



Fondo cultural



“El quitasol” is a work by Spanish painter Francisco de Goya (1746–1828). He made this painting in 1777 as a design to be used in the manufacture of a royal tapestry. At that time Goya was already famous for the elegance of his artwork and his ability to capture ordinary events in realistic detail. The brilliant colors of this painting suggest a happy moment of relaxation for two young people.

- Why do people who live in the city go out to the country to relax?

“El quitasol” (1777), Francisco de Goya

Oil on canvas, 104 x 152 cm. Museo Nacional del Prado, Madrid, Spain.
Photo credit: Scala / Art Resource, NY.



¿Adónde vas?

Chapter Objectives

- Talk about locations in your community
- Discuss leisure activities
- Talk about where you go and with whom
- Learn how to ask questions
- Understand cultural perspectives on leisure activities

Video Highlights

A primera vista: *Un chico reservado*

GramActiva Videos: the verb *ir*; asking questions

Country Connection

As you learn about leisure activities, you will make connections to these countries and places:



Más práctica

- *Real.* para hispanohablantes, pp. 130–131

Go Online
PHSchool.com

For: Online Atlas
Web Code: jce-0002

El Parque del Buen Retiro,
Madrid, España

Read, listen to, and understand information about

- places to go to when you're not in school

A primera vista

jcd-0487



Vocabulario y gramática en contexto



el gimnasio



el parque



el centro comercial



ir de compras



el trabajo



la lección de piano



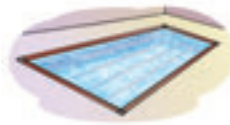
el cine



ver una película



la biblioteca



la piscina

—En tu **tiempo libre después de** las clases, ¿qué haces?

—**Voy al** gimnasio **para** levantar pesas y al parque para correr. ¿Y tú?

—Hoy voy **a** mi trabajo. No voy a mi lección de piano.

—¿**Con quién** vas al centro comercial?

—Voy con Guillermo, y **después vamos** al cine. ¿Y tú?

—Voy a la biblioteca para estudiar. Después voy al **Café** del Mundo con Lucila.





la playa



el restaurante



el campo



las montañas

—¿Qué haces **los** domingos?

—Voy **con mis amigos** a la playa.
Allí comemos el almuerzo.
Hay un restaurante muy bueno.
¿Y tú?

—**Generalmente** voy al campo o
a las montañas.

Más vocabulario

la iglesia	church
la mezquita	mosque
la sinagoga	synagogue
el templo	temple; Protestant church



Actividad 1

jcd-0487



Escuchar

¿Estás de acuerdo?

You will hear Elena describe where she does seven activities. If a statement is logical, give a “thumbs-up” sign. If it is not logical, make a “thumbs-down” sign.

Actividad 2

jcd-0487



Escuchar

¡Muchas actividades!

Listen to Antonio describe his weekly list of after-school activities. As he names his activities, touch the corresponding picture(s).

Más práctica

- Practice Workbook, pp. 67–68: 4A-1, 4A-2
- WAV Wbk.: Writing, p. 75
- Guided Practice: Vocab. Flash Cards, pp. 115–120
- Real. para hispanohablantes, p. 132

Go online
PHSchool.com
For: Vocab. Practice
Web Code: jcd-0401



Un chico reservado

¿Qué pasa cuando Ignacio, Elena y Ana hablan con el estudiante nuevo (*new*)? Lee la historia.



Ignacio

Ana

Elena

Javier

Strategy

Scanning

Use the visuals to predict what different activities Ana, Elena, Ignacio, and Javier are talking about. Then look in the dialogues to find the corresponding word or phrase that describes each activity.



- 1 Ignacio:** Mira, el estudiante nuevo es un poco reservado, ¿verdad?
Elena: Ah, sí . . . Está allí solo. ¿Por qué no hablamos con él?
Ignacio: Sí, ¡vamos!



- 5 Ana:** Los lunes voy a mi lección de piano y los martes, miércoles y jueves voy a la biblioteca para estudiar. Y Javier, ¿qué haces **los fines de semana**?



- 6 Javier:** ¿Los fines de semana? **Me quedo en casa.** No tengo muchos amigos aquí.
Ignacio: ¿Qué te gusta hacer?
Javier: ¡Me gusta el fútbol!



- 7 Ana:** ¡No me digas! Pues, nosotros vamos al parque para practicar fútbol.
Javier: ¿Cuándo?
Ana: El sábado.
Javier: Está bien.



- 2 Elena:** Hola. Me llamo Elena. Él es Ignacio, y ella es Ana.
Javier: Mucho gusto. Me llamo Javier.
Elena: Encantada . . . ¿De dónde eres?
Javier: Soy de Salamanca.



