

# LECCIÓN 10

## CUADROS\*



\*Paintings

### OBJETIVOS

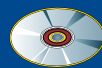
The materials in **Lección 10** of the Textbook and the Workbook/Study Guide will help you better understand the video episode and take you beyond it, giving you additional information about places and characters in the series. The Textbook will also help you to develop skill in using the Spanish language.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

- ways to describe physical characteristics
- more ways to talk about what you are going to do with others

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 headphones symbol in the margin, listen to the CD 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.

The interactive CD-ROM to accompany *Destinos* contains additional practice with the video storyline and will help you improve your skills in Spanish.



**BEFORE VIEWING . . .****1****P**REPARACIÓN**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. Díaz una vez más (*once more*)?  
 Sí No 2. ¿Va a conocer a la novia de Federico?  
 Sí No 3. ¿Va a despedirse de (*say good-bye to*) la Sra. Suárez?  
 4. El título de este episodio es «Cuadros». ¿Qué lugar crees que Raquel va a visitar en este episodio?  
 a. \_\_\_\_ la casa de un artista      c. \_\_\_\_ una galería de arte  
 b. \_\_\_\_ un museo

**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*.

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*).



### 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.

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

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## ¿TIENES BUENA MEMORIA?

### Actividad A. ¿Qué hicieron?



#### Paso 1

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

Raquel

1.  Por fin le da la foto de Miguel y Jaime a la Sra. Suárez.
2.  No ve al reportero y al Sr. Díaz otra vez (*again*).
3.  Todavía no tiene el certificado de nacimiento de Ángel Castillo.

Federico

4.  Tiene una novia que es pintora.
5.  No tiene la oportunidad de despedirse de Raquel.

La Sra. Suárez

6.  Va con Raquel a la escuela de baile donde trabaja la novia de Federico.
7.  Se despide de Raquel y le da un consejo.



#### Paso 2

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



### Actividad B. ¡Un desafío!

With a partner, discuss the following details from **Episodio 10**. How much can you both remember?

1. Después 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*)?

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## VOCABULARIO DEL TEMA



### ¿Cómo son? Los adjetivos descriptivos

<b>alto/a</b>	tall
<b>bajo/a</b>	short ( <i>in height</i> )
<b>de mediana estatura</b>	average height
<b>bonito/a</b>	pretty, attractive ( <i>said of women</i> )
<b>guapo/a</b>	pretty; handsome
<b>feo/a</b>	ugly, unattractive
<b>corto/a</b>	short ( <i>in length</i> )
<b>largo/a</b>	long



<b>grande</b>	big	<b>delgado/a</b>	thin, slender	<b>joven</b>	young
<b>pequeño/a</b>	small	<b>gordito/a</b>	plump, fat	<b>nuevo/a</b>	new
				<b>viejo/a</b>	old

<b>Tiene...</b>	He/She has . . .
<b>barba</b>	a beard
<b>pelo rubio</b>	blond hair
<b>castaño</b>	brown hair
<b>negro</b>	black hair
<b>blanco</b>	white hair
<b>canoso</b>	gray hair

<b>Tiene...</b>	He/She has . . .
<b>pelo largo</b>	long hair
<b>corto</b>	short hair
<b>ojos claros</b>	light-colored eyes
<b>oscuros</b>	dark eyes
<b>expresivos</b>	expressive eyes

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 CD. Match the description with the following photos. First take a few seconds to scan the photos.



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. \_\_\_\_\_

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



**Actividad C. Más descripciones**

Create a brief description of a classmate. The classmate will do the same of you. Then exchange descriptions and see whether each of you agrees with the description your partner made of you. You may wish to look at Workbook /Study Guide **Actividad E** (Section 27) for additional guidance.



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

**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 one 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.

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**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/Study Guide.



### Actividad. ¿Qué hacemos?

#### Paso 1

Indicate whether the following sentences are **Cierto (C)** or **Falso (F)** for you and your classmates.

- C F 1. Siempre nos acordamos de traer (*to bring*) la tarea a clase.
- C F 2. Nos sentamos en el mismo (*same*) lugar todos los días.
- C F 3. Queremos sacar (*to get*) una A en esta clase.
- C F 4. No nos olvidamos nunca de estudiar para los exámenes.
- C F 5. Podemos entender al profesor/a la profesora sin mucha dificultad.

#### Paso 2

Working with a partner, compare your answers. How many do you agree on? Then, correct the statements you both marked as **Falso**.

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## LECTURA 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 **Lectura cultural**, listen again to what you heard about Goya in the episode. Then go back to **Lección 2** and look at the painting *Guernica* by Pablo Picasso, another famous Spanish painter. In the activity that follows the **Lectura 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)

*Obras/Estilo:* Temas religiosos, colores sombríos<sup>3</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>4</sup> y de la perspectiva, muchos colores vivos, temas de la realidad, retratos de la familia real.<sup>5</sup>

- **Francisco de Goya y Lucientes**

*Fechas:* 1746 (Zaragoza)–1828 (Francia)

*Obras/Estilo:* Al principio,<sup>6</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>7</sup> presentar varias facetas del tema al mismo tiempo.<sup>8</sup> Enorme influjo<sup>9</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>10</sup> de la crueldad de la guerra.
- Ofrecen una visión expresionista (no realista) de la realidad.
- Cultivaron el grabado<sup>11</sup> además de la pintura.
- Murieron en Francia.

<sup>1</sup>El... *The Greek* <sup>2</sup>Works <sup>3</sup>somber <sup>4</sup>light <sup>5</sup>royal <sup>6</sup>Al... *At the beginning* <sup>7</sup>trata... *tries to* <sup>8</sup>al... *at the same time* <sup>9</sup>influence <sup>10</sup>witnesses <sup>11</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 each of these works? Explain why you made your decision.





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## INTERCAMBIO



In this activity, you will discuss physical traits of family members.

### Paso 1

Interview someone in the class, asking questions about his or her mother's and father's physical traits. You may ask your instructor for help if you need it. (If your partner is an adopted child [**un hijo adoptivo/una hija adoptiva**] or does not remember his or her parents, ask him or her questions about family members he or she *does* know, even if they are of his or her adoptive family.)

Descripción de la mamá	Descripción del papá	¿Otro miembro de la familia?

### Paso 2

Now describe who your partner most closely resembles, the mother or the father (or another family member). Write up your reasons, using the following models. The verb phrase **se parece a** means *he/she resembles*.

**MODELOS:** \_\_\_\_\_ se parece más a su papá porque... En ciertas cosas, se parece a su mamá. Por ejemplo, ...

\_\_\_\_\_ no se parece ni a su mamá ni a su papá porque...

## VOCABULARIO

### Los verbos

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

### Los adjetivos

**alto/a** tall  
**bajo/a** short (*in height*)  
**bonito/a** pretty, attractive (*said of a woman*)  
**corto/a** short (*in length*)  
**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...** He/She has . . .

**barba** a beard

**pelo rubio** blond hair

**castaño** brown hair

**negro** black hair

**blanco** white hair

**canoso** gray hair

**pelo largo** long hair

**corto** short hair

**ojos claros** light-colored eyes

**oscuros** dark eyes

**expresivos** expressive eyes

**Las personas**

**el novio/** boyfriend/

**la novia** girlfriend

**el pintor/la pintora** painter

**El arte**

**el baile** dance

**el cuadro** painting

**el museo** museum

**el retrato** portrait

**Las palabras adicionales**

**otra vez** again

**una vez más** one more time