

OBJETIVOS

Whereas the materials in the Textbook all had to do with the video segment, the materials in the Workbook will help you expand your knowledge of the Spanish language in general, as well as give you opportunities for self-expression in Spanish. In this lesson you will learn

- how to express *the* and *a/an* in Spanish (**Gramática 2**)
- about the system of gender that nouns have in Spanish (2)
- one way of expressing possession (3)
- how to pronounce the letters of the Spanish alphabet (**Pronunciación**)
- more about cognates (**¡Aumenta tu vocabulario!**)

Remember to listen to the tape for **Lección 2** when you see the cassette symbol, and to check your answers in Appendix 1.

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MÁS ALLÁ DEL EPISODIO

Actividad A. Juan y Pati, una relación tumultuosa

You have met and learned a little about the principal characters of *Destinos*. But, as the saying goes, there is often more to something than meets the eye. What do you really know about Juan and Pati? What might you *guess* or *infer* about them? Here is a series of statements about Juan and Pati. Choose from the following five responses to express your reaction.

- | | |
|---|-----------------------|
| a. Sé (<i>I know</i>) que es cierto. | d. Creo que es falso. |
| b. Creo (<i>I believe</i>) que es cierto. | e. Sé que es falso. |
| c. No sé. (<i>I don't know</i> .) | |

1. (uno) ___ Juan es el hijo favorito de don Fernando.
2. (dos) ___ Juan es profesor de literatura italiana.
3. (tres) ___ Pati también es profesora, pero (*but*) de música.
4. (cuatro) ___ Pati es la segunda (*second*) esposa de Juan.
5. (cinco) ___ Juan es el segundo esposo de Pati.

6. (seis) _____ El matrimonio de Juan y Pati es muy estable y es un modelo para otras personas.
7. (siete) _____ Juan y Pati viven en Nueva York.

The answers you have given are based solely on the very small amount of information about Juan and Pati that you have at this point. The following reading passage offers more information. Read it and see whether you wish to change any answers.



Juan Castillo, con Pati, su esposa

Juan y Pati son esposos. Viven en un apartamento en el Soho, un barrio¹ de la ciudad de Nueva York. Juan es profesor de literatura latinoamericana en la Universidad de Nueva York (NYU). Pati también es profesora en la Universidad de Nueva York, pero no de literatura. Su especialización es el teatro y ha sido² la directora de obras como³ *Bodas de sangre* (*Blood Wedding*) (del dramaturgo español Federico García Lorca). El montaje⁴ fue⁵ de la compañía «Hispanic Theater of New York».

En este momento⁶, el matrimonio de Juan y Pati es inestable y tenso. Los dos trabajan⁷ y las responsabilidades de sus respectivas carreras académicas aumentan la tensión entre ellos. También, sus personalidades están en conflicto: Los dos son muy ambiciosos y hay rivalidad entre ellos. El futuro de su matrimonio es incierto...

¹neighborhood, district ²ha... has been ³obras... works like ⁴production ⁵was
⁶En... Right now, Currently ⁷Los... Both of them work



Actividad B.

Now return to statements 1–7 and make any changes in your answers that you feel are necessary. Which statements do you still have to guess at or answer **No sé**? Listen to the cassette tape, on which the speaker will give you some answers, then provide some more information.

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GRAMÁTICA

2. EL HIJO, LA HIJA, LOS HIJOS: ARTICLES AND NOUNS— GENDER AND NUMBER

A. Spanish, like English, has a system of articles. In English, the articles are *the* (the definite article) and *a, an, some* (the indefinite articles). In Spanish, however, each article must also reflect the gender and number of its noun (a person, place, thing, or concept). Here is an example.

profesor = male professor	el profesor (<i>the professor</i>)
	un profesor (<i>a professor</i>)
profesora = female professor	la profesora (<i>the professor</i>)
	una profesora (<i>a professor</i>)

Here are the plural forms; note the articles: **el profesor** becomes **los profesores** or **unos profesores**, and **la profesora** becomes **las profesoras** or **unas profesoras**. The paragraphs that follow will explain more about this system.

B. Gender in Spanish is purely a grammatical concept. All nouns have gender, whether they represent people, places, things, or concepts. Gender is either masculine or feminine, but it does not always mean that the noun is viewed as having masculine or feminine traits.

The nouns for all humans and most animals are assigned grammatical gender based on sexual gender. The nouns for most objects, things, and concepts have gender based on their word endings. As you are introduced to nouns, you should make a mental note of their gender. At different points throughout the Textbook and Workbook, you will also learn rules of thumb for determining gender.

