

# Vocabulario A

Level 1, pp. 218-222



**Goal:** Describe food, places and events in town.

1 You're going out with friends. Place the related words from the box in the columns.

el cine

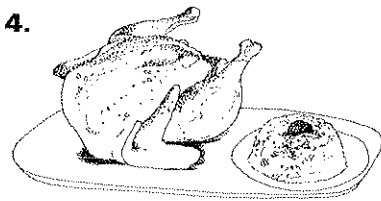
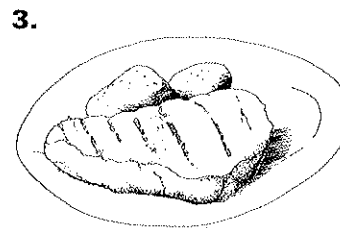
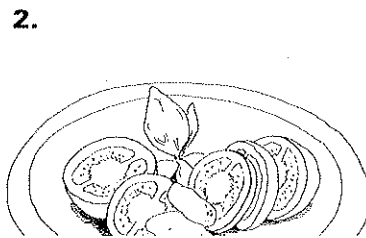
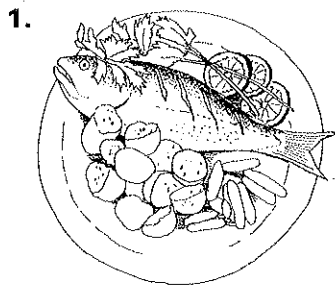
el restaurante

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

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

la película  
el camarero  
la ventanilla  
las entradas  
el plato principal

2 This is what people are eating in a restaurant. Write the name of the food you see.



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

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

3 Answer the following question in a complete sentence.

Quando vas al cine, ¿vas a pie, en coche o en autobús?

\_\_\_\_\_

\_\_\_\_\_

# Vocabulario B

Level 1, pp. 218-222



**Goal:** Describe food, places and events in town.

1 Underline the word that does not belong in each series.

1. pollo / bistec / pescado / ensalada
2. cuenta / camarero / propina / parque
3. teatro / cine / frijoles / concierto
4. tomate / brócoli / patatas / autobús
5. pastel / cine / entradas / ventanilla

2 Alejandro and Manuel are friends but they like doing different things. Complete the sentences with the correct word.

1. A Alejandro no le gusta ir al teatro; prefiere ir al \_\_\_\_\_ a ver películas.
2. El brócoli es verdura y el bistec es \_\_\_\_\_.
3. Alejandro no va al centro en coche. Siempre va a \_\_\_\_\_, pero Manuel siempre va en \_\_\_\_\_ o en autobús.
4. Manuel siempre \_\_\_\_\_ la comida cuando van a un restaurante a almorzar.
5. Alejandro piensa que ir al restaurante \_\_\_\_\_ mucho dinero.

3 Write two complete sentences stating the means of transportation your friends use to get to school.

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

UNIDAD 4 • Vocabulario B  
Lección 2

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# Vocabulario C

Level 1, pp. 218–222  
WB CD 2 tracks 35–36

**¡AVANZA!** **Goal:** Describe food, places and events in town.

**1** Úrsula and Andrés go out every weekend. Circle the word that completes the following sentences.

1. A Úrsula le gusta ver una película en el (cine / parque / café).
2. A Andrés le gusta ir a un (autobús / coche / concierto) para escuchar música rock.
3. Úrsula y Andrés compran (pollo / entradas / frijoles) para el cine.
4. Úrsula y Andrés van a comer a un (teatro / ventanilla / restaurante).

**2** Answer the questions with complete sentences, using the words from the vocabulary.

1. ¿Adónde vas a comer cuando tienes hambre?

\_\_\_\_\_

2. ¿Qué necesitas del camarero para poder pagar?

\_\_\_\_\_

3. ¿Qué tienes que leer para pedir la comida?

\_\_\_\_\_

4. ¿Qué postre preparan para un cumpleaños?

\_\_\_\_\_

5. ¿Qué recibe el camarero cuando hace un buen trabajo?

\_\_\_\_\_

**3** Write four sentences about what you do when you go to a restaurant. Remember to mention how you go, what you do and what you order.