- 3 Ana:** Pues, Javier, ¿vas después de las clases **con tus amigos**?
Javier: No, voy **a casa**.



- 4 Javier:** ¿Adónde vais* vosotros después de las clases?
Elena: Los lunes, miércoles y viernes voy a mi trabajo en el centro comercial.
Ignacio: Generalmente voy al gimnasio. Me gusta levantar pesas.

Actividad
3

Leer/Escribir/Hablar

¿Comprendes?

En una hoja de papel completa las frases según la *Videohistoria*.

1. Javier es de . . .
2. Después de las clases Javier va . . .
3. Después de las clases Ignacio va al . . .
4. El jueves Ana va a la . . .
5. A Javier le gusta practicar . . .
6. Todos van al parque el . . .



- 8 Elena:** Pero Ana, ¿fútbol?
Ana: ¿Por qué no? ¡No tiene muchos amigos y le gusta el fútbol!

Más práctica

- Practice Workbook, pp. 69–70: 4A-3, 4A-4
- WAV Wbk.: Video, pp. 70–71
- Guided Practice: Vocab. Check, pp. 121–124
- Real. para hispanohablantes, p. 133

Go Online
 P2PStudent.com
 For: Vocab. Practice
 Web Code: jcd-0402

*Remember that in Spain, the *vosotros(as)* form of verbs is used when speaking to a group of people you would address individually with *tú*.

Objectives

- Communicate about leisure activities
- Tell where you go and with whom
- Learn to use the verb *ir* and how to ask questions

Manos a la obra

Vocabulario y gramática en uso

Actividad 4

Escribir/Hablar

¿Qué haces en . . . ?

Completa las frases lógicamente.

1. Hago ejercicio en . . .
2. Nado en . . .
3. Veo películas en . . .
4. Leo libros y revistas en . . .
5. Voy de compras en . . .
6. Esquíó en . . .
7. Como el desayuno en . . .



¡Respuesta personal!

Actividad 5



Escribir

¿Vas mucho a . . . ?

On a sheet of paper, copy the diagram below and write the names of the places you go under the appropriate expression of frequency.



Actividad
6



Hablar

¡No me digas!

Work with a partner. Using what you wrote for Actividad 5, take turns saying where you go and how often. React to your partner's statements. Follow the model.

Modelo

A —*Voy a la playa a veces.*

B —*¡No me digas! Yo voy a la playa a veces también.*

o: —*¡No me digas! Yo nunca voy a la playa.*

o: —*Pues, yo voy a la playa todos los días.*

Nota

When **a** is used before **el**, the two words form the contraction **al** (to the):

$a + el = al$

- Voy **al** centro comercial a veces, pero voy a la piscina mucho.

También se dice . . .

la piscina = la alberca (México);
la pileta (América del Sur)

el restaurante = el restaurán
(América del Sur)

Actividad
7

jcd-0488



Escuchar/Escribir

Escucha y escribe

Look at the painting of Plaza Morazán in Tegucigalpa, Honduras. On a sheet of paper, write the numbers 1–6. You will hear six statements about the painting. Write what you hear.

Fondo cultural

Strolling through the main square (*la plaza*) of most towns and cities in Spanish-speaking countries is a popular activity for young and old alike. Plaza Morazán is the main square in the capital city of Honduras, Tegucigalpa. The square is named after Francisco Morazán (1792–1842), a Honduran general and head of state.

- What social gathering place in your community is similar to *la plaza*?

"Plaza Morazán en Tegucigalpa" (1969), José Antonio Velásquez



Exploración del lenguaje

Origins of the Spanish days of the week

The word *sábado*, like many Spanish words, is based on Latin. The Spanish days of the week come from the Latin names for the gods, planets, sun, and moon, all of which were important in Roman daily life.

Try it out! Match the Spanish days of the week with their Latin origins.

1. lunes	a. <i>dies Mercurii</i> : named after Mercury, the god of commerce and travelers
2. martes	b. <i>dies Veneris</i> : named after Venus, the goddess of beauty and love
3. miércoles	c. <i>dies lunae</i> : the day dedicated to the moon (<i>luna</i>)
4. jueves	d. <i>dies solis</i> : named after the sun (<i>sol</i>), but later changed to <i>dies Dominicus</i> , which means “the Lord’s day”
5. viernes	e. <i>dies Martis</i> : dedicated to Mars, the god of war
6. sábado	f. <i>dies Saturni</i> : named after Saturn; also called <i>dies Sabbati</i> , based on the Hebrew word <i>shabbath</i> , or “day of rest”
7. domingo	g. <i>dies Jovis</i> : named after Jove, or Jupiter, the ruler of the gods

- Since you know *día* means “day” in Spanish, what is the word for “day” in Latin?



Hablar

¿Adónde vas?

