

# Vocabulario A

Level 1, pp. 56–60

**AVANZAR** **Goal:** Describe yourself and others.

1 ¿Cómo eres? Match the adjective in the first column with an adjective that means the opposite in the second column.

- |             |          |
|-------------|----------|
| seria       | alto     |
| bajo        | cómica   |
| malo        | pequeño  |
| trabajadora | perezosa |
| grande      | bueno    |

2 Describe these people by completing the following sentences with an adjective from the word bank.

estudiosa                  atlética                  organizado                  artístico

1. A Julio le gusta dibujar. Julio es \_\_\_\_\_.
2. A Julieta le gusta estudiar. Julieta es \_\_\_\_\_.
3. El señor Gustavo no es desorganizado; es muy \_\_\_\_\_.
4. A la señora Ponce le gusta practicar deportes; es muy \_\_\_\_\_.

3 ¿Cómo eres tú? Make a list of words that describe your personality and then write one sentence using them. Follow the model.

modelo: Lista de palabras: \_\_\_\_\_ *cómica, joven, baja, pelo castaño*

Oración: **Soy cómica, joven, baja y tengo pelo castaño.**

1. Lista de palabras: \_\_\_\_\_
2. Oración: \_\_\_\_\_

# Vocabulario B

Level 1, pp. 56-60

UNIDAD 1  
Lección 2  
Vocabulario B



**Goal:** Describe yourself and others.

1 **¿Cómo son?** Choose the word or expression from the vocabulary that best describes the people in the following sentences.

1. A Samuel no le gusta trabajar los domingos. Es un chico (perezoso / trabajador).
2. A Rebeca y a Marta no les gusta hacer la tarea. No son estudiantes muy (simpáticas / buenas).
3. Gustavo tiene pelo (estudioso / castaño).
4. La clase de español tiene tres estudiantes. Es una clase (grande / pequeña).

2 **¿Quién es?** Choose the word from the word bank that best completes each sentence.

1. A Víctor le gusta estudiar. Es un \_\_\_\_\_ muy bueno.
2. La señora García es una \_\_\_\_\_ muy buena.
3. Arturo tiene una \_\_\_\_\_ muy guapa. Se llama Beatriz.
4. Al señor Gómez le gusta pasar un rato con los amigos. Es un \_\_\_\_\_ muy simpático.

estudiante  
persona  
amiga  
hombre

3 **¿Cómo son ustedes?** Write two complete sentences describing yourself and one of your friends. Follow the model.

modelo: Yo soy alto y tengo pelo castaño.

Mi amigo Daniel es grande y tiene pelo rubio.

1. \_\_\_\_\_
2. \_\_\_\_\_

# Vocabulario C

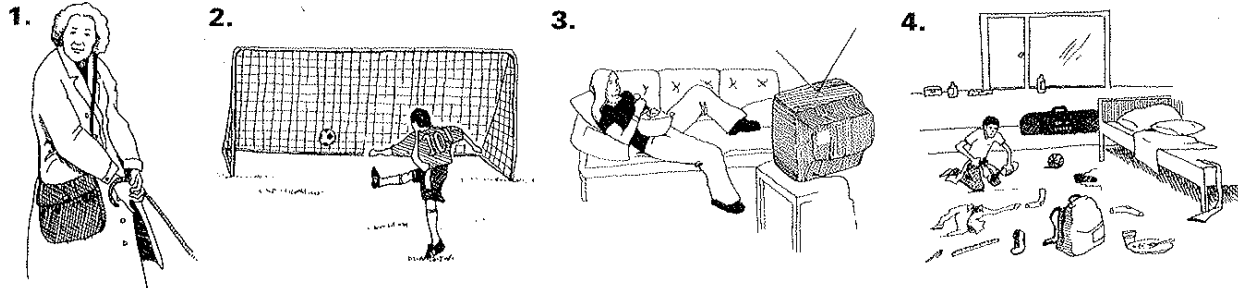
Level 1, pp. 56-60

**AVANZAR** Goal: Describe yourself and others.

1 Choose the correct word to complete each description.

1. Anita es una chica muy (guapa / un poco / malo).
2. Danilo es (trabajador / un poco / amigo) desorganizado.
3. Aníbal, Darío, Facundo y Sergio son (guapo / un poco / todos) estudiantes.
4. Diana y Adela tienen pelo (rubio / pelirrojas / viejo).

