

Instructor's Manual for
En otras palabras

Instructor's Manual for ***En otras palabras***

*Perfeccionamiento del español
por medio de la traducción*

Tercera edición

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Preface

Rationale

In the debate on the teaching of foreign languages, there is general agreement that language learning is a long and incremental process and that different kinds of learning are appropriate at different stages. In the early stages of this process, which have been the focus of much of the theoretical debate, students acquire “chunks” of the foreign language and learn to communicate by manipulating these chunks. Because translation is a constant reminder of early learners’ native language, it is counterproductive at this stage. Much later in the process, however, translation has a role to play.

Translation offers several benefits to advanced learners:

- **Translation counterbalances dependence on circumlocution.** In the positive sense, circumlocution allows learners to capitalize on limited linguistic resources; this is why beginning students are encouraged to make maximum use of it. In the negative sense, though, circumlocution can result in avoidance of certain structures, and resulting low proficiency in the use of these structures. Translation requires fidelity to the original text and so gives learners an opportunity to manipulate structures with which they may not have come to terms, or may even have actively avoided.
- **Translation requires attention to detail.** Adult language learners sometimes seem impervious to linguistic detail, even when it appears repeatedly in what they hear and read. Because the discipline of translation requires attention to detail, it can bring such detail to the level of awareness. Recent research in second language acquisition suggests that awareness plays a role in eventual acquisition of grammatical features; in this sense, the attention to detail required for translation may be helpful in the long-term process of acquisition.
- **Translation capitalizes on learners’ knowledge of their native language.** Early-stage learners are likely to make naive use of this knowledge and to treat the second language as a calque on the first. But advanced learners

are ready to see their first language as a vehicle of communicative acts—for example, description, evaluation, and narration—rather than as a model of structure. *En otras palabras* is designed to help students become aware of the communicative competencies they have in their native language, and of how these competencies can be applied to the learning of Spanish.

- **Translation is a cultural as well as a linguistic activity.** For professional translators, this is not only an article of faith but also a practical reality. For students, learning how to translate provides firsthand experience of the inseparability of language and culture. *En otras palabras* formally discusses many sociolinguistic and pragmatic issues, and the translation texts themselves provide examples of many others.
- **Translation is fun.** In spite of (or, perhaps, because of) the good-for-you qualities of translation, it has proven to be very popular with our students. They take pleasure in the problem-solving nature of the process and pride in the concrete products that result from it.

The goal of *En otras palabras* is to use translation to provide advanced learners of Spanish with hands-on manipulation of grammatical, lexical, and cultural detail. Though the book acknowledges the central importance of grammar, it is not a stand-alone grammar text. Students who do not own a reference grammar should buy one, as translation will provide them with many occasions for using it. (We particularly recommend Butt and Benjamin's *A New Reference Grammar of Modern Spanish*, 6th ed.) Nor is this book a manual for training translators, though it would be an appropriate text for the first course in a translation program.

Features

- **The book is divided into two parts, each with an introductory chapter.** The introductory chapter for the first part is about dictionary usage. Then, because grammatical structure provides the building blocks for all texts, regardless of content, the first part of the book is organized around grammatical concepts. The second part is organized around content, with an introductory chapter about the lexicon. This part of the book examines several specialized uses of Spanish, with the goal of building awareness of linguistic variation. Students who plan to use Spanish for some special purpose will require much more training and practice than is offered in this introductory treatment.

- **In each chapter, there are numerous texts in both English and Spanish.** Translating these texts provides two different kinds of experience. For students whose dominant language is English, translating into English first involves understanding the Spanish text, which can be surprisingly hard. Students who have learned to “read for meaning”—that is, to scan texts in search of information—often find that they simply do not know what the meaning of a specific word or structure is. Once they understand a given Spanish text, English-speaking students will find that there are many possible translations; here, group work is particularly useful in exploring the appropriateness of competing translations. Translating into Spanish, in contrast, involves making use of more limited linguistic resources; here, grammaticality is the primary issue. Both kinds of translation are demanding and useful.
- **All of the translation texts are short and complete.** They are short so that students will be able to remember and manipulate the grammatical and lexical detail contained in them, and they are complete so that students will have the context necessary for understanding and analysis. Even in a short translation text, however, the number of possible errors is unlimited, and teachers should not worry that a given text will generate insufficient activity to fill up class time. Indeed, time constraints often make it necessary to limit the kinds of mistakes that will be discussed in class.
- **The material in the book is designed for a semester-long class.** Even for advanced college students there is more than enough material for such a class. Clearly, the rate of progress through the text will depend on student level; slower classes can work with fewer of the texts, and faster classes with more.

Each chapter contains:

- short discussions of grammar and vocabulary, designed to prepare students to deal with features of that chapter’s translation texts;
- grammar and vocabulary exercises designed to provide additional practice;
- texts for Spanish-English and English-Spanish translation (with a sample translation in this manual);
- application exercises of various types, including examples of amusing mis-translations;
- review exercises designed to provide students with additional practice with perennial grammatical problems.

How to Use This Book

- **Be aware of the existence of Internet translation sites.** Yes, students can find sites that will do their translations for them, and the quality of the translations available has improved since the first edition of this book came out. However, these translations continue to be flawed, for the reasons discussed in Chapter 12. So, issues of dishonesty aside, reliance on computer translation is simply counterproductive. (If you're grading a translation done at home, you may want to provide yourself with the translation provided by one of the best of these, for purposes of comparison.)
- **Remember that there is only one original text, but there are many possible translations.** In practical terms, this means that the translations provided in this manual are *samples*; they are correct, but they may contain words or structures that sound unnatural to speakers of a given dialect of Spanish. Taking all possible dialectal variations into account is simply impossible; if you have many students from a single dialect area, you may want to adjust the translations to reflect that fact.
- **You can add texts to those provided here.** As you can see from perusing *En otras palabras*, we have used texts from a variety of sources: oral narrative, newspapers, websites, government documents, and literature. If you find that you need more, or different, texts, you can find them in the same places.

Here are some hints for using the book in class:

- **There are many exercises in the book specifically designed for group work.** If you want to do more group work, most of the exercises in the book can be adapted to this end. Some exercises can be done directly in class; others will require that students prepare at home and then discuss their work with classmates. Alternatively, since many university-level courses now have accompanying course-management websites with online discussion boards, students can begin discussion of assigned items online. The instructor can then bring that discussion to class, for students to continue. This use of online discussion boards encourages students to reflect on the assignment prior to the live class period.
- **When students have to turn in a translation, require that they write it on the computer.** This eliminates legibility problems and allows them to submit one copy electronically and print out one to refer to during class discussion. You can also require students to submit their translation to a dropbox on your online course-management website. This will allow you to attach rubrics and comments electronically, creating an easily accessible record of their progress.

- **There are many ways to go over a translation in class.** Depending on the technology available, you can (1) hand out, post online, or e-mail a sample translation to all students, ask that they study it for homework, and go over only those aspects of the translation about which they have questions; (2) ask a student to project a translation so that it can be discussed in class, and then rotate this assignment for succeeding texts; or (3) assign sentences to individual students and ask them to project their translations for class discussion. Corrections can be made directly on the screen if your classroom has an interactive smartboard, or you can project onto a whiteboard and write corrections there. Though students may initially feel hesitant about publicly airing their mistakes, they find it helpful—and reassuring—to see the mistakes that other students make. This process can be mirrored in the online environment by using discussion boards or applications such as Google Docs. Students can work together to create a consensus about the optimal translation of a passage, and instructors can track each student's contributions to the discussion.
- **You may not want (or have time) to correct all mistakes in a given translation.** You may decide to give a grade based only on translations of one specific structure, or of certain structures already discussed in class, or of a variety of common structures.
- **Translation is a very time-consuming activity and, as such, hard to test directly in class.** However, there are kinds of test items that are useful in assessing students' progress. You can ask students to (1) translate a few short phrases from previous translations; (2) translate a shortened version of a previous translation; (3) translate new sentences modeled on those from previous translations; (4) choose the best translation of phrases from previous translations (the possibilities should include common mistranslations); or (5) exhibit knowledge of vocabulary from previous translations by matching, multiple choice, or definition. You may also want to dedicate a certain number of points on a test to a translation that students do at home and turn in on the day of the test; the additional translation texts included in the exercises at the end of each chapter can be used in this way.
- **There are native speakers of Spanish virtually everywhere in the United States.** When students are asked to do exercises that require the input of a native speaker, they can look for Spanish speakers among their classmates, among university employees (both teaching and support staff), and among their neighbors. If they are not shy, they may even approach Spanish-speaking strangers. They can also find online language-learning

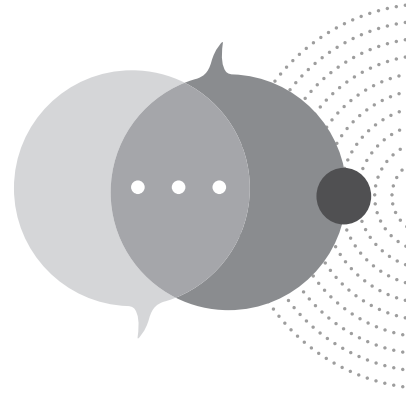
partners (which, of course, involves helping their partners with English). Students at the advanced level in their study of Spanish need to interact with speakers of the language they are learning—and the “ask a native speaker” exercises can serve as a pretext for them to do that.

The skills and concepts taught in this book are relevant to students from a wide variety of linguistic backgrounds. For this reason, we believe that you will find *En otras palabras* useful and flexible. We also believe that your students will find it entertaining and rewarding.

The image features a large, bold number '1' in the center. To its right is a dark grey speech bubble containing three white dots. The background is a light grey with a grid pattern. There are several overlapping circles: a large white one at the bottom, a medium grey one behind the '1', and a smaller dark grey one to the right. A dotted circle is also visible behind the '1'.

1

Las estructuras
del **español**



Introducción a la primera parte

Conceptos básicos

Proverbs

1. **No hay vida sin muerte ni placer sin pesar.** *There is no rose without a thorn. / Into each life some rain must fall.*
2. **El tiempo es oro.** *Time is money.*
3. **Estar entre la espada y la pared.** *To be between a rock and a hard place. / To be between the devil and the deep blue sea.*
4. **Zapatero, a tus zapatos.** *Mind your own business.*
5. **En el peligro se conoce al amigo.** *A friend in need is a friend indeed.*

Idiomatic expressions

- **LA IRREPETIBLE VOZ DE ARETHA FRANKLIN.** *The Incomparable Voice of Aretha Franklin* (Students may come up with other options.)
- **una santa de carne y hueso:** *a flesh and blood saint / a real live saint*
- **Se le heló la sangre en las venas.** *His blood ran cold. / A chill ran up his spine.*



Cómo usar el diccionario

- | | |
|------------------------------|----------------------------|
| 1. fpl = feminine plural | 9. conj = conjunction |
| 2. vr = verb, reflexive | 10. pp = past participle |
| 3. subjunct = subjunctive | 11. ind = indicative |
| 4. inf = infinitive | 12. interr = interrogative |
| 5. hum = humorous | 13. vulg = vulgar |
| 6. Bib = Biblical | 14. dim = diminutive |
| 7. Ec = Ecuadorianism | 15. Ven = Venezuelanism |
| 8. CAm = Central Americanism | 16. PR = Puerto Ricanism |

Sentences with the verb *take*

- | | |
|---|---|
| 1. <i>I took an aspirin.</i> | 1. Tomé una aspirina. |
| 2. <i>I took the book out of the library.</i> | 2. Saqué el libro de la biblioteca. |
| 3. <i>I took the book back to the library.</i> | 3. Devolví el libro a la biblioteca. |
| 4. <i>I can't take it anymore!</i> | 4. ¡Ya no aguanto más! /
¡Ya no puedo más! /
¡Ya no (lo) soporto más! |
| 5. <i>It took us five hours to get there.</i> | 5. Tardamos cinco horas en llegar. |
| 6. <i>I took my mother to the grocery store.</i> | 6. Llevé a mi madre
al supermercado. |
| 7. <i>The policeman¹ took my driver's license.</i> | 7. El policía me quitó/retiró el
carnet (la licencia) de conducir. |
| 8. <i>I took off my shoes.</i> | 8. Me quité... / Me saqué los zapatos. |
| 9. <i>I took the wrong road.</i> | 9. Me equivoqué de camino. |
| 10. <i>I took my brother's cell phone.</i> | 10. Me llevé el móvil/celular
de mi hermano. |
| 11. <i>I took the train to Barcelona.</i> | 11. Tomé el tren a Barcelona. |



NOTE

Students are predisposed to use **tomar** for *to take* in all circumstances. Point out to them that in this exercise, **tomar** is the right choice only in the first sentence (“to take internally”) and the last one (“to take transportation”), although an alternate for *I took the wrong road* is **Tomé el camino equivocado**. Stress to students the importance of viewing the word within the context of the sentence, and then review with them the three steps of proper dictionary usage outlined in the previous section.

Comic strip

“Duck” here is a verb, **agacharse**, so the correct form would be **¡Agáchate!** (or **¡Agacha la cabeza!**), though a native speaker might simply yell **¡Cuidado!**

Los cognados y los falsos amigos

1. colegio = <i>school</i>	<i>college</i> = universidad
2. librería = <i>bookstore</i>	<i>library</i> = biblioteca
3. atender = <i>to wait on</i> (customers)	<i>to attend</i> = asistir a / ir a ²
4. asistir = <i>to attend</i>	<i>to assist</i> = ayudar
5. éxito = <i>success</i>	<i>exit</i> = salida
6. último = <i>last</i>	<i>ultimate</i> = máximo
7. ropa = <i>clothes</i>	<i>rope</i> = cuerda / cordón / sogá / mecate
8. periódico = <i>newspaper</i>	<i>periodical</i> = revista
9. un suceso = <i>an event</i>	<i>success</i> = éxito
10. suced er = <i>to happen, occur</i>	<i>to succeed</i> = tener éxito
11. recordar = <i>to remember</i>	<i>to record</i> = grabar
12. embarazada = <i>pregnant</i>	<i>embarrassed</i> = avergonzado / abochornado ³

¿Cómo?

The student meant, “*The last time I called him, my boyfriend was **hanging out with** my brother.*” The error derives from the mistaken belief that English slang can be translated into another language word for word. A correct equivalent in Spanish might be “**estaba pasando el rato con mi hermano**” (and other, dialectal possibilities). This would be a good point at which to warn students about the dangers of trying to translate slang, which is almost always untranslatable, because even an approximate equivalent in another language may carry a very different (and possibly much stronger) meaning, or may simply result in unintelligible gibberish, as in the example cited.



