

# 2A Tu día en la escuela

## ▼ Chapter Objectives

### Communication

By the end of this chapter you will be able to:

- Listen to and read descriptions of school subjects and schedules
- Talk and write about classes, school activities, and likes and dislikes
- Exchange information while explaining what classes and activities you and friends have in common

### Culture

You will also be able to:

- Compare your school day with those of students in Spanish-speaking countries
- Compare sports and attitudes towards sports in the Spanish-speaking world and the United States

You will demonstrate what you know and can do:

- Presentación oral, p. 93
- Preparación para el examen, p. 97

You will use:

#### Vocabulary

- School subjects and schedules
- School supplies
- Class descriptions

#### Grammar

- Subject pronouns
- Present tense of -ar verbs

## Exploración del mundo hispano

### Country Connection Your Day at School



realidades.com



Reference Atlas



Videocultura y actividad



Mapa global interactivo



Unos estudiantes,  
San Cristóbal de las Casas,  
México



## Arte y cultura | Colombia

**Colombian artist Fernando Botero** (1932– ) is among the best known and most respected Latin American artists. His works have been exhibited around the world in prestigious museums, galleries, and open-air places. Botero's style is unique and recognizable. *Pedrito Botero*, shown in the painting, was the artist's son. He died in a car accident when he was four years old.

- Based upon the painting, how could you describe Botero's style?

"Pedrito" (1997), Fernando Botero ▶  
©Fernando Botero, courtesy of the Marlborough Gallery, New York.



Read, listen to, and understand information about









- ▶ the school day
- ▶ subjects and classes
- ▶ school supplies

# Vocabulario en contexto

## El horario de Alicia

“Me gusta mucho mi **horario**. En la **primera hora**, tengo la **clase de** tecnología . . . ¡es mi **clase favorita!** Es **interesante** y **práctica**. Pero a veces es **difícil**”.



primera hora		tecnología
segunda hora		arte
tercera hora		ciencias sociales
cuarta hora		ciencias naturales
quinta hora		el almuerzo
sexta hora		español
séptima hora		matemáticas
octava hora		inglés
novena hora		educación física

### Más vocabulario

décimo, -a      tenth

“Tengo **mucha tarea** en la clase de inglés”.

“**Estudio** mucho en la clase de español. Para mí, la clase de español es **más** interesante **que** la clase de matemáticas”.

“Para la clase de matemáticas **necesito una calculadora y una carpeta de argollas**”.

“Para la clase de español necesito **un diccionario**”.



21 a 27 de octubre

jueves	Inglés
24	Leer páginas 28-43 Actividades 3, 5-7, 10 Escribir 2 cuentos

viernes

25

## 1 ¿Sí o no? |

### Escuchar

You will hear Alicia make several statements about her school day and schedule. Give a “thumbs-up” sign if what she says is true or a “thumbs-down” sign if what she says is false.

## 2 El horario de Alicia |

### Escuchar

Listen to Alicia as she describes her class schedule. Touch the picture of each class as you hear it.

Más práctica

GO

realidades.com | print

Instant Check	✓	
Guided WB pp. 53–58	✓	✓
Core WB pp. 31–32	✓	✓
Comm. WB p. 35	✓	✓
Hispanohablantes WB p. 52		✓

# El primer día de clases

Es el primer día de clases en la Escuela Bilingüe en la Ciudad de México.



## Strategy

### Using context clues

You can often guess the meaning of new words by reading the words around them and understanding what the rest of the sentence or paragraph is about.

- Based on the words around it, what does *enseña* mean in Panel 2?



**Claudia:** Teresa, ¿qué clase **tienes** en la primera hora?

**Teresa:** Tengo la clase de inglés.



**Teresa:** **Necesitas hablar** con el señor Treviño, en la oficina.

**Claudia:** Buena idea.



**Claudia:** Buenos días, señor Treviño. Necesito hablar con Ud. Tengo la clase de matemáticas . . .

**Sr. Treviño:** Sí, sí, Claudia, pero ahora no es posible. Mañana.



**Srta. Santoro:** Buenos días, estudiantes. Las matemáticas son muy interesantes y prácticas, ¿verdad?

**Estudiantes:** Sí, profesora.

**Srta. Santoro:** Y es muy importante **estudiar** y trabajar mucho . . .



2

**Claudia:** ¿Quién enseña la clase de inglés?

**Teresa:** El señor Marín. Es un profesor muy divertido. ¿Y tú? ¿Qué clase tienes en la primera hora?



3

**Claudia:** Tengo la clase de matemáticas. Me gusta mucho. Para mí es muy fácil. Y, ¿qué tienes en la segunda hora?

**Teresa:** La clase de educación física.



4

**Teresa:** Y en la segunda hora, ¿qué clase tienes, Claudia?

**Claudia:** A ver... En la segunda hora, tengo la clase de matemáticas. ¡Y también tengo la clase de matemáticas en la tercera, en la cuarta, en la quinta y en la sexta hora!

### 3 ¿Comprendes?

Leer • Escribir

Read each sentence. Write *sí* if it is correct or *no* if it is incorrect.

- Es el primer día de clases.
- A Teresa le gusta la clase de inglés.
- Para Claudia, la clase de matemáticas es difícil.
- Claudia tiene la clase de educación física en la segunda hora.
- Según la profesora, la clase de matemáticas es muy práctica.
- En la sexta hora la clase de matemáticas es interesante.



8

**Srta. Santoro:** ¿Claudia?

**Claudia:** ¡Tengo seis clases de matemáticas hoy!

**Srta. Santoro:** ¡Seis! Es aburrido, ¿no? ...

**Más práctica** GO

realidades.com | print

Instant Check	✓
Guided WB pp. 59–62	✓✓✓
Core WB pp. 33–34	✓✓✓
Comm. WB pp. 29–30, 31	✓✓✓
Hispanohablantes WB p. 53	✓

- ▶ Read and write about school subjects and schedules
- ▶ Discuss and compare classes and opinions about school

# Vocabulario en uso

## 4 Un horario

Leer • Escribir

Read the list of classes offered at a high school in Querétaro, Mexico. This school has a special focus on the arts. Answer the questions about the schedule.



México

### CENTRO DE EDUCACIÓN ARTÍSTICA



#### "IGNACIO MARIANO DE LAS CASAS"

##### PRIMER SEMESTRE

Español	5 h semanales
Matemáticas	5 h semanales
Historia universal	3 h semanales
Educación cívica y ética	3 h semanales
Biología	3 h semanales
Introducción a la física	3 h semanales
Inglés	3 h semanales
Danza	3 h semanales
Teatro	3 h semanales
Artes plásticas	3 h semanales
Música	3 h semanales

Total 37 h semanales

1. ¿Cuántas clases hay cada (*each*) semana?
2. ¿Cuántas horas de inglés hay?
3. ¿Cuántas clases de ciencias sociales hay?
4. ¿Cuántas clases de ciencias naturales hay?
5. Escribe los nombres de las diferentes clases de arte.

## 5 Mi horario |

Escribir

Write out your class schedule. Copy the chart and provide the information for each class.

Modelo

Hora	Clase	Profesor(a)
la primera hora	la clase de inglés	la Sra. Sánchez

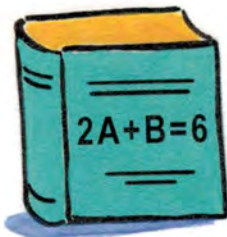
### ¿Recuerdas?

Use *señor*, *señora*, and *señorita* when talking to adults. Use *el* in front of *señor* and *la* in front of *señora* or *señorita* when talking about adults.

## 6 Mucha tarea |

### Hablar

With a partner, ask and tell if you have a lot of homework in each class.



### Modelo

A —¿Tienes mucha tarea en la clase de matemáticas?

B —Sí, tengo mucha tarea.

o:—No, no tengo mucha tarea.

o:—No estudio matemáticas.

### Estudiante A



### Estudiante B

**¡Respuesta personal!**

## 7 Me gusta más . . .

### Escribir

Write sentences stating which of the two classes you like better and why. Use the list of adjectives to help with your response. Save your paper for Actividad 8.

### Modelo

inglés/español

*Me gusta más la clase de español. Es divertida.*

o: *Me gusta más la clase de español. No es aburrida.*

o: *No me gusta ni la clase de español ni la clase de inglés.*

aburrida	divertida	interesante
difícil	fácil	práctica

1. inglés / español
2. arte / educación física
3. inglés / matemáticas
4. ciencias sociales / ciencias naturales
5. tecnología / música
6. matemáticas / ciencias sociales



## ▼ 8 ¿Qué te gusta más? | |

### Hablar

With a partner, ask and tell which classes from Actividad 7 you like best and why.

### Modelo

A —¿Te gusta más la clase de inglés o la clase de español?

B —A ver . . . Para mí, la clase de español es más divertida que la clase de inglés.



## ▼ 9 Y tú, ¿qué dices? |

### Escribir • Hablar

1. ¿Qué clase te gusta más?
2. ¿Cómo es la clase?
3. ¿En qué hora tienes la clase?
4. ¿Quién enseña la clase?
5. ¿Tienes mucha tarea en la clase?



## ▼ Fondo cultural | El mundo hispano

**Studying English** While you're in Spanish class at your school, large numbers of Spanish-speaking students are studying to learn the most popular foreign language worldwide: English. Many children begin to study English in grade school and continue through high school. They often attend a special language school for additional English classes. When visiting a Spanish-speaking country, you might easily find someone who is eager to practice his or her English skills with you in exchange for helping you improve your Spanish.

- Why do you think English is so popular in other countries? Are you studying Spanish for similar reasons?



