

# 10

## CUADROS\*



### OBJETIVOS

The materials in **Lección 10** of the Textbook and the Workbook will help you better understand the video episode and take you beyond it, giving you additional information about places and characters in the series. The Textbook will also help you to develop skill in using the Spanish language. In this lesson you will learn

- ways to describe physical characteristics
- more ways to talk about what you are going to do with others
- one way to wish someone well.

You will also learn information about a number of well-known Spanish artists.

Be sure to work through all parts of the lesson. When you see a cassette symbol in the margin, listen to the tape for **Lección 10**. Answers or hints for many activities are given in Appendix 1. Be sure to check your answers for each activity before going on to the next one.

\**Paintings*



## **BEFORE VIEWING . . .**

# PREPARACIÓN

### **Actividad A.**

During the last video episode of *Destinos*, several situations were “wrapped up” and others continued to develop. Indicate whether the following statements about the episode are **Cierto (C)** or **Falso (F)**.

- C F 1. Don Fernando está muy mal; está ahora en el hospital.

C F 2. Raquel pierde su cartera de nuevo.

C F 3. Raquel necesita comprar ropa porque en la Argentina es otoño.

C F 4. Alfredo convence a Raquel de que el caso de don Fernando debe presentarse en la televisión.

C F 5. Elena llama a Raquel para decirle que no puede obtener el certificado de nacimiento de Ángel Castillo.

### **Actividad B.**

In this video episode you will see Raquel's last night and day in Madrid. Based on what you learned in the last episode and on your intuition, what do you think she will do?

- Sí No 1. ¿Va a ver a Alfredo y al Sr. Diaz una vez más (*once more*)?  
Sí No 2. ¿Va a conocer a la novia de Federico?  
Sí No 3. ¿Va a despedirse de (*say goodbye to*) la Sra. Suárez?

El título de este episodio es «Cuadros». ¿Qué lugar crees que Raquel va a visitar en este episodio?



### **Actividad C.**



You have seen in other video episodes that Sra. Suárez has a tendency to comment on the actions of others. Listen to the advice she gives Raquel as they say good-bye. **El corazón** means *heart*.

Now that you have listened, what kind of advice do you think Sra. Suárez is offering?

1. La Sra. Suárez le da a Raquel consejos (*advice*) sobre:  
 su vida profesional       su vida personal
  2. Parece que la Sra. Suárez cree que Raquel piensa demasiado (*too much*) en:  
 su trabajo       sus padres
  3. La Sra. Suárez probablemente cree que Raquel debe buscar:  
 más clientes       un novio (*boyfriend*)

3. con barba/ 4. de pelo corto, no largo  
sin (without) de pelo largo, no corto  
barba



2. delgado/gordito

**Actividad D.**

Look at the painting on the left of San Jerónimo by a Spanish artist and listen as it is described. The description contains some of the words and phrases for describing people that you will learn in this lesson. As you listen, indicate the word or phrase that you hear in each pair.

1. alto/bajo

5. ojos expresivos/ojos tristes

Now compare the painting of San Jerónimo with the painting on the right by another Spanish painter. What physical differences do you notice in the people in each painting? Keep these differences in mind when you listen to the narrator in the video episode describe the people in the painting.

**AFTER VIEWING . . .****¿TIENES BUENA MEMORIA?****Actividad A. ¿Qué hicieron?**

Indicate the statements that are true for each of the following characters you saw in Episodio 10.

**Raquel**

- \_\_\_\_\_ por fin le da la foto de Miguel y Jaime a la Sra. Suárez.
- \_\_\_\_\_ no ve al reportero y al Sr. Díaz otra vez (*again*).
- \_\_\_\_\_ todavía no tiene el certificado de nacimiento de Ángel Castillo.

**Federico**

- \_\_\_\_\_ tiene una novia que es pintora.
- \_\_\_\_\_ no tiene la oportunidad de despedirse de Raquel.

**La Sra. Suárez**

- \_\_\_\_\_ va con Raquel a la escuela de baile donde trabaja la novia de Federico.
- \_\_\_\_\_ se despide de Raquel y le da un consejo.



Now listen as the speaker on the tape gives the answers.

**Actividad B. ¡Un desafío!**

If you have an excellent memory, perhaps you can remember the following details from **Episodio 10**.

