

CAPÍTULO preliminar

Ante todo^o

As you study Spanish in *Puntos de partida*, you will also learn about the ethnic, racial, and cultural diversity of the Spanish-speaking world.



Madrid, España

^oAnte... *First of all*



2 San Juan, Puerto Rico



3 Lima, Perú

en este capítulo°

- Greetings and Courtesy 4
- The Spanish Alphabet 7
- Describing Yourself and Others 9
- Spanish Around the World 10
- Pronouncing Spanish Vowels 12
- Numbers 0–30 14
- Likes and Dislikes 16
- Telling Time 17
- The Geography of the Spanish-speaking World 20

Puntos de partida means *points of departure* in Spanish. This book will be your point of departure in Spanish language and culture. With *Puntos de partida* you will begin to learn Spanish and get ready to communicate with Spanish speakers in this country and elsewhere in the Spanish-speaking world.

To speak a language involves much more than just learning its grammar and vocabulary; to know a language is to know the people who speak it. For this reason *Puntos de partida* will provide you with cultural information to help you understand and appreciate the traditions and values of Spanish-speaking people all over the world.

Are you ready for the adventure of learning Spanish? **Pues, ¡adelante!** (*Well, let's go!*)

°en... in this chapter

Saludos ° y expresiones de cortesía

Greetings



Here are some words, phrases, and expressions that will enable you to meet and greet others appropriately in Spanish.



1. Sevilla, España

1. MANOLO: ¡Hola, Maricarmen!
- MARICARMEN: ¿Qué tal, Manolo? ¿Cómo estás?
- MANOLO: Muy bien. ¿Y tú?
- MARICARMEN: Regular. Nos vemos, ¿eh?
- MANOLO: Hasta mañana.

2. ELISA VELASCO: Buenas tardes, señor Gómez.
- MARTÍN GÓMEZ: Muy buenas, señora Velasco. ¿Cómo está?
- ELISA VELASCO: Bien, gracias. ¿Y usted?
- MARTÍN GÓMEZ: Muy bien, gracias. Hasta luego.
- ELISA VELASCO: Adiós.



2. Quito, Ecuador

¿Qué tal?, ¿Cómo estás?, and ¿Y tú? are expressions used in informal situations with people you know well, on a first-name basis.

¿Cómo está? and ¿Y usted? are used to address someone with whom you have a formal relationship.



3. La Ciudad de México, México

3. LUPE: Buenos días, profesor.
- PROFESOR: Buenos días. ¿Cómo te llamas?
- LUPE: Me llamo Lupe Carrasco.
- PROFESOR: Mucho gusto, Lupe.
- LUPE: Igualmente.

1. MANOLO: Hi, Maricarmen! MARICARMEN: How's it going, Manolo? How are you? MANOLO: Very well. And you? MARICARMEN: OK. See you around, OK? MANOLO: See you tomorrow.

2. ELISA VELASCO: Good afternoon, Mr. Gómez. MARTÍN GÓMEZ: Afternoon, Mrs. Velasco. How are you? ELISA VELASCO: Fine, thank you. And you? MARTÍN GÓMEZ: Very well, thanks. See you later. ELISA VELASCO: Bye.

3. LUPE: Good morning, professor. PROFESSOR: Good morning. What's your name? LUPE: My name is Lupe Carrasco. PROFESSOR: Nice to meet you, Lupe. LUPE: Likewise.

¿Cómo se llama usted? is used in formal situations. **¿Cómo te llamas?** is used in informal situations—for example, with other students. The phrases **mucho gusto** and **igualmente** are used by both men and women when meeting for the first time. In response to **mucho gusto**, a woman can also say **encantada**; a man can say **encantado**.



4. MIGUEL RENÉ: ¡Hola! Me llamo Miguel René. ¿Y tú?
¿Cómo te llamas?
KARINA: Me llamo Karina. Mucho gusto.
MIGUEL RENÉ: Mucho gusto, Karina. Y, ¿de dónde eres?
KARINA: Yo soy de Venezuela. ¿Y tú?
MIGUEL RENÉ: Yo soy de México.

4. La Ciudad de México, México

¿De dónde eres? is used in informal situations to ask where someone is from. In formal situations the expression used is **¿De dónde es usted?** To reply to either question, the phrase **(Yo) Soy de _____** is used.

ASÍ SE DICE*

These greetings are used (especially by young people) to express *What's up?* or *What's happening?*

- ¿Qué hay?
- ¿Qué pasa?
- ¿Qué hubo?
- ¿Qué onda? (Mex.)

The phrase **por nada** is a common alternative to **de nada**, and **con permiso** is often abbreviated to just **permiso**.

