Standards for Para empezar

To achieve the goals of the Standards, students will:

Communication
1.1 Interpersonal
- Greet and introduce themselves to others
- Use correct leave-taking phrases
- Ask how others are
- Provide others with the correct numbers of or for things
- Ask and provide others the correct time
- Talk about classroom people and objects
- Ask for and provide others the date or day of the week
- Talk about the weather
1.2 Interpretive
- Read and listen to information about appropriate greetings, introductions, and leave-takings
- Read and listen to information about how to ask about how someone is
- Read and listen to information about classroom directions and commands
- Read and listen to information about numbers
- Read and listen to information about telling time
- Read and listen to information about parts of the body
- Read and listen to information about classroom people and objects
- Read and listen to information about the alphabet
- Read and listen to information about the calendar
- Read and listen to information about weather and seasons
1.3 Presentational
- Present information about appropriate greetings, introductions, and leave-takings
- Write the correct numbers of or for things
- Present information about people and things
- Present information about the Spanish alphabet
- Present information about dates and days of the week
- Present information about seasons and the weather

Culture
2.1 Practices and Perspectives
- Talk about los sanfermines

Connections
3.1 Cross-curricular
- Discuss the hieroglyphics of the Maya
- Discuss the Aztec calendar
- Discuss geography and climatology in the Southern Hemisphere
- Reinforce math and metric conversion skills

Comparisons
4.1 Language
- Explain the difference between tú and usted
- Discuss that nouns are either masculine or feminine
- Discuss some rules of punctuation and accent marks
4.2 Culture
- Compare customs of greetings and introductions
- Compare festivals in which animals play a role

3.1 Readings
Social relations are somewhat more formal in Spanish-speaking countries than in the United States, since new acquaintances usually greet one another with a handshake. Friends, however, greet each other with a hug or a kiss on the cheek.

- How does this compare with the way you greet people in the United States?

STUDENTS NEEDING EXTRA HELP
Guided Practice Activities
- Vocabulary Check, Flash Cards
- Grammar
Guided Practice Audio CDs
- Disc 1, Track 1

HERITAGE LEARNERS
Realidades para hispanohablantes
- Chapter Openers, pp. 1–1
- En la escuela, pp. 2–3
- En la clase, pp. 4–5
- El tiempo, pp. 6–7
- Repaso del capitulo, pp. 8–9

ADVANCED/PRE-AP*
Pre-AP* Resource Book, pp. 56–57
Para empezar

Objectives

1. En la escuela
   • Greet people at different times of the day
   • Introduce yourself to others
   • Respond to classroom directions
   • Begin using numbers
   • Tell time
   • Identify parts of the body

2. En la clase
   • Talk about things in the classroom
   • Ask questions about new words and phrases
   • Use the Spanish alphabet to spell words
   • Talk about things related to the calendar
   • Learn about the Aztec calendar

3. El tiempo
   • Describe weather conditions
   • Identify the seasons
   • Compare weather in the Northern and Southern Hemispheres

Más práctica
   • Real. para hispanohablantes, pp. x-1

Chapter Opener

Core Instruction

Suggestions: As you go through the Objectives, ask volunteers to identify in English the ways people might introduce themselves, name common classroom objects, or describe the day’s weather. Scan the section with students to help familiarize them with the structure of this unit (which follows a different pattern from the other chapters). Explain that the Para empezar is an introduction to their language learning that will help them communicate right away, and that the vocabulary and expressions they learn here will then be recycled throughout the book. The emphasis should be on recognition and limited use, not on mastery.

Standards: 4.1

Suggestions: Ask students about the different ways strangers, adults, young people, men, women, and family members greet each other in the United States.

Answers will vary.

Teaching with Photos

Have students look at the three photos. What do they notice about how these students are dressed? How does it compare with the way they dress for school? Explain that there is a great deal of variety in the Spanish-speaking world, and that people in different places do not always dress the same.

Culture Note

Young people in the United States have many colloquialisms for greeting each other. How’s it going?, What’s up?, and Hey! are just a few of them. Teens in Latin America also have informal ways of greeting each other, such as ¿Cómo te va?, ¿Qué onda?, and ¿Quehúbole?
¡Hola! ¿Cómo te llamas?

Core Instruction

Resources: Teacher’s Resource Book: Input Script, p. 6; Clip Art, pp. 17–21, Audio Script p. 7; Voc. and Gram. Transparency 21; Audio Program: Track 1

Focus: Presenting different ways to greet friends and adults in the morning, afternoon, and evening

Suggestions: Use the Input Script from the Teacher’s Resource Book or the stories from the TPR Stories Book any time you have new vocabulary to introduce, or use other ideas that work for you. Show the transparencies to introduce the words. Be sure students notice the age differences of the speakers and the different times of day the conversations take place. When students have become familiar with the conversations, ask them to greet you and one another. Point out the Nota, and explain that these provide additional explanations and useful information.

VOCABULARY

2. dos
En la escuela

1. En la escuela

¡Hola! ¿Cómo te llamas?

— ¡Buenos días, señor!
— ¡Buenos días! ¿Cómo te llamas?
— Me llamo Felipe.

— ¡Buenas tardes, señora!
— ¡Buenas tardes! ¿Cómo te llamas?
— Me llamo Beatriz.
— Mucho gusto.
— Encantada.

Nota
A woman or girl says encantada.
A man or boy says encantado.

Exploración del lenguaje

Senor, senora, señorita

Focus: Explaining different ways to address others

Suggestions: Write examples on the board such as Señor Trujillo and then write the abbreviation Sr. Trujillo. Point out the comparison in English to students. They may be surprised at the relative formality with which adults are addressed in Spanish. Have students identify school personnel with the new Spanish titles.

Señor, señora, señorita

The words señor, señora, and señorita mean “sir,” “madam,” and “miss” when used alone. When they are used with people’s last names they mean “Mr.,” “Mrs.,” and “Miss,” and are abbreviated Sr., Sra., and Srita. Note that the abbreviations are capitalized.

