

Dicho y hecho

NINTH
EDITION

BEGINNING
SPANISH

LESS EXPENSIVE ... MORE CONVENIENT!

- *Save money—compare with new/used!*
- *Carry only what you need*
- *Keep everything in one place*

POTOWSKI

SOBRAL

DAWSON

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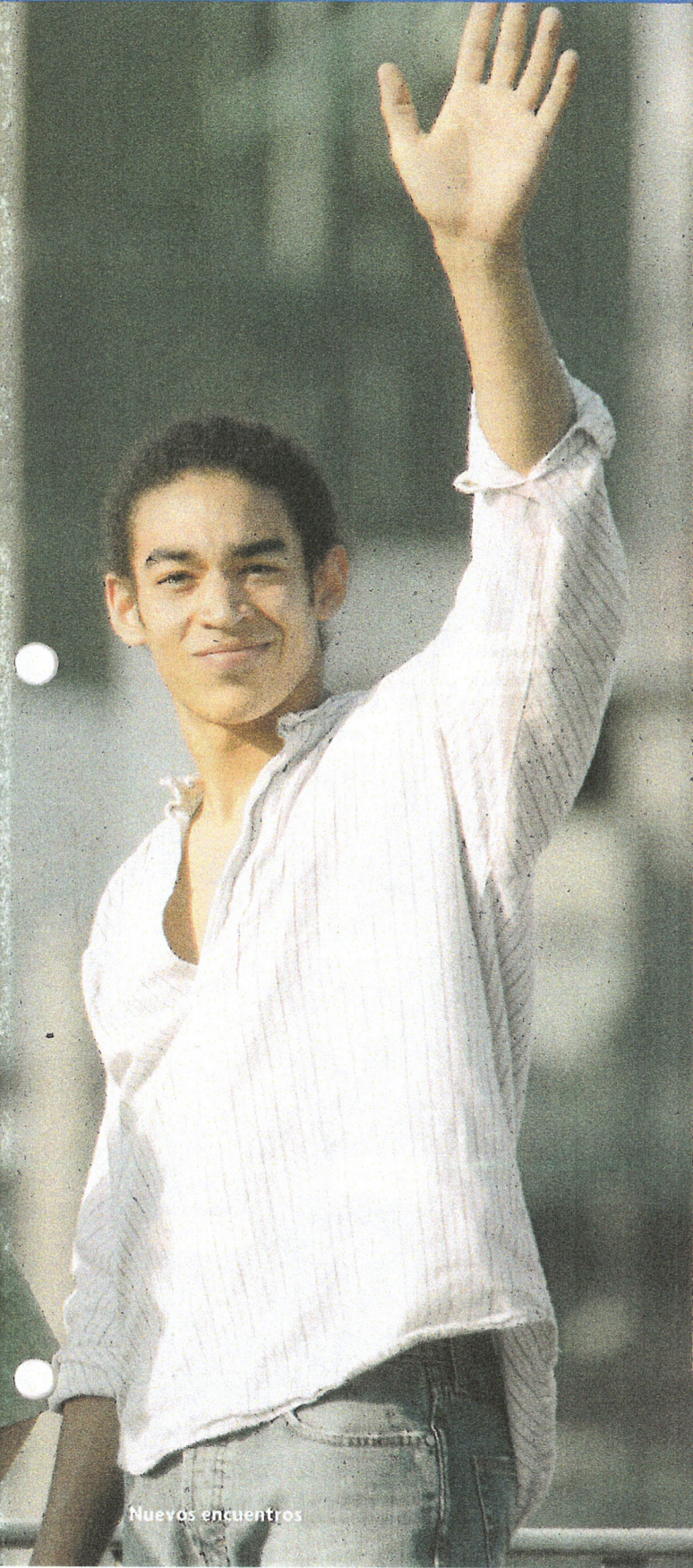
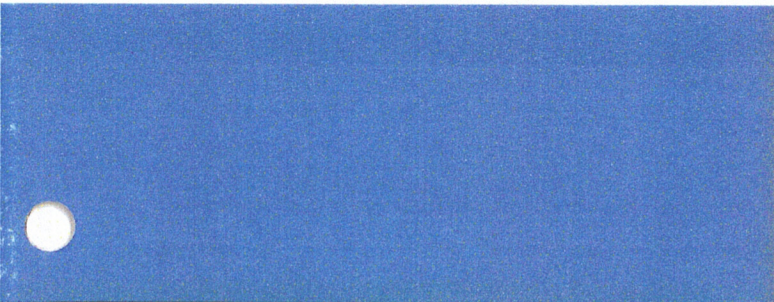
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Nuevos encuentros





Así se dice

Nuevos encuentros

Las presentaciones

Saludos y despedidas

Expresiones de cortesía

Los números del 0 al 99

El alfabeto

Los días de la semana y los
meses del año

¿Qué día es hoy?

¿Cuál es la fecha de
hoy?/¿Qué fecha es hoy?

Decir la hora

Así se forma

1. Identifying and describing
people: Subject pronouns
and the verb *ser*
Los cognados

Cultura

- Greetings
- Hispanic nationalities

**By the end of this chapter
you will be able to:**

- Meet and greet each other
- State where you are from and learn the origins
of others
- Describe yourself and others
- Exchange phone numbers, e-mail addresses,
and birthdays
- Tell time

ENTRANDO AL TEMA

1. What are these people probably saying to each other?

¡Hola!

Gracias.

Hasta mañana.

2. Is there anyone that you kiss on the cheek when you greet
them? Would you kiss someone on the cheek whom you
just met?

We will explore these questions in this chapter.

Así se dice

Nuevos encuentros





¿Cómo te llamas?
¿Cómo se llama?
Me llamo...
Buenos días
Te/Le presento a...
Encantado/a
Mucho gusto
¿De dónde eres?
Soy de...

What's your name?

My name is . . .

Good morning

*I want to introduce
you to . . .*

It's nice to meet you

I'm pleased to meet you

Where are you from?

I'm from . . .

Las presentaciones (Introductions)

In Spanish, there are two ways of addressing someone and, therefore, there are two equivalents of the English *you*: **tú** and **usted**. In general, use **tú** with classmates, relatives, friends, and others in a first-name basis relationship; use **usted** with professors and other adults in a last-name basis relationship.

Informal (with classmates)

Hola, me llamo...

¿Cómo te llamas (tú)?

Formal (with instructor)

Buenos días, me llamo...

¿Cómo se llama (usted)?

- To say you are pleased to meet someone, you can say:

Mucho gusto.

Encantado. (*said by males*)/**Encantada.** (*said by females*)

- To ask where someone is from, say:

Informal

¿De dónde eres?

Formal

¿De dónde es usted?

- To say where you are from, say: **Soy de...**

Saludos y despedidas (Greetings and expressions of farewell)

Observe and compare the following conversations. The first introduces some formal greetings (**los saludos**) and the second presents their informal equivalents, as well as expressions of farewell (**las despedidas**).

