

Vocabulario A

Level 1, pp. 248-252

UNIDAD 5 • Vocabulario A
Lección 1

¡AVANZA! Goal: Describe a house and household items.

1 Lucas' house is very big. Draw a line from the places in the house to the activities done in each.

- | | |
|----------------|----------------------|
| 1. el cuarto | mirar la televisión |
| 2. la escalera | preparar la comida |
| 3. la sala | comer con la familia |
| 4. el comedor | dormir |
| 5. la cocina | subir y bajar |

2 There's always a lot to do at home. Complete the following sentences with a word from the box.

discos compactos	lector DVD	videojuegos
sillón	cortinas	

- En la sala, mi hermano y yo jugamos _____.
- A mi familia le gusta la música; por eso tenemos muchos _____.
- En mi cuarto veo películas con mi _____.
- Delante de las ventanas, mi mamá usa _____ blancas.
- Mi padre descansa en un _____ en la sala.

3 Answer the following questions in complete sentences.

1. ¿Tienes un tocadiscos compactos en tu cuarto?

2. ¿Tienes un lector DVD en la sala de tu casa?

Vocabulario B

Level 1, pp. 248-252

AVANZAR Goal: Describe a house and household items.

1 Luis invites his friends to his house. Circle the word that completes each sentence.

1. Luis tiene un (radio / patio) en su cuarto.
2. El padre de Luis usa (el sillón / las cortinas) para descansar.
3. La hermana de Luis compró un (jardín / espejo).
4. La madre de Luis tiene unas (alfombras / cortinas) en el suelo.
5. Luis y sus amigos escuchan unos (discos compactos / muebles).
6. La casa de Luis tiene dos (pisos / suelos).

2 Pedro is doing some things in his house. Complete the following sentences:

modelo: Pedro baja del primer piso a la planta baja del apartamento.

1. Pedro prepara el desayuno en _____.
2. Pedro duerme en una cama en _____.
3. Pedro come con su familia en _____.
4. Pedro sube _____.
5. Pedro tiene ropa en _____ de su cuarto.
6. Pedro juega al fútbol en _____.

3 In three complete sentences describe the furniture you have in your living room.

Vocabulario C

Level 1, pp. 248-252

UNIDAD 5
Lección 1
Vocabulario C

¡AVANZA! **Goal:** Describe a house and household items.

1 Look at the words in the vocabulary box and write them in the appropriate column. Items in the word bank may be used more than once.

las cortinas	el televisor	la cama
el armario	el comedor	el sofá
el espejo	la cómoda	la lámpara

el comedor	el cuarto	la sala

2 Ana has a big house. In complete sentences, describe what she does in each of the places below.

modelo: Escalera: **Ana sube la escalera para ir a su cuarto.**

1. comedor: _____
2. sala: _____
3. cocina: _____
4. cuarto: _____
5. jardín: _____

3 In two complete sentences, describe what you do in your room.

1. _____
2. _____

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Gramática A *Ser and estar*

Level 1, pp. 253-257

¡AVANZAR! Goal: Describe people and locations using *ser* or *estar*.

1 Julieta's friends all have different personal traits. Complete the sentences below using the verb in parenthesis.

1. María _____ inteligente. (ser)
2. Julio y Marcos _____ en Ecuador. (estar)
3. Norma y yo _____ cansadas. (estar)
4. Tú _____ un estudiante de español. (ser)
5. Hoy _____ el tres de agosto. (ser)

2 There's a lot to say about the students below. Complete the following sentences using the words from the word box.

están	estás	soy	son
somos	estoy	están	está

1. Yo _____ de Ecuador.
2. Rafael _____ contento.
3. Nosotros _____ estudiantes.
4. María y tú _____ bien.
5. Ellos _____ mis maestros.
6. Señora y Señor Perdomo, ¿ustedes _____ en casa hoy?
7. ¡Hola, María Fernanda! ¿Cómo _____ tú?
8. ¡Hola, Mario! Yo _____ bien.

3 Describe yourself and your friends by answering the following questions with a complete sentence.

1. ¿Cómo estás?