In Spanish you should address adults as señor, señora, or señorita, or use the titles Sr., Sra., and Srita. with their last names.

Differentiated Instruction

Students with Learning Difficulties

If students have problems identifying individual phrases in context, provide them with a list of specific words and phrases that you want them to know. Model different ways in which they can combine the words and phrases for communication.

Advanced Learners

Explain that ¿Cómo te llamas? and Me llamo... do not literally mean “What’s your name?” and “My name is...”. Use this as an opportunity to demonstrate that languages cannot be translated on a word-to-word basis. Some students may also benefit from further explanation of the Nota and of agreement of adjectives.
Buenos días

Listen as people greet each other. Then point to the clock that indicates the time of day when the greetings are probably taking place.

a. 8:00 AM  
b. 4:00 PM  
c. 10:00 PM

¿Cómo te llamas?

Your teacher will divide the class in half. Students in one half of the class will introduce themselves and shake hands, and students in the other half will say they are pleased to meet the others. Move quickly from person to person until time is called. Then switch roles.

Modelo

A — ¡Hola! ¿Cómo te llamas?
B — Me llamo David. ¿Y tú?
A — Me llamo Antonio. Mucho gusto.
B — Encantado.

¿Recuerdas?
If you are a girl, you say encantada.

¡Hola!

Work with a partner. Choose a clock from Actividad 1 and greet each other appropriately for the time of day. Then find out your partner’s name. Follow the model. Change partners and repeat.

Modelo

A — Buenas tardes.
B — Buenas tardes. ¿Cómo te llamas?
A — Me llamo Paco. ¿Y tú?
B — Me llamo Lourdes. Mucho gusto.
A — Encantado.

Más práctica

Practice Workbook, p. 1: P-1

Enrich Your Teaching

Culture Note

In Spain and many other Spanish-speaking countries, Buenos días is used until noon. Buenas tardes is used from noon until the evening meal. Buenas noches is considered both a greeting and a farewell.

Teacher-to-Teacher

Bring in a kitchen timer and set it for the time you want to allot for each paired activity. When the bell rings, stop the activity, review the task with students if necessary, and move on. The timer will help you keep track of the time and will help students focus.
¡Hola! ¿Cómo estás?

Core Instruction

Resources: Teacher’s Resource Book: Input Script, p. 6, Audio Script, p. 7; Voc. and Gram. Transparency 22; Audio Program: Track 3

Focus: Introducing expressions used to ask and answer how someone is

Suggestions: Use the transparencies and the dialogue to help students guess the meanings of the unfamiliar words in blue type. Direct attention to the ¿Recuerdas? Play the Audio CD or read the conversations beneath the pictures. Then role-play the conversations with students. Draw a rising sun at one end of the blackboard, a noon time sun a little to the right with a dividing line under it, a setting sun a little further to the right, and a moon at the far end. Position pairs of students at various points along the board, and have the class identify whether they would say Buenos días, Buenas tardes, or Buenas noches, depending on where they are. Point out that hasta + an expression of time means that you’re saying good-bye until that time.

Bellringer Review

Show Vocabulary and Grammar Transparency 22. Ask students to prepare a short dialog with a partner to represent one of the pairs of speakers pictured. (Cover the dialogs on the transparency.)

¡Hola! ¿Cómo estás?

—Buenos días, Adela. ¿Cómo estás?
—Bien, gracias, Sr. Ruiz. ¿Cómo está Ud.?
—Muy bien, gracias. ¿Y tú?
—Bien, gracias.

—Buenas tardes, Sr. Ruiz. ¿Cómo está Ud.?
—Muy bien, gracias. ¿Y tú?
—Bien, gracias.

—Buenas noches, Miguel. ¿Qué tal?
—Regular. ¿Y tú, Carlos?
—¿Qué pasa?
—Nada.

—¡Adiós, Srita. Moreno!
—¡Hasta luego!
—¡Hasta mañana!

—¡Hasta luego, Juan!
—¡Nos vemos!

¿Recuerdas?

Señor, señora, and señorita are abbreviated to Sr., Sra., and Sra. before a person’s last name.

4 cuarto
En la escuela

Differentiated Instruction

Students with Learning Difficulties

Have students create a section in their notebook for vocabulary and a separate section for grammar. For each chapter, students can enter new vocabulary and grammar concepts into their respective sections. Allow students to accompany vocabulary words with pictures and English translations, as needed.

Heritage Language Learners

Many students who already speak Spanish may have little or no formal experience with the written language. Ask these students to write new versions of the dialogues above, personalizing them in some way. Have them pay special attention to spelling. You can use this exercise to informally assess their written Spanish.
Exploración del lenguaje

Tú vs. usted

For most Spanish speakers there are two ways to say "you": tú and usted. Use tú when speaking to friends, family, people your own age, children, and pets. Usted is formal. Use it to show respect and when talking to people you don’t know well, older people, and people in positions of authority. In writing, usted is almost always abbreviated Ud., with a capital U.

Would you say tú or Ud. when talking to the following people?

- your brother
- your teacher
- your best friend
- your friend’s mother
- your cat
- your principal
- a new acquaintance who is your age

¿Hola o adiós?

Make a chart on your paper with two columns. Label one Greeting, the other Leaving. Number your paper from 1–8. As you hear each greeting or leave-taking, place a check mark in the appropriate column next to the number.

¡Hola! ¿Qué tal?

Work with a partner. Greet each other and ask how your partner is. Say good-bye. Then change partners and repeat.

Mucho gusto

Read the conversation and then reply sí or no to the statements.

Profesor: Buenos días. Me llamo José Guzmán. ¿Y tú?

Estudiante: Me llamo María Hernández. Mucho gusto.

Profesor: ¿Cómo estás, María?

Estudiante: Bien, gracias. ¿Y Ud.?

Profesor: Muy bien, gracias. Hasta luego.

Estudiante: Adiós, señor.

1. The people knew each other.
2. The teacher is a man.
3. We know the last names of both people.
4. The student talks to the teacher in a formal tone.
5. Neither person is feeling well today.