Formal

PROF. RUIZ: **Buenos días, señorita.**
(**Buenas tardes, señora.**)
(**Buenas noches, señor.**)

SUSANA: **Buenos días.**
¿Cómo está usted?

PROF. RUIZ: **Muy bien, gracias.**
¿Y usted?

SUSANA: **Bien, gracias.**

Good morning, Miss.
(*Good afternoon, Ma'am.*)
(*Good evening, Sir.*)
Good morning. How are you?

Very well, thanks. And you?

Fine, thanks.

NOTA DE LENGUA

- There is no Spanish equivalent for *Ms*. Use **señora** or **señorita** as appropriate.
- In many Spanish-speaking countries, **tarde** is used while there is still daylight.
- **Buenos días** and **Buenas tardes/noches** are also used in informal settings, especially the first time you see people during a given day, and may also be used as a farewell.

Informal

LUIS: ¡Hola!	Hello!/Hi!
OLGA: ¡Hola! ¿Cómo estás? (¿Qué tal?)	How are you? (How's it going?)
LUIS: Fenomenal. ¿Y tú?	Terrific. And you?
OLGA: Regular.	OK./So-so.
LUIS: ¿Qué pasa? (¿Qué hay de nuevo?)	What's happening? (What's new?)
OLGA: Pues nada. Voy a clase.	Not much. I'm going to class.
LUIS: Bueno (Pues), hasta luego. (Hasta mañana.) (Hasta pronto.) (Chao.)	Well, see you later. (See you tomorrow.) (See you soon.) (Bye./So long.)
OLGA: Adiós.	Good-bye.

NOTA DE LENGUA

You may have noticed that Spanish has two verbs expressing *to be*.

ser Soy de México.

estar ¿Cómo **está** usted?

You will study **estar** and the differences between **ser** and **estar** in later chapters.

NOTA DE LENGUA

Spanish uses an upside-down question mark at the beginning of a question and an upside-down exclamation point at the beginning of an exclamation.

¿? = signos de interrogación

¡! = signos de exclamación

1-1 ¿Quién...? (Who...?) Refer back to pages 4 and 5 to see who...

- are greeting informally?
 - Carmen y Alfonso
 - Inés y la profesora Falcón
- is introducing one person to another informally?
 - Javier
 - Inés
- are introducing themselves?
 - Linda y Manuel
 - Alfonso y Carmen
- is introducing one person to another formally?
 - Javier
 - Inés
- is asking about someone's origin informally?
 - Pepita
 - Octavio

**1-2****¿Formal o informal?**

Listen to the following people as they greet each other and indicate whether they are addressing each other in a formal or informal manner.

	Formal	Informal
1.	☐	☐
2.	☐	☐
3.	☐	☐
4.	☐	☐

**1-3****¿Cómo estás?**

Listen and choose the appropriate response to each greeting or question.

- | | | |
|--------------------------|--------------------------|------------------------------|
| 1. a. Me llamo Juan. | b. Hola, ¿qué tal? | c. Soy de Estados Unidos. |
| 2. a. Muy bien, ¿y tú? | b. Pues nada. | c. Gracias. |
| 3. a. Fenomenal. | b. Soy de México, ¿y tú? | c. Hasta pronto. |
| 4. a. Muy bien, gracias. | b. Pues nada. | c. Bueno, pues, hasta luego. |
| 5. a. ¿Qué pasa? | b. Buenas tardes. | c. Chao. |

**1-4****Las presentaciones.**

Paso 1. Move around the classroom and talk to at least five of your classmates and your instructor. Take notes in a chart like the one below.

- Greet them (remember to greet your instructor with formal forms!).
- Introduce yourself and learn their names.
- Find out where they are from.
- Say good-bye.

Modelo: Estudiante A: **Hola, me llamo Antonio. Y tú, ¿cómo te llamas?**
 Estudiante B: **Me llamo Raquel. ¿Cómo estás?**
 Estudiante A: **Muy bien, gracias. ¿De dónde eres?**

Nombre	Es de...

Paso 2. Find one of the classmates you met earlier. Move around the classroom together and take turns introducing each other to other classmates and the instructor. Each person should respond to the introduction appropriately.

Modelo: Roberto, te presento a mi amiga Raquel. Raquel es de...
 Profesor/a, le presento a...

Expresiones de cortesía (*Expressions of courtesy*)

Con permiso.	<i>Pardon me./Excuse me. (to seek permission to pass by someone or to leave)</i>
Perdón./Disculpe.	<i>Pardon me./Excuse me. (to get someone's attention or to seek forgiveness)</i>
Lo siento (mucho).	<i>I'm (so/very) sorry.</i>
Por favor.	<i>Please.</i>
(Muchas) Gracias.	<i>Thank you (very much).</i>
De nada.	<i>You're welcome.</i>

DICHOS

Cortesía y bien hablar (*talk*), cien puertas (*doors*) nos abrirán (*will open*).

¿Qué significa el dicho?

1-5

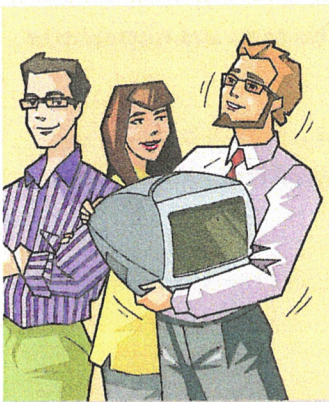
¡Son muy corteses! Write an appropriate expression from the box below under each drawing on pages 9 and 10.

Disculpe
De nada

Muchas gracias
Con permiso

Lo siento mucho

1. El profesor Marín-Vivar a Natalia y Alfonso



Prof. Marín-Vivar is going to pass by Natalia and Alfonso. What does he say?

2. Rubén a Camila



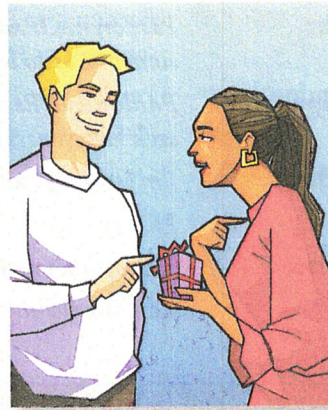
Rubén wants to speak to Camila, but she is talking with Carmen. What does Rubén say?

3. Esteban a Inés y Pepita



Esteban drops his tray on Inés and Pepita!

4. Linda a Manuel
5. Manuel a Linda



Manuel gives Linda a gift. What does she say?

What does Manuel say to Linda?

1-6 **Somos muy corteses también.** Look at the situations below and write what you would say in each case. Pretend you do not know any of these people, so you need to use formal forms.

1. You excuse yourself before you walk in front of someone.

2. You lightly bump into someone and seek her/his forgiveness.

3. You get someone's attention and ask the person her/his name and where she/he is from.

4. You give someone something of yours, saying **Para usted** (*For you*). Expect a thank you and respond appropriately.



In Spanish-speaking countries, women on a first-name basis will greet each other, and will also greet male friends, with a single light kiss on the right cheek, sometimes accompanied by a handshake. In Spain and some other countries, they will kiss once on each cheek. Men sometimes greet male friends and family with a short hug in addition to a handshake.

