

Second Edition



MOSAICOS

Spanish as a World Language

Second Edition



MOSAICOS

Spanish as a World Language

Matilde Olivella de Castells

Emerita, California State University, Los Angeles

Elizabeth Guzmán

Yale University

Patricia Rush

Ventura College

Carmen García

University of Virginia



Prentice Hall, Upper Saddle River, New Jersey 07458

Library of Congress Cataloging-In-Publication Data

Mosaicos: Spanish as a world language / Matilde Olivella de Castells ... [et al.]. — 2. ed.
p. cm.

Includes index

ISBN 0-13-237587-7 (case)

1. Castells, Matilde Olivella de.

PC4129.E5M69 1997

468.2'421—dc21

97-18790

CIP

Editor-in-Chief: *Rosemary Bradley*
Development Editor: *Glenn A. Wilson*
Assistant Editor: *Heather Finstuen*
Editorial Assistant: *Sara I. James*
Sr. Marketing Manager: *Christopher Johnson*
Marketing Assistant: *Sabrina Bracco*

Art Director: *Ximena Piedra Tamvakopoulos*
Cover Art/Design; Interior Design: *Ximena Piedra Tamvakopoulos*
Composition: *Wanda España - Wee Design Group*
Electronic Art: *Siren Design*
Illustration: *Andrew Lange*
Photo Research: *Francelle Carapetyan*
Image Coordinator: *Zina Arabia*
Manufacturing Buyer: *Tricia Kenny*



©1998, 1994 by Prentice-Hall, Inc.
Simon & Schuster/A Viacom Company
Upper Saddle River, New Jersey 07458

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America

10 9 8 7 6

Student Text ISBN: 0-13-237587-7

Annotated Instructor's Edition ISBN: 0-13-888553-2

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *México*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

Preface

About the *Mosaicos* Program

Welcome to the second 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. An in-text audioprogram, cultural presentations, art, realia, and photographs introduce the language and the traditional and modern cultures of Spain and the Americas.

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 and developing good language skills in Spanish.

Highlights of the Program

The second edition of *Mosaicos* continues the successful tradition of the first, retaining and enhancing the core features:

- ✖ **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.
- ✖ *Mosaicos* presents grammar as a means to communicate effectively. The scope and sequence of grammatical topics in *Mosaicos, Second 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.
- ✖ 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.
- ✖ **Active development of cultural skills.** Cultural content is interwoven throughout the text in realia, activities, and special *Cultura* boxes to ensure an understanding and appreciation of people and cultures while building linguistic skills. Brief *Investigación* questions lead to a comparison of customs and cultures focusing on the richness and diversity of the Spanish-speaking world. Each chapter deals with specific cultural topics, ending with an *Enfoque cultural* section that provides practical knowledge about the Spanish-speaking world.

- ✖ **Contextualized presentation and practice of vocabulary.** The vocabulary presentations in the *A primera vista* sections are structured around engaging, culturally authentic visual and linguistic contexts that provide a natural environment for learning and practicing new vocabulary, as well as for recycling previously-taught language.

Scope and Sequence of the Second Edition

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

- ✖ The book has been reduced from 16 to 15 chapters (plus *Bienvenidos*).
- ✖ All structural points that appeared in the *Expansión grammatical* section have been integrated into regular chapters at appropriate points in the text.
- ✖ Some structural points needed for conversation are presented earlier and in increments. For example: **gustar** is first presented as a vocabulary item in *Lección 2*, then more fully in *Lección 7*; some uses of **por** and **para** are presented in *Lección 3*, more appear in *Lecciones 7* and *11*; **hace** with expressions of time is treated in the present tense in *Lección 4*, in the preterit in *Lección 6*.
- ✖ Presentations of key structural points have been consolidated. For example, present tense conjugations of all stem-changing verbs now appear in *Lección 4*.
- ✖ The preterit tense is presented consecutively in *Lecciones 6-7* and is followed immediately by the imperfect tense in *Lección 8*.
- ✖ Formal commands are now presented in *Lección 9*, with the present subjunctive and informal commands directly following in *Lección 10*.