Más práctica

- Practice Workbook, p. 2: P-2

Enrich Your Teaching

Resources for All Teachers

Culture Note

In Spain, a newborn child is generally given a first name, no middle name, and two surnames—one from each parent. Usually, the father’s surname is first and the mother’s surname is second. This is different in the United States, where a child is given a first name, perhaps a middle name, and one last name, usually the father’s surname.

Teacher-to-Teacher

To keep students on task and speaking Spanish during a paired activity, circulate and place star stickers on the desks of students who are participating. Give the stars a value—three stars equals a bonus point, for example. When using this system, remind students that stars can be taken away for not participating or for speaking English.

Practice and Communicate

Exploración del lenguaje

Core Instruction

- Standards: 4.1
- Resources: Answers on Transparencies
- Suggestions: Tell students to use Ud. for anybody that they call by their last name.
- Answers: 1. tú; 2. usted; 3. tú; 4. usted; 5. tú; 6. usted; 7. tú

¿Hola o adiós?

- Standards: 1.2
- Resources: Teacher’s Resource Book: Audio Script, p. 7; Audio Program: Track 4; Answers on Transparencies
- Focus: Listening to understand greetings
- Suggestions: Draw the chart on the board as a model.
- Audio Script and Answers:
  1. Hola, Juan. ¿Qué pasa? (greeting)
  2. Adiós, Miguel. (leaving)
  3. Buenos días, señor García. (greeting)
  4. Hola, Elena. (greeting)
  5. Nos vemos. (leaving)
  6. Hasta mañana, señor Pérez. (leaving)
  7. Buena noche, señora. (greeting)
  8. Hasta luego, Ana. (leaving)

Mucho gusto

- Standards: 1.1
- Focus: Using greetings
- Suggestions: Have students switch roles with one asking and one answering.

Enrich Your Teaching

- Additional Resources
  - WAV Wbk.: Audio Act. 1, p. 1
  - Teacher’s Resource Book: Audio Script, p. 7
  - Communicative Act. BLM, p. 11
  - Audio Program: Track 5
¡Atención, por favor!

Core Instruction


Focus: Presenting common classroom commands

Suggestions: Play the Audio CD or refer to the text under the pictures. Dramatize the classroom commands while saying them aloud or playing the CD. Have students guess the commands. Then say them again and have the class respond as asked. Try to do as much classroom management in Spanish as possible.

Activities

Resources: Teacher's Resource Book: Audio Script, p. 7; Audio Program: Track 7; Answers on Transparencies

Focus: Listening and responding to classroom commands

Suggestions: Play the Audio CD or read the script. Have students simply listen the first time. Then play or read the script again, having students act out the commands.

Script and Answers:

1. Abran el libro. (open the book)
2. Levántense. (stand up)
3. Repitan: Buenas tardes. (repeat)
4. Siéntense. (sit down)
5. Cierren el libro. (close the book)
6. Saquen una hoja de papel. (take out a sheet of paper)


Differentiated Instruction

Students with Special Needs

For students who find the commands difficult to act out, have them discuss with you other ways they might indicate comprehension of the commands. Depending on the students, these might include simple hand or arm movements.

Advanced Learners

Have students turn to p. 100 in their textbook and then flip through the pages, randomly stopping ten times. They should say or write the page number each time they stop. Point out that the numbers are written out on each page.

¡Atención, por favor!

¡Silencio, por favor! Abran el libro en la página 10.

¡Atención! Cierren el libro.

Repitan, por favor: Buenos días.

—Buenos días.

Levántense, por favor.

Siéntense, por favor.

—Saquen una hoja de papel. Escriban los números.

—Entreguen sus hojas de papel.

¡Siéntense!

You will hear some classroom commands. Listen carefully and act them out.

En la escuela
Los números

1. 1, __, 3
2. 6, __, 8
3. 7, __, 9
4. 10, __, 12
5. 14, __, 16

Más números

1. 1, 2, 3, ... 10
2. 2, 4, 6, ... 20
3. 1, 3, 5, ... 19
4. 5, 10, 15, ... 60
5. 3, 6, 9, ... 39

Número y más números

tell your partner these numbers in Spanish. He or she will write them using numerals, not words. Then check your partner's work.
1. the phone numbers used to dial for information and emergencies
2. the bar code number on the back of your Spanish book
3. your house or apartment number
4. number of minutes it takes you to get from your home to school
5. number of months until your next birthday

1. diez
2. once
3. doce
4. trece
5. catorce
6. quince
7. dieciséis
8. diecisiete
9. dieciocho
10. diecinueve
11. veinte
12. veintiuno, ...
13. treinta
14. treinta y uno, ...
15. cuarenta
16. cincuenta
17. sesenta
18. setenta
19. ochenta
20. noventa
21. cien

Enrich Your Teaching

Focus: Using numbers

Suggestions: Verify answers using a transparency.

Answers will vary.

Additional Resources

• Teacher’s Resource Book: Communicative Activity BLM, pp. 14–15
¿Qué hora es?  

In Spanish, to ask what time it is, you say ¿Qué hora es? Here are some answers:

- Es la una.
- Son las dos.
- Son las tres y cinco.
- Son las cuatro y diez.
- Son las cinco y cuarto.
- Son las seis y media.
- Son las siete menos veinte.
- Son las ocho y cuarto.

**Pre-AP** Support

- **Activity:** Show Transparency 25. Have students number 1–8 on a sheet of paper. As you point to each clock, make true/false statements. Have students write C (Cierto) or F (Falso) to respond.
- **Pre-AP Resource Book:** Comprehensive guide to Pre-AP skill development, pp. 9–53

**Resources:** Answers on Transparencies

**Focus:** Asking and telling the time

**Suggestions:** Point to the classroom clock and prompt students to say what time it is.

**Answers:** 1. Son las siete; 2. Son las tres y media / treinta; 3. Es la una y cuarto / quince; 4. Son las dos y veinte; 5. Son las nueve y cuarenta. / Son las diez menos veinte; 6. Son las doce y cincuenta. / Es la una menos diez.

