



**Fondo cultural**



**Bartolomé Murillo (1617–1682)** was the first Spanish painter to become famous throughout Europe. Several of his early paintings featured children from his native Sevilla. Murillo used color, light, and a natural portrayal of his subjects to create memorable masterpieces.

- Study the painting and come up with three adjectives that describe it. Would you say the impression Murillo gives of the boys is positive or negative? Why?

“Niños comiendo fruta” (ca. 1650), Bartolomé Murillo  
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# ¿Desayuno o almuerzo?

## Chapter Objectives

- Talk about foods and beverages for breakfast and lunch
- Talk about likes and dislikes
- Express how often something is done
- Understand cultural perspectives on meals

## Video Highlights

**A primera vista:** *El desayuno*

**GramActiva Videos:** present tense of *-er* and *-ir* verbs; *me gustan*, *me encantan*

## Country Connection

As you learn about foods and meals, you will make connections to these countries and places:



## Más práctica

- *Real.* para hispanohablantes, pp. 90–91

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Read, listen to, and understand information about

- foods and beverages for breakfast and lunch

# A primera vista

## Vocabulario y gramática en contexto

jcd-0387



### El Supermercado de la Plaza

¡Abierto las  
24 horas!

¡Ofertas de hoy!

¡Toda la comida  
que necesitas!



\*Note that *agua* is a feminine noun. However, you use the masculine article *el* to make it easier to say.

**cc** El desayuno es mi comida favorita. En el desayuno, yo como cereal con leche, tocino y pan tostado. Todos los días bebo jugo de naranja. Nunca bebo té sin leche. Y tú, ¿qué comes en el desayuno? **99.**



**Me encanta** el Restaurante de la Plaza. La comida es muy buena. **En el almuerzo**, como una ensalada de frutas o un sándwich de jamón y queso. **Siempre** bebo agua. Es importante **beber** mucha agua, ¿verdad? ”



# El Restaurante de la Plaza

¡Para un almuerzo rápido!

 \$3.25 la ensalada de frutas	 \$1.75 la pizza
 \$3.50 el sándwich de jamón y queso	 \$1.00 el café
 \$3.75 la hamburguesa	 \$1.00 los refrescos
 \$1.50 el perrito caliente	 \$1.35 los jugos
 \$1.25 las papas fritas	 \$1.00 el té helado
 \$1.80 la sopa de verduras	

## Actividad 1 Escuchar

jcd-0387

### ¿Beber o comer?

Listen to the names of ten foods and beverages. If an item is a food, pantomime eating. If it's a beverage, pantomime drinking.

## Actividad 2 Escuchar

jcd-0387

### ¿El desayuno o el almuerzo?

Listen as different people tell what they are eating. Hold up one hand if the meal is *el desayuno* and hold up both hands if it is *el almuerzo*.

### Más práctica

- Practice Workbook, pp. 49–50: 3A-1, 3A-2
- WAV Wbk.: Writing, p. 56
- Guided Practice: Vocab. Flash Cards, pp. 83–88
- *Real*. para hispanohablantes, p. 92

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Web Code: jcd-0301





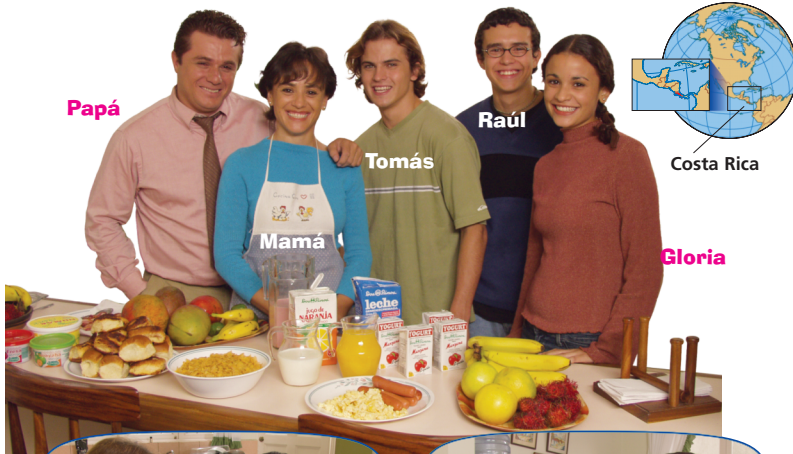
# El desayuno

Tomás es de los Estados Unidos. Está en Costa Rica para estudiar. ¿Qué come el primer día? Lee la historia.

## Strategy

### Using prior experience

Think about breakfast. Do you like a big breakfast? A small one? No breakfast at all? Look at the pictures and see if you can figure out how Tomás feels about breakfast.