1. Despues de cenar con la Sra. Suárez, Federico y su novia, ¿cómo vuelve Raquel a su hotel?
2. ¿A qué hora debe salir el vuelo (*flight*) de Raquel para Buenos Aires?
3. Hay una maestra de primaria en el Prado. ¿De qué pintor le habla a la clase?
4. ¿A quién le escribe Raquel una tarjeta postal (*postcard*)?

## VOCABULARIO DEL TEMA

### ¿Cómo son? Los adjetivos descriptivos

**alto/a** tall  
**bajo/a** short (*in height*)  
**de mediana estatura** average height

**bonito/a** pretty, attractive (*said of women*)  
**guapo/a** pretty; handsome  
**feo/a** ugly, unattractive

**corto/a** short (*in length*)  
**largo/a** long

**grande** big  
**pequeño/a** small  
**delgado/a** thin, slender  
**gordito/a** plump, fat



**joven** young  
**nuevo/a** new  
**viejo/a** old

Tiene...	He/She has . . .	Tiene...	He/She has . . .
<b>barba</b>	a beard	<b>pelo largo</b>	long hair
<b>pelo rubio</b>	blond hair	<b>corto</b>	short hair
<b>castaño</b>	brown hair	<b>ojos claros</b>	light-colored eyes
<b>negro</b>	black hair	<b>oscuros</b>	dark eyes
<b>blanco</b>	white hair	<b>expresivos</b>	expressive eyes
<b>canoso</b>	gray hair		

Note that when **grande** comes before a masculine or feminine noun, it shortens to **gran** and means **great**: **El Greco es un gran pintor.**

**Actividad A. Retratos (Portraits) de El Greco y Velázquez**

Listen again as the narrator describes these paintings by two famous Spanish painters. Then answer the questions that follow.



*San Andrés y San Francisco*  
de El Greco



*Las Meninas (Ladies in Waiting)*  
de Velázquez

Identifica en los cuadros a la figura que...

MODELO: *es alta*\* → El pintor es alto.

- |                     |                          |                      |
|---------------------|--------------------------|----------------------|
| 1. tiene barba      | 5. es alta               | 9. es bonita         |
| 2. tiene pelo rubio | 6. tiene pelo blanco     | 10. tiene pelo largo |
| 3. es delgada       | 7. es vieja              |                      |
| 4. es baja          | 8. tiene ojos expresivos |                      |

**Actividad B. ¿A quién se describe?**

You will hear a series of descriptions on the cassette tape. Match the description with the following photos. First take a few seconds to scan the photos. You



a. \_\_\_\_



b. \_\_\_\_



c. \_\_\_\_



d. \_\_\_\_

\* As you know, Spanish adjectives agree in number and gender with the nouns they modify. The adjectives in this activity agree with the feminine noun *la figura*; they are feminine for that reason. If you use them to modify a masculine noun (or to modify a plural noun), you will need to change the form of the adjective to make it agree.



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_

should recognize all of these people, but you do not need to remember their names to do the activity.

Now that you have heard descriptions of the preceding people, try to invent your own descriptions. Give as many short sentences as you can about each photo. Use only words and phrases that you know.

### Actividad C. ¿Y tú?

Now briefly describe a member of your family and a friend. Then describe yourself. You may wish to look at workbook Actividad E (Section 27) for additional guidance.

## CONVERSACIONES: MÁS DESPEDIDAS

### Actividad. Adiós. Hasta luego.

You have already learned how to say good-bye to someone in everyday situations. In this video episode, because Raquel is getting ready to leave Madrid altogether, farewells of a different sort are in order. You will learn more about them in this activity.

#### Paso 1

 Listen to Raquel's final conversation with Sra. Suárez, Federico, and María. Two of them will use approximately the same phrase to wish her well. See whether you can "catch" it. As you listen, try to remember what people were doing as they said good-bye.

Which of these expressions did you hear?

- Que lo pase/pases bien.
- Que tenga/tengas un buen viaje.
- Que le/te vaya bien.

You heard the second option in the excerpt, and you can probably guess that it means *Have a nice trip*. (The other expressions would have been appropriate in this situation as well, although they do not specifically refer to travel.)

Based on what you know about the Spanish verb system, what is the difference between the two verb forms used in this expression? If you said that one is

the more formal form (equivalent to **usted**) and the other is familiar (equivalent to **tú**), you were right. Because Federico and Raquel use **tú** forms with each other, Federico told Raquel **Que tengas un buen viaje**. Both are forms of the verb **tener** that you will study later on in *Destinos*.