2. ¿Cómo son tus amigos o tus amigas?

Gramática B *Ser and estar*

Level 1, pp. 253-257

UNIDAD 5 • Gramática B
Lección 1

¡AVANZAR! **Goal:** Describe people and locations using **ser** or **estar**.

1 Write four complete sentences about the following students' characteristics. Use the information in the table.

Laura	ser	inteligente(s)
Silvia y Andrés	estar	ocupado(a)(s)
Camila y yo	ser	de Ecuador
Ramiro	estar	cansad(o)(a)

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

2 Nicolás is introducing his friends. Complete the sentences with either **ser** or **estar**.

1. Javier _____ maestro.
2. Armando y Luisa _____ en la escuela.
3. Miguel y yo _____ enojados.
4. Tú _____ un buen amigo.
5. Norberto y tú _____ emocionados.

3 Using two complete sentences, describe two of your friends and say where he or she is from.

Gramática C Ser and estar

Level 1, pp. 253-257

¡AVANZA! Goal: Describe people and locations using **ser** or **estar**.

1 Carina and her friends each have their own characteristics. Get to know them by completing the following sentences with the correct verb form of **ser** or **estar**.

1. Ernesto y Matías _____ buenas personas.
2. Isabel _____ bien.
3. Miriam y yo _____ maestras.
4. ¿Tú _____ contento?
5. Marta _____ mi amiga.
6. El _____ feliz.
7. Ellos _____ de México.
8. Ustedes _____ cansados.

2 Using the cues below, write complete sentences to say where the following people are or what they are like.

1. Elisa / su cuarto.

2. María y Diego / inteligentes.

3. Pedro y yo / buenos amigos.

4. Gabriela y tú / cansados de caminar.

3 Write three complete sentences about what you are like, where you are from, and how you are feeling.

Gramática A *Ordinal Numbers*

Level 1, pp. 258-260

UNIDAD 5 • Gramática A
Lección 1

AVANZAR **Goal:** Use ordinal numbers to talk about the floors of a building and to indicate the order of things.

1 Match the ordinal numbers in the left column to the appropriate numerals in the right column.

- | | |
|------------|---|
| a. tercero | 5 |
| b. quinto | 4 |
| c. primero | 6 |
| d. sexto | 2 |
| e. cuarto | 3 |
| f. segundo | 1 |

2 The following friends are standing in line, one behind the other, to go into the movies. They are in the following order: Julia, Aníbal, Santiago, Pedro, and Lucía. Complete the sentences below, stating where each is in line:

1. Lucía es la _____ persona.
2. Aníbal es la _____ persona.
3. Pedro es la _____ persona.
4. Santiago es la _____ persona.
5. Julia es la _____ persona.

3 Answer the following question in a complete sentence.

1. ¿Qué es la primera cosa que haces cuando llegas a la escuela?

2. ¿Qué es la segunda cosa que haces en la mañana?

3. ¿Qué es la primera cosa que haces cuando llegas de la escuela?

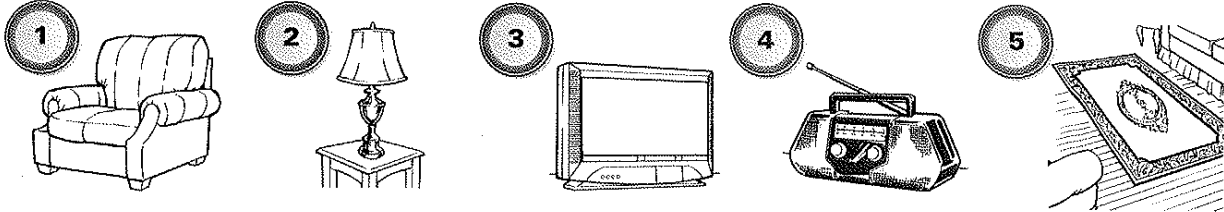
Gramática B Ordinal Numbers

Level 1, pp. 258-260

¡AVANZAR!