**La hora**

Write the numbers 1–8 on a sheet of paper. Write the times you hear with numerals—1:00, 2:15, and so on.

**Más práctica**

- Practice Workbook, p. 4: P-4

8 ocho
En la escuela

**Students with Learning Difficulties**

Some students may be unable to read clocks with faces and hands. If so, provide times on digital clocks.

**Advanced Learners**

Have students write a television program guide with the names and times of their favorite programs. Suggest that they use the newspaper listings as a model. Have students exchange program guides. One student will say a time, and the other student will say the name of the program.
El cuerpo

la cabeza
la nariz
la boca
el brazo
el dedo
el estómago
la mano

¡Ay! Me duele el pie.

Señalen
You will hear some commands. Listen carefully and act out the commands. When you hear the word señalen, you should point to that part of the body.

Juego
Play the game Simón dice . . . (Simon Says). Listen and follow the leader’s directions. Remember that if the leader does not say “Simón dice,” you should not do the action.

Más práctica
- Practice Workbook, p. 5; P-5
- WAV Wbk.: Writing, p. 4
- Guided Practice: Vocab. Flash Cards, Vocab. Check, Grammar Act., pp. 1–10
- Real. para hispanohablantes, pp. 2–3

Para empezar

Enrich Your Teaching
Teacher-to-Teacher
Have students create a poster of a “creature” using images cut from magazines or newspapers. Their creature can have six arms, four legs, etc. Have them label each of the body parts. Provide plurals as necessary. Display the art in the classroom and ask students true-or-false questions about each one, or have them list the body parts that they see.
**La sala de clases**

**Core Instruction**

**Standards:** 1.2

**Resources:** Teacher's Resource Book: Input Script, p. 6, Clip Art, pp. 17–21; Audio Script, p. 8; Voc. and Gram. Transparency 28; Audio Program: Track 14

**Focus:** Presenting classroom vocabulary

**Suggestions:** Use the commands from p. 6 to introduce and practice these vocabulary items, using actual items in your classroom. Combine these with other commands for students to carry out. Tell students that for the rest of the year, if they want to know either the Spanish or English word for something, you will only respond if they use the question presented here.

**Script and Answers:**

1. la hoja de papel (sheet of paper)
2. el libro (book)
3. la profesora (el profesor) (teacher)
4. el pupitre (student desk)
5. el bolígrafo (pen)
6. el cuaderno (notebook)
7. el lápiz (pencil)
8. la carpeta (folder)

**Bellringer Review**

Show Vocabulary and Grammar Transparency 23. Working in pairs, have students alternate saying these classroom commands.

**Objectives**

- Talk about things in the classroom
- Ask questions about new words and phrases
- Use the Spanish alphabet to spell words
- Talk about things related to the calendar
- Learn about the Aztec calendar

**Activities**

1. Escuchar

**El libro, el lápiz, . . .**

You will hear the names of classroom objects. After you hear each word, hold up the object if you have it on your desk or point to it if it is somewhere in the classroom.

10 diez

En la clase

**Differentiated Instruction**

**Students with Learning Difficulties**

The concept of gender is sometimes difficult for English speakers. Encourage students to always learn a noun with its article as a means of reinforcing the sound and rhythm. If they are copying new vocabulary into their notebooks, have them use a blue and a pink highlighter to colorcode the words.

**Heritage Language Learners**

Ask students if they use any words that are different from the vocabulary in the book, but that mean the same thing. For instance, in Spain, a pencil is el lápiz, but in Mexico, people say el lapicero. Be sure students understand that their words are valid, but that you may make other vocabulary choices for class.
Hablar

¿Cómo se dice . . . ?

Talk with a partner about items and people in your classroom.

A — ¿Cómo se dice book en español?
B — Se dice libro.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

A — ¿Qué quiere decir mano?
B — Quiere decir hand.

6. cuaderno  7. hoja de papel  8. cabeza  9. carpeta  10. brazo

Gramática

Nouns

Nouns refer to people, animals, places, things, and ideas. In Spanish, nouns have gender. They are either masculine or feminine. Most nouns that end in -o are masculine. Most nouns that end in -a are feminine.

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>el libro</td>
<td>la carpeta</td>
</tr>
<tr>
<td>el bolígrafo</td>
<td>la hoja de papel</td>
</tr>
</tbody>
</table>

The definite articles el and la also point out if a word is masculine or feminine. They both mean “the.”

Spanish nouns that end in -e or a consonant must be learned as masculine or feminine. You should practice them with their definite articles, el or la.

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>el profesor</td>
<td>la noche</td>
</tr>
<tr>
<td>el lápiz</td>
<td>la conversación</td>
</tr>
</tbody>
</table>

¿Masculino o femenino?

Look at these words and decide whether each one is masculine or feminine. Rewrite each word and add the appropriate definite article (el or la).

1. pierna  5. pupitre
2. nariz  6. pie
3. cuaderno  7. profesora
4. hora  8. estudiante

Más práctica

Practice Workbook, p. 6: P-6

Go Online: En la clase
Web Code: jcd-0004

Enrich Your Teaching

Teacher-to-Teacher

Since Spanish nouns have gender, a concept foreign to most native English speakers, students often make overgeneralizations when learning vocabulary. Point out exceptions to the gender rule: la mano (feminine even though it ends in o) and el día (masculine even though it ends in a), but stress that in most cases the o/a rule is accurate. Tell students that they should always learn nouns with the correct article.

Resources: Answers on Transparencies

Focus: Speaking with a partner about items and people in the classroom

Suggestions: Be sure students understand that they are to use the English word in items 1–5 because they are asking for the Spanish word. In items 6–10, they must use the Spanish word because they are asking for an English word.

