



VOLUME 3

Sixth Edition

MOSAICOS

SPANISH AS A WORLD LANGUAGE

CASTELLS

GUZMÁN

LAPUERTA

LISKIN-GASPARRO



MySpanishLab®

A GUIDE TO MOSAICOS ICONS



Readiness Check

This icon, located at the beginning of the first *Funciones y formas* section, reminds students to take the Readiness Check in MySpanishLab to test their understanding of the English grammar related to the Spanish grammar concepts in the chapter. A Study Plan with English Grammar Tutorials is generated for those topics students might need to review.



eText Activities

This icon indicates that a version of the activity is available in MySpanishLab. eText activities are automatically graded and provide detailed feedback on incorrect answers.



Video

This icon indicates that a video segment is available for the *¡Cineastas en acción!* video that accompanies the *Mosaicos* program. The video is available on DVD and in MySpanishLab.



Text Audio Program

This icon indicates that recorded material to accompany *Mosaicos* is available online. In addition, audio for all in-class listening activities and *En directo* dialogues is available on CD.



Pair Activity

This icon indicates that the activity is designed to be done by students working in pairs.



Group Activity

This icon indicates that the activity is designed to be done by students working in small groups or as a whole class.



Interactive Globe

This icon indicates that additional cultural resources in the form of videos, web links, interactive maps, and more, relating to a particular country, are organized on an interactive globe online.



Art Tour

This icon accompanies the works of art highlighted in each chapter opener. It links to a virtual art tour and interactive activity in MySpanishLab about the work of art.



MediaShare

This icon, presented with all *Situación* activities, refers to the video-posting feature available online.

Mosaicos:

Spanish as a World Language

It's time to talk! ...and have a cultured conversation. Providing the truly communicative, deeply culture-focused approach professors believe in along with the guidance and tools students need to be successful using a program with highly communicative goals—with **Mosaicos**, there is no need to compromise. Recognizing the primacy of the relationship between culture and language, the new Sixth Edition of **Mosaicos** places culture up front and center, and everywhere in-between!

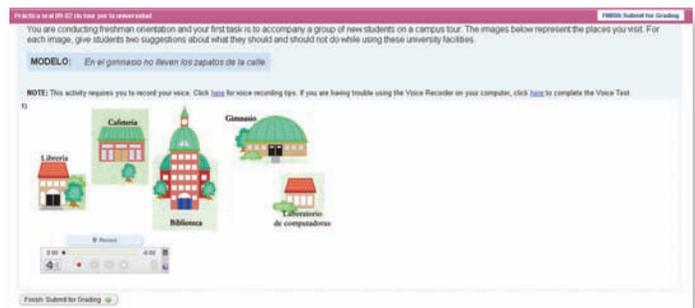
- **Over 1,000** language instructors have partnered with Pearson to create solutions that address the needs of today's students and instructors.
- **100 Faculty Advisors** have reviewed, tested, and collaborated with colleagues across North America to make Pearson's **MyLanguageLabs™** the most effective online learning and assessment college language learning system available today.

Challenge:

8 out of 10 language instructors told us that better tools are needed to help students develop oral proficiency so that they will be confident in speaking Spanish.

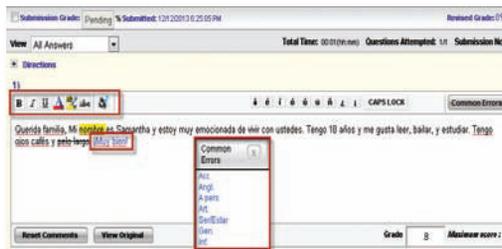
Solution:

- Almost 1,000,000 students have used Pearson's **MyLanguageLabs** to help them succeed in learning Spanish, French, Italian, German, Russian, Chinese, Portuguese, and Latin.
- **MyLanguageLabs** helps to **improve student results** by offering a robust set of tools that allow students to hear native speakers, and practice their speaking. We include pronunciation guides, Blackboard™ Voice, videos, and audio recordings and are the only online learning and assessment system that includes Versant™ Test of Spanish and MediaShare.



Students love the recording aspect of MyLanguageLabs, which allows them to listen to their own pronunciations, compare, and adjust to match the native speakers. Students' communicative skills have improved significantly with MyLanguageLabs.

—Charles Hernando Molano Álvarez



MyLanguageLabs automates teaching chores that are non-meaningful. Let MyLanguageLabs grade homework and quizzes. This gives you time to spend on meaningful pedagogical activities like engaging and interacting with your students.

—Anne Prucha, University of Central Florida

Challenge:

8 out of 10 language instructors voiced that they are teaching more students than ever before, and consequently feel that they no longer have time to provide students with careful guidance to foster speaking and writing skills.

Solution:

- **MyLanguageLabs** allows instructors to easily create the course syllabus, and assign and grade homework, providing you with the time to work with individual students, helping them **achieve higher proficiency levels** in speaking and writing, in particular.

Did you know that...?

- 100% of College Students are internet users
- 50% are online more than 6 hours every week
- Community College Students are even more likely than those at 4 year institutions to use mobile devices
- 71% of students would prefer to use digital learning materials over print

Zou, J.J. (2011, July 19). Gadgets, study finds. *Chronicle of Higher Education*



Challenge:

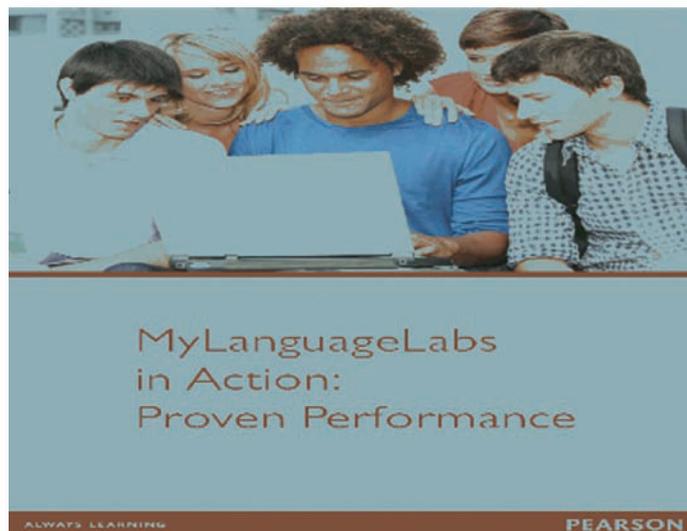
6 of 10 college language programs either have completed or are planning to complete an Introductory Spanish Course Redesign, which will likely result in less face-to-face class time and greater numbers of hybrid or fully online classes.

Solution:

- Pearson Education is the undisputed leader in Higher Education Course Redesign.
- Pearson is an **experienced partner** with over 1150 faculty selecting Pearson to implement a Course Redesign.
- **Evidence-based ongoing Case Studies and Success Stories** demonstrate improved student performance in Course Redesigns that implemented **MyLanguageLabs**.
- **MyLanguageLabs** offers the most extensive opportunities for course personalization that enables instructors to modify instruction according to individual needs, teaching style, grading philosophies, and more, which results in a more **engaging experience** for students.

Redesigning courses around MyLanguageLabs has been a success. The curriculum and course requirements are uniform across all sections so students receive a consistent learning experience. Because MyLanguageLabs automates the grading process, instructors report that they have more time to offer students one-on-one assistance. When I examine the data from before and after MyLanguageLabs, it is clear to me what a great success MyLanguageLabs is and how useful it is for our students.

—Jason Fetters, Purdue University



LEARN SMARTER

Boost performance with powerful, personalized learning!

Powered by **amplifier** and accessible in MySpanishLab, new Dynamic Study Modules combine leading brain science with big-data adaptivity to engage students, drive proficiency, and improve outcomes like never before.

As the language learning and teaching community moves to digital learning tools, Pearson is supercharging its Spanish content and optimizing its learning offerings with personalized Dynamic Study Modules, powered by **amplifier** and MySpanishLab. And, we're already seeing significant gains. Developed exclusively for *Mosaicos*, each study module offers a differentiated digital solution that consistently improves learning results and increases levels of user confidence and engagement with the course materials.

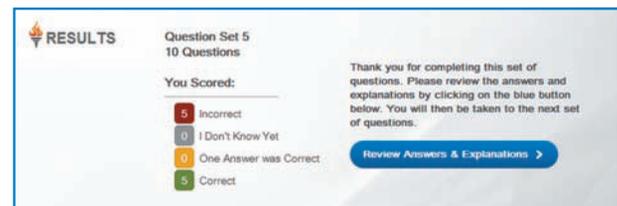
Language instructors observe that they are able to maximize their effectiveness, both in and out of the classroom, because with they are freed from the onerous task of basic knowledge transfer and empowered to:

- › reclaim up to 65% more class time for peer to peer communication in the target language;
- › tailor presentation and focused practice to address only the most prevalent student knowledge gaps;
- › enable livelier, more engaged classrooms.

