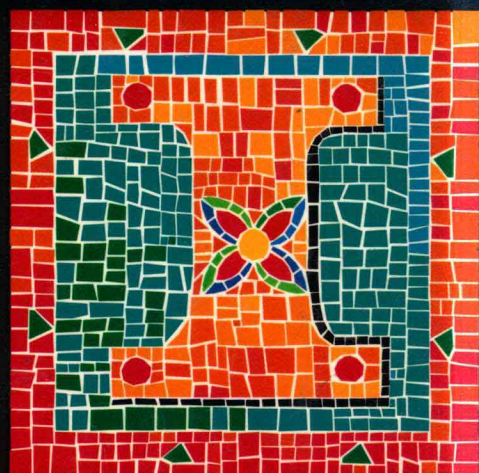




Activity CD-ROM Included!
Take the Fortunas Challenge!
Explore www.prenhall.com/mosaicos

MOSAICOS

Spanish as a World Language



Third Edition



Preface

About the *Mosaicos* Program

Welcome to the third edition of *Mosaicos*! With this text, the beginning classroom becomes a setting for true communication and cultural exchange. *Mosaicos* combines the best elements of language instruction in a highly interactive approach. An emphasis on frequently used vocabulary, practical applications of grammar, illustrated language contexts, and engaging activities help to successfully develop good communication skills.

Mosaicos is built on a foundation of interaction, communication, and culture. Its functional grammatical syllabus provides an understanding of the language in a clear, concise format. Structures are presented as a means to effective communication and valuable class time can be spent interacting as well as developing and improving language skills in Spanish.

Highlights of the Program

The third edition of *Mosaicos* continues the successful tradition of the first and second, retaining and enhancing the core features, and presenting an all-new integrated video, CD-ROM, and Website that are unique to the *Mosaicos* program.

Focus on communication

The *Mosaicos* program features a lively and visual communicative format for presenting and practicing new language. Abundant activities in the *A primera vista* section of each chapter foster use of newly-acquired and previously-learned words and expressions in a variety of contexts. These contexts provide a natural environment for learning and practicing new vocabulary, as well as for recycling previously-taught language and previewing new structures.

Mosaicos presents grammar as a means to communicate effectively. The scope and sequence of grammatical topics in *Mosaicos, Third Edition*, is dictated by the communicative needs of beginning students. Activities in the *Explicación y expansión* section of each chapter develop the ability to use linguistic structures for direct communicative purposes.

Opportunities for previewing and recycling. The *Algo más* section is designed to introduce structural points needed for communication in increments, which facilitates students' internalization of these linguistic structures. Throughout the text, annotations suggest opportunities for instructors to review and reinforce recycled structures and vocabulary clusters.

A closer integration of culture and language

In the third edition, the integration of culture and language has been further enriched and developed. Each chapter focuses closely on a country or region, and numerous examples from that country or region are used consistently throughout the chapter in language samples, photos, maps, and realia. Related cultural content is interwoven throughout the text in activities and readings.

Integrated media program

Mosaicos, Third Edition offers a robust and truly integrated technology program featuring a new *Fortunas* Video, an Activity CD-ROM bound into every new copy of the text, and a Website. Each of the 15 chapters now concludes with the newly developed *Enfoque interactivo*, which integrates the *Mosaicos* media program —Video, Activity CD-ROM, and Website— into the course. The *Enfoque interactivo* highlights the activities that are available in the media program, indicates when the activities can be completed, and provides guidance to the instructor and student for when and how to use the media components and for the amount of time required by the task. Also new to this edition are the E-Workbook and E-Lab Manual, which are on-line versions of the print Workbook/Lab Manual.

From skill building to skill using

The unique culture-based *Mosaicos* sections of each chapter provide skill-building and skill-using activities in each area: listening, speaking, reading, and writing. These sections also provide ample opportunities for skill-chaining.

Listening strategy work. Many *A escuchar* sections include pre-listening activities that provide general listening strategies. In many cases, students are asked to fill in charts, comment on, or otherwise process the information they hear after completing the specific listening task, integrating listening with productive skills.

