



# ¡Vamos de compras!<sup>a</sup>

## 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

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



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

<sup>a</sup>¡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



ActivityPak



Online Learning  
Center Website

# PRIMERA PARTE



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

## Vocabulario

Talking About What People Wear

### La ropa

 Clothing



### MÁS VOCABULARIO

llevar

to wear



**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. *Carolina Herrera es de la República Dominicana. (falso, es de Venezuela)*
2. *Amancio Ortega es de Galicia. (cierto)*
3. *Los diseños (word related to diseñadores) de Carolina Herrera y Óscar de la Renta son muy famosos en los Estados Unidos. (cierto)*
4. *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.

## Vistazo cultural

### Diseñadores<sup>a</sup> hispanos

For decades, a number of Hispanic designers have enjoyed international recognition for their elegant, high-end fashion designs. Cristóbal Balenciaga (Spain, 1895–1972) created a world-renowned fashion house in Paris, and his designs continue to enjoy success on both sides of the Atlantic. Venezuelan-born Carolina Herrera and the Dominican Óscar de la Renta have been at the forefront of the U.S. fashion industry for more than two decades. In addition to creating accessory and fragrance lines, both are well-known for creating designs described as both wearable and stylish. More recently, Cuban-American Narciso Rodríguez gained notoriety after designing the wedding gown for Carolyn Bessette Kennedy in 1996. His designs are often worn by famous actresses such as Salma Hayek and Sarah Jessica Parker.

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 HM). 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.



<sup>a</sup>Designers

▲ Carolina Herrera



**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*

**Suggested follow-up:**

Have students provide other items that should not be worn in each situation named.



**Actividad A ¡No lledes 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  | <input checked="" type="radio"/> c. unas botas       |
| 2. <input checked="" type="radio"/> a. un traje     | b. el pijama ( <i>pajamas</i> )                       | c. una camiseta                                      |
| 3. a. una sudadera                                  | b. unos vaqueros                                      | <input checked="" type="radio"/> c. un traje de baño |
| 4. a. una gorra                                     | <input checked="" type="radio"/> b. pantalones cortos | c. un abrigo   |
| 5. <input checked="" type="radio"/> a. una sudadera | b. un traje   | c. un vestido  |
| 6. a. unas sandalias                                | b. una camiseta                                       | <input checked="" type="radio"/> c. un suéter        |
| 7. a. unos zapatos de tenis                         | <input checked="" type="radio"/> b. una falda         | c. unos calcetines                                   |

**¡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.*

**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.



**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



▲ En cada episodio hasta el momento (*up until now*), Jaime lleva ropa diferente. ¿Puedes describir lo que lleva?

## OUTPUT

**Act. C, Suggestion:** Class size permitting, have students sit in a circle so that they can easily see what others are wearing.

## Actividad C ¿Qué llevan los compañeros?

**Paso 1** Count the number of men and women in the class that are wearing each of the clothing items listed in the chart.

PRENDA DE ROPA (ARTICLE OF CLOTHING)	NÚMERO DE HOMBRES	NÚMERO DE MUJERES	TOTAL
vaqueros			
camisetas			
camisas			
zapatos de tenis			
zapatos			
sandalias			
sudaderas			
suéteres			
gorras			
calcetines			
chaquetas			
pantalones			
botas			
¿ ?			
<b>Total</b>			



**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...

**Navegando la red,**  
**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.



## NAVEGANDO LA RED

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.

# 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)	
digo	decimos	repito	repetimos	sirvo	servimos
dices	decís	repites	repetís	sirves	servís
dice	dicen	repite	repite	sirve	sirven
dice	dicen	repite	repite	sirve	sirven
pedir (to ask for; to order)		seguir* (to follow; to continue)		vestir (to dress)	
pido	pedimos	sigo	seguimos	visto	vestimos
pides	pedís	sigues	seguís	vistes	vestís
pide	piden	sigue	siguen	viste	visten
pide	piden	sigue	siguen	viste	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 get dressed quickly.*

¡**Vístete!**

*Get dressed!*

¿Cómo **nos vestimos?**

*How do/should we dress?*

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

**De Sol y viento, Note:**  
You can access this film clip from a special menu section on Disc 5 of the Instructional Version on DVD.



