

¡Vamos de compras!^a

OBJETIVOS

IN THIS LESSON, YOU WILL LEARN:

- ▶ how to talk about what people are wearing
- ▶ more about stem-changing verbs in the present tense to talk about what people do
- ▶ the numbers 100–1,000
- ▶ to use colors to describe clothing
- ▶ to describe places and things using demonstrative adjectives and pronouns
- ▶ to talk about shopping and making purchases
- ▶ more about the verbs **ser** and **estar** to talk about conditions and traits
- ▶ some interesting things about Spain

In addition, you will watch **Episodio 2** of the film *Sol y viento*.



¿Compras tú la ropa (*Do you buy clothing*) en una tienda elegante como esta (*this one*) en Barcelona, España?

^a¡Vamos... *Let's go shopping!*

The following media resources are available for this lesson of *Sol y viento*:



Episodio 2 of
Sol y viento



Online Manual
de actividades



Online Learning
Center Website

Vocabulario

Talking About What People Wear



La ropa

Clothing

Note: These vocabulary items can be heard in this lesson's Textbook Audio section of the Online Learning Center Website.



Más vocabulario

llevar to wear



Vistazo cultural

Diseñadores^a hispanos

For decades, a number of Spanish designers have enjoyed international recognition for their elegant, high-end fashion designs. Cristóbal Balenciaga (1895–1972) created a world-renowned fashion house in Paris, and his designs continue to enjoy success on both sides of the Atlantic. Purificación García and Adolfo Domínguez have been at the forefront of the Spanish fashion industry for more than a decade, creating designs that have been described as both wearable and stylish.

In terms of popular fashion, perhaps the biggest success story is that of the Spanish-born entrepreneur Amancio Ortega. What started out as a small dress-making business in provincial Galicia in the early sixties has turned into an empire of more than one thousand stores worldwide and the third-largest clothing company in the world (after Gap and the Swedish H&M). Ortega's flagship store is Zara, which can be found in many Spanish cities, as well as in major cities in Europe, the United States, and Asia.



Una tienda de Zara

^aDesigners

Vistazo cultural, Suggestion:

Have students read quickly. Then tell them you will read several statements. After each, they should indicate whether the statement is *cierto* or *falso*. If the statement is false, they should correct it.

1. Amancio Ortega es de Galicia. (*cierto*)
2. Los diseños de Amancio Ortega son más formales que los diseños de Cristóbal Balenciaga. (*falso, son más populares*)

Optional: Bring to class a page or two from a catalogue of a clothing store in a Spanish-speaking country that you've found online or assign students to find one and bring to class. (Suggestions: Zara, Akiabara) Review the clothing items and ask if they resemble typical clothes they would find in a nearby mall or store.

INPUT

Act. A, Statements:

1. para ir a la playa;
2. para acostarse, para dormir;
3. para ir a clase;
4. cuando hace mucho frío;
5. para ir a una fiesta formal;
6. cuando hace mucho calor;
7. para ir al gimnasio



Actividad A ¡No lleses eso! (Don't wear that!)

Listen as your instructor names an action or a situation. Then choose the article of clothing that a person should *not* wear for that action or situation.

Vocabulario útil

la playa the beach

- | | | |
|-----------------------------|---------------------------------|---------------------|
| 1. a. un traje de baño | b. un sombrero | c. unas botas |
| 2. a. un traje | b. el pijama (<i>pajamas</i>) | c. una camiseta |
| 3. a. una sudadera | b. unos vaqueros | c. un traje de baño |
| 4. a. una gorra | b. pantalones cortos | c. un abrigo |
| 5. a. una sudadera | b. un traje | c. un vestido |
| 6. a. unas sandalias | b. una camiseta | c. un suéter |
| 7. a. unos zapatos de tenis | b. una falda | c. unos calcetines |

Suggested follow-up: Have students provide other items that should not be worn in each situation named.

¡Exprésate!

You can use the preposition **para** plus an infinitive to express "in order to (do something)."

Para comprar ropa de última moda, necesitas mucho dinero.

In order to buy the latest fashions, you need lots of money.

Actividad B ¿Qué llevas?



Paso 1 Write down the article(s) of clothing you would wear for each of the following situations.

1. para ir a un concierto de música rock
2. para ir a la playa
3. para ir a las montañas (*mountains*) en el invierno
4. para ir al gimnasio
5. para ir a clase
6. para ir a un restaurante formal
7. para ir a un partido (*game*) de fútbol americano en el otoño

Paso 2 With a partner, take turns saying only the articles of clothing that you would wear for various situations in **Paso 1**. Your partner will have to guess the situation.

MODELO: E1: un traje de baño, una camiseta y unas sandalias

E2: para ir a la playa

INPUT/OUTPUT

Act. B, Paso 2, Suggestion:

Point out to students that they should use indefinite articles (*un, una, unos, unas*) when naming the items of clothing.



Jaime lleva ropa diferente en la oficina, en el aeropuerto y en el parque. ¿Puedes describir lo que lleva?

Actividad C ¿Qué llevan los compañeros?

Paso 1 Using the vocabulary on pages 104 and 105, make a table with the number of men and women in the class that are wearing each item.

Paso 2 With a partner, compare your numbers and answer the following questions.

- ¿Hay un conjunto (*outfit*) típico de los estudiantes? ¿Cuál es?
- ¿Hay diferencia entre lo que llevan las mujeres y lo que llevan los hombres en la clase? ¿Cuál es la diferencia?
 - Los hombres llevan más (*more*)/menos (*less*) _____.
 - Las mujeres llevan más/menos _____.
 - Los hombres y las mujeres se visten (*dress*) más o menos (*more or less*) igual. Llevan...

Actividad D ¿Adónde quieres ir?

Paso 1 Look at the following map of Spain. Write down two places that you would be interested in visiting, along with a list of clothing items you would need to pack.



Paso 2 In groups of three or four, take turns saying where (and which time of year) you would like to go. Looking only at the map, the other members of the group should decide which clothing items are needed to go there. Are they the same ones you came up with?



En el Internet

Search for a clothing store in a Spanish-speaking country and decide what clothes you would buy for yourself with \$200. Make sure you know what the exchange rate is between the dollar and the currency of the country in which the store is located.

OUTPUT

Act. C, Paso 1, Suggestion: Have students make a chart with the following headings



for each column:
Prenda de ropa
(*article of clothing*),

Número de hombres,
Número de mujeres, Total. If the class size allows, have students sit in a circle so that they can easily see what others are wearing.

OUTPUT



Act. D, Suggestions:
Paso 1: Either assign as homework or give students 3–4 minutes to scan the *Panorama cultural* section and jot down two places and the clothing needed.

Paso 2: Have students keep their books closed or open only to the page with the map of Spain.

Suggested follow-up: Survey students to find out which part of Spain students are most interested in visiting.



En el Internet, Suggestion: Provide students with a specific store (if you are familiar with one) and have them come to class with a list of the clothes they would buy, along with the prices. Have the men and women compare their lists to see what clothing items are the most popular from that store.

