

CAPÍTULO

4

La casa

Suggestion: There is a brief cultural quiz in the Instructor's Manual. Ask students those questions to see how much they know about Spain before they begin this chapter. They can search for some answers in the chapter opener; others will be discovered as the chapter progresses.

España



Cultura

- ◆ What Does Your House Reveal About Your Personality?
- ◆ Connection Between Housing and Where People Live
- ◆ **Señas culturales:** Nations Within a Nation
- ◆ Classified Ads for Housing

Lengua

- ◆ Parts of the House; Household Items
- ◆ Demonstrative Adjectives (4.1)
- ◆ Stem-Changing Verbs (e → ie, o → ue) (4.2)
- ◆ The Present Progressive (4.3)
- ◆ Affirmative Commands (4.4)

España

Los Estados Unidos y el Canadá

Inhabited by Celts, Iberians, and Basques	Conquered by Romans; becomes part of Roman Empire	Moors enter Spain, subjugate country within a few years	Consolidation of Aragon and Castile through marriage of Ferdinand II and Isabella I	Moors defeated; Columbus makes his first voyage to America	Era of exploration and colonization
until 206 B.C.	206 B.C.	711	1469	1492	until 16th c.
					16th c.
					1500-1600
					1534
				Various indigenous tribes inhabit North America	Spanish exploration of North America
					Jacques Cartier takes Canada for France

Instantánea

ORIGEN DEL NOMBRE

España: uncertain; probably from the ancient Carthaginian *Ispania*, "land of the rabbits"

(The Carthaginians colonized what is now Spain before the Roman occupation.)

POBLACIÓN

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LENGUAS

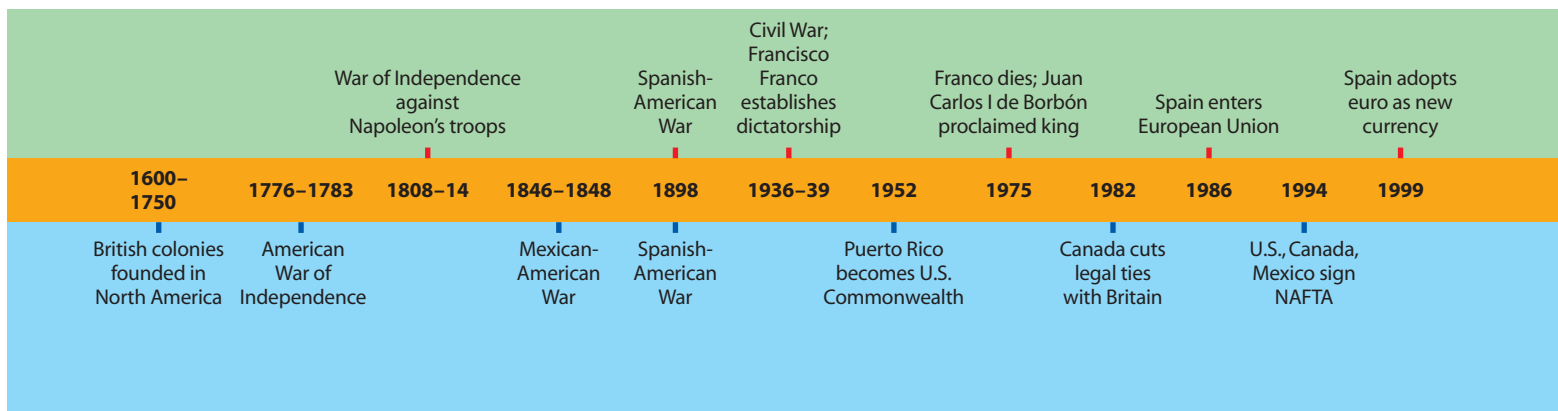
Spanish (official), co-official languages include Catalan in Catalonia, Basque in the Basque Country, Galician in Galicia and others.



◀ La Casa Milà (1910) es un bloque de pisos (apartment building) en Barcelona, diseñado por el arquitecto catalán Antoni Gaudí (1852–1926).



For additional practice, check out the *Manual de práctica*, the Interactive CD-ROM, and the Online Learning Center (www.mhhe.com/entrevistas2)!



Vocabulario

¿Dónde vives?

Suggestion: See the Instructor's Manual for suggestions on teaching vocabulary in *Entrevistas*.
Optional: You may also wish to introduce these related vocabulary items: *la avenida, el centro, la cuadra, estar pegado/a, estar rodeado/a de, la fuente, la zona rural.*



Optional: You may also wish to introduce these related vocabulary items: *el cuarto de estar, el estudio, la flor, la maceta, el recibidor, el sótano, el techo.*

Este (This) bloque de pisos está en una calle transitada **del barrio** (*neighborhood*).

Esas (Those) casas están en **la ciudad**.

Aquel condominio (That condominium over there) está en **las afueras** (*outskirts, suburbs*).

el comedor
 el dormitorio
 el pasillo
 el pueblo
 el/la vecino/a
 la zona residencial

dining room
 bedroom
 hallway
 town
 neighbor
 residential zone/area



Si te interesa

Habitación and **cuarto** can refer specifically to a bedroom or to any room in general. **Dormitorio** always means *bedroom*.

Actividades

A. ¿Dónde están? Read the following quotes and tell in which room of a house each statement was probably made.

- «Papá, ¿hay más patatas (*potatoes*)?»
- «¡Estas flores (*flowers*) son muy bonitas!»
- «Este coche no funciona.»
- «¡Mira, éste es mi programa favorito!»
- «Voy a leer una novela.»
- «¡Buenos días, señor Atxaga! Pase (*Come in*).»

B. ¿Qué tipo de persona(s) vive(n) aquí (*here*)? What kind of person(s) would probably live in each of the following places? Match the persons on the right with the dwellings on the left.

- | | |
|-----------------------------------------------------------------------|-----------------------------------------------|
| 1. ____ un bloque de pisos en la calle principal de la ciudad | a. una pareja (<i>couple</i>) con hijos |
| 2. ____ una casa en el campo (<i>country</i>) | b. un estudiante universitario soltero |
| 3. ____ un piso cerca de un parque | c. una pareja sin hijos y con mucho dinero |
| 4. ____ un piso pequeño en el centro (<i>downtown</i>) de la ciudad | d. una madre soltera con una hija |
| 5. ____ un condominio en la playa (<i>beach</i>) | e. un granjero (<i>farmer</i>) y su familia |

C. Entrevista: ¿Cómo es tu casa?

Paso 1. Write down questions you want to ask your partner about his/her house, apartment, or dorm room. Include questions about the number of rooms, kinds of rooms, location, garden, amenities, and so on.

VOCABULARIO ÚTIL

el desván	attic
la flor	flower
la planta	plant; floor of a building
el sótano	basement, cellar
estar a ____ manzanas de	to be ____ blocks from
estar pegado/a a (otros edificios / otras casas)	to be attached to (other buildings / other houses)
estar rodeado/a de	to be surrounded by

Paso 2. Interview your partner and take notes on his/her answers so that you can report back to the entire class.

D. La casa ideal. What is your dream house like? Where would it be? What amenities would it have? Describe the details to a partner, who will try to draw a floor plan as you speak.

MODELO Mi casa ideal está en _____. Es _____, y tiene _____.
La cocina está al lado de _____. También hay _____.

Point out A: Spaniards tend to use the term *coche* instead of *carro*, *piso* instead of *apartamento*, and *manzana* instead of *cuadra*.

Note: *Atxaga* is a Basque last name. Tell students they will frequently encounter such last names in their study of Spain, and that the combination *tx* is pronounced like Spanish *ch*.

