

Contextos lays the communicative groundwork for the lesson by immersing the student in the vocabulary for a particular theme. New words and phrases are presented in the context of real-life situations.

Portales blends the underlying principles of the *ACTFL Proficiency Guidelines* and the *World-Readiness Standards for Learning Languages* with features and strategies tailored specifically to build students' language and cultural competencies.

Instructional Resources

Project Digital Images of the vocabulary illustrations to enhance in-class presentations.

For additional practice and variety, use the *Más práctica* worksheets from the Activity Pack.

Use the Illustration Bank to build your own image-rich activities.

Administer the Vocabulary Quiz to check comprehension.

Section Goals

In **Contextos**, students will learn and practice:

- names for people, places, and things at the university
- names of academic courses



KEY STANDARDS

Communication Interpersonal Communication (Activity 10); Interpretive Communication (Activity 1, 2, 4, 5, 8); Presentational Communication (Activity 9)

Teaching Tips

- Introduce vocabulary for classroom objects such as **mesa, libro, pluma, lápiz, papel**. Hold up or point to an object and say: **Es un lápiz**. Ask questions that include **¿Hay/No hay...?** and **¿Cuántos/as...?**
- Use the **Lección 2 Contextos** vocabulary presentation in Explore online or the digital images in the Resources online to assist with this presentation.
- Point to objects in the classroom and ask questions such as: **¿Qué es? ¿Es una mesa? ¿Es un reloj?** Vary by asking: **¿Qué hay en el escritorio? ¿Qué hay en la mesa? ¿Cuántos marcadores hay en la pizarra? ¿Hay una pluma en el escritorio de ____?**

Successful Language Learning

Encourage students to make flash cards to help them memorize new vocabulary words.

Note: At this point you may want to present **Vocabulario adicional: Más vocabulario para las clases** from the online Resources.

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contextos

Communicative Goal: Exchange information about my classes in school

En la universidad

| Más vocabulario | |
|-------------------------------|-------------------------|
| la biblioteca | library |
| la cafetería | cafeteria |
| la casa | house; home |
| el estadio | stadium |
| el laboratorio | laboratory |
| la librería | bookstore |
| la residencia estudiantil | dormitory |
| la universidad | university; college |
| el/la compañero/a de clase | classmate |
| el/la compañero/a de cuarto | roommate |
| la clase | class |
| el curso | course |
| la especialización | major |
| el examen | test; exam |
| el horario | schedule |
| la prueba | test; quiz |
| el semestre | semester |
| la tarea | homework |
| el trimestre | trimester; quarter |
| la administración de empresas | business administration |
| el arte | art |
| la biología | biology |
| las ciencias | sciences |
| la computación | computer science |
| la contabilidad | accounting |
| la economía | economics |
| el español | Spanish |
| la física | physics |
| la geografía | geography |
| la música | music |

Variación léxica

pluma ← bolígrafo
pizarra ← pizarrón (Amér. L.); tablero (Col.)



| LAS MATERIAS | COURSES |
|-------------------------|-------------------|
| la historia | history |
| las humanidades | humanities |
| el inglés | English |
| las lenguas extranjeras | foreign languages |
| la literatura | literature |
| las matemáticas | mathematics |
| el periodismo | journalism |
| la psicología | psychology |
| la química | chemistry |
| la sociología | sociology |

TEACHING OPTIONS

Heritage Speakers Ask heritage speakers to tell the class any other terms they or their families use to talk about people, places, or things at the university. Ask them to tell where these terms are used. Possible responses: **el boli, la ciudad universitaria, el profe, el catedrático, la facultad, el profesorado, la asignatura, el gimnasio, el pizarrón, el salón de clases, el aula, el pupitre, el gis, el alumno.**

Game Divide the class into two teams. Then, in English, name an academic course and ask one of the teams to provide the Spanish equivalent. If the team provides the correct term, it gets a point. If not, the second team gets a chance at the same item. Alternate between teams until you have read all the course names. The team with the most points at the end wins.

Contextos Explore features a multimodal presentation with audio, text, illustrations, and carefully curated photos that enhance students' understanding of new vocabulary.

Práctica

1 Indicar Check **si** if the word you hear is an academic subject or **no** if it's not.

| | Si | No | Si | No |
|----|----------------------------------|----------------------------------|----|----------------------------------|
| 1. | <input type="radio"/> | <input checked="" type="radio"/> | 5. | <input type="radio"/> |
| 2. | <input type="radio"/> | <input checked="" type="radio"/> | 6. | <input checked="" type="radio"/> |
| 3. | <input checked="" type="radio"/> | <input type="radio"/> | 7. | <input type="radio"/> |
| 4. | <input checked="" type="radio"/> | <input type="radio"/> | 8. | <input checked="" type="radio"/> |

2 ¿Cierto o falso? Indicate whether each statement about the drawing is **cierto** or **falso**.

