Un horario

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

CENTRO DE EDUCACIÓN ARTÍSTICA

“IGNACIO MARiano DE LAS CASAS”

PRIMERO SEMESTRE

<table>
<thead>
<tr>
<th>Clase</th>
<th>Horas semanales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Español</td>
<td>5 h semanales</td>
</tr>
<tr>
<td>Matemáticas</td>
<td>5 h semanales</td>
</tr>
<tr>
<td>Historia universal</td>
<td>3 h semanales</td>
</tr>
<tr>
<td>Educación cívica y ética</td>
<td>3 h semanales</td>
</tr>
<tr>
<td>Biología</td>
<td>3 h semanales</td>
</tr>
<tr>
<td>Introducción a la física</td>
<td>3 h semanales</td>
</tr>
<tr>
<td>Inglés</td>
<td>3 h semanales</td>
</tr>
<tr>
<td>Danza</td>
<td>3 h semanales</td>
</tr>
<tr>
<td>Teatro</td>
<td>3 h semanales</td>
</tr>
<tr>
<td>Artes plásticas</td>
<td>3 h semanales</td>
</tr>
<tr>
<td>Música</td>
<td>3 h semanales</td>
</tr>
</tbody>
</table>

Total 37 h semanales

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

Mi horario

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

<table>
<thead>
<tr>
<th>Hora</th>
<th>Clase</th>
<th>Profesor(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>la primera hora</td>
<td>la clase de inglés</td>
<td>la Sra. Sánchez</td>
</tr>
</tbody>
</table>

78 setenta y ocho

Tema 2 • La escuela

Heritage Language Learners

If students have attended school in other countries, ask them to describe any different scheduling and grading procedures. They may mention rotating schedules with different classes each day, and grading with numbers instead of letters, etc. You may wish to discuss these differences with the rest of the class.

Differentiated Instruction

Solutions for All Learners

Heritage Language Learners

If students have attended school in other countries, ask them to describe any different scheduling and grading procedures. They may mention rotating schedules with different classes each day, and grading with numbers instead of letters, etc. You may wish to discuss these differences with the rest of the class.

Students with Learning Difficulties

When practicing reading comprehension, as in Actividad 5, allow students with learning difficulties extra time to use the variety of reading strategies that are accessible. Comprehension may require two or three attempts at reading the questions and text.
Activity 6 Hablar

Mucha tarea

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

Modelo

A — ¿Tienes mucha tarea en la clase de matemáticas?
B — Sí, tengo mucha tarea.
o: — No, no tengo mucha tarea.
o: — No estudio matemáticas.

Estudiante A

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

¡Respuesta personal!

Estudiante B

Activity 7 Escribir

Me gusta más . . .

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

Modelo

inglés/español
Me gusta más la clase de español. Es divertida.
o: — Me gusta más la clase de español. No es aburrida.
o: — No me gusta ni la clase de español ni la clase de inglés.

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

aburrida divertida interesante
difícil fácil práctica

Activity 8

Focus: Writing and comparing class preferences in a personalized context
Suggestions: If students do not take all the classes listed, suggest alternatives. Remind students to save their answers to use in Actividad 8.
Answers will vary.

Extension: For homework, have students rewrite their opinions, this time comparing both classes. Provide a model to copy onto their papers. The sentences should be simple, for example: La clase de inglés es divertida, pero la clase de español es difícil.

Culture Note

In Spanish-speaking countries, students often address teachers by their title to show respect: for example, Profesor Rodriguez, Profesora Millán, or simply Profesor(a). Occasionally, students will address their teacher as profe, short for profesor(a). Students in Spain, however, may actually call teachers by their first names.

Teacher-to-Teacher

When students see the words ¡Respuesta personal! in an activity, encourage them to create phrases beyond what the model suggests.
¿Qué te gusta más?

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

Modelo
A — ¿Te gusta más la clase de inglés o la clase de español?
B — A ver . . . Para mí, la clase de español es más divertida que la clase de inglés.

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

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

Escribir/Hablar

¿Qué te gusta más?

Heritage Language Learners
Have students compare English and Spanish. Do the languages seem closely related? What specific structures in English are different in Spanish? What expressions are difficult to remember? Follow up their comments with a whole-class discussion on some of the challenges and rewards of learning a second language.

Advanced Learners/Pre-AP*
Assign students a Spanish-speaking country and ask them to use the Internet to find information about the education system in that country. Suggest that they include details such as the format and size of schools, subjects offered, and languages of instruction. Have them share their findings with the class.
Connections between Latin, English, and Spanish

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

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

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

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

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

El Acueducto de Segovia

ochenta y uno  81  Capítulo 2A
Subject pronouns

The subject of a sentence tells who is doing the action. You often use people’s names as the subject:

Gregorio escucha música.  
Ana canta y baila.