Personalized speaking activities. More open-ended activities in every chapter provide opportunities for individuals, pairs and groups of students to gather, process and share information in Spanish, stimulating real communication in the classroom. Conversation activities in the *A conversar* section of each chapter encourage interaction on a personal level combining newly acquired structures and vocabulary in discussions on chapter topics.

Increased attention to reading skills. Pre- and post-reading activities provide opportunities and strategies for developing reading skills. Reading selections include a greater number of authentic texts and reflect a variety of discourse types and styles ranging from journalistic to literary. Texts become longer and more challenging as the book progresses.

Process writing apparatus. Carefully-crafted process writing activities conclude each *Mosaicos* section. Pre- and post-writing activities are a guide through critical steps in the writing process. Throughout, extensive annotations guide instructors to teach writing as a recursive —rather than linear— process.

Scope and Sequence of the Third Edition

In response to helpful feedback from users of the second edition, the following adjustments have been made to the scope and sequence:

- ✗ To quickly facilitate learners' ability to communicate in Spanish, a number of linguistic structures needed for conversation are now presented earlier in the text. For example: question words are now in lesson 1, possessive adjectives are in lesson 2, adverbs and some reflexive verbs appear in lesson 4.
- ✗ Key structural points were moved. In the third edition, the presentation and practice of the preterit has been divided between lessons 6 and 7. Lesson 6 covers the preterit tense of regular verbs and the preterit of *ir* and *ser*. Lesson 7 addresses the irregular forms of the preterit, the preterit of *-er* and *-ir* verbs whose stem ends in a vowel and the preterit of stem-changing *-ir* verbs: (*e* → *i*) (*o* → *u*).

- ✗ Indirect commands were moved to lesson 10, and informal commands to lesson 11; the conditional was moved to lesson 13 to be presented immediately after the future; the past perfect and the infinitive as subject of a sentence and object of a preposition were moved to lesson 14; the imperfect subjunctive was moved to lesson 15.
- ✗ The present perfect subjunctive, the past perfect subjunctive, *if* clauses using the perfect tenses, and the passive voice were moved to the *Expansión gramatical*. Instructors who wish to include these structures may incorporate them in the core lessons of the program.

Other features of the third edition that should prove beneficial for both students and instructors are:

- ✗ **Expanded *Enfoque cultural* sections.** These sections in each chapter provide practical knowledge of specific cultural topics of the Spanish-speaking world as well as an orientation to the countries that make up that world. Activities in each *Enfoque cultural* encourage the exploration of Spanish-language Websites to gather information on the cultural topic presented. A new, interactive version of the *Enfoque cultural* on the *Mosaicos* Website provides hotlinks to related Spanish language Websites that extend the range of cultural examples to which the student is introduced. The new *Mosaicos* Website also provides numerous activities based on — and hotlinked to — Websites all over Spain and Latin America.
- ✗ **Revised *situaciones* sections** offer students guided, semi-guided, and open-ended role plays. These *situaciones* foster the use of the various patterns of oral exchanges in Spanish, allows for personalization of information and/or the filling of a communication gap, and aim at specific student output.
- ✗ **More extensive and consistent use of *Cultura* boxes.** The range of the *Cultura* boxes has been expanded in the third edition and they now appear in each chapter to ensure students gain an understanding and appreciation of people and cultures while building linguistic skills.
- ✗ ***Acentos* boxes.** Syllable stress and accent rules in Spanish often overlooked in introductory texts appear in new concept boxes called *Acentos*.
- ✗ ***Lengua* boxes,** which inform learners of socio-linguistic distinctions in the Spanish language, appeared at strategic intervals throughout the second edition. In the third edition, they appear in every chapter.
- ✗ ***A investigar* boxes** as well as *A investigar* activities appear in every lesson of the text to make the acquisition of cultural knowledge an active process by guiding students to gather information in the library or on the World Wide Web, which they then use to examine the cultural content embedded in the chapter materials.

Organization of the Text

Mosaicos consists of a preliminary chapter (*Bienvenidos*) and fifteen regular chapters. Through a variety of visual stimuli, the *Bienvenidos* chapter allows instructors to conduct classes in Spanish from the very first day. Each regular chapter maintains the following consistent structure:

Goals. Succinct, easy-to-understand objectives in each chapter opener provide realistic, communicative, structural, and cultural goals.

