

VOLUME ONE

¡TRATO HECHO!

Spanish for Real Life



McMinn·Hemmer·Vigil



¡TRATO HECHO!

Spanish for Real Life

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¡Trato hecho! is a modular beginning Spanish program for students who want to put Spanish to immediate use in their community or place of work. The central goals of **¡Trato hecho!** are to build proficiency in and appreciation for the Spanish language, to develop students' understanding of Hispanic cultures and their growing importance in the world, and to provide contexts that reinforce the usefulness of Spanish in today's economy, particularly in North America.

Students today recognize the important role Spanish plays and will continue to play in North America. The global economy and community, NAFTA, and opportunities in international business have sparked a renewed interest in language study. **¡Trato hecho!** responds to this surging interest by stressing the features of Spanish needed for everyday communication and applying them immediately to realistic settings around the world.

Approach and Organization

At the heart of **¡Trato hecho!** is its flexible, modular approach. It is published in two paperbound volumes of six *lecciones* each (five regular *lecciones* and one video review) and in one hardcover volume of twelve *lecciones*. All volumes are expected to be available in electronic and CD-ROM formats and can be customized to suit any program.

The main theme of the ten regular *lecciones* is divided into four interrelated topics, each of which corresponds to a language function that comprises three to four two-page modules. There are usually two vocabulary modules (four pages) and two grammar and exercise modules (four pages) per topic. A cumulative active vocabulary list is included after the fourth topic, before the student proceeds to the reading, writing, and application modules, which synthesize material in the vocabulary and grammar modules and provide opportunities to use newly-acquired skills in expanded contexts.

Two video review chapters recombine vocabulary, structures, functions, and cultural information in applied settings to offer cumulative real-world practice as well as a systematic review of all material covered.

The modular approach of **¡Trato hecho!** was developed in response to the requests of students, particularly non-majors and those at community colleges, as well as of professors in service courses in departments with few Spanish majors. Students who work full- or part-time in addition to attending college benefit from compact modules, because material is more manageable when learners can test their abilities and apply new material in one module before continuing to the next one. Students find smaller chunks of material better suited to their fragmented schedules. Instructors say they also prefer modules because they afford flexibility in planning and personalizing a course, and tailoring it to the needs of their audience.

With **¡Trato hecho!**, instructors have the option of customizing material by selecting modules to emphasize. For example, in a course that meets three hours per week and focuses on grammatical accuracy, an instructor might decide to emphasize the grammar modules. Other instructors might elect to cover fully the vocabulary and synthesizing modules and assign the grammar modules outside of class. The flexibility offered by the modular design allows instructors to tailor materials to the specific goals and needs of their students.

Development and design

The development and design of **¡Trato hecho!** put in place a process completely driven by pedagogical priorities. Photographs, illustrations, and realia are integrated with text so that each reinforces the other. Developing a language program with fully integrated text and graphics poses a serious challenge for authors and publishers. In the traditional textbook writing process, an author usually completes a manuscript before designers, artists, and photo researchers create the design and format and add the visual support of illustrations and photographs. This process often results in photographs with limited functional or pedagogical value, or in materials that are difficult (or impossible) to use.

To address this situation, the publishing team worked simultaneously on the writing and design of the program. We custom designed each two-page spread so that text and graphics not only fit in the space allocated for each module, but work together in a dynamic and pedagogically effective manner. The result is a new way of presenting Spanish that invigorates instructors and students and provides instant visual cues for learning and remembering material.

Chapter Organization

The material in the ten regular *lecciones* is divided into four interrelated, color-coded topics that emphasize skill-getting: there is a blue, yellow, green and red topic in every regular chapter. Each color-coded topic comprises at least one two-page vocabulary module and one two-page grammar and exercise module. This modular, color-coded format provides an extremely focused and flexible framework for presenting and learning new material within the limited blocks of time available to today's students and instructors. The four color-coded topics are followed by a list of new chapter vocabulary, also presented by topic and color, one reading and writing module, and one application module.



Vocabulary modules. **¡Trato hecho!** teaches useful vocabulary and expressions in contexts in which a broad range of students—traditional college-aged students, working people completing course work at night, retirees returning to school—might realistically find themselves or someone they know. The use of lively illustrations and vivid photographs in the vocabulary modules makes it possible to present new language entirely in Spanish while building a rich cultural framework. Presentation of new material is interwoven with contextualized and personalized activities that give students immediate practice. A limited number of new structures are previewed in each vocabulary module, laying the groundwork for their formal presentation in the grammar modules that follow.