How does *amplifire* improve learning?

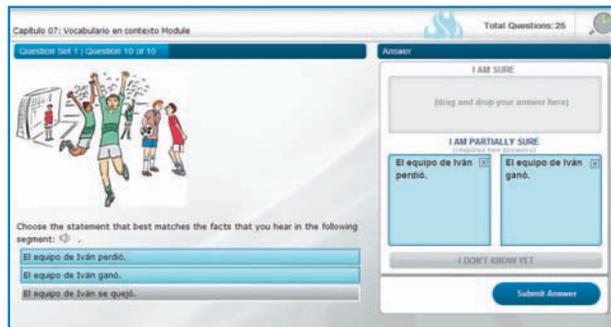
- 1 Dynamic Study Modules consist of a comprehensive online learning process that starts with modules of 25 vocabulary and grammar questions that drive deep, contextual knowledge acquisition and understanding.

Based on a Test–Learn–Retest adaptive module, as students respond to each question the tool assesses both knowledge and confidence to identify what students do and don't know. Asking students to indicate their level of confidence engages a different part of the brain than just asking them to answer the question.



- 3 Dynamic Study Modules cycle students through learning content until they demonstrate mastery of the information by answering all questions confidently and correctly two times in a row.

Once students have reviewed the first set answers and explanations, modules *amplifire* presents them with a new set of questions. The *amplifire* methodology cycles students through an adaptive, repetitive process of test-learn-retest, until they achieve mastery of the material.



- 2 *amplifire* results, embedded explanations, and review opportunities are extremely comprehensive and ideal for fast learning and long-lasting retention.

After completing the first question set, students are given embedded and detailed explanations for their correct answers, as well as why other answer choices were incorrect. This approach, taken directly from research in cognitive psychology, promotes more accurate knowledge recall. Embedding the learning into the application also saves students valuable study time because they have the learning content at their fingertips!

RESULTS!

Based on GAMING and LEARNER ENGAGEMENT techniques, AMPLIFIRE DYNAMIC STUDY MODULES take basic knowledge transfer out of the classroom and improve performance.

Improved student performance and long-term retention of the material ensures students are not only better prepared for their exams, but also for their future classes and careers.

Sixth Edition

mosaicos

SPANISH AS A WORLD LANGUAGE

Volume 3

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Front Cover Design: Black Sun
Cover Image: Maxim Tupikov / Shutterstock
Senior Art Director: Kathryn Foot
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This book was set in 10/13 Serifa Std.

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Library of Congress Cataloging-in-Publication Data

Mosaicos : Spanish as a world language / Matilde Olivella de Castells (Late), Emerita, California State University, Los Angeles, Elizabeth E. Guzmán, University of Iowa, Paloma Lapuerta, Central Connecticut State University, Judith E. Liskin-Gasparro, University of Iowa. — sixth Edition.
pages cm

Text is in English and Spanish.

Includes index.

ISBN-13: 978-0-205-25540-5 (alk. paper)

ISBN-10: 0-205-25540-X (alk. paper)

1. Spanish language—Textbooks for foreign speakers—English. I. Castells, Matilde Olivella de. II. Guzmán, Elizabeth E. III. Lapuerta, Paloma. IV. Liskin-Gasparro, Judith E.

PC4129.E5M69 2013

468.2'421—dc23

2013042619

10 9 8 7 6 5 4 3 2 1

PEARSON

Volume 3 ISBN - 10: 0-205-99427-X

Volume 3 ISBN - 13: 978-0-205-99427-4

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SCOPE & SEQUENCE

Capítulo	Learning Outcomes	Culture
Preliminar Bienvenidos 2	<ul style="list-style-type: none"> • Introduce yourself, greet others, and say good-bye • Identify people and classroom objects and tell where they are in the classroom • Listen to and respond to classroom expressions and requests • Spell names and addresses and share phone numbers • Express dates, and tell time, and comment on the weather • Share information about the Spanish language and where it is spoken 	Enfoque cultural: <i>El mundo hispano</i> 3
1 ¿Qué estudias? 30	<ul style="list-style-type: none"> • Talk about studies, campus, and academic life • Describe daily routines and activities • Specify gender and number • Express location and states of being • Ask and answer questions • Talk about Spain in terms of products, practices, and perspectives • Share information about student life in Hispanic countries and compare cultural similarities 	Enfoque cultural: <i>España</i> 31 Mosaico cultural: <i>La vida universitaria en el mundo hispano</i> 41
2 ¿Quiénes son tus amigos? 64	<ul style="list-style-type: none"> • Describe people, places, and things • Express origin and possession • Talk about where and when events take place • Describe what someone or something is like • Express emotions and conditions • Identify what belongs to you and others • Discuss the people, things, and activities you and others like and dislike • Present information about Hispanic influences in the United States 	Enfoque cultural: <i>Estados Unidos</i> 65 Mosaico cultural: <i>Los estereotipos y la cultura hispana</i> 75



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	<p><i>Los estudiantes y los cursos</i> 33</p> <p><i>La universidad</i> 35</p> <p><i>Las actividades de los estudiantes</i> 38</p>	<p>Talking about academic life and daily occurrences: Present tense of regular -ar verbs 42</p> <p>Talking about academic life and daily occurrences: Present tense of regular -er and -ir verbs 46</p> <p>Specifying gender and number: Articles and nouns 50</p> <p>Expressing location and states of being: Present tense of estar 53</p> <p>Asking and answering questions: Interrogative words 55</p>	<p>Escucha</p> <ul style="list-style-type: none"> Listen for the gist 59 <p>Habla</p> <ul style="list-style-type: none"> Ask questions to gather information 60 <p>Lee</p> <ul style="list-style-type: none"> Identify the format of a text 61 <p>Escribe</p> <ul style="list-style-type: none"> Brainstorm key ideas before writing 62
	<p><i>Mis amigos y yo</i> 67</p> <p><i>Las descripciones</i> 69</p> <p><i>El origen</i> 72</p>	<p>Describing people, places, and things: Adjectives 76</p> <p>Identifying and describing; expressing origin, possession, location of events, and time: Present tense of ser 80</p> <p>Expressing qualities, emotions, and conditions: Ser and estar with adjectives 83</p> <p>Expressing ownership: Possessive adjectives 87</p> <p>Expressing likes and dislikes: Gustar 90</p>	<p>Escucha</p> <ul style="list-style-type: none"> Listen for specific information 94 <p>Habla</p> <ul style="list-style-type: none"> Describe a person 95 <p>Lee</p> <ul style="list-style-type: none"> Scan a text for specific information 96 <p>Escribe</p> <ul style="list-style-type: none"> Use adjectives to enrich your descriptions 98

Capítulo	Learning Outcomes	Culture	
<p>3</p> <p>¿Qué hacen para divertirse? 100</p>	<ul style="list-style-type: none"> • Describe free-time activities and food • Plan your daily activities and express intentions • Identify prices and dates • State what and whom you know • Talk about places to visit in Peru • Share information about free-time activities in Hispanic countries and identify cultural similarities 	<p>Enfoque cultural: <i>Perú 101</i></p> <p>Mosaico cultural: <i>Los hispanos y la vida social 110</i></p>	
<p>4</p> <p>¿Cómo es tu familia? 136</p>	<ul style="list-style-type: none"> • Talk about family members and their daily routines • Express opinions, plans, preferences, and feelings • Express obligation • Express how long something has been going on • Talk about Colombia in terms of its products, practices, and perspectives • Share information about families and family life in Hispanic countries and compare cultural similarities 	<p>Enfoque cultural: <i>Colombia 137</i></p> <p>Mosaico cultural: <i>Las familias de la televisión 146</i></p> 	
<p>5</p> <p>¿Dónde vives? 170</p>	<ul style="list-style-type: none"> • Talk about housing, the home, and household activities • Express ongoing actions • Describe physical and emotional states • Avoid repetition in speaking and writing • Point out and identify people and things • Compare cultural and geographic information of Nicaragua, El Salvador, and Honduras 	<p>Enfoque cultural: <i>Nicaragua, El Salvador y Honduras 171</i></p> <p>Mosaico cultural: <i>Las viviendas en centros urbanos 181</i></p>	