2 ¿Cómo son? Look at each drawing and write a complete sentence that describes the people in them. The first one is done for you.



1. modelo: La mujer es vieja.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

3 Te presento a... Complete this dialog. Each friend introduces another friend to someone else. Each friend should describe herself and say what she likes to do.

**Antonia:** ¡Hola Patricia! Ella es mi amiga Begoña. Es de España.

**Patricia:** Encantada. Begoña, ¿te gusta mirar la televisión o correr? Me gusta correr porque soy muy atlética.

**Begoña:** \_\_\_\_\_

**Antonia:** \_\_\_\_\_

**Patricia:** \_\_\_\_\_

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# Gramática A *Definite and Indefinite Articles*

Level 1, pp. 61-65

UNIDAD 1  
Lección 2  
Gramática A



**Goal:** Use definite and indefinite articles to identify people and things.

1 Match the noun on the left with the correct indefinite article on the right.

- |         |      |
|---------|------|
| chico   | unos |
| persona | un   |
| amigas  | unas |
| hombres | una  |

2 ¿Qué les gusta comer? Underline the correct article in parentheses to complete the sentences describing what these people like to eat.

1. A Eva le gustan (las /unos) galletas.
2. A Sebastián y Celestino les gustan más (una / las) papas fritas.
3. A nosotros nos gusta beber (el / los) refresco.
4. ¿A usted le gusta (unas / la) pizza?
5. ¿A ustedes les gustan (unos / unas) helados?

3 Use the verb **ser** to describe what these people are like in three complete sentences. You may use the adjectives from the box.

organizado(a)    simpáticos(as)    atléticos(as)    perezosos(as)    trabajador(a)

modelo: Mis padres **son muy trabajadores.**

**Los futbolistas** \_\_\_\_\_

**Pablo y Luis** \_\_\_\_\_

**El maestro** \_\_\_\_\_

# Gramática B *Definite and Indefinite Articles*

Level 1, pp. 61-65

**AVANZA!** **Goal:** Use definite and indefinite articles to identify people and things.

**1** **Somos...** Write **un, una, unos, or unas** to complete the sentences.

Hola, me llamo Dolores y soy **1.** \_\_\_\_\_ chica de La Habana. Las amigas, Isabel y Rosita, son **2.** \_\_\_\_\_ personas muy inteligentes y buenas. Ellas son estudiosas. Les gusta más leer **3.** \_\_\_\_\_ libro que descansar. Yo soy perezosa. Me gusta más alquilar **4.** \_\_\_\_\_ DVD. Nuestros vecinos (*Our neighbors*), el señor Valdés y el señor León, son **5.** \_\_\_\_\_ señores artísticos. Les gusta mucho dibujar.

**2** Change each noun from singular to plural. Then, write the appropriate plural definite article for each. Follow the model.

**modelo:** una persona  
dos **personas**  
las **personas**

<b>1.</b> un amigo	<b>2.</b> una mujer	<b>3.</b> un hombre
cuatro	ocho	siete
_____	_____	_____
_____	_____	_____

**3** **¿Cómo es?** These friends are different. Tell how. Use **ser**. Follow the model.

**modelo:** María / estudiante organizada      Katy / chica desorganizada

**María es una estudiante organizada. Katy es una chica desorganizada.**

<b>1.</b> Roberto / hombre trabajador	Alejandro / chico perezoso
_____	
<b>2.</b> Julia / mujer alta	Guadalupe / chica baja
_____	

# Gramática C *Definite and Indefinite Articles*

Level 1, pp. 61-65

UNIDAD 1  
Lección 2  
Gramática C

**¡AVANZAR!** **Goal:** Use definite and indefinite articles to identify people and things.

- 1 Fill in the blanks with a correct definite or indefinite article.
1. Nosotros somos \_\_\_\_\_ estudiantes de Buenos Aires.
  2. Ellos son \_\_\_\_\_ amigos de Gisela.
  3. Ustedes son \_\_\_\_\_ personas estudiosas e inteligentes.
  4. Tú eres \_\_\_\_\_ hombre de Valladolid.

