

CAPÍTULO 2 ¿QUÉ CLASES TIENES?

OBJECTIVOS

Knowledge → → →			
Vocabulary		Structures	
Successful students will know...		Successful students will know...	
<ul style="list-style-type: none"> ✓ School supplies ✓ School subjects ✓ Class schedules ✓ Numbers 32-59 			<ul style="list-style-type: none"> ✓ Time ✓ Personal pronouns ✓ Present tense of -AR Verbs ✓ Uses of El/La
Comprehension → → →		Application	
Listening	Reading	Writing	Speaking
Successful students will be able to...		Successful students will be able to...	
<ul style="list-style-type: none"> ✓ Understand and interpret spoken and written language on various topics dealing with school, including school subjects & supplies and time 		<ul style="list-style-type: none"> ✓ Describe your class schedule ✓ List some school supplies you use ✓ Find out about someone else's schedule ✓ Ask and tell when something takes place ✓ Ask and tell the time 	

CULTURA

Educational Traditions

Although educational goals in Spain, Latin America, and the U.S. are fundamentally the same—most educators, for example, want to foster good citizens—their educational traditions are quite distinct.

Many of the educational traditions of Latin America have their origin in Spanish traditions. The educational system now use in Spain was recently modified by the country's national Department of Education. The following levels exist today:

- *Educación Infantil* (from 3 to 6 years of age)
- *Educación Primaria* (from 6 to 12 years of age)
- *Educación Secundaria Obligatoria (E.S.O.)* (from 12 to 16 years of age)
- *Bachillerato* (Completed after the *E.S.O.* After completion of the *Bachillerato*, students need to pass an entry exam to continue their studies at the university level.
- *Formación Profesional de Grado Medio* (Completed after the *E.S.O.* and allows you to get the *Técnico Auxiliar* degree in different areas, such as nursing, automotive engineering, beautician, and so on.)
- *Formación Profesional de Grado Superior* (Completed after the *Bachillerato* and allows you entrance into *Escuelas Técnicas Universitarias*. It also allows you to get the *Técnico Superior* degree in different areas, such as dietician, foreign trade, computing, and so on.)

Perhaps the most significant contrast between the U.S. and Spanish educational systems is the “tracking” of students for college. In the U.S., high-school graduates have theoretically received a general academic preparation enabling them to attend any of the variety of post-secondary educational institutions. In Spain, however, secondary education more specifically gears students to either university studies or further technical and business education.

Texto

1. ¡Piensa en la cultura!, páginas 56 y 57: Lee y contesta las preguntas (Read and answer the questions).
2. Perspectiva cultural-La amistad, páginas 68 y 69: Lee y contesta las preguntas (Read and answer the questions).

MINICUENTOS

Minicuento 2.1: ¿Dónde están las grabadoras?

Read the following story without using a dictionary. If there is a word that you don't understand, skip it and try to guess its meaning from the rest of the sentence. If there are still words you do not know, write them down and ask in class! After reading the story, translate the story into English and answer the questions.

Vocabulario:

la mochila	la grabadora	allí está	aquí está
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Hay dos muchachas. Una muchacha se llama Jill y la otra muchacha se llama Chelsea. Ellas son bonitas. Ellas son las muchachas más bonitas de todo el mundo. Ellas son más bonitas que Jennifer Aniston. A las once y veinte y tres Jill y Chelsea pierden sus grabadoras. Son grabadoras muy pequeñas. Jill y Chelsea las buscan y las buscan y las buscan, pero no las encuentran. Ellas las buscan por todas partes, pero todavía no las encuentran. “¿Dónde están nuestras grabadoras pequeñas?” preguntan ellas. A la una y media un muchacho gordo y fuerte que se llama Jeff le dice: “Búsquenlas allí en la mochila.” Jeff no es muy inteligente. Él es un poco tonto. Él no es guapo tampoco. Él es muy, muy feo, pero a todas las muchachas les gusta él. Otra muchacha, que es muy fea también, se llama Diane y le dice: “Búsquenlas aquí en el suelo.” “Allí están,” le dice el muchacho feo y estúpido y señala al suelo. “Aquí están,” le dice la otra muchacha fea. El muchacho gordo, feo y fuerte se cae sobre las grabadoras pequeñas y rompe las grabadoras. Las muchachas se ríen de él porque él es muy tonto.

