

# QC1 – U2A

(Texto 44-69)

## ¡Al colegio!

<b>Essential Question</b> (Texto P. 45)	How <b>does</b> <b>education</b> promote <b>understanding</b> of <b>different</b> cultures?
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### ***Mis Metas*** (Goals) (Texto P. 45)

#### **Lección A: I can:**

1. **ask** and tell **who** someone **is**
2. ask and **tell** **where** someone is **from** using **subject pronouns** and the **verb ser**
3. give **examples** of **Spanish** in **everyday** life
4. **identify** Hispanic **influence** in the **United States**
5. ask and tell **how** to **say** a **word** in **Spanish**
6. talk about **one** or several **people**, **places**, or **classroom objects**
7. **talk** about **grades** in **Spanish speaking** countries

#### **¿Sabías que...?**

Almost 40 percent of all Hispanics in the United States are bilingual, but many others don't even speak Spanish! This is due to the fact that they were born in the United States, and English is their native language. About one third of all Hispanics in the United States speak only English at home.





# Unidad 2A: Vocabulario (P. 69 y 99)

Objetos en la clase	
1. el bolígrafo	1. pen
2. el borrador	2. eraser
3. la calculadora	3. calculator
4. el calendario	4. calendar
5. el cartel	5. poster
6. el cesto de papeles	6. wastebasket
7. la computadora	7. computer
8. el cuaderno	8. notebook
9. el escritorio	9. desk
10. el lápiz	10. pencil
11. el libro	11. book
12. el mapa	12. map
13. el marcador	13. marker
14. la mochila	14. backpack
15. la página	15. page
16. el papel	16. paper
17. la pared	17. wall
18. el periódico	18. newspaper
19. la pizarra	19. blackboard
20. la puerta	20. door
21. el pupitre	21. student desk
22. la regla	22. ruler
23. el reloj	23. clock, watch
24. el resaltador	24. highlighter
25. la revista	25. magazine
26. el sacapuntas	26. pencil sharpener
27. la silla	27. chair
28. la tiza	28. chalk
29. la ventana	29. window

Personas	
1. el amigo/la amiga	1. friend
2. el chico/la chica	2. boy, girl
3. ellas	3. they (f.)
4. ellos	4. they (m.)
5. el estudiante/la estudiante	5. student
6. nosotras	6. we (f.)
7. nosotros	7. we (m.)
8. el profesor/la profesora	8. teacher

Para decir más #1	
1. ¡Claro!	1. Of course!
2. No estoy seguro/a.	2. I am not sure.
3. ¿Sabes...?	3. Do you know...?
4. ¡Seguro!	4. Sure!

Para decir más #2	
1. actor(es)	1. actors
2. atleta(s)	2. athletes
3. cantante(s)	3. singers
4. escritor(es)	4. writers
5. músico(s)	5. musicians
6. pintor(es)	6. painters
7. poeta(s)	7. poets
8. político(s)	8. politicians
9. presidente(s)	9. presidents

Palabras interrogativas		5
1. ¿Qué?	1. What?	
2. ¿Quién?	2. Who?	
3. ¿Quiénes?	3. Who (pl.)	
Verbos		
1. comprendo (comprender)	1. I understand (to understand)	
2. hay	2. there is, there are	
3. (no) sé	3. I (don't) know	
4. son (ser)	4. they are (to be)	
Otras expresiones		
1. ¡Ay!	1. Oh!	
2. ¿Cómo se dice...? Se dice...	2. How do you say? You say...	
3. ¿Cómo se llama (Ud./él/ella)?	3. What is (your/his/her) name?	
4. (Ud./él/ella) se llama...	4. (your/his/her) name is...	
5. el, la, los, las	5. the (m.), the (f.), the(m.pl.), the (f.pl)	
6. en la clase	6. in the class	
7. la palabra	7. word	
8. mi	8. my	
9. nuevo/a	9. new	
10. ¿Qué quiere decir...? Quiere decir...	10. What does...mean? It means...	
11. un, una, unos, unas	11. a, an, one, some, any, a few	

Para escribir más #1	
1. el baile	1. dance
2. la comida	2. food
3. el estado	3. state
4. la música	4. music
5. el nombre	5. name

Para escribir más #2	
1. álgebra	1. Algebra
2. biología	2. Biology
3. educación física	3. Physical Education
4. estudios sociales	4. Social Studies
5. geometría	5. Geometry
6. historia	6. History
7. Bien	7. Good
8. Debe mejorar	8. Needs improvement
9. Debe participar más	9. Should participate more
10. Deficiente	10. Unsatisfactory
11. Muy bien	11. Very good
12. Sobresaliente	12. Outstanding

En otros países	el bolígrafo	el esfero (Colombia) el boli (España) la pluma (México)
	el borrador	la goma (España) la goma de borrar (Argentina)
	el cesto de papeles	el caneca (Colombia) el basurero, el papelerero (Argentina) el bote (México)

## Subject Pronouns

Are **used** to **identify** people **without** **using**  
or **repeating** their **names**.

### The Box

Person	Singular	Plural
1 <sup>st</sup>	<b>yo</b> <b>I</b>	<b>nosotros(as)</b> <b>we</b>
2 <sup>nd</sup>	<b>tú</b> <b>you</b> (familiar)	<b>vosotros(as)</b> <b>you-all</b> (familiar)
	<b>usted</b> <b>you</b> (formal)	<b>ustedes</b> <b>you-all</b>
3 <sup>rd</sup>	<b>él</b> <b>he</b> <b>ella</b> <b>she</b>	<b>ellos(as)</b> <b>they</b>

### When to use:

Subj. Pro.	Refers to:
1 <b>yo</b> and <b>nosotros(as)</b>	the <b>person</b> <b>speaking</b>
2 <b>tú</b> , <b>usted</b> , <b>vosotros(as)</b> , and <b>ustedes</b>	the <b>person</b> <b>spoken to</b>
3 <b>él</b> , <b>ella</b> , and <b>ellos(as)</b>	<b>person</b> or <b>things</b> <b>spoken about</b>

All Females	Mixed groups or all males
<b>nosotras</b> , <b>vosotras</b> , and <b>ellas</b>	<b>nosotros</b> , <b>vosotros</b> , and <b>ellos</b>

In **Spain**, **vosotros(as)** is **used** as the **PLURAL** of **tú**; in **Latin America**, **ustedes** is **used** as the **PLURAL** of **BOTH** **tú** and **usted**.