2 Rewrite these sentences changing the words underlined to the plural.

1. Él es un hombre de Bariloche.  
\_\_\_\_\_
2. ¿Ella es la amiga de Texas?  
\_\_\_\_\_
3. Me gusta beber el jugo.  
\_\_\_\_\_
4. ¡Tú eres un estudiante atlético!  
\_\_\_\_\_

3 Write three sentences describing people you know. Use the verb **ser** and the indefinite articles **un, una, unos, unas**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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# Gramática A Noun-Adjective Agreement

Level 1, pp. 66-68

**AVANZAR** Goal: Use adjectives with nouns.

- 1 Underline the adjective in parentheses that agrees with the noun on the left.
  1. las chicas (bajos / bajas)
  2. una persona (buena / bueno)
  3. un estudiante (trabajador / trabajadora)
  4. los hombres (ancianas / ancianos)
  
- 2 Write the correct ending that completes these adjectives. Remember to match the gender and number of the noun.
  1. A Eva le gusta comer unas galletas buen\_\_\_\_\_.
  2. A Samuel y a Carlos les gusta dibujar. Son unos chicos artístic\_\_\_\_\_.
  3. Natalia es una chica guap\_\_\_\_\_.
  4. ¿A ustedes les gusta comer las pizzas grand\_\_\_\_\_?
  5. Ignacio e Isabela son unos estudiantes organizad\_\_\_\_\_.
  
- 3 Complete these sentences with an appropriate adjective. Use different adjectives in each sentence. Follow the model.

modelo David es un chico **trabajador** porque le gusta trabajar los sábados y domingos.

  1. El señor Moreno es un maestro de español muy \_\_\_\_\_.
  2. Nosotros somos los estudiantes más \_\_\_\_\_ del señor Unamuno.
  3. Vosotros sois estudiantes buenos porque sois \_\_\_\_\_.
  4. La señora Márquez es una maestra muy \_\_\_\_\_.

# Gramática B *Noun-Adjective Agreement*

Level 1, pp. 66-68

UNIDAD 1 - Gramática B  
Lección 2

**¡AVANZA!** **Goal:** Use adjectives with nouns.

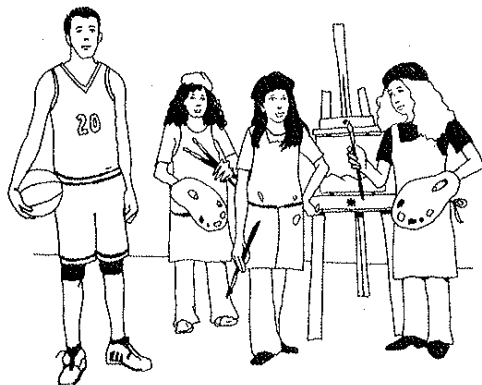
**1** We are all different. Choose the correct adjective that best completes these sentences about different people.

1. Nosotros somos unos estudiantes \_\_\_\_\_.
  - a) guapo
  - b) guapa
  - c) guapos
2. A él le gusta pasar un rato con amigos porque es \_\_\_\_\_.
  - a) simpáticas
  - b) simpáticos
  - c) simpático
3. Vosotros sois unas personas \_\_\_\_\_.
  - a) inteligentes
  - b) inteligente
4. Las chicas de la clase de la señora García son muy \_\_\_\_\_.
  - a) trabajador
  - b) trabajadoras
  - c) trabajadores

**2** Write the correct form of an adjective to complete the following sentences:

1. A los amigos les gusta leer y hacer la tarea. Son \_\_\_\_\_.
2. María y Carla son unas mujeres \_\_\_\_\_.
3. Los chicos no son altos, son \_\_\_\_\_.
4. Las mujeres no son viejas, son \_\_\_\_\_.