NOTA COMUNICATIVA

Otros saludos y expresiones de cortesía

buenos días	good morning (<i>used until the midday meal</i>)
buenas tardes	good afternoon (<i>used until the evening meal</i>)
buenas noches	good evening; good night (<i>used after the evening meal</i>)
señor (Sr.)	Mr., sir
señora (Sra.)	Mrs., ma'am
señorita (Srta.)	Miss
gracias	thanks, thank you
muchas gracias	thank you very much
de nada, no hay de qué	you're welcome
por favor	please (<i>also used to get someone's attention</i>)
perdón	pardon me, excuse me (<i>to ask forgiveness or to get someone's attention</i>)
con permiso	pardon me, excuse me (<i>to request permission to pass by or through a group of people</i>)



There is no Spanish equivalent for *Ms.*; use **Sra.** or **Srta.** as appropriate. Use the titles **profesor** and **profesora** to address your college instructors.

4. MIGUEL RENÉ: Hello! My name is Miguel René. And you? What's your name? KARINA: My name is Karina. Nice to meet you. MIGUEL RENÉ: Nice to meet you, Karina. And where are you from? KARINA: I'm from Venezuela. And you? MIGUEL RENÉ: I'm from Mexico.

***Así se dice** (That's how it's said) boxes in each chapter of *Puntos de partida* will introduce optional vocabulary and expressions from across the Spanish-speaking world.

†Careful!

■ ■ ■ Conversación

A. Expresiones de cortesía. How many different ways can you respond to the following greetings and phrases?

1. Buenas tardes.
2. Adiós.
3. ¿Qué tal?
4. ¡Hola!
5. ¿Cómo está?
6. Buenas noches.
7. Muchas gracias.
8. Hasta mañana.
9. ¿Cómo se llama usted?
10. Mucho gusto.
11. ¿De dónde eres?
12. Buenos días.

B. Situaciones. If the following people met or passed each other at the times given, what might they say to each other? Role-play the situations with a classmate.

1. Mr. Santana and Miss Pérez, at 5:00 P.M.
2. Mrs. Ortega and Pablo, at 10:00 A.M.
3. Ms. Hernández and Olivia, at 11:00 P.M.
4. you and a classmate, just before your Spanish class

C. Más (More) situaciones. Are the people in these drawings saying **por favor**, **con permiso**, or **perdón**? ¡OJO! More than one response is possible for some items.



D. Entrevista (Interview)

Paso (Step) 1. Turn to a person sitting next to you and do the following.

- Greet him or her appropriately, that is, with informal forms.
- Ask how he or she is.
- Find out his or her name.
- Ask where he or she is from.
- Conclude the exchange.

Paso 2. Now have a similar conversation with your instructor, using the appropriate formal or familiar forms, according to your instructor's request.



El alfabeto español

There are twenty-nine letters in the Spanish alphabet (**el alfabeto** or **el abecedario**)—three more than in the English alphabet. The three additional letters are the **ch**, the **ll**, and the **ñ**. The letter **ñ** comes after **n** in alphabetized lists in Spanish. The letters **k** and **w** appear only in words borrowed from other languages.

Letters	Names of Letters		Examples	
a	a	Antonio	Ana	(la) Argentina
b	be	Benito	Blanca	Bolivia
c	ce	Carlos	Cecilia	Cáceres
ch*	che	Pancho	Chabela	La Mancha
d	de	Domingo	Dolores	Durango
e	e	Eduardo	Elena	(el) Ecuador
f	efe	Felipe	Francisca	Florida
g	ge	Gerardo	Gloria	Guatemala
h	hache	Héctor	Hortensia	Honduras
i	i	Ignacio	Inés	Ibiza
j	jota	José	Juana	Jalisco
k	ca (ka)	(Karl)	(Karina)	(Kansas)
l	ele	Luis	Lola	Lima
ll*	elle	Guillermo	Estrella	Sevilla
m	eme	Manuel	María	México
n	ene	Nicolás	Nati	Nicaragua
ñ	eñe	Íñigo	Begoña	España
o	o	Octavio	Olivia	Oviedo
p	pe	Pablo	Pilar	Panamá
q	cu	Enrique	Raquel	Quito
r	ere	Álvaro	Rosa	(el) Perú
s	ese	Salvador	Sara	San Juan
t	te	Tomás	Teresa	Toledo
u	u	Agustín	Úrsula	(el) Uruguay
v	ve <i>or</i> uve	Víctor	Victoria	Venezuela
w	doble ve, ve doble, <i>or</i> uve doble	Oswaldo	(Wilma)	(Washington)
x	equis	Xavier	Ximena	Extremadura
y	i griega	Pelayo	Yolanda	(el) Paraguay
z	ceta (zeta)	Gonzalo	Zoila	Zaragoza

*The **ch** is pronounced with the same sound as in English cherry or chair, as in **nachos** or **muchacho**. The **ll** is pronounced as a type of y sound. Spanish examples of this sound that you may already know are **tortilla** and **Sevilla**.

Práctica

- A. ¡Pronuncie! The following letters and letter combinations represent the Spanish sounds that are the most different from English. Pay particular attention to their pronunciation when you see them. Can you match the Spanish letters with their equivalent pronunciation?

