

**HOLT**

**SPANISH 1**

# **iExprésate!**<sup>®</sup>

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**Sylvia Madrigal Velasco**

**Ana Beatriz Chiquito**

**Stuart Smith**

**John McMinn**



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# Holt Teacher Advisory Panel

As members of the **Holt World Languages Teacher Advisory Panel**, the following teachers made a unique and invaluable contribution to the *¡Exprésate!* Spanish program. They generously shared their experience and expertise in a collaborative group setting and helped refine early materials into the program design represented in this book. We wish to thank them for the many hours of work they put into the development of this program and for the many ideas they shared.

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# Contenido en breve

Table of Contents .....	vi
El español, ¿por qué? .....	xvi
Frases útiles .....	xx
Nombres comunes .....	xxi
Instrucciones .....	xxii
Sugerencias para aprender el español ...	xxiii

## España

Geocultura .....	xxiv
Capítulo 1 .....	4
Integración Capítulo 1 .....	36

## Puerto Rico

Geocultura .....	38
Capítulo 2 .....	42
Integración Capítulos 1-2 .....	74

## Texas

Geocultura .....	76
Capítulo 3 .....	80
Integración Capítulos 1-3 .....	112

## Costa Rica

Geocultura .....	114
Capítulo 4 .....	118
Integración Capítulos 1-4 .....	150

## Chile

Geocultura .....	152
Capítulo 5 .....	156
Integración Capítulos 1-5 .....	188

## México

Geocultura .....	190
Capítulo 6 .....	194
Integración Capítulos 1-6 .....	226

## Argentina

Geocultura .....	228
Capítulo 7 .....	232
Integración Capítulos 1-7 .....	264

## La Florida

Geocultura .....	266
Capítulo 8 .....	270
Integración Capítulos 1-8 .....	302

## La República Dominicana

Geocultura .....	304
Capítulo 9 .....	308
Integración Capítulos 1-9 .....	340

## Perú

Geocultura .....	342
Capítulo 10 .....	346
Integración Capítulos 1-10 .....	378

## Literatura y variedades

España .....	382
Puerto Rico .....	384
Texas .....	386
Costa Rica .....	388
Chile .....	390
México .....	392
Argentina .....	394
La Florida .....	396
La República Dominicana .....	398
Perú .....	400

## Mapas

La Península Ibérica .....	R2
México .....	R3
Estados Unidos de América .....	R4
América Central y las Antillas .....	R5
América del Sur .....	R6

Vocabulario adicional .....	R7
Expresiones de ¡Exprésate! .....	R13
Síntesis gramatical .....	R17
Vocabulario español-inglés .....	R25
Vocabulario inglés-español .....	R43
Índice gramatical .....	R51
Agradecimientos .....	R54





# España

## Capítulo 1 ¡Empecemos! ..... 4

### OBJETIVOS

In this chapter, you will learn to

- ask someone's name and how someone is
- introduce someone
- say where you and others are from
- give phone numbers, the time, the date, and the day
- spell words and give e-mail addresses



### Geocultura

Mapas de España ..... xxiv-1, R2

Almanaque ..... xxiv

A conocer España ..... 2



Molinos de viento, España



### En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**

### Variedades

### Vocabulario *en acción* 1 ..... 6

- Greetings and Goodbyes

### Gramática *en acción* 1 ..... 12

- Using subjects and verbs in sentences
- Using subject pronouns

### Cultura ..... 16

- Comparaciones
- Comunidad

### Vocabulario *en acción* 2 ..... 18

- Numbers 0-31
- Telling time
- Days of the week and months of the year
- Alphabet

### Gramática *en acción* 2 ..... 24

- Using the verb **ser**
- Punctuation marks and written accents

### Novela ..... 28

¿Quién será? Episodio 1

### Leamos y escribamos ..... 30

Participa en el club de español (Leamos)

La página Web del club de español (Escribamos)

### Prepárate para el examen ..... 32

### Repaso de gramática y vocabulario ..... 34

- Letra y sonido
- Trabalenguas
- Dictado

### Integración (Repaso acumulativo) Capítulo 1 ..... 36

### Literatura y variedades

El Museo del Prado (folleto) ..... 382





# Puerto Rico

## Capítulo 2 A conocernos ..... 42

### Vocabulario *en acción* 1 ..... 44

- Describing friends
- Numbers 32–100

### Gramática *en acción* 1 ..... 48

- Using **ser** with adjectives
- Gender and adjective agreement
- Forming questions

### Cultura ..... 54

- Comparaciones
- Comunidad

### Vocabulario *en acción* 2 ..... 56

- Likes and dislikes

### Gramática *en acción* 2 ..... 60

- Using nouns with definite articles
- Using **gustar**, **¿por qué?**, and **porque**
- Using the preposition **de**

### Novela ..... 66

¿Quién será? Episodio 2

### Leamos y escribamos ..... 68

- ¿Qué color prefieres? (Leamos)
- Mi personalidad (Escribamos)

### Prepárate para el examen ..... 70

### Repaso de gramática y vocabulario ..... 72

- Letra y sonido • Trabalenguas • Dictado

### Integración (Repaso acumulativo) Capítulos 1–2 ..... 74

### Literatura y variedades

El coquí (artículo) ..... 384

## OBJETIVOS

In this chapter, you will learn to

- describe people
- ask someone's age and birthday
- talk about what you and others like
- describe things



## Geocultura

- Mapas de Puerto Rico ... 38, R5
- Almanaque ..... 38
- A conocer Puerto Rico ..... 40



El Morro, San Juan, Puerto Rico



Video/DVD

## En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramaVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**

**Variedades**





# Texas

## Capítulo 3 ¿Qué te gusta hacer? ..... 80

### OBJETIVOS

In this chapter, you will learn to

- talk about what you and others like to do
- talk about what you want to do
- talk about everyday activities
- say how often you do things



### Geocultura

Mapas de Texas ..... 76, R4

Almanaque ..... 76

A conocer Texas ..... 78



Paisaje típico tejano



### En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**
- Variedades**

Vocabulario **en acción 1** ..... 82

- Sports and leisure activities

Gramática **en acción 1** ..... 86

- Using **gustar** with infinitives
- Using pronouns after prepositions
- Using **querer** with infinitives

Cultura ..... 92

- Comparaciones
- Comunidad

Vocabulario **en acción 2** ..... 94

- Weekend activities

Gramática **en acción 2** ..... 98

- Using regular **-ar** verbs
- Using **ir** and **jugar**
- Using weather expressions

Novela ..... 104

¿Quién será? Episodio 3

Leamos y escribamos ..... 106

Los cuatro elementos (Leamos)

Horario de actividades (Escribamos)

Prepárate para el examen ..... 108

Repaso de gramática y vocabulario ..... 110

- Letra y sonido
- Trabalenguas
- Dictado

Integración (Repaso acumulativo) Capítulos 1–3 ..... 112

Literatura y variedades

Obras de Carmen Lomas Garza (comentarios) ..... 386







# Costa Rica

## Capítulo 4 La vida escolar ..... 118

### Vocabulario *en acción* 1 ..... 120

- School supplies and items needed for school
- Classes

### Gramática *en acción* 1 ..... 124

- Using indefinite articles, **¿cuánto?**, **mucho**, and **poco**
- Using **tener** and **tener** idioms
- Using **venir** and **a la/las** with time

### Cultura ..... 130

- Comparaciones
- Comunidad

### Vocabulario *en acción* 2 ..... 132

- School events
- Places at school

### Gramática *en acción* 2 ..... 136

- Using **ir a** with infinitives
- Regular **-er** and **-ir** verbs and tag questions
- Some **-er** and **-ir** verbs with irregular **yo** forms

### Novela ..... 142

¿Quién será? Episodio 4

### Leamos y escribamos ..... 144

- Pepito, el niño precoz (Leamos)
- Un recorrido con nuevos estudiantes (Escribamos)

### Prepárate para el examen ..... 146

### Repaso de gramática y vocabulario ..... 148

- Letra y sonido • Trabalenguas • Dictado

### Integración (Repaso acumulativo) Capítulos 1–4 ..... 150

### Literatura y variedades

### La artesanía chorotega (entrevista) ..... 388

## OBJETIVOS

In this chapter, you will learn to

- say what you have and need
- talk about classes
- talk about plans
- invite someone to do something



## Geocultura

- Mapas de Costa Rica ... 114, R5
- Almanaque ..... 114
- A conocer Costa Rica ..... 116



El volcán Arenal, Costa Rica



Video/DVD

## En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**

**Variedades**





# Chile

## Capítulo 5 En casa con la familia ..... 156

### OBJETIVOS

In this chapter, you will learn to

- describe people and family relationships
- talk about where you and others live
- ask about your responsibilities



### Geocultura

Mapas de Chile ..... 153, R6

Almanaque ..... 152

A conocer Chile ..... 154



Oficina de correos, Santiago, Chile



### En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**
- Variedades**

**Vocabulario** *en acción* 1 ..... 158

- Family members
- Describing people (appearance and personality traits)

**Gramática** *en acción* 1 ..... 162

- Possessive adjectives
- Stem-changing verbs o → ue
- Stem-changing verbs e → ie

**Cultura** ..... 168

- Comparaciones
- Comunidad

**Vocabulario** *en acción* 2 ..... 170

- Rooms in the house
- Furniture and accessories
- Chores
- Places where people live

**Gramática** *en acción* 2 ..... 174

- Using **estar** with prepositions
- Negation with **nunca, tampoco, nadie, and nada**
- Using **tocar** and **parecer**

**Novela** ..... 180

¿Quién será? Episodio 5

**Leamos y escribamos** ..... 182

- Casas y apartamentos (Leamos)
- ¿Qué les toca hacer? (Escribamos)

**Prepárate para el examen** ..... 184

**Repaso de gramática y vocabulario** ..... 186

- Letra y sonido
- Trabalenguas
- Dictado

**Integración** (Repaso acumulativo) Capítulos 1–5 ..... 188

**Literatura y variedades**

Las novelas de Isabel Allende (comentario y fragmento) ..... 390





# México

## Capítulo 6 ¡A comer!..... 194

### Vocabulario *en acción* 1 ..... 196

- Lunch foods
- Foods you might order in a restaurant
- Describing food
- Table settings

### Gramática *en acción* 1 ..... 200

- Using **ser** and **estar**
- Using **pedir** and **servir**
- Using **preferir**, **poder**, and **probar**

### Cultura ..... 206

- Comparaciones
- Comunidad

### Vocabulario *en acción* 2 ..... 208

- Breakfast and dinner foods

### Gramática *en acción* 2 ..... 212

- Using direct objects and direct object pronouns
- Affirmative informal commands
- Using affirmative informal commands with pronouns

### Novela ..... 218

¿Quién será? Episodio 6

### Leamos y escribamos ..... 220

La montaña del alimento (Leamos)

¿Cómo lo preparas? (Escribamos)

### Prepárate para el examen ..... 222

### Repaso de gramática y vocabulario ..... 224

- Letra y sonido
- Trabalenguas
- Dictado

### Integración (Repaso acumulativo) Capítulos 1–6 ..... 226

### Literatura y variedades

### La comida de dos continentes (artículo) ..... 392

## OBJETIVOS

In this chapter, you will learn to

- comment on food
- take an order and make polite requests
- talk about meals
- offer help and give instructions



## Geocultura

Mapas de México ..... 190, R3

Almanaque ..... 190

A conocer México ..... 192



Teotihuacán, México



## En video

Geocultura **GeoVisión**

Vocabulario 1 y 2 **ExpresaVisión**

Gramática 1 y 2 **GramaVisión**

Cultura **VideoCultura**

VideoNovela **¿Quién será?**

**Variedades**





# Argentina

## Capítulo 7 **Cuerpo sano, mente sana** ..... 232

### OBJETIVOS

In this chapter, you will learn to

- talk about your daily routine
- talk about staying fit and healthy
- talk about how you feel
- give advice



### Geocultura

Mapas de Argentina ... 229, R6

Almanaque ..... 228

A conocer Argentina ..... 230



La Garganta del Diablo, Cataratas del Iguazú, Argentina



### En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramaVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**
- Variedades**

