

Imágenes



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Imágenes

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An Overview of Your Textbook's Main Features

The *Imágenes* text consists of a preliminary chapter followed by 12 chapters and an optional, supplementary chapter.

CAPÍTULO 3

Quito, Ecuador
y el volcán
Guagua Pichincha.



Datos interesantes

Exportaciones anuales de los Estados Unidos:

País importador	Millones de dólares
Canadá	178.786
México	111.721
Japón	65.254

Otros países entre los primeros 50 que reciben productos de los EE.UU.: España, Venezuela, Argentina, Colombia, Chile, Honduras, Costa Rica, Guatemala, El Salvador, Perú, Panamá.

CHAPTER OBJECTIVES

- ▶ Stating location and where you are going
- ▶ Talking about activities that you do every day
- ▶ Describing people and things

Chapter Opener

- Each chapter opens with a photo and **Datos interesantes**, which set the scene and introduce cultural information relevant to the chapter's content.

- Communication goals establish clear learning objectives.

Una llamada de larga distancia



demasiado
No tengo idea.

Me/te/le... gustaría + infinitive

too much
I don't have any idea.

I/you/he/she... would like to...

Claudia is talking long distance to her parents who have gone from Bogotá to Quito on a business trip. They are talking about Claudia's classes and her new roommate, Teresa.

ACTIVIDAD 1 La familia de Teresa While listening to the conversation, complete the following chart about Teresa's family.

	¿De dónde son?	¿Qué hacen?
Teresa		
Padre		
Madre		

PADRE: ¡Aló!

CLAUDIA: Hola, papá. ¿Cómo estás? ¿Qué tal el trabajo allí en Quito con Home Depot?

PADRE: Yo bien y el trabajo fantástico. A Home Depot le gustaría tener muchas tiendas aquí en Ecuador y hoy voy a hablar con el secretario de comercio.

CLAUDIA: Pero, ¡qué interesante!

PADRE: Sí, muy interesante, pero ahora tengo que ir a su oficina.

Tenemos una reunión esta mañana. Adiós, hija. Aquí está tu mamá.

● Expressing a desire

● reunión = meeting

Accessible, Contextualized Language Provides a Focus for Learning

Chapter conversations New and recycled vocabulary and grammar are presented in the context of realistic conversations, which follow a series of characters through a variety of events in their daily lives.

- Each conversation, recorded on the student audio CD packaged with your text and on the lab audio program, is accompanied by listening practice with pre-, ongoing, and post-listening activities.

ACTIVIDAD 3 Una invitación y una excusa In pairs, invite your partner to do something. Your partner should decline, giving an excuse. Then switch roles. Follow the model.

A: ¿Te gustaría ir a bailar esta noche?

B: Me gustaría, pero tengo que...

Posibles invitaciones

salir
correr esta tarde en el parque
escuchar música
esquiar el sábado

Posibles excusas

trabajar
leer una novela
escribir una composición
visitar a mis padres

ACTIVIDAD 4 ¿Estudias poco o demasiado? Parte A: In pairs, find out if your partner does the following activities poco or demasiado. Follow the model.

A: ¿Estudias poco o demasiado?

B: Estudio poco.

B: Estudio demasiado.

1. trabajar
2. visitar a tus padres
3. hablar con tus amigos

4. escuchar música
5. mirar televisión
6. caminar

Parte B: Now write a few sentences reporting your findings. Be ready to read them to the class. Follow the models.

Paul estudia poco, pero yo estudio demasiado.
Paul y yo trabajamos poco.

¿Lo sabían?

Quito, the capital of Ecuador, is breathtaking. The city lies in a beautiful valley at the base of a volcano. Though it is near the equator, Quito enjoys a moderate climate all year round since it is almost 10,000 feet above sea level. The combination of colonial and modern architecture creates a fascinating contrast in the city. A large percentage of Ecuador's population is of native Andean origin. West of Quito is the town of Santo

Domingo de los Colorados. The indigenous group of the Tsafchela, or Colorados, lives on the outskirts of this town. The men are well known for their hair, which they cover with red clay and shape in the form of a leaf. The Otavalos, another indigenous group, are renowned for their success in cottage industry and textile commerce.

Colorado Indian, Ecuador. ►



- Activities that follow each chapter conversation give you speaking practice using key language presented in the conversation.