Habla con otro(a) estudiante sobre los lugares (*about the places*) adónde vas y cuándo vas allí.

Modelo

los lunes

A —¿Adónde vas los lunes?

B —Generalmente voy a mi lección de piano.

o: —Generalmente me quedo en casa.

Nota

To say that something usually happens on a certain day every week, use *los* with the day of the week:

- Generalmente ellos van al campo **los viernes** o **los sábados**.

Estudiante A

1. los miércoles
2. los viernes
3. los sábados

4. los domingos
5. los fines de semana
6. después de las clases

Estudiante B

¡Respuesta personal!



Cuando no estamos en la escuela . . .

¿Cómo pasan el tiempo tus compañeros de clase cuando no están en la escuela? Sigue (*follow*) los pasos.

Conexiones Las matemáticas



Muchos jóvenes pasan el día en la playa en Perú.



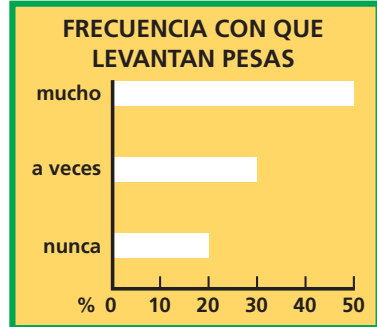
- Working in groups of four, take turns asking each person how often he or she does the activities listed below. Answer using *mucho*, *a veces*, or *nunca*. Keep a group tally of the responses.

ver películas usar la computadora ir a un trabajo
correr ir de compras ir a la biblioteca

Modelo

- A —¿Con qué frecuencia (How often) usas la computadora?
B —Uso la computadora mucho.

- Get together with another group of four and combine the results of your tally sheets. Prepare summary statements to report to the class.
- Report your summary statements to the class and make a class total. Convert each total to a percentage.
- Create a bar graph like the one below for each activity that shows the class's frequency of participation.



Y tú, ¿qué dices?

- ¿Dónde ves más películas, en casa o en el cine?
- Cuando vas de compras, ¿adónde vas?
- ¿Adónde vas los fines de semana?
¿Vas solo(a) o con tus amigos?

Gramática

The verb *ir*

To say where someone is going, use the verb *ir*. Here are its present-tense forms:

(yo) voy	(nosotros) vamos (nosotras)
(tú) vas	(vosotros) vais (vosotras)
Ud. (él) va (ella)	Uds. (ellos) van (ellas)

The verb *ir* is almost always followed by *a*. To ask where someone is going, use *¿Adónde?*

¿Adónde vas? **Where** are you going (**to**)?

- You will often hear people say *¡Vamos!* This means, “Let’s go!”

¿Recuerdas?

You have used the infinitive *ir* to talk about going to school.

- Me gusta ir a la escuela.

GramActiva VIDEO

Want more help with the verb *ir*? Watch the GramActiva video.



Voy al cine.

Actividad 11

Leer/Escribir

Un invierno en Chile

María, una estudiante de Chicago, Illinois, pasa un año en Santiago, Chile, con una familia chilena. Lee la carta (*letter*) y escribe las formas apropiadas del verbo *ir*.

17 de julio

Querida Sonia:

¿Cómo estás? Yo, bien. Generalmente paso tiempo en casa los fines de semana, pero a veces yo 1. a Portillo con la familia para esquiar. Hace mucho frío allí y por eso mi “mamá” chilena no 2. siempre con nosotros. En Portillo hay una escuela para los esquiadores y muchos chicos simpáticos 3. a las lecciones. También hay un cibercafé con computadoras. Muchas personas 4. allí para pasar tiempo con los amigos. Nosotros 5. el domingo. Y tú, ¿6. a la playa todos los días con tus amigos?

Hasta luego,
María



Chile



Esquiadores en Portillo, Chile

Actividad
12

Leer/Hablar

La carta

Lee la carta de María en la Actividad 11 y contesta las preguntas.

1. ¿Quién no va a veces con la familia a Portillo?
2. ¿Por qué a María le gusta ir a las lecciones de esquí?
3. ¿Adónde van para usar las computadoras?
4. ¿Cuándo van al cybercafé?
5. ¿Adónde van muchas personas para pasar tiempo con los amigos?



Actividad
13

Leer/Hablar/Escribir

¿Adónde van todos?

- 1 Read the sentence and determine who does the activity. Using the correct form of *ir*, ask where they go to do the activity. Your partner will answer with the most logical place.

Modelo

A —Te gusta esquiar. (tú) ¿Adónde vas?

B —Voy a las montañas para esquiar.