Ejercicios

Ejercicio 1. De tin marín, de do pingüé, Eenie, meanie, miney, moe, cúcara, mácara, títere, fue. *catch a robber by his toe, Yo no fui, fue Teté, if he hollers, let him go, pégale, pégale, que ella fue. eenie, meanie, miney, moe.*

Ejercicio 2.

- | | | |
|------|-------|-------|
| 1. k | 6. a | 11. j |
| 2. m | 7. i | 12. d |
| 3. b | 8. g | 13. c |
| 4. l | 9. h | |
| 5. e | 10. f | |

Ejercicio 3.

Suggestion: After students have done this exercise on their own, make an overhead transparency using the **hacer** entry in a good bilingual dictionary and have the class as a whole *analyze* all the entries and expand the abbreviations.

Ejercicio 4.**español → inglés**

1. *My little sister goes to (attends) San Francisco de Asís School.*⁴
2. *My aunt is pregnant. She's expecting a child in February.*
3. *That party was the event of the year! It was a big hit (success)!*
4. *I'm going to the bookstore because I want to buy a newspaper.*
5. *Why, this house is a mess (a disaster)! What happened here?*

inglés → español

1. Mi hermano va (asiste) a la universidad en California.
2. Me dio vergüenza porque no recordaba su nombre.
3. Para la clase de mañana, tenemos que grabar a un nativohablante.
4. Trabajo en la librería universitaria y atendiendo a los clientes.
5. La reunión entre los dos presidentes fue un éxito.

Ejercicio 5.

- a. *amusement park*
- b. *life jacket*
- c. *hit man*
- d. *laughing gas*
- e. *talent scout*
- f. *life sentence*
- g. *surrogate mother*
- h. *swinging door*



NOTE

1. Point out to students: **la policía** = *the police (force)*; **el policía** = *policeman*; **la mujer policía** = *policewoman*. Spanish is still wrestling with the acceptable feminine form of traditionally male professions. Another example is **la médico** vs. **la médica**, both of which can be heard in the Spanish-speaking countries.
2. Point out to students that native speakers often use **ir** rather than **asistir**, just as English native speakers use “go to college” more often than “attend college.”
3. Point out to students that native speakers are likely to use the phrase **Me dio vergüenza** for *I was embarrassed* and that *How embarrassing!* is usually **¡Qué vergüenza!**, **¡Qué bochorno!** or **¡Qué pena!**
4. Point out to students that **San Francisco de Asís** is Spanish for *Saint Francis of Assisi*, but that proper names are usually not translated.



1

Capítulo

La narración I

Gramática: El tiempo presente

In order to have students focus on the difference between English and Spanish use of the simple present tense, choose any verb in English and write two sentences on the board with the verb in the present and present progressive. For example:

.....
I call home.

I'm calling home.
.....

Have students invent a context in which they would use these sentences and then analyze the time frame in which they would use them. For example, “*I call home twice a week*” (habitual action); “*Who’re you calling?*” “*I’m calling home*” (action occurring at the present moment). Then point out to students that in Spanish, the simple present tense form **llamo** is used for both the first (habitual) and the second (current moment) examples. The second example can also be **estoy llamando**, of course, but it is important that students understand that the simple present tense in Spanish likewise conveys the idea of action currently in progress, whereas the simple present in English does not have that function.



Texto en español:

Chiste

Some of the possibilities include:

- **dos viejitos:** *two old guys/dudes*
- **se pasan la vida:** *they spend their time/days*
- **rememorando los partidos:** *reminiscing about/going over the games*
- **el más allá:** *the afterlife / life after death / the great beyond*
- **fiel a su promesa:** *true to his promise / just like he promised*

There are these two old guys who love baseball: they spend all their time watching baseball on TV, talking about their favorite players and reminiscing about the most important games. And, because they're very old, they also talk about death, and they promise one another that the first one to die will come back and tell the other one about the afterlife. So, one day one of them dies and, true to his promise, he visits his friend in a dream.

"Hey, buddy, listen. I've got some good news and some bad news."

"Good news first."

"You're gonna love this place! All the great players are here, there's games every week, it's always good weather . . ."

"So how could there be bad news?"

"Well, there's a game tomorrow . . . and you're pitching."



Léxico:

El diminutivo

- **gatito** *kitty / kitten*
- **cucharita** *spoon / teaspoon*¹
- **tontito** *foolish / goofy*
- **gordito** *chubby / plump*
- Devuélvemelo dentro de **una horita**. Bring it back to me in *an hour or so/about an hour*.
- Déjame **un huequito**. Leave *a little space* for me.
- **10 pesitos** *just 10 pesos / 10 lousy pesos*
- **un galardoncito** *a meaningless/silly award*
- Va muy bien **vestidita**. She's *all dressed up*.
- Es **un angelito**. He's *just a little angel/a perfect little angel*.


NOTE

Point out to students that, in Spanish as in English, sarcastic usage of the diminutive depends as much on tone of voice, facial expression, and body language as it does on the use of the diminutive itself. Have students illustrate the two sentences in #5 using all of the above, then have them think of other such sarcastic expressions in English and find a Spanish diminutive equivalent. Or, do this exercise in reverse: give students other diminutive forms in context that can be used sarcastically and ask them to come up with the equivalent phrases in English.


Texto en inglés:
Joke

Un estudiante se acaba de mudar a un nuevo apartamento (piso / departamento) y una noche, muy tarde, invita a unos amigos para enseñárselo. En su habitación, hay un gran gong sobre la mesita de noche.

—¿Y este gong? —preguntan todos.

—Es un reloj parlante —dice el estudiante.

—¡Un reloj parlante! ¿Cómo funciona?

—Observen —dice. Y le da (un) martillazo al gong.

Al instante, una voz del otro lado de la pared grita: «¡Oye, son las tres de la mañana!».


¿Cómo?

The student obviously knew only one meaning for the word **llamas** and failed to go to the dictionary, where he would have found that **llamas** are not only South American camelids, but also *flames*. A better translation would be “*Don Juan was consumed by the flames of Hell.*” Ask students if they recognize the literary reference to Don Juan’s fiery death at the end of Tirso de Molina’s **El burlador de Sevilla**.



Ejercicios

Ejercicio 1.

- | | |
|------|-------|
| 1. c | 6. b |
| 2. g | 7. h |
| 3. a | 8. d |
| 4. i | 9. f |
| 5. j | 10. e |

Ejercicio 2.

en la tele	c. <i>on TV</i>
tienen muchos años	b. <i>they're very old</i>
el primero en morir	b. <i>the first one to die</i>
Oye, amigo	a. <i>Hey, buddy</i>
Este lugar te va a encantar	c. <i>You're gonna love this place</i>

Ejercicio 3. This joke is untranslatable because its humor depends on a play on the word **inmaduras**, which means (a) *immature* and (b) *not ripe*.

Ejercicio 4.

a. un suceso importante	an important <i>event</i>
b. la familia real	the <i>royal</i> family
c. el momento actual	the <i>current</i> moment
d. ¡Qué pena!	What a <i>shame!</i> / What a <i>pity!</i>
e. Son parientes míos.	They're my <i>relatives</i> .
f. No lo soporto .	I can't <i>stand</i> it (<i>take it / put up with it</i>).
g. la primera lectura	the first <i>reading</i>
h. Avísame pronto.	<i>Let me know</i> right away.
i. Le retiraron el carnet.	They <i>took away</i> (<i>revoked</i>) his driver's license.
j. Desgraciadamente , no hay.	<i>Unfortunately</i> , there isn't any.

Ejercicio 5. (ejercicio diagnóstico). Translating this text accurately requires mastery of all the major pitfalls of Spanish grammar, so students are likely to produce a highly inaccurate translation when this exercise is first assigned. But this same text will reappear in subsequent chapters, with particular constructions highlighted once those constructions have been

analyzed. Rather than correcting your students' translations of this exercise and returning them, make copies of this first version of each student's translation and keep them until the end of the semester. Give the originals back to the students, telling them that there are many errors in their translations, but that you will be examining the grammatical structures that caused these errors systematically during the course of the semester. Tell them to keep their original translation and to work from it as they continually revise it in future chapters. At the end of the semester, hand them the copy of their first version—they will be delighted to see this concrete evidence of the progress they have made during the course of the semester (and will be amused and/or embarrassed by their mistakes). You may want to give this text as part of the final exam for the course. You may also want to give it as an in-class exercise the first or second day of the semester, in order to weed out students whose Spanish is clearly too weak to benefit from this course.

Here is one possible translation of the text, but we suggest that you withhold this from students until the end of the semester:

Había un estudiante universitario que quería aprender español/castellano. Después de estudiarlo (por) cuatro años, todavía no sabía (podía) hablarlo bien. Así que (Por eso,) decidió que necesitaba usar el idioma. Su primera idea fue viajar (hacer un viaje) a un país hispánico (de habla hispana). Pero (el) viajar es (cuesta) caro y él no tenía mucho dinero. Felizmente, antes de que pudiera tomar una decisión acerca de todo esto, le ofrecieron (se le ofreció) un trabajo (un puesto / una posición) con una empresa (compañía) que tenía una sucursal/oficina en México. El primer día, el jefe le dijo (pidió) que tradujera una carta escrita en español. Ya que (Puesto que) había estudiado traducción, pudo hacerlo. Sin embargo, la primera vez que habló por teléfono en español fue muy difícil (le costó mucho). Si hubiera sabido lo difícil que iba a ser, ¡no habría (hubiera) contestado el teléfono!


NOTE

1. Point out to students that a **cuchara** (*soup spoon* or *tablespoon*) is larger than a **cucharita**. You may want to add that the augmentative **-ón** makes it even larger: **un cucharón** is the large kitchen spoon used to stir soups and the like, or a soup ladle.

2

Capítulo

La narración II

Gramática: El tiempo pasado

- **comió** = *ate*
- **tenía ganas** = *was in the mood for*
- **no le gustó** = *didn't like*
- **estaba muy resfriado** = *had a bad cold*
- **eran** = *were*
- **quería** = *wanted*
- **tuvo** = *had*
- **tenía** = *had*

1. **Los moros controlaron partes de la península Ibérica durante casi ocho siglos.** = *The Moors controlled parts of the Iberian Peninsula for almost eight centuries.*

El Cid se hizo famoso cuando los moros controlaban gran parte de la Península Ibérica. = *El Cid became famous (at the time) when the Moors controlled most of the Iberian Peninsula.*

2. **Magallanes inició su histórico viaje en 1519.** = *Magellan began his historic voyage in 1519.*

Mientras que Magallanes iniciaba su viaje en 1519, Cortés llegó a la capital azteca. = *While (As) Magellan was beginning his voyage in 1519, Cortez reached the Aztec capital.*

3. **Los países andinos se independizaron de España en la tercera década del siglo XIX.** = *The Andean countries became independent from Spain in the third decade of the 19th century.*

Durante el período en que se independizaban los países andinos, se estableció una república en México. = *During the period when the Andean countries were gaining their independence, a republic was established in Mexico.*



Texto en español:

El ópalo

The Opal

Sánchez saw a solid black ball in an antique store. "Maybe I can use it as a paperweight," he thought. He asked the price. The antique dealer took it in his hands, ran his eyes over it lovingly and said: "I can't give you a price: it's truly priceless. It is worth as much as an eye,¹ because hidden inside it is an eye from a face, the face of God."

And he went on to explain that the person who pawned it and left it there with him assured him that inside the sphere there was an opal in which any moment of the past could be seen (in which one could see any moment of the past); that, as far as he was concerned, he never doubted the owner's word about that magic; that unfortunately there was no way to split the sphere open to retrieve the opal and no one wanted to pay what it was worth; that he kept it there as a useless ball.

"Imagine," continued the antique dealer, staring and staring at it. "Imagine what it would be like to be able to see all of history . . ."

"I'm not interested," said Sanchez. "All I wanted was a paperweight/I just wanted a paperweight."



Léxico:

Prefijos y sufijos

- **desandar** = *to retrace* (**desandar lo andado** = *to retrace one's steps / to go back the same way one came*)
- **desayuno** = *breakfast* (students may not know **ayuno** = *fast*)
- **descremar** = *to skim* (milk)

- **descubierto** = *discovered / uncovered*
- **desviar** = *to detour / to deviate*
- **informal** = *informal (also unreliable)*
- **innecesario** = *unnecessary*
- **inoxidable** = *stainless (steel)*
- **insano** = *unhealthy²*
- **pisaúvas** = *grape-treader / grape-stomper*
- **recaer** = *to relapse / to get sick a second time*
- **reintegrar** = *to reinstate / to restore*
- **releer** = *to reread*
- **remojar** = *to soak*
- **repasar** = *to review*
- **abecedario** = *abc's / alphabet*
- **poemario** = *collection of poems*
- **recetario** = *recipe book*
- **vocabulario** = *vocabulary / collection of words*
- **becario** = *intern / recipient of a grant or internship*
- **bibliotecario** = *librarian*
- **intermediario** = *intermediary*
- **mandatario** = *ruler*
- **lavable** = *washable*
- **legible** = *legible / readable*
- **vendible** = *salable / marketable*
- **verificable** = *verifiable*
- **desgraciado** = *unfortunate*; **desgraciadamente** = *unfortunately*



NOTE

Desgraciado is a false cognate.

- **inesperadamente** = *unexpectedly*
- **tontamente** = *foolishly*
- **verdaderamente** = *truly / really*



Exercise Identifying Compound Words in “El ópalo”

- **antiquario**
- **pisapapeles**
- **inapreciable**
- **desgraciadamente**
- **recobrar**
- **inservible**



Texto en inglés:

The Wise Man's Advice

Los consejos del sabio

Érase una vez un sabio que se pasaba la vida sentado al lado del camino que conectaba dos grandes ciudades. Como tenía mucha fama, la gente solía pedirle consejos. Un día, una mujer le dijo al sabio que tenía una curiosidad: —Me voy a mudar a la otra ciudad, y me pregunto cómo será la gente allí.

—¿Cómo es la gente de tu ciudad? —le preguntó el sabio.

—Bueno, no te puedes fiar de ellos. Son mentirosos y chismosos y tengo muchas ganas de despedirme de ellos.

—Así es la gente de esa otra ciudad —dijo el sabio.

Algún tiempo después, se paró otra mujer y le hizo la misma pregunta.

—¿Cómo es la gente de tu ciudad? —le preguntó el sabio.

—Oh, ¡mis vecinos son maravillosos! Son buenos y generosos, y los voy a echar mucho de menos (los voy a extrañar mucho).

Dijo el sabio: —Así es la gente de esa otra ciudad.



¿Cómo?

