

SECOND EDITION

# EXPERIENCE SPANISH

*Un mundo sin límites*

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# EXPERIENCE SPANISH

Un mundo sin límites

**SECOND EDITION**

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Special thanks to Melanie Waters at the University of Illinois at Urbana-Champaign for her insights and significant contributions to this edition.



EXPERIENCE SPANISH: UN MUNDO SIN LIMITES, SECOND EDITION

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To my husband, Jim Rentch, my deepest thanks for his support.  
—María J. Amores

Para Courtenay, aire limpio andaluz; Natalia y Sebi, identidad multicultural.  
—José Luis Suárez-García

To Ryan, *mi media naranja*, who sees the art in each thing and the joy in each moment, and shares it all with me. Thank you for your strength and love.  
—Annie Rutter Wendel

# Experience Spanish **Preface** How do you Want Your Students to **Experience Spanish?**

*Experience Spanish: Un mundo sin límites*, presents vocabulary and grammar in action *through* culture. With emphasis on the 5C's, the *Experience Spanish* program delivers dynamic opportunities for communicative practice in all course delivery formats built upon the following principles:

- **Culture is core:** Culture is infused throughout the program. The students' cultural experience and exposure is not limited to special cultural sections, but rather embedded in presentations as well as in vocabulary and grammar practice. The dedicated cultural sections are rich and varied: **Entrada cultural, Expresiones artísticas, Notas culturales, Notas interdisciplinarias, Lectura cultural, Concurso de videoblogs, Conexiones culturales en vivo,** and **Conexiones culturales.** These readings, videos, notes, and fine art presentations offer students extensive cultural perspectives and promote cross-cultural comparisons and connections.
- **Language in action:** Vocabulary in *Experience Spanish* is presented visually through colorful, engaging illustrations, and put into action with personal and communicative activities. Grammar points are introduced with contextualized short dialogues or cultural readings that immediately illustrate the concepts in action, allowing students to experience the structures in context before focusing on the forms and rules.
- **Personalized experience:** No two students are alike. Why should their learning paths be? LearnSmart uses revolutionary adaptive technology to build a learning experience unique to each student's individual needs. Students engage in targeted vocabulary and grammar practice so they are prepared to practice communication in the classroom. To further the personalized experience, we're excited to announce the interactive 3-D game, *Practice Spanish: Study Abroad*, that immerses students in a virtual study abroad experience in Colombia. *Practice Spanish*, accessible on laptops and mobile devices, allows students to practice real world language in a game environment that integrates culture, grammar, and vocabulary.
- **Experience Spanish everywhere:** Connect Spanish, McGraw-Hill's digital teaching and learning environment, is now mobile and enabled for tablets, allowing students to engage in their course material via the devices they use every day.

# CULTURE IS CORE

Professors report that they often sacrifice culture to cover all of the grammar and vocabulary required within their introductory Spanish course. As the semester marches on and grammar forms become increasingly complex, opportunities for students to explore culture are reduced to the point where most students receive only superficial cultural coverage because there simply isn't enough time.

*Experience Spanish* eases the pressure to “cover it all” by weaving cultural information into vocabulary and grammar presentations and activities. A recurring activity at the end of each grammar section (beginning in **Capítulo 2**) is **Experiencia integral**. This culminating activity provides reading strategies, cultural input, practice of target vocabulary and grammar, recycling of previously learned vocabulary and grammar, and communicative and connection opportunities.

*Experience Spanish* is a text that moves culture out of the sidebar and into the forefront of student learning.

Casey Reynolds,  
Lake Land College, Mattoon

- **Antes de leer** is a pre-reading step that provides students with reading strategies. Each **Experiencia integral** covers a strategy or technique to optimize reading comprehension, for example, recognition of cognates, prefixes and suffixes, and word families; scanning for information; and predicting. Some **Antes de leer** provide questions to activate students' background knowledge on the topic.

## EXPERIENCIA INTEGRAL

### ¿Qué vamos a hacer (to do)?

**ANTES DE LEER.** What are some of the more popular gathering places in your city? Make a list of them, what kind of people go there, and what they do there. Be ready to share your answers with the class.

**PASO 1.** Complete the narration about pastimes in Mexico. Use the present tense of the verbs in parentheses. When two words appear in parentheses, indicate the correct one.

