



Realidades **1**

Nombre \_\_\_\_\_

Hora \_\_\_\_\_

**Capítulo 1A**

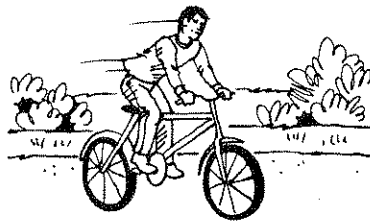
Fecha \_\_\_\_\_

**Vocabulary Flash Cards, Sheet 1**

Write the Spanish vocabulary word below each picture. If there is a word or phrase, copy it in the space provided. Be sure to include the article for each noun.



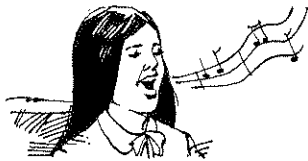
\_\_\_\_\_



\_\_\_\_\_



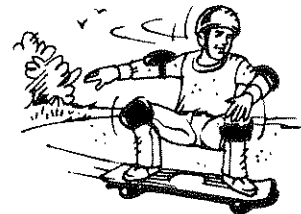
\_\_\_\_\_



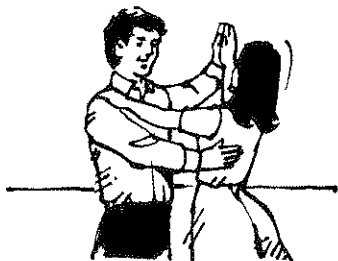
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



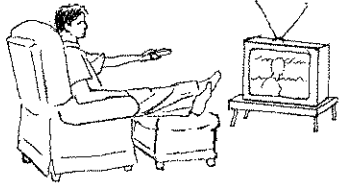
\_\_\_\_\_



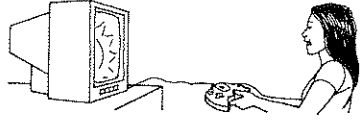
\_\_\_\_\_



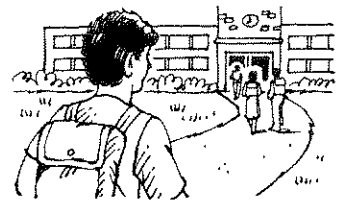
\_\_\_\_\_



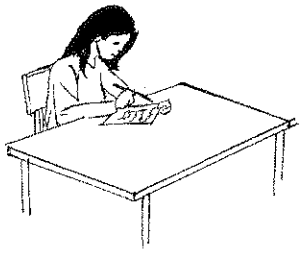
\_\_\_\_\_  
\_\_\_\_\_



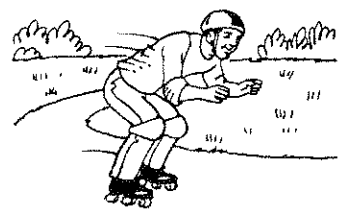
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_



Realidades **1**

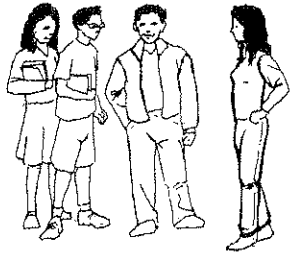
Nombre \_\_\_\_\_

Hora \_\_\_\_\_

**Capítulo 1A**

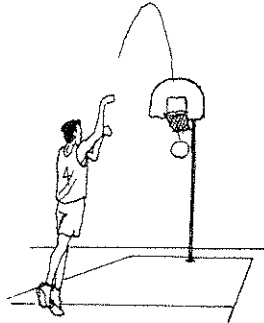
Fecha \_\_\_\_\_

Vocabulary Flash Cards, Sheet 3



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

**sí**

\_\_\_\_\_



\_\_\_\_\_

**también**

\_\_\_\_\_

**y**

\_\_\_\_\_

**pues...**

\_\_\_\_\_

**ni... ni**

\_\_\_\_\_

**o**

\_\_\_\_\_



Realidades **1**

Nombre \_\_\_\_\_ Hora \_\_\_\_\_

**Capítulo 1A**

Fecha \_\_\_\_\_

**Vocabulary Flash Cards, Sheet 4**

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

© Pearson Education, Inc. All rights reserved.