This student completed only the first of the three steps of correct dictionary usage. Had he continued to the second step (looking up **cabrito** in the Spanish-English section of the dictionary), he would have discovered that **cabritos** are baby goats.



Ejercicios

Ejercicio 1.

- a. *The Girl Who Kicked the Hornets' Nest*
La chica que pateó el avispero
- b. *While You Were Sleeping*
Mientras dormías
- c. *One Flew Over the Cuckoo's Nest*
Alguien voló sobre el nido del cuco

- d. *Gone with the Wind*
Lo que el viento se llevó
- e. *When Harry Met Sally*
Cuando Harry conoció a Sally
- f. *I Know What You Did Last Summer*
Sé lo que hicieron el verano pasado
- g. *Who Framed Roger Rabbit?*
¿Quién engañó a Roger Rabbit?
- h. *The Spy Who Came in from the Cold*
El espía que regresó del frío
- i. *The Way We Were*
Tal como éramos
- j. *How the Grinch Stole Christmas*
Cómo el Grinch robó la Navidad

Ejercicio 2.

cabezazo	<i>a header (in soccer)</i>
frenazo	<i>to slam on the brakes</i>
codazo	<i>a nudge with the elbow</i>
portazo	<i>a door slam (bang)</i>
cuchillazo	<i>a stab with a knife</i>
plumazo	<i>a stroke of the pen</i>
flechazo	<i>to be hit by Cupid's arrow</i>
puñetazo	<i>a punch with the fist</i>



NOTE

These are usually used with **dar**: **dar un portazo** = *to slam the door*; **me dio un codazo** = *he nudged me with his elbow*, etc.

Ejercicio 3. Once there was a farmer who sold butter to a baker. One day the baker decided that he would weigh the butter to see if the farmer was giving him the full weight. And, of course, the weight was short. Angry about this, he took the farmer to court.

The judge asked the farmer how he weighed his butter. The farmer replied, “Your Honor, I am a poor man. I don’t have any weights, but I do have a scale.”

The judge asked, “Then how do you weigh the butter?”

The farmer replied, “Your Honor, I buy a pound loaf of bread every day from the baker, and when he delivers it, I put it on the scale and give him exactly the same weight in butter.”

Ejercicio 5. Ejercicio diagnóstico.

■ **Había** un estudiante universitario que **quería** aprender español/castellano. Después de estudiarlo [por] cuatro años, todavía **no sabía (podía)** hablarlo bien. Así que (Por eso,) **decidió** que **necesitaba** usar el idioma. Su primera idea **fue** viajar (hacer un viaje) a un país hispánico (de habla hispana). Pero [el] viajar es (cuesta) caro y él **no tenía** mucho dinero. Felizmente, antes de que pudiera tomar una decisión acerca de todo esto, le **ofrecieron** (se le **ofreció**) un trabajo (un puesto/una posición) con una empresa (compañía) que **tenía** una oficina (sucursal) en México. El primer día, el jefe le **dijo (pidió)** que tradujera una carta escrita en español. Como (Ya que/Puesto que) había estudiado traducción, **pudo** hacerlo. Sin embargo, la primera vez que **habló** por teléfono en español **fue** muy difícil (le **costó** mucho trabajo). Si hubiera sabido lo difícil que **iba** a ser, ¡no habría (no hubiera) contestado el teléfono!

NOTE

1. This presents an interesting dilemma for the translator. The English phrase that is equivalent to “**Vale un ojo de la cara**” is “*It’s worth an arm and a leg,*” but the context of the story requires that the reference to the eye be retained. Another possible translation might be “*It’s as priceless as eyesight!*”
2. Students who do not look this one up will jump to the incorrect conclusion that **insano** is a cognate. Remind them of the sections in the previous chapter concerning **los falsos amigos**. Once they have learned that **sano** means *healthy* and **insano** means *unhealthy*, ask them to look up *sane* and *insane*.

3

Capítulo

La descripción I

Gramática: Los adjetivos

Definite and indefinite article exercise

1. **la** paz (sustantivo genérico): *We're all praying for (-) peace.*
2. **Los** arqueólogos (sustantivo genérico); **la** cultura humana (sustantivo genérico):
(-) Archaeologists study (-) human culture.
3. **las** guerras civiles (sustantivo genérico): *Tragically (-) civil wars are usually very bloody.*
4. (-) camarero (sustantivo indefinido); **el** trabajo (sustantivo específico):
*One earns (you earn) more working as **a** waiter, but **the** work is hard.*
5. El pan (sustantivo genérico); **la** tradición culinaria (sustantivo específico): (-) *Bread is part of **the** culinary tradition of many countries.*
6. **el** vino tinto (sustantivo genérico); **el** blanco (sustantivo genérico):
I like (-) red wine better than (-) white.
7. **la** música (sustantivo genérico); un lenguaje (sustantivo no definido anteriormente): *It is said that (-) music is **a** universal language.*
8. (-) primo (sustantivo indefinido): *That man is my wife's cousin. (That man is **a** cousin of my wife.)*

Preposed and postposed adjective exercise

1. la **sutil** ironía: inherent quality; irony is subtle by its nature
2. la **triste** noticia: inherent quality; all news of death is sad
3. el **maravilloso** mundo de la infancia: inherent quality
4. la **Blanca** Paloma: unique entity; there is only one Virgin Mary
5. nuestro **distinguido** colega: unique entity; this person is not being compared to others, but is being honored for his inherent distinction
6. la **hermosa** voz: unique entity; Plácido Domingo has only one voice, and it is beautiful
7. las **inmensas** llanuras: inherent quality
8. el **último** capítulo: unique entity; there is only one last (or first, or second) chapter (hence, all cardinal and ordinal numbers precede their nouns)
9. el **refrescante** sabor: inherent quality; lemon is inherently refreshing
10. El **Santo** Padre: unique entity; there is only one pope



Texto en español:

El parque nacional Noel Kempff Mercado

Preposed adjectives

- **remota región**: inherent quality
- **espectaculares farallones y cataratas**: inherent quality (cliffs and waterfalls are inherently spectacular)
- **rica variedad**: inherent quality (variety is inherently rich)

Noel Kempff Mercado National Park

Noel Kempff Mercado National Park covers an area of approximately 1.6 million hectares in northeastern Bolivia, in one of the world's most biologically diverse areas. This remote region, which rises in altitude from the tropical Amazon (Amazonian) jungle to spectacular cliffs and waterfalls, is home to hundreds of rare and endangered species. Located between wet and dry ecological zones, the park is the habitat of more than 130 species of mammals, 620 species of birds, and 70 species of reptiles, among them the black cayman. A rich variety of grasses, orchids (110 species), and trees bloom year round. The diversity of the park's flora and fauna makes it an ideal place for biological research and an unforgettable attraction for ecotourism activities.



Léxico:

Sustantivos que funcionan como adjetivos

In every case, the first of the two-word combinations functions as the adjective, because adjectives precede nouns in standard English word order.

1. a *trial jury* is a jury that sits in judgment during a trial; a *jury trial* is a trial that includes a jury (not all do)
2. a *tile floor* is a floor made of tile; a *floor tile* is a single piece of tile
3. a *garden vegetable* is a vegetable that grows in a *vegetable garden*
4. *cane sugar* is sugar made from cane; *sugar cane* is a particular type of cane
5. a *child model* is a very young model; a *model child* is a child who is a model of what all children should be
6. a *store window* is where one window-shops; a *window store* is a store that sells windows
7. *chocolate milk* is milk flavored with chocolate; *milk chocolate* is a kind of chocolate
8. a *salad tomato* is the right kind for salads (as opposed to sauce); a *tomato salad* contains only, or mostly, tomatoes

<i>trial jury</i>	jurado ¹
<i>jury trial</i>	juicio con jurado ²
<i>tile floor</i>	piso de baldosas (azulejos)
<i>floor tile</i>	baldosa para el piso
<i>garden vegetable</i>	hortaliza / legumbre / verdura
<i>vegetable garden</i>	huerto
<i>cane sugar</i>	azúcar de caña
<i>sugar cane</i>	caña de azúcar
<i>child model</i>	modelo infantil
<i>model child</i>	niño modelo
<i>store window</i>	vitrina / escaparate
<i>window store</i>	tienda de ventanas / tienda que vende ventanas
<i>chocolate milk</i>	leche con chocolate / Colacao
<i>milk chocolate</i>	chocolate con leche
<i>salad tomato</i>	tomate (verde)
<i>tomato salad</i>	ensalada de tomate
1. año luz	<i>light year</i>
2. azul turquesa	<i>turquoise blue</i>
3. color café	<i>brown / coffee-colored</i>
4. madreSelva	<i>honeysuckle</i>
5. pan pan	<i>real bread / old-fashioned homemade bread</i>
6. proyecto piloto	<i>pilot project</i>
7. queso crema	<i>cream cheese</i>
8. telaraña	<i>spiderweb</i>



Texto en inglés: *Yellowstone National Park*

Nouns that function as adjectives:

- **ranchland** (note that the two nouns have merged into a compound word)
- **park managers**
- **wildlife management**
- **National Park Service website** (Note that *website* too is a noun+noun combination. The Spanish translation is **página web**, which shows that this kind of compound is possible in Spanish, though much less common than in English.)

El parque nacional Yellowstone

Yellowstone, el primer parque nacional norteamericano, fue establecido en 1872, solo siete años después de terminar la Guerra Civil. Gran parte del parque se encuentra en Wyoming, pero también en partes de Montana y Idaho. Unos cuatro millones de personas visitan Yellowstone anualmente, más de la mitad de ellos durante los meses de junio, julio y agosto. Los visitantes pueden disfrutar del *camping*, la pesca, el senderismo, el ciclismo, el esquí y, por supuesto, de la observación de una gran gama de criaturas salvajes, desde las más pequeñas (mariposas, ranas y colibríes) hasta las más grandes (osos, bisontes y alces). Yellowstone está rodeado de ranchos, y uno de los desafíos para los administradores del parque es negociar con los rancheros sobre el manejo de la fauna.

El parque está situado sobre un volcán inactivo, y por eso alberga más géiseres y fuentes termales que cualquier otro lugar de la tierra. El géiser que se llama “Old Faithful” (Veterano Fiel), famoso por la regularidad de sus erupciones, es uno de los favoritos. Si no puedes visitar Yellowstone, puedes ver las erupciones de Old Faithful en la página web del National Park Service o en vídeos colgados en YouTube.



¿Cómo?

The error—and resulting humor—are caused by the tourist's assumption that **embarazado** is a cognate. The words **embarazar** and **embarazoso** in the sense of “to embarrass” and “embarrassing” do exist, but tend to be avoided by native speakers due to their association

with **embarazada**, *pregnant*, and **embarazar**, *to make pregnant*. The student meant to say “**estoy avergonzado**” or “**estoy abochornado**.” Note that native speakers caught in this situation might simply say “¡Qué vergüenza!” or “¡Qué bochorno!”



Ejercicios

Ejercicio 1.

- b. primera boda
- b. hermoso vestido
- b. sabias palabras
- b. nueva nuera
- b. feliz pareja
- b. elegante comida
- b. difícil tarea



NOTE

In each case, the adjective is preposed because it denotes an inherent or unique quality.

Ejercicio 2.

- a. IOC, International Olympic Committee
- b. NATO, North Atlantic Treaty Organization
- c. AIDS, Acquired Immune Deficiency Syndrome
- d. MRI, Magnetic Resonance Imaging
- e. NGO, nongovernmental organization
- f. DNA, deoxyribonucleic acid
- g. UN, United Nations
- h. ICU, Intensive Care Unit

Ejercicio 3.

- a. **deponer** = *to depose*
posponer = *to postpone*
reponer(se) = *to recover / to recuperate*
suponer = *to suppose*
- b. **devolver** = *to return* (something) (vt.)
envolver = *to wrap*
revolver = *to stir*

- c. **contener** = *to contain / to hold*
detener = *to detain / to stop / to arrest*
mantener = *to maintain / to keep (to keep up) / to support*
obtener = *to obtain / to get*
retener = *to retain / to hold*
sostener = *to sustain / to hold*

- d. **deshacer** = *to undo*
deshacerse = *to come undone / to fall apart (deshacerse en lágrimas); to get rid of something (deshacerse de algo)*
rehacer = *to redo / to remake*

- e. **remover** (partial cognate) = *to stir; to remove*

Ejercicio 4.

español → inglés

- a. *I have two jobs because I have to support my family.*
- b. *I hold my breath when I swim underwater.*
- c. *I don't like to sing the national anthem. I can't hold the high notes.*
- d. *She broke down in tears/burst into tears when she heard about the accident.*
- e. *He never got over/recovered from his wife's death.*

inglés → español

- a. Tendremos que aplazar/posponer la reunión.
- b. Envolví el regalo de cumpleaños de mi hermana.
- c. Tengo que devolver este libro a la biblioteca.
- d. Supongo que vas a volver /regresar a la residencia después de clase.
- e. Favor de revolver/Por favor, revuelve los huevos mientras hago las tostadas.

Ejercicio 5. She would talk, and talk, and talk, and talk, and talk and talk, and talk. And talk some more. I like taking care of my home. But that fat maid didn't do a thing but talk, and talk, and talk. Wherever I was, she would come and start talking. She talked about anything and everything, it was all the same to her. Fire her for that? I would've had to pay three months of salary. Plus she would probably have put the evil eye on me. Even in the bathroom: it was this, or that, or the other. I stuffed the towel in her mouth to make her shut up. She didn't die from that, but from not talking: the words blew up inside her.



1. and 2. These are problematical terms, in that juries and jury trials are concepts foreign to citizens of most Spanish-speaking nations who are accustomed to a legal system unlike that of the English-speaking countries. See Capítulo 11 for further discussion of the difficulties of translating legal terms from Spanish to English and vice versa.

4

Capítulo

La descripción II

Gramática: *Ser vs. estar*

1. **En aquel entonces, \$500 era un precio normal.**
Back then, \$500 was a normal price.
2. **Esa señora ha sido madre diez veces.**
That lady has ten children. / That lady has been a mother ten times over.
3. **Se conocen de toda la vida, pero son novios solo desde el mes pasado.**
They've known each other all their lives, but they've been engaged just since last month.
4. **Cuando sea médico, José se ganará muy bien la vida.**
When he's a doctor (When he gets to be a doctor), José will earn a very good living.
5. **Pérez fue ministro durante la presidencia de Vidal.**
Pérez was a cabinet member during Vidal's presidency.
1. **Rodrigo se estaba durmiendo cuando se acordó del mensaje.**
Rodrigo was falling asleep when he remembered the message.