**Vocabulario** *en acción* 1 ..... 234

- Daily routine
- Personal items
- Parts of the body

**Gramática** *en acción* 1 ..... 238

- Using verbs with reflexive pronouns
- Using infinitives
- Review of stem-changing verbs

**Cultura** ..... 244

- Comparaciones
- Comunidad

**Vocabulario** *en acción* 2 ..... 246

- Telling how you feel
- More parts of the body
- Healthful advice

**Gramática** *en acción* 2 ..... 250

- Using **estar**, **sentirse**, and **tener**
- Negative informal commands
- Using object pronouns and reflexive pronouns with commands

**Novela** ..... 256

¿Quién será? Episodio 7

**Leamos y escribamos** ..... 258

¡En buena salud! (Leamos)

El doctor te aconseja... (Escribamos)

**Prepárate para el examen** ..... 260

**Repaso de gramática y vocabulario** ..... 262

- Letra y sonido
- Trabalenguas
- Dictado

**Integración** (Repaso acumulativo) Capítulos 1–7 ..... 264

**Literatura y variedades**

Juegos de palabras (adivanzas) ..... 394





# La Florida

## Capítulo 8 Vamos de compras ..... 270

### Vocabulario *en acción* 1 ..... 272

- Clothing
- Colors

### Gramática *en acción* 1 ..... 276

- Using **costar** and numbers to 1 million
- Using demonstrative adjectives and comparisons with adjectives
- Using **quedar**

### Cultura ..... 282

- Comparaciones
- Comunidad

### Vocabulario *en acción* 2 ..... 284

- Stores and the things you buy there
- Expressions of time

### Gramática *en acción* 2 ..... 288

- The preterite of **-ar** verbs
- The preterite of **ir**
- Review of the preterite of **-ar** verbs with reflexive pronouns

### Novela ..... 294

¿Quién será? Episodio 8

### Leamos y escribamos ..... 296

Una moneda de ¡Ay! (Leamos)  
A mí me parece perfecto... (Escribamos)

### Prepárate para el examen ..... 298

### Repaso de gramática y vocabulario ..... 300

- Letra y sonido
- Trabalenguas
- Dictado

### Integración (Repaso acumulativo) Capítulos 1–8 ..... 302

### Literatura y variedades

### El amor a la poesía (poemas) ..... 396

## OBJETIVOS

In this chapter, you will learn to

- ask for and give opinions
- ask for and offer help in a store
- say where you went and what you did
- talk on the phone



## Geocultura

- Mapas de la Florida ... 266, R4
- Almanaque ..... 266
- A conocer la Florida ..... 268



Vista de la ciudad de Miami, Florida



## En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramaVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**

**Variedades**





# La República Dominicana

## Capítulo 9 ¡Festejemos! ..... 308

### OBJETIVOS

In this chapter, you will learn to

- talk about plans
- talk about past holidays
- talk about preparing for a party
- greet, introduce others, and say goodbye



### Geocultura

Mapas de la República

Dominicana ..... 304, R5

Almanaque ..... 304

A conocer la República

Dominicana ..... 306



Palacio Nacional de Santo Domingo, la República Dominicana



### En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**

**Variedades**

**Vocabulario** *en acción* 1 ..... 310

- Holidays
- Holiday activities

**Gramática** *en acción* 1 ..... 314

- Preterite of **-er** and **-ir** verbs
- Review of the preterite
- Using **pensar que** and **pensar** with infinitives

**Cultura** ..... 320

- Comparaciones
- Comunidad

**Vocabulario** *en acción* 2 ..... 322

- Party foods
- Party activities
- Getting ready for a party

**Gramática** *en acción* 2 ..... 326

- Using direct object pronouns
- Using **conocer** and the personal **a**
- Using present progressive

**Novela** ..... 332

¿Quién será? Episodio 9

**Leamos y escribamos** ..... 334

Las mañanitas and Canción de cumpleaños (Leamos)

¡Juy, qué desastre! (Escribamos)

**Prepárate para el examen** ..... 336

**Repaso de gramática y vocabulario** ..... 338

- Letra y sonido
- Trabalenguas
- Dictado

**Integración** (Repaso acumulativo) Capítulos 1–9 ..... 340

**Literatura y variedades**

El regalo de cumpleaños (cuento) ..... 398





# Perú

## Capítulo 10 ¡A viajar!..... 346

### Vocabulario *en acción* 1 ..... 348

- Airport and travel terms

### Gramática *en acción* 1 ..... 352

- Review of the preterite
- Preterite of spelling change verbs **-car, -gar, -zar**
- Preterite of **hacer**

### Cultura ..... 358

- Comparaciones
- Comunidad

### Vocabulario *en acción* 2 ..... 360

- Vacation activities
- Transportation
- Reacting to news

### Gramática *en acción* 2 ..... 364

- Informal commands: spelling-change and irregular verbs
- Review of direct object pronouns
- Review of verbs followed by infinitives

### Novela ..... 370

¿Quién será? Episodio 10

### Leamos y escribamos ..... 372

¡Bienvenidos a la ciudad de Lima! (Leamos)  
 Cartas del extranjero (Escribamos)

### Prepárate para el examen ..... 374

### Repaso de gramática y vocabulario ..... 376

- Letra y sonido
- Trabalenguas
- Dictado

### Integración (Repaso acumulativo) Capítulos 1–10 ..... 378

### Literatura y variedades

### Ollantaytambo (leyenda) ..... 400

## OBJETIVOS

In this chapter, you will learn to

- ask for and give information
- remind and reassure others
- talk about a trip
- express hopes and wishes



## Geocultura

Mapas de Perú ..... 342, R6

Almanaque ..... 342

A conocer Perú ..... 344



Vista aérea de Machu Picchu, Perú



## En video

- Geocultura **GeoVisión**
- Vocabulario 1 y 2 **ExpresaVisión**
- Gramática 1 y 2 **GramVisión**
- Cultura **VideoCultura**
- VideoNovela **¿Quién será?**

**Variedades**



# El español, ¿por qué?

## *Why Study Spanish?*

### Por lo mundial *Because it's worldwide*

Spanish is the fourth most commonly spoken language in the world. You can visit any one of 21 countries in the world that speak Spanish and feel at home. Even in the United States, knowing Spanish can open doors to you.

So whether you're in Europe, North, Central, or South America, or even Africa, as a Spanish speaker you won't have to rely on someone else to watch television or read a newspaper. You'll learn things on your own. You'll truly be a citizen of the world.



México



La República Dominicana



España

GUINEA ECUATORIAL

- Países hispanohablantes
- Áreas de alta concentración de hispanohablantes en Estados Unidos



Costa Rica



Chile



Perú



Argentina



## Por lo bello *Because it's beautiful*

You'll be amazed to discover how rich the Spanish-speaking world is in works of music, literature, science, religion, and art. The novels of Miguel de Cervantes or Isabel Allende, the paintings of Fernando Botero or Frida Kahlo, the poetry of Gabriela Mistral or Pablo Neruda: all these treasures and many more await you as you explore the Spanish-speaking world.



Ceramic tiles form this mural by Dominican artist Said Musa.



Traditional painted carts in Costa Rica are a part of **El Festival de las Carretas**.



The fountain of Cybele, named after the goddess Cybele, is one of Madrid's best-known landmarks.

This popular folk dance is often called the Mexican hat dance.



## Por lo práctico *Because it's practical*

You're living in the country with the fifth-largest Hispanic population in the world, more than 33 million people. And whether they're originally from Mexico, Puerto Rico, or Cuba—or from any other part of Latin America or Spain—almost nine out of ten are Spanish speakers.

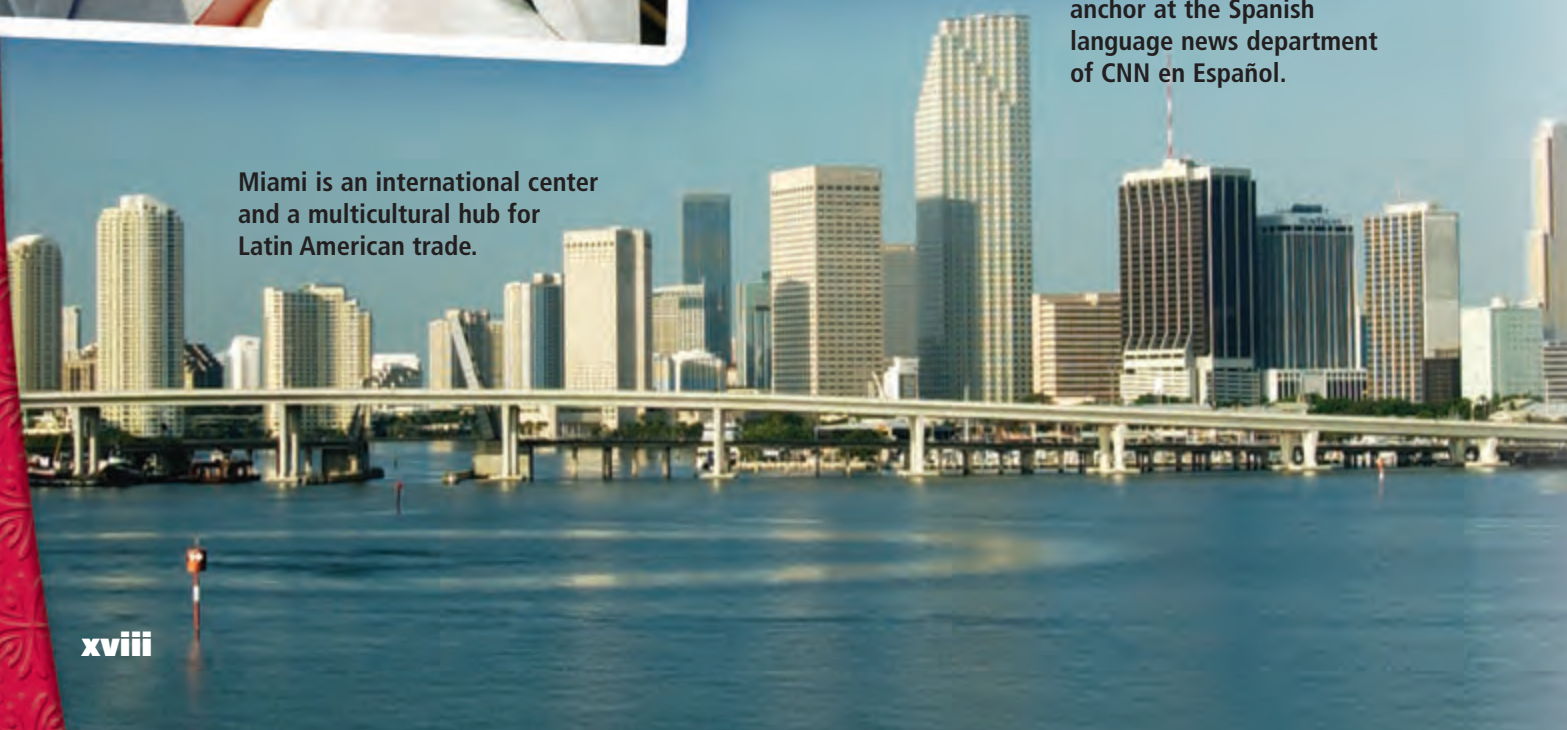
Businesses, government agencies, educational institutions, and other employers will be looking for more bilingual employees every year. Give yourself an edge in the job market with Spanish!