Preguntas:

1. What does “la otra” mean? Why is it “la otra” and NOT “el otro”?
2. What does “ellas” mean? Why is it “ellas” and NOT “ellos”? What does “son” mean? Why is it “son” and NOT “es”? Why is there an “s” on “bonitas”?
3. What does “las muchachas más bonitas de todo el mundo” mean? How do you say “the handsomest boys”? “The dumbest pigs”? “The smartest dogs”?
4. What does “más bonitas” mean? Why is it “más bonitas” and NOT “más bonitos”? How do you say “handomer”? “Smarter”? “Dumber”? “Stupider”? “Funnier”? “More daring”? “More serious”?
5. What does “pierden” mean? Why is there an “n” on “pierden”? How do you say “you lose”? “He loses”? “She loses”? “Ud. loses”? To change the subject to “I,” we usually take the last vowel of the he/she/Ud.-form and change it to an “O.” Knowing this, how do you think you would say “I lose”?
6. What does “pequeñas” mean? Why does it end in an “as”?
7. What does “las buscan” mean? What does the “las” mean? What does it refer to? How do you say “they look for them (boy words)”? “They look for it (boy)”? “They look for it (girl)”? “They look for him”? “They look for her”? “They look for us”? “They look for you”? “They look for me”?
8. What does “no las encuentran” mean? Why is there an “n” on “encuentran”? Why is there an “s” on “las”? What does the “las” mean? What does it refer to? How would you say “they didn’t find them (boy words)”? “They didn’t find me”? “You didn’t find him”? “I didn’t find it (girl word)”? “He didn’t find you”?
9. What do you think “nuestras grabadoras pequeñas” means? Why is there an “s” on “nuestras” and “pequeñas”? Where do adjectives usually go in Spanish?
10. What does “preguntan” mean? How do you say “I ask”? “You ask”? “He asks”? “She asks”? “Ud. asks”? “They ask”? To make the subject mean “we” in Spanish, we usually add “-MOS” to the he/she/Ud.-form of the verb. Knowing this, how do you think you would say “we ask”?
11. What does “gordo” mean? What does “fuerte” mean? What does “le dice” mean? What does the “le” mean? Who does it refer to? How would you say “he says to her”? “She says to us”? “They say to you”? “You say to me”? “Ud. says to them”?
12. What does “un poco” mean? What does “tonto” mean? What does “feo” mean?
13. What does “a todas las muchachas les gusta él” mean? Why is there NOT an “n” on “gusta”? Who is the subject of this phrase? Is the “a” before “todas las muchachas” necessary? What does the “les” mean? Who does it refer to?
14. What does “al suelo” mean? What does the “al” mean? Why is it NOT “a la suelo”?
15. What does “se cae” mean? How do you say “they fall down”?
16. What does “rompe” mean? How do you say “they break”? “I break”? “You break”? “He breaks”? “She breaks”? “Ud. breaks”? “Uds. breaks”? “We break”?

Minicuento 2.2: El Cochino

Read the following story without using a dictionary. If there is a word that you don't understand, skip it and try to guess its meaning from the rest of the sentence. If there are still words you do not know, write them down and ask in class! After reading the story, translate the story into English and answer the questions.

Vocabulario:

lo siento	es fácil	enseña	tiene que
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Hay dos profesoras en la escuela que son muy gordas y muy feas, pero son profesoras muy buenas. Ellas enseñan la clase de inglés, pero la clase es muy difícil. No es fácil. Hay mucha tarea. Cada noche todos los estudiantes tienen que escribir una composición, hacer cientos de ejercicios de gramática y leer cincuentas novelas. Un día, Felipe les da su tarea a las profesoras. Es una composición muy fantástica. Felipe la trabaja por cinco horas. Él es muy trabajador. Hay un cochino en la escuela. El cochino es muy gordo, es rosado y tiene mucha hambre. El cochino busca y busca y busca pero no puede encontrar algo para comer. El cochino entra en la clase de Felipe y le roba la tarea y la come. Las profesoras le dicen a Felipe: “Lo siento, Felipe, tienes que hacer la tarea otra vez.” Felipe se queja y se queja y está muy triste. No está feliz. Felipe llora y grita: “¡Qué lástima!” y corre muy rápidamente de la clase llorando.

