

CONTENTS

Scope and Sequence	xii
Components of <i>¡A su salud!</i>	xiv

Unidad 1a

Note to the Student	1
Vocabulario	3
<i>¡A practicar!</i>	4
Useful Terms and Expressions	6
Principios	8
Identifying Yourself and Others	9
Who Are We?	9
Asking Questions	11
<i>¡A practicar!</i>	13
Gender	15
Number	18
<i>¡A practicar!</i>	19
Word Order: Adjectives	20
<i>¡A practicar!</i>	22
Articles	24
When to Use Articles	24
<i>¡A practicar!</i>	27
Demonstrative Adjectives	28
<i>¡A practicar!</i>	29
Possessive Adjectives	30
<i>¡A practicar!</i>	32
Pronouns	33
<i>¡A practicar!</i>	34
Concepto importante: Agreement	35
<i>¡A practicar!</i>	37
El voseo	40
Self-Reflection	40
Follow-up Tips	41
Do You Remember?	42
Food for Thought	42
Notes from the Field	43
La diabetes	44
Comprobación	46
Sección A	46
Sección B	46
¡A conversar!	47
¡A resumir!	47
Aplicación	48
Escuchar	48
Analizar	48
En la práctica	49
Lengua	49
Más allá	50
Entrevista: Ramón Ruiz	51

Unidad 1b

Note to the Student	53
Vocabulario	54
<i>¡A practicar!</i>	55
Useful Terms and Expressions	57
Principios	59
Verbs in the Present Tense	59
<i>¡A practicar!</i>	61
Stem-Changing Verbs	64
<i>¡A practicar!</i>	66
Irregular Verbs	68
<i>¡A practicar!</i>	70
When to Use the Present Tense	72
<i>¡A practicar!</i>	74
<i>Concepto importante: "to be"</i>	76
<i>¡A practicar!</i>	81
Self-Reflection	84
Follow-up Tips	84
Do You Remember?	84
Food for Thought	85
Notes from the Field	86
Comida y familia	87
Comprobación	88
Sección A	88
Sección B	88
¡A conversar!	89
¡A resumir!	89
Aplicación	90
Conversar	90
Analizar	90
En la práctica	91
Lengua	91
Más allá	92
Entrevista: Jesús Brañas	93

Unidad 2a

Note to the Student	95
Vocabulario	97
<i>¡A practicar!</i>	98
Useful Terms and Expressions	100
Principios	102
Adverbs	102
<i>¡A practicar!</i>	104
The Present Participle	106
<i>¡A practicar!</i>	108
When to Use the Present Participle	109
<i>¡A practicar!</i>	111
The Present Progressive	113
<i>¡A practicar!</i>	114

Past Participles	115
<i>¡A practicar!</i>	116
When to Use the Past Participle	117
<i>¡A practicar!</i>	118
The Present Perfect	120
<i>¡A practicar!</i>	121
When to Use the Present Perfect	122
<i>¡A practicar!</i>	123
<i>Por</i> and <i>Para</i>	124
<i>¡A practicar!</i>	128
<i>Concepto importante:</i> The Present Progressive	131
<i>¡A practicar!</i>	133
Self-Reflection	135
Follow-up Tips	135
Do You Remember?	136
Food for Thought	136
Notes from the Field	137
Muy a Pecho	138
Comprobación	139
Sección A	139
Sección B	139
¡A conversar!	140
¡A resumir!	140
Aplicación	141
Escuchar	141
Analizar	141
En la práctica	142
Lengua	142
Más allá	143
Entrevista: Isaura Rodríguez	144
Unidad 2b	
Note to the Student	145
Vocabulario	147
<i>¡A practicar!</i>	148
Useful Terms and Expressions	150
Principios	152
Preterit	152
<i>¡A practicar!</i>	153
Stem-Changing Verbs in the Preterit	155
<i>¡A practicar!</i>	156
Verbs with Spelling Changes	157
<i>¡A practicar!</i>	159
Irregular Preterit Forms	160
<i>¡A practicar!</i>	162
Imperfect	163
<i>¡A practicar!</i>	164
Expressions of Time	166
<i>¡A practicar!</i>	167

