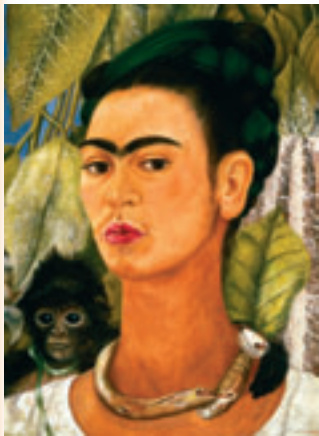


Fondo cultural



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

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

"Autorretrato con mono" (1938), Frida Kahlo

# Y tú, ¿cómo eres?

## Chapter Objectives

- Talk about personality traits
- Ask and tell what people are like
- Use adjectives to describe people
- Understand cultural perspectives on friendship

## Video Highlights

**A primera vista:** *Amigos por Internet*

**GramActiva Videos:** adjectives; definite and indefinite articles; word order: placement of adjectives

## Country Connection

As you learn how to describe yourself and your friends, you will make connections to these countries and places:



## Más práctica

- *Real.* para hispanohablantes, pp. 30–31

Go Online  
PHSchool.com

For: Online Atlas  
Web Code: jce-0002

Read, listen to, and understand information about

- personality traits

# A primera vista

## Vocabulario y gramática en contexto

jcd-0197



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

la chica



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



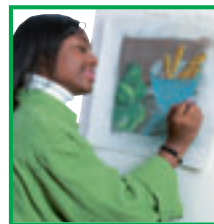
**Pero a veces** es **impaciente** . . .



. . . también es **un chico desordenado** **99**.

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

el chico



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



. . . y muy **ordenada**.



Es una chica muy **inteligente** **99**.

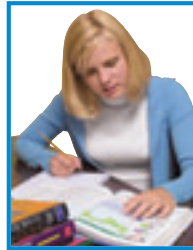


**ee** Hola, me llamo Luz. **¿Yo?**  
¿Cómo **soy**? Pues . . .



### Más vocabulario

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



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



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



. . . y también **graciosa** . . .



. . . pero **según mi familia**  
ja veces soy **perezosa!** Y  
tú, **¿cómo eres?** **99.**

### Actividad 1

jcd-0197

**Escuchar**

### ¿Marcos o Sarita?

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



### Actividad 2

jcd-0197

**Escuchar**

### ¿Cierto o falso?

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

### Más práctica

- Practice Workbook, pp. 22–23: 1B-1, 1B-2
- WAV Wbk.: Writing, p. 25
- Guided Practice: Vocab. Flash Cards, pp. 39–42
- *Real*. para hispanohablantes, p. 32

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PHSchool.com  
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Web Code: jcd-0111



# Amigos por Internet

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

## Strategy

### Using cognates

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

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



Esteban



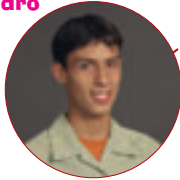
Claudia



México



Pedro



Teresa



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

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



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



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



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



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



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



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

**Actividad**  
**3**

**Escribir/Hablar**

**¿Comprendes?**

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

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

**Más práctica**

- Practice Workbook, pp. 24–25: 1B-3, 1B-4
- WAV Wbk.: Video, pp. 18–20
- Guided Practice: Vocab. Check, pp. 43–46
- *Real.* para hispanohablantes, p. 33

**Go Online**  
 PHSchool.com

For: Vocab. Practice  
 Web Code: jcd-0112

**Actividad**  
**4**

**Escribir/Hablar**

**Y tú, ¿qué dices?**

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



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

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

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

- Talk about what people are like
- Ask people to talk about themselves and others
- Describe your own personality traits

# Manos a la obra

## Vocabulario y gramática en uso

Actividad  
**5**

Escribir

### ¿Cómo es el chico o la chica?

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

1. La chica es  
(*reservada / artística*).



2. La chica es  
(*graciosa / perezosa*).



3. El chico es  
(*reservado / deportista*).



4. El chico es  
(*desordenado / atrevido*).



5. La chica es  
(*artística / atrevida*).



6. El chico es  
(*estudioso / desordenado*).



Modelo

El chico es  
(*impaciente / estudioso*).