- | | |
|--|---|
| 1. Te gusta levantar pesas. | 4. A tu amigo le gusta comer bistec. |
| 2. Tú y tu amigo corren mucho. | 5. Tus amigas nadan muy bien. |
| 3. Tus amigos y tú ven muchas películas. | 6. Tus amigos hacen ejercicio todos los días. |

- 2 Now write four sentences about yourself and your friends, saying where you go and for what purpose.

Modelo

Vamos a . . . para . . .



Estudiantes en el gimnasio

Fondo cultural

Sports clubs and gyms are very popular in Spanish-speaking countries. Since there are few school-based sports teams, many young people join private gyms for individual exercise or play for privately sponsored teams in order to compete in their favorite sports.

- What do you think students would do if your school did not offer opportunities for playing and competing in sports?



Juego

Play this game in teams of two.

- With a partner, write five sentences saying what the two of you like to do in your free time and when. Also write sentences saying where you go for these activities.

Modelo

Nosotros corremos después de las clases. (Vamos al gimnasio.)

- Read one of your statements about activities to another team of classmates, but don't read the part that tells where you go. Then have one person try to guess where you go to do this activity. If the student answers correctly, his or her team wins a point. The team that earns the most points wins.

Modelo

A —*Nosotros corremos después de las clases.*

B —*Uds. van al gimnasio, ¿verdad?*

A —*Sí, vamos al gimnasio para correr.*

o: —*No, no vamos al gimnasio para correr. Vamos al parque.*

El español en la comunidad



In many businesses and neighborhoods in the United States, you can hear Spanish being spoken. For example, the Pilsen neighborhood in Chicago, Illinois, is home to one of the nation's largest Mexican communities. The colorful murals, thriving businesses, and popular restaurants give Pilsen its own character.

- Are there areas near you where you can see expressions of community for Spanish speakers? What are they?



En la comunidad de Pilsen, en Chicago

Pronunciación

jcd-0488

Stress and accents



How can you tell which syllable to stress, or emphasize, when you see words written in Spanish? Here are some general rules.

1. When words end in a vowel, *n*, or *s*, place the stress on the **next-to-last syllable**. Copy each of these words and draw a line under the next-to-last syllable. Then listen to and say these words, making sure you stress the underlined syllable:

centro	pasteles	piscina
computadora	trabajo	parque
mantequilla	escriben	generalmente

2. When words end in a consonant (except *n* or *s*), place the stress on the **last syllable**. Listen to and say these words, making sure you stress the last syllable:

señor	nariz	escribir
profesor	reloj	arroz español
trabajador	comer	



3. When a word has a written accent, place the stress on the **accented syllable**. One reason for written accents is to indicate exceptions to the first two rules. Listen to and say these words. Be sure to emphasize the accented syllable.

café	número	teléfono
difícil	película	lápiz
fácil	plátano	artístico

Try it out! Listen to the first verse of the song “La Bamba” and say each word with the stress on the correct syllable. Then listen to the recording again and see if you can sing along with the first verse.

Para bailar la bamba, para bailar la bamba
se necesita una poca de gracia,
una poca de gracia y otra cosita
y arriba y arriba,
y arriba y arriba y arriba iré.
Yo no soy marinero, yo no soy marinero,
por ti seré, por ti seré, por ti seré.

Más práctica

- Practice Workbook, p. 71: 4A-5
- WAV Wbk.: Writing, p. 76
- Guided Practice: Grammar Acts., pp. 125–126
- Real. para hispanohablantes, pp. 134–137

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Gramática

Asking questions

You use interrogative words (*who, what, where, and so on*) to ask questions.

¿Qué?	What?	¿Adónde?	(To) Where?
¿Cómo?	How?, What?	¿De dónde?	From where?
¿Quién?	Who?	¿Cuál?	Which?, What?
¿Con quién?	With whom?	¿Por qué?	Why?
¿Dónde?	Where?	¿Cuándo?	When?
¿Cuántos, -as?	How many?		

In Spanish, when you ask a question with an interrogative word you put the verb before the subject.

¿Qué come Elena en el restaurante?	What does Elena eat at the restaurant?
¿Adónde van Uds. después de las clases?	Where do you go after classes?
¿Por qué va Ignacio a la playa todos los días?	Why does Ignacio go to the beach every day?

You have already used several interrogative words. Notice that all interrogative words have a written accent mark.

For simple questions that can be answered by *sí* or *no*, you can indicate with your voice that you're asking a question:

¿Ana va a la biblioteca?
OR: ¿Va Ana a la biblioteca?
OR: Ana va a la biblioteca, ¿verdad?

GramActiva VIDEO

Use the **GramActiva** video to help you learn more about asking questions.

¿Por qué?



Actividad 15

Pensar/Escribir

Preguntas revueltas

Your new pen pal from Bolivia has sent you an e-mail, but all his questions are scrambled. Unscramble them and write them in the correct order. Then answer his questions.