Emphasis on Culture Promotes Awareness of the Spanish-Speaking World

- ¿Lo sabían? cultural readings, in Spanish beginning in Capítulo 4, offer information and insights on a range of cultural topics. Emphasizing practices, as well as cross-cultural comparisons, these readings expose you to and encourage you to discuss the diverse cultures of the Spanish-speaking world.

Más allá El mundo de los negocios

Mexico is an important trade partner for the United States, second only to Canada. In the year 2000, Mexico's exports to the U.S. totalled over 135 billion dollars and its imports from the U.S. over 111 million. Therefore, Mexico is not only a major supplier of goods, but the Mexican people are consumers of products made in the U.S. Since NAFTA (the North American Free Trade Agreement or TLC, *Tratado de Libre Comercio*) went into effect, there has been continuous growth in commerce between the two countries. Preparations are being made for the implementation of the FTAA agreement (Free Trade Area of the Americas or ALCA, *Área de Libre Comercio de las Américas*), which may be implemented by 2005. This would lead to increased trade between countries in the western hemisphere.



WAL-MART MEXICO

Total Number of Wal-Mart Supercenters: 30
Total Number of SAM'S CLUBS: 30
Total Number of Wal-Mart Stores: 400
Total Number of Associates: 84,000
Wal-Mart Stock Date: November 1997

Wal-Mart de Mexico's importance in the Mexican Stock Exchange:

Second most important stock exchange
Third largest in size
Third largest employer

Many American companies enter into agreements with companies in other countries to facilitate expanding abroad. In 1998, Home Depot made such an agreement. Home Depot has over 1,500 stores in the Americas and continues to expand.

Wal-Mart, Kohler, and Home Depot are examples of companies that are expanding operations in the Americas. The implication is obvious for future businessmen and -women: Knowledge of Spanish—particularly if combined with a study abroad experience in Latin America—and internships done in international divisions of companies will be valuable information to include in a résumé. In many companies, entrance into the upper echelon of management is dependent upon spending two to three years working abroad. ♦

South America

The U.S./South American trade agreements of the early 1990s have created new growth opportunities for Kohler. Kohler has capitalized on the new market opportunity by offering products and designs unique to that marketplace. Buenos Aires, Argentina is home base for the Kohler South and Central American sales operations. From there, Kohler and Sterling brand products are readily available in Venezuela, Colombia, Peru, Ecuador, Chile, Guatemala, Honduras, Costa Rica and Panama.



Practical, Real-World Connections Promote Interest in Learning

- **Más allá**, in Spanish beginning in Capítulo 4, highlights the benefits of studying Spanish and the many Spanish-related career opportunities within the United States, through informational readings and personal profiles of people in the workplace.

Focus on Real Language Builds Confidence and Fosters Communication

- **Vocabulario esencial I and II** present practical, thematically-grouped vocabulary, often through illustrations to convey the meaning of new words. Contextualized practice provides realistic situations and opportunities to use Spanish creatively.



Vocabulario esencial II

• Adjectives, including adjectives of nationality, agree in number and in many cases gender with the noun modified.

I. Las descripciones: Ser + adjective



1. Es alta.
2. Es bajo.
3. Son gordos.
4. Son delgados. (Son flacos.)
5. Es joven.
6. Es mayor.
7. Son morenas.
8. Son rubias.

• In some cultures flaco has a negative connotation, similar to calling someone "scrawny" or "bony" in English.

Otros adjetivos

simpático/a	nice	antipático/a	unpleasant; disagreeable
guapo/a	good-looking	feo/a	ugly
bonito/a	pretty	malo/a	bad
bueno/a	good	estúpido/a, tonto/a	stupid
inteligente	intelligent	pequeño/a	small
grande	large, big	corto/a	short (in length)
largo/a	long	viejo/a	old
nuevo/a	new		

ACTIVIDAD 16 ¿Cómo son? Describe the following people using one or two adjectives.

1. el/la profesor/a
2. Shakira
3. Matt Damon y Ben Affleck
4. Sean Combs
5. Danny De Vito
6. Sarah Jessica Parker y Julia Roberts
7. tu madre o tu padre

Vocabulario funcional

Lugares (Places)

¿Adónde vas/vas?	Where are you going?
¿Con quién vas/vas?	With whom are you going?
¿Dónde estás/estás?	Where are you?
estar en + lugar	to be in/at + place
el cine	movie theater

la escuela/el colegio	school
la iglesia	church
la librería	bookstore
la playa	beach
el supermercado	supermarket

- To help you review or prepare for quizzes and exams, **Vocabulario funcional** lists all active vocabulary—with English translations—in a thematically-organized end-of-chapter summary.