New to the Second Edition

- ✖ **Culture: International partnership through the Internet and World Wide Web.** The newly developed *Enfoque cultural* sections use a lively layout to provide a practical knowledge of specific cultural topics in 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 web sites to gather information on the cultural topic presented. In addition, the *Mosaicos, Second Edition*, Home Page provides activities and links to web sites all over Spain and Latin America.
- ✖ **Engaging vocabulary presentation.** New *A primera vista* sections have been rewritten and redesigned. Annotations on extensive class-tested techniques provide the means to activate all material within these sections: how to develop and exploit photos, illustrations, realia pieces and transparencies in the classroom presentation, how to use texts as beneficial comprehensible input, and so on.
- ✖ **Personalized speaking activities.** 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.

- ✖ **Listening strategy work.** Many *A escuchar* sections include pre-listening activities that provide general listening strategies. In many cases, students are asked to tabulate, comment on, or otherwise process the information they hear after completing the specific listening task, integrating listening with productive skills.
- ✖ **Increased attention to reading skills.** Pre- and post-reading activities provide opportunities and strategies for developing good reading skills. Reading selections include a greater number of authentic texts and reflect a greater variety of discourse types and styles (including magazine articles, interviews, letters, etc.) than in the first edition. Texts become longer and more challenging as the book progresses.
- ✖ **Process writing apparatus.** Process writing activities are a new core feature of the second edition. 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.
- ✖ **More opportunities for previewing and recycling.** *Algo más* is a newly developed section designed to pre-introduce and re-introduce material, especially structural points presented in increments. Throughout the text, annotations with specific page references suggest opportunities for instructors to review and reinforce recycled structures and vocabulary clusters.
- ✖ **Lengua boxes.** Linguistic distinctions and concepts often overlooked in introductory texts appear in concept boxes called *Lengua* at strategic intervals throughout *Mosaicos*.
- ✖ **More personalized 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.

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 practice the new vocabulary and grammar points prior to their formal presentation 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 recycle 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, public announcements, radio broadcasts, 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, 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.
- ✖ *Investigación* activities throughout the text 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.

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 and Lab Manual.

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.

The Complete Program

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

- ✖ Annotated Instructor's Edition
- ✖ Instructor's Resource Manual
- ✖ Videoprogram
- ✖ Video Activities Manual
- ✖ CD-ROM
- ✖ Testing Program
- ✖ Computerized Testing Program
- ✖ Transparencies
- ✖ Student Cassettes
- ✖ Workbook
- ✖ Answer Key to Workbook
- ✖ Lab Manual
- ✖ Audioprogram (Lab cassettes)
- ✖ IBM and Macintosh Tutorial Software
- ✖ WWW Home Page

Student Text or Student Text/Cassette Package

Mosaicos is available for purchase with or without two sixty-minute cassettes that contain recordings of the *A escuchar* sections. The *A escuchar* sections are also recorded for departmental language labs free of charge. Please use the correct ISBN when ordering through your campus bookstore:

Student Text: 0-13-237587-7

Text/Cassettes: 0-13-907213-6

Annotated Instructor's Edition

Marginal annotations in the Annotated Instructor's Edition include extensive strategies and activities for the *A primera vista* section, expansion exercises and a selected answer key for the *Explicación y expansión* section, and a printed Tapescript for the *A escuchar* section. Additional tips and hints offer content effective classroom techniques.

Instructor's Resource Manual

The Instructor's Resource Manual includes course syllabi, suggestions for lesson plans, a complete Tapescript for the Audioprogram, tips for using video successfully and a bibliography of sources for additional cultural information.

Videoprogram

The sixty-minute text-tied video features scripted segments and cultural footage for each chapter. Video segments correspond to chapter themes, vocabulary, and grammatical structures.

Video Activities Manual

Warm-up, viewing, and post-viewing activities in the Video Activities Manual help students to follow and learn from the *Mosaicos* video.

