

1 AULA

INTERNACIONAL PLUS

A SPANISH COURSE
FOR ENGLISH SPEAKERS



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Pedagogical coordination: Neus Sans

DOWNLOADABLE
MP3

WITH
SPANISH-ENGLISH
GLOSSARY

difusión



1 AULA INTERNACIONAL PLUS

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About Aula internacional Plus

AULA INTERNACIONAL was first published with the aim of offering a modern, efficient and accessible textbook for Spanish learning, featuring the most advanced communication techniques. The response to the textbook could not have been better: hundreds of language schools and thousands of teachers have relied on our textbook over the years, and many hundreds of thousands of students have used it to learn Spanish.

AULA INTERNACIONAL PLUS is a careful update to the textbook that remains true to its initial objectives, including putting students at the centre of the learning process; prioritising meaningful use of the language; offering a modern vision of Spain and Spanish speaking countries that is free of stereotypes; and making teaching easier. In addition, this edition brings together contributions from over 1,000 textbook users, updates the subject matter, approaches and texts, renews the illustrations, offers greater flexibility and further integrates digital materials.

The textbook you hold in your hands was designed for you. Thank you for choosing **AULA INTERNACIONAL PLUS**.

ABOUT THE UNITS IN **AULA INTERNACIONAL PLUS**

EMPEZAR

The first double-page spread in the unit features an explanation of the activity to be carried out at the end of the unit, and the communicative, grammatical and vocabulary resources that will be used. The unit topic is approached through an activity that helps students activate their prior knowledge, and allows you to have an overview of the vocabulary required.

3 ¿DÓNDE ESTÁ SANTIAGO?

DURING THIS UNIT YOU WILL TEST YOUR KNOWLEDGE OF THE HISPANIC WORLD

COMMUNICATION RESOURCES

- describing places
- expressing existence and location
- talking about climate and the weather

GRAMMAR RESOURCES

- uses of *hay*
- the verb *estar*
- the superlative
- quantifiers: *may*, *muchos/as*, *muchas/os/as*
- *que*, *cual/es*, *cuántos/as*, *dónde*, *cómo*

VOCABULARY RESOURCES

- climate and the weather
- geography
- information about countries
- cardinal points
- seasons

Empezar

1. CIUDADES QUE SE LLAMAN SANTIAGO

Look at the pictures and read the comments from the people below. Which city is each person talking about?

JULIA
"Por fin en Santiago, después de un largo camino".

RAMÓN
"Santiago, la segunda ciudad más importante de la isla".

MARIANA
"Santiago, la capital del país, con sus montañas nevadas. ¡Es la cordillera de los Andes!".

Mapamundi

Santiago de Chile

Santiago de Cuba

Santiago de Compostela

campus360 difusión

curso y día 42

COMPRENDER

This double-page spread features a range of texts and documents (web pages, emails, newspaper articles, brochures, tests, advertisements, etc.) for you to work on. The texts provide a context for the basic linguistic and communicative content of each unit. They act as the basis for basic comprehension activities.

Comprender
3

AUDIO, VIDEO AND ALTERNATIVE DOCUMENTS ARE AVAILABLE ON [www.ia2.com](#)

2. TRES CIUDADES CON EL MISMO NOMBRE

A. Read the report and say which city each of these sentences refers to, according to the information in the text. There might be more than one correct answer.

- Es la capital del país.
- Es la ciudad más poblada de las tres.
- Es una ciudad de peregrinaje.
- Tiene el reconocimiento de la Unesco.
- Hay cafeterías antiguas cerca.
- Es la ciudad más antigua de las tres.
- Está cerca de áreas naturales de interés.

B. Search for other cities called Santiago on the internet. Where are they? Share your results with the rest of the class. How many cities did you find?

C. Do you know of any other cities with the same name? What are they? Share your answer with the class.

3. CAPITAL: SANTIAGO

A. What do you know about Chile? Share your answer with the rest of the class.

B. Read this infographic about Chile and fill in the blanks with the words in the tags.

lugares de interés turístico población clima capital un plato típico
un producto importante lengua oficial moneda

Construimos el

Complete the sentences about your country.

