

A Guided Tour of Entrevistas

Chapter-Opening pages

Each chapter begins with a list of cultural and grammatical objectives that preview goals and content. These pages also contain timelines that relate important historical, political, and cultural events in the United States, Canada, and the country or region of focus. Maps allow students to situate the homes of the native-speaker interviewees as well as geographic features that provide points of reference for that country's inhabitants. Demographic information emphasizes cultural and linguistic diversity.

Following the chapter-opening pages, each chapter is divided into two major sections: **Parte 1** and **Parte 2**.

CAPÍTULO

4

La casa

A primera vista

In this chapter you will learn about the following aspects of culture and language.

Cultura

- What Does Your House Reveal About Your Personality?
- Connection between Houses and Geography
- **Señas de identidad:** Nations within a Nation

Lengua

- Parts of the House; Household Items
- Demonstrative Adjectives and Pronouns (4.1)
- Stem-changing Verbs (ie, ue) (4.2)
- The Present Progressive (4.3)
- Recognizing Formal and Informal Commands (4.4)

España

world wide web
Visit the **Entrevistas** Web site at www.spanish.mhhe.com.

Timeline:

- until 206 B.C.: Inhabited by Celts, Iberians, and Basques
- 206 B.C.: Conquered by Romans
- 711: Moors enter Spain, subjugate country within a few years
- 1469: Consolidation of Aragon and Castile through marriage of Ferdinand II and Isabella I
- 1492: Columbus makes his first voyage to America
- 1500-1600: Spanish exploration of U.S.
- 1534: Jacques Cartier takes Canada for France
- 16th c. - 17th c.: British colonies founded in U.S.

PARTE 1

Vocabulario

¿Dónde vives?

Este edificio de apartamentos está en una calle **traficada**.
Esas casas están en **la ciudad**.
Aquél condominio está en un **suburbio** (una **urbanización**).

PARTE 1

Vocabulario

Vocabulary is organized thematically and often presented visually through line drawings, photos, and realia wherever appropriate to illustrate culturally significant contrasts and similarities. Students are given ample opportunity to practice new lexical items through form-focused and communicative activities.

Entrevistas

The first of two native-speaker interviews recorded on audio and video tape personalizes the cultural themes of the chapter, illustrates vocabulary usage in context, and previews grammatical structures. Biographical information and photos acquaint students with the speaker's immediate surroundings and cultural context.

The interview is introduced by pre-listening activities, which facilitate comprehension by activating relevant vocabulary, grammar, and discourse items. As students listen to the interview, they are given specific tasks to perform. Their comprehension is checked through post-listening activities.

Instantánea

ORIGEN DEL NOMBRE

From the ancient Carthaginian Ispaña, "land of the rabbits." (The Carthaginians colonized what is now Spain before the Roman occupation.)

POBLACION

39,133,996

LENGUAS

Spanish (official), Catalan (co-official in Catalonia, Valencia, Balearic Islands), Basque (co-official in the Basque Country), Galician (co-official in Galicia)



La Casa Milà (1910) es un bloque de pisos (apartment building) en Barcelona. Es del arquitecto catalán Antoni Gaudí (1852–1926).

Spain adopted

Forma y función

4.1 Demonstrative Adjectives

Here are some quotes from Nieves's interview. Notice the adjectives she uses to describe different objects.

No hay espacio entre **estas** casas particulares.

There is no space between these individual houses.

Ese tipo de casa es muy típico en Andalucía.

That type of house is very common in Andalucía.

La mayoría tiene tierras y trabajan en **esas** tierras.

The majority have lands and they work on those lands.

A. In order to "demonstrate" or show which object/person you are referring to (*this building, that house*), you use a demonstrative adjective with a noun. Like all adjectives, these change form to agree in gender and number with the noun they describe. Here are all the forms.

SINGULAR			PLURAL		
Masculine	Feminine		Masculine	Feminine	
este	esta	this	estos	estas	these
ese	esa	that	esos	esas	those
aquel	aquella	that (over there)	aquellos	aquellas	those (over there)

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

Entrevistas



Ruth García Potous

«Me gusta mi cosa: tiene su encanto.»

NOMBRE
Ruth

APELLIDOS
(1) García (2) Potous

EDAD
25 años

NACIO EN
San Sebastián, España

VOCABULARIO ÚTIL

mar	sea, ocean	verano	summer
hermitos	little brothers	hace calor / buen tiempo	it's hot / nice weather
la verdad es que	the truth is that	por fuera / dentro	on the outside / inside
mayor parte	majority, most		
pues nada	of course, obviously		
disfrutar	to enjoy		

Actividades

A. **Antes de escuchar.** Before you listen to the interview, tell what room you normally do the following activities in.

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

B. **¿Es normal o es un lujo?** After you listen to Ruth, indicate what she seems to consider **un lujo** and what you might consider **normal**.

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CAPÍTULO 4 • La casa

Forma y función

An average of two grammar points are presented in this section, both of which are closely linked to the interview. Charts and bulleted lists facilitate self-study. Each grammar presentation is followed by a series of activities that emphasize meaningful use of language.