Gramática para la comunicación I

I. Expressing Destination: Ir + a + place

Note that prepositions precede the question word.

To say where you are going, you need to use a form of *ir* + *a* + destination. Remember to use *al* (a + el) when the destination noun is masculine.

Vamos al Museo de Antropología. We're going to the Museum of Anthropology.

Voy a la farmacia. ¿Necesitas aspirinas? I'm going to the drugstore. Do you need aspirin?

¿A dónde vas? Where are you going (to)?

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• **Gramática para la comunicación I and II** feature functionally-sequenced grammar presentations in English that stress the use of language for communication.

II. Indicating Location: Estar + en + place

To say where you are, use a form of *estar* + *en* + place.

estar

yo	estoy	nosotros/es	estamos
tú	estás	vosotros/as	estáis
Ud.	está	ellos/ellas	están
el/ella			

La directora no *está* en la oficina hoy. The director isn't in the office today.

Mamá, *estoy* en el hospital. Mom, I'm in/at the hospital.

NOTE: The preposition to express being in or at a place is *en*: *Estamos en el cine.* (We're at the movies.)

III. Talking About the Present: The Present Indicative

1 a In order to talk about daily activities, you use verbs in the present indicative. These verbs all express actions or states: *I run 5 miles* (action), *But he runs 7 miles.* Paula is a full-time student (state), but I am a part-time student. Notice how in each sentence you change or conjugate the verb depending on the person you are talking about. To do this in Spanish you first need to know whether the infinitive, or base form of the verb, ends in -ar (*trabajar*), -er (*beber*), or -ir (*escribir*). Then you take the stem of the verb (*trabaj-*, *beb-*, *escrib-*) and attach the following endings:

-ar verbs

● Memorize infinitives. Make lists of -ar, -er, and -ir verbs and quiz yourself on forms and meanings, for example: Yo estudio mucho. Mi amigo Paul no estudia. Paul y yo bebemos Pepsi. Mary bebe Coca-Cola.

● Practice automatic pairs: ¿Trabaja? Si, trabaja. / ¿Trabaja ella? Si, ella trabaja. / ¿Trabajan Uds. 7 Si, trabajamos.

• Charts and examples illustrate concepts and highlight important information.

• **Student annotations** offer learning strategies, relevant cultural information, and study tips.

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ACTIVIDAD 11 ¡Una carta de Miguel! This is a letter from a Honduran student who is studying in the United States. He is describing his daily activities to his parents. Complete the letter with the appropriate forms of the following verbs: *bailar, correr, escribir, estudiar, hablar, ir, salir, ser, tener, terminar, traducir.*

Chicago, 20/9/2003

Queridos papás:

¿Cómo están? Yo, bien. Me gusta la universidad y _____ muchos amigos. Voy a clase, _____ composiciones para mi clase de francés y _____ mucho porque _____ demasiados exámenes; el jueves tengo un examen importante de biología. Los viernes por la mañana voy a la oficina de un profesor de psicología y _____ documentos del español al inglés. Los viernes y los sábados yo _____ en la biblioteca y por la noche _____ con un grupo de amigos. Ellos _____ mexicanos, venezolanos y de los Estados Unidos. Los mexicanos siempre _____ de política con los venezolanos.

Santa (una chica puertorriqueña) y yo también _____ a una discoteca los martes porque ponen música salsa; como nos gusta la música del Caribe, nosotros _____ mucho. Ella _____ bien porque es bailarina profesional.

Bueno, tengo que _____ la carta porque voy a correr. ¡Mi amigo Mateo y yo _____ ocho kilómetros al día!

Besos y abrazos,

Miguel

P. D. Gracias por los \$\$\$dólares\$\$\$.

ACTIVIDAD 12 Gente famosa In groups of three, name famous people who do the following things: *bailar, cantar, correr, escribir novelas, esquiar, nadar, producir películas, tocar la guitarra, trabajar en Washington, salir en el programa de David Letterman.* Follow the model.


▲ Gabriel García Márquez escribe novelas.