Estudiantes mexicanos en una clase de inglés

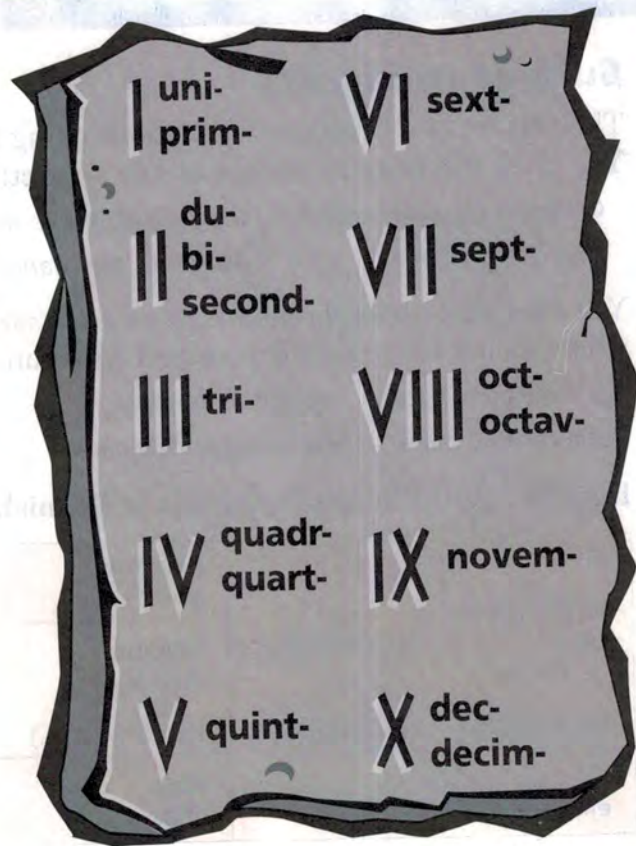
## ▼ Exploración del lenguaje

### Connections between Latin, English, and Spanish

Many words in English and Spanish are based on Latin. Seeing the relationship between these words will help expand your English or Spanish vocabulary. Look at the list of Latin root forms for the numbers 1 to 10.

**Try it out!** For each Roman numeral listed, choose one of the root forms (if more than one is listed) and write down a Spanish or English word you know that is based on that root.

**Try it out!** The Roman year used to begin with the month of March. Knowing that, can you explain why *septiembre*, *octubre*, *noviembre*, and *diciembre* use the Latin root forms for seven, eight, nine, and ten?



## Fondo Cultural | España

**Many Spanish words** are derived from Latin because Spain was once part of the Roman Empire. Rome occupied most of Spain from about 209 B.C. to 586 A.D. During that time, massive public structures, including aqueducts and theaters, were built. Some of these, such as the aqueduct that towers over the modern city of Segovia, are still standing. The Latin name for Spain was *Hispania*.

- Can you see the similarity between *Hispania* and the country's name in Spanish, *España*?



El Acueducto de Segovia

# Gramática

## Subject pronouns

The subject of a sentence tells who is doing the action.

You often use people's names as the subject:

**Gregorio** escucha música. *Gregory listens to music.*

**Ana** canta y baila. *Ana sings and dances.*

You also use subject pronouns (*I, you, he, she, we, they*) to tell who is doing an action. The subject pronouns replace people's names:

**Él** escucha música. *He listens to music.*

**Ella** canta y baila. *She sings and dances.*

Here are all the subject pronouns in Spanish:

<b>yo</b>	I	<b>nosotros</b> <b>nosotras</b>	we (masc., masc./fem.) we (fem.)
<b>tú</b>	you (familiar)	<b>vosotros</b> <b>vosotras</b>	you (masc., masc./fem.) you (fem.)
<b>usted (Ud.)</b>	you (formal)	<b>ustedes (Uds.)</b>	you (formal)
<b>él</b> <b>ella</b>	he she	<b>ellos</b> <b>ellas</b>	they (masc., masc./fem.) they (fem.)

*Tú, usted, ustedes, and vosotros(as)* all mean “you.”

- Use *tú* with family, friends, people your age or younger, and anyone you call by his or her first name.
- Use *usted* with adults you address with a title, such as *señor*; *señora*, *profesor(a)*, etc. *Usted* is usually written as *Ud.*
- In Latin America, use *ustedes* when speaking to two or more people, regardless of age. *Ustedes* is usually written as *Uds.*
- In Spain, use *vosotros(as)* when speaking to two or more people you call *tú* individually: *tú + tú = vosotros(as)*. Use *ustedes* when talking to two or more people you call *usted* individually.

If a group is made up of males only or of both males and females together, use the masculine forms: ***nosotros, vosotros, ellos.***

If a group is all females, use the feminine forms: ***nosotras, vosotras, ellas.***

You can combine a subject pronoun and a name to form a subject.

Alejandro y yo = **nosotros**      Pepe y tú = **ustedes**

Carlos y ella = **ellos**              Lola y ella = **ellas**

### Más ayuda

[realidades.com](http://realidades.com)



#### GramActiva Video

**Tutorials:** Present indicative, Pronouns, Subject pronouns, Subjects



#### GramActiva Activity

▼10 ¡Señala! | 

Escuchar • Hablar • GramActiva

Your teacher will name several subject pronouns. Point to people in the classroom who represent the pronoun you hear. After you have practiced with your teacher, practice with a partner.

▼11 ¿Es ella?

Escribir

What subject pronouns would you use to talk about these people?

Modelo

Gloria

*Ella.*

- |                |                         |                     |
|----------------|-------------------------|---------------------|
| 1. Carlos      | 3. María y Sarita       | 5. el señor Treviño |
| 2. Felipe y yo | 4. Pablo, Tomás y Anita | 6. tú y Esteban     |

▼12 ¿Tú, Ud. o Uds.? | 

Hablar

Tell whether you would use *tú*, *Ud.*, or *Uds.* with these people.



Más práctica



realidades.com | print

Instant Check	✓	
Guided WB pp. 63–64	✓	✓
Core WB p. 35	✓	✓
Comm. WB pp. 32, 36, 239	✓	✓
Hispanohablantes WB pp. 54–57	✓	✓

# Gramática

## ▼ Objectives

- ▶ Write and exchange information about what you and others study and do
- ▶ Listen to a description of activities during recess
- ▶ Compare the Mayan numbering system to the one you use

## Present tense of -ar verbs

You already know that the infinitive forms of Spanish verbs always end in *-ar*, *-er*, or *-ir*.

The largest group of verbs end in *-ar*. *Hablar* is one of these *-ar* verbs.

You will want to use verbs in ways other than in the infinitive form. To do this, you will drop the *-ar* ending and make changes.

To create the forms of most *-ar* verbs, you first drop the *-ar* from the infinitive, leaving the stem:

hablar → habl-

Then you add the verb endings *-o*, *-as*, *-a*, *-amos*, *-áis*, or *-an* to the stem.

Here are the forms of *hablar*:

(yo) hablo	(nosotros) hablamos (nosotras)
(tú) hablas	(vosotros) habláis (vosotras)
Ud. (él) habla (ella)	Uds. (ellos) hablan (ellas)

In Spanish, the present tense form of a verb can be translated into English in two ways:

Hablo español. *I speak Spanish.*  
*I am speaking Spanish.*

### ¿Recuerdas?

You already know many *-ar* verbs, such as *cantar* and *bailar*.

The verb endings always indicate who is doing the action. In this case, they tell *who* is speaking. Because of this, you can often use the verb without a subject:

Hablo inglés. ¿Hablas español?

Subject pronouns are often used for emphasis or clarification.

Ella habla inglés pero él habla español.

### Más ayuda

realidades.com



#### GramActiva Video

**Tutorials:** Subject and verb agreement, Verbs, *-ar* verbs, Singular and plural, Definite and indefinite articles  
**Animated Verbs**



**Canción de hip hop:** *En la clase*



**GramActiva Activity**

## ▼13 ¿Una mano o dos? |

Escuchar • Pensar • GramActiva

You will hear eight *-ar* verbs. If the ending tells you one person is performing the action, raise one hand. If the ending tells you more than one person is doing something, raise both hands.

### Strategy

#### Listening for information

Always listen carefully for the endings on verbs to know who is doing the action.

## 14 ¿Qué estudian?

Escribir • Hablar

Look at the pictures and tell what these people are studying.

1. Laura



2. Josefina, Elena y yo



3. tú



4. Catalina y José



Modelo

Tomás

Tomás estudia música.

5. Joaquín y tú



6. yo



## 15 Juego |

Escuchar • Hablar • GramActiva

- 1 Work with a partner and tear a sheet of paper into eight pieces of equal size. Write a different subject pronoun on each piece (*yo, tú, él, ella, Ud., nosotros, ellas, Uds.*). Place the subject pronouns face down in a pile.
- 2 Your teacher will say an infinitive. One partner will select the top piece of paper from the pile, read the subject pronoun, and say the correct verb form. A correct answer earns one point. Place the “used” subject pronouns in a separate pile. Take turns selecting from the pile and answering.
- 3 When your teacher tells you to stop, shuffle the pieces of paper with subject pronouns and place them in a new pile face down. When the next verb is read aloud, continue playing. The partner with the most correct answers is the winner.



En una escuela en México

Más práctica

GO

realidades.com | print

Instant Check	✓	
Guided WB pp. 65–66	✓	✓
Core WB pp. 36–37	✓	✓
Comm. WB pp. 33–34, 37	✓	✓
Hispanohablantes WB pp. 58–60	✓	✓

## ▼16 En la escuela |

### Escribir

Use the verbs in the list to complete the sentences about what different activities take place during school.

### Modelo

Yo estudio mucho en la clase de español.

necesitar	hablar	dibujar
usar	practicar	enseñar
patinar	bailar	

1. Lupe y Guillermo \_\_\_ mucho en la clase de arte.
2. Tú \_\_\_ la computadora en la clase de tecnología.
3. Yo \_\_\_ una calculadora y una carpeta para la clase de matemáticas.
4. Tomás y yo \_\_\_ deportes en la clase de educación física.
5. ¿Quién \_\_\_ la clase de ciencias naturales?
6. Marta \_\_\_ mucho en la clase de español.

## ▼17 Escucha y escribe |

### Escuchar • Escribir

Listen to a student describe this picture of himself and other students during their *recreo*. Write what you hear.



## ▼ Fondo Cultural | El mundo hispano

**El recreo** In Spanish-speaking countries, students usually have *el recreo* (recess or break) in the school *patio*. Students take time to relax and spend time with friends, eat a snack, or participate in activities such as a quick game of basketball, soccer, or volleyball.

- How is this similar to your school? How is it different?

El recreo ►



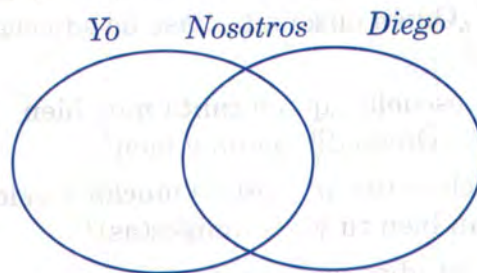
## 18 Actividades y más actividades



### Escribir • Hablar

- 1 Work with a partner. Copy the Venn diagram on a sheet of paper. Label the oval on the left *Yo*. Label the oval on the right with the name of your partner. Label the overlapping area *Nosotros* or *Nosotras*.
- 2 From the list below, choose five activities you do a lot. Write your activities in the oval labeled *Yo*. Be sure to conjugate the verb in the *yo* form.