***Mosaicos* Interactive CD-ROM**

The CD-ROM features interactive Spanish practice through engaging vocabulary, grammar, reading, and writing. Chapter topics are presented through audio, video, and visual means and students can practice their pronunciation through voice recording technology. Each chapter includes cultural activities and a path to the World Wide Web for additional cultural resources.

Testing Program

The Testing Program consists of vocabulary quizzes for each *A primera vista* and alternate versions of hour long tests for each chapter. 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

Full-color transparencies of maps, illustrations, realia, and photographs offer the instructor visual classroom support for presenting vocabulary, creating activities, and reviewing chapter materials.

Student Cassettes

The Student Cassettes contain the recordings for the in-text *A escuchar* listening activities. These cassettes help students to 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.

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 consists of 14 cassettes which include 10 sixty-minute listening cassettes to accompany the Lab Manual, two vocabulary cassettes featuring the chapter-by-chapter text vocabulary, and the two Student Cassettes containing the in-text *A escuchar* listening selections. The listening cassettes and the Lab Manual activities help students to move beyond the in-text activities to guided, more realistic listening contexts.

Tutorial Software

Students can practice the vocabulary and grammar presented in each chapter at their own pace and get instantaneous feedback through self-scoring exercises.

Mosaicos WWW Home Page

The *Mosaicos* Home Page is a springboard to the Internet with text-tied web activities, links to Spanish language websites, and features like “key-pal” and on-line chat. An Instructor’s area features extensive instructional and cultural weblinks and *Mosaicos* resource materials.

New National Standards

The National Standards in Foreign Language Education Project has recently published *Standards for Foreign Language Learning: Preparing for the 21st Century*. An eleven-member task force, representing ACTFL, AATSP, AATF, and AATG has identified five goal areas for programs of foreign language instruction as we face a new millennium: Communication, Cultures, Connections, Comparisons, and Communities. These goal areas inform the pedagogy of the Second 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* 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* Home Page on the World Wide Web 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 second 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 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 and Second Editions have made *Mosaicos* the solid program that it is. We especially acknowledge and thank:

Mercedes Arisso-Thompson, El Camino College
Lucrecia Artalejo, Northeastern Illinois University
José Bahamonde, Miami Dade Community College
Margarita Batlle, Miami Dade Community College
Kathleen Boykin, Slippery Rock University
Rodney Lee Bransdorfer, Gustavus Adolphus 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
Martin Durrant, Mesa Community College
Raymond Elliott, University of Texas-Arlington
José Feliciano-Butler, University of South Florida
José B. Fernández, University of Central Florida
Rosa Fernández, University of New Mexico
Marcello Fierro, Mesa Community College
Mary Beth Floyd, Northern Illinois University
Herschel Frey, University of Pittsburgh
Robert K. Fritz, Ball State University
Ricardo García, San Jacinto College, South Campus
Marta Garza, Oxnard College
Ronni Gordon, Harvard University
Lynn Carbón Gorrell, University of Michigan, Ann Arbor

Juana Amelia Hernández, Hood College
Ed Hopper, UNC-Charlotte
Hildegart Hoquee, San Jacinto College, Central Campus
Michael Horsewell, 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
Marcelino Marcos, Lakeland Community College
Hope Maxwell-Snyder, Shephed College
Cynthia Medina, York College of Pennsylvania
Niurka Medina-Valin, Cerritos Community College
Karen-Jean Muñoz, Florida Community College at Jacksonville
Raúl Niera, Buffalo State College
Carmen Pena-Eblen, Oxnard College
Barbara González-Pino, University of Texas-San Antonio
Ana M. Rambaldo, Montclair State College
Richard Raschio, University of St. Thomas
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
David Shook, Georgia Institute of Technology
Jay Siskin, Brandeis University
Karen L. Smith, University of Arizona
Lourdes Torres, University of Kentucky
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