2. **Cuando yo empiece mis estudios, mi hermano estará acabando los suyos.**
When I start college, my brother will be graduating (finishing up).
3. **No puedo hablar por teléfono ahora, estoy pintando la cocina.**
I can't talk right now—I'm painting the kitchen.
4. **Mi prima estuvo buscando trabajo durante años.**
My cousin spent years looking for work.
5. **He estado pensando en lo que me dijiste.**
I've been thinking about what you told me.
1. **¡Cómo han crecido los niños! Están muy altos.**
How the children have grown! They're very tall / They've gotten very tall.
2. **Te voy a calentar la sopa porque está fría.**
I'm going to heat up the soup for you because it's cold/it's gotten cold.
3. **La pobre Mercedes acababa de salir del hospital y estaba muy delgada.**
Poor Mercedes had just gotten out of the hospital and was very thin/looked very thin.
4. **¿Qué le pasa? Ese hombre está loco.**
What's the matter with him? / What's wrong with him?
That man is crazy/is acting crazy.
5. **Los que vieron el incidente estaban pálidos de miedo.**
Those who (The people who) saw the incident were/looked pale with fright.



Diálogo

Colega 1: Es muy organizado... **ser** + participle here names a characteristic that distinguishes Lorenzo from other conference organizers.

Colega 2: [...] está muy bien organizada... **estar** + participle serves to differentiate the current state of the conference from its previous state of disorganization; it is the result of the organization that Lorenzo has given it.

Colega 3: [...] fue organizada por Lorenzo... **ser** + participle is passive voice; **ser** + participle refers here not to the results of the action, but to the doing of it.



Texto en español:

Machu Picchu

está situado	estar + participle = resultant state
estuvo escondida	estar + participle = resultant state
fue “descubierta”	ser + participle = passive voice
haber sido invadida	ser + participle = passive voice
está dividida	estar + participle = resultant state
fue construido	ser + participle = passive voice

Machu Picchu

Machu Picchu is in Peru, 80 kilometers northwest of Cuzco. The famous Lost City of the Incas was/lay hidden, despite the Spanish invasion, for three hundred years and was “discovered” by the American Hiram Bingham in 1911. Because it was not invaded by the Spaniards, its beauty remains almost intact. The city played an essentially ceremonial and religious role, and is divided into two sectors: the urban area and the agricultural area. The careful urban planning suggests that Machu Picchu was built under the supervision of the Inca state.

1. *I like going to the movies in the afternoon.*
Me gusta ir al cine por (en) la tarde.
2. *All human beings recognize music.*
Todos los seres humanos reconocen la música.
3. *Learning Spanish isn't easy.*
Aprender español no es fácil. (El aprender...)
4. *Put it in the living room.*
Póngalo en la sala de estar.
5. *You shouldn't swim after eating.*
No se debe/No deberías nadar después de comer.
6. *Waiting until the last minute causes a lot of problems.*
Esperar hasta el último momento causa muchos problemas. (El esperar...)

7. *The hardest part is controlling yourself.*

Lo más difícil es controlarse.

8. *My favorite hobby is making quilts.*

Mi pasatiempo favorito es hacer quilts/patchwork/edredones (de retazos). (Algunos hispanohablantes piensan que *patchwork quilt* es una combinación de sustantivo + adjetivo —como en español— y que por lo tanto *patchwork* es sustantivo.)



Texto en inglés:

Mexico City

Ciudad de México (México, D. F.)

La mezcla de culturas de Ciudad de México es el legado de su historia. En el siglo XVI, después de la conquista del imperio azteca por Hernán Cortés, los españoles construyeron una ciudad europea sobre los cimientos de la capital azteca (por encima de la capital azteca), Tenochtitlán. Hoy (Hoy día/Hoy en día), México D. F. es una de las ciudades (urbes) más grandes del mundo, con una población de más de 20 millones en el área metropolitana. También es una de las más contaminadas, porque las montañas que rodean la ciudad atrapan la contaminación proveniente de fábricas y automóviles. La ciudad fue construida sobre una isla en un antiguo lago y, como resultado, los edificios se están hundiendo (están hundiéndose) notablemente a medida que se extrae el agua subterránea para el consumo de la enorme población urbana.



¿Cómo?

The set phrase in English is either “*They all deserve a big hand*” or “*They all deserve a round of applause.*” In Spanish, it’s “**Todos (se) merecen un gran aplauso.**”



Ejercicios

Ejercicio 1. Observe: “*it is entirely man-made*” names the result, not the action, and therefore needs **estar** + participle:

El Parque Central

El Parque Central es una de las maravillas urbanas del mundo, un oasis verde dentro del gran paisaje de rascacielos de hormigón (concreto) de la ciudad de Nueva York. Es una parte tan natural del medio ambiente de Manhattan que mucha gente tal vez no se da (dé) cuenta (habrá mucha gente que no se dé cuenta) de que es totalmente artificial (está hecho completamente/enteramente por el hombre). Pero lo que cada visitante sí sabe es que el Parque Central es un refugio. Es un lugar donde los visitantes pueden alterar (cambiar/frenar) los ritmos frenéticos que hacen de la ciudad de Nueva York la más emocionante (excitante) del mundo.

Ejercicio 2.

Papá se está muriendo y todos los parientes están esperando el fin. Hace días que está inconsciente, pero de repente abre los ojos y le dice a su hijo: —Estaba soñando con la tarta (torta/pastel) de manzana de tu madre. ¡Me encanta esa tarta!—. Su hijo le dice (contesta/responde): —No fue un sueño, papá. Mamá acaba de hacer una tarta de manzana—. Así que el padre dice: —Quiero un pedazo (un trozo) de esa tarta.

El hijo va a la cocina pero regresa con las manos vacías. Su padre le dice: —¿Dónde está mi tarta?—. Y el hijo contesta: —Lo siento, papá, pero mamá dice que es para DESPUÉS del entierro.

Ejercicio 3.

- a. estaba
- b. fui
- c. era
- d. estaba
- e. estuvo
- f. fue
- g. estaba
- h. estuve

Ejercicio 5.

Había un estudiante universitario que quería aprender español/castellano. Después de **estudiarlo** (por) cuatro años, todavía no sabía (podía) **hablarlo** bien. Así que (Por eso,) decidió que necesitaba **usar** el idioma. Su primera idea **fue viajar** (**hacer** un viaje) a un país hispánico (de habla hispana). Pero (**el**) **viajar** es (cuesta) caro y él no tenía mucho dinero. Felizmente, antes de que pudiera **tomar** una decisión acerca de todo esto, le ofrecieron (se le ofreció) un trabajo (un puesto, una posición) con una empresa (compañía) que tenía una sucursal en México. El primer día, el jefe le dijo (pidió) que tradujera una carta escrita en español. Como (Ya que/Puesto que) había estudiado traducción, pudo **hacerlo**. Sin embargo, la primera vez que habló por teléfono en español **fue** muy difícil (le costó mucho trabajo). Si hubiera sabido lo difícil que iba a **ser**, ¡no habría (no hubiera) contestado el teléfono!

5

Capítulo

La impersonalidad

Gramática: La voz pasiva y el pronombre se

... se utiliza otra forma de la voz pasiva.	<i>... another form of the passive voice is used.</i>
... puede reemplazarse...	<i>... can be replaced ...</i>
... no se identifica...	<i>... is not identified ...</i>
Como puede verse...	<i>As can be seen ...</i>

1. La mejor palabra es la que no se dice.	impersonal
2. El que temprano se levantó, un talento encontró.	reflexive (levantarse)
3. El amor no se compra con dinero.	impersonal
4. Cada abeja vive en su colmena y no se mete en la ajena.	reflexive (meterse)
5. De la boca de los niños se oye la verdad.	impersonal
6. Hablando se entiende la gente.	reflexive (reciprocal, entenderse)
7. Se es en la plaza como uno es en la casa.	impersonal
8. Lo que no se ve, pronto se olvida.	impersonal



Texto en español:

¿Cómo se pronostica el tiempo?

The passive verbs are: se pronostica, se agencian, se realiza, se elaboran

How Is the Weather Forecast?

In order to make a forecast, it's necessary to gather a great deal of information about conditions at ground level and in the atmosphere. Night and day, satellites feed/send/supply complete images of the globe, and ships at sea and commercial airlines take measurements as well. Data are/is also collected from weather balloons that weather stations around the world release twice a day into the upper atmosphere and from stationary buoys that record the temperature at a depth of hundreds of meters in the ocean. Once the data are/is collected and experience is brought to bear, an interpretation — or a prediction, which is the same thing — is made.

Nevertheless, meteorologists are not always accurate in their forecasts, especially in periods of atmospheric instability such as fall/autumn and spring, which is when the variables are most changeable. Regardless of the fact that predictions are made based on abundant data obtained with the most sophisticated technology, they are always subject to likely climate changes.



Léxico:

Otras opciones impersonales

- | | |
|---|---|
| 1. <i>You can see the difference right away.</i> | Puedes ver la diferencia en seguida.
Se puede ver la diferencia en seguida. |
| 2. <i>They always put the new merchandise up front.</i> | Siempre ponen la mercancía nueva delante/en frente/al frente. Siempre se pone... |
| 3. <i>To do this you don't need tools.</i> | Para hacer esto, no necesitas herramientas/no se necesitan herramientas. ¹ |
| 4. <i>They say it's best to wait a year.</i> | Dicen que es mejor (más vale) esperar un año. Se dice que... |
| 5. <i>This way, you can eat all you want.</i> | Así (De esta forma), puedes comer todo lo que quieras (te dé la gana).
... se puede comer todo lo que se quiera. |
| 6. <i>Nowadays, they make fewer big cars.</i> | Hoy en día, hacen/fabrican menos carros grandes. ... se hacen/se fabrican... |



Texto en inglés: *How Is Tequila Made?*

¿Cómo se hace el tequila?

El tequila se produce en las montañas del estado mexicano de Jalisco y las áreas vecinas. Igual que otros productos regionales —el champán francés, el queso manchego, el jamón de Parma— se considera auténtico solo si se hace en ciertos lugares y de ciertos ingredientes, en este caso el agave azul, *Agave tequilana*. (El licor hecho de otros tipos de agave se llama mezcal). La planta es una suculenta que puede sobrevivir en tierras áridas al almacenar agua en su interior. El tequila se hace del pesado corazón del agave, que puede pesar hasta 45 kilos. La piña, que así se llama, se parte, se hornea en una autoclave, que es una inmensa olla a presión y, luego, se tritura para sacar su jugo. Este jugo se fermenta con levadura y se destila dos veces para producir el tequila blanco, que tiene un alto porcentaje de alcohol y debe ser diluido con agua. Para producir el tequila añejo, se almacena el tequila no diluido en barriles hasta por (un período de) nueve meses (reposado) o más (añejo).



¿Cómo?

The confusion arises from the fact that the verb *to be born* is always passive voice in English, but **nacer** is an active verb in Spanish. The correct form is

.....
Nací en el año 2000.
.....



Ejercicios

Ejercicio 1.

When was the Prado founded?

The building was designed by the architect Juan de Villanueva in 1785 as the Department of Natural Sciences. Some years later, the decision was made to use the building for the creation of a museum, which was inaugurated in 1819. There you can see some of the most important works of European —and especially Spanish— painting.

When was the Prado remodeled?

The building has been enlarged and remodeled several times, to house the growing collection and to adapt to new functions. In the 1990s, it became necessary to make use of buildings around the museum, a project that ended in 2007. The latest modernization of the museum campus was completed in 2019, coinciding with the bicentennial of the institution.

Ejercicio 2.

- a. Note that the verb agrees with the plural noun, which is the subject, while the impersonal agent is **se**. This split between subject (the grammatical entity that triggers agreement on the verb) and agent (the semantic entity that carries out the action of the verb) also characterizes **ser** passive sentences.¹
- b.

Stuffed Baked Potatoes (Peruvian recipe)

Ingredients

- 8 large yellow potatoes
- oil and salt to taste
- 3 spoonfuls evaporated milk
- 150 grams of farmer's cheese²
- ½ teaspoon ground hot pepper

Boil the potatoes briefly, peel them, and remove their tops to make a hole to be filled with the following mixture: mash the farmer's cheese with the insides of the potatoes and mix this combination with the oil, milk, and pepper. Stuff the potatoes, cover them with the slice that you removed, and place them in a baking dish, basting them with oil and salt. Put them in an oven at normal temperature and, with a spoon, baste them constantly with the oil from the dish until done.

Ejercicio 3.

- a. Si esta etiqueta está rota... (resultado de una acción previa).
If this label/seal is broken, you must purchase the video.
- b. Un dominicano fue seleccionado... (se refiere al proceso de selección).
A Dominican was named the number one player in the major leagues.

- c. Nuestros helados están hechos... (el helado es el resultado de un proceso).
Our ice creams are made of absolutely natural ingredients.
- d. La Virgen de la Buena Leche es venerada... (se refiere al acto de veneración).
Our Lady of Good Milk has been venerated/worshipped for five centuries in Potes.
- e. De Niro está considerado... (se refiere a la opinión, no al proceso de opinar).
De Niro is considered one of the best actors on the big screen.
- f. El acusado está encarcelado... (se refiere al resultado de lo que dictaminó el juez).
The accused is in jail by order of the court.
- g. El cuadro fue valorado... (se refiere a la tasación)
o El cuadro está valorado... (el resultado de la tasación).
The painting was/is/has been appraised at more than \$1 million.
- h. El acusado fue condenado... (se refiere a la decisión del juez).
The defendant was sentenced to pay a fine and do community service.

Ejercicio 4.

he was offered a job

le ofrecieron un trabajo

se le ofreció un trabajo



NOTE

In English, the person to whom an action is done (*he*) can appear as the subject of a passive sentence. There is no structure like this in Spanish. In the Spanish translation, the person is an indirect object (**le**), and the passive nature of the sentence is expressed either by using impersonal **se** as agent, or the third-person plural verb (**ofrecieron**) without specifying a subject. Parallel to this latter option, it is common in English to use nonreferential "they," as in "They're always tearing up the streets/raising taxes/changing the rules . . ."



1. Nonagreement with a plural noun in these constructions is current in some dialects of Spanish. In these dialects, phrases such as "... no se necesita herramientas..." are frequently heard and seen in print.
2. **Queso fresco** is a bland, white cheese similar to feta cheese or farmers cheese.