### Modelo



montar en bicicleta  
hablar por teléfono  
escuchar música  
dibujar  
estudiar

pasar tiempo con amigos  
practicar deportes  
hablar español  
nadar  
usar la computadora

trabajar  
cantar  
bailar

- 3 Interview your partner. Ask questions to find out the five activities your partner wrote in his or her diagram. When you find out an activity, write it in the right oval of your diagram. Be sure to conjugate the verb in the *él/ella* form. Save your diagram for Actividad 19.

### ¿Recuerdas?

When you answer in the negative, you often use *no* twice. The first *no* answers the question. The second *no* goes before the verb and means "not."

### Modelo

- A —¿Dibujas mucho?  
B —A ver . . . No, no dibujo mucho.  
A —Pues, ¿trabajas mucho?  
B —Sí, trabajo mucho.

## 19 Nosotros(as) . . .

### Escribir

Compare the two sides of your diagram. Write the activities you and your partner both do in the center. Be sure to use the *nosotros(as)* form. Then use your completed diagram from Actividad 18 to write about what you and/or your partner do. Write at least five complete sentences.

### Modelo

Diego y yo trabajamos.  
Yo dibujo.



## 20 Y tú, ¿qué dices?



Escribir • Hablar

1. En tu escuela, ¿quién enseña la clase de arte? ¿Quién enseña la clase de educación física?
2. En tu escuela, ¿quién canta muy bien (*well*)? ¿Quién dibuja muy bien?
3. ¿Escuchan tus amigos(as) mucha música? ¿Bailan bien tú y tus amigos(as)?
4. ¿Qué estudias en la primera hora?
5. ¿Qué clase tienes en la tercera hora?



Una estudiante en la clase de español

## 21 Los números mayas

Leer • Pensar

Long before the Spaniards set foot in the Americas, many different civilizations already existed here. One of these, the Maya, lived in southern Mexico and Central America, where their descendants still make their home. One of the accomplishments of the ancient Maya was the development of a system of mathematics.

### Conexiones | Las matemáticas

The Maya used three symbols to write numbers: a dot •, a bar —, and a drawing of a shell. The dot equals 1, the bar equals 5, and the shell equals 0. Mayan numbers were written from bottom to top, not from left to right. Look at the Mayan numbers below.



0



5

•

1

•

6

••

2

••

7

•••

3

•••

8

••••

4

••••

9

What would these Mayan numbers be in our numbering system?

1.

2.

3.

Now write these numbers in the Mayan system.

4. 13

5. 16

6. 19

Are you familiar with any other numbering systems that remind you of the Mayan system?

## ▼ Pronunciación | |

### The letter c

In Spanish the pronunciation of the letter *c* depends on the letter that follows it.

When the letter *c* comes before *a*, *o*, *u*, or another consonant, it is pronounced like the *c* in “cat.” Listen to and say these words:

computadora	cantar	escuela
tampoco	cómo	tocar
correr	practicar	Carlos

When the letter *c* comes before *e* or *i*, most Spanish speakers pronounce it like the *s* in “Sally.” Listen to and say these words:

veces	sociable	gracioso	gracias
hacer	once	doce	trece

**Try it out!** Listen to this rhyme. Listen particularly for the sound of the letter *c*. Then repeat the rhyme.

$$0 + 4 = 4$$

$$4 + 0 = 4$$

**Cero más cuatro,  
o cuatro más cero,  
siempre° son cuatro.  
¿No es verdadero°?**

*always  
true*

Say the rhyme again, first replacing *cuatro* with *doce*, then replacing *cuatro* with *trece*. Then say the rhyme quickly several times.

## El español en la comunidad

Do you know about opportunities to learn Spanish in your community outside of your school? Do some research using the Internet. Consult the web pages of local colleges, universities, libraries, or language schools to find out about Spanish classes or private lessons offered in your community. Make a list of your findings. Why do you think people in your community want to study Spanish?



# Lectura

Consider what an immersion experience in Spanish would be like for you as you read this brochure from a Spanish language school in Costa Rica.

- ▶ Read about a language school in Costa Rica
- ▶ Use photos to help you understand what you read
- ▶ Analyze how the 24-hour clock is used in Spanish-speaking countries



Costa Rica

### Strategy

**Using photos**  
Look at the photos to help you understand the contents of a brochure or advertisement.

# La Escuela Español Vivo

¡Una experiencia fabulosa en Costa Rica!  
¡Estudia español con nosotros en la Escuela Español Vivo!



Es verano, el mes de junio. Eres estudiante en Santa Ana, un pueblo en las montañas de Costa Rica.

¿Y cómo es una clase? Hay cinco estudiantes en tu clase. Uds. escuchan, hablan y practican el español todo el día. También usan la computadora.

En la escuela hay estudiantes de muchos países: Estados Unidos, Inglaterra, Francia, Brasil, Canadá, Japón, India, Sudáfrica y otros. ¡Todos estudian español!



Los sábados y los domingos hay actividades muy interesantes: visitar un volcán o un parque nacional, nadar en el océano Pacífico . . . ¡y más!

- sábados/domingos**
- visitar un volcán
  - visitar un parque nacional
  - nadar en el océano Pacífico



**El horario de clases en la escuela es:**

hora	lunes a viernes
08:00–10:30	Clases de español
10:30–11:00	Recreo
11:00–13:00	Clases de español
13:00–14:00	Almuerzo
14:00–15:30	Conversaciones
15:30–16:30	Clase de música y baile

**¿Por qué la Escuela Español Vivo?**

- La naturaleza de Costa Rica en el pueblo de Santa Ana
- Amigos de muchos países
- Mucha práctica y conversación en español
- Clases de música y baile
- Excursiones los sábados y domingos

**¿Comprendes?**

1. When does the program take place?
2. Describe what a class is like.
3. What activities are offered on the weekends?
4. How many hours are spent on learning and using Spanish each week?
5. Would you like to study Spanish in Costa Rica? Why or why not?

Más práctica



realidades.com | print

Guided WB p. 67	✓	✓
Comm. WB pp. 38, 240	✓	✓
Hispanohablantes WB pp. 62–43	✓	✓
Culture Reading Activity	✓	

**Fondo Cultural** | El mundo hispano

**La hora** in Spanish-speaking countries is usually shown using the 24-hour clock on official schedules and timetables. Times in the morning are shown as 00:00 (midnight) through 11:59 (11:59 A.M.), 1:00 P.M. is shown as 13:00, 2:00 P.M. is 14:00, and so on.

- Look at the times in the *horario* from the train station. At what time does the train for Toledo leave?



En una estación de trenes de Madrid ▶

# La cultura en vivo

## Aficionados al fútbol

*El fútbol* (soccer) is the favorite sport in most Spanish-speaking countries. In fact, it is the most popular sport in the entire world. It has grown in popularity in the United States over the past years. As with other sports you are familiar with, *fútbol* has loyal fans, cheers, team songs, and sometimes cheerleaders. If you attended a game in Venezuela at the Escuela Secundaria Bolívar you might hear the following chant:

**Chiquitibúm a la bim bom bam**  
**A la bío**  
**A la bao**  
**A la bim bom bam**  
**¡Bolívar! ¡Bolívar!**  
**¡Ra, ra, ra!**

Except for the school name, the words of this chant do not have any meaning.

Here's another cheer:

**¡Se ve! ¡Se siente!**  
**¡Bolívar está presente!**  
**¡Que sí, que no!**  
**¡Bolívar ya ganó!**  
**¡A la bío, a la bao!**  
**¡El otro está cansao!**

**You see it, you feel it!**  
**Bolívar is here!**  
**Oh, yes, oh, no!**  
**Bolívar has already won!**  
**¡A la bío! ¡A la bao!**  
**The other team is tired!**

**Try it out!** In groups of five, select one of the chants and use it for a model to create a chant for one of your school teams. Present it to the class.

**Think about it!** How are these cheers and fan enthusiasm similar to or different from the cheers at your school?



Jugando al fútbol, Rosario, Argentina



Aficionados al fútbol, Bogotá, Colombia

- ▶ Describe your classes and schedule
- ▶ Use a chart to organize your ideas

# Presentación oral



## Mis clases

### Task

Imagine there is a new student from Costa Rica at your school. Tell the student about some of your classes.

- 1 Prepare** Fill in a chart with information about three of your classes. Use this chart to think through what you may want to say about these classes.

Hora	Clase	Comentarios	Profesor(a)
primera	español	me gusta hablar español	la Sra. Salinas
cuarta	arte	difícil	el Sr. Highsmith
octava	ciencias naturales	divertida	la Sra. Huerta

### Strategy

**Using graphic organizers**  
Simple charts can help you organize your thoughts for a presentation.

- 2 Practice** Go through your presentation several times. You can use your notes in practice, but your teacher may not want you to use them when presenting. Try to:

- mention the information about your classes and teachers
- use complete sentences and speak clearly

### Modelo

*En la primera hora tengo la clase de español. Me gusta hablar español. La clase es muy divertida. La Sra. Salinas es la profesora.*



- 3 Present** Describe the three classes you selected.

- 4 Evaluation** The following rubric will be used to grade your presentation.