- ¿ / eres / de dónde / tú / ?
- ¿ / Uds. / adónde / van / los fines de semana / ?
- ¿ / al centro comercial / cuándo / van / Uds. / ?
- ¿ / clases / tienes / cuántas / ?
- ¿ / tú / qué / después de las clases / haces / ?
- ¿ / vas / tú / con quién / al centro comercial / ?

¿Cómo es el cine?

Lee este anuncio del cine.



	Excelente calidad de proyección		Diariamente funciones continuadas desde el mediodía
	Estacionamientos iluminados, gratis		Funciones de trasnoche los miércoles, viernes y sábados
	Para su comodidad, aire acondicionado		Palomitas recién preparadas
	Las únicas butacas reclinables de la ciudad		Servicio amable y eficiente
	Excelentes instalaciones para discapacitados		Precios especiales para grupos y arriendos de salas de cine

SITUADO DELANTE DEL CENTRO COMERCIAL GIGANTE

Según el anuncio del Cine Parque Arauco, escribe la palabra apropiada para cada pregunta.

- ¿_____ es la calidad de la proyección en el cine? *Excelente.*
- ¿_____ comen muchas personas allí? *Palomitas.*
- ¿_____ es el nombre del cine? *Cine Parque Arauco.*
- ¿_____ van las personas a ver películas muy tarde (*late*) por la noche? *Los miércoles, viernes y sábados.*
- ¿_____ está el cine? *Delante del Centro Comercial Gigante.*

Cuán <u>do</u>	Por <u>qué</u>
Cómo	Cu <u>ál</u>
Dó <u>nde</u>	Qu <u>é</u>

Fondo cultural

Movies are a popular form of entertainment for teenagers in Spanish-speaking countries. Spain, Mexico, Argentina, Colombia, and Venezuela have important film industries, but movies from the United States are also popular. Spanish-speaking teens tend to go to the movies in groups.

- How do your movie-going habits compare with those of teens in Spanish-speaking countries?
- Are movies from Spanish-speaking countries popular in your community? Why or why not?



Los actores latinoamericanos Mia Maestro, Rodrigo de la Serna y Gael García Bernal



Los fines de semana

- 1 Copy a chart like this one on a separate sheet of paper and fill in information on one activity you do on the weekends. Then find out the same information from three classmates.

Modelo

A —¿Adónde vas los fines de semana?

B —Voy al centro comercial.

A —¿Con quién vas?

B —Voy con Selena.

o:—Voy solo(a).

Nombre	¿Adónde vas?	¿Con quién?
yo	a mi lección de guitarra	solo(a)
Laura	al centro comercial	con Selena

- 2 Tell a classmate or the class where you and each of the three people you interviewed are going and with whom.

Modelo

Yo voy a mi lección de guitarra solo(a).

Laura va al centro comercial con Selena.



Parque de las Palomas, San Juan, Puerto Rico



Y tú, ¿qué preguntas?

Habla con otro(a) estudiante sobre (about) la foto.

- 1 Mira la foto y escribe cuatro preguntas sobre el parque, las personas y las actividades.
- 2 Haz tus preguntas (ask your questions) a otro(a) estudiante.

Más práctica

- Practice Workbook, pp. 72–73: 4A-6, 4A-7
- WAV Wbk.: Writing, p. 77
- Guided Practice: Grammar Acts., pp. 127–129
- Real. para hispanohablantes, pp. 138–140

Go Online
PHSchool.com
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Fondo cultural

Old San Juan is a popular and lively part of Puerto Rico's capital, San Juan. Puerto Rican authorities are making great efforts to preserve colonial houses and other buildings and restore them to their original beauty.

- Are there historic areas near your community that have been or that are being restored? How do they compare with those in Old San Juan?

¡Vamos al Viejo San Juan!

Puerto Rico has been a commonwealth of the United States since 1952. It is an island with a fascinating past. Look at the photos and read about a historic section of Puerto Rico's capital. Then answer the questions below.

Conexiones La historia

El Viejo¹ San Juan es una zona histórica, pintoresca, colonial y muy popular en la capital de Puerto Rico. Los jóvenes² pasan el tiempo con sus amigos en los parques, cafés y plazas. Allí cantan, bailan y comen en los restaurantes típicos.



Datos importantes:

- Cristóbal Colón llega³ aquí durante su segunda visita a las Américas en 1493
- El Viejo San Juan llega a ser⁴ la capital de Puerto Rico en 1521



El Morro Construido en el siglo⁵ XVI para combatir los ataques de los piratas ingleses y franceses⁶



La Catedral de San Juan tiene muchas obras de arte⁷. Allí descansan⁸ los restos⁹ de Juan Ponce de León, famoso explorador de la Florida.

