

Capítulo 3A

¿Desayuno o almuerzo?

▼ Chapter Objectives

Communication

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

- Listen to and read descriptions of meals and menus
- Talk and write about foods you and others like and dislike
- Exchange information about food preferences

Culture

You will also be able to:

- Prepare a snack from the Spanish-speaking world and compare it to snacks you enjoy
- Trace the history of some foods originally native to the Americas and Europe

You will demonstrate what you know and can do:

- Presentación oral, p. 141
- Preparación para el examen, p. 145

You will use:

Vocabulary

- Foods and beverages for breakfast and lunch
- Expressions of frequency

Grammar

- Present tense of *-er* and *-ir* verbs
- *Me gustan, me encantan*

Exploración del mundo hispano

Country Connection Breakfast and Lunch



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Reference Atlas



Videocultura y actividad



Mapa global interactivo



Un almuerzo con toda la familia



Arte y cultura | España

Bartolomé Murillo (1617–1682) was the first Spanish painter to become famous throughout Europe. Several of his early paintings featured children from his native Sevilla. Murillo used color, light, and a natural portrayal of his subjects to create memorable masterpieces.

- Study the painting and come up with three adjectives that describe it. Would you say the impression Murillo gives of the boys is positive or negative? Why?

“Niños comiendo fruta”
(ca. 1650), Bartolomé Murillo ▶

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Read, listen to, and understand information about

- foods and beverages for breakfast and lunch

Vocabulario en contexto

El Supermercado de la Plaza

¡Abierto las 24 horas!

¡Ofertas de hoy!

¡Toda la comida que necesitas!



el cereal

\$3.59



la leche

\$1.75



el agua*

\$1.09



*Note that *agua* is a feminine noun. However, you use the masculine article *el* to make it easier to say.

“El desayuno es mi comida favorita. En el desayuno, yo como cereal con leche, tocino y pan tostado. Todos los días bebo jugo de naranja. Nunca bebo té sin leche. Y tú, ¿qué comes en el desayuno?”

El Restaurante de la Plaza

“Me encanta el Restaurante de la Plaza. La comida es muy buena. **En el almuerzo**, como una ensalada de frutas o un sándwich de jamón y queso. **Siempre** bebo agua. Es importante **beber** mucha agua, ¿verdad? ”



¡Para un almuerzo rápido!

 \$3.25 la ensalada de frutas		
 \$3.50 el sándwich de jamón y queso	 \$1.75 la pizza	
 \$3.75 la hamburguesa	 \$1.00 el café	
 \$1.50 el perrito caliente	 \$1.00 los refrescos	
 \$1.25 las papas fritas	 \$1.35 los jugos	
 \$1.80 la sopa de verduras	 \$1.00 el té helado	

1 ¿Beber o comer? |

Escuchar

Listen to the names of ten foods and beverages. If an item is a food, pantomime eating. If it's a beverage, pantomime drinking.

2 ¿El desayuno o el almuerzo? |

Escuchar

Listen as different people tell what they are eating. Hold up one hand if the meal is *el desayuno* and hold up both hands if it is *el almuerzo*.

Más práctica	
realidades.com print	
Instant Check	✓
Guided WB pp. 83–88	✓ ✓
Core WB pp. 49–50	✓ ✓
Comm. WB p. 56	✓ ✓
Hispanohablantes WB p. 92	✓

El desayuno

Tomás es de los Estados Unidos. Está en Costa Rica para estudiar. ¿Qué come el primer día? Lee la historia.

Strategy

Using prior experience
Think about breakfast. Do you like a big breakfast? A small one? No breakfast at all? Look at the pictures and see if you can figure out how Tomás feels about breakfast.



1

Mamá: A ver . . . tocino, salchichas, huevos . . .

Papá: ¡Uy! Es mucha comida. No **comprendo**. Tú nunca comes el desayuno.

Mamá: No es mi desayuno. Es para Tomás, **por supuesto**. Los americanos comen mucho en el desayuno.



Costa Rica

Papá

Raúl

Tomás

Mamá

Gloria



5

Tomás: **Comparto** los huevos, el tocino y las salchichas.

Raúl: ¿**Compartes** tu desayuno? Muchas gracias, Tomás.



6

Raúl: ¿Y qué **bebes**?

Tomás: Jugo de naranja, por favor.

Raúl: Te gusta la leche, ¿no?

Tomás: **Más o menos**.



7

Raúl: Papá, ¿unos huevos?

Papá: No, gracias. ¡La comida es para Uds.!



Raúl: No comes mucho en el desayuno, ¿verdad?

Tomás: ¡No! ¡Qué asco!



Tomás: No me gusta nada el desayuno. A veces bebo jugo de naranja y como pan tostado.

Raúl: Yo tampoco como mucho.



Mamá: Buenos días, Tomás. Aquí tienes tu desayuno. Huevos, tocino, salchichas, pan tostado, cereal con leche . . .

Tomás: Gracias. Es un desayuno muy bueno.
Me encantan los huevos y el tocino.

3 ¿Comprendes?

Escribir

Lee las frases. Escribe los números del 1 al 6 en una hoja de papel y escribe *C* (*cierto*) si la frase es correcta y *F* (*falso*) si es incorrecta.

1. Tomás está en Costa Rica.
2. La mamá de Raúl siempre come mucho en el desayuno.
3. A Tomás le gusta comer mucho en el desayuno.
4. Hoy Tomás no come mucho en el desayuno.
5. Tomás comparte el desayuno con Raúl.
6. A Tomás le gustan las hamburguesas y la pizza.



Mamá: ¿Cuál es tu almuerzo favorito, Tomás?

Tomás: Me gustan las hamburguesas, la pizza, la ensalada . . .

Mamá: Bueno . . . ¡pizza, hamburguesas y ensalada para el almuerzo!

Más práctica



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Instant Check	✓	
Guided WB pp. 89–92	✓	✓
Core WB pp. 51–52	✓	✓
Comm. WB pp. 49–50, 51, 52	✓	✓
Hispanohablantes WB p. 93	✓	✓

- ▶ Listen to a description of breakfast and lunch foods
- ▶ Write about and discuss what you and others eat and drink for breakfast and lunch
- ▶ Exchange information about likes and dislikes
- ▶ Read about the American and European origins of foods to analyze a recipe

Vocabulario en uso

▼4 ¿El desayuno o el almuerzo?

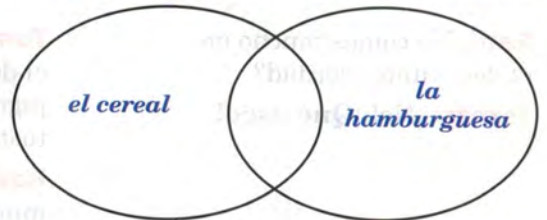
Pensar • Escribir

Think about what people usually eat for breakfast and lunch. Copy the Venn diagram on a sheet of paper. Which foods pictured below would usually be eaten for breakfast, and which for lunch? Write the Spanish words in the appropriate oval for *el desayuno* or *el almuerzo*. Which items could be eaten for either breakfast or lunch? Write them in the overlapping area.

Modelo

el desayuno

el almuerzo



▼5 ¿Dónde están? | ♻️ | 🔊

Escuchar • Escribir

Vas a escuchar ocho descripciones sobre el dibujo de esta página. Escribe los números del 1 al 8 en una hoja de papel y escribe *C* si la descripción es cierta y *F* si es falsa.

6 ¿Qué bebes?

Escribir

- 1 On a sheet of paper, make three columns with these headings: *Todos los días*, *A veces*, *Nunca*. Write the names of these beverages under the appropriate heading based on how often you drink them.



- 2 Write complete sentences telling how often you drink these beverages.

Modelo

Bebo limonada todos los días.

Bebo leche a veces.

Nunca bebo café.

También se dice . . .

beber = tomar (*México*)

el jugo = el zumo (*España*)

la naranja = la china (*Puerto Rico*)

las papas = las patatas (*España*)

el plátano = la banana,
el guineo (*Puerto Rico*)

el sándwich = el bocadillo (*España*),
la torta (*México*)

7 ¿Qué comes?



Hablar

Trabaja con otro(a) estudiante y habla de lo que comes.



Modelo

A —¿Comes cereal?

B —Sí, como cereal todos los días.

o: No, nunca como cereal.

Estudiante A



Estudiante B

Sí, todos los días.

Sí, a veces.

Sí, siempre.

No, nunca.

No, ¡qué asco!

8 Mis comidas favoritas |

Hablar

Trabaja con otro(a) estudiante y habla de las comidas que te gustan y que no te gustan.



Modelo

A —Te gustan los plátanos, ¿verdad?

B —Sí, ¡por supuesto! Me encantan.

Estudiante A



Estudiante B

Sí, ¡por supuesto! Me encantan.
Sí, más o menos.
No, no me gustan.
No, ¡qué asco!

Exploración del lenguaje

Using a noun to modify another noun

In English, one noun is often used to describe another noun: *vegetable soup*, *strawberry yogurt*. Notice that the noun that is being described comes second.

In Spanish, however, the noun that is being described comes first and is followed by *de* + the describing noun: *la sopa de verduras*, *el yogur de fresa*. Notice that you don't use a definite article in front of the second noun.

The form of the noun following *de* does not change even when the first noun becomes plural.

el sándwich de jamón
los sándwiches de jamón

Try it out! Name five examples of foods or beverages from this chapter that follow this pattern.

Now that you know the pattern, say what these foods and beverages are called in Spanish:



el tomate



la lechuga



la piña



el pollo

9 El intercambio entre dos mundos

Leer

Conexiones | La historia

Think about how your meals would be different without corn, beans, squash, tomatoes, avocados, chiles, peanuts, cashews, turkey, pineapples, potatoes, vanilla, and chocolate. What do these foods have in common? They all had their origin in the Americas and were unknown in Europe until Columbus brought them there from his voyages in the fifteenth century. Today these foods are found in dishes in many countries.

The product exchange benefited both sides of the Atlantic Ocean. The Europeans brought to the Americas a wide range of foods including chicken, pork, beef, milk, cheese, sugar, grapes, and grains such as wheat and barley.



10 Las enchiladas

Leer • Escribir

Read the list of ingredients for a traditional Mexican dish of *enchiladas*. Based upon the information you just read and saw on the map, write which ingredients had their origins in the Americas and which came from Europe.

Enchiladas de pollo¹ con salsa de tomate

Ingredientes:

- 12 tortillas de maíz²
- 1 taza³ de pollo
- 1 taza de queso fresco⁴
- 6 tomates grandes⁵
- 2 cebollas⁶ no muy grandes
- crema
- aceite⁷ de maíz



¹chicken ²corn ³cup ⁴fresh ⁵large ⁶onions ⁷oil

11 Y tú, ¿qué dices? |

Escribir • Hablar

1. ¿Cuál es tu comida favorita, el desayuno o el almuerzo?
2. ¿Cuál es tu almuerzo favorito? ¿Y tu desayuno favorito?
3. ¿Qué frutas te gustan más?