C. In addition to gender, all nouns also have number; that is, they are singular or plural. Look at the following chart.

MASCULINO			FEMENINO	
	<i>singular</i>	<i>plural</i>	<i>singular</i>	<i>plural</i>
definido	el secreto	los secretos	la carta	las cartas
indefinido	un secreto	unos secretos	una carta	unas cartas

D. It is unreasonable for you to expect to master the system of gender immediately or to always use the correct article, but here are some rules of thumb to get you started.

- Nouns that refer to male beings and most nouns that end in **-o** are masculine in gender: **el hombre, el hermano, el concepto**. Can you think of any other examples from this lesson or from **Lección 1**?
- Nouns that refer to female beings and almost all nouns that end in **-a, -ión, and -d** are feminine: **la mujer, la hermana, la compañía, la relación, la universidad**. What other words from this lesson or from **Lección 1** follow the same rule?
- Nouns that have other endings and that do not refer to either males or females may be masculine or feminine. Their gender must be memorized: **el español, la serie**, and so on. Of course, most rules have exceptions. Two words that you have already seen are exceptions to the “most nouns that end in **-a**” rule: **el patriarca, el idioma**.

E. You have probably noticed that for some nouns that refer to people, if the masculine ends in **-o**, the feminine ends in **-a**.

el hijo → la hija
 el esposo → la esposa

What other word pairs of this kind appear in the lesson?

For other nouns that refer to people, if the masculine ends in a consonant, the feminine has a final **-a**.

un profesor → una profesora
 un director → una directora

Many other nouns that refer to people have a single form. Gender is indicated by the article: **el/un estudiante, la/una estudiante**.

F. Nouns that end in a vowel form their plural by adding **-s**: **hijo → hijos**. Nouns that end in a consonant form their plural by adding **-es**: **profesor → profesores**. Note the following accent pattern for nouns that end in **-ión**: **lección**, but **lecciones**.

Actividad A. ¿Masculino o femenino?

Give the correct definite article (**el, la, los, las**) for these nouns.

MODELO: hijo → el hijo

Personas

- | | | |
|---------------------------------|-------------|-----------------------------|
| 1. hombre | 5. tíos | 8. directora |
| 2. mujer | 6. tías | 9. clientes (<i>male</i>) |
| 3. estudiante (<i>male</i>) | 7. director | 10. abogadas |
| 4. estudiante (<i>female</i>) | | |

Lugares

11. compañía 13. oficinas 15. hacienda
 12. universidad 14. ciudades

Cosas

16. cartas 18. memoria 20. futuro 22. relaciones
 17. columna 19. modelos 21. tensión 23. rivalidad

Conceptos

Now go back and give the correct indefinite articles for the same nouns.

MODELO: hija → **una** hija

Now go back and change singular nouns to plural and plural nouns to singular.

MODELO: hija → hijas



Actividad B. Definiciones

Listen as the speaker on the cassette tape gives a series of definitions. You will not understand every word of the definitions. Just listen and try to catch the word defined and the gist of the definition. Then write the words defined in the appropriate column: **Personas**, **Lugares**, **Cosas**, **Conceptos**. Be sure to write an article with each word. (Worksheet)

Actividad C. ¿Es hombre o mujer?

Write the appropriate noun along with its definite article (**el** or **la**) in the first blank of each item to reflect whether the people around you are male or female. ¡OJO! You will *not* use an article in the second blank of each item.

- (Profesor/Profesora) _____ de español es (hombre/mujer) _____.
- (Presidente [¡OJO! *male or female*]) _____ de la universidad es (hombre/mujer) _____.
- (Abogado/Abogada) _____ de mis (*my*) padres es (hombre/mujer) _____.
- (Doctor/Doctora) _____ de mi (*my*) familia es (hombre/mujer) _____.

3. MI HIJO, MIS HIJOS: EXPRESSING POSSESSION (PART 1)

DON FERNANDO: Tengo¹ una familia muy grande. Mis cuatro (4) hijos viven en distintas partes del mundo. Mi hija Mercedes, vive en La Gavia. No tiene hijos. Mi hijo Ramón también vive en La Gavia, con² su esposa, Consuelo, y su hija, Maricarmen. Mi hijo Carlos vive en Miami, con su esposa Gloria, y sus dos (2) hijos, Juanita y Carlitos. Mi hijo Juan vive en Nueva York con su esposa, Pati. No tienen hijos. Mi esposa, Carmen, ya murió; está muerta.