- La capital es _____
- La lengua oficial(es) es / son _____
- La moneda es _____
- Tiene _____ habitantes
- El clima es _____
- Un producto importante es _____
- Un plato típico es _____
- Los lugares de interés turístico son _____

EXPLORAR Y REFLEXIONAR

Over these four pages you will work actively on observing the Spanish language –through texts and short excerpts– using these resources to practice the language in a guided way. This allows you to discover how the language works across all its different aspects (morphological, lexical, syntactic, functional, textual, etc.), while reinforcing your grammar knowledge.

Explorar y reflexionar
3

AUDIO, VIDEO AND ALTERNATIVE DOCUMENTS ARE AVAILABLE ON [www.ia2.com](#)

4. EL BLOG DE LOLA

A. Read the blog. Lola is travelling around Latin America and writing a blog. Which country do you think she is in now? Guatemala, Argentina or Cuba?

B. Now read the text in section A again and write down the sentences that contain **es / son** and the sentences with **está / están**. Do you understand why they are used?

C. Underline the sentences that include **hay**. Which words come after **hay**? Do you understand what this verb is used for?

D. Write sentences with the following constructions.

- En mi país **hay** _____
- En mi país **no hay** _____
- Mi país **es** _____
- Mi país **está** _____
- En mi ciudad **hay** _____
- En mi ciudad **no hay** _____
- Mi ciudad **es** _____
- Mi ciudad **está** _____

5. ¿ARGENTINA TIENE MÁS DE 75 MILLONES DE HABITANTES?

A. Read these sentences about Argentina. Do you think they are true or false? Write down your answers.

- Tiene más de 75 millones de habitantes.
- El centro y el sur del país son las zonas más pobladas.
- En el sur de Argentina hay muchos lagos.
- El clima es tropical en todo el país.
- Los Andes están en el oeste.
- El té es a caballo en un plato típico.
- El mate es una bebida típica.
- Hay dos lenguas oficiales: el inglés y el español.
- Boca Juniors y River Plate son dos equipos de fútbol.

B. Now listen to the audio and check if your answers in section A are correct.

C. Read these sentences and note the highlighted words. Then complete the rule.

- ¿Argentina es un país muy turístico?
- En el sur **hay** mucho frío y en algunas zonas **llueve** mucho y nieva.
- ¿Y **hay** muchas montañas?
- En Argentina **hay** muchos cerros, volcanes...
- Los argentinos **comen** mucha carne, ¿no?

D. Work with the transcription and find examples for each case in the table in section C.

1. HAY	2. MUCHO, MUCHA, MUCHOS, MUCHAS	3. MUCHO
my surface		

About Aula internacional Plus

LÉXICO

This section includes the basic vocabulary for the unit, which is shown in a very visual way. Students can discover collocations to help them learn how Spanish words are combined.

Léxico

EL TIEMPO Y EL CLIMA

- Hacer calor / Hacer frío
- Hacer viento
- Está soleado / Hay nubes

DATOS SOBRE PAÍSES

- El clima es templado / tropical / frío / húmedo / cálido / helado.
- Los lenguajes oficiales
- La moneda
- La población
- El idioma
- El idioma más hablado
- El idioma más hablado en el mundo

PUNTOS CARDINALES

Norte, Sur, Este, Oeste

ESTACIONES DEL AÑO

Primavera, Verano, Otoño, Invierno

CONTINENTES Y OCEANOS

Europa, África, América, Asia, Oceanía

Gramática y comunicación

DESCRIBE (¿CÓMO SON LOS PAÍSES Y QUÉ ES?)

VERB + SUBJECTIVE

VERB + OBJECTIVE

EXPRESSIONS OF LOCATION

THE SUPERLATIVE

COMPARATIVES

ADJECTIVE + RELATIVE

EXPRESSIONS OF LOCATION

PRACTICAR Y COMUNICAR

The three pages in this section are dedicated to linguistic and communication practice, with a range of suggested activities. This is a section for practising how language works through communicative mini-tasks that put the unit contents into practice. Many of the activities are based on your background as an individual, as a student, and as a group. This means students can use their experiences and their perception of their surroundings in real and meaningful communication.

At the end of this section, the textbook suggests a number of tasks involving different skills that are brought together in a final activity –written or oral– that allows learners to see their progress and check their Spanish skills.

Practicar y comunicar

9. ¿OSOS EN ESPAÑA?

Four things on the map are not from Spain. What are they? Discuss your answers in pairs.

10. ¿DE QUÉ PAÍS SE TRATA?