Preguntas:

1. What does “hay” mean? Why is there an “s” on “profesoras”? What does “son” mean? Why is it “son” and NOT “es”? What does “gordas” mean? What does “feas” mean? Why do they both end in “as”?
2. What does “ellas” mean? Why is it “ellas” and NOT “ellos”? What does “enseñan” mean? How do you say “I teach”? “You teach”? “He teaches”? “She teaches”? “Ud. teaches”? “We teach”? “They teach”? “Uds. teach”?
3. What does “difícil” mean? What does “fácil” mean? Can you find a word in English that has the same root as “fácil”? Does the English word help with “fácil”’s meaning?
4. What does “tienen” mean? How do you say “he has”? “She has”? “Uds. have”? “Ud. has”? This verb is slightly irregular and has three IRREGULAR FORMS: **tengo=I have, tenemos=we have, and tener=to have.** You must memorize these!
5. We know that “tiene” means “he/she/Ud. has.” What does “tiene que” mean? This expression is ALWAYS followed by the “to” version of another verb, so that means that the second verb must ALWAYS end in an...? How do you say “I have to study” “We have to write”? “They have to drive”? “He has to dance”? “Ud. has to eat”? “She has to kiss”? “Uds. have to run”?
6. What does “hacer” mean? How do you say “they do”? “You do”? “We do”? “He does”? “She does”? “Ud. does”? “Uds. do”? The I-form of this verb is IRREGULAR. It is **hago**. Hago means I do/make.
7. What does “cientos” mean? What does “cincuentas” mean?
8. What does “les da” mean? What does the “les” mean? Who does it refer to? How do you say “He gives to her”? “You give to us”? “We give to them”? “They give to me”? The I-form of this verb is IRREGULAR. It is like soy: **doy=I give**. How do you say “I give to you”? “I give to him”? I give to you guys”? “I give to her”? “I give to them”?
9. What does “la trabaja” mean? How would you say “he works on it (boy word)”?
10. In Spanish we “have” hunger rather than “are hungry,” so what do you think “tiene hambre” means? How do you say “I am hungry”? “We are hungry”? “You are hungry”? “He is hungry”? “They are hungry”? “She is hungry”? “Uds. are hungry”? “Ud. is hungry”?
11. What does “busca” mean? How do you say “they look for”? “We look for”? “I look for”? “He looks for”? “Uds. look for”? “She looks for”? “You look for”? “Ud. looks for”? “Uds. look for”?
12. What does “no puede encontrar” mean? “Puede” is ALWAYS followed by the “to”-form of the verb, so the second verb must always end in what? How do you say “I can’t find”? “You can’t find”? “They can’t find”?
13. What does “la come” mean? How do you say “I eat it (girl word)”? “They eat it (boy word)”? “You eat them (boy words)”? “She eats them (girl words)”? “We eat it (girl word)”?
14. What does “le dicen” mean? What does the “le” mean? Who does it refer to?
15. What does “tienes que hacer la tarea” mean? How do you say “They have to do the homework”? “We have to do the homework”? “I have to do the homework”? “Ud. has to do the homework”? “She has to do the homework”?
16. What does “está triste” mean? What does “no está feliz” mean? How do you say “You are sad”? “They are happy”?

Minicuento 2.3: La muchacha tonta y el muchacho guapo

Read the following story without using a dictionary. If there is a word that you don't understand, skip it and try to guess its meaning from the rest of the sentence. If there are still words you do not know, write them down and ask in class! After reading the story, translate the story into English and answer the questions.

Vocabulario:

el cuaderno	el lápiz	las ciencias de la salud
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Hay dos muchachas muy bonitas e inteligentes. Ellas se llaman Stacie y Chrissy. Ellas son muy trabajadoras. Siempre hacen toda la tarea. Siembre tienen todas las cosas para las clases. A ellas les gusta mucho la escuela, pero la clase de segunda hora es su favorita. A Stacie y Chrissy les gusta la clase de segunda hora porque hay un muchacho muy guapo e inteligente en la clase de ciencias de la salud. Él se llama Miguel. Miguel es muy fuerte y tiene muchas amigas. Él es muy popular. Es también muy deportista. A él le gusta jugar fútbol americano, béisbol y básquetbol, pero su deporte más favorito es fútbol. Él es un estudiante muy olvidadizo. Él se olvida todo. Un día el muchacho guapo busca un cuaderno. Se olvida su cuaderno a casa. Porque a Stacie y Chrissy les gusta mucho Miguel, ellas le dan su cuaderno. El muchacho no tiene un lápiz. Se olvida su lápiz a casa. Porque a Stacie y Chrissy les gusta mucho Miguel, ellas le dan su lápiz. Miguel no tiene un libro. Se olvida su libro a casa. Porque Stacie y Chrissy están muy enamoradas de Miguel, le dan su libro. El profesor ve que Stacie y Chrissy no tienen sus cuadernos, sus lápices ni sus libros. El profesor les dice: "Stacie y Chrissy, ¿dónde están sus cuadernos y sus lápices?" ¡Stacie y Chrissy no tienen ni cuaderno ni lápiz ni libro! Stacie y Chrissy le dicen: "Lo siento," y le sonríen. El profesor no sonríe. El profesor está muy enojado. El profesor se queja y se queja. Pobrecitas. No se debe dar nada a los muchachos guapos. Ellas son muy tontas.