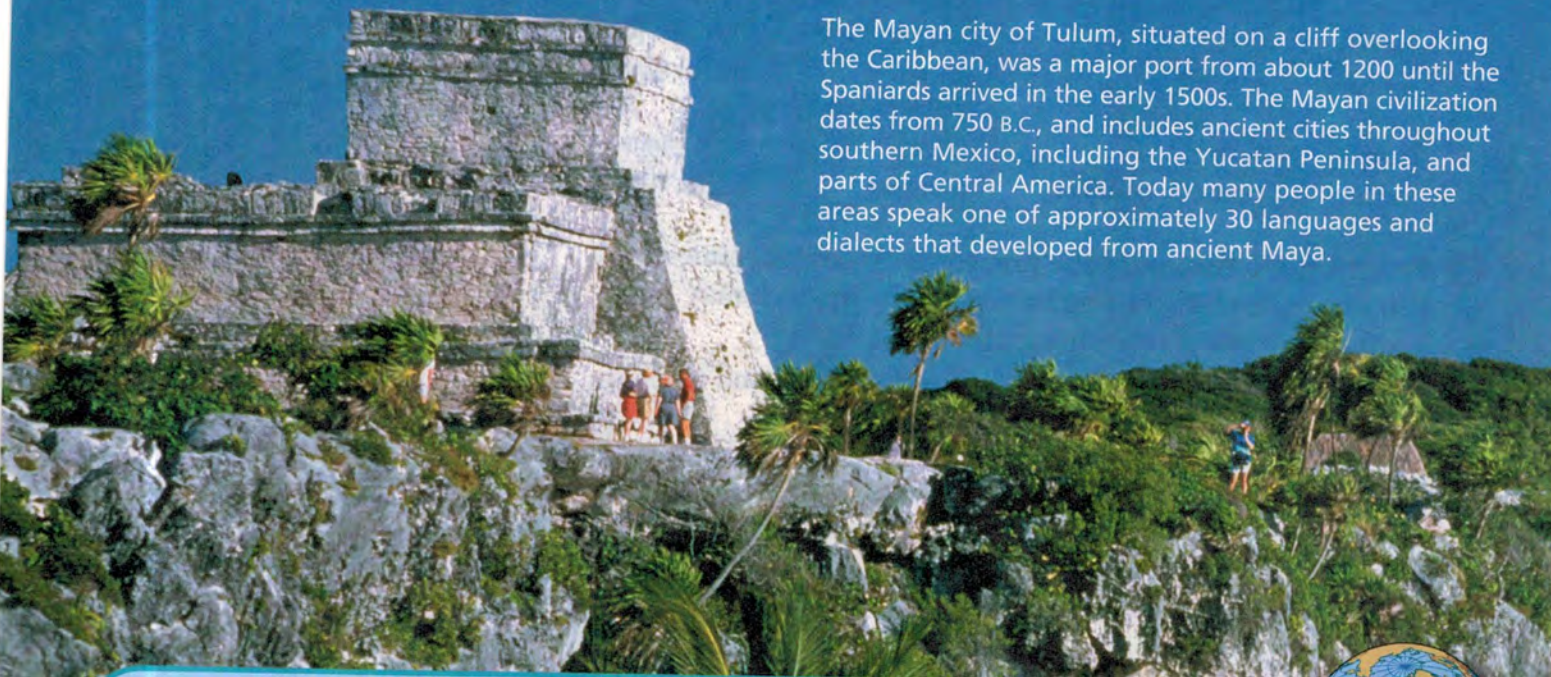
Rubric	Score 1	Score 3	Score 5
How complete your preparation is	You have information written down but without the use of the chart.	You used the chart, but only partially completed it.	You used the chart and provided all the information.
Amount of information you give	You describe three classes but only provide one piece of information about each class.	You describe three classes but only provide two pieces of information about each class.	You describe five classes and include all requested information.
How easily you are understood	You are very difficult to understand, using only isolated words and phrases.	You are understandable but have frequent errors in vocabulary and/or grammar.	You are easily understood. Your teacher does not have to "decode" what you are trying to say.



# México

With a population of more than 100 million people, Mexico is the most populous Spanish-speaking country. It has been shaped by ancient indigenous civilizations, European colonialism, and immigration, as well as by its proximity to the United States.

The Mayan city of Tulum, situated on a cliff overlooking the Caribbean, was a major port from about 1200 until the Spaniards arrived in the early 1500s. The Mayan civilization dates from 750 B.C., and includes ancient cities throughout southern Mexico, including the Yucatan Peninsula, and parts of Central America. Today many people in these areas speak one of approximately 30 languages and dialects that developed from ancient Maya.



## ¿Sabes que . . . ?

The butterfly reserve at El Rosario, Michoacán, lies in the mountains not far from Mexico City. From November through February every year, millions of monarch butterflies migrate to this area from the north, covering the branches of the area's tall pine trees.

## Para pensar

These two pages show a brief overview of Mexico. If you were asked to create a similar overview of the United States, what would you highlight? Select five photographs and write a brief caption for each one. Share your results with a small group or the whole class.



realidades.com

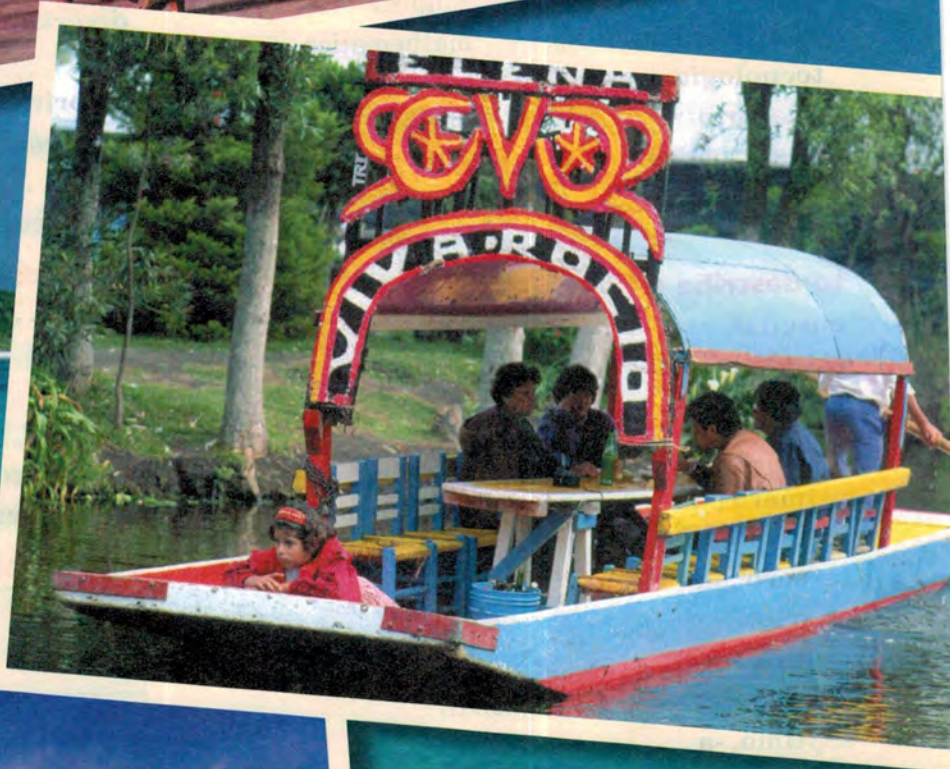


Mapa global interactivo

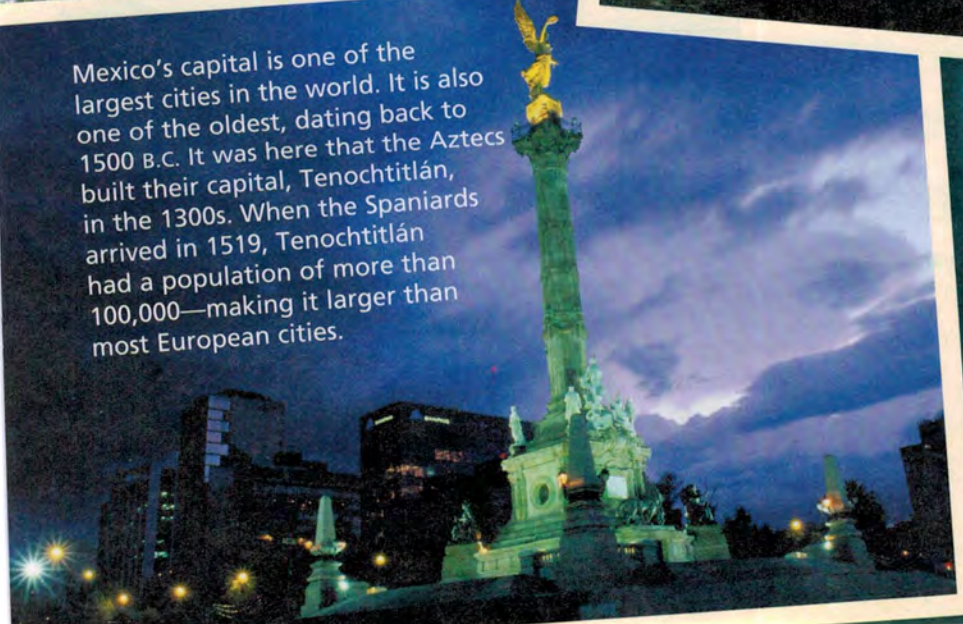


Reference Atlas

Mexico's most famous dance company, el Ballet Folklórico de México, is a world-class troupe of more than 75 dancers and musicians. For more than five decades, this company has been touring the globe and performing traditional Mexican dances such as the *jarabe tapatío*, (better known in the United States as the Mexican hat dance), *la culebra*, and the *tilingo lingo*. ▶



Mexico's capital is one of the largest cities in the world. It is also one of the oldest, dating back to 1500 B.C. It was here that the Aztecs built their capital, Tenochtitlán, in the 1300s. When the Spaniards arrived in 1519, Tenochtitlán had a population of more than 100,000—making it larger than most European cities.



▶ Many families in Mexico spend Sundays together. A popular spot for families in Mexico City is Xochimilco, where they can relax on colorful boats while enjoying a meal and music. The canals of Xochimilco are remnants of *chinampas*, the "floating gardens" that helped feed Tenochtitlán and other ancient cities in the valley of Mexico.



- ▶ Review the vocabulary and grammar
- ▶ Demonstrate you can perform the tasks on p. 97

# Repaso del capítulo

## Vocabulario y gramática

### to talk about your school day

el almuerzo	lunch
la clase	class
la clase de . . .	. . . class
arte	art
español	Spanish
ciencias naturales	science
ciencias sociales	social studies
educación física	physical education
inglés	English
matemáticas	mathematics
tecnología	technology/computers
el horario	schedule
en la . . . hora	in the . . . hour (class period)
la tarea	homework

### to describe school activities

enseñar	to teach
estudiar	to study
hablar	to talk

### to talk about the order of things

primero*, -a	first
segundo, -a	second
tercero*, -a	third
cuarto, -a	fourth
quinto, -a	fifth
sexto, -a	sixth
séptimo, -a	seventh
octavo, -a	eighth
noveno, -a	ninth
décimo, -a	tenth

\*Changes to *primer*, *tercer* before a masculine singular noun.

For *Vocabulario adicional*, see pp. 472–473.