# Ser de to Express Origin

9

To say **where** a **person** is **from**: **SER + DE + PLACE**

## Ejemplos

- Yo **soy de Puerto Rico**.  
I **am from** Puerto Rico.
- ¿Tú **eres de Chile**?  
¿You **are from** Chile?
- David **es de los Estados Unidos**.  
David **is from** the United States.
- Nosotros **somos de muchos lugares**.  
We **are from** many places.
- ¿Vosotros **sois de México**?  
¿You "all" (familiar) **are from** Mexico?
- Juan y Miguel **son de San Antonio**.  
John and Miguel **are from** San Antonio.

To **make** a sentence **negative** in **Spanish**,  
**place no before** the **verb**.

Alicia **es** de California.

Alicia **is** from California.

Alicia **no es** de California.

Alicia **is not** from California.

**Me llamo** Esteban.

My name **is** Esteban.

**No me llamo** Miguel.

My **name is not** Miguel.

### Un poco más: The word no

The word **no** means the **same** as the English word **no**, but it can **also** mean not.

**No**, ella **no** se llama Susi.

No, her **name** is **not** Susi.

### APOYO PARA ESTUDIAR (Support for studying)

#### Cracking the language code

Spanish is **not** translated English. Spanish has its own way of expressing ideas. Grammar is the rules for putting words together in order to make sense. How many expressions can you find where Spanish and English express the same idea differently? Think about these when practicing so you prepare yourself for real communication. Read Spanish examples carefully. Read English equivalents when you need help.

## The verb SER

Use to **describe** a **person** or **explain** **who** **he** or **she** **is**.

### Ser to be

	Singular	Plural
<b>1<sup>st</sup></b>	<b>yo</b> I <b>soy</b> am	<b>nosotros(as)</b> we <b>somos</b> are
<b>2<sup>nd</sup></b>	<b>tú</b> you (familiar) <b>eres</b> are	<b>vosotros(as)</b> you-all (familiar) <b>sois</b> are
	<b>usted</b> you (formal) <b>es</b> are	<b>ustedes</b> you-all <b>son</b> are
<b>3<sup>rd</sup></b>	<b>él, ella</b> he, she <b>es</b> is	<b>ellos, ellas</b> they <b>son</b> are

<b>Ejemplos</b>	<b>-Él es</b> mi vecino. <b>He is</b> my neighbor.
	<b>-Nosotros somos</b> de muchos lugares. <b>We are</b> from many places.
	<b>-Yo soy</b> de Puerto Rico <b>I am</b> from Puerto Rico.

If Alma were to say that someone is a **neighbor**, she would say:

Él es **un vecino**.

However, if she were to say that someone is a **policeman**, she would say:

Él es **policía**.

- The **word un** or **una** **DOES NOT** appear **before** a **profession**.

### Nota

To **make** a **noun plural**, add **-s** if it **ends** in **vowel**,  
**-es** if it **ends** in a **consonant**: amig**as**, doctor**es**.



## Definite Articles

Are **used** with **Specific Things**.

**E.G.** Give me the cookie (A **particular** (or **definite**) cookie).

**Nouns** name **people**, **animals**, **places**, or **things**.

**All** Spanish **nouns** are **either**:

<b>masculine</b>	<b>el</b>	<b>chico</b>
<b>feminine</b>	<b>la</b>	<b>chica</b>

In Spanish, the **definite article** that **accompanies** a **noun** will **MATCH** its **gender** (masculine or feminine) and **number** (singular or plural).

		Definite Article	Noun
<b>Masculine</b>	Singular	<b>el</b> <b>the</b>	<b>chico</b> <b>boy</b>
	Plural	<b>los</b> <b>the</b>	<b>chicos</b> <b>boys</b>
<b>Feminine</b>	Singular	<b>la</b> <b>the</b>	<b>chica</b> <b>girl</b>
	Plural	<b>las</b> <b>the</b>	<b>chicas</b> <b>girls</b>

<b>Ejemplos</b>	Alma <b>dice</b> (says):	-¡Tiene <b>el</b> pelo <b>largo</b> ! She has long hair!
	Francisco dice:	-¡A <b>los</b> nuevos amigos! To new friends!

The **gender** of a **noun** **MUST** be **learned**. **USUALLY**:

Nouns **ending** with **-o** are **masculine**.

Nouns **ending** with **-a** are **feminine**.

## Indefinite Articles

Indefinite articles **refer to things in general** (nonspecific things).

**E.G.**

I need a pencil (*any pencil will do*).

The **indefinite article** that accompanies a **noun** will also **MATCH** its **gender** (masculine or feminine) and **number** (singular or plural).

		Indefinite Article	Noun
Masculine	Singular	un a	chico boy
	Plural	unos some	chicos boys
Feminine	Singular	una a	chica girl
	Plural	unas some	chicas girls

**Ejemplo**

Francisco  
**dice** (says):

-Raúl lleva **una** camiseta...  
*Raúl wears a T-shirt...*

### Nota Cultural

During **Fiesta** week in San Antonio, there is a **charreada**, or Mexican-style rodeo. The contestants, **los charros**, compete in activities that display equestrian skills developed from ranch work.



### NOTA CULTURAL



Spanish is the native language of about half the residents of Miami. Cubans are the majority group within Spanish-speaking Miami, but there are people from all over the Spanish-speaking world here. When in Miami, you can use your Spanish to make new friends from all over the world without leaving the United States!



## Definite vs. Indefinite Articles

The **difference** between **definite articles** and **indefinite articles** can be **observed** in the **following** two sentences:

1. Give me **the** chocolate chip cookie.
2. Give me **a** cookie, please.

Imagine a plate **full** of cookies. There are peanut butter cookies, sugar cookies, gingerbread cookies, and **one** chocolate chip cookie.

The first sentence **speaks** of a **particular** (or **definite**) cookie:

- Give me **the** chocolate chip cookie.