México es un país<sup>a</sup> grande, con diversas ciudades y pueblos.<sup>b</sup> Las actividades y los pasatiempos de los residentes son diferentes según el clima, (el/la<sup>1</sup>) geografía y la situación económica. Pero no importa<sup>c</sup> si (tú: ir<sup>2</sup>) a una ciudad grande o a una aldea,<sup>d</sup> (tú: ir<sup>3</sup>) a encontrar<sup>e</sup> un zócalo. Como en otros países hispanohablantes, la plaza (ser<sup>4</sup>) el corazón del pueblo.<sup>f</sup>

Aunque<sup>g</sup> muchas personas (ir<sup>5</sup>) al zócalo durante el día, las actividades se aceleran por (el/la<sup>6</sup>) tarde y la noche. Todo el mundo<sup>h</sup> (ir<sup>7</sup>) al zócalo: los viejos, los jóvenes... todos<sup>i</sup> (ir<sup>8</sup>) allí. Varias personas (pasear<sup>9</sup>) por el zócalo y (hablar<sup>10</sup>) con amigos y vecinos.<sup>j</sup> (Los/Las<sup>11</sup>) fines de semana, especialmente los sábados, los mariachis (tocar<sup>12</sup>) música. Muchos (bailar<sup>13</sup>) o (mirar<sup>14</sup>) bailar a las personas. Los niños (ir<sup>15</sup>) con sus padres a jugar. Los jóvenes (buscar<sup>16</sup>) a sus amigos y novios o novias. A veces, los adultos (hablar<sup>17</sup>) de negocios<sup>k</sup> en el zócalo. ¡El zócalo es un centro de mucha actividad y vida!<sup>l</sup>



Unos mariachis en el zócalo (central plaza)

- **Paso 1** consists of a cloze reading passage on a cultural topic that is related to the chapter theme and region of focus. Students complete these passages with words or forms to practice the target structure, as well as previously learned vocabulary and structures. These cloze cultural readings become longer and more detailed as the chapters progress.
- **Paso 2** provides questions or discrete point items that check how well the students understood the reading.
- **Pasos 3 and 4** provide opportunities for paired or group discussions on the cultural topic, and for exploration of the topic outside of the classroom, that can be brought back in the form of audio and visual presentations.

In addition to culturally rich vocabulary and grammar activities, *Experience Spanish* offers a variety of culture-based features.

**Entrada cultural** This feature, found before **Capítulo 1**, then before each even-numbered chapter, introduces the area of focus. *Experience Spanish* begins this regional introduction.



## Nota cultural

### LOS CUATES



the people you go out with on a Saturday night or with whom you meet in a sports bar to watch your favorite team.

If a Spanish speaker introduces his or her friend as a **cuate/a**, you know for sure that he or she is a Mexican. A **cuate/a** is a close friend, someone you may have known for years. **Cuates** are the friends you play soccer with every day after school or those who invite you to their birthday parties. Generally, **cuates** are friends who live in your neighborhood with whom you grew up and that you see all the time. As a young adult, **cuates** are

**Nota cultural** Each chapter includes one or more **Nota cultural** passages, short cultural readings related to the chapter topic and regional area. All are supported with a list of comprehension and expansion questions.

**Nota interdisciplinaria** This *Connections* activity provides interdisciplinary information related to the chapter topic and target region and is also supported with a list of comprehension and expansion questions.

## Nota interdisciplinaria

### MATEMÁTICAS: Más, menos, por, entre, son

In **Capítulo 1**, you learned that in Spanish, the plus sign (+) is pronounced **más** and the minus (–) sign is pronounced **menos**. Review the following words for other mathematical symbols.

× → **por**                      : \* → **entre / dividido entre**                      = → **son**

Tres **más** ocho **son** once.

Three **plus** eight **equals** eleven.

Siete **por** nueve **son** sesenta y tres.

Seven **times** nine **equals** sixty-three.

*Experience Spanish* makes culture the central point while students are using their grammar and vocabulary to learn more about not just Spanish, but culture as well.

Diana Mayclin Spinar,  
Dakota Wesleyan University

## Expresiones artísticas



Adriana M. García



Todo tiene su efecto (*Everything has its effect*), 2012

### Expresiones artísticas

This art feature includes an image of fine art (big C) or indigenous art or craft (little c) and information about that image. The follow-up questions check students' comprehension and encourage them to explore and make additional connections.

**Lectura cultural** Every chapter includes a reading about a topic related to the chapter theme and/or region of focus. Beginning in **Capítulo 4**, the readings are taken from Hispanic publications. All readings feature **Antes de leer** pre-reading and **Después de leer** post-reading activities.

## Lectura cultural

### ANTES DE LEER

You are going to read an article about pastimes in Mexico City. Before you read the passage, answer these questions. Then share your ideas with the class.

1. ¿Qué te gusta hacer en tu tiempo libre?
2. En tu opinión, ¿cuáles son los pasatiempos más comunes entre (among) los estudiantes de tu universidad?

### La Ciudad de México



Una biblioteca en Coyoacán

La Ciudad de México es una gran metrópolis en donde hay entretenimiento<sup>a</sup> para gente de diversos gustos y aficiones. Las personas interesadas en la historia pueden<sup>b</sup>



## Concurso de videoblogs

This video-based section occurs at the end of **Capítulos 1–14**. The basis is a videoblog competition, for which six students create and enter two videoblogs about their country.

The students are from Mexico, Spain, the

Dominican Republic, Costa Rica, Peru, and Argentina. The feature in the textbook that corresponds to the video includes pre- and post-viewing activities.