Gramática

- Read, write, and talk about what you and others eat for breakfast and lunch, and about everyday activities
- Exchange information with classmates about favorite foods and drinks

Present tense of -er and -ir verbs

To create the present-tense forms of *-er* and *-ir* verbs, drop the endings from the infinitives, then add the verb endings *-o, -es, -e, -emos / -imos, -éis / -ís, or -en* to the stem.

Here are the present-tense forms of *-er* and *-ir* verbs using *comer* and *compartir*:

(yo) como	(nosotros) comemos
(tú) comes	(vosotros) coméis
Ud. (él) come	Uds. (ellos) comen
(ella)	(ellas)

(yo) comparto	(nosotros) compartimos
(tú) compartes	(vosotros) compartís
Ud. (él) comparte	Uds. (ellos) comparten
(ella)	(ellas)

¿Recuerdas?

The pattern of present-tense *-ar* verbs is:

toco	tocamos
tocas	tocáis
toca	tocan

- Regular *-er* verbs that you know are *beber, comer, comprender, correr, and leer*.
- Regular *-ir* verbs that you know are *compartir* and *escribir*.
- You also know the verb *ver*. It is regular except in the *yo* form, which is *veo*.

Más ayuda

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GramActiva Video

Tutorial: *-er* verbs, *-ir* verbs, Regular verbs, Stem-endings

Animated Verbs



Canción de hip hop: ¿Qué comes?



GramActiva Activity

▼12 ¿Quiénes comparten el almuerzo?

Escribir

On a sheet of paper, write complete sentences saying what each person is sharing and with whom. Follow the model.

Modelo

Elena / una manzana / Raúl

Elena comparte una manzana con Raúl.

1. Tomás / una pizza / María
2. tú / unos sándwiches / Ramón
3. nosotros / unas papas fritas / los estudiantes
4. Uds. / unas galletas / el profesor
5. ellas / unos perritos calientes / nosotros
6. tú y yo / unos plátanos / Luis y Roberta
7. yo / ¿-? / mi amigo



Unos amigos comparten el almuerzo, Ciudad de México.

13 ¿Qué beben y qué comen?



Hablar

Work with a partner. Use the verbs *comer* and *beber* to ask questions.

Juan / desayuno



Modelo

A —¿Qué come Juan en el desayuno?

B —Juan come pan tostado.

Miguel y Carlos / almuerzo



Modelo

A —¿Qué beben Miguel y Carlos en el almuerzo?

B —Miguel y Carlos beben limonada.

1. Raúl y Gloria / desayuno



4. Carolina / almuerzo



2. tú / almuerzo



5. tu familia y tú / desayuno



3. Graciela y Carlos / desayuno



6. tú / almuerzo **¡Respuesta personal!**

14 Una tarjeta postal

Leer • Escribir

Lee la tarjeta postal (*post card*) de una amiga de Venezuela. En una hoja de papel, escribe la forma correcta del verbo apropiado que está entre paréntesis.

Querida Amalia:

Elena y yo estamos en Caracas. Nosotras 1. (*comprender / correr*) todos los días y 2. (*comer / ver*) muy bien.

Los estudiantes aquí 3. (*comer / leer*) mucha pizza y 4. (*ver / beber*) mucho café. Ellos 5. (*leer / beber*) muchos libros y 6. (*escribir / ver*) mucho también para las clases. Las clases son difíciles pero me encantan.

En la clase de español nosotros 7. (*correr / leer*) revistas y cuentos en español. Elena 8. (*comprender / beber*) muy bien pero para mí es un poco difícil.

Tengo que estudiar. ¡Hasta luego!

Tu amiga,
Carolina



Más práctica

GO

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Instant Check	✓	
Guided WB pp. 93–94	✓	✓
Core WB p. 53	✓	✓
Comm. WB pp. 53, 57	✓	✓
Hispanohablantes WB pp. 94–97	✓	✓

15 Los sábados y la comida |

Escribir • Hablar

What do you and your classmates eat and drink for breakfast and lunch on Saturdays? Make a chart like the one below on a sheet of paper and complete each box with information about yourself. Then survey two classmates to find out what their habits are. Record the information in the chart.

	¿Qué comes?	¿Qué bebes?
el desayuno	yo: huevos, pan tostado, tocino Sandra: cereal, plátanos, pan tostado	
el almuerzo		

Para decir más . . .

la crema de cacahuates	peanut butter
el pan dulce	breakfast pastry
el panqueque	pancake
el pollo	chicken

Modelo

Los sábados, ¿qué comes en el desayuno? ¿Qué bebes?
¿Qué comes en el almuerzo? ¿Qué bebes?

16 Los hábitos de la clase

Escribir • Hablar

Use your completed chart from Actividad 15 to write summary statements based on your survey. Be prepared to read your sentences to the class.

Modelo

Sandra y yo comemos huevos y cereal en el desayuno.

Gregorio no bebe jugo de naranja en el desayuno y le gusta mucho la leche.

Sofía come cereal y bebe leche en el desayuno.

Fondo cultural | El mundo hispano

El desayuno From the popular *churros* and hot chocolate in Spain to the *pan dulce* served in many countries, a wide variety of foods can be found on the breakfast table in the Spanish-speaking world. Most often, people prefer a light breakfast of bread or a roll, coffee or tea, and possibly juice. Items such as cereal, eggs, ham, or sausage are less common.

- In Spain you can ask for a *desayuno americano*. What do you think you would be served?

El pan dulce es un desayuno popular en México.



▼ Objectives

- ▶ Indicate and write about what you like and don't like to eat
- ▶ Read and answer questions about a food survey and a menu
- ▶ Exchange information about food preferences

Gramática

Me gustan, me encantan

Use *me gusta* and *me encanta* to talk about a singular noun.

Me gusta **el té** pero me encanta **el té helado**.

Use *me gustan* and *me encantan* to talk about plural nouns.

Me encantan **las fresas** pero no me gustan mucho **los plátanos**.

When you use *me gusta(n)* and *me encanta(n)* to talk about a noun, include *el, la, los, or las*.

Me encanta **el** jugo de naranja pero no me gusta **la** leche.

¿Qué te gustan más, **las** hamburguesas o **los** perritos calientes?

Más ayuda

realidades.com



GramActiva Video
Tutorial: -ar verbs



GramActiva Activity

▼ 17 ¿Gusta o gustan? |

Escuchar • GramActiva

- 1 Tear a sheet of paper in thirds. On the first piece, write *No*. On the second piece write *me gusta*. On the third piece, write *n*.
- 2 You will hear eight food items. Indicate whether you like each item by holding up one, two, or all three pieces of paper. Remember to use *me gustan* when the item you hear is plural!



▼ 18 ¿Qué te gusta?

Escribir

Indicate how much you *do* or *do not* like the foods pictured below.

Modelo

Me gustan las manzanas.

o: No me gustan nada las manzanas.

o: Me encantan las manzanas.



1.



2.



3.



4.



5.



6.



19 ¿Qué te gusta más?



Escribir • Hablar

- 1 A popular magazine has provided this survey to see how much you and a friend have in common. On a sheet of paper, write the numbers 1–7 and then write your preferences.
- 2 Take turns asking your partner about the survey items. Keep track of your similarities and differences. See how the magazine rates you.

Modelo

¿La comida mexicana o la comida italiana?

- A —¿Qué te gusta más, la comida mexicana o la comida italiana?
 B —Me gusta más la comida italiana.
 o:—No me gusta ni la comida mexicana ni la comida italiana.
 A —A mí también.
 o:—A mí me gusta la comida mexicana.
 o:—A mí tampoco.

¿Qué te gusta más?



¿Tu amigo(a) y tú son muy similares o muy diferentes? Completa este *quiz* y compara tus respuestas con las de un(a) amigo(a).

- | | | | |
|---|----------------------------|---|----------------------------|
| 1 | la comida mexicana | 0 | la comida italiana |
| 2 | el desayuno | 0 | el almuerzo |
| 3 | el cereal con fruta | 0 | el cereal sin fruta |
| 4 | las revistas | 0 | los libros |
| 5 | la música rock | 0 | la música rap |
| 6 | los amigos graciosos | 0 | los amigos serios |
| 7 | las hamburguesas con queso | 0 | las hamburguesas sin queso |



Respuestas similares:

- 7–6 ¡Uds. son gemelos!
 5–4 Tienen mucho en común, ¿verdad?
 3–2 ¡Un poco similares / un poco diferentes!
 1–0 ¿Los opuestos² se atraen?³ ¡Por supuesto!

¹twins ²opposites ³attract

Pronunciación



The letters *h* and *j*

In Spanish, the letter *h* is never pronounced. Listen to and say these words:

hora	hablar	hasta	hola
hoy	hace	hacer	hotel

The letter *j* is pronounced like the letter *h* in “hat” but with more of a breathy sound. It is made far back in the mouth—almost in the throat. Listen to and say these words:

trabajar	dibujar	jugar	videojuegos
hoja	jueves	junio	julio

Try it out! Find and say five examples of foods or beverages from this chapter that have *h* or *j* in their spelling.

Try it out! Say this *trabalenguas* three times as fast as you can:

Debajo del puente de Guadalajara había un conejo debajo del agua.



20 ¿Qué comida hay en el Ciberc@fé @rrob@?

Leer • Escribir • Hablar

Lee el menú y contesta las preguntas.

Menú del Ciberc@fé @rrob@

Desayunos

No. 1	Huevos: (<i>jamón, tocino, chorizo</i> ¹)	\$27.00
	Con cóctel de fruta	\$30.00
No. 2	Sincronizadas: (<i>tortilla de harina,</i> ²	\$33.00
	<i>queso amarillo, jamón</i>)	\$36.00
	Con cóctel de fruta	\$36.00
No. 3	Cuernitos: (<i>jamón, queso, tomate</i>	\$30.00
	<i>y lechuga</i>)	\$33.00
	Con cóctel de fruta	\$33.00
No. 4	Chilaquiles: <i>verdes o rojos</i>	\$21.00
	Con cóctel de fruta	\$24.00
No. 5	Omelet: (<i>con pollo, jamón, tomate,</i>	\$27.00
	<i>cebolla, champiñones</i> ³ o queso)	
No. 6	Crepas (<i>champiñones, jamón, pollo</i>)	\$19.00

Refrescos \$7.50 Café \$6.00 Jugos \$11.50 Té o té helado \$6.00

Tel.: 212 03 95

16 de septiembre #65
Col. Centro

¹spicy sausage ²flour ³mushrooms

El español en la comunidad

Foods from different Spanish-speaking countries have become very popular in the United States. Visit a local grocery store and make a list of different types of foods that come from Spanish-speaking countries. Which of these foods have you tried?