The second sentence **speaks** of **any of a number** of cookies (or an **indefinite** cookie):

- Give me **a** cookie, please. (**ANY** of the cookies will do)

### **APOYO PARA ESTUDIAR** (Support for Studying)

#### **Gender**

Knowing the gender of nouns that refer to people is easy. But how do you learn the gender of things? When learning a new word, such as **camiseta**, say it with the definite article:

**la camiseta**. Say it to yourself and say it aloud several times. That will help you remember its gender.

## QC1 U2A: Cultura – El español en tu vida (Texto P. 54)

### Essential Question

How does education promote understanding of different cultures?

Is there Spanish in your life beyond what you are learning in class? You might be surrounded by Spanish language and culture and not even realize it! Take your school, for example. Is there a *patio* or a *cafetería* (Spanish for “coffee shop”)? Have you seen *tacos*, *burritos*, or *bananas* on the lunch menu? You may have studied *mesas* or *tornados*, *cóndores* or *coyotes* in your science class. All these words are of Spanish origin.

Many teens in the U.S. dance to rhythms like *salsa*, *merengue*, or *cumbia*. Perhaps you have taken a *siesta* or gone to a Zumba class. If you have done any of these things, you have enjoyed some of the many Hispanic influences in the United States. You have come closer to understanding

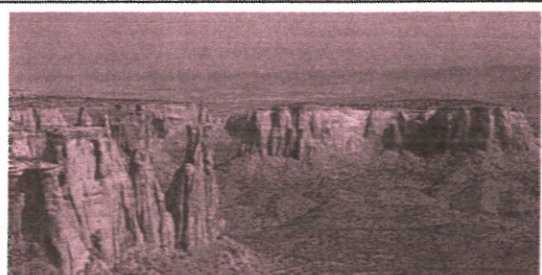


En el patio del colegio

other cultures by experiencing their food, music, and activities.

Now, by taking Spanish in school, you are learning how people from Hispanic cultures speak, think, live, and interact. You will find it easier to communicate with people from Spanish-speaking countries by understanding the language and, in turn, some of their culture.

And you will start to see not just your differences, but also the many things you have in common.



Una mesa en el estado de Colorado

### rácticas

In areas with a large Hispanic population, school bands often play Hispanic or Latin music. In Florida or Louisiana there might be a Latin jazz band with *congas* (tall, narrow drums tapped with the hands), *bongós* (small twin drums), *maracas*, or a *güiro* (a hollow gourd with ridges that are scraped with a stick). *Las claves* are a pair of smooth sticks tapped rhythmically together. Many schools in California and Texas have *mariachi* bands with trumpets, *guitarras*, and a large bass *guitarrón*.



### Comprensión

1. Name five Spanish words that have been incorporated into the English language.
2. What aspects of Hispanic culture is a young person likely to come across in everyday life?
3. What are some things you can learn by studying Spanish, in addition to the language itself?

### Analiza Escribe oraciones completas.

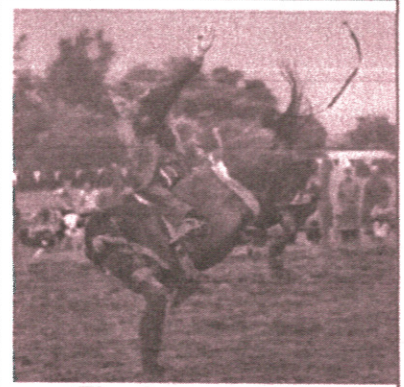
1. Why do you think the type of rock formation shown above is called a *mesa*?
2. What aspects of Hispanic culture in the United States have you encountered most? What can you learn from it?
3. Why is it important to be educated about all cultural influences in the United States?



**QC1 U2A: Cultura – La influencia hispana en los Estados Unidos** (Texto P. 55)**19****Essential Question**

How does education promote understanding of different cultures?

Do you associate the United States history with Spain? How about United States geography with Mexico? Making connections like these will help you better understand the factors that shaped, and continue to influence, this country's identity. Fifty-five years before the Pilgrims arrived on the Mayflower, the Spanish city of *San Agustín* was flourishing in what is now Florida. The iconic cowboy tradition in the American Southwest traces its roots to the Mexican *ranchos* and –even further back –to Spain. Spanish language influence is also evident in many geographical names like Los Angeles, Monterey, and the Grand Canyon, while Mexico and other Latin American countries continue to have an impact on the culture and economy of the United States.

*El rodeo americano*

Currently in the United States, almost one in every four public school students is Hispanic, and over thirty million people speak Spanish every day. Opportunities to connect to the language and culture are all around. Major cities

*San Agustín, Florida*

offer Spanish-language newspapers, television, and radio stations, due to the demand from the growing Hispanic population. Bilingual signs are seen on public transportation, at doctor's offices, and in grocery stores. Even voting ballots are now available in both English and Spanish. Start your language education in school and expand it out to the community and beyond by taking advantage of the history and influence of Spain and Hispanic culture in the United States.

**Comparaciones**

Are there any places near where you live that have geographical names of Spanish origin? What are they? Do you know what the names mean?

**Perspectivas**

"When it comes to describing their identity, most Hispanics in the United States prefer their family's country of origin over pan-ethnic terms." What does this conclusion from a Pew Survey tell you about Spanish-speaker's views on terms like *hispano* or *latino*?

**Comprensión**

1. Who established the first city in the United States?
2. In what aspects of American culture can you find Hispanic influence?

**Analiza** Escribe oraciones completas.

1. What status do you think the Spanish language will have in the U.S. in another twenty years?

How do Latin American countries continue to have an impact on the culture and economy of the United States?



**Antes de leer**

1. Is your course load in school very demanding?  
What grades do you generally get in science? In language arts? In technology courses? In math?
2. Do your teachers include comments with your grades?

**Estrategia: Look for a topic sentence**

Often the topic sentence will provide a very concise idea of what the entire paragraph is about. Keep this topic sentence in mind as you read. It will serve as a guide in figuring out unfamiliar words or difficult sentences. Although topic sentences may appear anywhere in a paragraph, they often appear at the beginning.