### to talk about things you need for school

la calculadora	calculator
la carpeta de argollas	three-ring binder
el diccionario	dictionary
necesito	I need
necesitas	you need

### to describe your classes

aburrido, -a	boring
difícil	difficult
divertido, -a	amusing, fun
fácil	easy
favorito, -a	favorite
interesante	interesting
más . . . que	more . . . than
práctico, -a	practical

### other useful words

a ver . . .	Let's see
mucho	a lot
para	for
¿Quién?	Who?
(yo) tengo	I have
(tú) tienes	you have

### subject pronouns

yo	I	<b>nosotros</b>	we (masc., masc./fem.)
		<b>nosotras</b>	we (fem.)
tú	you (fam.)	<b>vosotros</b>	you (masc., masc./fem.)
usted (Ud.)	you (form.)	<b>vosotras</b>	you (fem.)
		<b>ustedes (Uds.)</b>	you (form.)
él	he	<b>ellos</b>	they (masc., masc./fem.)
ella	she	<b>ellas</b>	they (fem.)

### hablar to talk

hablo	hablamos
hablas	habláis
habla	hablan

Instant Check	✓
Puzzles	✓
Core WB pp. 38–39	✓ ✓
Comm. WB pp. 241, 242–244	✓ ✓

## Preparación para el examen

On the exam you will be asked to . . .

Here are practice tasks similar to those you will find on the exam . . .

For review go to your print or digital textbook . . .

### Interpretive



**1 Escuchar** Listen and understand as people talk about their new schedules and what they think of their classes

Listen to two students who have just attended some of the classes on their new schedules. a) Which class does each one like? Why? b) Which class does each one dislike? Why?

pp. 74–77 *Vocabulario en contexto*

p. 75 *Actividades 1–2*

p. 79 *Actividad 7*

p. 80 *Actividades 8–9*

### Interpersonal



**2 Hablar** Talk about activities you and your friends have in common

To get to know you, your homeroom advisor asks you to talk or write about what you and your friends have in common, such as school subjects that you all study and music or activities that you all like. For example, *cantamos*. You might also tell how you and your friends are different. For example, *Yo toco la guitarra y ellos practican deportes*.

p. 80 *Actividad 8*

p. 86 *Actividad 16*

p. 87 *Actividades 18–19*

p. 93 *Presentación oral*

### Interpretive



**3 Leer** Read and understand someone's e-mail description of his or her classes

Read this e-mail that your friend received from his e-pal. What does the e-pal study in school? What does he think of his classes? Do you agree or disagree? Why?

pp. 74–77 *Vocabulario en contexto*

p. 78 *Actividad 4*

pp. 90–91 *Lectura*

*¿Cómo son mis clases? A ver . . . Yo tengo ocho clases. Estudio ciencias naturales, inglés, español, educación física, geografía, matemáticas, tecnología y ciencias sociales. ¡Me gusta más la clase de inglés! Necesito hablar inglés aquí en Ecuador, pero es MUY difícil. Mi clase de geografía es muy aburrida y mi clase de educación física es muy divertida. Y, ¿cómo son tus clases?*

### Presentational



**4 Escribir** Write your schedule including hour, class, and teacher's name, and give opinions about the classes

Write a note to a counselor listing reasons why you want to drop two of the classes on your schedule. What might be some reasons for wanting to change classes? You might say that your first hour class is boring and that your second hour class is difficult for you.

p. 78 *Actividad 5*

p. 79 *Actividades 6–7*

p. 93 *Presentación oral*

### Cultures • Comparisons



**5 Pensar** Demonstrate an understanding of cultural practices concerning sports

Think about the sports at your school that attract the most fans to their games or competitions. Are these the same sports that are most popular in Spanish-speaking countries? How do spectators show their enthusiasm? How is this similar to or different from the United States?

p. 92 *La cultura en vivo*

# 2B Tu sala de clases

## ▼ Chapter Objectives

### Communication

**By the end of this chapter you will be able to:**

- Listen to and read conversations and notes about school
- Talk and write about classes, classrooms, and where things are located
- Exchange information while describing someone's location

### Culture

**You will also be able to:**

- Compare perspectives towards school and uniforms in the Spanish-speaking world and the United States

**You will demonstrate what you know and can do:**

- Presentación escrita, p. 117
- Preparación para el examen, p. 121

**You will use:**

#### Vocabulary

- Classroom items and furniture
- Computers
- Words to describe location

#### Grammar

- The verb *estar*
- Plurals of nouns and articles

## Exploración del mundo hispano

### Country Connection Classrooms and School Supplies



realidades.com



Reference Atlas



Videocultura y actividad



Mapa global interactivo



Estudiantes mexicanos



## Arte y cultura | México

**Sor Juana Inés de la Cruz** (1648–1695), born near Mexico City, was one of the greatest intellectuals of her time. She wrote poetry, essays, music, and plays. Sor Juana also defended a woman's right to an education at a time when few women had access to it. She entered a convent at the age of 19 and over the years built a library of several thousand books. Sor Juana's living quarters in the convent became a meeting place for other writers and intellectuals, who were drawn to her because of her intelligence and knowledge.

- How are various aspects of Sor Juana's life represented in this painting? If you were to pose for a portrait, what objects would you include that represent you and your interests?

Retrato de Sor Juana Inés de la Cruz, siglo XVII ▶

Foto: Archivo Agencia EL UNIVERSAL.



Read, listen to, and understand information about

- ▶ the classroom
- ▶ where objects are located

# Vocabulario en contexto



“¡Hola! Me llamo Enrique. **Aquí está mi** sala de clases. Son las nueve y **los** estudiantes **están en** la clase de español. **Hay** muchos estudiantes en mi clase. ¿Cuántos estudiantes hay en **tu** clase?”



**Para decir más . . .**

el disco compacto compact disc  
el DVD DVD (disc)

—Elena, ¿es tu cuaderno?  
—No, es el cuaderno **de** David.

La hoja de papel está **debajo del** bolígrafo.  
El bolígrafo está **encima de la** hoja de papel.  
El ratón está **al lado del** teclado.  
La bandera está **detrás de la** computadora.  
La silla está **delante de la** mesa.



▼ **1 ¿Qué hay en la sala de clases?** | 🔊

**Escuchar**

Look at Enrique's classroom. You will be asked if certain things are there. If you see the item mentioned, raise your hand and give a "thumbs-up" sign. If you don't see it, give a "thumbs-down" sign.

▼ **2 En la sala de clases** | 🔊

**Escuchar**

Look at the picture of Enrique's classroom again. Listen to where various items are located. If the description is correct, raise one hand, but if the description is not correct, raise both hands.

**Más práctica**



realidades.com | print

Instant Check	✓	
Guided WB pp. 69–72	✓	✓
Core WB pp. 40–41	✓	✓
Comm. WB p. 45	✓	✓
Hispanohablantes WB p. 72		✓

# Un ratón en la clase

¿Qué pasa en la clase de ciencias sociales?  
Lee la historia.



México



Manolo

Teresa

Carlos

Claudia

## Strategy

### Predicting the outcome

Look at the pictures before you read to help you predict what will happen.

- Will Manolo get away with his prank?

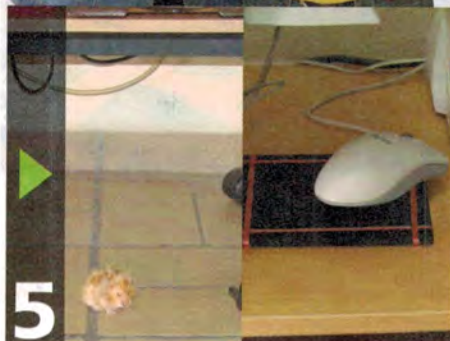


**Claudia:** ¿Qué es esto?

**Teresa:** Es mi hámster. Es para la clase de ciencias naturales.

**Claudia:** ¿Cómo se llama?

**Teresa:** Paquito.



5

**Claudia:** ¡Está **allí**, delante de la mesa!

**Teresa:** ¡Ay, mi Paquito!

**Manolo:** Pues, ahora está detrás de la computadora.

**Teresa:** ¡Manolo! Es el ratón de la computadora. No es mi Paquito.



6

*El director de la escuela, el Sr. Treviño, entra en la clase.*

**Carlos:** ¡Ay! ¡Aquí está! Está en mi **mochila**.

**Sr. Treviño:** ¡Silencio, por favor!



7

**Sr. Treviño:** Teresa, hablamos en mi oficina.

**Teresa:** Sí, señor.



**Manolo:** ¡Carlos! No tengo mi tarea.

**Carlos:** ¿Qué?

**Manolo:** Tengo una idea . . .



**Carlos:** ¡Un ratón! Profesora, ¡hay un ratón debajo de la silla!

**Profesora:** ¿Un ratón en la clase de ciencias sociales?  
¿Dónde está? ¿Dónde?



**Estudiante:** Ahora está debajo de la silla.

**Manolo:** Y ahora está al lado de la puerta. **Es un** ratón muy impaciente.

**Teresa:** ¡No es un ratón! Es mi hámster, y se llama Paquito.

### 3 ¿Comprendes?

Leer

Answer *cierto* or *falso* to the following statements.

1. El hámster es para la clase de inglés.
2. Manolo no tiene la tarea.
3. Paquito está al lado de la puerta.
4. Paquito está detrás de la computadora.
5. Paquito está detrás de la mochila.
6. El director está muy serio.



**Profesora:** Y ahora, Manolo, ¿tu tarea?

**Manolo:** Pues, profesora . . .

Más práctica

GO

realidades.com | print

Instant Check	✓	
Guided WB pp. 73–76	✓	✓
Core WB pp. 42–43	✓	✓
Comm. WB pp. 39–40, 41	✓	✓
Hispanohablantes WB p. 73	✓	✓



- ▶ Write and talk about objects in a classroom
- ▶ Describe a bedroom and a classroom
- ▶ Exchange information about school supplies and their location

# Vocabulario en uso

## ▼4 ¿Qué hay?

Escribir

Write the names of the things you see.



Modelo

*Hay una bandera.*

1.



2.



3.



4.



5.



6.



7.



8.



## ▼5 ¿Es lógico o no? | ♻️

Pensar • Escribir

Write the word that doesn't belong in each group. Then supply a word that logically belongs.

Modelo

el ratón el teclado la pantalla la ventana

*La ventana: ¡No! La computadora: ¡Sí!*

1. una mesa una silla una mochila un escritorio
2. la sala de clases al lado de detrás de encima de
3. un diccionario una calculadora un reloj una computadora
4. leer estudiar escribir bailar
5. está habla necesitan trabaja
6. el profesor la chica el estudiante el señor




Los estudiantes y la tarea

6 ¿Dónde está? | 

Hablar

Take turns with a partner to ask and tell where various items in Beto's bedroom are located.