Grammar modules. Each grammar module of **¡Trato hecho!** presents and puts to use one new structure. Grammar explanations are extremely simple and direct, to facilitate study at home, if necessary, and review. In addition, self-check questions (*Para averiguar*) appear in the margins of the text to help students focus on essential points of each explanation and to enable them to verify that they have understood an explanation after they have read it.

We encourage students to look over these self-check questions before reading the explanations or proceeding to the exercises and activities (*A lo personal*), which provide immediate, contextualized reinforcement of new structures.

■ ■■ **Vocabulary summary.** A cumulative list of new active vocabulary appears in a two-page module that follows the skill-getting modules and precedes the skill-using modules. New words and expressions, all of which are recorded, are divided into four color-coded sections that correspond to the topic in which they appear. The color-coded format of the chapter vocabulary list makes it easy for students to study for exams and for instructors to make them up. In addition, this summary module also highlights one aspect of pronunciation related to the chapter structures or vocabulary and tied to additional work in the *Lab Manual*.



Reading and writing activity modules. Students become independent readers and writers by acquiring a mix of varied, flexible techniques and strategies. Each reading and writing module focuses on one new reading strategy that students put to immediate use as they read an authentic text carefully selected to tie together or expand the chapter topics.



Authentic texts include articles from magazines and newspapers, as well as brief literary texts. Writing activities offer students opportunities to apply their steadily growing base of vocabulary and structures to situations that require practical and creative expression.

~~¡Trato hecho!~~ **Application modules.** In recognition of the increased interest in Applied Spanish courses across the country at the intermediate-advanced levels, every regular *lección* of *¡Trato hecho!* features a task-based module in which students use Spanish in a realistic, applied way in a variety of fields where they may be likely to seek their future careers, including: education, counseling and social work, music and entertainment, the retail and fashion industries, law and the legal professions, the restaurant and catering industries, the hotel and travel industries, the media and communication industries and medicine. The *¡Trato hecho!* modules make use of dynamic art and graphics and a rich variety of charts, articles, and other documents to emphasize the usefulness and vitality of Spanish in today's world.



Video review. *Lecciones 6 and 12* are special video review chapters produced on location in Quito, Ecuador. These chapters give students the opportunity to recycle actively the functions, vocabulary, and structures they learned in the five preceding chapters in the context of a narrative that focuses on the world of business and commerce. Each chapter follows a character as he or she moves through a series of everyday experiences and job-related situations related to key functions students have studied. A unique feature of these chapters is the way they guide students to conduct their own systematized review of the material: through a series of carefully structured steps, students analyze the structures and vocabulary they need and come up with the paradigms required to complete the chapter activities. No other introductory Spanish program offers such a structured, motivating framework for students to review the material they have studied.

Components

The essential goal of each component of ¡**Trato hecho!** is simple: to make teaching and learning Spanish a successful experience. Each component is carefully and logically woven into the program. Each brings the language, culture, and people of the Spanish-speaking world alive for instructors and students.

Student Text

¡**Trato hecho!** is available in two volumes for purchase separately or in a special combined volume at a reduced price. **Combined edition:** ISBN 013-327974-X

Online Electronic Workbooks

Completely integrated with ¡**Trato hecho!** and available free of charge on the Internet, **Electronic Workbooks** have been designed for students with little or no computer experience. These workbooks consist of tutorial and practice screens. All practice material is supported by detailed hints and reference files.

Multimedia

¡**Trato hecho!** is expected to be available on CD within one year. Compatible with both IBM® and Macintosh® machines, the CD will enable students to slow speech, repeat phrases with the help of a native-speaking voice tutor, look up unknown words and phrases, record and listen to their own voices, and view translations of recorded material.

Lab Manual/Workbook

The organization of the **Lab Manual** parallels that of the student text. Its scripted and semi-authentic recordings provide realistic listening texts and contexts that challenge learners to move beyond the in-text activities. One set of cassettes is available to departments adopting ¡**Trato hecho!** and can be duplicated and distributed to each student or used in the language lab. The **Workbook** complements the student text. It recycles and reinforces functions, vocabulary, grammar topics, cultural information, and communicative goals.

Annotated Instructor's Edition

Marginal annotations in the **Annotated Instructor's Edition** include warm-up and expansion exercises and activities and additional cultural information. Also included are an array of tips and ideas designed specifically for novice teaching assistants or adjunct faculty who may be teaching Spanish for the first time in many years.

Testing Programs

The **Testing Programs** for ¡**Trato hecho!** use a variety of techniques to evaluate students' skills in listening, speaking, reading, writing, and culture. These testing programs consist of quizzes and tests for each chapter, alternative mid-term and final examinations, and oral proficiency tests. They are available in IBM and Macintosh formats.

Online Transparencies

Transparencies of maps, readings and illustrations to facilitate internalization of new vocabulary provide visual support materials for the student text.