	Vocabulario en contexto	Funciones y formas	Mosaicos
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	<p><i>Los miembros de la familia</i> 139</p> <p><i>¿Qué hacen los parientes?</i> 143</p> <p><i>Las rutinas familiares</i> 144</p> 	<p>Expressing opinions, plans, preferences, and feelings: Present tense of stem-changing verbs: <i>e</i> → <i>ie</i>, <i>o</i> → <i>ue</i>, and <i>e</i> → <i>i</i> 147</p> <p>Talking about daily routine: Reflexive verbs and pronouns 153</p> <p>Expressing obligation: <i>Tener que</i> + infinitive 157</p> <p>Expressing how long something has been going on: <i>Hace</i> with expressions of time 160</p>	<p>Escucha</p> <ul style="list-style-type: none"> Listen for a purpose 163 <p>Habla</p> <ul style="list-style-type: none"> Organize information to make comparisons 164 <p>Lee</p> <ul style="list-style-type: none"> Use title and illustrations to anticipate content 165 <p>Escribe</p> <ul style="list-style-type: none"> Use language appropriate for your reader 167
	<p><i>¿Dónde vives?</i> 173</p> <p><i>La casa, los muebles y los electrodomésticos</i> 177</p> <p><i>Las tareas domésticas</i> 179</p>	<p>Expressing ongoing actions: Present progressive 182</p> <p>Describing physical and emotional states: Expressions with <i>tener</i> 185</p> <p>Avoiding repetition in speaking and writing: Direct object nouns and pronouns 188</p> <p>Pointing out and identifying people and things: Demonstrative adjectives and pronouns 193</p>	<p>Escucha</p> <ul style="list-style-type: none"> Create mental images 197 <p>Habla</p> <ul style="list-style-type: none"> Plan what you want to say 198 <p>Lee</p> <ul style="list-style-type: none"> Inform yourself about a topic before you start to read 199 <p>Escribe</p> <ul style="list-style-type: none"> Select the appropriate content and tone for a formal description 202

Capítulo	Learning Outcomes	Culture	
<p>6</p> <p>¿Qué te gusta comprar? 204</p>	<ul style="list-style-type: none"> • Talk about shopping and clothes • Talk about events in the past • Indicate to whom or for whom an action takes place • Express likes and dislikes • Describe people, objects, and events • Share information about shopping practices in Hispanic countries and compare cultural similarities 	<p>Enfoque cultural: <i>Venezuela</i> 205</p> <p>Mosaico cultural: <i>Las tiendas de barrio</i> 215</p>	
<p>7</p> <p>¿Cuál es tu deporte favorito? 240</p>	<ul style="list-style-type: none"> • Talk about sports • Emphasize and clarify information • Talk about past events • Talk about practices and perspectives on sports in Argentina and Uruguay • Share information about sporting events in Hispanic countries and compare cultural similarities 	<p>Enfoque cultural: <i>Argentina y Uruguay</i> 241</p> <p>Mosaico cultural: <i>Los hinchas y el superclásico</i> 250</p>	
<p>8</p> <p>¿Cuáles son tus tradiciones? 276</p>	<ul style="list-style-type: none"> • Discuss situations and celebrations • Describe conditions and express ongoing actions in the past • Tell stories about past events • Compare people and things • Talk about Mexico in terms of practices and perspectives • Share information about celebrations in Hispanic countries and compare cultural similarities 	<p>Enfoque cultural: <i>México</i> 277</p> <p>Mosaico cultural: <i>Los carnavales y las tradiciones</i> 285</p>	

	Vocabulario en contexto	Funciones y formas	Mosaicos
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	<p><i>Las fiestas y las tradiciones</i> 279</p> <p><i>Otras celebraciones</i> 281</p> <p><i>Las invitaciones</i> 283</p> 	<p>Expressing ongoing actions and describing in the past: The imperfect 286</p> <p>Narrating in the past: The preterit and the imperfect 290</p> <p>Comparing people and things: Comparisons of inequality 293</p> <p>Comparing people and things: Comparisons of equality 297</p> <p>Comparing people and things: The superlative 300</p>	<p>Escucha</p> <ul style="list-style-type: none"> Draw conclusions based on what you know 304 <p>Habla</p> <ul style="list-style-type: none"> Conduct an interview 305 <p>Lee</p> <ul style="list-style-type: none"> Make inferences 306 <p>Escribe</p> <ul style="list-style-type: none"> Select and sequence details 308

Capítulo	Learning Outcomes	Culture	
<p>9</p> <p>¿Dónde trabajas? 310</p>	<ul style="list-style-type: none"> • Talk about careers and employment • Avoid repetition • Describe past events in more detail • Give instructions and suggestions • Compare demographic and economic changes in Guatemala and in the United States 	<p>Enfoque cultural: <i>Guatemala</i> 311</p> <p>Mosaico cultural: <i>¿Trabajas o estudias?</i> 321</p> 	
<p>10</p> <p>¿Cuál es tu comida preferida? 346</p>	<ul style="list-style-type: none"> • Talk about ingredients, recipes, and meals • State impersonal information • Talk about the recent past • Give instructions in informal settings • Talk about the future • Present information, concepts, and ideas about food and public health in Ecuador and other Latin American countries 	<p>Enfoque cultural: <i>Ecuador</i> 347</p> <p>Mosaico cultural: <i>Comida callejera</i> 356</p>	
<p>11</p> <p>¿Cómo te sientes? 380</p>	<ul style="list-style-type: none"> • Discuss health and medical treatments • Express expectations and hopes • Describe emotions, opinions, and wishes • Express goals, purposes, and means • Share information about public health and medical practices in Cuba and the Dominican Republic, and compare cultural similarities 	<p>Enfoque cultural: <i>Cuba y República Dominicana</i> 381</p> <p>Mosaico cultural: <i>Los remedios caseros</i> 390</p>	

	Vocabulario en contexto	Funciones y formas	Mosaicos
	<p><i>El trabajo</i> 313</p> <p><i>Los oficios y las profesiones</i> 315</p> <p><i>Buscando trabajo</i> 318</p>	<p>Avoiding repetition: Review of direct and indirect object pronouns 322</p> <p>Avoiding repetition: Use of direct and indirect object pronouns together 326</p> <p>Talking about the past: More on the imperfect and the preterit 330</p> <p>Giving instructions or suggestions: Formal commands 334</p>	<p>Escucha</p> <ul style="list-style-type: none"> • Use contextual guessing 339 <p>Habla</p> <ul style="list-style-type: none"> • Gather information strategically to express a decision 340 <p>Lee</p> <ul style="list-style-type: none"> • Organize textual information into categories 342 <p>Escribe</p> <ul style="list-style-type: none"> • Focus on purpose, content, and audience 344
	<p><i>Los productos y las recetas</i> 349</p> <p><i>En el supermercado</i> 351</p> <p><i>La mesa</i> 354</p>	<p>Stating impersonal information: Se + verb constructions 357</p> <p>Talking about the recent past: Present perfect and participles used as adjectives 360</p> <p>Giving instructions in informal settings: Informal commands 364</p> <p>Talking about the future: The future tense 368</p>	<p>Escucha</p> <ul style="list-style-type: none"> • Make notes of relevant details 374 <p>Habla</p> <ul style="list-style-type: none"> • Give and defend reasons for a decision 375 <p>Lee</p> <ul style="list-style-type: none"> • Learn new words by analyzing their connections with known words 376 <p>Escribe</p> <ul style="list-style-type: none"> • Summarize information 378
	<p><i>Médicos, farmacias y hospitales</i> 383</p> <p><i>Las partes del cuerpo</i> 386</p> <p><i>La salud</i> 388</p> 	<p>Expressing expectations and hopes: Introduction to the present subjunctive 391</p> <p>Expressing requests: The subjunctive with expressions of influence 395</p> <p>Expressing emotions, opinions, and attitudes: The subjunctive with expressions of emotion 398</p> <p>Expressing goals, purposes, and means: Uses of <i>por</i> and <i>para</i> 401</p>	<p>Escucha</p> <ul style="list-style-type: none"> • Listen for the main idea 407 <p>Habla</p> <ul style="list-style-type: none"> • Select appropriate phrases to offer opinions 408 <p>Lee</p> <ul style="list-style-type: none"> • Focus on relevant information 409 <p>Escribe</p> <ul style="list-style-type: none"> • Persuade through suggestions and advice 411