**Bilingual doctors, nurses, and others in the field of medicine provide care for Spanish-speaking patients.**



**Patricia Janiot is a popular anchor at the Spanish language news department of CNN en Español.**

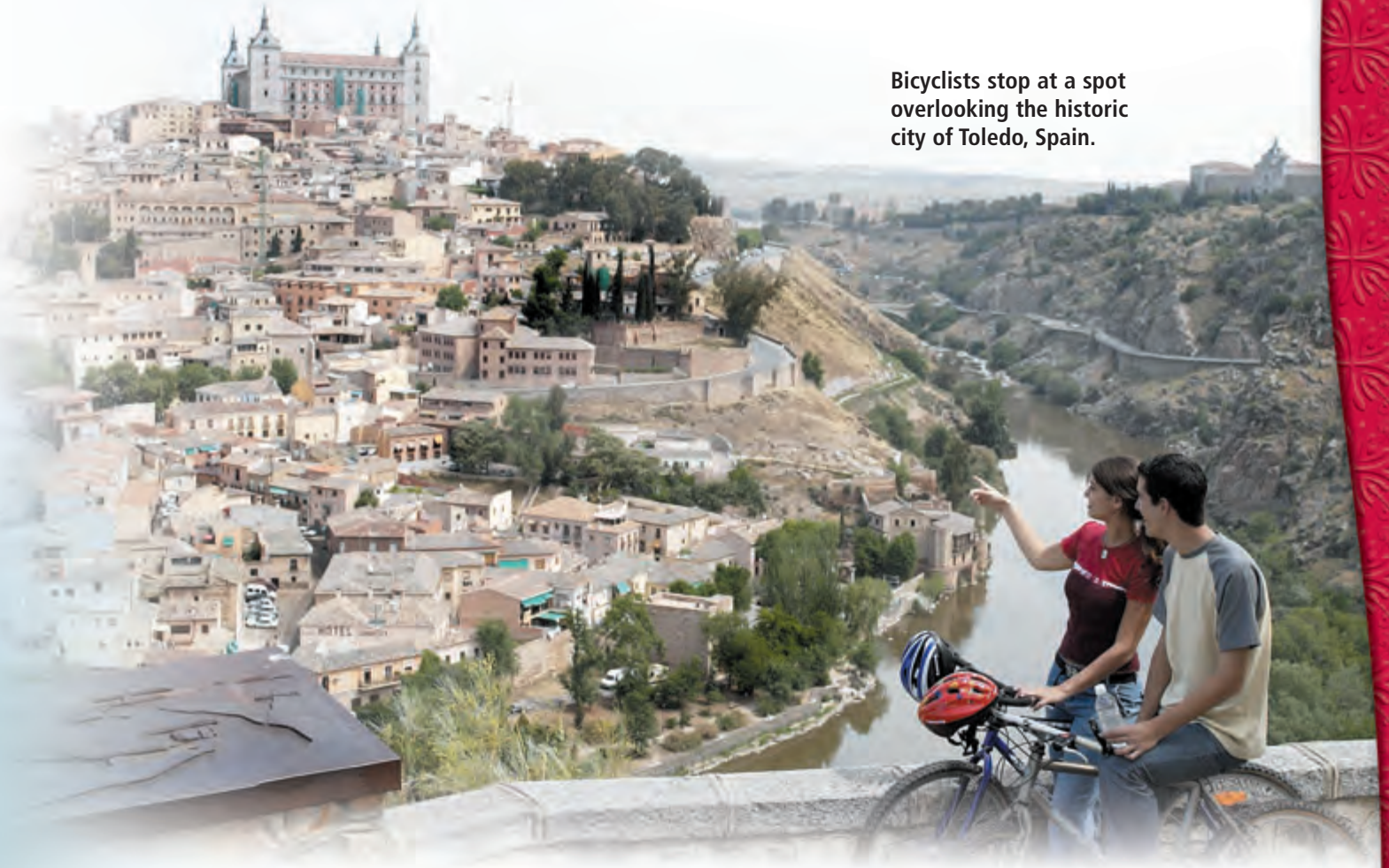
**Miami is an international center and a multicultural hub for Latin American trade.**



## ¡Porque puedes! *Because you can do it!*

Applying your learning skills to a new language will be challenging at first. But you have the tools you need to do the job. And you're lucky to be living at a time when there are almost no limits to your opportunities to practice Spanish. You can interact with Spanish speakers not just in your community but all over the world, via pen pal organizations, the library, or a multitude of resources and online networks.

Bicyclists stop at a spot overlooking the historic city of Toledo, Spain.



## En fin, porque sí *Finally, just because...*

The best reason of all to study Spanish is because you want to! You know better than anyone what motivated you to enroll for Spanish class. It might be one of the reasons given here, such as getting a job, learning about world issues, or enjoying works of art. Or it might be something more personal, like wanting to communicate with Spanish-speaking friends and family, or travel. So pat yourself on the back and ¡Exprésate!

Young people in Segovia, Spain, enjoy a walk after classes.



# En la clase de español

## *In Spanish class*

Here are some phrases you'll probably hear in your classroom, along with some responses.

### Phrases:

**Tengo una pregunta.**

*I have a question . . .*

**¿Cómo se dice...?**

*How do you say . . . ?*

**¿Cómo se escribe...?**

*How do you spell . . . ?*

**No entiendo. ¿Puede repetir?**

*I don't understand. Could you repeat that?*

**Más despacio, por favor.**

*More slowly, please.*

**¿Sabes qué significa (quiere decir)...?**

*Do you know what . . . means?*

**Gracias.**

*Thank you.*

**Perdón.**

*I'm sorry.*

### Responses:

**¿Sí? Dime.**

*Yes? What is it?*

**Se dice...**

*You say . . .*

**Se escribe...**

*It's spelled . . .*

**Claro que sí.**

*Yes, of course.*

**No, no sé.**

*No, I don't know.*

**Sí, significa (quiere decir)...**

*Yes, it means . . .*

**De nada.**

*You're welcome.*

**Está bien.**

*It's okay.*



Here are some things your teacher might ask you to do.

**Levanten la mano.**

*Raise your hand.*

**Escuchen.**

*Listen.*

**¡Su atención, por favor!**

*Attention, please.*

**Silencio, por favor.**

*Silence, please.*

**Abran sus libros en la página...**

*Open your books to page . . .*

**Cierren los libros.**

*Close your books.*

**Estamos en la página...**

*We're on page . . .*

**Miren la pizarra (la transparencia).**

*Look at the board (transparency).*

**Saquen una hoja de papel.**

*Take out a sheet of paper.*

**Pasen la tarea (los papeles) al frente.**

*Pass the homework (the papers) to the front.*

**Levántense, por favor.**

*Stand up, please.*

**Siéntense, por favor.**

*Sit down, please.*

**Repitan después de mí.**

*Repeat after me.*

# Nombres comunes

## *Common Names*

*Here are some common names from Spanish-speaking countries.*

### Nombres de muchachas

Ana	Inés	Patricia
Bárbara	Irene	Pilar
Beatriz	Isabel	Rosalía
Cecilia	Josefina	Rosario
Cristina	Lourdes	Sonia
Dolores	María	Susana
Elena	Maribel	Tamara
Elisa	Marisol	Teresa
Emilia	Nuria	Vanesa
Fátima	Olga	Yolanda

### Nombres de muchachos

Alfredo	Francisco	Óscar
Antonio	Gilberto	Pablo
Arturo	Héctor	Pedro
Bruno	Javier	Rafael
Carlos	Julio	Ramón
Daniel	Lorenzo	Roberto
Eduardo	Luis	Sergio
Enrique	Manuel	Tomás
Esteban	Marcos	Vicente
Fernando	Miguel	Víctor

# Instrucciones

## Directions

*Throughout the book, many activities will have directions in Spanish. Here are some of the directions you'll see, along with their English translations.*

**Completa... con una palabra del cuadro.**

*Complete . . . with a word from the box.*

**Completa el párrafo con...**

*Complete the paragraph with . . .*

**Completa las oraciones con la forma correcta del verbo.**

*Complete the sentences with the correct form of the verb.*

**Con base en..., contesta cierto o falso. Corrige las oraciones falsas.**

*Based on . . ., respond with true or false. Correct the false statements.*

**Con un(a) compañero(a), dramatiza...**

*With a classmate, act out . . .*

**Contesta las preguntas usando...**

*Answer the questions using . . .*

**Contesta (Completa) las siguientes preguntas (oraciones)...**

*Answer (Complete) the following questions (sentences) . . .*

**En parejas (grupos de tres), dramaticen...**

*In pairs (groups of three), act out . . .*

**Escoge el dibujo (la respuesta) que corresponde (mejor completa)...**

*Choose the drawing (the answer) that goes with (best completes) . . .*

**Escribe..., usando el vocabulario de la página...**

*Write . . ., using the vocabulary on page . . .*

**Escucha las conversaciones. Decide qué conversación (diálogo) corresponde a cada dibujo (foto).**

*Listen to the conversations. Decide which conversation (dialog) corresponds to each drawing (photo).*

**Mira las fotos (los dibujos) y decide (di, indica)...**

*Look at the photos (drawings) and decide (say, indicate) . . .*

**Pon en orden...**

*Put . . . in order.*

**Pregúntale a tu compañero(a)...**

*Ask your partner...*

**Sigue el modelo.**

*Follow the model.*

**Túrnense para...**

*Take turns . . .*

**Usa el vocabulario de... para completar...**

*Use the vocabulary from . . . to complete . . .*

**Usa una palabra o expresión de cada columna para escribir...**

*Use one word or expression from each column to write . . .*

**Usa los dibujos para decir lo que pasa.**

*Use the drawings to say what is happening.*



# Sugerencias para aprender el español

## *Tips for learning Spanish*

### *Listen*

Listen carefully in class and ask questions if you don't understand. You won't be able to understand everything you hear at first, but don't feel frustrated. You are actually absorbing a lot even when you don't realize it.

### *Visualize*

It may help you to visualize the words you are learning. Associate each new word, sentence, or phrase with a mental picture. For example, if you're learning words for foods, picture each food in your mind and think about the colors, smells, and tastes associated with it. If you are learning about the weather, picture yourself standing in the rain, or fighting a strong wind—something that will help you associate an image with the word or phrase you are learning.



### *Practice*

Short, daily practice sessions are more effective than long, once-a-week sessions. Also, try to practice with a friend or a classmate. After all, language is about communication, and it takes two to communicate.



### *Speak*

Practice speaking Spanish aloud every day. Don't be afraid to experiment. Your mistakes will help identify problems, and they will show you important differences in the way English and Spanish work as languages.



### *Explore*

Increase your contact with Spanish outside class in every way you can. Maybe someone living near you speaks Spanish. It's easy to find Spanish-language programs on TV, on the radio, or at the video store, and many magazines and newspapers in Spanish are published or sold in the United States and are on the Internet. Don't be afraid to read, watch, or listen, even if you don't understand every word.

### *Connect*

Making connections between what you learn in other subject areas and what you are learning in your Spanish class will increase your understanding of the new material, help you retain it longer, and enrich your learning experience.

### *Have fun!*

Above all, remember to have fun! Learn as much as you can, because the more you know, the easier it will be for you to relax—and that will make your learning easier and more effective.

*¡Buena suerte!* (Good luck!)

## Capítulo 1



Video/DVD  
GeoVisión



# Geocultura España



### Almanac

**Population**  
40,341,462

**Capital**  
Madrid

**Government**  
parliamentary monarchy

**Languages**  
Castilian, Galician, Basque, Catalan

**Currency**  
euro

**Internet Code**  
www.[ ].es

### ¿Sabías que...?

Did you know that from Spain's southernmost point you can see the coast of Africa?

▲ **Torre Cerredo** at 2,648 meters is the highest peak in the Picos de Europa.



Salamanca ●

Extremadura

Río Guadiana

▲ **Andalucía** is a region of Spain that exports olive oil worldwide.

▼ **Trajes flamencos** These girls are wearing flamenco costumes for Seville's Feria de abril.



PORTUGAL

OCEANO ATLÁNTICO

Sevilla ●

ISLAS CANARIAS







FRANCIA

◀ **Los Pirineos** form a natural border between Spain and France.



ANDORRA

▲ **Tossa de Mar** is a beach that attracts sunbathers from around the world.

Santillana ●

● Bilbao

País Vasco

Los Pirineos

Cataluña

● Tossa de Mar

● Barcelona

COSTA BRAVA

MAR MEDITERRÁNEO

Castilla y León

Río Duero

● Segovia

Sierra de Guadarrama

● Ávila

Aragón

★ MADRID

Sierra de Gredos

Río Tajo

● Toledo

● Valencia

ESPAÑA

ISLAS BALEARES

Castilla-La Mancha

● Alicante

COSTA BLANCA

Murcia

● Córdoba

Río Guadalquivir

● Granada

Sierra Nevada

Andalucía

● Málaga

Gibraltar (RU)

Ceuta (ESP)

▶ **La Mancha** and its windmills were made famous in Miguel de Cervantes' novel, *Don Quijote de La Mancha*.



