

# PUNTOS DE PARTIDA



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# Puntos de partida



PUNTOS DE PARTIDA, TENTH EDITION

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## It's more than a text. It's a program.

Success in the language classroom requires so much more than just a text. In any language-learning setting, students require numerous and various opportunities to read, write, hear, and speak. *Puntos de partida* sets the standard for Spanish-language teaching. An innovative program that has been continuously refined for today's classroom, *Puntos* delivers proven pedagogy with clear and effective presentations, comprehensive teaching resources, and powerfully adaptive digital tools.

Now in its anniversary Tenth Edition, *Puntos* builds on the holistic, five-skills approach it pioneered. It's the *Puntos* you know. It's the *Puntos* of today.



# Proven Approach

*Puntos* has been the starting point for over a million students beginning to learn Spanish. The best-selling program combines digital innovations with the program's solid foundation and proven approach.

This is what *Puntos* offers that continues to set the standard for Introductory Spanish programs:

- **Comprehensive scope and sequence**

*Puntos'* hallmark approach to vocabulary and grammar focuses on the acquisition of vocabulary during the early stages of language learning (**Capítulo 1: Ante todo**) and then at the start of each chapter throughout the text. Grammar is introduced in thorough explanations, with careful attention given to skill development rather than grammatical knowledge alone.



To this end, the overall organization carefully progresses from formulaic expressions to vocabulary and grammar relevant to daily life and personal interests (studies, family, home, leisure activities), then goes on to prepare students for survival situations (ordering a meal, traveling), and finally branches out to broader themes (current events, social and environment issues). This forward progress is reinforced by a cyclical structure where vocabulary, grammar, and language functions are continuously reviewed and recycled.

- **Clear and effective vocabulary and grammar presentations**

The thorough, effective grammar explanations in *Puntos* are in keeping with the extensive changes made in the ninth edition. These explanations are now even more accessible to students, featuring conversational language, increased clarity, additional examples, and organization of complex, dense explanations into manageable chunks of concise grammar summary. Students will find the grammar explanations to be clear and comprehensible, and particular care has been taken to bolster those grammar points that traditionally prove difficult.

- **Integrated four-skills approach with scaffolded activities that move students from input to open-ended communication**

One of the hallmark features of *Puntos* is its careful sequencing of activities, moving students from controlled to free-form tasks. In the tenth edition, this scaffolding is improved and introduced at the individual activity level. Starting with the very first activity following the grammar explanation, additional *Pasos* have been added to give students the opportunity to use the new grammar in a controlled but more personalized way, facilitating practice and communication with their peers as soon as new concepts are introduced. The activities following each vocabulary topic and grammar point also build up to one or more free-expression activities in which students communicate more independently and creatively.

- **Inclusion of all Spanish-speaking countries**

The tenth edition of *Puntos* highlights the proven concept that introducing students to the Spanish-speaking world goes beyond asking them to simply absorb information about each country. Instead, a few key cultural insights, appearing at various moments throughout each chapter, serve to spark students' interest and, by closing with a question that asks students to reflect on cultural comparisons, encourage them to create personal connections with the cultures of the Spanish-speaking world.

## Práctica y comunicación

### A. Los gustos y preferencias para las vacaciones

**Paso 1. Autoprueba.** Complete las siguientes oraciones con *-a* or *-an*.

1. Me gust\_\_\_\_\_ nadar.
2. Por eso me gust\_\_\_\_\_ las playas caribeñas.
3. A mi familia y a mí nos gust\_\_\_\_\_ esquiar.
4. Por eso nos gust\_\_\_\_\_ las vacaciones de invierno.
5. A mi mejor amigo le gust\_\_\_\_\_ el sol.
6. Por eso siempre le gust\_\_\_\_\_ la República Dominicana para las vacaciones.
7. ¿A ti te gust\_\_\_\_\_ las vacaciones activas o relajantes (*relaxing*)?

**Paso 2.** Use las siguientes frases en oraciones completas para expresar sus gustos.

MODELOS: ¿viajar? → (No) Me gusta viajar.

¿los aviones? → (No) Me gustan los aviones.

- |                                |                           |
|--------------------------------|---------------------------|
| 1. ¿viajar?                    | 5. ¿el invierno?          |
| 2. ¿los viajes con mi familia? | 6. ¿las playas caribeñas? |
| 3. ¿los vuelos?                | 7. ¿los aeropuertos?      |
| 4. ¿el calor?                  | 8. ¿viajar en coche?      |

**Paso 3.** Ahora, en parejas, tórnense para entrevistarse sobre las ideas del Paso 2. Luego díganle al resto de la clase algo que Uds. tienen en común.

MODELO: E1: A mí me gusta viajar. ¿Y a ti?

E2: A mí también. →

A nosotros nos gusta viajar.