Guess which Spanish speaking country is being referred to in each case. Your teacher knows the answers.

11. ¿TE SORPRENDE?

These photos show relatively unknown images from six countries in the Spanish speaking world. Do you know which ones they are? Write it down.

Now read the text and see which ones you got right.

Practicar y comunicar

12. ¿TE SORPRENDE UN PAÍS INTERESANTE?

Think of a country you are interested in or that you know well, and write a short text about it.

13. ¿TE SORPRENDE UN CONCURSO SOBRE PAÍSES?

Divide the class into two teams. Each team should prepare eight quiz cards with questions about countries (from the Spanish speaking world or otherwise).

CONCURSO EL MUNDO HISPANO

¿Cuál es la capital de Uruguay?

¿Cuál es la moneda de Uruguay?


¿Cuál es el idioma de Uruguay?

VÍDEO

All the units finish off with a different type of video including reports, interviews and short films. The media is available on **campus difusión**, and brings learners closer to the social and cultural reality of Spanish-speaking countries.

3

Video



14. CURIOSIDADES DE VENEZUELA

BEFORE WATCHING THE VIDEO

A. Before watching the video, read the following facts about Venezuela and mark which one you think are true or false.

1. Hay playas.	<input type="checkbox"/>	5. Tiene el mismo clima en todo el país.	<input type="checkbox"/>
2. No nieva nunca.	<input type="checkbox"/>	6. Hay tres sitios declarados Patrimonio de la Humanidad.	<input type="checkbox"/>
3. Hay selva.	<input type="checkbox"/>	7. Produce cacao.	<input type="checkbox"/>
4. Hay lagos muy grandes.	<input type="checkbox"/>	8. Hay tres lenguas oficiales.	<input type="checkbox"/>

WATCH THE VIDEO

B. Now watch the video and check the answers for A.

C. Watch the video again: What is special about these places? Write it down in your exercise book.

1. La zona de los Andes tropicales.	5. La ciudad colonial de Coro y la Ciudad Universitaria de Caracas.
2. El lago de Mucubajón.	6. El Sello Ángel.
3. Los parques nacionales Parima Tapirapé y Canaima.	7. El teleférico de Mérida.
4. El shechomra cacao.	

AFTER WATCHING THE VIDEO

D. In groups, choose one of the places in section C and look up pictures and information. Then create an interactive map of Venezuela with the rest of the class, presenting the information you have found.


THE UNITS ARE ROUNDED OFF WITH THE FOLLOWING SECTIONS AT THE END OF THE BOOK

MÁS EJERCICIOS

This section covers seven pages in each unit and includes practical activities to help you go over the linguistic aspects you have already studied. Although the exercises are designed for independent work, they can also be used in class.

Más ejercicios

7. Look at the map and write sentences using *hay, es/son, está/s*.



Más ejercicios

18. Complete the following texts about the climate in Spain using *may, mucho, muchos, muchas*.

España es un país con climas diferentes. En la zona mediterránea, los veranos son _____ y no hace _____ frío. En el norte, en general, hace _____ y las temperaturas son más suaves. En el interior, las temperaturas son más extremas: en verano hace _____ calor y en invierno hace _____ frío. En _____ poco durante todo el año y en verano hace _____ calor.

19. Write a similar text in your exercise book to describe the climate in your country.

20. Which words do you associate with each season? Write them down.

invierno	verano
primavera	otoño

21. Complete the sentences with the following words.

capital continente río bahías ciudad

a. El Nilo es el _____ más largo de África.
b. Cuba es una _____ del Caribe.
c. El Everest es la _____ más alta del mundo.
d. Bilbao es una _____ del norte de España.
e. La _____ de los Andes está en Sudamérica.
f. Lima es la _____ de Perú.
g. El pisco es una _____ típica de Perú y de Chile.

22. Which adjectives can be combined with the words in the table?

blanco	rojo	temperado	suave
húmedo	hervido	precioso	suavemente
intenso	hervido	hervido	suavemente
hervido	hervido	hervido	suavemente
hervido	hervido	hervido	suavemente

CLIMA BIODIVERSIDAD PAÍS COMEDIA

MÁS GRAMÁTICA

As a complement to the *Gramática y comunicación* section in each unit, this section includes more extensive explanations and the conjugations for all the verb tenses studied up to this level.