## DE SOL Y VIENTO

In **Episodio 2** of *Sol y viento*, you will again watch the 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!<sup>a</sup> Andaba distraído.

MUCHACHO  
El señor estaba leyendo<sup>b</sup> el papelito de la suerte.<sup>c</sup>

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. me visto      3. repito      4. pido

<sup>a</sup>Le... I'm sorry! (lit.: A thousand pardons!)    <sup>b</sup>estaba... was reading    <sup>c</sup>fortune



## Enfoque lingüístico

**Enfoque lingüístico, Suggestion:** After students read, ask them to think about English and inflections on verbs. Give them the verb *talk* and see how many inflections they can add: *talk, talks, talking, talked*. **Note:** Some students might say something like *talker*. Tell them that *-er* is not an inflection on a verb but a way of converting a verb into a noun. Once they have thought about English inflections, ask them to make a statement of comparison about Spanish and English verb inflections (example: "Spanish has a much richer set of verb inflections / has many more verb inflections than English"). Then remind them that this is why they have to pay attention to word endings in Spanish.

### Más sobre las inflexiones

You may recall that *inflections* are forms that are added to words that provide the listener with certain information. For example, you learned in **Lección 1A** that one way in which Spanish is an inflectionally rich language is that its verb inflections are unique for each person (e.g., *I, you, he/she, we, and they*). In the last few lessons, you've learned the present-tense inflections for Spanish **-ar, -er, and -ir** verbs. Later in *Sol y viento* you will learn other verb inflections to express various meanings and speaker perspectives. All of the Spanish verb inflections that you will learn are *suffixes*; that is, they are forms that are attached to the *end* of a word or stem. (Remember in **Lección 1A** you read that you will have to get used to listening to the ends of verbs to find out who is being talked about.)

However, not all languages use suffixes for verbal inflections. Some Native American languages like Navajo use *prefixes* (forms attached to the *beginning* of a word or stem). For example, to say *he is going* in Navajo, the prefix **naal** (roughly equivalent to *-ing* used with *is* in English) is added to the stem **nish** (*go*) to form **naalnish**. Instead of prefixes or suffixes, some languages use *infixes*, a form inserted in the *middle* of a word or stem. Tagalog, a language spoken in the Philippines, uses infixes to form commands (i.e., telling someone to do something). For example, to say to someone *Read!*, Tagalog inserts **-um-** after the first consonant of the verb *read*, **basa**, to form **Bumasa!** If you were learning a language like Tagalog, you would have to get used to listening to the middle of verbs to understand different meanings!

**INPUT**  
Actividad D

**Actividad D ¿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.



▲ Jaime

▲ María

▲ Mario

▲ Carlos

▲ la machi

1. Jaime pide disculpas.
2. La machi repite una historia (*tale, story*).
3. Jaime se viste con pantalones cortos en el parque.
4. Mario dice que es «el mejor (*best*) chofer de Chile».
5. Jaime pide una reunion (*meeting*) con Carlos.
6. María se viste con una blusa y una chaqueta.

**INPUT**  
**Act. E, 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?*

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

**Paso 1** Indicate whether the following statements are true for you (**Sí**), are sometimes true (**A veces**), or not true at all (**No**).

	SÍ	A VECES	NO
1. Leo revistas de moda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sigo las modas de los diseñadores famosos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Me visto con ropa de marcas ( <i>brand names</i> ) famosas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pido 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. Llevo zapatos de muy buena calidad ( <i>quality</i> ).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Compro ropa sólo en ciertas tiendas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Tardo mucho en ( <i>I take a long time to</i> ) vestirme.	<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 14), check one of the following statements.