# Comprehensive Teaching Resources to Create a Successful Face-to-Face, Hybrid, or Online Class

*Puntos de partida* was designed to provide novice and experienced instructors alike with the tools needed to walk into the classroom—be it face-to-face or online—well-prepared to teach an engaging class. As a comprehensive program, *Puntos* offers a wide array of resources and supporting materials, so it functions as a flexible framework that can be tailored to individual teaching situations and goals. Whether you're using the program for your face-to-face, hybrid, or online class, the wealth of resources sets up both instructors and students for success.

- **New and enhanced instructor's annotations**

The program's user-friendliness and solid teaching support are strengthened in this edition with extensively rewritten annotations in the Instructor's Edition. With improved and added notes, instructors will now find teaching suggestions for each and every grammar presentation and practice activity in the text, with point-by-point suggestions for presenting the material in class, in addition to a wealth of helpful facts and resources, variations on and supplements to the existing material, and suggestions for follow-up and extension. Taking into account that Introductory Spanish classrooms typically contain a mix of true beginners, false beginners, and even heritage speakers, a new streamlined organization and a designated space for expanded suggestions for heritage speakers makes it even easier to meet the needs of students with varying levels of language proficiency.

234 ■ doscientos treinta y cuatro

Capítulo 8 De viaje

#### HERITAGE SPEAKERS

- Hay muchas maneras de decir *autobús* dependiendo del país en que uno se encuentre. Por ejemplo, en México se dice *el camión* o *la ruta* para referirse a un autobús de transporte público. En la Argentina se

dice *el colectivo*, mientras que en las Islas Canarias, las Antillas, Cuba y la República Dominicana, se dice *la guagua*. Sin embargo, la palabra *guagua* significa *bebé, niño* o *infante* en el Perú y en otros países andinos. Pregúnteles a los hispanohablantes qué palabra usan ellos para referirse a un autobús.

(Cont.)

- **Brand-new digital and print testing program**

A key part of the instructor resources available with *Puntos* is the comprehensive testing program, now completely rewritten and available in both print and digital formats. Whether you use the testing program as a model to customize your own tests, or you want to quickly and easily assign existing exams or poolable questions to your students, the new testing program offers multiple versions for each chapter from which instructors can draw.

- **Updated supplemental activities manual**

The tenth edition can be accompanied by the updated *Supplementary Materials to Accompany Puntos de partida*, by Sharon Foerster. The supplementary materials are an updated teacher's guide to *Puntos* and consist of worksheets, short pronunciation practice, listening exercises, grammar worksheets, integrative communication-building activities, comprehensive chapter reviews, and language games.

- **In-class grammar and culture presentations on Connect under the Library tab**

Connect houses other important resources to support instruction. In addition to the Instructor's Manual and an Instructor's Guide for Connect, you will find a digital Image Bank to support your classroom presentations and activities, as well as updated cultural and grammar content for in-class use. With engaging images and cultural facts about the countries of focus, the updated Cultural PowerPoint Presentations offer students additional contact with culture, and offer the instructor detailed notes and suggestions for how to present these in class. To build on the grammar presentations in the text, Grammar PowerPoint Presentations provide an additional way for students to absorb grammatical knowledge, which is especially useful for hard-to-grasp concepts where students often benefit from multiple and varied modes of presentation.





# Engaging and Immersive Digital Tools

Connect is the most powerful and flexible course management system available. Rooted in research on effective student learning practices, the platform integrates adaptive learning tools with dynamic, engaging language practice activities. The result is better student learning of the Spanish language.

- **A personalized and adaptive learning and teaching 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 and experience, from true beginners to heritage speakers. So how do you know what to teach and to whom?

McGraw-Hill's LearnSmart provides each student with a personalized and adaptive learning experience based on individual needs. As the 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 those areas where the student needs the most help. Each student learns and masters core vocabulary and grammar at his or her own pace and comes to class better prepared to communicate in the target language.

And just as no two students learn a language the same way, no two Spanish courses are taught the same way. Connect provides the instructor with both the ability and flexibility to pull from the robust set of content available in the platform and craft a unique learning path based on the goals of the course. Be it in a face-to-face, hybrid, or fully online course, Connect can adapt to you and to your students to create the ideal learning environment.

- **Student-centered**

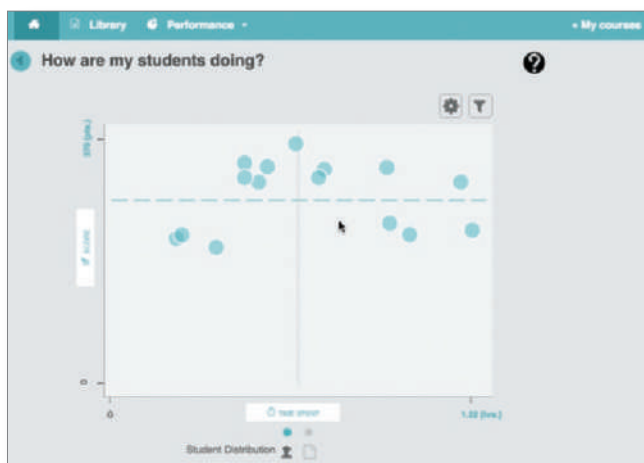
Students learn best when they are involved and interested in the material being taught. *Practice Spanish: Study Abroad*, the market's first 3-D immersive language game designed exclusively by McGraw-Hill Education, brings the language to the students in a fun, engaging, and immersive gaming experience. Students "study abroad" virtually in Colombia where they will create their very own avatar, live with a host family, make new friends, and navigate a variety of real-world scenarios using their quickly developing Spanish language skills. Students earn points and rewards for successfully accomplishing these tasks via their smartphones, tablets, and computers, and instructors have the ability to assign specific tasks, monitor student achievement, and incorporate the game into the classroom experience. *Practice Spanish: Study Abroad* is available upon request. Your Learning Technology Representative can provide more information.