Strategy

Skimming

Look quickly through the menu. What meal is it for? Find three dishes you recognize and two that are new to you.



Crepas de cuitlacoche



Chilaquiles

¿Comprendes?

- Comes el desayuno No. 1, con un jugo de naranja. ¿Cuál es el precio (*price*) del desayuno?
- Comes un omelet con un café. ¿Cuál es el precio?
- No te gustan nada los huevos. ¿Qué comes del menú?
- No te gusta ni el café ni el té helado. ¿Qué bebes?

Más práctica



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Instant Check	✓	
Guided WB pp. 95–96	✓	✓
Core WB pp. 54–55	✓	✓
Comm. WB pp. 53–55, 58, 251	✓	✓
Hispanohablantes WB pp. 98–101		✓

- ▶ Read about fruits native to the Americas
- ▶ Use cognates and context to understand unknown words
- ▶ Learn about produce imported from Chile

Lectura

Frutas y verduras de las Américas

Hay muchas frutas y verduras que son originalmente de las Américas que hoy se comen en todos los países. Las verduras más populares son la papa, el maíz, los frijoles y muchas variedades de chiles. También hay una gran variedad de frutas como la papaya, la piña y el aguacate. Estas frutas y verduras son muy nutritivas, se pueden preparar fácilmente y son muy sabrosas. La papaya y la piña son frutas que se comen en el desayuno o de postre. ¿Cuáles de estas frutas comes?

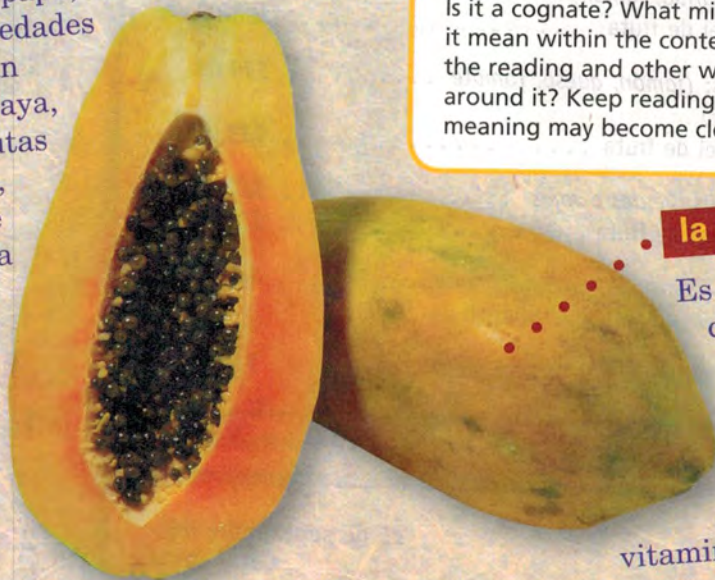
Strategy

Making guesses

When you find an unknown word, try to guess the meaning. Is it a cognate? What might it mean within the context of the reading and other words around it? Keep reading and the meaning may become clear.

la papaya

Es una fruta con mucha agua. Es perfecta para el verano. Tiene más vitamina C que la naranja.



el aguacate

- La pulpa del aguacate es una fuente de energía, proteínas, vitaminas y minerales. Tiene vitaminas A y B.



el mango

Aunque¹ el mango es originalmente del Asia, se cultiva en las regiones tropicales de muchos países de las Américas. Tiene calcio y vitaminas A y C, como la naranja.



¹Although

Licudo de plátano

El licudo es una bebida muy popular en los países tropicales. ¡Es delicioso y muy nutritivo!

Ingredientes:

- 1 plátano
- 2 vasos de leche
- 1 cucharadita de azúcar
- hielo

Preparación:

1. Cortar el plátano.
2. Colocar los ingredientes en la licuadora.
3. Licuar por unos 5 ó 10 segundos.



¿Comprendes?

1. ¿Qué vitaminas tienen las frutas en la página anterior?
2. De las frutas y verduras del artículo, ¿cuáles (*which ones*) te gustan? ¿Cuáles no te gustan?
3. ¿Qué otras frutas te gustan? ¿Comes estas frutas en el desayuno o en el almuerzo?
4. ¿Qué fruta no es originalmente de las Américas?

Más práctica

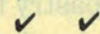
GO

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Guided WB p. 97



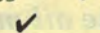
Comm. WB pp. 59, 252



Hispanohablantes WB pp. 102-103



Cultural Reading Activity



Fondo Cultural | Chile

Chile



Frutas y verduras During winter, the United States imports a wide range of fruits from Chile such as cherries, peaches, and grapes. When you purchase grapes from a supermarket in January, look to see if they have a label that says *Producto de Chile* or *Importado de Chile*.

- What are some other fruits and vegetables in your local market that are products of other countries?

Uvas de Chile



La cultura en vivo

Churros y chocolate

In many Spanish-speaking countries, a popular snack is the combination of *churros y chocolate*. Churros are long, slender doughnut-like pastries fried in hot oil. Small restaurants called *churrerías* specialize in churros and cups of delicious hot chocolate. You can also find churros being sold in stands on the street.



Chocolate y churros

Un molinillo

Try it out! Here's the recipe to try. Churros are high in fat and calories, so you won't want to sample too many of them!

Churros

- | | |
|-----------------------------|---|
| 1 cup water | $\frac{1}{2}$ cup unsalted butter (= 1 stick) |
| $\frac{1}{4}$ teaspoon salt | 1 cup all-purpose flour |
| 4 large eggs | oil for deep frying |
| 1 cup sugar | |

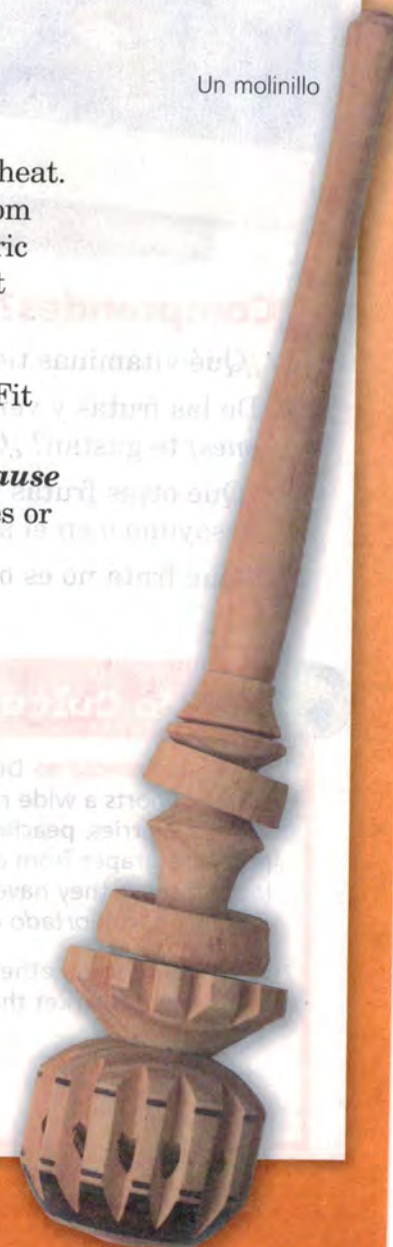
In a heavy saucepan, bring water, butter, and salt to a full boil. Remove from heat. Add the flour all at once, stirring briskly. Stir until the mixture pulls away from the side of the pan and forms a ball. Put the mixture in a bowl. With an electric mixer on medium speed, add one egg at a time. After adding the last egg, beat the mixture for one more minute.

With adult supervision, heat 2–3 inches of oil to 375° F in a deep, heavy pan. Fit a pastry bag or cookie press with a $\frac{1}{2}$ inch star tip. Pipe out 6 inch-long tubes of dough into the oil. **Be extremely cautious adding dough to the oil, because the oil may spatter and burn you!** Fry, turning a few times, for 3–5 minutes or until golden brown. Place the sugar on a plate. Drain the churros well on paper towels and then roll them in the sugar.

Chocolate caliente

To make hot chocolate in Mexico, cacao beans are ground to a powder. Cinnamon, powdered almonds, and sugar are then added, and hot milk is poured in. The mixture is whipped with a wooden whisk called *un molinillo* or *un batidor*. You can find Mexican-style chocolate for making *chocolate caliente* in many supermarkets.

Think about it! What kinds of food and drink do you and your friends like? Is chocolate among the popular choices? Can you think of combinations of food and drink that are popular with many people in the United States? Are these combinations popular elsewhere?



- ▶ Role-play an interview about classes, favorite activities, and favorite foods
- ▶ Use a list of questions to get the information you want

Presentación oral

¿Y qué te gusta comer?

Task

You and a partner will role-play a telephone conversation between an exchange student from the United States and a member of his or her host family in Uruguay.

1 Prepare Be sure to prepare for both roles. Here's how:

Host student: List at least four questions for the exchange student. Find out what he or she likes to study, eat and drink for breakfast and lunch, and his or her favorite activities.

Exchange student: Write some possible answers to questions from the host student and be prepared to give information about yourself.

2 Practice Work with a partner to practice different questions and different responses. Here's how you might start your conversation:

HOST STUDENT: ¡Hola, Pablo! Soy Rosa.

EXCHANGE STUDENT: ¡Hola, Rosa! ¿Cómo estás?

HOST STUDENT: Bien, gracias. Pues Pablo, ¿te gusta . . . ?

Continue the conversation. Use your notes in practice, but not to present.

3 Present You will be paired with another student, and your teacher will assign roles. The host student begins the conversation. Listen to your partner's questions and responses and keep the conversation going.

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

Strategy

Making lists

Making lists of questions can help you in conversations where you need to find out specific information.



Rubric	Score 1	Score 3	Score 5
Completion of task	You ask or answer two questions during the conversation.	You ask or answer three questions during the conversations.	You ask or answer four or more questions during the conversation.
How easily you are understood	You are extremely difficult to understand. Your teacher could only recognize isolated words and phrases.	You are understandable, but have frequent errors in vocabulary and/or grammar that hinder your comprehensibility.	You are easily understood. Your teacher does not have to "decode" what you are trying to say.
Your ability to keep the conversation going	You provide no conversational response or follow-up to what your partner says.	You provide frequent response or follow-up to what your partner says.	You always provide a response to your partner, listen and ask follow-up questions or volunteer additional information.



América del Sur

Parte norte

Venezuela, Colombia, Ecuador, Perú, and Bolivia form a region of contrasts, with mountains and lowlands, rain forests and deserts, immense wealth and extreme poverty, remote villages and modern cities. A rugged geography, ancient indigenous civilizations, and abundant natural resources have made this one of the most culturally diverse regions in the world.