When the two people are in a last-name basis relationship, they will use a handshake only.

When people take leave of each other, they tend to repeat the same gestures as when they greeted each other.



How would the following Spanish-speakers probably greet and take leave from each other?

Susana and Antonio, Perú	One kiss	Two kisses	Handshake only
Juan and Alfonso, México	One kiss	Two kisses	Handshake only
Mr. González and Mrs. Burgos, Chile	One kiss	Two kisses	Handshake only
Elena and Linda, Spain	One kiss	Two kisses	Handshake only



Así se forma

WILEY PLUS Go to *WileyPLUS* and review the Animated Grammar Tutorial and Verb Conjugator for this grammar point.

Me llamo Pepita. Soy dinámica, atlética y extrovertida. Ah... y soy muy puntual.

Natalia y yo somos amigas.



Me llamo Natalia. Soy estudiante y soy de Nuevo México. Soy responsable, generosa y muy independiente.

1. Identifying and describing people: Subject pronouns and the verb *ser*

In the previous section you used some subject pronouns to address people (*usted*, *tú*) and forms of the verb *ser* (*to be*): *¿De dónde es usted?* *¿De dónde eres?* *Soy de...* Here are some more subject pronouns and forms of *ser*.

Subject pronouns	Ser
yo (I)	soy estudiante
tú (you, singular informal)	eres inteligente
usted (Ud.) (you, singular formal)	es de Bolivia
él (he)/ella (she)	es profesor/profesora
nosotros/as (we)	somos estudiantes
vosotros/as (you, plural informal)	sois inteligentes
ustedes (Uds.) (you, plural)	son de Panamá
ellos (they, masc.)/ellas (they, fem.)	son profesores/profesoras

- **Vosotros/as** is used only in Spain. **Ustedes** is formal in Spain but both formal and informal in Hispanic America.
- Use subject pronouns only *to emphasize, to contrast, or to clarify*. Avoid them otherwise, since Spanish verb endings already indicate who the subject is.

Yo soy de Cuba y **él** es de Chile.

I am from Cuba and he is from Chile.

Soy de Cuba.

I am from Cuba.

Somos estudiantes.

We are students.

- Use the verb *ser* to tell who a person is, where a person is from, and what a person is like.

Natalia **es** estudiante.

Natalia is a student.

Es de Nuevo México.

She is from New Mexico.

Es muy independiente.

She is very independent.

Los cognados (Cognates)

Cognates are words that are identical or similar in two languages and have the same meaning. Cognates may be any type of word such as a noun, verb, adjective, etc. Below you have a list of adjectives (words we use to describe people and things) that are cognates. These adjectives are commonly used with **ser** to describe people.

Note that some adjectives may be used to describe males or females.

admirable	flexible	materialista	rebelde
arrogante	independiente	optimista	responsable
conformista	inteligente	paciente	sentimental
eficiente	irresponsable	pesimista	terrible
egoísta	liberal	puntual	tolerante

But other adjectives change **-o** to **-a** when referring to a female.

ambicioso/a	dinámico/a	introvertido/a	religioso/a
atlético/a	extrovertido/a	modesto/a	romántico/a
cómico/a	generoso/a	organizado/a	serio/a
creativo/a	impulsivo/a	práctico/a	tranquilo/a

To describe more than one person, add **-s** to adjectives that end in a vowel and **-es** to those ending in a consonant.

admirable → admirables
sentimental → sentimentales

Since recognizing cognates is an important skill when learning a second language, new vocabulary consisting of cognates of English words will not be introduced with translation (but you can always find translations in the **Repaso de vocabulario** section at the end of each chapter).

NOTA DE LENGUA

To make a negative statement, place **no** before the verb.

No soy estudiante. *I am not a student.*

In answering **yes/no** questions, repeat the **no**.

¿Eres pesimista? *Are you a pessimist?*

¡**No, no** soy pesimista! *No, I'm not a pessimist!*

1-7 ¿Similares o diferentes? Can you figure out what the title of this activity is? The words are cognates!

Paso 1. Read the following sentences and mark whether they are true (**cierto**) or false (**falso**) for you. Then add one more sentence using a different cognate from the box above.

	Cierto	Falso
1. Soy optimista.	☐	☐
2. Soy creativo/a.	☐	☐
3. Soy serio/a.	☐	☐
4. Soy responsable.	☐	☐
5. Soy extrovertido/a.	☐	☐
6. Soy paciente.	☐	☐
7. _____	☐	☐

Paso 2. Work with a partner and compare your answers orally. Then write sentences about your differences.

Modelo: Soy optimista, pero Kate no es optimista.
 Soy optimista y Kate es optimista también (*as well*).
 No soy optimista y Kate no es optimista tampoco (*either*).

PALABRAS ÚTILES (*Useful Words*)

también	also
tampoco	neither/not either

NOTA CULTURAL

Una escritora chilena

Isabel Allende is a prolific Chilean author whose novels are bestsellers in many countries, including the United States. She was awarded Chile's National Literature Prize in 2010. Two of her novels, "**La casa de los espíritus**" (*"The House of the Spirits"*) and "**De amor y de sombra**" (*"Of Love and Shadows"*), were made into movies starring actors like Javier Bardem, Benjamin Bratt, Meryl Streep, Glenn Close, Jeremy Irons, Winona Rider, Antonio Banderas y Vanessa Redgrave. Why don't you watch one of them and report back to the class?

1-8 ¿Cómo son? Write the number of each sentence you hear next to the photo of the person/people it describes. You will hear two descriptions for each photo.



Jóvenes muralistas en Nueva York

_____ y _____



Hombre indígena ecuatoriano

_____ y _____



La novelista Isabel Allende

_____ y _____



Chicas futbolistas

_____ y _____

**1-9****Personas famosas.**

Using adjectives from the following list, plus others that you can come up with, and the clues given in parentheses, tell a classmate about the following famous people and two more of your choice. Say what they do, where they are from, and use one or two adjectives to describe them.

Modelo: Penélope Cruz (actriz/España)

Penélope Cruz *es* actriz *y es* de España. Es muy *bella* y *dinámica*.

atlético/a
dinámico/a

creativo/a
fuerte (*strong*)

famoso/a
romántico/a

popular
serio/a

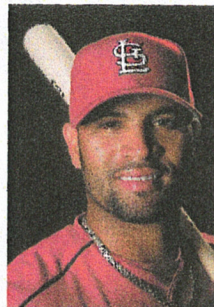
bello/a (*beautiful*)
rebelde(s)



1. Javier Bardem
(actor/España)



2. Shakira
(cantante/
Colombia)



3. Alberto Pujols
(jugador de béisbol/
República Dominicana)



4. Jessica Alba
(actriz/California)

5. ¿...?

6. ¿...?

1-10**Mi personalidad.**

Paso 1. In pairs, greet and introduce yourselves and talk about your origins. Then ask each other *yes/no* questions to determine your personality traits. Take notes, as you will need some of this information later.