Conjunctions	168
<i>¡A practicar!</i>	171
<i>Concepto importante:</i> Preterit vs. Imperfect	172
<i>¡A practicar!</i>	174
Self-Reflection	176
Follow-up Tips	176
Do You Remember?	177
Food for Thought	177
Notes from the Field	177
¿Cómo se manifiesta el abuso o maltrato?	178
Comprobación	180
Sección A	180
Sección B	180
¡A conversar!	181
¡A resumir!	181
Aplicación	182
Conversar	182
Analizar	182
En la práctica	183
Lengua	183
Más allá	184
Entrevista: José Viller	185

Unidad 3a

Note to the Student	187
Vocabulario	189
<i>¡A practicar!</i>	190
Useful Terms and Expressions	192
Principios	194
Pronouns	194
Direct Object Pronouns	194
<i>¡A practicar!</i>	197
Indirect Object Pronouns	200
<i>¡A practicar!</i>	202
Prepositional Pronouns	204
<i>¡A practicar!</i>	205
Reflexive Pronouns	206
<i>¡A practicar!</i>	208
Reciprocal Pronouns	211
<i>¡A practicar!</i>	212
Indefinite Pronouns	213
<i>¡A practicar!</i>	214
Relative Clauses	215
<i>¡A practicar!</i>	217
The Future Tense	219
<i>¡A practicar!</i>	220
When to Use the Simple Future	222
<i>¡A practicar!</i>	223
<i>Concepto importante:</i> Pronoun Placement	224
<i>¡A practicar!</i>	227

Self-Reflection	228
Follow-up Tips	228
Do You Remember?	229
Food for Thought	229
Notes from the Field	230
Una inyección de salud	231
Comprobación	232
Sección A	232
Sección B	232
¡A conversar!	233
¡A resumir!	233
Aplicación	234
Escuchar	234
Analizar	234
En la práctica	235
Lengua	235
Más allá	236
Entrevista: Dra. Rocío Quiñones	237

Unidad 3b

Note to the Student	239
Vocabulario	241
<i>¡A practicar!</i>	242
Useful Terms and Expressions	244
Principios	246
Formal Commands	247
<i>¡A practicar!</i>	249
Informal Commands	251
<i>¡A practicar!</i>	254
Nosotros Commands	256
<i>¡A practicar!</i>	258
Commands and Object and Reflexive Pronoun Placement	259
<i>¡A practicar!</i>	260
The Conditional	262
<i>¡A practicar!</i>	263
When to Use the Conditional	265
<i>¡A practicar!</i>	267
Concepto importante: Formal vs. Informal Speech	269
<i>¡A practicar!</i>	271
Self-Reflection	274
Follow-up Tips	274
Do You Remember?	275
Food for Thought	275
Notes from the Field	276
Comprobación	277
Sección A	277
Sección B	277
VIH/SIDA entre los hispanos o latinos	278

¡A conversar!	280
¡A resumir!	280
Aplicación	281
Conversar	281
Analizar	281
En la práctica	282
Lengua	282
Más allá	283
Entrevista: Carla Sánchez and Marilyn Brito	284

Unidad 4a

Note to the Student	287
Vocabulario	288
<i>¡A practicar!</i>	289
Useful Terms and Expressions	291
Principios	293
Passive Voice	293
<i>¡A practicar!</i>	296
<i>Se impersonal</i> and Other Ways to Avoid Passive Constructions	298
<i>¡A practicar!</i>	299
Comparisons	301
<i>¡A practicar!</i>	304
Superlatives	307
<i>¡A practicar!</i>	308
<i>Concepto importante:</i> Using Negative Expressions	311
<i>¡A practicar!</i>	314
Self-Reflection	317
Follow-up Tips	317
Do You Remember?	318
Food for Thought	318
Notes from the Field	319
Kimmel, bajo el bisturí	320
La cura del humor	321
Comprobación	322
Sección A	322
Sección B	322
¡A conversar!	323
¡A resumir!	323
Aplicación	324
Escuchar	324
Analizar	324
En la práctica	325
Lengua	325
Más allá	326
Entrevista: Miguel René Moreno	328