¹I have ²with

The preceding paragraph, written from don Fernando's point of view, shows how words like **mi (mis)** and **su (sus)** are used in Spanish. You know that **su (sus)** can mean *his, her, or their*, and you can guess that **mi (mis)** means *my*. Look at the following chart.

POSSESSIVE ADJECTIVES					
<i>my</i>	mi hijo/hija mis hijos/hijas	<i>our</i>	nuestro hijo nuestros hijos	nuestra hija nuestras hijas	
<i>your</i>	tu hijo/hija tus hijos/hijas	<i>your</i>	vuestro hijo vuestros hijos	vuestra hija vuestras hijas	
<i>your, his, her, its</i>	su hijo/hija sus hijos/hijas	<i>your, their</i>	su hijo/hija sus hijos/hijas		

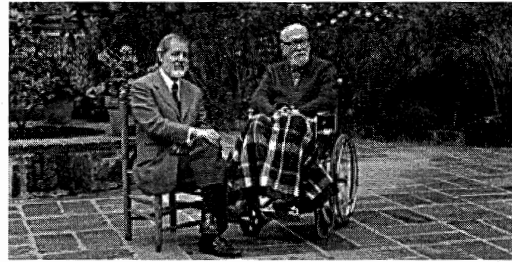
The words **mi (mis)** and **su (sus)** are similar to the articles that accompany nouns in Spanish in that they must agree with the nouns in number. You will learn more about words such as these in later chapters of *Destinos*.

Actividad A. ¿Quién es?

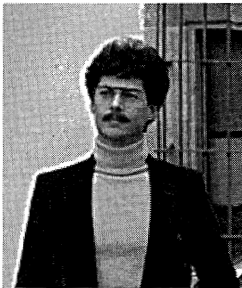
Identify the person described in each group.

¿Quién habla? (*Who is talking?*)

Gloria	Juan
don Fernando	Raquel
Mercedes	Ramón



1. _____ «Mis hijos se llaman Carlos, Juan, Ramón y Mercedes. Su madre ya no vive; está muerta.»
2. _____ «Mi esposa se llama (*is named*) Consuelo. Mi hija se llama Maricarmen. Mi padre es don Fernando y mi tío es Pedro.»
3. _____ «Yo soy de los Estados Unidos. Mi profesión es muy importante para mí.»
4. _____ «Mi esposo se llama Carlos. Su secretaria se llama Ofelia. Mis hijos son Juanita y Carlitos.»



¿De quién se habla? (*Who is being talked about?*)

los hijos de don Fernando Mercedes Carlos Juan Raquel

5. _____ Su esposa se llama Pati. Su padre vive en La Gavia. Tiene tres hermanos.
6. _____ Su esposa es Gloria. Tiene tres hermanos. Sus dos hijos viven en Miami.
7. _____ Su padre es don Fernando y su madre es Carmen. Viven en La Gavia, en Miami y en Nueva York.
8. _____ Sus hermanos son Juan, Ramón y Carlos. Su padre vive en La Gavia y su madre ya no vive; está muerta.

Actividad B. La familia de don Fernando

Return to the paragraph with which Section 3 begins, don Fernando's description of his family. Read through the paragraph, changing words as needed to make the paragraph describe don Fernando's family from your perspective. Here is the beginning of the paragraph done for you. (Worksheet)

Don Fernando tiene una familia muy grande. **Sus** cuatro (4) hijos viven...

Actividad C. ¿Y tú?

Describe your family by completing the appropriate sentences from this list. (Worksheet)

Mi familia es... (muy) grande
(muy) pequeña (*small*)
regular

Mi madre se llama... Vive en...

Mi padre se llama... Vive en...

Tengo (uno, dos, tres, cuatro, cinco, seis...) hermanos.

(No tengo hermanos.)

Mi hermano/a _____ vive en...

Tengo (uno, dos, tres, cuatro, cinco, seis...) hijos.

(No tengo hijos.)