 Modelo

A —¿Dónde está el escritorio?  
B —Está debajo de la ventana.

**Nota**

When the preposition *de* is followed by the masculine definite article *el*, the contraction *del* must be used.

- La papelera está al lado del escritorio.



Estudiante A

¿Dónde está . . . ?

Estudiante B

- |            |           |
|------------|-----------|
| al lado de | detrás de |
| delante de | encima de |
| debajo de  |           |

7 Juego |  | 

Hablar • Escuchar

- 1 Work with a partner. Your partner will face away from you and have a blank piece of paper and a pen or a pencil.
- 2 Choose four classroom items and arrange them on your desk, putting objects on top of others, next to each other, and so forth.
- 3 Your partner will ask you questions about what is on your desk and how the items are positioned. Based on your answers, he or she will try to draw the arrangement on your desk.
- 4 When your teacher tells you to stop, see how closely the picture matches the actual arrangement. Then switch roles.

 Modelo

A —¿Tienes un sacapuntas?  
B —No, no tengo un sacapuntas.  
A —¿Tienes una calculadora?  
B —Sí, tengo una calculadora.  
A —¿Dónde está?  
B —Está encima de la carpeta.

**Para decir más . . .**

a la izquierda de	to the left of
a la derecha de	to the right of

## ▼ Exploración del lenguaje

### Language through gestures

In Spanish, just as in English, nonverbal body language in the form of gestures, or *gestos*, is very important to communication.

You saw the expression *¡Ojo!* in the video *Un ratón en la clase*. The word literally means “eye,” but it is used to mean “be careful” or “pay attention.” It is usually accompanied by a gesture, and often people use the *¡Ojo!* gesture without saying the word.



## ▼ Fondo cultural | El mundo hispano

**School uniforms** Many schools in Spanish-speaking countries require their students to wear uniforms. Often students wear a full uniform, like the ones you see in the photo. Sometimes the uniform consists of something more like a smock that is worn over a student's regular clothes and helps protect them from becoming dirty or torn during the school day.

- How are these uniforms similar to or different from those worn by high school students in the United States?



Estudiantes durante el descanso (*break*), Santa Clara, Cuba

## ▼ 8 Y tú, ¿qué dices?



Escribir • Hablar

Describe your classroom.

1. ¿Dónde está la puerta?
2. ¿Qué hay al lado de la puerta?
3. ¿Hay ventanas en la clase? ¿Cuántas?
4. ¿Hay un reloj en la clase? ¿Dónde está?
5. ¿Cuántos escritorios y sillas hay?
6. ¿Qué más (*What else*) hay?

# Gramática

- ▶ Write about and discuss the location of people and things
- ▶ Listen to a description of the position of people in a photo
- ▶ Compare prices for backpacks in Spanish-speaking countries

## The verb *estar*

The *-ar* verbs you have used until now are called **regular verbs** because they follow a regular pattern. Verbs that do not follow a regular pattern are called **irregular verbs**.

*Estar* is irregular because the *yo* form doesn't follow a regular pattern and because the forms *estás*, *está*, and *están* require accent marks.

Use *estar* to tell how someone feels or where someone or something is located.

(yo) <b>estoy</b>	(nosotros) (nosotras) <b>estamos</b>
(tú) <b>estás</b>	(vosotros) (vosotras) <b>estáis</b>
Ud. (él) <b>está</b> (ella)	Uds. (ellos) <b>están</b> (ellas)

### ¿Recuerdas?

You have used the verb *estar* to ask how someone is.

- ¿Cómo estás?
- ¿Cómo está Ud.?

Más ayuda

realidades.com



GramActiva Video  
Tutorial: *Estar*  
Animated Verbs



GramActiva Activity

## ▼9 ¡Hola! ¿Cómo estás?

Escribir

Write the correct forms of *estar* on a separate sheet of paper.

- Marcos:** ¡Buenos días! ¿Cómo 1. Uds.?
- Paula y Roberta:** ¡Hola, Marcos! Nosotras 2. bien, gracias. ¿Y tú?
- Marcos:** 3. muy bien. ¿Dónde 4. Pedro y Juana?
- Roberta:** Pedro 5. en la sala de clases. Juana 6. en la oficina.

## ▼10 ¿En qué clase están?

Hablar

Take turns with a partner to give the correct forms of *estar* as you tell what class each person is in.

ella



Modelo

*Ella está en la clase de tecnología.*

1. yo



2. los profesores



3. la profesora



4. nosotros



5. ella



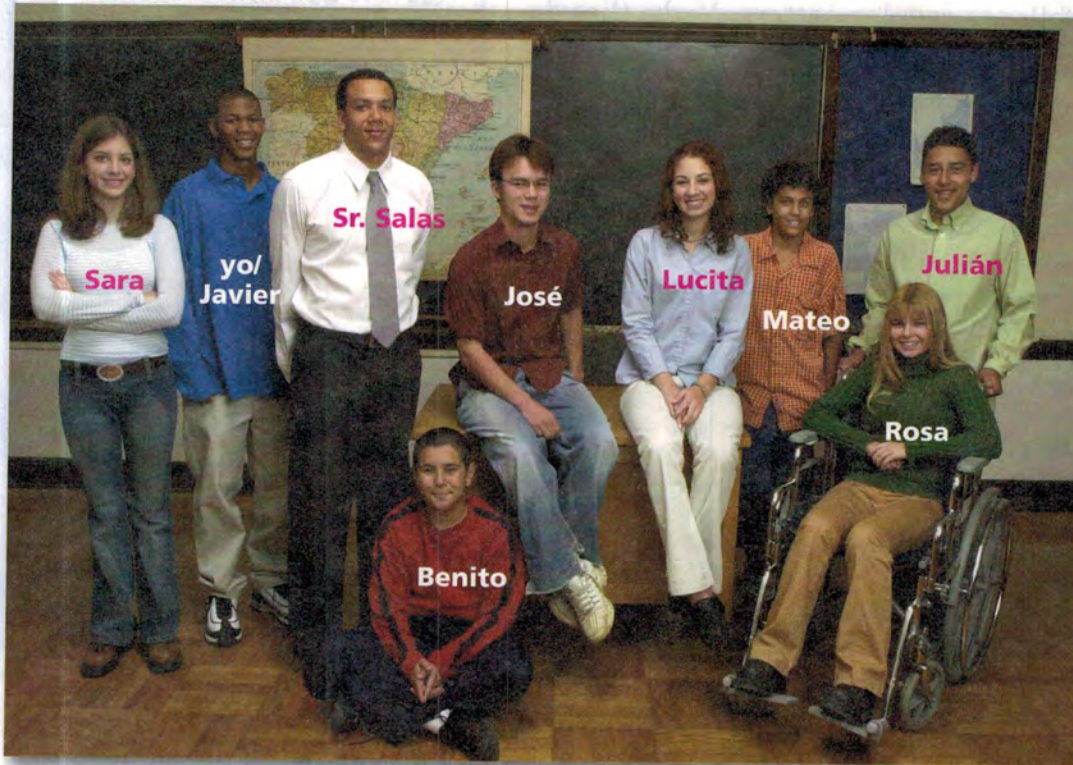
6. tú



## 11 ¿Cierto o falso? |

### Escuchar

Write the numbers 1–6 on a sheet of paper. Listen to the statements about Javier's Spanish club photo and write *cierto* or *falso* based on the information provided as you view the photograph from *your* perspective.



## 12 ¿Y dónde están todos? |

### Hablar

Work with a partner. Using the club picture above, find out where the various students are located from *Javier's* perspective. Follow the model.

### Modelo

A —¿Y dónde está Lucita?

B —Lucita está encima del escritorio.

- |                   |                  |
|-------------------|------------------|
| 1. Julián y Mateo | 5. el Sr. Salas  |
| 2. Rosa           | 6. Lucita y José |
| 3. Sara           | 7. Benito        |
| 4. yo             | 8. Sara y yo     |



En la clase de ciencias naturales

## 13 Juego |

Escribir • Hablar

Work with a partner. Write down the name of someone in the classroom. Your partner can ask only *sí / no* questions to find out the name. When your partner has guessed the mystery student's identity, change roles.

### Modelo

A —¿Es una estudiante?

B —Sí.

A —¿Está al lado de Tomás?

B —No.

A —¿Está detrás de mí?

B —Sí.

A —¿Es Patricia?

B —Sí.

### Para decir más . . .

detrás de mí    behind me

detrás de ti    behind you

## 14 Leer • Pensar

### Conexiones | Las matemáticas

#### Los precios de mochilas en el mundo hispano

Most countries have their own currencies. In Mexico, people pay for their purchases in *pesos*, in Peru they use *nuevos soles*, and so on. The value of each currency can go up or down daily in relation to other countries' currencies. For example, a dollar might be worth 10 Mexican *pesos* one day and 11 *pesos* the following day. Read the prices for *una mochila* in six different countries.



España  
24 euros



México  
425 pesos



Perú  
80 nuevos soles



Venezuela  
110 bolívares fuertes



Puerto Rico  
25 dólares



Guatemala  
200 quetzales

- How much does a typical *mochila* cost in your community?
- Convert the prices for *una mochila* into dollars. You can find a currency converter on the Internet.
- How do these prices compare to those in your community? Why might the same item have different values in different countries?

### Más práctica



realidades.com | print

Instant Check	✓	
Guided WB pp. 77–78	✓	✓
Core WB p. 44	✓	✓
Comm. WB pp. 42, 46	✓	✓
Hispanohablantes WB pp. 74–77		✓

# Gramática

## ▼ Objectives

- ▶ Identify and describe the location of objects around school
- ▶ Exchange information about the location of things in a classroom

## The plurals of nouns and articles

To make nouns plural you usually add *-s* to words ending in a vowel and *-es* to words ending in a consonant.

silla → sillas    teclado → teclados    cartel → carteles

Singular nouns that end in *z* change the *z* to *c* in the plural.

el lápiz → los lápices

The plural definite articles are *los* and *las*. Like *el* and *la*, they both mean “the.”

las sillas → *the* chairs

The plural indefinite articles are *unos* and *unas*. They both mean “some” or “a few.”

unos carteles → *some* posters

Singular	Plural
el reloj	los relojes
la ventana	las ventanas
un cuaderno	unos cuadernos
una mesa	unas mesas

### ¿Recuerdas?

You have used definite and indefinite articles in the singular:

- *el, la* = the
- *un, una* = a, an

### Más ayuda

[realidades.com](http://realidades.com)



#### GramActiva Video

**Tutorials:** Noun-adjective agreement, Singular plural formation



**Canción de hip hop:** ¿Qué hay?



**GramActiva Activity**

## ▼15 Palabras plurales |

### Escribir

Write the plural forms of the articles and nouns below.