Costa Rica

**1 Mamá:** A ver . . . tocino, salchichas, huevos . . .

**Papá:** ¡Uy! Es mucha comida. No **comprendo**. Tú nunca comes el desayuno.

**Mamá:** No es mi desayuno. Es para Tomás, **por supuesto**. Los americanos comen mucho en el desayuno.



**5 Tomás:** Comparto los huevos, el tocino y las salchichas.

**Raúl:** ¿Compartes tu desayuno? Muchas gracias, Tomás.

**6 Raúl:** ¿Y qué bebes?

**Tomás:** Jugo de naranja, por favor.

**Raúl:** Te gusta la leche, ¿no?

**Tomás:** Más o menos.

**7 Raúl:** Papá, ¿unos huevos?

**Papá:** No, gracias. ¡La comida es para Uds.!





**2 Raúl:** No comes mucho en el desayuno, ¿verdad?

**Tomás:** ¡No! ¡Qué asco!



**3 Tomás:** No me gusta nada el desayuno. A veces bebo jugo de naranja y como pan tostado.

**Raúl:** Yo tampoco como mucho.



**4 Mamá:** Buenos días, Tomás. Aquí tienes tu desayuno. Huevos, tocino, salchichas, pan tostado, cereal con leche . . .

**Tomás:** Gracias. Es un desayuno muy bueno.  
**Me encantan** los huevos y el tocino.

**Actividad**  
**3**

**Escribir**

**¿Comprendes?**

Lee las frases. Escribe los números del 1 al 6 en una hoja de papel y escribe *C* (*cierto*) si la frase es correcta y *F* (*falso*) si es incorrecta.

1. Tomás está en Costa Rica.
2. La mamá de Raúl siempre come mucho en el desayuno.
3. A Tomás le gusta comer mucho en el desayuno.
4. Hoy Tomás no come mucho en el desayuno.
5. Tomás comparte el desayuno con Raúl.
6. A Tomás le gustan las hamburguesas y la pizza.



**8 Mamá:** ¿Cuál es tu almuerzo favorito, Tomás?

**Tomás:** Me gustan las hamburguesas, la pizza, la ensalada . . .

**Mamá:** Bueno . . . ¡pizza, hamburguesas y ensalada para el almuerzo!

**Más práctica**

- Practice Workbook, pp. 51–52: 3A-3, 3A-4
- WAV Wbk.: Video, pp. 49–50
- Guided Practice: Vocab. Check, pp. 89–92
- Real. para hispanohablantes, p. 93

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Web Code: jcd-0302



# Manos a la obra

## Vocabulario y gramática en uso

### Objectives

- Talk about foods and beverages for breakfast and lunch
- Ask and tell what people eat and drink for breakfast and lunch
- Express likes and dislikes
- Learn to use the present tense of -er and -ir verbs and *me gustan / me encantan*

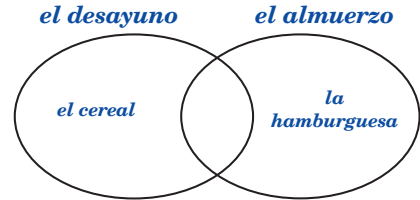
Actividad  
4

### Pensar/Escribir

#### ¿El desayuno o el almuerzo?

Think about what people usually eat for breakfast and lunch. Copy the Venn diagram on a sheet of paper. Which foods pictured below would usually be eaten for breakfast, and which for lunch? Write the Spanish words in the appropriate oval for *el desayuno* or *el almuerzo*. Which items could be eaten for either breakfast or lunch? Write them in the overlapping area.

### Modelo



Actividad  
5



jcd-0388



### Escuchar/Escribir

#### ¿Dónde están?

Vas a escuchar ocho descripciones sobre el dibujo de esta página. Escribe los números del 1 al 8 en una hoja de papel y escribe *C* si la descripción es cierta y *F* si es falsa.

Actividad  
**6**

**Escribir**

**¿Qué bebes?**

- 1 On a sheet of paper, make three columns with these headings: *Todos los días, A veces, Nunca*. Write the names of these beverages under the appropriate heading based on how often you drink them.



- 2 Write complete sentences telling how often you drink these beverages.

**Modelo**

*Bebo limonada todos los días.  
Bebo leche a veces.  
Nunca bebo café.*

**También se dice . . .**

beber = tomar (México)  
el jugo = el zumo (España)  
la naranja = la china (Puerto Rico)  
las papas = las patatas (España)  
el plátano = la banana,  
el guineo (Puerto Rico)  
el sándwich = el bocadillo (España),  
la torta (México)

Actividad  
**7**



**Hablar**

**¿Qué comes?**

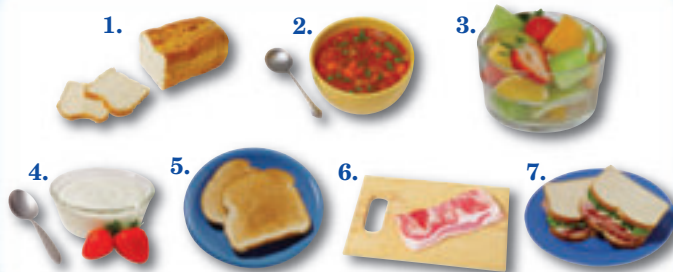
Trabaja con otro(a) estudiante y habla de lo que comes.