Capítulo	Learning Outcomes	Culture	
<p>12</p> <p>¿Te gusta viajar? 414</p>	<ul style="list-style-type: none"> • Talk about travel arrangements and preferences • Express possession and clarify what belongs to you and to others • Express affirmation and negation • Express doubt and uncertainty • Talk about travel experiences • Share information about the social and economic impact of the Panama Canal 	<p>Enfoque cultural: <i>Costa Rica y Panamá</i> 415</p> <p>Mosaico cultural: <i>El mochilero</i> 425</p> 	
<p>13</p> <p>¿Qué es arte para ti? 448</p>	<ul style="list-style-type: none"> • Talk about art and culture • Express doubt and uncertainty • Hypothesize about the future • Describe states and conditions • Talk about Bolivia and Paraguay in terms of products, practices, and perspectives • Share information about art and culture in Hispanic countries and identify cultural similarities 	<p>Enfoque cultural: <i>Bolivia y Paraguay</i> 449</p> <p>Mosaico cultural: <i>El grafiti y la identidad urbana</i> 460</p>	
<p>14</p> <p>¿Cómo vivimos los cambios sociales? 478</p>	<ul style="list-style-type: none"> • Discuss demographics and social conditions • Indicate conditions, goals, and purposes • Express conjecture • Talk about the past from a past perspective • Share information about social change, gender roles, and migration in Hispanic countries and identify cultural similarities 	<p>Enfoque cultural: <i>Chile</i> 479</p> <p>Mosaico cultural: <i>La migración interna en el mundo hispano</i> 487</p>	
<p>15</p> <p>¿Qué nos trae el futuro? 510</p>	<ul style="list-style-type: none"> • Talk about advances in science and technology • Express wishes and recommendations in the past • Hypothesize and share information about the present and the future • Express unexpected occurrences • Talk about Puerto Rico in terms of its advances in science and technology 	<p>Enfoque cultural: <i>Puerto Rico</i> 511</p> <p>Mosaico cultural: <i>La investigación tecnológica en Latinoamérica</i> 520</p>	

	Vocabulario en contexto	Funciones y formas	Mosaicos
	<p><i>Los medios de transporte</i> 417 <i>El alojamiento y las reservaciones</i> 421 <i>Viajando en coche</i> 423</p> 	<p>Expressing affirmation and negation: Affirmative and negative expressions 426</p> <p>Talking about things that may not exist: Subjunctive in adjective clauses 430</p> <p>Expressing possession: Possessive pronouns 434</p> <p>Expressing doubt and uncertainty: Subjunctive with expressions of doubt 437</p>	<p>Escucha</p> <ul style="list-style-type: none"> Use background knowledge to support comprehension 442 <p>Habla</p> <ul style="list-style-type: none"> Make your presentations comprehensible and interesting 443 <p>Lee</p> <ul style="list-style-type: none"> Focus on logical relationships 444 <p>Escribe</p> <ul style="list-style-type: none"> Use facts to offer good advice 446
	<p><i>La literatura y el cine</i> 451 <i>La pintura y el arte</i> 454 <i>La música y la cultura popular</i> 457</p>	<p>Talking about the past: Review of the preterit and imperfect 461</p> <p>Hypothesizing: The conditional 464</p> <p>Expressing reciprocity: Reciprocal verbs and pronouns 468</p>	<p>Escucha</p> <ul style="list-style-type: none"> Identify the speaker's intentions 472 <p>Habla</p> <ul style="list-style-type: none"> Make your presentations comprehensible and interesting 473 <p>Lee</p> <ul style="list-style-type: none"> Focus on multiple meanings when reading poetry 474 <p>Escribe</p> <ul style="list-style-type: none"> Write to spark interest 476
	<p><i>Cambios en la sociedad</i> 481 <i>El papel de la mujer</i> 484 <i>Temas de hoy: los jóvenes y la emigración</i> 485</p>	<p>Expressing conjecture: Adverbial conjunctions that require the subjunctive 488</p> <p>Expressing conjecture or certainty: Adverbial conjunctions that take the subjunctive or indicative 491</p> <p>Talking about the past from a past perspective: The past perfect 496</p> <p>Expressing actions: The infinitive as subject or object 499</p>	<p>Escucha</p> <ul style="list-style-type: none"> Identify the speaker's point of view 503 <p>Habla</p> <ul style="list-style-type: none"> Organize ideas to present solutions to problems 504 <p>Lee</p> <ul style="list-style-type: none"> Identify the tone of a text 505 <p>Escribe</p> <ul style="list-style-type: none"> Use language to express emotions 507
	<p><i>La ciencia y la tecnología en el mundo de hoy</i> 513 <i>La conservación del medio ambiente</i> 515 <i>Otros retos del futuro</i> 517</p>	<p>Expressing wishes and recommendations in the past: The imperfect subjunctive 521</p> <p>Hypothesizing about the present and the future: If-clauses 525</p> <p>Expressing the unexpected: Se for unplanned occurrences 529</p>	<p>Escucha</p> <ul style="list-style-type: none"> Identify the speaker's intention through the main idea and specific information 533 <p>Habla</p> <ul style="list-style-type: none"> Use drama and humor in telling a personal anecdote 534 <p>Lee</p> <ul style="list-style-type: none"> Identify the narrator's perspective 536 <p>Escribe</p> <ul style="list-style-type: none"> Use imagination and humor in writing a narrative 538



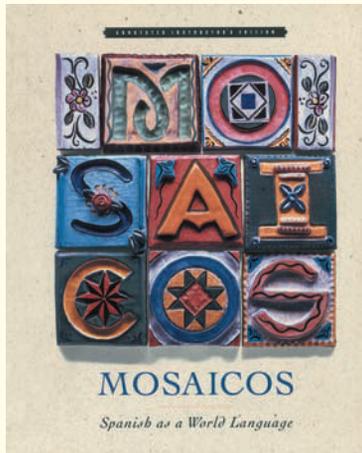
NEW to *Mosaicos*, Sixth Edition

Students and instructors will benefit from a wealth of new content and features in this edition. Detailed, contextualized descriptions are provided in the features walk-through that follows.

- **amplifire Dynamic Study Modules**, available in MySpanishLab, are designed to improve learning and long-term retention of vocabulary and grammar via a learning tool developed from the latest research in neuroscience and cognitive psychology on how we learn best. Students master critical course concepts online with **amplifire**, resulting in a livelier classroom experience centered on meaningful communication.
- **¡Cineastas en acción!**, a new video program created especially for *Mosaicos*, sixth edition, brings together five young filmmakers from different Spanish-speaking countries to attend a summer program at the Los Angeles Film Institute. As part of the program, each will produce documentaries on Hispanic culture in the United States or abroad while competing for a prestigious scholarship for best documentary. Who will win? Students using the *Mosaicos* program will decide!

And, of course, our five young filmmakers will not only learn about making documentaries, but will also learn about each other, and create new bonds as they experience the diversity of Hispanic cultures in Los Angeles.
- Each chapter begins with a robust and interesting two-page cultural section—**Enfoque cultural**—which introduces students to the country of focus and starts the cultural integration that continues throughout the chapter.
- Midway through the chapter, **Mosaico cultural** provides a journalistic, thematic cultural presentation. The focus is not on a specific country, but rather on the chapter's theme and how it is reflected in different Spanish-speaking countries, including Hispanic communities in the United States.
- Relevant and interesting cultural information is presented as the introduction to many activities through brief **Cultura** sections. Rather than just a boxed aside, the cultural information presented through text and photographs forms the precursor to the activity, making clear and direct connections between language and culture. Accompanying *Comparaciones*, *Conexiones*, or *Comunidades* questions encourage meaningful communication and cross-cultural reflection.
- Teacher notes provide **additional cultural information** relevant to specific activities that the instructor may wish to highlight to further enrich the cultural aspect of the activities.
- **Learning Outcomes** are provided at the beginning of the chapter giving students a clear idea of the expected performance goals.
- Care has been taken to ensure that the **ACTFL Performance Descriptors**—Presentational, Interpretive, and Interpersonal—are put to consistent use throughout the chapter. A boxed Teacher's Note at the beginning of each chapter details precisely which activities fulfill the requirements for each mode. Additionally, the *Mosaicos* skills section is organized around the modes.
- **Advance organizers** accompany the **Situación** role plays, providing guidance for students to increase their success in communicating. Each grammar module now culminates with one rather than two *Situaciones* activities with careful attention given to the activity's "situation" being realistic and encouraging meaningful communication among students. Additional **Situación** activities are available in MySpanishLab and via the *Situaciones* mobile app including rubrics for activities intended to be completed in real time with Pearson's network of native speakers from around the world.
- The **visual aspect** of the vocabulary presentation has been enhanced providing even more contextualization for the new vocabulary.
- Guided **Vocabulary Tutorials** are provided within **MySpanishLab**. Students work through a series of word recognition activities, most of which culminate with a pronunciation activity in which students compare their pronunciation to that of a native speaker.
- **Pronunciation presentation and practice** is provided for each chapter within MySpanishLab with accompanying text and audio followed by activities.
- Each vocabulary section now begins with an input-based comprehension check. The first vocabulary presentation is followed by an audio-based activity, **Escucha y confirma. Para confirmar** follows the second two vocabulary presentations, providing students with the first step towards achieving comprehension.
- A new form-focused activity, **¿Comprendes?**, follows the presentation of each grammatical structure. This quick, form-focused activity provides students with the opportunity to test themselves in order to ensure they have understood the form of the structure before moving on. **¿Comprendes?** activities are also available to be completed online in MySpanishLab.
- **En directo** boxes, which provide colloquial expressions for specific activities making speech more native-like, now include **audio** so that students can listen to the expressions used in realistic conversational contexts.
- The *Mosaicos* skills section has been edited to make it more manageable for students. Some of the readings for the *Lee* section have been updated, ensuring consistently high-interest readings at the appropriate level. Additionally, the texts featured in the *Lee* section of chapters 13–15 are now pieces of **authentic literature** including stories and a poem.
- **Comprueba lo que sabes**, found in MySpanishLab is interactive and encourages students to self-check their mastery of chapter content. Additional practice and games that reinforce chapter vocabulary and grammar is available online.
- **Annotated Scope and Sequence** The authors share their thinking through annotations in the Scope and Sequence of the Annotated Instructor's Edition, explaining the rationale of the grammar scope and sequence.