A primera vista. This opening section of each chapter provides a richly contextualized, cultural framework for learning and practicing new language. New material is presented within two or three thematic groupings, which make use of photos, illustrations, and authentic documents.

Comprehensible input is provided through a wide variety of language samples (dialogs, brief narratives, brochures, comic strips, captions, etc.). Within each thematic grouping, activities provide opportunities to practice the new vocabulary and in some cases preview grammar points which are formally presented later in the chapter. Following the thematic presentations, the *A escuchar* listening activity recycles vocabulary in an authentic conversational framework while providing practice in global listening skills. Previously-taught material is consistently recycled and reinforced.

Explicación y expansión. The *Explicación y expansión* sections consist of concise grammar explanations focused on usage followed by immediate practice of each new structural item within a contextualized framework. The exercises and activities in this section develop students' abilities to use linguistic structures for direct communicative purposes. Contextualized and personalized, the exercises focus student attention on a variety of useful tasks and provide practice for communicating effectively in pairs or small groups in a variety of real-life situations. These activities reinforce both vocabulary introduced in the *A primera vista* section of the chapter and vocabulary presented in previous chapters.

Mosaicos. Skills and topics are interwoven at the end of each chapter into a series of skill-building and skill-chaining activities that bring together the chapter vocabulary, structures, and cultural content:

- ✗ *A escuchar* develops students' ability to understand spoken Spanish in a variety of authentic contexts: brief exchanges and longer conversations between two or more speakers, telephone messages, radio broadcasts, literary texts, etc.
- ✗ *A conversar* includes open-ended speaking activities based on naturally-occurring discourse situations and authentic written texts. Students learn to express and discuss their own needs and interests. This section provides many opportunities for personalized expression.
- ✗ *A leer* teaches students how to become independent readers by introducing basic strategies for understanding the general meaning of a text as well as for extracting specific information from it. A complete apparatus of pre-, during-, and post-reading activities guides students to develop their ability to read a variety of high-interest, authentic Spanish texts, from simple documents such as advertisements to the extended discourse of brochures, newspaper and magazine articles, letters, literary texts, etc.
- ✗ *A escribir* provides step-by-step activities in which students learn to compose messages and memos, postcards and letters, journals, simple expository paragraphs and brief essays. Pre- and post-writing activities guide students through critical steps in the writing process, including: brainstorming (to develop ideas for topics); defining one's purpose, means of communication, tone, and reader; making an outline; revising; and conferencing and peer editing. Additionally, useful tips in *A leer* provide students with specific lexicon, structures, and points of syntax relevant to the writing task at hand.

Vocabulario. The vocabulary list includes all new, active vocabulary words and expressions presented in the chapter in clear, semantically-organized groups. All words included in the list are practiced and recycled throughout the chapter and in subsequent chapters in a variety of contexts. Written vocabulary practice appears in the *A primera vista* sections and in the accompanying Workbook/Lab Manual, and a recording of all active vocabulary words is included in the lab program and on the CD-ROM.

Enfoque cultural. This entertaining and informative section focuses on contemporary cultural issues related to the chapter theme. *Enfoque cultural* sections use a graphic layout, combining visual and textual elements—photos, maps, brief essays—to capture students' interest and expose them to key information. Additionally, every *Enfoque cultural* includes activities that encourage students to

explore the issues at hand. A broad variety of contemporary topics is featured, ranging from distinctive and changing aspects of daily life, such as family, housing, shopping, and travel, to broader social, political, and economic issues in Hispanic countries. Students can explore the topics presented in the *Enfoque cultural* on the Web via an interactive version presented on the *Mosaicos* Website.

Enfoque interactivo. The *Enfoque interactivo* highlights the numerous resources and activities available on the *Mosaicos Fortunas* Video, Activity CD-ROM, and Website, and provides guidance to the instructor for how to integrate those components into his or her course. Media activities in the *Enfoque interactivo* can be done during classroom media lab sessions, or can be assigned as homework. Time estimates indicate the approximate time necessary to complete the activity, and teacher's annotations provide suggestions for using the activities in the classroom.