ACTIVIDAD 13 El verano In pairs, discuss what you and your partner do during the summer (el verano). Use the following actions: *bailar, comer en restaurantes, escuchar música, esquiar, estudiar, mirar televisión, nadar, salir con amigos.* Follow the model.

• A variety of practice activities, including pair and group exercises and illustration-based tasks, reinforce concepts and encourage self-expression.

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ACTIVIDAD 32 Imagina In pairs, each person picks three drawings and uses his/her imagination to explain to a partner who the people are, what they are doing, and where they are.



● Do Workbook Práctica comunicativa B and the Repaso section. Do CD-ROM Web ACE Tests, and lab activities.

▲ Son mis amigos Mike y Eric. Mike es de Miami y Eric es de Chicago. En la foto, ellos están esquiendo en Vail. Mike esquía muy bien. Eric está aprendiendo y le gusta mucho esquiar.

• **In-text icons** throughout the chapter correlate the text to the web site and the *Imágenes* CD-ROM.

Imágenes

LECTURA

Estrategia: Dealing with Unfamiliar Words

In Chapter 2 you read that you can recognize many Spanish words by identifying cognates (words similar to English words). However, other words will be completely unfamiliar to you. A natural tendency is to run to a Spanish-English dictionary and look up a word, but you will soon tire of this and become frustrated. The following are strategies to help you deal with unfamiliar words while reading.

1. Ask yourself if you can understand the sentence without the word. If so, move on and don't worry about it.
2. Identify the grammatical form of the word. For example, if it is a noun, it can refer to a person, place, thing, or concept; if it is a verb, it can refer to an action or state; if it is an adjective, it describes a noun.
3. Try to extract meaning from context. To do this, you must see what information comes before and after the word itself.
4. Check whether the word reappears in another context in another part of the text or whether the writer explains the word. An explanation may be set off by commas.
5. Sometimes words appear in logical series and you can easily understand the meaning. For example, in the sequence *first, second, "being," and fourth* the meaning of *being* becomes obvious.

These strategies will help you make reasonable guesses regarding meaning. If the meaning is still not clear and you must understand the word to get the general idea, the next step would be to consult a dictionary.

● noun = sustantivo
Note: A noun may be preceded by articles (el/la; un/una)
verb = verbo
adjective = adjetivo
● Note: If you look up a word, don't write the translation above the Spanish word in the text. (If you read the text, you will only see the English and ignore the Spanish.) If you must write it down, do so separately in your own personal vocabulary list.

ACTIVIDAD 33 El tema Before reading the article that follows, look at the title, the format, and the pictures to answer the following question.

- ¿Cuál es el tema (theme) del artículo?
- a. el número de hispanos en los Estados Unidos
 - b. el futuro político de los hispanos
 - c. los hispanos como consumidores

A Program of Learning Strategies Supports Skill Development

- *Imágenes Lectura* presents and practices specific techniques and strategies designed to help you become a more proficient reader.

are
a
and

El mercado hispano en los Estados Unidos

El español es el idioma oficial de veinte países del mundo. En total, hay aproximadamente 332 millones de personas de habla española. En los Estados Unidos hay 32.8 millones de hispanos (más del 12% de la población total) y 21 millones de ellos hablan español; por eso, forman un mercado consumidor doméstico muy significativo para los Estados Unidos. Las grandes compañías comprenden la importancia económica de este grupo y usan los medios de comunicación tanto en inglés como en español para venderle una variedad de productos.

Libros, periódicos y revistas

En los Estados Unidos se publican muchos periódicos y revistas en español. Hasta la revista *People* tiene una versión en español. También hay compañías como Amazon.com y Booksellers que venden libros al mercado hispano a través de Internet. Autores como la chilena Isabel Allende y el mexicano Carlos Fuentes son muy populares. Pero, las personas de habla española también leen libros en inglés o traducidos al español de autores como Tom Clancy y Toni Morrison.

La radio

La radio y su música es una parte importante de la vida de los hispanos. A ellos les gustan diferentes tipos de música: la folklórica, la clásica, la tejana, el rock, el jazz, etc. La música hispana que más escucha la gente joven en los Estados Unidos es la salsa de cantantes como Marc Anthony, la India y Víctor Manuelle. También les gusta el rock en español de grupos como Ozomatli y Caifanes. Generalmente escuchan emisoras de radio en inglés y en español y, hoy en día, con una computadora y acceso a Internet también pueden escuchar la radio de otros países.