Customized Components

Every print component can be custom published to your individual specifications. The Prentice Hall Customized Components Program permits departments to add syllabi, extra readings, activities, exercises, and other print materials to any of the components at a nominal cost.

Using ¡Trato hecho!

The ten *lecciones* are divided into four interrelated, color-coded topics that emphasize skill-getting.

Opener

The opening spread offers the map for the *lección*: blue, yellow, green and red topics in every regular chapter. Each color-coded topic comprises at least one two-page vocabulary module and one two-page grammar and exercise module, samples of which are described on the following page. The reading and writing and application modules appear at the bottom of the right page of the opener.



Vocabulary modules

The use of lively illustrations and vivid photographs in the vocabulary modules makes it possible to present new language entirely in Spanish while building a rich cultural framework. Presentation of new material is interwoven with contextualized and personalized activities that provide immediate practice. A limited number of new structures are previewed in each vocabulary module, laying the groundwork for their formal presentation in the grammar modules that follow.

TEMA 1 • La casa

¿Dónde vives?

A. ¿Dónde vives?
-Vivo en la calle Comal.
-Vivo cerca de aquí/lejos de aquí.
-Tengo una casa/un apartamento/un cuarto en una residencia.
-¿Cuánto es el alquiler?
-400 dólares al mes.

B. Vocabulario. ¿Qué hay en tu casa?
-En mi casa hay...
un árbol, un microondas, un comedor, una mesa, una silla, un refrigerador, una alfombra, una sala, una cocina, una piscina, una flor, una planta, un televisor, una cama, un dormitorio/una recámara, un baño, un garaje.

C. Diálogo. Una casa grande.
Ramón Castro y Alicia Villareal, dos estudiantes de arquitectura de la Universidad de Arizona, acaban de graduarse y casarse. Ella es de Phoenix y él de Monterrey, México. Van a vivir con los padres de Ramón en Monterrey, donde tienen trabajo en la compañía del padre de Ramón. Ramón le muestra la casa a Alicia.
ALICIA: Tus padres tienen una casa muy grande.
RAMÓN: Sí, hay muchos cuartos. Aquí está la sala y la cocina está detrás de esta puerta. El baño está allí cerca de la recámara de mis padres.
ALICIA: ¿Qué hay arriba?
RAMÓN: Hay tres recámaras más y otro baño.

D. ¿Y Ud? Describe where you live.
1. Tengo una casa grande, una casa pequeña, un apartamento grande, un apartamento pequeño, un cuarto en una residencia.
2. Hay (una, dos, tres, ...) recámaras en mi (apartamento, casa).
3. Vivo en la calle (Lamar, Riverside, ...).
4. Vivo (cerca de, lejos de) aquí.

E. Describe esta casa. With a partner, discuss the Arias' house based on the floor plan below.
MODELO: -¿Tienen los Arias dos dormitorios en la casa?
-No, no tienen dos dormitorios. Tienen tres dormitorios.

F. Apartamentos nuevos. Read the ad (anuncio) for apartments in Mexico City. Then answer the questions.
1. No usas la palabra apartamento. ¿Qué palabra usas?
2. ¿Qué cuartos tienen los apartamentos?
3. ¿Cuántas recámaras hay? ¿Cuántos baños?
4. ¿Cómo son la sala y el comedor?
5. ¿En qué calle está el Residencial Santa Fé?
6. ¿Está cerca de la Universidad Iberoamericana?
7. ¿Cuáles son dos palabras nuevas para Ud. en este anuncio?

G. Buscando apartamento. Ignacio and Inés Portela need an apartment in Barcelona for a few weeks. Their friend, Maria, tells them there is an apartment available in her building. The Portelas want information about the apartment and they call Maria. In groups of three, act out this situation.

THE PORTELAS WANT TO KNOW
• how many rooms it has
• how many baths it has
• if it has a phone
• about the rent

MARIA KNOWS
• that it has three bedrooms, a living room and a large dining room
• it has two bathrooms
• there is a phone
• the rent is US\$100 per week

Grammar modules

Each grammar module presents and puts to use one new structure. Explanations are extremely simple and direct, to facilitate study at home, if necessary, and review. In addition, self-check questions (*Para averiguar*) appear in the margins of the text to help students focus on essential points of each explanation and to enable them to verify that they have understood an explanation after they have read it. We encourage students to look over these self-check questions before reading the explanations or proceeding to the exercises and activities (*A lo personal*), which provide immediate, contextualized reinforcement of new structures.