Preguntas:

1. What does "bonitas e inteligentes" mean? What does the "e" mean? Is this normally how we spell this word in Spanish? If not, how do we usually spell it? Why do you think we spell it differently here?
2. What does "ellas se llaman" mean? How do you say "my name is"? "Our name is"? "Your name is"? "Her name is"? "Ud.'s name is"? "Uds.' name is"?
3. What does "hacen toda la tarea" mean? How do you say "we do all the homework"? "You do all the homework"? "I do all the homework"? "He does all the homework"? "Ud. does all the homework"? "Uds. do all the homework"?
4. What does "tienen" mean? How do you say "I have"? "You have"? "He has"? "We have"? "They have"?
5. What does "a ellas les gusta mucho la escuela" mean? Why is there NOT an "n" on "gusta"? Is the "A" before "ellas" absolutely necessary? What does the "a ellas" mean? What does the "les" mean? Who does it refer to? How do you say "Michael likes cats"? "Caitlin likes a dog"? "Connor and Melany like peanuts"? "He likes to play sports"? "She likes to kiss"? "I like to dance"? "You like to skate"? "Ud. likes to study"? "We like to run"? "They like to walk"? "Uds. like to draw"?
6. What does "fuerte" mean? What does "olvidadizo" mean? What does "él se olvida todo" mean? How would you say "she forgets everything"? "I forget everything"? "We forget everything"? "They forget everything"? "You forget everything"?
7. What does "ellas le dan" mean? How do you say "They give to me"? "You give to him"? "We give to them"? "I give to you"? "He gives to us"?
8. What does "están enamoradas de Miguel" mean? Why does "enamoradas" end in "as"? What does "de" mean **here**? Does it usually mean this? How do you say "You are in love with"? "He is in love with"? "Ud. is in love with"? "Uds. are in love with"? "She is in love with"? This verb is IRREGULAR in both the I- and we-forms. **Estoy enamorado de=I'm in love with** and **estamos enamorados de=we're in love with**.
9. What does "les dice" mean? What does the "les" mean? Who does it refer to? This verb is IRREGULAR in both the I- and the we-forms. **Digo=I say** and **decimos=we say**. How do you say "You say to him"? "They say to us"? "I say to you"? "She says to me"? "We say to them"?
10. What does "está muy enojado" mean? How do you say "I'm very angry"? "You're very angry"? "He is very angry"? "She is very angry"? "Ud. is very angry"? "We are very angry"? "They are very angry"? "Uds. are very angry"?
11. What does "se queja" mean? How do you say "I complain"? "You complain"? "He complains"? "She complains"? "Ud. complains"? "We complain"? "They complain"? "Uds. complain"?

Minicuento 2.4: El muchacho que llega tarde

Read the following story without using a dictionary. If there is a word that you don't understand, skip it and try to guess its meaning from the rest of the sentence. If there are still words you do not know, write them down and ask in class! After reading the story, translate the story into English and answer the questions.

Vocabulario:

la carpeta	la carpeta de argollas	de la mañana	llega tarde
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Hay dos hermanos. Se llaman Marco y Miguel. Los hermanos tienen muchos amigos. Ellos son populares. Ellos son guapos y flacos y fuertes. Ellos practican muchos deportes. Ellos juegan básquetbol, fútbol, fútbol americano y béisbol. Son muy deportistas. Es lunes. Marco y Miguel no tienen un coche. Marco y Miguel tienen que caminar a la escuela. A las siete de la mañana Marco y Miguel salen la casa para la escuela. Ellos se olvidan sus mochilas. ¡No tienen sus mochilas! Corren a la casa porque necesitan sus mochilas. Las mochilas son grandes y azules y son muy pesadas porque Marco y Miguel tienen muchos libros. Marco y Miguel caminan a la escuela otra vez a las siete y cuarto, pero ellos se olvidan sus carpetas de historia. ¡No tienen sus carpetas! Corren a la casa por las carpetas. Regresan a la escuela a las siete y media. La escuela está muy lejos de la casa. La clase de primera hora empieza a las siete y veintiocho. Es la clase de historia. A Marco y Miguel les gusta mucho la clase de historia pero Marco y Miguel llegan tarde. La profesora está enojada. Ella se queja y se queja y se queja y les grita a Marco y Miguel: “¿Qué hora es, Marco y Miguel?” Marco y Miguel no están felices. Marco y Miguel están muy, muy tristes. ¡Qué lástima, pobrecitos!