Answers:

1. pen / bolígrafo
2. student / estudiante
3. notebook / cuaderno
4. desk / pupitre
5. folder / carpeta
6. cuaderno / notebook
7. hoja de papel / sheet of paper
8. cabeza / head
9. carpeta / folder
10. brazo / arm

Practice and Communicate

Standards: 1.1

Resources: Answers on Transparencies

Focus: Speaking with a partner about items and people in the classroom

Suggestions: Be sure students understand that they are to use the English word in items 1–5 because they are asking for the Spanish word. In items 6–10, they must use the Spanish word because they are asking for an English word.

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6. cuaderno / notebook
7. hoja de papel / sheet of paper
8. cabeza / head
9. carpeta / folder
10. brazo / arm

Suggestions: Use the various vocabulary transparencies and have students identify the gender of the nouns. Show the gramática transparencies for reinforcement.

Resources: Answers on Transparencies

Focus: Identifying gender and using appropriate definite articles

Suggestions: Have students identify the genders of nouns ending in -o or -a. Point out that estudiante is tricky, and that nariz must simply be learned as feminine.

Answers:

1. la  3. el  5. el  7. la
2. la  4. la  6. el  8. el / la

Additional Resources

• WAV Wbk.: / Audio Act. 3, p. 2
• Teacher’s Resource Book: Audio Script, p. 9, Communicative Activity BLM, pp. 12–13
• Audio Program: Track 20
El alfabeto

Core Instruction

Resources: Teacher’s Resource Book: Input Script, p. 6, Clip Art, pp. 17–21, Audio Script, p. 9; Voc. and Gram. Transparency 29; Audio Program: Track 16

Focus: Introducing the Spanish alphabet and spelling in Spanish

Suggestions: Develop a rap rhythm for the letters. Ask volunteers to say a letter, quickly moving from one student to the next.

Activities

1. ge-u-ese-te-o (gusto)
2. be-i-e-ene (bien)
3. ere-e-ge-u-ale-a-ere (regular)
4. o-ene-ce-e (once)
5. be-ere-a-zeta-o (brazo)
6. pe-u-pe-i-te-a-ere (pierna)
7. pe-i-pe-i-te-a-ere (pupitre)
8. ce-a-be-e-zeta-a (cabeza)

El alfabeto

Activities

1. ¿Cómo se escribe libro?
2. Se escribe ele-i-be-ere-o.

Escuchas y escribe

On a sheet of paper, write the numbers 1–8. You will hear several words you know spelled aloud. Listen carefully and write the letters as you hear them.

Pregunta y contesta

Work with a partner. Use the pictures to ask and answer according to the model. As Student B spells the words, Student A should write them out. When you are finished, check your spelling by looking at p. 10.

Modelo
A —¿Cómo se escribe lápiz?
B —Se escribe ele-a acento-pe-i-zeta.

Heritage Language Learners

Have students look at Spanish newspapers or magazines and write a list of ten words that have accent marks. Then have students spell the words aloud. Remind them to include the accent marks in their spelling.

Advanced Learners

Have students turn to p. 9, make a list of the labeled parts of El cuerpo, and then write or say the letters for each word.

Differentiated Instruction

Solutions for All Learners

Bellringer Review

**Exploración del lenguaje**

**Punctuation and accent marks**

You have probably noticed that in Spanish, questions begin with an upside-down question mark (¿) and exclamations with an upside-down exclamation point (!). This lets you know at the beginning of a sentence what kind of sentence you are reading.

You have probably also noticed the accent mark (el acento) on words like días and estás. When you write in Spanish, you must include these accents and punctuation marks.

**Try it out!** Rewrite these sentences and insert the correct punctuation and accents.

‐ Como estas
‐ Que tal
‐ Hasta luego
‐ Y tú

**Fondo cultural**

The Maya were among the early civilizations in the Western Hemisphere to develop a form of writing with symbols, known as hieroglyphs (los jeroglíficos). Each symbol, or glyph, represents a word or an idea.

‐ With what other hieroglyphic writing are you familiar?

**Activity 6 Habla**

¿Cómo te llamas?

Work with a partner. Follow the model to find out each other’s names and how they are spelled. Then change partners and repeat.

**Modelo**

A — ¿Cómo te llamas?
B — Me llamo María.
A — ¿Cómo se escribe María?
B — Se escribe me-a-e-re-i acento-a.

**Strategy**

Sustaining a conversation

If you need your partner to spell a word again, say Repite, por favor.

**Activity 7 Escribir/Hablar/Escuchar**

**Juego**

1. Play this game in pairs. Each player makes a list of five Spanish words that you have learned. Don’t let your partner see your words.

2. Spell your first word aloud in Spanish. Don’t forget any accent marks. Your partner will write the word as you spell it. Then your partner will spell a word for you to write. Take turns until you have spelled all the words on your lists.

3. Check each other’s papers. The winner is the player with the most words spelled correctly.

**Additional Resources**

‐ WAV Wbk.: Audio Act. 4, p. 2
‐ Teacher’s Resource Book: Audio Script, p. 9
‐ Audio Program: Track 23
El calendario y la fecha

Los meses del año

—¿Qué día es hoy?
—¿Cuántos días hay en el mes de agosto?
—Hay treinta y un días.

Nota
Notice that the days of the week and the months of the year are not capitalized in Spanish, except at the beginning of sentences. The first day of the week in a Spanish-language calendar is lunes.

Differentiated Instruction

Heritage Language Learners
Have students research and write down the names and dates of three important celebrations in their heritage countries. Give them opportunity to describe the occasion and the festivities that occur during these celebrations. Check their written work for correct spelling, including use of accents.

Advanced Learners/Pre-AP*
Have students make a twelve-month calendar using the Spanish names for months and days of the week. Students should note important days, such as school holidays and classmates' birthdays. You may want students to research and include important holidays in Spanish-speaking cultures. Post the calendars in the room.
—¿Cuál es la fecha?  —Es el 22 de agosto.

—¿Cuál es la fecha?  —Es el primero de agosto.

Hoy y mañana
Ask and answer according to the model.

Modelo
lunes
A — ¿Qué día es hoy?

1. martes  4. miércoles
2. sábado  5. viernes
3. jueves  6. domingo

Días de fiesta
Read the following sentences and rewrite them, making the necessary corrections.

