

Vocabulario A

Level 1, pp. 272-276

¡AVANZA! Goal: Talk about chores and responsibilities.

1 We've got to do chores! Place an "x" next to those activities that are household chores.

- | | |
|------------------|--------------------|
| 1. _____ cantar | 6. _____ decorar |
| 2. _____ barrer | 7. _____ planchar |
| 3. _____ bailar | 8. _____ barrer |
| 4. _____ limpiar | 9. _____ comer |
| 5. _____ lavar | 10. _____ celebrar |

2 Miriam's dad talks to her about what she has to do around the house today. Complete their conversation using the words from the box.

lavar	la basura	la mesa	las camas	pasar
-------	-----------	---------	-----------	-------

Padre: ¡Miriam!, tenemos que hacer _____ del cuarto de Luis.

Miriam: Sí, papá, también tenemos que _____ la aspiradora.

Padre: Además, tenemos que _____ los platos.

Miriam: Yo prefiero poner _____.

Padre: Yo saco _____.

3 Answer the following questions in a complete sentence.

1. ¿Qué cosas haces para limpiar tu cuarto?

2. ¿Te gusta bailar en las fiestas?

3. ¿Con quién celebras tu cumpleaños?

Vocabulario B

Level 1, pp. 272-276

UNIDAD 5
Lección 2 • Vocabulario B

¡AVANZA! **Goal:** Talk about chores and responsibilities.

1 Inés wants to clean the house. Underline the word that best completes each sentence.

1. Ellas tienen que hacer muchos (secretos / quehaceres) en casa.
2. Inés tiene que pasar (la aspiradora / la ropa).
3. Inés y su mamá tienen que hacer (la basura / la cama).
4. El hermano de Inés tiene que cortar (el césped / el suelo).
5. La mamá de Inés tiene que cocinar (la comida / la mesa).
6. Inés tiene que lavar (los regalos / los platos).

2 Luisa's mom asks her to do some chores around the house. Complete the sentences with the appropriate verb.

1. Tienes que _____ al gato.
2. Debes _____ en la cocina; el suelo está sucio.
3. Tienes que _____ de tu hermano y la ropa de tu hermana también.
4. Hay que _____ antes de las 6:00 p.m.
5. Debes _____ del comedor para la cena.

3 Write three complete sentences to describe what you do to clean up around the house and when you do it.

1. _____
2. _____
3. _____

Vocabulario C

Level 1, pp. 272-276

AVANZA! Goal: Talk about chores and responsibilities.

1 A clean house is nicer! Draw a line from the verbs to the nouns to complete the list of chores.

- | | |
|-------------|------------------|
| 1. hacer | a. el césped |
| 2. barrer | b. la basura |
| 3. pasar | c. el suelo |
| 4. lavar | d. la ropa |
| 5. cortar | e. la cama |
| 6. planchar | f. la aspiradora |
| 7. poner | g. la mesa |
| 8. sacar | h. los platos |

2 There's a party at Norma's house today. There's still a lot to do to get ready. Complete the following text.

Hoy damos una fiesta en casa para 1. _____
 el cumpleaños de mi hermana. No debes decir nada porque
 es una 2. _____. Tengo que
 3. _____ el regalo pero necesito buscar papel
 de regalo. Tenemos globos y otras 4. _____.
 Los 5. _____ van a llegar a las cinco y todavía
 necesito hacer los quehaceres. ¡Todo está perfecto!

3 Write a description of the chores you do at home. Include at least three chores.

Gramática A Irregular Verbs

Level 1, pp. 277-281

UNIDAD 5
Lección 2 • Gramática A

¡AVANZA!

Goal: Use **dar, decir, poner, salir, traer, and venir** to talk about preparations for a party.

1 There's a party at Carla's house today. Circle the verb that completes each sentence.

1. Hoy, su familia (dan / da) una fiesta por el cumpleaños de Luis.
2. Sus amigos le (traen / traigo) muchos regalos.
3. Por la noche, todos (sales / salimos) a cenar.
4. También Carla (venís / viene) a la fiesta.
5. Yo (pone / pongo) una bonita decoración en el jardín.
6. Nosotros (digo / decimos): «¡Feliz cumpleaños, Luis!»