Goal: Use ordinal numbers to talk about the floors of a building and to indicate the order of things.

1 Look at the numbers next to each drawing that indicate the floor on which you can find each item. Use ordinal number to complete the sentences.



1. Hay sillones en _____ piso.
2. Hay alfombras en _____ piso.
3. Hay radios en _____ piso.
4. Hay lámparas en _____ piso.
5. Hay televisores en _____ piso.

2 Pablo, Marcos, Letty, Mirna, and Julio are waiting in line at the bookstore. They are standing in line in the same order they have been mentioned.

1. Mirna es _____ en la fila.
2. Marcos es _____ en la fila.
3. Pablo es _____ en la fila.
4. Julio es _____ en la fila.
5. Letty es _____ en la fila.

3 Answer the following questions in complete sentences.

1. ¿Qué es la primera cosa que ves cuando vuelves a tu casa?

2. ¿Cuál es tu tercera clase los lunes?

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Gramática C Ordinal Numbers

Level 1, pp. 258-260

UNIDAD 5
Lección 1 • Gramática C

¡AVANZA! **Goal:** Use ordinal numbers to talk about the floors of a building and to indicate the order of things.

1 The following runners are in a race. Look at their time and tell in which place each runner got to the finish line. Sigue el modelo.

modelo:	Katy Méndez	2:00	cuarto lugar	
1.	Juana López	3:10		
2.	Manuel Antonio	1:57		
3.	Pablo Santos	2:05		
4.	José Colón	3:01		
5.	Julio Ortíz	1:58		
6.	María Gonzalez	2:45		
7.	Roberto Martínez	2:38		
8.	Rosa Castillo	1:59		
9.	Melvin Bravo	2:01		

2 There are five people in line, in the following order: María, Diana, Carlos, Paola, y Verónica. Complete the text with ordinal numbers.

Hay cuatro personas detrás de la **1.** _____
 persona. Diana está detrás de María y delante de Carlos. Diana es la
2. _____ persona en la fila. Verónica está
 detrás de Carlos y Paola. Verónica es la
3. _____ persona en la fila. Carlos está entre
 Diana y Paola. Carlos es la **4.** _____ persona
 en la fila. Paola está delante de Verónica. Verónica es la
5. _____ persona de la fila.

3 Write a complete sentence stating what your first, second, and third classes are on Fridays.

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Integración: Hablar

Level 1, pp. 261-263
WB CD 03 track 01

UNIDAD 5 • Integración:
Lección 1 • Hablar

Débora has a new apartment and needs to buy things for it. Also, she has to buy clothes for the housewarming party. She hears a radio commercial for a nearby mall where they have everything she wants to buy. So, she decides to go shopping there.

Fuente 1 Leer

Read the information in the mall directory.

CENTRO COMERCIAL ALTAVISTA	
PRIMER PISO:	ROPA DE MUJERES
SEGUNDO PISO:	ROPA DE HOMBRES
TERCER PISO:	ROPA DE NIÑOS
CUARTO PISO:	MUEBLES
QUINTO PISO:	COSAS PARA LA SALA
SEXTO PISO:	CINES Y COSAS DIVERTIDAS

Fuente 2 Escuchar CD 03 track 02

Listen to the radio ad that Débora listened to before going to the mall. Take notes.

Hablar

What items can Débora buy for her new place and for the party? Explain where she can find these items.

modelo: Débora puede comprar... en el... piso. Después, puede comprar...en...

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Integración: Escribir

Level 1, pp. 261-263
WB CD 03 track 03

UNIDAD 5
Lección 1
Integración
Escribir

Vilma is very happy because her parents bought a new house. She really likes the house, so she writes and e-mail to her best friend, Patricia, about the distribution of rooms, colors, and size of her new place. Then Vilma goes to a big department store with her family to buy things for the new place.

Fuente 1 Leer

Read Vilma's e-mail to Patricia...

¡Hola Patricia!

