

INSTRUCTOR'S ANNOTATED EDITION

SEVENTH EDITION

VISTAS

INTRODUCCIÓN A LA LENGUA ESPAÑOLA



BLANCO | DONLEY

INSTRUCTOR'S ANNOTATED EDITION

SEVENTH EDITION

VISTAS

INTRODUCCIÓN A LA LENGUA ESPAÑOLA

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VISTA®
HIGHER LEARNING

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Instructor's Annotated Edition

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THE VISTA HIGHER LEARNING STORY

Your Specialized World Language Publisher

Independent, specialized, and privately owned, Vista Higher Learning was founded in 2000 with one mission: to raise the teaching and learning of world languages to a higher level. This mission is based on the following beliefs:

- It is essential to prepare students for a world in which learning another language is a necessity, not a luxury.
- Language learning should be fun and rewarding, and all students should have the tools necessary for achieving success.
- Students who experience success learning a language will be more likely to continue their language studies both inside and outside the classroom.

With this in mind, we decided to take a fresh look at all aspects of language instructional materials. Because we are specialized, we dedicate 100 percent of our resources to this goal and base every decision on how well it supports language learning.

That is where you come in. Since our founding in 2000, we have relied on the continuous and invaluable feedback from language instructors and students nationwide. This partnership has proved to be the cornerstone of our success by allowing us to constantly improve our programs to meet your instructional needs.

The result? Programs that make language learning exciting, relevant, and effective through:

- an unprecedented access to resources
- a wide variety of contemporary, authentic materials
- the integration of text, technology, and media, and
- a bold and engaging textbook design

By focusing on our singular passion, we let you focus on yours.

The Vista Higher Learning Team



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Getting to Know Vistas

Now in its Seventh Edition, **Vistas** is better than ever. Its student-friendly approach to introductory Spanish makes both teaching and learning easier, more enjoyable, and more successful. The pedagogical approach of **Vistas** continues to be communicative. It presents vocabulary and grammar as tools for effective personalized communication as it develops students' listening, reading, writing, and speaking skills. Moreover, because cultural knowledge is an integral part of both language learning and successful communication, **Vistas** introduces students to the countries of the Spanish-speaking world and the everyday lives of Spanish speakers.

Vistas offers features that make it truly different from other textbooks based on these same principles. Here are some of our distinguishing features:

- **Vistas** was the first textbook to cohesively integrate a dramatic video into the student text to model target structures. The goal of the **Fotonovela** is to motivate and inspire the next generation of Spanish students.
- **Vistas** was also the first introductory college Spanish textbook to incorporate graphic design—page layout, use of colors, typefaces, and other graphic elements—as an integral part of the learning process. To enhance learning and make navigation easy, lesson sections are color-coded and appear either completely on one page or on spreads of two facing pages.
- **Vistas** offers student sidebars with on-the-spot linguistic, cultural, and language-learning information, as well as boxes with on-page correlations of student supplements.
- **Vistas** provides a unique four-part practice sequence for virtually every grammar point. It moves from form-focused **¡Inténtalo!** exercises to directed, yet meaningful, **Práctica** exercises to communicative, interactive **Comunicación** activities, and lastly to cumulative, open-ended **Síntesis** activities.
- **Vistas** also offers two cultural videos, **Flash cultura** and **Panorama cultural**, as well as authentic TV clips and short films in **En pantalla**.
- vText—the interactive, online student edition.

NEW! to the Seventh Edition

- New **Fotonovela** video
- New **Proyecto** page in each lesson
- New **Escuchar** audio and activities
- 8 new **En pantalla** videos
- 3 new **Lectura** readings
- 4 new **En detalle** readings and 3 new **Perfil** readings in **Cultura**
- 42 new **Panorama cultural** videos
- New **Panorama** activities page
- New communicative objectives and Can-Do Statements for most sections in every lesson
- New social awareness and interculturality annos
- New ACTFL World-Readiness Standards correlations by activity
- New group chats and student video recordings



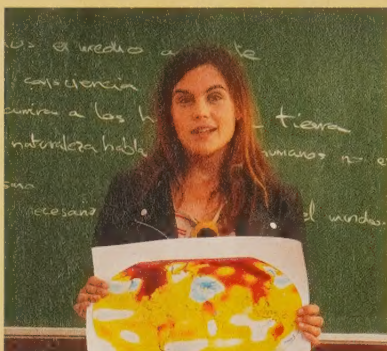
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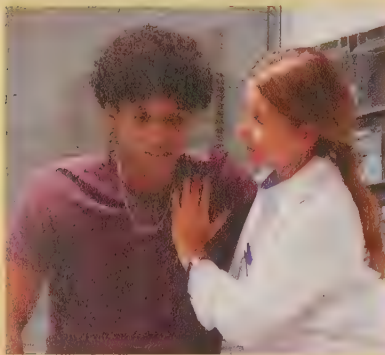
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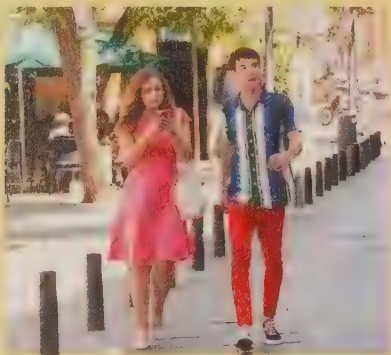


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Icons

Familiarize yourself with these icons that appear throughout *Vistas*.



Presentational content for this section available online



Textbook activity available online



Partner Chat or Video Virtual Chat activity available online and/or pair activity in the classroom



Group Chat activity available online and/or group activity in the classroom



Activity with handout



Listening activity/section



Video available for this paragraph of *Panorama*

More activities

LM

WB

vhicentral

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pp. 00-00

Online activities

The **More activities** box indicates additional print and online activities.

The Vistas, Seventh Edition, Supersite

The **Vistas** Supersite is your online source for integrating text and technology resources. The Supersite enhances language learning and facilitates simple course management. With powerful functionality, a focus on language learning, and a simplified user experience, the Supersite offers features based directly on feedback from thousands of users.

- **Student Friendly:** Make it a cinch for students to track due dates, save work, and access all assignments and resources.
- **Easy Setup:** Customize your course and section settings, create your own grading categories, plus copy previous settings to save time.
- **All-in-One Gradebook:** Add your own activities or use the grade adjustment tool for a true, cumulative grade.
- **Grading Options:** Choose to grade student-by-student, question-by-question, or spot check. Plus, give targeted feedback via in-line editing and voice comments.
- **Accessible Student Data:** Conveniently share information one-on-one, or issue class reports in the formats that best fit you and your department.

For Instructors

- A gradebook to manage classes, view rosters, set assignments, and manage grades
- Time-saving auto-graded activities, plus question-by-question and automated spot-checking
- A communication center for announcements and notifications
- Pre-made sample syllabus and sample lesson plan in customizable DOCX format
- Testing Program in editable DOCX format
- Answer keys, audioscripts, Spanish and English videoscripts, grammar presentation slides, and digital image bank
- Online administration of quizzes and exams, now with time limits and password protection
- Assessments that are customizable by adding, removing, or editing questions and providing section references
- Tools to add your own content to the Supersite
 - Create and assign Partner Chats and open-ended activities
 - Upload and assign videos and outside resources
- Single sign-on feature for integration with your school's LMS
- Activity Pack with additional activities for every lesson
- MP3 files of the complete Textbook, Lab, and Testing Audio Programs
- Live Chat for video chat, audio chat, and instant messaging
- Forums for oral assignments, group discussions, and projects



Each section of your textbook comes with activities on the **Vistas** Supersite, many of which are auto-graded for immediate feedback. Plus, the Supersite can be accessed on the go! Visit vhlcentral.com to explore this wealth of exciting resources.

CONTEXTOS	- Vocabulary hotspots with audio - Vocabulary tutorials - Textbook activities and additional activities for extra practice	- Audio activities - Chat activities for conversational skill-building and oral practice
FOTONOVELA	- Streaming video of Fotonovela, with instructor-managed options for subtitles and transcripts in Spanish and English - Pronunciation tutorials with speech recognition	- Textbook activities and additional activities for extra practice - Chat activities for conversational skill-building and oral practice - Audio files for Pronunciación - Record-compare practice
CULTURA	Con ritmo hispano information and activities Conexión Internet activity - Textbook activities and additional activities for extra practice	- Chat activities for conversational skill-building and oral practice - Additional reading
ESTRUCTURA	- Interactive grammar tutorials - Textbook activities and additional activities for extra practice	- Chat activities for conversational skill-building and oral practice - Diagnostics in Recapitulación section
ADELANTE	- Audio-sync reading in Lectura - Additional reading - Writing activity in Escritura with composition engine - Audio files for listening activity in Escuchar - Textbook activities and additional activities for extra practice	- Chat activities for conversational skill-building and oral practice - Streaming En pantalla TV clips or short films, with instructor-managed options for subtitles and transcripts in Spanish and English - Streaming video of Flash cultura series, with instructor-managed options for subtitles and transcripts in Spanish and English
PANORAMA	- Interactive map - Textbook activities and additional activities for extra practice - Chat activities for conversational skill-building and oral practice	Conexión Internet activity - Streaming video of Panorama cultural series, with instructor-managed options for subtitles and transcripts in Spanish and English
PROYECTO	Writing activities with composition engine	Student video recording activities
VOCABULARIO	Vocabulary list with audio	Customizable study lists

New Features and Technology

Activities

There are new audio activities in the **Escuchar** section of all eighteen lessons. The new audio is now a little shorter and more level-appropriate.

Each **Cultura** section has a new activity to make the content more relevant to students by asking them personalized questions or having them make cultural comparisons.

Each **Flash cultura** page now has a presentational or interpersonal activity related to the cultural content of the video.

Each lesson now has an entire page of activities for the **Panorama** section. Two activities are usually comprehension. One is typically a pair or group activity. One usually asks for students to think critically about the content; it may ask them to relate cultural products or practices to perspectives or give their opinion. The last is typically a cultural comparison.

There is now a cumulative objectives review activity on the **Vocabulario** page at the end of each lesson.

Interactive *Fotonovela* Videos with Integrated Viewing Activities

Students can check their comprehension with integrated viewing activities as they watch the new **Fotonovela** video.

Panorama cultural

There are now 42 more **Panorama cultural** videos. They provide interesting visuals for two more paragraphs on every **Panorama** spread. This means that all four culture paragraphs on each **Panorama** spread now have a companion video.

Accessible Vocabulary Hotspots and Interactive Maps

Vocabulary hotspots and interactive maps are back, and they are now fully accessible. The hotspots show the large **Contextos** illustrations with audio. The interactive map for the **Panorama** section points out major cities and geographical features and situates the featured country in the context of its immediate surroundings and the world.

News and Cultural Updates

Additional cultural material is available in the News and Cultural Updates section of the Supersite, which appears at the end of the list of eighteen lessons in *Content > Activities*. Links to authentic articles or videos with carefully scaffolded activities are added monthly from September to May, and all postings are archived for easy, continued access. Assign as homework or present in class for discussion, and customize the activities as you see fit.

New Group and Student Video Recording

Group Chat and Student Video Recording Activities allow individual or multiple students to record a video production exercise, providing instructors with more flexibility in creating and assigning activities to groups or individual students within their classes.

Proyecto

Each lesson now has a **Proyecto** page between the **Panorama** section and the **Vocabulario** page. Projects alternate between creating a video and writing. Students read about the project assignment, prepare for the assignment, do research, and create a final presentation.

This project-focused learning offers several benefits.

