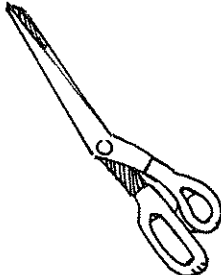
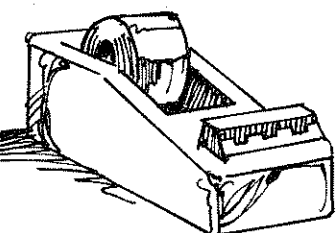


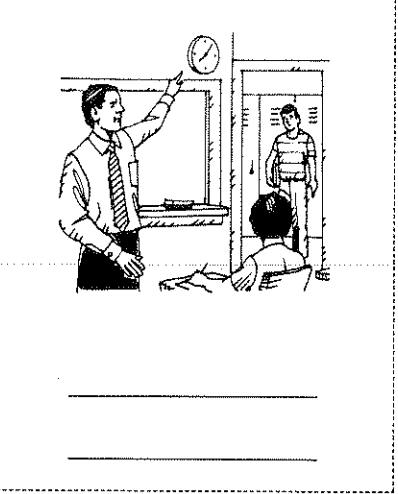
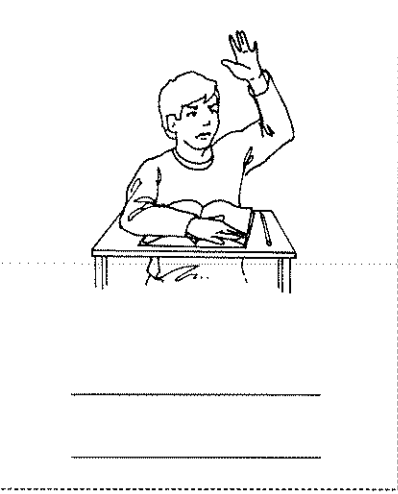
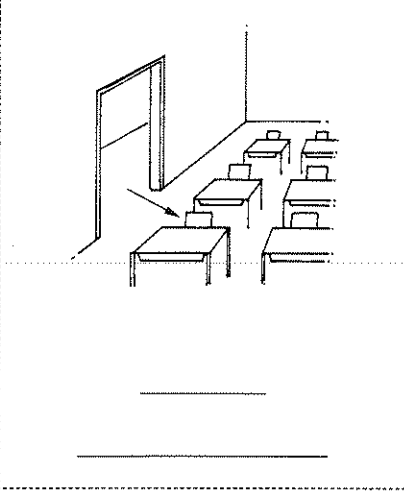
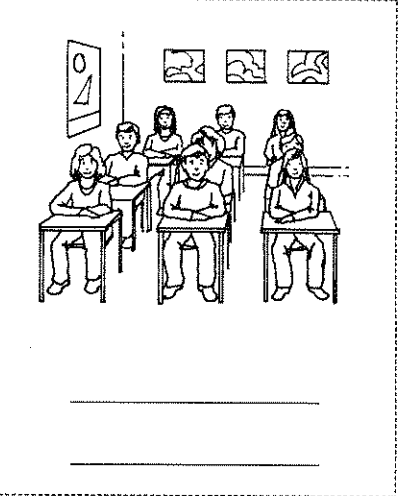
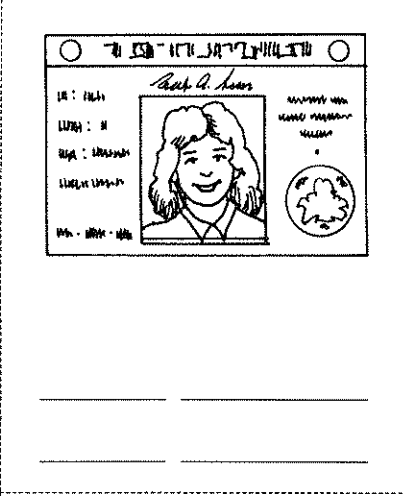
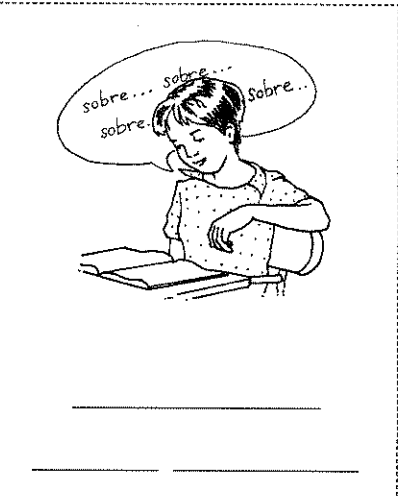
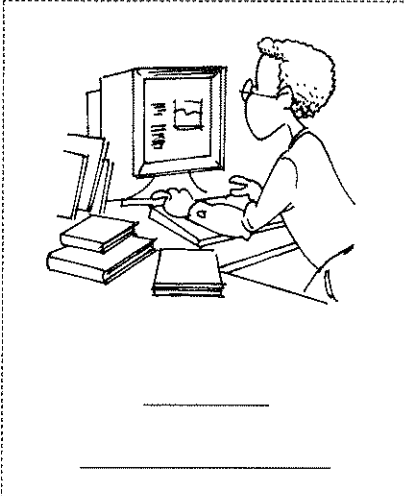