▲ Isabel Allende, Chilean author.

- Readings include cultural texts about the Spanish-speaking world and authentic magazine and literary selections.

ESCRITURA

Estrategia: Using Models

When beginning to think and write in a new language, a model can provide a format or framework to follow and give you ideas for organizing what you write. It is also useful for learning phrases and other ways to express yourself. Some phrases can be used without understanding the intricate grammatical relationship between all of the words. For example, by using such phrases along with what you already know in Spanish, you can raise the level of what you write.

ACTIVIDAD 37 Una carta Parte A: Look at Miguel's letter in Actividad 11 and answer these questions about the letter's format.

1. What comes before the date? What is written first, the day or the month?
2. The letter is informal because it is addressed to Miguel's parents. What punctuation is used after the salutation, a comma or a colon?
3. What does he say in the closing of the letter? Check what these words mean in the Spanish-English dictionary in your textbook.
4. How do you write P.S. in Spanish?

Parte B: Using Miguel's letter as a guide, write a letter to your parents about your life at the university. Note the use of the expressions *buena* and *gracias por los dólares* (gracias por + article + noun) at the end of the letter.

Parte C: In your letter, underline each subject pronoun (yo, tú, él, ella, etc.). Edit, omitting all of the subject pronouns that are not needed for clarity or emphasis, especially the pronoun yo.

Parte D: Rewrite your final draft, staple all drafts and your answers to Parte A together, and hand them in to your instructor.

- Appearing in odd-numbered chapters, *Imágenes Escritura* offers process-based writing strategies, correlated to the chapter grammar and vocabulary, to help you improve your writing skills.

VIDEO La vida universitaria

Antes de ver

ACTIVIDAD 33 En los EE.UU. Antes de mirar un video sobre la vida universitaria en el mundo hispano, contesta estas preguntas sobre la vida universitaria en los Estados Unidos.

1. Normalmente, ¿dónde viven los estudiantes? ¿En un colegio mayor? ¿En un apartamento? ¿Con su familia?
2. ¿Cuánto cuesta la matrícula en una universidad pública? ¿Y en una universidad privada? ¿Es cara la matrícula en tu universidad?
3. ¿De cuántos años es tu carrera universitaria? ¿Es igual o diferente para todas las especializaciones?

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4. ¿Es normal tener clases en diferentes edificios o los estudiantes normalmente tienen todas sus clases en un edificio?
5. Si un estudiante quiere estudiar medicina o derecho, ¿cuál es el proceso? ¿Más o menos cuántos años tarda?
6. Al entrar en la universidad, ¿ya saben su especialización los estudiantes de este país? ¿Es normal cambiar de especialización durante los años universitarios?

Mientras ves

ACTIVIDAD 34 ¿Qué estudias? En este segmento muchos estudiantes del mundo hispano hablan sobre su universidad. Todas las universidades que mencionan son públicas, excepto San Francisco de Quito que es privada. Mira el video y completa las siguientes tablas. Recuerda mirar las tablas antes de ver el video.

Universidad de Buenos Aires

Nombre	Edad	Carrera
Florencia	22	
Andrés	23	diseño de imagen y sonido
Natalia	22	paisajismo (landscaping)

Universidad Nacional Autónoma de México

Nombre	Edad	Carrera
Manuel	21	
Nicte-ha	19	

Universidad San Francisco de Quito

Nombre	Edad	Carrera
Gabriela	20	cine y video
Miguel		diseño gráfico



▲ Estudiantes de la Universidad San Francisco de Quito.

16:10 and

ACTIVIDAD 36

Mira el siguiente segmento y haz una lista de lo que hacen los estudiantes en su tiempo libre. Luego compártela con el resto de la clase.

¿Lo sabían?

Muchas universidades del mundo hispano son enormes, como la UNAM en el D. F. que tiene más de 270.000 estudiantes y la Universidad de Buenos Aires con más de 226.000. Por eso, a veces hay ciudades universitarias y a veces no. En el caso de Buenos Aires, las facultades están repartidas por toda la ciudad. Esto no es problemático porque generalmente los alumnos entran directamente de la escuela secundaria en las facultades de derecho, medicina, geología, etc. Luego asisten a todas sus clases en el mismo edificio con otros estudiantes de la misma especialización.