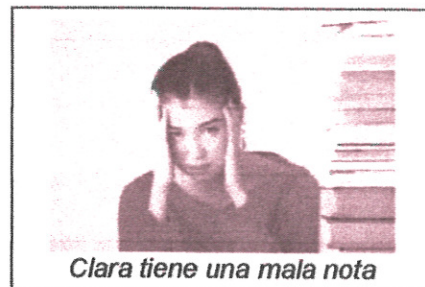
**Las notas en el colegio****Libreta de calificaciones**

Nombre de alumno: Clara Ruiz

Grado: 9

Semestre: 1

Materia	Nota	Comentario del profesor
Literatura española	9,5	Excelente
Historia de América	7	Regular
Matemáticas	6,5	Debe <b>mejorar</b> (needs improvement)
Ecología	4,5	Muy deficiente
Inglés	5	Deficiente
Tecnología	8,5	Bien
Ciencias sociales	9	Muy bien, <b>buena participación</b> en clase
Álgebra	5,5	Deficiente
Física	4	Muy deficiente
Educación artística	10	Excelente
Educación física	Aprobado	Buena <b>participación</b> en clase



Las notas en muchos países hispanohablantes no son las letras A-F. Los estudiantes **reciben** (get) un número en una escala de 1-10. El número 10 es la nota más **alta** (highest). Cero es

la nota más baja. Generalmente, el estudiante **aprueba** (passes) con una nota de 6 o **más** (more). Una nota de seis es equivalente a una C en los Estados Unidos. Los profesores **también** (also) usan frases **descriptivas**, por ejemplo "excelente" para una nota de diez, "bien" para una nota de ocho y "deficiente" para una nota de cinco.

**Comprensión**

1. How is the grading system described in "Las notas de colegio" different from the one generally used in schools in the United States?
2. What is a **passing** grade in the system described?
3. What do you think is the equivalent grade in a school in the United States to the "Aprobado" Clara received in *educación física*?

**Analiza**

1. What is the topic sentence of the reading "Las notas de colegio"?
2. From Clara Ruiz's grades, what areas might she like to study in college?
3. Would you prefer the grading system described for Spanish-speaking countries to the one you have in your school? Explain why or why not, using information from the reading and your own experience.

**Escritura: ¡Tienes suerte! Presentational Communication**

You are in luck! Today you get the chance to fill out your own report card. Draw or print out a report card form in Spanish. Provide your own information. List your subjects in Spanish. If you do not know the name of a subject in Spanish, be sure to ask your teacher "¿Cómo se dice?" Then, using the Hispanic grading method, write the grades you think you will actually get in this grading period. Add a brief comment after each grade. The words on Clara's report card and in *Para escribir más* may be helpful.



## Unidad 2

### Lección A

**1** *Perdón.* You will hear a short dialog twice. Based on what you hear, indicate whether the following statements are true or false. Write T or F in the space provided.

- \_\_\_\_\_ 1. The dialog is between Rocío and señor Vargas.
- \_\_\_\_\_ 2. Gabi wants to know who the boy is.
- \_\_\_\_\_ 3. Señor Vargas says the person's name is Rocío.
- \_\_\_\_\_ 4. This person is from Dallas.

**2** *¿Lógico o ilógico?* You will hear a series of questions and answers. If the answer makes sense—uses the correct pronoun—put a check next to *lógico*. If not, put a check next to *ilógico*.

- |                          |               |
|--------------------------|---------------|
| 1. _____ lógico          | _____ ilógico |
| 2. _____ lógico          | _____ ilógico |
| 3. <u>✓</u> _____ lógico | _____ ilógico |
| 4. _____ lógico          | _____ ilógico |
| 5. _____ lógico          | _____ ilógico |
| 6. _____ lógico          | _____ ilógico |
| 7. _____ lógico          | _____ ilógico |
| 8. _____ lógico          | _____ ilógico |

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

3 Son de... You will hear five sentences. For each one, indicate to whom it refers by writing the appropriate letter in the space provided.

- |          |                   |
|----------|-------------------|
| 1. _____ | A. yo             |
| 2. _____ | B. Carmen         |
| 3. _____ | C. tú             |
| 4. _____ | D. Pedro y Sergio |
| 5. _____ | E. Patricia y yo  |

You will hear six sets of **Spanish** words that have had an influence on English. Indicate the place or places **where** you are most likely to hear these words by writing the appropriate **letter** in the space provided.

- |          |                                  |
|----------|----------------------------------|
| 1. _____ | A. en la clase de música         |
| 2. _____ | B. en la clase de ciencias       |
| 3. _____ | C. en la cafetería del colegio   |
| 4. _____ | D. en una clase de baile (dance) |
| 5. _____ | E. en la clase de geografía      |
| 6. _____ |                                  |

5 ¿Sí o no? You will hear seven questions. For each one, circle *sí* or *no* based on the drawing.

- |              |    |
|--------------|----|
| 1. <i>sí</i> | no |
| 2. <i>sí</i> | no |
| 3. <i>sí</i> | no |
| 4. <i>sí</i> | no |
| 5. <i>sí</i> | no |
| 6. <i>sí</i> | no |
| 7. <i>sí</i> | no |





Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**6** ¿Qué quiere decir? You will hear six questions. For each one, write the letter of the correct response in the space provided.

- |          |                                |
|----------|--------------------------------|
| 1. _____ | A. Quiere decir <i>chalk</i> . |
| 2. _____ | B. Se dice "borrador".         |
| 3. _____ | C. Quiere decir <i>desk</i> .  |
| 4. _____ | D. Se dice "puerta".           |
| 5. _____ | E. Se dice "periódico".        |
| 6. _____ | F. Quiere decir <i>girl</i> .  |

**7** Los sustantivos. Decide whether each noun phrase you hear is singular or plural and feminine or masculine. For each one, put a check in the appropriate columns. Follow the model.

	singular	plural	feminine	masculine
MODELO:	_____	✓	✓	_____
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**8** *Más de uno.* For each noun phrase you hear, write the plural of it. Follow the model.