Niveles de afirmación

Gramática: El indicativo y el subjuntivo



Dialogue

Subjunctive verbs are: **empecemos, entregáramos, dejemos, tengas, dejen, pase.**

Translation:

Diana: *Pablo, I want us **to start** the project as soon as possible.*

Pablo: *The professor told us **to turn it in** at the end of the semester.*

Diana: *Yes, but I'm afraid (that) **we'll put it off** until the last minute.*

Pablo: *Diana, I can't believe (that) **you're** afraid of that! You/you've never worried about these things before.*

Diana: *That's the point, Pablo; I have really bad grades and it's possible (that) **they won't let** me come back in the fall.*

Pablo: *Well, we have to keep that from **happening**. Let's see if we can sit down together tomorrow and get to work.*



NOTE

All of these verbs refer to the future with the exception of **¡es increíble que tengas miedo de eso!**, which is explained in the following paragraph in the textbook.



Cartoon

"It's a shame that television has better programs than the country!"



This is an example of the use of the subjunctive to mark known information. Mafalda does not need to assert this information because the evidence is right there outside the train window, visible to all. It's like saying "Lástima que llueva" on a rainy day, even if no one has said "Llueve" previously.



Dialogue

Heather: ayude

Jennifer: reunamos/juntemos/encontremos

Heather: trabajaras or trabajos (Despite the preterit **pidió**, the present subjunctive is correct and in common usage in situations where the verb in the dependent clause refers to action that is future, not only with respect to the main verb, but also with respect to the moment of speech.)

Jennifer: diera/diese

Heather: llame



Texto en español:

Llega la publicidad para extraterrestres

Ads for Extraterrestrials

June 12 of this year will mark a milestone in the history of advertising, with the launch of the first ad aimed at potential consumers in a solar system 42 light years away. A popular brand of snacks/aperitifs has teamed with space scientists from the University of Leicester (England) to transmit an ad via ultra-frequency radar toward the 47 Ursae Majoris star. Without taking into account the time it might take for the supposed extraterrestrials to decipher the binary system in which the ad will be broadcast, the answer could reach the Earth no sooner than 2092.

This is not the first time that a message has been launched into interstellar space. The Voyager 1 spacecraft, launched in 1977, carries (is outfitted with) a copper disk with greetings from Earth recorded in several languages, and more than a hundred photos. Voyager's message is traveling slower than that of the snacks/aperitifs; it is still exiting/leaving the solar system and will take tens of thousands of years to reach the vicinity of Alpha Centauri, our closest star, 4.2 light years away from us.



Léxico:

Las frases hechas

- | | |
|-------|-------|
| 1. a. | 4. c. |
| 2. c. | 5. b. |
| 3. b. | 6. a. |



Texto en inglés:

"Accidental" Discoveries

Descubrimientos "accidentales"

El bacteriólogo británico Alexander Fleming estudiaba las bacterias de estafilococo, no buscaba una droga que inhibiera su crecimiento. Pero en 1928 observó que había dejado fuera una placa de Petri en la que un moho inhibía el crecimiento de la bacteria (impedía que creciera la bacteria). Fleming descubrió que el "jugo" de este moho —una cepa de *Penicillium notatum*— podía destruir la bacteria dañina. El resultado final fue la penicilina, que permitió que la medicina moderna curara la sífilis, la meningitis, la difteria y otras enfermedades infecciosas.

El químico Roy Plunkett investigaba refrigerantes para la compañía DuPont, no buscaba un revestimiento que inhibiera la adhesión de otras sustancias. Pero en 1938, observó que el interior de un cilindro que contenía gas tetrafluoroetileno frío estaba cubierto de un polvo que tenía una fricción superficial muy baja. Se dio cuenta de que esta cualidad antiadherente podría ser muy útil, y la subsiguiente investigación y desarrollo produjo (produjeron)* Teflón, que —además de numerosas aplicaciones industriales— permite que los utensilios de cocina se limpien fácilmente.

Si estos pioneros no hubieran sido observadores y analíticos, no habrían hecho sus descubrimientos. Las circunstancias pueden ser accidentales, pero el entrenamiento científico no lo es.

*Gramatically plural, but "R&D" is often considered singular in both languages.



¿Cómo?

The original sentence was: *We want you to come to our party!* In Spanish, this construction requires a subjunctive:

.....
¡Queremos que ustedes vengan a nuestra fiesta!



Ejercicios

Ejercicio 1.

- a. **Dios hizo un día tras otro para que en un día no lo hagamos todo.**
God made one day after the other/another so (that) we wouldn't try to do everything in a day.
- b. **Para que dure el trabajo, ha de ser moderado.** *Easy does it. / To work long, don't work too hard.*
- c. **Para que en todas partes quepas, no hables de lo que no sepas.**
If you want to fit in, don't be a know-it-all.
- d. **Para que toleren tus defectos, tolera tú los ajenos.** *If you want others to put up with your flaws, put up with theirs. / Forgive us our debts, as we forgive our debtors. / People who live in glass houses shouldn't throw stones.*

Ejercicio 2.

- a. **Si el avariento fuera sol, a nadie daría calor.** *If the miser were the sun, he wouldn't provide warmth for anyone.*
- b. **Si nacióramos diez veces, diez veces haríamos las mismas sandeces.** *If we were born ten times, we would do the same foolish things ten times over.*
- c. **Si reinaran las ranas, no habría tanto sapo.**
If frogs ruled the world, there would be fewer toads.
- d. **Si volaran los necios, nunca veríamos el cielo.**
If fools could fly, we'd never see the sky.

Ejercicio 3.

- a. Queremos que Ud. compre la casa de sus sueños.
- b. Si lo pudiera vender (pudiera venderlo) más barato, lo haría.
- c. (Es) tan fuerte (duradero) que Ud. se cansará de él antes de que se gaste.
- d. Cuando Ud. nos necesite, estaremos aquí.
- e. ¡Su madre le dijo que desayunara!
- f. Listo en cinco minutos, cuando Ud. tenga hambre.
- g. La próxima vez que Ud. viaje, recuerde este número.
- h. Lo hacemos para que Ud. no lo tenga que hacer.

Ejercicio 4.

... *before he **could** reach
a decision...*

... **antes de que *pudiera* tomar
una decisión...**

(The subjunctive is always required after **antes de que**, as this phrase always introduces a situation that is future with respect to the main clause.)

... *the boss told him **to translate**
a letter...*

... **el jefe le dijo que *tradujera*
una carta...**

(indirect command following **decir**; the act of translating is future with respect to the command)

... ***If he'd known...***

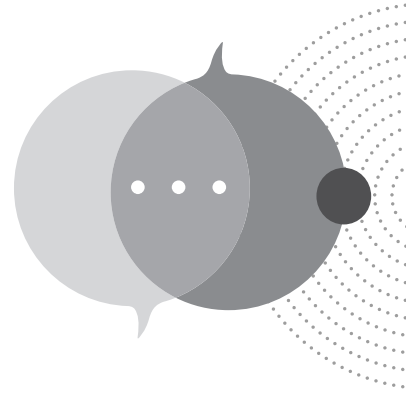
... ***Si hubiera sabido...***

(contrary-to-fact “if” clause; in fact, he didn’t know)

The image features a large, bold, black number '2' as the central focus. To its right, there are two overlapping speech bubbles: a light gray one in front and a dark gray one behind it, containing three white dots. The background is a mix of a solid light gray on the left and a white area on the right with a faint, light gray grid pattern. A thin white circle partially encircles the number '2'.

2

Traducción aplicada



Introducción a la segunda parte

La variación dialectal

Answers will vary widely here, including:

-
- | | |
|---------------------------|---|
| 1. <i>ballpoint pen</i> | lapicero / bolígrafo / boli |
| 2. <i>GPS</i> | GPS / SPG (sistema de posicionamiento global) |
| 3. <i>click</i> | hacer clic(k) / dar clic(k) / cliquear / pulsar |
| 4. <i>parking lot</i> | estacionamiento / playa (de estacionamiento) /
parqueo / aparcadero / parking |
| 5. <i>cell phone</i> | teléfono celular (el celular) / teléfono móvil
(el móvil) |
| 6. <i>settings</i> | configuración(es) |
| 7. <i>photocopier</i> | fotocopiadora; tienda de fotocopias |
| 8. <i>plastic surgery</i> | cirugía plástica / cirugía estética |
| 9. <i>fast food</i> | comida rápida / comida chatarra / fast food |
| 10. <i>speed bump</i> | reductor de velocidad / banda de frenado / badén
(España) / policía acostado (Colombia, Venezuela)
/ rompemuelles (Bolivia, Perú) / muerto |
-

El registro

Again, answers will vary widely, especially with the first item in each pair:

1. <i>no way / absolutely not</i>	ni modo / para nada / en absoluto / de ninguna manera / de ninguna forma
2. <i>what a drag / this is boring</i>	qué lata / qué rollo / qué bostezo / esto es aburrido
3. <i>yum / this is delicious</i>	qué rico / está delicioso
4. <i>he's loaded / he has a lot of money</i>	está forrado (de plata) / tiene mucho dinero
5. <i>thanks a lot / thank you very much</i>	mil gracias / gracias mil / un millón [de gracias (<i>understood</i>)] / muchas gracias
6. <i>hi/ how do you do</i>	Hola / ¿Qué tal? / ¿Qué hay? / ¿Qué onda? (Mexico) / ¿Quiubo? (<i>also spelled</i> ¿Q'hubo? <i>from</i> ¿Qué hubo?) / ¿Cómo está usted?
7. <i>got it / I understand</i>	¡Ya! (Ya caí.) / Entiendo.
8. <i>OK / that's fine</i>	Bueno, vale. (Spain) / Bueno, sale. (Mexico) / Está bien.
9. <i>no problem / you're welcome</i>	No hay problema. / De nada.
10. (Students supply this one.)	

Los eufemismos

Some possible translations might be:

1. *The rich man "is mentally disturbed" ("has mental problems"), but the poor man "is crazy as a loon."*
2. *The rich man "has a keen business sense/a strong entrepreneurial drive/a nose for business," but the poor man "is a pushy/an aggressive businessman."*
3. *The rich man is a "gourmand," but the poor man is a "chow hound" ("a bottomless pit").*

4. *The rich man is “an authorized observer,” but the poor man is “a busybody / a buttinsky.”*
5. *The rich man “has gone on to his reward,” but the poor man “has kicked the bucket / bought the farm / cashed in his chips.”*
6. *The rich man “wants to change jobs,” but the poor man “gets laid off / gets a pink slip / gets fired / gets kicked out / gets the old heave-ho.”*

El hablante

Suggestion: Divide the class into two groups and have each group come up with a list of expressions they would use. Both you and they will be surprised at the wide differences that exist between “male” language and “female” language.

Las palabrotas

¡Jesús!	<i>Bless you! or Gesundheit!</i>
¡Caca!	<i>Don't touch that! or Yuck!</i>

Palabrotas suavizadas:

shoot ← *shit*
darn ← *damn*
heck ← *hell*
gee ← *Jesus*
gosh ← *God*

Most of these can be expressed in Spanish by softened curse words such as **caray** or **caramba** (both euphemisms for the much harsher **carajo**). “Gosh” could be “**Dios mío**,” which is not considered at all blasphemous in Spanish. “What the heck is that?” could be “**¿Qué diablos es eso?**” Point out to students that Spanish does the same thing, as is illustrated in the following exercise:

¡Miércoles! ← ¡Mierda!
 ¡Me cachis! ← ¡Me cago!
 ¡Caray/Caramba! ← ¡Carajo!
 ¡Híjole! ← ¡Hijo de (puta)!
 ¡Pucha! ← ¡Putá!



En Internet

Ejercicio 1. Answers will vary:

- a. **b** = be / be larga / be grande / be de “burro”
- b. **v** = uve / ve / ve corta / ve chica / ve de “vaca”
- c. **w** = doble u / doble ve / doble uve / uve doble
- d. **ll** = elle / doble ele / ele ele
- e. **y** = i griega / ye
- f. **rr** = erre / doble ere / doble erre / ere ere

Ejercicio 2. All these words are approximate equivalents to the English slang word “cool.”

Ejercicio 3. Answers will vary widely (especially in the vulgar version) depending on the country of origin of the person interviewed.

Ejercicio 4. Students interview Spanish-speaking natives for this exercise. Suggestion: have students who find original versions of these expressions write them on the board, project them, or post them on a class-management site.

Ejercicio 5.

a. Vivía a dos pasos.	<i>He/She used to live right next door (right down the street).</i>
b. Dormí como un tronco.	<i>I slept like a log.</i>
c. Perdió el norte.	<i>He/She lost his/her bearings.</i>
d. Puso los puntos sobre las íes.	<i>He crossed his t's and dotted his i's. (She . . . her . . .)</i>
e. Va a cantar como un jilguero.	<i>He's going to sing like a lark/spill his guts (tell everything he knows).</i>
f. Es ley de vida.	<i>That's life. / That's just the way it is.</i>
g. Puso el dedo en la llaga.	<i>He/She hit the nail on the head/touched a sore spot.</i>
h. La casa está patas arriba.	<i>It's all topsy-turvy/upside down/all messed up.</i>

7

Capítulo

El lenguaje de la publicidad

Gramática: El registro y el trato lingüístico del oyente

1. usted	<i>You won't be able to do without it.</i>
2. tú	<i>It's as if you had more hair.</i>
3. vos	<i>Enjoy all our services.</i>
4. tú	<i>See your nearest dealer. (Head to your nearest dealership.)</i>
5. usted	<i>You will receive the first volume free.</i>
6. tú	<i>Sending in the coupon enters you in the drawing.</i>
7. vos	<i>Watch/Follow this fascinating story.</i>
8. usted	<i>Visit our web page.</i>



Léxico:

Juegos de palabras

Note that translations can be only approximate, since plays on words are rarely translatable:

English

1. *History's best on PBS*: The play on words resides in the 's, which can be either a possessive form in English (**Lo mejor de la historia en/por PBS**) or an abbreviation for *is* (**La historia es mejor [se ve mejor] en/por PBS**).
2. *The quality shows on NBC*: The word *shows* can be interpreted as a noun (**Los programas de calidad en/por NBC**) or as a verb (**Se ve la calidad en/por NBC** or **Se nota..., Se muestra...; La calidad se nota en NBC**).
3. *It's about time*: Double-entendre, based on the well-known expression **Ya es hora**, or a literal interpretation (**Es cuestión de tiempo** or **Se trata del tiempo**).
4. *We bring good things to life*: Again, there is a straightforward interpretation (**Traemos buenas cosas a la vida**) and an interpretation based on the expression “to bring to life” (**Le[s] damos vida a las buenas cosas**). Note: There is an increasing tendency in informal Spanish for the third-person indirect-object pronoun to be singular, regardless of the number of the noun to which it refers, especially if inanimate.