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

# Gramática A Stem-Changing Verbs: o → ue

Level 1, pp. 223–227



**Goal:** Use stem-changing verbs to talk about places.

**1** Lorena and her friends go to lunch at a restaurant. Choose the correct verb from those in parentheses.

1. Lorena no (puedo / puede) comer carne.
2. Lorena y Armando (almuerzan / almorzamos) temprano.
3. Este plato (cuesta / cuestan) doce euros.
4. Lorena y yo siempre (volvéis / volvemos) al restaurante.
5. Yo (encuentran / encuentro) el bistec más rico en el restaurante.

**2** Complete the following sentences using the verbs in parentheses.

1. Verónica \_\_\_\_\_ brócoli y pescado. (almorzar)
2. Las patatas \_\_\_\_\_ cuatro euros. (costar)
3. ¿Vosotras \_\_\_\_\_ al teatro el fin de semana? (volver)
4. Yo \_\_\_\_\_ después del almuerzo porque estoy muy cansado. (dormir)

**3** Answer the following question in a complete sentence.

1. ¿A qué hora duermes por la noche?

\_\_\_\_\_

2. ¿Dónde almuerzas con tus amigos?

\_\_\_\_\_

3. ¿Cuándo vas al teatro?

\_\_\_\_\_

**Gramática B** *Stem-Changing Verbs: o → ue*

Level 1, pp. 223–227

**¡AVANZAR!** **Goal:** Use stem-changing verbs to talk about places.

**1** Julián and his friends have fun around town. Choose the correct verb to complete each sentence.

1. Julián \_\_\_\_\_ muy contento del concierto.
  - a. vuelves
  - b. vuelve
  - c. vuelvo
  - d. volvemos
2. Claudia y Tomás \_\_\_\_\_ en el restaurante de la calle Madrid.
  - a. almorzamos
  - b. almorzáis
  - c. almuerzan
  - d. almuerza
3. Pedro, Lucas y yo \_\_\_\_\_ ir al café a las 3:00 p.m.
  - a. puede
  - b. pueden
  - c. puedes
  - d. podemos
4. Las entradas del cine \_\_\_\_\_ cinco euros.
  - a. cuesta
  - b. cuestas
  - c. cuesta
  - d. cuestan
5. ¿Tú \_\_\_\_\_ a Laura en el parque?
  - a. encuentras
  - b. encuentran
  - c. encuentra
  - d. encontráis

**2** Use the information from the table to write three sentences about what these people do.

Luis	volver	a la 1:30 p.m.
Raúl y Graciela	almorzar	la calle del cine
Cecilia y yo	encontrar	el restaurante

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

**3** Write a complete sentence to describe what you can have for lunch at your favorite restaurant.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Gramática C Stem-Changing Verbs: o → ue

Level 1, pp. 223-227

**¡AVANZAR!** **Goal:** Use stem-changing verbs to talk about places.

1 Armando always has lunch at the restaurant on calle Infanta. Complete the sentences below using the verbs in parentheses:

- 1. Armando \_\_\_\_\_ carne o pollo. (almorzar)
- 2. Armando y Noemí \_\_\_\_\_ ir a pie al restaurante. (poder)
- 3. Armando y yo \_\_\_\_\_ a casa en autobús. (volver)
- 4. Nosotros \_\_\_\_\_ un restaurante para almorzar. (encontrar)
- 5. El almuerzo \_\_\_\_\_ quince euros. (costar)

2 Your friends go to many places. Write sentences about your friends using the verbs provided.

- 1. (almuerzan)

\_\_\_\_\_

- 2. (dormís)

\_\_\_\_\_

- 3. (encuentro)

\_\_\_\_\_

- 4. (podemos)

\_\_\_\_\_

- 5. (vuelves)

\_\_\_\_\_

3 Write three sentences about your weekend. Use the verbs **poder**, **dormir** and **almorzar**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Gramática A Stem-Changing Verbs: e → i

Level 1, pp. 228-230

¡AVANZA!

**Goal:** Use stem-changing verbs to talk about what you do.

1 **¡Vamos a almorzar!** Underline the correct verb to complete the dialogue between Jimena and Lucas.