EXAMPLES/SPELLING	PRONUNCIATION
1. mucho: ch	a. like the <i>g</i> in English <i>garden</i>
2. Geraldo: ge (also: gi) Jiménez: j	b. similar to <i>tt</i> of <i>butter</i> when pronounced very quickly
3. hola: h	c. like <i>ch</i> in English <i>cheese</i>
4. gusto: gu (also: ga, go)	d. like Spanish b
5. me llamo: ll	e. similar to a “strong” English <i>h</i>
6. señor: ñ	f. like <i>y</i> in English <i>yes</i> or like the <i>li</i> sound in <i>million</i>
7. profesora: r	g. a trilled sound, several Spanish <i>r</i> 's in a row
8. Ramón: r (to start a word) Monterrey: rr	h. similar to the <i>ny</i> sound in <i>canyon</i>
9. nos vemos: v	i. never pronounced

- B. ¿Cómo se escribe...? (How do you write . . . ?)

Paso 1. Pronounce these U.S. place names in Spanish. Then spell the names aloud in Spanish. All of them are of Hispanic origin: **Toledo, Los Ángeles, Texas, Montana, Colorado, El Paso, Florida, Las Vegas, Amarillo, San Francisco.**

Paso 2. Spell your own name aloud in Spanish, and listen as your classmates spell their names. Try to remember as many of their names as you can.

MODELO: Me llamo María: **M** (eme) **a** (a) **r** (ere) **í** (i acentuada) **a** (a).



NOTA COMUNICATIVA

Los cognados

As you begin your study of Spanish, you will probably notice that many Spanish and English words are similar or identical in form and meaning. These related words are called *cognates* (**los cognados**). You will see them used in **Ante todo** and throughout *Puntos de partida*. At this early stage of language learning, it's useful to begin recognizing cognates and how they are pronounced in Spanish. Here are some examples of Spanish words that are cognates of English words. These cognates and others will help you enrich your Spanish vocabulary and develop your language proficiency!

WORDS TO NAME OR DESCRIBE PEOPLE, PLACES, AND THINGS

cruel	paciente	banco	hotel
elegante	pesimista	bar	museo
importante	responsable	café	oficina
inteligente	sentimental	diccionario	parque
interesante	terrible	estudiante	teléfono
optimista	tolerante	examen	televisión

¿Cómo es usted?° (Part 1)*

¿Cómo... What are you like?

You can use these forms of the verb **ser** (*to be*) to describe yourself and others.

(yo)	soy	I am
(tú)	eres	you (<i>familiar</i>) are
(usted)	es	you (<i>formal</i>) are
(él, ella)	es	he/she is

—¿Cómo **es** usted?

—Bueno...° Yo **soy** moderna, independiente, sofisticada...



Well . . .

verb = a word that describes an action or a state of being

■ ■ ■ Conversación

Descripciones

Paso 1. Form complete sentences with the cognates given. Use **no** when necessary.

- Yo (no) soy...
estudiante.
cruel.
responsable.
optimista.
paciente.
- El/La líder (*leader*) de esta (*this*) nación (no) es...
importante.
inteligente.
pesimista.
flexible.
tolerante.
- Jennifer López (no) es...
elegante. egoísta.
introvertida. moderna.
romántica. espectacular.
sentimental. extravagante.

Paso 2. Now think of people you might describe with the following additional cognates. Use **es** to express *is*.

MODELO: eficiente → El profesor / La profesora es eficiente.

- arrogante
- egoísta
- emocional
- idealista
- independiente
- liberal
- materialista
- paciente
- realista
- rebelde

*You will learn more about **ser** in Gramática 6 (Capítulo 2).

Spanish Around the World

Although no one knows exactly how many languages are spoken around the world, linguists estimate that there are between 3,000 and 6,000. Spanish, with 425 million native speakers, is among the top five languages. It is the official language spoken in Spain, in Mexico, in all of South America (except Brazil and the Guianas), in most of Central America, in Cuba, in Puerto Rico, in the Dominican Republic, and in Ecuadorial Guinea (in Africa)—in approximately twenty-one countries in all. It is also spoken by a great number of people in the United States and Canada.

Like all languages spoken by large numbers of people, modern Spanish varies from region to region. The Spanish of Madrid is different from that spoken in Mexico City, Buenos Aires, or Los Angeles. Although these differences are most noticeable in pronunciation (“accent”), they are also found in vocabulary and special expressions used in different geographical areas. Despite these differences, misunderstandings among native speakers are rare, since the majority of structures and vocabulary are common to the many varieties of each language.