¹Old ²young people ³arrives ⁴becomes ⁵century ⁶French ⁷works of art ⁸lie ⁹remains

1. For how many years has San Juan been the capital of Puerto Rico?
2. On which of his voyages did Christopher Columbus land on Puerto Rico?
3. Why did the Spaniards build El Morro?
4. What are two things you'll see when you visit the cathedral?

¡Adelante!

Lectura

Al centro comercial

Lee las actividades diferentes que puedes hacer en la semana del 11 al 17 de enero durante tu tiempo libre.

Objectives

- Read about after-school and weekend activities offered at a mall
- Learn some nursery rhymes
- Role-play a new student's first day at school
- Learn facts about the history of the United States

Strategy

Using prior knowledge
Think about what you know about special-event weeks at shopping centers. List events that you think might be offered at a mall.

¡Vamos a la Plaza del Sol!

Aquí en la Plaza del Sol, ¡siempre hay algo que hacer!

Actividades para el 11 al 17 de enero

11 lunes
7.00 P.M. Música andina

12 martes
7.00 P.M. Clase de yoga

13 miércoles
8.00 P.M. Noche de jazz

14 jueves
7.00 P.M. Clase de repostería¹

15 viernes
8.00 P.M. Música andina

16 sábado
1.30 P.M. Exposición de fotografía
2.00 P.M. Show infantil
4.00 P.M. Exhibición de yoga
8.00 P.M. Sábado flamenco

17 domingo
1.30 P.M. Exposición de fotografía
2.00 P.M. Show infantil
4.00 P.M. Exhibición de yoga
8.00 P.M. Noche de tango

Música andina

El grupo Sol Andino toca música andina fusionada con bossa nova y jazz el lunes a las 8.00 P.M. Abierto² al público.



Clase de yoga

La práctica de yoga es todos los martes desde las 7.00 hasta las 9.00 P.M. La instructora Lucía Gómez Paloma enseña los secretos de esta disciplina. Inscríbese³ al teléfono 224-24-16. Vacantes limitadas.



Sábado flamenco

El Sábado flamenco es el programa más popular de la semana. María del Carmen Ramachi baila acompañada por el guitarrista Ernesto Hermoza el sábado a las 8.00 P.M. Es una noche emocionante y sensacional de música y danza. Abierto al público.



Clase de repostería

Inscríbese gratis⁴ en la clase de repostería programada para el jueves a las 7.00 P.M. Preparamos unos pasteles deliciosos gracias a la Repostería Ideal y al maestro Rudolfo Torres. Inscríbese al teléfono 224-24-16. Vacantes limitadas.



⁴free

¿Comprendes?

1. You will be in town from January 9 through February 2. Will you be able to take part in these activities? In which ones?
2. Which events require you to sign up in advance? Which do not?
3. You have to baby-sit your six-year-old sister. Which day(s) would be best to go with her?
4. Según los intereses de estos chicos, ¿a qué eventos van ellos?

Raquel: Me gusta mucho hacer ejercicio.

Roberto: Me encantan los pasteles.

Teresa: Estudio baile. Tomo lecciones todos los jueves.

Alejandro: Me gusta escuchar música; toda clase de música.

5. ¿Qué actividad es más interesante para ti?

Más práctica

- WAV Wbk.: Writing, p. 78
- Guided Practice: *Lectura*, pp. 130–131
- Real. para hispanohablantes, pp. 142–143

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Fondo cultural

Andean music has become popular worldwide. This haunting style of music originated in the Andes mountains of Peru, Ecuador, Bolivia, and Chile. Performers sometimes wear typical Andean attire. Instruments commonly used in Andean music include the *quena* flute, *siku* panpipes, and a small guitar called a *charango*.

- The Andean sound is created using a particular set of instruments. What instruments define the music you enjoy?

Rimas infantiles

Can you remember the chants and songs you learned as a child? Or do you remember the rhymes you or your friends recited while jumping rope?

Here are some chants and songs that children in the Spanish-speaking world use when they play. The first one is a Spanish-language equivalent to “Eenie, meenie, minie, moe . . .” It is a nonsense rhyme used to select the person who will be “It” in various games.

**Tin Marín de dopingüé
cucaramanga titirifuera
yo no fui,
fue Teté.
pégale, pégale,
que ella fue.**

Here’s a chant for jumping rope:

**Salta, salta la perdiz
por los campos de maíz.
¡Ten cuidado, por favor,
porque viene el cazador!**

**The partridge jumps and jumps
Through the cornfields.
Be careful, please!
Here comes the hunter!**
(The jump rope then turns faster.)