Unidad 4b

Note to the Student	331
Vocabulario	332
<i>¡A practicar!</i>	333

Useful Terms and Expressions	335
Principios	337
Mood	338
Subjunctive Signals	339
Present Subjunctive	341
<i>¡A practicar!</i>	343
Verbs with Stem Changes in the Present Subjunctive	346
<i>¡A practicar!</i>	347
Verbs with Spelling Changes in the Present Subjunctive	350
<i>¡A practicar!</i>	351
Irregular Present Subjunctive	353
<i>¡A practicar!</i>	354
Present Perfect Subjunctive	356
<i>¡A practicar!</i>	357
Past Subjunctive	359
<i>¡A practicar!</i>	361
Indirect Commands	363
<i>¡A practicar!</i>	364
<i>Concepto importante: Using the Subjunctive</i>	366
<i>¡A practicar!</i>	372
Self-Reflection	376
Follow-up Tips	376
Do You Remember?	377
Food for Thought	377
Notes from the Field	378
Comprobación	379
Sección A	379
Sección B	379
Vivienda Justa	380
¡A conversar!	382
¡A resumir!	382
Aplicación	383
Conversar	383
Analizar	383
En la práctica	384
Lengua	384
Más allá	385
Entrevista: Debora David	386
Glosario español-inglés	387
English-Spanish Glossary	399
Answer Key Unit 1a	413
Answer Key Unit 1b	415
Answer Key Unit 2a	416
Answer Key Unit 2b	419
Answer Key Unit 3a	422
Answer Key Unit 3b	424
Answer Key Unit 4a	427
Answer Key Unit 4b	429
Acknowledgments	434
Index	435

SCOPE AND SEQUENCE

There are 8 units in the course materials.

The focus of the methodology is *language in use*. Every unit is organized around specific *tasks*. The structures increase in difficulty as the units progress and the tasks become more complicated.

Design of language lesson within each unit

ACTION	DVD SEGMENT	CUADERNO
a. thinking (reading) about a topic		<i>Note to the Student, Notes from the Field,</i> readings from outside sources
b. observing a scene	<i>Historia, En la práctica, Analizar, Escuchar</i>	
c. expressing understanding	<i>En la práctica</i>	<i>En la práctica, Vocabulario, Principios</i>
d. expressing personal thoughts on specific readings or discussions		<i>Principios, ¡A conversar!,</i> readings from outside sources
e. correcting (repairing) expressions (using material developed in <i>d.</i>)		<i>Vocabulario, Principios ¡A conversar!</i> readings from outside sources
f. developing control of language through exercises		<i>Principios, ¡A conversar!,</i> readings from outside sources
g. self-testing		<i>Vocabulario, Principios, Comprobación</i>
h. exploring further	<i>Analizar, Escuchar, En la práctica</i>	<i>Vocabulario, Principios, Más allá, ¡A conversar!</i>
i. creating new material (personalizing, individualizing)		<i>Vocabulario, Principios, ¡A conversar!</i>

PROGRESSION OF UNITS

UNIT	LANGUAGE TASKS	SPANISH LANGUAGE STRUCTURES	HEALTH	
			Issues	Tasks
1a	<ul style="list-style-type: none"> Identifying yourself and others Asking questions Watching for facial expressions and body language 	<ul style="list-style-type: none"> Nominal phrases Nouns, articles, adjectives Subject pronouns Order of words in the sentence 	<ul style="list-style-type: none"> Accidents Poverty Social isolation 	<ul style="list-style-type: none"> Physical exam Discussing pain Speaking under stress Developing rapport
1b	<ul style="list-style-type: none"> Describing present environment Questioning the message to ensure communication 	<ul style="list-style-type: none"> Verbal phrases Regular verbs in the present tense Contrast between <i>ser</i> and <i>estar</i> Irregular present tense 	<ul style="list-style-type: none"> Diabetes Nutrition Immigration 	<ul style="list-style-type: none"> Home visit Building bridges between cultures