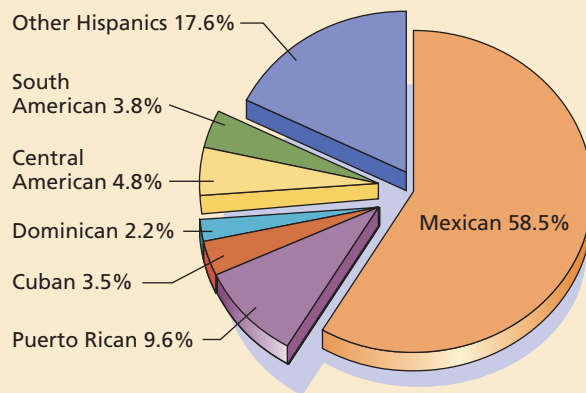


You don't need to go abroad to encounter people who speak Spanish on a daily basis. The Spanish language and people of Hispanic descent have been an integral part of life in the United States and Canada for centuries. In fact, the United States has the fifth largest Spanish-speaking population in the world!

There is also great regional diversity among U.S. Hispanics. Many people of Mexican descent inhabit the southwestern part of the United States, including populations as far north as Colorado. Large groups of Puerto Ricans can be found in New York, while Florida is host to a large Cuban and Central American population. More recent immigrants include Nicaraguans and Salvadorans, who have established large communities in many U.S. cities, among them San Francisco and Los Angeles.

As you will discover in subsequent chapters of *Puntos de partida*, the Spanish language and people of Hispanic descent have been and will continue to be an integral part of the fabric of this country.

Comparing origins of U.S. Hispanic population
Total population based on U.S. census, 2000 estimate*
35.3 million



* Source: Census Bureau. The Hispanic Population: Information from the 2000 Census.



▲ Mural en la Pequeña Habana (Little Havana), el barrio cubano de (of) Miami

Pronunciación



You have probably already noted that there is a very close relationship between the way Spanish is written and the way it is pronounced. This makes it relatively easy to learn the basics of Spanish spelling and pronunciation.

Many Spanish sounds, however, do not have an exact equivalent in English, so you can't always trust English to be your guide to Spanish pronunciation. Even words that are spelled the same in both languages are usually pronounced quite differently.

Las vocales (Vowels): *a, e, i, o, u*

Unlike English vowels, which can have many different pronunciations or may be silent, Spanish vowels are always pronounced, and they are almost always pronounced in the same way. Spanish vowels are always short and tense. They are never drawn out with a *u* or *i* glide as in English: **lo** ≠ *low*; **de** ≠ *day*.

- a:** pronounced like the *a* in *father*, but short and tense
- e:** pronounced like the *e* in *they*, but without the *i* glide
- i:** pronounced like the *i* in *machine*, but short and tense*
- o:** pronounced like the *o* in *home*, but without the *u* glide
- u:** pronounced like the *u* in *rule*, but short and tense



The *uh* sound or schwa (which is how most unstressed vowels are pronounced in English: *canal*, *waited*, *atom*) does not exist in Spanish.

A. Sílabas. Pronounce the following Spanish syllables, being careful to pronounce each vowel with a short, tense sound.

1. ma fa la ta pa
2. me fe le te pe
3. mi fi li ti pi
4. mo fo lo to po
5. mu fu lu tu pu
6. mi fe la tu do
7. su mi te so la
8. se tu no ya li

*The word **y** (and) is also pronounced like the letter **i**.

B. Palabras (*Words*). Repeat the following words after your instructor.

1. hasta tal nada mañana natural normal fascinante
2. me qué Pérez Elena rebelde excelente elegante
3. sí señorita permiso terrible imposible tímido Ibiza
4. yo con como noches profesor señor generoso
5. uno usted tú mucho Perú Lupe Úrsula

C. Trabalenguas (*Tongue twister*)

Paso 1. Here is a popular nonsense rhyme, the Spanish version of “Eeny, meeny, miney, moe.” (Note: The person who corresponds to **fue** is “it.”) Listen as your instructor pronounces it.

Pin, marín
de don Pingüé
cúcara, mácara
títtere, fue.

Paso 2. Now pronounce the vowels clearly as you repeat the rhyme.

D. Las naciones

Paso 1. Here is part of a rental car ad in Spanish. Say aloud the names of the countries where you can find this company’s offices. Can you recognize all of the countries?



ai Ansa International
RENT A CAR

Si necesita un coche para su trabajo o placer, nosotros tenemos el adecuado para Vd.

Con una flota de 40.000 coches y 1.000 oficinas, estamos a su servicio en los siguientes países:

● ALEMANIA	● IRLANDA
● ARABIA SAUDITA	● ISLANDIA
● ARGENTINA	● ITALIA
● AUSTRIA	● JAMAICA
● BELGICA	● LUXEMBURGO
● BRASIL	● MALASIA
● CHIPRE	● MARRUECOS
● DINAMARCA	● MARTINICA
● ESPAÑA	● PARAGUAY
● FINLANDIA	● PORTUGAL
● FRANCIA	● SUECIA
● GRAN BRETAÑA	● SUIZA
● GRECIA	● URUGUAY
● HOLANDA	● U.S.A.

En la mayoría de los casos, podemos confirmar su reserva inmediatamente.

Cuando esto no sea posible, su reserva le será confirmada en un plazo máximo de 48 horas.



Need more practice?