## Concurso de videoblogs



Miguel vive en Guanajuato, México. En su blog habla del fútbol, el deporte nacional de México y de Guanajuato

### México: Miguel

El fútbol en México



#### ANTES DE VER

A. *Capítulo y video.* Answer the questions.

1. Do you practice any sport or attend sporting events of your favorite sports teams? Explain.
2. What are the three most popular sports where you live? Is **fútbol** or soccer one of them? Why or why not?
3. Where is a good place to enjoy a sporting event in your area?

B. *Anticipación.* Miguel's friends Chucho and Elena will talk about their favorite teams over lunch. What tve

## Conexiones culturales en vivo

### Los pasatiempos y los deportes

#### ANTES DE VER

How much do you know about pastimes and sports in the Spanish-speaking world? Indicate if the sentences are true (C) or false (F).



El fútbol es el deporte nacional en muchos países hispanos.

1. El fútbol es un deporte de gran importancia en los países

C  F

and makes comparisons of that topic in three different countries. The video is supported by pre-viewing and post-viewing activities in the textbook.

## Conexiones culturales

**en vivo** This video-based feature occurs after odd-numbered chapters beginning with **Capítulo 3** and ending with **Capítulo 13**. Each video explores a topic related to the focus of the previous two chapters,

**Conexiones culturales** This photo-essay section, which follows the **Conexiones culturales en vivo** section, explores a single product or practice in the Hispanic world. The features products and practices are soccer, the plaza, rice, national parks, the guitar, and modern communication. Each presentation is supported by two to three comprehension and discussion activities.

## Conexiones culturales



### El fútbol

- El fútbol es el deporte más popular y con más aficionados del mundo. Se practica con dos equipos de once personas y una pelota.
- Cada país hispano tiene una selección nacional de fútbol. Sus partidos son un gran evento social e histórico.
- La FIFA (Fédération Internationale de Football Association, en francés) es la institución que controla las reglas del fútbol.
- La FIFA organiza la Copa Mundial de fútbol, un torneo\* que ocurre cada cuatro años. Su lema<sup>†</sup> es «Por el juego. Por el mundo».

\*tournament †slogan



#### LA HISTORIA DEL FÚTBOL Y LA FIFA

Aunque el fútbol moderno data del siglo XIX,<sup>1</sup> había antecedentes del<sup>2</sup> fútbol en China hacia el año 200 a.C.<sup>3</sup> La FIFA (Fédération Internationale de Football Association, en francés) es la institución que hoy en día<sup>4</sup> controla las reglas del fútbol.

<sup>1</sup>data... dates back to the 19th century <sup>2</sup>había... there were precursors to <sup>3</sup>hacia... from around the year 200 B.C. [a.C. = antes de Cristo] <sup>4</sup>hoy... nowadays

*Experience Spanish* focuses on learning language from culture, not a side addition to the massive load of grammar and vocabulary.

Katherine J. Zimmer,  
Indiana State University

# LANGUAGE IN ACTION

The heart of any language classroom is communication; however, many students struggle with creating language in action using static words and a list of rules. *Experience Spanish* helps students jump into action with the language they're learning through visual presentations, activities that engage students to use the language to communicate about themselves, and interactive presentations.

## TEMA I: Una pasión por los deportes

### Vocabulario en acción

Los pasatiempos<sup>o</sup> y los deportes

Los... Pasimes



The **Vocabulario en acción** feature presents the lexical groups in visually appealing scenes that illustrate words and phrases in context. Similarly, **Gramática en acción** sections, which precede each grammar presentation, are brief readings or dialogues that show the grammar in action. The follow-up **Comprensión** activity is designed to help students deduce the structure and how to apply the rules.

## Gramática

### 2.1 Present Tense of Regular -er and -ir Verbs

#### GRAMÁTICA EN ACCIÓN

Expressing Actions in the Present (Part 2)

#### Nuevos amigos

[Melissa es una estudiante de los Estados Unidos que **vive** en México este semestre. Ella habla con su nuevo amigo, Jaime, sobre sus actividades favoritas en el tiempo libre.]

- JAIME: ¿Qué tal, Melissa?
- MELISSA: Muy bien. ¡México es magnífico! Hay muchas cosas y actividades interesantes.
- JAIME: ¡Qué bien! ¿**Vives** con una familia?
- MELISSA: Sí. **Vivo** con una familia mexicana muy simpática y **asisto** a clases en la universidad todos los días.
- JAIME: ¿Y **comprendes** bien el español?
- MELISSA: Sí. Hablar es un poco difícil, pero **leo** y **escribo** muy bien. **Aprendo** más cada día. **Me gusta** mucho practicar.
- JAIME: ¿Con quién practicas?
- MELISSA: Con mis nuevos amigos, Alejandra y Samuel. Son muy divertidos. Nosotros **comemos** y **bebemos** en restaurantes muy buenos. Alejandra y yo **corremos** en el parque.
- JAIME: ¿Visitas muchos lugares en la ciudad?
- MELISSA: Sí. Hay muchos lugares interesantes. Mis compañeros de clase




It creates a competitive environment, it takes their learning beyond the classroom environment, and it promotes motivation and positive attitudes toward language learning.