- (11–14 puntos) Sigo mucho la moda. No siempre puedo (*I can't always*) comprar ropa de moda, pero me gusta mucho.
- (5–10 puntos) A veces sigo la moda.
- (0–4 puntos) Casi nunca (*Almost never*) sigo la moda. No me importa para nada. (*It doesn't matter to me at all.*)



**OUTPUT**  
Actividad F



**Actividad F 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 les gustan unas clases más que otras  
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. G,**

**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 G ¿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 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

## SEGUNDA PARTE



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

# Vocabulario

More on Describing |

**Hay doscientas blusas rojas.**

**Colors; Numbers 100–1,000** \*



rosado/a



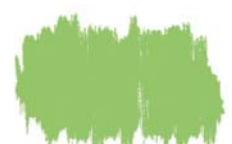
rojo/a



anaranjado/a



amarillo/a



verde



azul



morado/a



marrón



negro/a



gris



blanco/a

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.

doscient**as** tres personas  
 quinient**os** 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, Point out:** Here are the cultural and historical references for the currencies of some countries: *colón* (*Cristóbal Colón*); *euro* (*la Unión Europea*); *quetzal* (*pájaro nacional de Guatemala que se encuentra en las selvas*); *guaraní* (*grupo indígena del Paraguay*); *sol* (*importante en la cultura incaica*); *bolívar* (*Simón Bolívar, libertador de Venezuela y otros países sudamericanos*).



## Vistazo cultural

### La moneda<sup>a</sup> de los países hispanos

Below is a list of the different currencies of Spanish-speaking countries. You may notice that the currency names of some countries are linked to important historical and/or cultural references. Do you know what they are?

COUNTRY	CURRENCY	COUNTRY	CURRENCY
la Argentina	el peso	Honduras	el lempira
Bolivia	el peso boliviano	México	el nuevo peso
Chile	el peso	Nicaragua	el córdoba
Colombia	el peso	Panamá	el dólar estadounidense
Costa Rica	el colón	el Paraguay	el guaraní
Cuba	el peso	el Perú	el nuevo sol
el Ecuador	el dólar estadounidense	Puerto Rico	el dólar estadounidense
El Salvador	el dólar estadounidense	la República Dominicana	el peso
la Guinea Ecuatorial	el franco	el Uruguay	el peso
España	el euro	Venezuela	el bolívar
Guatemala	el quetzal		

You may have also noticed that a number of countries use the **peso**; however, the value of each country's **peso** is not the same. You may wish to do an Internet search to find out how much your country's unit of currency is worth in some of these countries.



<sup>a</sup>La... Currency

**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.   659
5.   904
6.   325
7.   413

**INPUT/OUTPUT**  
**Actividad B**

**Actividad B ¿Combinan bien?**

**Paso 1** Read the following clothing and color combinations. Then decide whether the combination is appropriate or if it depends on the situation.

	SÍ	NO	DEPENDE
1. una camiseta blanca con vaqueros azules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. un traje verde con una corbata morada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. unos pantalones negros con calcetines blancos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. una falda anaranjada sobre ( <i>over</i> ) unos vaqueros azules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. unas medias ( <i>stockings</i> ) rosadas con una falda negra de cuero ( <i>leather</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. unos zapatos negros con un traje negro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. una camisa de cuadros ( <i>plaid</i> ) con vaqueros azules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. unos pantalones de rayas ( <i>striped</i> ) con una blusa de lunares ( <i>polka-dotted</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. un vestido rojo con zapatos negros de tacón alto ( <i>high-heeled</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**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.



## 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.

## 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 (11 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!

OUTPUT  
Actividad D

## 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 **Repite, por favor**.



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

# Gramática

Pointing  
Things Out

## ¿Qué es esto?

## Demonstrative Adjectives and Pronouns

DEMONSTRATIVE ADJECTIVES					
SINGULAR			PLURAL		
<i>this</i>	<b>este</b> suéter	<b>esta</b> camiseta	<i>these</i>	<b>estos</b> pantalones	<b>estas</b> blusas
<i>that</i>	<b>ese</b> suéter	<b>esa</b> camiseta	<i>those</i>	<b>esos</b> pantalones	<b>esas</b> blusas
<i>that</i> ( <i>over there</i> )	<b>aquel</b> suéter	<b>aquella</b> camiseta	<i>those</i> ( <i>over there</i> )	<b>aquellos</b> pantalones	<b>aquellas</b> blusas
DEMONSTRATIVE PRONOUNS					
SINGULAR			PLURAL		
este suéter → <b>este</b>	<i>this one</i>		estos pantalones → <b>estos</b>	<i>these (ones)</i>	
esta camiseta → <b>esta</b>			estas blusas → <b>estas</b>		
ese suéter → <b>ese</b>	<i>that one</i>		esos pantalones → <b>esos</b>	<i>these (ones)</i>	
esa camiseta → <b>esa</b>			esas blusas → <b>esas</b>		
aquel suéter → <b>aquel</b>	<i>that one</i>		aquellos pantalones → <b>aquellos</b>	<i>these (ones)</i>	
aquella camiseta → <b>aquella</b>			aquellas blusas → <b>aquellas</b>		

*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*.