Constructed more than 500 years ago, the terraced fields in the highlands of Bolivia were a sophisticated system for conserving soil and water, and some remain in use today. In the 1980s archaeologists reconstructing ancient agricultural systems on the shore of Lake Titicaca (at 12,500 feet the highest navigable body of water in the world) found that these ancient systems worked better in this difficult environment than many modern agricultural techniques.

¿Sabes que . . . ?

The term *America* first appeared on a German map in 1507. The Americas are named for the Italian navigator Amerigo Vespucci, who produced the first European charts of mainland South America in 1497.

Para pensar

The countries of northern South America are lands of varied geography. Think about the North American continent. It is also a land of geographical contrasts. In what ways are both regions rich in natural resources, environmentally protected areas, and ancient civilizations?



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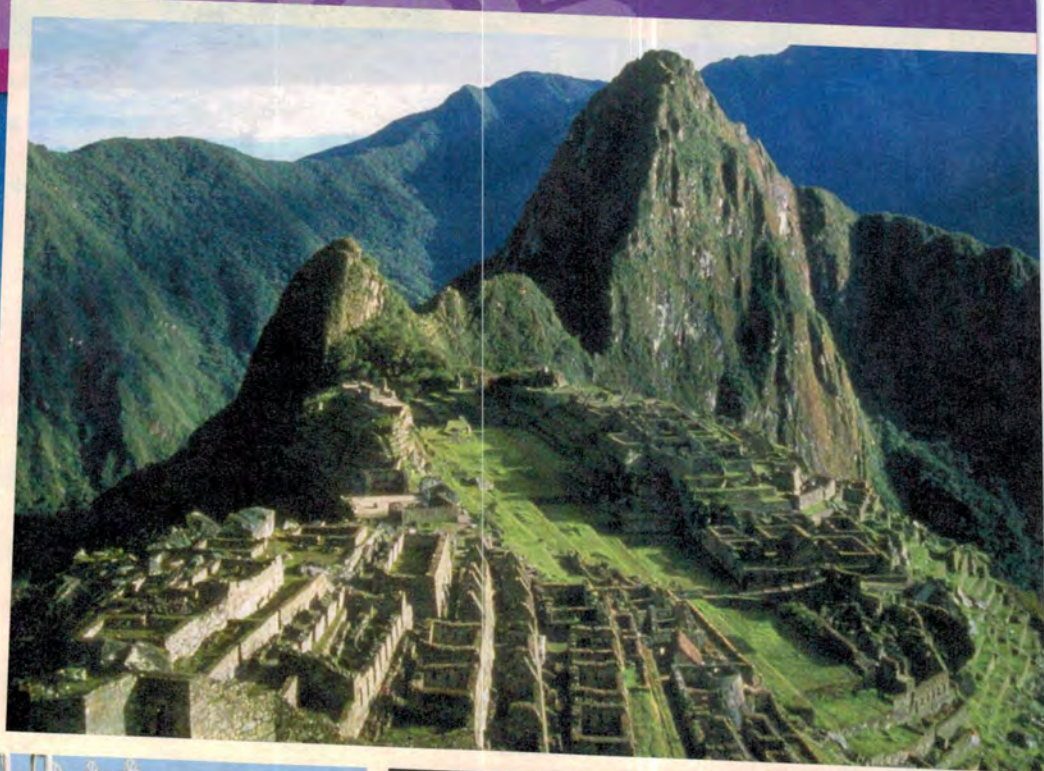


Mapa global interactivo



Reference Atlas

“Rediscovered” in 1911, the mountaintop city of Machu Picchu in Peru was part of the Incan empire, which in the sixteenth century extended from present-day Ecuador to Chile. Machu Picchu’s buildings were made of huge, precisely carved stone blocks that were hauled into place without wheels or heavy draft animals. ▶



◀ Venezuela is one of the most important sources of oil consumed in the United States. Other important Latin American oil producers include Mexico, Colombia, and Ecuador, with new deposits being found every year. Latin America and Canada account for approximately 46 percent of oil imports to the United States. In contrast, the Middle East accounts for approximately 23 percent.

◀ The Galapagos Islands, also called *las islas encantadas* (the enchanted islands), lie 600 miles off the coast of Ecuador. It is believed that the Incas may have traveled to the islands in large ocean-going rafts. In 1835, the naturalist Charles Darwin spent weeks there studying the islands’ unique animal life. *Galápagos* are giant tortoises that are native to these islands, which are now a national park and wildlife sanctuary.



- ▶ Review the vocabulary and grammar
- ▶ Demonstrate you can perform the tasks on p. 145

Repaso del capítulo

Vocabulario y gramática

to talk about breakfast

en el desayuno	for breakfast
el cereal	cereal
el desayuno	breakfast
los huevos	eggs
el pan	bread
el pan tostado	toast
el plátano	banana
la salchicha	sausage
el tocino	bacon
el yogur	yogurt

to talk about lunch

en el almuerzo	for lunch
la ensalada	salad
la ensalada de frutas	fruit salad
las fresas	strawberries
la galleta	cookie
la hamburguesa	hamburger
el jamón	ham
la manzana	apple
la naranja	orange
las papas fritas	French fries
el perrito caliente	hot dog
la pizza	pizza
el queso	cheese
el sándwich de jamón y queso	ham and cheese sandwich
la sopa de verduras	vegetable soup

to talk about beverages

el agua <i>f.</i>	water
el café	coffee
el jugo de manzana	apple juice
el jugo de naranja	orange juice
la leche	milk
la limonada	lemonade
el refresco	soft drink
el té	tea
el té helado	iced tea

to talk about eating and drinking

beber	to drink
comer	to eat
la comida	food, meal
compartir	to share

to indicate how often

nunca	never
siempre	always
todos los días	every day

to say that you like / love something

Me / te encanta(n) ____.	I / you love (____).
Me / te gusta(n) ____.	I / you like (____).

other useful words

comprender	to understand
con	with
¿Cuál?	Which? What?
más o menos	more or less
por supuesto	of course
¡Qué asco!	How awful!
sin	without
¿Verdad?	Right?

present tense of -er verbs

como	comemos
comes	coméis
come	comen

present tense of -ir verbs

comparto	compartimos
compartes	compartís
comparte	comparten

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

Instant Check

Puzzles

Core WB pp. 56–57

Comm. WB pp. 253, 254–256



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 and understand as people describe what they eat and drink for lunch

Listen as three students describe what they typically eat and drink for lunch. Which is most like the kind of lunch you eat? Did they mention anything you could not buy in your school cafeteria?

pp. 124–127 *Vocabulario en contexto*

p. 125 *Actividades 1–2*

p. 128 *Actividad 5*

Interpersonal



2 Hablar Tell someone what you typically eat for breakfast and ask the same of others

Your Spanish club is meeting for breakfast before school next week. Find out what other people in your class typically eat for breakfast. After you tell at least two people what you eat for breakfast, ask what they like to eat. Does everyone eat the same kind of breakfast or do you all like to eat different things?

p. 129 *Actividad 7*

p. 130 *Actividad 8*

p. 131 *Actividad 11*

p. 133 *Actividad 13*

p. 134 *Actividades 15–16*

p. 141 *Presentación oral*

Interpretive



3 Leer Read and understand words that are typically found on menus

You are trying to help a child order from the lunch menu below, but he is very difficult to please. He doesn't like anything white. And he refuses to eat anything that grows on trees. Which items from the menu do you think he would refuse to eat or drink?

pp. 124–127 *Vocabulario en contexto*

p. 131 *Actividad 10*

p. 137 *Actividad 20*

pp. 138–139 *Lectura*

ALMUERZO

hamburguesa

plátanos

pizza

manzana

ensalada

leche

Presentational



4 Escribir Write a list of foods that you like and others that you dislike

Your Spanish club is sponsoring a “Super Spanish Saturday.” Your teacher wants to know what foods the class likes and dislikes so that the club can buy what most people like. Write the headings *Me gusta(n)* and *No me gusta(n)* in two columns. List at least four items that you like to eat and drink for breakfast and four items for lunch. Then list what you don't like to eat and drink for these same meals.

p. 128 *Actividad 4*

p. 129 *Actividad 6*

p. 131 *Actividad 11*

p. 134 *Actividad 16*

p. 135 *Actividad 18*

p. 137 *Actividad 20*

Comparisons



5 Pensar Demonstrate an understanding of cultural differences regarding snacks

Think about popular food combinations in the United States, such as a cup of coffee and a doughnut. What is a similar combination that is popular in many Spanish-speaking countries, and where are you able to buy it?

p. 140 *La cultura en vivo*

Capítulo **3B** Para mantener la salud

▼ Chapter Objectives

Communication

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

- Listen to and read descriptions of healthy and unhealthy lifestyles
- Talk and write about food, health, and exercise choices
- Exchange information while expressing your opinions about food choices and health

Culture

You will also be able to:

- Understand cultural perspectives on medicines and health care
- Compare traditional foods, markets, and festivals in the Spanish-speaking world with those in the United States

You will demonstrate what you know and can do:

- Presentación escrita, p. 165
- Preparación para el examen, p. 169

You will use:

Vocabulary

- Food groups
- Healthy activities
- Ways to describe foods

Grammar

- Plurals of adjectives
- The verb *ser*

Exploración del mundo hispano

Country Connection Healthy Foods and Activities



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DK Reference Atlas

Videocultura y actividad



Mapa global interactivo



Mercado de la Boquería,
Barcelona, España



Arte y cultura | México

Diego Rivera (1886–1957) This detail of a mural entitled “La Gran Tenochtitlán” by Mexican artist Diego Rivera is located in the Palacio Nacional in Mexico City. It shows *el tianguis*, the bustling marketplace at Tenochtitlán, capital of the Aztec Empire. In the center right there are many kinds of food being traded, including tomatoes, squash, and different varieties of chile peppers. This mural is one of many by Rivera that focus on pre-Columbian life and civilizations.

- What impression do you think Rivera is giving about life in the pre-Columbian civilizations?



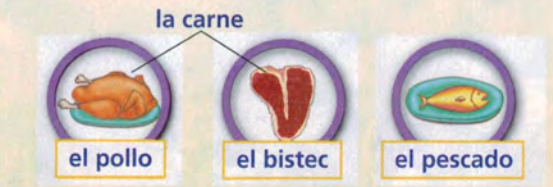
Detalle de “La Gran Tenochtitlán” (1945), Diego Rivera ▶
 The Great City of Tenochtitlan, detail of a woman selling vegetables, 1945 (mural), Rivera, Diego (1886-1957)/Palacio Nacional, Mexico City, Mexico/Giraudon/The Bridgeman Art Library.