Tear out this page. Write the English words on the lines. Fold the paper along the dotted line to see the correct answers so you can check your work.

bailar \_\_\_\_\_

cantar \_\_\_\_\_

correr \_\_\_\_\_

dibujar \_\_\_\_\_

escribir cuentos \_\_\_\_\_

escuchar música \_\_\_\_\_

esquiar \_\_\_\_\_

hablar por  
teléfono \_\_\_\_\_

ir a la escuela \_\_\_\_\_

jugar  
videojuegos \_\_\_\_\_

leer revistas \_\_\_\_\_

montar en  
bicicleta \_\_\_\_\_

montar en  
monopatín \_\_\_\_\_

Fold In  
↓



Tear out this page. Write the Spanish words on the lines. Fold the paper along the dotted line to see the correct answers so you can check your work.

to dance \_\_\_\_\_

to sing \_\_\_\_\_

to run \_\_\_\_\_

to draw \_\_\_\_\_

to write stories \_\_\_\_\_

to listen to music \_\_\_\_\_

to ski \_\_\_\_\_

to talk on  
the phone \_\_\_\_\_

to go to school \_\_\_\_\_

to play  
video games \_\_\_\_\_

to read magazines \_\_\_\_\_

to ride a  
bicycle \_\_\_\_\_

to skateboard \_\_\_\_\_

Fold In ↓



Tear out this page. Write the English words on the lines. Fold the paper along the dotted line to see the correct answers so you can check your work.

nadar \_\_\_\_\_

pasar tiempo  
con amigos \_\_\_\_\_  
\_\_\_\_\_

patinar \_\_\_\_\_

practicar deportes \_\_\_\_\_

tocar la guitarra \_\_\_\_\_

trabajar \_\_\_\_\_

usar la  
computadora \_\_\_\_\_  
\_\_\_\_\_

ver la tele \_\_\_\_\_  
\_\_\_\_\_

Fold In  
↓



Tear out this page. Write the Spanish words on the lines. Fold the paper along the dotted line to see the correct answers so you can check your work.

to swim \_\_\_\_\_

to spend time  
with friends \_\_\_\_\_

to skate \_\_\_\_\_

to play sports \_\_\_\_\_

to play the guitar \_\_\_\_\_

to work \_\_\_\_\_

to use the  
computer \_\_\_\_\_

to watch  
television \_\_\_\_\_

Fold In ↓

To hear a complete list of the vocabulary for this chapter, go to Disc 1, Track 2 on the Guided Practice Audio CD, or go to [www.phschool.com](http://www.phschool.com) and type in the Web Code jcd-0189. Then click on **Repaso del capítulo**.





**Infinitives (p. 32)**

- The most basic form of a verb is an *infinitive*.
- In English, infinitives have the word "to" in front of them such as *to walk* or *to swim*.
- In Spanish, infinitives end in **-ar (nadar)**, **-er (leer)**, or **-ir (escribir)**.

**A.** Look at each infinitive below and underline its ending. Follow the model.

**Modelo** patinar

- |             |            |          |
|-------------|------------|----------|
| 1. escribir | 4. esquiar | 7. leer  |
| 2. nadar    | 5. usar    | 8. jugar |
| 3. correr   | 6. dibujar | 9. ver   |

**B.** Now, write the infinitive in the correct column of the chart. Is it an **-ar** verb, **-er** verb, or **-ir** verb? The first one has been done for you.

| -ar verbs | -er verbs | -ir verbs |
|-----------|-----------|-----------|
| patinar   |           |           |
|           |           |           |
|           |           |           |
|           |           |           |
|           |           |           |
|           |           |           |

**C.** Complete the sentences with infinitives from **part A** to express what you like and don't like to do.

- Me gusta \_\_\_\_\_ y \_\_\_\_\_.
- No me gusta \_\_\_\_\_.
- Me gusta mucho \_\_\_\_\_.



### Negatives (p. 36)

- To make an English sentence negative, you usually use the word "not": *I do not like to sing.*
- To make a Spanish sentence negative, you usually put **no** in front of the verb or expression: **No me gusta cantar.**
- To answer a Spanish question negatively, you often use **no** twice: *¿Te gusta bailar? No, no me gusta.*
- To say that you do not like something at all, you add the word **nada**: **No, no me gusta nada.**
- To say you don't like either of two choices, use **ni... ni**: **No me gusta ni correr ni practicar deportes.**

**A.** Look at the sentences and circle only the *negative* words you see. Some sentences do not have negative words. Follow the model. (*Hint*: There should be eight words circled.)