1. Jimena: ¿Tú (pide / pides) el menú?
2. Lucas: Lo tengo aquí. Yo (piden / pido) bistec como siempre.
3. Jimena: ¿El camarero (sirve / sirven) nuestra mesa?
4. Lucas: No, los camareros (sirven / servimos) la otra mesa.
5. Jimena: ¿Nosotros ya (pedís / pedimos) la comida?

2 Everybody loves going to the restaurant on **calle Córdoba**! Complete the sentences with the correct form of the verbs given.

1. Cecilia \_\_\_\_\_ unas patatas. (pedir)
2. Javier y yo \_\_\_\_\_ pollo. (pedir)
3. ¿Qué \_\_\_\_\_ tú? (pedir)
4. El camarero \_\_\_\_\_ muchos platos durante el día. (servir)
5. Los camareros del restaurante \_\_\_\_\_ muy bien la comida. (servir)

3 Answer the following questions about yourself in a complete sentence:

1. ¿Qué pides muchas veces como plato principal?

\_\_\_\_\_

2. ¿Qué piden tus amigos como plato principal?

\_\_\_\_\_

3. ¿Dónde almuerzas?

\_\_\_\_\_

## Gramática B *Stem-Changing Verbs: e → i*

Level 1, pp. 228-230

**¡AVANZA!**

**Goal:** Use stem-changing verbs to talk about what you do.

**1** Today is Juan's birthday. Choose the verb that completes each sentence.

1. Juan \_\_\_\_ pollo y arroz.

- a. pido                      b. pides                      c. piden                      d. pide

2. ¿Tú \_\_\_\_ bistec y verduras?

- a. pides                      b. piden                      c. pedimos                      d. pido

3. Los camareros \_\_\_\_ nuestra comida.

- a. sirvo                      b. sirve                      c. sirven                      d. servimos

**2** Juan and Norma go out to eat. Tell what they order by using the words in parentheses and then tell what the waiter serves them by using the words in the box.

tomate

pastel

brócoli

bistec

**modelo:** Norma (carne): Norma pide carne y el camarero sirve un bistec.

1. Juan (verduras) \_\_\_\_\_

2. Norma y Juan (ensalada) \_\_\_\_\_

3. Norma (postre) \_\_\_\_\_

**3** Answer the following questions in a complete sentence.

1. ¿Qué pides siempre para almorzar?

\_\_\_\_\_

2. ¿Qué pides cuando no hay carne?

\_\_\_\_\_

3. ¿Qué piden tus padres para almorzar?

\_\_\_\_\_



# Gramática C Stem-Changing Verbs: e → i

Level 1, pp. 228-230

**AVANZAR** **Goal:** Use stem-changing verbs to talk about what you do.

1 One group of friends always goes out to eat on the weekend. Complete the dialog using the verbs **pedir** and **servir**.

**Roberto:** Yo pido un bistec con patatas. ¿Qué \_\_\_\_\_ tú?

**Natalia:** Yo \_\_\_\_\_ pollo con verduras.

**Roberto:** El camarero \_\_\_\_\_ un pollo muy rico.

**Natalia:** ¡Roberto! Hoy ellos no \_\_\_\_\_ bistec. ¿Pides otra cosa?

**Roberto:** Bueno, nosotros \_\_\_\_\_ pollo.

2 Some friends are at a restaurant for lunch. However, the waiter mixes up their orders. Write what each person orders and what the waiter serves in complete sentences.

**modelo:** bistec (Raúl) / pollo: Raúl pide bistec pero el camarero sirve pollo.

1. pescado (Irma y Raúl) / ensalada:

\_\_\_\_\_

2. brócoli (Irma y yo) / tomate:

\_\_\_\_\_

3. arroz (Raúl y tú) / patatas:

\_\_\_\_\_

4. pescado (Yo) / verduras:

\_\_\_\_\_

3 You are having friends over for lunch. Write three sentences about what you serve each person.

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

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

3. \_\_\_\_\_

# Integración: Hablar

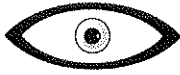
Level 1, pp. 231–233  
WB CD 2 track 31

Gabriela, who lives in Madrid, loves to go to the movies. She is looking for movie ads in the city’s online newspaper. An ad for the movie *¿Dónde está mi hijo?* catches her eye, but she wants to know more about it, so she listens to the movie review on a radio show. Unfortunately, they end up giving away the entire plot.