Read, listen to, and understand information about

- ▶ food groups
- ▶ healthy activities
- ▶ ways to describe food

Vocabulario en contexto

El plato nutritivo es la forma más práctica de indicar la comida que **debes** comer **cada día**. **Para mantener la salud**, es importante comer de **todos** los grupos.



“¡Me encantan las verduras! Como **muchas** ensaladas con lechuga y tomates”.

“También me gustan las zanahorias y las judías verdes”.



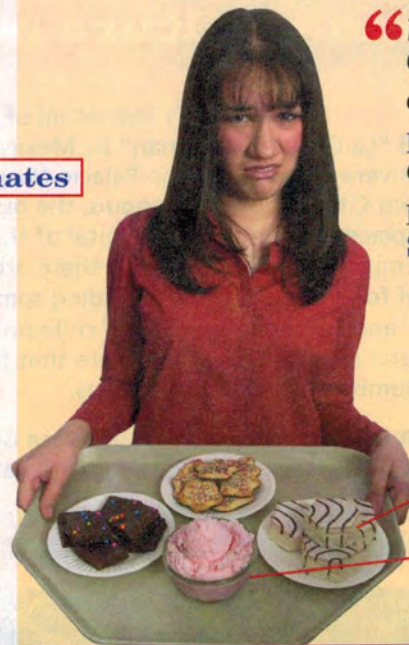
la lechuga

los tomates

las zanahorias

las judías verdes

“¡Mi amiga Claudia no come comida buena **para la salud!** Come **muchos** pasteles y helado. **Son horribles**”.



los pasteles

el helado



caminar



levantar pesas

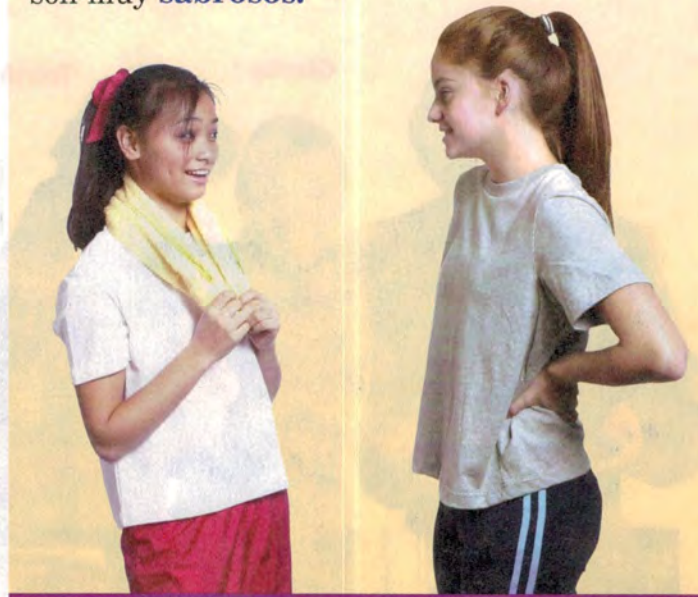
—¿Qué **haces** para mantener la salud?

—Pues, cada día **hago ejercicio**. Camino, monto en bicicleta y practico deportes.

—¡Uf! **Tengo hambre**.

¿**Por qué** no comemos **algo** en el restaurante “A tu salud”? Los sándwiches son muy **sabrosos**.

—¡Por supuesto!



1 **¿Qué debes comer?** |

Escuchar

Your teacher is giving a lecture on foods that you should eat from the Food Guide Pyramid. Touch each item as it is mentioned. Listen carefully for the names of the foods.

Más práctica



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Instant Check	✓	
Guided WB pp. 99–104	✓	✓
Core WB pp. 58–59	✓	✓
Comm. WB p. 66	✓	✓
Hispanohablantes WB p. 112	✓	✓

2 **Para mantener la salud** |

Escuchar

Listen to students talk about things they do. Give a “thumbs-up” sign if they are describing things that are healthy and a “thumbs-down” sign if the things are unhealthy.

Para mantener la salud

¿Qué hacen Raúl, Tomás y Gloria para mantener la salud? Lee la historia.

Strategy

Using visuals to make predictions
Before you read the story, use the pictures to predict what will happen. This will help you understand the story better as you read.

- How did your predictions compare with what you read?



Tomás: Tengo sed . . .

Raúl: ¿Qué **prefieres?** ¿Te gusta el café? El café de Costa Rica es muy bueno.

Tomás: ¡Pero el café es **malo** para la salud! **Prefiero una bebida** como . . . un jugo de fruta.



Tomás: ¡Me gusta hacer algo cada día! Hago ejercicio, levanto pesas o camino todos los días.



Tomás: Tengo hambre.

Raúl: ¿Por qué no comemos en la soda?*



Tomás: La comida aquí es muy buena. Ahora no tengo hambre. ¿Y tú?

Raúl: ¡Creo que no!

Gloria: Pues, **creo que** debemos ir a casa.

* La soda is the word for a casual restaurant in Costa Rica.



Raúl: ¡Ah! **Estoy de acuerdo**, un refresco.

Tomás: Raúl, ¿por qué hablas de *refrescos*? A mí me gustan los jugos de fruta.

Gloria: **Porque**, Tomás, ¡un *refresco* en Costa Rica es un jugo de fruta!



Raúl: Dos refrescos de mango con leche.

Gloria: Y un refresco de mango con agua, por favor.



Tomás: ¡Es *muuuuy* sabroso!

Gloria y Raúl: Sí, sí . . . ¡y todos los refrescos aquí son buenos para la salud!

Gloria: Tomás, ¿qué haces para mantener la salud?

3 ¿Comprendes?

Escribir • Hablar

1. ¿Por qué no bebe café Tomás?
2. En Costa Rica, ¿qué es *un refresco*?
3. ¿Los refrescos en Costa Rica son buenos o malos para la salud?
4. Según Tomás, ¿cómo es la comida en la soda?
5. En casa, ¿qué está en la mesa?



Mamá: ¡A comer **la cena**!

Los jóvenes: ¡Uf!

Más práctica	GO
realidades.com print	
Instant Check	✓
Guided WB pp. 105–108	✓ ✓
Core WB pp. 60–61	✓ ✓ ✓
Comm. WB pp. 60–62, 63, 64	✓ ✓ ✓
Hispanohablantes WB p. 113	✓

- ▶ Identify foods from the different groups
- ▶ Discuss food preferences and healthy food choices
- ▶ Exchange information while giving advice about staying healthy
- ▶ Read and write about healthy activities

Vocabulario en uso

▼4 ¡Claro que no!

Leer • Escribir

For each group of words, choose the word or expression that doesn't belong and write it down on a sheet of paper. Then think of one more word or expression that does fit with the group and write it down beside the first word you wrote.

Modelo

la cebolla la lechuga la uva
 la uva ... la zanahoria

1.	el pollo	el pescado	el arroz
2.	las zanahorias	los pasteles	las judías verdes
3.	caminar	correr	ver la televisión
4.	malo	horrible	sabroso
5.	comer mucho	levantar pesas	hacer ejercicio
6.	los tomates	el pan	los espaguetis
7.	cada día	un día	todos los días
8.	el bistec	las papas	el pollo
9.	la mantequilla	el helado	el pescado

▼5 ¿En el refrigerador o no? | ♻️

Pensar • Escribir

Escribe dos listas. En la primera lista, escribe las comidas y bebidas que deben estar en el refrigerador. En la segunda lista, escribe las comidas y bebidas que no necesitan estar en el refrigerador.

▼ Fondo cultural | Argentina | Paraguay | Uruguay

El mate is the national beverage of Argentina, Paraguay, and Uruguay. This herbal tea is shared among family and friends. It is served hot in a hollow gourd, also called *un mate*, with a straw called *una bombilla*.

- What national beverage does the United States have that compares to *mate*?

Una mujer toma mate, Buenos Aires, Argentina.



6 ¿Qué prefieres? |

Hablar

Ask your partner which of two foods he or she prefers. Your partner will answer and ask you which one you prefer.



Modelo

- A —¿Qué prefieres, carne o pescado?
 B —Prefiero carne. Y tú, ¿qué prefieres?
 o:—No como ni carne ni pescado. Y tú, ¿qué prefieres?
 B —Prefiero pescado.

Estudiante A

Estudiante B

¡Respuesta personal!

7 ¿Sí o no? | |

Hablar • Pensar

Habla de lo que debes comer y beber para mantener la salud.



Modelo

- A —¿Debo beber leche cada día para mantener la salud?
 B —Creo que sí.
 o:—Creo que no.

Estudiante A

Estudiante B

Creo que . . .

8 ¿Hay algo para comer?



Hablar

Habla de lo que debes comer y beber a las horas indicadas.



Modelo

- A** —*Son las ocho de la mañana y tengo hambre y sed. ¿Qué debo comer y beber?*
B —*Debes comer cereal y pan tostado, y debes beber jugo de manzana.*

Para decir más . . .

de la mañana	in the morning
de la tarde	in the afternoon
de la noche	in the evening

Estudiante A

Estudiante B

¡Respuesta personal!

9 Los buenos consejos

Leer • Escribir

Da consejos (*Give advice*) sobre lo que es bueno o malo para la salud. Copia y completa las frases. Necesitas tus frases para la Actividad 10.

1. Para mantener la salud, debes _____ todos los días.
2. Necesitas beber _____ cada día.
3. Debes comer _____ en la cena.
4. _____ es malo para la salud.
5. El jugo de zanahoria es _____.
6. Debes comer _____ todos los días.
7. Nunca debes comer _____.

10 ¿Estás de acuerdo?

Hablar

Lee tus consejos de la Actividad 9 a otro(a) estudiante. ¿Está de acuerdo con tus consejos?



Modelo

- A** —*Para mantener la salud, debes practicar deportes todos los días.*
B —*Estoy de acuerdo.*
o: —*No estoy de acuerdo.*

También se dice . . .

los guisantes = los chícharos (*México*),
 las arvejas
 (*Argentina, Bolivia*)
 el tomate = el jitomate (*México*)

11 ¿Qué haces . . . ? |  | 

Leer • Escribir • Hablar

Take this test on healthy activities to see how you rate.

- 1 Write your answers in complete sentences on a sheet of paper.
- 2 Ask a partner each question. Tally your partner's *sí* and *no* answers.
- 3 Write three recommendations so your partner can have a healthier lifestyle.

Modelo

Debes caminar o correr todos los días.

¿Qué haces para mantener la salud?