The Complete Program

Mosaicos is a complete learning and teaching program that includes the following components:

- ✗ Student text with Activity CD-ROM
- ✗ Annotated Instructor's Edition with Activity CD-ROM
- ✗ Instructor's Resource Manual
- ✗ *Fortunas* Video
- ✗ *Mosaicos* Activity CD-ROM
- ✗ *Mosaicos* Website
- ✗ Testing Program
- ✗ Computerized Testing Program
- ✗ Transparencies
- ✗ Student Audio CDs/Cassettes
- ✗ Workbook/Lab Manual
- ✗ Workbook Answer Key
- ✗ Audioprogram (Lab CDs/Cassettes)
- ✗ E-Workbook
- ✗ E-Lab Manual

Student Text with Activity CD-ROM

A copy of the *Mosaicos* Activity CD-ROM is included in each copy of the student text and instructor's edition. Also, *Mosaicos* is available for purchase with or without two sixty-minute audio CDs or cassettes that contain recordings of the *A escuchar* sections in the textbook. The *A escuchar* sections are also recorded for departmental language labs free of charge and are included in the audioprogram.

Annotated Instructor's Edition

Marginal annotations in the Annotated Instructor's Edition include extensive strategies, activities, expansion exercises, and a selected answer key for all sections of the text, and a printed Tapescript for the *A escuchar* section. Additional tips and hints offer effective classroom techniques.



Instructor's Resource Manual

The Instructor's Resource Manual is designed to aid instructors in using the text. It addresses theoretical and pedagogical concerns such as classroom atmosphere and the communicative oriented classroom. In addition, it provides course syllabi, suggestions for lesson plans, suggestions for using the media components of the program, a complete Tapescript for the Audioprogram, and tips for using video successfully.

Fortunas Video

Written and filmed specifically for the *Mosaicos, Third Edition* program, the new *Fortunas* video is an ongoing drama that features four contestants competing to solve cultural mysteries and locate three fortunes within Mexico. The three fortunes correspond to three cultural periods of Mexican history (Aztec, Colonial, and Contemporary). Clues highlight and teach students about these cultural periods while the contest atmosphere provides students with a dynamic, interesting environment in which to learn the target grammar and vocabulary. The *Fortunas* contest becomes interactive as activities presented in the in-text *Enfoque interactivo*, Activity CD-ROM, and Website allow students to try to solve the mysteries themselves, interact with the video characters by writing and voice-recording on the Activity CD-ROM, and influence the outcome of the contest by awarding the contestants points through viewer polls on the Website.

Mosaicos Activity CD-ROM

Packaged FREE with each copy of *Mosaicos, Third Edition*, the *Mosaicos* Activity CD-ROM includes the entire *Fortunas* Video with a series of activities designed to involve students in the video story-line. Students work with the information presented in order to follow clues, gather information, and draw conclusions. These activities engage students and offer practice of the four skills (reading, writing, listening, and speaking). In addition, the *Mosaicos* Activity CD-ROM also includes numerous grammar and vocabulary practice exercises, cultural e-mails for the development of reading and writing skills, and fun review games.

Mosaicos Website

The *Mosaicos* Website offers abundant vocabulary and grammar practice exercises and opportunities to explore Spanish language Websites. The entire *Enfoque cultural* section from the text is now available online with hotlinks to authentic Spanish Websites enabling students to further explore the themes and topics presented and to complete the *Para investigar* activities which accompany each *Enfoque cultural*. The *Mosaicos* Website also features a *Fortunas* section based on the video where students can work with clues and weblinks to solve the video mysteries, read contestant biographies and diaries, and cast their vote for different characters to influence the outcome of the contest through viewer polls.

Testing Program

The Testing Program consists of vocabulary quizzes for each *A primera vista* and three alternate versions of tests for each chapter: a more open-ended test, a structured test, and a multiple choice test. Each test is organized by skill, and uses a variety of techniques and activity formats to complement the text. The Testing Program is available in paper or computerized formats.

Computerized Testing Program

The Testing Program is available electronically for Macintosh and IBM. With the electronic version, instructors can mix and match testing materials according to their own needs.

