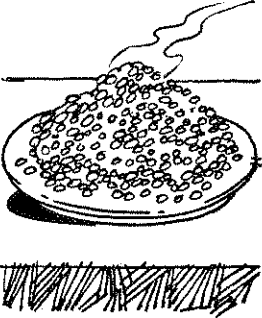
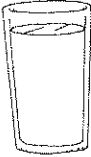
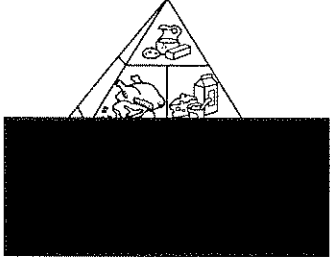


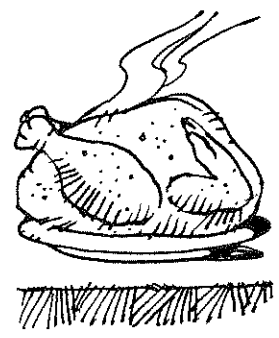


Write the Spanish vocabulary word below each picture. If there is a word or phrase, copy it in the space provided. Be sure to include the article for each noun.

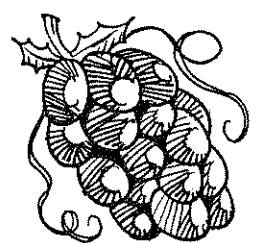
		

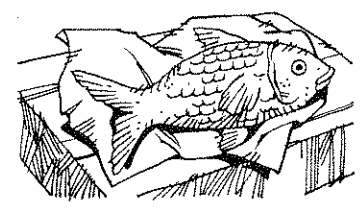


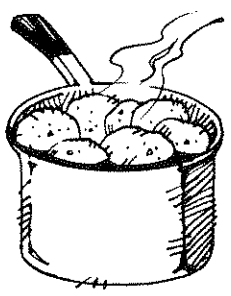




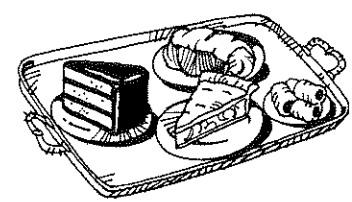


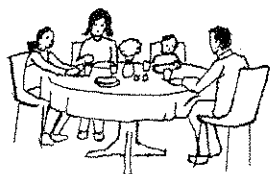






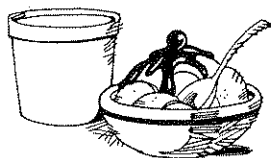






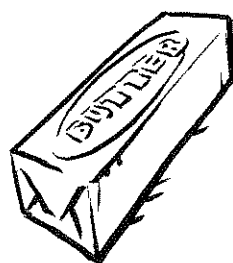


**levantar
pesas**



**Tengo
hambre.**

**hacer
ejercicio**



caminar

**para
la salud**



**para
mantener
la salud**

Creo que...

**Estoy
de acuerdo.**

prefiero

**Creo
que sí.**

**No estoy
de acuerdo.**

deber

**Creo
que no.**

**cada
día**



<p>¿Por qué?</p> <p>_____</p> <p>_____</p>	<p>muchos, muchas</p> <p>_____ ,</p> <p>_____</p>	<p>malo, mala</p> <p>_____ ,</p> <p>_____</p>
<p>porque</p> <p>_____</p>	<p>todos, todas</p> <p>_____ ,</p> <p>_____</p>	<p>sabroso, sabrosa</p> <p>_____ ,</p> <p>_____</p>
<p>algo</p> <p>_____</p>	<p>horrible</p> <p>_____</p>	<p>prefieres</p> <p>_____</p>



Capítulo 3B

hago

creer

ser

haces

cada día



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 cena _____
- el bistec _____
- la carne _____
- el pescado _____
- el pollo _____
- la cebolla _____
- los guisantes _____
- las judías verdes _____
- la lechuga _____
- las papas _____
- los tomates _____
- las uvas _____
- las zanahorias _____
- el arroz _____
- los cereales _____
- los espaguetis _____
- las grasas _____
- la mantequilla _____
- el helado _____

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.

dinner _____

beefsteak _____

meat _____

fish _____

chicken _____

onion _____

peas _____

green beans _____

lettuce _____

potatoes _____

tomatoes _____

grapes _____

carrots _____

rice _____

grains _____

spaghetti _____

fats _____

butter _____

ice cream _____

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.

los pasteles _____

las bebidas _____

caminar _____

hacer ejercicio _____

levantar pesas _____

para mantener
la salud _____

algo _____

muchos,
muchas _____

malo, mala _____

sabroso,
sabrosa _____

todos,
todas _____

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.

pastries _____

beverages _____

to walk _____

to exercise _____

to lift weights _____

to maintain
one's health _____

something _____

many _____

bad _____

tasty,
flavorful _____

all _____

Fold In
↓

To hear a complete list of the vocabulary for this chapter, go to Disc 1, Track 7 on the Guided Practice Audio CD, or go to www.phschool.com and type in the Web Code jcd-0399. Then click on **Repaso del capítulo**.