Gramática

More on Talking About
People's Activities

¿Qué dices?

e → i Stem-Changing Verbs

In **Lección 2A**, you learned about a number of verbs that undergo a stem change (**e** → **ie**, **o** → **ue**) in all forms except for **nosotros/as** and **vosotros/as**. Instead of changing from **e** → **ie**, some **-ir** verbs change from **e** → **i**. You may recall from **Lección 2A** that **decir** is one of these verbs.

Present Tense of e → i Stem-Changing Verbs					
decir (to say; to tell)		repetir (to repeat)		servir (to serve)	
di g o	decimos	re p ito	repetimos	si r vo	servimos
di g es	decís	re p ites	repetís	si r ves	servís
di g e	dicen	re p ite	repiten	si r ve	sirven
di g e	dicen	re p ite	repiten	si r ve	sirven

pedir (to ask for; to order)		seguir* (to follow; to continue)		vestir (to dress)	
pi d o	pedimos	si g o	seguimos	vi s to	vestimos
pi d es	pedís	si g ues	seguís	vi s tes	vestís
pi d e	piden	si g ue	siguen	vi s te	visten
pi d e	piden	si g ue	siguen	vi s te	visten

Comunicación útil

To say *to get dressed* or *to dress oneself*, use the verb **vestir** with reflexive pronouns, just like the verbs **despertarse** and **acostarse** that you learned in **Lección 2A**. You will learn more about reflexive pronouns and verbs in **Lección 5A**. For now, just learn these common expressions with **vestirse**.

Me visto rápidamente.	<i>I get dressed quickly.</i>
¡Vístete!	<i>Get dressed!</i>
¿Cómo nos vestimos ?	<i>How do/should we dress?</i>

*The **u** in **seguir** is found in all forms except the **yo** form in order to maintain a hard **g** sound.

Actividad E ¿Quién es?

You have already met a number of characters from *Sol y viento*. Can you identify them, based on the descriptions below? Pay close attention to the stem-changing verbs.

INPUT
Actividad E



Jaime



Mario



la machi

1. La machi repite una historia (*tale, story*).
2. Mario dice que es «el mejor (*best*) chofer de Chile».
3. Jaime pide una reunión (*meeting*) con Carlos.

Actividad F ¿Sigues la moda (*fashion*)?

Paso 1 Complete each sentence using the **yo** form of one of the verbs below. Then, indicate whether the statements are true for you (**Sí**), are sometimes true (**A veces**), or are not true at all (**No**).

comprar	llevar	seguir
leer	pedir	vestirse

- | | SÍ | A VECES | NO |
|---|--------------------------|--------------------------|--------------------------|
| 1. <u>Leo</u> revistas de moda (<i>fashion</i>). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <u>Sigo</u> las modas de los diseñadores famosos. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <u>Me visto</u> con ropa de marcas (<i>brand names</i>) famosas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <u>Pido</u> ropa de ciertas marcas para mi cumpleaños (<i>birthday</i>) y otros días festivos (<i>holidays</i>). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <u>Llevo</u> zapatos de muy buena calidad (<i>quality</i>). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. <u>Compro</u> ropa sólo en ciertas tiendas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Paso 2 Give yourself two points each time you answered **Sí**, one point for **A veces**, and zero for **No**, then add up your total number of points. Based on your total (between 0 and 12), check one of the following statements.

- (10–12 puntos) Sigo mucho la moda. No siempre puedo (*I can't always*) comprar ropa de moda, pero me gusta mucho.
- (4–9 puntos) A veces sigo la moda.
- (0–3 puntos) Casi nunca (*Almost never*) sigo la moda. No me importa para nada. (*It doesn't matter to me at all.*)

OUTPUT
Act. F, Paso 2, Suggested follow-up: Obtain point totals from several students and write them on the board under the headings **hombres** and **mujeres**. Then ask the students *En esta clase, ¿quiénes siguen la moda más, los hombres o las mujeres?*

OUTPUT
Actividad G



Actividad G Acciones típicas

Paso 1 Write five sentences, choosing from the verb phrases below to describe whether the actions are typical for students, professors, or both. Make at least two of your statements false.

MODELO: *You see:* vestirse de manera formal (*formally*)

You write: Los estudiantes se visten de manera formal.

decir que van a tomar una clase fácil (*easy*)

pedir ayuda con la tarea

pedir ayuda (*help*) con las lecciones

pedir respuestas (*answers*)

repetir instrucciones

seguir instrucciones

vestirse de manera informal



Paso 2 Take turns reading your statements with a classmate, deciding whether the statements you hear are **cierto** or **falso**.

OUTPUT
Act. H, Suggestion:
Before beginning
Paso 1, in order to fill
in the blank for item
4, ask students where

a popular place is on campus
or in town for a first date. Ask
*¿Hay un lugar popular en esta
ciudad (este pueblo) para una
primera cita? ¿Cuál es?*



Actividad H ¿Cómo nos vestimos?

Paso 1 For each of the following situations, state how one should dress. Then, write what you think would be both appropriate and inappropriate for men and women to wear.

MODELO: *You see:* la clase de español

You write: Uno se viste con ropa informal.

Los hombres pueden llevar... No deben (*They shouldn't*)
llevar...

Las mujeres pueden llevar... No deben llevar...

1. una fiesta universitaria
2. una entrevista (*interview*) de trabajo
3. la boda (*wedding*) de un miembro de la familia
4. una primera cita (*date*) en _____
5. para ir de compras

Paso 2 Compare your list with those of three other classmates of the same sex. Do you agree with what they listed? Do you wish to modify or change your list?

Paso 3 Your instructor will ask a member from two men's groups and two women's groups to write their lists on the board. Does one sex dress more formally or informally than the other? Are there different expectations about what men and women expect each other to wear in certain circumstances?

¡Exprésate!

With reflexive verbs, use **uno** to mean *one* as in *one dresses*, as in the following expressions:

Uno se viste...

con ropa (in)formal
(in)formal(ly)

con ropa elegante
elegant(ly)

con ropa cómoda
in comfortable
clothing

de forma atrevida
daringly

Vocabulario

Hay doscientas blusas rojas. Colors; Numbers 100–1,000

Note: These vocabulary items can be heard in this lesson's Textbook Audio section of the Online Learning Center Website.

More on Describing



Like all adjectives, colors need to agree in gender and number with the noun they modify.

los vaqueros azules
 las camisas negras
 la blusa roja

Los números del 100 al 1.000

100 cien	600 seiscientos/as
101 ciento uno/a	700 setecientos/as
200 doscientos/as	800 ochocientos/as
300 trescientos/as	900 novecientos/as
400 cuatrocientos/as	1.000* mil
500 quinientos/as	

When the numbers 200 through 900 modify a noun, they must agree in gender.

doscientas tres personas
 quinientos veinte hombres

*In Spanish, a decimal point (**punto**) is often used where you would use a comma (**coma**) in English, and vice versa: \$1.000; 64,9%.

Vistazo cultural, Suggestion: Find out the current dollar to euro exchange rate to give students an idea of what the dollar is worth in euros. Then have students calculate how much \$200.00 is in euros.

