



Realidades **1**

Nombre _____

Hora _____

Capítulo 1B

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.



















© Pearson Education, Inc. All rights reserved.



Realidades **1**

Nombre _____

Hora _____

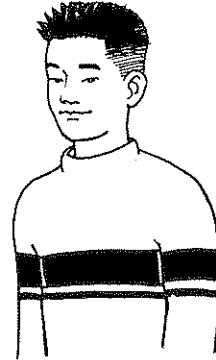
Capítulo 1B

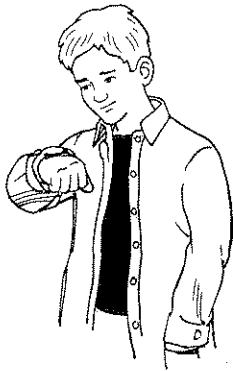
Fecha _____

Vocabulary Flash Cards, Sheet 2











**bueno,
buena**

_____,

**atrevido,
atrevida**

_____,

paciente

**reservado,
reservada**

_____,



**simpático,
simpática**

_____,

**talentoso,
talentosa**

_____,

yo

él

ella

la familia

el amigo

la amiga

a veces



muy

pero

según

**según
mi
familia**



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.

artístico, _____
artística

atrevido, _____
atrevida

bueno, buena _____

deportista _____

desordenado, _____
desordenada

estudioso, _____
estudiosa

gracioso, _____
graciosa

impaciente _____

inteligente _____

ordenado, _____
ordenada

paciente _____

perezoso, _____
perezosa

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.

artistic _____

daring _____

good _____

sports-minded _____

messy _____

studious _____

funny _____

impatient _____

intelligent _____

neat _____

patient _____

lazy _____

Fold In
↓



Realidades 1

Nombre _____ Hora _____

Capítulo 1B

Fecha _____ **Vocabulary Check, Sheet 3**

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.

reservado, _____
reservada _____

serio, seria _____

simpático, _____
simpática _____

sociable _____

talentoso, _____
talentosa _____

trabajador, _____
trabajadora _____

el chico _____

la chica _____

el amigo _____

la amiga _____

yo _____

él _____

ella _____

muy _____

según mi familia _____

Fold In
↓

© Pearson Education, Inc. All rights reserved.



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.

reserved, shy _____

serious _____

nice, friendly _____

sociable _____

talented _____

hardworking _____

boy _____

girl _____

friend (male) _____

friend (female) _____

I _____

he _____

she _____

very _____

according to
my family _____

To hear a complete list of the vocabulary for this chapter, go to Disc 1, Track 3 on the Guided Practice Audio CD, or go to www.phschool.com and type in the Web Code jcd-0199. Then click on **Repaso del capítulo**.

Fold In
↓



Adjectives (p. 55)

- Words that describe people and things are called adjectives.
- Most Spanish adjectives have two forms: masculine (ends in **-o** like **simpático**) and feminine (ends in **-a** like **estudiosa**).
- Masculine adjectives are used with masculine nouns: **Tomás es simpático**.
- Feminine adjectives are used with feminine nouns: **Luisa es estudiosa**.
- Adjectives that end in **-e** and **-ista** may be used with either masculine or feminine nouns:
Tomás es inteligente. Luisa es inteligente también.
Marcos es muy deportista. Ana es muy deportista también.
- Adjectives with the masculine form **-dor** have **-dora** as the feminine form:
Juan es trabajador. Susana es trabajadora también.

A. Look at the adjectives below. Circle the ending of the adjective: **-o, -a, -or, -ora, -e, or -ista.**

- | | | |
|---------------|----------------|----------------|
| 1. trabajador | 4. ordenada | 7. trabajadora |
| 2. deportista | 5. inteligente | 8. sociable |
| 3. paciente | 6. simpática | 9. estudioso |

B. Now, organize the adjectives from **part A** by writing them in the chart under the correct column heading. One has been done for you.

Masculine endings		Feminine endings		Masculine or feminine	
-o	-or	-a	-ora	-e	-ista
	<i>trabajador</i>				

C. Now look at the following sentences. Write **M** next to the sentences where the adjective is masculine. Write **F** next to the sentences where the adjective is feminine. Write **E** next to the sentences where the adjective could be *either* masculine or feminine.

