Standards for Capítulo 1B

To achieve the goals of the Standards, students will:

Communication
1.1 Interpersonal
- Talk about families and celebrations
- Talk about hobbies and school materials
- Talk about favorite activities and preferences
- Talk about the royal family of Spain
- Talk about personal heroes

1.2 Interpretive
- Read and listen to information about family celebrations
- Read and watch a video about a birthday party
- Read about the royal families of Carlos IV, Juan Carlos I
- Read about the family of Carlos IV
- Read about a quinceañera
- Watch and listen to a video mystery
- Read a public service announcement

1.3 Presentational
- Present information about families and celebrations
- Write about how family members are related

Culture
2.1 Practices and Perspectives
- Explain Hispanic names and naming conventions
- Describe celebration traditions like the piñata

2.2 Products and Perspectives
- Discuss Carmen Lomas Garza and her painting
- Discuss papel picado
- Discuss the royal family of Spain
- Discuss Francisco de Goya and his painting
- Discuss the family of Carlos IV
- Discuss Diego Rivera and his portrayal of indigenous people through painting

Connections
3.1 Cross-curricular
- Discuss important artists and their work: Garza, Goya
- Discuss the royal family of Spain

3.2 Target Culture
- Read a version of the fairy tale “La Cenicienta”

Comparisons
4.1 Language
- Talk about new vocabulary through the recognition of cognates
- Compare the uses of tener idioms with English
- Compare the use of possessive adjectives
- Explain the use of diminutives in Spanish

4.2 Culture
- Compare family celebrations
- Compare crafts
- Compare the role of families
- Compare pictorial representations of families

Communities
5.1 Beyond the School
- Identity Hispanic surnames in a local phonebook

5.2 Lifelong Learner
- View a video mystery series

Fondo cultural

Frida Kahlo (1907–1954) is one of the best-known Mexican painters. In spite of a childhood illness, a crippling traffic accident, and many hospital stays throughout her life, Kahlo was a successful painter and led a very active social life. She used her artwork as an outlet for her physical and emotional suffering.

- Frida Kahlo painted over fifty self-portraits. What is she saying about herself through this painting?

“Autorretrato con mono” (1938), Frida Kahlo

Differentiated Instruction

STUDENTS NEEDING EXTRA HELP

Guided Practice Activities
- Vocabulary Check, Flash Cards
- Grammar
- Reading and Writing Support

Guided Practice Audio CDs
- Disc 1, Track 2

HERITAGE LEARNERS

Realidades para hispanohablantes
- Chapter Opener, pp. 30–31
- A primera vista, p. 32
- Videohistoria, p. 33
- Manos a la obra, pp. 34–41
- ¡Adelante!, pp. 42–47
- Repaso del capítulo, pp. 48–49

ADVANCED/PRE-AP*

Pre-AP* Resource Book, pp. 58–61
Y tú, ¿cómo eres?

Chapter Objectives

- Talk about personality traits
- Ask and tell what people are like
- Use adjectives to describe people
- Understand cultural perspectives on friendship

Video Highlights

A primera vista: Amigos por Internet
GramActiva Videos: adjectives; definite and indefinite articles; word order: placement of adjectives

Country Connection

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

Un grupo de amigos, Mercedes, Texas

Más práctica

- Real. para hispanohablantes, pp. 30-31

Teacher Technology

Teacher Express

- PLAN Lesson Planner
- TEACH Teaching Resources
  Interactive Teacher's Edition
  Vocabulary Clip Art
- ASSESS Chapter Quizzes and Tests
  GramActiva Video
  Audio & Clip Art Activities
  Transparencies and Maps
  Activity Answers
  Photo Gallery

Preview

Chapter Opener

Core Instruction

Resources: Voc. and Gram. Transparencies: Maps 12–17, 20
Suggestions: Explain that students will learn language for identifying personality traits and describing what people are like. (Physical descriptions will be taught in Capítulo 5B in the context of family.) The video story focuses on e-mails being exchanged by strangers in two different cities. The GramActiva Videos will help students learn to describe things using adjectives.

Fondo cultural

Standards: 2.2, 3.1

Resources: Fine Arts Transparencies with Teacher’s Guide, p. 33
Suggestions: After students have studied the paragraph and the painting, explain that Frida Kahlo chose to wear traditional Mexican clothing and jewelry, and this is reflected in her self-portraits. Have students comment on what the painter is wearing and her facial expression. Ask them what they would include in a self-portrait. Answers will vary but may include personality traits, or that she displays some pain in the serious tone of the self-portrait.

Teaching with Art

Resources: Fine Art Transparencies, p. 33; Fine Art Transparencies Teacher’s Guide
A primera vista

Vocabulario y gramática en contexto

¿El chico? Es mi amigo. ¿Cómo se llama? Se llama Marcos.
¿Cómo es? Pues...

la chica

... él es deportista. Le gusta mucho practicar deportes.

Pero a veces es impaciente...
... también es un chico desordenado.
Hola, me llamo Luz. ¿Yo? ¿Cómo soy? Pues …

... soy estudiosa … … y trabajadora …

... y también graciosa … … pero según mi familia ¡a veces soy perezosa! Y tú, ¿cómo eres? 99.

¿Marcos o Sarita?
Look at the pictures of Marcos and Sarita. Listen to the descriptions. If a word describes Marcos, point to his picture. If a word describes Sarita, point to her picture.

¿Cierto o falso?
You will hear some statements about Luz. Give a “thumbs-up” sign if the statement is true, or a “thumbs-down” sign if it is false.

Más vocabulario
- atrevido, -a: daring
- paciente: patient
- reservado, -a: shy
- simpático, -a: nice, friendly
- talentoso, -a: talented

Más práctica
- Practice Workbook, pp. 22-23: 1B-1, 1B-2
- WbK: Writing, p. 25
- Guided Practice: Vocab. Flash Cards, pp. 39-42
- Real, para hispanohablantes, p. 32

Resources: Teacher’s Resource Book: Audio Script, p. 59; Audio Program: Tracking 3; Answers on Transparencies
Focus: Listening comprehension vocabulary for personality traits
Suggestions: Have students scan the photos and read the captions on p. 50 before beginning the activity. Play the Audio CD or read the script. Pause often to monitor that students are identifying the correct person. Have volunteers say the answers aloud.