- **Robust data**

Instructors and students alike want to know how students are performing in the course and where they can improve. The powerful reporting tools in Connect surface actionable data to both instructors and students so steps can be taken by both groups to ensure student success.

The first and only analytics tool of its kind, Connect Insight is a series of visual data displays—each framed by an intuitive question—to provide instructors at-a-glance information regarding how your class is doing. Connect Insight provides analysis on five key insights, available at a moment’s notice from your Connect course.

LearnSmart provides powerful reports to view student progress by module and detail with completion breakdown, along with class performance data, frequency of missed questions, and a view into the most challenging learning objectives. Metacognitive reports allow instructors to view statistics on how knowledgeable their students are about their own comprehension and learning. What’s more, LearnSmart provides students their own progress reports so they can take full responsibility for their own learning.



# WHAT'S NEW

## Functional design and easy reference

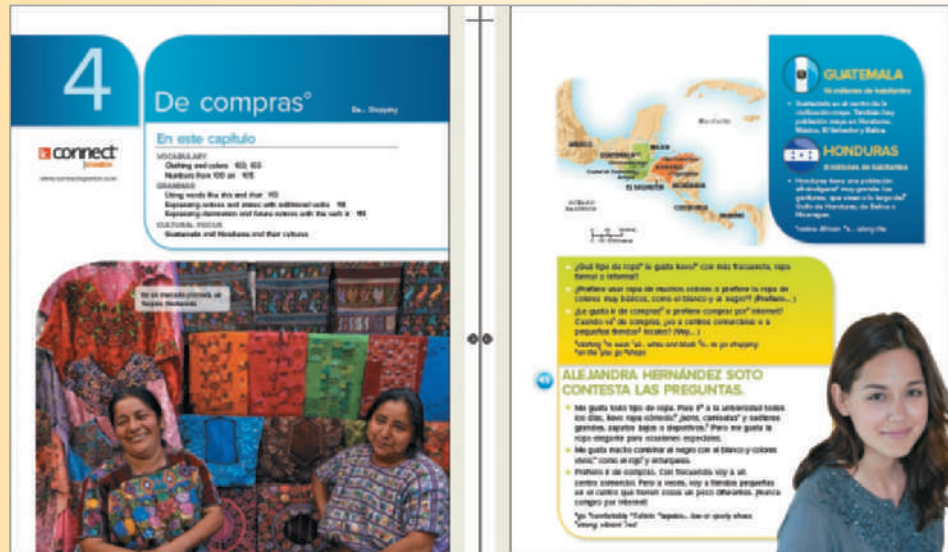
- Identifiable goals: Each chapter opener details what students can hope to accomplish.
- Significance of color: Updated color patterns allow for easy navigation and concept identification.
- Visually fresh: Many new photos, realia, and updated drawings.

## Solidifying grammar and vocabulary

- Clarity: Grammar explanations are simpler and more straightforward, with particular care given to points that are often challenging for students.
- Grammar summaries: Short summaries now appear at the end of all grammar explanations.
- More input: More models in the target language to guide students through activities.
- Seamless progression: *Práctica* and *Conversación* are now a single section, *Práctica y comunicación*, for seamless transition from controlled to free-form activities, while maintaining careful sequencing. Each initial activity in *Práctica y comunicación* incorporates an *Autoprueba* for students to check their comprehension and builds up to personalized and communicative grammar practice.
- Self-checks: *En resumen* now includes a chapter-ending checklist for students to assess their progress toward attaining the goals stated at the beginning of the chapter.

## New opportunities for communicative practice

- Chapter opener: New personal chapter opener questions and answers from native speakers from various parts of the Spanish-speaking world get students listening and talking in the target language from the very first page of each chapter.
- Communicative grammar practice: Grammar activity sections are scaffolded to carefully move students into free-form practice activities after each grammar point.
- *Producción personal*: This new chapter-ending section guides students to create a capstone portfolio of writing, speaking, and filming activities.
- Information gap activities: New activities designed for every chapter.