**De Sol y viento, Note:**  
You can access this film clip from a special menu section on Disc 5 of the Instructional Version on DVD.



## DE SOL Y VIENTO

Do you remember the scene from **Episodio 2** of *Sol y viento* 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<sup>a</sup> otra vez?

JAIME  
Eh, no. Creo que \_\_\_\_\_ es suyo.<sup>b</sup>

MARÍA  
¡Ah! Por eso sabe<sup>c</sup> mi nombre. Si quiere, la guarda.<sup>d</sup>

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

1. esto      2. eso      3. aquello

<sup>a</sup>chocarse... *bump into me*    <sup>b</sup>yours    <sup>c</sup>Por... *That's how you know*    <sup>d</sup>la... *you can keep it*

## COMUNICACIÓN ÚTIL

In the exchange between Jaime and María, Jaime used the possessive **suyo**. In **Leción 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.

<b>mío/a/os/as</b>	<i>mine</i>	<b>nuestro/a/os/as</b>	<i>ours</i>
<b>tuyo/a/os/as</b>	<i>yours</i>	<b>vuestro/a/os/as</b>	<i>yours</i>
<b>suyo/a/os/as</b>	<i>yours (formal); his, hers</i>	<b>suyo/a/os/as</b>	<i>yours; theirs</i>
Son mis libros.	Son <b>míos</b> .	<i>They're mine.</i>	
¿Es tu cartera?	¿Es <b>tuya</b> ?	<i>Is it yours?</i>	
Es nuestro auto.	Es <b>nuestro</b> .	<i>It's ours.</i>	
Es su casa.	Es <b>suya</b> .	<i>It's yours/his/hers/theirs.</i>	

**INPUT**  
**Actividad E**

**INPUT**  
**Act. F, 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. G, 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**  
**Act. H, Suggestion:** Point out that €1 equals about \$1.25.  
**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.

**Actividad E ¿Cerca o lejos?**

Decide whether Mario, Jaime, or María would say the following statements. Then indicate whether the speaker is talking about something close (**cerca**), far (**lejos**), or even farther away (**muy lejos**).

	SPEAKER	CERCA	LEJOS	MUY LEJOS
1. Este auto es mío.	<u>Mario</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Creo que esta tarjeta es suya.	<u>Jaime</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sí, esa tarjeta es mía.	<u>María</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Me quedo ( <i>I'm staying</i> ) en aquel hotel.	<u>Jaime</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Claro que conozco ( <i>Of course I know</i> ) ese lugar. Está cerca de mi trabajo.	<u>María</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Actividad F ¿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 G ¿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** o **no**.

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

**COMUNICACIÓN ÚTIL**

You can use the words **aquí** (*here*) and **allí** (*there; over there*) to talk about spatial relationships between people, places, and things.

—¿Te gusta esta bolsa blanca que tengo <b>aquí</b> ?	<i>Do you like this white purse I have here?</i>
—Sí, pero prefiero esa roja en la mesa <b>allí</b> .	<i>Yes, but I prefer that red one on the table over there.</i>

**Actividad H 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**  
Actividad I



**Actividad I 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 from the following people: 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?



◀ ¿Sabes (*Do you know*) de qué material es esta chaqueta que lleva María? Es de pana (*corduroy*).

TERCERA PARTE



Vocabulario

Talking About  
Buying Things

De compras

Shopping

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



la tarjeta de crédito

el dependiente

las rebajas



la cliente

probarse (ue)

el dinero

la ganga

el cliente

pagar en efectivo

la dependienta



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. 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:** 1. *¿Son fijos los precios?* (*cliente*)  
 2. *Para Ud. un descuento. Déme cincuenta pesos.* (*vendedor*)  
 3. *Es muy cara. Le doy treinta.* (*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 bargain with the students.



