



### Fondo cultural

**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?

Sor Juana Inés de la Cruz, arte mexicano del siglo xvii  
Institut Amatller d'Art Hispànic-Arxiu Mas.

# Tu sala de clases

## Chapter Objectives

- Describe a classroom
- Indicate where things are located
- Talk about more than one object or person
- Understand cultural perspectives on school

## Video Highlights

**A primera vista:** *Un ratón en la clase*

**GramActiva Videos:** the verb *estar*; plurals of nouns and articles

## Country Connection

As you learn how to describe your classroom, you will make connections to these countries and places:



## Más práctica

- Real. para hispanohablantes, pp. 70–71

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# A primera vista

jcd-0297



## Objectives

Read, listen to, and understand information about

- the classroom
- where objects are located

## Vocabulario y gramática en contexto



66 ¡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? 99.



El cuaderno está **debajo de la** calculadora.  
 La calculadora está **encima del** cuaderno.  
 Los bolígrafos están **al lado del** diccionario.  
 La bandera está **detrás de la** computadora.  
 La silla está **delante de la** mesa.

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



## Actividad 1

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**Escuchar**

### ¿Qué hay en la sala de clases?

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.

## Actividad 2

jcd-0297



**Escuchar**

### En la sala de clases

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

- Practice Workbook, pp. 40–41: 2B-1, 2B-2
- WAV Wbk.: Writing, p. 45
- Guided Practice: Vocab. Flash Cards, pp. 69–72
- Real. para hispanohablantes, p. 72

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# 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?

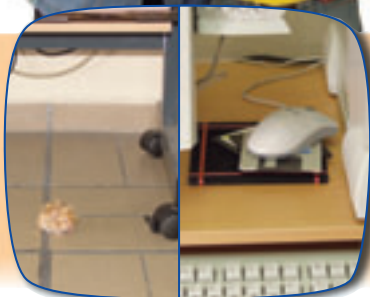


**1 Claudia:** ¿Qué es esto?

**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, encima de los disquetes.

**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.



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

**Carlos:** ¿Qué?

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



**3 Carlos:** ¡Un ratón! Profesora, ¡hay un ratón debajo del escritorio!

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

**¿Dónde** está? ¿Dónde?



**4 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.



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

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

### Actividad 3

#### Leer

### ¿Comprendes?

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 encima de los disquetes.
5. Paquito está detrás de la mochila.
6. El director está muy serio.

### Más práctica

- Practice Workbook, pp. 42–43: 2B-3, 2B-4
- Guided Practice: Vocab. Check, pp. 73–76
- Real. para hispanohablantes, p. 73

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# Manos a la obra

## Vocabulario y gramática en uso

### Objectives

- Communicate about a classroom
- Ask and tell how someone feels
- Talk about where someone or something is located
- Learn to use the verb *estar*, the plurals of nouns, and the plurals of articles

### Actividad 4

#### Escribir

### ¿Qué hay?

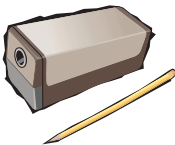
Write the names of the things you see.



#### Modelo

*Hay una bandera.*

1.



2.



3.



4.



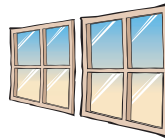
5.



6.



7.



8.



### Actividad 5



#### Pensar/Escribir

### ¿Es lógico o no?

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

#### Modelo

el disquete   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



## Actividad 6



### Hablar

## ¿Dónde está?

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	

## Actividad 7



### Hablar/Escuchar

## Juego

- Work with a partner. Your partner will face away from you and have a blank piece of paper and a pen or a pencil.
- Choose four classroom items and arrange them on your desk, putting objects on top of others, next to each other, and so forth.
- 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.
- When your teacher calls time, see how closely the picture matches the actual arrangement. Then switch roles.

### Modelo

A —¿Tienes un disquete?

B —No, no tengo un disquete.

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.