- | | |
|----------------------------------|-----------------------------------|
| _____ 1. Yo soy muy simpática. | _____ 6. Tú eres muy trabajador. |
| _____ 2. Tú eres muy estudioso. | _____ 7. Yo soy muy paciente. |
| _____ 3. Tú eres muy ordenado. | _____ 8. Yo soy muy deportista. |
| _____ 4. Yo soy muy trabajadora. | _____ 9. Tú eres muy reservada. |
| _____ 5. Yo soy muy inteligente. | _____ 10. Tú eres muy impaciente. |



Adjectives (continued)

D. Choose the correct adjective to complete each sentence and write it in the blank.

1.



Raúl es (**estudioso / estudiosa**) _____.

2.



Rebeca es (**artístico / artística**) _____.

3.



Pedro es muy (**ordenado / ordenada**) _____.

4.



Paulina es muy (**atrevido / atrevida**) _____.

5.



Javier es (**trabajador / trabajadora**) _____.

6.



Elena es (**perezoso / perezosa**) _____.

E. Now, choose the correct adjective in each sentence to describe yourself. Write the adjective in the blank.

1. Yo soy (**paciente / impaciente**) _____.

2. Soy (**simpático / simpática**) _____.

3. También soy (**trabajador / trabajadora**) _____.

4. No soy (**serio / seria**) _____.



Definite and indefinite articles (p. 60)

- **El** and **la** are the Spanish *definite articles*. They mean the same as “the” in English.
- You use **el** with masculine nouns: **el libro**. You use **la** with feminine nouns: **la carpeta**.
- **Un** and **una** are the Spanish *indefinite articles*. They mean the same as “a” and “an” in English.
- You use **un** with masculine nouns: **un libro**. You use **una** with feminine nouns: **una carpeta**.

A. Look at the ending of each noun in this group. Decide if the noun is masculine or feminine. Write **M** next to the masculine words and **F** next to the feminine words. Follow the model.

Modelo F computadora

- | | | |
|-----------------|----------------|-------------------|
| 1. _____ año | 3. _____ libro | 5. _____ carpeta |
| 2. _____ semana | 4. _____ hoja | 6. _____ profesor |

B. Now, look at the words from **part A** again and circle the definite article **el** for the masculine words and the definite article **la** for the feminine words.

- | | | |
|------------------------------|-----------------------------|--------------------------------|
| 1. (el / la) año | 3. (el / la) libro | 5. (el / la) carpeta |
| 2. (el / la) semana | 4. (el / la) hoja | 6. (el / la) profesor |

C. Look at the ending of each noun below. Decide if the word is masculine or feminine. Write **M** next to the masculine words and **F** next to the feminine words.

- | | | |
|-------------------|------------------|--------------------|
| 1. _____ cuaderno | 3. _____ revista | 5. _____ bicicleta |
| 2. _____ amigo | 4. _____ familia | 6. _____ cuento |

D. Now, look at the words from **part C** again and circle the indefinite article **un** for the masculine words and the indefinite article **una** for the feminine words.

- | | | |
|---------------------------------|--------------------------------|----------------------------------|
| 1. (un / una) cuaderno | 3. (un / una) revista | 5. (un / una) bicicleta |
| 2. (un / una) amigo | 4. (un / una) familia | 6. (un / una) cuento |

E. Circle the correct definite or indefinite article to complete each sentence.

- | | |
|--|---|
| 1. (El / La) estudiante es estudiosa. | 5. (El / La) profesor es trabajador. |
| 2. (El / La) profesora es buena. | 6. (Un / Una) estudiante es artístico. |
| 3. (Un / Una) amigo es simpático. | 7. (El / La) amiga es inteligente. |
| 4. (Un / Una) estudiante es atrevida. | 8. (Un / Una) estudiante es reservada. |



Word order: Placement of adjectives (p. 62)

- English adjectives usually come *before* the noun they describe.
- Spanish adjectives usually come *after* the noun they describe:

Olga es una chica talentosa.

- Many Spanish sentences follow this pattern:

subject noun + verb + indefinite article and noun + adjective

1 2 3 4

Roberto es un estudiante bueno. Serena es una chica inteligente.