Los verbos regulares: -er e -ir

Para averiguar
Verbos ending in -er and -ir are conjugated alike except for two forms. Which ones?

comer (to eat)			
yo	como	nosotros/as	comemos
tú	comes	vosotros/as	coméis
él, ella, usted	come	ellos, ellas, ustedes	comen

vivir (to live)			
yo	vivo	nosotros/as	vivimos
tú	vives	vosotros/as	vivís
él, ella, usted	vive	ellos, ellas, ustedes	viven

B. Una familia de diplomáticos. Name the countries in which family members presently live.
MODELO: Nuestros abuelos viven en Venezuela.

C. Muchas cartas. Their friends frequently receive letters from everyone. From which capital cities do they write?
MODELO: Nuestros abuelos escriben de Caracas, Venezuela.

D. ¿Quién? Who in your class does these things? If no one does, use nadie.
MODELO: beber café.
El profesor bebe café. o Muchos estudiantes beben café. o Nadie bebe café.

E. ¿Qué hacen? Say what you and your friends do in each place. Form logical sentences.

Yo	recibir ayuda	en el parque
El/La profesor/a	comer	en el gimnasio
Nosotros	abrir las ventanas	en un cine
Los estudiantes	beber	en casa
Mi amigo Ivan	aprender mucho	en la biblioteca
Ellos	leer libros/el periódico	en la librería
	escribir composiciones	en un bar
	hacer tareas/ejercicio	en una discoteca
	correr	en la universidad
	deber escuchar bien	
	insistir en hablar español	
	asistir a clases	
	vender libros	
	comprender mucho/poco	

F. ¿Qué debo hacer? Tell your friend what he/she should or should not do to be healthier.
MODELO: -¿Debo tomar alcohol?
-No, no debes tomar alcohol.

A lo personal
A. ¿Qué lees? Which magazine do these people probably read?
MODELO: A mi abuelo le gusta hacer viajes. (Él)...
Lee *Geomundo*.

1. A mis hermanos les gusta estudiar las ciencias. (Ellos)...
2. Nosotros trabajamos en un hospital. (Nosotros)...
3. A mi sobrino le gusta mucho el fútbol. (Él)...
4. ¿Le gusta ver telenovelas? ¿(Tú)...?
5. ¿Ustedes tienen una casa nueva? ¿(Ustedes)...?

Vocabulary summary

A cumulative list of new active vocabulary appears in a summary module toward the end of every *lección*. New words and expressions are recorded and appear on tinted backgrounds that correspond to the *Tema* in which they appear. The summary module also highlights one aspect of pronunciation related to the structures presented within each *lección*.

Vocabulario y expresiones

1 LA CASA

SUSTANTIVOS

la alfombra	rug
el alfiler	peg
el árbol	tree
el armario	wardrobe (wardrobe)
la cama	bed
la cocina	kitchen
el comedor	dining room
la computadora	computer
el dormitorio	bedroom
la cómoda	dresser
el espejo	mirror
la estufa	stove
la flor	flower
el garaje	garage
el gato/a	cat
la impresora	printer
el jardín	(flower) garden
la lámpara	lamp
la mesa	table
el microondas	microwave
la pared	wall
el perro/a	dog
la piscina	swimming pool
la planta	plant
la recámara (Méx.)	bedroom
la residencia	dormitory
el refrigerador	refrigerator
la sala	living room
la silla	chair
el televisor	television
la videocasetera	VCR

ADJETIVOS

cómodo/a	comfortable
desagradable	unpleasant
incómodo	uncomfortable
limpio/a, sucio/a	clean/dirty
muerto/a	dead

PREPOSICIONES

a la izquierda/derecha de	to the left/right of
al lado de	next to
alrededor de	around
cerca/de lejos de	near/far from
debajo/de encima de	under/on top of
detrás/de delante de	behind/in front of
en	on, in, at
enfrente de	across from, facing
entre	between, among
sobre	above

2 LA FAMILIA

PERSONAS

el/la abuelo/a	grandfather/grandmother
el/la hermano/a	brother/sister
el/la hijo/a	son/daughter
la madre	mother
el padre	father
el/la primo/a	cousin
el/la sobrino/a	nephew/niece
el/la tío/a	uncle/aunt

OTROS SUSTANTIVOS

los anteojos	eyeglasses
la barba	beard
el bigote	moustache
el ojo	eye
el pelo	hair

VERBOS

tener	to have
tener... años	to be... years old
tener calor	to be hot
tener frío	to be cold
tener ganas de...	to feel like...
tener hambre	to be hungry
tener miedo	to be afraid
tener prisa	to be in a hurry
tener que + infinitive	to have to
tener razón	to be right
tener sed	to be thirsty
tener sueño	to be sleepy
venir	to come

ADJETIVOS

alto	tall
azul	blue
bajo/a	short
café (color café)	brown
casado/a	married
corto/a	short
delgado/a	thin
gordo/a	fat
guapo/a	handsome, beautiful
largo/a	long
moreno/a	having brown hair
negro/a	black
rubio	having blonde hair
soltero/a	unmarried
verde	green

FOR POSSESSIVE ADJECTIVES, SEE PAGE 90.