**Modelo**

- A — ¿Comes cereal?  
B — Sí, como cereal todos los días.  
o: No, nunca como cereal.

**Estudiante A**



**Estudiante B**

Sí, todos los días.  
Sí, a veces.  
Sí, siempre.  
No, nunca.  
No, ¡qué asco!





## Mis comidas favoritas

Trabaja con otro(a) estudiante y habla de las comidas que te gustan y que no te gustan.



### Modelo

A — *Te gustan los plátanos, ¿verdad?*

B — *Sí, ¡por supuesto! Me encantan.*

### Estudiante A



### Estudiante B

Sí, ¡por supuesto! Me encantan.  
Sí, más o menos.  
No, no me gustan.  
No, ¡qué asco!

## Exploración del lenguaje

### Using a noun to modify another noun

In English, one noun is often used to describe another noun: *vegetable soup*, *strawberry yogurt*. Notice that the noun that is being described comes second.

In Spanish, however, the noun that is being described comes first and is followed by *de* + the describing noun: *la sopa de verduras*, *el yogur de fresa*. Notice that you don't use a definite article in front of the second noun.

The form of the noun following *de* does not change even when the first noun becomes plural.

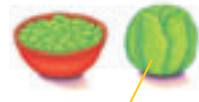
- el sándwich de jamón
- los sándwiches de jamón

**Try it out!** Name five examples of foods or beverages from this chapter that follow this pattern.

Now that you know the pattern, say what these foods and beverages are called in Spanish:



el tomate



la lechuga



la piña



el pollo

## El intercambio entre dos mundos

### Conexiones La historia

Think about how your meals would be different without corn, beans, squash, tomatoes, limes, avocados, chiles, peanuts, cashews, turkey, pineapples, yams, potatoes, vanilla, and chocolate. What do these foods have in common? They all had their origin in the Americas and were unknown in Europe until Columbus brought them there from his voyages in the fifteenth century. Today these foods are found in dishes in many countries.

The product exchange benefited both sides of the Atlantic Ocean. The Europeans brought to the Americas a wide range of foods including chicken, pork, beef, milk, cheese, sugar, grapes, and grains such as wheat and barley.



### Las enchiladas

Read the list of ingredients for a traditional Mexican dish of *enchiladas*. Based upon the information you just read and saw on the map, write which ingredients had their origins in the Americas and which came from Europe.

#### Enchiladas de pollo<sup>1</sup> con salsa de tomate

##### Ingredientes:

- 12 tortillas de maíz<sup>2</sup>
- 1 taza<sup>3</sup> de pollo
- 1 taza de queso fresco<sup>4</sup>
- 6 tomates grandes<sup>5</sup>
- 2 cebollas<sup>6</sup> no muy grandes
- crema
- aceite<sup>7</sup> de maíz



<sup>1</sup>chicken <sup>2</sup>corn <sup>3</sup>cup <sup>4</sup>fresh <sup>5</sup>large <sup>6</sup>onions <sup>7</sup>oil

### Y tú, ¿qué dices?

1. ¿Cuál es tu comida favorita, el desayuno o el almuerzo?
2. ¿Cuál es tu almuerzo favorito? ¿Y tu desayuno favorito?
3. ¿Qué frutas te gustan más?

## Gramática

### Present tense of *-er* and *-ir* verbs

To create the present-tense forms of *-er* and *-ir* verbs, drop the endings from the infinitives, then add the verb endings *-o, -es, -e, -emos / -imos, -éis / -ís, or -en* to the stem.

Here are the present-tense forms of *-er* and *-ir* verbs using *comer* and *compartir*:

(yo) <b>como</b>	(nosotros) <b>comemos</b>
(tú) <b>comes</b>	(vosotros) <b>coméis</b>
Ud. <b>come</b>	Uds. <b>comen</b>
(ella)	(ellos)
	(ellas)

(yo) <b>comparto</b>	(nosotros) <b>compartimos</b>
(tú) <b>compartes</b>	(vosotros) <b>compartís</b>
Ud. <b>comparte</b>	Uds. <b>comparten</b>
(él)	(ellos)
(ella)	(ellas)

- Regular *-er* verbs that you know are *beber, comer, comprender, correr, and leer*.
- Regular *-ir* verbs that you know are *compartir* and *escribir*.
- You also know the verb *ver*. It is regular except in the *yo* form, which is *veo*.

### ¿Recuerdas?

The pattern of present-tense *-ar* verbs is:

<b>toco</b>	<b>tocamos</b>
<b>tocas</b>	<b>tocáis</b>
<b>toca</b>	<b>tocan</b>

### GramActiva VIDEO

Want more practice with *-er* and *-ir* verbs? Watch the **GramActiva** video.



### Actividad 12

### Escribir

### ¿Quiénes comparten el almuerzo?

On a sheet of paper, write complete sentences saying what each person is sharing and with whom. Follow the model.