Preguntas:

1. What does “se llaman” mean? How do you say “My name is”? “Your name is”? “His name is”? “Her name is”? “Ud.’s name is”? “Our name is”? “Their name is”? “Uds.’ name is”?
2. What does “tienen” mean? How do you say “Uds. have”? “We have”? “Ud. has”? “You have”? “I have”?
3. What does “son” mean? How do you say “I am”? “You are”? “She is”? “We are”? “Uds. are”?
4. What does “flacos” mean? What does “fuertes” mean? Why do they both end in “s”?
5. What does “ellos practican muchos deportes” mean? How do you say “You play a lot of sports”? “She plays a lot of sports”? “We play a lot of sports”? “Uds. play a lot of sports”? “I play a lot of sports”?
6. What does “juegan” mean? This verb is IRREGULAR in the we-form: **jugamos=we play**. How do you say “I play”? “You play”? “We play”? “Ud. plays”? “Uds. play”?
7. What does “no tienen” mean? How do you say “you don’t have”? “He doesn’t have”? “They don’t have”? “We don’t have”? “I don’t have”?
8. What does “tienen que caminar” mean? How do you say “I have to study”? “You have to drive”? “He has to kiss her”? “We have to run”? “Uds. have to eat”? Do all the verbs that follow a form of **tiene que** have to end in “r”? Why or why not?
9. What does “a las siete de la mañana” mean? How do you say “at five p.m.”? “At one a.m.”? “At three a.m.”? “It’s one o’clock”? “It’s five o’clock”? “It’s four thirty”? “It’s six forty-eight”?
10. What does “salen” mean? How do you say “you leave”? “She leaves”? “We leave”? This verb is IRREGULAR in the I-form: **salgo=I leave**. How do you say “I leave the house”? “I leave the movies”? “I leave school”?
11. What does “a las siete y cuarto” mean? What word do you replace in that phrase and what do you replace it with to make it mean “it’s seven fifteen”? How do you say “It’s one o’clock”? “At one o’clock”? “It’s two o’clock”? “At two o’clock”? “It’s three o’clock”? “At three o’clock”? “It’s four o’clock”? “At four o’clock”? “It’s five o’clock”? “At six o’clock”? “It’s five after seven”? “At 16 after seven”? “It’s eight thirty”? “At eight thirty”?
12. What does “A Marco y Miguel les gusta mucho la clase de historia” mean? What does the “les” mean? Who does it refer to? What does “a Marco y Miguel” mean? Is the “a” required? Why is there NOT an “n” on “gusta”? How do you say “Victoria likes homework”? “Mark David likes Will”? “I like Koalas”? “You like Spanish”? “He likes sports”? “She likes Michael”? “We like school”?
13. What does “les grita” mean? How do you say “I yell at him”? “You yell at us”? “She yells at me”? “We yell at you guys”? “They yell at you”?
14. What does “no están felices” mean? What does “están tristes” mean? Why are there “S’s” on both the adjectives? How do you say “I’m not happy”? “You are not sad”? “He is happy”? “She is sad”? “We are sad”? “They are happy”?

Minicuento 2.5: El Perro Malo

Read the following story without using a dictionary. If there is a word that you don't understand, skip it and try to guess its meaning from the rest of the sentence. If there are still words you do not know, write them down and ask in class! After reading the story, translate the story into English and answer the questions.