Modelo: Estudiante A: ¿Eres (muy) extrovertido/a?

Estudiante B: Sí, soy muy extrovertido/a. / No, no soy (muy) extrovertido/a. ¿Y tú?



Paso 2. Walking around the classroom, introduce your classmate to three other students. Tell her/his name, origin, and two personality traits.

Modelo: Mi amigo/a se llama... O, Te presento a mi amigo/a...
Es de...
Es... y...

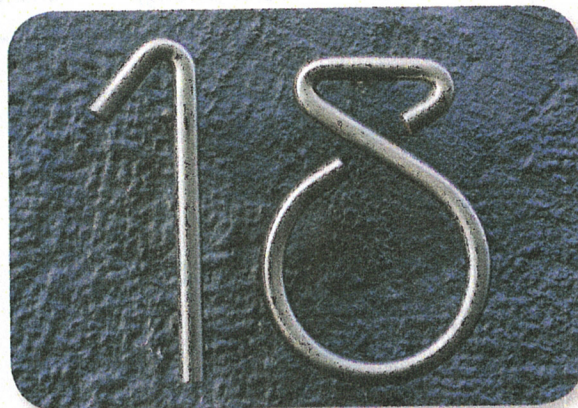


Paso 3. Tell the class one difference between you and your classmate and two things you have in common. Remember to add *-s* or *-es* to the adjective to form the plural.

Modelo: (*Partner's name*) es... y yo soy...
Él/Ella y yo somos... y...

Así se dice

Los números del 0 al 99



0 cero	10 diez	20 veinte	30 treinta
1 uno	11 once	21 veintiuno	31 treinta y uno
2 dos	12 doce	22 veintidós	32 treinta y dos
3 tres	13 trece	23 veintitrés	...
4 cuatro	14 catorce	24 veinticuatro	40 cuarenta
5 cinco	15 quince	25 veinticinco	50 cincuenta
6 seis	16 dieciséis	26 veintiséis	60 sesenta
7 siete	17 diecisiete	27 veintisiete	70 setenta
8 ocho	18 dieciocho	28 veintiocho	80 ochenta
9 nueve	19 diecinueve	29 veintinueve	90 noventa

- **Uno** is used for counting, but before a noun we use the indefinite article **un** (masculine)/**una** (feminine). The same holds true for **veintiuno**, **treinta y uno**, and so on.

Un profesor, **una** profesora y **veintiún** estudiantes son de Texas.

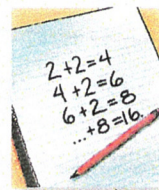
One (male) professor, one (female) professor, and twenty-one students are from Texas.

- The numbers from 16 to 29 are usually written as one word: **dieciséis**, **veinticuatro**. Those from 31 on are written as three words: **treinta y tres**; **cincuenta y seis**.
- Note the numbers that carry accent marks: **dieciséis**, **veintidós**, **veintitrés**, **veintiséis**.



1-11 ¿Correcto o incorrecto?

Paso 1. Listen to some math problems and decide whether the answer is correct (**correcto**) or incorrect (**incorrecto**).



PALABRAS ÚTILES

y	+
menos	-
son	=

	Correcto	Incorrecto
1.		
2.		
3.		
4.		
5.		

Paso 2. Now listen to a few more math problems. This time you have to provide the answers. Write them out in words in your notebook or on a sheet of paper.



1-12 Más matemáticas. Write five simple math problems like the ones you just heard. In pairs, take turns reading your problems to your partner and writing out answers to hers/his. Then, check each other's answers.

Modelo: Estudiante A: Diez y ocho son...
Estudiante B: Dieciocho.

1-13 Números de teléfono. In Spanish, the digits of phone numbers are usually given in pairs and the article *el* (*the*) precedes the phone number: "Es el 4-86-05-72."

Paso 1. Listen as your instructor reads telephone numbers from the phone list on page 18. Raise your hand when you know whose number was read and tell whose number it is.

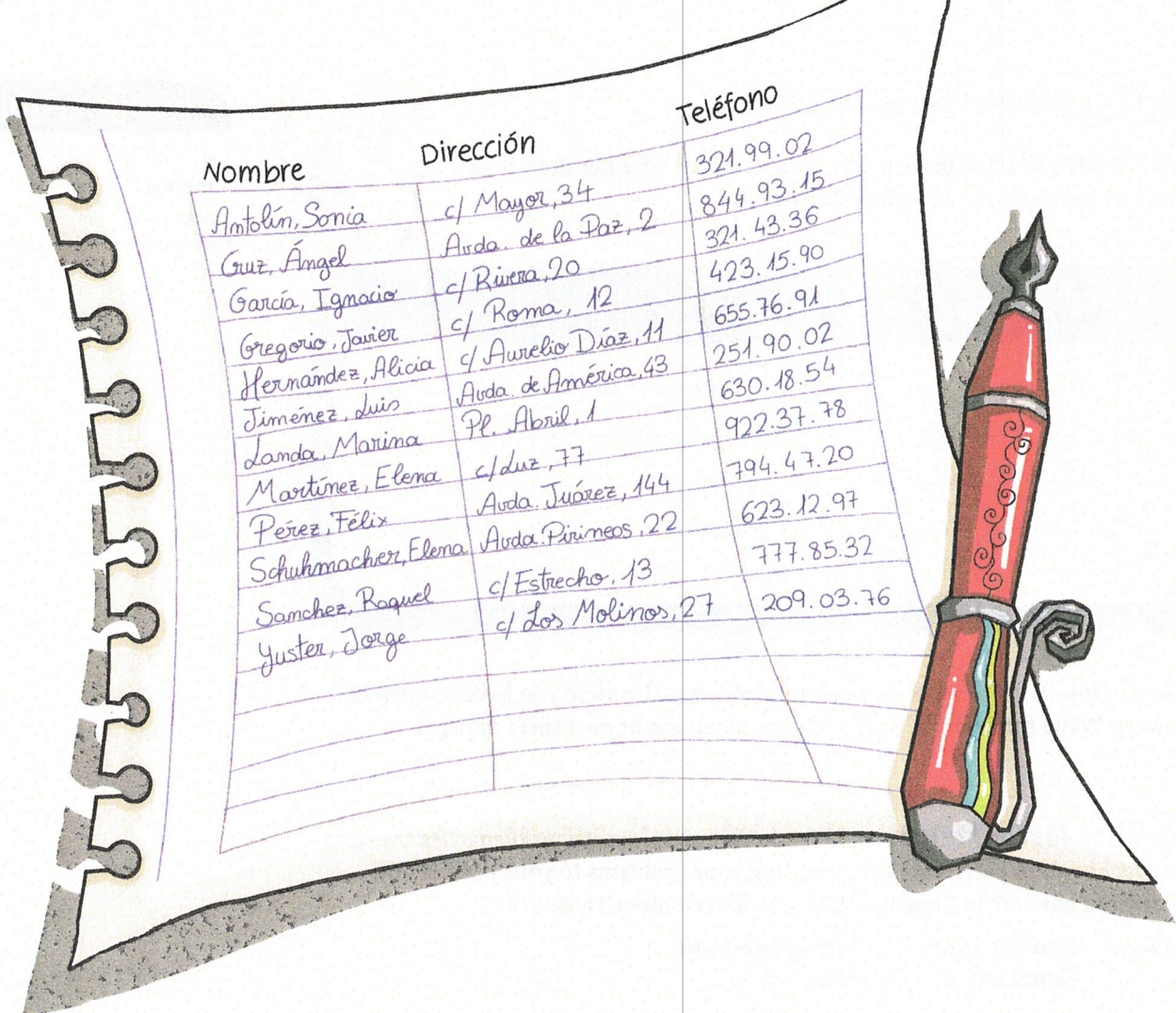
Modelo: Es el número de Juan Millán.