Try it out! Here’s a traditional game that combines Spanish, math, and hopping over a board. Place a long, narrow board on the floor. Take turns hopping with both feet from one side of the board to the other. Go forward as you hop. When you get to the end of the board, jump and turn in the air, facing the direction you came from. Continue hopping from side to side back to the other end. Be very careful! Try this in an area where you won’t hurt yourself. As you are hopping, sing this song:

**Brinca la tablita
que yo la brinqué.
Bríncala tú ahora
que yo me cansé.
Dos y dos son cuatro,
cuatro y dos son seis.
Seis y dos son ocho,
y ocho dieciséis,
y ocho veinticuatro,
y ocho treinta y dos.
Y diez que le sumo
son cuarenta y dos.**

**Jump over the board
That I already jumped.
Now you jump
Since I’m tired.
Two and two are four,
Four and two are six.
Six and two are eight,
And eight are sixteen,
And eight are twenty-four,
And eight are thirty two.
And ten that I add
Equals forty-two.**



Niños saltando a la cuerda



Niños jugando en San Sebastián, España

Think about it! What rhymes and songs do you know? What purpose do they serve in play?

Un estudiante nuevo

Task

This is a new student's first day at school. You and a partner will play the roles of a new student and a student who has been at the school for awhile. Find out information about the new student.



1 Prepare You will need to prepare for both roles.

Experienced student: Make a list of at least four questions. Find out where the new student is from, activities he or she likes to do and on what days of the week, and where he or she goes and with whom. Plan to greet the new student and introduce yourself.

New student: Look at the questions the experienced student will ask you and jot down answers.

2 Practice Work in groups of four, with two experienced students and two new students. Practice different questions and responses. Be sure you are comfortable in both roles. Go through your presentation several times. You can use your notes in practice, but not during the role play. Try to:

- obtain or provide information
- keep the conversation going
- speak clearly

3 Present Your teacher will tell you which role to play. The experienced student begins the conversation by greeting the new student. Listen to your partner's questions or responses and keep the conversation going.

4 Evaluation Your teacher may give you a rubric for how the presentation will be graded. You probably will be graded on:

- completion of task
- ability to keep the conversation going
- how well you were understood

Strategy

Using models

It helps to go back and review models that prepare you for a task like this role play. Reread *A primera vista* (pp. 172–175). Pay attention to the different questions and answers that will help you with this task.

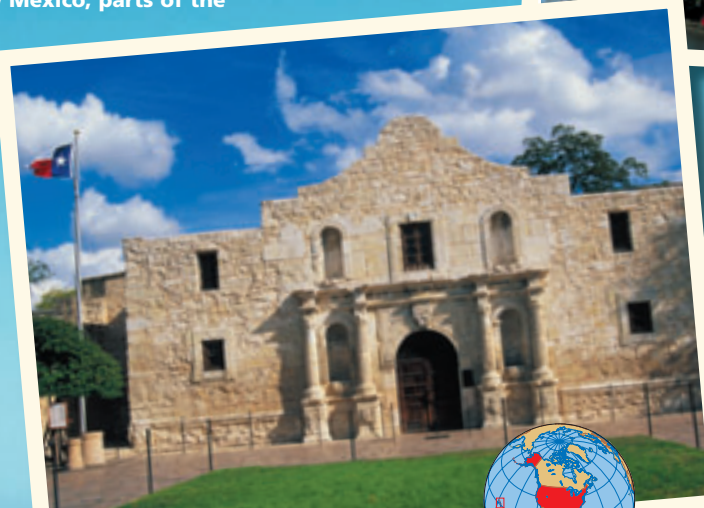


Estados Unidos

Histórico

The oldest permanent European settlement in the United States, St. Augustine, Florida, was established by Spain in 1565—55 years before the Pilgrims landed at Plymouth Rock. For more than two centuries after that, the Spanish controlled a large territory in North America that included what is now Mexico, parts of the southern United States, the states of Texas, New Mexico, Arizona, California, Nevada, and parts of Colorado and Utah.

Constructed as a mission in 1718, the Alamo (in San Antonio, Texas) today is best known as a key battleground in the secession of Texas from Mexico in 1836. The defeat of the Texans at the Alamo became a rallying cry for Texas independence, and Texas gained its freedom from Mexico two months later. ▶



¿Sabes que . . . ?

The language of the Nahuatl peoples of central Mexico, which included the Aztecs, is related to the languages of the Shoshone, Comanche, and Hopi tribes in the United States. When Spaniards pushed north from the newly conquered central Mexico, they often followed ancient Native American trade routes and used Nahuatl people as guides.

Para pensar

You can find many Spanish names of cities, counties, and states in the United States. Work with a partner and write a list of at least ten places with Spanish names and then try to guess what they mean in English.