**MODELO:** unos chicos

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_





# QC1 – U2B

(Texto 70-99)

## ¡Al colegio!

<b>Essential Question</b> (Texto P. 45)	How does education <b>promote</b> understanding of <b>different</b> cultures?
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### **Mis metas** (goals) (Texto P. 45)

#### **Lección B: I can:**

1. discuss **school** schedules
2. describe classroom **objects** and **clothing**
3. talk on the **phone** in **Spanish**
4. talk about what **people** do and **need** using **-ar verbs**
5. talk about **student exchange** programs and **schools** in the **Spanish** speaking **world**
6. identify **technology items**
7. ask for and **provide** contact **information**
8. talk about where **things** are and how **people** are **using** the verb **estar**
9. read and **discuss** a **poem** by **Gina Valdés**

#### **Para decir más** (P. 71)

¿Bueno?/¿Hola?/¿Mande?	Hello? (When talking on the phone)
¿Con quién hablo?	Who is speaking?
¿Puedo hablar con...?	May I speak with...?
No está.	He/she is not here.

#### **En otros países** (P. 71)

<b>los jeans</b>	los mahones (Puerto Rico)
	los bluejeans (Colombia)
	el bluyín (Venezuela)
	los vaqueros (España)
	los pantalones de mezclilla (México)





# Unidad 2B: Vocabulario (P. 96 y 99)

5

Clases		Tecnología	
1. el arte	1. <i>art</i>	1. la arroba	1. <i>at</i> (the symbol @ used for e-mail addresses)
2. la biología	2. <i>biology</i>	2. la computadora	2. <i>computer</i>
3. el colegio	3. <i>school</i>	3. el disco compacto (CD)	3. <i>compact disc</i>
4. la computación	4. <i>computer class</i>	4. la impresora láser	4. <i>laser printer</i>
5. el español	5. <i>Spanish</i>	5. la pantalla	5. <i>screen</i>
6. la historia	6. <i>history</i>	6. el punto	6. <i>dot</i> (term used in Internet address)
7. el horario	7. <i>schedule</i>	7. el ratón (pl. los ratones)	7. <i>(computer) mouse</i>
8. el inglés	8. <i>English</i>	8. el teclado	8. <i>keyboard</i>
9. las matemáticas	9. <i>mathematics</i>	<b>Días</b>	
10. la música	10. <i>music</i>	1. el domingo	1. <i>Sunday</i>
Por teléfono		2. el jueves	2. <i>Thursday</i>
1. aló	1. <i>hello</i> (telephone greeting)	3. el lunes	3. <i>Monday</i>
2. ¿cuál?	2. <i>which one?</i>	4. el martes	4. <i>Tuesday</i>
3. la dirección (de correo electrónico/ de internet)	3. <i>address</i> (e-mail / Internet)	5. el miércoles	5. <i>Wednesday</i>
4. el número de teléfono/de fax/de teléfono celular/ equivocado	4. <i>phone number/ fax number /cell phone number/ mistaken</i>	6. el sábado	6. <i>Saturday</i>
5. el teléfono	5. <i>telephone</i>	7. el viernes	7. <i>Friday</i>
Ropa		<b>Otras expresiones</b>	
1. la blusa	1. <i>blouse</i>	1. a	1. <i>to, at, in</i>
2. el calcetín	2. <i>sock</i>	2. allí	2. <i>there</i>
3. la camisa	3. <i>shirt</i>	3. el almuerzo	3. <i>lunch</i>
4. la camiseta	4. <i>jersey, polo, t-shirt</i>	4. ¿a qué hora?	4. <i>at what time?</i>
5. la falda	5. <i>skirt</i>	5. el color	5. <i>color</i>
6. los jeans	6. <i>jeans, blue jeans</i>	6. ¿Cómo?	6. <i>How?</i>
7. el pantalón	7. <i>pants</i>	7. ¿cuántos/as?	7. <i>how many?</i>
8. la ropa	8. <i>clothes</i>	8. el día	8. <i>day</i>
9. el zapato	9. <i>shoe</i>	9. el examen	9. <i>exam, test</i>
Colores		10. el horario	10. <i>schedule</i>
1. amarillo/a	1. <i>yellow</i>	11. ¡mira!	11. <i>look!</i>
2. azul	2. <i>blue</i>	12. o	12. <i>or</i>
3. blanco/a	3. <i>white</i>	13. sobre	13. <i>on, over, on top of</i>
4. gris	4. <i>grey</i>	14. tampoco	14. <i>neither</i>
5. negro/a	5. <i>black</i>	15. tu	15. <i>your</i>
6. rojo/a	6. <i>red</i>	<b>Verbos</b>	
7. verde	7. <i>green</i>	1. estar	1. <i>to be</i>
Para decir más #1 (P. 85)		2. estudiar	2. <i>to study</i>
1. el archivo	1. <i>file</i>	3. hablar	3. <i>to talk, speak</i>
2. el internet/la Red	2. <i>Internet</i>	4. llevar	4. <i>to wear</i>
3. la página web	3. <i>website</i>	5. necesitar	5. <i>to need</i>
4. el portátil	4. <i>laptop</i>	6. terminar	6. <i>to finish</i>
5. navegar por la Red	5. <i>to surf the web</i>	<b>Un poco más: Las palabras de la tecnología</b> (P. 87)	
Para decir más #2 (P. 91)		With so many new hi-tech products coming out every day, don't be surprised if Spanish-speakers find it hard to keep up with the terminology. They have to coin new words in their own language, and sometimes they opt for using the English terms. For this reason, you will often hear words like <i>el mouse</i> , <i>el USB</i> , <i>el e-mail</i> , or <i>el laptop</i> .	
1. al lado de	1. <i>next to</i>		
2. cerca de	2. <i>near</i>		
3. debajo de	3. <i>under</i>		
4. delante de	4. <i>in front of</i>		
5. detrás de	5. <i>behind</i>		



# Nouns

**Nouns** name **people**, **animals**, **places**, or **things**.

**All** Spanish **nouns** are **either**:

**masculine**

**el chico**

**feminine**

**la chica**

	masculino	femenino
singular	un libro <b>o</b>	una camisa <b>a</b>
plural	unos libros <b>s</b>	unas camisas <b>s</b>

The **gender** of a **noun** **MUST** be **learned**. **USUALLY**:

Nouns **ending** with **-o** are **masculine**.

Nouns **ending** with **-a** are **feminine**.

Make **most** nouns **plural** by **adding** **-s**.

