

Fondo cultural



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.

Tu día en la escuela

Chapter Objectives

- Talk about school schedules and subjects
- Discuss what students do during the day
- Ask and tell who is doing an action
- Compare your school with that of a student in a Spanish-speaking country

Video Highlights

A primera vista: *El primer día de clases*

GramActiva Videos: subject pronouns; present tense of -ar verbs

Country Connection

As you learn about the school day in Spanish-speaking countries, you will make connections to these countries and places:



Más práctica

- Real. para hispanohablantes, pp. 50–51

Go Online
PHSchool.com

For: Online Atlas
Web Code: jce-0002

A primera vista

Vocabulario y gramática en contexto

jcd-0287



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.



Objectives

Read, listen to, and understand
information about

- the school day

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

24

Inglés

Leer páginas 28-43

Actividades 3, 5-7, 10

Escribir 2 cuentos

viernes

25



jcd-0287



Escuchar

¿Sí o no?

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.



jcd-0287



Escuchar

El horario de Alicia

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

Más práctica

- Practice Workbook, pp. 31–32, 2A-1, 2A-2
- WAV Wbk.: Writing, p. 35
- Guided Practice: Vocab. Flash Cards, pp. 53–58
- Real. para hispanohablantes, p. 52

Go Online
PHSchool.com

For: Vocab. Practice
Web Code: jcd-0201



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?



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

Teresa: Tengo la clase de inglés.



Srta. Santoro

Teresa

Claudia

Sr. Treviño



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

Claudia: Buena idea.



6 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.



7 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!



Leer/Escribir

¿Comprendes?

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

1. Es el primer día de clases.
2. A Teresa le gusta la clase de inglés.
3. Para Claudia, la clase de matemáticas es difícil.
4. Claudia tiene la clase de educación física en la segunda hora.
5. Según la profesora, la clase de matemáticas es muy práctica.
6. 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

- Practice Workbook, pp. 33–34: 2A-3, 2A-4
- Guided Practice: Vocab. Check, pp. 59–62
- Real. para hispanohablantes, p. 53



For: Vocab. Practice
Web Code: jcd-0202

Manos a la obra

Vocabulario y gramática en uso

Objectives

- Discuss the school day
- Ask and tell about likes and dislikes
- Learn to use subject pronouns
- Learn to use verbs that end in -ar



Leer/Escribir

Un horario

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.

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



México

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.



Escribir

Mi horario

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.

Actividad
6



Hablar

Mucha tarea

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!

1.



2.



3.



4.



5.



6.



7.



Actividad
7

Escribir

Me gusta más . . .

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.

| | | |
|----------|-----------|-------------|
| aburrida | divertida | interesante |
| difícil | fácil | práctica |

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.*

1. inglés / español

2. arte / educación física

3. inglés / matemáticas

4. ciencias sociales / ciencias naturales

5. tecnología / música

6. matemáticas / ciencias sociales



¿Qué te gusta más?

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

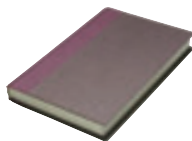
Modelo

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.

Y tú, ¿qué dices?

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



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 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

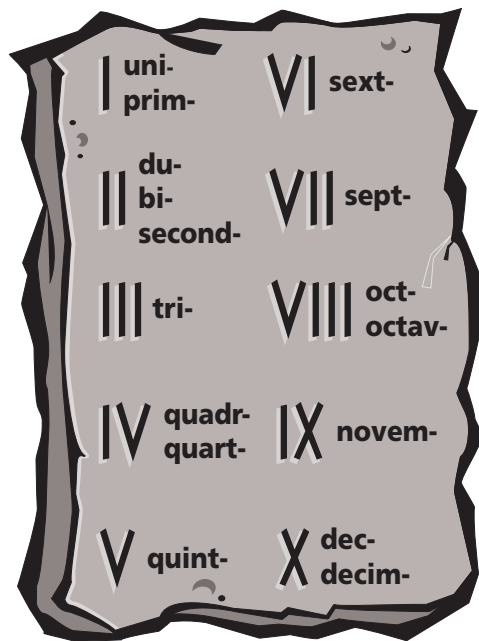
Exploración del lenguaje

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

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:

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

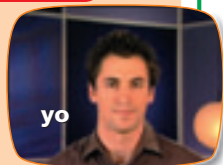
You can combine a subject pronoun and a name to form a subject.

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

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

GramActiva VIDEO

Want more help with subject pronouns? Watch the GramActiva video.



Actividad
10



Escuchar/Hablar/GramActiva

¡Señala!

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.

Actividad
11

Escribir

¿Es ella?

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 |

Actividad
12



Hablar

¿Tú, Ud. o Uds.?

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

- | | | | |
|--|--|--|---|
| 1.  | 2.  | 3.  | 4.  |
| 5.  | 6.  | 7.  | 8.  |

Más práctica

- Practice Workbook, p. 35: 2A-5
- WAV Wbk.: Writing, p. 36
- Guided Practice: Grammar Acts., pp. 63-64
- Real. para hispanohablantes, pp. 54-57

Go Online

PHSchool.com

For: Subject Pronouns
Web Code: jcd-0203

Gramática

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 |
| (tú) hablas | (vosotros) habláis |
| Ud. habla (él) (ella) | Uds. hablan (ellos) (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.