PRONUNCIACIÓN: EL ALFABETO ESPAÑOL



The Spanish and English alphabets are similar but not identical. Listen as the speaker on the cassette tape pronounces each letter of the Spanish alphabet, along with a name that contains the letter. Then pronounce the letter and name after you hear them.

a	Antonio	e	Elena	j	José	n	Nicaragua	r	Clara	v	Víctor
b	Blanca	f	Felipe	k	Kati	ñ	España	rr	Monterrey	w	Oswaldo
c	Cecilia	g	Gloria	l	Luis	o	Olivia	s	Sara	x	Félix
ch	Chile	h	Héctor	ll	Guillermina	p	Pablo	t	Tomás	y	Yucatán
d	Dolores	i	Inés	m	Manuel	q	Raquel	u	Agustín	z	Zaragoza

Four letters in the Spanish alphabet are different from those in the English alphabet. Which ones are they? You will want to keep them in mind when looking up words in a Spanish dictionary, since they affect alphabetical order. Words that begin with **ch**, **ll**, or **ñ** are in their own sections of the dictionary, after the **c**, **l**, and **n** sections, respectively. And the word **coche** comes *after* **coco** in an alphabetical list.*

¡AUMENTA TU VOCABULARIO!

In **Lección 1** you learned about cognates: words that look alike in both Spanish and English. Beginning in this lesson, you will learn some common cognate patterns that will help you recognize many Spanish words, even if you have never seen them before. In many instances these cognate patterns can also help you come up with the correct word in Spanish if you know the English word.

Here are three pairs of suffixes (word endings) that make up some of the most common cognate groups. Note that all Spanish nouns that end in these suffixes are feminine. The spoken stress falls on the end of the Spanish words.

SPANISH SUFFIX		ENGLISH EQUIVALENT	
-ción	nación preparación	-tion	nation preparation
-sión	tensión expresión	-sion	tension expression
-dad	vitalidad ciudad	-ty	vitality city



Actividad A.

By using the suffix patterns given in this section, you should be able to understand the indicated words. Repeat the sentences after the speaker the second time you hear them. Then indicate whether the sentences are **Cierto** or **Falso**.

- C F 1. ¿Cuál es la **profesión** de Juan? Es profesor en la **universidad**.
 C F 2. Hay mucha **tensión** entre las **naciones** del mundo (*world*).
 C F 3. En la **ciudad** de Los Ángeles, no hay una **comunidad** de mexicanoamericanos.
 C F 4. En una **conversación**, hay **comunicación** entre (*between*) dos personas.
 C F 5. Hay programas interesantes en la **televisión**.
 C F 6. La **opresión** de unos grupos por (*by*) otros grupos no tiene **solución**.

*The **Real Academia Española de la Lengua** (Royal Spanish Academy of Language), located in Spain, recently decided that the **ch** and **ll** should no longer be considered separate letters. As of this writing, it is difficult to predict what effect this decision may have on Spanish throughout the world.

Actividad B.

The following paragraph is adapted from a reading passage you worked with in *Más allá del episodio*. Complete it using words from the list.

rivalidad universidad especialización presiones
profesión personalidades tensión

En este momento,^a el matrimonio de Juan y Pati es inestable y tenso. Los dos trabajan^b en la ____¹ y su ____² es muy importante. Juan es profesor de literatura, y la ____³ de Pati es el teatro. Las ____⁴ de sus respectivas carreras académicas aumentan la ____⁵ entre ellos. También, sus ____⁶ están en conflicto: Los dos son muy ambiciosos y hay ____⁷ entre ellos. El futuro de su matrimonio es incierto....

^aEn... *Right now* ^bLos... *Both of them work*

Have you completed the following sections of the lesson? Check them off here.

_____ **Más allá del episodio**
_____ **Gramática**

_____ **Pronunciación**
_____ **¡Aumenta tu vocabulario!**

Now scan the words in the **Vocabulario** list to be sure that you understand the meaning of most of them.

VOCABULARIO

Los lugares (Places)

la ciudad city
el mundo world
la oficina office
la universidad university

Los verbos (Verbs)

se llama (he/she) is called, named
tengo I have

Las palabras adicionales (Additional Words)

mi/mis my

Now that you have completed the Textbook and Workbook for **Lecciones 1** and **2**, take the Self-Test for those lessons. (It is on page 256.) Remember to use the tape when you see the cassette symbol and to check your answers.

_____ **Self-Test**

Now that you have worked through the Textbook and the Workbook and taken the Self-Test, here are some of the things you have accomplished in Spanish.

- You can use some basic greetings in Spanish.
- You can now talk simply about your own family and the families of others.
- You can give definite and indefinite articles for a variety of nouns, as well as their plural forms, and you know that all nouns in Spanish are either masculine or feminine.
- You know about several ways to express possession.
- You are familiar with the Spanish alphabet.
- You can recognize more common cognates.
- You have continued to work on listening skills with the video episode and the cassette tape, and you are comfortable focusing on what you do understand even when you don't comprehend every word.

You are now ready to continue on with **Lección 3** in the Textbook.