Si te interesa

You probably call the ground floor of a building the *first floor* and the floors above the *second floor*, *third floor*, and so on. In Spanish, however, the ground floor is called **la planta baja**, and the floor above it is called **la primera planta** or **el primer piso**. Above these are **la segunda planta / el segundo piso**, **la tercera (third) planta / el tercer piso**, and so on.



Note C: Be sure to check students' written questions before they start their interviews so that they don't internalize incorrect or inappropriate language.

Expansion: Sketch 3–4 different floor plans, each with the same basic rooms but in different orientations. Have students work in groups of 3 or 4; give each group member a copy of a different plan. Have group members take turns describing their plans to each other while the other members draw the house. After each description, students should compare their drawings with the original to see how accurate they were. Give model sentences if necessary to get students started.



Suggestion D: Before starting this activity, review the prepositions of location *al lado de*, *detrás de*, *a la derecha de*, and so on, from *Capítulo 2*. Model the activity with a student in the front row before pairs begin their interviews.

E. La casa, la cultura

Paso 1. What does a living space say about the culture and lifestyle of its inhabitants? The following photographs represent typical houses in a suburb of a North American city, a traditional Mediterranean house in southern Spain, and a **piso** in a Spanish city. Study these images and make a list of the basic features of each construction. Also keep in mind the space surrounding the houses and what may or may not be present: parks, sidewalks, stores, streets and alleys, and so on.

MODELOS La casa norteamericana es _____. Tiene _____.
 La casa mediterránea es _____. Tiene _____.
 El piso español es _____. Tiene _____.



▲ Una casa norteamericana típica, Salinas Valley, California



▲ El interior de una casa en Córdoba, España



▲ Bloques de pisos en Elgoibar, Guipuzcoa, País Vasco, España

Paso 2. What are the cultural implications of the housing features you mentioned in **Paso 1**? Decide which option on each of the following scales is more accurate for each type of house.

- | | | |
|-----------------------------------------------|----|------------------------------------|
| La casa es grande. | ←→ | El espacio es mínimo. |
| El coche es necesario. | ←→ | No es práctico tener coche. |
| La casa es un espacio íntimo para la familia. | ←→ | Los amigos visitan mucho la casa. |
| El diseño es moderno. | ←→ | El diseño es tradicional. |
| La construcción es económica. | ←→ | La construcción no es económica. |
| El clima determina el diseño de la casa. | ←→ | El diseño no depende del clima. |
| Hay más espacio común. | ←→ | Hay más espacio privado. |
| Hay mucho contacto con los vecinos. | ←→ | Hay poco contacto con los vecinos. |

¿Qué haces en tu casa?

almorzar (ue)	to eat lunch
cerrar (ie)	to close
charlar	to chat
compartir	to share
dormir (ue)	to sleep
jugar (ue) a	to play (<i>a game</i>)
pensar (ie) (de/en)*	to think (of, about)
poder (ue)	to be able to, can
preferir (ie)	to prefer

preparar la comida
querer (ie)
soler (ue) + *inf.*

soñar (ue) (con)
volver (ue)

to prepare the meal/food
to want
to be in the habit of /
be accustomed to
(*doing something*)
to dream (*about*)
to return (*to a place*),
come back

Actividades

A. Asociaciones. What actions do you associate with each of these words and expressions? Use the verbs from the list or any others you know.

- | | |
|-------------------------------|------------------------------------|
| 1. la cama | 4. la habilidad |
| 2. el fútbol | 5. tres hermanos en una habitación |
| 3. la cafetería universitaria | 6. «(no) me gusta» |

B. Tus actividades. What activities do you usually do in each part of your house? Form complete sentences by linking the activities on the left with the parts of the house on the right. Also add some other activities and places. Then ask your partner questions about his/her activities at home.

MODELO Me gusta dormir en mi dormitorio.
E1: ¿Sueles escuchar música en el salón?
E2: No. Suelo escuchar música en mi dormitorio.

ACTIVIDAD	PARTE DE LA CASA
almorzar	la cocina
dormir	el comedor
escuchar música	el dormitorio
estudiar	el garaje
jugar al béisbol	el jardín
leer	el patio
mirar la televisión	el salón
preparar la comida	la terraza
soñar con el futuro	¿ ?
tomar el sol (<i>to sunbathe</i>)	
¿ ?	



Note B: Tell students that *suelo/sueles* in the model sentence is translated as "I/you usually"; it is followed by the infinitive.

* To communicate the idea of *to think about* in Spanish, for example, if you want to ask someone's *opinion* about something, use the preposition **de** with a form of the verb **pensar**.

- ¿Qué piensas **de** eso? (*What do you think about that?*)
—Pienso que es una buena idea. (*I think [that] it's a good idea.*)

In all other cases, use the preposition **en**.

- ¿**En** qué estás pensando? (*What are you thinking about?*)
—Estoy pensando **en** mi novio. (*I'm thinking about my boyfriend.*)

Entrevista 1



You can watch this interview on the *Entrevistas* Video or Interactive CD-ROM or listen to the audio on the Online Learning Center (www.mhhe.com/entrevistas2).

Point out: Each interview represents only one point of view. Students should compare this information with the material presented elsewhere in this chapter to get a more complete picture.

Suggestion: If you show the video in class, you may wish to pause it to ask questions and to check student comprehension. Students should watch or listen to the interviews on their own, before and after in-class viewing.

Suggestion: Have students look at the map in the chapter opener to locate Arcos de la Frontera.

Suggestion: You may wish to discuss the climate and landscape of Spain in general and of Andalusia in particular. You could also bring in visuals of this region and its architecture. Arcos de la Frontera is one of the famous *pueblos blancos* of Andalusia, and there are many websites with images of its striking setting and information on its interesting history.

Suggestion (Vocabulario útil): Pronounce each item for students before they watch the interview so that the words will sound familiar. Then have students guess what the content of the interview will be, based on the chapter theme and on the *Vocabulario útil*.

Note A: Many of the vocabulary words here were presented as nonactive items in the *Vocabulario útil* sections of earlier activities in this chapter.

Suggestion: Have different students read these quotes aloud as you check for meaning; this technique will boost comprehension when students hear the phrases in the interview, and you can check on their pronunciation.



María Benjumeda León

«*Vivo en... un pueblo precioso.*»

Nombre: María

Apellidos: (1) Benjumeda (2) León

Edad: 27 años

Nació en: Cádiz, España

Vocabulario útil

precioso	gorgeous	andaluzas	Andalusian
encima de una colina	on top of a hill	la cómoda	chest of drawers
viñas y olivos	vineyards and olive trees	da a	faces
macetas	flowerpots	viuda	widow
entrada	entrance, foyer	de toda la vida	lifelong
un espejo	a mirror	la amistad	friendship

Antes de ver

A. ¿Cómo es María?

Paso 1. Read the following sentences and make sure you understand what they mean.

- «Vivo en Arcos de la Frontera... es un pueblo precioso... está encima de una colina y rodeado de viñas y de olivos.»
- «Vivimos en una casa de vecinos... compartimos un patio muy bonito... hay muchas macetas y muchas plantas.»
- «Hay un salón que da a la calle, cuatro dormitorios, una cocina pequeña y un comedor... »
- «Los vecinos son vecinos de toda la vida, es como una familia... »

Paso 2. Based on the quotes in **Paso 1**, choose the phrases that best complete a description of María's house.

1. María vive en (la ciudad / en el campo).
2. Arcos de la Frontera es un lugar (bonito / desagradable).
3. María vive en (una casa particular / un piso).
4. La familia de María es (grande / pequeña).
5. Los vecinos de María (son simpáticos / no hablan con ella).

B. Las familias españolas. Based on what you already know about Spanish families, indicate whether you think the following statements are true (**cierto**) or false (**falso**).