Vistazo cultural

De la peseta al euro

As a member of the European Union, Spain changed its official currency from the **peseta** to the **euro** on January 1, 2002. The exchange rate for one euro (1€) was 166.386 pesetas. Although this change has made it easier to do business and travel throughout Europe, the transition was difficult for many Spanish residents who suddenly had to multiply listed prices by 166 to have an idea of prices in the currency they had known their entire lives.



Precios (Prices) en euros



INPUT

Act. A, Suggestion:

Read the following numbers once. 1. *quinientos treinta y dos* 2. *ciento quince* 3. *setecientos ochenta y seis* 4. *trescientos veinticinco* 5. *novecientos cuatro* 6. *seiscientos cincuenta y nueve* 7. *cuatrocientos trece*

Actividad A ¿Qué número es?

In the spaces provided, write down each number your instructor reads aloud.

1. 532 2. 115 3. 786 4. 325 5. 904 6. 659 7. 413

Actividad B ¿Combinan bien?

OUTPUT Actividad B

Paso 1 Complete each sentence with the correct form of the adjectives. Next, decide whether the clothing and color combinations are appropriate to wear to school or if it depends on the situation.

	SÍ	NO	DEPENDE
1. blanco, azul: una camiseta <u>blanca</u> con vaqueros <u>azules</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. verde, morado: un traje <u>verde</u> con una corbata <u>morada</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. negro, blanco: unos pantalones <u>negros</u> con calcetines <u>blancos</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. anaranjado, azul: una falda <u>anaranjada</u> sobre (over) unos vaqueros <u>azules</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. rosado, negro: unas medias (stockings) <u>rosadas</u> con una falda <u>negra</u> de cuero (leather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. negro, negro: unos zapatos <u>negros</u> con un traje <u>negro</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Puente musical

Go to the *Sol y viento* iMix section on the Online Learning Center Website (www.mhhe.com/solyviento3), where you can purchase "La camisa negra" by Juanes. Listen for all the times the phrase **camisa negra** appears in the song. You will also hear many stem-changing verbs. Can you figure out what the **camisa negra** represents?

Puente musical, Note:

For more information about accessing the playlist at the iTunes store, go to the *Sol y viento* Online Learning Center Website (www.mhhe.com/solyviento3). For helpful tips on using songs in the classroom, see the Instructor's Manual.

Paso 2 In groups of four, compare your answers. If you all said certain combinations are not acceptable, indicate why. Also, if some of the outfits depend on the situation, for which situations are they acceptable? Use the following cues to help you.

¡El _____ (*color*) y el _____ (*color*) nunca combinan bien!

Es una combinación horrible.

Depende de la situación. En _____, está bien.

Paso 3 Report your discussion to the class.

Creemos que _____ siempre combinan bien, pero _____ no.

Actividad C ¿Cuánto cuesta?

Paso 1 First, choose three of the items below and come up with a price in Mexican **pesos** for each one (12 **pesos** equal about one U.S. dollar) to present to the class. You should provide prices that are too expensive (**demasiado caro**), about right (**buen precio**), or a real bargain (**una ganga**).

- una camiseta
- un diccionario
- un disco compacto
- una mochila
- un reloj
- un teléfono celular
- un televisor
- unos zapatos de tenis de marca (*brand*) _____

Paso 2 Listen to the prices that your classmates provide for various items. Be prepared to respond to the prices. If you think something is too expensive, what would be a reasonable price?

MODELO: *You hear:* Una mochila cuesta cien pesos.

You respond: ¡Es una ganga!

Actividad D Una prueba para tu compañero/a

Paso 1 Prepare a quiz consisting of at least five questions about what people are wearing in your class. Use the following model to help you.

MODELO: ¿Quién lleva sandalias marrones, pantalones cortos verdes y camiseta blanca?

Paso 2 With a partner, ask and answer the questions you prepared. A question should only be given once. If one of you needs to hear the question again, you must say **Repíte, por favor.**



¿Qué llevan Mario, María y Jaime en esta (*this*) foto?



OUTPUT

Act. C, Suggestion: You might have students first work out a chart of prices in *pesos* and dollar equivalents based on ten-dollar increments. They can then refer to this during both *pasos*, rather than having to mentally calculate the price of each item.



OUTPUT Actividad D



Gramática

Pointing
Things Out

¿Qué es esto?

Demonstrative Adjectives and Pronouns

Demonstrative Adjectives					
Singular			Plural		
<i>this</i>	este suéter	esta camiseta	<i>these</i>	estos pantalones	estas blusas
<i>that</i>	ese suéter	esa camiseta	<i>those</i>	esos pantalones	esas blusas
<i>that (over there)</i>	aquel suéter	aquella camiseta	<i>those (over there)</i>	aquellos pantalones	aquellas blusas

Demonstrative Pronouns					
Singular			Plural		
este suéter → este	<i>this one</i>		estos pantalones → estos	<i>these (ones)</i>	
esta camiseta → esta			estas blusas → estas		
ese suéter → ese	<i>that one</i>		esos pantalones → esos	<i>these (ones)</i>	
esa camiseta → esa			esas blusas → esas		
aquel suéter → aquel	<i>that one</i>		aquellos		
aquella camiseta → aquella			pantalones → aquellos	<i>these (ones)</i>	
			aquellas blusas → aquellas		

Demonstrative adjectives are used to point out people and things. As you can see from the chart, they always precede the noun they modify and they agree in gender and number. Forms of **este** (*this/these*) are used to indicate that an object or person is close to the speaker. Unlike English, Spanish has two ways to indicate that something is not close to the speaker. Forms of **ese** (*that/those*) are used to indicate something that is not near the speaker but may be close to the listener. Forms of **aquel** (*that/those [over there]*) are used to communicate that something is far away from both the speaker and the listener.

All of the demonstrative adjectives can stand alone as pronouns, but as the chart shows, they must still agree in gender and number with the noun they are replacing. *Demonstrative pronouns* take the place of the person or thing being mentioned in order to avoid repetition.

¿Cuál de los dos abrigos
quieres, **este** o **ese***?

*Which of the two coats do you
want, this one or that one?*

The neuter demonstrative pronouns (**esto**, **eso**, **aquello**) are used to refer to an unspecified object, an idea, or an entire situation:

¿Qué es **esto**?

What is this (thing/situation)?

Eso es increíble.

That (situation) is unbelievable.

Aquello fue horrible.

That (situation) was awful.

*Until 1994, demonstrative pronouns were usually written with accents (**éste**, **ése**) in order to distinguish them from demonstrative adjectives. However, context will generally determine meaning. You may still see accents on these pronouns from time to time, but the nonaccented pronouns will be used in *Sol y viento*.

Comunicación útil

In **Lección 1A** you learned the possessive adjectives **mi, tu, su**, and so forth. Just like demonstrative pronouns, *stressed possessives (los posesivos tónicos)* can also take the place of the noun, indicating to whom something belongs.

mío/a/os/as	<i>mine</i>	nuestro/a/os/as	<i>ours</i>
tuyo/a/os/as	<i>yours (informal)</i>	vuestro/a/os/as	<i>yours (informal plural)</i>
suyo/a/os/as	<i>yours (formal); his, hers</i>	suyo/a/os/as	<i>yours (formal); theirs</i>

Son mis libros.	Son míos .	<i>They're mine.</i>
¿Es tu cartera?	¿Es tuya ?	<i>Is it yours?</i>
Es nuestro auto.	Es nuestro .	<i>It's ours.</i>
Es su casa.	Es suya .	<i>It's yours/his/hers/theirs.</i>

Actividad E ¿Cierto o falso?