1. El Día de San Patricio es el 17 de marzo.
2. El Día de San Valentín es en febrero.
4. La Navidad (Christmas) es el 25 de diciembre.
5. El Día de la Independencia de los Estados Unidos (United States) es el 4 de junio.
7. Hoy es el 3 de agosto.

El Cinco de Mayo es un día festivo en México.

Cinco de mayo commemorates the victory of the Mexican army over the invading French army at the Battle of Puebla in 1862. It is not, as is commonly misunderstood, Mexican Independence Day, which is celebrated September 15 and 16. Cinco de mayo has become an occasion for parties and celebration in the United States, even among people of other heritages.
Practice and Communicate

El calendario

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Fondo cultural

Los sanfermines, or the “Running of the Bulls,” is a popular two-week festival in Pamplona, Spain, named for the town’s patron saint, San Fermin, who is commemorated on July 7 each year. The celebration includes daily bullfights, but before they begin the real fun starts! As the bulls are released from their pens and run through the streets, many people run ahead or alongside them to the bullring.

• What festivals are you familiar with in which animals play a role?

16 dieciséis
En la clase

Más práctica

Practice Workbook, pp. 7–8, P-7, P-8
Guided Practice: Vocab. Flash Cards, Vocab. Check, Grammar Act., pp. 11–18
Real. para hispanohablantes, pp. 4–5

Differentiated Instruction

Advanced Learners
Ask students to research Pamplona and los sanfermines. Remind them to include information on the other aspects of the two-week-long festival, not just on the running of the bulls. Suggest that they create a poster presentation to share with the class.

Students with Special Needs
Some students may have difficulty grasping the abstraction of pretending that it is a different date in Actividad 10. If so, make a calendar that shows today’s date and have them answer the questions on that basis.

Fondo cultural

Suggestions: Explain that los sanfermines dates back to the Middle Ages. There are many other parts of this celebration, including music, dancing, and the Masquerade of the Giants, papier-mâché figures of kings and queens that are paraded through the streets. Stress that the running of the bulls is a very dangerous activity that frequently results in injury or death.

Answers will vary, but may include events such as annual rodeos or the Kentucky Derby.

Resources: Answers on Transparencies
Focus: Writing answers to questions about days of the week
Suggestions: Be sure students understand they are to answer based on the calendar in the book.
Answers:
1. Hoy es el 7 de julio.
2. Hoy es lunes.
4. Mañana es el 8 de julio.
5. Hay 31 días en el mes de julio.
6. Hay 7 días en una semana.
Extension: Make transparencies of other months and repeat the activity.

Standards: 1.3, 1.4, 1.5

Answers:
1. ¿Cuál es la fecha hoy?
2. ¿Qué día de la semana es?
3. ¿Qué día es mañana?
4. ¿Cuál es la fecha mañana?
5. ¿Cuántos días hay en este (this) mes?
6. ¿Cuántos días hay en una semana?

Standards: 2.1, 4.2

Suggestions: Explain that los sanfermines dates back to the Middle Ages. There are many other parts of this celebration, including music, dancing, and the Masquerade of the Giants, papier-mâché figures of kings and queens that are paraded through the streets. Stress that the running of the bulls is a very dangerous activity that frequently results in injury or death.

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2. ¿Qué día de la semana es?
3. ¿Qué día es mañana?
4. ¿Cuál es la fecha mañana?
5. ¿Cuántos días hay en este (this) mes?
6. ¿Cuántos días hay en una semana?
Practice and Communicate

Leer

**The Aztec Calendar**

The Aztecs were a nomadic tribe that finally settled in the valley of central Mexico in 1325. They established their capital, Tenochtitlán, on a swampy lake and built a mighty empire that dominated most of Mexico. The Aztec empire flourished until 1521, when it was defeated by the Spaniards, led by Hernán Cortés.

**Conexiones: La Historia**

One of the most famous symbols of Mexico is the monolith, or huge stone, carved by the Aztecs in 1479. Known today as the Aztec calendar or the Sun Stone, the carving weighs almost 24 tons and is approximately 12 feet in diameter. The Aztecs dedicated it to the sun, represented by the face in the center. The calendar represents a 260-day year.

![Representation of the sun, or Tonatiuh.](image)

![One of the previous four world creations.](image)

This band shows the 20 days of the month.

**Pensar**

Here are several glyphs representing days found on the Sun Stone. Match the glyph with the Spanish word. What do you think each of the glyphs represents? Why do you think the Aztecs included those symbols on their calendar?

1.   ![Glyph](image)
2.   ![Glyph](image)
3.   ![Glyph](image)
4.   ![Glyph](image)
5.   ![Glyph](image)
6.   ![Glyph](image)

   a. Jaguar  
   b. Perro  
   c. Movimiento  
   d. Serpiente  
   e. Cráneo  
   f. Agua

**Answers:** 1. d  2. e  3. f  4. b  5. a  6. c

**Assessment**

- ExamView® Quiz
- Prueba PE-2: En la clase, p. 9

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**Enrich Your Teaching**

**Culture Note**

After the Spaniards conquered the Aztec city of Tenochtitlán (now Mexico City) in 1521, the Sun Stone was buried. It was rediscovered December 17, 1790, in what is now the Zócalo, or main plaza, of Mexico City. The Sun Stone now sits in Mexico’s National Museum of Anthropology.

**Internet Search**

**Keywords:** Tenochtitlán, Aztecs, Sun Stone
¿Qué tiempo hace?

Core Instruction

Standards: 1.2

Resources: Teacher’s Resource Book: Input Script, p. 6, Clip Art, pp. 17–21, Audio Script, p. 9; Voc. and Gram. Transparency 31; Audio Program: Track 21

Focus: Describing weather conditions and identifying seasons

Suggestions: Show the vocabulary transparencies. Use gestures to convey meaning. Bring in clothing or other items associated with each weather condition and use them in presenting and cueing the vocabulary. Have volunteers choose one of the items to hold up and ask their classmates ¿Qué tiempo hace? Make this a regular question that you ask at the beginning of each class period. After modeling each expression, ask questions like ¿Hace calor en diciembre? Say the name of a month and a region of the United States, and ask students for possible logical weather conditions. To introduce the seasons, model pronunciation. Then say the months of a particular season (septiembre, octubre, noviembre) and ask students to choose which one it is.