3 LA VIDA DIARIA

VERBOS

abrir	to open
aprender (a)	to learn
asistir (a)	to attend
beber	to drink
comer	to eat
conocer (a)	to know, to know
correr	to run
creer	to believe
deber	to owe, should, ought to
decidir	to decide
dormir (se)	to sleep
escribir	to write
hacer	to do, to make
insistir (en)	to insist (on)
ir	to go
jugar (se)	to play
leer	to read
parecer (se)	to appear, to seem
poner	to put or place, to turn on
recibir	to receive
saber	to know
salir	to go out
tomar	to take, to drink
traer	to bring
vender	to sell
vivir	to live

4 LAS ACTIVIDADES DEL MOMENTO

EXPRESIONES AFIRMATIVAS

algo	something
alguien	someone
alguno/a/os/as	some
a veces	sometimes
cada	each
siempre	always
también	also
y... o	and... or

EXPRESIONES NEGATIVAS

nada	nothing
nadie	nobody
ni... ni	neither... nor
ninguno/a	none/not one
nunca	never
ni tampoco	neither, not either

106 ciento seis • Lección 3

Vocabulario y expresiones • ciento siete 107



Reading and writing activity modules

Students become independent readers and writers by acquiring a mix of varied, flexible techniques and strategies. Each reading and writing module focuses on one new reading strategy that students put to immediate use as they read an authentic text carefully selected to tie together or expand the topics within a *lección*.

Authentic texts include articles from magazines and newspapers, as well as brief literary texts. Writing activities offer students opportunities to apply their steadily growing base of vocabulary and structures to situations that require practical and creative expression.

Using what you already know

When you read a newspaper or magazine article, you often have a general idea of what it is about because you may already have some knowledge about the topic or the visuals that accompany it. The article *¿Perro o gato?* describes the advantages and disadvantages of choosing a cat or a dog as a family pet (see *masculine*). Using what you already know about cats and dogs will help you understand the article.


First, jot down in English the advantages and disadvantages you associate with each animal. Then read the following article.

¿Perro o gato?


VENTAJAS Y DESVENTAJAS

Es un buen momento para pensar en las ventajas e inconvenientes que prestan los gatos y los perros.

Antes de aceptar el pedido de su hijo, evalúe qué animal se adaptará mejor a su casa y evitara arrepentirse por la opción.



Toda mascota tiene sus ventajas y desventajas.



- El perro es fiel a su amo; el gato es leal a sí mismo únicamente.
- El perro se somete a las órdenes de su amo; el gato es independiente.
- El perro es dócil; el gato es orgulloso.
- El perro come más que el gato y pide comida a cada rato.
- Un gato puede vivir eternamente dentro de la casa; al perro hay que sacarlo, por lo menos tres veces al día.
- El perro es guardián; el gato tiende a defender su propio terreno, pero no el de su amo.
- El gato se limpia solo; al perro hay que bañarlo cada 15 días.
- El perro es un compañero de juegos permanente; el gato es un compañero ocasional.
- El perro está expuesto a contagios debido a su contacto con la calle; el gato, si no sale, elude esta posibilidad.
- Un gato pasa inadvertido, pero un perro puede traerle problemas por los ladridos.

108 ciento ocho • Lección 3

Lectura y cultura • ciento nueve 109

Después de leer

- A. En contexto. Reread the article and use cognates, context, and what you know about cats and dogs to guess the meaning of the italicized words in these sentences.
- El perro se *somete* a los órdenes de su amo; el gato es independiente.
 - Un gato puede vivir eternamente dentro de la casa; al perro *hay* que sacarlo por lo menos tres veces al día.
 - El perro es guardián; el gato tiende a defender *su propio terreno*, pero no al terreno de su amo.
 - El gato se *limpia* solo; al perro *hay* que bañarlo cada 15 días.
 - El perro está *expuesto* a contagios debido a su contacto con la calle; el gato, si no sale, elude esta posibilidad.
 - Un gato pasa *inadvertido*, pero un perro puede traerle problemas por los ladridos.

B. ¿Cuál es? In your opinion, do these statements describe a cat or a dog?

- Es fiel.
- Es dócil.
- Es orgulloso.
- Come mucho.
- Es un compañero permanente.
- Es un compañero ocasional.
- No tiene que salir de casa.
- Es muy inteligente.
- Es la mascota que prefiero.