Estudiantes mexicanas

### Fondo cultural

**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?

### Actividad 8

#### Escribir/Hablar

### Y tú, ¿qué dices?

Describe your classroom.

1. ¿Dónde está la puerta?
2. ¿Qué está 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

### 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) <b>estamos</b>
(tú) <b>estás</b>	(vosotros) <b>estáis</b>
Ud. (él) <b>está</b>	Uds. (ellos) <b>están</b>
(ella)	(ellas)

### ¿Recuerdas?

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

- ¿Cómo *estás*?
- ¿Cómo *está* Ud.?

### GramActiva VIDEO

Want more practice with the verb *estar*? Watch the GramActiva video.

**están debajo de . . .**



### Actividad 9

#### Escribir

### ¡Hola! ¿Cómo estás?

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.

### Actividad 10



#### Hablar

### ¿En qué clase están?

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

1. yo



2. los profesores



#### Modelo

*Ella está en la clase de tecnología.*

4. nosotros



5. ella



3. la profesora

6. tú

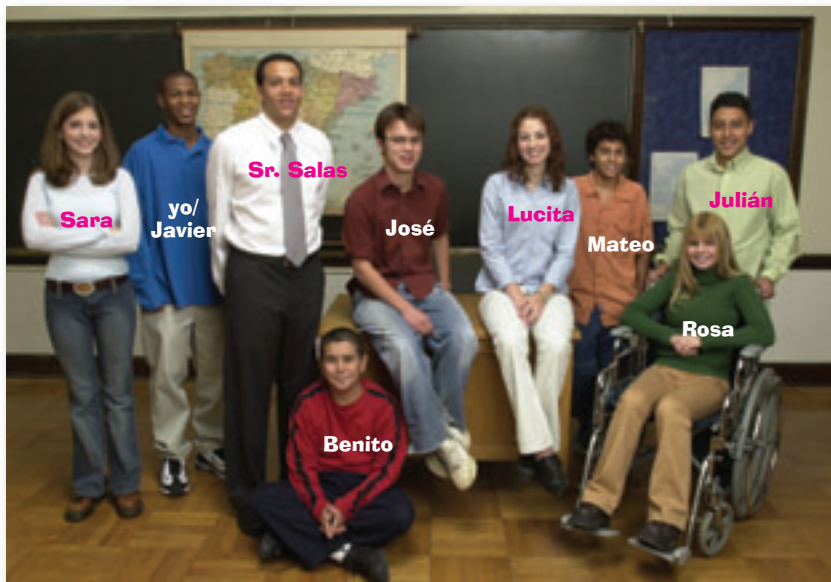






## ¿Cierto o falso?

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.



## ¿Y dónde están todos?

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



## Juego

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 . . .

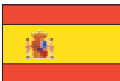





- detrás de mí      behind me  
detrás de ti      behind you

## 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 9.5 *pesos* the following day. Read the prices for *una mochila* in six different countries.



	España 20 euros		México 250 pesos
	Perú 100 nuevos soles		Venezuela 21.000 bolívares
	Puerto Rico 25 dólares		Guatemala 180 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

- Practice Workbook, p. 44: 2B-5
- WAV Wbk.: Writing, p. 46
- Guided Practice: Grammar Acts., pp. 77-78
- Real. para hispanohablantes, pp. 74-77

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## Gramática

### 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 disquete	unos disquetes
una mesa	unas mesas

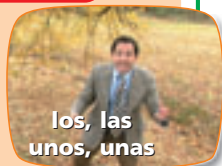
### ¿Recuerdas?

You have used definite and indefinite articles in the singular:

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

### GramActive VIDEO

Want more help with plurals? Watch the GramActive video.



### Actividad 15



### Escribir

### Palabras plurales

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

### Actividad 16



### Hablar/Leer

### ¡A estudiar!

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.



Actividad  
17

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Escuchar/Hablar

## Más palabras plurales

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*

Actividad  
18



Hablar

## Es el cuaderno de . . .

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?





## Una clase de inglés

Look at this picture of a high school English class in Spain.