### Fuente 1 Leer

Read the movie ad in an online newspaper.

**La película: ¿Dónde está mi hijo?**

 Usted tiene que ver *¿Dónde está mi hijo?*, una película muy triste. A las once de la mañana, una madre va de compras con su hijo al centro comercial. A las doce, van a un restaurante para almorzar. Ella va al baño y cuando vuelve, no encuentra a su hijo!

### Fuente 2 Escuchar CD 02 track 32

Listen to a review of the movie on a radio program. Take notes.

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### Hablar

What is the sequence of events in the movie *¿Dónde está mi hijo?* Remember to include information from both the newspaper ad and the review in the radio show.

modelo: En la película, una madre va...Pero quince años...

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Lección 2 • Hablar

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# Integración: Escribir

Level 1, pp. 231–233  
WB CD track 33

**Restaurante de la Abuela** has an ad in a newspaper. They claim that their food tastes like traditional homemade Spanish food. Ramiro reads the ad and decides to leave a message for his friend Liliana. He wants to meet her for lunch at the restaurant. Ramiro knows what Liliana likes to eat, so he lets her know his suggestions.

### Fuente 1 Leer

Read the ad for “Restaurante de la Abuela”...

*Restaurante de la Abuela*

RESTAURANTE PARA TODA LA FAMILIA

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¿Puedes pensar en el mejor lugar para comer? La comida del Restaurante de la Abuela es como la comida que comes en casa.

Aquí encuentras el menú más rico de toda la ciudad: platos principales de carne, pollo y pescado; verduras, como brócoli y patatas; arroz español; ensaladas de tomate muy ricas.

Cuando vienes una vez, ¡vuelves siempre!

*Estamos en la Calle Valladolid, número trescientos.*

### Fuente 2 Escuchar CD 02 track 34

Listen to Ramiro’s voicemail to Liliana. Take notes.

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### Escribir

Explain what Liliana can eat at the restaurant.

modelo: Liliana no come..., pero en el Restaurante de la Abuela...

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# Escuchar A

Level 1, pp. 238–239  
WB CD 2 tracks 35–36

**AVANZAR** **Goal:** Listen to people talking about doing things around town.

1 Listen to Norberto. Then, read each statement and answer **cierto** (true) or **falso** (false).

- C F 1. Norberto compra las entradas.
- C F 2. Las entradas cuestan diez euros.
- C F 3. Mariela compra su entrada.
- C F 4. Norberto llega dos horas antes al cine.
- C F 5. Norberto va a estar en la puerta del cine a las dos.

2 Listen to Mariela. Then answer the following questions:

- 1. ¿A qué hora tiene que estar Mariela en el cine? \_\_\_\_\_  
\_\_\_\_\_
- 2. ¿Por qué Mariela no va a pie al cine? \_\_\_\_\_  
\_\_\_\_\_
- 3. ¿Cuándo llega el autobús? \_\_\_\_\_  
\_\_\_\_\_

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Lección 2

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# Escuchar B

Level 1, pp. 238–239  
WB CD 2 tracks 37–38

**¡AVANZA!** **Goal:** Listen to people talking about doing things around town.

1 Listen to Carmen and take notes. Then, draw a line from each person to his or her order.

- |           |                       |
|-----------|-----------------------|
| 1. Julio  | a. pescado y verduras |
| 2. Andrés | b. ensalada           |
| 3. Norma  | c. bistec y patatas   |
| 4. Carmen | d. postre             |
| 5. Todos  | e. pollo y arroz      |

2 Listen to the waiter and take notes. Then answer the following questions in complete sentences.

1. ¿Qué día van más personas al restaurante?

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2. ¿Por qué vuelven las personas?

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3. ¿Qué encuentra el camarero en la mesa con la cuenta?