Contesta las preguntas según las actividades que haces cada día. Cada "sí" = 1 punto.

sí no

- | | | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | 1. ¿Haces ejercicio? |
| <input type="radio"/> | <input type="radio"/> | 2. ¿Practicas deportes? |
| <input type="radio"/> | <input type="radio"/> | 3. ¿Comes verduras? |
| <input type="radio"/> | <input type="radio"/> | 4. ¿Comes frutas? |
| <input type="radio"/> | <input type="radio"/> | 5. ¿Caminas o corres? |
| <input type="radio"/> | <input type="radio"/> | 6. ¿Comes un buen desayuno? |
| <input type="radio"/> | <input type="radio"/> | 7. ¿Comes comida que es buena para la salud? |
| <input type="radio"/> | <input type="radio"/> | 8. ¿Bebes cinco vasos* de agua? |
| <input type="radio"/> | <input type="radio"/> | 9. ¿Pasas tiempo con amigos? |
| <input type="radio"/> | <input type="radio"/> | 10. ¿Ves tres horas o menos de televisión? |

9–10 puntos **¡Felicidades!**
¡Haces mucho para mantener la salud!

6–8 puntos **Bueno, pero debes hacer más para mantener la salud.**

0–5 puntos **¡Ay, ay, ay!**
Necesitas hacer algo para mantener la salud.

*glasses

▼ **Pronunciación** |  | 

The letters *l* and *ll*

In Spanish, the letter *l* is pronounced much like the letter *l* in the English word "leaf."

Listen to and say these words:

lechuga	lunes	pasteles	helado
almuerzo	sol	abril	difícil

For most Spanish speakers, the letter combination *ll* is similar to the sound of the letter *y* in "yes." Listen to and say these words:

llamo	silla	allí	llueve
cebolla	pollo	ella	mantequilla

Try it out! Listen to this song and then sing it.



**Canta el gallo, canta el gallo
con el kiri, kiri, kiri, kiri, kiri;
La gallina, la gallina
con el cara, cara, cara, cara, cara;
Los polluelos, los polluelos
con el pío, pío, pío, pío, pío, pío, pí.**

Gramática

- ▶ Express opinions about food and describe people
- ▶ Discuss and compare food and beverage preferences with classmates

The plurals of adjectives

Just as adjectives agree with a noun depending on whether it's masculine or feminine, they also agree according to whether the noun is singular or plural. To make adjectives plural, just add an *-s* after the vowel at the end of the adjective. If the adjective ends in a consonant, add *-es*.

La hamburguesa es sabrosa. Las hamburguesas son sabrosas.

El pastel es muy popular. Los pasteles son muy populares.

When an adjective describes a group including both masculine and feminine nouns, use the masculine plural form.

La lechuga, las zanahorias y los tomates son buenos para la salud.

Don't forget that the singular form of *mucho* means "much" or "a lot of," but that the plural form, *muchos(as)*, means "many."

No como mucha carne, pero como muchas verduras.

¿Recuerdas?

Adjectives agree in gender with the masculine or feminine nouns they describe.

- El bistec es sabroso.
- La ensalada es sabrosa.

Más ayuda

realidades.com



GramActiva Video



Canción de hip hop: ¿Sabroso o malo?



GramActiva Activity

▼12 ¿Sabroso o sabrosa? | ♻️

Pensar • Leer • GramActiva

Your teacher will give you a GramActiva worksheet. Tear or cut apart the different adjective stems and endings that are printed on the sheet. Then your teacher will show you pictures of several foods. Show how you feel about each food item by holding up the appropriate adjective stem and the appropriate ending.



▼ Fondo Cultural | España

La Tomatina How would you like to attend a festival where a gigantic food fight with tomatoes is the highlight of the day? That's what happens at the annual *Fiesta de la Tomatina* in Buñol, Spain. After the town council distributes more than 130 tons of ripe tomatoes to participants, the hour-long tomato-throwing festival begins.

- Describe any food festivals unique to your community or your state. How do they compare to *La Tomatina*?

La Tomatina, en Buñol, España



13 ¿Cómo son? | |

Escribir • Hablar


- 1 For each of these adjectives, name two famous people, cartoon characters, or people in your school whom the adjective fits. Then write a sentence that describes both of them.

 **Modelo**

A —*Creo que Cameron Diaz y Antonio Banderas son talentosos.*

1. artístico, -a 3. atrevido, -a 5. serio, -a 7. divertido, -a
2. deportista 4. gracioso, -a 6. talentoso, -a 8. trabajador, -a

- 2 Now read your sentences to a partner. Does your partner agree? Who fits the adjectives in your partner's opinion?

 **Modelo**

B —*Estoy de acuerdo. Julia Roberts y Tom Cruise son talentosos también.*

o: —*Sí, pero Julia Roberts y Tom Cruise son más talentosos que Cameron Diaz y Antonio Banderas.*

Más práctica



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Instant Check	✓	
Guided WB pp. 109–110	✓	✓
Core WB p. 62	✓	✓
Comm. WB pp. 64, 67, 257	✓	✓
Hispanohablantes WB pp. 114–117	✓	


14 ¿Qué prefieres? | |

Escribir • Hablar

Your class will be divided into groups of five to see what your favorite foods and beverages are.

Conexiones | Las matemáticas

- 1 Ask your group members what their favorites are from each of the following groups: *frutas*, *verduras*, *carnes*, and *bebidas*. Write the answers on a sheet of paper.

 **Modelo**

A —*¿Qué verduras prefieres?*

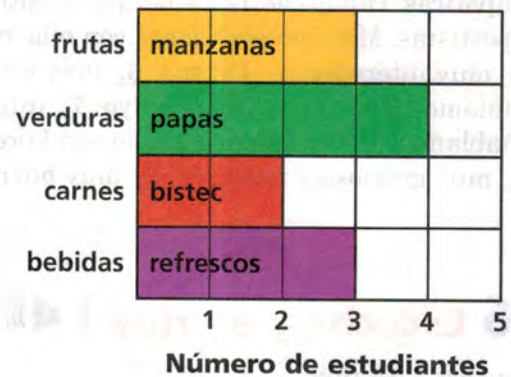
B —*Prefiero las zanahorias.*

- 2 Tally the results to see which foods and beverages are the most popular in each group. Indicate these favorites on a bar graph as shown. As a group, write four sentences that summarize your results. Compare your group's preferences to those of the other groups.

Modelo

Del grupo de las verduras, cuatro estudiantes prefieren las papas.

Prefieren . . .



- ▶ Listen to descriptions of food in a market
- ▶ Describe people, places, and foods
- ▶ Compare opinions about food with a classmate
- ▶ Read and write about pizza

Gramática

The verb *ser*

Ser, which means “to be,” is an irregular verb. Use *ser* to describe what a person or thing is like. Here are the present-tense forms:

(yo)	soy	(nosotros) (nosotras)	somos
(tú)	eres	(vosotros) (vosotras)	sois
Ud. (él) (ella)	es	Uds. (ellos) (ellas)	son



¿Recuerdas?

In previous chapters, you learned how to talk about what a person is like.

- Tú eres muy deportista, ¿no?
- Sí, **soy** deportista.
- Mi amigo Pablo **es** deportista también.

Más ayuda

realidades.com

-  **GramActiva Video**
Tutorial: *ser*
Animated Verbs
-  **GramActiva Activity**

▼15 Línea romántica

Leer • Escribir

Rafa has to tell his father why the cell phone bill was so high. Complete his explanations by using the correct form of the verb *ser*.

¡Ay, Papá, tú 1. muy estricto! ¡Yo 2. un chico *muuuuy* sociable! Hablo con mis amigas porque todas 3. muy simpáticas. Hablo con Lidia porque nosotros 4. muy deportistas. Mis conversaciones con ella siempre 5. muy interesantes. Fátima 6. muy estudiosa. Hablamos mucho porque ella y yo 7. inteligentes y hablamos de las clases. Y hablo con Lorena porque 8. muy graciosa y nosotros 9. muy buenos amigos.



▼16 Escucha y escribe |

Escuchar • Escribir

You will hear comments from five customers about the food being sold in a market. On a sheet of paper, write the numbers 1–5. As you listen, write the comments next to the numbers.



17 En tu escuela |

Hablar • Escribir

Describe the people and places in your school.

Modelo

el / la profesor(a) de tu clase de español

La profesora de mi clase de español es muy simpática.

1. tu clase de español
2. las chicas en tu clase de español
3. los chicos en tu clase de español
4. el / la director(a) de tu escuela
5. la comida de la cafetería
6. tú y tus amigos

18 ¿Sabroso o malo? | |

Hablar

En tu opinión, ¿cómo son las comidas y las bebidas? Habla con un(a) compañero(a).
Usa los verbos *comer* o *beber*.

 **Modelo**

A — ¿Comes zanahorias en la cena?

B — No, no como zanahorias en la cena porque son horribles.

o: — Sí, como zanahorias en la cena porque son buenas para la salud.



Estudiante A

Estudiante B

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

(muy) sabroso
bueno para la salud
malo para la salud
horrible

¡Respuesta personal!

Más práctica

GO

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Instant Check	✓
Guided WB pp. 111–112	✓ ✓
Core WB pp. 63–64	✓ ✓ ✓
Comm. WB pp. 65, 68	✓ ✓ ✓
Hispanohablantes WB pp. 118–121	✓

▼ Fondo Cultural | El mundo hispano

Los mercados, or open-air markets, are common throughout Latin America. Many towns have a central market, held on a given day of the week, where people come from all around to buy and sell food, as well as flowers, crafts, and clothing.

- How does this market compare with the ways in which fruits and vegetables are bought and sold in your community?

Un mercado guatemalteco



▼ Exploración del lenguaje


Where did it come from?

The names of many foods in Spanish come from Latin as well as from other languages as diverse as Arabic, Italian, Greek, Turkish, and English. While it's clear that the word *espaguetis* comes from the Italian word *spaghetti*, it's not obvious that the word *zanahoria* comes from the Arabic word *safunariya*.

Try it out! Read the Spanish words in the first column and match them up to their counterparts in their language of origin.

agua	<i>piscatu</i> (latín)
arroz	<i>aqua</i> (latín)
pan	<i>beefsteak</i> (inglés)
bistec	<i>panis</i> (latín)
salchichas	<i>pullu</i> (latín)
pescado	<i>kahvé</i> (turco)
café	<i>salciccia</i> (italiano)
pollo	<i>óryza</i> (griego)

El español en el mundo del trabajo



Rick Bayless's career as a world-class Mexican chef began at the age of 14, when he visited Mexico and decided to study Spanish. Since 1987, Rick has opened gourmet Mexican restaurants, created and starred in cooking shows, written cookbooks, and won many awards.

- How would Rick's Spanish skills be helpful in his career?



Un molcajete (*mortar and pestle*) de México

19 Una pizza para la buena salud |

Leer • Escribir

Lee este anuncio (*ad*) de una pizzería y contesta las preguntas.

Strategy

Using cognates

Be sure to look for cognates to help you read this ad.

Pizzería Lilia

¡Pizzas saludables!

A veces la pizza tiene muchas calorías y grasas que no son buenas para la salud.

La Pizzería Lilia tiene una variedad de pizzas con ingredientes que son buenos y saludables.