Listen as your instructor points out and describes the clothing your classmates are wearing. Then decide whether the description is correct (**es correcto**) or not (**no es correcto**).

1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ...

Actividad F ¿Es suyo?

Listen as your instructor points out various items and indicates to whom they belong. Then indicate if the statement is true or not by responding **sí** or **no**.

1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ...

Actividad G En la tienda

Look at the items on the tables on the next page. Then, using the appropriate forms of **este** and **ese**, tell a partner three items you would like to buy. Your partner will tell you how much the items cost.

MODELO: E1: Me gustaría comprar (*I would like to buy*) esta mochila, esa gorra y estos vaqueros. ¿Cuánto cuestan?

E2: Ciento noventa euros.

OUTPUT

Act. G, Suggestion: Point out that €1 equals about \$1.35.

Suggested follow-up: Ask different pairs of students which one of them spends more money and have them report the items they want to buy to the class.



INPUT

Act. E, Suggestion: Stand at different places in the classroom. Using demonstrative adjectives, come up with about 7 true/false statements describing the clothing items of students.



Examples: *Esta sudadera que lleva Sean es gris; Ese suéter que lleva Jennifer es rojo; Aquella camiseta que lleva Mark es de Abercrombie & Fitch;* and so on. Be sure to use all of the demonstrative forms.



INPUT

Act. F, Suggestion: Collect various objects from the students, including bags, caps, jackets, books, shoes, etc., and place them on a desk or table where everyone can see them. Make sure students know to whom the items belong. Also include some of your own items as well. Hold up or point to an item and then point to a person (or yourself) and say: *Este es mío / Estos son suyos* and so on. Be sure to use a variety of both demonstrative pronouns and possessives. Students will respond *sí* or *no* based on whether the object belongs to the indicated person.



OUTPUT
Actividad H



Actividad H Otra prueba para tu compañero/a

Paso 1 You are going to prepare a true/false quiz for a classmate. First, choose seven different clothing items the following people are wearing: you, someone near you, and someone far from you. Then come up with a true or false statement about each item indicating its color, the brand name, or to whom it belongs. Your partner has to respond with **cierto** or **falso**.

MODELOS: (for an item you're wearing) Estos vaqueros son verdes.

(for an item away from you) Esos vaqueros son Levis.

(for an item far away from you) Aquellos vaqueros son del profesor.



Paso 2 Take turns reading your items to a classmate. When indicating an item, be sure to point to it so that the other person knows exactly what and where it is. Are you able to stump your classmate on any item?

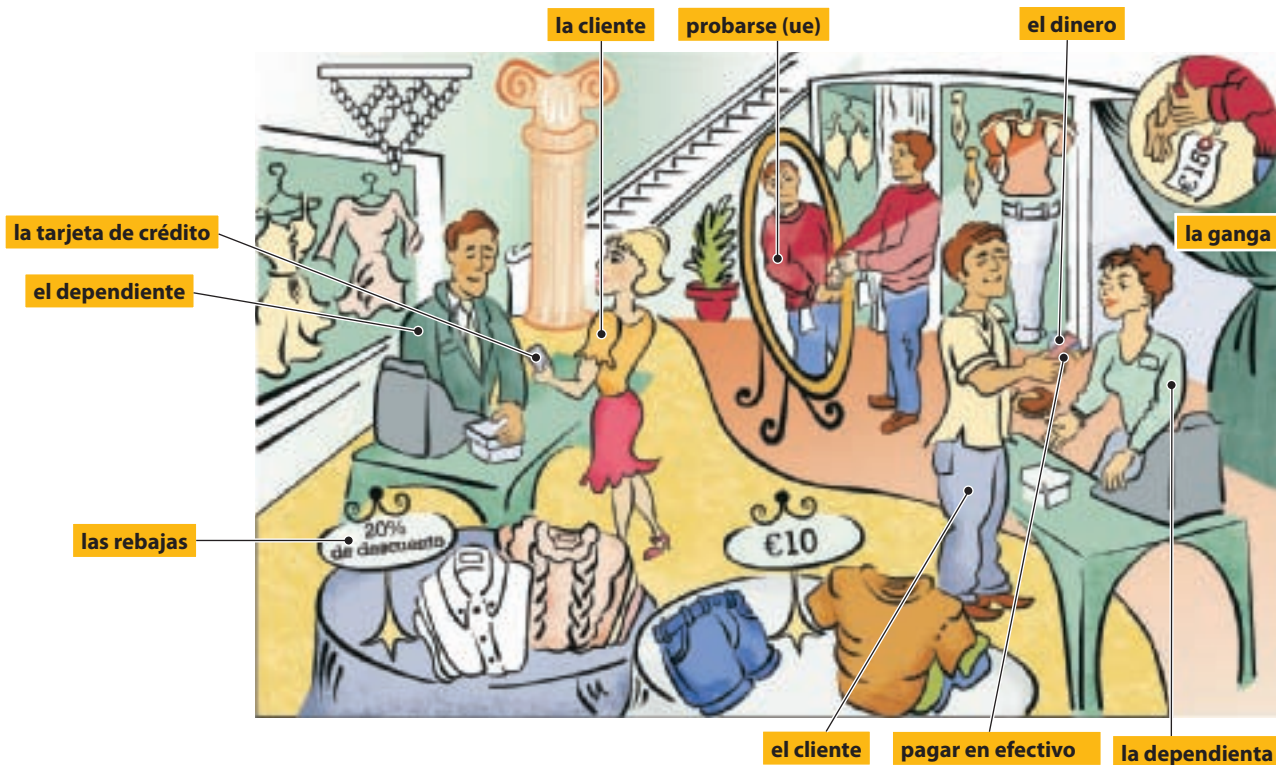
Vocabulario

De compras

Shopping

Note: These vocabulary items can be heard in this lesson's Textbook Audio section of the Online Learning Center Website.

Talking About Buying Things



Más vocabulario

buscar	to look for	de compras	shopping
comprar	to buy	la marca	brand name
encontrar (ue)	to find	el precio (fijo)	(fixed) price
gastar	to spend	la talla	size
quedar bien/mal	to fit well/poorly	grande	large
regatear	to bargain	mediano/a	medium
vender	to sell	pequeño/a	small
barato/a	inexpensive		
caro/a	expensive		

Vistazo cultural, Suggestion:

Have students read quickly as you write on the board or a transparency some common expressions used to bargain, such as: *¿Son fijos los precios? Le doy...;* etc. Then tell them you will read some statements. After each, they should indicate whether the statement would be said by a salesperson (*un vendedor*) or a customer (*un cliente*).

Statements: *¿Son fijos los precios? (cliente) Para Ud., un descuento. Déme cincuenta euros. (vendedor) Es muy cara. Le doy treinta. (cliente) Bueno. Aquí tiene el dinero. (cliente)*

Optional: With a student, act out a dialogue between a *vendedor* and a *cliente* based on the one provided. You may use other items you bring to class to *regatear* with the students.