¡Tengo una casa nueva! Es la casa ideal. Tiene una cocina muy grande y tres cuartos. También hay un comedor donde comemos la cena cada noche. Está al lado de la cocina y detrás de la sala. Delante de la casa hay un jardín muy bonito y detrás de la casa hay un patio más grande que el jardín. Esta casa es más grande que la otra y necesitamos más muebles.

Besos,
Vilma

Fuente 2 Escuchar CD 03 track 04

Listen to Manuel, the clerk at the department store, calling the stockroom on the second floor. Take notes.

Escribir

Vilma's family bought a lot of things to furnish their new house. How can they distribute them inside the house?

Modelo: Los sillones están en...y la...

Escuchar A

Level 1, pp. 268-269
WB CD 03 tracks 05-06

AVANZAR Goal: Listen to hear about household items.

- 1 Listen to Cristian. Then, look at the list and draw a line through the articles that his parents do not buy.

cómoda

cortinas

televisor

sillón

espejo

alfombra

lector DVD

radio

- 2 Listen to Olga Uribe talk about her home. Then choose the correct answer to each question.

1. ¿Por qué necesitan Olga y su esposo una casa más grande? _____

- a. Porque sus hijos vuelven de otra ciudad.
- b. Porque no les gusta la casa que tienen.

2. ¿Qué quieren comprar para sus hijos? _____

- a. Quieren comprar un sillón, un tocadiscos compactos y un lector DVD.
- b. Quieren comprar camas nuevas, cortinas, radios y alfombras.

3. ¿Dónde están los hijos de Olga? _____

- a. Están en su cuarto.
- b. Están en otra ciudad.

Escuchar B

Level 1, pp. 268-269
WB CD 03 tracks 07-08

UNIDAD 5
Lección 1
Escuchar B

AVANZAR Goal: Listen to hear about household items.

1 Listen to Carmen and take notes. Then, place an "X" next to the things she has in her room.

- | | |
|-------------------|---------------------------|
| 1. _____ escalera | 6. _____ discos compactos |
| 2. _____ cortinas | 7. _____ radio |
| 3. _____ espejo | 8. _____ armario |
| 4. _____ cama | 9. _____ lector DVD |
| 5. _____ cómoda | 10. _____ sillón |

2 Listen to Lorena and Norberto. Then, answer the questions in complete sentences.

1. ¿Qué discos de su músico preferido tiene Lorena?

2. ¿Qué quiere Lorena?

3. ¿Quién tiene el disco que no tiene Lorena?

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Escuchar C

Level 1, pp. 268-269
WB CD 03 track 09-10

¡AVANZA! Goal: Listen about household items.

- 1 Listen to the conversation between Claudia and Ana. Take notes. Then complete the table below with what each one does. (Notice that Ana speaks first.)

ser un buen amigo	comprar un radio	comprar discos compactos
comprar un espejo	comprar un apartamento	comprar una alfombra
ir al centro comercial	almorzar con su hermano	

¿Quién?	¿Qué hace?
Claudia	
Ana	
El hermano de Ana	
Ana y Claudia	

- 2 Listen to Martín and take notes. Then complete the sentences.

- Primero, Martín tiene que _____

- Segundo, Martín tiene que _____

- Tercero, Martín tiene que _____

- Cuarto, Martín tiene que _____

Leer A

Level 1, pp. 268-269

UNIDAD 5
Lección 1
Leer A

AVANZAR **Goal:** Read about households.

Juan has a new apartment. There are four different families that live in the building. The girl on the first floor gives him a list of the families that live there.

La Familia Ordóñez vive en la planta baja.
La Familia Gutiérrez vive en el piso uno.
La Familia Pérez vive en el piso dos.
Juan vive en el piso tres.
La Familia Martínez vive en el piso cuatro.
La Familia Gómez vive en el piso cinco.

¿Comprendiste?

Read the list of families. Then, complete the sentences below using ordinal numbers.

1. La familia Pérez vive en el _____ piso.
2. La familia Gómez está en el _____ piso.
3. La familia Gutiérrez está en el _____ piso.
4. Juan vive en el _____ piso.
5. La familia Martínez vive en el _____ piso.

¿Qué piensas?