UNIT	LANGUAGE TASKS	SPANISH LANGUAGE		
		STRUCTURES	HEALTH	
			Issues	Tasks
2a	<ul style="list-style-type: none"> Establishing time and circumstances of an action Asking for corroboration to avoid misunderstandings 	<ul style="list-style-type: none"> Verbs in the present progressive Past participles as adjectives Present perfect Adverbs Distinction between <i>por</i> and <i>para</i> 	<ul style="list-style-type: none"> Wellness Alternative health practices Diet and exercise Gang violence 	<ul style="list-style-type: none"> Discussing alternative health practices Establishing a climate of trust Using “teachable” moments
2b	<ul style="list-style-type: none"> Telling a story in the past Taking statements as a whole 	<ul style="list-style-type: none"> Verbs in the preterit Verbs in the imperfect Contrast between the preterit and imperfect Conjunctions 	<ul style="list-style-type: none"> High risk pregnancy Domestic violence 	<ul style="list-style-type: none"> Conducting the prenatal intake exam Assessing patients’ and clients’ strengths
3a	<ul style="list-style-type: none"> Establishing agent and object (who did what to whom) Communicating with children 	<ul style="list-style-type: none"> Gender and number Object, reflexive and reciprocal pronouns Relative clauses Verbs in the future 	<ul style="list-style-type: none"> Child health Immunization Informed consent Differing national standards of health care Workplace accidents 	<ul style="list-style-type: none"> Discussing informed consent Working with children Discussing immunizations
3b	<ul style="list-style-type: none"> Ordering someone to do something, convincing Giving clear commands 	<ul style="list-style-type: none"> Formal and informal commands Conditionals 	<ul style="list-style-type: none"> HIV/AIDS Communicable diseases 	<ul style="list-style-type: none"> Dealing with HIV treatment issues and prevention Giving bad news across language and culture
4a	<ul style="list-style-type: none"> Comparing, rejecting and denying, conflict avoidance Expressing agreement and/or negation 	<ul style="list-style-type: none"> Passive voice and impersonal sentences Negative expressions Comparisons of equality and inequality 	<ul style="list-style-type: none"> Mental health Substance abuse in adolescents Patient confidentiality Dosage Rheumatoid arthritis 	<ul style="list-style-type: none"> Assessing mental health Explaining correct dosage across language and culture Working with adolescents
4b	<ul style="list-style-type: none"> Expressing your opinions, feelings Distinguishing subjective elements from facts Using names and titles to establish or reduce distance in a relationship 	<ul style="list-style-type: none"> Present and past subjunctive 	<ul style="list-style-type: none"> Social support Professional networking 	<ul style="list-style-type: none"> Maintaining social support at a distance Developing respectful provider/patient relationships Developing connections with agencies and community organizations focused on Latino health issues

COMPONENTS OF ¡A SU SALUD!

WHAT ARE THE COMPONENTS AND WHERE DO I BEGIN?

The three components of *¡A su salud!* were designed to be viewed as parts of a whole rather than as ancillaries to each other. Recognizing that print, multi-media products, and the web all have different capabilities, and that students have different learning styles, the authors of *¡A su salud!* decided that although the content of the course would center around the *Historia*, none of the components would be more essential than any other. As you will see from the descriptions below, each of the three components contains important information and exercises designed to help you strengthen your Spanish skills.

THE DVD

All activities on the DVD are centered around the *Historia*, the *telenovela*-style drama in eight episodes. On each unit of the DVD you will find activities broken down into various categories. To complete the activities, refer to the instructions and questions for each activity in the textbook:

- **Historia**—This segment contains the unit’s episode of the drama, as well as a summary of the last episode (except for *Unidad 1a*). You should always watch the *Historia* segment for each *unidad* before beginning any other work on the *unidad*.
- **Personajes**—The primary characters of the *Historia* introduce themselves in this segment.
- **Escuchar**—These segments presents a variety of situations that are directly connected to events that have taken place in the *Historia*. These are intended to give the student an opportunity to discuss more profoundly these issues. Note: *Escuchar* segments are only included in the “a” units.
- **Conversar**—These segments gives the students a chance to “listen in” on a conversation between two or more characters from the *Historia*. Each conversation ends with a question posted directly to the student. Note: *Conversar* segments are only included in the “b” units.
- **Analizar**—These segments, much like those of *Escuchar*, are a series of short videos in which the characters discuss an issue or situation from the *Historia*.
- **En la práctica**—These video clips present conversations between a health-care provider and a patient and/or client. In each case the conversation revolves around a condition or circumstance in which cultural differences can influence how one interprets or reacts to a particular situation.
- **Lengua**—These exercises use a combination of new video and clips from the *Historia* to help you apply the language lessons you have learned within specific health and cultural contexts.
- **Entrevista**—These clips contain unscripted conversations with native speakers of Spanish. The clips in the “a” units are interviews with actual healthcare provides. The “b” clips are conversations with some of the professional actors from the *Historia*. In both cases, the student has the opportunity to hear unscripted, conversational speech from native speakers from a variety of regions of Latin America.