- ◆ Menos queso
- ◆ Usamos ingredientes nutritivos
 - Más verduras (tienen pocas calorías y son muy nutritivas)
- ◆ Evita¹ la combinación de carnes
 - Las carnes tienen mucho sodio y grasas
 - El pollo o el jamón son mejores² que las salchichas

¡Llámanos!

¡Estamos aquí para servirte!

372 42 89

Calle Independencia 28



¹Avoid ²better

1. Find and list three cognates in this ad.
2. Write three recommendations in Spanish for a healthier pizza.

20 Y tú, ¿qué dices? |

Escribir • Hablar

1. Describe tu pizza favorita.
2. ¿Crees que la pizza es buena o mala para la salud? ¿Por qué?
3. ¿Qué verduras prefieres? ¿Qué verduras no te gustan?
4. ¿Qué ejercicio haces con los brazos?
¿Qué ejercicio haces con las piernas?

- ▶ Read about a sports diet and learn about an athlete
- ▶ Skim what you read to find specific information
- ▶ Learn about soccer in Spanish-speaking countries and compare attitudes towards soccer with those in the United States

Lectura

La comida de los atletas

Lee este artículo (*article*) de una revista deportiva. ¿Qué comen y qué beben los atletas profesionales para mantener la salud y estar en buena forma?

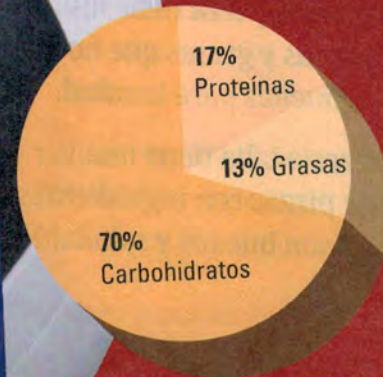
Strategy

Skimming

List three things that you would expect to find in an article about athletes' eating habits. Skim the article to find the information.

¿Qué come un jugador de fútbol?

Los jugadores¹ de fútbol comen comidas equilibradas con muchos carbohidratos, minerales y vitaminas. Ellos consumen cerca de 5.000 calorías en total todos los días.



Para el desayuno el día de un partido², un jugador típico come mucho pan con mantequilla y jalea³, yogur y té.



Para el almuerzo antes del⁴ partido, come pan, pasta, pollo sin grasa, verduras, frutas y una ensalada.



Para la cena después del⁵ partido, el atleta come papas, carne sin grasa y más verduras y frutas.

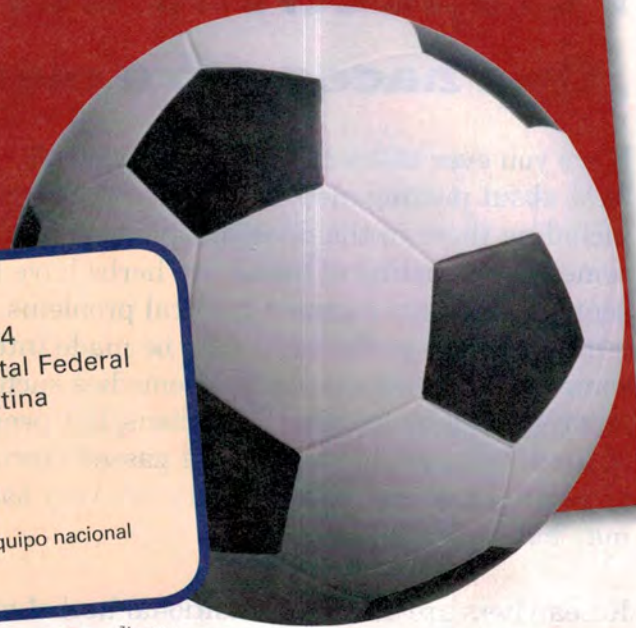
También es muy importante beber muchos líquidos. La noche antes del partido, el jugador bebe un litro de jugo de naranja y durante el partido bebe hasta⁶ dos litros de agua y bebidas deportivas.





Nombre: Carlos Tévez
 Fecha de nacimiento: 2/5/84
 Lugar de nacimiento: Capital Federal
 País de nacimiento: Argentina
 Nacionalidad: argentino
 Equipo?: Manchester City
 Función: Ofensa

En esta foto, Tévez representa al equipo nacional de Argentina.



team

¿Comprendes?

1. ¿Qué debe comer Carlos Tévez antes de un partido de fútbol?
2. ¿Qué debe beber?
3. ¿Qué comida no debe comer Carlos?
4. ¿Es tu dieta diferente de la dieta de un jugador de fútbol profesional? ¿Cómo?
5. ¿Cuál es la fecha de nacimiento (*birth date*) de Carlos? Escribe tu fecha de nacimiento como lo hacen en los países hispanohablantes.

Más práctica



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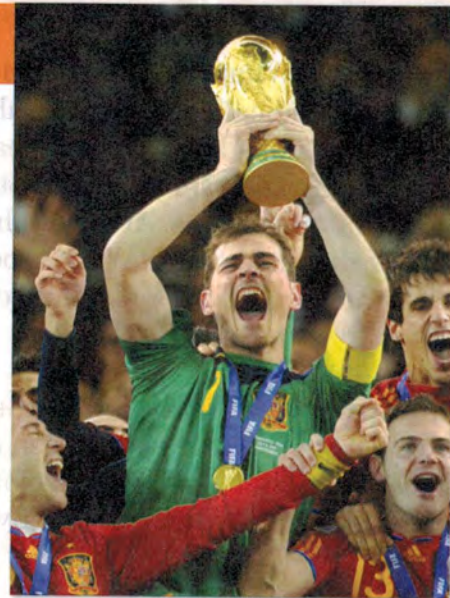
Guided WB p. 113	✓	✓
Comm. WB pp. 69, 258	✓	✓
Hispanohablantes WB pp. 122–123	✓	✓
Culture Reading Activity	✓	



Fondo Cultural | El mundo hispano

¡Goooooooooooooool! Scoring the winning *gol* in soccer is the most exciting moment of the game. *El fútbol* is the most popular sport in the world, and it has many *fanáticos* (fans) in every Spanish-speaking country. Every four years, teams throughout the world compete regionally in order to become one of the 32 teams to advance to the World Cup (*la Copa Mundial*) competition. Many Spanish-speaking countries compete in what has become the most widely watched sporting event in the world. Since the competition began in 1930, three Spanish-speaking countries have won the World Cup competition: Uruguay in 1930 and 1950, Argentina in 1978 and 1986, and Spain in 2010.

- How does the enthusiasm for soccer in the United States compare with the rest of the world's view of this sport? Why do you think this is so?



España gana la Copa Mundial, 2010.

Perspectivas del mundo hispano

¿Qué haces para mantener la salud?

Have you ever eaten chicken soup when you have a cold? How about putting aloe on a sunburn? In many countries, including those in the Spanish-speaking world, traditional remedies consisting of medicinal herbs have been used for centuries to treat common medical problems. In Mexico, a mint known as *yerbabuena* may be made into tea and given to someone with a stomachache. Remedies such as these may not be prescribed by licensed physicians, but people have confidence in them because they have been passed down through the generations. Many of those herbs are very safe, though some may have harmful side effects.

Researchers are studying traditional herbal remedies to find modern-day medical solutions. In the Amazon rainforest in South America, an amazing abundance of plant life may hold the key to treating a wide variety of common ailments and diseases. Drug companies are looking for cures found in these plants and herbs that could be reproduced in today's modern drugs.

Increasingly, medicinal herbs are accepted not only as the basis for pharmaceutical drugs, but also for their own inherent healing qualities. In many countries, including the United States, herbal remedies are sometimes used in combination with conventional health care.



Estos hombres estudian plantas medicinales en la selva (jungle) amazónica.

Check it out! What alternatives to conventional medical care are available in your community? Make a list of all the health care services you can think of that are not provided by traditional physicians. Are there health stores that sell herbal medicines? What types of herbal medicines are being sold and what remedies are attributed to these medicines?

Think about it! In many Spanish-speaking cultures, herbal remedies have been accepted for centuries. Do you think that medicinal herbs can provide relief and cures? Why or why not?



En un mercado de Guanajuato, México

Presentación escrita

Para mantener la salud

Task

You are researching good eating and exercise habits for your health class. Make a poster in Spanish with five health suggestions.

- ▶ Create a poster promoting healthy choices
- ▶ Gather information from a number of sources

1 Prewrite Ask people at school and home about good eating and exercise habits for teens. List their ideas under these headings to organize your information.

- *Debes comer . . .*
- *No debes beber mucho(a) . . .*
- *Debes beber . . .*
- *No debes comer mucho(a) . . .*
- *Debes . . . para mantener la salud*

2 Draft Decide how to present the information logically as you write your first draft. Use visuals for clarity and give your poster a title.

3 Revise Share your draft with a partner. Your partner should check the following:

- Have you communicated five suggestions well?
- Do the visuals convey meaning? Is the poster attractive?
- Are the vocabulary and grammar correct?

Rewrite your poster making any necessary changes.

4 Publish Make a final copy for posting in the nurse's office, a community center, your classroom, or your portfolio.

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

Rubric	Score 1	Score 3	Score 5
Completion of task	You included at least three suggestions for a healthy lifestyle.	You included at least four suggestions for a healthy lifestyle.	You included five or more suggestions for a healthy lifestyle.
Accuracy of vocabulary and grammar	You had very little variation of vocabulary use with many grammar errors.	You had limited usage of vocabulary and some grammar errors.	You had extended use of a variety of vocabulary with very few grammar errors.
Effective use of visuals	You included only three visuals that clearly connect to information.	You included only four visuals that clearly connect to information.	You included five visuals that clearly connect to information.

Strategy

Gathering information

Use information from a variety of sources to help you create a more complete presentation on a topic.





América del Sur

Parte sur

A large proportion of the people of Argentina, Uruguay, and Chile live in cities. As in the United States, these cities have been shaped by mass immigration from southern and eastern Europe during the nineteenth and twentieth centuries. Many more Paraguayans, in contrast, live in the countryside.

In the early 1900s, the area of *las cataratas de Iguazú* was made an Argentine national park. Three countries—Brazil, Argentina, and Paraguay—meet at these spectacular falls, which are four times the width of Niagara Falls and 50 percent higher. Hundreds of species of insects, birds, and mammals are found in the area, and at least 500 species of butterflies. As many as 4,000 tourists a day visit the falls, a worrisome number for environmental groups, who continue to lobby against nearby hotel construction projects.

¿Sabes que . . . ?