#### Modelo

Elena / una manzana / Raúl  
*Elena comparte una manzana con Raúl.*

1. Tomás / una pizza / María
2. tú / unos sándwiches / Ramón
3. nosotros / unas papas fritas / los estudiantes
4. Uds. / unas galletas / el profesor
5. ellas / unos perritos calientes / nosotros
6. tú y yo / unos plátanos / Luis y Roberta
7. yo / ¿-? / mi amigo



Una familia come el almuerzo



Actividad  
**13**



**Hablar**

## ¿Qué beben y qué comen?

Work with a partner. Use the verbs *comer* and *beber* to ask questions. Then answer them according to the model.

Juan / desayuno



**Modelo**

A — *¿Qué come Juan en el desayuno?*

B — *Juan come pan tostado.*

Miguel y Carlos / almuerzo



**Modelo**

A — *¿Qué beben Miguel y Carlos en el almuerzo?*

B — *Miguel y Carlos beben limonada.*

1. Raúl y Gloria / desayuno



4. Carolina / almuerzo



2. tú / almuerzo



5. tu familia y tú / desayuno



3. Graciela y Carlos / desayuno



6. tú / almuerzo **¡Respuesta personal!**

Actividad  
**14**

**Leer/Escribir**

## Una tarjeta postal

Lee la tarjeta postal (*post card*) de una amiga de Venezuela. En una hoja de papel, escribe la forma correcta del verbo apropiado que está entre paréntesis.

Querida Amalia:

Elena y yo estamos en Caracas. Nosotras 1. (*comprender / correr*) todos los días y 2. (*comer / ver*) muy bien.

Los estudiantes aquí 3. (*comer / leer*) mucha pizza y 4. (*ver / beber*) mucho café. Ellos 5. (*leer / beber*) muchos libros y 6. (*escribir / ver*) mucho también para las clases. Las clases son difíciles pero me encantan.

En la clase de español nosotros 7. (*correr / leer*) revistas y cuentos en español. Elena 8. (*comprender / beber*) muy bien pero para mí es un poco difícil.

Tengo que estudiar. ¡Hasta luego!

Tu amiga,  
Carolina



**Más práctica**

- Practice Workbook, p. 53: 3A-5
- WAV Wbk.: Writing, p. 57
- Guided Practice: Grammar Acts., pp. 93-94
- Real. para hispanohablantes, pp. 94-97

Go **Online**  
PHSchool.com

For: *-er* and *-ir* Verbs  
Web Code: jcd-0303

Actividad  
15



Escribir/Hablar

## Los sábados y la comida

What do you and your classmates eat and drink for breakfast and lunch on Saturdays? Make a chart like the one below on a sheet of paper and complete each box with information about yourself. Then survey two classmates to find out what their habits are. Record the information in the chart.

	¿Qué comes?	¿Qué bebes?
el desayuno	yo: huevos, pan tostado, tocino Sandra: cereal, plátanos, pan tostado	
el almuerzo		

### Para decir más . . .

la crema de cacahuates	peanut butter
el pan dulce	breakfast pastry
el panqueque	pancake
el pollo	chicken

### Modelo

Los sábados, ¿qué comes en el desayuno? ¿Qué bebes?  
¿Qué comes en el almuerzo? ¿Qué bebes?

Actividad  
16

Escribir/Hablar

## Los hábitos de la clase

Use your completed chart from Actividad 15 to write summary statements based on your survey. Be prepared to read your sentences to the class.

### Modelo

Sandra y yo comemos huevos y cereal en el desayuno.  
Gregorio no bebe jugo de naranja en el desayuno y le gusta mucho la leche.  
Sofía come cereal y bebe leche en el desayuno.

### Fondo cultural

**El desayuno** From the popular *churros* and hot chocolate in Spain to the *pan dulce* served in many countries, a wide variety of foods can be found on the breakfast table in the Spanish-speaking world. Most often, people prefer a light breakfast of bread or a roll, coffee or tea, and possibly juice. Items such as cereal, eggs, ham, or sausage are less common.

- In Spain you can ask for a *desayuno americano*. What do you think you would be served?



¿Qué comen en el desayuno?

## Gramática

### Me gustan, me encantan

Use *me gusta* and *me encanta* to talk about a singular noun.

Me gusta **el té** pero me encanta **el té helado**.

Use *me gustan* and *me encantan* to talk about plural nouns.

Me encantan **las fresas** pero no me gustan mucho **los plátanos**.

When you use *me gusta(n)* and *me encanta(n)* to talk about a noun, include *el, la, los, or las*.

Me encanta **el** jugo de naranja pero no me gusta **la** leche.

¿Qué te gustan más, **las** hamburguesas o **los** perritos calientes?

### GramActiva VIDEO

Want more help with *me gustan / me encantan*? Watch the GramActiva video.