1 2 3 4 1 2 3 4

A. Look at the following groups of words. Write a number from 1 to 4 below each word according to what kind of word it is. Follow the model and use the examples above.

- Write 1 for subject nouns.
- Write 2 for verbs.
- Write 3 for indefinite articles and nouns.
- Write 4 for adjectives.

Modelo es / Diego / talentoso / un estudiante

2 1 4 3

- seria / Olga / una estudiante / es
- un amigo / es / bueno / Guillermo
- Javier / un estudiante / es / trabajador
- es / Concha / simpática / una chica
- es / una estudiante / Ana / inteligente
- Manuel / es / atrevido / un chico

B. Now, write the complete sentence for each example from part A by putting the words in order by the numbers you added, going from 1 to 4. Follow the model.

Modelo Diego es un estudiante talentoso.

- _____
- _____
- _____
- _____
- _____
- _____



Lectura: Un self-quiz (p. 64–65)

A. You have seen many cognates used in your textbook. Cognates are related words in different languages; for example, the word **profesor** in Spanish is a *professor* or *teacher* in English. Cognates occur in your vocabulary lists and in readings. Look at the cognates below and write the English word for each on the line provided. Follow the model.

Modelo bicicleta bicycle

- | | | | |
|----------------|-------|--------------|-------|
| 1. computadora | _____ | 5. verbo | _____ |
| 2. básquetbol | _____ | 6. usar | _____ |
| 3. la tele | _____ | 7. organizar | _____ |
| 4. los colores | _____ | 8. estudiar | _____ |

B. Now, read the following section from your textbook. You will find even more cognates in this reading. Find the Spanish word that corresponds to each English word below. Write the Spanish word on the lines provided.

*¡Los colores revelan tu personalidad!
 ¿Eres una chica? ¿Te gusta el verde? Eres una chica natural.
 ¿Eres una chica? ¿Te gusta el azul? Eres muy talentosa.
 ¿Eres una chica? ¿Te gusta el violeta? Eres muy independiente.*

- personality _____
- natural _____
- talented _____
- independent _____
- violet _____

C. The reading in your textbook is a self-quiz that tells you information about your personality based on the colors you like and whether you are a boy or a girl. Based on the information given below and what you learned from the reading, circle if you are a boy or a girl. Then, write what color you like. Follow the model.

Modelo Eres romántico. Eres (un chico / una chica). Te gusta el violeta.

1. Eres atrevido. Eres (un chico / una chica). Te gusta _____.
2. Eres muy talentosa. Eres (un chico / una chica). Te gusta _____.
3. Eres artística. Eres (un chico / una chica). Te gusta _____.



Presentación escrita (p. 67)

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

1 Prewrite. In order to introduce yourself to a new friend, you need to first organize what you are going to include. Fill in the form below with your personal information.

Me llamo _____.

Soy (use adjectives to describe yourself) _____
_____.

Me gusta _____.

No me gusta _____.

2 Draft. Read the following e-mail that another student has written. You should use this to guide you in drafting your own e-mail.

¡Hola! Me llamo Pilar. Soy una chica artística y muy independiente. Me gusta mucho dibujar y usar la computadora, pero me gusta más bailar. Me gusta la música salsa. No me gusta nada practicar deportes. ¿Cómo eres tú? Escíbeme pronto.

Now, create an e-mail similar to the one above writing in your information from **part 1**.

¡Hola! Me llamo _____. Soy (**un chico / una chica**) _____
_____ y _____. Me gusta mucho _____
_____, pero me gusta más _____.
Me gusta _____. No me gusta _____.

¿Cómo eres tú? Escíbeme pronto.

3 Revise. Exchange papers with another student in your class. Use the following checklist to review your partner's e-mail and also when you rewrite yours. If you need help figuring out what is correct, use the model from the **Prewrite** section above.

- _____ Is there enough information provided for each question in the prewrite stage?
 - stated his/her name
 - described himself/herself
 - said what he/she likes to do
 - said what he/she doesn't like to do
- _____ Is the spelling correct? (Use a dictionary if you are not sure.)
- _____ Are the adjectives in the correct form? (Think, is the student male or female?)
- _____ Is there an opening and a closing?

4 Publish. Write your revised e-mail on a separate sheet of paper. Your teacher may ask you to type the e-mail and send it to a prospective pen pal.