1. el cuaderno
2. la bandera
3. la papelera
4. el profesor
5. una clase
6. una mochila
7. un escritorio
8. un pupitre

## ▼16 ¡A estudiar! | |

### Hablar • Leer

Marta and Berta are getting ready for school. Read the dialogue with a partner and fill in the blanks with the correct definite articles.

**Marta:** ¿Dónde están 1. lápices?

**Berta:** Aquí están, en 2. mochila.

**Marta:** ¿Y tienes 3. bolígrafos y 4. libros?

**Berta:** No. Están allí, encima de 5. mesa, debajo de 6. ventanas.

**Marta:** Ah, sí. ¿Y 7. cuadernos y 8. carpetas? ¿Dónde están?

**Berta:** Están encima de 9. mesa, detrás de 10. computadoras.

## ▼17 Más palabras plurales |

Escuchar • Hablar

You will hear eight words. Say the plural form of each word as you hear it.

Modelo

You will hear: *el libro*

You will say: *los libros*

## ▼18 Es el cuaderno de ... |

Hablar

Work in groups of four. Each of you should choose a classroom object you have brought to class. Show your group what you have chosen. Your teacher will collect all the items, then place them in view in different parts of the classroom. Ask your group where your object is. Take turns until all members of your group have asked their question.

 Modelo

A —¿Dónde está mi calculadora?

B —Tu calculadora está debajo de la silla de Margarita.

### Nota

In Spanish, you express possession by using *de* and the name of the owner of the item.

- el escritorio de la profesora  
*the teacher's desk*

## El español en el mundo del trabajo

School districts in the United States have many positions in which employees need to speak Spanish. For example, school counselors work with new students and parents from Spanish-speaking countries. Counselors help them set up schedules, talk about school policies, and answer questions. Both the parents and the new students feel much more comfortable when the counselor can communicate with them in Spanish.

- Does your district need employees who speak Spanish? In what other jobs within a school system would speaking Spanish be helpful?

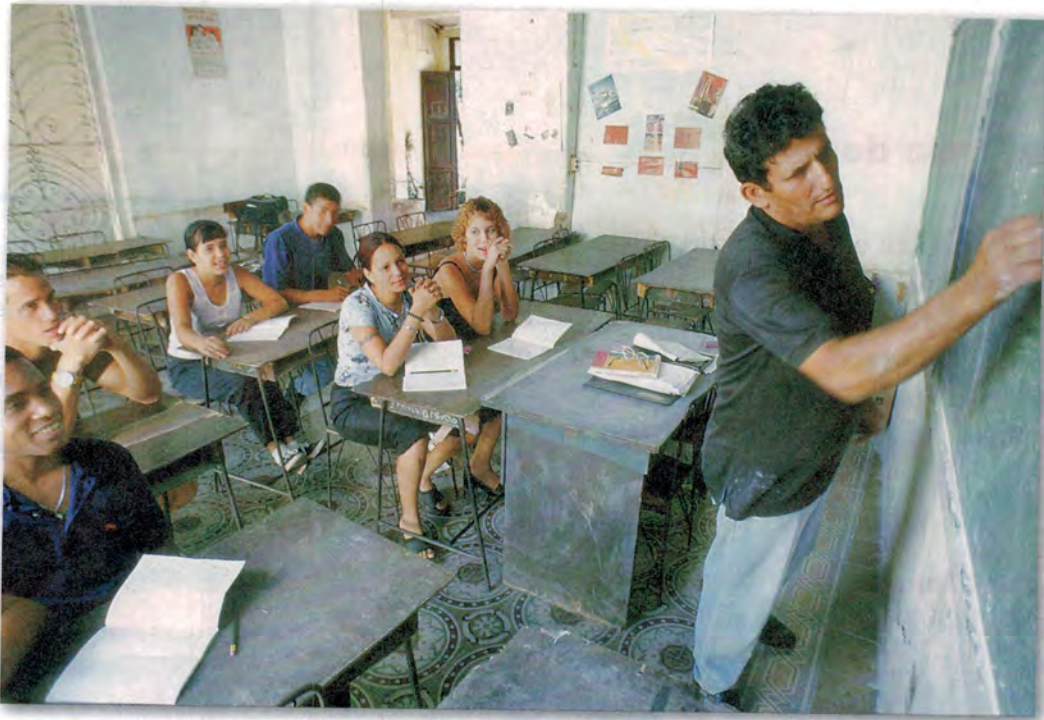




## 19 Una clase de inglés |

Hablar • Escribir

Look at this picture of a high school class in Cuba.



- 1 Study the photograph and make a list in Spanish of items you can name.
- 2 Write two questions about the photograph, then ask your partner the questions. Use the models below.

### Modelo

- A —¿Cuántos estudiantes hay en la clase?  
 B —Hay seis estudiantes.  
 A —¿Hay banderas en la clase?  
 B —No, no hay banderas.

¿Qué es esto?	¿Quién está . . . ?
¿Cuántos(as) . . . hay?	¿Hay . . . ?
¿Dónde está(n) . . . ?	¿Qué hay?

## 20 Y tú, ¿qué dices? |

Escribir

Look around your classroom and write five sentences about it.

### Modelo

*En mi clase de español hay 33 estudiantes. Hay 35 pupitres y un escritorio. El escritorio está delante de los pupitres. La computadora está encima del escritorio. No hay bandera en mi clase.*

Más práctica 

realidades.com | print

Instant Check	✓	
Guided WB pp. 79–80	✓	✓
Core WB pp. 45–46	✓	✓
Comm. WB pp. 43–44, 47	✓	✓
Hispanohablantes WB pp. 79–81	✓	✓

## ▼ Pronunciación | |

### The letter *g*

In Spanish, the letter *g* sounds like *g* in “go” when it is followed by *a*, *o*, or *u*, although it often has a slightly softer sound than in English. Listen to and say the following words and sentences:

Gustavo	domingo	tengo
agosto	pregunta	luego
amigo	argollas	gato

In Spanish, the letter *g* sounds like the letter *h* in “hot” when it is followed by *e* or *i*. Listen to and say the following words. Some of these words you have not yet heard or seen. Can you guess the meanings of the cognates?

inteligente	generoso	general
gimnasio	tecnología	biología

**Try it out!** See if you can guess how to pronounce the following Spanish first names. Keep in mind the pronunciation rules for the *g* sound.

Gabriela	Ángela	Gerardo
Gilberto	Gustavo	Rodrigo
Olga	Rogelio	Gregorio



Estudiantes en un gimnasio

## ▼ Fondo cultural | El mundo hispano

**School gyms** are rare in Spanish-speaking countries. Students usually have physical education classes in the school's *patio*. High school students usually have P.E. one or two times a week, sometimes before or after regular school hours. School sports teams are also less common than in the United States.

- What are some reasons that schools in Spanish-speaking countries might place less emphasis on physical education, sports, and gymnasiums?

Una clase de educación física de una escuela primaria, México



- ▶ Read about a United Nations program for children
- ▶ Make predictions about what you will read

# Lectura

Lee este artículo sobre el UNICEF.

## El UNICEF y una convención para los niños<sup>1</sup>



¿Sabes que es un privilegio estar en una escuela, tener una mochila con libros, unos lápices, una calculadora, unas hojas de papel y un profesor bueno? En ciertas<sup>2</sup> naciones, ir a la escuela es difícil o no es posible.

El UNICEF es la organización internacional de las Naciones Unidas que trabaja para los niños. UNICEF es una sigla<sup>3</sup> inglesa que significa “Fondo Internacional de Emergencia de las Naciones Unidas para

los Niños”. Tiene siete oficinas regionales en diversas naciones y un Centro de Investigaciones en Italia.

El 20 de noviembre de 1989, la Organización de las Naciones Unidas escribió<sup>4</sup> “una convención para los niños” en inglés, árabe, chino, ruso y francés.

<sup>1</sup>children    <sup>2</sup>certain  
<sup>3</sup>acronym    <sup>4</sup>wrote

### Strategy

#### Predicting outcomes

Think about what you would consider to be basic rights for children around the world. Jot down four of them on a piece of paper. As you read the article, see if your ideas are included.

**Esta convención dice que<sup>5</sup> los niños de todas<sup>6</sup> las naciones necesitan:**

- dignidad
- una casa
- protección
- una buena dieta
- la práctica de deportes
- atención especial para los niños con problemas físicos
- amor y la comprensión de la familia
- expresar sus opiniones
- una comunidad sin<sup>7</sup> violencia
- ir a la escuela para ser inteligentes y sociables

<sup>5</sup>says that    <sup>6</sup>all    <sup>7</sup>without





### ¿Comprendes?

1. Para los estudiantes de todas las naciones es fácil estar en una escuela y tener una mochila. ¿Cierto o falso?
2. ¿Cuántas oficinas regionales tiene UNICEF?
3. ¿Qué significa la sigla UNICEF?
4. ¿Dónde está el Centro de Investigaciones?
5. La convención es para los niños de todas las naciones. ¿Cierto o falso?

6. Según la convención para los niños, ¿cuáles (*what*) son cuatro cosas que necesitan los niños?

Más práctica



realidades.com | print

Guided WB p. 81	✓	✓
Comm. WB pp. 48, 245–246	✓	✓
Hispanohablantes WB pp. 82–83	✓	✓
Cultural Reading Activity	✓	

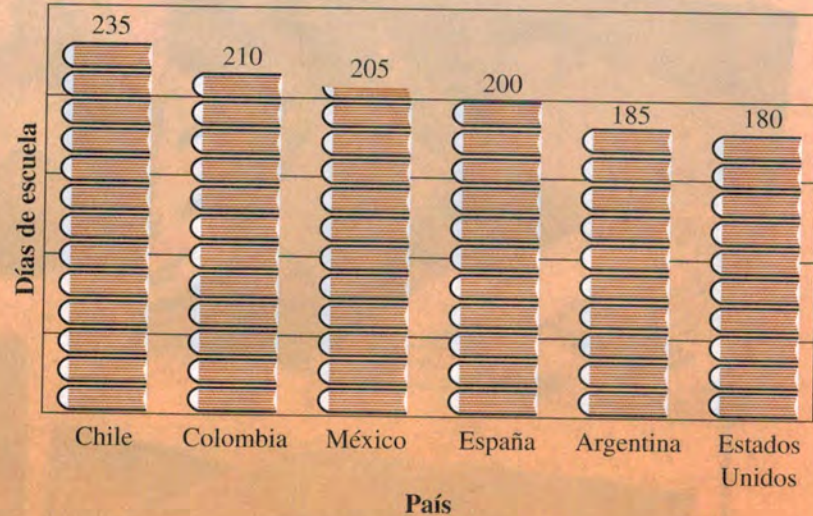
# Perspectivas del mundo hispano

## ¿Cómo es la escuela?

Did you know that students in many Spanish-speaking countries spend more time in school than you do? The graph to the right shows the length of the school year in various countries.

