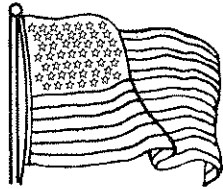
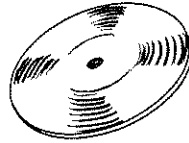
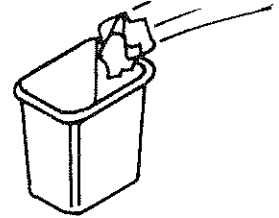


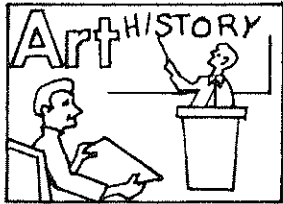


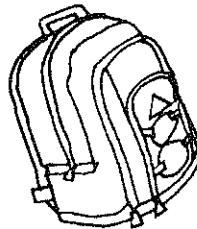
Write the Spanish vocabulary word below each picture. If there is a word or phrase, copy it in the space provided. Be sure to include the article for each noun.

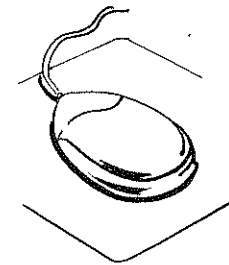




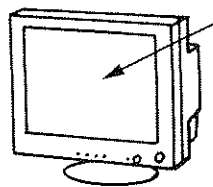


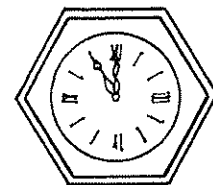


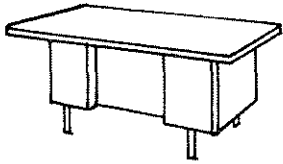


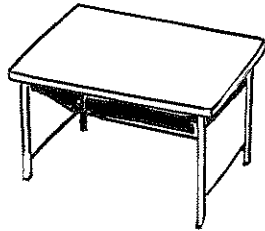


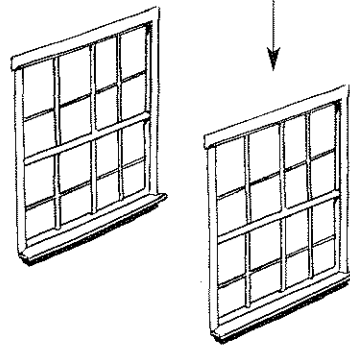


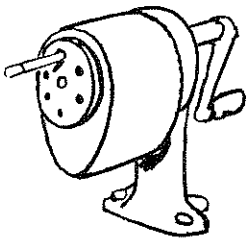






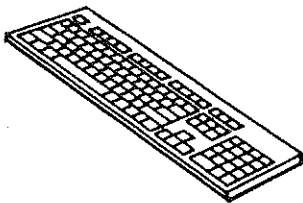


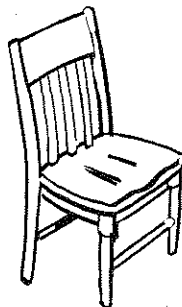






de





Hay



al lado de

detrás de

allí

debajo de

encima de

aquí

delante de

en

¿Dónde?



<p>mi</p> <p>_____</p>	<p>tu</p> <p>_____</p>	<p>Es un(a)...</p> <p>_____</p>
<p>¿Qué es esto?</p> <p>_____</p>	<p>los, las</p> <p>_____</p>	<p>unos, unas</p> <p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>



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.

la bandera _____

el cartel _____

la computadora _____

el disquete _____

la mochila _____

la pantalla _____

la papelerera _____

el ratón _____

el reloj _____

el sacapuntas _____

el teclado _____

el escritorio _____

la mesa _____

la silla _____

la puerta _____

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.

flag _____

poster _____

computer _____

diskette _____

bookbag,
backpack _____

(computer) screen _____

wastepaper
basket _____

(computer) mouse _____

clock _____

pencil
sharpener _____

(computer) keyboard _____

desk _____

table _____

chair _____

door _____

Fold In
↓



Capítulo 2B

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.