—Nuria Lopez-Ortega,  
University of Cincinnati

## PERSONALIZED EXPERIENCE

No two students learn a language the same way or at the same rate. Students enter the Introductory Spanish course with a wide range of knowledge of experiences from true beginners to native speakers. So how do you know to whom to teach what?



Type your answer in the box

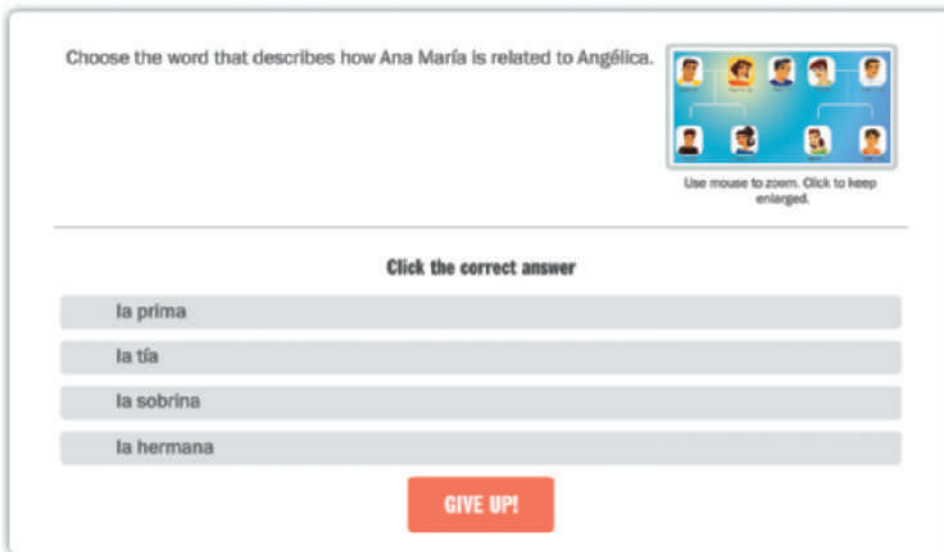
Completa la comparación.

Lupe estudia tres horas cada mañana. Miguel estudia tres horas también.

Lupe estudia [ ] horas [ ] Miguel.

Do you know the answer?

I KNOW IT THINK SO UNSURE NO IDEA



Choose the word that describes how Ana María is related to Angélica.

Use mouse to zoom. Click to keep enlarged.

Click the correct answer

la prima  
la tía  
la sobrina  
la hermana

GIVE UP!

*Experience Spanish* also meets students where they are . . . with innovative digital solutions for students' learning needs with Connect and LearnSmart.

Casey Reynolds,  
Lake Land College, Mattoon

better prepared to communicate in the target language. LearnSmart is available within Connect Spanish, McGraw-Hill's digital teaching and learning environment, and as a stand-alone mobile app.

McGraw-Hill's LearnSmart provides each student with a personalized and adaptive learning experience based on individual needs. As a student works through a series of probes around the vocabulary and grammar presented in each chapter, LearnSmart identifies what the student knows and doesn't know, and continuously adapts the subsequent probes to focus on areas where the student needs the most help. A student learns and masters core vocabulary and grammar at his or her own pace and comes to class

*Practice Spanish: Study Abroad* is an immersive 3-D language game designed exclusively by McGraw-Hill Education to provide complex language practice.



It would be a great tool for students beginning to learn Spanish. It would help them study grammar and vocabulary. It seems like a fun game, and I would definitely be willing to play it.

—Abigael, University of Illinois at Urbana-Champaign

Students travel virtually to Colombia, where they problem solve, communicate, and navigate through a variety of cultural scenarios and adventures as they “study abroad.” *Practice Spanish: Study Abroad* provides students with extensive and meaningful language practice outside the classroom experience, actively engaging and motivating students to explore the Spanish language in real-world cultural settings while having fun using their developing language skills to complete practical, day-to-day activities. *Practice Spanish: Study Abroad* is available as a stand alone product or as an addition to Connect Spanish.

I think that Practice Spanish is a great tool that teaches Spanish in a way that students can practically use in the “real world,” and I look forward to using it in my classroom!

—Alina Vega Franco,  
Broward College, Central

I will definitely use this in my online classes. Students tend to fall to the wayside when they are left to study on their own, and this will be a way for them to study without realizing they are studying.”

—Michelle Ocasio,  
Valdosta State University

I will use it because I like the idea that students can learn from playing a game. I will use the game as a way to complement what students do in our basic language courses both in the classroom and at home. The game can be easily assigned to students as homework to be completed at home, or as an activity to be done at the language lab.