Vistazo cultural

Los precios y el regateo^a

Prices in department stores (**almacenes**) and other stores (**tiendas**) in Spain are **precios fijos**. However, you will also find certain markets in both Spain and Latin America where you can buy flowers, clothing, furniture, antiques, music, souvenirs, and even animals. In some of these markets, the prices are not fixed; rather, it is necessary and even expected to bargain (**regatear**) with the vendor in order to get a good price.

The most famous Spanish market of this kind is El Rastro, which is held on Sundays and public holidays in Madrid. If you visit the Rastro and are looking to bargain, the best time to go is first thing in the morning. Although some tourists find bargaining tiresome, most think it's fun and an excellent way to put their Spanish to use!



El Rastro

^ael... bargaining

INPUT**Act. A, Statements:**

1. *la ganga*
2. *el cliente*
3. *la marca*
4. *la tarjeta de crédito*
5. *el dependiente*



Actividad A Descripciones

Listen as your instructor says the name of a person or thing related to shopping. Then write the number of the item mentioned next to the appropriate description.

- a. 4 en vez de (*instead of*) pagar en efectivo uno puede usar esto
- b. 2 la persona que compra algo (*something*)
- c. 5 la persona que trabaja en una tienda
- d. 1 un precio muy barato
- e. 3 muchas veces indica la calidad (¡o el precio!) de algo

OUTPUT**Actividad B**

Actividad B En orden

Imagine that a friend is narrating an account of a trip to a store to buy a pair of jeans. Select the correct word from the list to complete her statements, being sure to put all verbs in the correct form. Next, put the statements in order so that the story makes sense. The order of the first statement of the story has been done for you.

buscar encontrar quedar volver
devolver pagar ver

- a. 2 Entonces el dependiente busca y ve si hay más.
- b. 4 Me pruebo los vaqueros en el probador y me quedan muy bien.
- c. 1 Busco la talla que necesito, pero no encuentro mi talla.
- d. 6 En casa veo que los vaqueros están rotos (*torn*).
- e. 3 Después de (*After*) unos minutos, el dependiente vuelve con mi talla.
- f. 7 Tengo que regresar a la tienda para devolver los vaqueros. ¡Qué molestia (*bother*)!
- g. 5 Pago los vaqueros con mi tarjeta de crédito y me voy a casa.

Actividad C Una historia

Paso 1 With a classmate, write five to eight sentences describing what takes place in the following pictures. Below are a few questions to consider when writing your description.

- ¿Cómo se llama la muchacha y qué quiere comprar?
- ¿Qué busca pero no encuentra?
- ¿Cómo ayuda el dependiente a la chica?
- ¿Qué hace antes de comprar algo?
- Al final, ¿cómo paga?

OUTPUT

Act. C, Note: *Una historia* is an output activity recurring once every episode (A or B lesson).
Paso 1, Suggestion: Allow 7–10 minutes to write their narrations. If this is the first time students have encountered this activity, you may wish to provide them with the first sentence and



describe the first picture together as a class so students have a model. Example:



(Nombre de la chica) va de compras para comprar unos vaqueros. Entra en la tienda y busca (su talla). Circulate among groups to help with vocabulary and to answer questions. You may wish to provide each group with an overhead transparency on which to write their description.



Paso 2 Share your group’s description with the class. How similar or different is your description compared with those of other groups?

Paso 2, Suggestion: Ask various groups to share their descriptions orally or on the overhead projector. Draw students’ attention to



information or details that differ across groups.

Actividad D Entrevista **OUTPUT** Actividad D

Paso 1 Using the cues in columns A and B, write down five questions (in addition to the model) to use in an interview with a classmate to find out what kind of shopper he or she is. **¡OJO!** Many of the items in column A go with more than one expression in column B. Also, some questions can be formed without using an item from column A.

MODELO: ¿Cuáles son tus marcas preferidas de ropa?

A	B
¿Adónde... ?	ir de compras
¿Qué... ?	comprar
¿Te gusta... ?	pasar mucho tiempo de compras
¿Cuáles son... ?	gastar mucho dinero
¿Con qué frecuencia... ?	tus marcas preferidas de ropa
¿Dónde... ?	te gusta comprar

Paso 2 Take turns asking and answering the questions that you and a classmate have prepared. Be sure to jot down your classmate’s responses.

Paso 3 Based on your classmate’s answers, which adjectives from the following list would you choose to describe him or her as a shopper? Be prepared to provide information that would support your conclusions. Would he or she agree?

- | | | |
|---|---|--|
| <input type="checkbox"/> pragmático/a | <input type="checkbox"/> materialista | <input type="checkbox"/> compulsivo/a |
| <input type="checkbox"/> decidido/a (<i>decisive</i>) | <input type="checkbox"/> típico/a | <input type="checkbox"/> fanático/a |
| <input type="checkbox"/> indeciso/a (<i>indecisive</i>) | <input type="checkbox"/> extraño/a (<i>strange</i>) | <input type="checkbox"/> obsesionado/a |

¡Exprésate!

In addition to the expression **tener que + infinitive**, the following expressions also take infinitives:

- Hay que...** One must ...
- Es buena idea...** It's a good idea ...
- Es necesario...** It's necessary ...



Gramática

Talking About Expected and Unexpected Qualities

Suggestion: Point out that when *bien* is used with the verb *estar*, it is usually translated as *to be OK/fine*: *Está bien. (It's okay/fine.) Estoy bien, gracias. (I'm fine, thanks.)*

Está bien.

More on **ser** and **estar**

Up to this point you have been using the verb **ser** with adjectives to describe someone's physical characteristics or his or her personality.

Elena **es** elegante.

Elena is elegant (by nature).

Marcos **es** inteligente.

Marcos is (has always been) intelligent.

These examples communicate inherent or fundamental qualities of someone or something. To put it another way, they answer the question *What is he/she/it like?* (**¿Cómo es?**)

The verb **estar** can also be used with many adjectives to describe an unexpected change in someone's personality or physical appearance at a given point in time. Note that English often uses verbs other than *to be* to describe these changes.

Elena **está** muy elegante.

Elena looks very elegant.

Marcos **está** más delgado.

Marcos looks (seems) thinner.

When someone uses **estar** with **delgado/a** or **guapo/a**, the message normally conveyed is that a person looks particularly thin or good-looking at a particular time, not that the person is normally overweight or unattractive. In other words, these statements answer the question *How does she/he look or seem?* (**¿Cómo está?**)

Some adjectives that can be expressed with either **ser** or **estar** have different equivalents in English, depending on which verb is used. When used with **estar**, the meaning of **verde** is *green* as in *unripe*. The chart summarizes some of these common adjectives for you.



En general, Jaime es un hombre serio.

ser and estar with Adjectives

¿Cómo es?

(What's he/she like?)

¿Cómo está?

(How's he/she doing? / How does he/she look?)

Es muy guapo.
(He's very good-looking.)

Es seria.
(She's serious / a serious person.)

Es delgado.
(He's thin.)