### Actividad 17

jcd-0388



Escuchar/GramActiva

### ¿Gusta o gustan?

- 1 Tear a sheet of paper in thirds. On the first piece, write *No*. On the second piece write *me gusta*. On the third piece, write *n*.
- 2 You will hear eight food items. Indicate whether you like each item by holding up one, two, or all three pieces of paper. Remember to use *me gustan* when the item you hear is plural!



### Actividad 18

Escribir

### ¿Qué te gusta?

Indicate how much you *do* or *do not* like the foods pictured below.



Modelo

Me gustan las manzanas.

o: No me gustan nada las manzanas.

o: Me encantan las manzanas.







## ¿Qué te gusta más?

- 1 A popular magazine has provided this survey to see how much you and a friend have in common. On a sheet of paper, write the numbers 1–7 and then write your preferences.
- 2 Take turns asking your partner about the survey items. Keep track of your similarities and differences. See how the magazine rates you.

### Modelo

¿La comida mexicana o la comida italiana?

- A —¿Qué te gusta más, la comida mexicana o la comida italiana?  
 B —Me gusta más la comida italiana.  
 o:—No me gusta ni la comida mexicana ni la comida italiana.  
 A —A mí también.  
 o:—A mí me gusta la comida mexicana.  
 o:—A mí tampoco.

## ¿Qué te gusta más?

¿Tu amigo(a) y tú son muy similares o muy diferentes? Completa este quiz y compara tus respuestas con las de un(a) amigo(a).

1	la comida mexicana	o	la comida italiana
2	el desayuno	o	el almuerzo
3	el cereal con fruta	o	el cereal sin fruta
4	las revistas	o	los libros
5	la música rock	o	la música rap
6	los amigos graciosos	o	los amigos serios
7	las hamburguesas con queso	o	las hamburguesas sin queso

### Respuestas similares:

- 7–6 ¡Uds. son gemelos!  
 5–4 Tienen mucho en común, ¿verdad?  
 3–2 ¡Un poco similares / un poco diferentes!  
 1–0 ¿Los opuestos<sup>2</sup> se atraen?<sup>3</sup> ¡Por supuesto!

## Pronunciación

jcd-0388

### The letters *h* and *j*



In Spanish, the letter *h* is never pronounced. Listen to and say these words:

hora    hablar    hasta    hola  
 hoy    hace    hacer    hotel

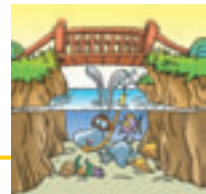
The letter *j* is pronounced like the letter *h* in “hat” but with more of a breathy sound. It is made far back in the mouth—almost in the throat. Listen to and say these words:

trabajar    dibujar    jugar    videojuegos  
 hoja    jueves    junio    julio

**Try it out!** Find and say five examples of foods or beverages from this chapter that have *h* or *j* in their spelling.

**Try it out!** Say this *trabalenguas* three times as fast as you can:

**Debajo del puente de  
 Guadalajara había un  
 conejo debajo del agua.**



<sup>1</sup>twins    <sup>2</sup>opposites    <sup>3</sup>attract

## ¿Qué comida hay en el Ciberc@fé @rrob@?

Lee el menú y contesta las preguntas.

### Menú del Ciberc@fé @rrob@

#### Desayunos

- No. 1** Huevos: (*jamón, tocino, chorizo*<sup>1</sup>) . . . . . \$18.00  
Con cóctel de fruta . . . . . \$20.00
- No. 2** Sincronizadas: (*tortilla de harina,*<sup>2</sup> . . . . . \$22.00  
*queso amarillo, jamón*)  
Con cóctel de fruta . . . . . \$24.00
- No. 3** Cuernitos: (*jamón, queso, tomate* . . . . . \$20.00  
*y lechuga*)  
Con cóctel de fruta . . . . . \$22.00
- No. 4** Chilaquiles: *verdes o rojos* . . . . . \$14.00  
Con cóctel de fruta . . . . . \$16.00
- No. 5** Omelet: (*con pollo, jamón, tomate,* . . . . . \$18.00  
*cebolla, champiñones*<sup>3</sup> o queso)
- No. 6** Crepas (*champiñones, jamón, pollo*) . . . . . \$12.50

Refrescos \$5.00    Café \$4.00    Jugos \$7.50    Té o té helado \$4.00

Tel.: 212 03 95

16 de septiembre #65  
Col. Centro

<sup>1</sup>spicy sausage    <sup>2</sup>flour    <sup>3</sup>mushrooms

### El español en la comunidad

Foods from different Spanish-speaking countries have become very popular in the United States. Visit a local grocery store and make a list of different types of foods that come from Spanish-speaking countries. Which of these foods have you tried?



### Strategy

#### Skimming

Look quickly through the menu. What meal is it for? Find three dishes you recognize and two that are new to you.