PALABRAS ÚTILES

C/ → Calle	Street
Avda. → Avenida	Avenue
Pl. → Plaza	Square



Paso 2. Now, in pairs, take turns reading phone numbers and identifying the person whose number it is.



Así se dice

El alfabeto

The letters of the alphabet (**alfabeto** or **abecedario**) and their names follow. Listen and repeat.

a (a)	Argentina	j (jota)	Juárez	r (ere)	Puerto Rico
b (be)	Bolivia	k (ka)	Nueva York	s (ese)	San Salvador
c (ce)	Cuba, Ciudad Real	l (ele)	Laredo	t (te)	Tegucigalpa
d (de)	Dallas	m (eme)	Managua	u (u)	Uruguay
e (e)	Ecuador	n (ene)	Nicaragua	v (ve, uve)	Venezuela
f (efe)	Florida	ñ (eñe)	España	w (doble ve, doble uve, uve doble)	Washington
g (ge)	Guatemala, Gerona	o (o)	Oaxaca	x (equis)	examen, México
h (hache)	Honduras	p (pe)	Panamá	y (i griega)	Yucatán
i (i)	Iquitos	q (cu)	Quito	z (zeta)	Zacatecas, Cuzco

NOTA DE LENGUA

The letters **w** and **k** are rare in Spanish and appear mostly in foreign words. The letter **x** is pronounced as "ks" in most words (**examen**), but it is pronounced as "j" in many names of places (**México**) because the sound of "j" was spelled as x in old Spanish and the old spelling is still used.

1-14 ¿Cómo se escribe? (How do you spell it?)

 **Paso 1.** Listen to the spelling of the names of some Hispanic cities and write them down.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

 **Paso 2.** Choose three cities where Spanish is spoken (check the maps at the end of your textbook) and write them down. Now work with a partner. Taking turns, spell the names of your cities for your partner and write down the names of the cities she/he spells for you.

 **1-15 Mi nombre y mi número de teléfono.** In groups, ask for and give each other your names, phone numbers, and e-mail addresses, spelling things out in Spanish. Write the information accurately, as it will be used later for a Class Directory.

Modelo:	Estudiante A:	¿Cómo te llamas?
	Estudiante B:	Me llamo Mónica Smith: M-o-n...
	Estudiante C:	¿Cuál es tu número de teléfono?
	Estudiante B:	Es el cuatro ochenta y seis, cero, cinco, setenta y dos.
	Estudiante D:	¿Cuál es tu correo electrónico?
	Estudiante B:	Es monica3@dicho.com: d-i-c-h...

PALABRAS ÚTILES

número de teléfono	phone number
correo electrónico	e-mail address
arroba	@
punto	dot

INVESTIG@ EN INTERNET

Look for an e-card to send to one of the classmates whose e-mail address you wrote down. Use a search engine to find free e-cards in Spanish!

Así se dice



Pronunciación:
Practice pronunciation of the chapter vocabulary and particular sounds of Spanish in WileyPLUS.

Los días de la semana y los meses del año

Days of the week and months of the year

¿Qué día es hoy?



septiembre	lunes	martes	miércoles	jueves	viernes	sábado	domingo
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16 
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

el día

la semana

el fin de semana

NOTA CULTURAL

Cinco de Mayo

September 16th is when Mexicans celebrate their independence from Spain in 1821. **Cinco de Mayo**, which is popular in the United States, is the celebration of an important victory against French invaders in Puebla, Mexico, in 1862.

- In Hispanic calendars, the week usually begins on Monday.
- The days of the week are not capitalized in Spanish.
- With the day of the week, the definite article **el** (singular) or **los** (plural) is used to indicate on.
 - El sábado** vamos a una gran fiesta. *On Saturday* we are going to a big party.
 - Los miércoles** vamos al gimnasio. *On Wednesdays* we go to the gym.
- The plural of **el sábado** and **el domingo** is **los sábados** and **los domingos**. The other days use the same form in the singular and in the plural:
el lunes → **los lunes**.

**1-16****El mes de septiembre.**

Listen to statements about what days of the week certain dates fall on, and mark whether the statements are true (**cierto**) or false (**falso**) based on the calendar on page 20.

	Cierto	Falso
1.		
2.		
3.		
4.		
5.		

**1-17****¿Qué día es?**

In pairs, one of you will choose a day in the month of September from the calendar on page 20 and the other will indicate on what day of the week it falls. Take turns.

Modelo: Estudiante A: ¿Qué día es el catorce de septiembre?
 Estudiante B: Es viernes.

**1-18****¿Qué opinas? (What do you think?)**

Complete the statements with the appropriate day(s). Then in groups, share your answers with your classmates. Are your opinions similar?

1. Mi día de la semana favorito es _____.
2. El peor (*worst*) día de la semana es _____.
3. Tengo (*I have*) muchas clases _____.
4. No tengo muchas clases _____.
5. Un día malo (*bad*) para exámenes es _____.
6. Un día bueno (*good*) para hacer fiestas es _____.

NOTA CULTURAL**El español en el mundo**

Spanish is one of the five most spoken languages in the world and is the primary language in twenty countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela.

Spanish is widely spoken in the U.S., with large communities of Spanish speakers in and around New York, Miami, Los Angeles, and Chicago, and cities throughout the Southwest.

Spanish is also an official language in the African country of Equatorial Guinea and was an official language in the Philippines from the 16th century to 1987, although neither country is culturally Hispanic.

¿Cuál es la fecha de hoy? / ¿Qué fecha es hoy?

What's today's date?

- To express what day of the month it is, use cardinal numbers (**dos, tres, cuatro, ...**). In Latin America, the first of the month is always expressed with **el primero**. In Spain, **el uno** is used.

Hoy es (el)¹ cuatro de abril.

Mañana es (el) primero de abril. (Latin America)

Mañana es el uno de abril. (Spain)

- To express the month in a date, use **de** before the month. Months are not generally capitalized in Spanish.

el 25 **de** diciembre

el diez **de** mayo

- When dates are given in numbers, the day precedes the month.

4/7 = **el cuatro de julio**

Note the names of the months in this calendar.