¡A escribir!

Una semana típica. Write two paragraphs, one describing a typical weekday and another describing the weekend. Discuss the following:

- where you live and with whom
- what time you leave home and for where
- what you do during the day
- when you return home
- what you do after you return home
- what you like to do on the weekend and how often you do it

We would like to thank everyone who has helped us turn our years of teaching experience into ¡Trato hecho!

First we would like to express our appreciation to our students and colleagues, without whose encouragement we could have never found the energy to finish. We are especially thankful to Teresa Shu and Stuart Smith for their contributions to the **Workbook/Lab Manual** and to Sharon Gormley and Julio de la Llata for reading and commenting on chapters. We are grateful to Guadalupe López-Cox for her insightful work and guidance in testing. We also thank Bill Sarkis of Daytona Beach Community College for his work on the Supplementary Translation Exercises that appear at the back of each volume of the program.

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Myra Gann	<i>State University of New York, Potsdam</i>	Nelson Rojas	<i>University of Nevada, Reno</i>
Gerry Giauque	<i>Imperial Valley College</i>	Bill Sarkis	<i>Daytona Beach Comm. College</i>
John Griggs	<i>Glendale Community College</i>	Ingrid Watson-Miller	<i>Hampton University</i>
Peg Haas	<i>Kent State University</i>		

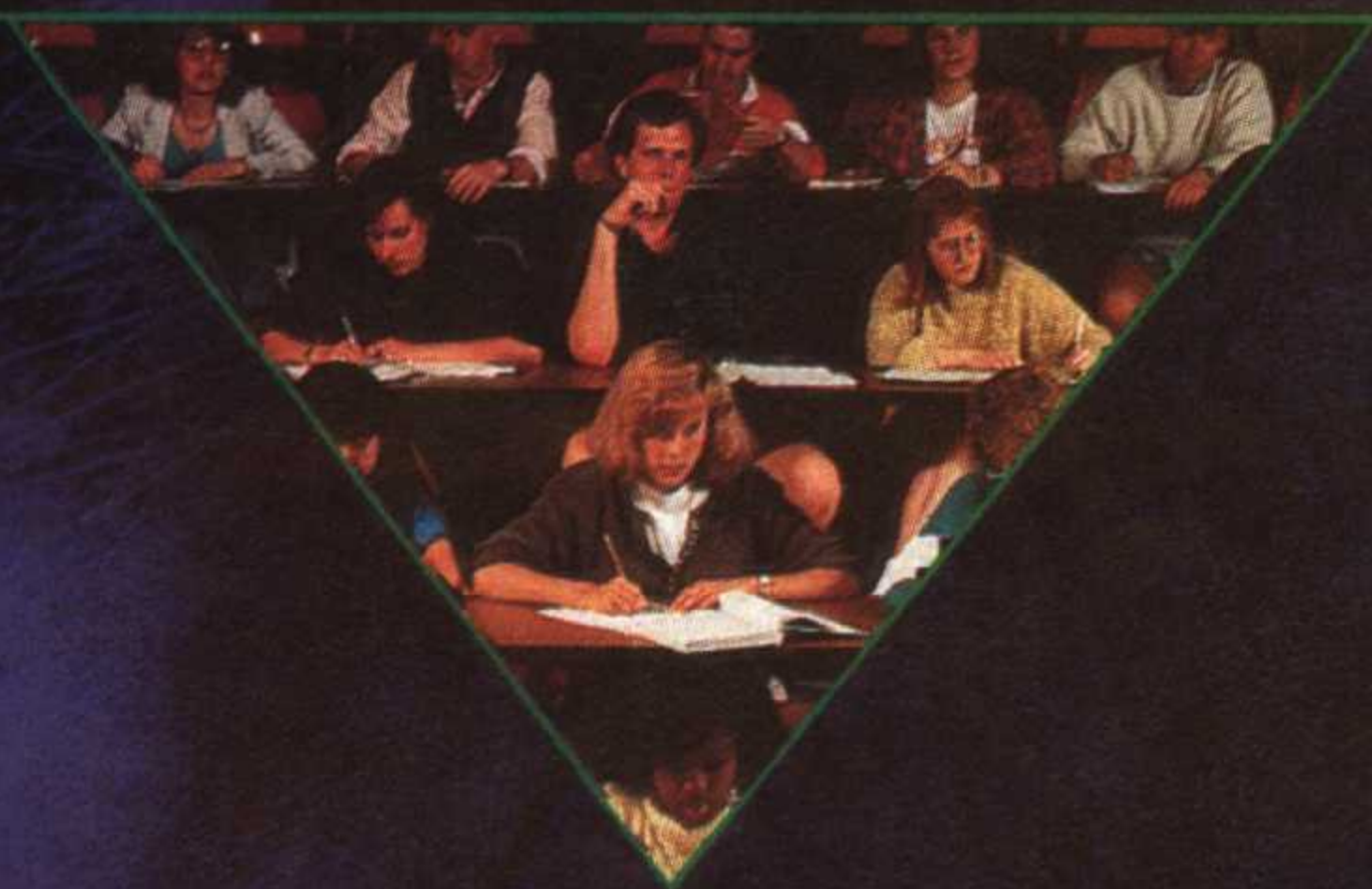
We are equally happy to acknowledge the assistance of the following native speakers, who read the manuscript to check for linguistic and cultural appropriateness: Javier Corrales, *Cuba*; Jorge Cubillos, *Colombia*; Ximena de la Piedra, *Perú*; María F. García, *Cuba*; Ana Luisa Gil-Adalid, *México*; María González-Aguilar, *Argentina*; Alfredo Irizarry, *Puerto Rico*; Julio de la Llata, *México*; Juan Raggio Pérez, *Spain*; Nelson Rojas, *Spain*; Miguel Vásquez, *México*