PRONUNCIACIÓN Y ORTOGRAFÍA

This section, which separates **Parte 1** of the chapter from **Parte 2**, presents major spelling rules and pronunciation contrasts between English and Spanish. Listening, pronunciation, and writing activities are provided in the *Manual de práctica*.

PARTE 2

Parte 2 contains the same major sections as **Parte 1**. However, **Parte 2** also includes additional focus on reading and writing. The **Lectura** is an authentic text (journalistic or literary in nature) that is thematically linked to the chapter content. **Lectura** sections begin with pre-reading activities that emphasize process strategies such as the activation of background knowledge, scanning for information, guessing from context, cognate recognition, and so on. Post-reading activities check comprehension.

A ti te toca

The final activity in the chapter introduces the writing task. This task is thematically integrated into the chapter, and invites students to synthesize vocabulary and grammatical structures and develop the cultural content. Process writing strategies that support the assignment may be found in the accompanying student *Manual de práctica*.

ADDITIONAL FEATURES

Se dice que...

Students' knowledge of the Spanish-speaking world is often shaped by the media or the personal tales of tourists. These impressions are rarely challenged. It is this goal of the **Se dice que...** section to provide a forum for critical analysis of these popular portrayals as presented in excerpts from travel guides, travel narratives, and reference books written for non-native speakers. Students are invited to discuss these passages in light of what they have learned through the native-speaker interviews and readings.

Because these texts were intended for the cultural "outsider," they are naturally written in English. We realize that instructors differ in their

Pronunciación y ortografía

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

■ ll, y

As you have heard in the interviews, the letters **ll** and **y** are pronounced the same in most dialects. In parts of northern Spain and in some of the Andean regions of South America, however, the **ll** is pronounced more like the combination **-ll-** in the English word *million*. Since Nieves is from southern Spain, her **ll** resembles the South American pronunciation [y]. In all countries, the Spanish **y** (or **ll** pronounced as **y**) is generally "stronger" than the English **y**. Compare the pronunciation of English **yes** with a native speaker's pronunciation of **yeso** (plaster); the first sound of **yeso** may be so strong that it sounds like an English **j** or **zh**. A common mistake made by English speakers is to use a "weak" [y] in Spanish, failing to distinguish between words like **ahí** [ai] and **allí** [ajil]. You should hear audible friction in the second word.

Lectura



Sobre la lectura In this **Lectura** you will read about a Spanish family and their home. The photograph that accompanies the reading provides an unusual portrait of the family. As you look at the photo and read the description of the collection it belongs to (it was one of thirty such portraits of families from all around the world), keep in mind the relationship between the objects you have (or don't have!) in your home and what they say about your family life or personality.

Antes de leer

A. **Tus pertenencias** (belongings). Categorize your personal belongings into two categories: the things you would not mind other people knowing about (**pertenencias no privadas**) and the things you would rather consider private or "sacred" (**sagradas**), things you would rather strangers not see. Where do you put these private things in your house?

PERTENENCIAS NO PRIVADAS	PERTENENCIAS PRIVADAS (SAGRADAS)

A ti te toca



Imagine that you are going to spend the fall and spring semesters in Spain. In order to save money on accommodations, you decide to exchange your room, apartment, or house here with a Spanish exchange student who is coming to your university. You have advertised your lodging in the student newspaper at **la Universidad de Sevilla**. In this activity, you will write a letter or an e-mail message in which you describe your lodging in more detail to an interested student, and you will seek more information about the accommodations he/she has to offer. Follow the **pasos** in the *Manual de práctica* to prepare your ideas and vocabulary before you start to write.

Se dice que...

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

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

Source: Culture Shock! Spain

philosophies toward the use of English in the Spanish language classroom. In this case, we believe that the opportunities for culture learning and the development of critical-thinking skills provide a strong rationale for this activity. Indeed, as students' linguistic skills develop, the language of the accompanying questions changes to Spanish.

Señas de identidad

The flag, baseball, and apple pie. . . . These have been traditional American cultural icons, calling up historical, political, and emotive attachments to the nation. As American society becomes more diverse, these icons are perhaps less meaningful. Nevertheless, Americans can readily generate a list of people, places, events, or institutions that evoke their country and form part of its cultural mythology. In this section, we have asked native Spanish-speakers to do the same, and have highlighted at least one symbol of cultural identity in this section. Students are then asked to analyze and reflect upon issues of personal, social, and national identity.

Lenguaje funcional

Functional language, that is to say, language used to carry out communicative tasks, such as requesting, inviting, agreeing, and refusing, is presented in this note. Students are asked to practice language functions in context through role-play exercises based on the theme of the chapter.

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

Si te interesa

This section provides additional details to the cultural, lexical, and grammatical presentations in the chapter. Since linguistic rules and cultural behaviors may appear to be arbitrary or capricious to students, these explanations attempt to address the "hows" and "whys" of language systems. In addition, many students are genuinely interested in furthering their knowledge of culture and language. This section can provide a point of departure for their exploration.

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

This box, which will appear occasionally in the margins of your textbook, contains expressions that will help you complete the activities on this page. In this case, the expressions below allow you to compare and contrast your own situation with that of Sara Rayo Pizarro.

porque	because
también	also, too
pero	but
similar(es) a	similar to
diferente(s) de	different from/than