## Vistazo cultural

### Los precios y el regateo<sup>a</sup>

Prices in department stores (*almacenes*) and most other shops (*tiendas*) in Spanish-speaking countries are **precios fijos**. However, you will also find **mercados** in Latin America or **rastros** in Spain where you can buy flowers, clothing, furniture, music, souvenirs (*recuerdos*), and even animals. In many of these markets, the prices are not fixed; rather, it is necessary and even expected to bargain (**regatear**) with the salesperson or *vendedor* in order to get a good price. If you are unsure whether or not the prices are fixed, you can always ask **¿Son fijos los precios?** If they are not, be prepared to bargain! If you do bargain, a good strategy is to offer a price considerably lower than what you are willing to pay. The *vendedor* will then offer a higher price, and you and the *vendedor* can work out a compromise—you raise your original price a bit and the *vendedor* lowers his or hers. Below is a sample exchange that might be heard in a typical Hispanic market:



▲ ¿Crees que se puede regatear en este mercado en México?

CLIENTE

¿Cuánto cuesta esta bolsa?

VENDEDOR

Trescientos pesos.

CLIENTE

¡Ay, no! Es muy cara. Le doy<sup>b</sup> doscientos.

VENDEDOR

¿Cómo? Es muy poco; está hecha a mano.<sup>c</sup> Doscientos setenta y cinco, y es suya.

CLIENTE

Doscientos veinticinco y ya.<sup>d</sup>

VENDEDOR

Déme<sup>e</sup> doscientos cincuenta.

CLIENTE

Bueno. Aquí tiene.<sup>f</sup> Gracias.

Although some tourists find bargaining tiresome, most think it's fun and an excellent way to put their Spanish to use!

<sup>a</sup>el... *bargaining* <sup>b</sup>Le... *I'll give you* <sup>c</sup>está... *it's handmade* <sup>d</sup>that's it <sup>e</sup>Give me <sup>f</sup>Aquí... *Here you are.*



## 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

## INPUT

## Actividad B

## Actividad B En orden

Imagine that a friend is narrating her account of a trip to a store to buy a pair of jeans. Put her statements in order so that her story makes sense.

- 4 El dependiente tiene que buscar si hay más.
- 7 Me quedan muy bien.
- 6 Me pruebo los vaqueros en el probador.
- 1 Busco la talla que necesito.
- 8 Pago los vaqueros con tarjeta de crédito y me voy a casa.
- 3 Entonces le pregunto (*I ask*) al dependiente si tienen mi talla.
- 10 Tengo que regresar a la tienda para devolver los vaqueros.
- 5 Después de (*After*) unos minutos vuelve con unos vaqueros de mi talla.
- 2 Pero no encuentro mi talla.
- 9 En casa veo que están rotos (*torn*) los vaqueros.

## ¡Exprésate!

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

Hay que...	<i>One must...</i>
Es buena idea...	<i>It's a good idea...</i>
Es necesario...	<i>It's necessary...</i>

Actividad C ¿Qué hay que hacer? (*What must one do?*)

Match each verb with an appropriate situation.

1. b Si uno quiere un precio más barato, hay que...
  2. d Antes de salir de la tienda con algo, es necesario...
  3. e Si uno compra algo pero luego le encuentra un defecto (*finds a defect in it*), hay que...
  4. a Si uno quiere ver si algo le queda bien o no, es buena idea...
  5. c Si una tienda quiere ganar (*earn*) dinero, tiene que... mucho.
- a. probárselo\*
  - b. regatear
  - c. vender
  - d. pagarlo
  - e. devolverlo (*return it*)

## INPUT

## Actividad C

\*The **lo** that you see attached to **probarse**, **pagar**, and **devolver** is a direct object pronoun, meaning *it* in this context. You will learn more about the uses of **lo** and other direct object pronouns in **Lección 3A**.



**OUTPUT**

**Act. D, 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.



**Actividad D 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?



Because 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, 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.

**Optional:** After groups share their descriptions, you may wish to have



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

**Actividad E Entrevista**

**OUTPUT**  
**Actividad E**

**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, what 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 |

Talking About  
Expected and  
Unexpected  
Qualities

# Gramática

## 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.



## MÁS GRAMÁTICA

Although **bien** is usually translated into English as *well*, when used with the verb **estar** it is usually translated as *to be OK/fine*.