Más gramática

PROCESIVOS

The processes used to identify a word's grammatical function are:

1. The process of identifying a word's grammatical function is based on the word's form (its inflection).

2. The process of identifying a word's grammatical function is based on the word's position in the sentence.

3. The process of identifying a word's grammatical function is based on the word's meaning.

PROCESOS

The processes of identifying a word's grammatical function are:

1. The process of identifying a word's grammatical function is based on the word's form (its inflection).

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About Aula internacional Plus

UNDERSTANDING THE TEXTBOOK



This icon indicates which activities come with an audio file, which is available on **campus difusión**.



This icon indicates that a different oral text is available on **campus difusión**, in a different variety of Spanish than the one shown in the book (indicated by the country's initials).



In some cases, the units include audiovisual media to illustrate vocabulary, grammatical and cultural phenomena, etc.

/MÁS EJ. 9, 10

This indicates which exercises in the *Más ejercicios* section are related to an activity.

+ P. 153

This reference indicates which section of *Más gramática* students should go to in order to learn more about this grammar topic.

Construimos el



This section allows students to work with the most important and useful vocabulary (for their needs) in a personal and meaningful way.

CÁPSULA DE FONÉTICA



All the units include a phonetics capsule, available on **campus difusión**. It is an animated video with very visual explanations to help you work on and improve your intonation and pronunciation in Spanish.

+ Para comunicar

These tables include linguistic resources to help students express themselves and produce texts with more complex vocabulary.

Para comparar

These tables offer notes on a number of different issues (linguistic, social, cultural, etc.) and give students the chance to observe and compare with their own language or culture.

MAP

The texts marked with this icon have an alternative version on **campus difusión**. These texts allow students to see how collocations and prepositions are used in Spanish, making them easier to learn.

ALT

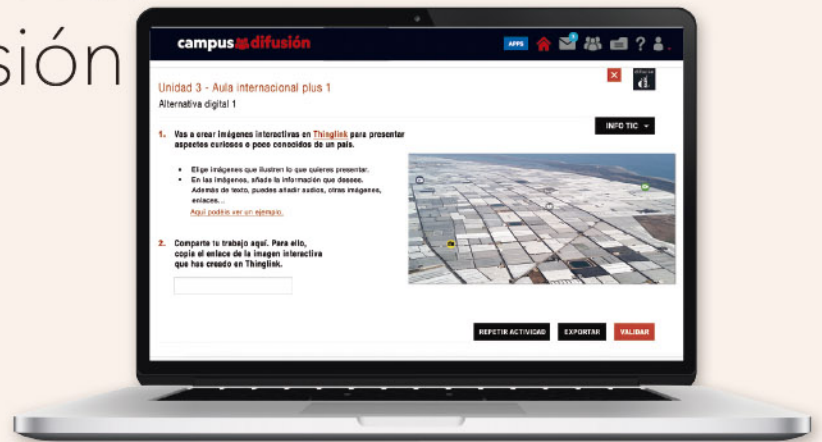
In addition to the texts provided in the book, the activities marked with this icon have an alternative text on **campus difusión**. This means you can work on the unit content through different texts and topics.

ALT | DIGITAL

This icon identifies the activities students can carry out using digital tools (apps, websites, etc.). **campus difusión** has a worksheet with the guidelines that need to be followed.

Aula internacional Plus and Campus Difusión

For a more interactive
experience, all the digital
resources for **AULA
INTERNACIONAL PLUS** are
available on:



campus difusión

- ✓ Audio and video content
- ✓ Phonetics capsules
- ✓ Text mapping
- ✓ Digital alternatives
- ✓ Alternative audio and texts
- ✓ Interactive digital book in two formats (flipbook and HTML)
- ✓ Transcriptions of the audios
- ✓ Projectable worksheets
- ✓ Complementary worksheets
- ✓ Annotated edition for teachers
- ✓ Exams and tests
- ✓ Course planning
- ✓ Glossaries

campus.difusion.com

Recursos para estudiantes y docentes
campus  difusión

P. 10

0/ EN EL AULA

LEARN HOW TO INTRODUCE YOURSELF,
ASK QUESTIONS IN CLASS
AND SAY HELLO AND GOODBYE

saying hello and goodbye · in the classroom
· numbers from 1 to 10 · the alphabet
· resources to develop your learning abilities
in Spanish class