**3** In three complete sentences, describe the people you see in the drawings below.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Gramática C *Noun-Adjective Agreement*

Level 1, pp. 66-68

UNIDAD 1 • Gramática C  
Lección 2

**AVANZAR** **Goal:** Use adjectives with nouns.

1 Change each phrase from plural to singular. Follow the model.

modelo: las personas inteligentes

**la persona inteligente**

1. los chicos atléticos \_\_\_\_\_
2. las mujeres trabajadoras \_\_\_\_\_
3. los hombres pelirrojos \_\_\_\_\_

2 Complete these descriptions with the appropriate word.

1. Miguel es \_\_\_\_\_ porque le gusta practicar deportes.
2. Elisa es buena estudiante porque \_\_\_\_\_.
3. Laura es muy \_\_\_\_\_ porque no es mala.
4. Mario es un chico muy \_\_\_\_\_ porque no es desorganizado.

3 In complete sentences, describe three of your friends. Say where each one is from, what each one looks like, and write two adjectives that describe them. Follow the model.

modelo: Andrea es de Texas. Andrea es una chica alta y tiene pelo rubio. Andrea es atlética.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

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# Integración: Hablar

Level 1, pp. 69-71  
WB CD 01 Track 11

UNIDAD 1  
Lección 2  
Práctica A

Arthur moved from Denver, Colorado, to Mexico City. He is going to study Spanish for a year abroad at a local High School. The high school's principal is very happy because Arthur is a talented soccer player who can help the school's soccer team win the city championship. Arthur writes about himself for the high school newspaper. The Principal introduces Arthur to everybody at the first soccer match of the year.

### Fuente 1 Leer

Read what Arthur wrote in the school's newspaper...

**¡HOLA!**

Me llamo Arthur. Arturo en español. Yo soy de los Estados Unidos. Soy de Colorado. En Colorado hace frío y nieva. Soy atlético y me gusta practicar deportes. También me gusta jugar al fútbol. Soy inteligente pero un poco desorganizado.

### Fuente 2 Escuchar CD 01 track 12

Listen to the principal's description of Arthur over the loudspeaker before his first soccer game. Take notes.

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### Hablar

What is Arthur like? Describe his personality and appearance.

modelo: Arthur es... Y también es... Pero no es...

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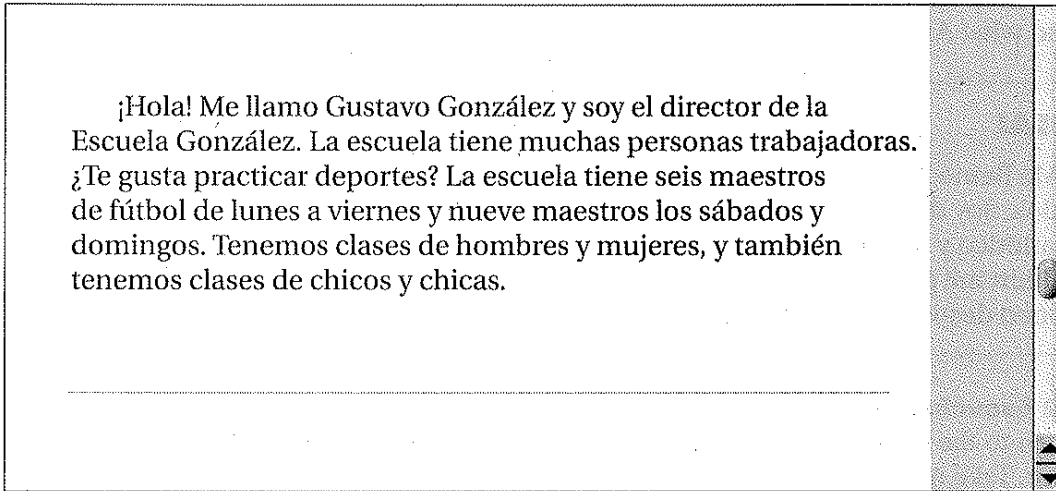
# Integración: Escribir

Level 1, pp. 69-71  
WB CD 01 Track 13

Escuela González, a soccer foundation in Ecuador, is looking for international participants for its programs. On their Web page there is a letter from the director of the foundation who is looking for volunteers.