Script and Answers:
1. deportista (Marcos)
2. artística (Sarita)
3. inteligente (Sarita)
4. impaciente (Marcos)
5. ordenada (Sarita)
6. desordenado (Marcos)
7. el chico (Marcos)
8. buena amiga (Sarita)

Teacher-to-Teacher
Have students draw a series of three pictures of themselves and label the pictures using vocabulary from pp. 50–51. Point out that adjectives usually have different endings when used to describe a female or a male. Ask volunteers to share drawings with the class.
Amigos por Internet

See what happens when Chica sociable sends an e-mail message to Esteban.

Strategy
Using cognates
You will see some unfamiliar words in this story. Many of these are cognates. Use their similarity to English words to determine their meaning.

- What does sociable mean?
- What does ideal mean?


2. Esteban: ¡Ah! Chica sociable. A responder. Escribe, Pedro. ...

3. Pedro: "Escribe, Pedro..."

4. Esteban: "Escribe, Pedro."


6. Claudia: Un momento... uno más de mí. Escribe... "Yo soy Chica misteriosa. Soy amiga de Chica sociable. Soy muy simpática."


Heritage Language Learners
Have students write a paragraph describing the ideal person for Chica misteriosa or Chico sociable. Check to be sure they are making appropriate adjective agreements.

Multiple Intelligences
Bodily/Kinesthetic: Ask students to come to the front of the class and role-play the parts of the four students in the video. Encourage them to be dramatic and act out any adjectives they can. Give them a few minutes to practice beforehand.
2 Pedro: “Hola. Me llamo Chico sociable. ¿Qué coincidencia!”.  
3 Pedro: “Me gusta pasar tiempo con mis amigos. No soy muy serio. Según mis amigos, soy gracioso”.  
4 Claudia: ¡Chica sociable! ¿Ja!  
   Teresa: Yo soy Chica sociable.  
   Claudia: ¡No! ¿Tú eres Chica sociable? ¡Mi buena amiga . . . ?!  
5 Escribir/Hablar  
¿Comprendes?  
Read each of the sentences below and indicate which character is being described: Chica sociable or Chica misteriosa.  
1. Me gusta hablar por teléfono.  
2. Me gusta ir a la escuela.  
3. Soy simpática.  
4. No soy muy ordenada.  
5. Soy trabajadora.  
6. Chica sociable  
7. Chica misteriosa  
8. Esteban: Pues, Pedro. ¿Chica sociable o Chica misteriosa?  
   Pedro: Chica misteriosa. Me gusta la escuela y a ella le gusta la escuela también.  
   Esteban: Perfecto. A mí me gusta más Chica sociable.  
9. Escribir/Hablar  
¿Tú, ¿qué dices?  
1. Find five cognates in the Videohistoria and write what you think they mean in English.  
2. Write an activity that goes with each of these characteristics. sociable estudioso trabajador  
3. ¿Qué te gusta más, usar la computadora o hablar por teléfono?

Pre-AP* Support  
• Activity: Have students choose Pedro, Claudia, Teresa, or Esteban and write a sentence (using several adjectives) to describe him/her as they view the video.  
• Pre-AP* Resource Book: Comprehensive guide to Pre-AP* vocabulary skill development, pp. 47–53

Additional Resources  
• WAV Wbk.: Audio Act. 5, p. 21  
• Teacher’s Resource Book: Audio Script, p. 59  
• Audio Program: Track 6

Assessment  
• ExamView Quiz
• Prueba 1B-1: Vocab. Recognition, pp. 26–27

Culture Note  
Suggest that students research the cities of San Antonio and Mexico City for pictures and information about their common history and culture. The Southwestern United States was influenced by Spain and Mexico, beginning in the 1500s when the Spaniards explored the region and encountered the indigenous cultures.

Internet Search  
Keywords:  
Mexico City; San Antonio, Texas

Language Input  
1B Activities  
Standards: 1.2, 1.3  
Resources: Answers on Transparencies  
Focus: Reading comprehension  
Suggestions: When students tell you the name of the character being described, have them identify the number of the panel that contains this information.  
Answers:  
1. Chica sociable (5)  
2. Chica misteriosa (7)  
3. Chica misteriosa (6)  
Extension: Have students make a T-chart listing the characteristics of Chica sociable and Chica misteriosa. Ask students whom they would prefer as a friend.

Activities  
Standards: 1.2, 4.1  
Resources: Answers on Transparencies  
Focus: Writing and speaking in limited context; using cognates  
Suggestions: Have students review the Videohistoria and scan for cognates. For item 2, point out that they should come up with actions (verbs) from Capítulo 1A. Have students share their responses with the class to check their answers.  
Answers will vary but might include:  
1. sociable, responder, coincidencia, serio, teléfono, misteriosa, ideal, estudiosa, perfecto  
2. sociable: hablar por teléfono, pasar tiempo con mis amigos; estudiosa: ir a la escuela, estudiar, usar la computadora, leer libros; trabajador: trabajar, estudiar  
4. Me gusta más…

Enrich Your Teaching  
Resources for All Teachers

For Vocabulary Practice Web Code: jcd-0112
Manos a la obra

Vocabulario y gramática en uso

Escibir

¿Cómo es el chico o la chica?
Choose the correct word to describe each of the people in the pictures.

1. La chica es (reservada/artística).
2. La chica es (graciosa/perezosa).
3. El chico es (reservado/deportista).
4. El chico es (impaciente/estudioso).
5. La chica es (artística/atrevida).

Mi amigo José

Maritza is talking about her friend José. Read the sentences, then choose the appropriate word to fill in each blank.