Transparencies

Created specifically for the *Mosaicos* program, this set of fifty-three full-color transparencies of illustrations, realia, and maps, offers the instructor visual classroom support for presenting vocabulary, creating activities, and reviewing chapter materials.

Student Audio CDs or Cassettes

The Student Audio CDs/Cassettes contain the recordings for the in-text *A escuchar* listening activities. These recordings help students acquire and review vocabulary, become more accustomed to hearing spoken Spanish, and understand it better.

Workbook

The organization of the Workbook parallels that of the main text. The Workbook provides further practice of each chapter's vocabulary and grammar structures through sentence building and completion exercises, fill-ins, and art- and realia-cued activities. Reading and writing activities include strategies for improving reading and writing skills. Two new sections have been added to the third edition: a section to assess comprehension of the *Enfoque Cultural* and a section to practice accentuation, which correlates with the stress and written accent in the Lab Manual and the Acentos boxes in the text.

Workbook Answer Key. An answer key for the Workbook is available for instructors who want students to check their own work.

Lab Manual

The Lab Manual is to be used in conjunction with the Audioprogram recordings of listening-comprehension passages such as conversations, descriptions, interviews, and public announcements. The listening-comprehension passages are followed by various comprehension check activities such as true-or-false, multiple choice, completion, and writing responses. Answers to the activities are included at the end of the Lab Manual.

Audioprogram

The Audioprogram is available in either CD or cassette format and consists of the following three components: listening segments to accompany the Lab Manual; chapter-by-chapter text vocabulary; and in-text *A escuchar* listening selections. The listening CDs/Cassettes and the Lab Manual activities help students move beyond the in-text activities towards guided, more realistic, listening contexts.

E-Workbook

This on-line, passcode protected version of the print Workbook allows students to complete activities and receive instant feedback on close-ended Workbook activities. The results for graded activities and students' answers to open-ended activities can be e-mailed to instructors.

E-Lab Manual

The E-Lab Manual offers an on-line version of the print Lab Manual, with streaming audio. The passcode protected E-Lab Manual offers flexibility and convenience to students for accessing listening materials and completing the Lab Manual activities.

National Standards

The National Standards in Foreign Language Education Project published *Standards for Foreign*

Language Learning: Preparing for the 21st Century which identified five goal areas for programs of foreign language instruction: Communication, Cultures, Connections, Comparisons, and Communities. These goal areas inform the pedagogy of the Third Edition of *Mosaicos*.

Communication. Throughout the text, students engage in meaningful conversations, providing and obtaining information, expressing their opinions and feelings, and sharing their experiences. Students also listen to, read, and interpret language on a variety of topics. Through *informes* as part of many activities and in compositions in *A escribir*, students present information and ideas in both written and oral communication.

Cultures. *Cultura* boxes and the *Enfoque cultural* sections of each chapter give students an understanding of the relationship between culture and language throughout the Spanish-speaking world.

Connections. Realia, readings, and conversation activities throughout the text provide opportunities for making connections with other discipline areas. Students gain information and insight into the distinctive viewpoints of Spanish speakers and their cultures.

Comparisons. *Lengua* boxes often provide students with points of comparison between English and Spanish. *Para pensar* activities in the *Enfoque cultural* sections encourage students to reflect on aspects of daily life in their own culture before reading about and investigating similar aspects of daily life in Spanish-speaking countries.

Communities. The text encourages students to go beyond the classroom through Internet activities, and the *Mosaicos* Website provides abundant opportunities for exploration, personal enjoyment, and enrichment. Instructors are reminded to encourage students to explore and become a part of Spanish-speaking communities in their areas.

Acknowledgments

The Third Edition of *Mosaicos* is the result of a collaborative effort between ourselves, our publisher, and you, our colleagues. We are sincerely appreciative of all the comments and suggestions from First and Second Edition users, and we look forward to continuing the dialog and having your input on this edition. We are especially indebted to the many members of the Spanish teaching community whose reviews and comments at various stages throughout the preparation of the First, Second, and Third Editions have made *Mosaicos* the solid program that it is. We especially acknowledge and thank:

Mercedes Arissó-Thompson, El Camino College
Lucrecia Artalejo, Northeastern Illinois University
José Bahamonde, Miami Dade Community College
Linda Jane C. Barnette, Ball State University
Debra L. Barrett, University of Minnesota
Margarita Batlle, Miami Dade Community College
Kathleen Boykin, Slippery Rock University
Rodney Lee Bransdorfer, Gustavus Adolphus College
J. Dianne Broyles, Oklahoma City Community College
Morris E. Carson, J. Sargent Reynolds Community College
John Chaston, University of New Hampshire
María Cooks, Purdue University
Rafael Correa, California State University, San Bernardino

Debora Cristo, Arizona State University
 Jorge H. Cubillos, University of Delaware
 Harry J. Dennis, California State University, Sacramento
 Anthony F. DiSalvo, Frederick Community College
 Martin Durrant, Mesa Community College
 Raymond Elliott, University of Texas-Arlington
 Herbert O. Espinoza, College of Charleston
 José Feliciano-Butler, University of South Florida
 José B. Fernández, University of Central Florida
 Rosa Fernández, University of New Mexico
 Marcella Fierro, Mesa Community College
 Mary Beth Floyd, Northern Illinois University
 Herschel Frey, University of Pittsburgh
 Robert K. Fritz, Ball State University
 Dulce M. García, City College of New York
 Ricardo García, San Jacinto College, South Campus
 Marta Garza, Oxnard College
 Barbara González-Pino, University of Texas-San Antonio
 Ronni Gordon, Harvard University
 Lynn Carbón Gorrell, University of Michigan, Ann Arbor
 James A. Grabowska, Minnesota State University-Mankato
 John W. Griggs, Glendale Community College
 Terry Hansen, Pellissippi State Technical Community College
 Mark Harpring, University of Kansas
 Juana Amelia Hernández, Hood College
 Sonja G. Hokanson, Washington State University
 Ed Hopper, UNC-Charlotte
 Hildegart Hoquee, San Jacinto College, Central Campus
 Michael Horswell, University of Maryland-College Park
 René Izquierdo, Miami-Dade Community College
 María C. Jiménez, Sam Houston State University
 Teresa Johnson, St. Louis University
 Marilyn Kiss, Wagner College
 Barbara A. Lafford, Arizona State University
 Roberta Levine, University of Maryland-College Park
 Lucia Lombardi, University of Illinois-Chicago
 Timothy McGovern, University of California Santa Barbara
 Marcelino Marcos, Lakeland Community College
 Marina Martin, College of Saint Benedict, St. John's University
 Hope Maxwell-Snyder, Shepherd College
 Cynthia Medina, York College of Pennsylvania
 Niurka Medina-Valin, Cerritos Community College
 Robert M. Mee, Delta College
 Karen-Jean Muñoz, Florida Community College at Jacksonville
 Raúl Neira, Buffalo State College
 Carmen Pena-Eblen, Oxnard College
 M. Mercedes Rahilly, Lansing Community College
 Ana M. Rambaldo, Montclair State College
 Richard Raschio, University of St. Thomas



Elaine Rees, Cosumnes River College
Arsenio Rey, University of Alaska
Teresa Roig-Torres, Miami University
Marcia H. Rosenbusch, Iowa State University
Hildebrando Ruiz, University of Georgia
Cecilia Ryan, McNeese University
Carmen Salazar, Los Angeles Valley College
Kimberley Sallee, University of Missouri-Columbia
David Shook, Georgia Institute of Technology
Jay Siskin, Brandeis University
Karen L. Smith, University of Arizona
R. Roger Smith, Indiana University of Pennsylvania
Lourdes Torres, University of Kentucky
Joanna Vargas, Columbia College
Irma Velez, City College of New York
Carmen Vigo-Acosta, Mesa Community College
Montserrat Vilarrubla, Illinois State University
Helga Winkler, Eastern Montana College
Bill Woodard, Hampden-Sydney College
Janice Wright, University of Kansas

We would like to thank Professors Juan Felipe García Santos and Jesús Fernández González, University of Salamanca, Spain, for their collaboration. Thanks are also due to Blanca and César Gómez Villegas, Ana María and Juan Jorge Sanz, Gloria Toriello de Herrera, Johanna Herrera, Miguel Ordóñez, Benjamín Guzmán, and Raúl Salas for their help in obtaining authentic materials, and their advice regarding elements of current Spanish usage in their respective countries.