- It prompts students to use Spanish to accomplish something meaningful.
- It makes learning memorable for students.
- It fosters creativity as students can add their own voice to what they produce.
- It provides options for authentic assessments.
- It fosters lifelong learning as students conduct research and reflect on what they are learning.
- It allows students to create a portfolio to document their learning for personal and professional purposes.

Use these rubrics or create your own to evaluate students' projects.

RUBRIC FOR VIDEO

Criteria	5 points	10 points	15 points	20 points
Quantity of Language	Student provides very little information with mostly incomplete sentences.	Student provides limited information with some incomplete sentences.	Student provides adequate information with mostly complete sentences.	Student provides a good amount of information with well-developed, complete sentences.
Structure	Student's grasp of lesson grammar is too limited for effective communication.	Student demonstrates limited grasp of lesson grammar.	Student demonstrates an adequate grasp of lesson grammar.	Student demonstrates full command of lesson grammar.
Content (or Vocabulary)	Student's grasp of lesson vocabulary is too limited for effective communication.	Student demonstrates limited grasp of lesson vocabulary.	Student demonstrates an adequate grasp of lesson vocabulary.	Student demonstrates full command of lesson vocabulary.
Effort & Creativity	Student does not answer the essential question.	Student minimally answers the essential question with little creativity and/or originality.	Student adequately answers the essential question with some creativity and/or originality.	Student fully answers the essential question with creativity and originality.
Presentation	Student is difficult to hear and understand throughout, doesn't use gestures and/or visuals, and displays no eye contact (reading notes throughout).	Student is difficult to hear and understand at times, uses minimal visuals and/or gestures, and displays minimal eye contact (reading notes at times).	Student speaks clearly with some hesitation, uses some visuals and/or gestures, and generally maintains eye contact (with some looking at notes).	Student speaks clearly without hesitation, uses plenty of visuals and/or gestures to add impact, and maintains eye contact (seldom looking at notes).

RUBRIC FOR WRITING

Criteria	5 points	10 points	15 points	20 points
Quantity of Language	Student provides very little information with mostly incomplete sentences.	Student provides limited information with some incomplete sentences.	Student provides adequate information with mostly complete sentences.	Student provides a good amount of information with well-developed, complete sentences.
Structure	Student's grasp of lesson grammar is too limited for effective communication.	Student demonstrates limited grasp of lesson grammar.	Student demonstrates an adequate grasp of lesson grammar.	Student demonstrates full command of lesson grammar.
Content (or Vocabulary)	Student's grasp of lesson vocabulary is too limited for effective communication.	Student demonstrates limited grasp of lesson vocabulary.	Student demonstrates an adequate grasp of lesson vocabulary.	Student demonstrates full command of lesson vocabulary.
Effort & Creativity	Student does not answer the essential question.	Student minimally answers the essential question with little creativity and/or originality.	Student adequately answers the essential question with some creativity and/or originality.	Student fully answers the essential question with creativity and originality.
Presentation	Writing is full of spelling, accent, capitalization, and punctuation errors.	Writing contains several spelling, accent, capitalization, and punctuation errors.	Writing is mostly free of spelling, accent, capitalization, and punctuation errors.	Writing is free of spelling, accent, capitalization, and punctuation errors.

Remind students to review the rubric to make sure they meet all the requirements before they submit their projects.

STUDENT

- ▶ **Student Edition (SE)**
The SE is available in print and digital (online vText or downloadable eBook) formats.
- ▶ **Supersite**
Student access to the Supersite (vhlcentral.com) is provided with the purchase of a new student text. See page IAE-17 for all Supersite resources available to students.
- ▶ **Student Activities Manual (Workbook/Video Manual/Lab Manual) (SAM)**
The Workbook contains the workbook activities for each textbook lesson.

The Video Manual contains activities for the **Fotonovela** Video, and pre-, while-, and post-viewing activities for the **Flash cultura** Video.

The Lab Manual contains lab activities for each textbook lesson for use with the Lab Audio Program.

INSTRUCTOR

- ▶ **Instructor's Annotated Edition (IAE)**
The IAE contains a wealth of teaching information. The expanded trim size and enhanced design make the annotations and facsimile student pages easy to read and reference in the classroom. There is also an online version of the IAE on the Supersite.
- ▶ **Activity Pack**
The **Vistas** Activity Pack offers discrete and communicative practice for individuals, pairs, and groups. It is organized by type of activity: information gap, survey, task-based, role-play, and directed practice.
- ▶ **Supersite**
The password-protected Instructor Supersite allows instructors to assign and track student progress through its course management system. Instructors have full access to the Student Supersite, and seamless integration with the **WebSAM** and **vText**, and access to the **eBook**. Instructor Resources for easy access and download include:
 - Classroom handouts for the textbook
 - Audioscripts
 - Video program transcripts and translations
 - Workbook/Lab Manual/Video Manual Answer Keys
 - Digital Image Bank
 - Grammar Presentation Slides
 - Sample lesson plan
 - Sample syllabus
- ▶ **Testing Program**
The Testing Program is provided in DOCX files.
 - There are quizzes for each **Contextos** presentation and each **Estructura** grammar point. There are two versions of each quiz.
 - There are six versions of each lesson test.
 - There are also quarter exams, semester exams, listening scripts, answer keys for the tests, and optional test items for culture, video, and reading sections.

Lesson Openers

outline the content and features of each lesson.

Los pasatiempos 4

Communicative Objectives

You will learn how to:

- Talk about pastimes, weekend activities, and sports
- Make plans and invitations
- Say what you are going to do
- Investigate the popularity of soccer in the Spanish-speaking world

A primera vista

- ¿Trabajan estas personas?
- ¿Quién está delante de Juanjo?
- ¿Cómo es la chica al lado de Valentina?

pages 122–125

- Pastimes
- Sports
- Places in the city

pages 126–129

Olga Lucía, Valentina, Sara, Daniel, Juanjo, and Manuel are going to a soccer game. The girls support one team, while the boys support the other.

pages 130–131

- Soccer rivalries
- Juan Soto and Amalia Pérez

pages 132–147

- Present tense of *ir*
- Stem-changing verbs: *o*→*u*, *e*→*i*
- Stem-changing verbs: *e*→*i*
- Verbs with irregular *yo* forms
- Recapitulación

pages 148–156

Lectura: Popular sports
Escritura: A brochure
Escucha: A radio ad for a sports center
En pantalla: A news report about a ball game
Flash cultura: A video about soccer in Spain
Panorama: Mexico

contextos

fotonovela

cultura

infraestructura

delebrante

Photo An image from the new **Fotonovela** video sets the thematic tone for the lesson.

A primera vista activities jump-start the lessons, allowing you to use the Spanish you know to talk about the photos.

- **Communicative objectives** highlight the real-life tasks you will be able to carry out in Spanish by the end of each lesson.

Supersite

- Supersite resources are available for every section of the lesson at vhlcentral.com. Icons show you which textbook activities are also available online. The description next to the  icon indicates what additional resources are available for each section: videos, recordings, tutorials, and more!
- Textbook activity

Contextos

presents vocabulary in meaningful contexts.

4 contextos

Los pasatiempos

Más vocabulario

el baloncesto	basketball
el béisbol	baseball
el ciclismo	cycling
el esquí acuático	water skiing
el fútbol americano	football
el hockey	hockey
la natación	swimming
el equipo	team
el parque	park
el partido	game/match
la plaza	square/plaza
la pista	city or town square
banco	bench
excitar (se) a (al)	to excite oneself
ganar	to win
la de acuerdo	to go on a date
andar	to walk
patinar	to skate
practicar (deporte) (en, al)	to play sports
visitar regularmente (en, al)	to visit regularly
escribir una carta	to write a letter
en un momento electrónico	in a moment
leer el correo electrónico	to read e-mail
leer el periódico	to read the newspaper
deportes	sports-related

Variación léxica

pasarela	→ pista (degr.)	atención (M&M)
baloncesto	→ básquetbol (Amér. L.)	
béisbol	→ pelota (P.R., DoM., Dom.)	

Práctica

1 Indicar. Write if each activity you hear requires a ball or no it does not.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____

2 Escuchar. Indicate the activity that best corresponds to each statement you hear.

A	B
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____

3 ¿Cierto o falso? Indicate whether each statement is cierto or falso based on the illustration.

	Cierto	Falso
1. Los jugadores juegan al fútbol.	☐	☐
2. El jugador está en el voleibol.	☐	☐
3. El jugador está en el tenis.	☐	☐
4. El jugador está en el fútbol.	☐	☐
5. El jugador está en el tenis.	☐	☐
6. El jugador está en el fútbol.	☐	☐
7. El jugador está en el tenis.	☐	☐
8. El jugador está en el fútbol.	☐	☐

4 Clasificar. Fill in the chart with as many terms from Contextos as you can.

Actividades	Deportes	Personas

Communicative objective There is a communicative objective for this section that lets you know what you will be able to do in Spanish.

Más vocabulario boxes call out other important theme-related vocabulary in easy-to-reference Spanish-English lists.

Variación léxica presents alternate words and expressions used throughout the Spanish-speaking world.

Illustrations High-frequency vocabulary is introduced through expansive, full-color illustrations.

More activities The icons in the **More activities** boxes let you know exactly which print and technology components you can use to reinforce and expand on every section of every lesson.

Práctica This section always begins with two listening exercises and continues with activities that practice the new vocabulary in meaningful contexts.

Comunicación activities allow you to use the vocabulary creatively in interactions with a partner, a small group, or the entire class.

Can-Do Statement This section concludes with a Can-Do Statement, which shows you what you are now able to accomplish in Spanish.

Supersite

- Audio support for vocabulary presentation
- Vocabulary tutorials: word groups with audio and images
- Vocabulary Tools: customizable word lists, flashcards with audio
- Textbook activities
- Additional online-only practice activities
- Chat activities for conversational skill-building and oral practice
- Vocabulary activities in Activity Pack

follows the adventures of a group of students living and traveling in Spain.

4

fotonovela

Communicative Objective

to describe a scene or event

about events in a magazine

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¿Dónde están las entradas?

Clara Lucía, Valentina, Sara, Daniel, Juanjo y Manuel van a un partido de fútbol.



1

CLARA LUCÍA: ¿Están las entradas?

VALENTINA: Sí, aquí están.

CLARA LUCÍA: ¿Dónde están?



2

DANIEL: ¿Dónde están las entradas?

JOAQUÍN: Aquí están.

DANIEL: ¿Dónde están?

JOAQUÍN: Aquí están.

DANIEL: ¿Dónde están?

JOAQUÍN: Aquí están.

DANIEL: ¿Dónde están?

JOAQUÍN: Aquí están.



3

MANUEL: ¿Dónde están las entradas?

SARA: Aquí están.

MANUEL: ¿Dónde están?

SARA: Aquí están.

MANUEL: ¿Dónde están?

SARA: Aquí están.



4

CLARA LUCÍA: ¿Dónde están las entradas?

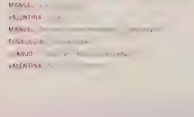
VALENTINA: Aquí están.

CLARA LUCÍA: ¿Dónde están?

VALENTINA: Aquí están.

CLARA LUCÍA: ¿Dónde están?

VALENTINA: Aquí están.



5

MANUEL: ¿Dónde están las entradas?

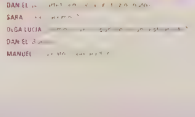
SARA: Aquí están.

MANUEL: ¿Dónde están?

SARA: Aquí están.

MANUEL: ¿Dónde están?

SARA: Aquí están.



6

CLARA LUCÍA: ¿Dónde están las entradas?

VALENTINA: Aquí están.

CLARA LUCÍA: ¿Dónde están?

VALENTINA: Aquí están.

CLARA LUCÍA: ¿Dónde están?

VALENTINA: Aquí están.