WHY MOSAICOS? WHY THEN... AND WHY NOW?



It has been twenty years since **Mosaicos** first appeared in 1994, ushering in a new and evolved vision of how the elements that comprise basic language instruction could be combined in a highly communicative, culturally based language program. Its vision was complete and synthetic, both in the integrity of each element as well as the gathering of these elements into an integrated, connected whole. This vision of wholeness was transformed to become a sound and compelling approach, reflecting the nature of language and how it is learned. The **Mosaicos** title was carefully chosen to reflect the principles upon which it was founded and the manner in which it was structured.

The most basic elements of this approach were the following:

- A **guided communicative approach** based on solid methodological principles combined with years of empirical classroom experience, creating an informed and sensible pedagogy that works not only in theory, but also in practice.
- Learning **language in context** with a **focus on meaning**.
- The **integration of culture** as an essential part of language and of the experience of learning it.
- A **synthetic and focused approach** to listening, speaking, reading, and writing.
- The interweaving throughout the program of these elements.

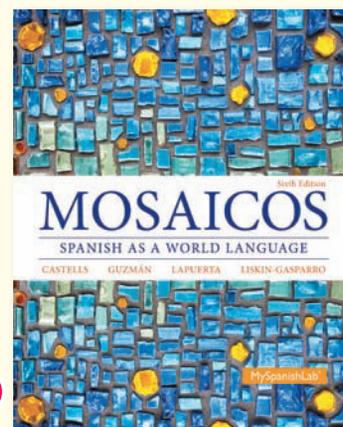
The innovative and evolved approach taken in **Mosaicos** set a new standard for language programs and changed basic language publishing. Most important, **Mosaicos** has continued to evolve in response to current standards of language teaching, the recommendations of our many reviewers and their experiences in the classroom, as

well as the new technologies that transform the potential for achieving more and better communication in the classroom. The new sixth edition of **Mosaicos** is more solid and more integrated than ever before, creating for students a multifaceted experience of the intricate mosaic of the Spanish language and its cultures.

Over the past twenty years, many new and reimagined Beginning Spanish programs have appeared, but **Mosaicos, sixth edition** continues to offer a unique approach for this reason:

Mosaicos offers instructors the truly communicative, deeply culture-focused approach they seek while providing the guidance and tools students need to be successful using a program with highly communicative goals. With Mosaicos, there is no need to compromise.

This inclusiveness of **Mosaicos, sixth edition** extends to the broad range of students often found in many Spanish-language classrooms. Accommodating the needs and abilities of all students, from struggling learners to gifted ones, without compromising either group, is a perpetual dilemma for instructors. **Mosaicos, sixth edition** provides a highly communicative program with an articulated focus on culture, built in such a way that all students receive the guided learning support they need to succeed and become accomplished learners as they benefit from the rich program and opportunities for communication. Even the struggling student's individual possibilities for learning and communication are not shortchanged; the **Mosaicos, sixth edition** program offers the opportunity for achieving more than these students may have thought possible, allowing them to fulfill their true potential.



HOW DOES MOSAICOS DO THIS?

Integrated Culture

Context

Communication and Guidance

Four-Skills Synthesis

These words have appeared in many programs, but we believe the sixth edition of **Mosaicos** meticulously elaborates those simple words into a beautifully conceived, tightly woven, highly articulated program.

CULTURE

Up front and center, and everywhere in between!

All language is enveloped by and imbued with culture—it is the very substance of language. Culture is found both at the forefront and embedded throughout every chapter in **Mosaicos, sixth edition**. From its first edition, the authors of **Mosaicos** emphasized the link between culture and language and, in response to the broad and emphatic desire from our many users and reviewers, the new sixth edition has taken this coverage to new levels. Let's look at the many ways in which culture is integrated throughout the new **Mosaicos, sixth edition** program by looking at examples from Chapter 4.

NEW! Enfoque cultural: Each chapter begins with a robust and interesting two-page cultural section that

introduces students to the country of focus, giving students a real sense of the vibrancy and uniqueness of the Hispanic cultures. The cultural presentation has been significantly increased at the beginning of the chapter for two reasons. First, many students lack cultural knowledge of the countries in focus, including their geographic location, and thus benefit from this orientation before delving into the chapter. Second, leaving the main cultural presentation for the end of the chapter (as many programs do) makes culture look like an afterthought that is separate from the language itself.

Maps provide geographic location and shared borders with surrounding countries, along with visuals of some cultural and geographic features.

A **work of art** from the country in focus is provided, along with cultural information about the work, and it is enhanced online with a fully **Interactive Art Tour** in MySpanishLab. These tours, developed by experts in language and culture, feature Spanish narrations, offer an in-depth look at the work of art, and enable students to zoom in on details they couldn't otherwise see. At the same time, the tours provide further cultural information.

The **Interactive Globe**, located in the **Enfoque cultural** sections and found in MySpanishLab, allows students to further explore the country of focus and the cultural theme of each chapter through **Vistas culturales** videos and popular newspapers and magazines.

NEW! ¿Qué te parece? Far from a dry list of statistics, these interesting and memorable cultural facts, serve to pique students' interest and begin to give shape to the individual countries.

ENFOQUE cultural **COLOMBIA**

Las casas pintadas de Cartagena de Indias
Mar Caribe
Barranquilla
Cartagena de Indias
PANAMÁ
Medellín
Pereira
Bucaramanga
VENEZUELA
CALLE DE LOS ANDES
Río Magdalena
Bogotá
Piedra Antigua del Museo del Oro de Bogotá
COLOMBIA
OCEANO PACÍFICO
EQUADOR
CORDILLERA DE LOS ANDES
PERÚ
BRASIL
Arepas de queso
Cordillera de los Andes

Enfoque cultural
To learn more about Colombia, go to MySpanishLab to view the *Vistas culturales* videos.

¿QUÉ TE PARECE?

- Medellín recibe el premio a "la ciudad más innovadora del 2012" en reconocimiento de su planificación urbana.
- El 95% (por ciento) de las esmeraldas del mundo vienen de Colombia.
- Colombia es el país más biodiverso por metro cuadrado (square meter) del planeta.
- Colombia produce el 12% (por ciento) del café del mundo.

Fernando Botero, uno de los pintores contemporáneos más famosos de Colombia, pinta a unos padres con sus hijos en este cuadro titulado *En familia*.

¿Cómo es tu familia? 137

NEW! A full page is devoted to a country-focused, cultural photomontage with captioned readings, giving students a sense of the richness and the accomplishments of the country's culture and facilitates a discussion around culture. Language is carefully controlled, which ensures that students can comfortably comprehend the content. Vocabulary and grammar from previous chapters are recycled, but no new structures are introduced. Any new, non-active vocabulary is either a cognate or is glossed. The photographs also provide context with visual clues.

ENFOQUE cultural



El carnaval de Barranquilla se celebra cada año cuatro días antes de la Cuaresma (*Lent*). Atrae a personas de todas partes que desean disfrutar de las tradiciones, la música y el baile colombianos.



El escritor colombiano y ganador del Premio Nobel de Literatura, Gabriel García Márquez, cuenta con grandes dotes literarios, entre ellos, su obra maestra, *Cien años de soledad* (*One Hundred Years of Solitude*).

Dieciocho millones de bombillos multicolores iluminan el paseo del río Medellín. Este espectáculo de luces dura (*lasts*) desde el 1 de diciembre hasta el 7 de enero.

Bogotá, la capital de Colombia, está situada en el centro del país, a 2.600 metros sobre el nivel del mar. Es una ciudad moderna, y a la vez tradicional.

¿CUÁNTO SABES?

Completa estas oraciones (*sentences*) con la información correcta.

1. Ecuador, _____ y Brasil están al sur de Colombia.
2. Las casas pintadas de diferentes colores son típicas en la ciudad de _____.
3. _____ es un pintor colombiano.
4. El 95% de las _____ del mundo y el 12% del _____ vienen de Colombia.
5. En Barranquilla se celebra _____ con música y baile en las calles.

138 Capítulo 4

NEW! *¿Cuánto sabes?* Brief questions on the two chapter-opening cultural pages serve as a classroom warm-up and help ensure that students are accountable and that they read for meaning.

¿CUÁNTO SABES?