Write the Spanish vocabulary word below each picture. If there is a word or phrase, copy it in the space provided. Be sure to include the article for each noun.

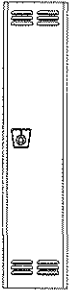

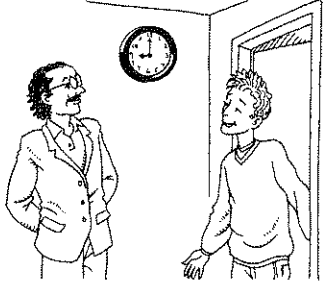
 <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p>
 <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p>
 <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p>

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.





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.

 _____ _____	 _____ _____	 _____ _____
<p>el proyecto</p> _____ _____	<p>conocer</p> _____ _____	<p>lo que</p> _____ _____
<p>la palabra</p> _____ _____	<p>la regla</p> _____ _____	<p>respetar</p> _____ _____



Capítulo 1A

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.

<p>se prohíbe...</p> <p>_____</p> <p>_____</p>	<p>alguien</p> <p>_____</p>	<p>algún, alguna, algunos, algunas</p> <p>_____ , _____ ,</p> <p>_____ , _____</p>
<p>nadie</p> <p>_____</p>	<p>ningún, ninguno, ninguna</p> <p>_____ ,</p> <p>_____ ,</p> <p>_____</p>	<p>almorzar</p> <p>_____</p>
<p>empezar</p> <p>_____</p>	<p>entender</p> <p>_____</p>	<p>repetir</p> <p>_____</p>



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.

<p>sobre</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>



Capítulo 1A

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



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.

prestar atención _____

se prohíbe... _____

la regla _____

respetar _____

entregar _____

explicar _____

pedir ayuda _____

el informe _____

el proyecto _____

alguien _____

nadie _____

contestar _____

discutir _____

hacer una pregunta _____

llegar tarde _____

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 pay attention _____

it's forbidden... _____

rule _____

to respect _____

to turn in _____

to explain _____

to ask for help _____

report _____

project _____

someone, anyone _____

no one, nobody _____

to answer _____

to discuss _____

to ask a question _____

to arrive late _____

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.

aprender de memoria _____

el laboratorio _____

la palabra _____

sacar una buena nota _____

a tiempo _____

el armario _____

el asiento _____

el carnet de identidad _____

la cinta adhesiva _____

la grapadora _____

los materiales _____

las tijeras _____

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 memorize _____

laboratory _____

word _____

to get a good grade _____

on time _____

locker _____

seat _____

I.D. card _____

transparent tape _____

stapler _____

supplies, materials _____

scissors _____

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

Fold In





The verb *tener* (p. 15)

- Remember that **tener** means “to have.” It is also used to tell how old you are (**tener años**), or to say that you’re hungry (**tener hambre**), sleepy (**tener sueño**), or thirsty (**tener sed**).
- Here are the present-tense forms of **tener**:

yo	tengo	nosotros/nosotras	tenemos
tú	tienes	vosotros/vosotras	tenéis
usted/él/ella	tiene	ustedes/ellos/ellas	tienen