Actividad  
**6**

Escribir

### Mi amigo José

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

Modelo

*No es un chico impaciente. Es muy paciente.*

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

trabajador	deportista	bueno
paciente	estudioso	sociable
gracioso	desordenado	



## Gramática

### Adjectives

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

- In Spanish, most adjectives have both masculine and feminine forms. The masculine form usually ends in the letter *-o* and the feminine form usually ends in the letter *-a*.
- Masculine adjectives are used to describe masculine nouns.  
Marcos es **ordenado** y **simpático**. *Marcos is organized and nice.*
- Feminine adjectives are used to describe feminine nouns.  
Marta es **ordenada** y **simpática**. *Marta is organized and nice.*
- Adjectives that end in *-e* describe both masculine and feminine nouns.  
Anita es **inteligente**. *Anita is smart.*  
Pedro es **inteligente** también. *Pedro is also smart.*

Masculine	Feminine
ordenado	ordenada
trabajador	trabajadora
paciente	paciente
deportista	deportista

- Adjectives whose masculine form ends in *-dor* have a feminine form that ends in *-dora*.  
Juan es **trabajador**. *Juan is hardworking.*  
Luz es **trabajadora**. *Luz is hardworking.*
- Some adjectives that end in *-a*, such as *deportista*, describe both masculine and feminine nouns. You will need to learn which adjectives follow this pattern.  
Tomás es **deportista**. *Tomás is sports-minded.*  
Marta es **deportista** también. *Marta is also sports-minded.*

### GramActiva VIDEO

Want more help with adjectives? Watch the **GramActiva** video.



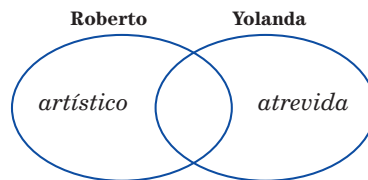
### Actividad 7

### Escribir

### Roberto y Yolanda

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

### Modelo



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



Actividad  
**8**



**Hablar**

**¿Cómo es Paloma?**

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



**Modelo**

Paloma

A —¿Cómo es Paloma?

B —Paloma es trabajadora.

1. Elena



2. Marisol



3. Felipe



4. Juan



5. Lola



6. Gloria



Actividad  
**9**



**Hablar**

**Juego**

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

**Modelo**

A —¿Eres ordenada?

B —Sí, soy ordenada.

o:—No, no soy ordenada.

Actividad  
**10**

**Escribir**

**Yo soy . . .**

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

**Modelo**

Soy	No soy
<i>estudiosa</i>	<i>perezosa</i>
<i>muy trabajadora</i>	<i>impaciente</i>
<i>deportista</i>	

Actividad  
11



Hablar/Escribir

¿Eres estudioso(a)?

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

Modelo

- A —¿Cómo eres?  
 B —Soy estudiosa y muy trabajadora. También soy deportista. ¿Y tú?  
 A —Soy artístico. Según mis amigos, soy talentoso. No soy perezoso.

Actividad  
12

Escribir/Hablar

Mi amigo(a)

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

Modelo

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

Exploración del lenguaje

Cognates that begin with **es + consonant**

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

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

estudiante	estudioso	escuela	estómago
esquiar	especial	estricto	escena



Es muy deportista. Le encanta esquiar.



## ¿Qué te gusta hacer?

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

### Estudiante A

1.



2.



3.



4.



5.



6.



7.



### Modelo

A —¿Te gusta correr?

B —Sí, soy deportista.

o:—No, no soy deportista.

o:—Sí, pero no soy muy deportista.

### Estudiante B



¡Respuesta personal!



### Fondo cultural



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

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

“Simón Bolívar” (siglo xix), Anónimo

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

### Más práctica

- Practice Workbook, p. 26: 1B-5
- WAV Wbk.: Writing, p. 26
- Guided Practice: Grammar Acts., pp. 47–48
- Real. para hispanohablantes, pp. 34–37

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## El poema "Soy Elena"

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



### Conexiones La literatura

#### Soy Elena

En general, soy  
reservada y ordenada.

A veces, soy atrevida,  
graciosa o impaciente.