- 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 diez 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?           |

## Y tú, ¿qué dices?

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

- Practice Workbook, pp. 45–46, 2B-6, 2B-7
- WAV Wbk.: Writing, p. 47
- Guided Practice: Grammar Acts., pp. 79–80
- Real. para hispanohablantes, pp. 78–81

## Pronunciación

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### 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

**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?



En la clase de educación física

- Read about an important program of the United Nations
- Learn about cultural differences in schools
- Write a note describing your classroom
- Learn facts about Central America

### 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.

## La 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.

La 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

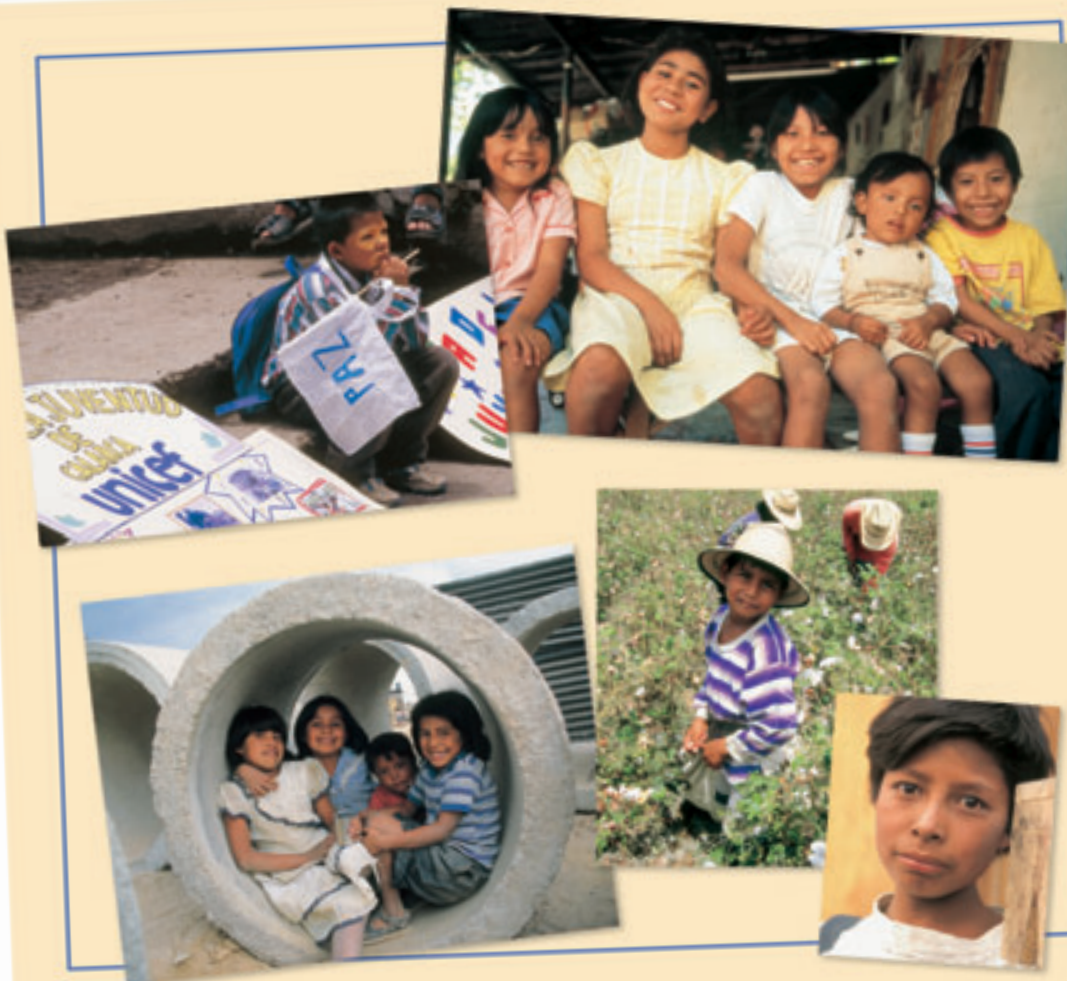
**Esta convención dice que<sup>5</sup> los niños de todas<sup>6</sup> las naciones necesitan:**