- Workbook and Laboratory Manual
- ActivityPak
- Online Learning Center
(www.mhhe.com/puntos8)

Los números del 0 al 30; Hay

Canción infantil

Dos y dos son cuatro,
cuatro y dos son seis,
seis y dos son ocho,
y ocho dieciséis.



0	cero			
1	uno	11	once	21
2	dos	12	doce	22
3	tres	13	trece	23
4	cuatro	14	catorce	24
5	cinco	15	quince	25
6	seis	16	dieciséis*	26
7	siete	17	diecisiete	27
8	ocho	18	dieciocho	28
9	nueve	19	diecinueve	29
10	diez	20	veinte	30
				treinta

$$1 + 7 = 8$$

Los números del 0 al 30

The number *one* has several forms in Spanish. **Uno** is the form used in counting. The forms **un** and **una** are used before nouns. How will you know which one to use? It depends on the gender of the noun.

In **Capítulo 1**, you will learn that all Spanish nouns are either masculine or feminine in gender. For example, the noun **señor** is masculine (*m.*) in gender, and the noun **señora** is feminine (*f.*) in gender. (As you will learn, Spanish nouns that are not sex-linked also have gender.) Here is how the word *one* is expressed with these nouns: **un señor, una señora**. Also note that the number **veintiuno** becomes **veintiún** before masculine nouns and **veintiuna** before feminine nouns: **veintiún señores, veintiuna señoras**. Do get used to using **un** and **uno** with nouns now, but don't worry about the concept of gender for the moment.

noun = a word that denotes a person, place, thing, or idea



uno, dos,... **veintiuno**, veintidós,...
but
un señor, **veintiún** señores
una señora, **veintiuna** señoras

A children's song Two and two are four, four and two are six, six and two are eight, and eight (makes) sixteen.

*The numbers 16 to 19 and 21 to 29 can be written as one word (**dieciséis... veintiuno...**) or as three words (**diez y seis... veinte y uno...**).

Hay

Use the word **hay** to express both *there is* and *there are* in Spanish. **No hay** means *there is not* and *there are not*. **¿Hay...?** asks *Is there . . . ?* or *Are there . . . ?*

hay = there is /
there are

- ¿Cuántos estudiantes **hay** en la clase? *How many students are there in the class?*
—**(Hay)** Treinta. *(There are) Thirty.*
- ¿**Hay** pandas en el zoológico? *Are there any pandas at the zoo?*
—**Hay** veinte osos, pero **no hay** pandas. *There are twenty bears, but there aren't any pandas.*

Práctica

A. Los números. Practique los números, según (*according to*) el modelo.

MODELO: 1 señor → Hay un señor.

- | | | |
|------------------|-------------------|-----------------|
| 1. 4 señoras | 6. 1 clase (f.) | 11. 28 naciones |
| 2. 12 pianos | 7. 21 ideas (f.) | 12. 5 guitarras |
| 3. 1 café (m.) | 8. 11 personas | 13. 1 león (m.) |
| 4. 21 cafés (m.) | 9. 15 estudiantes | 14. 30 señores |
| 5. 14 días | 10. 13 teléfonos | 15. 20 oficinas |

B. Problemas de matemáticas. Express the following simple mathematical equations in Spanish. Note: + (**y**), - (**menos**), = (**son**).

MODELOS: $2 + 2 = 4$ → Dos y dos son cuatro.
 $4 - 2 = 2$ → Cuatro menos dos son dos.

- | | | |
|------------------|---------------------|-----------------------|
| 1. $2 + 4 = 6$ | 8. $15 - 2 = 13$ | 15. $8 - 7 = 1$ |
| 2. $8 + 17 = 25$ | 9. $9 - 9 = 0$ | 16. $13 - 9 = 4$ |
| 3. $11 + 1 = 12$ | 10. $13 - 8 = 5$ | 17. $2 + 3 + 10 = 15$ |
| 4. $3 + 18 = 21$ | 11. $14 + 12 = 26$ | 18. $28 - 6 = 22$ |
| 5. $9 + 6 = 15$ | 12. $23 - 13 = 10$ | 19. $30 - 17 = 13$ |
| 6. $5 + 4 = 9$ | 13. $1 + 4 = 5$ | 20. $28 - 5 = 23$ |
| 7. $1 + 13 = 14$ | 14. $1 - 1 + 3 = 3$ | 21. $19 - 7 = 12$ |

Conversación

Preguntas (*Questions*)

1. ¿Cuántos (*How many*) estudiantes hay en la clase de español? ¿Cuántos estudiantes hay en clase hoy (*today*)? ¿Hay tres profesores o un profesor / una profesora?
2. ¿Cuántos días hay en una semana (*week*)? ¿Hay seis? (No, no hay...) ¿Cuántos días hay en un fin de semana (*weekend*)? ¿Cuántos días hay en el mes (*month*) de febrero? ¿en el mes de junio? ¿Cuántos meses hay en un año (*year*)?
3. En una universidad, hay muchos edificios (*many buildings*). En esta (*this*) universidad, ¿hay una cafetería? (Sí, hay... / No, no hay...) ¿un teatro? ¿un laboratorio de lenguas (*languages*)? ¿un bar? ¿una clínica? ¿un hospital? ¿un museo? ¿muchos estudiantes? ¿muchos profesores?