▲ **Madrid** This monument in the Plaza de España honors Miguel de Cervantes and two characters from *Don Quijote de La Mancha*, Don Quijote and Sancho Panza.

¿Qué tanto sabes?

Which countries share a border with Spain? What bodies of water surround Spain?

MARRUECOS

# A conocer España

## Las celebraciones



▲ **Barcelona** is known for the **sardana**, a type of dance. Here people are dancing the **sardana** in front of the cathedral.



▲ **Galicia** was settled by Celtic peoples, whose roots are reflected in the musical instruments of this province.

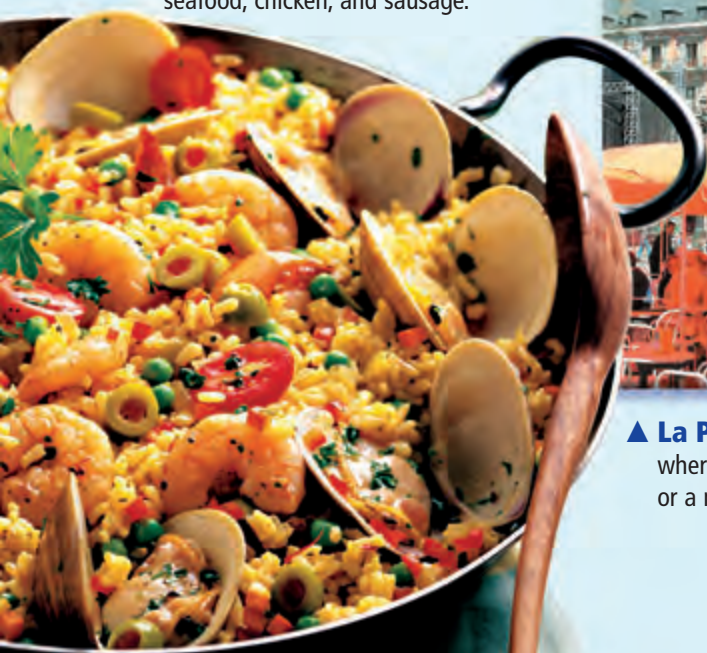
▶ **Las castañuelas**  
Castanets are rhythm instruments used in traditional Spanish music.



▲ **La Feria de abril en Sevilla**  
Seville celebrates its annual **Feria de abril** with parades, flowers, and brightly-colored traditional costumes.

## La comida

▼ **Paella** is a well-known dish made of rice, vegetables, seafood, chicken, and sausage.



▲ **La Plaza Mayor** in Madrid is a place where many people gather for a snack or a meal.



▲ **La tortilla española**  
In Spain, a **tortilla** is an omelet made with eggs, onions, and potatoes.

# La arquitectura



Visit Holt Online

**go.hrw.com**

KEYWORD: EXP1 CH1

Photo Tour

► **El Museo de Guggenheim** in Bilbao is famous for its ultramodern architecture.



## ¿Sabías que...?

Did you know that the Mezquita in Córdoba is so large that a cathedral was built inside of it?



▲ **Ávila** is surrounded by medieval walls that have stood for almost 1,000 years.



◀ **La Mezquita**  
This former mosque reflects the influence of Arab culture in the city of Córdoba.

# El arte

► **Las cuevas de Altamira**  
These caves are famous for the prehistoric art on their walls.



◀ **La Infanta Margarita**, a portrait by Diego Velázquez (1599-1660), hangs in the Prado Museum in Madrid.



## Conexión Arte



▲ **Personnages Oiseaux** (Personajes pájaros)

The Spanish painter Joan Miró (1893-1983) often painted dreamlike images. He frequently used the colors blue, red, yellow, green and black. Using the color chart below, identify the colors used in this painting.



**Joan Miró**

rojo	azul	verde	amarillo	morado
blanco	negro	anaranjado	gris	café

# ¡Empecemos!

## OBJETIVOS

### In this chapter you will learn to

- ask someone's name and say yours
- ask how someone is and say how you are
- introduce people and say where they are from
- give phone numbers, the time, the date, and the day
- spell words and give e-mail addresses

### And you will use

- subjects, verbs, and subject pronouns
- numbers 0–31
- the alphabet
- the verb **ser**
- punctuation marks and written accents

## ¿Qué ves en la foto?

- How are these teenagers greeting each other?
- Where in this plaza would you try to meet a friend?
- Based on the photo, what do you think Madrid is like?



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KEYWORD: EXP1 CH1

Online Edition



La Puerta del Sol, Madrid

## Objetivos

- Asking someone's name
- Asking how someone is
- Introducing others
- Saying where you and others are from


# Vocabulario **en acción** 1



## En Madrid



### ¡Exprésate!

<b>To ask a classmate or other young person's name (familiar)</b>	<b>To ask an adult's name (formal)</b>	<b>To give your name</b> 
<b>¿Cómo te llamas?</b> <i>What's your name?</i>	<b>¿Cómo se llama usted?</b> <i>What's your name?</i>	<b>Me llamo...</b> <i>My name is . . .</i>  <b>Soy...</b> <i>I'm . . .</i>
<b>To ask who someone is</b>	<b>To say who someone is</b>	
<b>¿Quién es...?</b> <i>Who is . . .?</i>	<b>(Él/Ella) es...</b> <i>He/She is . . .</i>	
<b>¿Cómo se llama (él/ella)?</b> <i>What is his/her name?</i>	<b>(Él/Ella) se llama...</b> <i>His/Her name is . . .</i>	

Vocabulario y gramática,  
pp. 1–3



► Vocabulario adicional — **Palabras descriptivas**, p. R10

## 1 ¿Qué hacen?

**Escuchemos** As you listen, decide whether the people speaking are a) asking someone's name or b) giving a name.

## 2 ¿Cómo te llamas?

**Leamos** Decide if you would hear these phrases in scene a, b, c, or d.

- ¿Cómo te llamas?
- Me llamo Margarita.
- ¿Cómo se llama usted?
- ¿Cómo se llama él?



## 3 Pareo

**Leamos** Match each question to the correct response. There may be more than one correct answer.

- |                          |                         |
|--------------------------|-------------------------|
| 1. ¿Cómo se llama él?    | a. Me llamo Gustavo.    |
| 2. ¿Cómo se llama ella?  | b. Se llama Pablo.      |
| 3. ¿Cómo se llama usted? | c. Soy Elena Rodríguez. |
| 4. ¿Cómo te llamas?      | d. Se llama Josefina.   |

*Nota cultural*

Family members, friends, and teachers may add an ending such as **-ito** or **-ita** to a person's name to show affection. Rosa becomes **Rosita**, Teresa, **Teresita**, Juan becomes **Juanito**, and Miguel becomes **Miguelito**. There are nicknames, **apodos**, associated with names that may be an abbreviation or part of a name. For example, Pilar, a very common girl's name in Spain, becomes **Pili**, and Santiago, a boy's name, becomes **Santi**.

[Do we have similar nicknames in English?](#)

## Comunicación



## 4 Nombres y más nombres

**Hablemos** Get together with three classmates and ask them their names in Spanish. Then report their names to the class.





Hola, ¿cómo estás?

Más o menos.  
¿Y tú?



Buenos días, Paco.  
¿Cómo estás?

Estoy bien,  
gracias. ¿Y usted?

### Más vocabulario...

#### Greetings and Goodbyes

Buenos días, señor.	<i>Good morning, sir.</i>
Buenas tardes, señorita.	<i>Good afternoon, miss.</i>
Buenas noches, señora.	<i>Good evening, ma'am.</i>
Adiós.	<i>Goodbye.</i>
Buenas noches.	<i>Good night.</i>
Hasta luego.	<i>See you later.</i>
Hasta mañana.	<i>See you tomorrow.</i>
Hasta pronto.	<i>See you soon.</i>
Nos vemos.	<i>See you.</i>
Tengo que irme.	<i>I have to go.</i>

## ¡Exprésate!

### To ask how a friend is

**Hola, ¿cómo estás?**  
*Hi, how are you?*

**¿Qué tal?**  
*How's it going?*

### To ask how an adult is

**¿Cómo está usted?**  
*How are you?*

### To respond

**Estoy bien/regular/mal.**  
*I'm fine/all right/not so good.*

**Más o menos.**  
*So-so.*



Vocabulario y gramática,  
pp. 1-3





5 ¿Qué dicen?



**Escuchemos** Are the people you hear  
 a) greeting each other or  
 b) asking each other how they are?

6 ¡Adiós!

**Hablemos** How would you say goodbye to someone . . .

**MODELO** you will see tomorrow?  
 Hasta mañana.

- |   |                                |
|---|--------------------------------|
| 1. you will see again soon?                         | 4. you will see in a few days? |
| 2. you will see tomorrow in class?                  | 5. wishing them a good night?  |
| 3. when you don't know when you will see them next? | 6. when you have to go?        |



Unos amigos en la Plaza de Zocodover, Toledo

Comunicación



**HOLT SoundBooth**  
 ONLINE RECORDING

7 Estoy bien, gracias.



**Hablemos** Work with a partner. Decide how you would greet these people and ask how they are. How would they respond? Base your answers on the cues given by the pictures and times. Take turns asking and answering the questions.

**MODELO** —Buenos días, Señor Garza. ¿Cómo está usted?  
 —Estoy bien, gracias.



8:00 A.M.  
 el señor Garza



11:00 A.M.  
 Teresa



2:00 P.M.  
 Santi

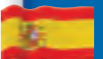


9:00 P.M.  
 Maribel



8 Conversación



**Hablemos** Create a short conversation with a classmate. Greet each other, find out each other's name, ask and say how you are, and then say goodbye.



## ¡Exprésate!

To introduce someone	To respond	To say that you are also pleased to meet someone 
<p><b>Éste es Juan. (Él) es un compañero de clase.</b> <i>This is Juan. He is a classmate.</i></p>	<p><b>Encantado(a). / Mucho gusto.</b> <i>Pleased/Nice to meet you.</i></p>	<p><b>Igualmente.</b> <i>Likewise.</i></p>
<p><b>Éste es el señor Vega. (Él) es mi profesor de español.</b> <i>This is Mr. Vega. He is my Spanish teacher.</i></p>		
<p><b>Ésta es Rosa. (Ella) es una compañera de clase.</b> <i>This is Rosa. She is a classmate.</i></p>		
<p><b>Ésta es la señora (la señorita) Talavera. (Ella) es mi profesora de ciencias.</b> <i>This is Mrs. (Miss) Talavera. She is my science teacher.</i></p>		
<p><b>Ésta es la señora (la señorita) Talavera. (Ella) es mi profesora de ciencias.</b> <i>This is Mrs. (Miss) Talavera. She is my science teacher.</i></p>		

Vocabulario y gramática, pp. 1–3



### Más vocabulario...

¿Quién es el muchacho?

*Who is the boy?*

(Él) es mi mejor amigo.

*He is my best friend.*

(Él) es estudiante.

*He is a student.*

¿Quién es la muchacha?

*Who is the girl?*

(Ella) es mi mejor amiga.

*She is my best friend.*

(Ella) es estudiante.

*She is a student.*

### 9 Tus amigos

**Hablemos/Escribamos** How would you introduce these people?

**MODELO** your classmate Antonio

Éste es Antonio. Él es mi compañero de clase.