● Useful vocabulary:
carrera = course of study, especialización = major, matrícula alta/baja = high/low tuition, ciudad universitaria = campus

Después de ver

ACTIVIDAD 37 A comparar En parejas, piensen en lo que vieron en el video y examinen las tablas de las Actividades 34 y 35 para formar oraciones comparando la vida universitaria en el mundo hispano con la de este país. Sigán el modelo.

- ▲ En España generalmente cada facultad tiene bar y vende alcohol. En los EE.UU. hay cafeterías en diferentes partes de la ciudad universitaria y normalmente no venden alcohol.

Do Web Search activities.

The *Imágenes Video* section, located in even-numbered chapters, offers pre-, during-, and post-viewing activities for the *Imágenes Video* in order to improve your observational and listening skills and broaden your knowledge of Spanish-speaking cultures.

The *Imágenes Multimedia* CD-ROM and the *Imágenes* web site also contain activities related to short clips from the full-length *Imágenes Video*. These activities can be completed before or after viewing the complete video.

To the Student

Learning a foreign language means learning skills, not just facts and information. *Imágenes* is based on the principle that we learn by doing, and therefore offers many varied activities designed to develop your skills in listening, speaking, reading, and writing in Spanish. A knowledge of other cultures is also an integral part of learning languages. *Imágenes* provides an overview of the Spanish-speaking world—its people, places, and customs—so that you can better understand other peoples and their ways of doing things, which may be similar to or different from your own.

In order to make the most of *Imágenes*, read the following description of the chapter parts, as well as the study tips provided here and at the end of the preliminary chapter.

Chapter Opener

Each chapter opens with a photograph, which helps set the scene for the chapter, some interesting facts about the Hispanic world, and a list of objectives. The objectives describe functions (what you can do with the language, such as greet someone or state your name) that will be the linguistic and communicative focus for the chapter. Keep these functions in mind when studying, since they indicate the purpose of the material presented in each chapter.

Story Line

In *Imágenes* you will get to know a series of characters and follow them through typical events in their lives, usually by listening to a conversation. The conversations serve as a base for learning Spanish and for learning about the Spanish-speaking world. They each consist of approximately 80% material that you have already studied and 20% new material, and are accompanied by listening comprehension and speaking activities. In order to develop good listening skills, follow these tips:

- ▮ Do not read the conversation before listening to it.
- ▮ Visualize the setting of the conversation (a café, a theater, a hotel, etc.) and think of things that may be said in that setting.
- ▮ Keep in mind who is speaking and what you know about each speaker.
- ▮ You will usually hear the conversation twice. The first time you will be asked to listen for global understanding, and the second time for more specific information. Try to focus on the task at hand.
- ▮ It is not important to understand every word in the conversation.
- ▮ You may listen to the conversation again using your student audio CD or the MP3 files located on the student web site, or on the complete lab program. All conversations are recorded at the end of the corresponding chapter lab activities.

Vocabulario esencial

Developing vocabulary is essential to learning a language. In *Imágenes* vocabulary is presented in thematic groups to aid you in the learning process. Vocabulary presentations are followed by activities that give you practice using the new words in a meaningful context.

Gramática para la comunicación

Grammar explanations in *Imágenes* are clear and concise. They are written in English so that you can study them at home. Numerous examples illustrate the concepts presented, and charts help you focus on key information when studying or reviewing. The explanations are followed by activities, most of which ask you to interact with classmates using what you have just learned. Remember that knowledge of grammar is the key to communication. Knowing grammar rules is not an end but rather a means to be able to express yourself in another language.

Más allá

As we advance through the first decade of the twenty-first century, it is evident that knowledge of the Spanish language is important in many different fields of employment. This is due to a number of factors including the ever-increasing Latino population in the United States and the new face of the global world of business. The *Más allá* section introduces you to many professions where knowledge of Spanish could be advantageous.

After the *Más allá* section, the sections from the first part of the chapter repeat, but in the following order: *Vocabulario esencial*, *Story Line* (usually a conversation), and *Gramática para la comunicación*.