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# Escuchar C

Level 1, pp. 238–239  
WB CD 2 tracks 39–40

**AVANZAR** Goal: Listen to people talking about doing things around town.

- 1 Listen to Francisco and take notes. Then, complete the sentences below:
- Francisco y sus amigos tienen hoy \_\_\_\_\_ de música.
  - Van al \_\_\_\_\_ para el concierto.
  - El concierto empieza a \_\_\_\_\_.
  - \_\_\_\_\_ cuesta dos euros.
  - No piden mucho \_\_\_\_\_ por las entradas.
- 2 Listen to Olga and Nicolás. Then answer the questions below in complete sentences:
- ¿Nicolás puede ir al teatro a las dos?  
\_\_\_\_\_  
\_\_\_\_\_
  - ¿Qué hay en el teatro? ¿A qué hora?  
\_\_\_\_\_  
\_\_\_\_\_
  - ¿Por qué Olga quiere ir al centro con Nicolás a las dos?  
\_\_\_\_\_  
\_\_\_\_\_
  - ¿Por qué Nicolás vuelve temprano?  
\_\_\_\_\_  
\_\_\_\_\_
  - ¿Cuánto cuesta la entrada del concierto?  
\_\_\_\_\_  
\_\_\_\_\_

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UNIDAD 4  
Lección 2 • Escuchar C

# Leer A

Level 1, pp. 238-239

**¡AVANZA!** Goal: Read about food and places.

Manuel and Antonia go to the movies every Thursday. They see the following sign on the door.

**Cine Gran Ilusión**

**Hoy presentamos la película**  
**“¡Adiós a mi gran amor!”**

*La entrada cuesta cinco euros y puedes comprarla en la ventanilla de 10:00 a.m. a 1:00 p.m.*

*Horario de película*

2:00 p.m.
4:00 p.m.
6:00 p.m.
8:00 p.m.

**El restaurante Estrellas, dentro del cine, es muy bueno.**

## ¿Comprendiste?

Read the movie theater’s sign and then complete the following sentences:

1. Manuel y Antonia pagan \_\_\_\_\_ por sus entradas de cine.
2. Manuel y Antonia pueden comer en \_\_\_\_\_ del cine.
3. Manuel y Antonia compran las entradas en \_\_\_\_\_.
4. “¡Adiós a mi gran amor!” es el nombre de \_\_\_\_\_.

## ¿Qué piensas?

¿A qué hora puedes ir al cine de tu ciudad?

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# Leer B

Level 1, pp. 238-239

**AVANZA** Goal: Read about food and places.

Julia wants to eat lunch. She reads the following menu.

**M e n ú**

*Plato principal*

Bistec con patatas.....quince euros

Pollo con arroz.....once euros

Pescado con brócoli.....diez euros

*Plato del día*

Verduras.....nueve euros

Carne con ensalada de tomate.....doce euros

## ¿Comprendiste?

Read the menu. Then, answer the following questions in complete sentences:

1. Julia lleva diez euros, ¿qué platos puede pedir?

\_\_\_\_\_

2. ¿Por qué?

\_\_\_\_\_

3. ¿Qué platos de carne sirven en el restaurante?

\_\_\_\_\_

4. ¿Qué sirven de postre?

\_\_\_\_\_

## ¿Qué piensas?

¿Qué te gusta pedir en tu restaurante favorito? ¿Por qué?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Leer C

Level 1, pp. 238-239



**Goal:** Read about food and places.

María writes a letter to a friend in another city. Read María's letter and answer the questions.

Hola Norma:

Quiero invitarte a mi casa. Mis amigos y yo salimos mucho. Todos los sábados, vamos a un concierto de música rock y los domingos vamos al cine. Todos los jueves almorzamos en un restaurante pequeño pero muy bueno. Los viernes vamos al teatro. Los lunes vamos al parque por las tardes. De allí, vamos a un café en el centro comercial y hablamos.

¿Puedes venir?

Besos,

María.

## ¿Comprendiste?

Read Maria's letter. Then, write the things that Maria and her friends do on the following days:

1. lunes: \_\_\_\_\_
2. jueves: \_\_\_\_\_
3. viernes: \_\_\_\_\_
4. sábados: \_\_\_\_\_
5. domingos: \_\_\_\_\_

## ¿Qué piensas?

1. ¿Haces las actividades que hacen María y sus amigos?

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

2. ¿Te gusta almorzar con tus amigos? ¿Qué comen? ¿Dónde?