A. Circle the correct form of **tener** to complete each sentence.

- Yo no (**tienes** / **tengo**) los carteles.
- Paco y Lulú (**tenemos** / **tienen**) el sacapuntas.
- Nosotros (**tenemos** / **tienen**) los bolígrafos.
- Marco (**tiene** / **tienes**) la carpeta.
- ¿Cuántos diccionarios (**tiene** / **tienes**) tú?
- Alicia y tú no (**tienen** / **tienes**) calculadoras, ¿verdad?

- The **yo** form of **tener** in the present tense is irregular. It ends in **-go** (**Yo tengo**).
- Other verbs that are *irregular* in the **yo** form are:

hacer (to do, to make)	poner (to put)	traer (to bring)
hago	pongo	traigo

B. Write the **yo** form of each verb in parentheses.

- Yo (**tener**) _____ un asiento.
- Yo (**poner**) _____ los cuadernos en la mesa.
- Yo (**hacer**) _____ la tarea.
- Yo (**traer**) _____ la papelera.

Stem-changing verbs (p. 27)

- Stem-changing verbs have one spelling change in their stem in the present tense: **almorzar → Yo almuerzo en la escuela.**
- Look at the yo form of the verbs in the chart below.

e → ie	o → ue	e → i	u → ue
empezar → empiezo	poder → puedo	pedir → pido	jugar → juego
entender → entiendo	almorzar → almuerzo	repetir → repito	

A. Write the yo form of each verb and circle the stem change in each form. Follow the model.

Modelo empezar empiezo

1. poder _____
2. pedir _____
3. entender _____
4. almorzar _____
5. jugar _____

B. Look at the underlined verb in each sentence. Then, write the stem of this verb in its original form. Follow the model.



Modelo Claudia empieza a hablar. empez-



1. Tú juegas al fútbol. _____



2. Jorge entiende la clase. _____



3. Yo almuerzo con Juan y Rebeca. _____



4. Rebeca pide una cinta adhesiva y una grapadora. _____

**Affirmative and negative words (p. 31)**

- Affirmative words are used to say that something does exist, or that it does happen. Negative words are used to say that something doesn't exist, or that it doesn't happen.
- **Yo siempre hago preguntas** is an affirmative sentence. It means "I always ask questions."
- **Yo nunca hago preguntas** is a negative sentence. It means "I never ask questions."

Affirmative	Negative
alguien <i>someone, anyone</i>	nadie <i>no one, nobody</i>
algo <i>something</i>	nada <i>nothing</i>
algún <i>some, any</i>	ningún <i>no, none, not any</i>
alguno(s)	ninguno
alguna(s)	ninguna
siempre <i>always</i>	nunca <i>never</i>
también <i>also, too</i>	tampoco <i>neither, either</i>

A. Each sentence below has an affirmative or negative word from the above chart. Find the word and circle it. Follow the model.

Modelo Yo siempre respeto las reglas.

1. Alguien contesta la pregunta.
2. Lucía siempre llega tarde.
3. Mis padres nunca dan un discurso.
4. Tú también haces tu proyecto.
5. Marta y María tampoco piden ayuda.
6. Yo no tengo ninguna clase aburrida.

- When you want to say "some," change the ending of **alguno** so it matches what you're describing in gender (masculine or feminine) and number (singular or plural): **alguna** chica, **algunos** libros, **algunas** chicas. The same is true for **ninguno**: **ninguna** clase, **ningunos** materiales, **ningunas** tijeras.
- Before a masculine singular noun, **alguno** and **ninguno** change to **algún** and **ningún**.



Affirmative and negative words (*continued*)

B. Look at the list of school supplies below. Is the word (or words) masculine or feminine, singular or plural? Circle the correct form of **alguno** or **ninguno** in parentheses.