Está muy guapo con ese traje.
(He looks very handsome in that suit.)

Está seria hoy.
(She looks/seems serious today.)

Está más delgado.
(He looks thinner.)

Differences in Meaning with ser and estar

ADJECTIVE	WITH ser	WITH estar
aburrido/a	María es aburrida. (María's boring. [She's a boring person.])	María está aburrida. (María's bored.)
listo/a	Somos listos. (We're smart/clever.)	Estamos listos. (We're ready.)
malo/a	Son muy malos. (They're very bad/malicious.)	Están malos. (They're in bad shape, sick.)
rico/a	La familia Ruiz es muy rica. (The Ruiz family is very wealthy.)	La comida está rica. (The food tastes delicious.)
verde	El suéter es verde. (The sweater is green.)	El plátano está verde. (The banana is unripe/green.)

Actividad E ¿Ser o estar?

Complete Jaime's statements with the correct form of **ser** or **estar**.

- Creo que Santiago (**es** / está) muy interesante. Me gustaría (*I would like*) pasar más tiempo aquí.
- Conocí a (*I met*) una mujer que (**es** / está) bonita e inteligente.
- (Es / **Está**) bien, Carlos. Nos vemos (*We'll see each other*) mañana.
- Mario, ya (soy / **estoy**) listo. Podemos salir ahora.

INPUT
Actividad E

INPUT

Act. F, Suggestion:

Before beginning activity, point out that students will be listening for cues that describe inherent qualities (*expected*) or temporary (at a particular moment) qualities (*unexpected*).

Statements:

1. *Estás muy guapo. (inesperado)*
2. *Los precios son muy altos. (esperado)*
3. *Es delgado. (esperado)*
4. *¡Qué cara está la ropa! (inesperado)*
5. *Es un poco feo. (esperado)*
6. *Es muy seria. (esperado)*

INPUT

Act. G, Suggestion: Read each statement out loud and then ask these questions.

1. *¿Es lista o está lista? (Es lista.)*
2. *¿Es aburrido o está aburrido? (Está aburrido.)*
3. *¿Son listas o están listas? (Están listas.)*
4. *¿Es rica o está rica? (Es rica.)*
5. *¿Es malo o está malo? (Está malo.)*
6. *¿Es verde o está verde? (Es verde.)*



Actividad F ¿Esperado o inesperado?

Listen as your instructor describes different people and things. Decide whether the description represents something *expected* (**esperado**) or *unexpected* (**inesperado**).

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...



Actividad G ¿Es o está?

Listen as your instructor reads each of the following statements and then poses a question. Select the best option from his or her question.

1. Marta estudia mucho y siempre saca (*she always gets*) buenas notas en sus clases.
2. José no tiene interés en la clase hoy y no puede prestar atención (*pay attention*).
3. Las chicas quieren salir ahora.
4. Verónica tiene mucho dinero y cada año compra un coche nuevo.
5. Miguel tiene fiebre (*fever*).
6. Me gusta mucho el color de esa chaqueta.

Actividad H ¿Es caro o está a buen precio?

OUTPUT
Actividad H

Paso 1 Invent prices for the items in one of the lists below. A classmate will invent prices for the other list. Some of your prices should be inexpensive, others very expensive, and some at a good price.

A

unos zapatos de cuero (*leather*)
elegantés
un disco compacto
un televisor grande
una computadora portátil (*laptop*)
un suéter de lana (*wool*)

B

un traje Armani
unos vaqueros Lucky
un cinturón (*belt*) de cuero
un traje de baño
una falda



Paso 2 Take turns sharing the prices for your items with your partner. Indicate your attitude toward each price your partner provides by replying with **es barato/a (son baratos/as)**, **está(n) a buen precio**, or **es caro/a (son caros/as)**. Does your partner agree with you?

MODELO: E1: Una camiseta cuesta cinco dólares.

E2: ¡Es barata!

E1: Sí, es barata. (No, está a buen precio.)

¡Exprésate!

The verb **ser** is often used with the adjectives **barato/a** and **caro/a**; however, to say that something is a good price, **está a buen precio** is used.

Es barato/a.

It's cheap.

Es caro/a.

It's expensive.

Está a buen precio.

It's a good price.

Actividad I La ropa y la personalidad

Paso 1 How does what someone wears express his or her personality or mood? For each description of outfits listed, write a sentence that could describe that person's personality or mood today. You may use the following adjectives or others you have learned.

alegre	excéntrico/a	perezoso/a	soñador(a)
elegante	listo/a	perfeccionista	tonto/a
enérgico/a	optimista	profesional	

MODELO: Felipe siempre se viste de negro. → Es pesimista.

1. Para ir a clase hoy, Federico lleva sudadera, vaqueros, gorra y zapatos de tenis.
2. Para ir al trabajo, mi madre (*mother*) siempre lleva blusa, falda y chaqueta.
3. Para salir a la calle (*street*), un hombre de cincuenta años generalmente lleva un abrigo anaranjado y una gorra verde.
4. Para ir a un restaurante con su novio (*boyfriend*) esta noche, Ángela lleva un vestido negro y zapatos elegantes.
5. Para ir a correr esta tarde, Juan lleva una camisa de flores (*floral*) y unos pantalones cortos de cuadros.
6. Mi hermano (*brother*) siempre combina bien los colores de su ropa cuando se viste.

Paso 2 Compare your answers with a classmate's. Are there certain colors or clothes that project a particular personality or mood?

MODELO: El rojo da (*gives*) una imagen (*image*) enérgica.



OUTPUT
Actividad I



Para ir al trabajo, mi hermano siempre lleva corbata. Es profesional.



Resumen de gramática

Act. A, Note: You can access this film clip from a special menu section on Disc 5 of the Instructional Version on DVD.

Resumen de gramática,

Purpose: This section appears in each lesson and brings together film clips in Acts. A, B, and C that highlight the 3 grammatical points presented in a given lesson. Act. D (*Síntesis*), a film-based grammar synthesis exercise, follows and provides students with an opportunity to practice all 3 grammar points within the same activity. In addition to providing a review of grammar points, viewing these film clips gives students additional prior exposure that will help maximize comprehension when they watch the episode.

Suggestion: Have students work through Acts. A, B, and C, and then play the film clips so that students can check their answers. Then have students do Act. D to practice all 3 grammar points.

Actividad A En el parque

In **Episodio 2** of *Sol y viento*, you will watch a scene in which Jaime bumps into María while he's reading a fortune. Part of their exchange appears in the dialogue.

- JAIME: ¡Le _____ mil disculpas!^a Andaba distraído.
 MUCHACHO: El señor estaba leyendo^b el papelito de la suerte.^c
 MARÍA: Ah. Debe ser una suerte excepcional.

Based on the context of the dialogue, select the verb that best completes Jaime's statement.

1. sirvo
2. repito
3. pido

^aLe... *I'm sorry!* (lit.: A thousand pardons!) ^bestaba... *was reading* ^cfortune



Actividad B ¡Señorita Sánchez!

Act. B, Note: You can access this film clip from a special menu section on Disc 5 of the Instructional Version on DVD.