	CIERTO	FALSO
1. La abuela típicamente vive con la familia.	<input type="checkbox"/>	<input type="checkbox"/>
2. Los hijos solteros viven con los padres.	<input type="checkbox"/>	<input type="checkbox"/>
3. Los parientes (primos, tíos, etcétera) no son muy unidos.	<input type="checkbox"/>	<input type="checkbox"/>
4. No hay mucho contacto con los vecinos.	<input type="checkbox"/>	<input type="checkbox"/>

¡Veamos!

Los cuartos. As you watch, make a list of all the rooms that María mentions in her interview.

Suggestion B: Make sure students return to this activity *after* watching to check their answers. Have them cite specific information from the interview to support their answers.

Answers (¡Veamos!): la entrada, el salón, cuatro dormitorios, una cocina, un comedor.

Suggestion: For a lower-level activity, put the following on an overhead transparency and have students fill in the blanks as they watch María's responses to the first three questions again.

*Pregunta 1: ¿Dónde vives?
—Vivo en Arcos de la Frontera, que es un _____¹ _____² y que está encima de una _____³ y _____⁴ de viñas y olivos.*

*Pregunta 2: ¿Cómo es tu casa?
—Mi casa es _____⁵ _____⁶ _____⁷ en una casa de _____⁸... y compartimos un _____⁹ _____¹⁰ _____¹¹ también muy _____¹².
Y hay muchas _____¹³ y muchas plantas...*

*Pregunta 3: ¿Y el interior?
—...tenemos una _____¹⁴ muy grande, con un _____¹⁵ muy típico en las _____¹⁶ andaluzas. Y la _____¹⁷... Hay un _____¹⁸ que _____¹⁹ a la _____²⁰ cuatro _____²¹ una _____²² pequeña y un _____²³ pegado a la cocina...*



Expansion (*Después de ver*): Have students choose from the following adjectives the ones they associate with María's family and neighbors: *estable, folclórico/a, innovador(a), inseguro/a, tradicional, constante, cambiante, unido/a, (in)flexible, moderno/a*. After students make their selections, ask them which of their choices are based on María's interview and which are assumptions they might have made based on stereotypes. They can watch the interview again to get details.

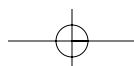
Después de ver

¿Una familia típica? In which of the following ways does María think her family is a typical Spanish family? Indicate the ones you think apply, then cite details from the interview to support your selections. Use a separate sheet of paper.

1. el número de personas en la familia
2. la composición de la familia
3. la casa
4. el contenido (*contents*) de la casa
5. las relaciones con los vecinos



Algatocin (Provincia de Málaga),
uno de los pueblos blancos de
Andalucía, España



Forma y función

4.1 Demonstrative Adjectives

A. Here are some additional descriptions of Arcos de la Frontera. Notice that the demonstrative adjectives precede the nouns they modify.

Esta casa está pegada a **ese** edificio.

This house is attached to that building.

Ese tipo de casa es muy típico en Andalucía.

This type of house is very common in Andalusia.

Aquellas tierras, en las afueras del pueblo, son de nuestros vecinos.

Those lands, on the outskirts of the town, belong to our neighbors.

Like all adjectives, demonstrative adjectives change form to agree in gender and number with the noun they describe. Here are all the forms.

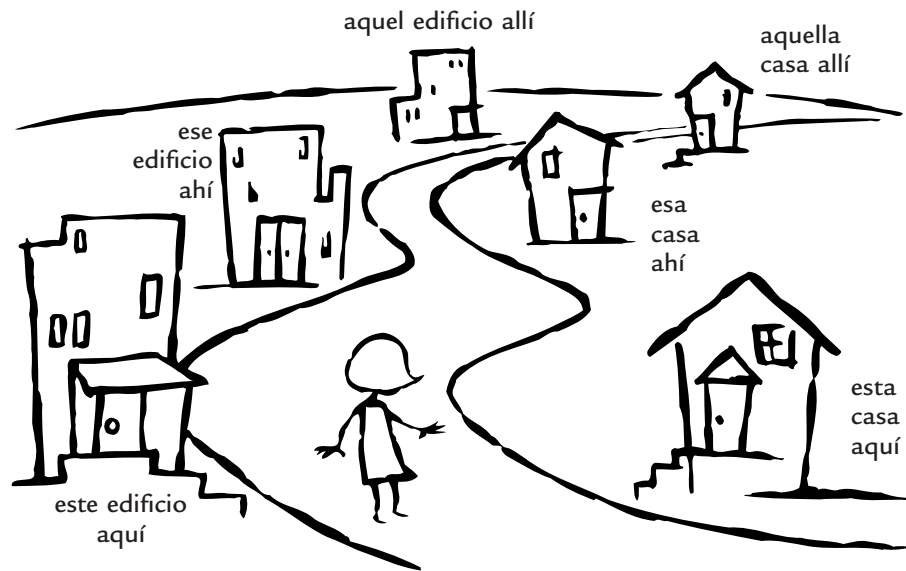
Singular			Plural		
MASCULINE	FEMININE		MASCULINE	FEMININE	
este	esta	<i>this</i>	estos	estas	<i>these</i>
ese	esa	<i>that</i>	esos	esas	<i>those</i>
aquel	aquella	<i>that (over there)</i>	aquellos	aquellas	<i>those (over there)</i>

Notice that, unlike the two-way distinction made in English (*this/these, that/those*), Spanish has a third distinction: *that over there / those over there*. The following adverbs correspond to these distinctions and will help you figure out what person, place, or thing the speaker is indicating.

aquí (acá) here
ahí there
allí (allá) (way) over there

Note: The exact difference in usage between *aquí/acá* and *allí/allá* depends on language style and regional dialect. Beginners can safely use *aquí* and *allí* in most contexts.

The following illustration will help you visualize these positions, which are always relative to the position of the speaker and the listener.



- B. When it is clear what person or object the demonstrative adjective refers to, you can use it without the noun. In that case, it becomes a demonstrative pronoun and carries a written accent mark to distinguish it from the adjective used with a noun.* English often uses the word *one(s)* when no noun is present.

De todas las casas, me gusta **ésta**,
pero no **aquéllas**.

*Of all the houses, I like this one,
but not those ones (over
there).*

- C. To refer to a general idea or a group of things without a specific gender or number, use the forms of the demonstrative pronouns that end in **-o** (called neuter forms): **esto**, **eso**, **aquello**. These pronouns never carry a written accent mark.

Compartimos la luz, el agua y los
sótanos. **Eso** es lo único que
compartimos.

*We share electricity, water, and the
cellars. That (stuff) is the only
thing that we share.*

Todo **esto** es muy típico en las
casas andaluzas.

*All of this is common in
Andalusian houses.*

Point out: There are no adjective forms that correspond to the neuter demonstrative pronouns *esto*, *eso*, and *aquello*.

Point out: Spanish never uses the preposition *de* between *todo* and the demonstratives: *todas estas casas*, *todos esos edificios*. Compare with English: **all of these houses**, **all of those buildings**.

Answer (Análisis estructural): Adjectives ending in *-e* and consonants usually form plurals by adding *-s* or *-es*. Masculine demonstrative adjectives use *-os* or *-los*.

Análisis estructural

Compare the singular and plural endings of the masculine demonstrative adjectives (**este**, **ese**, **aquel**) with other adjectives you have studied (e.g., **grande**, **general**). What is unusual about the singular and plural masculine forms?

* You may see demonstrative pronouns without accents in some sources. However, throughout *Entrevistas*, we have retained this distinction as a matter of style.

Actividades

A. ¿Cuál es? Change the definite articles (**el/la/los/las**) in the following phrases to the corresponding demonstrative adjectives. (Hint: The adverb will tell you which demonstrative to use.)