2011

enero						
L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

febrero						
L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

marzo						
L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

abril						
L	M	M	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

mayo						
L	M	M	J	V	S	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

junio						
L	M	M	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

julio						
L	M	M	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

agosto						
L	M	M	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

septiembre						
L	M	M	J	V	S	D
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

octubre						
L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

noviembre						
L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

diciembre						
L	M	M	J	V	S	D
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

¹A word in parentheses () indicates that it is optional.

NOTA CULTURAL

Los días feriados

Not all holidays are celebrated equally or on the same dates in different Hispanic countries. For example, Father's Day is celebrated on March 19 in Spain, but on the second Sunday in June in other countries. Also, Mother's Day is always on May 10 in México and May 27 in Bolivia. Three Kings Day, or **el Día de los Reyes Magos** (Wise Kings), is the celebration of the Epiphany, honoring the arrival of the Three Wise Men to Jerusalem: Melchior, Balthazar, and Caspar. It is celebrated twelve days after Christmas (the "twelfth day of Christmas" in the famous Christmas carol). In the Hispanic world, the Three Kings bring gifts to children on this day, although **Santa Clos/San Nicolás** is gaining in popularity in many areas. Children often leave clumps of grass or hay for the Kings' camels to eat after their long journey.



▲ Los Reyes Magos

INVESTIG@ EN INTERNET

Find out what a **Rosca de Reyes** is and what surprise is baked inside of it!

1-19 **Días feriados.** Match each of the following celebrations with the month when they are celebrated in the United States. For how many of them can you give the date as well, according to the calendar on page 22?

Modelo: El Día de Navidad es en diciembre. Es el veinticinco de diciembre.

- | | |
|--|---------------|
| 1. La Nochebuena (<i>Christmas Eve</i>) | a. enero |
| 2. El Día de Acción de Gracias (<i>Thanksgiving Day</i>) | b. febrero |
| 3. El Día de los Reyes Magos | c. mayo |
| 4. El Día de los Enamorados (<i>Valentine's Day</i>) | d. junio |
| 5. El Día de las Madres (<i>Mother's Day</i>) | e. julio |
| 6. El Día de los Padres (<i>Father's Day</i>) | f. septiembre |
| 7. El Día de la Independencia | g. noviembre |
| 8. El Día del Trabajo (<i>Labor Day</i>) | h. diciembre |

DICHOS

En abril, aguas (**water**) mil.

¿Qué significa el dicho?

Paso 1. Write the date of your birthday on a small piece of paper using numbers (día/mes) and give it to your instructor.



Paso 2. Your instructor will now give each student one of the pieces of paper. Move around the class to find the person whose birthday is written on it.

Modelo: Estudiante A:

¿Cuándo es tu cumpleaños?

Estudiante B:

Mi cumpleaños es el ocho de octubre.



Paso 3. Tell the class the name of the student whose birthday information you have and when her/his birthday is.

Modelo: El cumpleaños de Roberta es el ocho de octubre.

NOTA CULTURAL

El día del santo

In most Hispanic countries, it is common to celebrate your birthday and also your saint's day (based on the Catholic tradition). If your parents named you after the saint honored on the day of your birth, then your birthday and your saint's day are the same. If they named you after a saint honored on a different day of the year, you have two celebrations! Observe the names of the saints on the January calendar.

ENERO						
LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO	DOMINGO
 LUNA LLENA DÍA 1 - 31	 C. MENGUANTE DÍA 9	 LUNA NUEVA DÍA 17	 C. CRESCIENTE DÍA 24	1 LA CIRCUNCISIÓN	2 SAN BASILIO M.	3 SAN ANTERO PAPA
4 SAN PRISCO	5 S. TELESFORO	6 LOS S. REYES EPIFANÍA	7 SAN RAYMUNDO	8 SAN APOLINAR	9 SAN MARCELINO	10 SAN GONZALO
11 S. HIGINIO PAPA	12 S. ARCADIO M.	13 S. HILARIO OB.	14 SAN FÉLIX M.	15 SAN MAURO ABAD	16 SAN MARCELO	17 SAN ANTONIO ABAD
18 STA. PRISCA V.	19 SAN MARIO	20 SAN FABIÁN	21 SAN FRUCTUOSO	22 SAN VICENTE M.	23 SAN ALBERTO	24 SAN FRANCISCO DE S.
25 STA. ELVIRA V.	26 S. TIMOTEO OB.	27 STA. ÁNGELA V.	28 STO. TOMÁS DE A.	29 SAN VALERIO	30 STA MARTINA	31 SAN JUAN BOSCO

1-21 El día del santo. Look at the calendar page above and find what days these people are celebrating their saints' day. Can you find a saint's day for someone you know?

Modelo: Ángela

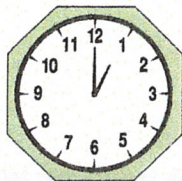
El santo de Ángela es el 27 de enero.

1. Elvira
2. Gonzalo
3. Martina
4. Tomás
5. Félix

Así se dice

Decir la hora

- When you want to know what time it is, ask **¿Qué hora es?** For telling time on the hour, use **es** for *one o'clock* only. Use **son** for all other times.

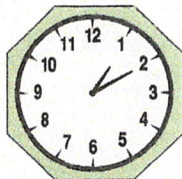


Es la una.

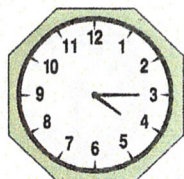


Son las ocho.¹

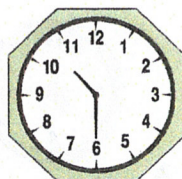
- To state the number of minutes past the hour, say the name of that hour plus (y) the number of minutes.



Es la una y diez.



Son las cuatro y cuarto.
Son las cuatro y quince.



Son las diez y media.
Son las diez y treinta.

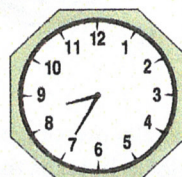


Son las once y cuarenta.

- To state the number of minutes before the coming hour, give the next hour less (**menos**) the number of minutes to go before that hour.



Es la una **menos** diez.



Son las nueve **menos** veinticinco.

- To differentiate between hours in the morning, afternoon, and evening, use the following expressions.



Son las seis **de la mañana**.



Son las seis **de la tarde**.²



Son las diez **de la noche**.



Es **mediodía**.



Es **medianoche**.

- To ask at *what time* a class or event takes place, use **¿A qué hora...?**
—¿A qué hora es la clase?
—Es a las 8:15 de la mañana.

Telling time

In Spanish, trends in telling time have been affected by the popularity of digital watches and clocks. This presentation on telling time reflects these changes.

¹Note that this digital clock uses a 24-hour system. To convert from the 24-hour clock to a 12-hour clock, subtract 12. For example: 14:00 minus 12 equals 2:00 p.m. All a.m. times are the same in both systems.

²In most Spanish-speaking countries, **tarde** is used while there is still daylight, and thus may extend until 7:00 P.M. or even 8:00 P.M.