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TRATO HECHO!



En la universidad

1

LECCIÓN

UNO

TEMA 1

Los nombres y las clases



- Hola. ¡Buenos días!
¿Cómo te llamas?
- Las clases
- Usted, tú y yo

TEMA 2

Las presentaciones



- Te presento a...
- ¿Cómo estás?
- *estar* + adjetivo

TEMA 3

Los números y la hora



- Los números de cero a cien
- ¿Qué hora es? ¿Qué día?
- Los números
- La hora y los días de la semana

TEMA 4

La clase



- El salón de clase
- El artículo definido: género y número
- El artículo indefinido



¡TRATO HECHO!

Using Cognates

Hispanics in the United States



Hola. ¡Buenos días! ¿Cómo te llamas?

¡ojo!

Note that inverted exclamation and question marks are also used at the beginning of exclamations and questions.

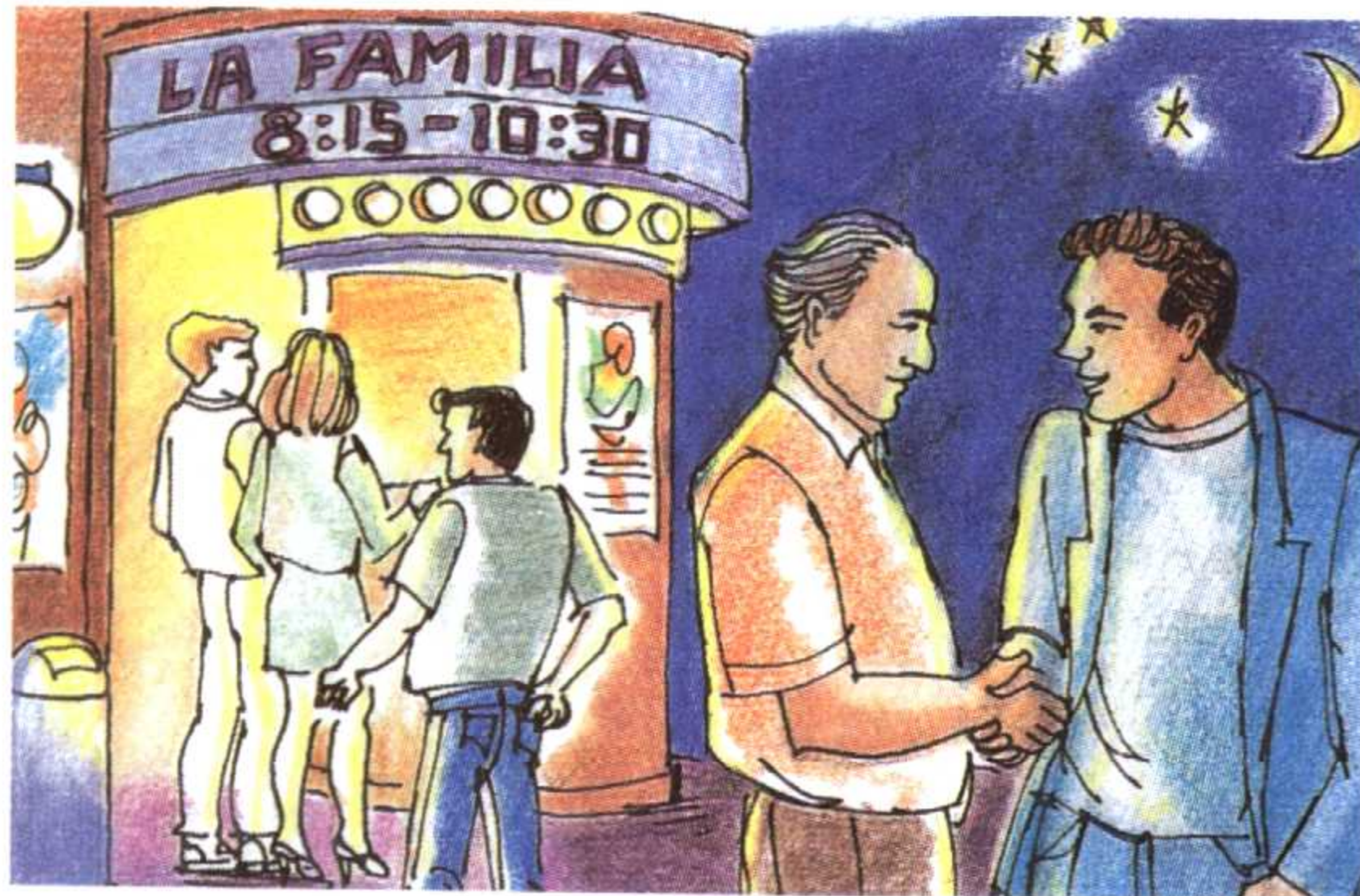
A. Saludos. At what time of the day would you use these expressions to greet people?