Completa estas oraciones (*sentences*) con la información correcta.

1. Ecuador, _____ y Brasil están al sur de Colombia.
2. Las casas pintadas de diferentes colores son típicas en la ciudad de _____.
3. _____ es un pintor colombiano.
4. El 95% de las _____ del mundo y el 12% del _____ vienen de Colombia.
5. En Barranquilla se celebra _____ con música y baile en las calles.

MOSAICO cultural

Las familias de la televisión

Al igual que en Estados Unidos y en muchos países del mundo, la familia ocupa un lugar importante en los programas televisivos. La telenovela *Los Reyes* es una de las más famosas de la televisión colombiana. Esta serie es sobre una familia de clase media que tiene que trabajar mucho para tener una vida tranquila. Los diálogos de esta telenovela son realistas y las situaciones también.

Los Reyes es una crítica social, habla de los conflictos de clase y de los problemas de la sociedad colombiana. Sin embargo, usa a la familia como núcleo de esa discusión. La serie muestra que Colombia es un país moderno y complejo.

Naturalmente, estos conflictos no son exclusivos de Colombia.



▲ La familia ve otro episodio divertido de la serie *Los Reyes*.

En México, Argentina y España, este tipo de programa es también muy popular. En España, por ejemplo, la serie *Los Serrano* cuenta la historia de Diego Serrano, un viudo (*widower*) con tres hijos. La historia se complica cuando

Diego se casa con Lucía, madre divorciada con dos hijas. Las dos familias tienen que adaptarse para convivir juntas. Al final, como es el caso en muchas familias, la convivencia requiere paciencia y comprensión entre todos los miembros.

▼ El elenco (*cast*) de la serie *Los Serrano*



Compara

1. ¿Qué familias famosas hay en la televisión de tu país? ¿Cuál es tu favorita?
2. Escoge a una familia de una serie televisiva que te gusta. Describe a esta familia.
3. Compara la familia de la serie televisiva con tu propia familia. ¿Qué tienen en común? ¿Qué diferencias hay entre ellas?

146 Capítulo 4

NEW! Chapter theme, learning outcomes, and culture all come together in *Mosaico cultural*. Midway through the chapter (between the vocabulary and grammar sections), *Mosaico cultural* provides a journalistic, thematic, cultural presentation. The focus here is not on a specific country but rather on different cultural aspects of the Hispanic world, including Latinos in the United States, which are relevant to the chapter theme. The communicative *Compara* questions that follow the readings provide the opportunity for cross-cultural reflection.

NEW! Cultura Relevant and interesting cultural information is presented when appropriate as the introduction to an activity. The cultural input through text and photographs forms the first step to doing the activity, making the clear and direct connection between language and culture. Accompanying *Comparaciones*, *Conexiones*, or *Comunidades* questions encourage meaningful communication and cross-cultural reflection.



Cultura

La familia real española

Spain is the only Spanish-speaking country that is a parliamentary system with a constitutional monarchy. The Spanish Royal Family consists of King Juan Carlos, Queen Sofía, and their children Prince Felipe, Infanta Elena and Infanta Cristina. The monarchy is part of the Bourbon Dynasty and has been in Spain since the year 1700.

Conexiones. ¿Sabes qué otros países tienen una monarquía hoy? Busca información en Internet sobre una de ellas y describe a los miembros de su familia para presentar en clase.

4-5

¿Quién es y cómo es?

PREPARACIÓN. Escogjan (Choose) un miembro de una familia famosa (see Obama, los Jackson, los Kennedy, los Kardashian, etc.) y preparen su árbol familiar.

INTERCAMBIOS. Turnense (Take turns) para describir el árbol familiar de esta persona.



EL PRÍNCIPE FELIPE

E1. Es el hijo de los Reyes de España. Su esposa es Letizia. Tienen dos hijos.

E2. Sus hijas se llaman Letizia y Sofía. Elena y Cristina son las hermanas mayores del Príncipe Felipe.

4-6

El arte de preguntar. PREPARACIÓN. Turnense para preparar las preguntas a estas respuestas.

Modelo Mi madre se llama Dolores.
¿Cómo se llama tu madre?

1. Tengo dos hermanos.
2. Vivo con mi madre y mi padrastro.
3. Tengo dos abuelas y un abuelo.
4. Mis abuelos no viven con nosotros.
5. Tengo muchos primos.
6. Tengo una media hermana, pero no vive con nosotros.

INTERCAMBIOS. Ahora háganse (ask each other) preguntas para obtener información sobre la familia de su compañero/a. Después, compartan (share) esta información con la clase.



Cultura

Los apellidos

In Hispanic culture, people officially use two surnames, the first is their father's and the second is their mother's. For example, in Pablo's family, his father's name is Jaime Méndez and his mother's name is Elena Sánchez. Pablo's official name, then, is Pablo Méndez Sánchez.

Comparaciones. ¿Cuántos nombres y apellidos tienes? En la cultura hispana, ¿cuál sería (would be) tu nombre oficial?

4-7

Mi familia. Busca fotos de tus familiares en tu celular o en Facebook. Luego, muéstrale las fotos a tu compañero/a y describe a tus familiares.

1. nombre y apellido
2. relación familiar
3. personalidad
4. actividades que haces con la persona

142 Capítulo 4

4-27



Un viaje (trip) a Colombia. PREPARACIÓN. Tu familia va a viajar a Colombia. Selecciona la mejor recomendación para cada persona. Después añade (*add*) algo que quieres hacer tú y explica por qué.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. ____ Mi hermana quiere visitar un lugar religioso muy original. 2. ____ A mis padres les gustaría ver joyas (<i>jewels</i>) precolombinas. 3. ____ Mi prima quiere escuchar música colombiana. 4. ____ Mis abuelos prefieren las actividades al aire libre. | <ol style="list-style-type: none"> a. Tiene que asistir a un concierto de Los Príncipes del Vallenato. b. Tiene que ir a la Catedral de Sal. c. Tienen que ir al Museo del Oro. d. Tienen que conocer el Parque Ecológico El Portal. |
|---|--|

INTERCAMBIOS. Busca información en Internet y prepara una breve descripción de uno de los lugares, grupos o eventos siguientes. Incluye la ubicación (*location*) y las actividades asociadas con el lugar, el grupo o los eventos. Luego, comparte la información con la clase.

1. Los Príncipes del Vallenato
2. la Catedral de Sal
3. el Museo del Oro
4. el Parque Arqueológico de San Agustín



Culture Integrated within Activities: Chapter-relevant culture is often integrated within the activities. In this example, the activities for learning to “express obligation with *tener que* + infinitive” are related to the culture of Colombia.

VIDEO

cineasta 1. com. Persona que se dedica al cine, especialmente como director.

¡Cineastas en acción!: Where people and cultures come together!

The Cast

All aspiring documentary filmmakers



Esteban
[Costa Rica]



Artistic, free-spirited surfer



Yolanda [Mexico]



Vegan. Green. Hipster.

Esteban's good looks catch her eye, but Federico tries to touch her heart.



Vanesa [Spain]



Madrileña. Trasnochadora. Full of fun and high spirits. Who cannot love fashionista Vanesa?



Federico
[Argentina]



Meat lover. A little macho and full of himself. Can he win over vegan Yolanda who finds him just plain annoying?



Héctor [Peru]



The nice guy and everyone's friend.

THE LOCATION



The city of Los Angeles and a myriad of sites throughout the Hispanic world

THE SET-UP

Our five aspiring young filmmakers attend the Los Angeles Film Institute's summer program on documentary filmmaking. Each explores, learns, and then documents the wealth of Hispanic culture in the United States and abroad as part of their course work. Each has also brought previously shot footage from Spanish-speaking countries around the world. Lots of cultural exchange goes on among these new friends as they share aspects of their native cultures and personal experiences through video.

However, our friendly *amigos* are in competition with each other for a prestigious scholarship—spending the next academic year at the Institute—awarded to the student who produces the best work over the course of the summer. Who decides who deserves to win the coveted *beca*? Students using the **Mosaicos, sixth edition** program will decide!

Technology also opens up further cultural exchange. The filmmakers are able to virtually share their various projects using tablets and smartphones. In addition, when Vanesa's cousin contacts her on Skype from Guatemala, they hop onto her Facebook page to view her photo album of Guatemala while she narrates her experiences working there. *¡El mundo se convierte en un pañuelo!*



Put five eclectic young filmmakers together and of course some drama will ensue—friendships, rivalries, and maybe even some romance. Watch the dramas unfold!



