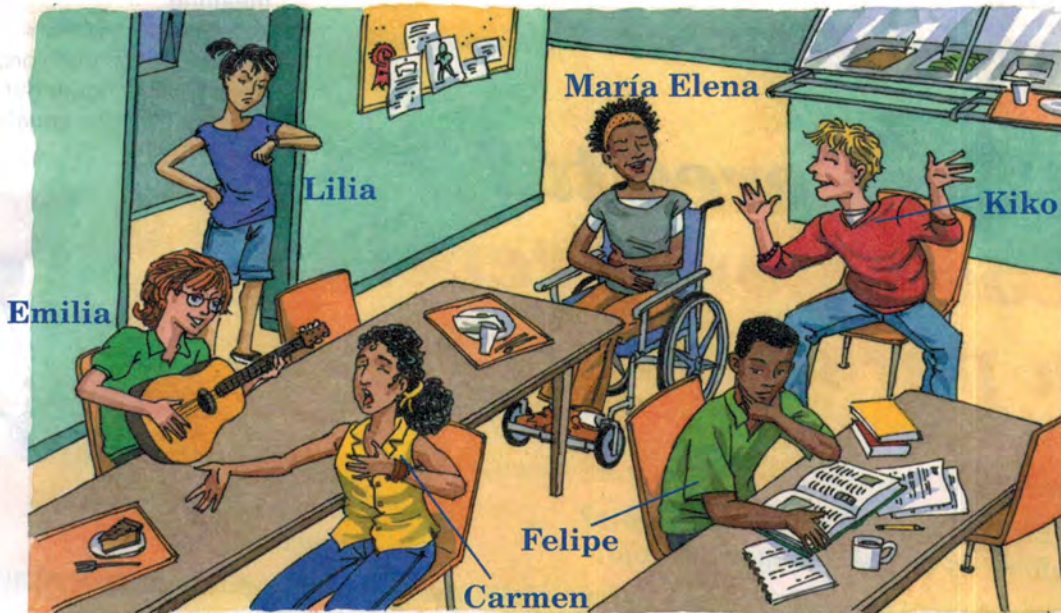
21 ¿Cómo es . . . ?

Escribir

You are sitting in your school cafeteria with a new exchange student from Costa Rica. Describe the other students based on their activities.

Modelo

Emilia es una chica talentosa.



22 Y tú, ¿qué dices?



Escribir • Hablar

1. Según tu familia, ¿cómo eres?
2. Según tu mejor (best) amigo(a), ¿cómo eres?
3. Y tú, ¿cómo eres?

El español en el mundo del trabajo



Paciente, inteligente, trabajador, ordenado . . .

These four qualities will make you a good candidate for any job. And if you add *bilingüe* to the list, your job qualifications will be enhanced.

Make a list of careers in which your knowledge of Spanish would be an asset. Which of these careers are of interest to you?

Más práctica

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Instant Check	✓
Guided WB p. 50	✓
Core WB p. 28	✓
Comm. WB p. 24	✓
Hispanohablantes WB pp. 39–41	✓

- ▶ Read and understand an article about personality traits
- ▶ Use visual clues to understand new words
- ▶ Learn how a Mayan item of clothing represents family and community

Lectura

Un self-quiz

¿Hay una relación entre los colores y la personalidad? Según un *self-quiz* de la revista *Amigos*, tus colores favoritos revelan perfectamente cómo eres.

Strategy

Using visual clues to get meaning

You have not yet learned the Spanish words for colors, but see if you can figure out what they are from the visual clues in the article.

¿Cómo eres tú? ¡Los colores revelan tu personalidad!

¿Eres una chica? ¿Te gusta el rojo?
¿Eres un chico? ¿Te gusta el rojo?

Eres muy apasionada.
Eres atrevido.

¿Eres una chica? ¿Te gusta el verde?
¿Eres un chico? ¿Te gusta el verde?

Eres una chica natural.
Eres muy generoso.

¿Eres una chica? ¿Te gusta el azul?
¿Eres un chico? ¿Te gusta el azul?

Eres muy talentosa.
Eres un chico sociable.

¿Eres una chica? ¿Te gusta el anaranjado?
¿Eres un chico? ¿Te gusta el anaranjado?

Eres una chica artística.
Eres gracioso.

¿Eres una chica? ¿Te gusta el violeta?
¿Eres un chico? ¿Te gusta el violeta?

Eres una chica muy independiente.
Eres un chico romántico.

¿Eres una chica? ¿Te gusta el amarillo?
¿Eres un chico? ¿Te gusta el amarillo?

Eres una chica muy trabajadora.
Eres muy serio.

¿Comprendes?

- You probably were able to understand most of the words in the quiz. Write the English meaning for these Spanish cognates from the reading:
 - revelan
 - natural
 - independiente
 - generoso
 - apasionada
 - romántico
- According to the “self-quiz,” what should be the favorite colors of these teenagers?
 - A Beto le gusta estar con amigos.
 - A Margarita le gusta dibujar.
 - A Lorenzo le gusta el trabajo voluntario.
 - A Lupe le gusta estudiar. Es muy seria.
 - A Isabel le gusta estar con amigos, pero también le gusta estar sola (*alone*).
- Which of the colors in this reading best matches your personality? Why?