No es un chico impaciente. Es muy paciente.
1. Le gusta mucho practicar deportes. 
   Es ___.
2. A veces no es serio. Es un chico ___.
3. Le gusta pasar tiempo con amigos. 
   Es muy ___.
4. No es un chico ordenado. Es ___.
5. Le gusta ir a la escuela. Es ___.
6. No es perezoso. Es un chico muy ___.
7. Es simpático. Es un amigo muy ___.

54 cincuenta y cuatro
Tema 1 • Mis amigos y yo

Differentiated Instruction

Students with Learning Difficulties

Have students study the word bank for Actividad 6 before starting the activity to be sure they understand all the words. Some students will benefit from writing the words on their own paper, then crossing them out as they are used.

Students with Special Needs

Students with motor difficulties may find it easier to do Actividad 7 if you use colored string or yarn to make ovals on a tabletop. Write the words on index cards for them and have them sort the words into the ovals.
Adjectives

Words that describe people and things are called adjectives (adjetivos).

- In Spanish, most adjectives have both masculine and feminine forms. The masculine form usually ends in the letter -o and the feminine form usually ends in the letter -a.
- Masculine adjectives are used to describe masculine nouns.
  - Marcos es ordenado.
  - Marta es ordenada.
- Feminine adjectives are used to describe feminine nouns.
  - Marcos es simpático.
  - Marta es simpática.
- Adjectives that end in -a describe both masculine and feminine nouns.
  - Anita es inteligente.
  - Pedro es inteligente.
  - Marta es deportista.
- Adjectives whose masculine form ends in -dor have a feminine form that ends in -dora.
  - Juan es trabajador.
  - Luz es trabajadora.

Some adjectives that end in -a, such as deportista, describe both masculine and feminine nouns. You will need to learn which adjectives follow this pattern.

- Tomás es deportista.
  - Tomás is sports-minded.
- Marta es deportista también.
  - Marta is also sports-minded.

Want more help with adjectives? Watch the GramActiva video.

Escribir

Roberto y Yolanda

Copy the Venn diagram on a sheet of paper. Which words from the list below could only describe Roberto? Write them in the oval below his name. Which words could only describe Yolanda? Write them in the oval below her name. Which words could describe either Roberto or Yolanda? Write them in the overlapping area.

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>ordenado</td>
<td>ordenada</td>
</tr>
<tr>
<td>trabajador</td>
<td>trabajadora</td>
</tr>
<tr>
<td>paciente</td>
<td>paciente</td>
</tr>
<tr>
<td>deportista</td>
<td>deportista</td>
</tr>
</tbody>
</table>

artístico atrevida deportista estudiosa
graciosa impaciente simpático inteligente
ordenada paciente perezosa reservado
serio sociable talentosa trabajador

cincuenta y cinco  55
Capítulo 1B

Teacher-to-Teacher

Give each student a blue, a yellow, and a pink index card. As you call out various adjectives, have students hold up the card whose color matches the gender of the word you’ve said. This allows for a quick check of comprehension.

Teacher-to-Teacher

Have students practice questions and answers with the classmates in their row of desks. Ask the first student in each row: ¿Cómo eres? That student answers using an appropriate adjective, then asks the second student the same question. Continue until all students have participated.

Assessment

- ExamView® Quiz
- Prueba 18-B: Adjectives, p. 30
Practice and Communicate

Re 1.0

Resources: Answers on Transparencies
Focus: Asking and answering questions about what people are like
Suggestions: Remind Student B to pay attention to the adjective endings. When they have completed the activity, have students reverse roles.
Answers:
1. Elena es perezosa.
3. Felipe es gracioso.
4. Juan es desordenado.
5. Lola es sociable.
Extension: Have students bring in pictures of famous people and mount them on poster board. Label the pictures with an attribute of each person: Pete Sampras es deportista.

Activity 9

Resources: Voc. and Gram. Transparencies 40–41
Focus: Asking and answering questions about what people are like; using vocabulary in a personalized context
Suggestions: To provide a word bank, use the Voc. & Gram. Transparencies. Tell students not to repeat an adjective. Remind students to use the correct endings.
Answers will vary.

Activity 10

Focus: Writing adjectives in a personalized context
Suggestions: Model a chart on the board or overhead that describes you. Be sure students use correct gender endings when they make their charts. Encourage them to use muy and a veces when they are appropriate. Save your work to use in later activities.
Answers will vary.
Extension: Have students create another chart with names of friends and family members at the top. For example, Mi madre es / no es …, Mi amigo es / no es …, etc. Have students share their charts with the class. Tell students to save their charts to use in Actividades 11 and 12.

Differentiated Instruction

Heritage Language Learners
Ask students to name a famous person from their heritage country or someone they consider a role model and describe that person, using the vocabulary they have learned. Check that they are using appropriate gender endings.

Students with Special Needs
Allow students to refer to their Organizer and / or their flashcards as they complete the activities. Some students may need to have someone transcribe for them. Having a fellow student do this can benefit both students.

Activity 8

Hablar
¿Cómo es Paloma?
Work with a partner to ask and answer questions about the people shown below.

1. Elena
2. Marisol
3. Felipe
4. Juan
5. Lola
6. Gloria

Activity 9

Hablar
Juego
Choose an adjective and act it out for a small group or the class. The other students take turns asking you questions. The first to ask a question with the correct adjective (in the correct form) gets to do the next charade.

Modelo
A — ¿Eres ordenada?
B — Sí, soy ordenada.
o: — No, no soy ordenada.

Activity 10

Escribir
Yo soy . . .
Make a chart like the one on the right. Write at least two adjectives in each column to say what you are like and are not like. Include muy and a veces when they are appropriate. Save your work to use in later activities.

56 cincuenta y seis
Tema 1 • Mis amigos y yo
**¿Eres estudioso(a)?**

Use your chart from Actividad 10. Talk with your partner about your personality traits. Take notes on what your partner tells you. Make another two-column chart, but with the headings Es and No es. Fill it in with information about your partner. You will use this chart in the next activity.

**Mi amigo(a)**

Use the information from the previous activity to write a short description of yourself and your partner. Read your description to a small group or the class.