MODELO el edificio (allí) → aquel edificio

- | | |
|------------------------|-------------------------|
| 1. las casas (ahí) | 5. la habitación (aquí) |
| 2. los jardines (aquí) | 6. el barrio (allá) |
| 3. las plantas (allá) | 7. el piso (ahí) |
| 4. los cuartos (allí) | 8. la ventana (allí) |

B. ¿Cuál es mejor? Complete the following sentences with the appropriate demonstrative endings. Then say which place you would prefer to live in—1, 2, or 3—and why.

1. a. Est a casa tiene mucha luz (*[overhead] light[ing]*).
 b. Est e edificio de ocho plantas es muy moderno.
 c. Est os pisos son baratos (*inexpensive*).
 d. Est e barrio es fantástico para las familias con niños.
2. a. Es as habitaciones no tienen mucha luz.
 b. Es e bloque de pisos es muy antiguo (*old*).
 c. Es os cuartos son pequeños.
 d. Es e barrio tiene problemas económicos.
3. a. Aquel las casas tienen salones grandes.
 b. Aquel las edificios son muy elegantes.
 c. Aquel - piso no es muy barato.
 d. Aquel la zona es histórica.

C. Tus gustos. Bring in a photograph of your house, your parent's house, or a house from a magazine. Working with three or four classmates, take turns telling which house each person prefers and why. When pointing out a specific house or feature, be sure to use the appropriate demonstrative.



MODELOS Este piso me gusta porque _____. Ése no me gusta porque _____.

Esta terraza me gusta porque _____. Aquélla no me gusta porque _____.

4.2 Stem-Changing Verbs (e → ie, o → ue)

In **Capítulo 3** you saw that a small number of verbs have a slight irregularity in the **yo** form (**hago, salgo**), but otherwise follow the regular pattern of personal endings (**haces, hace,...** ; **sales, sale,...**). Several of the new verbs in this chapter have changes in their stems while the endings are perfectly regular. For these verbs, the stem vowels **-e-** and **-o-** in the infinitive change

to **-ie-** and **-ue-**, respectively, in the forms in which the stress falls on the stem. Since the stress in the **nosotros/as** and **vosotros/as** forms does not fall on the stem vowel, these two forms do not undergo any stem change.

preferir (ie)

(yo)	prefiero	(nosotros/as)	preferimos
(tú)	prefieres	(vosotros/as)	preferís
(usted, él/ella)	prefiere	(ustedes, ellos/as)	prefieren

dormir (ue)

(yo)	duermo	(nosotros/as)	dormimos
(tú)	duermes	(vosotros/as)	dormís
(usted, él/ella)	duerme	(ustedes, ellos/as)	duermen

In *Entrevistas*, the verbs that have this type of stem change will be indicated by the symbols **(ie)** and **(ue)** after the infinitive. For example, **soñar (ue)** means that this verb is conjugated in the present tense as **sueño, sueñas, sueñais, soñamos, soñáis, sueñan**.

Here are some other common verbs that have these stem changes. You should add these useful verbs and expressions to your active vocabulary.

Point out: Outside of Spain, the term *básquetbol* is used more often than *baloncesto*.

almorzar (ue)
cerrar (ie)
dormir (ue) la siesta
entender (ie)
jugar* (ue) (al béisbol, al baloncesto, al fútbol)
merendar (ie)

to eat lunch
 to close
 to take a siesta (nap)
 to understand
 to play (baseball, basketball, soccer)

pensar (ie) (de/en)
poder (ue)
querer (ie)
soler (ue) + inf.

volver (ue)

to think (of, about)
 to be able to, can
 to want
 to be in the habit of / be accustomed to (doing something)
 to return (to a place), come back

You may have noticed that, except for the irregular **yo** form, the verb **tener** is also a stem-changing verb: **tengo, tienes, tiene, tenemos, tenéis, tienen**.

Suggestion: Have students practice saying the verb forms aloud with a partner so that they can correct each other: *yo pienso, nosotros pensamos*.

Análisis estructural

Sometimes an **-ie-** stem-changing verb has more than one **-e-**. How do you know which **-e-** changes to **-ie-**? Tell which vowel is the stem-changing vowel in the preceding list of verbs. Then practice saying the **yo** and **nosotros/as** forms to hear the contrast in stress and stem vowels.

* **Jugar** is the only verb that has a **u** → **ue** stem change.

Actividades

A. Actividades domésticas. Combine the phrases to make complete sentences.

- yo / cerrar las ventanas / cuando hace frío (*it's cold*)
- los arquitectos / entender / el diseño de la casa
- ustedes / dormir / la siesta en la terraza
- Rafael y yo / jugar al fútbol en el jardín
- tú / soler / estudiar en tu dormitorio, ¿no?
- mi mamá / querer / decorar la casa para la fiesta
- yo / no poder / comprar la casa ideal
- mis hermanos y hermanas / almorzar en la cocina

B. Nosotros somos diferentes. A student made the following statements about his activities around the house. Respond to each one for yourself and a roommate (use the **nosotros/as** form) to state your preference for the actions mentioned.

MODELOS Yo duermo en la terraza en el verano. →
Nosotros también dormimos en la terraza.
Pero nosotros dormimos en nuestras habitaciones.

- Yo prefiero almorzar en la cocina.
- Yo quiero mirar la televisión en el salón.
- Yo puedo tomar el sol en la terraza por la tarde.
- Yo vuelvo a casa para cenar.
- Yo almuerzo a las 2:00 de la tarde.
- Yo suelo dormir en el sofá.

C. Encuesta: ¿Qué sueles hacer?

Paso 1. Where do your classmates do the following activities? First, use the phrases below as cues to prepare interview questions. Then interview three different classmates and jot down their responses.

MODELO ¿Dónde almuerzas en tu casa?

- | | |
|--------------------------------------|----------------------------|
| 1. dormir | 5. merendar |
| 2. mirar la televisión | 6. pensar en los problemas |
| 3. estudiar | 7. hablar por teléfono |
| 4. jugar (al béisbol, al fútbol,...) | 8. ¿ ? |

Paso 2. Report your findings to the class, summarizing information when possible.

VOCABULARIO ÚTIL

los/las dos, tres, ...	the two, three, . . . of them/us
tanto _____ como _____	both _____ and _____

Point out: The second verb in items 5, 6, and 7 stays in the infinitive form.

Point out: The first model expresses agreement and the second expresses disagreement.

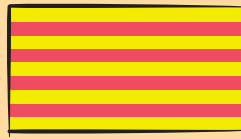


Suggestion C: Model this activity carefully. First, make sure students can convert the cues into correctly formed questions. Then carry out the exchange with a volunteer. In the follow-up, model possible responses: *Tanto Rachel como Mariana (Both Rachel and Mariana) pasan tiempo en el comedor con los amigos. Los dos meriendan a las 4:00.*

Note: Students may need help locating *Euskadi (el País Vasco)*, and naming the languages spoken in these areas. For *Andalucía*, encourage them to mention variations in pronunciation of Castilian Spanish that they heard in the interview with María.

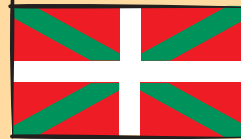
Señas culturales

Catalunya



Galicia

Euskadi



Andalucía

Spain is divided into seventeen autonomous regions, similar to states or provinces in terms of their government and functioning. Here are the flags of four of these regions. Do you know what languages or dialects are spoken in each? Are there any areas in your country that have distinctive cultures (regional languages, food, music, dance, and so on)?

Suggestion: Remind students that the sources in this feature make certain assertions or generalizations about the country or region of focus in chapter and that, that it is just *one* point of view, and that students should compare and contrast it with other points of view—such as those in the interviews they have seen. Encourage them to answer the follow-up questions in Spanish whenever possible.

Análisis cultural

The following quote from an English-language source will add to your knowledge of cultural phenomena in Spain. Is this information consistent with the native speaker's perspective in **Entrevista 1**? Use what you have learned in this chapter about Spain, as well as your own experience, to answer the questions that follow the quote.