Vocabulario:

el almuerzo	el marcador	la regla
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Hay tres estudiantes en la escuela de Arcadia. Ellos se llaman Cacahuete, Pepita y Hilda. Cacahuete es un estudiante muy gordo y muy feo. Él no es muy inteligente. Él tiene pelo corto. Pepita es una estudiante muy flaca y bonita. Ella tiene pelo muy largo. Hilda es una estudiante muy loca, muy gorda pero muy bonita. Ella es tan inteligente. Un día Cacahuete está en la clase de matemáticas y ve un perro grande corriendo muy rápidamente por la escuela de Arcadia. El perro le roba la regla larga a Cacahuete. Cacahuete corre tras el perro, pero el perro corre muy rápidamente a la clase de inglés. El perro le roba el diccionario español a Pepita. Pepita corre tras Cacahuete, quien corre tras el perro grande. El perro corre a la clase de arte y le roba los marcadores de colores diferentes a Hilda. Hilda corre tras pepita, quien corre tras Cacahuete, quien corre tras el perro. ¡Cacahuete coge el perro, pero el perro grande come la regla y el diccionario y los marcadores de colores diferentes muy rápidamente para el almuerzo! Cacahuete llora. Pepita llora. Hilda llora. Todos se quejan y se quejan y se quejan. El perro grande se va corriendo de la escuela. Awwwww.

Preguntas:

1. What does “hay” mean? What does “se llaman” mean? How do you say “my name is”? “Your name is”? “His name is”? “Our name is”? “There name is”?
2. What does “es” mean? How do you say “we are”? “You are”? “He is”? “They are”? “I am”? “Uds. are”? “She is”? “Ud. is”?
3. What does “tiene” mean? How do you say “they have”? “I have”? “We have”? “You have”? “Ud. has”?
4. What does “tan inteligente” mean?
5. What does “está” mean? How do you say “I am feeling/located”? “You are feeling/located”? “He is feeling/located”? “She is feeling/located”? “Ud. is feeling/located”? “We are feeling/located”? “They are feeling/located”? “Uds. are feeling/located”?
6. What does “ve” mean? This verb is IRREGULAR in the I-form: **veo**=I see. How do you say “you see”? “We see”? “I see”? “He sees”? “She sees”? “They see”? “Ud. sees”? “Uds. see”?
7. What does “le roba” mean? How do you say “I rob from her”? “You rob from me”? “He robs from us”? “We rob from them”? “They rob from you”?
8. What does “corre” mean? How do you say “we run”? “You run”? “She runs”? “I run”? “They run”?
9. What does “come la regla” mean? How do you say “I eat it (the ruler)”? “You it eat”? “He eats it”? “We eat it”? “Uds. eat it”?
10. What does “llora” mean? How do you say “they cry”? “We cry”? “I cry”? “She cries”? “You cry”?
11. What does “se quejan” mean? How do you say “I complain”? “You complain”? “He complains”? “We complain”? “Uds. complain”?
12. What does “se va corriendo” mean? This verb is IRREGULAR in the I-form: **me voy corriendo**. How do you say “You run away”? “He runs away”? “We run away”? “They run away”? “I run away”?

Minicuento 2.6: El muchacho que corre y tropieza

Read the following story without using a dictionary. If there is a word that you don't understand, skip it and try to guess its meaning from the rest of the sentence. If there are still words you do not know, write them down and ask in class! After reading the story, translate the story into English and answer the questions.

Vocabulario:

a ver...

el español

Thomas y Roberta están en la clase de tercera hora. Thomas es un muchacho muy alto, flaco y guapo. Él es un poco tonto. Roberta es baja, gorda y bonita. Ella es tan inteligente. Ella no es estúpida. Thomas no tiene un reloj. “¿Qué hora es?” le pregunta el muchacho. “Son las once y cuarenta y nueve,” le dice la muchacha. “A ver. . . ¿A qué hora termina la clase de ciencias sociales?” le pregunta el muchacho. “A las doce y treinta y tres,” le responde la muchacha. El muchacho no es muy paciente. Quiere ir a la clase de español porque hay una muchacha muy bonita en la clase que se llama Lupe. Lupe es una chica más alta y flaca. Ella tiene pelo largo y castaño. Ella tiene ojos azules y es muy deportista. A Thomas le gustan mucho las chicas deportistas. A las doce y treinta y cuatro, el muchacho corre muy rápidamente a la clase de español, pero tropieza y ¡se cae en los pies de la muchacha bonita! La muchacha se ríe de él. “Lo siento,” le dice el muchacho. Thomas corre al baño con la cara muy roja.