At 22,840 feet (6,962 meters), Argentina's Cerro Aconcagua is the highest point in the Western Hemisphere, but it is considered a relatively easy climb. Chile's Torres del Paine, consisting of three granite towers, are nearly 6,000 feet lower, but their sheer cliffs, high winds, and extreme cold make them some of the most challenging climbs in the world. Both mountains are part of the Andes, a range that extends from Colombia to the southern tip of South America.

Para pensar

Think about what it would be like to be an immigrant arriving in one of the countries of southern South America. Would you prefer the city life of Buenos Aires, Argentina, Montevideo, Uruguay, or Santiago, Chile? Or would the countryside of Paraguay be more appealing? Why?



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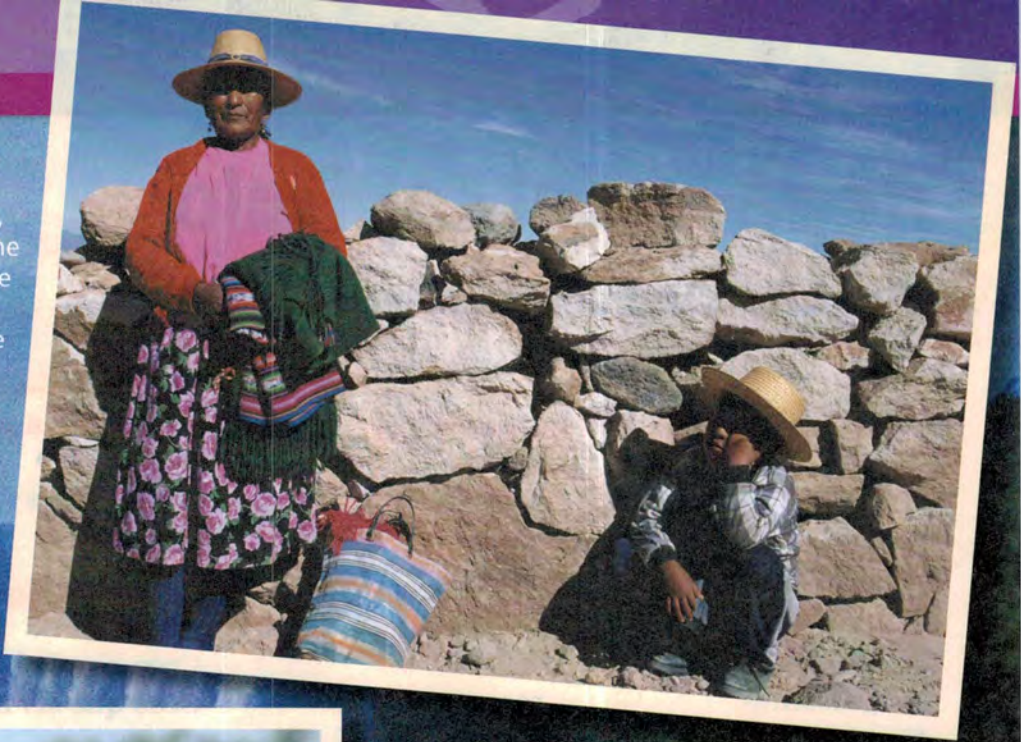


Mapa global interactivo



Reference Atlas

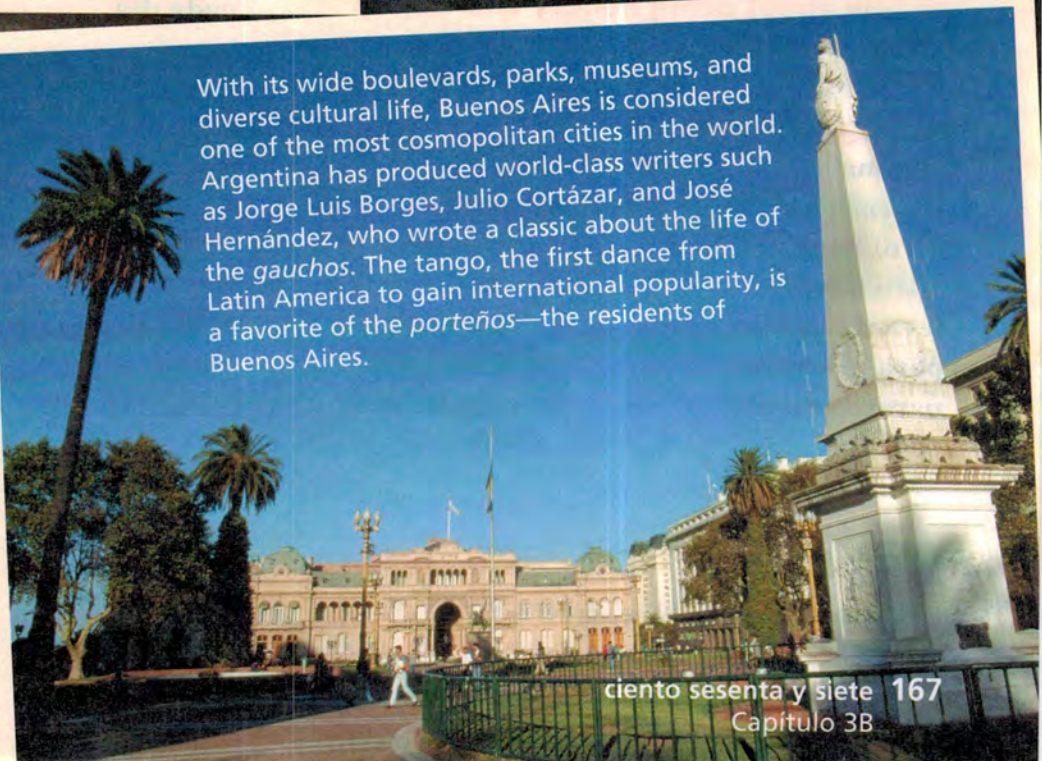
The Spanish were able to topple large, centralized empires such as those of the Aztecs and Incas quickly, but they were never able to conquer the smaller indigenous groups in the more remote regions. Chile's Pehuenche suffered defeats in the nineteenth century, but they still struggle to maintain their lands and culture. ▶



◀ Spain introduced horses, cows, sheep, and pigs to the Americas in the sixteenth century, transforming the ecology, culture, and economy of the region. In the nineteenth century, the growth of cities, the expansion of railways, and improvements in shipping created a worldwide market for South American meat and hides—and helped spur the development of the cowboy culture throughout the Americas. As on ranches in the western United States and northern Mexico, the main house of an Argentine or Uruguayan *estancia* served as a residence, office, and military stronghold.



With its wide boulevards, parks, museums, and diverse cultural life, Buenos Aires is considered one of the most cosmopolitan cities in the world. Argentina has produced world-class writers such as Jorge Luis Borges, Julio Cortázar, and José Hernández, who wrote a classic about the life of the *gauchos*. The tango, the first dance from Latin America to gain international popularity, is a favorite of the *porteños*—the residents of Buenos Aires.



- ▶ Review the vocabulary and grammar
- ▶ Demonstrate you can perform the tasks on p. 169

Repaso del capítulo

Vocabulario y gramática

to talk about food and beverages

la cena	dinner
el bistec	beefsteak
la carne	meat
el pescado	fish
el pollo	chicken
la cebolla	onion
los guisantes	peas
las judías verdes	green beans
la lechuga	lettuce
las papas	potatoes
los tomates	tomatoes
las uvas	grapes
las zanahorias	carrots
el arroz	rice
los cereales	grains
los espaguetis	spaghetti
las grasas	fats
la mantequilla	butter
el helado	ice cream
los pasteles	pastries
las bebidas	beverages

to talk about being hungry and thirsty

Tengo hambre.	I'm hungry.
Tengo sed.	I'm thirsty.

to discuss health

caminar	to walk
hacer ejercicio	to exercise
(yo) hago	I do
(tú) haces	you do
levantar pesas	to lift weights
para la salud	for one's health
para mantener la salud	to maintain one's health

to indicate a preference

(yo) prefiero	I prefer
(tú) prefieres	you prefer
deber	should, must

to indicate agreement or disagreement

creer	to think
Creo que . . .	I think . . .
Creo que sí / no.	I (don't) think so.
(No) estoy de acuerdo.	I (don't) agree.

to ask a question or give an answer

¿Por qué?	Why?
porque	because

to express quantity

algo	something
muchos, -as	many
todos, -as	all

to describe something

horrible	horrible
malo, -a	bad
sabroso, -a	tasty, flavorful

other useful words

cada día	every day
----------	-----------

plurals of adjectives

MASCULINE	FEMININE
SINGULAR / PLURAL	SINGULAR / PLURAL
sabroso / sabrosos	sabrosa / sabrosas
popular / populares	popular / populares

ser to be

soy	somos
eres	sois
es	son

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

Instant Check



Puzzles



Core WB pp. 65–66



Comm. WB pp. 259, 260–262



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 and understand as people describe a healthy or unhealthy lifestyle

Listen as two people are interviewed about their habits. See if you can tell which one is an Olympic skier and which one is a drummer. Be prepared to explain your “educated guesses.”

pp. 148–151 *Vocabulario en contexto*
p. 149 Actividad 2

Interpersonal



2 Hablar Express your opinion about food preferences

During a telephone survey, you are asked some questions in Spanish about your food preferences. Say whether you think each food choice is good or bad for your health.

p. 153 Actividades 6–7
p. 154 Actividades 8, 10
p. 157 Actividad 14
p. 159 Actividad 18

Interpretive



3 Leer Read and compare what people do and eat in order to determine whether they lead a healthy or unhealthy lifestyle

Read the online conversation that you have just joined in a chat room. Decide whether each person has a healthy or unhealthy lifestyle, based on what they tell each other.

pp. 148–151 *Vocabulario en contexto*
p. 154 Actividad 9
p. 155 Actividad 11
p. 161 Actividad 19
pp. 162–163 *Lectura*

Chato: *¿Qué hago yo? Cuando hace buen tiempo, corro por treinta minutos. Cuando llueve, levanto pesas.*

Chispa: *No me gusta hacer ejercicio. Prefiero comer papas fritas. Son muy sabrosas.*

Andrés: *¿Papas fritas? Son horribles para la salud. Para mantener la salud, nunca debes comer papas fritas.*

Presentational



4 Escribir Write a list of things a person should do to maintain a healthy lifestyle

Many people think that teens don't know anything about a healthy lifestyle. You and your friends are compiling a top-ten list of ways to improve teens' health. Write at least three suggestions for the list.

p. 154 Actividad 9
p. 155 Actividad 11
p. 161 Actividad 19
p. 165 *Presentación escrita*

Cultures • Comparisons



5 Pensar Demonstrate an understanding of cultural perspectives regarding health care

Give an example of an herbal remedy that is accepted in a Spanish-speaking country as a remedy for a common ailment. Compare this with a similar herbal/natural remedy believed by many in the United States to be a cure for a common ailment.

p. 164 *Perspectivas del mundo hispano*