Los gustos° y las preferencias (Part 1)*

Los... Likes

- ¿Te gusta el fútbol? → ■ Sí, me gusta mucho el fútbol.
 ■ No, no me gusta el fútbol.

To indicate you like something:

Me gusta ____.

To indicate you don't like something:

No me gusta ____.

To ask a classmate if he or she likes something:

¿Te gusta ____?

To ask your instructor the same question:

¿Le gusta ____?

In the following activities, you will use the word **el** to mean *the* with masculine nouns and the word **la** with feminine nouns. Don't try to memorize which nouns are masculine and which are feminine. Just get used to using the words **el** and **la** before nouns.

You will also be using a number of Spanish verbs in the infinitive form, which always ends in **-r**. Here are some examples: **estudiar** = *to study*; **comer** = *to eat*. Try to guess the meaning of the infinitives used in these activities from context. If someone asks you, ¿Te gusta *beber Coca-Cola*?, it is a safe guess that **beber** means *to drink*.



▲ En español, **fútbol** = soccer y **fútbol americano** = football

infinitive = a verb form that indicates action or state of being without reference to person, time, or number

Conversación

A. Los gustos y las preferencias

Paso 1. Make a list of six things you like and six things you don't like, following the model. You may choose items from the **Vocabulario útil** box. All words are provided with the appropriate definite article **el** or **la**, the Spanish equivalent of *the*, depending on the gender of the noun.

MODELO: Me gusta *la clase de español*. No me gusta *la clase de matemáticas*.

1. Me gusta _____. No me gusta _____.
2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Paso 2. Now ask a classmate if he or she shares your likes and dislikes.

MODELO: ESTUDIANTE 1: ¿Te gusta la clase de español?
 ESTUDIANTE 2: Sí, me gusta (la clase de español).
 ESTUDIANTE 1: ¿Y la clase de matemáticas?
 ESTUDIANTE 2: Sí, también (*also*) me gusta (la clase de matemáticas).

Vocabulario útil†

el actor _____, la actriz _____
 el café, el té, la limonada, la cerveza (beer)
 el/la cantante (singer) _____ (¡OJO! The word **cantante** is used for both men and women.)
 el cine (*movies*), el teatro, la ópera, el arte abstracto, el fútbol
 la música moderna, la música clásica, el rap, la música *country*
 la pizza, la pasta, la comida (*food*) mexicana, la comida de la cafetería



Do you like soccer? → • Yes, I like soccer very much. • No, I don't like soccer.

*You will learn more about **gustar** in **Gramática 22 (Capítulo 7)**.

†The material in **Vocabulario útil** lists is not active; that is, it is not part of what you need to focus on learning at this point. You may use these words and phrases to complete exercises or to help you converse in Spanish, if you need them.

B. Más gustos y preferencias

Paso 1. Here are some useful verbs and nouns to talk about what you like. For each item, combine a verb (shaded) with a noun to form a sentence that is true for you. Can you use context to guess the meaning of verbs you don't know?

MODELO: Me gusta _____. → Me gusta *estudiar inglés*.

- | | |
|-------------|--|
| 1. beber | café chocolate limonada té |
| 2. comer | enchiladas ensalada hamburguesas pasta pizza |
| 3. estudiar | computación (<i>computer science</i>) español historia matemáticas |
| 4. hablar | con mis amigos (<i>with my friends</i>) español por teléfono (<i>on the phone</i>) |
| 5. jugar | al basquetbol al béisbol al fútbol al fútbol americano al tenis |
| 6. tocar | la guitarra el piano el violín |

Paso 2. Ask a classmate about his or her likes, using your own preferences as a guide.

MODELO: ¿Te gusta *comer enchiladas*?

Paso 3. Now ask your professor if he or she likes certain things.

¡OJO! Remember to address your professor in a formal manner if that is his or her preference.

MODELO: ¿Le gusta *jugar al tenis*?



¿Qué hora es?



Es la una.



Son las dos.



Son las cinco.



¿Qué hora es? is used to ask *What time is it?* In telling time, one says *Es la una* but *Son las dos* (*las tres, las cuatro*, and so on).



Es la una y { cuarto. quince.



Son las dos y { media. treinta.



Son las cinco y diez.



Son las ocho y veinticinco.

Note that from the hour to the half-hour, Spanish, like English, expresses time by adding minutes or a portion of an hour to the hour.



Son las dos **menos** { **cuarto.**
quince.



Son las ocho **menos diez.**



Son las once **menos veinte.**

From the half-hour to the hour, Spanish usually expresses time by subtracting minutes or a part of an hour from the *next* hour.