Preguntas:

1. What does “están” mean? How do you say “I am located/feeling”? “You are located/feeling”? “He is located/feeling”? “She is located/feeling”? “Ud. is located/feeling”? “We are located/feeling”? “They are located/feeling”? “Uds. are located/feeling”?
2. What does “tercera hora” mean? What does “alto” mean? What does “flaco” mean? What does “guapo” mean? Why do the last three words end in “o”? What does “un poco” mean?
3. What does “baja” mean? What does “gorda” mean? What does “bonita” mean? Why do they all end in “a”?
4. What does “ella es tan inteligente” mean? What does the “tan” mean?
5. What does “no tiene” mean? How do you say “I don't have”? “We don't have”? “They don't have”? “He doesn't have”? “Ud. doesn't have”? “You don't have”? “Uds. don't have”? “She doesn't have”?
6. What does “¿Qué hora es?” mean? What does “le pregunta el muchacho” mean? Is “el muchacho” the subject or the object? Is “le” the subject or the object? What does “le” mean? Who does it refer to? How do you say “I ask you”? “You ask them”? “Marco asks her”? “Susana asks us”? “We ask you guys”? “They ask me”?
7. What does “son las once y cuarenta y nueve” mean? How do you say “at 11:49”? “It's 2:30”? “At 2:30”? “It's 3:52”? “At 3:52”? It's 1:15”? “At 1:15”? “It's 12:26”? “At 12:26”? What is the only difference between “it's ... o'clock” and “at ... o'clock” in Spanish? Why is it “son las dos,” “son las tres,” “son las cuatro,” etc, BUT “es la una”? Does the same thing happen when you say “at one o'clock” vs “at two o'clock”?
8. What does “le dice la muchacha” mean? Is “le” the subject or the object? Is “la muchacha” the subject or the object? What does the “le” mean? Who does it refer to? How do you say “we say to them”? “You say to us”? “He says to you guys”? “I say to you”? “Ud. says to me”? “They say to you”?
9. What does “¿A qué hora termina la clase de ciencias sociales?” mean? What does “a qué hora...” mean? How do you say “What time is it?”? How do you say “At what time...?”? What does “a las doce y treinta y tres” mean? How do you say “it's 12:33”? How do you say “p.m.” in Spanish? How do you say “a.m.” in Spanish?
10. What does “quiere ir” mean? This verb is IRREGULAR in the we-form and the to do-form: **queremos=we want/querer=to want**. Why is there an “r” on “ir”? Do all verbs that come after a form of “quiere” have an “r” on them? Why? How do you say “I want to run”? “You want to study”? “He wants to kiss her”? “She wants to walk”? “Ud. wants to drive”? “We want to dance”? “They want to cry”? “Uds. want to eat”?
11. What does “castaño” mean? What does “azules” mean? Why does “azules” end in an “es”?
12. What does “A Thomas le gustan mucho las chicas deportistas” mean? Why is there an “a” before Thomas? Is that “a” required? Why is there an “n” on “gusta”? Why is there an “s” on “deportista”? How do you say “Sara likes boys”? “John likes his dog”? “Martin likes his cat”? “Mr. Smithers likes boys”? “I like Spanish”? “You like homework”? “He likes sports”? “She likes cars”? “We like school”? “They like to play sports and draw”? “Ud. likes to drive”? “Uds. like to kiss”?

CUENTO PRINCIPAL

Read the following story without using a dictionary. If there is a word that you don't understand, skip it and try to guess its meaning from the rest of the sentence. If there are still words you do not know, write them down and ask in class! After reading the story, translate the story into English and answer the questions.

El agujero

El lunes Pepe duerme hasta las nueve. Va a llegar tarde a la escuela. Es muy desordenado. “¿Dónde están mis marcadores?” pregunta Pepe.

“Búscalos dentro de tus zapatos,” le dice su mamá. Busca dentro de sus zapatos y los encuentra.

“Allí están,” le dice Pepe. “¿Dónde está mi calculadora?” le pregunta Pepe.

“Búscala en el suelo del baño, Pepe,” le dice su papá. Pepe no la busca en el baño, pero la busca en la cama y la encuentra.

“Aquí está,” le dice Pepe. “A ver . . .” dice Pepe. “Tengo mi diccionario, mi regla, mi cuaderno y mi carpeta de argollas.” Pepe va a la clase de matemáticas a las nueve y cuarto.

No tiene su calculadora. Busca su calculadora en su mochila, pero no la encuentra.

Va a la clase de ciencias de salud en la quinta hora. No tiene su carpeta de argollas. La busca en su mochila, pero no la encuentra.