Remember that **some** **nouns** may **require** you to **add** or **remove** an **accent** **mark** in the **plural** form.

**el** examen → **los** exámenes

**el** calcetín → **los** calcetines

## ¡Ojo!

When a noun **ends** in a **consonant**, **add** **-es** to **make** it **plural**.

When a noun **ends** in a **-z**, **change** the **-z** to **-c** and **add** **-es**.

**el** lápiz → **los** lápices

**el** pez → **los** peces

## Using Adjectives to Describe Gender

**Adjectives** describe **nouns** and **MATCH** the **gender** (masculine or feminine) of the **nouns** they **describe**. In Spanish, **adjectives** **USUALLY** **follow** the **noun**.

**Masculine** **adjectives** often **end** in **-o**.

**el chico guapo**  
*the good-looking boy*

**Feminine** **adjectives** often **end** in **-a**.

**la chica guapa**  
*the good-looking girl*

Most **adjectives** that **end** with **-e** match **BOTH** genders.

**el chico paciente**

**la chica paciente**

**el chico inteligente**

**la chica inteligente**

Most **adjectives** that **end** with a **consonant** match **BOTH** genders.

**el chico fenomenal**

**la chica fenomenal**

Some add **-a** to become **feminine**. These adjectives **MUST** be **learned**.

**el chico trabajador**  
*the hard-working boy*

**la chica trabajadora**  
*the hard-working girl*

**el chico es hablador**  
*the boy is talkative*

**la chica es habladora**  
*the girl is talkative*

**Nota**

To ask what someone is like, use:

¿**Cómo** + **ser** + noun?

¿**Cómo** **es** Guillermo?  
*What is Guillermo like?*

¿**Cómo** **eres** tú?  
*What are you like?*



## Adjectives to Describe: Number

Adjectives **must** also **MATCH** the **number** of the **nouns** they **describe**. To make an adjective **plural**, add **-S** if it **ends** with a **vowel**, **-ES** if it **ends** with a **consonant**.

Los chicos:

**guapos,**  
**divertidos y**  
**fenomenales**

Las chicas:

**guapas,**  
**divertidas y**  
**fenomenales**

When an **adjective** describes a **group** of **BOTH** **genders**, the **masculine form** of the **adjective** is used.

El chico y la chica son **guapos**, **divertidos** y **fenomenales**.

### Nota

**Tener** means **to have**. Use **tiene** to talk about the **features** a person **has**.

### Ejemplos

**Eva tiene los ojos (eyes) azules y el pelo (hair) largo. Ella es rubia.**

**Juan tiene los ojos verdes y el pelo corto. Él es pelirrojo.**

### Vocabulario: Los colores

	amarillo(a)		morado(a)		
	anaranjado(a)		negro(a)		
	azul		rojo(a)		
	blanco(a)		rosado(a)		
	marrón, café		verde		

The **plural** of **marrón** is **marrones**. **Café** and **pardo(a)** are also **brown**.

# Present Tense of -AR Verbs #1

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To talk **about** the things **you do**, you use the **PRESENT TENSE**. To **form** the **PRESENT TENSE** of a **regular verb** that **ends** in **-AR**,

- **drop** the **-AR ending**, and to the "**stem**", **add** the **appropriate endings**:

estudiar - to study				
Person	Singular		Plural	
1 <sup>st</sup>	yo	estudio	nosotros(as)	estudiamos
	I	study	we	study
2 <sup>nd</sup>	tú	estudias	vosotros(as)	estudiáis
	you (familiar)	study	you-all (familiar)	study
3 <sup>rd</sup>	usted	estudia	ustedes	estudian
	you (formal)	study	you-all	study
	él, ella	estudia	ellos(as)	estudian
	he, she	studies	they	study

-AR VERBS			
ayudar (a)	to help	llevar	to wear, to carry
bailar	to dance	mirar	to watch, to look at
buscar	to look for, to search	nadar	to swim
cantar	to sing	necesitar	to need
contestar	to answer	pasar	to happen, to pass, to pass by
enseñar	to teach	patinar	to skate
entrar (a, en)	to enter	preguntar	to ask
escuchar	to listen (to)	preparar	to prepare
esperar	to wait for, to expect	sacar una buena nota	to get a good grade
estudiar	to study	sacar una mala nota	to get a bad grade
hablar	to talk, to speak	trabajar	to work
llegar	to arrive	usar	to use



# The Conjugation of more -AR Verbs #2

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<b>ayudar</b> to help	
<b>ayudo</b>	<b>ayudamos</b>
<b>ayudas</b>	<b>ayudáis</b>
<b>ayuda</b>	<b>ayudan</b>

<b>buscar</b> to look for, to search	
<b>busco</b>	<b>buscamos</b>
<b>buscas</b>	<b>buscáis</b>
<b>busca</b>	<b>buscan</b>

<b>contestar</b> to answer	
<b>contesto</b>	<b>contestamos</b>
<b>contestas</b>	<b>contestáis</b>
<b>contesta</b>	<b>contestan</b>

<b>enseñar</b> to teach	
<b>enseño</b>	<b>enseñamos</b>
<b>enseñas</b>	<b>enseñáis</b>
<b>enseña</b>	<b>enseñan</b>

<b>entrar</b> to enter	
<b>entro</b>	<b>entramos</b>
<b>entras</b>	<b>entráis</b>
<b>entra</b>	<b>entran</b>

<b>esperar</b> to wait for, to expect	
<b>espero</b>	<b>esperamos</b>
<b>esperas</b>	<b>esperáis</b>
<b>espera</b>	<b>esperan</b>

**Lastly** The **PRESENT TENSE** in **Spanish** can mean **THREE** things. The Spanish phrase "**yo hablo**" can mean:

1. **yo hablo** - **I speak**
2. **yo hablo** - **I am speaking**
3. **yo hablo** - **I do speak**

## Talking About Schedules: ¿A qué hora?

To talk about **WHEN SOMETHING WILL HAPPEN**, use:

**¿A qué hora + verb + event?**

**¿A qué hora es la clase?**  
(At) *What time is the class?*

**A las + hour**

**A las (dos, tres).**  
*At (two o'clock, three o'clock).*

**A la + one o'clock**

**A la una.**  
*At one o'clock.*

### Nota:

The twenty-four **hour** clock (also known as **military** time) **often appears** in railroad, airline, and bus **schedules** or in movie and theater **advertising**. When expressing **time** this way, the day begins at **one** minute after **midnight**. The numbers **one** to **twelve** refer to the time of day **between** one o'clock in the morning and twelve noon. After noon **each** hour is **added** to twelve; 13:00 hours (*las trece horas*) would be the **equivalent** of 1:00 PM. (*Es la una de la tarde.*)



# Describing location with the Verb **estar**

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To say where **people** or **things** are **located** use the verb **estar**. The verb **estar** (**to be**) is an **-ar infinitive**, but it is **irregular** in the **present tense**.