- 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

- WAV Wbk.: Writing, p. 48
- Guided Practice: *Lectura*, p. 81
- *Real*. para hispanohablantes, pp. 82-83

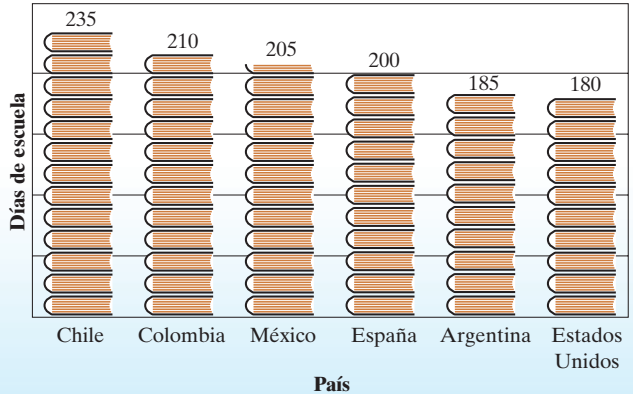
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Web Code: jcd-0215

## ¿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.



# Tu sala de clases

## Task

Your pen pal from Mexico is coming to visit your school next semester and would like to know what to expect. Write her a note describing your Spanish classroom.

## Strategy

### Creating visuals

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

- 1 Prewrite** Draw a simple sketch of your classroom, showing the classroom items you intend to describe in your note. Label the items.
- 2 Draft** Write the first draft of your note. Your sketch will help you remember which items you want to describe and where they are located. Use the model to help you organize your writing.

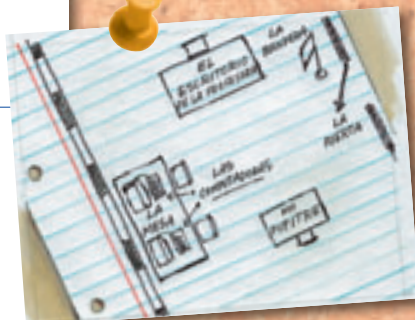
### Modelo

*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** Read through your paragraph and check for correct spelling as well as for the criteria under Evaluation. Share your work with a partner. Your partner should check the following:
  - Is your paragraph easy to understand?
  - Is there other information you could add?
  - Are there any errors?Rewrite your paragraph making any necessary changes.

- 4 Publish** Make a final copy of your note. You may exhibit it in the classroom or add it to your portfolio.
- 5 Evaluation** Your teacher may give you a rubric for how your paragraph will be graded. You probably will be graded on:

- use of vocabulary
- correct use of the verb *estar*
- amount of information provided





El mundo hispano

# 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 I 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?



**Go online**  
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For: Online Atlas  
Web Code: jce-0002



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 between 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. ▶



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

- know the new vocabulary and grammar
- can perform the tasks on p. 121

# Repaso del capítulo

## Vocabulario y gramática

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### to talk about classroom items

la bandera	flag
el cartel	poster
la computadora	computer
el disquete	diskette
la mochila	bookbag, backpack
la pantalla	(computer) screen
la papelería	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



- Practice Workbook: Puzzle, p. 47
- Practice Workbook: Organizer, p. 48

## Preparación para el examen

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

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**1 Escuchar** Listen to identify classrooms and locations

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

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?

### If you need review . . .

**pp. 100–103** *A primera vista*  
**p. 105** Actividades 6–7  
**p. 111** Actividad 18



**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** *A primera vista*  
**p. 105** Actividades 6–7  
**p. 108** Actividades 11–12  
**p. 109** Actividad 13  
**p. 111** Actividad 18



**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** *A primera vista*  
**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?*



**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** *A primera vista*  
**p. 112** Actividad 19



**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*