The plurals of adjectives (p. 156)

- Adjectives, just like definite articles, must match the noun they accompany. Singular adjectives go with singular nouns, and plural adjectives go with plural nouns.
- Adjectives that end in **-o** or **-a** must also match the noun. Masculine (**-o**) adjectives go with masculine nouns and feminine (**-a**) adjectives go with feminine nouns.
- Adjectives that end in **-e** do not change to match masculine or feminine nouns. They still change to match singular and plural nouns: **el libro interesante, las clases interesantes.**

	Definite article	Noun	Adjective
masculine singular	el	pan	sabroso
feminine singular	la	sopa	sabrosa
masculine plural	los	jamones	sabrosos
feminine plural	las	galletas	sabrosas

A. Look at each noun. Write **M** if it is masculine or **F** if it is feminine.

- | | |
|---------------------|-----------------------|
| 1. _____ pan | 6. _____ jamón |
| 2. _____ sopas | 7. _____ huevos |
| 3. _____ yogur | 8. _____ quesos |
| 4. _____ salchichas | 9. _____ galletas |
| 5. _____ pizza | 10. _____ hamburguesa |

B. Now, go back to **part A**. Next to the **M** or **F** you wrote next to each noun, write **S** if the noun is singular and **P** if it is plural.

C. Here are the nouns from **part A**. Now there are adjectives with them. Circle the correct adjective form for each noun.

- | | |
|---|---|
| 1. pan (sabroso / sabrosos) | 6. jamón (sabroso / sabrosa) |
| 2. sopas (sabrosos / sabrosas) | 7. huevos (sabrosa / sabrosos) |
| 3. yogur (sabrosos / sabroso) | 8. quesos (sabrosos / sabrosas) |
| 4. salchichas (sabrosas / sabrosa) | 9. galletas (sabrosa / sabrosas) |
| 5. pizza (sabrosos / sabrosa) | 10. hamburguesas (sabrosos / sabrosas) |

The plurals of adjectives (continued)

D. Fill in the missing singular or plural form of each masculine adjective in the chart.

Masculine	
singular	plural
divertido	
simpático	
	atrevidos
	serios
artístico	

E. Now, fill in the missing singular or plural form of each feminine adjective in the chart.

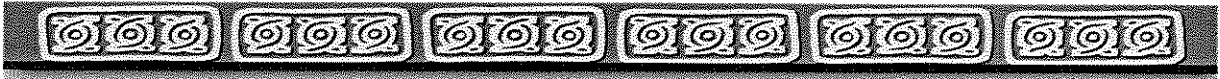
Feminine	
singular	plural
	divertidas
simpática	
	atrevidas
seria	
	artísticas

F. Choose an adjective from the group of words. Write its correct form in the space provided.

serio	seria	serios	serias
atrevido	atrevida	atrevidos	atrevidas
artístico	artística	artísticos	artísticas

- Laura y Elena estudian mucho. Son _____.
- Sandra monta en monopatín. Es _____.
- Mario dibuja. Es _____.
- Tomás y Beatriz trabajan mucho. Son _____.
- Lorenzo y Fernando esquían. Son _____.

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The verb *ser* (p. 158)

- You have already learned and used some forms of the verb *ser*, which means *to be*:
Yo soy serio. Tú eres simpática. Ella es artística.
- Ser* is an irregular verb. You will need to memorize its forms.

yo	soy	nosotros/nosotras	somos
tú	eres	vosotros/vosotras	sois
usted/él/ella	es	ustedes/ellos/ellas	son

A. Choose the correct subject pronoun for each form of *ser* and circle it.

- | | |
|---------------------------|-------------------------------|
| 1. (yo / él) es | 5. (usted / tú) es |
| 2. (ustedes / ella) son | 6. (nosotros / ellas) son |
| 3. (tú / ella) eres | 7. (ellos / nosotros) somos |
| 4. (ella / yo) es | 8. (yo / él) soy |