Modelo

Amarillo: *Soy una chica trabajadora. Me gusta ir a la escuela.*

▼ Fondo Cultural | Guatemala • México

Huipil is the word for the colorful, hand-woven blouse worn by female descendants of the Maya. The color, design, and style of weaving are unique to each *huipil* and identify the background and specific village of the weaver. Hundreds of designs and styles of weaving have been identified in the Mayan regions, which are located principally in Guatemala and parts of Mexico.

- What do you wear that might represent your personality or likes and dislikes?

Una mujer de Guatemala con huipil



Más práctica



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Guided WB p. 51	✓	✓
Comm. WB pp. 28, 234	✓	✓
Hispanohablantes WB pp. 42–45	✓	✓
Cultural Reading Activity	✓	

Perspectivas del mundo hispano

¿Qué es un amigo?

Marcos, a Costa Rican student on an exchange program in the United States writes:



“When I arrived in the United States, I was amazed at all the friends my host brother and sister had. They knew a lot of people. These friends came to the house frequently, and we went out in groups. People were very open when meeting me. We’d spend some time together and get to know each other in a short amount of time. And once you got to know them, you ended up talking about everything!”

Brianna, a United States student on an exchange program in Colombia writes:



“After I spent my year in Colombia, I learned that the concept of friendship is a little different than in the United States. My host brother and sisters spent a lot of time with their family. They knew people at school and from after-school activities, but they had just a few close friends and we’d do things with them. It was definitely a smaller group than I was used to. It seems that it took longer to become close friends with people too.”

In Spanish, two expressions are used frequently to describe friendly relationships: *un amigo*, which means “friend,” and *un conocido*, which means “acquaintance.” You already know the word *amigo*. *Conocido* comes from the verb *conocer*, which means “to meet.” Each expression implies a different type of relationship.



Dos amigas estudiando

Check it out! In many Spanish-speaking countries you’ll find lots of expressions for someone who is your friend: *hermano*, *cuate* (México), *amigote* (España), and *compinche* (Uruguay, Argentina, España). Make a list of the expressions for “a friend” that are popular in your community. How would you explain them to someone from a Spanish-speaking country?

Think about it! Compare how the United States perspective on friendship is different from that of a Spanish-speaking country. Use the terms *amigo* and *conocido* as you make the comparison.

Presentación escrita

Amigo por correspondencia

- ▶ Write an e-mail introduction
- ▶ Apply the steps of the writing process

Task

Write an e-mail in which you introduce yourself to a prospective pen pal.



1 Prewrite To think about and organize the information you want to give, answer these questions:

- ¿Cómo te llamas?
- ¿Qué te gusta hacer?
- ¿Cómo eres?
- ¿Qué no te gusta hacer?

2 Draft Write a first draft of your e-mail answering the questions above. Begin by introducing yourself: *¡Hola! Me llamo . . .* End with *Escríbeme pronto*. (“Write to me soon.”)

Modelo

¡Hola! Me llamo Pati. Soy atrevida y muy deportista. Me gusta mucho nadar y correr, pero me gusta más esquiar. ¡No me gusta nada jugar videojuegos! Escríbeme pronto.

3 Revise Revise your first draft and share it with a partner. Ask yourself:

- Is it well organized?
- Does it answer the Prewrite questions?
- Are the spelling and adjective forms correct?
- Did you include the opening and the closing?

Decide whether or not to use your partner’s suggestions and rewrite your draft.

4 Publish Type up your e-mail. You might send it to a pen pal or your teacher, or print it for a classmate to answer.

5 Evaluation The following rubric will be used to grade your e-mail.

Rubric	Score 1	Score 3	Score 5
Completion of task	You provide some of the required information.	You provide most of the required information.	You provide all of the required information.
Following the writing process	You provide only the prewrite questions.	You provide the prewrite questions and rough draft.	You provide the prewrite, rough draft, and final product.
Using adjectives correctly	You use only one adjective with grammar errors.	You use two adjectives with some grammar errors.	You use more than two adjectives with very few grammar errors.

Strategy

Using the writing process
To create your best work, follow each step in the writing process.





El Caribe

A chain of islands extending from the Bahamas in the north to Trinidad in the south, the Caribbean or West Indies is a region of extraordinary cultural and linguistic diversity. The Spanish-speaking countries are Cuba, Puerto Rico, and the Dominican Republic, which occupies the eastern portion of the island of Hispaniola.

Christopher Columbus first landed on the island of Hispaniola in 1492. He returned the following year with 1,000 colonists and founded Isabela, the first European colony in America, on the northern coast of Hispaniola.

¿Sabes que . . . ?