In **Episodio 2** of *Sol y viento*, You will watch a scene in which Jaime returns a business card that María has dropped. Part of their exchange appears in the dialogue.

- JAIME: ¡Señorita Sánchez!
 MARÍA: ¿Viene a chocarse conmigo^a otra vez?
 JAIME: Eh, no. Creo que _____ es suyo.^b
 MARÍA: ¡Ah! Por eso sabe^c mi nombre. Si quiere, la guarda.^d

Selecting from the following list, which demonstrative pronoun belongs in the space above?

1. esto
2. eso
3. aquello

^achocarse... *bump into me* ^byours ^cPor... *That's how you know* ^dla... *you can keep it*



Actividad C ¿Se siente bien? (Do you feel okay?)

In **Episodio 3** of *Sol y viento*, you will watch a scene in which Jaime and Mario arrive in the Valle del Maipo. Part of their exchange appears here.

MARIO: ¿Se siente bien, don Jaime? ¿eh?

JAIME: Sí, Mario. Un recuerdo lejano.^a

MARIO: Tan^b serio que _____ ...

JAIME: Nah, no es nada. Vamos.



Selecting from the following list, which verb belongs in the space above?

1. eres
2. es
3. estás
4. **está**

^arecuerdo... *distant memory* ^bSo

Act. C, Note: You can access this film clip from a special menu section on Disc 5 of the Instructional Version on DVD.
Suggestion: After students read the exchange, point out the first line of the dialogue and ask students if Mario addresses Jaime formally or informally (formally). Then ask students if Mario is commenting on Jaime's personality or his mood at that time (his mood at that time). Then have students answer the follow-up question.

Actividad D Síntesis

Paso 1 Complete each sentence, using the words provided, and making sure that all words are correctly formed. Then assemble the sentences into a logical paragraph, writing the order of the sentences in the blanks to the left.

- 4 **a.** seguir, este/esta: Jaime sigue a este chofer a su automóvil.
- 1 **b.** ser/estar; En general, Jaime es un hombre serio.
- 3 **c.** decir: En el aeropuerto, un hombre, Mario, dice a Jaime: «¡Para servirlo, señor! ¡El mejor chofer de Chile!».
- 5 **d.** ser/estar: Cuando sale del Hotel Bonaparte, Mario está contento porque (*because*) mañana va a llevar a Jaime al Valle del Maipo.
- 2 **e.** ser/estar: Cuando (*When*) llega al aeropuerto, (Jaime) está especialmente serio.

Paso 2 Compare your paragraph with that of a partner. Are your paragraphs the same?

Sol y viento

Episodio 2

Antes de ver el episodio

Actividad A Sol y viento en resumen

Indicate whether the following statements are **cierto** or **falso**, based on what you've seen so far in *Sol y viento*.

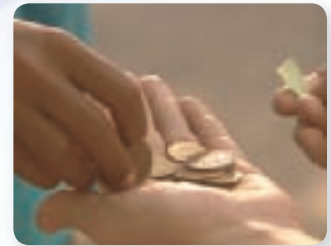
	CIERTO	FALSO
1. Jaime tiene ganas de ir a Santiago.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Jaime ya sabe (<i>already knows</i>) mucho de vinos.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Mario no puede llevar a Jaime al Valle del Maipo.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. El hotel donde Jaime se aloja (<i>is staying</i>) se llama el Hotel Bonaparte.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Jaime necesita hablar con Andrés Sánchez de la viña «Sol y viento».	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Act. B, Suggestion: Have students read the exchange before watching the episode. They do not need to write anything at this point. Do not reveal answers.

Alternative: Have the class brainstorm possible answers for each blank but do not have them write anything down.

Actividad B ¡A escuchar!

In a moment you will watch **Episodio 2**. Familiarize yourself with the following excerpt from the scene in which Jaime talks with a young boy in the park. You will be asked to listen closely and write the missing words in the blanks. Do not look back at any previous excerpts from this episode!



JAIME: ¿ Tres pesos?

MUCHACHO: ¡Chis! ¡ Tres pesos no, señor! ¡Son trescientos pesos!

JAIME: Ah, espere.

MUCHACHO: Esa, esa y esa. Ya, trescientos.

JAIME: Ah, y estos cien son para tí.

MUCHACHO: ¡Gracias, señor!

Actividad C El episodio

Now watch the episode. Remember that it's OK to let some words and expressions slip by you, especially since this is the first time you are watching the episode. You should be able to follow along without understanding every word.

Después de ver el episodio

Actividad A ¿Qué recuerdas?

Answer each question according to what you remember from the episode.

1. ¿Qué ejercicio hace Jaime en el parque? *corre*
2. ¿Cuánto cuesta el papelito de la suerte? *trescientos pesos*
3. ¿Dónde trabaja María? *en la universidad, en un sitio de excavación, es antropóloga, cerca del Valle del Maipo*
4. Cuando Jaime y Mario hablan al final, ¿qué adjetivos usa Jaime para describir a María? *bonita e inteligente*
5. Según el papelito de la suerte, ¿qué es un torbellino? *el amor*

Actividad B ¡A verificar!

Listen as your instructor replays the scene from **¡A escuchar!** on the previous page. Fill in the missing information based on what you hear.

Actividad C ¿Cómo es María?

Paso 1 Jaime thinks María is attractive and intelligent. How else would you describe María? Use at least two more adjectives you have learned. Share your answers with the class. Which adjectives are most often repeated?

MODELOS: Mi primera impresión es que María es...

Creo que María es...

Paso 2 With the rest of the class, describe María's clothing. What is she wearing when she meets Jaime? Does her clothing support the opinions you all shared in **Paso 1**?

Actividad D ¡Te toca a ti!

Paso 1 Do you remember what Jaime and Mario were wearing in **Episodio 2**? Write down the clothes and the colors that each one had on.

Jaime	Mario

Paso 2 In this lesson you talked about how clothing can reflect the personalities of the people who wear it. Do any of the clothes that Jaime and Mario wear represent their personalities in any way? Write brief descriptions of each character's personality, based on his clothing. Compare your answers with those of three other classmates.

Detrás de la cámara



If you watch María carefully, you may have noticed that she has a determined walk. Even when she's in the park, she never strolls leisurely. What might that say about her personality? María is very goal-oriented, and she doesn't stop until she achieves her goals. Jaime seems to pick up on this, and perhaps that is why he is so persistent. Jaime realizes intuitively that María possesses much more than good looks. That's why when Mario says, "**¡Bonita la muchacha, don Jaime!**" Jaime emphasizes that she's also intelligent. Do you think Jaime and María would make a good match? Are they too much alike? Too dissimilar? Or is the combination just right?

Act. B, Suggestion: Replay the scene once for students. Replay a second time if needed. Then ask for volunteers to provide answers for each blank. Verify using the instructor notes from Act. B on the previous page. **Alternative:** After students complete the conversation, have 2 students act it out.