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◀ The French Quarter in New Orleans was named after the French who first settled here. In spite of its name, most of the buildings date to when Spain ruled Louisiana (1763–1803). Fires ravaged the area in 1788 and 1794, so when the rebuilding was done, the architectural style was Spanish. This can be seen in the landscaped patios and iron grillwork on balconies. Despite the destruction caused by Hurricane Katrina, the French Quarter remains.

A network of Spanish Catholic missions once extended throughout the Americas. Many cities in the southwestern United States, including San Francisco, San Diego, and Santa Fe, were originally built around Catholic missions, which in turn were often located at Native American villages or religious sites. The Mission San Xavier del Bac, in Arizona, combines the name of a Catholic saint (San Xavier) with the name of the Papago village where it was built (Bac, which means “where the water emerges”). Constructed in the early 1700s, the mission is still used by the Papago people and is considered one of the world’s architectural treasures. ▼



Spain built the Castillo de San Marcos to protect both St. Augustine (Florida) and the sea routes for ships returning to Spain from enemy attacks. This fort was started in 1672 and took 23 years to build. When Spain sold Florida to the United States in 1821, the fort was renamed Fort Marion. The Castillo has been a National Monument since 1924.

Repaso del capítulo

Vocabulario y gramática

jcd-0489

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

- know the new vocabulary and grammar
- can perform the tasks on p. 195

to talk about leisure activities

ir de compras	to go shopping
ver una película	to see a movie
la lección de piano	piano lesson (class)
Me quedo en casa.	I stay at home.

to talk about places

la biblioteca	library
el café	café
el campo	countryside
la casa	home, house
en casa	at home
el centro comercial	mall
el cine	movie theater
el gimnasio	gym
la iglesia	church
la mezquita	mosque
las montañas	mountains
el parque	park
la piscina	swimming pool
la playa	beach
el restaurante	restaurant
la sinagoga	synagogue
el templo	temple, Protestant church
el trabajo	work, job

to tell where you go

a	to (<i>prep.</i>)
a la, al (<i>a + el</i>)	to the
¿Adónde?	(To) Where?
a casa	(to) home

to tell with whom you go

¿Con quién?	With whom?
con mis / tus amigos	with my / your friends
solo, -a	alone

to talk about when things are done

¿Cuándo?	When?
después	afterwards
después (de)	after
los fines de semana	on weekends
los lunes, los martes . . .	on Mondays, on Tuesdays . . .
tiempo libre	free time

to talk about where someone is from

¿De dónde eres?	Where are you from?
de	from, of

to indicate how often

generalmente	generally
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other useful words and expressions

¡No me digas!	You don't say!
para + infinitive	in order to + infinitive

ir to go

voy	vamos
vas	vais
va	van

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



- Practice Workbook: Puzzle, p. 74
- Practice Workbook: Organizer, p. 75

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 . . .

If you need review . . .

jcd-0489



1 Escuchar Listen and understand as people ask questions about weekend events

Two friends are trying to make plans for the weekend. Based on their dialogue, what do they finally agree on? a) Who is going? b) Where are they going? c) When are they going?

pp. 172–175 *A primera vista*
p. 186 Actividad 17



2 Hablar Talk about places to go and things to do on the weekend

Your parents want to know what you're doing this weekend. Mention at least three places you plan to go or things you plan to do. For example, you might say *Voy de compras con mis amigos*.

pp. 172–175 *A primera vista*
p. 177 Actividad 6
p. 178 Actividad 8
p. 181 Actividad 13
p. 182 Actividad 14
p. 186 Actividad 17



3 Leer Read about what a person does on particular days of the week

Someone has left his or her planner at your house. Read the schedule for two days to try to figure out what type of person owns it. Indicate whether you agree or disagree with the statements about the person.

pp. 172–175 *A primera vista*
p. 176 Actividad 4
p. 180 Actividad 11
pp. 188–189 *Lectura*

MARTES: 6:00 Desayuno 4:00 Lección de piano
5:00 Trabajo 8:30 Clase aeróbica

JUEVES: 3:30 Gimnasio 4:30 Piscina
6:00 Trabajo 8:00 Biblioteca

¿Estás de acuerdo o no? a) *Es muy perezoso(a)*; b) *Es atlético(a)*; c) *Le gusta ir de compras*.



4 Escribir Write a short note to a friend to let him or her know where you are going after school

Your friend is taking a make-up test after school, so you need to write her a short note to tell her what you are doing after school today. In the note, tell her where you are going and then at what time you are going home.

p. 176 Actividad 4
p. 179 Actividad 10
p. 181 Actividad 13
p. 182 Actividad 14
p. 186 Actividad 18



5 Pensar Demonstrate an understanding of rhymes, songs, and games from Spanish-speaking cultures

Think about your favorite childhood game. How does it compare to the children's games you learned about in this chapter? Describe a traditional game from a Spanish-speaking country.

p. 190 *La cultura en vivo*