Buenos días.



Buenas tardes.



Buenas noches.

B. ¿Cómo te llamas? Lázaro Reyna, a student at the University of Miami is meeting his new roommate, Carlos Martínez, a foreign student from Spain. You may use these expressions to introduce yourself to a classmate, a child, or other people with whom you have an informal relationship.

–Hola. ¿Cómo te llamas?
–Lázaro. ¿Y tú?
–Yo me llamo Carlos.

*Hi. What is your name?
Lázaro... And you?
My name is Carlos.*

C. ¿Cómo se llama Ud.? You use different verb forms and words to say *you* when talking to someone to whom you want to show respect, such as a professor, your boss, or people you do not know well.

Carlos is meeting some of his new neighbors.

–Disculpe, ¿Cómo se llama usted?
–Me llamo Carlos Martínez. ¿Y usted, señor?
–Soy Antonio Pérez y ésta es mi esposa Isabel.
–Mucho gusto.
–Igualmente.

D. Respuestas. Respond using the expressions in the box.

Me llamo...	Soy	Buenas noches.	Igualmente.
Buenas tardes.	Buenos días.	Mucho gusto.	

- | | |
|--------------------------|----------------------------|
| 1. ¡Buenos días! | 5. ¡Buenas noches! |
| 2. ¿Cómo te llamas? | 6. Me llamo Daniel. ¿Y tú? |
| 3. ¿Cómo se llama usted? | 7. Mucho gusto. |
| 4. ¡Buenas tardes! | 8. Soy Carlos Martínez. |

E. ¿Cómo se escribe? This is how to ask people to spell a word or their name.

—¿Cómo se escribe?

How is it written?

—Mi apellido se escribe...

My last name is written...

a	a	ñ	eñe
b	be	o	o
c	ce	p	pe
d	de	q	cu
e	e	r	ere
f	efe	rr	erre
g	ge	s	ese
h	hache	t	te
i	i	u	u
j	jota	v	ve
k	ka	w	doble ve
l	ele	x	equis
m	eme	y	i griega
n	ene	z	zeta



¡ojo!

Until recently, **ch** and **ll** were considered different letters from **c**, **h**, and **l**. Only the most recent dictionaries will have these letters alphabetized as in English. In old dictionaries, **c** followed by any other letter will precede **ch**, and **l** followed by any other letter will precede **ll**.

- The Spanish alphabet has two more letters than the English alphabet: **ñ** and **rr**. In alphabetized lists, **n** + any letter will precede **ñ**. The **rr** is alphabetized as in English. For example, the following words would be alphabetized in this order:

banal banco bañar caro carro carta

- The letters **b** and **v** are pronounced alike, so when spelling, people often say **be grande** (*big*) for the letter **b** and **ve chica** (*small*) for the letter **v**.

F. ¿Cómo se escribe? Spell the names of your favorite people or things in Spanish. Your classmates should try to name them.

- | | |
|----------------------------|------------------------------|
| 1. su actor favorito | 4. su grupo musical favorito |
| 2. su actriz favorita | 5. su auto favorito |
| 3. su restaurante favorito | 6. su profesor/a favorito/a |

G. Una conversación. Role-play the following conversation.

—Buenos días (Buenas tardes, Buenas noches).

—_____.

—¿Cómo te llamas?

—Me llamo _____.

—¿Cómo se escribe tu apellido?

—Se escribe _____.