THE PEDAGOGY

The central theme of each video segment expands on the overarching theme of each **Mosaicos, sixth edition** chapter. In the chapter *¿Qué hacen para divertirse?*, we'll visit a Peruvian restaurant in Los Angeles where the chef shares her recipe for *pescado encebollado*. We learn through Federico's eyes what his neighborhood and house in Buenos Aires look like in the chapter *¿Dónde vives?*. In *¿Qué te gusta comprar?*, we'll view a Latino fashion show in Los Angeles and in *¿Cuáles son tus tradiciones?*, we get a close-up look at the exuberance of the La Mercé festival in Barcelona. Tapas culture in Spain, gay marriage in Argentina, surfing in Perú—just a few of the many worlds our friends explore and share!

- Dialogues reinforce each chapter's vocabulary and grammar.
- In-text activities in the **En acción** section of the chapter provide pre-, during, and post-viewing activities (continuing the process approach of the **Mosaicos** four-skills section).
- Instructors can—at their discretion and reflecting their own methodology—choose whether Spanish captions are available to students. A variety of different types of auto-graded interactive activities are provided within MySpanishLab that assess listening comprehension and cultural knowledge.
- Additional culturally-based video activities are found in MySpanishLab.

CONTEXT

Vocabulary and grammar where they belong—in communicative and cultural context!

In addition to presenting language in the context of culture, one of the hallmarks of *Mosaicos* has always been the presentation of vocabulary and grammar in context through a communicatively rich format.

Vocabulario en contexto

New vocabulary is presented in contexts that reflect the chapter theme. Vocabulary is chunked into three modules per chapter so students can learn and practice a manageable amount. Language samples, photos, line drawings, and realia are used to present new material, rather than word lists and translations. Vocabulary is then consistently **recycled in new contexts**, within and across the chapters, blending it with new words and structures.

Boldface type is used within the language samples to highlight key words and phrases that students will need to learn to use actively. Audio icons remind students that recorded versions of the language samples are available online or on CD. A convenient list of these words and phrases with their translation is provided at the end of the chapter with accompanying audio.

NEW! Learning Outcomes clearly listed at the beginning of the chapter give students a clear idea of their goals for this section.

Strategically placed *Lengua* boxes provide students with succinct information right at the point of need to support self-expression.

LENGUA

The ending **-ito/a** (**Elena** → **Elenita**) is very common in Hispanic countries. It can express smallness (**hermanito/a**, **sillita**), affection, and intimacy (**mi primita**). Names that end in consonants other than **l** use the ending **-cito/a** (**Carmen** → **Carmencita**).

EN OTRAS PALABRAS

Family terms vary from one region to another: **marido** and **mujer** are preferred in Spain, while **esposo** and **esposa** are used in most other countries. Terms of endearment for mother and father also vary: **mamá** and **papá** (in Spain), **mami** and **papi** (Caribbean), **mamita** and **papito** (Colombia).

En otras palabras boxes give examples of regional variations of the language.

Vocabulario en contexto

Talking about family members, what they do, and their daily routines

Los miembros de la familia

MySpanishLab

120

NEW! Online Vocabulary Tutorials. Guided online vocabulary tutorials offer students opportunities to work through a series of word recognition activities that help them tie words to images. Most tutorials culminate with a pronunciation activity where students compare their pronunciation to that of a native speaker.

Vocabulary Tutorial 03: Por la mañana 3 of 5

Drag the word to the matching image. Click Check to confirm, Clear to redó, and Show to see correct answers.

el jamón			
el pan tostado/la tostada	<input type="text"/>	<input type="text"/>	<input type="text"/>
la leche	<input type="text"/>	<input type="text"/>	<input type="text"/>
el huevo			
hacer la cama	<input type="text"/>	<input type="text"/>	<input type="text"/>
la fruta	<input type="text"/>	<input type="text"/>	<input type="text"/>
el jugo			<input type="text"/>
el cereal	<input type="text"/>	<input type="text"/>	<input type="text"/>

Check Show Clear

NEW! Pronunciation Presentation and Practice. Within MySpanishLab, a pronunciation topic is presented with accompanying text and audio, followed by three sets of activity types: *Identificación*, *Las palabras que faltan*, *Repetición*. In the Annotated Instructor's Edition, notes indicate the specific pronunciation topic covered in that chapter.

Funciones y formas

In **Mosaicos, sixth edition**, grammar is presented as a means to effective communication, **moving from meaning to form** and providing an understanding that is both functional and structural. Students are first presented with new structures in meaningful contexts through visuals and brief language samples. The new structures are highlighted in boldface type.

NEW! Audio is provided in MySpanishLab for all of the language samples.

A short, comprehension-based *Piénsalo* activity follows each language sample. These activities form part of the presentation of grammar in context. Students use comprehension and reasoning skills to figure out the answers, by focusing on the connection between meaning (*función*) and the new grammatical structure (*forma*).

Charts and bulleted explanations—clear, concise, and easy to understand—are designed to be studied at home or used for reference in class.



Funciones y formas

1 Expressing opinions, plans, preferences, and feelings

Carmen habla en la residencia de estudiantes

Quiero hablar seriamente con ustedes y les **pido** ayuda. El jueves **vienen** los padres a visitar la universidad y **pienso** que debemos preparar una buena fiesta de bienvenida. Luisa y Ana **pueden** preparar un desayuno, o si **prefieren**, yo preparo el desayuno y ustedes **sirven** el café. Elena **quiere** comprar unos globos para decorar los dormitorios porque no **cuestan** mucho. El día **empieza** con una visita al campus. Luego, vamos al estadio y los equipos de deportes **juegan** sus partidos. Por último, los estudiantes **almuerzan** con sus padres en la cafetería. ¿Qué **piensan** de mis planes? ¿**Tienen** ustedes otras ideas?



1a Piénsalo. Indica quién hace las actividades, de acuerdo con el plan de Carmen.

1. **Pide** la ayuda de sus compañeras.
2. **Quiere** decorar los dormitorios.
3. **Pueden** preparar el desayuno.
4. **Almuerzan** con sus padres.
5. **Juegan** sus partidos.
6. **Dice** que los globos no **cuestan** mucho.

- a. Elena
- b. los equipos
- c. Carmen
- d. Ana y Luisa
- e. los estudiantes



¿Cómo es tu familia? 147

MySpanishLab

Readiness Check (R-05)

Present progressive indicates:
1- the action is in progress at the moment

Choose the best rephrasing for this sentence:
Tom called Carla (on the phone).

- a. Tom called her on the phone.
- b. Tom called shw on the phone.
- c. Tom called it on the phone.
- d. Tom called him on the phone.

10. True or false?
Direct object pronouns always appear after the verb whose action they receive.

11. Which of the following is true about direct object pronouns in English?
a. Direct object pronouns precede the verb.



He is sleeping.
El se **está durmiendo**.

They are sleeping.
Ellos **están durmiendo**.

Present Indicative

Spanish Tutorial

Present tense

1. takes place in the present
2. happens on a regular basis
3. states general truths

Indicative mood
indicates that what is being discussed is factual, certain, or objective



Los estudiantes son inteligentes.

Online English Grammar Readiness Checks and Tutorials:

Online English Grammar Readiness Checks assess students' understanding of the English Grammar topics needed to successfully understand the Spanish ones in the chapter and provide personalized remediation via animated English Grammar Tutorials in MySpanishLab. Understanding English grammar terminology greatly facilitates learning of the corresponding Spanish concepts. Instructors no longer need to spend valuable class time talking about the language of language . . . they can instead use the language in meaningful ways.

Online Spanish Grammar Tutorials:

Online interactive grammar tutorials in MySpanishLab offer narrated explanations and illustrated examples to help students further comprehend the concepts they are learning. The tutorial ends with an auto-scored comprehension check.

These multiple and complementary means of grammar presentation provide students with different portals for understanding, while serving different learning styles and ensuring that students grasp the concepts.

COMMUNICATION AND GUIDANCE

Providing students the guidance they need to express themselves with confidence!

Just as language and culture are inseparable in **Mosaicos, sixth edition**, communication and the guidance provided to foster communication are inseparable as well. Since both the vocabulary and grammar sections contribute unique aspects to the guidance provided, we will look at each one.

With **Mosaicos, sixth edition**, almost all of the activities provided in the textbook are communicative in nature. Discrete point practice is primarily provided online through MySpanishLab or in the printed Student Activities Manual. Classroom time is devoted to communicative practice.

The progression within each activity set moves the student along gradually from comprehension to open-ended expression. This carefully stepped progression ensures students are guided through the process and not rushed to produce before they are ready.

COMMUNICATING AND PRACTICING WITH VOCABULARY

NEW! Escucha y confirma:

A listening activity follows the first of the three vocabulary presentations per chapter. This input-based comprehension check gives students listening practice while allowing them to assess their understanding of the vocabulary and determine if they are ready to move on to additional vocabulary practice in meaningful contexts.

NEW! Para confirmar: The first activity of the second two vocabulary presentations is always an input-based comprehension check allowing students to ensure their grasp of the vocabulary before moving on to additional vocabulary practice in meaningful contexts.