You have **already** seen **several forms** of this **verb**.

## The verb **estar** means **to be**

yo <b>estoy</b>	I <b>am</b>	nosotros(as) <b>estamos</b>	we <b>are</b>
tú <b>estás</b>	you <b>are</b>	vosotros(as) <b>estáis</b>	you "all" <b>are</b>
usted <b>está</b> él <b>está</b> ella <b>está</b>	you <b>are</b> he <b>is</b> she <b>is</b>	ustedes <b>están</b> ellos(as) <b>están</b>	you "all" <b>are</b> they <b>are</b>

**Estar** indicates **location** or a **state** of **being** (a condition) at a **given moment**.

### location:

¿Dónde <b>está</b> el profesor?	Where <b>is</b> the teacher?
<b>Está</b> en clase.	<b>He is</b> in class.

### state of being or condition:

¿Cómo <b>estás</b> ?	How <b>are you</b> ?
<b>Estoy</b> bien, gracias.	<b>I am</b> well, thanks.

**Un poco más** (P. 88)

**States of being**

Other states of being at a given moment are: *cansado/a* (tired), *contento/a* (happy), *triste* (sad), and *solo/a* (alone).



## QC1 U2B: Cultura – El intercambio estudiantil (Texto P. 82)

### Essential Question

How does education promote understanding of different cultures?



*Estudiantes en un programa de intercambio*

Do you want to try something really different, like living in another country? Join a student exchange program and immerse yourself in the Spanish language and Hispanic culture! Whether you currently live in an area of the United States where Spanish is commonly spoken or whether your only exposure to the language and culture is in Spanish class, you are sure to have a

fulfilling and enriching experience by living with a host family in a Spanish-speaking country and experiencing the culture and language firsthand.

Choosing a country can be exciting and challenging. In Honduras, you may live in a small town where life is relaxed, and play soccer or explore breathtaking coral reefs. In Mexico you can see jungles and pyramids, and participate in art and music festivals. How about Chile, with the world's driest desert but also great ski slopes and even glaciers? The possibilities are endless!

There are several types of exchange programs: a year-long program where you will stay with a host family and attend a local school, a slightly shorter semester program, or a quick summer abroad. Wherever you go and whatever the program, it is sure to be a life-changing experience.

Another option is to host a Spanish-speaking student in your home. This is a great way to make new friends, practice your Spanish skills, and learn about another country while helping a student your own age get better acquainted with English and with your country's culture. Everybody benefits!

### Perspectivas

"There is a flickering spark in us all which, if struck at just the right age...can light the rest of our lives, elevating our ideals, deepening our tolerance, and sharpening our appetite for knowledge about the rest of the world. Educational and cultural exchanges...provide a perfect opportunity for this precious spark to grow, making us more sensitive and wiser international citizens through our careers." Do you agree with this view of educational exchanges expressed by former President Ronald Reagan? Explain why or why not.

### Comprensión Escribe oraciones completas.

1. What are three things you can gain from doing an exchange program in a Spanish-speaking country?
2. What can make choosing a country exciting and challenging?
3. What three time frames are available in exchange programs?

### Analiza Escribe oraciones completas.

1. What benefits would you hope to gain by traveling abroad on an exchange program?
2. What could be some negative aspects of studying abroad?
3. Would you prefer to go to a Spanish-speaking country or host a Spanish-speaking student at home? Explain



## QC1 U2B: Cultura – El colegio (Texto P. 83)

## Essential Question

How does education promote understanding of different cultures?



Colegio Mayor de San  
Bartolomé, Bogotá,  
Colombia

Imagine attending classes in another country and completely in Spanish. You would be sure to notice some big differences. In many schools in Spanish-speaking countries, students don't attend classes all day; schools offer a morning and an afternoon shift. This is one way to meet the large demand for education and to serve all students when space might be limited. Also, students in other countries generally begin learning a second language in elementary school (*escuela elemental* or *primaria*). Which language do you think most students choose? You guessed it: English is by far the most popular. Before lunch, you would typically break for *educación física*. Any idea which sport is the most popular in gym class in the Spanish-speaking world? Overwhelmingly, *el fútbol*! In your *escuela secundaria* (also called *bachillerato* or *preparatoria*) you might find fewer electives than in high school in the United States; you would follow a demanding curriculum including science, math, computer science, and maybe the history and literature of the country you are visiting. There would be fewer school-sponsored extracurricular activities like clubs and sports. If the thought of taking all your classes in Spanish intrigues you, check out one of the immersion schools right here in the United States. It's a great way to get a taste for the experience.

## Prácticas

Most schools in Spanish-speaking countries require students to wear school uniforms, and this practice is gaining popularity in the United States as well.

**"Para comentar"**

Why are school uniforms becoming more popular in this country?



¿En tu colegio llevan uniforme?

## Comparaciones

Do schools in your area have a dress code? What is your opinion on school uniforms?

Comprensión Escribe oraciones completas.

1. Why do many schools in Spanish-speaking countries have two shifts?
2. Mention three other differences you might encounter in schools in Spanish-speaking countries compared to schools in the United States.

Analiza Escribe oraciones completas.

1. In your opinion, what required course or courses should be included in your school's curriculum?
2. How is learning about other countries' educational systems helpful to understanding their culture as a whole?