“If you live in an apartment block in one of the larger cities and have Spanish neighbours, you will probably become close friends in due course. But, if you live in an urbanization,* it may be more difficult to make friends with the people occupying the other houses. However, in most instances, should there be any form of ‘emergency,’ no matter how minor, your Spanish neighbour will leap at the opportunity to help in any way possible.”

Source: *Culture Shock! Spain*

1. Are any of these observations reflected in María's interview?
2. Do city dwellers in your country typically become well acquainted with their neighbors? Why or why not?
3. Do suburbanites in this country usually make friends with their neighbors?
4. Is the situation described similar to, or different from, your own experiences?
5. Why might it be more difficult to become acquainted with your neighbor if you live in an urbanization as opposed to an apartment building?

* In Spain, **una urbanización** is a modern housing development.

Pronunciación y ortografía

As you may have noticed in the interview with María, there are some pronunciation features that distinguish the Spanish spoken in Spain from other dialects of Spanish around the world. Here are two of these features.

ll and y

As you have heard in previous interviews, the letters **ll** and **y** are pronounced the same in most dialects. In parts of northern Spain and in some of the Andean regions of South America, however, the **ll** is pronounced more like the combination *-lli-* in the English word *million*. Since María is from *southern* Spain, her **ll** resembles the South American pronunciation [y].

In all countries, the Spanish **y** (or **ll** pronounced like **y**) is generally stronger than the English *y*. Compare the pronunciation of English *yes* with a native speaker's pronunciation of **yeso** (*plaster*); the first sound of **yeso** may be so strong that it sounds like an English *j* or *zh*. A common mistake made by English speakers is to use a weak **y** in Spanish, failing to distinguish between words like **ahí** [aí] and **allí** [ayí]. You should be able to distinguish the [y] sound in the second word.

Note also that **ll** can never be written or pronounced at the end of a word in Spanish. That's why we say **aquel edificio**, but **aquella casa**. When you see a word-final **-ll**, it is probably a Catalan name: **el Parque Güell**, **Sabadell**, **Carbonell**.

Note: You may wish to model the Argentine pronunciation of the *y/ll* sound so that students understand what is meant by a "strong" pronunciation of that sound.

z

In most of the Spanish-speaking world, the letter **z** and the letter **c** in the combinations **ce** and **ci** are all pronounced just like the English *s*. (The Spanish letter **z** is *never* pronounced like the English *z* in *zip*!) One of the most recognizable features of standard Spanish from Spain, however, is the pronunciation of these letters like the English *th* in *think*. Not all Spaniards use this pronunciation, but even in regions where it is not common, as in Andalusia, it is completely recognized and understood. It is not used in Spanish America, however.

You may have noticed that the Spanish spelling system uses **z** before the hard vowels **a**, **e**, and **o**, and **c** before the soft vowels **i** and **e**. This gives rise to some tricky spelling changes when different endings are added to the same stem. Study the four forms of the adjective **andaluz**:

andaluz	andaluza
andaluces	andaluzas

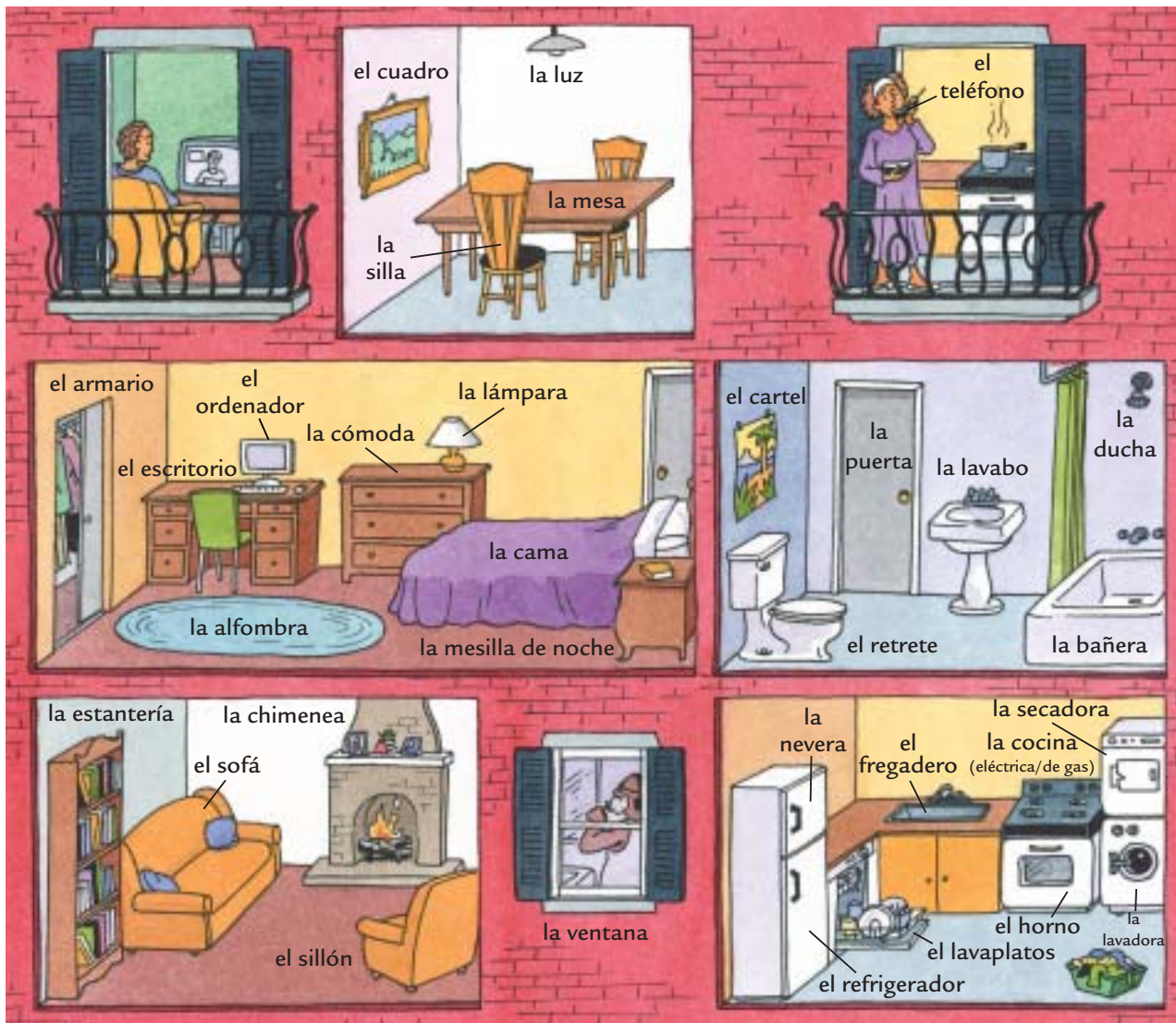
In future chapters, you will see that some verb forms also alternate between **z** and **c**, depending on the vowel that follows.

The *Manual de práctica* contains activities to practice the material explained here.

Vocabulario

Optional: You may also wish to introduce these related vocabulary items: *el almuerzo, el ambiente, el cajón, la cena, la comida, el desayuno, el mueble (los muebles), el rincón, (sacar) la basura, los utensilios.*

¿Qué hay en tu casa?



¿Cómo es tu casa?

el ambiente		feo/a	ugly
el diseño		humilde	humble
el exterior		(in)formal	
el interior		lujoso/a	
el lujo	luxury	moderno/a	
la necesidad		sencillo/a	simple
		tradicional	
acogedor(a)	welcoming	por dentro	on the inside
elegante		por fuera	on the outside
encantador(a)	delightful, charming		

Note: Translations are not given for the obvious cognates in this list. Encourage students to guess other likely cognates to describe where they live.