Las estaciones

la primavera el verano el otoño el invierno

¿Qué tiempo hace?

Hace sol.
Hace calor.
Hace frío.
Hace viento.
Llueve.
Nieva.

Objectives

- Describe weather conditions
- Identify the seasons
- Compare weather in the Northern and Southern Hemispheres

Advanced Learners/Pre-AP*

Assign students a city in the Spanish-speaking world, and have them follow the weather for one week. They can find weather conditions on the Internet and summarize their findings for the class. Make a bulletin board to track the weather. Have students provide additional facts about the cities and tell how weather may affect the lifestyle there.

Multiple Intelligences

Bodily/Kinesthetic: Nonverbal cues can often help students retain new vocabulary and expressions. Ask students to work in pairs to pantomime each of the weather conditions and seasons. Have students guess what kind of weather or which season is being represented and say the vocabulary word.
El tiempo

You will hear six descriptions of different weather conditions. Write the numbers 1–6 on a sheet of paper. Then, next to each number, write the letter of the photo for which the weather is being described.

1. Denver / enero / ☃
2. Chicago / octubre / ☍
3. San Francisco / noviembre / ☀
5. Minneapolis / diciembre / ❄
6. Dallas / agosto / ☁

¿Qué tiempo hace?

Work with a partner. Ask and answer the questions based on the city and weather information for each item.

1. ¿Qué tiempo hace en la primavera? ¿En el otoño? ¿En el verano? ¿En el invierno?
2. ¿En qué estación hace frío? ¿Calor? ¿Sol? ¿Viento?
3. ¿En qué estación llueve?
4. ¿En qué estación nieva?

Las estaciones

Answer the questions based on where you live.

1. ¿Qué tiempo hace en la primavera? ¿En el otoño? ¿En el verano? ¿En el invierno?
2. ¿En qué estación hace frío? ¿Calor? ¿Sol? ¿Viento?
3. ¿En qué estación llueve?
4. ¿En qué estación nieva?

Más práctica

- Practice Workbook, p. 9, P-9
- WAV Wbk.: Writing, p. 6
- Guided Practice: Vocab. Flash Cards, Vocab. Check, Grammar Act., pp. 19–24
- Real para hispanohablantes, p. 6

Bellringer Review

Put these expressions on the board: Hace calor, hace frío, hace viento, nieva, llueve, hace sol. Ask students to draw a simple illustration. As a follow-up, have them point to the appropriate illustration as you say the expressions.

1. Hace calor. (b)
2. Llueve. (d)
3. Nieva. (c)
4. Hace frío. (c)
5. Hace viento. (d)
6. Hace sol. No hace calor. (a)

Enrich Your Teaching

Teacher-to-Teacher

Make photocopies of a newspaper weather map. Have students use the symbols on the map or read the weather for various cities and then write a sentence indicating the weather for those cities.

Internet Search

Keywords:

- weather in Latin America
- weather in Spain

Practice and Communicate

Standards: 1.1

Resources: Answers on Transparencies

Focus: Asking and answering questions about the weather

Suggestions: Ask students to think about what the weather is like in each city. Be sure they understand which words they need to replace in each item.

Answers:

1. Nieva / Hace frío
2. Hace viento
3. Llueve
4. Hace calor / Hace sol
5. Hace frío
6. Hace sol / Hace calor

Extension: Ask: ¿Qué tiempo hace en (your town) en (month)? Have volunteers ask questions of their classmates.

Standards: 1.2, 1.3

Focus: Asking and answering questions about weather and seasons

Suggestions: Have students write this activity in paragraph form, giving it a title such as El tiempo en (name of town).

Answers will vary.
Read about the seasons in the Northern and Southern Hemispheres and then answer the questions.

**Conexiones: La geografía**

Did you know that the seasons for the Northern and Southern Hemispheres are reversed? When it’s winter in the Northern Hemisphere, it’s summer in the Southern Hemisphere and vice versa. So if you want to ski all year round, go from the slopes of the Rockies in Colorado in December to those of the Andes in Bariloche, Argentina in July. Or for a December getaway to a warmer climate, go to one of the coastal resorts at Viña del Mar, Chile.

1. En febrero, ¿qué tiempo hace en Chile?
2. En junio, ¿qué tiempo hace en Colorado?
3. En tu comunidad, ¿qué tiempo hace en diciembre? ¿Y en agosto?

**Teacher-to-Teacher**

Using a world map or globe, ask students to follow these instructions: **Señalen dónde hace frío en enero; Señalen dónde hace calor en enero; Señalen dónde hace frío en julio; Señalen dónde hace calor en julio; Señalen dónde nieva en diciembre; Señalen dónde nieva en agosto.** Then have students work in pairs to think of more scenarios and give instructions to classmates.

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**Students with Learning Difficulties**

You might need to read this passage with students who struggle with reading. Encourage them to read through the questions at the bottom prior to reading. Converting temperatures might prove a challenge for students; the Nota on p. 21 could be an added task not required of all students.

**Heritage Language Learners**

Have students research the climate and seasons of their heritage countries and write a short paragraph. They should note the country’s hemisphere, compare the weather with that of your community, and distinguish the seasons and their temperatures in the two places.
Practice and Communicate

Bellringer Review
Have students turn to p. 7 and review Los números.

Activities

Focus: Reading a chart and writing about the weather for cities in the Northern and Southern Hemispheres

Suggestions: Show the map transparencies and help students locate the countries and cities in the chart. Direct their attention to the Nota. To internalize the concept, have them practice one or two conversions using a calculator. Have students take turns asking and answering the questions. Both students should write the questions and the answers, indicating the cities they selected and their weather.

Answers will vary.