### Paso 2



Now listen as Alfredo says good-bye to Raquel. What do you think he will say to her?

Because Alfredo and Raquel address each other more formally, Alfredo says **Que tenga buen viaje**.

### Paso 3

How would you say good-bye to the following people in these situations?

- A good friend of yours is leaving for a vacation in the Caribbean.
- An elderly friend of your parents or grandparents is about to leave for a trip to Europe.

#### Nota cultural: Kissing Hello and Good-bye



In Spain, as well as in other parts of the Hispanic world, people frequently kiss hello and good-bye. This form of greeting is practiced by women with other women and by men with women, but not usually by men with other men.

As you have probably noticed in the video episode, in Spain the kiss is a double one. Women embrace lightly and touch cheeks, first one side, then the other, as they make a soft kissing sound. The same sequence can be followed by a man with a woman, depending on the closeness of the relationship between them. In this video episode, Raquel and Federico shake hands and embrace as they kiss, even though they do not know each other all that well.

In other parts of the Hispanic world a single kiss is more common. The question of whether or not to embrace is an individual one, depending on how comfortable one is with the other person.

## UN POCO DE GRAMÁTICA

### More About Talking About Group Activities

You have already learned to use stem-changing verbs and the pronouns **me**, **te**, and **se** with some verbs to talk about what others are doing.

Don Fernando, ¿piensa Ud. mucho en Rosario?

RAQUEL: Me siento a hablar con la Sra. Suárez.

Stem-changing verbs do not keep the stem change in the **nosotros** form.

FEDERICO: Pensamos ir a Los Ángeles algún día, Raquel. Bueno, si podemos, vamos a ir. Todo depende del dinero (*money*), ¿sabes?

Verbs that require reflexive pronouns use **nos** in the **nosotros** form.

MARÍA: Federico y yo vamos a casarnos este verano. ¡Nos sentimos muy felices!

You will learn more about these forms in the Workbook.

### Actividad. Parejas conocidas

You have met two of Sra. Suárez' three sons and seen them in the context of their significant relationships, Federico with María and Miguel with Elena and the children. Which of her sons might say the following, speaking for himself and his partner, Federico (F) or Miguel (M)? Some of the statements may be appropriate for both.

- F M 1. Somos españoles.
- F M 2. Queremos casarnos pronto.
- F M 3. Podemos ver a mamá todos los días.
- F M 4. Pensamos visitar a mamá este verano.
- F M 5. No nos olvidamos nunca de llamar a mamá los domingos.
- F M 6. Queremos mucho a mi hermano menor (*younger*).
- F M 7. Recordamos una cena muy agradable con Raquel.
- F M 8. Nos sentamos a cenar con los niños todas las noches (*every night*).

### Nota cultural: Los grandes maestros de la pintura española

The previous activities in this lesson have allowed you to listen again to information from the video episode about El Greco and Velázquez. Before beginning to read this **Nota cultural**, listen again to what you heard about Goya in the episode. Then go back to **Lec-  
ción 2** and look at the painting *Guernica* by Pablo Picasso, another famous Spanish painter. In the activity that follows the **Nota cultural**, you will use all of the information you have to decide which of the four created works you have not seen previously in the *Destinos* materials.

#### Los pintores

- Doménikos Theotokópoulos, El Greco<sup>1</sup>

Fechas: 1541 (Creta)–1614 (Toledo)

<sup>1</sup>El... The Greek

Obras<sup>3</sup>/Estilo: Temas religiosos, colores sombríos<sup>4</sup> y oscuros, forma alargada y estilizada de sus figuras.

- **Diego de Silva y Velázquez**

Fechas: 1599 (Sevilla)–1660 (Madrid)

Obras/Estilo: Uso de la luz<sup>5</sup> y de la perspectiva, muchos colores vivos, temas de la realidad, retratos de la familia real.<sup>6</sup>

- **Francisco de Goya y Lucientes**

Fechas: 1746 (Zaragoza)–1828 (Francia)

Obras/Estilo: Al principio,<sup>7</sup> retratos de la familia real, con espíritu crítico. En su período negro, formas grotescas. Precursor de la pintura moderna.

- **Pablo Ruiz Picasso**

Fechas: 1881 (Málaga)–1973 (Francia)

Obras/Estilo: Al principio, cuadros realistas, de las épocas azul y rosa. Luego, padre del «cubismo», estilo que trata de<sup>8</sup> presentar varias facetas del tema al mismo tiempo.<sup>9</sup> Enorme influjo<sup>10</sup> sobre el arte contemporáneo.