## QC1 U2B: Lectura informativa (Texto P. 93 a 94)

**Sobre la autora**

Gina Valdés is a Chicano (Mexican-American) poet. Born in Los Angeles, California, she grew up on both sides of the Mexican border. She is now a professor of Chicano literature and culture and bilingual creative writing. She has taught at universities throughout the United States. In her bilingual book of Chicano poetry, *Puentes y fronteras (Bridges and Borders)*, Gina reflects on the difficulties faced by Hispanics who dream of moving to the United States.

**Antes de Leer: Preparación para la lectura**

1. Where do a lot of Hispanic immigrants enter the United States? Why?
2. What difficulties might Hispanic immigrants face when they move to the United States?

**Estrategia: Using the title to make predictions**

You can use the title of a selection to predict what its content will be. What does the title of the poem, *Puentes y fronteras/Bridges and Borders*, suggest to you? Why does the author choose a bilingual title? Brainstorm with a partner what you think some of the most important themes of this poem might be. Write your ideas down. After you read the poem, go back to your list of ideas and find out if your predictions were right.

**Extensión**

The poem is in tradition of one of the oldest styles of Spanish poetry, called a *copla*. The *coplas* were popular in medieval Spain because they were short and easily memorized. Minstrels sang *coplas* to villagers they encountered in their travels. This established an oral tradition that passed stories and information from one person to another for centuries. Today, many Spanish-speaking countries maintain the *copla* tradition. Usually a *copla* is a short poem, often improvised and set to music, that tells about people and their daily lives. If you were to use the words of this poem as the lyrics of a song, what type of music would you choose?

**Puentes y fronteras/Bridges and Borders (selecciones) de Gina Valdés**

Hay tantísimas fronteras  
que dividen a la gente,  
pero por cada frontera  
existe también un puente.

\*\*\*

Entre las dos Californias  
quiero construir un puente,  
para que cuando tú quieras  
te pases del sur al norte,  
caminando libremente  
no como liebre del monte.

There are so many borders  
that divide people,  
but for every border  
there is also a bridge.

\*\*\*

Between the two Californias  
I want to build a bridge,  
so whenever you wish  
you can cross from south to north,  
walking freely  
not like a wild rabbit.



Cruzando la frontera (Crossing the border)

**Comprensión**

1. What are the "two Californias" the poet talks about?
2. Who would cross the border "like a wild rabbit" (*como liebre del monte*)?
3. Which words rhyme in the Spanish poem? Do any words rhyme in the English version?

**Analiza**

1. Why do you think that the author uses the old style of *coplas* to express her modern poetry?
2. Besides the physical border, in what other ways are the Mexican and American cultures divided? What is the significance of the *Puente*?
3. Knowing what you've learned about Gina Valdés, find elements in this poem that reflect her life experience.



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Lección B**

**1** *Un estudiante de México.* You will hear an interview with a high school student twice. Based on what you hear, circle the letter of the best completion to each sentence.

1. El estudiante se llama...  
A. Benito Juárez.      B. Simón Martín.
2. El colegio se llama...  
A. Benito Juárez.      B. Simón Martín.
3. El estudiante tiene... los lunes.  
A. seis clases      B. once clases
4. Los lunes él tiene clase de...  
A. arte.      B. inglés.
5. Las clases terminan a... de la tarde.  
A. las tres      B. la una y media

**2** *¿Cuál es correcto?* You will hear a pair of sentences. Pay close attention to the adjectives. Then circle the letter of the sentence which is grammatically correct. You will hear each pair of sentences twice.

1. A      B
2. A      B
3. A      B
4. A      B
5. A      B
6. A      B

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**3** ¿Quién? You will hear eight sentences. For each one, indicate to whom it refers by writing the appropriate letter in the space provided. You will need to use some letters more than once.

- |          |                  |
|----------|------------------|
| 1. _____ | A. yo            |
| 2. _____ | B. tú            |
| 3. _____ | C. Pilar         |
| 4. _____ | D. Miguel y yo   |
| 5. _____ | E. Paco y Sandra |
| 6. _____ |                  |
| 7. _____ |                  |
| 8. _____ |                  |

**4** El *horario de clases*. Look at a student's class schedule for Monday. Then listen to six statements about the schedule. For each one, circle *cierto* if the statement is true. If the statement is false, circle *falso*.

- |           |       |
|-----------|-------|
| 1. cierto | falso |
| 2. cierto | falso |
| 3. cierto | falso |
| 4. cierto | falso |
| 5. cierto | falso |
| 6. cierto | falso |

Colegio Simón Bolívar	
Hora	Lunes
8:50–9:40	matemáticas
9:40–10:30	inglés
10:30–11:20	computación
11:20–12:10	biología
12:10–3:10	almuerzo
3:10–4:00	español
4:00–4:50	arte



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

- 5** ¿Lógico o ilógico? You will hear six questions and answers. For each one, circle *lógico* if the second person replies logically to the first person. If not, circle *ilógico*.

- |           |         |
|-----------|---------|
| 1. lógico | ilógico |
| 2. lógico | ilógico |
| 3. lógico | ilógico |
| 4. lógico | ilógico |
| 5. lógico | ilógico |
| 6. lógico | ilógico |

- 6** *Computadora ViewPoint*. Look at the following ad. You will hear six statements about the computer being advertised. For each one, circle *cierto* if the statement is true. If not, circle *falso*.

### Computadora ViewPoint Modelo: VP-400

Potencia para nuevas posibilidades

**Características:**  
 2 GB de memoria RAM  
 Disco duro de 90 GB  
 Ratón  
 Monitor a color de 20"  
 Tarjeta de video PCF  
 Teclado para Windows



**Además:**  
 Lector de discos compactos  
 Fax/Modem  
 4 puertos USB  
 Cámara web

- |           |       |           |       |
|-----------|-------|-----------|-------|
| 1. cierto | falso | 4. cierto | falso |
| 2. cierto | falso | 5. cierto | falso |
| 3. cierto | falso | 6. cierto | falso |

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**7** ¿Dónde están? You will hear six sentences with a beep in place of the verb. For each one, circle the letter of the correct form.

- |               |            |
|---------------|------------|
| 1. A. estoy   | B. está    |
| 2. A. está    | B. estamos |
| 3. A. estamos | B. están   |
| 4. A. estás   | B. estoy   |
| 5. A. están   | B. estás   |
| 6. A. está    | B. estamos |