—Alfredo Sosa-Velasco, Southern Connecticut State University

I like the new focus on practice, mainly the **tablet version** and study abroad game. LearnSmart has always been a phenomenal product. With the addition of the mobile app and study abroad game, this book will appeal to millennial learners.

**Veronica Tempone,**  
Indian River State College

The game for one, is very innovative and would be the **first of its kind**. Not only is it helping students learn. The interface is very **user friendly** and looks very **simple to navigate**, allowing a **wider age range of players**.

—Deandra, University of Cincinnati

## EXPERIENCE SPANISH EVERYWHERE

Connect Spanish is now mobile-enabled, allowing students to engage in their course material via the devices they use every day. Students can access *Workbook/Laboratory Manual* exercises, eBook, LearnSmart, video and audio materials, and grammar tutorials on tablets.

Additional key features of Connect Spanish include:

- Connect-only interactive activities using drag-and-drop functionality, embedded audio, voice recorders, and videos targeting key vocabulary, grammar, and cultural content for extra practice
- a comprehensive gradebook, including time-on-task measurements, the ability to quick grade, to drop the lowest score, and to view student grade-to-date calculations
- powerful reports that provide instructors insight into classroom and student performance with data and information that can be used to inform how valuable class time is spent
- the ability to customize assignments using the Assignment Builder's user-friendly filtering system, allowing instructors to create unique assignments targeting specific skills, learning objectives, ACTFL standards, and more
- access to all instructor's resources, including pre-made exams and a test bank for online delivery of exams
- Tegrity™, McGraw-Hill's video capture software, which allows instructors to post short videos, tutorials, and lessons for student access outside of class
- Voice Board and Blackboard IM, two powerful tools integrated into Connect Spanish, promote communication and collaboration outside of the classroom. Voice Board activities allow students to participate in threaded oral discussion boards, while Blackboard IM activities facilitate real-time interaction via text instant messaging and voice or video chat. The white board and screen sharing tools provide opportunities for collaboration, and virtual office hours allow instructors to meet online with students either one-on-one or in groups. Instructors can deliver voice presentations, voice emails, or podcasts as well. Whether for an online or hybrid course or a face-to-face one seeking to expand the oral communication practice and assessment, these tools allow student-to-student or student-to-instructor virtual oral chat functionality.
- MH Campus and Blackboard integration simplifies and streamlines course administration by integrating Connect Spanish with any Learning Management System. With features such as single sign-on for students and instructors, gradebook synchronization, and easy access to all of McGraw-Hill's language content (even from other market-leading titles not currently adopted for your course), teaching an introductory language course has never been more streamlined.

# ABOUT THE AUTHORS

**María J. Amores** received her Licenciatura en Filología Hispánica from the Universidad de Sevilla and her Ph.D. in Spanish Applied Linguistics with a concentration in Second Language Acquisition from Pennsylvania State University. She is currently an Associate Professor of Spanish at West Virginia University, Morgantown, where she coordinates and supervises the Basic Spanish Program and teaches undergraduate and graduate courses in language, culture, methodology, and linguistics. Her research is oriented toward pedagogical issues related to the teaching of writing and to the professional development of graduate teaching assistants. Professor Amores has published various articles on these topics in *Dimension*, *The Northeast Conference on the Teaching of Foreign Languages Review*, and *Foreign Language Annals*. She has also conducted several in-service workshops at national institutions for language instructors at the public school (K-12) levels, and at international institutions for teachers of Spanish as a second language.

**José Luis Suárez García** (Ph.D., University of Illinois at Urbana-Champaign, 1991) is currently a Professor of Spanish in the Department of Foreign Languages and Literatures at Colorado State University in Fort Collins. He regularly teaches courses on Spanish Language, Golden Age and Contemporary Literature and Culture. Professor Suárez García was coauthor of two manuals for Intensive/High Beginning, and Intermediate Grammar Review courses (*Nuevos Destinos*) and contributing writer for the *Pasajes: Cultura* and *Pasajes: Literatura* (4e) published by McGraw-Hill. He has also published several reviews, articles, and books on Spanish Golden Age literature and culture, medieval bibliography, poetic and dramatic theory, and contemporary theater. He has been a guest speaker at Jornadas de Teatro Clásico in Almagro and Almería, and has been a Panelist at the Festival del Siglo de Oro in El Paso, Texas. Some of his publications have appeared in *Criticón*, *Journal of Spanish Studies*, *La Crónica*, *Journal of Hispanic Philology*, *Anales de Literatura Española*, Editorial Castalia, and Editorial Universidad de Granada.