PHONETICS

intonation of partial questions
and answers



P. 14

1/ NOSOTROS Y NOSOTRAS

GET TO KNOW YOUR CLASSMATES
BETTER

COMMUNICATION RESOURCES

ask for and give personal information · saying hello
and goodbye

GRAMMAR RESOURCES

gender in nationalities and professions
· the verbs **ser**, **tener** and **llamarse** · personal
pronouns

VOCABULARY RESOURCES

numbers · nationalities · professions
· workplaces

PHONETICS

vowels



P. 28

2/ QUIERO APRENDER ESPAÑOL

TALK ABOUT YOUR RELATIONSHIP
WITH SPANISH AND SPANISH
CULTURE

COMMUNICATION RESOURCES

expressing intentions · explaining the
motivations for what you do · talking about
what you do in different languages

GRAMMAR RESOURCES

gender · definite articles (**el**, **la**, **los**, **las**) and
indefinite articles (**un**, **una**, **unos**, **unas**)
· the **presente de indicativo**: regular verbs
ending in **-ar**, **-er**, **-ir** · uses of **por**, **para** and
porque

VOCABULARY RESOURCES

languages · activities in language class
· leisure activities

PHONETICS

connectors



P. 84

6/ DÍA A DÍA

DISCOVER YOUR
CLASSMATES' HABITS
AND AWARD PRIZES

COMMUNICATION RESOURCES

talking about habits · expressing frequency
· asking for and giving the time

GRAMMAR RESOURCES

the **presente de indicativo** of irregular verbs
· pronominal verbs
· **yo también** / **yo tampoco** /
yo sí / **yo no** · **primero** / **después** / **luego**

VOCABULARY RESOURCES

days of the week · times of day
· daily activities

PHONETICS

intonation: narration
and enumeration



P. 98

7/ ¡A COMER!

CREATE A SET MENU
AND CHOOSE THE DISHES
YOU LIKE

COMMUNICATION RESOURCES

learning how to get by in bars and restaurants
· asking for and giving information about food
· talking about eating habits

GRAMMAR RESOURCES

the verbs **poner** and **traer** · direct object pronouns
(**lo**, **la**, **los**, **las**) · uses of **de** and **con**

VOCABULARY RESOURCES

food · ways of cooking · utensils and recipients ·
typical dishes in Spain and
Latin America

PHONETICS

the **che**
and the **jota**



P. 112

8/ EL BARRIO IDEAL

IMAGINE AND DISCOVER
THE IDEAL NEIGHBOURHOOD

COMMUNICATION RESOURCES

discover villages, neighbourhoods and cities
· talk about what you like the most about a
place · ask for and give directions · express
tastes and highlight aspects

GRAMMAR RESOURCES

quantifiers (**algún**, **ningún**, **mucho**...)
· prepositions and adverbs of place (**a**, **en**,
al lado de, **lejos**, **cerca**...)

VOCABULARY RESOURCES

services and places in cities · adjectives to
discover neighbourhoods and cities

PHONETICS

diphthongs



P. 42

3 / ¿DÓNDE ESTÁ SANTIAGO?

TEST YOUR KNOWLEDGE OF THE HISPANIC WORLD

COMMUNICATION RESOURCES

describing places • expressing existence and location • talking about climate and the weather

GRAMMAR RESOURCES

uses of **hay** • the verb **estar** • the superlative • quantifiers: **muy, mucho / mucha / muchos / muchas** • **qué, cuál / cuáles, cuántos / cuántas, dónde, cómo**

VOCABULARY RESOURCES

climate and the weather • geography • information about countries • cardinal points • seasons

PHONETICS

accentuation



P. 56

4 / ¿CUÁL PREFIERES?