**Exploración del lenguaje**

**Cognates that begin with es + consonant**

Many words in Spanish that begin with es + consonant are easy to understand because they have the same meaning as English words. Knowing this pattern helps you recognize the meaning of new Spanish words and learn them quickly.

**Try it out!** Look at these words, then cover up the e at the beginning. Name the English words that come from the same root word.

- estudiante
- estudio
- escuela
- estómago
- esquiar
- especial
- estricto
- escena

**Modelo**


**Pre-AP* Support**

- **Activity:** Give each student handouts containing clip art of new vocabulary words to talk about what they and others are like. Have them cut the squares apart. Then, have students work in pairs to play “Memoria.” Pairs should mix their clip art cards and put them face down in rows. One at a time, students turn over one picture and try to find a match by turning over a second picture. If a match is made, a student must say the word aloud to add the pair to his or her stack.

- **Pre-AP* Resource Book:** Comprehensive guide to communication skill development, pp. 9–17; 36–46
Practice and Communicate

**Resources:** Answers on Transparencies

**Focus:** Asking and answering personalized questions about what you and others like to do

**Recycle:** Me/te gusta, activities vocabulary

**Suggestions:** Students should answer according to what is true for them. Encourage them to use the ¡Respuesta personal!

**Answers:**

Student A:
1. ¿Te gusta trabajar?
2. ¿... practicar deportes?
3. ¿... dibujar?
4. ¿... esquiar?
5. ¿... pasar tiempo con los amigos?
6. ¿... cantar?
7. ¿... ir a la escuela?

Student B answers will vary.

**Activities**

1. ¿Qué te gusta hacer?

Trabaja con otro(a) estudiante. Pregunta y contesta según el modelo.

**Estudiante A**

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

**Estudiante B**

¡Respuesta personal!

**Modelo**

A: —¿Te gusta correr?
B: —Sí, soy deportista.

O: —No, no soy deportista.

O: —Sí, pero no soy muy deportista.

**Fondo cultural**

Simón Bolívar (1783–1830) liberated the territory that is now Venezuela, Colombia, Ecuador, Peru, and Bolivia from Spanish rule. A daring military commander and statesman, Bolivar is revered in South America as el Libertador (the Liberator).

- Name three leaders who had a similar influence on events of their time.
- “Simón Bolivar” (siglo xix), Anónimo

**Más práctica**

- Practice Workbook, p. 26: 1B-5
- WAV Wbk.: Writing, p. 26
- Guided Practice: Grammar Acts., pp. 47–48
- Real, para hispanohablantes, pp. 34–37

**Additional Resources**

- WAV Wbk.: Audio Act. 7, p. 23
- Teacher’s Resource Book: Audio Script, p. 60
- Audio Program: Track 8

**Differentiated Instruction**

**Multiple Intelligences**

**Intrapersonal/Introspective:** Have students choose three or four words to describe themselves. For each of the words, have them write a sentence telling what they like or dislike doing. Example: **artístico**—Me gusta tocar la guitarra.

**Students with Special Needs**

Allow students to refer to their Organizer and / or their flashcards as they complete the activities. Some students may need to have someone transcribe for them. Having a fellow student do this can benefit both students.
El poema “Soy Elena”

The following poem is called a poema en diamante. Can you guess why? After you’ve read the poem, answer the questions.

1. Which activity would you invite Elena to do based on what she has told you about herself?
   - dibujar
   - montar en monopatín
   - escuchar música

2. Rewrite the poem replacing Soy Elena with Soy Tomás.

Y tú, ¿qué dices?

Write un poema en diamante about yourself. Choose adjectives that best describe you. Look back at Actividad 10 for some ideas. Substitute your adjectives in the poem above. Be sure to write the poem in the form of a diamond. You might want to use calligraphy or an appropriate font on the computer and add pictures to illustrate your work.

Soy Elena
En general, soy reservada y ordenada.
A veces, soy atrevida, graciosa o impaciente.
No soy ni deportista ni artística.
¡Yo soy yo!

Resources: Teacher’s Resource Book: Gram Activa BLM, p. 69; Answers on Transparencies
Focus: Reading and writing using adjectives
Suggestions: Have students answer item 1 aloud. They can then complete item 2 on a sheet of paper, writing in the diamante form. Ask volunteers to share their poems with the class.
Answers:
1. dibujar: No. Elena no es artística.
   montar en monopatín: Sí. Elena es atrevida.
   escuchar música: No. Elena no es artística. o: Sí, es reservada.
2. Soy Tomás. En general soy reservado y ordenado. A veces, soy atrevido, gracioso o impaciente. No soy ni deportista ni artística. ¡Yo soy yo!

Bellringer Review
Complete these sentences about two classmates:

   ____ (Boy) ____ es ____ y ____.
   ____ (Girl) ____ es ____ y ____.

Focus: Writing poetry with learned vocabulary
Suggestions: Point out that the title will still be Soy _____, and the last line will be ¡Yo soy yo! Students can review the lesson, make a list of adjectives, and refer to the list as they write their poems. Encourage students to decorate their poems and display them in the classroom.
Answers will vary.

Theme Project
Students can perform Step 4 at this point. Be sure students understand your corrections and suggestions. (For more information, see p. 24-a.)
**Definite and indefinite articles**

*El* and *la* are called definite articles and are the equivalent of “the” in English. *El* is used with masculine nouns; *la* is used with feminine nouns. You’ve already seen words with definite articles:

- el libro *the book*
- la carpeta *the folder*

*Un* and *una* are called indefinite articles and are the equivalent of “a” and “an” in English. *Un* is used with masculine nouns; *una* is used with feminine nouns:

- un libro *a book*
- una carpeta *a folder*

### Strategy

**Learning by repetition**

When you learn a new noun, say it aloud, along with its definite article, as often as you get a chance. Eventually, you will find that words just “sound right” with the correct definite article and you will know whether nouns are masculine or feminine.

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**¿El o la?**

Write the word *el* in large letters on a sheet of paper or an index card. Write *la* in large letters on another sheet. You will hear eight words you already know. When you hear a masculine word, hold up the paper with *el*. When you hear a feminine word, hold up the paper with the word *la* on it.