Actividades

A. Clasificaciones

Paso 1. Classify the household objects shown in the drawing on p. 20 into the following categories: **muebles** (*furniture*), **electrodomésticos** (*appliances*), **decoración**.

Paso 2. Now classify them as a luxury (**un lujo**) or a necessity (**una necesidad**).

B. Asociaciones.

What room do you associate with the following items?

- | | | |
|----------------|--------------------|----------------|
| 1. la alfombra | 4. la chimenea | 7. la secadora |
| 2. el armario | 5. la ducha | 8. el sillón |
| 3. la cama | 6. el refrigerador | |

C. La casa ideal.

What qualities do you consider positive in a house?

Classify the following words and phrases as having positive or negative associations for you personally.

- | | | |
|----------------|------------------|---------------|
| 1. acogedor(a) | 4. elegante | 7. humilde |
| 2. agradable | 5. encantador(a) | 8. lujoso/a |
| 3. cómodo/a | 6. enorme | 9. sencillo/a |

Compare your lists with those of your classmates. Are there any items common to all lists?

D. ¡Tu casa revela tu personalidad!

What does a house say about its owner? Work with a partner to say what these people might have in their houses.

MODELO un profesor →

Un profesor probablemente prefiere una casa con un estudio. Prefiere tener estanterías para sus libros y un ordenador en el escritorio.

- | | |
|---------------------------------|-------------------------------------|
| 1. una estudiante universitaria | 4. una presidenta de una empresa |
| 2. un artista | 5. un cocinero (<i>cook</i>) |
| 3. un actor famoso | 6. una madre soltera con tres hijos |



Point out D: A computer is *el ordenador* in Spain and *la computadora* or *el computador* elsewhere.

Entrevista 2



You can watch this interview on the *Entrevistas* Video or Interactive CD-ROM or listen to the audio on the Online Learning Center (www.mhhe.com/entrevistas2).

Point out: Each interview represents only one point of view. Students should compare this information with the material presented elsewhere in this chapter to get a more complete picture.

Suggestion: If you show the video in class, you may wish to pause it to ask questions and to check student comprehension. Students should watch or listen to the interviews on their own, before and after in-class viewing.

Suggestion: Have students look at the map in the chapter opener to locate Madrid.

Suggestion: (Vocabulario útil): Pronounce each item for students before they watch the interview so that the words will sound familiar. Then have students guess what the content of the interview will be, based on the chapter theme and on the *Vocabulario útil*.



Elena de la Cruz Niggeman

«Paso la mayor parte del tiempo en mi cuarto.»

Nombre: Elena

Apellidos: (1) de la Cruz (2) Niggeman

Edad: 34 años

Nació en: Madrid, España

Vocabulario útil

al contrario de	in contrast to	cuarto de servicio	utility room
el parque	park	la mayor parte del tiempo	most of the time
octavo piso	eighth floor	me encanta	I love it
una sala / el cuarto de estar	family room, den	no te dice nada	it's nothing to brag about (Lit.: it doesn't say anything to you)

Antes de ver

De costumbre. Tell what room you normally do the following activities in.

1. Suelo mirar la televisión en...
2. Suelo desayunar en...
3. Suelo comer en...
4. Suelo estudiar en...
5. Durante el día, suelo echar una siesta en...
6. De noche, suelo dormir en...

¡Veamos!

Point out A (¡Veamos!): Students will have to infer some information from what Elena says; she doesn't mention everything specifically. The point is to highlight students' awareness of how much we can infer from what others say.

Answer: The only item that Elena specifically classifies as *un lujo* is number 1: *tener una casa particular*.

A. ¿Es normal o es un lujo? First, indicate which of the following household features you consider to be *normal* in this country (**Yo: normal**). Then, as you watch Elena's interview, indicate which items seem to be a *luxury* for her (**Elena: un lujo**).

	YO: NORMAL	ELENA: UN LUJO
1. tener una casa particular	<input type="checkbox"/>	<input type="checkbox"/>
2. tener tres dormitorios	<input type="checkbox"/>	<input type="checkbox"/>
3. tener tres baños	<input type="checkbox"/>	<input type="checkbox"/>
4. tener un salón para recibir visitas	<input type="checkbox"/>	<input type="checkbox"/>
5. tener un cuarto de servicio	<input type="checkbox"/>	<input type="checkbox"/>
6. ver la televisión en el salón	<input type="checkbox"/>	<input type="checkbox"/>

B. Las preferencias de Elena. Watch the interview again and jot down where Elena does the following activities. If she does not mention an activity, write, “Elena no dice.” (*Elena doesn’t say.*)

- | | |
|--------------------------------|-----------------------------|
| 1. Duerme en... | 5. Desayuna en... |
| 2. Estudia en... | 6. Cocina en... |
| 3. Ve la televisión en... | 7. Habla por teléfono en... |
| 4. Charla con la familia en... | |

Answers B: 1. *su cuarto/dormitorio*
 2. *su cuarto/dormitorio* 3. *el cuarto / la sala de estar* 4. *el cuarto / la sala de estar* 5. *Elena no dice. or el comedor*
 (Note: Elena doesn’t mention breakfast explicitly, but she does say, “...*en el comedor comemos.*” Thus, students could infer that she eats breakfast here.) 6. *la cocina* 7. *Elena no dice.*

Después de ver

Piénsalo bien

Paso 1. Use each of the following words and phrases in sentences that refer either to María’s house or to Elena’s house. Your partner will add a sentence to compare or contrast an aspect of the other person’s house.

MODELOS E1: La casa de María está en un pueblo pequeño.
 E2: Pero la casa de Elena está en una ciudad grande.
 E1: La casa de María es grande.
 E2: La casa de Elena es grande también.

la abuela	el pueblo	tener varios baños
el bloque de pisos	la sala de estar	
el campo	los vecinos	acogedor(a)
la ciudad		grande
el comedor	compartir cosas	moderno/a
el lujo	tener muchas personas	pequeño/a
Madrid	en casa	típico/a
el patio	tener plantas	tradicional

Paso 2. Now try to answer the following questions, based on what you have learned in this chapter and on your own experiences.

- ¿Qué elementos de la casa son comunes a todas las culturas? ¿Por qué?
- ¿Qué elementos son exclusivos de una cultura en particular? ¿de tu propia (*own*) cultura?



Suggestion: To cover all these items in less time, divide the class into groups of four and have each group do a subset of the items. The focus here is to practice expressing comparisons and contrasts and to synthesize the chapter content. To brainstorm possible ideas for *Después de ver*, encourage students to compare their houses to the Spanish ones in this chapter, or to include information they might know about other parts of the world.

Forma y función

4.3 The Present Progressive

Thus far in *Entrevistas*, you have seen and have been using only one simple present tense, the present indicative. It can be used to express the following types of actions.

HABITUAL	(Siempre) Comemos en la cocina.	<i>We (always) eat in the kitchen.</i>
ONGOING	Comemos en la cocina.	<i>We are eating in the kitchen.</i>
FUTURE	Mañana comemos con nuestra abuela.	<i>Tomorrow we (will) eat with our grandmother.</i>

To avoid ambiguity, you can add adverbs (**siempre**, **ahora**, **mañana**, and so on) to indicate the type of action. But Spanish has another present tense that specifies and emphasizes that the action is ongoing and in progress, the present progressive.

Está hablando con la vecina en este momento.	<i>She's talking to the neighbor right now.</i>
Estamos bebiendo café.	<i>We're drinking coffee.</i>
Estoy escribiendo una carta.	<i>I'm writing a letter.</i>

Thus the ongoing action **Comemos en la cocina** could also be expressed as **Estamos comiendo en la cocina**.