Expresiones útiles

en el estadio de fútbol

el contragolpe

la entrada

el gol

el jugador

el partido

el equipo

el estadio

el campo

el balón

el portero

el árbitro

el entrenador

el jugador

el equipo

el partido

el estadio

el campo

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el árbitro

el entrenador

el jugador

el equipo

Communicative objective There is a communicative objective for this section that lets you know what you will be able to do in Spanish.

Personajes The photo-based conversations take place among a cast of recurring characters—a group of friends in Madrid, Spain.

Antes de ver A pre-viewing activity asks you to speculate about the video episode you are about to see, look for cognates or lesson vocabulary words in the captions, etc.

Fotonovela Video The video episodes that correspond to this section are available for viewing online.

Expresiones útiles New words and expressions from the video are presented to help you understand and talk about the episode.

Conversations Taken from the **Fotonovela** Video, the conversations reinforce vocabulary from **Contextos**. They also preview structures from the upcoming **Estructura** section in context and in a comprehensible way.

Nota cultural A new feature highlights some aspect of culture from the video.

Can-Do Statement This section concludes with a Can-Do Statement, which shows you what you are now able to accomplish in Spanish.



- Streaming video of the **Fotonovela** episode
- Textbook activities
- Additional online-only practice activities
- Chat activities for conversational skill-building and oral practice

Pronunciación & Ortografía

present the rules of Spanish pronunciation and spelling.

Los pasatiempos

ciento veinticinco

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Pronunciación

Word stress and accent marks

pe-li-cu-la **e-di-fi-cio** **ver** **yo**

Every Spanish syllable contains at least one vowel. When two vowels are joined in the same syllable they form a **diphthong**. A **monosyllable** is a word formed by a single syllable.



bi-blio-te-ca **vi-si-ter** **par-que** **fút-bol**

The syllable of a Spanish word that is pronounced most emphatically is the "stressed" syllable.

pe-lo-ta **pis-ci-na** **ra-tos** **ha-blan**

Words that end in **n**, **s**, or a **vowel** are usually stressed on the next-to-last syllable.

na-ta-ci-ón **pa-pá** **in-glés** **Jo-sé**

If words that end in **n**, **s**, or a **vowel** are stressed on the last syllable, they must carry an accent mark on the stressed syllable.

bai-lar **es-pa-ñol** **u-ni-ver-si-dad** **tra-ba-ja-dor**

Words that do not end in **n**, **s**, or a **vowel** are usually stressed on the last syllable.

béis-bol **lá-piz** **ár-bol** **Gó-mez**

If words that do not end in **n**, **s**, or a **vowel** are stressed on the next-to-last syllable, they must carry an accent mark on the stressed syllable.

*The two vowels that form a diphthong are either both weak or one is weak and the other is strong.

Práctica Pronounce each word, stressing the correct syllable. Then give the word stress rule for each word.

- | | | | |
|--------------|-------------|----------------|---------------|
| 1. profesor | 4. Mazatlán | 7. niños | 10. Maecro |
| 2. Puerta | 5. examen | 8. Guadalupe | 11. estan |
| 3. ¿Cuántos? | 6. ¿Cómo? | 9. programador | 12. geografía |

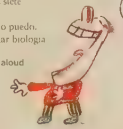
Oraleones Read the conversation aloud to practice word stress.

MARINA Hola, Carlos. ¿Qué tal?
CARLOS Bien, Oye, ¿a qué hora es el partido de fútbol?
MARINA Crees que es a las siete.
CARLOS ¿Quieres ir?
MARINA Lo siento, pero no puedo.
 Tengo que estudiar biología.

¿Quién me
de último, re mejor!

Refranes Read these sayings aloud to practice word stress.

1. No sé lo que he hecho, lo que he hecho.
 2. No sé lo que he hecho, lo que he hecho.



Mira atención

En el consultorio

TECNOLÓGICA Y DIGITAL Y MÁS

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Ortografía

El acento y las sílabas fuertes

In Spanish, written accent marks are used on many words. Here is a review of some of the principles governing word stress and the use of written accents.

as-pi-ri-na **gri-pe** **to-man** **en-tes**

In Spanish, when a word ends in a vowel, **n**, or **s**, the spoken stress usually falls on the next-to-last syllable. Words of this type are very common and do not need a written accent.

a-sí **in-glés** **in-fec-ci-ón** **hé-ro-e**

When a word ends in a vowel, **n**, or **s** and the spoken stress does not fall on the next-to-last syllable, then a written accent is needed.

hos-pi-tal **na-riz** **re-ce-ter** **to-ser**

When a word ends in any consonant other than **n** or **s**, the spoken stress usually falls on the last syllable. Words of this type are very common and do not need a written accent.

lá-piz **fút-bol** **hués-ped** **sué-ter**

When a word ends in any consonant other than **n** or **s** and the spoken stress does not fall on the last syllable, then a written accent is needed.

far-me-cia **bio-lo-gía** **su-cio** **fri-o**

Diphthongs (two weak vowels or a strong and weak vowel together) are normally pronounced as a single syllable. A written accent is needed when a diphthong is broken into two syllables.

sol **pen** **mar** **tos**

Spanish words of one syllable do not, but can carry a written accent but only if it is to distinguish the meaning **se** and **sé**.

CONSEJOS

In Spanish **a**, **e**, and **i** are considered strong vowels, while **o** and **u** are weak vowels. To remember this concept, use the acronym: **SOLO** (Strong, Only, Only, Weak).

Pronunciación p. 129

Práctica Busca las palabras que necesitan acento escrito y escribe su forma correcta.

- | | | |
|----------------|-----------------------|---------------------|
| 1. sal-món | 8. sa-ba-do | 15. an-ti-pa-tri-co |
| 2. ins-pec-tor | 9. vez | 16. far-macia |
| 3. nú-me-ro | 10. mé-nu | 17. es-qu |
| 4. la-cel | 11. o-pa-ración | 18. pen-sión |
| 5. ju-go | 12. im-pe-r-me-a-bile | 19. pe-ris |
| 6. a-lin-go | 13. a-di-mas | 20. par-don |
| 7. ra-pi-do | 14. re-ga-to-ar | |

El ahorcado Juega al ahorcado (hangman) para adivinar las palabras.

- | | | | | |
|------|----|---|---|---|
| 1. l | c | a | | Vas allí cuando estás enfermo. |
| 2. e | c | a | n | Se usa para poner una vacuna (vaccinación). |
| 3. d | n | n | | Permite ver los huesos. |
| 4. e | n | | | Trabaja en un hospital. |
| 5. a | tr | | | Es una medicina. |

Mira atención

Pronunciación explains the sounds and pronunciation of Spanish in Lessons 1–9.

Ortografía focuses on topics related to Spanish spelling in Lessons 10–18.

Supersite

- Pronunciation tutorials with speech recognition
- Spelling tutorials
- Record-compare textbook activities

Cultura

exposes you to different aspects of Hispanic culture tied to the lesson theme.

4 cultura Communicative Objective: identify sports athletes in my own and other cultures

EN DETALLE

Real Madrid y Barça: rivalidad total



Soccer in Spain is a force to be reckoned with, and no two teams draw more attention than Real Madrid and the Fútbol Club Barcelona. We refer to them as 'Madrid's Santiago Bernabéu' or 'Barça's Camp Nou'. The two cities shut down for the showdown, paralyzed by fútbol fever. A ticket to the actual game is always the hottest ticket in town. The rivalry between Real Madrid and Barça is about more than soccer. As the two biggest, most powerful cities in Spain, Barcelona and Madrid are constantly compared to one another and have a natural rivalry. There is also a political component to the dynamic. Barcelona, with its distinct language and culture, has long struggled for increased autonomy from Madrid's centralized government. Under Francisco Franco's rule (1939–1975), when repression of the Catalan identity was at its height, a game between Real Madrid and FC Barcelona was wrapped up with all the symbolism of the regime versus the resistance, even though both teams suffered casualties in Spain's civil war and the subsequent Franco dictatorship. Although the dictatorship is long over, the momentum of all those decades of competition still transforms both cities into a frenzied, tense panic leading up to the game. Once the final score is announced, one of those cities is transformed again, this time into the best party in the country.

Rivalidades del Fútbol

Argentina: Boca Juniors vs. River Plate
México: Águilas de América vs. Chivas de Guadalajara
Chile: Colo Colo vs. Universidad de Chile
Bolivia: Comunicaciones vs. Municipal
Uruguay: Peñarol vs. Nacional
Colombia: Millonarios vs. Independiente Santa Fe

ACTIVIDADES

1. ¿Cierto o falso? Indicate whether each statement is cierto or falso. Correct the false statements.

- People from Spain don't like soccer.
- Madrid and Barcelona are the most important cities in Spain.
- Santiago Bernabéu is a stadium in Barcelona.
- Catalan culture was repressed during Franco's regime.
- Barcelona is also Madrid's commercial neighbor.

2. Comparación: What are some famous stadiums in the United States, in sports such as baseball, basketball, soccer and football? Compare one of the matches with the Real Madrid-Barça rivalry.

ASI SE DICE

Los deportes
el fútbol
la pelota
el campeón
la carrera
competir
empatar
la medalla
mundial
el torneo

el fútbol
el atleta
la pelota
el campeón
la carrera
competir
empatar
la medalla
mundial
el torneo

EL MUNDO HISPANO

Átletas importantes

World-renowned Hispanic athletes:

- Rafael Nadal (España) has won 21 Grand Slam singles titles and the 2008 Olympic gold medal in singles tennis.
- Lionel Andrés Messi (Argentina) is one of the world's top soccer players. He plays for Paris Saint-Germain F.C. and for the Argentine national team.
- Yulimar Rojas (Venezuela) set a world record in the triple jump at the Tokyo Olympics in 2021 while winning the gold medal. She is also a two-time world champion.
- Mariano Pajón (Colombia) is a competitive cyclist with many international championships, including two Olympic gold medals (2012, 2016). She won silver at the Tokyo Games in 2021.

PERFIL

Juan Soto y Amalia Pérez



Juan Soto, the Dominican outfielder, doesn't just catch long fly balls. He hits them, too. Soto is a two-time recipient of the Silver Slugger Award (2020, 2021) and was the National League batting champion in 2020. Along with individual accolades, his team, the Washington Nationals, won the 2019 World Series the year after he made his Major League debut at the age of 19.

Mexican weightlifter Amalia Pérez is a true powerhouse in the sport. She was born in 1973 with a condition that has confined her to a wheelchair her entire life. But that hasn't stopped this athlete, who is the only woman to win world championships in three different weight divisions. Her impressive Paralympic career includes two silver medals (2000, 2004) and four golds (2008, 2012, 2016, 2021).

CON RITMO HISPANO

Musik (1997–)

Place of origin: Guadalajara, Mexico

Musik has sold over 40 million copies of its 21 albums worldwide, which makes it the most successful and one of the most influential Latin American rock bands of all time.

ACTIVIDADES

3. Comprensión: Write the name of the athlete described in each sentence.

- Es un jugador de fútbol de Argentina.
- Es una atleta paralímpica de México.
- Es un jugador de béisbol dominicano.
- Es una campeona olímpica de Venezuela.

4. ¿Quién es? Write a short paragraph describing an athlete that you like, but do not mention his/her name. What does he/she look like? What sport does he/she play? Where does he/she live? Read your description to the class to see if they can guess who it is.

1 CAN Identify sports athletes in my own and other cultures.

Communicative objective There is a communicative objective for this section that lets you know what you will be able to do in Spanish.

En detalle & Perfil Two articles on the lesson theme focus on a specific place, custom, person, group, or tradition in the Spanish-speaking world. In Spanish starting in Lesson 7, these features also provide reading practice.