Contents

Lección preliminar	✕	Bienvenidos	2
Lección 1	✕	Los estudiantes y la universidad	24
Lección 2	✕	Los amigos hispanos	54
Lección 3	✕	Las actividades y los planes	82
Lección 4	✕	La familia	112
Lección 5	✕	La casa y los muebles	140
Lección 6	✕	El tiempo y los deportes	170
Lección 7	✕	La ropa y las tiendas	202
Lección 8	✕	Fiestas y tradiciones	232
Lección 9	✕	El trabajo	264
Lección 10	✕	La comida y la nutrición	294
Lección 11	✕	La salud y los médicos	324
Lección 12	✕	Las vacaciones y los viajes	352
Lección 13	✕	Los hispanos en los Estados Unidos	384
Lección 14	✕	Cambios de la sociedad	412
Lección 15	✕	La ciencia y la tecnología	438

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
Useful classroom expressions



Lección 1 **Los estudiantes** **y la universidad 24**

Asking for and providing information
Asking for prices
Expressing needs
Asking about and expressing
location



Lección 2 **Los amigos hispanos 54**

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

Subject pronouns 34
 Present tense of regular -ar verbs 35
 Articles and nouns: gender and number 38
 Present tense of the verb **estar** 40
 ALGO MÁS: Some regular -er and -ir verbs 42

A ESCUCHAR 44
 A CONVERSAR 45
 A LEER 44
 ■ Identifying cognates to improve reading comprehension
 ■ Guessing content of specific texts
 A ESCRIBIR 49
 ■ Identifying basic aspects of writing
 ■ Revising content and form to improve communication

Las universidades hispanas 52
 España 53

Adjectives 63
 Present tense and some uses of the verb **ser** 65
Ser and **estar** with adjectives 66
 Question words 69
 ALGO MÁS: Expressions with **gustar** 71

A ESCUCHAR 72
 A CONVERSAR 73
 A LEER 74
 ■ Scanning a text
 ■ Inferring meaning
 ■ Recognizing synonyms and antonyms
 A ESCRIBIR 77
 ■ Responding to an ad
 ■ Addressing an unknown reader formally

La diversidad étnica 80
 Argentina 81



Lección 3 **Las actividades y los planes** 82

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** 112

Identifying and describing family
members
Describing physical and emotional
states
Expressing preferences, desires,
and feelings
Expressing possession
Expressing how long events and
states have been going on



Lección 5 **La casa y los muebles** 140

Asking about and describing
housing and household items
Discussing daily activities in the
home
Talking about colors
Asking about and discussing daily
schedules
Expressing ongoing actions

Present tense of regular -er and -ir verbs 92	A ESCUCHAR 102	El cine, el teatro y las peñas 110
Present tense of ir 95	A CONVERSAR 103	Perú 111
Ir + a + infinitive to express future time 95	A LEER 104	
The present tense to express future action 95	■ Locating specific information in a text	
Numbers 100 to 2,000,000 99	■ Identifying synonyms	
ALGO MÁS: Some uses of por and para 101	A ESCRIBIR 106	
	■ Writing questions to elicit information and opinions	
	■ Using an appropriate form of address	
	■ Reporting information	
Present tense of stem-changing verbs: e → ie, o → ue, e → i 119	A ESCUCHAR 131	La familia hispana 138
Expressions with tener 120	A CONVERSAR 132	Colombia 139
Possessive adjectives 124	A LEER 133	
Present tense of hacer, poner, salir, traer and oír 125	■ Anticipating and inferring topic	
ALGO MÁS: Hacer with expressions of time 130	■ Guessing meaning of new words through context clues and identifying suffixes	
	A ESCRIBIR 135	
	■ Communicating personal feelings	
Present progressive 148	A ESCUCHAR 160	Las casas y la arquitectura 167
Direct object nouns and pronouns 150	A CONVERSAR 161	Nicaragua, Honduras y El Salvador 168
Demonstrative adjectives and pronouns 154	A LEER 162	
Saber and conocer 156	■ Recognizing nouns derived from verbs	
ALGO MÁS: More on adjectives 159	■ Associating visuals and written description	
	■ Determining meaning of new words by identifying their parts	
	A ESCRIBIR 164	
	■ Reporting factual data to a friend	