Most Cubans are descendants of people who originally came to the island from Spain and Africa. Although almost all Cubans speak Spanish as their first language, some also speak Lucumi, which is closely related to West African languages. Many people in other parts of the Caribbean speak creole languages, which combine elements of African and European tongues.

Para pensar

African traditions have inspired reggae, calypso, salsa, merengue, and many other musical styles in the Caribbean. What are some of the musical styles from the United States that have been influenced by African traditions?



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Mapa global interactivo



Reference Atlas



◀ The Universidad Autónoma de Santo Domingo, located in the capital of the Dominican Republic, Santo Domingo, is the oldest university in the Americas. It was founded in 1538—almost 100 years before Harvard—and continues to be one of the most important in the Caribbean.



Opened in 1963, the Arecibo Observatory in Puerto Rico has the largest single-dish radio telescope in the world. Some 200 scientists from around the world conduct research at Arecibo every year. In the early 1990s astronomers at Arecibo discovered the first planets outside our solar system. ▶



◀ The Caribbean is famous for its diverse musical styles that fuse African and European influences. Some groups even combine salsa, rumba, cha-cha-cha, and other Caribbean musical styles with jazz, hip-hop, and rock and roll.

- ▶ Review the vocabulary and grammar
- ▶ Demonstrate you can perform the tasks on p. 71

Repaso del capítulo

Vocabulario y gramática

to talk about what you and others are like

artístico, -a	artistic
atrevido, -a	daring
bueno, -a	good
deportista	sports-minded
desordenado, -a	messy
estudioso, -a	studious
gracioso, -a	funny
impaciente	impatient
inteligente	intelligent
ordenado, -a	neat
paciente	patient
perezoso, -a	lazy
reservado, -a	reserved, shy
serio, -a	serious
simpático, -a	nice, friendly
sociable	sociable
talentoso, -a	talented
trabajador, -ora	hardworking

to ask people about themselves or others

¿Cómo eres?	What are you like?
¿Cómo es?	What is he / she like?
¿Cómo se llama?	What's his / her name?
¿Eres ... ?	Are you ... ?

to talk about what someone likes or doesn't like

le gusta ...	he / she likes ...
no le gusta ...	he / she doesn't like ...

to describe someone

soy	I am
no soy	I am not
es	he / she is

For *Vocabulario adicional*, see pp. 472–473.

to tell whom you are talking about

el amigo	male friend
la amiga	female friend
el chico	boy
la chica	girl
él	he
ella	she
yo	I

other useful words

a veces	sometimes
muy	very
pero	but
según	according to
según mi familia	according to my family

adjectives

Masculine	Feminine
ordenado	ordenada
trabajador	trabajadora
paciente	paciente
deportista	deportista

definite articles

el	the
la	the

indefinite articles

un	a, an
una	a, an

Instant Check

Puzzles

Core WB pp. 29–30

Comm. WB pp. 235, 236–238

✓

✓

✓

✓

Preparación para el examen

On the exam you will be asked to . . .

Here are practice tasks similar to those you will find on the exam . . .

For review go to your print or digital textbook . . .

Interpretive



1 Escuchar Listen to and understand a description of a friend

Listen as a character in a Spanish soap opera describes his ex-girlfriend. What does he think her good qualities are? What does he think her shortcomings are? Can you understand why he broke up with her?

pp. 50–53 *Vocabulario en contexto*

p. 57 Actividades 11–12

p. 62 Actividad 20

Interpersonal



2 Hablar Talk about yourself in terms of how you see yourself

While you're talking to your Spanish teacher, you realize that she doesn't know the "real you." Tell her some things about yourself that would help her understand you.

pp. 50–53 *Vocabulario en contexto*

p. 56 Actividad 9

p. 57 Actividad 11

p. 58 Actividad 13

p. 63 Actividad 22

Interpretive



3 Leer Read and understand a description of someone

In a popular Spanish magazine, you see an interview with the actor who plays the part of a teenager, Carlos, in a TV show you have been watching. See if you can understand what he is saying about the character he plays:

pp. 50–53 *Vocabulario en contexto*

p. 59 Actividad 14

pp. 64–65 *Lectura*

¡No me gusta nada el chico! Él es muy inteligente, pero le gusta hablar y hablar de NADA. Es ridículo. Es muy impaciente y perezoso. Él no es ni simpático ni gracioso. Yo soy un actor . . . ¡no soy como Carlos!

Presentational



4 Escribir Write a short paragraph describing yourself

The first issue of your school's online newspaper is called "Getting to Know You." Submit a brief profile of yourself. Mention what your family thinks of you and list some things you like to do. For example:

pp. 56–57 Actividades 10–12

p. 59 Actividad 15

p. 63 Actividad 22

p. 67 *Presentación escrita*

Yo soy una chica deportista y muy sociable. Según mi familia, soy graciosa. Me gusta patinar y hablar por teléfono.

Cultures • Comparisons



5 Pensar Demonstrate an understanding of cultural perspectives on friendship

Explain the differences between the terms *amigo* and *conocido* in Spanish-speaking cultures. How does this compare to words that we use in the United States?

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