¿Piensas que es mejor vivir en el primer piso o en el quinto piso? ¿Por qué?

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Leer B

Level 1, pp. 268-269

UNIDAD 5
Lección 1
Leer B

AVANZAR **Goal:** Read about households.

Señora Díaz has a new house and goes to the mall to buy furniture and appliances. She writes a note about what she buys and at what time. The problem is that she does not write the items in order.

La señora Díaz compró los discos compactos a las 9:45 a.m. Pero, quince minutos antes, compró un espejo. Dos horas después de comprar los discos compactos, compró las cortinas. A las 10:15 a.m. compró un lector DVD, y luego a las 12:10 p.m. compró una cómoda. A las 4:00 p.m. compró un sillón.

¿Comprendiste?

Read Señora Díaz' notes. Complete the chart with the ordinal number indicating the order in which she bought the following items.

Cosas	Orden
discos compactos	
sillón	
cómoda	
cortinas	
espejo	
lector DVD	

¿Qué piensas?

¿Adónde vas de compras? ¿Cuántos pisos hay allí?

Copyright © by McDeugal Littell, a division of Houghton Mifflin Company.

Leer C

Level 1, pp. 268-269

UNIDAD 5
Lección 1
Leer C

AVANZA! **Goal:** Read about households.

Roberto writes a letter to his sister to tell her about his new apartment and the people who live in the building.

Julia:
 Tengo muchos amigos aquí. Encima de mi apartamento vive Inés, una maestra de ciencias. Encima de Inés, y debajo de Walter, vive Hugo, un estudiante de otra ciudad. Encima del apartamento de Walter está el apartamento de Lorena. Son cinco pisos. Debajo de mi apartamento, en la planta baja, está el apartamento de Ernesto. Allí escuchamos música todos los viernes.
 Besos,
 Roberto

¿Comprendiste?

Read Roberto's letter. Then complete the table below with the name of the person who lives on each floor.

Piso	Nombre
planta baja	
primer piso	
segundo piso	
tercer piso	
cuarto piso	
quinto piso	

¿Qué piensas?

¿Piensas que es divertido vivir en un apartamento con muchos pisos? ¿Por qué?

Escribir A

Level 1, pp. 268-269

UNIDAD 5 • Escribir A
Lección 1



Goal: Write about your house and household items.

Step 1

Make a list of six places in your house.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Step 2

Classify your list in the table. Choose three places from your list, and write the items you would put in them.

1.	1.	1.
2.	2.	2.
3.	3.	3.

Step 3

Write three sentences to state each of the three rooms you chose and what they contain. Use the information from the chart.

Step 4

Evaluate your writing using the information in the table.

Writing Criteria	Excellent	Good	Needs Work
Content	You described three rooms.	You described two rooms.	You described one room.
Communication	Most of your response is clear.	Some of your response is clear.	Your message is not very clear.
Accuracy	You make few mistakes in grammar and vocabulary.	You make some mistakes in grammar and vocabulary.	You make many mistakes in grammar and vocabulary.

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Escribir B

Level 1, pp. 268-269

UNIDAD 5
Lección 1 • Escribir B



Goal: Write about your house and household items.

Step 1

Complete the following table with an alphabetical list of furniture and household items in your house:

Muebles	Otras cosas para la casa
Primero:	Primero:
Segundo:	Segundo:
Tercero:	Tercero:
Cuarto:	Cuarto:

Step 2

Write a paragraph using the four items from the chart. Use **ser** and **estar**.

Step 3

Evaluate your writing using the information in the table.

Writing Criteria	Excellent	Good	Needs Work
Content	You have used the four items from the chart.	You have used some items from the chart.	You have not used any items from the chart.
Communication	Most of your response is clear.	Some of your response is clear.	Your message is not very clear.
Accuracy	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 C

Level 1, pp. 268-269

UNIDAD 5
Lección 1

Escribir C

AVANZAR **Goal:** Write about your house and household items.

Write a list of the favorite items you have at home in the order that you like them.