NOTA COMUNICATIVA

Para expresar^o la hora

Para... To express

de la mañana

A.M., in the morning

de la tarde

P.M., in the afternoon (and early evening)

de la noche

P.M., in the evening

en punto

exactly, on the dot, sharp

¿a qué hora... ?

(at) what time . . . ?

a la una (las dos,...)

at 1:00 (2:00, . . .)

Hay una recepción **a las once de la mañana.**

There is a reception at 11:00 A.M.

Son las cuatro **de la tarde en punto.**

It's exactly 4:00 P.M.

¿**A qué hora** es la clase de español?

(At) What time is Spanish class?



Don't confuse **Es la... / Son las...** with **A la(s)...** . The first two are used for telling time, the third for telling *at* what time something happens (at what time class starts, at what time one arrives, and so on).

Práctica

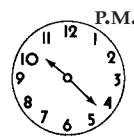
A. ¡Atención! Listen as your instructor says a time of day. Find the clock face that corresponds to the time you heard and say its number in Spanish.



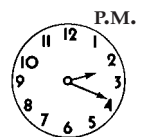
1.



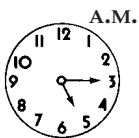
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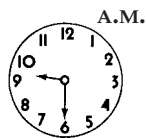
3.



4.



5.



6.



7.



8.

B. ¿Qué hora es? Express the time in full sentences in Spanish.

- | | |
|---------------|--------------------|
| 1. 1:00 P.M. | 6. 6:45 |
| 2. 6:00 P.M. | 7. 4:15 |
| 3. 11:00 A.M. | 8. 11:45 exactly |
| 4. 1:30 | 9. 9:10 on the dot |
| 5. 3:15 | 10. 9:50 sharp |

■ ■ ■ Conversación

A. Entrevista

Paso 1. Ask a classmate at what time the following events or activities take place. He or she will answer according to the cue or will provide the necessary information.



MODELO: la clase de español (10:00 A.M.) →

ESTUDIANTE 1: ¿A qué hora es la clase de español?

ESTUDIANTE 2: A las diez de la mañana... ¡en punto!

1. la clase de francés (1:45 P.M.)
2. la sesión de laboratorio (3:10 P.M.)
3. la excursión (8:45 A.M.)
4. el concierto (7:30 P.M.)
5. la clase de física (11:50 A.M.)
6. la fiesta (10:00 P.M.)

Paso 2. Now ask at what time your partner likes to perform these activities. He or she will provide the necessary information.

MODELO: cenar (*to have dinner*) →

ESTUDIANTE 1: ¿A qué hora te gusta cenar?

ESTUDIANTE 2: Me gusta cenar a las ocho de la noche.

1. almorzar (*to have lunch*)
2. mirar (*to watch*) la televisión
3. ir (*to go*) al (*to the*) gimnasio
4. ir al cine
5. estudiar
6. ir a una fiesta

B. Situaciones. How might the following people greet each other if they met at the indicated time? With a classmate, create a brief dialogue for each situation.

MODELO: Jorge y María, a las once de la noche →

JORGE: Buenas noches, María.

MARÍA: ¡Hola, Jorge! ¿Cómo estás?

JORGE: Bien, gracias. ¿Y tú?

MARÍA: ¡Muy bien!

1. el profesor Martínez y Gloria, a las diez de la mañana
2. la Sra. López y la Srta. Luna, a las cuatro y media de la tarde
3. usted y su (*your*) profesor(a) de español, en la clase de español



Need more practice?

- Workbook and Laboratory Manual
- ActivityPak
- Online Learning Center
www.mhhe.com/puntos8



ESTRATEGIA: Guessing Meaning from Context

You will recognize the meaning of a number of cognates in the following reading about the geography of the Hispanic world. In addition, you should be able to guess the meaning of the underlined words from the context (the words that surround them); they are the names of geographical features. The photo captions will also be helpful.

Note also that a series of headings divides the reading into brief parts. It is always a good idea to scan such headings before starting to read, in order to get a sense of a reading's overall content.

La geografía del mundo^a hispánico

Introducción

La geografía del mundo hispánico es impresionante y muy variada. En algunas^b regiones hay de todo.^c

En América

En la Argentina hay pampas extensas en el sur^d y la cordillera de los Andes en el oeste. En partes de Venezuela, Colombia y el Ecuador, hay regiones tropicales de densa selva. En el Brasil está^e el famoso río Amazonas. En el centro de México y también en El Salvador, Nicaragua y Colombia, hay volcanes activos. A veces^f producen erupciones catastróficas. El Perú y Bolivia comparten^g el enorme lago Titicaca, situado en una meseta entre los dos países.^h



▲ La isla de Caja de Muertos, Puerto Rico



▲ La cordillera de los Andes, Chile

En el Caribe

Cuba, Puerto Rico y la República Dominicana son tres islas situadas en el mar Caribe. Las bellas playasⁱ del mar Caribe y de la península de Yucatán son populares entre^j los turistas de todo el mundo.