Imágenes: Lectura / Escritura / Video

This section is designed to teach you how to read, listen, and write effectively in Spanish, and to expand your knowledge of the Hispanic world. Each chapter contains a cultural reading, such as a brochure or magazine excerpt, a poem, or a short story. In even-numbered chapters you will view a video and do related activities. In odd-numbered chapters starting in Chapter 3, you will have a writing assignment. Specific techniques are discussed and practiced to develop your reading, listening, and writing skills in Spanish. Here are some tips to help you become a more proficient reader, listener, and writer in Spanish:

- ▶ Focus on the techniques being taught.
- ▶ Use techniques taught in early chapters while doing reading, listening, or writing activities from later chapters.
- ▶ When reading a text or viewing the video, focus on getting the information asked of you in each activity.
- ▶ Apply the techniques when you read and write in English.

- Write frequently in Spanish (for example, notes to yourself about what you have to do, or a journal with a few short entries each week).
- When reading, look up only those words that are essential to understanding. List these words on a separate sheet of paper for reference. Do not write translations in the text above the Spanish word.
- When viewing the video, do not be concerned with comprehending every word or phrase; focus on the general message. Use visual cues to help you comprehend.
- While reading a text and viewing the video, be alert to cultural information provided. In the video, pay attention to how people interact with one another to gain a greater understanding of everyday Hispanic culture.

End-of-Chapter Vocabulary

For easy reference, each chapter ends with a summary of the vocabulary that you are expected to know.

ANCILLARY COMPONENTS

Activities Manual: Workbook/Lab Manual

The Workbook provides a variety of practice to help you develop your reading and writing skills. Each chapter in the Workbook is divided as follows:

- Mechanical Practice (*Práctica mecánica*), Parts I and II.
Parts I and II are to be done upon completion of the first and second grammar explanation sections, respectively. These exercises give you practice manipulating the grammar topics in isolation.
- Communicative Practice (*Práctica comunicativa*), Parts I and II.
This section allows you to express yourself in a less controlled way and to practice the functions of the chapter. In order to do this section, you need to use the main grammar points and vocabulary presented in the chapter. *Práctica comunicativa I* should be done after finishing *Gramática para la comunicación I*; *Práctica comunicativa II* should be done after studying *Gramática para la comunicación II* and before any chapter quizzes or exams.

The lab program develops two very important skills: pronunciation and listening. Each chapter in the Lab Manual contains the following material:

- Pronunciation (*Mejora tu pronunciación*). An explanation of the sound or sounds to be focused on is followed by practice exercises.
- Listening comprehension (*Mejora tu comprensión*). Each chapter contains eight to ten activities based on conversations in different settings, and on varied types of ads, announcements, and messages. Do not be concerned with comprehending every word or phrase; focus on the general message. When doing the activities, focus on getting the information asked of you.

- The chapter conversations. Each chapter ends with the corresponding conversations from the text.
- The recorded activities should be done after studying *Gramática para la comunicación II* in the text, and before any quizzes or exams.

An online version of the Activities Manual is also available.

Imágenes Video

The *Imágenes* Video contains six episodes of cultural segments and interviews filmed in Argentina, Ecuador, Mexico, Puerto Rico, and Spain. The episodes, each lasting approximately eight to ten minutes, focus on themes and language related to the textbook chapters. Mariela and Javier, two American students of Hispanic descent, act as commentators as they travel to learn about the Hispanic world and interact with and interview other people. The episodes include greetings; interviews with students about their studies, university, and leisure activities; a wedding and a religious holiday; a look at city life; a visit to a restaurant's kitchen; and samples of music and dance.

The activities, located in the *Imágenes* section at the end of each even-numbered chapter in your text, are designed to prepare you for viewing and focus your attention on particular aspects or information in the video so that you can get the most from your viewing.

Through watching the video, you will learn more about Hispanic cultures, be able to compare certain aspects to your own, and also develop your ability to understand native speakers.

Imágenes Multimedia CD-ROM 1.0

The dual-platform multimedia CD-ROM that accompanies *Imágenes* helps you practice each chapter's vocabulary and grammar, and provides immediate feedback so that you can check your progress in Spanish. Each chapter includes art- and listening-based activities and the opportunity to record selected responses to help you develop your reading, writing, listening, and speaking skills. As you work, you can access a grammar reference and a vocabulary glossary for instant help. When you check your work, pay specific attention to the hints given to learn from your mistakes. You can use the program for extra practice as you study a chapter and for review before quizzes and exams.

The CD-ROM also contains the complete *Imágenes* video and activities relating to a short clip from each of the six episodes. Cultural information and activities enable you to learn more about aspects of Hispanic culture presented in the video. You can do these activities before or after watching the complete video or anytime after studying the information in *Gramática para la comunicación II*.