## Integrated culture

- Culturally based activities: More grammar and vocabulary exercises center on cultural context.
- *Algo sobre...* : Appearing three to four times per chapter, these new windows into the countries of focus weave culture into the linguistic workflow.
- *A leer*: Readings are simplified and include more interactive activities (*Y ahora, Uds.*).
- *Un poco de todo*: Each section starts with a *Lengua y cultura* activity to practice newly acquired and recycled grammar and vocabulary.

## Video integration:

- In each chapter, the *Salu2* (formerly *Telepuntos*) video is divided into two shorter segments, one that is integrated into the vocabulary presentation, providing the opportunity for additional practice, and one that remains at the end of the chapter to reinforce a variety of skills.



## Digital tools

- Embedded audio: Audio recordings throughout the ebook; students hear new vocabulary as it is introduced.
- LearnSmart: Grammar modules for every grammar topic and updated vocabulary modules.
- *Practice Spanish: Study Abroad*: This interactive 3D game, accessible on computers and mobile devices, immerses students in a virtual study abroad experience in Colombia. *Practice Spanish* facilitates real-world application that integrates culture, grammar, and vocabulary.
- English grammar guides: Assignable explanations and practice with basic grammar concepts in English.

## Instructor resources

- Even more comprehensive instructor annotations: Strengthened and reorganized annotations have consistent suggestions for expansion, oral practice, and grammar explanations.
- Well-organized: Easy-to-navigate Annotated Instructor's Edition with a dedicated area for heritage speakers.
- Testing program: Completely revised in both digital and print forms.

# ABOUT THE AUTHORS

**Thalia Dorwick** retired as McGraw-Hill's Editor-in-Chief for Humanities, Social Sciences, and Languages. For many years she was also in charge of McGraw-Hill's World Languages college list in Spanish, French, Italian, German, Japanese, and Russian. She has taught at Allegheny College, California State University (Sacramento), and Case Western Reserve University, where she received her Ph.D. in Spanish in 1973. She was recognized as an Outstanding Foreign Language Teacher by the California Foreign Language Teachers Association in 1978. Dr. Dorwick is the coauthor of several textbooks and the author of several articles on language teaching issues. She is a frequent guest speaker on topics related to language learning, and she was also an invited speaker at the II Congreso Internacional de la Lengua Española, in Valladolid, Spain, in October 2001. In retirement, she consults for McGraw-Hill, especially in the area of world languages, which is of personal interest to her. She is a Vice President of the Board of Trustees of Case Western Reserve University and a past President of the Board of Directors of Berkeley Repertory Theatre.

**Ana María Pérez-Gironés** is an Adjunct Associate Professor of Spanish at Wesleyan University, Middletown, Connecticut, where she teaches and coordinates Spanish language courses. She received a

Licenciatura en Filología Anglogermánica from the Universidad de Sevilla in 1985, and her M.A. in General Linguistics from Cornell University in 1988. Professor Pérez-Gironés' professional interests include second language acquisition and the use of technology in language learning. She is a coauthor of *A otro nivel, Puntos en breve*, Second Edition, and *¿Qué tal?*, Seventh Edition. She is also a coauthor of the Student Manuals for Intermediate Grammar Review and Intensive and High Beginner Courses that accompany *Nuevos Destinos*.

**Anne Becher** received her M.A. in Hispanic Linguistics in 1992 from the University of Colorado—Boulder, and now coordinates the Beginning Spanish One course and teaches pedagogy and methods courses for the Department of Spanish and Portuguese there. She has taught beginning through advanced levels of Spanish since 1996, including several years teaching Modified Spanish classes for students with difficulty learning languages. She has published several reviews in *Hispania*, presents frequently at the Colorado Congress of Foreign Language Teachers (CCFLT) conferences, and has served on the boards of CCFLT and the Colorado chapter of American Association of Teachers of Spanish and Portuguese. She co-edited the bilingual literary journal *La selva subterránea* from 1987–1996.

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An Invitation to

## Puntos de partida

means *points of departure* in Spanish. This program will be your point of departure for learning Spanish and for learning about Hispanic cultures. With *Puntos de partida*, you will get ready to communicate with Spanish speakers in this country and in other parts of the Spanish-speaking world. To speak a language means much more than just learning its grammar and vocabulary. To know a language is to know the people who speak it. For this reason, *Puntos de partida* will provide you with cultural information to help you understand and appreciate the traditions and values of Spanish-speaking people all over the world. Get ready for the adventure of learning Spanish!