We would also like to thank all the editorial, production, and marketing staff at Prentice Hall who have contributed to the *Mosaicos* program. Special thanks to Charlyce Jones Owen, Editorial Director, and Rosemary Bradley, former Editor-in-Chief, for their support, direction and organization; Mariam Rohlfing, Development Editor, for her dedication, creative ideas and meticulous work on the manuscript and page proofs; Claudia Dukeshire, Production Editor, for her careful and resourceful attention to every detail during the book production; Ximena de la Piedra Tamvakopoulos, Art Director, who worked endless hours to create the beautiful design of the text; and Ann Marie McCarthy, Executive Managing Editor, who supervised the book's production; Heather Finstuen, Media Editor, for her creativity, dedication, and many hours of hard work on the exciting *Fortunas* Video, Website, *Mosaicos* Activity CD-ROM, and *Enfoque interactivo* sections; Julia Caballero, Development Editor, for her hard work and commitment to quality in creating the *Fortunas* video; Rob Reynolds, University of Oklahoma, creator of the *Fortunas* concept, for his inspired work in writing the *Mosaicos* video, *Enfoque interactivo* sections, and *Fortunas* Website and CD-ROM activities; José Juan Colín, University of Oklahoma, for his excellent CD-ROM activities; Kate Ramunda, Media Project Editor, for her commitment to the success of the Website and CD-ROM projects, and all the hard work it took to make that happen; Meriel Martínez, Assistant Editor, for her calm efficiency and good humor in managing the audio supplements, the Workbook and Lab Manual; Mark Harpring, University of Kansas, for his cooperative, thoughtful work on the testing program; Frank Morris, Development Editor, who came in on the final stages of the preparation of the manuscript, for his support and enthusiasm for the project; Meghan Barnes, Editorial Assistant, for her willing assistance; Stacy Best, Marketing Manager, for her inspiration and many excellent ideas; Andrew Lange, Illustrator, for his excellent illustrations and cooperation throughout; Wanda España for composing the pages, and Mirella Signoretto for creating the realia.



Lección preliminar

Bienvenidos

Contents

Preface	✕		xvi
Lección preliminar	✕	Bienvenidos	2
Lección 1	✕	Los estudiantes y la universidad	26
Lección 2	✕	Los amigos hispanos	60
Lección 3	✕	Las actividades y los planes	92
Lección 4	✕	La familia	126
Lección 5	✕	La casa y los muebles	158
Lección 6	✕	La ropa y las tiendas	194
Lección 7	✕	El tiempo y los deportes	226
Lección 8	✕	Fiestas y tradiciones	260
Lección 9	✕	El trabajo	294
Lección 10	✕	La comida y la nutrición	328
Lección 11	✕	La salud y los médicos	360
Lección 12	✕	Las vacaciones y los viajes	394
Lección 13	✕	Los hispanos en los Estados Unidos	430
Lección 14	✕	Cambios de la sociedad	460
Lección 15	✕	La ciencia y la tecnología	488

Scope and Sequence

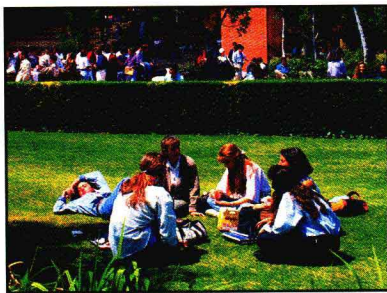
COMUNICACIÓN



Lección preliminar

Bienvenidos 2

Introducing oneself and others
Greetings and good-byes
Expressions of courtesy
Spelling in Spanish
Identifying people and classroom objects
Locating people and objects
Using numbers from 0 to 99
Expressing dates
Telling time
Using classroom expressions



Lección 1

Los estudiantes y la universidad 26

Asking for and providing information
Expressing needs
Asking for prices
Talking about daily activities
Asking about and expressing location



Lección 2

Los amigos hispanos 60

Asking about and describing persons, animals, places, and things
Expressing nationality and place of origin
Expressing where and when events take place
Expressing possession
Expressing likes and dislikes