NOTA DE LENGUA

Speakers of Spanish rarely use A.M. and P.M., which are restricted to writing (although they are becoming more widely used in spoken Spanish in the United States). When speaking, one would say:

las seis **de la mañana**

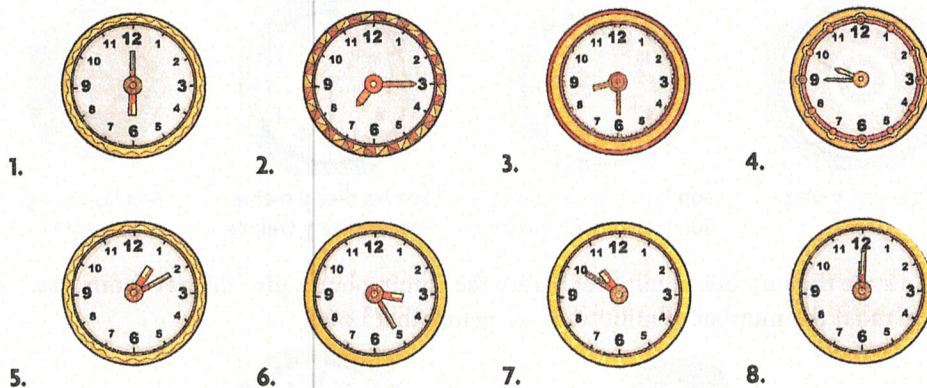
las seis **de la tarde**

1-22 ¿Qué hora es?

Paso 1. Listen to the times given and identify the clock (**reloj**) that tells each time.

Modelo: You hear: Son las ocho y media de la mañana.

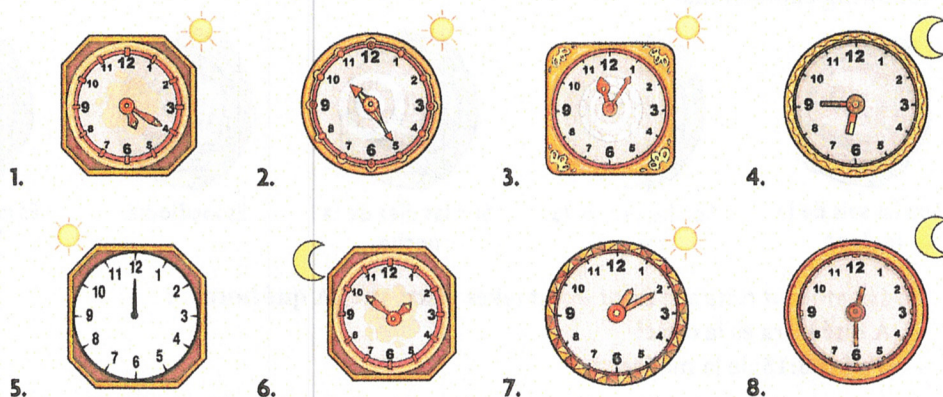
You say: **Reloj 3.**



Paso 2. With a classmate, one of you chooses a clock and tells the time on it. Then the other identifies the clock that tells that time.

Modelo: Estudiante A:
Estudiante B:

Son las once y cinco de la mañana.
Reloj 3.



**1-23**

¿A qué hora? (At what time?) In pairs, each student looks at one of the following TV guides. Ask each other at what time the programs indicated are featured.

Modelo: Estudiante A: ¿A qué hora es *NXclusiva*?
Estudiante B: A las ocho de la noche.

Estudiante A	
Horario Univisión (Hora del este)	
En la mañana	
7:00am - 10:00am	Despierta América
10:00am - 11:00pm	Casos de familia
11:00am - 12:00pm	¿Quién tiene la razón?
En la tarde	
12:00pm - 1:00pm	Sueño con tu amor
1:00pm - 2:00pm	Mi vida eres tú
2:00pm - 3:00pm	El amor no tiene precio
3:00pm - 4:00pm	Rebelde
4:00pm - 5:00pm	El Gordo y la Flaca
5:00pm - 6:00pm	Primer impacto
6:00pm - 6:30pm	¡Qué locura!
6:30pm - 7:00pm	Noticiero Univisión
En la noche	
7:00pm - 8:00pm	Heridas de amor
8:00pm - 9:00pm	La fea más bella
9:00pm - 10:00pm	Mundo de fieras
10:00pm - 11:00pm	Historias para contar
11:00pm - 11:30pm	Primer impacto extra
11:30pm - 12:00am	Noticiero Univisión - Última hora

Estudiante B	
Horario Galavisión (Hora del este)	
En la mañana	
7:00 - 10:00	Primero noticias
9:00 - 12:00	Hoy
En la tarde	
12:00 - 13:30	Tiempo en casa
13:30 - 14:30	Al sabor del Chef
14:30 - 15:30	Vida salvaje
15:30 - 17:00	Noticiero con Lolita Ayala
17:00 - 18:00	¿Qué nos pasa?
18:00 - 20:00	NXclusiva
En la noche	
20:00 - 21:00	El rastro de un crimen
21:00 - 21:30	Diarios de un crimen
21:30 - 22:30	Las noticias por Adela
22:30 - 24:30	Noticiero con Joaquín López Doriga

Estudiante A

Ask about Galavisión's schedule:

1. Vida salvaje
2. Hoy
3. ¿Qué nos pasa?
4. Diarios de un crimen
5. Noticiero con Joaquín López Doriga

Estudiante B

Ask about Univisión's schedule:

1. Noticiero Univisión - Última hora
2. Historias para contar
3. Casos de familia
4. Mi vida eres tú
5. Despierta América

1-24

El mundo hispano (The Hispanic world). Times on the map below are given according to the 24-hour clock. Tell what time it is in the following cities according to the information on the map. What do these cities have in common?

Modelo: ¿Qué hora es en San Salvador, El Salvador?
Son las 7:30. O, Son las 7 y media de la mañana.



1. ¿Qué hora es en Lima?
2. ¿Qué hora es en Buenos Aires?
3. ¿Qué hora es en Los Ángeles?
4. ¿Qué hora es en Nueva York?
5. ¿Qué hora es en Madrid?
6. ¿Qué hora es en Chicago?
7. ¿Qué hora es en Manila?
8. ¿Qué hora es en Malabo?

**1-25**

Las nacionalidades. Work in pairs. Read to your partner the sentences on your list of nationalities of famous people. Your partner has to decide (or guess!) whether the statement is true (**cierto**) or false (**falso**). Then switch roles. Don't look at your partner's list.

Modelo: Estudiante A: **La artista Frida Kahlo es mexicana.**
 Estudiante B: **Es cierto.**

Estudiante A:

1. El cantante (*singer*) Marc Anthony es puertorriqueño.
2. Óscar Arias, Premio Nobel de la Paz, es costarricense.
3. La cantante Shakira es ecuatoriana.
4. La actriz Jennifer López es estadounidense.
5. La ex presidenta Michelle Bachelet es chilena.
6. La actriz Penélope Cruz es española.
7. La autora Isabel Allende es hondureña.
8. El escritor Gabriel García Márquez es colombiano.
9. Los jugadores de béisbol Pau y Marc Gasol son españoles.
10. El jugador de béisbol Johan Santana es nicaragüense.