Step 1

Complete the table with facts about your favorite things using complete sentences. Use **ser** and **estar**.

Objeto	Ser	Estar

Step 2

Write a paragraph using the information from the chart. Write about your favorite objects and in the order that you like them.

Step 3

Evaluate your writing using the information in the table.

Writing Criteria	Excellent	Good	Needs Work
Content	You have used all items from the chart.	You have used some items from the chart.	You have not used items from the chart.
Communication	Most of your response is clear.	Some of your response is clear.	Your message is not very clear.
Accuracy	You make few mistakes in grammar and vocabulary.	You make some mistakes in grammar and vocabulary.	You make many mistakes in grammar and vocabulary.

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Cultura A

Level 1, pp. 268-269

UNIDAD 5
Lección 1
Cultura A



Goal: Review cultural information about Ecuador.

1 Ecuadorian culture Complete the following sentences with one of the multiple choice words or phrases.

- The capital of Ecuador is _____.
a. Guayaquil b. Quito c. Otavalo
- Quechua is one of the _____ of Ecuador.
a. typical foods b. volcanoes c. languages
- Camilo Egas was the Ecuadoran artist who painted _____.
a. *Las coristas* b. *Las porristas* c. *Las floristas*

2 Ecuador and Argentina Choose the correct word to complete the following sentences.

- Otavalo is a (town / mountain) north of Quito.
- Cotopaxi, the active volcano, is the (shortest / tallest) in the world.
- Ushuaia, Argentina is the (southernmost / smallest) city in the world.
- The Andean mountain chain is in (Central / South) America.
- Since 2000, the Ecuadorian currency has been the (dollar / peso).

3 Geography of Ecuador Explain what is unique about Ecuador's geographical location. What is the Mitad del Mundo monument? Would you like to visit it? Why or why not?

Cultura B

Level 1, pp. 268-269

UNIDAD 5
Lección 1
Cultura B

AVANZAR Goal: Review cultural information about Ecuador.

1 Ecuador Read the following sentences about Ecuador and answer *true* or *false*.

- T F 1. The Copa Mundial is a baseball tournament.
- T F 2. **Canguil** is a typical Ecuadorian dish.
- T F 3. The town of Otavalo is south of Quito.
- T F 4. In Quito and Guayaquil, the major league soccer teams play on the weekends.
- T F 5. The two main languages of Ecuador are Spanish and Quechua.

2 In Ecuador Read the following sentences about Ecuador and write the correct words from the box.

Quito	quechua	Egas
Andes	Otavalo	

- 1. Capital of Ecuador: _____
- 2. Last name of the painter of *Las floristas*: _____
- 3. A language other than Spanish spoken in Ecuador: _____
- 4. Mountain range in South America: _____
- 5. Market town in Ecuador, north of Quito: _____

3 Ecuadorian art You work at an art museum that is having an exhibit featuring Ecuadorian art. Describe the paintings on p. 245 and p. 255. Tell who painted each and how the painting reflects Ecuadorian culture. Also, give your impressions of each painting.

Copyright © by McDougal Littell, a division of Houghton Mifflin Company.

Cultura C

Level 1, pp. 268-269

UNIDAD 5
Lección 1
Cultura C



Goal: Review cultural information about Ecuador.

1 Ecuadorian culture Complete the following sentences about Ecuador by filling in the correct word.

1. Julio Jaramillo was a famous Ecuadorian _____.
2. _____ is the capital of Ecuador.
3. In Ecuador, they speak Spanish and many indigenous languages such as _____.
4. Cotopaxi is a _____ found in Ecuador.
5. Ecuador is located in _____ America.

2 Ecuadorian culture Answer these questions about Ecuador with complete sentences.

1. What has been the currency of Ecuador since 2000? _____

2. Who was Camilo Egas and what kind of work did he create? _____

3. Which is the tallest active volcano in the world? _____

3 Trip to Ecuador In Ecuador, there are many beautiful places to visit. If you won a trip for two days to Ecuador, which places would you visit? Write a paragraph about which parts of Ecuador you would like to visit and why.