1. your best friend Ana
2. your best friend Juan
3. your classmate Enrique
4. your classmate Luisa
5. your Spanish teacher
6. yourself

## ¡Exprésate!

To ask where someone is from	To say where you and others are from
<b>¿De dónde eres?</b> <i>Where are you from? (familiar)</i>	<b>Soy de Estados Unidos.</b> <i>I'm from the United States.</i>
<b>¿De dónde es usted?</b> <i>Where are you from? (formal)</i>	<b>Soy de España.</b> <i>I'm from Spain.</i>
<b>¿De dónde es...?</b> <i>Where is . . . from?</i>	<b>Es de Cuba.</b> <i>He (She) is from Cuba.</i>



Vocabulario y gramática,  
pp. 1–3



### 10 ¿De dónde son?

**Escuchemos** As you listen, match the name of the person with the place he or she is from.

- |                           |                          |
|---------------------------|--------------------------|
| 1. Javier                 | a. Es de Cuba.           |
| 2. Angélica               | b. Es de México.         |
| 3. la profesora Gutiérrez | c. Es de España.         |
| 4. Rafael                 | d. Es de Estados Unidos. |
| 5. Fernando               | e. Es de Puerto Rico.    |

### 11 Es de...

**Hablemos** Using the pictures, introduce these people and tell where they are from.

**MODELO** Ésta es mi amiga Carolina. Ella es de España.



Carolina, España



1. Juan José  
la República  
Dominicana



2. María  
Cuba



3. Blas  
Puerto Rico



4. Irma  
México



5. Alberto  
Estados Unidos

## Comunicación



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### 12 El club de español

**Hablemos** Imagine that you and your partner have both just joined the Spanish Club at your school. Greet each other, find out each other's name and where each other is from. Then introduce one another to a classmate.



## Objetivos

- Subjects and verbs in sentences
- Subject pronouns

# Gramática

en acción 1



## Subjects and verbs in sentences

- 1 In English, sentences have a **subject** and a **verb**. The **subject** is the person or thing that is being described or is doing something. The **verb** is the action word like **run** or **sing**, or a word like **am**, **is**, or **are** that links the subject to a description.

*subject* Mrs. Pérez **is** my teacher. *verb*  
**She is** from Madrid.

- 2 In Spanish, sentences also have a **subject** and a **verb**.

*subject* La señora Pérez **es** mi profesora. *verb*  
**Ella es** de Madrid.

- 3 Both English and Spanish use nouns as subjects. Nouns can be replaced with **pronouns**. Some examples of Spanish **pronouns** you have seen are **él**, **ella**, **tú** and **usted**.

*él stands for Juan*  
**Juan es** un compañero de clase. **Él es** mi mejor amigo.  
*Juan is a classmate. He is my best friend.*

- 4 English sentences always have a subject or a subject pronoun. But in Spanish the **subject** or the **subject pronoun** can be left out if everyone knows who you're talking about.

**María** is my friend. **María** es mi amiga.  
**She** is from Spain. Es de España. *Ella can be left out.*

### Nota cultural

Students in Spanish-speaking countries address teachers in several ways. Women may be called by their title and first name (**Señorita Rosa**) or by title and last name (**Señora García**). If the teacher is older, she may be addressed as **doña** with her first name, such as **doña Josefina**. Similarly, men may be addressed as **don Pablo** (title and first name) or **Señor Gómez** (title and last name).

Compare this to the way you address your teachers.



La Plaza de Cibeles, Madrid

Vocabulario y gramática, pp. 4–6  
Actividades, pp. 1–3



## 13 Mis amigos de Madrid

**Leamos** Identify the subjects and verbs in the following sentences.

1. Susana is my friend.
2. She is from Spain.
3. Mrs. García is my teacher.
4. She is from Madrid.
5. Susana es mi amiga.
6. Es de España.
7. La señora García es mi profesora.
8. Es de Madrid.

## 14 ¿Quién es quién?

**Leamos** Identify the subjects and the verbs in the following sentences. Then say whether you would use **él** or **ella** in place of each subject.

- Laura es de Toledo. Es una compañera de clase.
- Juan es mi mejor amigo. Es estudiante.
- La señora Ayala es mi profesora de ciencias. Es de Perú.
- El señor Garza es mi profesor de español. Es de España.
- El muchacho es un compañero de clase. Es de Estados Unidos.
- La señorita Jiménez es de la República Dominicana. Es mi profesora de matemáticas.
- Ramiro es un compañero de clase. Es de Cuba.
- Don Pablo es profesor. Es de México.
- Doña Lourdes es de Panamá. Es profesora.

## Comunicación



HOLT Sound Booth  
ONLINE RECORDING

## 15 ¿De quién hablas?



**Leamos/Hablemos** Use at least three phrases from the word box to write a description of one of the people pictured below. Read your description aloud to your partner. He or she will guess which person you have just described. Then switch roles.

Éste es el señor Madero.

Él es mi mejor amigo.

Es de España.

Ésta es Rosaura.

Éste es Mario.

Él es mi profesor de ciencias.

Ella es mi profesora de español.

Es de Estados Unidos.

Ella es mi mejor amiga.

Él es un compañero de clase.

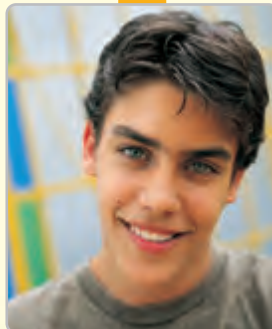
Ella es una compañera de clase.

Ésta es la señora Matute.

A



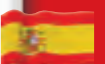
B



C



D





## Subject pronouns



### En inglés

In English, the subject pronoun *you* is used with anyone, no matter their age or relationship to you.

In Spanish, the pronoun you use (**tú** or **usted**) is based on your relationship to the person.

In English, is *you* used to talk to one person, more than one person, or both? How does this compare with Spanish usage of **usted** and **ustedes**?

- 1 These are the **subject pronouns** in Spanish.

<b>yo</b> /	<b>nosotros</b> we
<b>tú</b> you	<b>nosotras</b> we (all female)
<b>usted</b> you	<b>vosotros</b> you
<b>él</b> he	<b>vosotras</b> you (all female)
<b>ella</b> she	<b>ustedes</b> you
	<b>ellos</b> they
	<b>ellas</b> they (all female)

- 2 The subject pronouns **tú** and **usted** both mean *you* when you're talking to one person. However, they are used in different situations.

<i>friend relative someone your age</i>	<b>Familiar</b> <b>tú</b>	<b>Formal</b> <b>usted</b>	<i>teacher adult you've just met someone you show respect to</i>
---	------------------------------	-------------------------------	--

Although subject pronouns are often left out, the pronoun **usted** is commonly stated when addressing someone to show respect.

¿Cómo está **usted**?      *How are you?*

- 3 The subject pronouns **ustedes** and **vosotros** mean *you* when talking to more than one person. They are also used in different situations.

<i>friends relatives people your age</i>	<b>Familiar (in Spain)</b> <b>vosotros</b>	<b>Formal and Familiar</b> <b>ustedes</b>	<i>any group</i>
--	---	--	------------------

- 4 The pronouns **nosotros**, **vosotros**, and **ellos** have feminine forms.

<i>group of all males group of males and females</i>	<b>Masculine</b> <b>nosotros</b> <b>vosotros</b> (Spain) <b>ellos</b>	<b>Feminine</b> <b>nosotras</b> <b>vosotras</b> (Spain) <b>ellas</b>	<i>group of all females</i>
--	--	---	---------------------------------

Vocabulario y gramática, pp. 4–6  
Actividades, pp. 1–3



### 16 ¿Cómo le(s) dices?

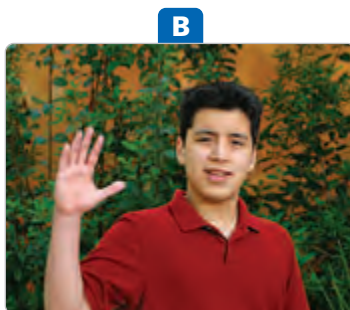
**Hablemos** What pronouns would you use to speak to these people?

- two or more teachers
- a group of female students (in Spain)
- your best friend
- a school principal
- two or more males
- a group of male and female students (in Spain)

### 17 ¿Con quién habla Javier?



**Escuchemos** Listen as Javier, a teenager from Spain, talks to his friends and teachers. Match each statement with the correct picture. Remember that Javier uses **vosotros** and **vosotras**.



### 18 Nuevos amigos

**Leamos/Escribamos** Complete this conversation using the correct subject pronouns.

—Hola. 1 (I) soy Rosalinda Chávez. Y 2 (he) es mi amigo Juan. ¿Cómo te llamas 3 (you)?

— 4 (I) me llamo Antonia. Y 5 (she) es mi amiga Talía. 6 (We—Talía and I) somos de Estados Unidos. Juan y tú, ¿de dónde son 7 (you, plural)?

## Comunicación



**HOLT** SoundBooth  
ONLINE RECORDING

### 19 Eres reportero(a)



**Hablemos** Imagine that you are a reporter interviewing new students and teachers for the school paper. With a partner, role-play one interview with a student and one with a teacher. Use the cues below.

1. Greet the person you are interviewing.
2. Ask what his or her name is.
3. Ask where he or she is from.
4. Say goodbye.



# Cultura



VideoCultura



## Comparaciones



Buenos amigos, Madrid

### ¿Cómo saludas a tus amigos, familiares y profesores?

Spanish speakers usually greet each other with a handshake or kiss, depending on the situation. Here, you will see several people greet each other in different situations. See if you can find any similarities to the greetings and goodbyes you use with your friends, family, and teachers.



### Saludos informales

In Spain, friends and family members may greet each other with two kisses, one on each cheek. In Latin America, friends and family members kiss each other on only one cheek. Men and boys greet each other with a hug, a pat on the back, or a handshake. In some Latin American countries, men who have not seen each other in a long time greet with a handshake, followed by a hug, followed by a second handshake.



—Hola, madrina, ¿cómo estás?



—¡Hola amigo! ¡Tanto tiempo!



—¿Cómo estás?





## Saludos formales

In professional or school settings, or when meeting someone for the first time, the usual greeting in Spain and Latin America is a handshake.

—Mucho gusto.  
—Igualmente.



—Es un compañero de clase.  
—Encantado.

### Para comprender

1. How would a young girl greet her grandparents in Spain?
2. How would a young girl greet her grandparents in Latin America?
3. How would a businessman and a businesswoman greet each other in Spain or Latin America?
4. In Latin America, how might a boy greet his uncle if they haven't seen each other in a long time?

### Para pensar y hablar

Among family and close friends, hugs and kisses are common greetings throughout the Spanish-speaking world. Do family and close friends in your community greet each other with hugs, kisses, or handshakes? With a partner, model how two people might greet each other with a handshake in Spain or Latin America.



## Comunidad

### Join the Spanish Club!

**A**t your school you probably have lots of clubs and organizations where you can meet new people, and there may even be some clubs where you can get to know Spanish speakers from around the world. What other resources do you have in your community to help you find and meet Spanish speakers? Are there clubs or associations listed in the phone book? Can you find any through the Internet? What are some advantages to having access to these groups?



A Spanish Club meeting



## Objetivos

- Giving phone numbers, the time, the date, and the day
- Spelling words and giving e-mail addresses

# Vocabulario en acción 2



ExpresaVisión

## Los números



cero



uno



dos



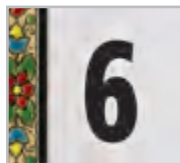
tres



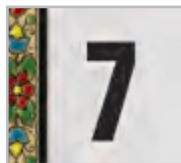
cuatro



cinco



seis



siete



ocho



nueve



diez

## Más vocabulario...

- 11 once
- 12 doce
- 13 trece
- 14 catorce
- 15 quince
- 16 dieciséis
- 17 diecisiete
- 18 dieciocho
- 19 diecinueve
- 20 veinte
- 21 veintiuno
- 22 veintidós
- 23 veintitrés
- 24 veinticuatro
- 25 veinticinco
- 26 veintiséis
- 27 veintisiete
- 28 veintiocho
- 29 veintinueve
- 30 treinta
- 31 treinta y uno

## 20 Contando

**Hablemos** What numbers do you think of for the following things? Say the number in Spanish.

1. hours in a day
2. a rectangle
3. the English alphabet
4. a volleyball team
5. a spider
6. a quarter
7. a lucky clover
8. a carton of eggs
9. a trio
10. days in a week

## 21 ¿Qué números faltan?

**Hablemos** Complete these series of numbers logically. Then read them aloud.

1. 1, 3,       , 7, 9,       , 13, 15
2. 2, 4,       , 8,       , 12,
3. 16, 17,       , 19,       ,
4. 30, 25,       ,       ,       , 5
5. 19, 18,       , 16, 15,       , 13, 12
6. 20, 22,       , 26,       , 30
7. 3, 6,       , 12,
8. 5, 10,       , 20,       ,

**¡Exprésate!**

**To ask for phone numbers**

**¿Cuál es tu teléfono?**

*What's your telephone number?*

**¿Cuál es el teléfono de Rosita?**

*What's Rosita's telephone number?*

**To give phone numbers**

**Es tres-dos-cinco-uno-dos-tres-uno.**

*It's 3-2-5-1-2-3-1.*

**Es seis-uno-nueve-uno-cinco-dos-ocho.**

*It's 6-1-9-1-5-2-8.*



Vocabulario y gramática,  
pp. 7-9



**22 Números de teléfono**



**Escuchemos** You and your friend Elena are double-checking phone numbers for some of the students in your class. Listen to what Elena says and fill in the missing numbers.