**Está bien.**

*It's OK. / That's fine.*

**Estoy bien, gracias.**

*I'm fine, thanks.*

¿Necesitan algo más?

*Do you all need anything else?*

No, gracias. **Estamos bien.**

*No, thank you. We're fine.*

ser AND estar WITH ADJECTIVES		
	¿Cómo es? (What's he/she like?)	¿Cómo está? (How's he/she doing? / How does he/she look?)
	<b>Es</b> muy guapo. (He's very good-looking.)	<b>Está</b> muy guapo con ese traje. (He looks very handsome in that suit.)
	<b>Es</b> seria. (She's serious / a serious person.)	<b>Está</b> seria hoy. (She looks/seems serious today.)
	<b>Es</b> delgado. (He's thin.)	<b>Está</b> más delgado. (He looks thinner.)
DIFFERENCES IN MEANING WITH ser AND estar		
ADJECTIVE	WITH ser	WITH estar
<b>aburrido/a</b>	María <b>es</b> aburrida. (María's boring. [She's a boring person.])	María <b>está</b> aburrida. (María's bored.)
<b>listo/a</b>	<b>Somos</b> listos. (We're smart/clever.)	<b>Estamos</b> listos. (We're ready.)
<b>malo/a</b>	<b>Son</b> muy malos. (They're very bad/malicious.)	<b>Están</b> malos. (They're in bad shape, sick.)
<b>rico/a</b>	La familia Ruiz <b>es</b> muy rica. (The Ruiz family is very wealthy.)	La comida <b>está</b> rica. (The food tastes delicious.)
<b>verde</b>	El suéter <b>es</b> verde. (The sweater is green.)	El plátano <b>está</b> verde. (The banana is unripe, green.)

**De Sol y viento, Note:**  
You can access this film clip from a special menu section on Disc 5 of the Instructional Version on DVD.



## DE SOL Y VIENTO

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,<sup>a</sup> don Jaime? ¿Eh?

JAIME  
Sí, Mario. Un recuerdo lejano.<sup>b</sup>

MARIO  
Tan<sup>c</sup> 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**

<sup>a</sup>¿Se... Do you feel OK    <sup>b</sup>recuerdo... distant memory    <sup>c</sup>So



**INPUT**  
Actividad F

**Actividad F ¿Ser o estar?**

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

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

**INPUT**

**Act. G, 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)*

**Actividad G ¿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 H ¿Cómo está?**

**INPUT**  
Actividad H

Choose the appropriate response to each description.

- |   |                        |
|---|------------------------|
| 1. <u>f</u> Esta mañana el profesor lleva un traje muy elegante.  | a. Está serio.         |
| 2. <u>c</u> Para Juan, hoy todo es malo.  | b. Está indiferente.   |
| 3. <u>a</u> Mi padre es una persona muy alegre, pero esta mañana no sonríe ( <i>he isn't smiling</i> ).         | c. Está pesimista.     |
| 4. <u>e</u> Marta piensa que va a tener una buena nota ( <i>grade</i> ) en el examen.                           | d. Está muy estudioso. |
| 5. <u>b</u> Hoy Elena no tiene interés en nada ( <i>anything</i> ).   | e. Está optimista.     |
| 6. <u>d</u> A Marcos no le gusta estudiar, pero mañana tiene un examen y hoy pasa todo el día en la biblioteca. | f. Está guapo.         |

**INPUT**

**Act. I, 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 I ¿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.



OUTPUT  
Actividad J

## Actividad J ¿Es caro o está a buen precio?

**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.

## ¡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.

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.)

OUTPUT  
Actividad K

## Actividad K 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.

- Para ir a clase hoy, Federico lleva sudadera, vaqueros, gorra y zapatos de tenis.
- Para ir al trabajo, mi madre (*mother*) siempre lleva blusa, falda y chaqueta.
- Para salir a la calle (*street*), un hombre de cincuenta años generalmente lleva un abrigo anaranjado y un gorra verde.
- Para ir a un restaurante con su novio (*boyfriend*) esta noche, Ángela lleva un vestido negro y zapatos elegantes.
- Para ir a correr esta tarde, Juan lleva una camisa de flores (*floral*) y unos pantalones cortos de cuadros.
- 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.