Coverage While the **Panorama** section takes a regional approach to cultural coverage, **Cultura** is theme-driven, covering several Spanish-speaking regions in every lesson.

Así se dice & El mundo hispano Lexical and comparative features expand cultural coverage to people, traditions, customs, trends, and vocabulary throughout the Spanish-speaking world.

Con ritmo hispano This new feature profiles musicians of the Spanish-speaking world.

Can-Do Statement This section concludes with a Can-Do Statement, which shows you what you are now able to accomplish in Spanish.

Supersite

- **Con ritmo hispano** information and activities
- Textbook activities
- Additional online-only practice activities

- **Conexión Internet** activity with questions and keywords related to lesson theme
- Additional cultural reading

Estructura

presents Spanish grammar in a graphic-intensive format.

142 ciento cuarenta y dos

Communicative Objective: Ask and answer questions about daily activities

Lección 4

4.4 Verbs with irregular yo forms

¡ANTETODO! In Spanish, several verbs have irregular **yo** forms in the present tense. You have already seen three verbs with the **-go** ending in the **yo** form: **decir** → **digo**, **tener** → **tengo**, and **venir** → **vengo**.

► Here are some common expressions with **decir**.

decir la verdad to tell the truth	decir mentiras to tell lies
decir que to say that	decir la respuesta to say the answer

► The verb **hacer** is often used to ask questions about what someone does. Note that when answering, **hacer** is frequently replaced with another, more specific action verb.

Verbs with irregular yo forms

	hacer (to do) to make	poner (to put) to place	salir (to leave) to suppose	suponer (to suppose) to bring	traer (to bring)
SINGULAR FORMS	hago haces hace	pongo pones pone	salgo sales sale	supongo supones supone	traigo traes trae
PLURAL FORMS	hacemos hacéis hacen	ponemos ponéis ponen	salimos salís salen	suponemos suponéis suponen	traemos traéis traen

Pues, supongo que el mejor (no)?

¿Que hago?

► **Poner** can also mean *to turn on* a household appliance.

Carlos pone la radio. Carlos turns on the radio.	Maria pone la televisión. Maria turns on the television.
--	--

► **Salir de** is used to indicate that someone is leaving a particular place.

Hoy salgo del hospital. Today I leave the hospital.	Sale de la clase a las cuatro. He leaves class at four.
---	---

Los pasatiempos

ciento cuarenta y tres

143

► **Salir para** is used to indicate someone's destination.

Mañana salgo para México. Tomorrow I leave for Mexico.	Hoy salen para España. Today they leave for Spain.
--	--

► **Salir con** means *to leave with someone or something, or to date someone*.

Alberto sale con su novia. Alberto leaves with his girlfriend.	Mari sale con Guillermo. Mari goes out with Guillermo.
--	--

The verbs ver and oír

► The verb **ver** (to see) has an irregular **yo** form. The other forms of **ver** are regular.

The verb ver (to see)

	Singular forms	Plural forms
yo	veo	viemos
tú	ves	veis
Ud./ellos/ella	ve	ven

► The verb **oír** (to hear) has an irregular **yo** form and the spelling change **oy** in the **tú**, **usted/él/ella**, and **ustedes/ellos/ellas** forms. The **nosotros/as** and **vosotros/as** forms have an accent mark.

The verb oír (to hear)

	Singular forms	Plural forms
yo	oigo	oímos
tú	oyes	oís
Ud./ellos/ella	oye	oigan

► While most commonly translated as *to hear*, **oír** is also used in contexts where the verb *to listen* would be used in English.

Oigo a unas personas en la otra sala.
I hear some people in the other room.

Oyes la radio por la mañana?
Do you listen to the radio in the morning?

¡¡¡INTÉNTALO! Provide the correct forms of these verbs

1. salir	Isabel _____ sale _____	Nosotros _____	Yo _____
2. ver	Yo _____	Ustedes _____	Tú _____
3. poner	Rita y yo _____	Yo _____	Los niños _____
4. traer	Ellas _____	Yo _____	Tú _____
5. oír	El _____	Nosotros _____	Yo _____
6. hacer	Yo _____	Tú _____	Usted _____
7. suponer	Yo _____	Mi amigo _____	Nosotros _____

Communicative objectives There is a communicative objective for each grammar point that lets you know what you will be able to do in Spanish.

Ante todo Ease into grammar with definitions of grammatical terms, reminders about what you already know of English grammar, and Spanish grammar you have learned in earlier lessons.

Charts To help you learn, colorful, easy-to-use charts call out key grammatical structures and forms, as well as important related vocabulary.

Compare & Contrast This feature focuses on aspects of grammar that native speakers of English may find difficult, clarifying similarities and differences between Spanish and English.

Student sidebars provide you with on-the-spot linguistic, cultural, or language-learning information directly related to the materials in front of you.

Diagrams Clear and easy-to-grasp grammar explanations are reinforced by colorful diagrams that present sample words, phrases, and sentences.

- **¡Inténtalo!** offers an easy first step into each grammar point.

Supersite

- Interactive, animated grammar tutorials with quick checks
- Textbook activities

Estructura

provides directed and communicative practice.

140 ciento cuarenta

Práctica

1. Completar Complete these sentences with the correct form of the verb.

- Cuando mi familia vive en la ciudad, mi madre siempre *(alunarse)* va a un café y *(pedir)* un café.
- Pero mi padre *(decir)* que perdemos mucho tiempo. Tiene prisa por llegar al Bosque de Chapultepec.
- Mi padre tiene prisa, porque él siempre *(conseguir)* lo que *(pedir)* en el café.
- Cuando voy al parque, mis hermanos y yo *(seguir)* conversando. La mamá con mis otros padres.
- Mi papá siempre *(repetir)* la misma cosa: "Nosotros tomamos el sol." *(hablar)* con los amigos.
- Y siempre *(pedir)* permiso para volver a casa un poco más tarde porque me gusta mucho el parque.

2. Combinar Combine words from the two columns to create sentences about yourself and people you know.

A - mi compañera de cuarto - mi mejor amiga - mi novio - mis hermanos - mis amigos - mis padres - mis profesores - mi profesor de español	B - nunca (never) pedir perdón - no pedir excusas - mantener las relaciones - mantener las relaciones - mantener las relaciones - mantener las relaciones - mantener las relaciones - mantener las relaciones - mantener las relaciones
--	---

3. Opiniones In pairs, take turns guessing how your partner completed the sentences from Actividad 2. If you guess incorrectly your partner must supply the correct answer.

4. ¿Quién? Your instructor will give you a worksheet. Talk to your classmates until you find one person who does each of the activities. Use *clue*, *orase*, and *el* stem-changing verbs.

5. ¿Quién? Your instructor will give you a worksheet. Talk to your classmates until you find one person who does each of the activities. Use *clue*, *orase*, and *el* stem-changing verbs.

Lección 4

Los pasatiempos

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Comunicación

6. Las películas Use these questions to interview a classmate.

- ¿Prestas las películas románticas, las películas de acción o las películas de terror? ¿Por qué?
- ¿Dónde consigues información sobre (about) cine y televisión?
- ¿Dónde consigues las entradas para ver una película?
- Para decidir que películas vas a ver, ¿sigues las recomendaciones de los críticos de cine? ¿Que dicen los críticos en general?
- ¿Que cines en tu comunidad muestran las mejores (best) películas?
- ¿Vas a ver una película esta semana? ¿A qué hora empieza la película?

Síntesis

7. El cine In pairs, first scan the ad and jot down all the stem-changing verbs. Then answer the questions.

- ¿Qué palabras indican que *Dune* es una película de ciencia ficción?
- ¿Quiénes piensas que son los personajes (characters) del póster, según (according to) la sinopsis de la película?
- ¿Te gustan las películas como esta (this one)? ¿Por qué?
- Describe tu película favorita con los verbos de la Lección 4.



Una de las mejores películas del año

Dune: una odisea clásica ambientada en el espacio

Dune cuenta la historia de Paul Atreides, un joven que se encuentra junto a su madre en un peligroso planeta. Arrakos, Ali, conocen a los Fremen, una tribu ancestral que puede ayudarlos. ¿Piensas que Paul y su madre consiguen sobrevivir?

Una película de ciencia ficción basada en la novela de Frank Herbert, con la actuación de Timothy Chalamet y Zendaya. Dirigida por Denis Villeneuve.

1 CAN Talk about movies and describe my favorite movie.

Práctica Guided, yet meaningful exercises weave current and previously learned vocabulary together with the current grammar point.

Activities with handouts In information gap activities, you and your partner each have only half of the information you need, so you must work together to accomplish the task at hand. Other activities with handouts include surveys.

Comunicación Opportunities for creative expression use the lesson's grammar and vocabulary.

Sidebars The **Notas culturales** expand coverage of the cultures of Spanish-speaking peoples and countries, while the other sidebars provide on-the-spot language support.

Síntesis activities integrate the current grammar point with previously learned points, providing built-in, consistent review.

Can-Do Statements Each grammar point concludes with a Can-Do Statement, which shows you what you are now able to accomplish in Spanish.

Supersite

- Textbook activities
- Additional online-only practice activities
- Chat activities for conversational skill-building and oral practice
- Grammar activities in Activity Pack

Estructura

Recapitulación reviews the grammar of each lesson and provides a short quiz, available with auto-grading on the Supersite.

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Lección 4
Los pasatiempos
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Recapitulación

Review the grammar concepts you have learned in this lesson by completing these activities.

1 **Completar:** Complete the chart with the correct verb forms. 100 pts

Infinitivo	yo	*nosotros/as	ellos/as
volver	vuelvo		
comenzar		comenzamos	
		hacemos	hacen
ir			
	juego		
repetir			repite(n)

2 **Un día típico:** Complete the paragraph with the correct forms of the appropriate verbs. 60 pts

almorzar ir salir
 cerrar jugar seguir
 empezar mostrar ver
 hacer querer volver

¡Hola! Me llamo Cecilia y vivo en Puerto Vallarta, México. ¿Cómo es un día típico en mi vida (*life*)? Por la mañana bebo café con mis padres y juntos (*together*) (1) _____ las noticias (*news*) en la televisión. A las siete y media, (yo) (2) _____ de mi casa y tomo el autobús. Me gusta llegar temprano (*early*) a la universidad porque siempre (*always*) (3) _____ a mis amigos en la cafetería. Tomamos café y planeamos lo que (4) _____ hacer cada (*each*) día. A las ocho y cuarto, mi amiga Sandra y yo (5) _____ al laboratorio de lenguas. La clase de francés (6) _____ a las ocho y media. ¡Es mi clase favorita! A las doce y media (yo) (7) _____ en la cafetería con mis amigos. Después (*Afterward*), yo (8) _____ con mis clases. Por las tardes, mis amigos (9) _____ a sus casas, pero yo (10) _____ al voleibol con mi amigo Tomás.

RESUMEN GRAMATICAL

4.1 **Present tense of IR**

yo	voy	nos	vamos
tú	vas	vos	vais
él	va	ellos	van

► Ir + a + (infinitive) = to be going + (infinitive)
 ► a + al = al
 ► vamos a + (infinitive) = let's (do something)

4.2 **Present tense of JUGAR, salir, ir, irse, salirse, etc.**

	empiezo	vuelvo	jugar
yo	empiezo	vuelvo	juego
tú	empiezas	vuelves	juegas
él	empieza	vuelve	juega
nos	empezamos	volvemos	jugamos
vos	empezáis	volvéis	jugáis
ellos	empezan	vuelven	juegan

► Other use verbs: cerrar, comenzar, entender, pensar, poner, preferir, querer
 ► Other case verbs: almorzar, caer, dormir, encontrar, mostrar, poder, recordar

4.3 **Present tense of PODER**

	puedo	nos	podemos
yo	puedo	vos	podéis
tú	puedes	ellos	pueden
él	puede		

► Other case verbs: conseguir, decir, repetir, seguir

4.4 **Present tense of HACER**

	hago	pones	salir	suponer	traer
yo	hago	pongo	salgo	supongo	traigo

► Other use verbs: hacer, ir, irse, salir, salirse, etc.
 ► Other case verbs: salir, salirse, etc.