Panorama cultural



España

España tiene mucha diversidad cultural, una riqueza histórica y múltiples regiones bilingües. España surge^a como nación en 1492 y en ese año también empieza su conquista de las Américas. Entre los siglos^b XVI y XVII, España llega a ser una primera potencia mundial.^c Es el país de origen de religiosos notables como Santa Teresa de Jesús y San Ignacio de Loyola, de escritores importantes como Miguel de Cervantes y de artistas famosos como Velázquez, Goya, Picasso y Dalí. La Guerra^d Civil española (1936–1939) resulta en cuarenta años de represión política bajo^e la dictadura de Francisco Franco pero con la muerte^f de Franco la democracia vuelve a España. En la actualidad,^g el país es miembro de la Unión Europea.



DATOS BÁSICOS

CAPITAL
MADRID

POBLACIÓN
MÁS DE 40 MILLONES

IDIOMAS OFICIALES
ESPAÑOL, CATALÁN,
GALLEGO, EUSKERA,
VALENCIANO

TASA DE ALFABETIZACIÓN
99%

MONEDA
EL EURO

^aemerges ^bcenturies ^cllega... becomes a world power ^dWar ^eunder ^fdeath ^gpresent day

La influencia árabe

Los musulmanes ocupan^a la península Ibérica^b por más de^c 700 años de 711 d.C. a 1492 d.C. Así que^d en España hay importantes restos^e arquitectónicos de la cultura árabe. La Alhambra de Granada, la Mezquita de Córdoba y la Giralda y la Torre del Oro en Sevilla son edificios únicos^f en el mundo por la belleza^g de su construcción.

^amusulmanes... Muslims occupy ^bIberian ^cpor... for more than ^dAsí... Thus ^eremains ^funique ^gbeauty



En la Mezquita de Córdoba se ven (can be seen) restos de la cultura árabe.



Penélope Cruz con su Premio Óscar

El cine español

Pedro Almodóvar es uno de los directores más importantes del cine español de los últimos^a treinta años. Sus muchas películas tratan^b temas controvertidos^c y mezclan^d elementos modernos con tradicionales. Antonio Banderas, Penélope Cruz y Javier Bardem, tres actores españoles que han trabajado^e con Almodóvar, se han convertido en^f superestrellas de Hollywood.

^alast ^bdeal with ^ccontroversial ^dmix ^eque... that have worked ^fse... have become

Tapas y vinos

Las tapas son aperitivos que se comen^a en los bares y los restaurantes de España acompañados^b con un vaso^c de vino o una cerveza. Hay mucha variedad de tapas, pero las tapas más comunes son el queso manchego,^d el jamón serrano,^e el chorizo^f y la tortilla española.^g

^aaperitivos... *appetizers that are eaten* ^bacompañados... *accompanied* ^cvaso... *glass* ^dqueso... *Spanish sheep's milk cheese* ^ejamón... *cured Spanish ham* ^fcured Spanish sausage ^gtortilla... *omelette made of eggs, potatoes, and onions*



En España la gente (*people*) suele comer tapas y tomar vino.

Música y baile

El flamenco, es un tipo de música y un tipo de baile a la vez.^a El origen del flamenco es incierto, pero en su música hay influencias orientales y norteafricanas asociadas con el mundo de los gitanos.^b Algunos grupos musicales de España como Chambao crean^c un flamenco de fusión en el que^d los elementos tradicionales se mezclan^e con la música electrónica.

^aa... *at the same time* ^bgypsies ^ccreate ^den... *in which* ^eare mixed



En el Internet

Busca información sobre uno o más de los siguientes temas.

1. el catalán o el euskera como idiomas oficiales de España
2. cómo preparar una tortilla española
3. un vídeo de un espectáculo (*show*) de flamenco

Trae la información a la clase para compartir con tus compañeros/as.

Si viajas allí



Be sure to take the high-speed train called the AVE in Spain. You can get from Madrid to Sevilla in just two hours and 30 minutes, covering a distance of over 530 kilometers (327 miles).

Prueba

	CIERTO	FALSO
1. El español es el único idioma oficial de España.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Por 40 años, España sufre (<i>suffers</i>) bajo la dictadura de Franco.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Los musulmanes ocupan España durante 300 años.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Las películas de Almodóvar tratan temas controvertidos.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Las tapas son platos principales (<i>main courses</i>).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. El origen del flamenco no es cierto.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vocabulario

Verbos

combinar bien/mal	to go well/poorly with (clothing)
comprar	to buy
encontrar (ue)	to find
gastar	to spend
llevar	to wear
pagar en efectivo	to pay cash
pedir (i)	to ask for; to order
probarse (ue)	to try on
quedar bien/mal	to fit well/poorly
regatear	to bargain
repetir (i)	to repeat
seguir (i)	to follow; to continue
servir (i)	to serve
vender	to sell
vestir(se)	to dress (get dressed)

Repaso: buscar, costar (ue), decir (irreg.)

Las prendas de ropa

el abrigo	coat
la blusa	blouse
la bolsa	purse
las botas	boots
los calcetines	socks
la camisa	shirt
la camiseta	T-shirt
la corbata	tie
la falda	skirt
la gorra	baseball cap
los pantalones	pants
los pantalones cortos	shorts
la sudadera	sweatshirt
el traje	suit
el traje de baño	bathing suit
los vaqueros	jeans
el vestido	dress
los zapatos de tenis	shoes tennis shoes, sneakers

Cognados: la chaqueta, las sandalias, el suéter

De compras

el/la cliente	customer
el/la dependiente/a	clerk
de compras	shopping
el dinero	money
en efectivo	cash
la ganga	bargain
la marca	brand name
el precio (fijo)	(fixed) price
las rebajas	sale(s)
la talla	size
mediano/a	medium
pequeño/a	small
la tarjeta de crédito	credit card
barato/a	inexpensive
caro/a	expensive

Repaso: grande

Los colores

amarillo/a	yellow
anaranjado/a	orange
azul	blue
blanco/a	white
gris	gray
marrón	brown
morado/a	purple
negro/a	black
rojo/a	red
rosado/a	pink
verde	green

Los números del 100 al 1.000

ciento uno/a, doscientos/as, trescientos/as, cuatrocientos/as, quinientos/as, seiscientos/as, setecientos/as, ochocientos/as, novecientos/as, mil

Repaso: cien

Los adjetivos y pronombres demostrativos

aquel, aquella	that; that one (over there)
aquellos/as	those; those (ones) (over there)
ese/a	that; that one
esos/as	those; those (ones)
este/a	this; this one
estos/as	these; these (ones)
eso	that (<i>neuter</i>)
esto	this (<i>neuter</i>)
aquello	that (over there) (<i>neuter</i>)

Los posesivos tónicos

mío/a/os/as	mine, of mine
tuyo/a/os/as	yours, of yours (<i>informal</i>)
suyo/a/os/as	yours, of yours (<i>formal</i>); his, hers, their

Repaso: nuestro/a, vuestro/a

Otras palabras y expresiones

la moda	fashion
aburrido/a	boring
listo/a	clever, smart
malo/a	bad; sick
rico/a	rich, wealthy; delicious
allí	there; over there
aquí	here
es buena idea + <i>infin.</i>	it's a good idea (to do something)
es necesario + <i>infin.</i>	it's necessary (to do something)
hay que + <i>infin.</i>	one must (<i>do something</i>)
para + <i>infin.</i>	in order to (<i>do something</i>)