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

El escucha música.  
Ella canta y baila.

Here are all the subject pronouns in Spanish:

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Masculine Form</th>
<th>Feminine Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>nosotros</td>
<td>ellas</td>
</tr>
<tr>
<td>tú</td>
<td>vosotros</td>
<td>ellas</td>
</tr>
<tr>
<td>usted (Ud.)</td>
<td>ustedes</td>
<td>ellas</td>
</tr>
<tr>
<td>él</td>
<td>ellos</td>
<td>ellas</td>
</tr>
<tr>
<td>ella</td>
<td>ellos</td>
<td>ellas</td>
</tr>
</tbody>
</table>

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

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

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

If a group of all females, use the feminine forms: nosotras, vosotras, ellos.

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

Alejandro y yo = nosotros  
Carlos y ella = ellos  
Pepe y tú = ustedes  
Lola y ella = ellas

Heritage Language Learners

Give students a paragraph or list of sentences. Ask them to underline the subjects of the sentences in one color and the subject pronouns in another.

Students with Learning Difficulties

Students often have difficulty substituting subject pronouns for proper nouns. Give students two or three examples in English of how they substitute subject pronouns, and then have them transfer this skill to Spanish. Start with individual nouns, then work up to full sentences.
¡Señala!

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

¿Es ella?

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

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

¿Tú, Ud. o Uds.?

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

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

Más práctica

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

Teacher-to-Teacher

Often, confusion arises when the subject pronouns yo and tú are seen in an activity. When given such prompts, students generally should assume that they will stay the same in their answers. When an activity is “talking to” the students (for example, Y tú, ¿qué dices?), they need to change the tú in the question to yo in the answer in order to talk about themselves.

Teacher-to-Teacher

Have students prepare three pieces of paper, one labeled tú, one labeled usted, and one labeled ustedes. Have them cut out magazine pictures or download images showing individuals and groups of people whom they would address as tú, usted, or ustedes, and mount them on the correct sheet. These can be displayed on the bulletin board.

Theme Project

Give students copies of the Theme Project outline and rubric from the Teacher’s Resource Book. Explain the task to them, and have the perform Step 1. (For more information, see p. 72-a.)

Additional Resources

• WAV Wbk.: Audio Act. 7, p. 32
• Teacher’s Resource Book: Audio Script, p. 86
• Audio Program: Track 8

Assessment

• ExamView® Quiz
• Prueba 2A-3: Subject pronouns, p. 45
### Gramática

#### Present tense of -ar verbs

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

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

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

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

hablar → habl-

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

Here are the forms of hablar:

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>(yo) hablo</td>
<td>(nosotros) hablamos</td>
</tr>
<tr>
<td>(tú) hablas</td>
<td>(vosotros) hablais</td>
</tr>
<tr>
<td>Ud. (él) habla</td>
<td>Uds. (ellos) hablan</td>
</tr>
<tr>
<td>(ella) habla</td>
<td>(ellas) hablan</td>
</tr>
</tbody>
</table>

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

Hablo español. I speak Spanish.

I am speaking Spanish.

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

Hablo inglés. ¿Hablás español?

Subject pronouns are commonly used for emphasis or clarification.

Ella habla inglés pero él habla español.

### Actividad

#### ¿Una mano o dos?

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

84 ochenta y cuatro

Tema 2 • La escuela

### Differentiated Instruction

#### Solutions for All Learners

**Multiple Intelligences**

**Bodily/Kinesthetic:** Have students cut out magazine pictures that depict -ar verbs and paste them on construction paper to make posters. At the bottom of the poster have students write a sentence describing each action.

**Heritage Language Learners**

Pay special attention to students’ verb formation. Depending on their heritage, their pronunciation may vary from the “standard” ways of saying these endings. These differences may result in incorrect spelling or adding the wrong verb ending. Some students may also use forms such as the voso, which should be recognized.
¿Qué estudian?
Look at the pictures and tell what these people are studying.

1. Laura
2. Josefina, Elena y yo
3. tú
4. Catalina y José
5. Joaquín y tú
6. yo

Juego

1. Work with a partner and tear a sheet of paper into eight pieces of equal size. Write a different subject pronoun on each piece (yo, tú, él, ella, Ud., nosotros, ellas, Uds.). Place the subject pronouns face down in a pile.

2. Your teacher will say an infinitive. One partner will select the top piece of paper from the pile, read the subject pronoun, and say the correct verb form. A correct answer earns one point. Place the "used" subject pronouns in a separate pile. Take turns selecting from the pile and answering.