**Modelo** (No)me gusta cantar.

1. ¿Te gusta bailar?
2. No, no me gusta bailar.
3. ¿Te gusta patinar?
4. No, no me gusta nada.
5. No me gusta ni bailar ni patinar.

**B.** You circled three different negative words in **part A** above. What are they? Write them on the lines.

\_\_\_\_\_

**C.** Use the negative words **no**, **ni**, and **nada** to complete the following conversation.

- ELENA: Enrique, ¿te gusta escuchar música?  
 ENRIQUE: No, \_\_\_\_\_ me gusta.  
 ELENA: ¿Te gusta bailar?  
 ENRIQUE: \_\_\_\_\_, no me gusta bailar.  
 ELENA: No te gusta \_\_\_\_\_ escuchar música \_\_\_\_\_ bailar. ¿Qué te gusta hacer?  
 ENRIQUE: ¡Me gusta ver la tele!  
 ELENA: ¡Uy, no me gusta \_\_\_\_\_!

© Pearson Education, Inc. All rights reserved.



**Negatives (continued)**

**D.** Complete the sentences with activities you don't like. You can use the drawings for ideas of activities.



1. No me gusta \_\_\_\_\_.
2. No me gusta \_\_\_\_\_.
3. No me gusta ni \_\_\_\_\_ ni \_\_\_\_\_.

**E.** Now answer the questions negatively. Follow the models.

**Modelos** ¿Te gusta esquiar?  
*No, no me gusta esquiar.*  
 ¿Te gusta correr y nadar?  
*No, no me gusta ni correr ni nadar.*

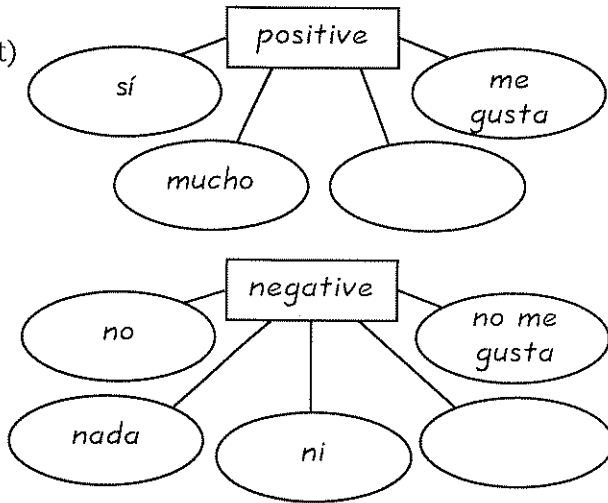
1. ¿Te gusta dibujar?  
 \_\_\_\_\_
2. ¿Te gusta cantar?  
 \_\_\_\_\_
3. ¿Te gusta escribir cuentos?  
 \_\_\_\_\_
4. ¿Te gusta esquiar y nadar?  
 \_\_\_\_\_
5. ¿Te gusta patinar y correr?  
 \_\_\_\_\_



### Expressing agreement or disagreement (p. 38)

- To agree with what another person likes, use a **mí también**:
  - Me gusta patinar.
  - A mí también.**
- To agree with what another person dislikes, use a **mí tampoco**:
  - No me gusta cantar.
  - A mí tampoco.**

**A.** The word web shows positive (agreement) words and negative (disagreement) words that you have learned. Look at the sample conversation, paying attention to the words **también** and **tampoco**. One of these two words is positive and one is negative. Write each word in the correct circle of the word web.



JUAN: A mí me gusta correr.  
 ANA: A mí **también**.  
 JUAN: No me gusta cantar.  
 ANA: A mí **tampoco**.

**B.** Now, complete the following exchanges with either **también** or **tampoco**.

- JORGE: A mí me gusta mucho dibujar.  
 SUSANA: A mí \_\_\_\_\_.
- LUIS: No me gusta nada hablar por teléfono.  
 MARCOS: A mí \_\_\_\_\_.
- OLIVIA: A mí no me gusta ni bailar ni correr.  
 ALBERTO: A mí \_\_\_\_\_.
- NATALIA: Me gusta esquiar. ¿Y a ti?  
 JAVIER: A mí \_\_\_\_\_.
- SARA: A mí no me gusta trabajar.  
 PABLO: A mí \_\_\_\_\_.
- LORENA: Me gusta mucho montar en bicicleta. ¿Y a ti?  
 MARTA: A mí \_\_\_\_\_.

**C.** Look back at the exchanges in **part B** above. Put a plus (+) next to the exchange if it is positive. Put a minus (–) next to it if it is negative.