^aworld ^bsome ^cde... a bit of everything ^dsouth ^eis ^fA...
Sometimes ^gshare ^hnaciones ⁱbellas... beautiful beaches
^jamong

En la Península Ibérica

España comparte^k la Península Ibérica con Portugal. También tiene^l una geografía variada. En el norte están los Pirineos, la cordillera que separa a España del^m resto de Europa. Madrid, la capital del país, está situada en la meseta central. En las costas del sur y del este hay playas tan hermosas como las deⁿ Latinoamérica y del Caribe.



▲ Una meseta de La Mancha, España



▲ La ciudad de Montevideo, Uruguay

¿Y las ciudades?

Es importante mencionar también la granⁿ diversidad de las ciudades del mundo hispánico. En la Argentina está la gran ciudad de Buenos Aires, que^o muchos consideran como^p «el París» o «la Nueva York» de Sudamérica. En Venezuela está Caracas, y en el Perú están Lima, la capital, y Cuzco, una ciudad indígena antigua.

Conclusión

En fin,^q el territorio del mundo hispánico es muy diverso. ¿Y el de^f este país? ■

^kshares ^lit has ^mfrom the ⁿtan... as beautiful as those of
^ogreat ^pwhich ^qEn... In short ^rel... that of

Comprensión

Ejemplos (*Examples*). Give examples of similar geographical features found in this country or close to it. Then give examples from the Spanish-speaking world.

MODELO: un río → *the Mississippi*, el río Orinoco

- | | | |
|-------------------|--------------|------------------|
| 1. un lago | 4. una isla | 7. un mar |
| 2. una cordillera | 5. una playa | 8. un volcán |
| 3. un río | 6. una costa | 9. una península |

Vocabulario

Although you have used and heard many words in this preliminary chapter of *Puntos de partida*, the following words are the ones considered to be active vocabulary. Be sure that you know all of them, including the meaning of the group titles, before beginning **Capítulo 1**.

Saludos y expresiones de cortesía

Buenos días. Buenas tardes. Buenas noches.
 Muy buenas.
 ¡Hola! ¿Qué tal? ¿Cómo está(s)?
 Regular. (Muy) Bien.
 ¿Y tú? ¿Y usted?
 Adiós. Hasta mañana. Hasta luego. Nos vemos.
 ¿Cómo te llamas? ¿Cómo se llama usted?
 Me llamo _____.
 ¿De dónde eres? ¿De dónde es usted?
 (Yo) Soy de _____.
 señor (Sr.), señora (Sra.), señorita (Srta.)
 (Muchas) Gracias.
 De nada. No hay de qué.
 Por favor. Perdón. Con permiso.
 Mucho gusto. Igualmente. Encantado/a.

¿Cómo es usted?

soy, eres, es

Los números del 0 al 30

cero	diez	veinte
uno	once	treinta
dos	doce	
tres	trece	
cuatro	catorce	
cinco	quince	
seis	dieciséis	
siete	diecisiete	
ocho	dieciocho	
nueve	diecinueve	

Los gustos y las preferencias

¿Te gusta _____? ¿Le gusta _____?
 (Sí,) Me gusta _____. (No,) No me gusta _____.

¿Qué hora es?

es la... , son las...
 y/menos cuarto (quince)
 y media (treinta)
 en punto
 de la mañana (tarde, noche)
 ¿a qué hora... ?, a la(s)...

Las palabras interrogativas

¿cómo?	how?; what?
¿dónde?	where?
¿qué?	what?

Palabras adicionales

sí/no	yes/no
hay	there is/are
no hay	there is not / are not
hoy/mañana	today/tomorrow
y/o	and/or
a	to; at (<i>with time</i>)
de	of; from
en	in; on; at
pero	but
también	also
los gustos	likes
la palabra	word
el saludo	greeting

Vocabulario personal

Use this space to write down other words and phrases you learn in this chapter.

Español

Inglés

Introducción cultural

Los Estados Unidos



According to the latest United States census information, approximately 28 million people speak Spanish at home in the United States.* Does that make the United States a Spanish-speaking country? It depends on your definition of "Spanish-speaking." The entire population of Ecuador is almost 14 million. The population of Chile is just over 16 million. The population of Venezuela is about 26 million . . . in other words, there are more Spanish speakers in the United States than citizens in each of these three Spanish-speaking countries.

Spanish speakers in the United States come from a wide variety of backgrounds. Some are recent immigrants, while others' families have been here for many generations, some since before the Mayflower arrived in Massachusetts. They come from all over the world, from every country where Spanish is spoken, and they live all over the United States. They are part of the fabric of society.

According to census information, most live in the southern and western states; however, there are large populations of Spanish speakers in places like New York and Chicago as well.

**Of those 28 million people, about 20 million reported they also speak English "very well" or "well."*



1 A bookstore in the Pilsen neighborhood of Chicago



2 On the New York City subway



3 Dancers from the Ballet Folklórico de San Antonio

4 A Cuban American family in Miami