1. *Colorado matters*: The word *matters* can be interpreted as a verb (**Colorado importa /es importante**) or as a noun (**Asuntos de Colorado**).
2. *The company you keep*: The play on words depends on the saying “to keep company (with)” (**La compañía que te acompaña [roughly]**), and the second meaning of the company you choose to stay with (**La compañía con la que te quedas**).
3. *Worth checking into*: This one depends on the two meanings of “check in(to).” One is to *investigate* (**Vale la pena investigarlo** [or, in colloquial Spanish, **Vale la pena checarlo/chequearlo**]), and the other meaning to *register* at a hotel (**Vale la pena registrarse/Vale la pena pasar la noche en este hotel**).

Spanish

1. **Quien la toma, es porque sabe**: The word **sabe** can mean “knows” or “tastes”: *People drink it because they know / People drink it because it tastes (good)*.
2. **Adelantado incluso cuando está en hora**: **Adelantado** means both “fast” (referring to a watch or clock) and “ahead of its time”: *Ahead of its time, even when it's on time*.

3. **Pone más interés a tu dinero:** Double meaning of **poner interés**. A good translation (which has a double meaning in English also) might be: *It pays your money more interest.*
4. **¿Tú te aburres? ¡Yo me libro!** Clever use of **libro** (from **librarse**): *You're bored? I liberate myself (by reading books)! ("I book myself!")*.
5. **¡Más bueno que el pan!** This one plays on the conventional expression "**Más bueno que el pan**" (*Better than bread!*), which is a superlative translatable as "*As good as it gets,*" but here, the second meaning is that the paté is better than the bread on which it is spread: *Better than the bread!*¹
6. **¡Va de perlas!** This play on words is based on the expression **de perlas**, *great / perfect (It's perfect! It's great!)* and the fact that the product contains cleaning granules (pearls): *It's got pearls!*
7. **Te hace grande:** Word play on **grande** = *big or great: It makes you grow / It makes you great.*

Palabras peligrosas

1. la leche	<i>semen (tener mala leche = to have a nasty temperament)</i>
2. tu madre	<i>a very strong insult (motherf---)</i>
3. el preservativo	<i>condom</i>
4. coger	<i>to copulate</i>
5. devolver	<i>to throw up / to vomit</i>
6. los huevos	<i>testicles</i>
7. el bicho	<i>penis or vagina</i>
8. montar	<i>to mount (sexually)</i>
9. & 10.	<i>(students supply two more after consulting with a native speaker)</i>



NOTE

Tell students that there are far too many of these words to be able to make an all-inclusive list. The number of seemingly innocent words that take on a vulgar meaning in a particular country (or more than one) is practically endless.



Texto en español: *Las páginas amarillas*

Indicators of formal speech:

- HOTEL PARQUE: **le**
- HOTEL PALACIO: **Ud.**
- KING CAKE: **su**
- VISIÓN: **Suscríbese, Le damos a Ud.**
- NUEVA CHINA: **Llévese, su**

HOTEL PARQUE

"Designed for today's business person"

("Designed with today's business person in mind")

- Excellent location
- Closed-circuit security system
- Rooms that ensure a pleasant stay

HOTEL PALACIO

"Its natural beauty makes the difference you deserve"

- Set in a beautiful natural forest
- Completely air-conditioned
- Private parking

KING CAKE

"A quality bakery at your service"

- Cakes for weddings, coming-of-age parties, first communions, birthdays
- Sweet or savory (salty) hors d'oeuvres for any occasion
- Wide variety of pastries and desserts

VISIÓN

"Subscribe now (right away)"

- Read by 800,000 people in Latin America
- We cover what people are doing around the world
- We provide informative, objective, and reliable analysis

NUEVA CHINA

"Get your fortune cookies here!"

- Authentic Szechuan/Szechwan/Sichuan cuisine
- Take-out orders
- Banquet room for special events



Texto en inglés:

Advertising Slogans

1. Simplemente hazlo/hacélo (Hazlo/Hacélo no más)
2. Lo necesitas/necesitás
3. Sé todo lo que puedes/podés ser
4. Despierta/Despertá a la vida (Despiértate/Despertate...)
5. Come/Comé fresco
6. Vuela/Volá los cielos amistosos
7. Estás en buenas manos
8. No eres tú/sos vos cuando tienes/tenés hambre



¿Cómo?

The two errors are (1) confusion of **el Papa** (*the pope*) with **la papa** (*potato*) and (2) omission of the “a personal” (“a acusativa”). The correct translation would be “(Yo) **vi al Papa**.”



Ejercicios

Ejercicio 1.

With Ford Windstar 2000 you won't have to worry about the shopping cart behind you, because the Reverse Sensor will warn you if there's anything nearby.

In addition it has:

- Front and side airbags
- Puncture-resistant tires
- Traction control
- ABS disc brakes on all four wheels

Because of all this and more, Windstar is the safest minivan in Mexico, the only one with a quadruple 5-star rating.

Windstar: “Nothing's safer” (“None safer”)

Ford: “The power of your dreams”

Ejercicio 3. “**Vroom para cinco**” was obviously written originally in English as “*Vroom for five*.” What has been lost in translation is the play on “*Room for five*,” plus the onomatopoeic word “*vroom*,” which imitates the revving of an automobile engine.

Ejercicio 4.

.....
"Lo volado, nadie se lo quita. Sus millas no vencen".
.....

- a. usted
- b. se refiere a usted
- c. *to expire*
- d. *"No one can take away what you've flown. Your miles don't expire."*



Ask students to explain why the definite article **el** works in the Spanish version of this slogan in both interpretations—in the generic sense in the first ("bread") and in the specific sense in the second ("the bread"). Refer them back to Capítulo 3 if they have forgotten.

8

Capítulo

El lenguaje de los negocios



Léxico:

Fórmulas de cortesía

Saludos

1. Estimado señor / Muy señor mío = *Dear Sir*
2. Estimada señora / Muy señora mía = *Dear Madam*
3. Estimados señores / Muy señores míos = *Dear Sirs*
4. Estimado señor X = *Dear Mr. X*
5. Estimada señora X = *Dear Mrs. (Ms.) X*
6. A quien corresponda = *To Whom It May Concern*
7. Amable cliente = *Dear customer / Dear client*

Frases introductorias

- | | | | |
|------|------|------|------|
| 1. a | 3. f | 5. e | 7. b |
| 2. g | 4. c | 6. d | |

Abbreviations

1. Atte., = Atentamente
2. De Ud., su atto. y s.s., = De usted, su atento y seguro servidor,
3. De Ud., su atta. y s.s., = De usted, su atenta y segura servidora,
4. De Ud. Atte., = De usted atentamente,



Texto en español:

Carta comercial

28 January 2020

Mr. _____

Dear Mr. _____,

Thank you for your letter inquiring about guided tours of our facilities. We are pleased to send you the following information:

Our Visitors' Services Program is handled through our Outreach Office, and its purpose is to raise funds for students who come from rural areas of Latin America and who lack the means necessary to finance their education. This program consists of two types of tours: a tour of the academic facilities (\$5 per person) and a tour of the Forest Reserve (\$10 per person). The reserve consists of two hectares of secondary-growth forest, where you can see flora native to the region, as well as a wide variety of animals and insects.

Each of these tours lasts approximately two hours. It is important to stress that you must bring your own vehicle for your visit to the university, since the campus is very large.

I hope to hear from you soon.

Very truly yours,

Outreach Office



Texto en inglés:

Business Letter

28 de enero de 2020

Estimado señor _____:

Por la presente, tengo el placer de expresarle mi agradecimiento por haber escogido nuestro banco para brindarle sus servicios bancarios. Me dio mucho gusto poder servirle y espero tener la oportunidad de volverlo a ver (volver a verlo).

Si Ud. tiene cualquier pregunta o duda con respecto a su cuenta o cualquiera de nuestros otros servicios que ofrece nuestro banco, no dude en llamarme al 000-0000. O, si prefiere, puede pasar por nuestra oficina. Hay otro número de teléfono que le será útil también. Simplemente marque 'Bank On-Call' ('Banco a Su Servicio') al 1-800-000-0000. Un representante 'On-Call' (de turno) tendrá el placer de facilitarle información acerca de cualquiera de nuestros servicios y contestar sus preguntas o resolver sus dudas.

Le reitero una vez más nuestro agradecimiento por su preferencia. Le agradecemos la confianza que Ud. ha puesto en nosotros y haremos todo lo posible por brindarle el servicio que usted se merece.

Quedo de usted atentamente,

Representante de Ventas al Cliente



¿Cómo?

The original version in Spanish was probably: **Permítame incluirle una selección de los recursos disponibles en Internet sobre este tema.** An appropriate English translation would be: *Enclosed please find (or I would be happy to send you) a list of resources on this topic available on the Internet.*



Ejercicios

Ejercicio 1.


Choose the *inappropriate* option:

- | | |
|---|--|
| 1. Dear Sir, | c. Querido señor: |
| 2. I am pleased to inform you . . . | b. Estoy muy contento/a de informarle... |
| 3. I regret to inform you . . . | a. Me da lástima informarle... |
| 4. I am writing this letter to . . . | c. Te escribo para pedirte... |
| 5. I have received your letter of Sept. 14 . . . | a. Aquí tengo su carta del 14 de septiembre... |
| 6. We thank you once again for your prompt response . . . | a. ¡Gracias otra vez por responder tan pronto! |
| 7. Please complete the enclosed form . . . | a. Por favor, complete la forma encerrada... |
| 8. We hope to hear from you soon . . . | b. Esperamos que nos contestes pronto... |
| 9. Very truly yours . . . | a. Un abrazo, |

Ejercicio 3.

a. Abbreviations:

- **apdo.** = **apartado** = *post office box*
- **ced.** = **cédula jurídica** = *business license number*
- **cta.** = **cuenta** = *account number*
- **Prec. Unit.** = **precio unitario** = *price per unit*
- **No. Uni.** = **número de unidades** = *number of units*
- **TOT. BRUTO** = **Total bruto** = *gross / subtotal / retail price (before discounts are applied)*
- **Imp. Venta** = **impuesto sobre las ventas** = *sales tax*

b. Translation:


COMPUERÚ

Lima, 24 August 2020

Dear Sir,

We are pleased to offer you the following proposal for the brand of computers that we are proud to represent and that fit your needs perfectly.

We believe that the equipment we are offering you will serve you well and will process information efficiently and securely.

In accordance with your request, we present the following configurations on computer hardware most often requested by our customers, which include all the characteristics (features) that today's computers should have.

Yours truly,

José Serrano S.
Sales Executive

INVOICE 00056477	
Unit Price:	65.000
No. Units:	10
Retail Price:	650.000
Discount:	65.000
Sales Tax:	70.200
You Pay:	655.200

ACCT. 31599
Apdo. 152-1200
Ced. 3-104-156606
Tel: 257-5757
Fax: 257-6060



Point out to students that all prices in this exercise are in Peruvian **soles**.

Ejercicio 4.

| BAXTER HEALTHCARE |

Excellent, growing company that lives its values, seeks the following for its manufacturing plant located in Cartago Industrial Park: 3rd shift Quality and Production Supervisors.

Requirements:

- University graduate in Industrial Engineering or related field
- Minimum 3 years experience in personnel supervision
- Experience in manufacturing processes
- Bilingual (English-Spanish)
- Excellent leadership, communication, and teamwork skills

The people selected will enjoy a very competitive salary and benefits package, with development and training opportunities, as well as an excellent work environment in a world-class company. Send your resume immediately, specifying the name of the position, to:

Department of Human Resources
Apartado Postal 1-7052
Fax 573-7497
Parque Industrial Cartago

Ejercicio 5.

| WESTERN UNION |

¡Excelente oportunidad con una importante empresa internacional!

Especialista en Mercadeo (Mercadotecnia/Marketing)

- Ud./El candidato ideal debe tener buenos conocimientos de mercadeo internacional con un mínimo de 3 años de experiencia en apoyo al mercadeo; licenciatura (preferiblemente en Mercadeo o Administración de Empresas); manejo de paquetes de cómputo, especialmente Word, Excel y PowerPoint; y ser bilingüe (inglés-español). Este puesto tendrá la responsabilidad de dar apoyo a las necesidades de mercadeo regional de los Servicios Comerciales Internacionales, con énfasis especial en desarrollar y montar programas de mercadeo individuales para empresas en Centroamérica, Suramérica y el Caribe.
- Sea parte de (Únase a) nuestra familia mundial. Ofrecemos salarios competitivos y excelentes oportunidades de capacitación y desarrollo personal. Envíe su currículum vitae con [sus] antecedentes salariales y requisitos al:

Departamento de Recursos Humanos

Western Union
P.O. Box 333-1150
San José



NOTE

“*We are an Equal Opportunity Employer*” at the end of this ad is untranslatable because it refers to a US law. It would have to be explained with words such as: “No discriminamos en el empleo por raza, sexo, edad, discapacidad, religión u orientación sexual.” Such a disclaimer, however, would sound strange to a Spanish-speaking audience in countries other than the United States.

9

Capítulo

El lenguaje de la medicina

Gramática: Repaso de la voz pasiva

Las anfetaminas

- Estructuras pasivas/impersonales: the agent who performs the action of these verbs is not identified.
- se descubrió → fue descubierto
- se vendió → fue vendida (**droga** is the subject of this and all the following passive voice verbs with feminine participles)
- fue regulado → se reguló
- se utiliza → es utilizada
- se fabrica → es fabricada
- Se ingiere → Es ingerida
- se inyecta → es inyectada
- se inhala → es inhalada

1. Las drogas recetadas **son** preparadas...
2. Los inhalantes [...] se **inhalan**
3. Las drogas ilícitas que se **venden** en la calle se **consumen**...
4. Si se **ingiere**... la droga...
5. [...] se **noten** algunas...
6. Se **han** producido muchos anuncios...