Estudiante B:



¿DE DÓNDE SON LOS HISPANOS?

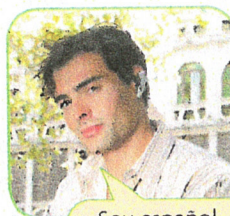
When you travel to a Hispanic country, you will frequently be asked: **¿De dónde eres?** or **¿De dónde es usted?** If you are from the United States, your response would be: **Soy de Estados Unidos** or **Soy estadounidense**. Although we sometimes hear people from the U.S. referred to as “**americanos**,” in fact, **americano/a** can refer to anyone in North, Central, or South America.

Note that, as with some of the cognates above, several nationalities have two different forms: those ending in **-o** refer to a male, and those ending in **-a**, to a female, such as **mexicano** and **mexicana**. Other nationalities end in a consonant in the masculine form and **-a** in the female form, such as **español** and **española**. Others have only one form, **-e**, such as **estadounidense**.

Turn to the map of the Hispanic world on the back inside cover of your textbook, and become familiar with the names of the countries and their corresponding nationalities. Note that this includes the United States, where soon about 20 percent of the population will be of Hispanic origin!¹



Soy mexicana.



Soy español.



Soy cubano.



Soy estadounidense.

¹For a complete listing of nationalities from around the world, see **Apéndice 3**, page A-15.

Saludos y expresiones

comunes *Greetings and common expressions*

Buenos días, señorita/señora/
señor. *Good morning, Miss/Ma'am/Sir.*

Buenas tardes. *Good afternoon.*

Buenas noches. *Good evening.*

¡Hola! *Hello!/Hi!*

¿Cómo está usted? ¿Cómo estás? *How are you?*

¿Qué tal? *How is it going?*

Muy bien, gracias. *Very well, thanks.*

Fenomenal. *Great.*

Regular. *OK./So-so.*

¿Qué pasa? *What's happening?*

¿Qué hay de nuevo? *What's new?*

Pues nada. *Not much.*

Le presento a... (formal) *I would like to introduce you to...*

Te presento a... (informal) *I want to introduce you to...*

Mucho gusto. *Nice meeting you.*

Encantado/a. *Pleased to meet you.*

Igualmente. *Nice meeting you too.*

El gusto es mío. *The pleasure is mine.*

¿Cómo se llama usted? ¿Cómo te llamas? *What's your name?*

Me llamo... *My name is...*

¿De dónde es usted? ¿De dónde eres? *Where are you from?*

Soy de... *I am from...*

Perdón./Disculpe. *Pardon me. Excuse me. (≠ Con permiso.)*

Lo siento (mucho). *I am (very) sorry.*

Con permiso. *Pardon me. Excuse me. (≠ Perdón./Disculpe.)*

Por favor. *Please.*

(Muchas) gracias. *Thank you (very much.)*

De nada. *You're welcome.*

Adiós. *Good-bye.*

Hasta luego. *See you later.*

Hasta pronto. *See you soon.*

Hasta mañana. *See you tomorrow.*

Chao. *Bye./So-long.*

Verbo

ser *to be*

Los días de la semana

The days of the week

lunes *Monday*

martes *Tuesday*

miércoles *Wednesday*

jueves *Thursday*

viernes *Friday*

sábado *Saturday*

domingo *Sunday*

¿Qué día es hoy? *What day is it?*

el día *day*

la semana *week*

el fin de semana *weekend*

Los meses *Months*

enero *January*

febrero *February*

marzo *March*

abril *April*

mayo *May*

junio *June*

julio *July*

agosto *August*

septiembre *September*

octubre *October*

noviembre *November*

diciembre *December*

¿Cuál es la fecha de hoy?/¿Qué fecha es hoy? *What's the date today?*

¿Qué hora es? *What time is it?*

la hora *time/hour*

y/menos *and/less*

cuarto/media *quarter/half*

de la mañana/tarde/noche *in the morning/afternoon/evening*

Es mediodía/medianoche. *It's noon./midnight.*

Autop prueba y repaso

I. Meeting and greeting each other. Complete the conversations. In some cases, there is more than one possible answer.

1. PROFESORA: Buenos días. ¿Cómo estás?

PEPITA: _____. ¿Y usted?

PROFESORA: _____.

2. PROFESORA: ¿_____?

Pepita: Me llamo Pepita.

3. CARMEN: ¡Hola, Pepita! ¿_____?

PEPITA: Regular. ¿Y tú?

CARMEN: _____.

4. PEPITA: Profesora, le presento a Carmen Martínez.

PROFESORA: _____.

CARMEN: _____.

5. PEPITA: ¿Cómo te llamas?

MANUEL: _____. ¿Y tú?

PEPITA: _____.

MANUEL: Encantado, Pepita.

PEPITA: _____.

6. CARMEN: ¿_____?

PEPITA: Son las 9:30.

CARMEN: Pues, tengo una clase ahora.
Hasta luego.

PEPITA: _____.

II. Subject pronouns and the verb *ser*. Tell where the people are from. Write sentences using the correct form of the verb *ser*.

Modelo: yo / de México; ella / de Panamá

Yo soy de México pero (but) ella es de Panamá.

1. ellos / de Chile; nosotras / de México

2. tú / de Colombia; ustedes / de España

3. Luis / de El Salvador; Juan y Elena / de Honduras

III. Counting from 0 to 99. Tell how much each item costs. Write out the numbers (\$ = dólar/dólares).

1. los jeans - \$35.00

2. el suéter - \$57.00

3. la chaqueta - \$72.00

4. el sombrero - \$26.00

5. el video - \$15.00

6. el CD - \$9.00

IV. Indicating dates. Write the dates in Spanish. Include only the day and the month.

Modelo: 2/1/08 (día/mes/año)

Es el dos de enero.

1. 14/2/11

2. 1/4/11

3. 4/7/12

4. 23/11/12

5. 25/12/10

V. Telling time. What time is it? Give both possible answers when it is a quarter after the hour, such as **Es la una y cuarto.** Or, **Es la una y quince.**

Modelo: 1:10 P.M.

Es la una y diez de la tarde.

1. 1:15 P.M.

2. 9:30 P.M.

3. 5:50 P.M.

4. 11:40 P.M.

5. 12:00 P.M.

VI. General review. Answer the questions in complete sentences.

1. ¿Cómo te llamas?

2. ¿Cómo estás?

3. ¿Eres inflexible y arrogante? ¿Eres responsable y generoso/a?

4. ¿De dónde eres?

5. ¿Cuál es la fecha de tu cumpleaños?

6. ¿Qué día es hoy?

7. ¿Qué hora es?

8. ¿A qué hora es la clase de español?

VII. Cultura. Answer the following questions.

1. How would a male and a female student greet each other in Argentina? And in Spain?

2. What is the Día de los Reyes Magos and when is it celebrated?

3. What is a person's Día del santo?

Answers to the *Autop prueba y repaso* are found in **Apéndice 2.**