**Goya y Picasso: ¿Tienen algo en común?**

- Su obra es extensa y muy variada.
- En algunas de sus obras denuncian los abusos políticos y sociales de su época.
- Fueron testigos<sup>11</sup> de la残酷 de la guerra.
- Ofrecen una visión expresionista (no realista) de la realidad.
- Cultivaron el grabado<sup>12</sup> además de la pintura.
- Murieron en Francia.

<sup>3</sup>Works <sup>4</sup> somber <sup>5</sup> light <sup>6</sup> royal <sup>7</sup> At the beginning <sup>8</sup>trata... tries to <sup>9</sup>At... at the same time <sup>10</sup>influence  
<sup>11</sup>witnesses <sup>12</sup> etching



### Actividad. ¿Quién es el artista?

Based on what you have seen and read (and also on what else you may know about art history), what Spanish artist is the creator of these works? Explain why you made your decision.



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

- Preparación
- ¿Tienes buena memoria?
- Vocabulario del tema

- Conversaciones
- Un poco de gramática

Now scan the words in the **Vocabulario** list to be sure that you understand the meaning of most of them. Then you will be ready to continue on with **Lección 10** in the Workbook.

## VOCABULARIO

### Los verbos

**despedirse** (i) (de) to say good-bye (to)

### Los adjetivos

alto/a	tall
bajo/a	short ( <i>in height</i> )
bonito/a	pretty, attractive ( <i>said of a woman</i> )
corto/a	short ( <i>in length</i> )
delgado/a	thin, slender
feo/a	ugly, unattractive
gordito/a	plump, fat
grande (gran)	big; great
guapo/a	pretty; handsome
joven	young
largo/a	long
nuevo/a	new
pequeño/a	small
viejo/a	old

### Más frases para las descripciones

**Es de mediana estatura.** He/She is of average height.

### Tiene...

barba	a beard
pelo rubio	blond hair
castaño	brown hair
negro	black hair
blanco	white hair
canoso	gray hair

### pelo largo

corto	short hair
ojos claros	light-colored eyes
oscuros	dark eyes
expresivos	expressive eyes

### Las personas

el pintor/la pintora	painter
el novio/la novia	boyfriend/girlfriend

### El arte

el baile	dance
el cuadro	painting
el museo	museum
el retrato	portrait

### Más despedidas

Que tenga (un) buen viaje.	Have a nice trip. (form.)
Que tengas (un) buen viaje.	Have a nice trip. (fam.)

### Las palabras adicionales

otra vez	again
una vez más	one more time

## LECCIÓN 10

### PREPARACIÓN

**Actividad A.** 1. Cierto. 2. Falso. El reportero le da a Raquel la cartera perdida. 3. Falso. Necesita comprar ropa porque es primavera en la Argentina. 4. Falso. Pero ahora el reportero puede hablar con «la maestra», el Sr. Díaz, sobre el premio de la lotería. 5. Falso. Raquel no sabe nada de esto todavía.

### ¿TIENES BUENA MEMORIA?

**Actividad B.** 1. en taxi 2. a las cinco 3. Goya 4. a su mamá y papá

**Preparación.** **Actividad B.** 1. sí 2. sí 3. sí 4. un museo (Pero no puedes saber eso sólo por el título. Todos los lugares son posibles.) **Actividad C.** 1. su vida personal 2. su trabajo 3. un novio **Actividad D.** You should have indicated the following words: alto; delgado; con barba; del pelo corto, no largo; ojos expresivos

### VOCABULARIO DEL TEMA

**Actividad A.** Many answers are possible. Here is one answer for each item. 1. San Francisco tiene barba. 2. La princesa tiene pelo rubio. 3. El pintor es delgado. 4. Las Meninas son bajas. 5. San Andrés es alto. 6. San Andrés tiene pelo blanco. 7. San Andrés es viejo. 8. San Francisco tiene ojos expresivos. 9. La princesa es bonita. 10. La enana (*dwarf*) tiene pelo largo. **Actividad B.** a. 4 b. 6 c. 5 d. 1 e. 8 f. 2 g. 3 h. 7

### UN POCO DE GRAMÁTICA

**Actividad.** 1. F, M 2. F 3. F 4. M 5. M 6. M 7. F, M. Federico y María cenan con Raquel en Madrid. Y Raquel también cena con la familia Ruiz en Sevilla. 8. M