Crepas de  
cuitlacoche

Chilaquiles

### ¿Comprendes?

- Comes el desayuno No. 1, con un jugo de naranja. ¿Cuál es el precio (*price*) del desayuno?
- Comes un omelet con un café. ¿Cuál es el precio?
- No te gustan nada los huevos. ¿Qué comes del menú?
- No te gusta ni el café ni el té helado. ¿Qué bebes?

### Más práctica

- Practice Workbook, pp. 54–55: 3A-6, 3A-7
- WAV Wbk.: Writing, p. 58
- Guided Practice: Grammar Acts., pp. 95–96
- Real. para hispanohablantes, pp. 98–100

Go Online For: *Me gusta(n) / Me encanta(n)*  
PHSchool.com Web Code: jcd-0304

# ¡Adelante!

## Lectura

## Frutas y verduras de las Américas

Hay muchas frutas y verduras que son originalmente de las Américas que hoy se comen en todos los países. Las verduras más populares son la papa, el maíz, los frijoles y muchas variedades de chiles. También hay una gran variedad de frutas como la papaya, la piña y el aguacate. Estas frutas y verduras son muy nutritivas, se pueden preparar fácilmente y son muy sabrosas. La papaya y la piña son frutas que se comen en el desayuno o de postre. ¿Cuáles de estas frutas comes?

### el aguacate

La pulpa del aguacate es una fuente de energía, proteínas, vitaminas y minerales. Tiene vitaminas A y B.



## Objectives

- Read about fruits that are native to the Americas
- Learn about a snack in Spanish-speaking countries, *churros y chocolate*
- Maintain a conversation about what you like, including your food preferences
- Learn facts about the northern part of South America

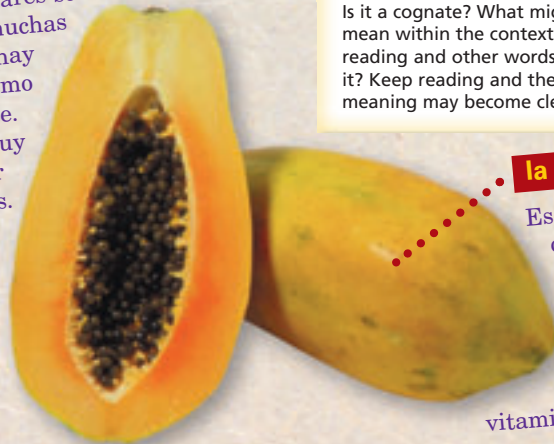
## Strategy

### Making guesses

When you find an unknown word, try to guess the meaning. Is it a cognate? What might it mean within the context of the reading and other words around it? Keep reading and the meaning may become clear.

### la papaya

Es una fruta con mucha agua. Es perfecta para el verano. Tiene más vitamina C que la naranja.



### el mango

Aunque<sup>1</sup> el mango es originalmente del Asia, se cultiva en las regiones tropicales de muchos países de las Américas. Tiene calcio y vitaminas A y C, como la naranja.



<sup>1</sup>Although





## Licuada de plátano

El licuado es una bebida muy popular en los países tropicales. ¡Es delicioso y muy nutritivo!

### Ingredientes:

- 1 plátano
- 2 vasos de leche
- 1 cucharadita de azúcar
- hielo

### Preparación:

1. Cortar el plátano.
2. Colocar los ingredientes en la licuadora.
3. Licuar por unos 5 ó 10 segundos.



## ¿Comprendes?

1. ¿Qué vitaminas tienen las frutas en la página anterior?
2. De las frutas y verduras en el artículo, ¿cuáles (*which ones*) te gustan? ¿Cuáles no te gustan?
3. ¿Qué otras frutas te gustan? ¿Comes estas frutas en el desayuno o en el almuerzo?
4. ¿Qué fruta no es originalmente de las Américas?

## Más práctica

- WAV Wbk.: Writing, p. 59
- Guided Practice: *Lectura*, p. 97
- Real. para hispanohablantes, pp. 102–103

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Chile

## Fondo cultural



**Frutas y verduras** During winter, the United States imports a wide range of fruits from Chile such as cherries, peaches, and grapes. When you purchase grapes from a supermarket in January, look to see if they have a label that says *Producto de Chile* or *Importado de Chile*.

- What are some other fruits and vegetables in your local market that are products of other countries?

## Churros y chocolate

In many Spanish-speaking countries, a popular snack is the combination of *churros y chocolate*. Churros are long, slender doughnut-like pastries fried in hot oil. Small restaurants called *churrerías* specialize in churros and cups of delicious hot chocolate. You can also find churros being sold in stands on the street.

**Try it out!** Here's the recipe to try. Churros are high in fat and calories, so you won't want to sample too many of them!

### Churros

1 cup water	$\frac{1}{2}$ cup unsalted butter (= 1 stick)
$\frac{1}{4}$ teaspoon salt	1 cup all-purpose flour
4 large eggs	oil for deep frying
1 cup sugar	

In a heavy saucepan, bring water, butter, and salt to a full boil. Remove from heat. Add the flour all at once, stirring briskly. Stir until the mixture pulls away from the side of the pan and forms a ball. Put the mixture in a bowl. With an electric mixer on medium speed, add one egg at a time. After adding the last egg, beat the mixture for one more minute.