3 **Oraciones:** Arrange the cues in the correct order to form complete sentences. Make all necessary changes. 100 pts

- tarca / los / hacer / salidos / nosotros / la
- en / pizza / Andrés / una / restaurante / el / pedir
- a / ? / museo / ir / ? / el / (tú)
- de / oír / amigos / bien / los / no / Elena
- libros / traer / yo / clase / mis / a
- película / ver / en / Jorge y Carlos / pensar / cine / una / el
- unos / escribir / Mariana / electrónicos / querer / mensajes

4 **Escribir:** Write a short paragraph about what you do on a typical day. Use at least six of the verbs you have learned in this lesson. You can use the paragraph on the opposite page *Actividad 2* as a model. 60 pts

Un día típico

... Hola, me llamo Julia y vivo en Vancouver, Canadá. Por la mañana, yo...

5 **Rima:** Complete the rhyme with the correct forms of the appropriate verbs. 60 pts



contar poder
oír suponer

“Si no _____ dormir
y el sueño descas,
lo vas a conseguir
si _____ ovejas.”

Supersite

- Textbook activity with diagnostics
- Additional online-only review activities
- Review activities in Activity Pack
- Vocabulary practice quiz with diagnostics

Adelante

Lectura develops reading skills in the context of the lesson theme.

4

adelante

Communicative Objective: Understand content in a reading supported by visuals

ciento cuarenta y nueve

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Lectura

Antes de leer

Estrategia

Predicting content from visuals

When you are reading in Spanish, be sure to look for visual clues that will orient you as to the content and purpose of what you are reading. Photos and illustrations, for example, will often give you a good idea of the main points that the reading covers. You may also encounter very helpful visuals that are used to summarize large amounts of data in a way that is easy to comprehend, these include bar graphs, pie charts, flow charts, lists of percentages, and other sorts of diagrams.

Examinar el texto

Take a quick look at the visual elements of the magazine article in order to generate a list of ideas about its content. Then compare your list with a classmate's. Are they the same or are they different? Discuss your lists and make any changes needed to produce a final list of ideas.

Contestar

Read the list of ideas you wrote in **Examinar el texto**, and look again at the visual elements of the magazine article. Then answer the questions.

- Who is the woman in the photo, and what is her role?
- What is the article about?
- What is the subject of the pie chart?
- What is the subject of the bar graph?

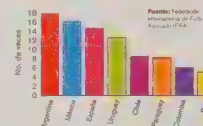


por María Úrsula Echevarría



El fútbol es el deporte más popular en el mundo hispano, según una encuesta realizada entre jóvenes universitarios. Mucha gente practica este deporte y tiene un equipo de fútbol favorito. Cada cuatro años se realiza la Copa Mundial. Argentina y Uruguay han ganado este campeonato más de una vez. Los aficionados siguen los partidos de fútbol en casa por tele y en muchos otros lugares como bares, restaurantes, estadios y clubes deportivos. Los jóvenes juegan al fútbol con sus amigos en parques y gimnasios.

Países hispanos en campeonatos mundiales de fútbol (1930-2018)



Pero, por supuesto, en los países de habla hispana también hay otros deportes populares. ¿Qué deporte sigue al fútbol en estos países? Bueno, depende del país y de otros factores!

Después de leer

Evaluación y predicción

Which of the following sporting events would be most popular among the college students surveyed? Rate them from one (most popular) to five (least popular). Which would be the most popular at your college or university?

- la Copa Mundial de Fútbol
- los Juegos Olímpicos
- el Campeonato de Wimbledon
- la Serie Mundial de Béisbol
- el Tour de Francia

No sólo el fútbol



Donde el fútbol es más popular

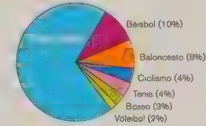
En México, el béisbol es el segundo deporte más popular después del fútbol. Pero en Argentina, después del fútbol, el rugby tiene mucha importancia. En Perú a la gente le gusta mucho ver partidos de fútbol. ¿Y en España? Muchas personas prefieren el baloncesto, el tenis y el ciclismo.

En Colombia, el béisbol también es muy popular después del fútbol, aunque esto varía según la región del país. En la costa del norte de Colombia, el béisbol es una pasión. Y el ciclismo también es un deporte que los colombianos siguen con mucho interés.

Donde el béisbol es más popular

En los países del Caribe, el béisbol es el deporte predominante. Este es el caso en Puerto Rico, Cuba y la República Dominicana. Los niños empiezan a jugar cuando son muy pequeños. En Puerto Rico y la República Dominicana, la gente también quiere participar en otros deportes, como el baloncesto, o ver los partidos en la tele. Y para los espectadores aficionados del Caribe, el boxeo es número dos.

Deportes más populares



mundo world según according to encuesta survey se realiza la Copa Mundial the World Cup se held han ganado have won campeonato championship más de una vez more than once por supuesto of course segundo second después after aunque although

¿Cierto o falso?

Indicate whether each sentence is **cierto** or **falso**, then correct the false statements.

- | | |
|---|--------------|
| 1. El fútbol es el segundo deporte más popular en México. | Cierto Falso |
| 2. En España a la gente le gustan varios deportes como el baloncesto y el ciclismo. | |
| 3. En la costa del norte de Colombia, el tenis es una pasión. | |
| 4. En el Caribe, el deporte más popular es el béisbol. | |

I CAN predict and understand content in a reading supported by visuals

Preguntas

Answer these questions.

- ¿Dónde ven el fútbol los aficionados? Y tú, ¿cómo ves tus deportes favoritos?
- ¿Te gusta el fútbol? ¿Por qué?
- ¿Miras la Copa Mundial en la televisión?
- ¿Qué deportes miras en la televisión?
- En tu opinión, ¿cuáles son los tres deportes más populares en tu universidad? ¿En tu comunidad? ¿En tu país?
- ¿Practicas deportes en tus ratos libres?

Communicative objective There is a communicative objective for this section that lets you know what you will be able to do in Spanish.

Antes de leer Valuable reading strategies and pre-reading activities strengthen your reading abilities in Spanish.

Readings Selections related to the lesson theme recycle vocabulary and grammar you have learned. The selections in Lessons 1–12 are cultural texts, while those in Lessons 13–18 are literary pieces.

Después de leer Activities include post-reading exercises that review and check your comprehension of the reading as well as expansion activities.

Can-Do Statement This section concludes with a Can-Do Statement, which shows you what you are now able to accomplish in Spanish.

Supersite

- Audio-sync reading that highlights text as it is being read
- Textbook activities
- Additional reading

Adelante

Escritura develops writing skills while **Escuchar** practices listening skills in the context of the lesson theme.

150 ciento cincuenta Communicative Objective: Create an informative text using a dictionary Lección 4 Escritura Estrategia Using a dictionary Most beginning language learners embrace the dictionary as the ultimate resource for reading, writing, and speaking. While it is true that the dictionary is a useful tool that can provide valuable information about vocabulary, using the dictionary correctly requires that you understand the elements of each entry. If you glance at a Spanish-English dictionary, you will notice that its format is similar to that of an English dictionary. The word is listed first, usually followed by its pronunciation. Then come the definitions, organized by parts of speech. Sometimes the most frequently used definitions are listed first. To find the best word for your needs, you should refer to the abbreviations and the explanatory notes that appear with the entries. For example, imagine that you are writing about your pastimes. You want to write, "I want to buy a new racket for my match tomorrow," but you don't know the Spanish word for "racket." In the dictionary, you may find an entry like this: racket s 1. alboroto; 2. raqueta (dep.) S corresponds to sustantivo (noun). Then, the first word you see is alboroto. When you look at that word up, you find that definition of alboroto is <i>noise or racket</i>, so alboroto is probably not the word you're looking for. The second word is raqueta, followed by the abbreviation <i>dep.</i>, which stands for deportes. This indicates that the word raqueta is the best choice for your needs.  Tema ✎ Escribir un folleto Choose one topic to write a brochure. 1. You are the head of the Homecoming Committee at your school this year. Create a brochure that lists events for Friday night, Saturday, and Sunday. Include a brief description of each event and its time and location. Include activities for different age groups, since some alumni will bring their families. 2. You are on the Freshman Student Orientation Committee and are in charge of creating a brochure for new students that describes the sports offered at your school. Write the brochure and include activities for both men and women. 3. You work for the Chamber of Commerce in your community. It is your job to market your community to potential residents. Write a brief brochure that describes the recreational opportunities your community provides, the areas where the activities take place, and the costs, if any. Be sure to include activities that will appeal to singles as well as couples and families; you should include activities for all age groups and for both men and women. I CAN create an informative text that lists leisure activities in my school and community	Communicative Objective: Identify the activities described in a radio ad ciento cincuenta y uno 151 Escuchar Antes de escuchar Estrategia Listening for the gist Listening for the general idea, or gist, can help you follow what someone is saying, even if you can't hear or understand some of the words. When you listen for the gist, you simply try to capture the essence of what you hear without focusing on individual words. ✎ To help you practice this strategy, you will listen to a paragraph made up of three sentences. Jot down a brief summary of what you hear. Preparación Based on the photo, what do you think the radio ad is about? Ahora escucha ✎ Un centro deportivo ✎ You will hear a radio ad promoting a new sports center. As you listen, indicate the activities described in the ad. _____ 1. tomar clases de vóleybol _____ 2. hacer esquí acuático _____ 3. nadar _____ 4. ver partidos de fútbol _____ 5. jugar videojuegos _____ 6. hacer ciclismo _____ 7. jugar al fútbol americano _____ 8. tomar clases de tenis _____ 9. leer una revista _____ 10. jugar al golf _____ 11. tomar el sol _____ 12. cenar con amigos  Comprensión ✎ Escoger Choose the option that best completes each sentence. 1. El centro deportivo Los Alamos tiene _____ grande. a. un gimnasio b. una piscina c. un cine 2. Hay dos _____ en el centro deportivo. a. piscinas b. cafeterías c. librerías 3. El centro deportivo tiene _____ con un parque bonito a. un cine b. un café c. una biblioteca 4. El restaurante cierra a las _____ de la noche. a. ocho b. diez c. once 5. El centro deportivo está al lado de/de la _____. a. plaza b. estadio c. iglesia ✎ Preguntas personales Answer these questions. 1. ¿Prefieres hacer deportes en el gimnasio o al aire libre (outdoors)? 2. ¿Qué vas a hacer este fin de semana? ¿Vas a estudiar? ¿Ver televisión? ¿Practicar deportes? ¿Por qué? I CAN identify the activities described in a radio ad
--	--

Communicative objectives There is a communicative objective for each section that lets you know what you will be able to do in Spanish.

Estrategia Strategies help you prepare for the writing and listening tasks to come.

Escritura The **Tema** describes the writing topic and includes suggestions for approaching it.

Escuchar A recorded conversation or narration develops your listening skills in Spanish.

Preparación prepares you for listening to the recorded passage.

Ahora escucha walks you through the passage, and **Comprensión** checks your listening comprehension.