GramActiva VIDEO

Want more help with verbs that end in *-ar*? Watch the **GramActiva** video.



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Escuchar/Pensar/GramActiva

¿Una mano o dos?

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.

Actividad
14

Escribir/Hablar

¿Qué estudian?

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

1. Laura



2. Josefina, Elena y yo



3. tú



4. Catalina y José



5. Joaquín y tú



6. yo



Modelo

Tomás

Tomás estudia música.

Actividad
15



Escuchar/Hablar/GramActiva

Juego

- 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 calls time, 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 play. The partner with the most correct answers is the winner.



En una escuela en México

Más práctica

- Practice Workbook, pp. 36–37, 2A-6, 2A-7
- WAV Wbk.: Writing, p. 37
- Guided Practice: Grammar Acts., pp. 65–66
- Real. para hispanohablantes, pp. 58–60

Go Online
PHSchool.com

For: -ar Verbs
Web Code: jcd-0204



En la escuela

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.

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Escucha y escribe

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



El recreo



Fondo cultural

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.

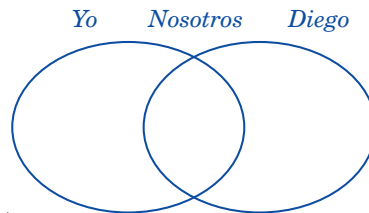
- How is this similar to your school? How is it different?



Actividades y más actividades

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*.

Modelo



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.

| | | |
|---------------------|-------------------------|----------|
| montar en bicicleta | pasar tiempo con amigos | trabajar |
| hablar por teléfono | practicar deportes | cantar |
| escuchar música | hablar español | bailar |
| dibujar | nadar | |
| estudiar | usar la computadora | |

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.

Nosotros(as) . . .

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.



Y tú, ¿qué dices?

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

Los números mayas

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

jcd-0288



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. *always*
¿No es verdadero? *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

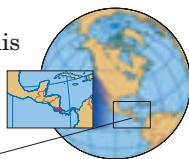
Do you know about opportunities to learn Spanish in your community outside of your school? Do some research using the Internet, college brochures, and the Yellow Pages about Spanish classes or private lessons offered in your community. Make a list of your findings. Why do you think people in your community want to study Spanish?



¡Adelante!

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.



Costa Rica

Objectives

- Read a brochure about a school in Costa Rica
- Learn soccer fan chants
- Talk about some of your classes
- Learn facts about Mexico

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

- WAV Wbk.: Writing, p. 38
- Guided Practice: *Lectura*, p. 67
- *Real*. para hispanohablantes, pp. 62–63

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Fondo cultural

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 from Alicante arrive?

En una estación de trenes de Madrid

Próximas Llegadas
Regiones y L. Recorrido

| H. Prev. | Procedencia | Viaj. |
|----------|-------------|-------|
| 12:00 | VALENCIA | 1 |
| 12:15 | BARCELONA | 2 |
| 14:15 | BARCELONA | 3 |
| 15:30 | ALICANTE | 4 |
| 16:30 | BARCELONA | 5 |
| 18:45 | TOLEDO | 6 |

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 en la Ciudad Universitaria, Madrid, España



Aficionados al fútbol

Presentación oral

Mis clases

Task

Imagine that a student from Costa Rica has just arrived at your school. Tell the student about some of your classes.



- 1 **Prepare** Make a chart similar to the one below and fill in information for three of your classes. You will use this chart to think through what you may want to say about these classes.

| Hora | Clase | Comentarios | Profesor(a) |
|---------|--------------------------------|-------------------------|------------------|
| primera | la clase de español | me gusta hablar español | la Sra. Salinas |
| cuarta | la clase de arte | difícil | el Sr. Highsmith |
| octava | la clase de ciencias naturales | divertida | la Srta. 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 you present. Try to:

- mention the information about your classes and your teachers
- use complete sentences
- 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** Your teacher may give you a rubric for how your presentation will be graded. You probably will be graded on:
- how complete your preparation is
 - how much information you communicate
 - how easy it is to understand you

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.



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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 *chilingo 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.

Repaso del capítulo

Vocabulario y gramática

jcd-0289

Objectives

To prepare for the test, check to see if you . . .

- know the new vocabulary and grammar
- can perform the tasks on p. 97

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 |
| práctico, -a | practical |
| más . . . que | more . . . than |

other useful words

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

subject pronouns

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

hablar to talk

| | |
|--------|----------|
| hablo | hablamos |
| hablas | habláis |
| habla | hablan |

Más práctica

- Practice Workbook: Puzzle, p. 38
- Practice Workbook: Organizer, p. 39

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Preparación para el examen

On the exam you will be asked to . . .

jcd-0289



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

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

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?

If you need review . . .

pp. 74–77 *A primera vista*
p. 75 Actividades 1–2
p. 79 Actividad 7
p. 80 Actividades 8–9



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*



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?

¿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?

pp. 74–77 *A primera vista*
p. 78 Actividad 4
pp. 90–91 *Lectura*



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*



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*