Unlike the simple, or one-word, verbs you have seen so far in Spanish, the progressive is a compound tense: It uses a form of the verb **estar** and the present participle, or **-ndo** form, of another verb. Present participles are formed in Spanish by adding **-ando** to the stem of an **-ar** verb and **-iendo** to the stem of an **-er** or **-ir** verb.

hablar:	habl- + -ando = hablando
beber:	beb- + -iendo = bebiendo
escribir:	escrib- + -iendo = escribiendo

NOTES:

- The **-i-** of **-iendo** changes to **-y-** when it is between two vowels.

leer:	le- + -iendo = leyendo
construir (<i>to build</i>):	constru- + -iendo = construyendo
- The **-o-** in **dormir (ue)** and **morir (ue)** (*to die*) changes to **-u-**.

Está durmiendo.	<i>She's sleeping.</i>
¡Estoy muriendo de celos!	<i>I'm dying of jealousy!</i>

Análisis estructural

First, read the following sentences in English. What types of action are described in each—habitual, future, or ongoing? Then compare the progressive verbs in English with their translations in Spanish, and answer this question: Is it possible to use the progressive in Spanish to describe future actions?

1. *We are painting* our living room next week. **Vamos a pintar...**
2. *She's leaving* for Santander tomorrow. **Sale para...**
3. *He's building* a new garage next summer. **Va a construir...**
4. *They're spending* next month in Barcelona. **Van a pasar...**
5. *I'm going* to see the neighbors at 3:00 this afternoon. **Voy a ver...**

Answer: No, the progressive in Spanish **cannot** refer to future actions as the English progressive does. Make sure students avoid using sentences such as *Estoy saliendo mañana para...* to mean "I'm leaving tomorrow for . . ."

Actividades

A. **¿Dónde están estas personas?** Say where these people probably are if they are doing the following activities.

1. «Estamos bebiendo café.»
2. «Estoy leyendo una revista.»
3. «Estamos mirando la televisión.»
4. «Están durmiendo.»
5. «Está almorzando.»
6. «Estoy escuchando al profesor.»

B. **En este momento.** What are these people doing right now (**ahora mismo**)? Invent original sentences, combining elements from the following columns and adding other people and activities.

ahora	+	yo	+	estar	+	hablar con el profesor /
(mismo)		los estudiantes				la profesora
en este		mi madre				comer en la cafetería
momento		mi _____ y yo				dormir en su habitación
		mi(s)				leer una revista en la
		hermano(s)				biblioteca
		mi profesor(a)				preparar un trabajo
		de español				escrito
		¿ ?				estudiar
						hacer la tarea
						(homework) para
						mañana
						trabajar
						¿ ?



C. Entrevista: Un día típico. Ask a classmate what the following people are probably doing at different times of the day. Use the phrase **Digamos que es la / son las** (*Let's say that it's*) and choose a time of day as in the model.

MODELO la madre →

E1: Digamos que son las 7:00 de la tarde, ¿qué está haciendo tu madre?

E2: Está preparando la cena.

1. el padre
2. los/las hermanos/as
3. el/la compañero/a de cuarto (piso, casa)
4. el/la profesor(a) de español
5. los vecinos

D. Excusas. Your parents want you to do the following household chores, but you are otherwise engaged. Tell them what prevents you from doing the chores. Use your imagination to create other chores and excuses!

MODELO limpiar (*to clean*) el garaje →

Papá, no puedo limpiar el garaje ahora. Estoy escribiendo un trabajo muy importante para la clase.

- | | |
|----------------------------------------|----------------------------------------|
| 1. lavar (<i>to wash</i>) los platos | 4. barrer (<i>to sweep</i>) el patio |
| 2. limpiar tu cuarto | 5. ir al supermercado |
| 3. jugar con tu hermano menor | 6. ¿ ? |

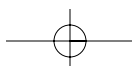
Note: These forms are presented here for recognition only. Emphasis is on building knowledge about the Spanish verb system and reinforcing students' awareness of which verbs belong to which conjugations.

4.4 Affirmative Commands

"You're always telling me what to do!" the teenager complained to his parents. It's true: Commands can be a big part of family communication. They are also useful in the classroom; you have probably heard the following, or similar, commands related to classroom activities.

	Addressed to tú	Addressed to usted	Addressed to ustedes
<i>Answer the question.</i>	Contesta la pregunta.	Conteste la pregunta.	Contesten la pregunta.
<i>Write your name.</i>	Escribe tu nombre.	Escriba su nombre.	Escriban su nombre.

The complete system for commands in Spanish is quite complex, and you will study it in **Capítulo 12**. For now, just note that **tú** commands are like the present indicative **tú** form minus the final **-s**. **Usted** and **ustedes** commands seem to have the "wrong" vowel in the endings: **-ar** verbs end in **-e/-en**, and **-er/-ir** verbs end in **-a/-an**. (Actually, these endings are borrowed from another mood, the subjunctive, which you will learn in **Capítulo 13**.)



As mentioned in this chapter's **Pronunciación y ortografía** section, changing a verb's ending vowel can necessitate some spelling changes in the verb's stem consonant.

	Addressed to tú	Addressed to usted	Addressed to ustedes
<i>Begin!</i>	¡Empieza!	¡Empiece!	¡Empiecen!
<i>Look for another one!</i>	¡Busca otro!	¡Busque otro!	¡Busquen otro!
<i>Pick one!</i>	¡Escoge uno!	¡Escoja uno!	¡Escojan uno!

Most verbs that have irregularities in the **yo** form repeat these same irregularities in the **usted** and **ustedes** commands. The **tú** forms may be irregular, but in general they are close enough to the verb stem spelling to be easily recognized.

	Addressed to tú	Addressed to usted	Addressed to ustedes
<i>Leave! Get out!</i>	¡Sal!	¡Salga!	¡Salgan!
<i>Hold (Have) this.</i>	Ten esto.	Tenga esto.	Tengan esto.
<i>Do your homework.</i>	Haz la tarea.	Haga la tarea.	Hagan la tarea.

Affirmative **vosotros/as** commands never retain any of these irregularities. They are always formed quite simply by replacing the final **-r** of the infinitive with a **-d**: **hablar** → **hablad**; **comer** → **comed**; **escribir** → **escribid**; **salir** → **salid**; **tener** → **tened**. You probably have not heard many of these in class (unless your instructor is from Spain), but they are quite common in Spain.

Note: Current colloquial usage in Spain uses the infinitive for **vosotros/as** commands (e.g., *Niños, ¡comer vuestra sopa, levantaros y limpiar la mesa!*).

Análisis estructural

These command forms are presented in this chapter to help you recognize them when you encounter them in readings and activity instructions (oral and written). Practice your recognition skills by stating the infinitive for each of the following commands and who each command is addressed to (**tú**, **usted**, **ustedes**, or **vosotros/as**).

- | | | |
|-------------|-------------|--------------|
| 1. mira | 5. cerrad | 8. pregunten |
| 2. estudien | 6. piensen | 9. escriba |
| 3. duerma | 7. entienda | 10. sueña |
| 4. almorzad | | |

Lectura



Sobre la lectura If you plan to spend any time studying in a Spanish-speaking country, you should become familiar with ads for lodging (**alojamiento**). This reading contains ads from two types of people from Spain: those who have a place to rent (**Se alquila**) and those looking for a place to rent (**Se busca**).