Subject pronouns 35
 Present tense of regular
 -ar verbs 36
 Articles and nouns:
 gender and number 39
 Present tense of the verb
 estar 41
 Question words 43
 ALGO MÁS: Some
 regular -er and -ir
 verbs 45

A ESCUCHAR 47
 A CONVERSAR 48
 A LEER 49
 ■ Identifying cognates to
 improve comprehension
 ■ Guessing content of
 specific texts
 A ESCRIBIR
 ■ Identifying basic aspects
 of writing
 ■ Revising content and
 form to improve
 communication

Las universidades
 hispanas 55
 España 57

■ VIDEO
 ■ CD-ROM
 ■ WEBSITE
 58

Adjectives 69
 Present tense and some uses
 of the verb ser 71
 Ser and estar with adjectives
 72
 Possessive adjectives 76
 ALGO MÁS: Expressions
 with gustar 78

A ESCUCHAR 79
 A CONVERSAR 80
 A LEER 81
 ■ Scanning a text
 ■ Inferring meaning
 A ESCRIBIR
 ■ Responding to an ad
 ■ Addressing an unknown
 reader formally

La diversidad étnica 87
 Argentina 89

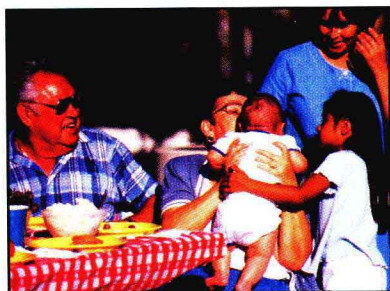
■ VIDEO
 ■ CD-ROM
 ■ WEBSITE
 90



Lección 3

Las actividades y los planes 92

Asking about and discussing leisure activities
Communicating by phone
Ordering food in a restaurant
Making suggestions and future plans
Using numbers above 100



Lección 4

La familia 126

Identifying and describing family members
Describing routine activities
Expressing preferences, desires, and feelings
Asking and giving permission
Expressing when, where, or how an action is done
Expressing how long events and states have been going on



Lección 5

La casa y los muebles 158

Asking about and describing housing and household items
Discussing daily activities in the home
Asking about and discussing daily schedules
Expressing ongoing actions
Describing physical and emotional states
Expressing obligation

Present tense of regular -er
and -ir verbs 102
Present tense of ir 105
Ir + a + infinitive to express
future action 105
The present tense to express
future action 105
Numbers: 100 to 2,000,000
108
ALGO MÁS: Some uses of
por and para 111

A ESCUCHAR 112
A CONVERSAR 113
A LEER 114
■ Locating specific
information in a text
■ Identifying synonyms
A ESCRIBIR 116
■ Writing questions to elicit
information and opinions
■ Using an appropriate form
of address
■ Reporting information

El cine, el teatro, las
peñas 121

Perú 122

■ VIDEO
■ CD-ROM
■ WEBSITE
124

Present tense of stem-
changing verbs: e → ie,
o → ue, e → i 133
Adverbs 136
Present tense of hacer,
poner, salir, traer and
oír 137
Hace with expressions of
time 141
ALGO MÁS: Some reflexive
verbs and pronouns 142

A ESCUCHAR 144
A CONVERSAR 145
A LEER 146
■ Anticipating and inferring
topic
■ Guessing meaning of new
words through context clues
and identifying suffixes
A ESCRIBIR 149
■ Communicating personal
feelings and giving
suggestions

La familia hispana 153

Colombia 154

■ VIDEO
■ CD-ROM
■ WEBSITE
156

Present progressive 166
Expressions with tener 168
Direct object nouns and
pronouns 170
Demonstrative adjectives
and pronouns 173
Saber and conocer 176
ALGO MÁS: More on
adjectives 179

A ESCUCHAR 180
A CONVERSAR 181
A LEER 182
■ Recognizing nouns
derived from verbs
■ Associating visuals and
written descriptions
■ Determining meaning of
new words by identifying
their parts
A ESCRIBIR 185
■ Reporting factual data to
a friend

Las casas y la
arquitectura 189

Nicaragua,
El Salvador y
Honduras 190

■ VIDEO
■ CD-ROM
■ WEBSITE
192