### Fuente 1 Leer

Read the letter from the director.



### Fuente 2 Escuchar CD 01 track 14

Listen to the audioclip of a testimonial from Escuela González's Web site. Take notes.

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### Escribir

Why would you choose Escuela González to learn soccer? Remember to include information from both the Web page and the audioclip for your answer.

Modelo: Escuela González tiene... También, es...

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# Escuchar A

Level 1, pp. 76-77  
WB CD 01 Track 15-16

¡AVANZA!

**Goal:** Listen to students at an international school as they describe themselves and each other.

UNIDAD 1  
Lección 2 • Escuchar A

1 Listen to each statement and take notes. Then choose who fits each description below.

- \_\_\_\_\_ 1. trabajador(a)
- \_\_\_\_\_ 2. estudioso(a)
- \_\_\_\_\_ 4. artístico(a)

- a. Claribel
- b. Gustavo
- c. Mario

2 Listen to each person describe him/herself. Then read each statement below and say if it is true (**Cierto**) or false (**Falso**).

- C F 1. Julio y Araceli son unos chicos simpáticos.
- C F 2. Araceli es una chica artística.
- C F 3. A Julio le gusta jugar al fútbol.
- C F 4. A Julio le gusta dibujar.

# Escuchar B

Level 1, pp. 76-77  
WB CD 01 Track 17-18



**Goal:** Listen to students at an international school as they describe themselves and each other.

1 Listen and then draw a line from the people to the adjectives that describe them.

Ramón es

muy simpática

María es

muy bonita y tiene pelo castaño

Simón es

muy desorganizado

Enriqueta es

alto y pelirrojo

2 Listen to how each person is described. Then complete the following sentences.

1. Iván es \_\_\_\_\_.

2. Nancy es \_\_\_\_\_.

3. Melvin es \_\_\_\_\_.

4. Iván y Melvin son \_\_\_\_\_.

# Escuchar C

Level 1, pp. 76-77  
WB CD 01 Track 19-30

UNIDAD 1  
Lección 2  
Escuchar C

**¡AVANZA!** **Goal:** Listen to students at an international school describe themselves and each other.

1 Listen to the dialog and then write three adjectives to describe each of the following people:

1. La señora Guadalupe: \_\_\_\_\_  
\_\_\_\_\_

2. Mauricio: \_\_\_\_\_  
\_\_\_\_\_

3. Marta y Tania: \_\_\_\_\_  
\_\_\_\_\_

2 Take notes while you listen to the conversation. Then answer the questions in complete sentences.

1. ¿Cómo es Esperanza?  
\_\_\_\_\_

2. ¿Quiénes son estudiosas?  
\_\_\_\_\_

3. ¿Quién tiene pelo rubio?  
\_\_\_\_\_

4. ¿Cómo es Luisa?  
\_\_\_\_\_

5. ¿Cómo eres tú?  
\_\_\_\_\_

# Leer A

Level 1, pp. 76-77

**¡AVANZA!** Goal: Read how people describe themselves and others.

¡Hola! Me llamo Rocío. Tengo pelo rubio y soy estudiosa. El señor Cruz, es un poco viejo y es muy bueno. Nora y Lidia, son muy inteligentes. Les gusta mucho leer. Nora tiene un hermano. Se llama Norberto. Es bajo. Nora es alta y tiene pelo rubio, pero su hermano es pelirrojo. Nora, Norberto y Lidia son simpáticos.

## ¿Comprendiste?

Answer the following questions true (**Cierto**) or false (**Falso**).