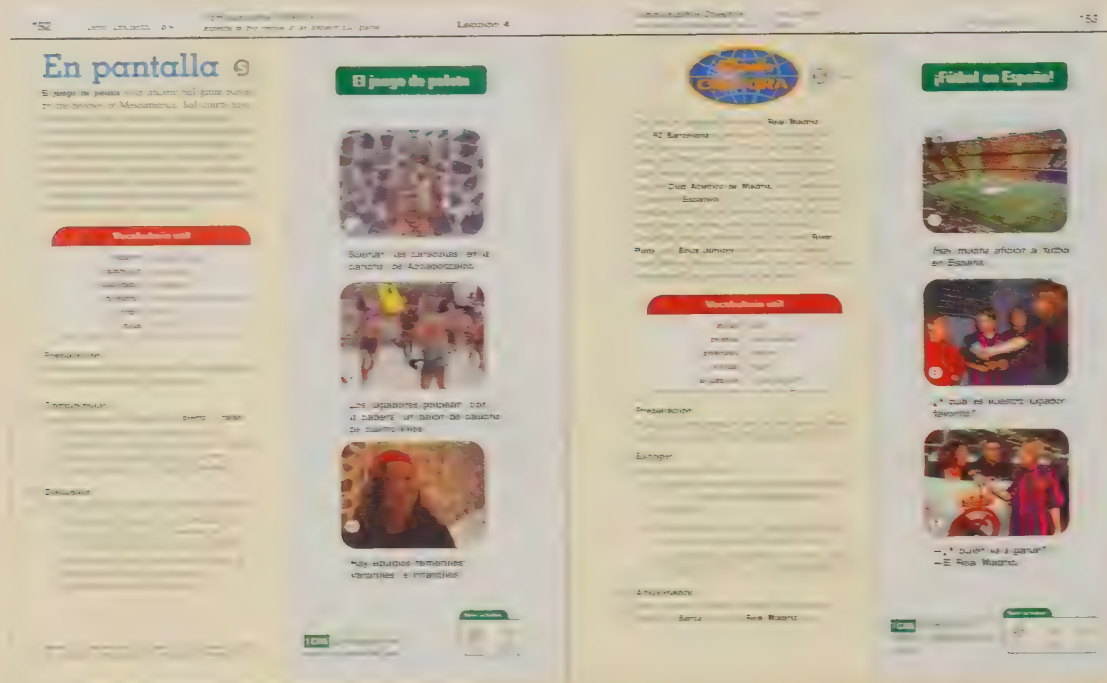
Can-Do Statements Each section concludes with a Can-Do Statement, which shows you what you are now able to accomplish in Spanish.

Supersite

- Composition engine for writing activity in **Escritura**
- Audio for listening activity in **Escuchar**
- Textbook activities

Adelante

En pantalla and *Flash cultura* present additional video tied to the lesson theme.



Communicative objectives There is a communicative objective for each section that lets you know what you will be able to do in Spanish.

En pantalla TV clips, many **NEW!** to this edition, give you additional exposure to authentic language. The clips include commercials, news reports, public service announcements, and short films that feature the language, vocabulary, and theme of the lesson.

Presentation Cultural notes, video stills with captions, and vocabulary support all prepare you to view the clips. Activities check your comprehension and expand on the ideas presented.

Flash cultura An icon lets you know that the enormously successful **Flash cultura** Video offers specially shot content tied to the lesson theme.

Activities Due to the overwhelming popularity of the **Flash cultura** Video, previewing support and comprehension activities are integrated into the student text.

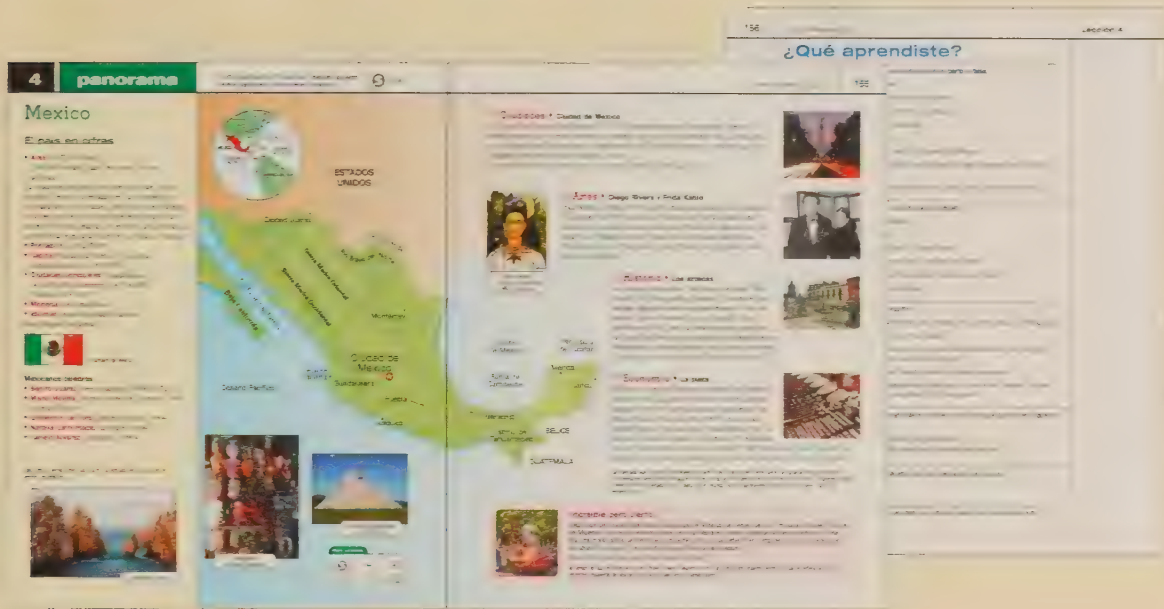
Can-Do Statements Each section concludes with a Can-Do Statement, which shows you what you are now able to accomplish in Spanish.

Supersite

- Streaming video of **En pantalla** and **Flash cultura**
- Textbook activities
- Additional online-only practice activities
- Chat activities for conversational skill-building and oral practice

Panorama

presents the nations of the Spanish-speaking world.



Communicative objective There is a communicative objective for this section that lets you know what you will be able to do in Spanish.

El país en cifras presents interesting key facts about the featured country.

Maps point out major cities, rivers, and geographical features and situate the country in the context of its immediate surroundings and the world.

Readings A series of brief paragraphs explores facets of the country's culture such as history, places, fine arts, literature, and aspects of everyday life. Each paragraph has a personalized question.

¡Increíble pero cierto! highlights an intriguing fact about the country or its people and asks a personalized question.

Activities There is now an entire page of activities.

Panorama cultural Video This video provides an exciting visual companion for the four **Panorama** paragraphs about the featured country.

Can-Do Statement There is a communicative objective for this section that lets you know what you will be able to do in Spanish.

Supersite

- Streaming video of the **Panorama cultural** program
- Interactive map
- Textbook activities
- Chat activities for conversational skill-building and oral practice
- Additional online-only practice activities
- **Conexión Internet** activity with questions and keywords related to lesson theme

Proyecto

provides a video or writing project.

4

proyecto

Communicative Objective: Create a vision board about pastimes

157

Tablero de visión

1 Tarea

The activities we choose to do in our free time are often a reflection of our passions and can serve as inspiration for setting personal and professional goals. What do you like to do in your free time and how does that help you understand your passions and goals? Your knowledge of Spanish can further assist you in pursuing your dreams by opening doors to new opportunities in Spanish speaking cultures. How might you pursue your passions in other parts of the world?

In this lesson, you will create a vision board where you will highlight three of your favorite pastimes and set goals for how you can pursue them. Your vision board will aim to address this essential question:

How can my knowledge of Spanish and Spanish-speaking cultures help me pursue my passions and achieve my goals?

2 Preparación

How you choose to spend your spare time can help you see where your passions lie and how you might use them to pursue your goals. As you prepare to create your vision board, answer these questions about your favorite pastimes.

- ¿Qué te gusta hacer? ¿Dónde? ¿Con quién?
- ¿Te gusta ver películas?
- ¿Te gusta viajar?
- ¿Te gusta en bicicleta?
- ¿Eres aficionado/a a los deportes?

Write three specific questions you will need to research for your vision board and indicate where you will look for information to answer them.

What other information will you need to develop your vision board? How do you plan to gather this information? For instance, are you familiar with the concept of a vision board? If not, you may want to research how to create a vision board that uses both images and text to portray goals and dreams.



3 Investigación

Gather the information you will need to develop your vision board. Refer to the research questions you developed in **Preparación**, and search for information that will provide answers.

Be sure to select your websites carefully and use only reliable sources of information. Visit the websites of international organizations dedicated to promoting particular pastimes, as well as official tourism websites for Spanish-speaking countries that highlight opportunities to pursue your passions. Also, identify and research particular role models who excel at what you want to do.

4 Presentación

Create your vision board where you highlight three pastimes and set goals for how you can pursue them. Use a large piece of poster board where you can affix images and text. Use this checklist to ensure that you have met all the requirements for the project before you submit it.

Comprobación

- ☐ I created a vision board that answers the essential question with creativity and originality.
- ☐ I used images and text to highlight three pastimes and set goals for how to pursue them.
- ☐ I used verbs in the present tense.
- ☐ I included at least five lesson vocabulary words.
- ☐ I edited my writing to be free of spelling, accent, capitalization, and punctuation errors.

I CAN

create a simple vision board about pastimes

Communicative objective There is a communicative objective for this page that lets you know what you will be able to do in Spanish.

Tarea This step describes the project assignment and provides an essential question. The project is a video in odd-numbered lessons and a piece of writing in even-numbered lessons.

Preparación This step prepares you for the project by activating your prior knowledge of the subject and asking you to write three specific questions you will need to research.

Investigación This step gives you suggestions as to where to find the answers to your research questions.

Presentación This step provides specific requirements for your project. It includes a checklist.

Can-Do Statement This page concludes with a Can-Do Statement, which shows you what you are now able to accomplish in Spanish.



- Composition engine for writing projects
- Student video recordings for video projects

Vocabulario

summarizes all the active vocabulary of the lesson.

4

vocabulario

Vocabulary Tools

Pasatiempos	Deportes	Verbos
andar en patineta : to skateboard	el baloncesto : basketball	almorzar (a:ue) : to have lunch
bucear : to scuba dive	el béisbol : baseball	cerrar (e:ie) : to close
escalar montañas (f., pl.) : to climb mountains	el ciclismo : cycling	comenzar (e:ie) : to begin
escribir una carta : to write a letter	el equipo : team	conseguir (e:ie) : to get, to obtain
escribir un mensaje electrónico : to write an e-mail	el esquí (acuático) : (water) skiing	contar (a:ue) : to count; to tell
esquiar : to ski	el fútbol : soccer	decir (a:í) : to say; to tell
ganar : to win	el fútbol americano : football	dormir (a:ue) : to sleep
ir de excursión : to go on a hike	el golf : golf	empezar (e:ie) : to begin
leer el correo electrónico : to read e-mail	el hockey : hockey	encontrar (a:ue) : to find
leer un periódico : to read a newspaper	el/la jugador/a : player	entender (a:ie) : to understand
leer una revista : to read a magazine	la natación : swimming	hacer : to do; to make
nadar : to swim	el partido : game, match	ir : to go
pasar : to take a walk	la pelota : ball	jugar (a:ue) : to play (a sport or a game)
pasar en bicicleta : to ride a bicycle	el tenis : tennis	mostrar (a:ue) : to show
patinar : to skate	el voleibol : volleyball	oír : to hear
practicar deportes (m., pl.) : to play sports		pedir (e:í) : to ask for; to request
tomar el sol : to sunbathe		pensar (e:ie) : to think
ver películas (f., pl.) : to watch movies		pensar (+ inf.) : to intend
visitar monumentos (m., pl.) : to visit monuments		pensar en : to think about
la diversión : fun activity; entertainment; recreation		perder (e:ie) : to lose; to miss
el fin de semana : weekend		poder (a:ue) : to be able to; can
el pasatiempo : pastime; hobby		poner : to put; to place
los ratos libres : spare (free) time		preferir (a:ie) : to prefer
el videojuego : video game		querer (a:ie) : to want; to love
		recordar (a:ue) : to remember
		repetir (e:í) : to repeat
		salir : to leave
		seguir (e:í) : to follow; to continue
		suponer : to suppose
		traer : to bring
		ver : to see
		volver (a:ue) : to return

Adjetivos

deportivo/a : sports-related

favorito/a : favorite

Lugares

el café : café

el centro : downtown

el cine : movie theater

el gimnasio : gymnasium

la iglesia : church

el lugar : place

el museo : museum

el parque : park

la piscina : swimming pool

la plaza : city or town square

el restaurante : restaurant

Decir expressions

See page 142.