Puntos  
de partida

# 1

## Ante todo°

Ante... *First of all*

 **connect**  
| SPANISH

[www.connectspanish.com](http://www.connectspanish.com)

### En este capítulo°

En... *In this chapter*

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- Telling time 17

#### CULTURAL FOCUS

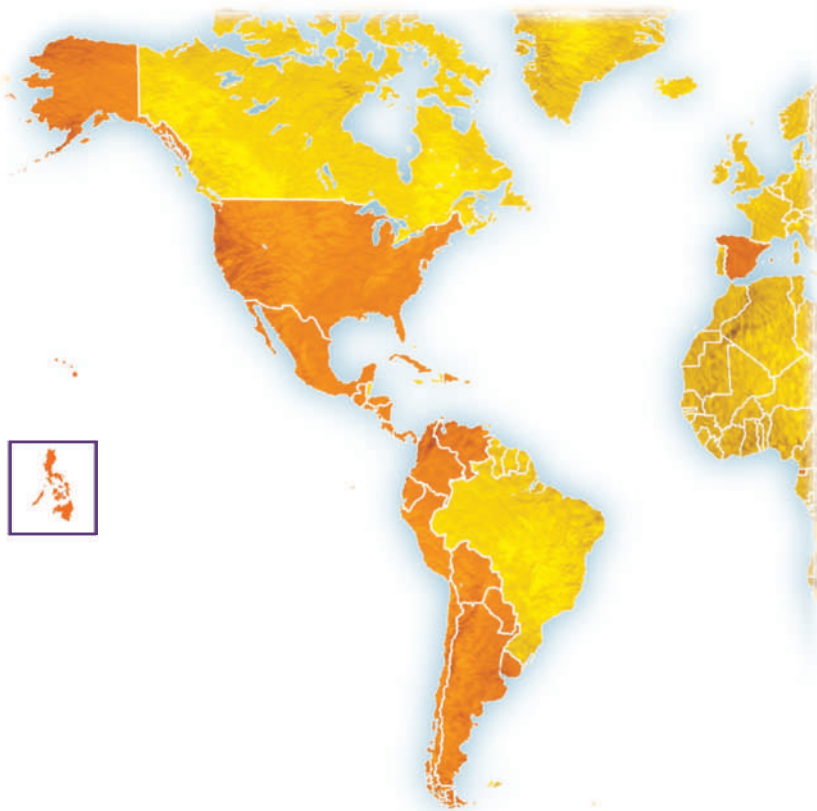
The Spanish-speaking world

Zócalo (*Main Plaza*),  
México, D.F., México



Parque Güell, Barcelona, España





## EL MUNDO HISPANOHABLANTE<sup>a</sup>

- El español es la lengua que más se habla<sup>b</sup> en el mundo<sup>c</sup> después del<sup>d</sup> mandarín. Más de<sup>e</sup> 500 (quinientas) millones de personas hablan español.
- Es la lengua oficial de 20 (veinte) naciones y de Puerto Rico.

<sup>a</sup>El...*The Spanish-speaking world* <sup>b</sup>la...*the language spoken most* <sup>c</sup>world <sup>d</sup>después...*after* <sup>e</sup>Más...*More than*

- ¡Hola! ¿Cómo está usted?<sup>a</sup>
- ¿Cómo se llama?<sup>b</sup>
- ¿De dónde es?<sup>c</sup>
- ¿Cómo es usted?<sup>d</sup>

<sup>a</sup>¡Hola!... *Hello! How are you?* <sup>b</sup>¿Cómo... *What's your name?*  
<sup>c</sup>¿De... *Where are you from?* <sup>d</sup>¿Cómo... *What are you like?*



## ALEJANDRA HERNÁNDEZ SOTO CONTESTA LAS PREGUNTAS.<sup>a</sup>

- ¡Hola! Estoy<sup>b</sup> muy bien. ¿Y usted?<sup>c</sup>
- Me llamo Alejandra Hernández Soto.
- Soy de<sup>d</sup> Guanajuato, México.
- ¿Cómo soy?<sup>e</sup> Optimista, responsable, sentimental y muy independiente. ¿Y cómo es usted?

<sup>a</sup>contesta... *answers the questions* <sup>b</sup>I am <sup>c</sup>¿Y... *And (how are) you?*  
<sup>d</sup>Soy... *I'm from* <sup>e</sup>¿Cómo... *What am I like?*



## Saludos° y expresiones de cortesía

Greetings

Here are some words, phrases, and expressions for meeting and greeting others in Spanish. Can you tell the difference between those that are formal and those that are more informal or familiar (as on a first-name basis)?

### Situaciones formales

- ELISA VELASCO: Buenas tardes, señor Gómez.  
 MARTÍN GÓMEZ: Muy buenas, señora Velasco. ¿Cómo está?  
 ELISA VELASCO: Bien, gracias. ¿Y usted?  
 MARTÍN GÓMEZ: Muy bien, gracias. Hasta luego.  
 ELISA VELASCO: Adiós.
- LUPE: Buenos días, profesor.  
 MARTÍN GÓMEZ: Buenos días. ¿Cómo se llama usted, señorita?  
 LUPE: Me llamo Lupe Carrasco.  
 MARTÍN GÓMEZ: Mucho gusto, Lupe.  
 LUPE: Igualmente.