- C F 1. A Rocío no le gusta estudiar.
- C F 2. El señor Cruz es joven.
- C F 3. Las amigas de Rocío son chicas muy inteligentes.
- C F 4. Norberto es un chico alto.
- C F 5. Norberto, Nora y Lidia son simpáticos.

## ¿Qué piensas?

1. ¿Tienes pelo castaño?

\_\_\_\_\_

2. ¿Cómo son tus amigos(as)?

\_\_\_\_\_

3. ¿Eres un chico o una chica organizado(a)?

\_\_\_\_\_

4. Describe a un amigo.

\_\_\_\_\_

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# Leer B

Level 1, pp. 76-77

UNIDAD 1  
Lección 2  
Leer B

**¡AVANZA!** **Goal:** Read how people describe themselves and others.

¡Hola! Me llamo Pedro. Tengo pelo castaño. Rafael tiene pelo rubio. Laura y Raquel tienen pelo castaño. Son muy altas, también son muy inteligentes. La persona de pelo rubio es muy perezosa, seria y un poco mala.

## ¿Comprendiste?

Answer the following questions in complete sentences, based on the information in the reading.

1. ¿Cómo es Rafael?

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2. ¿Cómo son Laura y Raquel?

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3. ¿Es Rafael trabajador?

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## ¿Qué piensas?

1. ¿Cómo eres tú?

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2. ¿Te gustan las personas rubias?

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3. ¿Te gustan las personas altas?

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# Leer C

Level 1, pp. 76-77

**AVANZAR** Goal: Read how people describe themselves and others.

¡Hola! Somos estudiantes. Yo me llamo Alberto y soy de España. Tengo unos amigos de los Estados Unidos y otros (*others*) de Colombia. La maestra es una mujer joven de Paraguay. Yo soy una persona organizada y un estudiante bueno porque me gusta estudiar. A Andrés no le gusta hacer la tarea, pero es muy artístico. A él le gusta dibujar. Felipe es un poco desorganizado, pero es muy simpático. Sandro es un estudiante bueno y es muy atlético. Le gusta correr y jugar al fútbol. Andrés tiene pelo castaño y es alto. Felipe es grande y tiene pelo rubio. Yo soy pelirrojo y un poco bajo. ¡Todos somos amigos muy simpáticos!

## ¿Comprendiste?

Answer the following questions in complete sentences.

1. ¿Cómo es la maestra?

\_\_\_\_\_

2. ¿Es Alberto un estudiante bueno? ¿Por qué?

\_\_\_\_\_

3. ¿Cómo es Andrés?

\_\_\_\_\_

4. ¿Cómo es Felipe?

\_\_\_\_\_

## ¿Qué piensas?

1. ¿Son los chicos buenos amigos? ¿Por qué? (Why?)

\_\_\_\_\_

2. ¿Cómo son los amigos de tu (your) clase?

\_\_\_\_\_

\_\_\_\_\_

# Escribir A

Level 1, pp. 76-77

UNIDAD 1  
Lección 2  
Escribir A

**¡AVANZA!** **Goal:** Write descriptions of people you know.

## Step 1

Write the name of one person you admire. Then, make a list of adjectives that describe him or her.

1. **Nombre:** \_\_\_\_\_
2. **¿Cómo es?:** \_\_\_\_\_

## Step 2

Refer back to your list in Step 1, and write two sentences about the person you chose and one sentence about why (s)he is that way.

\_\_\_\_\_

\_\_\_\_\_

## Step 3

Evaluate your writing using the information in the table.

Writing Criteria	Excellent	Good	Needs Work
<b>Content</b>	You have included three sentences to write your description about the person you chose.	You have included two sentences to write your description about the person you chose.	You have included one or less sentences to write your description about the person you chose.
<b>Communication</b>	Most of your description is clear.	Some of your description is clear.	Your description is not very clear.
<b>Accuracy</b>	You make few mistakes in grammar and vocabulary.	You make some mistakes in grammar and vocabulary.	You make many mistakes in grammar and vocabulary.