1. Beatriz            3-==== -==== -1-9-==== -====
2. Jorge             2-==== -==== -==== -==== -2-8
3. Rosaura          ==== -1-3-==== -==== -3-1
4. Ángel            7-1-8-==== -==== -==== -====
5. Gladys            ==== -2-8-1-5-==== -====

**Comunicación**



**HOLT Sound Booth**  
ONLINE RECORDING

**23 Directorio telefónico**



**Leamos/Hablemos** Pick a person from the school directory and ask a classmate if you have the right number for him or her. When you give the number, get one number wrong. Your partner should correct the number.

**MODELO** —¿El teléfono de Teresa Benavides es uno-catorce-diecinueve-veintidós?  
—No, es uno-catorce-dieciocho-veintidós.

28

<b>BENAVIDES, Teresa</b>	Núñez de Cáceres 11	.....	1-14-18-22
<b>GÓMEZ, Emilia</b>	Santo Tomás de Aquino 27	.....	2-13-25-17
<b>GONZÁLEZ, Rocío</b>	Avenida Juárez 18	.....	6-15-29-17
<b>MARTÍNEZ, Elena</b>	Camino Real 25	.....	4-11-16-28
<b>ORTEGA, Jaime</b>	Avenida Mella 31	.....	3-31-13-27
<b>RODRÍGUEZ, Alberto</b>	Calle Constitución 12	.....	6-27-19-12
<b>TORRES, Federico</b>	Carretera Simón Bolívar 13	.....	9-21-15-10

**24 Número secreto**



**Hablemos** Try to guess the secret number between 0 and 31 that your partner has written down. If you are wrong, your partner will point up or down to indicate a higher or lower number. Keep trying until you guess right. Then switch roles and play again.



## ¿Qué hora es?

**Son las diez menos diez de la noche.**  
*It's 9:50 at night.*

**Es mediodía.**  
*It's noon.*

**Son las dos y trece de la tarde.**  
*It's 2:13 in the afternoon.*

**Son las siete menos cuarto.**  
*It's 6:45.*

**Es la una en punto.**  
*It's one o'clock on the dot.*

**Son las seis y media de la tarde.**  
*It's 6:30 in the evening.*

**Son las seis y cuarto de la mañana.**  
*It's 6:15 in the morning.*

**Es medianoche.**  
*It's midnight.*

### 25 ¿Son las dos?

**Leamos** Choose the correct time.

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. 3:00                         | 5. 11:40                      |
| a. Son las tres en punto.       | a. Son las doce menos veinte. |
| b. Son las tres y media.        | b. Son las once y veinte.     |
| 2. 9:15                         | 6. 8:10                       |
| a. Son las nueve menos cuarto.  | a. Son las ocho en punto.     |
| b. Son las nueve y cuarto.      | b. Son las ocho y diez.       |
| 3. 7:25                         | 7. 2:50                       |
| a. Son las siete y media.       | a. Son las tres menos diez.   |
| b. Son las siete y veinticinco. | b. Son las tres y diez.       |
| 4. 1:30                         | 8. 4:05                       |
| a. Es la una y cuarto.          | a. Son las cuatro y cinco.    |
| b. Es la una y media.           | b. Son las cuatro y cuarto.   |

### 26 ¿Qué hora es?

**Hablemos/Escribamos** Say what time it is.

- |              |               |              |
|--------------|---------------|--------------|
| 1. 4:00 P.M. | 3. 12:00 P.M. | 5. 4:45 A.M. |
| 2. 6:10 A.M. | 4. 9:05 A.M.  | 6. 1:15 P.M. |

¡Exprésate!

<p><b>To ask someone the date and day of the week</b></p>	<p><b>To respond</b></p>
<p>¿Qué fecha es hoy? <i>What's today's date?</i></p>	<p>Es el primero (dos, tres...) de enero. <i>It's the first (second, third . . . ) of January.</i></p>
<p>¿Qué día es hoy? <i>What day is today?</i></p>	<p>Hoy es lunes. <i>Today is Monday.</i></p>



Vocabulario y gramática, pp. 7-9 Online workbooks

Los días de la semana



Los meses del año



Las estaciones

la primavera	<i>spring</i>	el otoño	<i>fall</i>
el verano	<i>summer</i>	el invierno	<i>winter</i>

27 ¿Sabes?

Escribamos/Hablemos Complete each series logically.

- lunes, \_\_\_\_\_, miércoles, \_\_\_\_\_
- viernes, \_\_\_\_\_, \_\_\_\_\_, lunes
- enero, \_\_\_\_\_, marzo, \_\_\_\_\_
- mayo, junio, \_\_\_\_\_, \_\_\_\_\_
- primavera, \_\_\_\_\_, otoño, \_\_\_\_\_
- invierno, \_\_\_\_\_, \_\_\_\_\_, otoño

Comunicación



28 ¿Cuándo es tu cumpleaños?

**Hablemos** Work in groups of three to guess one another's birthday. Guide your classmates by saying **antes** (*before*) or **después** (*after*) until they guess correctly. Guess the month first, then try for the date.

## El alfabeto

**a** (a)



árbol

**b** (be)



bebé

**c** (ce)



ciclismo

**d** (de)



dinosaurio

**e** (e)



elefante

**f** (efe)



flores

**g** (ge)



geografía

**h** (hache)



hipopótamo

**i** (i)



iguana

**j** (jota)



jirafa

**k** (ka)



kárate

**l** (ele)



león

**m** (eme)



manzana

**n** (ene)



nido

**ñ** (eñe)



piñata

**o** (o)



oso

**p** (pe)



pez

**q** (cu)



queso

**r** (ere)



pera

**s** (ese)



salvavidas

**t** (te)



tortuga

**u** (u)



uvas

**v** (ve or uve)



violín

**W** (uve doble)\*



Wilfredo

**X** (equis)



examen

**y** (i griega)



yoyo

**Z** (zeta)



zanahorias

### Dos letras, un sonido

**ch** (che)



chimpancé

**ll** (elle)



llama

**rr** (erre)



burro

\*Another way to say *W* in Spanish is **doble ve**.

## ¡Exprésate!

To ask how words are spelled and give e-mail addresses	To respond
<b>¿Cómo se escribe...?</b> <i>How do you spell . . . ?</i>	<b>Se escribe...</b> <i>It's spelled . . .</i>
<b>¿Cuál es el correo electrónico de Marisa?</b> <i>What is Marisa's e-mail address?</i>	<b>Es eme punto ge-o-ene-zeta-a-ele-o arroba ere-e-de punto hache-ere-uve-doble punto a-ere.</b> <i>It's m.gonzalo@red.hrw.ar</i>
<b>¿Cuál es tu correo electrónico?</b> <i>What's your e-mail address?</i>	<b>Es...</b> <i>It's . . .</i>



Vocabulario y gramática,  
pp. 7–9



### 29 Dictado



**Escuchemos/Escribamos** Listen as several speakers say and spell out the Spanish words for some animals. On a separate sheet of paper, write the words in Spanish as you hear them.

## Comunicación



**HOLT SoundBooth**  
ONLINE RECORDING

### 30 ¿Cómo se escribe...?



**Hablemos/Escribamos** Spell each item below aloud in Spanish while your classmate writes it out.

**MODELO** eme-e-ere-ce-e-de-e-ese  
(Mercedes)

1. your name
2. your e-mail address
3. the city or town where you were born
4. your best friend's full name
5. your best friend's e-mail address
6. your favorite actor's name



### 31 El proyecto



**Hablemos** You and several classmates have to finish a project outside of class. Work with three partners to create a conversation in which you ask for one another's names (spell them out if you have to), phone numbers, and e-mail addresses.



## Objetivos

- The verb **ser**
- Punctuation marks and written accents

# Gramática

## en acción 2



GramaVisión



## The present tense of the verb **ser**

- 1 In Spanish, a verb has different forms to tell you who the subject is. Changing a verb form so that it matches its subject is called **conjugating**. This is the conjugation of the verb **ser** (to be).

yo <b>soy</b> I am	nosotros(as) <b>somos</b> we are
tú <b>eres</b> you are	vosotros(as) <b>sois</b> you are
usted <b>es</b> you are	ustedes <b>son</b> you are
él <b>es</b> he is	ellos <b>son</b> they are
ella <b>es</b> she is	ellas <b>son</b> they are

With nouns and names of people, use the same form of the verb as for **él/ella** or **ellos/ellas**.

**Mi profesora es de Cuba.**      **Juan y Carlos son de España.**  
*My teacher is from Cuba.*      *Juan and Carlos are from Spain.*

- 2 To make a sentence negative, place **no** in front of the verb.

**Mi profesora no es de México. Es de España.**  
*My teacher isn't from Mexico. She's from Spain.*

## ¿Te acuerdas?

You've used forms of the verb **ser** to say who someone is or where you or others are from, to give your telephone number, and to say the date, the day, and the time.

Éste **es** un compañero de clase.

Yo **soy** de Perú.

Mi teléfono **es** 555-5555.

Hoy **es** el diez de febrero.

Hoy **es** jueves.

**Son** las tres de la tarde.

Vocabulario y gramática, pp. 10–12  
Actividades, pp. 5–7



## 32 Presentaciones

**Leamos** What is Maribel saying? Complete her statements by matching elements from the two columns.

- |                             |                       |
|-----------------------------|-----------------------|
| 1. Hola. Yo                 | a. son de España.     |
| 2. Y ella                   | b. somos de México.   |
| 3. Nosotras                 | c. eres?              |
| 4. Y tú, ¿de dónde          | d. son ustedes?       |
| 5. Juan y tú, ¿de dónde     | e. es mi amiga Carla. |
| 6. Jorge y Luis             | f. soy Maribel Gómez. |
| 7. Juan, ¿cuál              | g. es?                |
| 8. Carla, ¿qué hora         | h. son las dos.       |
| 9. No, Carla, no es la una, | i. es tu teléfono?    |



### 33 Nuestro club

**Leamos/Escribamos** Miguel has written a description of the International Spanish Club. Complete the paragraph with the correct forms of the verb **ser**.

Nosotros \_\_\_1\_\_\_ estudiantes y profesores del club internacional de español. Yo \_\_\_2\_\_\_ de Puerto Rico. Juan Emilio \_\_\_3\_\_\_ de la República Dominicana. Lisa y Rebeca \_\_\_4\_\_\_ de Estados Unidos. El teléfono del club \_\_\_5\_\_\_ 5-24-11-21. El correo electrónico del club \_\_\_6\_\_\_ club.internacional.deespañol@school.hrw.org. Nosotros \_\_\_7\_\_\_ el club internacional. ¡Hasta pronto!

### 34 Combinaciones



**Escribamos/Hablemos** Form sentences using the words from the boxes and the correct forms of **ser**. You may also use other names and dates to make up sentences of your own.

**MODELO** Yo soy Raquel.

Yo  
Mi mejor amigo(a) y yo  
Mi profesor(a) de español  
Él/Ella  
Ellos/Ellas  
Hoy  
Mañana

de Estados Unidos    el \_\_\_\_\_ de \_\_\_\_\_  
lunes    el señor \_\_\_\_\_  
el diez de mayo    miércoles  
la señora \_\_\_\_\_    Juana  
compañeros de clase    de \_\_\_\_\_  
de México    Pablo  
estudiantes    viernes

## Comunicación



HOLT SoundBooth  
ONLINE RECORDING

### 35 No es correcto



**Hablemos** Take turns with a partner giving information about the people in the pictures, but include at least one detail that is not correct. Your partner should use **no** to disagree and then provide the correct information.