Here are some other facts you may not know:

- In many schools, when a teacher enters the classroom, the students stand.
- The teacher may call the students by their last name.
- The students, on the other hand, are more likely to address their teacher simply as *maestro(a)*, *profesor(a)*, or just *profe*, without a last name.
- Class time is generally spent with the teacher lecturing rather than with class discussion.
- Many public and private schools require uniforms.



**Check it out!** How are other schools in your area similar to or different from yours? How are they similar to or different from those in Spanish-speaking countries? Make a list of schools in your area and describe these similarities and differences. Are some schools more formal? Do students take classes that are different from the ones you take?

**Think about it!** Based on the information above, what might you assume are the attitudes toward school in Spanish-speaking cultures? How are these the same as or different from attitudes in your community? List five suggestions that might help an exchange student from Mexico City adjust to your school.



- ▶ Write a description of your classroom
- ▶ Make a sketch to remember ideas

# Presentación escrita

## Tu sala de clases

### Task

Your pen pal from Mexico is coming to visit your school. Write him or her a note describing your Spanish classroom.

- 1 **Prewrite** Sketch your classroom, showing and labeling the items you intend to describe.
- 2 **Draft** Write the first draft of your note. Use your sketch to remember which items you want to describe and where they are. Use the model to organize your draft.

### Modelo

*En mi sala de clases hay cuatro ventanas. Mi pupitre está delante del escritorio de la profesora. La bandera está al lado de la puerta. Las computadoras están encima de la mesa.*

- 3 **Revise** Check your note for correct spelling, as well as for the categories under Evaluation. Share your note with a partner, who will check for the following:
  - Is your note easy to understand?
  - Could you add other information?
  - Are there any errors?

Rewrite your note making any necessary changes.

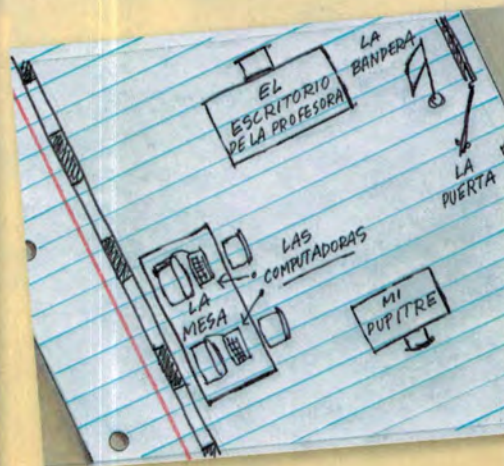
- 4 **Publish** Make a final copy of your note for display in the classroom or for your portfolio.
- 5 **Evaluation** The following rubric will be used to grade your note.

Rubric	Score 1	Score 3	Score 5
Use of newly acquired vocabulary	You use very little variation of vocabulary with frequent usage errors.	You use limited vocabulary with some usage errors.	You use an extended variety of vocabulary with very few usage errors.
Correct use of the verb <i>estar</i>	You use many repetitions of incorrect verb forms.	You use frequent repetitions of incorrect verb forms.	You use very few incorrect verb forms.
Amount of information	You provide information about two or fewer items in the classroom.	You provide information about three or fewer items in the classroom.	You provide information about four or more items in the classroom.

### Strategy

#### Creating visuals

Creating a sketch or a drawing can help you remember the things you want to write about in a description.





# América Central

Central America is made up of seven countries: Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama. Spanish is the official language in all of these countries except Belize, which was colonized by the British.



Costa Rica has set aside large tracts of land for conservation, helping to preserve fragile ecosystems. The oldest park in Costa Rica, Santa Rosa, protects endangered sea turtle nesting sites and the last dry tropical forest in Central America.

## ¿Sabes que . . . ?

Carlos V of Spain first proposed a canal across the Isthmus of Panama in 1524. In the 1880s, French efforts to build a canal across the isthmus were hindered in large part by diseases. When Panama won its independence from Colombia in 1903, it signed a treaty with the United States granting it rights to the Canal Zone. The United States completed the canal in 1914, and it was turned over to Panama in 1999.

## Para pensar

In the early nineteenth century some people imagined that the United States would extend south to Panama. How do you think the United States would be different today if their predictions had come true? How do you think Mexico and Central America would be different?



realidades.com



Mapa global interactivo



Reference Atlas

Founded by the Spanish in 1524, the Nicaraguan city of Granada became an important trading center. The town enjoys easy access to the Caribbean, yet is located less than 100 miles from the Pacific. In the nineteenth and twentieth centuries Nicaragua was proposed as an alternate site for a canal linking the Atlantic and Pacific oceans. ▶



◀ Guatemala has a large indigenous population, many descended from the Maya. These women are wearing the traditional hand-woven *huipil*, which is a very "communicative" part of their clothing. The *huipil* identifies the wearer's village, her marital status, her religious beliefs, wealth, and personality. A well-woven *huipil* may last 20 to 30 years.

From the 1500s to the end of the 1700s, the coasts of Spanish America were plagued by pirates. Panamanian ports were perfect targets, since the silver and gold mined in Peru were loaded on Panama's Pacific coast and carried overland to the Atlantic, where they were put on ships bound for Spain. Fuerte San Lorenzo, on Panama's Atlantic coast, was part of a network of forts that were meant to protect ships and their precious cargo. ▶





- ▶ Review the vocabulary and grammar
- ▶ Demonstrate you can perform the tasks on p. 121

# Repaso del capítulo

## Vocabulario y gramática

### to talk about classroom items

la bandera	flag
el cartel	poster
la computadora	computer
la mochila	bookbag, backpack
la pantalla	(computer) screen
la papelera	wastepaper basket
el ratón	(computer) mouse
el reloj	clock
el sacapuntas	pencil sharpener
el teclado	(computer) keyboard

### to talk about classroom furniture

el escritorio	desk
la mesa	table
la silla	chair

### to talk about parts of a classroom

la puerta	door
la ventana	window

### to indicate location

al lado de la / del	next to, beside
allí	there
aquí	here
debajo de la / del	underneath
delante de la / del	in front of
detrás de la / del	behind
¿Dónde?	Where?
en	in, on
encima de la / del	on top of

For *Vocabulario adicional*, see pp. 472–473.

### to indicate possession

de	of
mi	my
tu	your

### to identify (description, quantity)

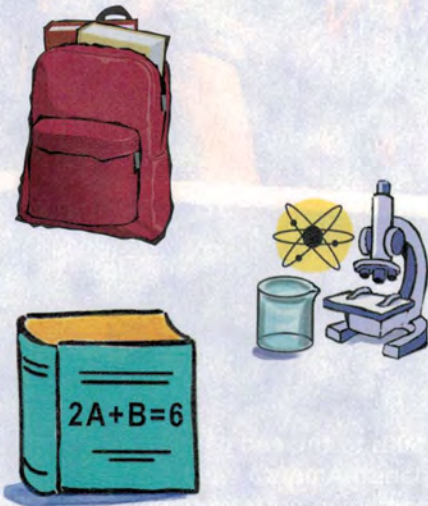
Es un(a) . . .	It's a . . .
Hay	There is, There are
¿Qué es esto?	What is this?

### estar to be

estoy	estamos
estás	estáis
está	están

### to identify gender and quantity of nouns

los, las	the
unos, unas	some



Instant Check

Puzzles

Core WB pp. 47–48

Comm. WB pp. 247, 248–250

✓

✓

✓

✓


## Preparación para el examen

**On the exam you will be asked to . . .**


**Here are practice tasks similar to those you will find on the exam . . .**

**For review go to your print or digital textbook . . .**


### Interpretive

-  **1 Escuchar** Listen to and identify classrooms and locations
- Listen as a student frantically asks some of his friends where he left his homework. Can you identify all of the classrooms and places they suggest that he look?
- pp. 100–103** *Vocabulario en contexto*  
**p. 105** Actividades 6–7  
**p. 111** Actividad 18

### Interpersonal


-  **2 Hablar • Escribir** Talk or write about where someone is located by describing where that person is in relation to objects in the classroom
- You are trying to find out the name of someone in your class. You ask the person next to you, but he doesn't understand whom you are talking about. Give at least three statements that would help him identify the person. You might include where he or she is in relation to the teacher's desk, the window, someone else's desk, and so on.
- pp. 100–103** *Vocabulario en contexto*  
**p. 105** Actividades 6–7  
**p. 108** Actividades 11–12  
**p. 109** Actividad 13  
**p. 111** Actividad 18

### Interpretive


-  **3 Leer** Read and understand a letter that contains questions and concerns about school issues
- The school counselor has asked you to help him read a note written by a new Spanish-speaking student at school. After reading it, tell the counselor what the problem is and the kinds of questions the student asks.
- pp. 100–103** *Vocabulario en contexto*  
**p. 112** Actividad 19  
**p. 114** *Lectura*

*Necesito una clase para la primera hora. ¿Cómo es la clase de tecnología, fácil o difícil? ¿Qué necesito para la clase? ¿Cuántos estudiantes hay en la clase? ¿Hay mucha tarea?*

### Presentational

-  **4 Escribir** Write an email to a friend about one of her classes
- You have just moved to a new town and are sending an e-mail to a friend from your old school. You have lots of questions about her classes. Write at least three questions about one of her classes: whether she likes it, how many students are in it, where her desk is in the room, what else is in the room, etc.
- pp. 100–103** *Vocabulario en contexto*  
**p. 112** Actividad 19

### Cultures • Comparisons

-  **5 Pensar** Demonstrate an understanding of cultural differences in schools
- Think about how students and teachers interact within a typical classroom in a Spanish-speaking country. What are at least four things you might find different from most schools in the United States?
- p. 106** *Fondo cultural*  
**p. 113** *Fondo cultural*  
**p. 116** *Perspectivas del mundo hispano*