**Lectura: ¿Qué te gusta hacer? (pp. 40–41)**

**A.** The reading in your textbook contains four self-descriptions by students from various parts of the Spanish-speaking world. Read the following selection about Marisol. Then answer the questions that follow.

*“¿Te gusta practicar deportes y escuchar música? ¡A mí me gusta mucho! También me gusta jugar al básquetbol. ¡Hasta luego!”*

1. Go back to the reading above and circle the sentence where Marisol is asking you a question.
2. Underline the words that tell you that Marisol is talking about things that she likes.
3. Now list the activities that Marisol likes to do in the spaces below:

\_\_\_\_\_

**B.** Read the following selection written by Pablo and answer the questions that follow.

*“Me gusta mucho jugar al vóleibol y al tenis. Me gusta escribir cuentos y también me gusta organizar fiestas con amigos. No me gusta ni jugar videojuegos ni ver la tele. ¡Hasta pronto!”*

1. Underline the words that tell you that Pablo is talking about things that he likes.
2. Circle the things Pablo does not like.
3. Pablo is from «Guinea Ecuatorial». How would you write that in English?

\_\_\_\_\_

**C.** Some quotes from the reading are listed below. Identify the speaker of each by writing in their name and country of origin. Follow the model.

**Modelo** “Me gusta jugar al básquetbol.” Marisol Puerto Rico

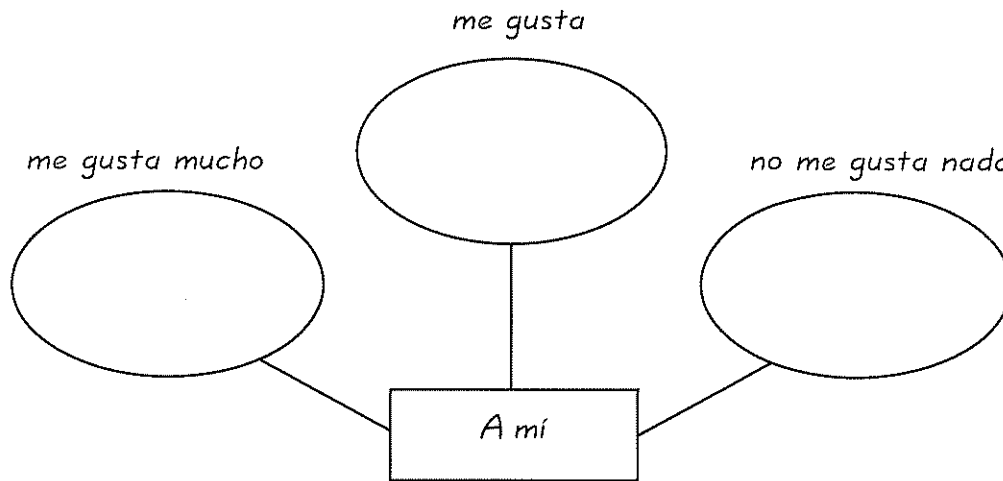
1. “Me gusta mucho ver la tele.” \_\_\_\_\_
2. “Me gusta escribir cuentos.” \_\_\_\_\_
3. “Me gusta hablar por teléfono con amigos.” \_\_\_\_\_
4. “Me gusta organizar fiestas con amigos.” \_\_\_\_\_
5. “Me gusta tocar el piano.” \_\_\_\_\_



**Presentación oral (p. 43)**

**Task:** Pretend that you are a new student at school. You have been asked to tell the class a little bit about your likes and dislikes.

**A.** Fill in each empty space in the diagram with at least two activities that represent you.



**B.** As part of your presentation, you will need to introduce yourself to everyone before you begin talking about your likes and dislikes. Think about how you would introduce yourself in Spanish to someone you don't know. Write one possibility below.

\_\_\_\_\_

**C.** Now, add to your greeting by talking about what you like and dislike. Using your information from the diagram in **part A**, write three sentences describing what you like, what you like a lot, and what you do not like.

1. Me gusta \_\_\_\_\_.
2. Me gusta mucho \_\_\_\_\_.
3. No me gusta \_\_\_\_\_.

**D.** Your teacher will always evaluate your presentations using a rubric, which is like a checklist of elements needed to perform your task. The fewer items completed, the lower the score. Some of the items for this presentation include:

- how much information you communicate
- how easy it is to understand you
- how clearly and neatly your visuals match what you are saying