# Escribir B

Level 1, pp. 76-77

**¡AVANZA!** Goal: Write descriptions of people you know.

## Step 1

Fill out this chart with information about yourself.

<b>Nombre</b>	_____
<b>Soy</b>	_____
<b>No soy</b>	_____
<b>Tengo</b>	_____
<b>Me gusta</b>	_____

## Step 2

Now, tell why you chose the words above to describe yourself. Write three complete sentences about yourself. Follow the model.

**modelo:** Soy una estudiante buena porque me gusta hacer la tarea. No soy perezosa porque me gusta trabajar. Me gusta tocar la guitarra porque soy artística.

\_\_\_\_\_

\_\_\_\_\_

## Step 3

Evaluate your writing using the information in the table.

<b>Writing Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Work</b>
<b>Content</b>	You have included three sentences in your explanation.	You have included two sentences in your explanation.	You have included one of fewer sentences in your explanation.
<b>Communication</b>	Most of your explanation is clear.	Some of your explanation is clear.	Your explanation is not very clear.
<b>Accuracy</b>	You make few mistakes in grammar and vocabulary.	You make some mistakes in grammar and vocabulary.	You make many mistakes in grammar and vocabulary.

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# Escribir C

Level 1, pp. 76-77

UNIDAD 1  
 Lección 2  
 Escribir C

**AVANZA!** **Goal:** Write descriptions of people you know.

### Step 1

List one person you know. Then, write as many nouns, adjectives and other expressions as you can to describe him or her.

**Nombre:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Step 2

Now, in four sentences, tell why you like the person you chose in Step 1. Begin your paragraph with "Me gusta..." and the name of the person you described.

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

### Step 3

Evaluate your writing using the information in the table.

Writing Criteria	Excellent	Good	Needs Work
<b>Content</b>	You have included four sentences to write your explanation.	You have included three sentences to write your explanation.	You have included two or less sentences to write your explanation.
<b>Communication</b>	Most of your explanation is clear.	Some of your explanation is clear.	Your explanation is not very clear.
<b>Accuracy</b>	You make few mistakes in grammar and vocabulary.	You make some mistakes in grammar and vocabulary.	You make many mistakes in grammar and vocabulary.

# Cultura A

Level 1, pp. 76-77

**AVANZAR!** **Goal:** Review the importance of the Hispanic community in the United States.

UNIDAD 1  
Lección 2  
Cultura A

**1 The United States** Complete the following sentences with one of the multiple choice phrases.

1. This city has the highest percentage of Latinos (77%) in the United States. \_\_\_\_\_
  - a. San Antonio
  - b. Houston
  - c. El Paso
2. Miami's Little Havana is home to the famous \_\_\_\_\_
  - a. Calle Ocho
  - b. Calle Nueve
  - c. Calle Cuatro
3. One of San Antonio's main attractions is \_\_\_\_\_
  - a. the Freedom Tower
  - b. the Paseo del Río
  - c. the Cuban American Museum

**2 Florida and Texas** Complete the following sentences.

1. Carmen Lomas Garza is a painter who grew up in \_\_\_\_\_.
2. \_\_\_\_\_ are eggshells filled with confetti.
3. Many people go to \_\_\_\_\_ in Miami to enjoy Cuban sandwiches and mango juice.
4. It is possible to hear \_\_\_\_\_ music played in San Antonio's El Mercado.

**3 Regional cuisine** Fill out the chart below to list typical dishes or ingredients of Tex-Mex and Mexican cuisine. Then, describe the foods you listed. Have you ever eaten any of these dishes (or dishes made with these ingredients)? Tell where you have eaten them and whether or not you like the dish.

Tex-Mex	Mexican

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# Cultura B

Level 1, pp. 76-77

UNIDAD 1  
Lección 2  
Cultura B

**¡AVANZAR!** **Goal:** Review the importance of the Hispanic community in the United States.

**1 The United States** Read the following sentences and answer *true* or *false*.

- T F 1. Tex-Mex is a mix of Mexican and Cuban food.
- T F 2. *Cascarones* are eggshells filled with rice.
- T F 3. *Chile con carne* is a Tex-Mex dish.
- T F 4. Black beans are typical of traditional Mexican cuisine.
- T F 5. The Alamo is located in San Antonio.