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**Resources:**

- Teacher’s Resource Book: Audio Script, p. 60; Audio Program: Track 16; Answers on Transparencies
- GramActiva Video as reinforcement

**Focus:** Listening for definite articles

**Suggestions:**

- You may want to bring thick markers to class so that students can write the articles in large, visible letters. Use blue and pink paper or index cards to reinforce the gender relationship and to allow for easy assessment of comprehension. Play the Audio CD or read the script to students.

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**Script and Answers:**

1. libro (*el*)
2. carpeta (*la*)
3. chica (*la*)
4. profesor (*el*)
5. escuela (*la*)
6. chico (*el*)
7. sábado (*el*)
8. amiga (*la*)

---

**Differentiated Instruction**

**Students with Learning Difficulties**

When teaching articles, provide very concrete examples that students can easily write in their Organizer or on flashcards. Students who struggle with writing might need the information provided on a handout that can be put directly into their notebooks.

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**Advanced Learners/Pre-AP**

Have students review the Videohistoria and list all the nouns and their corresponding articles. Students can exchange lists to compare answers.
La escuela de Diego

Diego is talking about people at his school. Read the sentences and complete each one with un or una.

1. La Sra. Secada es ___ profesora simpática.
2. Alicia es ___ estudiante trabajadora.
3. Juan Carlos es ___ chico perezoso.
5. El Sr. Guzmán es ___ profesor graciosos.
6. Adriana es ___ chica muy seria.
7. La Srta. Cifuentes es ___ profesora paciente.
8. Arturo es ___ estudiante talentoso.

Más práctica

- Practice Workbook, p. 27: 1B-6
- WbK: Writing, p. 27
- Guided Practice: Grammar Acts., p. 49
- Real para hispanohablantes, pp. 37-38

Pronunciación

The vowels o and u

In Spanish, the pronunciation of the letter o is similar to the vowel sound in the English word “boat” but is always cut very short. Say these words, concentrating on making a short o sound:

bolígrafo  graciosos  cómo
teléfono  tampoco  otoño

In Spanish, the pronunciation of the letter u is similar to the vowel sound in the English word “zoo.” Say these words:

mucho  lunes  usted
terquedad  estudiante  según

¡Ojo! Careful! Sometimes the words we mispronounce most are the ones that remind us of English words.

Try it out! Pronounce these words, concentrating on the Spanish vowel sounds:

agosto  regular  tropical  música
gusto  universidad  Uruguay  Cuba

Teacher-to-Teacher

For homework, have students write two columns with the headings Masculine Nouns: el / un and Feminine Nouns: la / una. Instruct them to list ten objects or people, such as un profesor, in the appropriate columns. After the homework has been checked, students should keep their lists and add other nouns as they learn them, using this as an ongoing reference.
**Gramática**

**Word order: Placement of adjectives**

In Spanish, adjectives usually come after the noun they describe. Notice how *artística* follows *chica* in the Spanish sentence.

Margarita es una chica artística.  
Margarita is an artistic girl.

Did you notice that in the English sentence the adjective comes before the noun?

Here's a simple pattern you can follow when writing a sentence in Spanish.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Indefinite Article + Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margarita</td>
<td>es</td>
<td>una chica</td>
<td>muy artística.</td>
</tr>
<tr>
<td>Pablo</td>
<td>es</td>
<td>un estudiante</td>
<td>inteligente.</td>
</tr>
<tr>
<td>La Sra. Ortiz</td>
<td>es</td>
<td>una profesora</td>
<td>muy buena.</td>
</tr>
</tbody>
</table>

**¿Recuerdas?**

To make a sentence negative you place the word *no* before the verb.

- Eduardo no es un chico serio.
- No me gusta jugar videojuegos.

**Estructura**

**Frases desordenadas**

Rewrite these scrambled words to create a sentence. Follow the “building-blocks” pattern above and be sure to add a period at the end of each sentence.

**Modelo**

perezoso Antonio es chico un

Antonio es un chico perezoso.

1. artística es una chica Marina
2. es un Tito perezoso chico
3. deportista chica una es Paquita
4. Marcos chico un es reservado no
5. chico no Rafael es estudiante un
6. no una Teresa chica es inteligente

**Escuchar/Escribir**

**Escucha y escribe**

You will hear a description of Arturo, Marta, and Belinda. Write what you hear.

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Tema 1 • Mis amigos y yo

**Difusión de la información**

**Students with Learning Difficulties**

Have students write female and male names, the verb form *es*, the indefinite articles *un* and *una*, along with appropriate nouns (*chico, chica* estudiante), and adjectives on individual index cards. They can use these cards to practice forming sentences using correct word order. Color-coding can help to reinforce the pattern.

**Heritage Language Learners**

For homework, have students ask family members to describe the personality of their best friends and write down the description. Have students use different highlighters to mark the various parts of speech.
Escribir

¿Cómo es . . .?

You are sitting in your school cafeteria with a new exchange student from Costa Rica. Describe the other students based on their activities.

Modelo
Emilia es una chica talentosa.

Escribir/Hablar

Y tú, ¿qué dices?

1. Según tu familia, ¿cómo eres?
2. Según tu mejor (best) amigo(a), ¿cómo eres?
3. Y tú, ¿cómo eres?

Más práctica

- Practice Workbook, p. 28: 1B-7
- Guided Practice: Grammar Acts., p. 50
- Real, para hispanohablantes, pp. 39-41

El español en el mundo del trabajo

Paciente, inteligente, trabajador, ordenado . . .

These four qualities will make you a good candidate for any job. And if you add bilingüe to the list, your job qualifications will be enhanced.

Make a list of careers in which your knowledge of Spanish would be an asset. Which of these careers are of interest to you?

El español en el mundo del trabajo

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Capítulo 1B

Teacher-to-Teacher

Make “human sentences” to reinforce word order. Give each student a color-coded sheet of paper with a word or phrase on it. Use one color for subjects, one color for verbs, one color for indefinite articles + objects, and one color for adjectives. At your signal, students must place themselves in the correct order so the class can read the sentences that are formed. Have one student be the negative who inserts himself or herself in the various sentences.
¡Adelante!