# SOL Y VIENTO

## A segunda vista

### Antes de ver el episodio

#### Actividad A ¿Qué recuerdas?

Based on what you remember from your previous viewing of **Episodio 2**, determine whether Jaime or María said each of the following lines. You will be asked to verify your answers when you watch the episode again.



1. «¡Le pido mil disculpas!» **Jaime**
2. «Por eso sabe mi nombre. Si quiere, la guarda.» **María**
3. «¿Viene a chocarse conmigo otra vez?» **María**
4. «Y ojalá que nos veamos de nuevo.» **Jaime**
5. «¿Está de vacaciones o tiene negocios en Maipo?» **María**

#### Actividad B ¡A escuchar!

In a moment you will watch **Episodio 2** once again. 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 blank. 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 ti.  
MUCHACHO: ¡Gracias, señor!

#### Actividad C El episodio

Now watch the episode again. Don't forget to verify your answers to **Actividad A** as you watch. Also remember to pay close attention to the scene in which Jaime talks with the young boy in the park and to write down the missing words for **Actividad B**.

**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.

# Después de ver el episodio

**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.

## Actividad A Para pensar...

In this episode Jaime reads that love is a whirlwind (**El amor es un torbellino.**). With which of the following statements about love would you agree?

- El amor es...
- a. un túnel sin salida (*without an exit*).
  - b. ciego (*blind*).
  - c. un dolor (*ache, pain*) que no se puede curar.
  - d. como un accidente. No sabes (*You don't know*) cuándo va a ocurrir.



### 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?



## 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** How would you describe María, based on what you've seen of her in this episode?

- Creo que María es...
- |                                      |                                      |                                       |
|--------------------------------------|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> aburrida    | <input type="checkbox"/> divertida   | <input type="checkbox"/> introvertida |
| <input type="checkbox"/> alegre      | <input type="checkbox"/> enérgica    | <input type="checkbox"/> reservada    |
| <input type="checkbox"/> ambiciosa   | <input type="checkbox"/> ingenua     | <input type="checkbox"/> seria        |
| <input type="checkbox"/> desconfiada | <input type="checkbox"/> inteligente |                                       |

**Paso 2** Your instructor will survey the class to discover the most frequent adjectives used to describe María. Write the three most common adjectives in the blanks below.

Creemos que María es \_\_\_\_\_, \_\_\_\_\_ y \_\_\_\_\_.

## Actividad D ¡Te toca a ti!

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

JAIME	MARIO	MARÍA

**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, Mario, and María wear represent their personalities in any way? Write brief descriptions of each character's personality, based on his or her clothing. Compare your answers with those of three other classmates.

## RESUMEN DE VOCABULARIO

## Verbos

combinar bien/mal	to go well/poorly with ( <i>clothing</i> )
comprar	to buy
encontrar (ue)	to find
gastar	to spend
llevar	to wear
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.*), pagar

## 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	shoes
de tenis	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
el 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**

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

**Los posesivos tónicos**

<b>mío/a/os/as</b> <b>tuyo/a/os/as</b> <b>suyo/a/os/as</b>	mine, of mine yours, of yours ( <i>informal</i> ) yours, of yours ( <i>formal</i> ); his, hers, their
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**Repaso: nuestro/a, vuestro/a****Otras palabras y expresiones**

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



# Entremés cultural

## España: Diversidad geográfica, histórica y lingüística



### VISTAZO

Situada en la península Ibérica, en el suroeste del continente europeo, España tiene una extensión total de 504.750 km<sup>2</sup> (quinientos cuatro mil setecientos cincuenta kilómetros cuadrados). El país es más grande que California pero no tan grande como<sup>a</sup> Texas. Dividida en diecisiete comunidades autónomas, España se caracteriza por su diversidad geográfica, climática, histórica y lingüística. En general existen cuatro climas diferentes que se corresponden con la geografía física de la península. La costa del norte del país (Galicia, Asturias, Cantabria y el País Vasco) tiene un clima húmedo. Lluve mucho y por eso es la zona más verde de España. El centro del país es mucho más árido y llueve poco. En el sur predomina un clima muy seco<sup>b</sup> con unas temperaturas máximas durante el verano que pueden llegar a 40 grados (104° Fahrenheit). En la costa del Mediterráneo el clima es más templado<sup>c</sup> y llueve poco.