No soy ni deportista  
ni artística.

¡Yo soy yo!

- Which activity would you invite Elena to do based on what she has told you about herself?  
dibujar    montar en monopatín    escuchar música
- Rewrite the poem replacing *Soy Elena* with *Soy Tomás*.

## Y tú, ¿qué dices?

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





## Gramática

### Definite and indefinite articles

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

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

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

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

<i>el</i>	the
<i>la</i>	the

<i>un</i>	a, an
<i>una</i>	a, an

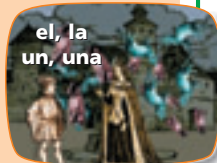
### Strategy

#### Learning by repetition

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

### GramActiva VIDEO

Want more help with definite and indefinite articles? Watch the GramActiva video.



Actividad  
16

jcd-0198



Escuchar/GramActiva

### ¿El o la?

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



Actividad 17



Hablar

¿Qué es?

Tell your partner the names of the things pictured below.

Modelo

A —¿Qué es?

B —Es un brazo.



Actividad 18

Escribir

La escuela de Diego

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

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

Más práctica

- Practice Workbook, p. 27: 1B-6
- WAV Wbk.: Writing, p. 27
- Guided Practice: Grammar Acts., p. 49
- Real. para hispanohablantes, pp. 37–38

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Pronunciación

jcd-0198

The vowels *o* and *u*



In Spanish, the pronunciation of the letter *o* is similar to the vowel sound in the English word “boat” but is always cut very short. Say these words, concentrating on making a short *o* sound.

bolígrafo	gracioso	cómo
télefono	tampoco	otoño

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

mucho	lunes	usted
octubre	estudioso	según

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

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

agosto	regular	tropical	música
gusto	universidad	Uruguay	Cuba



El mundo

## Gramática

### Word order: Placement of adjectives

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

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

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

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

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

### ¿Recuerdas?

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

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

### Actividad 19

#### Escribir

### Frases desordenadas

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

#### Modelo

perezoso Antonio es chico un  
*Antonio es un chico perezoso.*

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

### Actividad 20

#### Escuchar/Escribir

jcd-0198

### Escucha y escribe

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

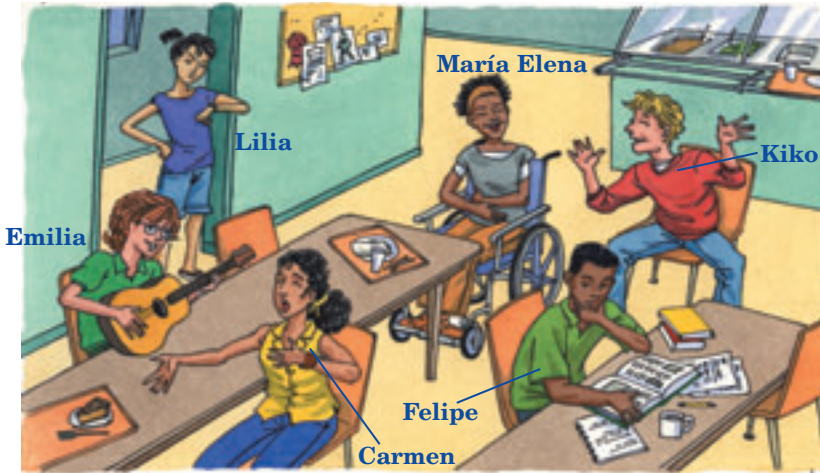


## ¿Cómo es . . . ?

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

### Modelo

*Emilia es una chica talentosa.*



## Y tú, ¿qué dices?

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

### Más práctica

- Practice Workbook, p. 28: 1B-7
- Guided Practice: Grammar Acts., p. 50
- Real. para hispanohablantes, pp. 39-41

Go online  
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## El español en el mundo del trabajo

*Paciente, inteligente, trabajador, ordenado . . .*

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

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





# ¡Adelante!

## Lectura

### Un self-quiz

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

#### Objectives

- Read and understand an article about personality traits
- Understand cultural perspectives on friendship
- Write a letter to a pen pal
- Learn facts about the Caribbean

#### Strategy

Using visual clues to get meaning

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

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

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

Eres muy apasionada.  
Eres atrevido.