Léxico:

El vocabulario médico

Spanish	English
bronquitis	<i>bronchitis</i>
flebitis	<i>phlebitis</i>
diafragma	<i>diaphragm</i>
leucemia	<i>leukemia</i>
enfisema	<i>emphysema</i>
quiropático	<i>chiropractor</i>
esqueleto	<i>skeleton</i>
sífilis	<i>syphilis</i>
faringitis	<i>pharyngitis</i>
tráquea	<i>trachea</i>

Spanish	English cognate	Popular word in English
la mandíbula	<i>mandible</i>	<i>jawbone</i>
el vértigo	<i>vertigo</i>	<i>dizziness/dizzy spell</i>
la clavícula	<i>clavicle</i>	<i>shoulder blade</i>
el esternón	<i>sternum</i>	<i>breast bone</i>
la torticólis	<i>torticollis</i>	<i>a crick in the neck</i>
la faringitis	<i>pharyngitis</i>	<i>sore throat</i>
el infarto	<i>infarct/infarction</i>	<i>heart attack</i>

Ramas de la medicina

1. la psiquiatría (siquiatría)
2. la pediatría
3. la anestesiología
4. la neurología
5. la oncología
6. la ginecología
7. la gastroenterología
8. la cardiología
9. la otorrinolaringología

Los falsos amigos

1. **atender** = *to treat/see* (patients); *wait on/tend to*
2. **conmoción cerebral** = *concussion*
3. **constipación / constipado** = *congestion / congested*¹
4. **consultorio** = *doctor's office*
5. **embarazo** = *pregnancy*
6. **insano** = *unhealthy*

7. **intoxicación** = (*food*) *poisoning* (**intoxicación alcohólica** is *alcohol poisoning*)
8. **parálisis cerebral** = *cerebral palsy*

Términos médicos irreconocibles y nuevos

- **paperas** = *mumps*
- **sarampión** = *measles*
- **viruela** = *smallpox*
- **varicela** = *chicken pox*
- **quirófano** = *operating room*
- **bisturí** = *scalpel*
- **escalofrío** = *chill*
- **ampolla** = *blister*
- **moretón** = *bruise*
- **acceso de tos** = *a coughing spasm/fit/spell*
- **esparadrapo** = *adhesive tape/surgical tape*
- **muletas** = *crutches*
- **vientre** = *belly, bowels*
- **médico de cabecera (de familia)** = *family doctor/primary care physician*
- **seropositivo** = *HIV positive*²



Texto en español:

Cómo ‘resetear’ el sistema inmune para curar una enfermedad

How to ‘Reset’ the Immune System to Cure a Disease

When he was 12 years old and for unknown reasons, Javier Casado’s immune system started attacking the tissue in the intestinal wall as if they were foreign bacteria or viruses. Doctors diagnosed him with the autoimmune Crohn’s disease, and so began an ordeal that would last for 15 years until an experimental treatment at the Hospital Clinic of Barcelona pulled off the medical feat of resetting his immune system.

By the age of 15, Javier had already had a colostomy and his puberty was affected by the cortisone used in an effort to suppress the activity of his immune system. The doctors who were treating him at the time informed him that the disease was developing very rapidly, and that they would have to remove his colon. “I flatly refused. And then they told me that in the Hospital Clinic they were doing an experimental treatment that was very risky, but was working well with other patients. I felt like I didn’t have any choice.”

The treatment being developed by Dr. Elena Ricart’s team was conceptually simple: first, obtain hematopoietic stem cells from the patient’s bone marrow; afterwards, completely destroy his immune system with chemotherapy, as is done in cases of leukemia; and then transplant the stem cells to regenerate a new

immune system without the memory of the old one, hoping that it won't (would not) attack the organism.

According to the results that are [expected] to be published this year, one year after treatment the Crohn's disease had gone into remission without recourse to drugs in 90% of patients. Little by little, symptoms returned in some patients, though much milder than before the treatment. And in 25% of them — including Javier — four and a half years later the disease had disappeared completely. Now Javier leads a normal life and says that he is “very happy. I have energy and hope again, and the desire to do things that were impossible before. It's another (a different) world.”



Texto en inglés:

'The Numbers Are So Staggering.' Overdose Deaths Set a Record Last Year

“Las cifras son sobrecogedoras”.

Un número récord de muertes por sobredosis el año pasado

Nuevas “estadística” de los Centros para el Control y La Prevención de Enfermedades revelan que más de 70.000 norteamericanos murieron por sobredosis en el 2017, un número récord. Hay más muertes por sobredosis que por VIH, accidentes de tráfico o violencia armada (por armas de fuego) en sus índices más elevados. Los datos también revelan que el auge se corresponde (correlaciona) fuertemente con el uso de los opioides sintéticos llamados fentanilos. Las muertes por fentanilos subieron más de un 45 % solo en el año 2017.

Las drogas sintéticas tienden a ser más mortales que los medicamentos recetados y la heroína por dos razones principales. Suelen ser más potentes, lo que significa que un pequeño error de medición puede llevar a una sobredosis. Las combinaciones de drogas sintéticas también tienden a cambiar con frecuencia, lo que lleva al consumidor a subestimar la potencia de la droga que se está inyectando.

Los recientes incrementos en muertes por sobredosis son tan dramáticos que han contribuido a reducciones en la esperanza de vida del país en los últimos tres años, una pauta sin precedentes desde la Segunda Guerra Mundial. La esperanza de vida al nacer ha disminuido en casi cuatro meses, y las sobredosis de drogas constituyen el principal causante de muerte para adultos menores de 55 años.



¿Cómo?

Side dishes: home fries and roasted sweet potatoes with choice of sauces



Ejercicios

Ejercicio 1.

Amphetamines are stimulants. In 1927 it was discovered that this drug increased blood pressure, enlarged the nasal and bronchial passages, and stimulated the central nervous system. In 1932 it was sold under the name Benzedrine. Use of this drug was regulated by prescription in the 1960s. It is currently being used to fight a rare and serious disorder known as narcolepsy, whose victims cannot control their sleep patterns (they fall asleep uncontrollably). In its pure form, it is a yellowish crystal that is manufactured as a tablet in capsules, pills, or lozenges. It can be taken orally, injected, or inhaled through the nasal passages.

Ejercicio 2.

a. el cólera = <i>cholera</i>	la cólera = <i>anger</i>
b. el coma = <i>coma</i>	la coma = <i>comma</i>
c. el corte = <i>cut</i>	la corte = <i>court</i>
d. el cura = <i>parish priest</i>	la cura = <i>cure</i>
e. el especialista = <i>male specialist</i>	la especialista = <i>female specialist</i>
f. el frente = <i>front</i>	la frente = <i>forehead</i>
g. el orden = <i>order (numerical, etc.)</i>	la orden = <i>order (command)</i>
h. el parte = <i>bulletin/report</i>	la parte = <i>part</i>

Ejercicio 3.

1. [...] las gotas lubricantes **pueden ser utilizadas**.
2. Estos remedios solo deben **ser usados**...
3. [...] **pueden ser introducidos** al organismo agentes patógenos como la salmonela.
4. Si la enfermedad **no es atendida** a tiempo...
5. Un porcentaje elevado de los niños tiene en la sangre un nivel de plomo superior a lo que **es considerado** aceptable...

Ejercicio 4.**español → inglés**

- a. *My grandmother suffers from vertigo/dizzy spells.*
- b. *The child has chills and coughing spells. I wonder what's wrong with him. (What do you suppose is the matter with him?)*
- c. *My father got food poisoning from eating some contaminated shellfish.*
- d. *My stomach really hurts. The doctor told me that I have acute gastritis.*
- e. *My uncle is a specialist in sexually transmitted diseases.*

inglés → español

- a. **La doctora (La médico/médica) atiende a sus pacientes en su consultorio.**
- b. **(Ella) Tuvo (Sufrió) un infarto (ataque cardíaco/ataque al corazón) y (se) murió.**
- c. **Mi médico de cabecera me puso una venda (un vendaje) en el brazo.**
- d. **Las mujeres no deben (deberían) tomar alcohol durante el embarazo.**
- e. **Tuvo un accidente en su carro/coche (un accidente automovilístico) y (ya) lleva tres días en coma (en estado de coma) / (ya) hace tres días que está en coma (estado de coma).**

Ejercicio 5.

- | | |
|-----------------|-------------------------------|
| a. está | estar + participio/resultado |
| b. es | ser + pronombre |
| c. son | ser + adjetivo/característica |
| d. es | ser + adjetivo/característica |
| e. está | estar + participio/resultado |
| f. está | estar + participio/resultado |
| g. está | estar + gerundio |
| h. están | estar + participio/resultado |
| i. están | estar + participio/resultado |
| j. es | ser + sustantivo |
| están | estar + adjetivo/resultado |



1. A partial cognate, **constipación / constipado** usually refers to *sinus congestion*, but **constipación de vientre** is *constipation* (also called **estreñimiento**).
2. Point out to students that, just as in English, new words enter Spanish constantly as the result of new realities. **Seropositivo** is such a recent addition, as are **VIH (HIV)** and **sida (AIDS)**.

10

Capítulo

El lenguaje de los deportes

Gramática: Repaso del pretérito e imperfecto

Uruguay en la Copa Mundial de Fútbol. Identify verbs in preterit and imperfect:

- pretérito: trajeron, convirtió, disputó, vencieron, volvió, disputó, consiguió, llegó, fue
- imperfecto: estaba, estaban, iban, necesitaban



Léxico: Los préstamos

1. f
2. e
3. d
4. h
5. c
6. b
7. a
8. g

Léxico del béisbol:

- abridor = *opener*
- anotación = *score*
- cerrador = *closer*
- derecho = *right-hander*
- entrada = *inning*
- jardinero = *outfielder*
- sencillo = *single*
- taponero = *closing pitcher*

**Texto en español:**

Una Garbiñe Muguruza estratosférica se corona en Wimbledon

Garbiñe Muguruza Soars to Victory in Wimbledon

On Saturday, Spanish-Venezuelan Garbiñe Muguruza became the new queen of Wimbledon after ruthlessly destroying the American Venus Williams. She did it in only one hour and 17 minutes in two sets (7-5, 6-0). With this victory, the Barcelona-based tennis player can claim to be the only person in history capable of beating the Williams sisters, two tennis giants, in two Grand Slam finals.

In the first hard-fought set, Muguruza saved two set points that turned out to be crucial for the outcome of the match. The battle to win the first set was so extreme that Venus ran out of steam in the second. After defending herself tooth and nail in the first set by saving two set points, Muguruza only had to maintain her game (keep playing solid tennis) in order to defeat the champion who, at the age of 37, was seeking to become the oldest player to win a Grand Slam.

Few things distinguish Williams from Muguruza, other than their generation. Their playing styles are very similar. Both aggressive, they enjoy taking the initiative in a match and maintaining control. The Caracas native began by returning her rival's huge serves but she held back too much in her first strokes. But, by going after every ball, she forced Williams to defend herself, something she was not accustomed to.



Texto en inglés:

The Red Sox Win the World Series

Los Medias Rojas vencedores de la Serie Mundial

A los fans del béisbol les encantan las estadísticas. He aquí algunas estadísticas vitales de la Serie Mundial del 2018, en la que los Medias Rojas de Boston vencieron a los Dodgers de Los Ángeles 4 partidos a 1:

- Fue la novena victoria para los Medias Rojas, y la cuarta en las últimas 15 temporadas.
- Los Medias Rojas no ganaron ni un título mundial entre 1918 (cuando jugaba Babe Ruth) y 2004.
- Los Medias Rojas ganaron 108 partidos rumbo a la Serie, un récord para el club.
- Steve Pearce, el Jugador Más Valioso de la Serie, bateó tres cuadrangulares (jonrones) en la Serie, dos de ellos en el último partido.
- El lanzador David Price lanzó hasta la octava entrada del quinto partido después de solo un día de descanso.
- El mánager Álex Cora es el primer mánager puertorriqueño que consigue el título, y el quinto mánager novato en conseguirlo.
- El tercer partido (el que ganaron los Dodgers) fue el partido más largo de la historia de la Serie. Duró 18 entradas y más de 7 horas.



¿Cómo?

Realizan foro por la solidaridad en Acapulco.

- *Solidarity Forum Held in Acapulco*



Ejercicios

Ejercicio 1.

Uruguay in the World Cup

The English brought it to Uruguay, but soccer soon became the national sport. Uruguay has been the world champion twice, the first time in the first World Soccer Championship, which was played in Uruguay in 1930, where the Uruguayans defeated the Argentines (Argentinians) 4-2. The Uruguayan team again won the Cup in 1950, defeating Brazil in the first World Championship after World War II. The game was played in Rio de Janeiro in the enormous Maracaná Stadium, which was full to bursting, and the Brazilians were sure that they were going to win (bring home) the trophy. In fact, they only needed to tie Uruguay in order to win the championship. But, against all odds, the Uruguayan team, led by its legendary captain, Obdulio Varela, managed to win, defeating Brazil 2-1 in a famous victory that is known as the Maracanazo. In 1954, 1970, and 2010, Uruguay reached the semi-finals, and in 2018 the quarter-finals, where it was eliminated by France, the eventual champion.

Ejercicio 2.

- el/la alpinista / andinista
- el/la ascensionista (*rock climber*)
- el/la carrerista
- el/la ciclista / motociclista
- el/la fondista / esquiador/a de fondo
- el/la futbolista
- el/la maratonista
- el/la regatista
- el/la surfista / surfeador/a

Ejercicio 3.

- c. after ruthlessly destroying
- c. two tennis giants
- a. first hard-fought set
- b. after defending herself tooth and nail
- a. she held back too much in her first strokes

Ejercicio 4.

- a. Báez
- b. (Robinson) Canó
- c. Céspedes
- d. Colón
- e. García
- f. León
- g. Márquez
- h. Peña

Ejercicio 5.

- a. Es el mejor futbolista del mundo.
- b. Es la nadadora más rápida de la clase.
- c. Son los mejores golfistas de los Estados Unidos.
- d. Es la mejor (la más grande) atleta de su generación.
- e. Las voleibolistas (volibolistas) brasileñas han mejorado mucho.
- f. Es un alpinista (andinista) excelente.
- g. Los cubanos son los campeones mundiales en el (del) béisbol masculino.
- h. Las chinas son las campeonas mundiales en (de) gimnasia.



Some of these words are of recent coinage and do not appear in dictionaries, which do not and cannot contain all the words of a language.

Native speakers may well know how to say these things, however.

11

Capítulo

El lenguaje legal

Gramática: Repaso del subjuntivo

- **Constitución de la República de Honduras:** Five subjunctive verbs, all in subordinate clauses referring to the future
- para que **fortalezca** y **perpetúe**...
- que **asegure**...
- que **afirme** la nacionalidad y **propicie**...

El lenguaje de los testamentos:

- fallezca: se refiere al futuro
- no se afecten: es una posibilidad
- sean/quiera/quieran: son posibilidades (“puede ser...”)
- hayan: no se sabe quiénes serán estos herederos
- sea/estuviere (esté): no se sabe cuáles serán las razones
- espere: esta persona (“quien”) no está identificada



Léxico: El vocabulario del derecho

Here are *some* of the possible translations:

- *indictment* = **procesamiento, sumario, acusación por gran jurado, auto de acusación, acusación formal**
- *hearing* = **audiencia, examen de testigos**
- *lawyer* = **abogado, licenciado, jurista, letrado, jurisconsulto**
- *prosecutor* = **fiscal, procurador/a, acusador/a público/a**
- *trial* = **juicio, proceso, vista (de una causa)**
- *verdict* = **veredicto, fallo, sentencia, decisión**



NOTE

In this brief (and incomplete) list, one can easily see the problems that arise in legal translation. A *sentence* in English is imposed only after a guilty verdict has been rendered, but in Spanish, one can **pronunciar una sentencia de culpabilidad**, *to render a guilty verdict*, in which case the word **sentencia** must be translated as *verdict* and not as *sentence*. Likewise, the **Procurador General de la República** is the equivalent of the US Attorney General, but a **procurador** can also be a private defense attorney.