**2 Popular places** Write where you can find the following places.

Places to visit	In which city are they located?
Little Havana	
The Paseo del Río	
Calle Ocho	
La Villita	

**3 Cascarones** Write a simple, step-by-step guide for making *cascarones*. Tell what they are, how to make them, and what to do with them.

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# Cultura C

Level 1, pp. 76-77



**Goal:** Review the importance of the Hispanic community in the United States.

UNIDAD 1 • Cultura C  
Lección 2

**1 Hispanic culture** Complete the following sentences.

- \_\_\_\_\_ are eggshells filled with confetti.
- Carmen Lomas Garza is a painter who grew up in \_\_\_\_\_.
- The Paseo del Río and the Alamo are located in \_\_\_\_\_.
- Little Havana is located in \_\_\_\_\_.

**2 In the U. S.** Answer the following questions about the Hispanic community in the United States.

1. Where in the United States can you hear mariachi music?

\_\_\_\_\_

2. What is Tex-Mex food? Give two examples.

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

3. Where is Calle Ocho located and what can people do there?

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

**3 Visiting San Antonio** Write a postcard to a friend describing a trip to San Antonio. What did you see and do there? What foods did you try?

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

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# Comparación cultural: Me gusta...

Level 1, pp. 78-79

UNIDAD 1 - Comparación cultural  
Lección 2

## Lectura y escritura

After reading the paragraphs about how José, Manuel, Martina, and Mónica describe themselves and their favorite activities, write a short paragraph about yourself. Use the information on your personal chart to write sentences and then write a paragraph that describes yourself.

### Step 1

Complete the personal chart describing as many details as you can about yourself.

Categoría	Detalles
país de origen	
descripción física	
personalidad	
actividades favoritas	
comidas favoritas	

### Step 2

Now take the details from your personal chart and write a sentence for each topic on the chart.

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# Comparación cultural: Me gusta... Level 1, pp. 78-79

## Lectura y escritura (continued)

### Step 3

Now write your paragraph using the sentences you wrote as a guide. Include an introduction sentence and use the verbs **ser** and **gustar** to write about yourself.

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### Checklist

Be sure that...

- all the details about yourself from your chart are included in the paragraph;
- you use details to describe, as clearly as possible, the activities you like the most;
- you include new vocabulary words and the verbs **ser** and **gustar**.

### Rubric

Evaluate your writing using the rubric below.

Writing criteria	Excellent	Good	Needs Work
<b>Content</b>	Your paragraph includes many details about yourself.	Your paragraph includes some details about yourself.	Your paragraph includes little information about yourself.
<b>Communication</b>	Most of your paragraph is organized and easy to follow.	Parts of your paragraph are organized and easy to follow.	Your paragraph is disorganized and hard to follow.
<b>Accuracy</b>	Your paragraph has few mistakes in grammar and vocabulary.	Your paragraph has some mistakes in grammar and vocabulary.	Your paragraph has many mistakes in grammar and vocabulary.

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# Comparación cultural: Me gusta...

Level 1, pp. 78-79

UNIDAD 1 • Comparación cultural

## Compara con tu mundo

Now write a comparison about yourself and one of the three students from page 79. Organize your comparison by topics. First, compare where you are from, then your personality and physical description, and lastly your favorite activities and food.

### Step 1

Use the chart to organize your comparison by topics. Write details for each topic about yourself and the student you chose.

Categoría	Mi descripción	La descripción de _____
país de origen		
descripción física		
personalidad		
actividades favoritas		
comidas favoritas		

### Step 2

Now use the details from your personal chart to write a comparison. Include an introduction sentence and write about each topic. Use the verbs **ser** and **gustar** to describe yourself and the student you chose.

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