### Situaciones informales

- JOSÉ: ¡Hola, Carmen!  
 CARMEN: ¿Qué tal, José? ¿Cómo estás?  
 JOSÉ: Muy bien. ¿Y tú?  
 CARMEN: Regular. Nos vemos mañana, ¿eh?  
 JOSÉ: Bien. Hasta mañana.
- MIGUEL RENÉ: Hola. Me llamo Miguel René. ¿Y tú?  
 ¿Cómo te llamas?  
 KARINA: Me llamo Karina. Mucho gusto.  
 MIGUEL RENÉ: Encantado, Karina. Y, ¿de dónde eres?  
 KARINA: Soy de Venezuela. ¿Y tú?  
 MIGUEL RENÉ: Yo soy de México.

Translations of short dialogues like the ones on this page will always be at the foot of the page, but you should try to read them without the translations first!

- EV: Good afternoon, Mr. Gómez. MG: Afternoon, Mrs. Velasco. How are you? EV: Fine, thank you. And you? MG: Very well, thanks. See you later. EV: Bye.
- L: Good morning, professor. MG: Good morning. What's your name, miss? L: My name is Lupe Carrasco. MG: Nice to meet you, Lupe. L: Likewise.
- J: Hi, Carmen! C: How's it going, José? How are you? J: Very well. And you? C: OK. See you tomorrow, OK? J: Fine. Until tomorrow.
- MR: Hello. My name is Miguel René. And you? What's your name? K: My name is Karina. Nice to meet you. MR: Nice to meet you, Karina. And where are you from? K: I'm from Venezuela. And you? MR: I'm from Mexico.

Note the use of **red** to highlight aspects of Spanish that you should pay special attention to.

**¡OJO!\***  
There is no Spanish equivalent for *Ms.*; use **Sra.** or **Srta.**, as appropriate.

**¡OJO!**  
Note the accent marks on Spanish words that ask questions.

	formal	informal
<b>títulos</b>	<b>señor (Sr.)</b> Mr. <b>señora (Sra.)</b> Mrs., ma'am <b>señorita (Srta.)</b> Miss <b>profesor</b> ( <i>for a man</i> ) <b>profesora</b> ( <i>for a woman</i> )	
<b>saludos</b>	<b>buenos días</b> good morning <b>buenas tardes</b> good afternoon/evening <b>buenas noches</b> good evening/night <b>(muy) buenas</b> good day ( <i>any time</i> )	<b>hola</b> hi
<b>preguntas (questions)</b>	<b>¿Cómo está?</b> How are you? <b>¿Y usted?</b> And you? <b>—¿Cómo se llama (usted)?</b> <b>—Me llamo...</b> "What's your name?" "My name is . . ."	<b>¿Cómo estás?</b> } How are <b>¿Qué tal?</b> } you? <b>¿Y tú?</b> } And you? <b>—¿Cómo te llamas (tú)?</b> <b>—Me llamo...</b> "What's your name?" "My name is . . ."
	<b>—¿De dónde es (usted)?</b> <b>—(Yo) Soy de...</b> "Where are you from?" "I'm from . . ."	<b>—¿De dónde eres (tú)?</b> <b>—(Yo) Soy de...</b> "Where are you from?" "I'm from . . ."

## Nota cultural

### Los saludos en el mundo<sup>o</sup> hispano *world*

Hispanics all over the world hug and kiss when they are greeting each other a lot more frequently than do non-Hispanics in this country. Younger people especially greet in this way, even when they have just met. Two men will typically hug or pat each other on the back, and if they are family, they will sometimes give a kiss on the cheek and embrace, just like women do.



¿Qué pasa, hombre? (*What's up, man?*)



How do you greet your friends? Your relatives?

**Así se dice** (*That's how it's said*) introduces optional vocabulary from the Spanish-speaking world.

### Así se dice

The following greetings express *What's up?*, *What's happening?*, or *How's it going?*

¿Qué hay? ¿Qué pasa?  
¿Qué hubo? ¿Qué onda?  
(Mexico)

The phrase **por nada** is an alternative to **de nada**.

## Nota comunicativa

### Más<sup>o</sup> expresiones de cortesía

More

—Encantado. ( <i>for a man</i> )	} "Nice to meet you."	<b>por favor</b>	please ( <i>also used to get someone's attention</i> )
—Encantada. ( <i>for a woman</i> )		<b>perdón</b>	pardon me, excuse me ( <i>to ask forgiveness or to get someone's attention</i> )
—Mucho gusto.			
—Igualmente.	"Likewise."		
<b>Gracias.</b>	Thanks. Thank you.	<b>(con) permiso</b>	pardon me, excuse me ( <i>to request permission to pass by or through a group of people</i> )
<b>Muchas gracias.</b>	Thank you very much.		
<b>De nada. / No hay de qué.</b>	You're welcome.		

You will use these expressions in **Comunicación**.

\*¡OJO! means Watch out! or Pay attention! in Spanish.

## Comunicación

**A. Expresiones de cortesía.** How many different ways can you respond to the following greetings and phrases?

1. Buenas tardes.
2. Adiós.
3. ¿Qué tal?
4. Hola
5. ¿Cómo está?
6. Buenas noches.
7. Muchas gracias.
8. Hasta mañana.
9. ¿Cómo se llama usted?
10. Mucho gusto.
11. ¿De dónde eres?
12. Buenos días.