**Annie Rutter Wendel** received her M.A. in Spanish Linguistics from the University of Georgia in 2007, where she is currently an instructor teaching Introductory and Intermediate Spanish, Conversation and Composition, and Business Spanish. She has formerly served as preceptor of the high-beginner program there, but now oversees intermediate courses. With years of experience teaching English as a second language abroad and having learned Spanish entirely through immersion herself, she is fascinated by second language acquisition and pedagogy. She specializes in innovations in instructional technology, as well as hybrid and online learning, and has presented on these topics at ACTFL and through numerous webinars. She has successfully developed hybrid and online programs that emphasize communication and foster community, including one through the University of Georgia's Online Learning Fellows program. Additionally, she has consulted with faculty nationwide on their implementation of the Connect Spanish platform and other digital tools.

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## Review/Webinar

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En el National Puerto Rican Day Parade, Manhattan

# Entrada cultural

## Hispanics in the United States



En El Paso, Texas



En la Calle Ocho, Miami



Shakira



Fajitas, un plato (dish) tex-mex popular

The United States has a varied and fascinating blend of ethnic cultures, of which Hispanic culture is one of the richest and most important. Several factors interact to create this cultural wealth: the differing origins of Hispanics (Mexico, Central America, the Caribbean, South America, and Spain), the historical tendency of different groups to reside in different areas (Cubans in Florida, Puerto Ricans in New York, and Mexicans in states that border Mexico), and the sheer numbers of Hispanics who now live throughout this country.

In the United States, as of 2012, Hispanics represented more than 17 percent of the total population, or more than 53 million people. They comprise the most numerous minority group in the country, and projections indicate that by 2060 Hispanics will constitute 31 percent of the estimated 420 million people who will live in the United States at that time.

Examples of the contributions of Hispanics to American contemporary culture are found everywhere: in architecture, in painting, in the Latin music created in the United States, as well as in the works of popular singers from Hispanic countries. Television broadcasts dozens of programs in Spanish, Hispanic actors star in U.S. movies, and Americans read the works of Hispanic authors. We hear the influence of Spanish in spoken American English, and we see it in the written language as well. American cuisine also contains many foods of Hispanic origin. Did you know that the turkey eaten on Thanksgiving is of Central American origin? And did you know that potatoes originated in the Andean region where Peru and Bolivia are now located? Certainly there are few people in the United States in the 21<sup>st</sup> century who are unfamiliar with tortillas and the foods we make with them, which originated in Mexico and Central America.

### PREGUNTAS

1. Do you like Hispanic music? Can you name some musicians and/or bands of Hispanic origin?
2. How about Hispanic food? How many dishes of Mexican and Central American origin can you name?
3. Can you think of other examples of Hispanic culture that we see on a daily basis?

# ¿Qué estudias?\*



## EN ESTE CAPÍTULO Los Estados Unidos

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Unos estudiantes en el campus universitario

1. Why did you decide to take Spanish in college?
2. Are there Hispanic students at your institution? Is the Hispanic population large there? Do you know where the majority comes from?
3. Do Hispanic students have an association? Do you participate in some of the activities they may organize? Which ones?

\*¿Qué... What do you study?

# TEMA I: Hola, ¿qué tal?

## Vocabulario en acción

### Los saludos, las presentaciones y las despedidas<sup>o</sup>

Los... Greetings, introductions, and good-byes

1.



—Hola, Paula. ¿Cómo estás?  
—Bien, gracias. ¿Y tú?  
—Muy bien, gracias.

2.



—Buenos días, profesora\*  
Peña. ¿Cómo está usted?  
—Regular, profesor  
Galeano. ¿Y usted?  
—Muy bien, gracias.  
—De nada.

3.



—Hasta luego, Jorge.  
—Adiós, Luis.

4.



—Hola. ¿Cómo te llamas?  
—Me llamo Jaime García.  
—Mucho gusto.  
—Igualmente.

5.



—Hola. Soy Guillermo.  
¿Cuál es tu nombre?  
—Mi nombre es Rosa María.  
—Mucho gusto, Rosa María.  
—Igualmente, Guillermo.  
¿De dónde eres?  
—Soy de San José. ¿Y tú?  
—Soy de Nueva York.

\*Use profesora for female professors and profesor for male professors.

## ADDRESSING PEOPLE IN FORMAL AND FAMILIAR SITUATIONS



Hola, ¿cómo está usted?

Spanish has two ways of directly addressing a single person as *you*. **Usted** is used in formal situations, such as with a professor or in a business context. **Tú** is used in familiar situations, such as with family and friends. However, in some Hispanic cultures, it's common for relatives to use **usted** with each other as a sign of respect.

If you're ever unsure whether to use **tú** or **usted**, remember the following simple rule: use **usted** until you're told it's OK to use **tú**. In this textbook, students will be addressed as **tú**.

**SITUACIONES** Indicate whether you should use **tú** or **usted** forms to address people in the following situations.

	TÚ	USTED
1. You bump into the Dean of your college at the library.	<input type="checkbox"/>	<input type="checkbox"/>
2. You greet a classmate in the hallway.	<input type="checkbox"/>	<input type="checkbox"/>

- ▶ To greet someone, you can use one of these expressions.