La música pop se politiza:

- | | |
|------|------|
| 1. a | 5. b |
| 2. b | 6. c |
| 3. c | 7. a |
| 4. b | |



Texto en español:

Asesinan a juez vinculado a casos de narcotraficantes

- JUR = *lenguaje jurídico*
- juez federal = *federal judge*
- procurador = *prosecuting attorney*
- Procuraduría General = *Office of the Attorney General*
- Procuraduría mexiquense = *Office of the Attorney General of the State of Mexico*

Judge Linked to Drug Trafficking Cases Assassinated

Federal Judge Vicente Antonio Bermúdez Zacarías was killed by a shot to the back of the head at about 7:30 yesterday morning, after leaving his home to exercise.

In the images obtained by *El Universal*, from a video, the judge can be seen running down *Árbol de la Vida* street. When he is in front of the housing complex of the same name, the killer comes up behind him and puts a pistol to his head, at which point the judge reacts and attempts to turn around, but is immediately shot in the back of the head and falls to the ground. The criminal runs away and a few meters farther on another person is waiting for him. The two leave the scene where a car is waiting for them farther on in which they finally escape.

Security staff from the housing complex call for help from paramedics, who arrived at the scene to attend to the judge, 37 years of age, whom they transported to the Regional Hospital, where he was pronounced dead on arrival.

Presented with this fact (deed), the governor of the state of Mexico, Eruviel Ávila Villegas, reacted by saying that the authorities had the images of the murder in their possession. "I have instructed the prosecuting attorney of the state of Mexico to focus on the investigation. I don't want to jump to conclusions, I don't want to get ahead of any line of investigation. Let's hope that it will be the Office of the Attorney General and the Office of the Attorney General of the state of Mexico that will investigate. We are going to respect all citizens, but especially those who mete out justice."



Texto en inglés:

The Miranda Warning

NOTE

There are many "official" versions of the so-called Miranda warning in Spanish. Many police officers and DEA agents carry a pocket-sized plastic card with the English version on one side and a Spanish translation on the other. The Miranda warning can easily be found in Spanish on the Internet. Unfortunately, some Spanish-language versions of this text are so fraught with legal terminology that the average Hispanic detainee cannot understand what is being read to him or her. The following is a simplified version that most Spanish speakers would be able to comprehend.

1. Antes de que le hagamos cualquier pregunta, usted necesita entender que tiene ciertos derechos:
2. Usted tiene el derecho a permanecer callado/en silencio (a no decir nada).
3. Cualquier cosa que usted diga puede ser usada en su contra (en contra suya) en la corte.
4. Usted tiene el derecho a/de hablar con (consultar a) un abogado antes de ser interrogado/a y a tenerlo presente durante el interrogatorio.
5. Si usted no puede pagar los servicios de un abogado, se le designará (nombrará) uno antes del interrogatorio, si así lo desea.
6. Si usted decide contestar (responder a) nuestras preguntas ahora sin contar con la presencia de un abogado (sin que haya un abogado presente), tendrá el derecho a/de parar (detener) el interrogatorio en cualquier momento hasta que hable con (consulte a) un abogado.
7. ¿Entiende usted lo que acabo de leer? (¿Entiende usted sus derechos?)
8. Sabiendo que tiene estos derechos (Teniendo estos derechos en cuenta), ¿está usted dispuesto/a a hablar conmigo ahora?

¿Cómo?

The person who wrote this confused the past tense and the past participle, which are identical in regular verbs in English: approve (present), approved (past), approved (participle); pass, passed, passed, etc. They are never the same in Spanish, and the participle cannot function as a verb by itself (in either language). The correct translation would be: **El estado de California aprobó la ley.**



En Internet

Ejercicio 1.

Pop Music Gets Political

In 2011, Alejandro Fernández, the candidate of the Partido Popular (People's Party) for mayor of Tarragona (Spain), used the Lady Gaga song *Alejandro*, in a promotional video. Needless to say, the lyrics had been modified ("Vote PP, count on Alejandro," etc.) but the reaction of Sony ATV Music Publishing was not long in coming. Sony accused the PP of plagiarism and asked that they stop using the song. They demanded that the PP management "instruct YouTube and any other website to immediately withdraw the videos containing the unauthorized version of the work *Alejandro*." Furthermore, they called for the Partido Popular to provide notarized proof that it had withdrawn the song and to provide Sony with a list of the media that had broadcast the ad in order to calculate (estimate) "the amount of compensation to be paid in order to repair the monetary and psychological damage caused." The PP did withdraw the song from all of its rallies and social media sites, but it can still be found on the internet. Alejandro Fernández didn't become mayor of Tarragona, but in 2018 he became the leader of the Partido Popular in Catalonia.

Ejercicio 2.

- sepulten (note here the use of the nonreferential third-person plural, which is similar in meaning to the passive: "I wish to be buried...")
- asistan
- paguen
- lleve

Ejercicio 3.

- acredite
- se abonen
- se concedan
- sean

Ejercicio 4.

- **¿Qué es la cruda?** Here **ser** links the interrogative pronoun to a noun
- **Es una sensación...** **ser** links the subject (**La cruda** [understood]) to another noun (**sensación**)
- **[...] es posible minimizar sus efectos...** **ser** links the subject (**minimizar sus efectos**) with a characterizing adjective (**posible**)
- **El primer remedio es sencillo...** **ser** links the subject to an adjective (**sencillo**) that names a characteristic
- **El jugo de frutas y la miel también son útiles...** **ser** links the subject to an adjective (**útiles**) that names a characteristic
- **[...] lo más aconsejable es beber...** **ser** links subject pronoun (**lo**) to the infinitive (**beber**), which functions as a noun

Ejercicio 5.**El puente del Diablo**

Érase una vez (**Hace mucho tiempo había**) una aldea a orillas de un río. La tierra alrededor de la aldea **era** pedregosa, pero la tierra del otro lado del río **era** verde de tanta hierba. Para llevar a sus animales a pastar, los aldeanos **tenían** que atravesar el río, pero cada vez que **se desbordaba** el río, el agua **se llevaba** el puente que **iba** al otro lado. Un día, después de que el puente había sido destruido/destrozado otra vez, una anciana cuyos animales **tenían** hambre **dijo** en voz alta: —¡Qué no daría yo por un puente de piedra que atravesase este río!—. Al instante, **apareció** el Diablo y le **ofreció/propuso** un convenio: —Le construiré un puente, pero a cambio el primer ser vivo que pase por el puente será mío—. La anciana **aceptó** el convenio (**dio** su aprobación / **estuvo** de acuerdo) y el puente **apareció** (**se construyó** / **se materializó**) delante de sus propios ojos. Entonces, la anciana, que **iba** a todas partes con su gato negro, **dejó** (**permitió**) que el animal cruzara el puente antes que ella (delante de ella), y así **engañó** al Diablo con sus propias palabras.

12

Capítulo

El lenguaje de la informática



Léxico: Los neologismos

Some of the possibilities are (students may find others):

1. *blogger* = bloguero / blogger
2. *computer* = la computadora / el computador; el ordenador (Spain)
3. *search engine* = el buscador / el motor de búsqueda
4. *to tweet* = tuitear / enviar un tuit
5. *chat room* = espacio para charla / sitio de charla / sala de chateo / área de chateo / sala de charlas / sala de chat / sala/salón de pláticas / salón de conversación cibernética
6. *instant messaging* = mensaje instantáneo / mensajes en tiempo real
7. *to scan* = A. escanear / digitalizar / rastrear (to scan photos, slides, text, etc., to produce a digital version); B. pasar un artículo por el lector óptico (to scan an item using an optical scanner, as in checkout lines at stores)
8. *screensaver* = el protector de pantalla (Latin America) / el salvapantallas (Spain)

9. *spell-check* = *spell-check* / corrector ortográfico / corrector de ortografía / verificador de deletreo / corrección ortográfica
 10. *to unsubscribe* = cancelar / quitar(se) / borrar(se) / desinscribirse / salirse / remover (esp. Mexico) / dar(se) de baja (esp. Spain)
 11. *mousepad* = alfombrilla de ratón (o para el ratón) / tapete para el ratón / jebes para colocar el mouse
 12. *to forward* = reenviar / dar(le) *forward* a un mensaje / hacer(le) *forward* a un mensaje / forwardear / retransmitir
-

1. ciberamigo = *online friend* / *cyberfriend* / *virtual friend*; un amigo que se conoce por e-mail o en una sala de chateo
 2. cibercafé = *Internet café* / *cybercafé*; un negocio que alquila computadoras por hora
 3. ciberclub = *online (fan) club*; un club en Internet dedicado a un/a artista, o con otros fines, como un club de ajedrez, etc.
 4. cibercomercio = *online business*; compraventa por Internet
 5. ciberdiario = *online newspaper*
 6. ciberespacio = *cyberspace*; todo el ámbito del Internet
 7. ciberjuego = *computer game*; un juego que se juega en el Internet (como el solitario)
 8. ciberlenguaje = *computer language* / “*cyberspeak*”; el lenguaje especializado que se usa en el ciberespacio
 9. cibernauta = *websurfer*; una persona que pasa tiempo navegando por el ciberespacio
 10. ciberpiratería = *cyberplagiarism* / *Internet plagiarism*; bajar (robar) de un sitio web material protegido por derechos de autor sin autorización
- ciberokupas** = *cybersquatters*
-

1. **casa virtual** = un programa con el cual se puede visualizar la construcción de una casa (*virtual houseplan* / *online houseplan program*)
2. **conversación virtual** = una conversación por medio de un salón de charlas (*chat* / *chatroom*)
3. **dinero virtual** = dinero que se envía electrónicamente por medio del Internet (*cybercash*)
4. **mascota virtual** = una mascota que existe solo en una imagen en Internet (*virtual pet*)
5. **oficina virtual** = cuando una persona trabaja desde su casa u otro lugar que no sea su oficina, usando una computadora (*telecommuting* / *office in the home*)
6. **revista virtual** = una revista que puede leerse solo en Internet (*online magazine*)

7. **romance virtual** = una relación romántica con una persona que se conoce solo por Internet (*online romance / Internet romance*)
8. **tarjeta virtual** = una tarjeta electrónica que se envía por medio del Internet (*e-card*)
9. **tienda virtual** = una tienda que vende productos en línea (online = por medio del Internet) [*online store*]
10. **visita virtual** = un tour que se lleva a cabo por Internet, que puede incluir no solamente fotos sino también videos e imágenes en 360° (*online tour / virtual tour*)



Texto en español:

¿Dejarlo todo para crear una startup? La historia de Mesa 24/7

Leave it all to create a startup? The Mesa 24/7 Story

Pedro Callirgos is the founder and CEO of Mesa 24/7, a Peruvian startup that allows reservations to be made online, forever eliminating those irritating calls that play music while you hold. The app shows you a list of restaurants that you can choose from based on district or type of food, and reservation times (every 15 minutes). You create an account, confirm, receive a confirmation email, and you're done. There's no need to call.

Callirgos did a Master's in Michigan, and then stayed on in the U.S., working in the field of e-commerce. But he wanted to work for his own company and in his own country.

When he went back to Peru, he realized that, due to the boom in Peruvian gastronomy, getting a reservation in a good restaurant could be a painful process. The solution? Technology. With the collaboration of family and friends, he contacted a group of developers that had won a prize in a startup contest, and together they looked at how to solve the problem.

Today, Mesa 24/7 is a platform that links diners with the finest restaurants in Peru and Chile. Diners use it for free and restaurants pay a sliding fee. This is how the service is described in Google: "We try to make life easier for restaurant owners and workers, and for people who like to eat well (eat good food). We coordinate online reservations in restaurants, takeout orders, restaurant reviews, and new services."



Texto en inglés:

Web Advertising

PROBLEMA: Su empresa (compañía) necesita acceso a la red, pero Ud. tiene un presupuesto limitado destinado al diseño de un sitio web.

SOLUCIÓN: Use nuestro servicio para conseguir (encontrar) referencias gratuitas a diseñadores de sitios web (páginas electrónicas). Ud. puede empezar inmediatamente al llenar el cuestionario que aparece a continuación. Usaremos sus respuestas para identificar sus necesidades y, entonces, le enviaremos una lista de diseñadores (de sitios) web apropiados. Luego, le toca a usted; puede ponerse en contacto con los negocios identificados o no. ¡Es así de fácil!

¿Cuál es el propósito de su consulta?

- diseñar un sitio web personal
- diseñar un sitio web para una pequeña empresa
- actualizar un sitio web existente
- optimizar un sitio web existente para los motores de búsqueda principales
- otro (explicar)

¿Cuántas páginas necesitará?

- (indicar/poner un estimado)
- No sé cómo estimar el número de páginas

¿Cuál es la cantidad máxima que Ud. puede invertir en un sitio web?

- (indicar/poner un estimado)
- No sé cómo estimar el costo

Quando Ud. haya completado este cuestionario, haga click en "Enviar" (abajo) y le responderemos dentro de 48 horas.



¿Cómo?

As in Capítulo 9, where the student confused the homonyms *patience* and *patients*, this student has confused *capital* with its homonym *capitol*. Furthermore, he compounded the problem by not distinguishing among the various dictionary entries for *capital*. He should have written ¡Vaya al Capitolio!



Ejercicios

Ejercicio 1.

- | | |
|------|------|
| 1. b | 5. e |
| 2. d | 6. a |
| 3. f | 7. c |
| 4. g | |

Ejercicio 4.

***Attempted Hacking of WiFi on Metro Line 7**

Three days after free WiFi service was inaugurated on Line 7 of the subway, there are already three thousand users who connect mainly to the social media sites YouTube and Facebook, and to Netflix. Juan Carlos Rubio Castro, Director of Engineering and Technological Development for STC Metro, explained that the first attempt at hacking into the system has been detected. However, the user was blocked without further problems, and the system is operating normally.

Internet service on Line 7 took more than a year to install, because the line is at a depth of 40 meters, and works only in the cars and on the platforms; there is no signal in the tunnels or on the stairs. The connection lasts for 30 minutes, which is the average time it takes to go from Barranca del Muerto to El Rosario. The system is programmed to avoid prohibited content such as pornography or violence.

*Notice that the Spanish title uses a third-person verb that refers to no specific subject for the passive voice: "Hacking is attempted."