Mini activities

LM
Vocabulary Tools
p. 304

Communicative Objectives: Review

I CAN talk about pastimes, weekend activities, and sports.

- Describe your favorite sport or game.

I CAN make plans and invitations.

- Make plans with a classmate.

I CAN say what I am going to do.

- Say what you are going to do tomorrow.

I CAN investigate the popularity of soccer in the Spanish-speaking world.

- Explain soccer's popularity in Spanish-speaking countries.

Vocabulario The end-of-lesson page lists the active vocabulary from each lesson. This is the vocabulary that may appear on quizzes or tests.

Communicative Objectives: Review This activity is a review of the lesson communicative objectives that you can use to check your progress.

Supersite

- Audio for all vocabulary items
- Vocabulary Tools: customizable word lists, flashcards with audio
- Summative vocabulary activity with speech recognition
- Practice test with diagnostics
- Oral practice

Fotonovela Video Program

The cast

Here are the main characters you will meet in the **Fotonovela** Video:



From Venezuela,
Olga Lucía Pérez Soto



From Spain,
Manuel Vázquez Quevedo



From Spain,
Valentina Herrera Torres



From Spain,
Sara Sánchez Vázquez



From the
Dominican Republic,
Juan José (Juanjo)
Reyes Peña



From Spain,
Daniel Acosta Campos



The **Vistas 7e Fotonovela** Video is a dynamic and contemporary window into the Spanish language. The video centers around a group of friends in Madrid, Spain. Manuel, Juanjo, Valentina, and Olga Lucía are college students who live in the same apartment building. Manuel's cousin Sara also lives there with her father, Paco, the landlord. Her friend Daniel completes the group. Manuel, Valentina, Sara, don Paco, and Daniel are all from Spain. Juanjo hails from the Dominican Republic. Olga Lucía is a native of Venezuela. Their adventures take them through some of the greatest natural and cultural treasures of the Spanish-speaking world, as well as the highs and lows of everyday life.

The **Fotonovela** section in each textbook lesson is actually an abbreviated version of the dramatic episode featured in the video. Therefore, each **Fotonovela** section can be done before you see the corresponding video episode, after it, or as a section that stands alone.

In each dramatic segment, the characters interact using the vocabulary and grammar you are studying. As the storyline unfolds, the episodes combine new vocabulary and grammar with previously taught language, exposing you to a variety of authentic accents along the way. At the end of each episode, the **Resumen** section highlights the grammar and vocabulary you are studying.

We hope you find the **Fotonovela** Video to be an engaging and useful tool for learning Spanish!

En pantalla Video Program

The **Vistas** Supersite features an authentic video clip for each lesson. Clip formats include commercials, news reports, and even short films. These clips, many **NEW!** to the Seventh Edition, have been carefully chosen to be comprehensible for students learning Spanish, and are accompanied by activities and vocabulary lists to facilitate understanding. More importantly, though, these clips are a fun and motivating way to improve your Spanish!

Here are the countries represented in each lesson in **En pantalla**:

Lesson 1 U.S.	Lesson 7 Argentina	Lesson 13 Spain
Lesson 2 Argentina	Lesson 8 Mexico	Lesson 14 Mexico
Lesson 3 Argentina	Lesson 9 Ecuador	Lesson 15 Mexico
Lesson 4 Mexico	Lesson 10 Spain	Lesson 16 Argentina
Lesson 5 Panama	Lesson 11 Spain	Lesson 17 Spain
Lesson 6 Peru	Lesson 12 Chile	Lesson 18 Chile



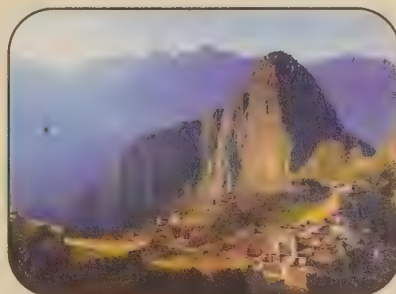
Flash cultura Video Program

In the dynamic **Flash cultura** Video, young people from all over the Spanish-speaking world share aspects of life in their countries with you. The similarities and differences among Spanish-speaking countries that come up through their adventures will challenge you to think about your own cultural practices and values. The segments provide valuable cultural insights as well as linguistic input; the episodes will introduce you to a variety of accents and vocabulary as they gradually move into Spanish.



Panorama cultural Video Program

The **Panorama cultural** Video provides visuals for the four **Panorama** paragraphs about the featured country.



Your Instructor's Annotated Edition

Vistas, Seventh Edition, offers you the most thoroughly developed Instructor's Annotated Edition ever written for introductory college Spanish. The IAE features reduced student text pages, overprinted with answers, and a wealth of teaching resources in the side and bottom panels. The annotations complement and support varied teaching styles, extending the already rich content of the student textbook and saving you time in class preparation and course management.

This section is designed as a quick orientation to the principal types of instructor annotations you will find in the IAE. As you familiarize yourself with them, it is important to keep in mind that the annotations are merely suggestions. Any Spanish questions, or simulated instructor-student exchanges are not meant to be prescriptive. You are encouraged to view these suggested “scripts” as flexible points of departure that will help you achieve your instructional goals.

Icons

For your convenience, the suggestions in the side and bottom channels have been tagged with icons if they engage one of the three different modes of communication.

-  **Interpretive communication** Suggestions for exercises that target students' reading or listening skills and assess their comprehension
-  **Presentational communication** Ideas and contexts that require students to produce a written or verbal presentation in the target language
-  **Interpersonal communication** Activities that provide students with opportunities to carry out language functions in simulated real-life contexts or engage in personalized communication with others

For an annotation to merit one of these icons, it must use the target language at a discourse level in a sustained context. As with the activities in the student text, many of these annotations employ more than one mode of communication; in these cases the mode that is best represented in the “product” of the activity is the one that is reflected in the icon. For example, if students are asked to talk to a classmate (interpersonal) and write a summary of the conversation (presentational), the written summary is the product, and the icon will therefore reflect the presentational mode of communication.

On the Lesson Opener Pages

- **Lesson Goals** A list of the lexical, grammatical, and socio-cultural goals of the lesson, including language-learning strategies and skill-building techniques
- **A primera vista** Questions related to the photograph for jump-starting the lesson
- **Instructional Resources** A correlation to all student and instructor supplements available to reinforce the lesson

The **Vistas** Supersite provides additional instructor materials for each lesson. Visit **vhicentral.com** for extra activities, supplemental vocabulary, assessment materials, and more!

In the Side Panels

- **Section Goals** A list of the goals of the corresponding section
- **Instructional Resources** A correlation to student and instructor ancillaries
- **Key Standards** Correlations to the ACTFL World-Readiness Standards for Learning Languages at the activity level
- **Teaching Tips** Suggestions for recycling language, leading into the corresponding section, working with materials, and carrying out specific activities
- **Expansion** Expansions and variations for the activities in the student textbook
- **Script** Transcripts of the audio and video recordings
- **Possible Conversation** Answers based on known vocabulary, grammar, and language functions that students might produce
- **Video Recap** Questions to help students recall the events of the previous lesson's **Fotonovela** episode
- **Video Synopsis** A summary of each lesson's **Fotonovela** episode
- **Expresiones útiles** Suggestions for introducing upcoming **Estructura** grammar points incorporated into the **Fotonovela** episode
- **Estrategia** Suggestions for working with the reading, writing, and listening strategies presented in the **Lectura**, **Escritura**, and **Escuchar** sections, respectively
- **Tema** Ideas for presenting and expanding the writing assignment topic in **Escritura**
- **El país en cifras** Additional information expanding on the data presented for each Spanish-speaking country featured in the **Panorama** sections
- **¡Increíble pero cierto!** Curious facts about a lesser-known aspect of the country featured in the **Panorama** sections
- **Investigate, Reflect, Explain** Interculturality annotations in **Panorama** and other sections
- **Section-specific Annotations** Suggestions for presenting, expanding, varying, and reinforcing individual instructional elements, including the sidebars in the student text (**¡Atención!**, **Ayuda**, etc.)
- **Successful Language Learning** Strategies to enhance students' language-learning experience
- **The Affective Dimension** Suggestions for reducing students' language-learning anxieties
- **Safe Space, Respecting Differences** Social awareness annotations about protecting student privacy, listening respectfully, and not making judgments

In the Teaching Options Boxes

- **Extra Practice, Pairs, Small Groups, and Large Groups** Additional activities intended to supplement those in the student textbook
- **Game** Games that practice the language of the section and/or recycle previously learned language
- **TPR** Total Physical Response activities that engage students physically in learning Spanish
- **Variación léxica** Extra information related to the **Variación léxica** boxes in **Contextos**, terms that come up in **Lectura**, and terms from the Spanish-speaking countries featured in **Panorama**
- **Worth Noting** More detailed information about an interesting aspect of the history, geography, culture, or people of the Spanish-speaking countries in **Panorama**
- **Heritage Speakers** Suggestions and activities tailored to heritage speakers
- **Video** Techniques and activities for using the **Vistas** video program
- **Evaluation** Rubrics for grading students' work in **Escritura**

Teaching with Vistas

Orienting Students to the Student Textbook

Because **Vistas** treats graphic design as an integral part of students' language-learning experience, you may want to take a few minutes to orient students to the student textbook. Have them flip through one lesson, and point out that all lessons are organized exactly the same way. Also point out how the major sections of each lesson are color-coded for easy navigation: red for **Contextos**, purple for **Fotonovela**, orange for **Cultura**, blue for **Estructura**, green for **Adelante**, and gold for **Vocabulario**. Let them know that, because of these design elements, they can be confident that they will always know "where they are" in their textbook.

Emphasize that sections are self-contained, occupying either a full page or a spread of two facing pages, thereby eliminating "bad breaks" and the need to flip back and forth to do activities or to work with explanatory material. Finally, call students' attention to the use of color to highlight key information in elements such as charts, diagrams, word lists, and activity **modelos**, titles, and sidebars.

Flexible Lesson Organization

Vistas uses a flexible lesson organization designed to accommodate diverse teaching styles, institutions, and instructional goals. For example, you can begin with the lesson opener page and progress sequentially through a lesson. If you do not want to devote class time to grammar, you can assign the **Estructura** explanations for outside study, freeing up class time for other purposes like developing oral communication skills; building listening, reading, or writing skills; learning more about the Spanish-speaking world; or working with the video program. You might decide to work extensively with the **Cultura** and **Adelante** sections in order to focus on students' reading, writing, and listening skills and their knowledge of the Spanish-speaking world. Or, you might prefer to use these sections periodically in response to your students' interests as the opportunity arises. If you plan on using the **Vistas** Testing Program, however, be aware that the quizzes, tests, and exams check language presented in **Contextos** and **Estructura**.