<sup>a</sup>tan... as big as   <sup>b</sup>dry   <sup>c</sup>moderate

### DATO INTERESANTE:

#### La variedad lingüística

Dentro del<sup>a</sup> estado español existen varias regiones geográficas que son oficialmente bilingües. En Cataluña son oficiales el español y el catalán. En el País Vasco, el español y el vasco (o el vascuence) son las dos lenguas oficiales. En Galicia, el español coexiste con el gallego, una lengua más parecida<sup>b</sup> al portugués que al español.

**Idea:** Busca información en el Internet sobre cómo se dicen los números del uno al cinco en catalán, gallego y vasco. Trae la información a clase.



Ejemplos de otras lenguas en España. ¿Son parecidas al español?

<sup>a</sup>Dentro... Within   <sup>b</sup>similar

## DATO INTERESANTE:

## La influencia árabe

En el sur de España existe una gran influencia de la cultura árabe en la arquitectura y en las costumbres, debido a<sup>a</sup> la ocupación musulmana de la península Ibérica entre 711 d.C. (después de Cristo) y 1492 (mil cuatrocientos noventa y dos) d.C. Estas influencias se ven sobre todo en Andalucía, especialmente en las ciudades de Córdoba, Granada y Sevilla.

**Idea:** Busca información sobre la contribución de los musulmanes a la cultura española actual,<sup>b</sup> concentrándote en uno o dos de los siguientes temas: la arquitectura, las ciencias, la lengua o cualquier otro tema. Trae por lo menos tres datos a la clase.

<sup>a</sup>debido... *due to* <sup>b</sup>current



La mezquita (*mosque*) en Córdoba es un ejemplo de la influencia árabe en el sur de España.

## DATO INTERESANTE:

## El gobierno

Después de la dictadura<sup>a</sup> militar de Francisco Franco, que duró<sup>b</sup> casi cuarenta años (1939–1975 [de mil novecientos treinta y nueve a mil novecientos setenta y cinco]), se restauró<sup>c</sup> el sistema democrático en España en 1977 (mil novecientos setenta y siete). Desde entonces<sup>d</sup> España tiene una monarquía parlamentaria con un rey<sup>e</sup> que es el Jefe del Estado.<sup>f</sup> Sin embargo,<sup>g</sup> el gobierno es elegido<sup>h</sup> democráticamente cada cuatro años por el pueblo<sup>i</sup> español y dirige<sup>j</sup> la política interior y exterior del país.

**Idea:** Haz una tabla comparando el gobierno español con el gobierno mexicano y con el gobierno de este país. Debes incluir por lo menos seis puntos de comparación.

<sup>a</sup>dictatorship <sup>b</sup>lasted <sup>c</sup>se... was restored <sup>d</sup>Desde... *Since then* <sup>e</sup>king <sup>f</sup>Jefe... *Head of State* <sup>g</sup>Sin... *Nevertheless* <sup>h</sup>elected <sup>i</sup>people <sup>j</sup>runs



El Rey Juan Carlos I (primero) es el Jefe de Estado.

## DATO INTERESANTE:

## El modernismo catalán

La ciudad de Barcelona tiene fama mundial<sup>a</sup> por un estilo de arquitectura que se llama el modernismo catalán. Este estilo se caracteriza por el uso de elementos decorativos inspirados en la naturaleza y en el pasado<sup>b</sup> medieval. Por ejemplo, en el exterior de los edificios se pueden encontrar hojas<sup>c</sup> de plantas, flores,<sup>d</sup> frutas y animales de piedra<sup>e</sup> o cerámica junto con<sup>f</sup> elementos arquitectónicos de la época medieval.

**Idea:** Busca fotos de Barcelona que demuestran<sup>g</sup> el modernismo catalán, concentrándote en las obras<sup>h</sup> de Antoni Gaudí como la Sagrada Familia, el Parque Güell, Casa Batlló y La Pedrera.

<sup>a</sup>fama... *worldwide fame* <sup>b</sup>past <sup>c</sup>leaves <sup>d</sup>flowers <sup>e</sup>stone <sup>f</sup>junto... *together with* <sup>g</sup>show <sup>h</sup>works



La Sagrada Familia en Barcelona es la obra más famosa de Gaudí.