**B. Situaciones.** If the following people met or passed each other at the times given, what might they say to each other? Role-play the situations with a classmate.

1. Mr. Santana and Miss Pérez, at 5:00 P.M.
2. Mrs. Ortega and Pablo, at 10:00 A.M.
3. Ms. Hernández and Olivia, at 11:00 P.M.
4. you and a classmate, just before your Spanish class

**C. Situaciones.** What would you say in Spanish in the following situations?

1. Your classmate passes you a handout from the professor.
2. You need to be excused from class to go to the restroom.
3. You just dropped your drink on a friend's book.
4. Your professor thanks you for opening the door for her.
5. You need your professor's attention.



**D. Más (More) situaciones.**

Are the people in this drawing saying **por favor**, **con permiso**, or **perdón**? ¡OJO! More than one response is possible for some items.



**E. Entrevista (Interview)**

**Paso (Step) 1.** Turn to a person sitting next to you and do the following.

- Greet him or her appropriately, that is, with informal forms.
- Ask how he or she is.
- Find out his or her name.
- Ask where he or she is from.
- Conclude the exchange.

**Paso 2.** Now have a similar conversation with your instructor, using the appropriate formal or familiar forms, according to your instructor's request.

## Pronunciación: Las vocales:° *a, e, i, o, u* vowels

There is a very close relationship between the way Spanish is written and the way it is pronounced. This makes it relatively easy to learn the basics of Spanish spelling and pronunciation.

Many Spanish sounds, however, do not have an exact equivalent in English, so you can't always trust English to be your guide to Spanish pronunciation. Even words that are spelled the same in both languages are usually pronounced quite differently.

English vowels can have many different pronunciations or may be silent. Spanish vowels are always pronounced, and they are almost always pronounced in the same way. They are always short and tense. They are never drawn out with a *u* or *i* glide as in English: **lo** ≠ *low*; **de** ≠ *day*.

- a:** pronounced like the *a* in *father*, but short and tense
- e:** pronounced like the *e* in *they*, but without the *i* glide
- i:** pronounced like the *i* in *machine*, but short and tense\*
- o:** pronounced like the *o* in *home*, but without the *u* glide
- u:** pronounced like the *u* in *rule*, but short and tense

### ¡OJO!

The *uh* sound or schwa (which is how most unstressed vowels are pronounced in English: **canal**, **waited**, **atom**) does not exist in Spanish.

## Práctica

**A. Palabras (Words).** Repeat the following words after your instructor.

1. hasta tal nada mañana natural normal fascinante
2. me qué Pérez Elena rebelde excelente elegante
3. sí señorita permiso terrible imposible tímido Ibiza
4. yo con como noches profesor señor generoso
5. uno usted tú mucho Perú Lupe Úrsula

**B. Nombres.** Here is a table of the 10 Spanish names most frequently given to Hispanic babies (male and female) in the U.S. in 2012 (**dos mil doce**).

Los 10 nombres de bebé preferidos por los hispanos en el 2012	
Niño	Niña
Santiago	Sofía
Matías	Isabella
Sebastián	Valentina
Mateo	Camila
Nicolás	Valeria
Alejandro	Luciana
Samuel	Ximena/Jimena
Diego	Mariana
Daniel	María José
Benjamín	Victoria

From Fox News Latino

**Paso 1.** Can you find the Spanish word for *boy*? for *girl*? for the phrase *preferred by Hispanics*?

**Paso 2.** Working in pairs, try to give the English version of some of these names. Say the Spanish names aloud and, as you do, focus on the different pronunciation and spelling as compared to English. **¡OJO!** One name in the list is not really Spanish. After studying **El alfabeto español** on page 8, you will know which one it is.

**Paso 3.** In pairs, make a list of other Hispanic first names you know and say them out loud, trying to pronounce them in Spanish.

\*The word **y** (and) is also pronounced like the letter **i**, as is the letter **y** at the end of a word: ¡**ay!**



## El alfabeto español

### ¡OJO!

The **rr** combination occurs frequently in Spanish, but it is not a separate letter.

The Spanish *alphabet* (**el alfabeto** or **el abecedario**) is slightly different from the English alphabet.

- It has 27 letters (not 26).
- The extra letter is **ñ**.
- The letters **k** and **w** appear only in words borrowed from other languages.