- la ventana _____
- al lado de _____
- allí _____
- aquí _____
- debajo de _____
- delante de _____
- detrás de _____
- ¿Dónde? _____
- en _____
- encima de _____
- Hay _____

Fold In
↓



Capítulo 2B

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.

window _____

next to _____

there _____

here _____

underneath _____

in front of _____

behind _____

Where? _____

in, on _____

on top of _____

There is, There are _____

Fold In
↓

To hear a complete list of the vocabulary for this chapter, go to Disc 1, Track 5 on the Guided Practice Audio CD, or go to www.phschool.com and type in the Web Code jcd-0299. Then click on **Repaso del capítulo**.



The verb *estar* (p. 107)

- Irregular verbs do not follow the same pattern as regular verbs.
- **Estar** (*to be*) is irregular. Its **yo** form (**estoy**) is different from the regular **-ar yo** form. Its **tú**, **usted/él/ella**, and **ustedes/ellos/ellas** forms are different because they have an accent on the **a**: **estás, está, están**.
- Here are the forms of **estar**:

yo	estoy	nosotros/nosotras	estamos
tú	estás	vosotros/vosotras	estáis
usted/él/ella	está	ustedes/ellos/ellas	están

- **Estar** is used to tell how someone feels or to give a location.

A. Circle the ending of each form of *estar*.

- yo estoy
- tú estás
- Ud. está
- nosotras estamos
- ellos están

B. Now, complete each sentence by writing in the correct ending for the correct form of *estar*.

- Tú est_____ en la clase de arte.
- Ellos est_____ en la clase de ciencias.
- Nosotros est_____ en la clase de español.
- Yo est_____ en la clase de matemáticas.
- Él est_____ en la clase de literatura.
- Usted est_____ en la oficina.
- Ustedes est_____ en la sala de clase.
- Nosotras est_____ en la clase de tecnología.

C. Complete each sentence with the correct form of *estar*.

- Yo _____ bien.
- Tú _____ muy bien.
- Ella _____ regular.
- Nosotras _____ bien.
- Usted _____ regular.
- Ellos _____ bien.
- Él _____ regular.
- Ustedes _____ bien.



The verb *estar* (continued)

D. Complete the conversation with correct forms of **estar**.

LUISA: ¡Buenos días! ¿Cómo _____ ustedes?

ANA E INÉS: Nosotras _____ bien. ¿Y tú? ¿Cómo _____?

LUISA: Yo _____ muy bien. ¿Dónde _____ Marcos y Marta?

ANA: Marcos _____ en la clase de español. Marta _____ en la clase de matemáticas.

E. Create complete sentences with **estar**. Follow the model.

Modelo usted / estar / en la clase de matemáticas

Usted está en la clase de matemáticas _____

1. tú / estar / en la clase de español

2. ellas / estar / en la clase de arte

3. nosotros / estar / en la clase de inglés

4. usted / estar / en la clase de matemáticas

5. yo / estar / en la clase de tecnología

6. él / estar / en la clase de ciencias sociales

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The plurals of nouns and articles (p. 110)

Plural of nouns		Plural definite articles		Plural indefinite articles	
Ends in vowel	Ends in consonant	Masculine	Feminine	Masculine	Feminine
add -s: libros, sillas	add -es: relojes, carteles	los (<i>the</i>) los libros	las (<i>the</i>) las sillas	unos (<i>some, a few</i>) unos libros	unas (<i>some, a few</i>) unas sillas

• Nouns that end in -z change the z to c in the plural: lápiz → lápices.

A. Circle the ending of each noun. Is it a vowel or a consonant? Write V for vowel or C for consonant next to each word.

- | | |
|------------------|-------------------|
| 1. _____ cartel | 5. _____ bandera |
| 2. _____ teclado | 6. _____ reloj |
| 3. _____ mochila | 7. _____ disquete |
| 4. _____ mes | 8. _____ profesor |

B. Now, look at the same words from part A and add the endings to make them plural.

- | | |
|-----------------|------------------|
| 1. cartel_____ | 5. bandera_____ |
| 2. teclado_____ | 6. reloj_____ |
| 3. mochila_____ | 7. disquete_____ |
| 4. mes_____ | 8. profesor_____ |

C. Now, write the *complete* plural form of each word from part B.

- | | |
|-------------|-------|
| 1. cartel | _____ |
| 2. teclado | _____ |
| 3. mochila | _____ |
| 4. mes | _____ |
| 5. bandera | _____ |
| 6. reloj | _____ |
| 7. disquete | _____ |
| 8. profesor | _____ |



The plurals of nouns and articles (continued)

D. Identify whether each of the words from **part C** are masculine or feminine. Write **M** for masculine or **F** for feminine next to each word.