Identifying Active Vocabulary

All words and expressions taught in the illustrations and **Más vocabulario** lists in **Contextos** are considered active, testable vocabulary. Any items in the **Variación léxica** or **Así se dice** boxes, however, are intended for receptive learning and are presented for enrichment only; the words and expressions in the **Expresiones útiles** boxes in the **Fotonovela** are to be used solely to understand and talk about the video. The words in charts, word lists, **¡Atención!** sidebars, and sample sentences in **Estructura** are also part of the active vocabulary load. At the end of each lesson, **Vocabulario** provides a convenient one-page summary of the items students should know and that may appear on tests and exams. Point this out to students and tell them that an easy way to study from **Vocabulario** is to cover up the Spanish half of each section, leaving only the English equivalents exposed. They can then quiz themselves on the Spanish items. To focus on the English equivalents of the Spanish entries, they simply reverse this process.

Taking into Account the Affective Dimension

While many factors contribute to the quality and success rate of learning experiences, two factors are particularly germane to language learning. One is students' beliefs about how language is learned; the other is language-learning anxiety.

As studies show and experienced instructors know, students often come to modern language courses either with a lack of knowledge about how to approach language learning or with mistaken notions about how to do so. For example, many students believe that making mistakes when speaking the target language must be avoided because doing so will lead to permanent errors. Others are convinced that learning another language is like learning any other academic subject. In other words, they believe that success is guaranteed, provided they attend class regularly, learn the assigned vocabulary words and grammar rules, and study for exams. In fact, in a study of college-level beginning language learners in the United States, over one-third of the participants thought that they could become fluent if they studied the language for only one hour a day for two years or less. Mistaken and unrealistic beliefs such as these can cause frustration and ultimately demotivation, thereby significantly undermining students' ability to achieve a successful language-learning experience.

Another factor that can negatively impact students' language-learning experience is language-learning anxiety. As Professor Elaine K. Horwitz of The University of Texas at Austin and Senior Consulting Editor of **Vistas 1e** wrote, "Surveys indicate that up to one-third of American foreign language students feel moderately to highly anxious about studying another language. Physical symptoms of foreign language anxiety can include heart-pounding or palpitations, sweating, trembling, fast breathing, and general feelings of unease." The late Dr. Philip Redwine Donley, **Vistas** co-author and author of articles on language-learning anxiety, spoke with many students who reported feeling nervous or apprehensive in their classes. They mentioned freezing when called on by their instructors or going inexplicably blank when taking tests. Some so dreaded their classes that they skipped them or dropped the course.

Vistas contains several features aimed at reducing students' language anxiety and supporting successful language-learning. Its highly structured, visually dramatic design was conceived as a learning tool to make students feel comfortable with the content and confident about navigating the lessons. The Instructor's Annotated Edition includes *Affective Dimension* annotations with suggestions for managing and/or reducing language-learning anxieties, as well as *Successful Language Learning* annotations with learning strategies for enhancing students' learning experiences. In addition, the student text provides a wealth of helpful sidebars that assist students by making relevant connections with new information or reminding them of previously learned concepts.

Student Sidebars

¡Atención! Provides active, testable information about the vocabulary or grammar point

Ayuda Offers specific grammar and vocabulary reminders related to a particular activity or suggests pertinent language-learning strategies

Consulta References related material introduced in previous or upcoming lessons

¡Lengua viva! Presents relevant information on everyday language use

Nota cultural Provides a wide range of cultural information relevant to the topic of an activity or section

Suggestions for Using the *Fotonovela* Video

The **Fotonovela** section in each lesson of the student textbook and the **Vistas Fotonovela** Video were created as interlocking pieces. All photos in this section are images from the corresponding video module, while the printed conversations are abbreviated versions of the video module's dramatic segment. Both the **Fotonovela** conversations and their expanded video versions represent comprehensible input at the discourse level; they were purposely written to use language from the corresponding lesson's **Contextos** and **Estructura** sections. Thus, as of **Lección 2**, they recycle known language, preview grammar points students will study later in the lesson, and, in keeping with the concept of "i + 1," contain a small amount of unknown language.

You can use the **Fotonovela** Video and corresponding textbook section in many ways. For instance, you can use the **Fotonovela** spread as an advance organizer, presenting it before showing the video module. You can also show the video module first. You might decide to show all video modules in class or to assign them solely for viewing outside of the classroom. You could begin by showing the first one or two episodes in class to gain familiarity with the characters, style, and **Resumen** sections. After that, you could work in class only with **Fotonovela** pages and have students view the remaining episodes outside of class. For each episode, there are **¿Qué pasó?** activities in the **Fotonovela** section of the corresponding textbook lesson and video activities in the Video Manual section of the Student Activities Manual and on the Supersite.





You might play or assign the **Fotonovela** episode under *Presentations* on the Supersite and/or use the interactive video with integrated viewing activities under *Practice* on the Supersite so that students can check their comprehension as they watch.

You might also want to use the **Fotonovela** Video in class when working with **Estructura**. You could play parts of the dramatic episode that demonstrate the grammar point you are teaching or show selected scenes that review old grammar points and ask students to identify them. In class, you could play the parts of the **Resumen** section that exemplify individual grammar points as you progress through each **Estructura** section. You could also wait until you complete an **Estructura** section and review it by showing the corresponding **Resumen** section in its entirety.

No matter which approach you choose, students have ample materials to support viewing the video independently and processing it in a meaningful way. We hope you and your students will continue to find the **Fotonovela** Video and corresponding materials to be an engaging and effective tool for language-learning.

Suggestions for Using the *Flash cultura* Videos

The **Flash cultura** Video expands on an aspect of the lesson theme in the format of a news broadcast. Like the conversations in the **Fotonovela** Video, these video segments deliver comprehensible input. Each was written to make the most of the vocabulary and grammar students learned in the corresponding and previous lessons, while still providing a controlled amount of unknown language.



Activities for the **Flash cultura** Videos are located in the Video Manual section of the Student Activities Manual and on the Supersite. They follow a process approach of pre-viewing, while-viewing, and post-viewing and use a variety of formats to prepare students for watching the video segments, to focus them while watching, and to check comprehension after they have watched the footage.

When showing the videos in class, you might also want to implement a process approach. You could start with an activity that prepares students for the video segment by taking advantage of what they learned in previous lessons. This could be followed by an activity that students do while you play certain parts or all of the video segment. The final activity, done in the same class period or in the next one as warm-up, could recap what students saw and heard and expand on the video segment's topic. The following suggestions for working with the **Flash cultura** Video in class can be carried out as described or expanded upon in any number of ways.

Before viewing

- After students have practiced the lesson's vocabulary and grammar and worked through the **Cultura** section of the student textbook, mention the video segment's title and ask them to guess what the segment might be about.
- Have pairs make a list of the lesson vocabulary they expect to hear in the video segment.
- Read the class a list of true/false or multiple-choice questions about the video. Students must use what they learned in the **Cultura** section to guess the answers. Confirm their guesses after watching the segment.

While viewing

- Show the video segment with the audio turned off and ask students to use lesson vocabulary and structures to describe what is happening. Have them confirm their guesses by showing the segment again with the audio on.
- Have students refer to the list of words they brainstormed before viewing the video and put a check mark in front of any words they actually see in the segment.
- First, have students simply watch the video. Then, show it again and ask students to take notes on what they see and hear. Finally, have them compare their notes in pairs or groups for confirmation.
- Photocopy the segment's Videoscript from the Supersite and white out words and expressions related to the lesson theme, in order to create cloze paragraphs. Distribute the scripts for pairs or groups to complete the sentences.

After viewing

- Have students say what aspects of the cultural information presented in their textbook appear in the video segment.
- Ask groups to write a brief summary of the content of the video segment. Have them exchange papers with another group for peer editing.
- Ask students to discuss any aspects of the featured country and topic of which they were unaware before watching. Encourage them to explain why they did not expect those aspects to be true of the country in question.
- Have students pick one characteristic about the country and topic that they learned from watching the video segment. Have them research additional information about that topic and write a brief composition that expands on it.

Suggestions for Using the *Panorama cultural Videos*

You may choose to use the **Panorama cultural** videos to present the four culture paragraphs on each **Panorama** spread. Here are a few suggestions.

- Play the video without sound and have students comment on the images.
- Play the video with the sound on. Point out the pronunciation of certain words.
- Have students raise their hand every time they hear a familiar word as they watch the video.

On behalf of its authors and editors, Vista Higher Learning expresses its sincere appreciation to the many instructors and college professors across the U.S. and Canada who contributed their ideas and suggestions.

Vistas, Seventh Edition, is the direct result of extensive reviews and ongoing input from both students and instructors using the Sixth Edition. Accordingly, we gratefully acknowledge those who shared their suggestions, recommendations, and ideas as we prepared this Seventh Edition.

We express our sincere appreciation to the instructors who completed our online review.

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Hola, ¿qué tal?

1

You will learn how to:

- Greet people in Spanish
- Say goodbye
- Identify yourself and others
- Talk about the time of day
- Investigate greetings in the Spanish-speaking world

Lesson Goals

In **Lección 1**, students will be introduced to the following:

- terms for greetings and goodbyes
- identifying where one is from
- courtesy expressions
- greetings in the Spanish-speaking world
- the **plaza principal**
- nouns and articles (definite and indefinite)
- numbers 0–30
- present tense of **ser**
- telling time
- recognizing cognates
- reading a comic strip
- writing a resource list in Spanish
- listening for known vocabulary
- a television commercial for MasterCard
- a video about **plazas** and greetings
- demographic and cultural information about Hispanics in the United States and Canada
- creating a video post about the benefits of learning a new language

A primera vista Ask: What do you think is happening in the photo? Say: In Spanish-speaking countries, people greet each other with a handshake, or with one or two kisses on the cheek, depending on the situation and the country. Ask: How do you greet your friends? People you don't know?

Teaching Tip You will see a series of icons pointing out communicative expansions, activities, and teaching tips. Follow this key:

↪↪↪	Interpretive communication
↪↪↪	Presentational communication
↪↪↪	Interpersonal communication

contextos

fotonovela

cultura

estructura

adelante

pages 2–5

- Greetings and goodbyes
- Identifying yourself and others
- Courtesy expressions

pages 6–9

Sara greets her friend Daniel and introduces him to her father Paco, her cousin Manuel, and other residents of her apartment building: Olga Lucía, Valentina, and Juanjo.

pages 10–11

- Greetings in the Spanish-speaking world
- The **plaza principal**

pages 12–29

- Nouns and articles
- Numbers 0–30
- Present tense of **ser**
- Telling time
- **Recapitulación**

pages 30–38

Lectura: A comic strip
Escritura: Resource list
Escuchar: Conversation in a department office
En pantalla: A credit card ad
Flash cultura: A video about greetings and **plazas**
Panorama: Estados Unidos y Canadá

A primera vista

- Guess what the people in the photo are saying.
a. Por favor. b. Hola. c. señorita
- Most likely they would also say:
a. Gracias. b. Adiós. c. Buenas tardes.

INSTRUCTIONAL RESOURCES

Supersite (vhlcentral.com)

Video: **Fotonovela**, **En pantalla**, **Flash cultura**,

Panorama cultural

Audio: Textbook and Lab MP3 Files

Activity Pack: Information Gap Activities, additional activity handouts

Resources: SAM Answer Key, Scripts, Translations,

Vocabulario adicional, sample lesson plan,

Grammar Presentation Slides, Digital Image Bank

Testing Program: Quizzes, Tests, Exams, MP3s

Student Activities Manual: Workbook/Video

Manual/Lab Manual

WebSAM (online Student Activities Manual)