B. Now, write the correct form of *ser* next to each subject pronoun.

- | | |
|----------------|-------------------|
| 1. tú _____ | 5. ellas _____ |
| 2. usted _____ | 6. nosotras _____ |
| 3. ellos _____ | 7. yo _____ |
| 4. él _____ | 8. ustedes _____ |

C. Complete the exchanges by writing in the correct form of *ser*.

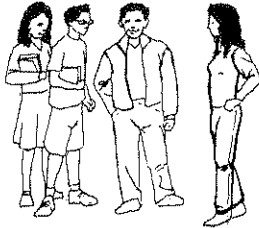
- VERA: Yo _____ estudiante. ¿Y tú?
GONZALO: Yo _____ estudiante también.
- PABLO: Tú _____ muy deportista, ¿no?
ENRIQUE: Sí, pero yo también _____ muy estudioso.
- INÉS: Susana y Olivia _____ muy divertidas.
MARCOS: Sí. Olivia _____ muy simpática también.
- PACO Y LUIS: Nosotros _____ perezosos. No estudiamos mucho.
ANA: Bueno, yo _____ muy trabajadora. Me gusta estudiar.



The verb *ser* (continued)

D. Look at each drawing. Complete the question with a form of *ser*. Follow the model.

Modelo



¿Cómo es él?



¿Cómo _____ él?



¿Cómo _____ tú?



¿Cómo _____ ellas?



¿Cómo _____ nosotras?



¿Cómo _____ yo?

E. Now, complete each sentence with the correct form of *ser* and the correct adjective ending. Refer back to the art in part D. Follow the model.

Modelo

Él es simpático_____.

1. Él _____ artístico_____.

2. Tú _____ perezos_____.

3. Ellas _____ estudios_____.

4. Nosotras _____ inteligente_____.

5. Yo _____ atrevid_____.

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Lectura: La comida de los atletas (pp. 162–163)

Skimming is a useful technique to help you get through a reading. You think of general information that you are looking for. Then you quickly read the words to find it.

A. List three things you would expect to find in an article about an athlete’s eating habits.

1. _____
2. _____
3. _____

B. Skim the article and check off the things in your list from **part A** that you find.

C. Note that the pie chart in your textbook shows how much of an athlete’s diet can be divided into three categories. Next to each category below, write the English translation of the word. Then fill in the percentage number according to the pie chart.

	English	Number
1. carbohidratos	_____	_____ %
2. proteínas	_____	_____ %
3. grasas	_____	_____ %

D. The reading in your textbook gives a picture and a short description of what foods are good for each big meal of the day. Next to each food given below circle whether the reading says it is best for **D (desayuno)**, **A (almuerzo)**, or **C (cena)**.

- | | |
|------------------------------|----------------|
| 1. D A C pan con mantequilla | 4. D A C papas |
| 2. D A C pasta | 5. D A C jalea |
| 3. D A C yogur | |

E. Read the selection below and answer the questions that follow.

La noche antes del partido, el jugador bebe un litro de jugo de naranja, y durante el partido bebe hasta dos litros de agua y bebidas deportivas.

1. Circle the three kinds of drinks mentioned in the reading.
2. What is a *litro* in English? _____
3. When does the player drink a *litro* of orange juice? _____

Presentación escrita (p. 165)

Task: You will make a poster in Spanish with three suggestions for better health. You will need to research what are proven good eating and exercise habits.

1 Prewrite. Talk to classmates, teachers, the school nurse, or your parents about good eating and exercise habits, especially for teens. Then list their ideas under the following headings to help you organize your information:

- Debes comer _____.
- No debes comer mucho(a) _____.
- Debes beber _____.
- No debes beber mucho(a) _____.
- Debes _____ para mantener la salud.

2 Draft. Create your first draft on a separate sheet of paper. (You do not need to use posterboard for this draft.) List your ideas from the prewrite stage. Organize them in a neat or artistic way. Sketch out the visuals you want to include on the poster.

3 Revise.

A. Someone else will check your work for the following:

- _____ Have you communicated the three suggestions well?
- _____ Do the visuals help with the meaning?
- _____ Will the visuals make the poster attractive?
- _____ Are all words spelled correctly?
- _____ Are grammar and vocabulary used correctly?

B. Rewrite your poster using the person's suggestions.

4 Publish. Your final draft will be on some sort of posterboard. You will want to carefully add any illustrations and designs you had sketched out in an earlier stage.

5 Evaluate. Your teacher will tell you how your poster will be graded. Your teacher will check:

- your completion of the task
- the accuracy of your vocabulary and grammar
- your effective use of visuals