Antes de leer

- A. Se busca.** Imagine that you are spending next year in Spain and need housing. Which of the following items are a necessity (**una necesidad**), and which ones are a luxury (**un lujo**) that you could do without?
1. aire acondicionado
 2. calefacción (*heating*)
 3. cocina amueblada (*furnished*)
 4. cuarto de baño
 5. habitación individual (no compartida)
 6. piscina
 7. situación (*location*) excelente
 8. vistas inmejorables (*unsurpassable*)
- B. Se alquila.** Now imagine that you are a landlord (**dueño/a**) in Spain and that you are renting out your own property. What kind of tenant(s) (**inquilino/a/os/as**) would you prefer? Choose from the following list and explain your choice(s).
- dos chicos/as de 21 años
 - un(a) estudiante de posgrado (*graduate*)
 - un(a) joven de aspecto *punk*
 - una pareja de profesionales
 - una pareja solvente (*debt-free*)
 - una persona con tres gatos
 - una persona sin referencias
 - un(a) profesor(a) en paro (*unemployed*)

Clasificados > Pisos

Se alquila

A. Se alquila ático, barrio céntrico. Ático de 70 m²,^a 90 m² de terraza, 3 habitaciones, 1 baño, barbacoa, amplio comedor con chimeneas, soleado todo el día, vistas inmejorables, excelente situación. [Alicia124](#)

B. Se alquila piso de lujo en Madrid. Residencial con piscina, de 6 años, cocina totalmente amueblada, calefacción, 3 habitaciones, dos cuartos de baño. [Roberto623](#)

C. Alquiler piso nuevo, aire acondicionado. Piso nuevo, totalmente amueblado, 1 dormitorio, zonas comunes con piscina y pista de paddel.^b [Marusa34](#)

Se busca

D. Se busca piso en Madrid. Pareja de profesionales necesita piso a partir del^c 17 de septiembre, solventes y responsables, referencias. [Guillermo45](#)

E. Se busca habitación en piso compartido. Estudiante peruanoitaliano busca habitación en piso compartido a partir de octubre, máx.^d 290 euros mensuales^e incl. gastos.^f [Edgardo78](#)

F. Buscamos dos habitaciones a compartir. Dos chicas buscan desesperadamente^g un piso para compartir, preferiblemente amueblado, con cocina equipada. [Tulia52](#)

Suggestion: Explain that the normal noun–adjective word order is often reversed in ads, thus making the item sound more appealing to the Spanish-speaking ear: *amplio comedor, excelente situación.*

Después de leer

A. ¿Cuál es? Review the **Se alquila** ads and indicate which property/properties probably match the following descriptions.

- A, B Es caro.
- A, B Es grande.
- A, B No está en el centro.
- C Es nuevo.
- A, B Es lujoso.
- A, B Es ideal para una familia grande.
- C Es ideal para una persona soltera o una pareja sin hijos.

B. Otras opiniones. Indicate which **Se busca** ad(s) was/were probably written by people who match the following descriptions.

- D, F Quiere(n) alquilar un piso / una habitación durante mucho tiempo.
- F Es la persona más joven. / Son las personas más jóvenes.
- D Es serio/a. / Son serios/as.
- F No es/son muy exigente(s) (*demanding*).

^ametros cuadrados ^bpista... racquetball court ^ca... starting on the ^dmáximo ^emonthly expenses ^fdesperately

5. E No tiene(n) mucho dinero.
6. D Tiene(n) una situación estable.



- C. **Entrevista.** Make a list of questions that you would expect to hear in an interview between a landlord and a prospective tenant. Then form small groups. One student will play the role of the landlord. The other(s) will assume the role of the professional couple, the graduate student, or the young women looking for a place to live. At the end of the role play, the landlord will decide whether or not he/she is willing to rent out his/her property to the applicant(s).
- D. **Anuncios locales.** Imagine that you are renting out the place where you currently live, and write an ad describing it in Spanish. Your instructor will then put several of the ads on the board and ask members of the class to choose a property and explain why they'd prefer to rent it.

Expansion (Redacción): Have students exchange ads and write an appropriate request for further information as if they were a landlord or a prospective tenant answering one of the ads.

PORTAFOLIO CULTURAL

Redacción

Un año en España. You are going to Spain to study for a year at the **Universidad de Sevilla**, and you'd like to offer your house to a Spanish student in exchange for a place to stay in Seville. Compose one ad in which you describe your lodging preferences for your future home in Seville and another ad describing your current home to a prospective tenant. Follow the guided steps in the *Manual de práctica* to complete your ads.

Exploración

Investigación cultural. Find more information about advertising and lodging in Spain in your library, on the *Entrevistas* Online Learning Center (www.mhhe.com/entrevistas2), or elsewhere on the Internet and present it to the class. Consult the *Manual de práctica* for ideas for your presentation.

Léxico activo

TIPOS DE CASAS

la casa (particular)	(private, single-family) house
el condominio	condominium
el bloque de pisos	apartment building
el piso	flat, apartment
¿DÓNDE ESTÁ TU CASA?	
las afueras	outskirts; suburbs
la calle transitada/residencial	busy/residential street
la ciudad	city

el pueblo	small town
la zona residencial	residential zone/area

LAS PARTES DE LA CASA

la cocina	kitchen
el comedor	dining room
el cuarto	(bed)room
el cuarto de baño	bathroom
el dormitorio	bedroom
el garaje	garage
la habitación	(bed)room
el jardín	garden
el pasillo	hallway
el patio	courtyard, patio

la piscina	swimming pool	la chimenea	fireplace
el salón	living room	la cocina (eléctrica / de gas)	(electric/gas) stove unit
la terraza	terrace	la cómoda	dresser, chest of drawers
¿CUÁL ES?		el cuadro	picture, painting
este/a (éste/a)	this (this one)	la ducha	shower
estos/as (éstos/as)	these (these ones)	el escritorio	desk
ese/a (ése/a)	that (that one)	la estantería	bookcase, shelving
esos/as (ésos/as)	those (those ones)	el fregadero	sink (<i>kitchen</i>)
aque!, aquella (aquél, aquélla)	that ____ over there (that one over there)	el horno	oven
aquellos/as (aquéllos/as)	those ____ over there (those ones over there)	la lámpara	lamp
esto	this (stuff)	el lavabo	sink (<i>bathroom</i>)
eso	that (stuff)	la lavadora	washing machine
aquello	that (stuff) over there	el lavaplatos	dishwasher
aquí (acá)	here	la luz	(overhead) lamp; light(ing); electricity
ahí	there	la mesa	table
allí (allá)	over there	la mesilla de noche	night table
LOS VERBOS		la nevera	freezer
almorzar (ue)	to eat lunch	el ordenador	computer (<i>Sp.</i>)
cerrar (ie)	to close	la puerta	door
charlar	to chat	el refrigerador	refrigerator
compartir	to share	el retrete	toilet
dormir (ue)	to sleep	la secadora	dryer
entender (ie)	to understand	el sillón	armchair
jugar (ue) (al béisbol, al baloncesto, al fútbol)	to play (baseball, basketball [<i>Sp.</i>], soccer)	el sofá	sofa
pensar (ie) (de/en)	to think (of, about)	el teléfono	telephone
poder (ue)	to be able to, can	la ventana	window
preferir (ie)	to prefer	Repaso: silla	
preparar la comida	to prepare the meal/food	¿CÓMO ES TU CASA?	
querer (ie)	to want	el ambiente	ambience, atmosphere
soler (ue) + <i>inf.</i>	to be in the habit of / be accustomed to (<i>doing something</i>)	el exterior	exterior
soñar (ue) con	to dream about	el interior	interior
volver (ue)	to return (<i>to a place</i>)	el lujo	luxury
¿QUÉ HAY EN TU CASA?		la necesidad	necessity
la alfombra	rug, carpet	acogedor(a)	welcoming
el armario	closet	elegante	elegant
la bañera	bath tub	encantador(a)	charming
la cama	bed	humilde	humble
el cartel	poster	lujoso/a	luxurious
		sencillo/a	simple
		tradicional	traditional
		por dentro	on the inside
		por fuera	on the outside
		Repaso: diseño, feo/a	