Letters	Names of Letters	Examples	Pronunciation	
a	a	Antonio <b>A</b> na	like Spanish <b>v</b> <b>c + a/o/u</b> = like English <i>k</i> ; <b>c + e/i</b> = like English <i>s</i> (in Spain, a <i>th</i> sound)	
b	be	Benito <b>B</b> lanca		
c	ce	Carlos <b>C</b> ecilia		
d	de	Domingo <b>D</b> olores		
e	e	Eduardo <b>E</b> lena		
f	efe	Felipe <b>F</b> rancisca		
g	ge	Gerardo <b>G</b> loria		
h	hache	Héctor <b>H</b> ortensia		
i	i	Ignacio <b>I</b> nés		
j	jota	José <b>J</b> uana		
k	ca (ka)	(Karl) <b>K</b> (arina)	like hard English <i>h</i> ; similar to <b>g + e/i</b> like English <i>k</i> like English <i>l</i> ; when doubled ( <b>ll</b> ), like <i>y</i> in English <i>yes</i>	
l	ele	Luis <b>L</b> ola		
m	eme	Manuel <b>M</b> aría		
n	ene	Nicolás <b>N</b> ati		
ñ	eñe	Íñigo <b>Ñ</b> iego		
o	o	Octavio <b>O</b> livia		
p	pe	Pablo <b>P</b> ilar		
q	cu	Enrique <b>Q</b> uique		
r	ere	Álvaro <b>R</b> osa		
s	ese	Salvador <b>S</b> ara		like <i>ny</i> in English <i>canyon</i>
t	te	Tomás <b>T</b> eresa		
u	u	Agustín <b>U</b> rsula		
v	uve	Víctor <b>V</b> ictoria		
w	doble uve	(Oswaldo) <b>W</b> (ilma)		
x	equis	Xavier <b>X</b> imena		
y	ye	Pelayo <b>Y</b> olanda		
z	ceta (zeta)	Gonzalo <b>Z</b> oila		
			like <i>tt</i> in English <i>butter</i> ; trilled at beginning of a word or as <b>rr</b>	

## Práctica

**A. Pronunciación.** Match the Spanish letters with their equivalent pronunciation and pronounce the example words.

### EXAMPLES/SPELLING

1. \_\_\_\_\_ mucho: **ch**
2. \_\_\_\_\_ Geraldo: **ge** (also: **gi**); Jiménez: **j**
3. \_\_\_\_\_ hola: **h**
4. \_\_\_\_\_ gusto: **gu** (also: **ga**, **go**)
5. \_\_\_\_\_ me llamo: **ll**
6. \_\_\_\_\_ señor: **ñ**
7. \_\_\_\_\_ profesora: **r**
8. \_\_\_\_\_ Ramón: **r** (to start a word); burro: **rr**
9. \_\_\_\_\_ nos vemos: **v**

### PRONUNCIATION

- a. like the *g* in English *garden*
- b. similar to *tt* of *butter* when pronounced very quickly
- c. like *ch* in English *cheese*
- d. like Spanish **b**
- e. similar to a “strong” English *h*
- f. like *y* in English *yes*
- g. a trilled sound, several Spanish **r**’s in a row
- h. like the *ny* sound in *canyon*
- i. never pronounced

## B. ¿Cómo se escribe... ? (How do you write ... ?)

**Paso 1.** Pronounce these U.S. place names in Spanish. Then spell the names aloud in Spanish. All of them are of Hispanic origin: **Toledo, Los Ángeles, Montana, Colorado, El Paso, Florida, Las Vegas, Amarillo, San Francisco.**

**Paso 2.** Spell your own name aloud in Spanish, and listen as your classmates spell their names. Try to remember as many of their names as you can.

MODELO: Me llamo María: **M** (eme) **a** (a) **r** (ere) **í** (i con acento) **a** (a).



## Nota comunicativa

### Los cognados

As you study Spanish, note that many Spanish and English words are similar or identical in form and meaning. These related words are called *cognates* (**los cognados**). It's useful to begin recognizing and using cognates immediately; they will help you enrich your Spanish vocabulary and develop language proficiency more quickly. Here are some examples.

#### TO DESCRIBE PEOPLE

cruel	optimista
elegante	paciente
idealista	pesimista
importante	responsable
independiente	sentimental
inteligente	terrible
interesante	tolerante

#### TO NAME PLACES AND THINGS

banco	hotel
bar	museo
café	oficina
clase	parque
diccionario	teatro
estudiante	teléfono
examen	televisión

You will practice this vocabulary throughout this chapter.

## ¿Cómo es usted? (Part 1)



Ángela Suárez del Pino



Ismael Figueroa García

1. —¿Quién **es usted** y cómo **es**?  
— **Soy** Ángela Suárez del Pino.  
**Soy** optimista y tolerante.

Remember to watch for the words in **red**. Check the translation at the bottom of the page only if you need to.

2. —¿Quién **eres tú**?  
— Me llamo Ismael Figueroa García y **soy** estudiante de universidad.  
—Ismael, ¿cómo **eres**?  
— **Soy** inteligente, romántico y responsable.

1. "Who are you and what are you like? "I'm Ángela Suárez del Pino. I'm optimistic and tolerant."

2. "Who are you?" "My name is Ismael Figueroa García, and I'm a university (college) student." "Ismael, what are you like?" "I'm intelligent, romantic, and responsible."