Un self-quiz

¿Hay una relación entre los colores y la personalidad? Según un self-quiz de la revista Amigos, tus colores favoritos revelan perfectamente cómo eres.

**¿Cómo eres tú?**

¡Los colores revelan tu personalidad!

<table>
<thead>
<tr>
<th>¿Eres una chica? ¿Te gusta el rojo?</th>
<th>¿Eres un chico? ¿Te gusta el rojo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eres apasionada.</td>
<td>Eres atrevido.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Eres una chica? ¿Te gusta el verde?</th>
<th>¿Eres un chico? ¿Te gusta el verde?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eres una chica natural.</td>
<td>Eres muy generoso.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Eres una chica? ¿Te gusta el azul?</th>
<th>¿Eres un chico? ¿Te gusta el azul?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eres muy talentosa.</td>
<td>Eres un chico sociable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Eres una chica? ¿Te gusta el anaranjado?</th>
<th>¿Eres un chico? ¿Te gusta el anaranjado?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eres una chica artística.</td>
<td>Eres un chico social.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Eres una chica? ¿Te gusta el violeta?</th>
<th>¿Eres un chico? ¿Te gusta el violeta?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eres una chica muy independiente.</td>
<td>Eres un chico romántico.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Eres una chica? ¿Te gusta el amarillo?</th>
<th>¿Eres un chico? ¿Te gusta el amarillo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eres una chica muy trabajadora.</td>
<td>Eres muy serio.</td>
</tr>
</tbody>
</table>

**Strategy**

Using visual clues to get meaning

You have not yet learned the Spanish words for colors, but see if you can figure out what they are from the visual clues in the article.

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**Advanced Learners**

Have students write a brief poem about themselves using the names of colors and other adjectives. Be sure they understand that the words in the poem do not have to rhyme. Students can decorate their papers using corresponding colors and pictures.

**Heritage Language Learners**

Have students search the Internet to find additional personality quizzes. They can print these out and write summaries of what the tests say about them, changing from the second person to the first person.
¿Comprendes?

1. You probably were able to understand most of the words in the quiz. Write the English meaning for these Spanish cognates from the reading:
   - revelan  
   - natural  
   - independiente
   - generoso  
   - apasionada  
   - romántico

2. According to the “self-quiz,” what should be the favorite colors of these teenagers?
   a. A Beto le gusta estar con amigos.
   b. A Margarita le gusta dibujar.
   c. A Lorenzo le gusta el trabajo voluntario.
   d. A Lupe le gusta estudiar. Es muy seria.
   e. A Isabel le gusta estar con amigos, pero también le gusta estar sola (alone).

3. Which of the colors in this reading best matches your personality? Why?

   Modelo
   Amarillo: Soy una chica trabajadora. Me gusta ir a la escuela.

HUIPIL

Huipil is the word for the colorful, hand-woven blouse worn by female descendants of the Maya. The color, design, and style of weaving are unique to each huipil and identify the background and specific village of the weaver. Hundreds of designs and styles of weaving have been identified in the Mayan regions, which are located principally in Guatemala and parts of Mexico.

- What do you wear that might represent your personality or likes and dislikes?

Más práctica
- WAV Wbk.: Writing, p. 28
- Guided Practice: Lectura, p. 51
- Real. para hispanohablantes, pp. 42–45

Enrich Your Teaching

Culture Note

Crafting the huipil is a tradition kept by Mayan women. Other indigenous peoples have similar traditions. The Kuna, who live on small coral islands along the Atlantic coast of Panama, are famous for their molas (see p. 338). Mola is the Kuna word for the elaborate embroidered panels that make up the front and back of a Kuna woman’s blouse.

Communicate: Reading

¿Comprendes?

Standards: 1.1

Resources: Answers on Transparencies

Suggestions: Have students share their answers for items 1 and 2. Ask for volunteers to explain their answer for part three.

Answers:
1. reveal, natural, independent, generous, passionate, romantic
2. a) azul; b) anaranjado; c) verde; d) amarillo; e) violeta
3. Answers will vary.

Standards: 2.2, 4.2

Suggestions: Bring in photos or actual examples of clothing from various Spanish-speaking cultures. Help students recognize that even if they are purchasing clothing rather than making it, it nonetheless is a reflection of their values and personalities.

Answers will vary but might include t-shirts, team uniforms, particular colors or styles of clothing, etc.

Pre-AP* Support

- Activity: Have students bring to class a picture (from a magazine, the Internet, etc.) of a famous person and attach the picture to a sheet of construction paper that is the color associated in the article with that person’s personality. Have them write a sentence below the picture identifying the personality traits.
- Pre-AP* Resource Book: Comprehensive guide to Pre-AP* reading skill development, pp. 18–24

For Further Reading

Student Resource: Realidades para hispanohablantes: Lectura 2, pp. 44–45

Pre-AP* resource: Lectura 2, pp. 44–45

ANSWERS

Una niña con huipil

Enrich Your Teaching

Culture Note

Crafting the huipil is a tradition kept by Mayan women. Other indigenous peoples have similar traditions. The Kuna, who live on small coral islands along the Atlantic coast of Panama, are famous for their molas (see p. 338). Mola is the Kuna word for the elaborate embroidered panels that make up the front and back of a Kuna woman’s blouse.
**Perspectivas del mundo hispano**

**¿Qué es un amigo?**

**Marcos,** a Costa Rican student on an exchange program in the United States writes:

> When I arrived in the United States, I was amazed at all the friends my host brother and sister had. They knew a lot of people. These friends came to the house frequently, and we went out in groups. People were very open when meeting me. We'd spend some time together and get to know each other in a short amount of time. And once you got to know them, you ended up talking about everything!

**Brianna,** a United States student on an exchange program in Colombia writes:

> After I spent my year in Colombia, I learned that the concept of friendship is a little different than in the United States. My host brother and sisters spent a lot of time with their family. They knew people at school and from after-school activities, but they had just a few close friends and we'd do things with them. It was definitely a smaller group than I was used to. It seems that it took longer to become close friends with people too.