**MODELO** —Ana es de Guatemala. El teléfono de Ana es 3-20-16-04.  
—No, el teléfono de Ana no es 3-20-16-04. Es 3-29-16-04.



Ana, Guatemala  
3-29-16-04



Juan, Puerto Rico  
5-14-07-21



Lupe, México  
7-20-11-05



Ricardo, España  
2-23-01-16





## Punctuation marks and written accents



- 1 In Spanish, upside-down **punctuation marks** such as **(¿)** and **(¡)** are placed at the beginning of a phrase to signal a question or an exclamation. These are used along with those that come at the end of phrases.

**¡Hasta luego!**

**¿Cómo se llama ella?**

- 2 In Spanish, some words have written **accent marks**. An accent mark is a tilted line (´) placed over a vowel. Putting accent marks over vowels is part of spelling words correctly. When learning new words, memorize where the accent marks are.

**Adiós.**

**¿Cuál?**

- 3 The wavy line in the letter ñ is called a **tilde**. The ñ is pronounced similarly to the *ny* in the word *canyon*.

**señor**

**compañero**

Vocabulario y gramática, pp. 10–12  
Actividades, pp. 5–7



### 36 ¡Cuidado con los acentos!

**Leamos/Escribamos** On a separate sheet of paper, rewrite each sentence, placing accents and punctuation marks where needed.

- Buenos dias, seniorita
- Como esta usted senior
- Que tal
- Mucho gusto
- Que hora es
- De donde eres
- Cual es tu telefono
- Me llamo Pedro
- Hola Como te llamas
- El es un companero de clase
- Quien es la profesora de ciencias
- Como estas
- Que fecha es hoy
- Estoy bien gracias

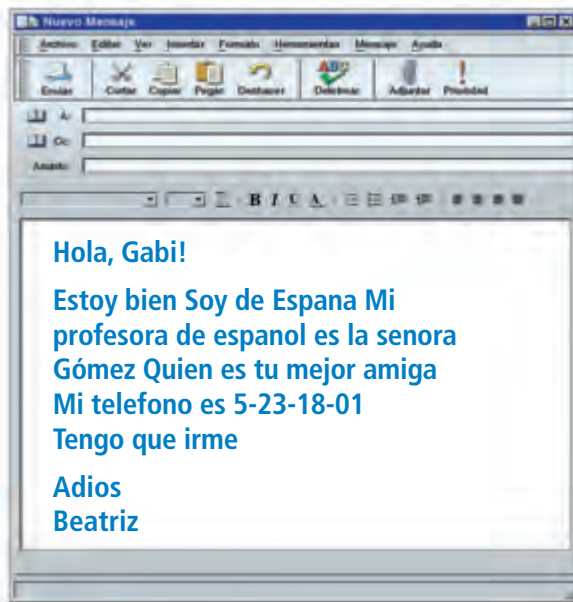
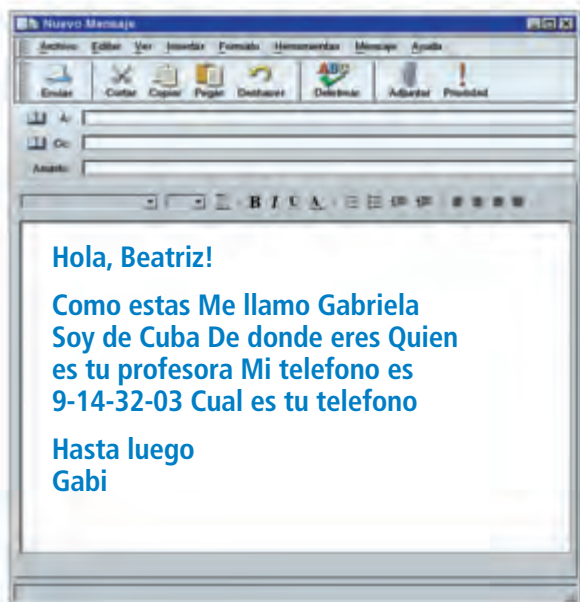


Una carnicería (*butcher shop*) en Segovia, España

**37 En contacto**



**Leamos/Escribamos** Accents can be difficult to put in an e-mail. On another sheet of paper, rewrite these two messages by including the missing accent marks, tildes, and punctuation marks.



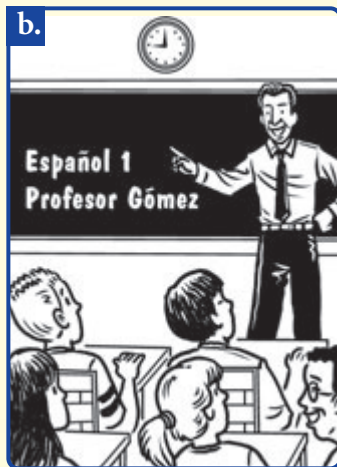
**Comunicación**



**38 En la clase**



**Hablemos** Today is the first day of school. With a partner, create brief conversations for each scene. Then perform a scene for the class and have your classmates guess which scene it is.





# ¿Quién será?

## Episodio 1

### ESTRATEGIA

**Making Connections** Sometimes, as a story unfolds on screen, things happen in different parts of the world at the same time. Although the connection between those events may not be immediately obvious, as an experienced viewer, you know that one probably exists. In this episode, you will see things going on in Spain, Mexico, and Puerto Rico at the same time. Look for clues that help explain the connection among the events in all three locations.

### En España

*In Madrid, Spain, a woman is studying the files of a Mexican student and a Puerto Rican student. She calls her assistant, Marcos, and makes an appointment to meet with him.*



1

**La profesora** Y tú, Sofía Corona Ramírez, eres de México, ¿no es así? Hmm... Nicolás Ortega García, el artista puertorriqueño.



2

**La profesora** Sí, Marcos. Necesito hablar contigo. Sí, pronto. Es urgente. A ver, mañana es domingo. Bien, el lunes, en mi casa. Sí, a las diez de la mañana. Oye, ¿cuál es tu e-mail? Te quiero enviar unos documentos. Bien. Nos vemos el lunes.



## En México

*In Mexico City, Mexico, a girl named Sofía is having breakfast before going to school. Both her father and her little brother interrupt her.*



3

**Sr. Corona** Buenos días, Sofía... Hola, Sofía, buenos días...



4

**Quique** Sofía, Sofía, ¡cara de tortilla!

## En Puerto Rico

*In San Juan, Puerto Rico, a boy named Nicolás is in a rush on his way home from school. He bumps into some of his neighbors.*



5

**Sra. Ortiz** ¡Buenas tardes, Nico!

**Nicolás** ¡Buenas tardes, Señora Ortiz!



6

**Nicolás** ¡Uy, perdone, don Pablo! ¿Cómo está usted?

**Don Pablo** Estoy bien, gracias, Nico. ¿Y tú? ¿Cómo estás tú?

## ¿COMPRENDES?

1. Why does **la profesora** need to talk to Marcos? Could it have something to do with the students in the files? On what day will she meet with him?
2. What is Sofía doing while she eats breakfast? Does this tell you anything about her?
3. What is Nicolás holding under his arm? What can you tell about him from this? Does anything else in this episode support your conclusion?
4. Are the Sofía and Nicolás you see in Mexico and Puerto Rico the same students **la profesora** talks about? Why do you think so?

## Próximo episodio

*Marcos goes to visit la profesora. Can you predict what she might ask him to do?*

PÁGINAS 66–67 ▶

# Leamos y escribamos

## ESTRATEGIA

**para leer** **Recognizing cognates**  
Cognates are words that look alike and have similar meanings in two languages. Recognizing these words will help you get a general idea of what a reading passage is about.

## A Antes de leer

Look at the homepage for one school's Spanish Club. To get an idea of what the club has to offer, write all the cognates you can find on a separate sheet of paper. Compare your list with a classmate's and try to guess what each word means. If you are not sure, look the word up in a dictionary.



**Participa en el club de español**

**¿INTERESANTE?  
¡CLARO QUE SÍ!**  
Programas de inmersión en Cádiz, España. Clases de español, excursiones turísticas y mucho más. Del 26 de mayo al 10 de junio y del 22 de julio al 6 de agosto. Más información en <http://www.spprogramsabroad.hrw.com>

**¿DIVERTIDO?<sup>2</sup>  
RITMOS DEL MOMENTO**  
Escuchen la música favorita de muchos estudiantes hispanos y diviértanse bailando<sup>3</sup>. Clases de salsa y merengue. Martes y jueves en el gimnasio. Hora: 4:30 a 5:30. Más música en <http://morelatinmusic.hrw.com>

**EVENTOS DEPORTIVOS**  
Gran partido<sup>4</sup> de fútbol. Viernes 19 de septiembre. En el estadio local. Hora: 7:00 p.m. Más información en el teléfono 2-17-22-08 o en <http://schoolevents.hrw.edu>

**Nuevo Mensaje**  
**Correspondencia con estudiantes de España y Latinoamérica**  
To: clubesp@exchange.hrw.com  
From: Camim@exchange.hrw.com  
Hola, ¿qué tal? Me llamo Camilo Medina. Soy de Guanajuato, México. Soy estudiante del Colegio Benito Juárez y participo en el Club de español. Escríbanme<sup>1</sup>.

1 write to me 2 fun 3 have fun dancing 4 game

**B Comprensión**

Based on the reading, say if the following statements are true (**cierto**) or false (**falso**). Correct the false statements.

1. The Spanish Club offers a variety of fun and interesting activities.
2. The club sponsors summer trips to Spanish-speaking countries.
3. If you join the club, you will be able to correspond with students from Asia.
4. The club offers **salsa** and **merengue** classes on Fridays.
5. The club homepage provides you with links to other sites.

**C Después de leer**

Would you like to become a member of this club? Why or why not? Which activity seems the most interesting to you? What other activities would you suggest if you were a member?



## Taller del escritor

Nombre  
Número de teléfono  
Correo electrónico  
Soy de ...

**ESTRATEGIA**

**para escribir** You can often get ideas for writing by making a list of everything that you want to include in your work. List all your ideas even if you don't know how to say something in Spanish. You can get help later from the dictionary if you need to find a specific word or phrase.

### La página Web del club de español

You have joined the Spanish Club. The club asks all new members to write a short paragraph about themselves to be posted on the club's Web site. In your paragraph, be sure to include your name, where you are from, and your e-mail address.

**1 Antes de escribir**

Make a list of the information you will need for the Web site. You may use English or Spanish for this step.

**2 Escribir un borrador**

Write your information in complete sentences in Spanish.

**3 Revisar**

Read your sentences at least twice. Make sure you have included all the information you want to post on the Web site. Then check your spelling and punctuation.

**4 Publicar**

Post your completed paragraph on the bulletin board or your class Web site.



# Prepárate para el examen



- 1 Pretend you are introducing the following people to a classmate. Greet your classmate and ask how he or she is, then introduce each person, and say where he or she is from.



Beatriz, México



el señor Huang,  
Estados Unidos



Antonio, España

## 1 Vocabulario 1

- asking someone's name
- asking how someone is and saying how you are
- introducing others
- saying where you and others are from

pp. 6–11

## 2 Gramática 1

- subjects and verbs in sentences

pp. 12–13

## 3 Gramática 1

- subject pronouns

pp. 14–15

## 4 Vocabulario 2

- numbers 0–31
- asking for and giving phone numbers
- telling time
- giving the date and the day of the week
- the alphabet
- spelling words and giving e-mail addresses

pp. 18–23

- 2 For each pair of sentences, identify the subject and verb in the first sentence. Then choose the correct subject pronoun in the second sentence.

1. Rosa es mi mejor amiga. (Ella/Él) es de Segovia, España.
2. La señora Cortez es mi profesora de español. (Ellos/Ella) es de Estados Unidos.
3. El muchacho es de México. (Él/Ustedes) es un compañero de clase.
4. El profesor Muñoz es de la República Dominicana. (Nosotros/Él) es mi profesor de ciencias.