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

# Escribir A

Level 1, pp. 238–239

**¡AVANZA!** **Goal:** Write about foods and places.

## Step 1

Make a list of four things you and your friends like doing. You can use words from the box.

cine                      teatro                      restaurante                      concierto                      parque

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## Step 2

Write two complete sentences to say where you and your friends like to go and what you do there. Use your list.

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

## Step 3

Evaluate your writing using the information in the table below.

Writing Criteria	Excellent	Good	Needs Work
<b>Content</b>	Your sentences include many details and new vocabulary.	Your sentences include some details and new vocabulary.	Your sentences include little information or new vocabulary.
<b>Communication</b>	Most of your sentences are clear.	Some of your sentences are clear.	Your sentences are not very clear.
<b>Accuracy</b>	Your sentences have few mistakes in grammar and vocabulary.	Your sentences have some mistakes in grammar and vocabulary.	Your sentences have many mistakes in grammar and vocabulary.

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# Escribir B

Level 1, pp. 238-239



**Goal:** Write about foods and places.

## Step 1

Rearrange the letters of the following words and you will find a new word using the circled letters.

1. recaroma: \_\_\_\_\_

2. tecbis: \_\_\_\_\_

3. laendasa: \_\_\_\_\_

4. teresrantau: \_\_\_\_\_

Hidden word: \_\_\_\_\_

## Step 2

Use the words from **Step 1** to write three complete sentences about what you and your family do at a restaurant.

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

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

3. \_\_\_\_\_

## Step 3

Evaluate your writing using the information in the table below.

Writing Criteria	Excellent	Good	Needs Work
<b>Content</b>	Your sentences include many details and new vocabulary.	Your sentences include some details and new vocabulary.	Your sentences include little information or new vocabulary.
<b>Communication</b>	Most of your sentences are clear.	Some of your sentences are clear.	Your sentences are not very clear.
<b>Accuracy</b>	Your sentences have few mistakes in grammar and vocabulary.	Your sentences have some mistakes in grammar and vocabulary.	Your sentences have many mistakes in grammar and vocabulary.

# Escribir C

Level 1, pp. 238–239

**AVANZAT** **Goal:** Write about foods and places.

## Step 1

¿Qué te gusta pedir en un restaurante? Write four complete sentences about two things you like ordering at a restaurant and two things you don't like ordering.

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

## Step 2

Write an e-mail to your friend, describing what you always order at your favorite restaurant.

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## Step 3

Evaluate your writing using the information in the table below.

Writing Criteria	Excellent	Good	Needs Work
<b>Content</b>	Your email includes many details and new vocabulary.	Your email includes some details and new vocabulary.	Your email includes little information or new vocabulary.
<b>Communication</b>	Most of your email is clear.	Some of your email is clear.	Your email is not very clear.
<b>Accuracy</b>	Your email has few mistakes in grammar and vocabulary.	Your email has some mistakes in grammar and vocabulary.	Your email has many mistakes in grammar and vocabulary.

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UNIDAD 4 • Escribir C  
Lección 2

# Cultura A

Level 1, pp. 238-239

**¡AVANZA!** **Goal:** Review cultural information about Spain.

**1 Spain and Guatemala** Complete the following sentences with one of the multiple choice words or phrases.

1. El Rastro is a famous \_\_\_\_\_ in Madrid.
  - a. restaurant
  - b. park
  - c. flea market
  
2. At the market in Chichicastenango, Guatemala, you can buy handicrafts from the \_\_\_\_\_ culture.
  - a. Maya-Quiché
  - b. Taino
  - c. Aztec
  
3. Three typical Spanish foods are \_\_\_\_\_.
  - a. chile con carne, burritos, and fajitas
  - b. gazpacho, paella, and tortilla
  - c. pasteles, arroz con gandules, and pernil

**2 Sites in Spain and Chile** There are many interesting places in Spain and Chile. Match the places with the corresponding description.

- |                   |  |
|-------------------|--|
| La Casa del Campo | mall in Santiago, Chile                        |
| El Corte Inglés   | plaza in Madrid with a stamp market on Sundays |
| La Plaza de Armas | plaza in Santiago with concerts on Sundays     |
| La Plaza Mayor    | Spanish department store                       |
| Alto Las Condes   | park in Madrid with a zoo and swimming pool    |

**3 Las meninas** Both Diego Velázquez and Salvador Dalí created paintings titled *Las meninas*. Describe and compare both paintings on page 230, and tell how they are similar and different.