3. When your teacher calls time, shuffle the pieces of paper with subject pronouns and place them in a new pile face down. When the next verb is read aloud, continue play. The partner with the most correct answers is the winner.
En la escuela

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

Modelo

Yo estudio mucho en la clase de español.

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

necesitar hablar dibujar
usar practicar enseñar
patinar bailar

Escucha y escribe

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

Dos amigos y yo hablamos de las clases.
Tomás estudia español.
Ana canta.
Y María escucha música.

Suggestions: Have students look at the pictures of el recreo and identify what the students are doing and where. Ask them to talk about what they do in the short breaks between classes.

Answers will vary.

Multiple Intelligences

Visual/Spatial: Have students create posters promoting activities that can be done during school free time. Explain that by using the nosotros form of the verb ir, minus the subject pronoun, they are expressing the command “Let’s.” For example, ¡Vamos a jugar! they are suggesting, “Let’s play!”

Students with Special Needs

Before starting the Actividades for this section, review infinitives and the word bank in Actividad 16. Transcribing while listening can be difficult for some students. Have them listen and then discuss what they understood. For Actividad 18, review the activities in the word bank. Provide a copy of the Venn diagram graphic organizer.

For Actividad 16, have students write out the sentences and underline the subjects. Then have them write eight more sentences or questions using the verbs listed. Encourage them to write at least two negative sentences.
**Actividades y más actividades**

1. Work with a partner. Copy the Venn diagram on a sheet of paper. Label the oval on the left Yo. Label the oval on the right with the name of your partner. Label the overlapping area Nosotros or Nosotras.

2. From the list below, choose five activities you do a lot. Write your activities in the oval labeled Yo. Be sure to conjugate the verb in the yo form.

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

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

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

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

**Nosotros(as) . . .**

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

**Moderno**

Diego y yo trabajamos.
Yo dibujo.

**Enrich Your Teaching**

**Teacher-to-Teacher**

Have students bring in action pictures of themselves, family, or friends, or pictures from magazines. They should prepare 3–5 sentences about the actions shown, using more than one picture if needed. The next day, they can present these orally to a partner, or volunteers can present them to the class. You might want to model this for the class using sample photos. Refer students to the word bank in Actividad 18 for -ar verbs.

**Assessment**

Evaluate students on both their written and spoken accuracy on Actividades 18 and 19.
The Maya used three symbols to write numbers: a dot •, a bar —, and a drawing of a shell. The dot equals 1, the bar equals 5, and the shell equals 0. Mayan numbers were written from bottom to top, not from left to right.

Look at the Mayan numbers below.

What would these Mayan numbers be in our numbering system?

1. 2. 3.
4. 13
5. 16
6. 19

Now write these numbers in the Mayan system.

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

Los números mayas

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

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

What would these Mayan numbers be in our numbering system?

1. 2. 3.

Now write these numbers in the Mayan system.

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

Y tú, ¿qué dices?

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

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

*The letter c*

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

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

- computadora
- cantar
- escuela
- tampoco
- cómo
- tocar
- correr
- practicar
- Carlos

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

- veces
- sodable
- gracioso
- gracias
- hacer
- once
- doce
- trece

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

- \(0 + 4 = 4\)
- \(4 + 0 = 4\)

*Cero más cuatro,

o cuatro más cero,

siempre son cuatro.*

*always*

¿No es verdad?*

*true*

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

---

**El español en la comunidad**

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

**Themes Project**

Students can perform Step 2 at this point. Be sure they understand your corrections and suggestions. (For more information, see p. 72-a.)

**Teacher-to-Teacher**

If you know of students in the upper grades who have traveled abroad on an exchange program, invite them to give a presentation to the class describing how their language skills improved during the time spent in that country. As an alternative, if you have participated in an exchange program yourself, you may want to share your experiences with learning Spanish.

**Internet Search**

**Resources for All Teachers**

**Enrich Your Teaching**

This will serve as a good introduction to the reading on p. 90.

**Standards:**

- 4.1
- 5.1

**Suggestions:** Ask if students know of anyone who is taking Spanish classes outside of your school. If so, have them inquirre about the courses. Why does the person want to learn Spanish? What methods and activities does the teacher use? What are some of the topics covered? If these answers are available, have students compare the community class with their own class.

**Answers** will vary but may include:

- Spanish classes are offered by adult education centers, community colleges, private language institutes, and private tutors. Reasons for studying Spanish may include for travel, business, being able to talk with family or friends, etc.

**Teacher-to-Teacher**

**Communities:** Invite a Spanish professor from a local community college or university to talk to your students about college courses and class schedules using the words and expressions in this chapter.