With adult supervision, heat 2–3 inches of oil to 375° F in a deep, heavy pan. Fit a pastry bag or cookie press with a  $\frac{1}{2}$ -inch star tip. Pipe out 6 inch-long tubes of dough into the oil. ***Be extremely cautious adding dough to the oil, because the oil may spatter and burn you!*** Fry, turning a few times, for 3–5 minutes or until golden brown. Place the sugar on a plate. Drain the churros well on paper towels and then roll them in the sugar.

### Chocolate caliente

To make hot chocolate in Mexico, cacao beans are ground to a powder. Cinnamon, powdered almonds, and sugar are then added, and hot milk is poured in. The mixture is whipped with a wooden whisk called *un molinillo* or *un batidor*. You can find Mexican-style chocolate for making *chocolate caliente* in many supermarkets.

**Think about it!** What kinds of food and drink do you and your friends like? Is chocolate among the popular choices? Can you think of combinations of food and drink that are popular with many people in the United States? Are these combinations popular elsewhere?



Chocolate y churros

Un molinillo



# ¿Y qué te gusta comer?

## Task

An exchange student from the United States is going to Uruguay. You and a partner will role-play a telephone conversation in which you each take one of the roles and gather information about the other person.

- 1 **Prepare** You will role-play this conversation with a partner. Be sure to prepare for both roles. Here's how to prepare:

**Host student:** Make a list of at least four questions that you might ask the exchange student. Find out what he or she likes to study, his or her favorite activities, and what he or she likes to eat and drink for breakfast and lunch.

**Exchange student:** Jot down some possible answers to questions that the host student might ask and be prepared to provide information about yourself.

- 2 **Practice** Work in groups of four in which there are two exchange students and two host students. Work together to practice different questions and different responses. Here's how you might start your phone conversation:

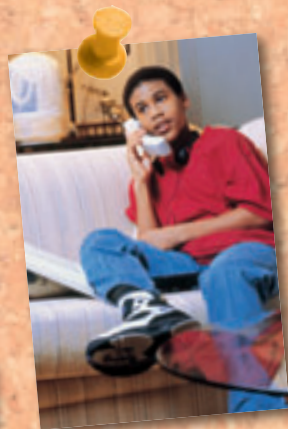
**HOST STUDENT:** ¡Hola, Pablo! Soy Rosa.

**EXCHANGE STUDENT:** ¡Hola, Rosa! ¿Cómo estás?

**HOST STUDENT:** Bien, gracias. Pues Pablo, ¿te gusta . . . ?

Continue the conversation using your notes. You can use your notes in practice, but not during the role-play.

- 3 **Present** You will be paired with another student, and your teacher will tell you which role to play. The host student begins the conversation. Listen to your partner's questions and responses and keep the conversation going.
- 4 **Evaluation** Your teacher may give you a rubric for how the presentation will be graded. You probably will be graded on:
- completion of task
  - how well you were understood
  - your ability to keep the conversation going



## Strategy

### Making lists

Making lists of questions can help you in conversations where you need to find out specific information.





# América del Sur

## Parte norte

Venezuela, Colombia, Ecuador, Peru, and Bolivia form a region of contrasts, with mountains and lowlands, rain forests and deserts, immense wealth and extreme poverty, remote villages and modern cities. A rugged geography, ancient indigenous civilizations, and abundant natural resources have made this one of the most culturally diverse regions in the world.

Constructed more than 500 years ago, the terraced fields in the highlands of Bolivia were a sophisticated system for conserving soil and water, and some remain in use today. In the 1980s archaeologists reconstructing ancient agricultural systems on the shore of Lake Titicaca (at 12,500 feet the highest navigable body of water in the world) found that these ancient systems worked better in this difficult environment than many modern agricultural techniques.

### ¿Sabes que . . . ?

The term *America* first appeared on a German map in 1507. The Americas are named for the Italian navigator Amerigo Vespucci, who produced the first European charts of mainland South America in 1497.

### Para pensar

The countries of northern South America are lands of varied geography. Think about the North American continent. It is also a land of geographical contrasts. In what ways are both regions rich in natural resources, environmentally protected areas, and ancient civilizations?



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"Rediscovered" in 1911, the mountaintop city of Machu Picchu in Peru was part of the Incan empire, which in the sixteenth century extended from present-day Ecuador to Chile. Machu Picchu's buildings were made of huge, precisely carved stone blocks that were hauled into place without wheels or heavy draft animals. ▶



◀ Venezuela is one of the most important sources of oil consumed in the United States. Other important Latin American oil producers include Mexico, Colombia, Ecuador, and Peru, with new deposits being found every year. Latin America and Canada account for approximately 48 percent of oil imports to the United States. In contrast, the Middle East accounts for approximately 30 percent.