Hola.	Hello.
Buenos días.	Good morning ( <i>until midday meal</i> ).
Buenas tardes.	Good afternoon ( <i>until evening meal</i> ).
Buenas noches.*	Good evening ( <i>after evening meal</i> ).

- ▶ Here are some expressions you can use to talk about yourself and find out more about someone else.

¿Cómo estás?	How are you ( <i>familiar</i> )?
¿Cómo está usted?	How are you ( <i>formal</i> )?
¿Qué tal?	How's it going?
(Muy) Bien.	(Very) Well.
Regular.	So-so.
¿Y tú?	And you ( <i>fam.</i> )?
¿Y usted?	And you ( <i>form.</i> )?
¿Cómo te llamas?	What's your ( <i>fam.</i> ) (first/last) name?
¿Cuál es tu nombre/apellido?	
¿Cómo se llama usted?	What's your ( <i>form.</i> ) (first/last) name?
¿Cuál es su nombre/apellido?	
Me llamo ...	My (first/last) name is ...
Mi nombre/apellido es ...	
Soy ...	I'm ...
Mucho gusto.	It's a pleasure (to meet you).
Igualmente.	Likewise.
¿De dónde eres?	Where are you ( <i>fam.</i> ) from?
¿De dónde es usted?	Where are you ( <i>form.</i> ) from?
Soy de...	I'm from ...

\*Buenas noches can also be translated as *Good night* and thus used as a way of saying good-bye to someone, as in *Buenas noches, hasta mañana.* (*Good night, see you tomorrow.*)

- ▶ To say good-bye to someone, you can use:
 

Adiós.	Good-bye.
Hasta luego.	See you later.
Hasta mañana.	See you tomorrow.
- ▶ Here are a few polite expressions that you should know.
 

Gracias.	Thank you.
De nada.	You're welcome.

## ACTIVIDADES

**A. Saludos y despedidas.** Indicate the correct responses to complete each dialogue.

1. —Buenos días, señor Osorio.                      a. —Bien. Hasta luego.  
    —\_\_\_\_\_    b. —Buenos días, señora Martínez. ¿Cómo  
    —Bien, gracias. ¿Y usted?    está usted?  
    —\_\_\_\_\_    c. —Hasta luego.  
    —Adiós.    d. —Hola, Miguel. ¿Qué tal?  
    \_\_\_\_\_    e. —Muy bien, gracias.
2. —\_\_\_\_\_
- Bien, gracias. ¿Y tú?
- \_\_\_\_\_
- Hasta mañana.
- \_\_\_\_\_

**B. Respuestas (Answers) lógicas.** Listen to the expressions and select the appropriate answer.

1. a. Adiós.    b. Me llamo Andrea.    c. ¿Cuál es tu nombre?
2. a. Mi nombre es Rose.    b. Mucho gusto.    c. Soy Rose.
3. a. Lisa.    b. Hola. Mucho gusto.    c. ¿Cómo te llamas?
4. a. Me llamo Ana.    b. Soy de Pennsylvania.    c. Muy bien, gracias.
5. a. ¿Cuál es tu apellido?    b. Hasta luego.    c. Buenos días.
6. a. Buenas tardes.    b. Regular.    c. De nada.



**C. Mis (My) compañeros de clase (classmates)**

**PASO 1.** Find at least four classmates that you haven't met yet and have a short conversation with each of them in Spanish. Try to use a variety of greetings and ways to say good-bye.

Write the answers to items 2 and 4 in a chart like the following. Be sure to:

1. greet the person and introduce yourself
2. ask what his or her name is
3. ask how he or she is, or how it's going
4. ask where he or she is from
5. say good-bye

Nombre	Apellido	Origen (ciudad / estado / nación)
Susy	Lake	Monroe, Louisiana

**PASO 2.** Now introduce one of the people above to the rest of the class.

**MODELO** Esta es (*This is*) Susy Lake de Monroe, Louisiana.

## Nota cultural



### LOS SALUDOS



¡Hola! ¿Qué tal?

It is very common for people from Hispanic cultures to shake hands, hug each other, and kiss each other on the cheek when greeting or saying good-bye to someone. Typically, women kiss each other on the cheek whether they are already acquainted or meeting for the first time. The same is true when a man and a woman meet. It is more common for two men to shake hands, although they may hug each other if they are close friends.

### PREGUNTAS

1. What do you think about the Hispanic way of greeting people? What does it say about Hispanic cultures?
2. How does the Hispanic way of greeting people compare to how people greet each other in non-Hispanic cultures?

## El abecedario<sup>o</sup>

El... *The alphabet*

Review the **Abecedario** in Appendix I, then complete these activities.

### ACTIVIDADES

#### A. Buscando en el mapa (*Searching on the map*)

**PASO 1.** Review the sample words and phrases in the third column of the chart in Appendix I. Did you notice that they're all place-names? See how many of these place-names you can find on the three regional maps inside the back cover of *Experience Spanish*. ¡OJO! (*Careful!*) All but two of these place-names can be found on the maps.