- | | |
|--|---|
| 1. (<u>ningunas</u> / <u>ningunos</u>) asientos | 4. (<u>ningún</u> / <u>ningunas</u>) tijeras |
| 2. (<u>alguna</u> / <u>algunos</u>) cinta adhesiva | 5. (<u>algunos</u> / <u>alguna</u>) materiales |
| 3. (<u>algunos</u> / <u>algún</u>) armario | 6. (<u>ninguna</u> / <u>ningunas</u>) grapadora |

• **Alguien** is an affirmative word and means "someone." The word **nadie** is a negative word and means "no one."

Alguien llega tarde. *Someone arrives late.*

Nadie llega tarde. *No one arrives late.*

C. Circle the letter of the answer that best completes each sentence.

- ¿Conoces a alguien en el laboratorio?
—No, yo no conozco a
a. alguien. b. nadie.
- ¿Conoce Sandra a alguien en el laboratorio?
—Sí, ella conoce a
a. alguien. b. nadie.
- ¿Conoce el maestro a alguien en el laboratorio?
—No, el maestro no conoce a
a. alguien. b. nadie.

D. Rubén and Nora are talking about a class. Look at the underlined affirmative or negative words in each sentence. Then, write + next to the sentence if the word is affirmative and – if the word is negative. The first one is done for you.

1. RUBÉN: ¿Por qué tú siempre haces preguntas en esa clase? +

NORA: Porque yo nunca entiendo y me gusta entender. _____

2. RUBÉN: ¿Conoces a Marina? A ella también le gusta hacer preguntas. _____

NORA: ¡Sí! Ella tampoco entiende la clase. _____

3. RUBÉN: Yo siempre te quiero ayudar. _____

NORA: Yo también quiero ayudar a Marina. _____

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Lectura: Para estudiar mejor... (pp. 34–35)

A. The reading in your textbook is an article about good study habits. First, look at the heads and subheads in the article. They can help you understand what the material will be about before you begin reading. Then, based on the information you read in the heads and subheads, list three things you would expect to find in this article.

1. _____
2. _____
3. _____

B. The following words are cognates from the reading. Remember that cognates are words that have similar spellings and meanings in English and Spanish. Write the letter of the English word that matches the Spanish word.

- | | | |
|--------------------|---------------|----------------|
| 1. ____ comprender | a. comprehend | b. communicate |
| 2. ____ clases | a. cases | b. classes |
| 3. ____ atención | a. attitude | b. attention |
| 4. ____ hábitos | a. habits | b. abilities |

C. Read the following excerpt from the first section of the article in your textbook. Then, complete the chart below based on the excerpt. Write the answers in the space provided.

¿Qué debes hacer a la hora de estudiar?

Para estudiar mejor necesitas una buena organización del trabajo y unos hábitos saludables. Siempre debes ser positivo. Repite frases como "yo puedo hacerlo" o "soy capaz (capable)". Cuida (Take care of) tus libros y otros materiales.

Para estudiar mejor, necesitas...	Debes ser positivo(a) y usar frases como...	Debes cuidar...



Capítulo 1A

Presentación oral (p. 37)

Task: You have been invited to be a school principal for a day. As principal, you will make new school rules and display them on a poster. Then you will present your poster to a partner.

A. Think about what students will and will not be allowed to do in your school. Then list some verbs to describe these rules. A few verbs have been provided to get you started.

llegar, hacer, conocer, _____, _____, _____, _____

B. Using the verbs from part A, complete the columns. In the Hay que... column, write three verbs to describe what students should do at your school. In the Se prohíbe... column, write three verbs to describe what should not be done at your school. One has been done for you.

<i>Hay que...</i>	<i>Se prohíbe...</i>
1. <u> <i>hacer</i> </u>	1. _____
2. _____	2. _____
3. _____	3. _____

C. On a piece of posterboard, write out complete sentences using the verbs from part B. Follow the models.

Modelos Hay que *hacer la tarea*
Se prohíbe *llegar tarde a la clase*

- D. Illustrate each of your school rules on the poster.
- E. Tell a partner about your school rules. Refer to the illustrations on your poster as you speak. Be sure to:
- include three things that students must do and three things that are not allowed
 - use complete sentences
 - speak clearly

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