GO SHOPPING AT A MARKET

COMMUNICATION RESOURCES

identifying items • expressing needs • buying in shops: asking for products, asking about prices, etc. • talking about preferences

GRAMMAR RESOURCES

demonstratives: **este / esta / estos / estas, esto • el / la / los / las** + adjective • **qué** + noun, **cuál / cuáles** • **tener que** + infinitive • the verbs **ir** and **preferir**

VOCABULARY RESOURCES

numbers over 100 • colours • clothes and accessories • objects in daily use • uses of the verb **llevar** • combinations with the verb **ir**

PHONETICS

the **erre**



P. 70

5 / TUS AMIGOS SON MIS AMIGOS

INTRODUCE AND DESCRIBE A PERSON

COMMUNICATION RESOURCES

talking about physical appearance and personality • expressing and comparing likes, dislikes and interests • asking about likes and dislikes • talking about personal relationships

GRAMMAR RESOURCES

the verb **gustar** • quantifiers (**muy, bastante, un poco**) • possessives • **también / tampoco** • diacritical accents

VOCABULARY RESOURCES

family • personality adjectives • music

PHONETICS

intonation in questions



P. 126

9 / ¿SABES CONDUCIR?

CHOOSE THE IDEAL CANDIDATE FOR A JOB

COMMUNICATION RESOURCES

talking about past experiences • talking about skills and abilities • talking about people's strengths and weaknesses

GRAMMAR RESOURCES

the **pretérito perfecto** • **saber** + infinitive • **poder** + infinitive

VOCABULARY RESOURCES

professions • personality adjectives • skills and abilities • quantifiers

PHONETICS

pronunciation of /p/, /t/, /k/



P. 140

MÁS EJERCICIOS

P. 204

MÁS GRAMÁTICA

P. 230

GLOSARIO

0

EN EL AULA

DURING THIS UNIT YOU WILL
LEARN HOW TO INTRODUCE YOURSELF,
ASK QUESTIONS IN CLASS
AND SAY HELLO AND GOODBYE

1. ME LLAMO ANDERSON. ¿Y TÚ?


A. Introduce yourself to your classmates.



- *Hola, me llamo Anderson. ¿Y tú? ¿Cómo te llamas?*
- *Me llamo Giovanna.*

B. Now write your name on a piece of paper and place it on the table.


2. SONIDOS

A.  01 In which conversations are they speaking Spanish? And in which conversations are they speaking another language? Listen and note down your answer.

	1	2	3	4	5	6	7	8	9
HABLA ESPAÑOL									
OTRAS LENGUAS									

B.  01 Listen to the dialogues in Spanish again. Can you understand anything?

3. HOLA, ¿QUÉ TAL?

 02 Listen to these ways of saying hello and goodbye. Write down the number according to the order you hear them.

SALUDOS

- ¿Cómo estás?
- Buenas tardes
- Buenos días
- Buenas noches
- Hola
- ¿Qué tal?

DESPEDIDAS

- ¡Hasta pronto!
- Chau
- ¡Hasta luego!
- ¡Adiós!

1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez



4. ¿CÓMO SE ESCRIBE?

A.  03  Listen to the letters of the alphabet and repeat them.

A	a	Alberto	Ñ	eñe	España
B	be	Buenos Aires	O	o	Óscar
C	ce	Cuba	P	pe	Pérez
D	de	Diego	Q	cu	Quito
E	e	Elena	R	erre	Ramón
F	efe	Federico	S	ese	Sara
G	ge	García	T	te	Teresa
H	hache	Honduras	U	u	Uruguay
I	i	Ignacio	V	uve	Venezuela
J	jota	Javier	W	uve doble	Walter
K	ca	Kenia	X	equis	Álex
L	ele	Luis	Y	ye	Yalta
M	eme	María	Z	zeta	Zaragoza
N	ene	Natalia			

B. Which words in the table above are countries or cities?

C. Your teacher will decide on a letter. If your name starts with that letter, say your name and spell it.

- *Ese.*
- *¡Yo! Susan: ese, u, ese, a, ene.*

5. LAS COSAS DE LA CLASE

A. Do you know what these things are called? Work in pairs to match the pictures with their names.



silla

mesa

pizarra

proyector

libro

hoja de papel

papelera

bolígrafo

mochila

tableta

ordenador

estuche

cuaderno

CÁPSULA DE FONÉTICA O



Entonación de preguntas parciales y su respuesta

- ¿Cómo se dice esto en español?
- Pizarra.
- ¿Qué significa "ordenador"?
- Computer.
- ¿Cómo se pronuncia "pizarra"?

+ Para comunicar

- ¿Cómo se dice esto en español?
- ¿Qué significa "ordenador"?
- ¿Cómo se pronuncia "pizarra"?

6. ¿QUÉ SIGNIFICA "VALE" ?

Do you understand these phrases?



1

NOSOTROS Y NOSOTRAS