- | | |
|------------------|-------------------|
| 1. _____ cartel | 5. _____ bandera |
| 2. _____ teclado | 6. _____ reloj |
| 3. _____ mochila | 7. _____ disquete |
| 4. _____ mes | 8. _____ profesor |

E. Now, look at the words from **part D** in the plural. Circle the correct definite article, masculine or feminine.

- | | |
|---------------------------|-----------------------------|
| 1. (los / las) carteles | 5. (los / las) banderas |
| 2. (los / las) teclados | 6. (los / las) relojes |
| 3. (los / las) mochilas | 7. (los / las) disquetes |
| 4. (los / las) meses | 8. (los / las) profesores |

F. Look at each noun below and write **los** or **las**, depending on whether the word is masculine or feminine.

- | | |
|-------------------|--------------------|
| 1. _____ puertas | 4. _____ lápices |
| 2. _____ ventanas | 5. _____ ratones |
| 3. _____ horarios | 6. _____ pantallas |

G. Look at the words from **part E** again. This time, circle the correct indefinite article, masculine or feminine.

- | | |
|-----------------------------|-------------------------------|
| 1. (unos / unas) carteles | 5. (unos / unas) banderas |
| 2. (unos / unas) teclados | 6. (unos / unas) relojes |
| 3. (unos / unas) mochilas | 7. (unos / unas) disquetes |
| 4. (unos / unas) meses | 8. (unos / unas) profesores |

H. Look at the nouns from **part F** again. Now, write **unos** or **unas**, depending on whether the word is masculine or feminine.

- | | |
|-------------------|--------------------|
| 1. _____ puertas | 4. _____ lápices |
| 2. _____ ventanas | 5. _____ ratones |
| 3. _____ horarios | 6. _____ pantallas |

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Lectura: El UNICEF y una convención para los niños (pp. 114–115)

A. The reading in your textbook talks about the organization UNICEF (United Nations International Children’s Emergency Fund). You will see many cognates in the reading. Look through the reading and find the Spanish words that most closely resemble the ones below. Write the words in the spaces provided.

- | | | | |
|---------------|-------|---------------|-------|
| 1. convention | _____ | 6. diet | _____ |
| 2. dignity | _____ | 7. opinions | _____ |
| 3. nations | _____ | 8. community | _____ |
| 4. protection | _____ | 9. violence | _____ |
| 5. special | _____ | 10. privilege | _____ |

B. Look at the first paragraph from the reading in your textbook. Write down three things that are said to be privileges for children.

1. _____
2. _____
3. _____

C. Read the following excerpt from your textbook and answer the questions that follow.

UNICEF...tiene siete oficinas regionales en diversas naciones y un Centro de Investigaciones en Italia.

1. Where does UNICEF have seven regional offices?

2. Where is there a Center of Investigation for UNICEF?

D. Look again at the bulleted list in your textbook and list five things in the spaces below that the convention said that all children need.

1. _____
2. _____
3. _____
4. _____
5. _____



Presentación escrita (p. 117)

Task: Pretend you have a pen pal from Mexico who is coming to visit your school next semester. Write your pen pal a note describing your Spanish classroom.

1 Prewrite.

A. On a separate sheet of paper draw a sketch of your Spanish classroom. You will use this as a reference when writing your note. Try to include four or five different items.

B. Label the items in your sketch using words from your vocabulary.

2 Draft.

A. Read the sample note written by another student. Use this to guide your own writing.

En mi sala de clases hay cinco ventanas. Mi pupitre está al lado del escritorio del profesor. La puerta está detrás de mi pupitre. Hay una bandera encima de la mesa de computadoras.

B. Look at the sample note again and list, in the spaces below, all of the classroom objects mentioned.

C. Compare the list of words in part B with the words you labeled in your sketch. This will help you get an idea of how similar your draft will be to the model. Create three sentences below filling in what items are in your classroom and where they are located.

1. Hay _____.
2. _____ está _____.
3. _____ está _____.

3 Revise. Read through your draft to see if it makes sense to you. Share your work with a partner who should check the following:

- _____ Are the sentences easy to understand?
- _____ Did you leave out anything from your drawing?
- _____ Are there any spelling or grammar errors?
- _____ If there are any problems with your draft, make a revised draft.