- 3 Choose the correct subject pronoun to complete the following short conversations.

1. —Alicia y Laura, ¿de dónde son  $\equiv \equiv \equiv$  (you, plural)?  
— $\equiv \equiv \equiv$  (We) somos de Costa Rica.
2. —Hola, Señor Martínez. ¿Cómo está  $\equiv \equiv \equiv$  (you, formal)?  
—Bien, gracias, Jorge. ¿Y  $\equiv \equiv \equiv$  (you, familiar)?
3. —¿De dónde son Juan y Susana?  
— $\equiv \equiv \equiv$  (They) son de Bolivia.

- 4 Answer the following questions.

1. ¿Cuál es tu correo electrónico?
2. ¿Cuál es tu teléfono?
3. ¿Qué fecha es hoy?
4. ¿Qué hora es?
5. ¿Qué día es hoy?



- 5 On a separate sheet of paper, rewrite the following conversation between two students at a high school in Miami. Use the correct form of **ser** and add the correct punctuation and accent marks.

—Hola Me llamo Pilar (Yo) ≡≡≡ tu companera de clase

—Mucho gusto Me llamo Luis

—Mucho gusto

— De donde ≡≡≡ (tú)

—(Yo) ≡≡≡ de Espana Y tú, ≡≡≡ de Miami

—Si, (yo) ≡≡≡ de Miami. Que hora ≡≡≡

—≡≡≡ las dos en punto

- 6 Answer the following questions.

1. How do Spanish speakers change their friends' names to show affection for them? Give at least two examples.
2. Name four ways that a teacher might be addressed in a Spanish-speaking country.

- 7 Listen to the following conversations. For each one, decide whether the speakers are **a)** telling time, **b)** greeting each other, **c)** introducing someone, or **d)** exchanging phone numbers.



### 5 Gramática 2

- the present tense of **ser**
  - punctuation marks and written accents
- pp. 24-27

### 6 Cultura

- **Comparaciones**  
pp. 16-17
- **Notas culturales**  
pp. 7, 12
- **Geocultura**  
pp. xxiv-3

## Conversación



HOLT SoundBooth  
ONLINE RECORDING



- 8 Role-play the following conversation with a partner. Partner A is president of the Spanish Club and Partner B is a new student.

PARTNER A: Greet your partner and introduce yourself. Ask his or her name.

PARTNER B: Tell your partner you're pleased to meet him or her and say your name.

PARTNER A: Ask where your partner is from.

PARTNER B: Respond, then ask where your partner is from.

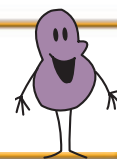
PARTNER A: Respond, then ask for your partner's e-mail address and phone number.

PARTNER B: Answer your partner's questions.

PARTNER A: Say you have to go. Say goodbye.

PARTNER B: Say goodbye. Say you'll see him or her tomorrow.





### Gramática 1

- subjects and verbs in sentences pp. 12–13
- subject pronouns pp. 14–15

## Repaso de Gramática 1

Every sentence has a **subject** and a **verb**. The verb tells what the **subject** does or links the **subject** to a description.

**La señora Pérez es mi profesora.**

The **subject pronouns** in Spanish are:

**yo**                      **nosotros(as)**  
**tú**                        **vosotros(as)**  
**usted/él/ella**      **ustedes/ellos/ellas**

The subject pronouns **tú** and **usted** both mean *you*. Use **tú** when you're talking to a friend. Use **usted** to show respect towards elders and professors. When talking to a group of people, use **ustedes** to say *you*. In Spain only, use **vosotros(as)** to say *you* to a group of friends, family, or children.

¿De dónde es **usted**? ¿De dónde eres **tú**?

### Gramática 2

- the verb **ser** pp. 24–25
- punctuation marks and written accents pp. 26–27

## Repaso de Gramática 2

This is the conjugation of **ser** (*to be*).

yo <b>soy</b>	<i>I am</i>	nosotros(as) <b>somos</b>	<i>we are</i>
tú <b>eres</b>	<i>you are</i>	vosotros(as) <b>sois</b>	<i>you are</i>
usted/él/ella <b>es</b>	<i>you are/ he/she is</i>	ustedes/ellos/ellas <b>son</b>	<i>you/they are</i>

#### Question marks

¿ ... ?  
¿Cuál es tu teléfono?

#### Exclamation points

¡ ... !  
¡Hola!

#### Accent marks

á, é, í, ó, ú, ñ  
cuál, qué, sí,  
cómo, tú,  
mañana

## Letra y sonido



### Las vocales (The Vowels)

The five vowels in Spanish are always pronounced clearly and fully no matter where they are in a word.

- **a**: between the **a** of *cat* and *father*: **amigo**, **hola**
- **e**: as in *they*, but shorter: **enero**, **correo**
- **i**: as in *police*, but shorter: **igualmente**, **abril**
- **o**: as in *low*, but shorter: **once**, **cómo**
- **u**: as in *sue*, but shorter: **uno**, **estudiante**

### Trabalenguas

La a, la e, la i—son fáciles para mí.  
La a, la e, la i—las puedo hacer así.  
A, e, i, o, u—¡aprende a hacerlas tú!

### Dictado

Escribe las oraciones de la grabación.

## Repaso de Vocabulario 1

### Asking someone's name and saying yours

¿Cómo se llama él (ella)?	<i>What's his (her) name?</i>
¿Cómo se llama usted?	<i>What's your name? (formal)</i>
¿Cómo te llamas?	<i>What's your name? (familiar)</i>
Él (Ella) es...	<i>He (She) is . . .</i>
Él (Ella) se llama...	<i>His (Her) name is . . .</i>
Me llamo...	<i>My name is . . .</i>
¿Quién es...?	<i>Who is . . .?</i>
Soy...	<i>I'm . . .</i>

### Asking and saying how you are

Adiós.	<i>Goodbye.</i>
Buenas noches.	<i>Good evening, good night.</i>
Buenas tardes.	<i>Good afternoon.</i>
Buenos días.	<i>Good morning.</i>
¿Cómo está usted?	<i>How are you?</i>
Estoy bien, gracias.	<i>I'm fine, thanks.</i>
Estoy regular/mal.	<i>I'm all right/not so good.</i>
Hasta luego.	<i>See you later.</i>
Hasta mañana.	<i>See you tomorrow.</i>
Hasta pronto.	<i>See you soon.</i>
Hola, ¿cómo estás?	<i>Hi, how are you?</i>
Más o menos.	<i>So-so.</i>
Nos vemos.	<i>See you.</i>
¿Qué tal?	<i>How's it going?</i>
señor	<i>sir, Mr.</i>
señora	<i>ma'am, Mrs.</i>
señorita	<i>Miss</i>

Tengo que irme.	<i>I have to go.</i>
¿Y tú?	<i>And you?</i>

### Introducing others

Encantado(a).	<i>Pleased/Nice to meet you.</i>
Ésta es Rosa/la señora...	<i>This is Rosa/Mrs. . . .</i>
Éste es Juan/el señor...	<i>This is Juan/Mr. . . .</i>
estudiante	<i>student (male or female)</i>
Igualmente.	<i>Likewise.</i>
mi mejor amiga	<i>my best friend (female)</i>
mi mejor amigo	<i>my best friend (male)</i>
mi profesora	<i>my teacher (female)</i>
mi profesor	<i>my teacher (male)</i>
...de ciencias	<i>science . . .</i>
...de español	<i>Spanish . . .</i>
la muchacha	<i>the girl</i>
el muchacho	<i>the boy</i>
Mucho gusto.	<i>Pleased/Nice to meet you.</i>
una compañera de clase	<i>a (female) classmate</i>
un compañero de clase	<i>a (male) classmate</i>

### Saying where you and others are from

¿De dónde eres?	<i>Where are you from? (familiar)</i>
¿De dónde es...?	<i>Where is . . . from?</i>
¿De dónde es usted?	<i>Where are you from? (formal)</i>
Es de...	<i>He (She) is from . . .</i>
ser	<i>to be</i>
Soy de...	<i>I'm from . . .</i>

## Repaso de Vocabulario 2

### Exchanging phone numbers

¿Cuál es el teléfono de...?	<i>What's . . . telephone number?</i>
¿Cuál es tu teléfono?	<i>What's your telephone number?</i>

Los números 0–31 ..... See p. 18.

### Telling time

de la mañana	<i>in the morning, A.M.</i>
de la noche	<i>at night, P.M.</i>
de la tarde	<i>in the afternoon, P.M.</i>
en punto	<i>on the dot</i>
Es la una.	<i>It's one o'clock.</i>
medianoche	<i>midnight</i>
mediodía	<i>midday, noon</i>
menos cuarto	<i>a quarter to</i>
¿Qué hora es?	<i>What time is it?</i>

Son las...	<i>It's . . . o'clock.</i>
y cuarto	<i>a quarter past</i>
y media	<i>half past</i>

### Giving the date and the day

Es el primero (dos, tres) de...	<i>It's the first (second, third) of . . .</i>
Hoy es lunes.	<i>Today is Monday.</i>
¿Qué día es hoy?	<i>What day is today?</i>
¿Qué fecha es hoy?	<i>What's today's date?</i>

Los días de la semana ..... See p. 21.

Los meses y las estaciones del año ..... See p. 21.

El alfabeto ..... See p. 22.

### Spelling words and giving

e-mail addresses ..... See p. 23.



# Integración

capítulo 1



1 Listen to each conversation and match it with the appropriate picture.

A



B



C



D



2 Read the following conversation between Marisa and Sonia and decide if the statements are **cierto** or **falso**.

MARISA Hola, Sonia. ¿Cómo estás?

SONIA Bien. ¿Y tú?

MARISA Más o menos. Dime, ¿cuál es el correo electrónico de Pilar, Alicia y Jorge?

SONIA No sé el correo electrónico de Pilar. El correo electrónico de Alicia es a-ele-i arroba be-ese-te punto hache-ere-uve doble punto ce-o-eme y el correo electrónico de Jorge es jota-uno-tres-seis arroba a-te-ene punto hache-ere-uve doble punto ce-o-eme.

MARISA Gracias. ¿Cuál es el teléfono de Pilar?

SONIA Es dos-treinta y uno-veintinueve-doce.

MARISA Muchas gracias. ¿Sabes (*do you know*) qué hora es?

SONIA Sí, son las dos menos cuarto de la tarde.

MARISA Uy, tengo que irme. Hasta luego.

SONIA Adiós.

1. Marisa y Sonia son amigas.
2. Marisa está mal.
3. El correo electrónico de Alicia es ali@bst.hrw.com.
4. El correo electrónico de Jorge es j136@atn.hrw.com.
5. El teléfono de Pilar es 2-31-19-12.
6. Son las 2:15.

- 3 With a partner, imagine that the two of you are the student body president and vice-president. Your job is to make the morning intercom announcements the first day of class. Greet your classmates and teachers, introduce yourselves, and say the day, date, and time.
- 4 Look at the painting and compare it to the painting by Joan Miró on page 3. Using the color chart on page 3, write the Spanish names of the colors the two painters like to use. Do you think this painting is more or less abstract than the painting by Miró? What do you think this painting is about?



*La persistencia de la memoria*, de Salvador Dalí (1904–1989)

Dalí, Salvador. *The Persistence of Memory (Persistencia de la memoria)*. 1931 Oil on canvas, 9 1/2 x 13" (24.1 x 33 cm). The Museum of Modern Art, New York. Given anonymously. Photograph © 1999 The Museum of Modern Art, New York. ©2003 Salvador Dalí. Gala-Salvador Dalí Foundation/Artists Rights Society (ARS), New York; Digital Image © The Museum of Modern Art/Licensed by SCALA/Art Resource, NY.

- 5 You're sending a letter to a new pen pal in Spain. Introduce yourself and say where you're from, give him or her your phone number and e-mail address, and ask two questions you'd like him or her to answer. Check for correct punctuation and accent marks.

6

Situación

The Spanish Club is meeting for the first time to get to know new members. Introduce yourself to the new exchange student from Spain, tell him or her where you are from, and ask how he or she is doing. Using gestures and expressions you've learned in this chapter, introduce this person to someone else. Try to speak to four people before you finish.