In Spanish, two expressions are used frequently to describe friendly relationships: *amigo,* which means “friend,” and *conocido,* which means “acquaintance.” You already know the word *amigo.* *Conocido* comes from the verb *conocer,* which means “to meet.” Each expression implies a different type of relationship.

**Check it out!** In many Spanish-speaking countries you’ll find lots of expressions for someone who is your friend: *hermano,* *cuates* (México), *amigote* (España), and *compinche* (Uruguay, Argentina, España). Make a list of the expressions for “a friend” that are popular in your community. How would you explain them to someone from a Spanish-speaking country?

**Think about it!** Compare how the United States perspective on friendship is different than that of a Spanish-speaking country. Use the terms *amigo* and *conocido* as you make the comparison.

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Tema 1 • Mis amigos y yo

**Heritage Language Learners**

Students may have first-hand knowledge of the differences in friendships if they have moved from another country. If so, encourage them to share their experiences with the class.
Amigo por correspondencia

Task
Write an e-mail in which you introduce yourself to a prospective pen pal.

1. Prewrite
   Think about information you want to give. Answer these questions to help you organize your e-mail message.
   • ¿Cómo te llamas?
   • ¿Cómo eres?
   • ¿Qué te gusta hacer?

2. Draft
   Write a first draft of your e-mail message using the answers to the questions above. Begin by introducing yourself:
   ¡Hola! Me llamo . . . . . . When you are finished, end with Escribe me pronto. ("Write to me soon.")
   ¡Hola! Me llamo Pati. Soy atrevida y muy deportista. Me gusta mucho nadar y correr, pero me gusta más esquiar. ¡No me gusta nada jugar videojuegos! Escribe me pronto.

3. Revise
   Review the first draft of your e-mail and share it with a partner. Here are some things to look for:
   • Is it well organized?
   • Does it include all the information from the Prewrite questions?
   • Is the spelling accurate? Did you use the correct form of the adjectives to describe yourself?
   • Did you include the opening and the closing? Decide whether or not you want to use your partner’s suggestions. Rewrite your draft.

4. Publish
   Type up your e-mail. You might want to send it to a pen pal in another class or school, send it to your teacher, or print it and give it to someone else in the class to answer.

5. Evaluation
   Your teacher may give you a rubric for grading your e-mail. You probably will be graded on:
   • completion of task
   • following the writing process by turning in the Prewrite and first draft
   • using adjectives correctly

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<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Score 1</th>
<th>Score 3</th>
<th>Score 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of task</td>
<td>You provide some of the required information.</td>
<td>You provide most of the required information.</td>
<td>You provide all of the required information.</td>
</tr>
<tr>
<td>Following the writing process</td>
<td>You provide only the prewrite questions.</td>
<td>You provide the prewrite questions and rough draft.</td>
<td>You provide the prewrite, rough draft, and final product.</td>
</tr>
<tr>
<td>Using adjectives correctly</td>
<td>You use only one adjective with grammar errors.</td>
<td>You use two adjectives with some grammar errors.</td>
<td>You use more than two adjectives with very few grammar errors.</td>
</tr>
</tbody>
</table>

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Communicate: Writing

Expository

Focus: Writing an e-mail as an introduction to a prospective pen pal
Suggestions: Introduce the Presentación escrita to the class and give students copies of the rubric. Then have them work through each step of the process.

Prewrite: Suggest to students that they make an outline or write a list of facts they want to include in their e-mail. Students should use the questions in Step 1 to guide their thinking about their message.

Draft: Encourage students to be creative when they write their e-mail, but explain that they can use the example in Step 2 to format their own message.

Revise: Tell students to check their e-mail and try to identify errors or better ways to communicate before they share it with a partner. When mistakes or suggestions have been accepted, be sure students know to incorporate them and revise their message.

Publish: Remind students to reread their final copy of the e-mail for typing errors before they send it or give it to someone.

Evaluation: See Assessment below.

Pre-AP* Support

Pre-AP* Resource Book: Comprehensive guide to Pre-AP* writing skill development, pp. 25–35

Portfolio
Have students print out their e-mails for inclusion in their portfolios.

Additional Resources
Student Resources: Realidades para hispanohablantes, p. 47; Guided Practice: Presentación escrita, p. 52

Assessment
• Assessment Program: Rubrics, p. T28

Give the students copies of the rubric before they begin the activity. Go over the descriptions of the different levels of performance. After assessing students, help individuals understand how their e-mails could be improved.

Enrich Your Teaching

Resources for All Teachers

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Capítulo 1B
El mundo hispano
El Caribe

A chain of islands extending from the Bahamas in the north to Trinidad in the south, the Caribbean or West Indies is a region of extraordinary cultural and linguistic diversity. The Spanish-speaking countries are Cuba, Puerto Rico, and the Dominican Republic, which occupies the eastern portion of the island of Hispaniola.

Christopher Columbus first landed on the island of Hispaniola in 1492. He returned the following year with 1,000 colonists and founded Isabela, the first European colony in America, on the northern coast of Hispaniola.

¿Sabes que...?
Most Cubans are descendants of people who originally came to the island from Spain and Africa. Although almost all Cubans speak Spanish as their first language, some also speak Lucumi, which is closely related to West African languages. Many people in other parts of the Caribbean speak creole languages, which combine elements of African and European tongues.

Para pensar
African traditions have inspired reggae, calypso, salsa, merengue, and many other musical styles in the Caribbean. What are some of the musical styles from the United States that have been influenced by African traditions?

Advanced Learners
Have students research the history of Puerto Rico and its present relationship to the United States. What rights do United States citizens have that Puerto Ricans do not have? Have students include their opinion on whether or not Puerto Rico should become a state.

Heritage Language Learners
Have students choose a Spanish-speaking country in the Caribbean and research the languages spoken there. In what ways have languages other than Spanish influenced the country?
The Caribbean is famous for its diverse musical styles that fuse African and European influences. Some groups even combine salsa, rumba, cha-cha-cha, and other Caribbean musical styles with jazz, hip-hop, and rock and roll.