| | | | |
|----|---------------|----|---------------|
| 1. | <u>cierto</u> | 5. | <u>cierto</u> |
| 2. | <u>falso</u> | 6. | <u>cierto</u> |
| 3. | <u>cierto</u> | 7. | <u>falso</u> |
| 4. | <u>falso</u> | 8. | <u>cierto</u> |

3 Identificar Identify the word that does not belong in each group.

- examen • casa • tarea • prueba **casa**
- pizarra • marcador • borrador • librería **librería**
- economía • matemáticas • biblioteca • contabilidad **biblioteca**
- lápiz • cafetería • papel • cuaderno **cafetería**
- veinte • diez • pluma • treinta **pluma**
- conductor • laboratorio • autobús • pasajero **laboratorio**

4 Emparejar Match each question with its most logical response.

- | | | |
|---------------------------------------|----------|-----------------------------|
| 1. ¿Qué clase es? | d | a. Hay veinticinco. |
| 2. ¿Quiénes son? | g | b. Es un reloj. |
| 3. ¿Quién es? | e | c. Es de Perú. |
| 4. ¿De dónde es? | c | d. Es la clase de química. |
| 5. ¿Cuántos estudiantes hay? | a | e. Es el señor Bastos. |
| 6. ¿A qué hora es la clase de inglés? | f | f. Es a las nueve en punto. |
| | | g. Son los profesores. |

5 ¿Qué clase es? Name the class associated with the subject matter.

modelo

los elementos, los átomos **Es la clase de química.**

- Abraham Lincoln, Winston Churchill **Es la clase de historia.**
- África, el océano Pacífico **Es la clase de geografía.**
- Freud, Jung **Es la clase de psicología.**
- Picasso, Leonardo da Vinci **Es la clase de arte.**
- la cultura de España, verbos **Es la clase de español.**
- Hemingway, Shakespeare **Es la clase de literatura.**
- geometría, calculadora **Es la clase de matemáticas.**

Teaching Tip You may want to do this activity as a TPR exercise. Have students give a thumbs-up for **si** and a thumbs-down for **no**.

1 Script 1. la mochila
2. el escritorio 3. la química
4. las matemáticas 5. la ventana
6. la historia 7. el horario
8. la sociología

2 Expansion Have students indicate whether the statements are true or false about your class.

2 Script
1. Hay una profesora.
2. Hay cuatro estudiantes.
3. Hay escritorios y sillas.
4. Es una clase de arte.
5. Hay una calculadora.
6. Hay mochilas.
7. Hay dos borradores.
8. Hay una papelera.

3 Expansion Have students write four additional items for a partner to complete.

4 Expansion Have student pairs ask each other the questions and answer truthfully, based on your class.
Ex: 1. ¿Qué clase es? (**Es la clase de español.**) For items 2–4, the questioner should indicate specific people in the classroom.

5 Recycling the present tense of **ser** from **Lección 1**

5 Expansion Have the class associate famous people with these fields: **periodismo, computación, humanidades.** Then have them guess the fields associated with these people: Albert Einstein (**física**), Charles Darwin (**biología**).

Más vocabulario calls out active, theme-related vocabulary in easy-to-reference Spanish-English lists. For expansion, use the Additional Vocabulary handout online.

Variación léxica highlights linguistic diversity in the Spanish-speaking world by presenting alternate words and expressions.

Práctica begins with listening exercises and continues with activities to practice new vocabulary in meaningful contexts. The practice sections always move from closed-ended and directed practice to more open-ended activities that require students to produce language.

Scripts are available to help you with planning. As an alternative, read the script aloud for your students instead of using the MP3 audio file.

TEACHING OPTIONS

Extra Practice Ask students what phrases or vocabulary words they associate with these items: 1. **la pizarra** (Ex: **el marcador, el borrador**), 2. **la residencia estudiantil** (Ex: **el/la compañero(a) de cuarto, el/la estudiante**), 3. **el reloj** (Ex: **¿Qué hora es?, Son las... Es la...**), 4. **la biblioteca** (Ex: **los libros, los exámenes, las materias**).

Extra Practice 🗣️ On the board, write **¿Qué clases tomas?** and **Tomo...** Explain the meaning of these phrases and ask students to circulate around the classroom and imagine that they are meeting their classmates for the first time. Tell them to introduce themselves, find out where each person is from, and ask what classes they are taking. Follow up by asking individual students what their classmates are taking.

Vocabulary Tutorials feature a cyclical learning sequence that optimizes comprehension and retention:

- **Listen & repeat:** Audio and visual presentation of vocabulary words requires students to repeat the word or expression aloud.
- **Match:** Initial low-stakes practice for recognition of vocabulary.
- **Say it:** Identification and oral production of vocabulary.

Audio mnemonics and cognate indicators assist students in synthesizing new vocabulary in a meaningful way.