Va a la clase de español en la octava hora, pero no tiene su diccionario. La profesora de español le grita mucho.

El amigo de Pepe, Cacahuate, le dice: “Pepe, ¡hay un agujero muy grande en tu mochila!” Cacahuate se ríe. Pepe se ríe. Pepe va a la tienda, compra una mochila nueva y ahora es muy ordenado.

¿Cuándo ocurrió?

The statements below are out of order.

Number them so that they are in the same order as the events in the story.

- _____ 1. The Spanish teacher yells a lot.
- _____ 2. Pepe goes to math class.
- _____ 3. Pepe looks for his markers.
- _____ 4. Pepe buys a backpack.
- _____ 5. Cacahuate laughs.
- _____ 6. Pepe looks for his calculador.
- _____ 7. Pepe looks in the bathroom.
- _____ 8. Pepe sleeps until nine o'clock.

COMPRESIÓN DE LECTURA

Read the following story without using a dictionary. If there is a word that you don't understand, skip it and try to guess its meaning from the rest of the sentence. If there are still words you do not know, write them down and ask in class! After reading the story, translate the story into English and answer the questions.

¿Bueno o malo?

Timoteo es un estudiante de los Estados Unidos que está en una escuela secundaria en México. Hoy, va a recibir sus notas. Esta contento porque es un estudiante muy inteligente y serio.

En la primera hora Timoteo va a la clase de matemáticas. La profesora le da un 8. Timoteo esta triste. Es un estudiante muy ordenado. ¿Por qué recibe un 8 por ciento? Timoteo golpea la mesa con la frente.

En la segunda hora Timoteo va a la clase de educación física. Timoteo es muy deportista, pero recibe solo un 9. Timoteo esta muy triste. ¡9 por ciento! ¡Qué terrible! Timoteo va al baño y golpea la pared con la mano y flora y flora.

Timoteo no está contento durante el recreo porque después va a la clase de ciencias en la cuarta hora y no es buen estudiante en ciencias. Cuando recibe un 7, golpea la pared con el pie y flora enfrente de toda la clase.

Timoteo es de Colorado y, por eso, está seguro de que va a recibir una A en la clase de inglés. Cuando recibe su nota, Timoteo no sonríe. Recibe otro 10. Timoteo golpea la pared con la cabeza.

"¿Qué pasa, Timoteo?" le pregunta Cacahuete.

"Recibí malas notas, Cacahuete."

"¿Dónde están tus notas?"

"Aquí están."

Timoteo le da la hoja de papel y Cacahuete le dice: "A ver... eres muy gracioso, Timoteo." Y se ríe. Pepita también las mira y le dice: "Recibiste buenas notas, Timoteo. ¡Muy bien!" Timoteo recuerda que en México un 10 es una A. Esta tan contento que baila, pero le duelen la frente, la mano, el pie y la cabeza. También, el director quiere hablar con el sobre el problema con las paredes.

I. ¿Cierto o falso?

Write C if the statement is true and F if the statement is false. If the statement is false, correct it to make it true.

- _____ 1. Timoteo is from the United States
- _____ 2. Timoteo isn't a very serious or smart student.
- _____ 3. Timoteo hits the table with his forehead.
- _____ 4. Timoteo cries and cries because he earns a 2 in PE.
- _____ 5. Timoteo is from Colorado.
- _____ 6. Timoteo gets bad grades.
- _____ 7. In México a 10 is an A.
- _____ 8. Timoteo's stomach hurts.
- _____ 9. The principal wants to talk to Timoteo because there are holes in the wall.

II. Respuestas cortas

- 1. ¿Quién es de los Estados Unidos?
- 2. ¿Por qué está triste Timoteo?
- 3. ¿Cuándo es la clase de educación física?
- 4. ¿Qué recibe Timoteo en la clase de matemáticas?
- 5. ¿Dónde está Timoteo en la cuarta hora?
- 6. ¿Por qué llora Timoteo en el baño?
- 7. ¿Por qué llora enfrente de toda la clase?
- 8. ¿Quién se ríe de Timoteo?
- 9. ¿Qué le duele a Timoteo?
- 10. ¿Quién quiere hablar con Timoteo?

¡ESCRIBE EN ESPAÑOL!

Write a story in Spanish using the pictures below. Remember to add details wherever you can. After you have written the story, using only the pictures, tell the story to someone in your house. Have them write a comment about your Spanish skills, what they learned, or anything else about the experience they wish. They must sign and date the comments!