Culture Note
Africans were taken to the Caribbean and enslaved just as they were to the United States. Families were split up and cultural roots broken. People spoke different languages, and many transplanted Africans found themselves unable to communicate. Eventually, however, languages and cultures blended.

Teacher-to-Teacher
Have students research musical instruments of the Caribbean. Have them find out how certain instruments came to be and how they are made, and explore making one in class using simple materials.

Suggestions: Bring in, or have students bring in, recordings of the types of music mentioned. Compare their rhythms and the types of musical instruments used.

Direct attention to the Para pensar section and have students discuss the question.

Answers will vary.

Go Online
The Online Atlas provides additional maps of the locations mentioned here.
Review Activities

To talk about what you and others are like: Have students work in pairs to quiz each other on the vocabulary. They can pantomime the adjectives and have classmates guess which words they are acting out.

To ask people about themselves or others: Have students walk around the room and ask three people about themselves or another person. Each student should ask and answer three questions.

To tell whom you are talking about: Have the class write short sentences (Es un chico...) using correct verb forms and gender endings to describe themselves or someone else.

Other useful words: Refer students to this section and remind them to practice these expressions as they create sentences throughout this review.

Portfolio

Invite students to review the activities they completed in this chapter, including written reports, posters or 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. Include these products in students’ portfolios. Have them include this with the Chapter Checklist and Self-Assessment Worksheet.

Additional Resources

Student Resources: Realidades para hispanohablantes, p. 48

CD-ROM

PuzzleView Web Code: jcd-0117

Teacher Resources:
- Teacher’s Resource Book: Situation Cards, p. 68, Clip Art, pp. 70–71
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet, pp. T56–T57

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Tema 1 • Mis amigos y yo

Students with Learning Difficulties

Cut out magazine pictures of people who could be described using the vocabulary in this chapter. Hold up two of the pictures and give a short description of one of them. Have students tell you which one you are describing.

Multiple Intelligences

Logical/Mathematical: Have students make a word-search puzzle with all the new adjectives mixed in among other letters. Instead of listing the words to search for, have students write clues. For example: Me gustan los deportes. (Soy deportista.)
Preparación para el examen

On the exam you will be asked to... Here are practice tasks similar to those you will find on the exam... If you need review...

1. **Escuchar** Listen to and understand a description of a friend

   Listen as a character in a Spanish soap opera describes his ex-girlfriend. What does he think her good qualities are? What does he think her shortcomings are? Can you understand why he broke up with her?

   pp. 50-53 A primera vista
   p. 57 Actividad 11–12
   p. 62 Actividad 20

2. **Hablar** Talk about yourself in terms of how you see yourself

   While you’re talking to your Spanish teacher, you realize that she doesn’t know the “real you.” Tell her some things about yourself that would help her understand you.

   pp. 50-53 A primera vista
   p. 56 Actividad 9
   p. 57 Actividad 11
   p. 58 Actividad 13
   p. 63 Actividad 22

3. **Leer** Read and understand a description of someone

   In a popular Spanish magazine, you see an interview with the actor who plays the part of a teenager, Carlos, in a TV show you have been watching. See if you can understand what he is saying about the character he plays:

   ¡No me gusta nada el chico! Él es muy inteligente, pero le gusta hablar y hablar de NADA. Es ridículo. Es muy impaciente y perezoso. Él no es simpático ni gracioso. Yo soy un actor... ¡yo soy como Carlos!

   pp. 59-61 A primera vista
   p. 59 Actividad 14
   pp. 64-65 Lectura

4. **Escribir** Write a short paragraph describing yourself

   The first issue of your school’s online newspaper is called “Getting to Know You.” Submit a brief profile of yourself. Mention what your family thinks of you and list some things you like to do. For example:

   Yo soy una chica deportista y muy sociable. Según mi familia, soy graciosa. Me gusta patinar y hablar por teléfono.

   pp. 56-57 Actividades 10–12
   p. 59 Actividad 15
   p. 63 Actividad 22
   p. 67 Presentación escrita

5. **Pensar** Demonstrate an understanding of cultural perspectives on friendship

   Explain the differences between the terms amigo and conocido in Spanish-speaking cultures. How does this compare to words that we use in the United States?

   p. 66 Perspectivas del mundo hispano

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   Capítulo 1B

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**Performance Tasks**

*Standards: 1.1, 1.2, 1.3, 3.1*

**Student Resource:** Realidades para hispanohablantes, p. 49

**Teacher Resources:** Teacher’s Resource Book: Audio Script, p. 61; Audio Program: Track 15; Answers on Transparencies

1. **Escuchar**

   **Suggestions:** Play the Audio CD or read the script. Have students suggest answers.

   **Script:** ¿Cómo es María Elena? Pues... es una chica inteligente y talentosa, pero es muyy seria. Y no es sociable. Yo soy un chico gracioso y muy sociable. A mi me gustan más las chicas atrevidas.

   **Answers:** Elena is talented and intelligent, but very serious. Her shortcomings are that she is not sociable. He likes more outgoing or daring women.

2. **Hablar**

   **Suggestions:** Tell students to use as many adjectives as they can. For more practice, have students describe themselves as the opposite of what they are like.

   **Answers** will vary.

3. **Leer**

   **Suggestions:** Remind students to look for cognates. Ask volunteers to point out the phrases that describe personality traits.

   **Answers:**

   1. Es ridículo. Es muy impaciente y perezoso. Él no es ni simpático ni gracioso.
   2. Él es muy inteligente, pero le gusta hablar y hablar de nada.

4. **Escribir**

   **Suggestions:** Encourage students to be creative and imaginative. Tell them they can either describe themselves as they are, or write about a “person” they create as themselves.

   **Answers** will vary.

5. **Pensar**

   **Suggestions:** Allow students to speak spontaneously about the issue, speak from a short outline or list of their thoughts, or write a brief paragraph and discuss it using their notes.

   **Answers** will vary.