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

Eres una chica natural.  
Eres muy generoso.

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

Eres muy talentosa.  
Eres un chico sociable.

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

Eres una chica artística.  
Eres gracioso.

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

Eres una chica muy independiente.  
Eres un chico romántico.

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

Eres una chica muy trabajadora.  
Eres muy serio.

## ¿Comprendes?

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

### Modelo

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

### Fondo cultural

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

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



Una niña con huipil

### Más práctica

- WAV Wbk.: Writing, p. 28
- Guided Practice: *Lectura*, p. 51
- *Real. para hispanohablantes*, pp. 42–45

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Web Code: jcd-0116

## ¿Qué es un amigo?

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



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

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



“ After I spent my year in Colombia, I learned that the concept of friendship is a little different than in the United States. My host brother and sisters spent a lot of time with their family.

They knew people at school and from after-school activities, but they had just a few close friends and we’d do things with them. It was definitely a smaller group than I was used to. It seems that it took longer to become close friends with people too ”.

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



Dos amigas estudiando en Cozumel, México

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

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



Amigos en una fiesta en España

# Amigo por correspondencia

## Task

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

**1 Prewrite** Think about information you want to give. Answer these questions to help you organize your e-mail message.

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

**2 Draft** Write a first draft of your e-mail message using the answers to the questions above. Begin by introducing yourself: *¡Hola! Me llamo . . .* When you are finished, end with *Escríbeme pronto.* (“Write to me soon.”)

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

**3 Revise** Review the first draft of your e-mail and share it with a partner. Here are some things to look for:

- Is it well organized?
- Does it include all the information from the Prewrite questions?
- Is the spelling accurate? Did you use the correct form of the adjectives to describe yourself?
- Did you include the opening and the closing?

Decide whether or not you want to use your partner’s suggestions. Rewrite your draft.

**4 Publish** Type up your e-mail. You might want to send it to a pen pal in another class or school, send it to your teacher, or print it and give it to someone else in the class to answer.

**5 Evaluation** Your teacher may give you a rubric for grading your e-mail. You probably will be graded on:

- completion of task
- following the writing process by turning in the Prewrite and first draft
- using adjectives correctly



## Strategy

### Using the writing process

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





# El Caribe

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

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

## ¿Sabes que . . . ?

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

## Para pensar

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



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

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



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



# Repaso del capítulo

## Vocabulario y gramática

jcd-0199

To prepare for the test, check to see if you . . .

- know the new vocabulary and grammar
- can answer the questions on p. 71

### to talk about what you and others are like

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

### to ask people about themselves or others

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

### to talk about what someone likes or doesn't like

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

### to describe someone

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

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

### to tell whom you are talking about

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

### other useful words

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

### adjectives

Masculine	Feminine
ordenado	ordenada
trabajador	trabajadora
paciente	paciente
deportista	deportista

### definite articles

el	the
la	the

### indefinite articles

un	a, an
una	a, an

## Más práctica

- Practice Workbook: Puzzle, p. 29
- Practice Workbook: Organizer, p. 30

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# Preparación para el examen

**On the exam you will be asked to . . .**

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

**If you need review . . .**

jcd-0199



**1 Escuchar** Listen to and understand a description of a friend

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

**pp. 50–53** *A primera vista*  
**p. 57** Actividades 11–12  
**p. 62** Actividad 20



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

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

**pp. 50–53** *A primera vista*  
**p. 56** Actividad 9  
**p. 57** Actividad 11  
**p. 58** Actividad 13  
**p. 63** Actividad 22



**3 Leer** Read and understand a description of someone

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

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

**pp. 50–53** *A primera vista*  
**p. 59** Actividad 14  
**pp. 64–65** *Lectura*



**4 Escribir** Write a short paragraph describing yourself

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

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

**pp. 56–57** Actividades 10–12  
**p. 59** Actividad 15  
**p. 63** Actividad 22  
**p. 67** *Presentación escrita*



**5 Pensar** Demonstrate an understanding of cultural perspectives on friendship

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

**p. 66** *Perspectivas del mundo hispano*