Extension: Have students take turns asking the class their questions from this activity and eliciting spontaneous answers. Students should also point to the map and show the class the cities they chose.

Para decir más...
la temperatura temperature
grados degrees

Hablar/Escribir

¿Hace calor o hace frío?
Work with a partner. Discuss the weather in six different places on the chart.

Modelo
A — ¿Qué tiempo hace en Chicago en diciembre?
B — Hace frío.

¿Y qué tiempo hace en . . . ?
Work with a partner. Ask about the temperature in six different places on the chart.

Modelo
A — ¿Cuál es la temperatura en Quito en diciembre?
B — Sesenta y cinco grados.
C — Dieciocho grados.

Nota
In most parts of the world, people express temperatures in Celsius. A simple way to convert from Celsius to Fahrenheit is to multiply the temperature by \( \frac{3}{2} \), then add 32.

\[ 30^\circ C = \frac{3}{2} F = 30 \times \frac{3}{2} = 54 + 32 \]

\[ 30^\circ C = 86^\circ F \]

Enrich Your Teaching

Culture Note
The highest temperature in the continental United States, 134°F (57°C), was recorded on July 10, 1913, in Death Valley, California. The lowest recorded temperature, −70°F (−57°C), was at Roger’s Pass, Montana, on January 20, 1954. In South America, the highest and lowest recorded temperatures were in Argentina: 120°F (49°C) at Rivadavia on December 11, 1905, and −27°F (−33°C) at Sarmiento on June 1, 1907. Remind students that the highest and lowest temperatures happen at opposite times of the year in North and South America. Write these dates and have students read them.

Additional Resources
• WAV Wbk.: Audio Act. 5, p. 3
• Teacher’s Resource Book: Audio Script, p. 10
• Audio Program: Track 24

Assessment
• ExamView® Quiz
• Prueba PE-3: El tiempo, p. 10
Review Activities

To greet someone and to say good-bye: Have students practice greetings and leave-takings in pairs.

To ask and tell how someone is: Have students circulate from partner to partner asking and telling how they are doing.

To tell time: Have students list five times and take turns asking ¿Qué hora es? and answering with different times.

To count up to 100: Have students write the numerals 1–9 on index cards. Shuffle the cards and place them face down. Each player draws two cards and says the number that is formed.

To talk about the body: Have students draw the outline of a person and identify the body parts, referring to p. 9 for help.

To talk about the classroom: Have students use the Clip Art in the Teacher’s Resource Book or on the Teacher’s Express CD-ROM to make flashcards to identify classroom items.

To say the date: Have partners ask and answer ¿Qué día es hoy? and ¿Cuál es la fecha? while pointing to a calendar.

To ask for help: Have students quiz one another on word meanings using the questions shown.

To talk about the weather: Have students ask each other, ¿Qué tiempo hace?

To talk about the seasons: Have students identify seasons using transparencies.

Portfolio

Invite students to review the activities they completed in this chapter, including written reports, posters, other visuals, and tapes of oral presentations or other projects. Have them select one or two items that they feel best demonstrate their achievements in Spanish to include in their portfolios. Have them also include the Chapter Checklist and Self Assessment Worksheet.

Additional Resources

Student Resources: Realidades para hispanohablantes, pp. 8–9

CD-ROM

PuzzleView Web Code: jcd-0007

Teacher Resources:
- Teacher’s Resource Book: Situation Cards, p. 16, Clip Art, pp. 17–21
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet, pp. T56–T57

Students with Learning Difficulties

The Repaso page contains a lot of information, and may be too much for some students to absorb and understand at once. Help students take the review section by section. Show them how to focus on things they’ve not mastered.

Advanced Learners

You may wish to ask students to facilitate review sessions within small groups. Suggest that they write five review questions to share with their group.
El tiempo
to talk about the weather
¿Qué tiempo hace?  What's the weather like?
Hace calor.  It's hot.
Hace frío.  It's cold.
Hace sol.  It's sunny.
Hace viento.  It's windy.
Llueve.  It's raining.
Nieva.  It's snowing.

to talk about the seasons
la estación  season
el invierno  winter
el otoño  fall, autumn
la primavera  spring
el verano  summer

Preparación para el examen

1. Escuchar  On the exam you will be asked to listen to and understand people as they greet each other and introduce themselves. To practice, listen to some students greet people in the school halls. Answer these questions about each greeting:
   - Is it morning or afternoon? Was the greeting directed to an adult?
   - How did that person respond?
   - To review, see pp. 2–5 and Actividades 1, 4.

2. Escuchar  You will be asked to listen to and understand someone announcing the current date and time. To practice, listen to the message and answer the questions: What is the date? What is the time of day? What is the date?
   - To review, see pp. 7–8 and Actividad 12; pp. 14–16 and Actividad 10.

3. Leer  You will be asked to read and understand a description of the weather for a given day. To practice, read the weather forecast below. Answer the questions:
   - What is the date? What are the high and low temperatures? What is the weather like?
   - El dos de septiembre
   - Hoy en San Antonio hace sol. La temperatura máxima es 75 grados y la mínima es 54. No llueve.
   - To review, see pp. 18–21 and Actividades 2–6.

4. Leer  You will be asked to read a list of school supplies and identify them.
   - To practice, copy the school supply list below onto a sheet of paper. Please note: un, una mean "a" or "an." Then look to see whether you have any of the items on your desk right now. Make a check mark next to each item you have.
   - un cuaderno  un lápiz  una hoja de papel
   - un bolígrafo  una carpeta  un libro
   - To review, see p. 10.

v. 23 Para empezar

Assessment

STUDENTS NEEDING EXTRA HELP
• Alternate Assessment Program:
   Examen del capítulo PE
• Audio Program CD 20: Chap. PE, Track 2

HERITAGE LEARNERS
• Assessment Program: Realidades para hispanohablantes: Examen del capítulo PE
• Heritage Learner Test Bank

ADVANCED/PRE-AP*
• ExamView® Pre-AP® Test Bank
• Pre-AP® Resource Book, pp. 56–57