◀ The Galapagos Islands, also called *las islas encantadas* (the enchanted islands), lie 600 miles off the coast of Ecuador. It is believed that the Incas may have traveled to the islands in large ocean-going rafts. In 1835, the naturalist Charles Darwin spent weeks here studying the islands' unique animal life. *Galapagos* are giant tortoises that are native to these islands, which are now a national park and wildlife sanctuary.



To prepare for the test, check to see if you . . .

- know the new vocabulary and grammar
- can perform the tasks on p. 145

# Repaso del capítulo

## Vocabulario y gramática

jcd-0389

### to talk about breakfast

en el desayuno	for breakfast
el cereal	cereal
el desayuno	breakfast
los huevos	eggs
el pan	bread
el pan tostado	toast
el plátano	banana
la salchicha	sausage
el tocino	bacon
el yogur	yogurt

### to talk about lunch

en el almuerzo	for lunch
la ensalada	salad
la ensalada de frutas	fruit salad
las fresas	strawberries
la galleta	cookie
la hamburguesa	hamburger
el jamón	ham
la manzana	apple
la naranja	orange
las papas fritas	French fries
el perrito caliente	hot dog
la pizza	pizza
el queso	cheese
el sándwich de jamón y queso	ham and cheese sandwich
la sopa de verduras	vegetable soup

### to talk about beverages

el agua <i>f.</i>	water
el café	coffee
el jugo de manzana	apple juice
el jugo de naranja	orange juice
la leche	milk
la limonada	lemonade
el refresco	soft drink
el té	tea
el té helado	iced tea

### to talk about eating and drinking

beber	to drink
comer	to eat
la comida	food, meal
compartir	to share

### to indicate how often

nunca	never
siempre	always
todos los días	every day

### to say that you like / love something

Me / te encanta(n) \_\_\_\_ . I / you love ( \_\_\_\_ ).

Me / te gusta(n) \_\_\_\_ . I / you like ( \_\_\_\_ ).

### other useful words

comprender	to understand
con	with
¿Cuál?	Which? What?
más o menos	more or less
por supuesto	of course
¡Qué asco!	How awful!
sin	without
¿Verdad?	Right?

### present tense of -er verbs

como	comemos
comes	coméis
come	comen

### present tense of -ir verbs

comparto	compartimos
compartes	compartís
comparte	comparten

For *Vocabulario adicional*, see pp. 472–473.

## Más práctica

- Practice Workbook: Puzzle, p. 56
- Practice Workbook: Organizer, p. 57

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# Preparación para el examen

**On the exam you will be asked to . . .**

**Here are practice tasks similar to those you will find on the exam . . .**

**If you need review . . .**

jcd-0389



**1 Escuchar** Listen and understand as people describe what they eat and drink for lunch

Listen as three students describe what they typically eat and drink for lunch. Which is most like the kind of lunch you eat? Did they mention anything you could not buy in your school cafeteria?

**pp. 124–127** *A primera vista*  
**p. 125** Actividades 1–2  
**p. 128** Actividad 5



**2 Hablar** Tell someone what you typically eat for breakfast and ask the same of others

Your Spanish club is meeting for breakfast before school next week. Find out what other people in your class typically eat for breakfast. After you tell at least two people what you eat for breakfast, ask what they like to eat. Does everyone eat the same kind of breakfast or do you all like to eat different things?

**p. 129** Actividad 7  
**p. 130** Actividad 8  
**p. 131** Actividad 11  
**p. 133** Actividad 13  
**p. 134** Actividades 15–16  
**p. 141** *Presentación oral*



**3 Leer** Read and understand words that are typically found on menus

You are trying to help a child order from the lunch menu below, but he is very difficult to please. He doesn't like anything white. And he refuses to eat anything that grows on trees. Which items from the menu do you think he would refuse to eat or drink?

**pp. 124–127** *A primera vista*  
**p. 131** Actividad 10  
**p. 137** Actividad 20  
**pp. 138–139** *Lectura*

## ALMUERZO

hamburguesa  
pizza  
ensalada

plátanos  
manzana  
leche



**4 Escribir** Write a list of foods that you like and others that you dislike

Your Spanish club is sponsoring a “Super Spanish Saturday.” Your teacher wants to know what foods the class likes and dislikes so that the club can buy what most people like. Write the headings *Me gusta(n)* and *No me gusta(n)* in two columns. List at least four items that you like to eat and drink for breakfast and four items for lunch. Then list what you don't like to eat and drink for these same meals.

**p. 128** Actividad 4  
**p. 129** Actividad 6  
**p. 131** Actividad 11  
**p. 134** Actividad 16  
**p. 135** Actividad 18  
**p. 137** Actividad 20



**5 Pensar** Demonstrate an understanding of cultural differences regarding snacks

Think about popular food combinations in the United States, such as a cup of coffee and a doughnut. What is a similar combination that is popular in many Spanish-speaking countries, and where are you able to buy it?

**p. 140** *La cultura en vivo*