The *Imágenes* Multimedia CD-ROM also allows you to link directly to the textbook web site and includes a scoring feature so that you may monitor your progress.

Imágenes Web Site

The web site that accompanies *Imágenes* has the following components:

- ▶ **Search Activities** The activities are designed to give you further practice with chapter vocabulary and grammar while exploring existing Spanish-language web sites. Although the sites you will access are not written for students of Spanish, the tasks that you will be asked to carry out are; therefore, you needn't be concerned about understanding every word. When doing the search activities, remember the reading strategies you have learned to help you comprehend the content.
- ▶ **ACE Practice Tests** Each chapter contains a series of chapter-specific exercises designed to help you assess your progress and practice chapter vocabulary and grammar. Feedback on your answers includes hints to help you understand errors and pinpoint areas you may need to review. In even-numbered chapters, ACE video exercises offer practice based on short clips from the *Imágenes* Video. In addition, ACE PLUS exercises provide more vocabulary and grammar practice, useful for review or extra reinforcement of chapter topics. You may do some or all of the language activities as you study the chapter or as a review for quizzes and exams.
- ▶ **Cultural Links** The cultural links for each chapter can be accessed to obtain additional cultural information on places and topics you have read about. These sites may be in English or Spanish.

Also included are flash cards for vocabulary study and downloadable MP3 files of the chapter conversations from your textbook. To access the site, go to spanish.college.hmco.com/students.

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Scope and Sequence

Capítulo	Conversación	Vocabulario esencial	Gramática para la comunicación
PRELIMINAR 1		Las presentaciones (with el origen) 2 Los saludos y las despedidas 5 Países hispanos y sus capitales 7 Expresiones para la clase 8 El alfabeto 9	Accent and syllabication rules 11
1 19	En el Colegio Mayor Hispanoamericano 20 En la cafetería del colegio mayor 35	Los números del cero al cien: Using numbers 23 Las nacionalidades (singular): Identifying nationalities, stating national origins 25 Las ocupaciones: Discussing occupations 33	Introductions: Subject pronouns and llamarse (singular) 27 Stating origin: Ser + de, Ser + nationality 28 Indicating one's age: Tener 28 Talking about yourself and others: Subject pronouns; llamarse, tener, and ser 37 Singular and plural forms of adjectives of nationality 38 Asking and giving information: Question formation 39 Negating 39
2 44	¡Me gusta mucho! 45 Planes para una fiesta de bienvenida 60	La habitación de Vicente: Identifying household objects 47 Acciones: Using verbs to describe actions 58 Los días de la semana: Creating a weekly schedule 59	Using correct gender and number 50 Likes and dislikes: Gustar 51 Expressing possession: The preposition de ; Possessive adjectives 52 Expressing likes and dislikes: Gustar 63 Expressing obligation: Tener que 63 Making plans: Ir a 64

Cultura	Imágenes	Material reciclado
<p>Countries with largest numbers of Spanish-speakers 1</p> <p>Tú vs. usted 4</p> <p>Use of adiós 5</p> <p>The abrazo 6</p> <p>Spanish in the world 8</p> <p>Changes in the Spanish alphabet 10</p>		
<p>Más allá: La educación 32</p> <p>Oldest/largest universities 19</p> <p>Student housing 22</p> <p>Use of two last names 22</p> <p>How to refer to people from the U.S. 26</p> <p>Customs related to asking about age 30</p> <p>The euro 37</p> <p>Toledo steel 40</p> <p>Different faces of Hispanics 41</p>	<p>Reading strategy: Scanning 42</p> <p>Application form for the Colegio Mayor Hispanoamericano 42</p>	<p>Introductions (P)</p> <p>Forms of address (P)</p> <p>Country names (P)</p>
<p>Más allá: Internet 57</p> <p>Number of Spanish-speakers that use the Internet 44</p> <p>Fair Trade Coffee 46</p> <p>Borrowed words 49</p> <p>Unlucky day (martes 13) 59</p> <p>Famous opera singers 63</p> <p>Córdoba 66</p>	<p>Reading strategy: Identifying cognates 67</p> <p>Yahoo! pages 68</p> <p>Video:</p> <p>Saludos y despedidas 69</p>	<p>Tener (1)</p> <p>Ser (1)</p> <p>Question formation (1)</p>