NEW! Brief **Cultura** presentations introduce selected vocabulary activities to raise awareness of the cultural contexts in which language is used. Accompanying *Comparaciones*, *Conexiones*, or *Comunidades* questions encourage meaningful communication and cross-cultural reflection.

The activity sequence fosters the use of new and previously learned vocabulary in natural, thematically relevant contexts. Activities foster personalization as students are encouraged to talk about what is known to them, themselves, and the people they know and gradually increase in expectation of output as students become comfortable using the new vocabulary. The vast majority of the activities are done in pairs or groups so that students spend their classroom time in conversation.

4-1

Escucha y confirma. Listen to the following questions about Pablo's family and select the correct response based on his family tree.

A	B
1. su abuelo	su padre
2. su prima	su hermana
3. su hijo	su nieto
4. Elena	Maria
5. Jorge	Jaime

COMMUNICATING AND PRACTICING WITH GRAMMAR

NEW! ¿Comprendes?

A new form-focused activity follows the grammar presentation. Students can do the activity in class with the instructor or as graded online homework before coming to class as all *¿Comprendes?* activities are auto-graded and include immediate feedback when completed within MySpanishLab. In these quick, form-focused activities students check that they are able to produce the new grammatical forms before moving to the contextualized and communicative activities.

The continuing activity sequence moves students gradually from meaningful, form-focused activities towards production of open-ended, personalized communication. The activities focus attention on the communicative purpose of the linguistic structures while invoking culturally relevant contexts. All activities require students to process meaning as well as form so that they develop skill in using their linguistic knowledge to gather information, answer questions, and resolve problems. For example, even the form-focused activities require students to process meaning, not just fill in the blank with the correct response, making the connection between meaning and form. For good reason, the grammar section is called *Funciones y formas*—a hallmark of the *Mosaicos* approach.

Instructor annotations offer suggestions on how to personalize and expand the activities, guide students through multi-stage activities, and encourage students to engage in metalinguistic processing.

¿COMPRENDES?

Usa la información en paréntesis para completar la respuesta a la siguiente pregunta:
¿Cuánto tiempo hace que estas personas estudian español?

1. (tres semanas)

MySpanishLab
Learn more using Amplifire
Dynamic Study Modules,
Grammar Tutorials, and Extra
Practice activities.

NEW! Brief **Cultura** presentations introduce selected grammar activities to raise awareness of the cultural contexts in which language is used. Accompanying *Comparaciones*, *Conexiones*, or *Comunidades* questions encourage meaningful communication and cross-cultural reflection.



Cultura

La quinceañera

In Hispanic culture, teen girls celebrate their 15th birthday in a special way. The celebration is called a **quinceañera**, and it marks the girl's transition into adulthood. This tradition is celebrated in nearly all Spanish-speaking countries except Spain.

Comparaciones. ¿Cómo se celebra el *sweet sixteen* en tu cultura? ¿Quiénes asisten?

4-22

Una reunión. Ustedes quieren ayudar a su amiga Celeste a organizar una reunión para celebrar el cumpleaños número dieciséis de su prima. Decidan lo siguiente:

1. lugar y hora en que prefieren la reunión
2. número de personas que van a participar
3. comida y bebidas que piensan servir
4. actividades que quieren organizar



Situación

PREPARACIÓN. Lean esta situación. Luego, compartan ejemplos de vocabulario, gramática y otra información que necesitan para desarrollar la conversación.

Role A. You and a family member are planning to visit Colombia. Your friend has heard about your plans and calls with some questions. Answer your friend's questions in detail.

Role B. Your friend is planning to go to Colombia with a relative. Call to find out:

- a. when he/she is planning to go;
- b. with whom;
- c. what places in the country he/she wants to visit and why; and
- d. when they are returning.

En directo

These expressions help maintain the flow of conversation:

¡Cuánto me alegro!
I am so happy for you!

Claro, claro...
Of course . . .

¡Qué bien/buena!
That's great!

Listen to a conversation with these expressions.

	ROLE A	ROLE B
Vocabulario	Family member Travel dates	Question words
Funciones y formas	Discussing plans: <i>Pensar + infinitive</i> Expressing preferences: <i>Querer + infinitive</i>	Discussing plans: <i>Pensar + infinitive</i> Expressing preferences: <i>Querer + infinitive</i>

INTERCAMBIOS. Practica la conversación con tu compañero/a incorporando el vocabulario y las funciones de *Preparación*. Luego, represéntela ante la clase.

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NEW! The *En directo* boxes, which provide colloquial expressions for the activity, now include **audio** so that students can listen to the expressions used in meaningful conversational context.

NEW! Situación Advance Organizers. The encompassing goal of these activities has always been embraced by our users. To provide students with guidance to increase their success in communicating through open-ended role plays, the authors have provided advance organizers for the *Situación* activities. Each student prepares by listing specifics for the indicated topics of vocabulary, grammar, and culture (where appropriate) that will facilitate their conversation with their classmate.

NEW! Situaciones app. Additional *Situación* role-play activities are available in MySpanishLab and via a mobile app that can be easily accessed on tablets and smartphones.

Situación. Another of the hallmarks of **Mosaicos** has always been the culminating role-play activities for each grammar section. Students have the opportunity to converse in realistic contexts by putting together everything they have learned. These open-ended communicative activities prompt students to integrate relevant grammatical structures, vocabulary, and culture with contexts drawn from the chapter theme. Students also have the opportunity to complete activities and communicate “live” with native speakers around the world.

NEW! Each grammar module now culminates with one rather than two *Situación* activities with careful attention to creating realistic situations for the students to enact.

FOUR-SKILLS SYNTHESIS

Bringing it ALL together!

Mosaicos section: Not only are listening, speaking, reading, and writing practiced throughout the chapters of **Mosaicos, sixth edition** but the final culminating section of each chapter—*Mosaicos*—is devoted to the development and practice of each of these communication skills in a highly focused manner. True to the synthetic nature of this section, the chapter's thematic content and vocabulary are brought together with its linguistic structures and cultural focus. Hence the name, *Mosaicos*, whereby students have the opportunity to bring it **all** together into a coherent whole.

To enhance the development of these skills, **guidance** is provided for each section. First, specific **strategies** are presented for each of the four skills. The strategies build on each other within and across the chapters. Activities are designed so that students systematically practice implementing the strategies presented. Second, a **process approach**, with pre-, during, and post-activities, is applied for all four skills through the *Preparación* and *Un paso más* steps. The cumulative effect of the fifteen *Mosaicos* sections throughout the text will greatly increase students' abilities to effectively listen, speak, read, and write.

NEW! Comprueba boxes provide a self-check guide for students to help them determine if they have covered the main points accurately and sufficiently.

NEW! Each set of activities is now organized around the three ACTFL Performance Descriptors of the three Modes of Communication: Presentational, Interpretive, and Interpersonal. This organization maximizes learning as three parts of a single goal: communication. By consistently using all three interrelated modes, students' opportunity to use the language in relation to the theme is multiplied. Instructor annotations indicate the mode for each activity.

NEW! Based on pre-revision survey feedback from our users, some readings for the Lee section have been

Mosaicos

ESCUCHA

4-34

Preparación. Antes de escuchar el mensaje de Pedro para Julio sobre una fiesta sorpresa (sorpresa), prepara tus ideas sobre la siguiente información. Después, presenta tus notas a la clase.

1. el posible propósito (purpose) de este mensaje
2. la información específica que puede ser importante

ESTRATEGIA

Listening with a purpose in mind will help you focus your attention on the most relevant information. As you focus your attention, you screen what you hear and select only the information you need.

4-35

Escucha. First read the information you will need to attend the party Pedro is organizing. Then, as you listen, complete the sentences with the rest of the information. Don't worry if you do not understand every word.

1. La fiesta es para...
2. La fiesta va a ser en la casa de...
3. El día de la fiesta es...
4. Julio debe llevar (take)...
5. Julio tiene que llegar a la casa a las...
6. La dirección es...

Comprueba

I was able to...

recognize the names of people.
identify specific information about an event.

4-36

Un paso más. Vas a organizar una fiesta sorpresa para tu profesor/a de español y deseas invitar a tu compañero/a. Llama a tu compañero/a por teléfono y explícale lo siguiente:

1. cuándo y dónde va a ser la fiesta
2. qué van a comer y beber
3. qué música van a escuchar
4. otros planes

¿Cómo es tu familia? 163

updated, ensuring consistently **high-interest readings at the appropriate level**. Additionally, the last three chapters, 13–15, now introduce students to **authentic literature**, enriching the program while giving those students who go on to the intermediate level an introduction to reading and interpreting literature.

If students need more practice with any of the four skills, **additional practice** is provided for each skill within the Student Activities Manual, available in print or in Pearson's award-winning online learning and assessment MySpanishLab platform.