**PASO 2.** Now listen to the spelling of some place-names in Spanish, then write the letters you hear and try to figure out what place it is.

1. . . . 2. . . . 3. . . . 4. . . . 5. . . .

#### B. ¡A deletrear! (*Let's do some spelling!*)

**PASO 1.** Jot down this information.

1. your last name
2. your best friend's last name
3. the name of the first street on which you remember living
4. the name of the city where you were born
5. the name of a city in the world that you would like to visit

**PASO 2.** With a partner, take turns spelling your answers for **Paso 1** in Spanish, but not in order. Your partner should guess which item from **Paso 1** you are spelling.

**MODELO** ESTUDIANTE 1: S – M – I – T – H

ESTUDIANTE 2: ¿Es número 1?

E1:\* No.

E2: ¿Es número 2?

E1: ¡Sí!

\*Estudiante 1, Estudiante 2, and so on, will be abbreviated as E1, E2, . . . in Modelos moving forward.







### C. Otros (Other) compañeros de clase

**PASO 1.** Introduce yourself to two more people in the classroom and find out their names and where they are from. You may need to spell your names and places of origin in order to get the information right.

**MODELO** E1: ¿Cómo te llamas y de dónde eres?

E2: Me llamo Kate Allen y soy de Danville, California.

	MODELO	ESTUDIANTE 1	ESTUDIANTE 2
<b>nombre</b>	Kate		
<b>apellido</b>	Allen		
<b>lugar de origen</b>	Danville, California		

**PASO 2.** Then present the information to the class.

**MODELO** Mi compañera se llama Kate Allen y es de Danville, California.

## Los números de 0 a 30°

Los... Numbers from 0 to 30



Uno, dos, tres, cuatro, cinco.

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

- ▶ Note the accents on **dieciséis**, **veintidós**, **veintitrés**, and **veintiséis**.
- ▶ When used as an adjective, **uno** changes to **un** for masculine and **una** for feminine.  
Hay solo **un** hombre aquí. *There's only one man here.*  
Tengo solo **una** tía. *I have only one aunt.*
- ▶ **Veintiuno** changes to **veintiún** or **veintiuna** when used as an adjective.  
Tengo **veintiún** dólares. *I have \$21.*  
Hay **veintiuna** rosas aquí. *There are twenty-one roses here.*

## Nota comunicativa



### Hay AND ¿cuántos/as?

The verb form **hay** means *there is* or *there are*.

**Hay** doce libros en el escritorio. *There are twelve books on the desk.*

**¿Cuántos/as?** is used before plural nouns to ask *how many?* **¿Cuántos?** is used before masculine plural nouns and **¿cuántas?** before feminine ones.

- ¿**Cuántos** estudiantes hay en esta clase? *How many students are there in this class?*
- Hay veinticinco. *There are twenty-five.*
- ¿**Cuántas** personas hay en esta foto? *How many people are there in this photo?*
- Hay siete personas. *There are seven people.*

## ACTIVIDADES

A. Los números. Write out the numbers.

MODELO 4 → cuatro

1. 10	4. 21	7. 28	10. 16
2. 14	5. 6	8. 5	11. 8
3. 7	6. 12	9. 15	12. 1

B. ¿Cuántos dijo? (*How many did he/she say?*) Listen to some short phrases, each containing a number. Jot down the number you hear, as in the model.

### Vocabulario práctico

<b>hombres</b>	men	<b>libros</b>	books
<b>mi</b>	my	<b>escritorio</b>	desk
<b>familia</b>	family	<b>teléfonos celulares</b>	cell phones
<b>clase</b>	class	<b>computadoras</b>	computers
<b>hoy</b>	today	<b>laboratorio</b>	laboratory
<b>mujeres</b>	women		

MODELO (*you hear*) Hay siete hombres en mi familia. →  
(*you write*) siete

### C. Matemáticas

PASO 1. Invent eight mathematical expressions, with answers, using the numbers 1 to 30. ¡OJO! Make sure the answer is also under 30. Create only “plus” and “minus” equations: + (**más**), - (**menos**), = (**son**)

PASO 2. Take turns reading your equations (but *not* the answer) to your partner to see if he or she can provide the correct answer.

MODELO E1: ¿Cuántos son dos más dos?  
E2: Dos más dos son cuatro.



### D. ¿Cuántos créditos tomas (*do you take*)?

PASO 1. Interview three classmates to find out the courses they are taking this semester and the number of credits they have. Jot down their answers.

MODELO E1: ¿Cuántas clases tomas?  
E2: Seis clases.  
E1: ¿Y cuántos créditos?  
E2: Dieciocho créditos.



PASO 2. Now present the information to the rest of the class.

MODELO Sarah toma (*is taking*) seis clases y dieciocho créditos este (*this*) semestre.  
Lucas y Brian toman (*are taking*) dieciséis créditos.