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# Cultura B

Level 1, pp. 238-239

**¡AVANZA!** **Goal:** Review cultural information about Spain.

**1 Spain** Read the following sentences about Spain and circle *true* or *false*.

- T F **1.** The princesses of the Spanish royal family are called **infantas**.
- T F **2.** One of the oldest flea markets in Madrid is El Rastro.
- T F **3.** The official painter of King Felipe IV of Spain was Salvador Dalí.
- T F **4.** In Spain, the only language spoken is Spanish.
- T F **5.** El Corte Inglés is a Spanish department store.

**2 Things to do in Spain and Chile** In Madrid, Spain, and Santiago, Chile, there are many places to visit. Tell what you can do in the following places.

Places	Things to do
La Casa del Campo	
El Rastro	
La Plaza Mayor	
Plaza de Armas	
El Cerro San Cristóbal	

**3 Visiting Madrid** In Madrid, there are many places to take a walk or visit on the weekend. Would you like to visit some? Write a short paragraph about which places in Madrid you would like to visit and why.

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# Cultura C

Level 1, pp. 238–239

**AVANZAR** **Goal:** Review cultural information about Spain.

**1 Spain** Choose the correct word to complete the following sentences.

1. (Diego Velázquez /Pablo Picasso ) was the official painter of King Felipe IV of Spain.
2. (Pinchos / gazpacho) is/are a typical food in Spain.
3. In the Plaza (Mayor / Menor) of Madrid there is a stamp market on Sundays.
4. The (princesses / queens) of the Spanish royal family are called **infantas**.

**2 Spanish culture** Answer these questions using complete sentences.

1. Who are some of the people in the painting *Las Meninas* by the Spanish painter Diego Velázquez?

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2. What can people buy when they visit El Rastro in Madrid?

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3. Which languages are spoken in Spain?

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**3 At the market** Describe both El Rastro and the Chichicastenango markets. What would you buy in each place? Which market would you prefer to visit and why?

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UNIDAD 4  
Lección 2  
Cultura C

## Comparación cultural: ¿Adónde vamos el sábado?

### Lectura y escritura

After reading the paragraphs about what Anita, Rodrigo, and Armando do for fun on Saturdays, write a paragraph about what you like to do on Saturdays. Use the information on your activity chart to write sentences, and then write a paragraph that describes what you do for fun on Saturdays.

#### Step 1

Complete the activity chart describing as many details as possible about the activities you do for fun on Saturdays.

Categoría	Detalles
lugares	
ropa	
actividades	

#### Step 2

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

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## Comparación cultural: ¿Adónde vamos el sábado?

### 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 **ir a + infinitive** and **querer + infinitive** to write about what you do for fun on Saturdays.

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#### Checklist

Be sure that...

- all the details about your Saturday activities from your chart are included in the paragraph;
- you use details to describe what you do for fun on Saturdays.
- you include new vocabulary words and the verbs **ir a + infinitive** and **querer + infinitive**.

#### Rubric

Evaluate your writing using the rubric below.

Writing criteria	Excellent	Good	Needs Work
<b>Content</b>	Your paragraph includes many details about what you do for fun on Saturdays.	Your paragraph includes some details about what you do for fun on Saturdays.	Your paragraph includes few details about what you do for fun on Saturdays.
<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.

## Comparación cultural: ¿Adónde vamos el sábado?

### Compara con tu mundo

Now write a comparison about what you do for fun on Saturdays and that of one of the three students from page 241. Organize your comparison by topics. First, compare the places you go, then the clothes you wear, and lastly your favorite activities.

#### Step 1

Use the table to organize your comparison by topics. Write details for each topic about what you do for fun on Saturdays and that of the student you chose.

Categoría	Mi descripción	La descripción de _____
lugares		
ropa		
actividades		

#### Step 2

Now use the details from the table to write a comparison. Include an introduction sentence and write about each topic. Use the verbs **ir a + infinitive**, **querer + infinitive** to describe the sequence of your Saturday activities and those of the student you chose.

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