2 Use the elements below to write a complete sentence describing a surprise party.

1. Yo / dar una fiesta. _____
2. Jaime y yo / traer regalos. _____
3. Marcos / decir a qué hora es la fiesta. _____
4. Carmen y Marcos / poner la mesa. _____
5. Ella / pasar la aspiradora. _____

3 Answer the following question in a complete sentence.

1. ¿Das fiestas en casa?

2. ¿Quién viene a tus fiestas?

3. ¿Qué traes a la fiesta de cumpleaños de tu amigo(a)?

Gramática B Irregular Verbs

Level 1, pp. 277-281

AVANZAR! **Goal:** Use **dar, decir, poner, salir, traer, and venir** to talk about preparations for a party.

1 Lucas's party is tomorrow. Complete the text below, by choosing and correctly conjugating the correct verb in the box.

traer dar salir decir venir

Lucas y su familia 1. _____ una fiesta esta tarde. Yo
 2. _____ de muy lejos para esta fiesta. Mi hermana y yo
 3. _____ muchos regalos para Lucas y su familia. Ellos
 4. _____ que nosotros somos parte de la familia. Mi
 hermana y yo 5. _____ en el autobús de esta tarde.

2 Irma always wants to do what Manuel and Sofia do. Complete the dialogue with the correct form of **venir, traer, dar, or poner**.

Manuel: Sofia y yo 1. _____ fiestas los viernes.
Irma: Yo también 2. _____ fiestas los viernes.
Sofia: Manuel y yo 3. _____ globos en la sala.
Irma: Yo también 4. _____ globos en la sala.
Manuel: Nosotros 5. _____ los discos compactos de rock.
Irma: Yo también 6. _____ los discos compactos de rock.
Sofia: 7. Nosotros _____ que vamos a bailar.
Irma: 8. Yo también _____ que vamos a bailar.

3 Write three sentences using the verbs **traer, poner, and salir** to describe what you do when you go to a party.

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Gramática C Irregular Verbs

Level 1, pp. 277-281

UNIDAD 5
Lección 2 Gramática C

¡AVANZA! **Goal:** Use **dar, decir, poner, salir, traer,** and **venir** to talk about preparations for a party.

- 1 Ángel and Ana are invited to a party at my house. Complete each sentences with the appropriate form of the verb.
 - 1. Ángel _____ a las 3:00 p.m. (venir)
 - 2. Yo nunca _____ un secreto. (decir)
 - 3. Ángel y Ana _____ un postre muy rico. (traer)
 - 4. Ana me ayuda y _____ la mesa. (poner)
 - 5. ¿Tú también _____ a mi fiesta? (venir)

- 2 Today is Juan's birthday. Use the correct form of the verb in parentheses to complete the sentences.
 - 1. Para la fiesta, yo (poner) _____.
 - 2. Mi amiga Lucía y yo (dar) _____.
 - 3. Jaime y tú (salir) _____.
 - 4. Andrea y Nicolás (traer) _____.
 - 5. También otros amigos de Juan (venir) _____ a la fiesta.

- 3 Write a four sentence paragraph describing what you do when you go to a birthday party. Use at least four of the following verbs: **dar, poner, venir, traer, salir, decir.**

Gramática A *Affirmative tú Commands and Acabar de + infinitive*

Level 1, pp. 282-284

AVANZAR Goal: Tell people what to do and say what people just did.

1 You're being asked to do some chores. Underline the sentences that are commands.

- | | |
|-------------------------|----------------------------|
| 1. Ayudas en la cocina. | 6. Pon la mesa. |
| 2. Lava los platos. | 7. Planchan la ropa. |
| 3. Pasa la aspiradora. | 8. Limpiamos la sala. |
| 4. Cortas el césped. | 9. Di el secreto. |
| 5. Haz la cama. | 10. Cocino todos los días. |

2 All these kids do what their mothers ask. Write the mother's command. Follow the model.

modelo: Ana (barrer el suelo).

Madre: Ana, ¡barre el suelo!

1. Luis (preparar el desayuno).

Madre: Luis, ¡_____ el desayuno!

2. Claudia (servir la cena).

Madre: Claudia, ¡_____ la cena!

3. Laura (barrer el patio).

Madre: Laura, ¡_____ el patio!

4. Ernesto (sacar la basura).

Madre: Ernesto, ¡_____ la basura!

3 Answer the following questions in a complete sentences:

1. ¿Qué acabas de hacer?

2. ¿Con quién acabas de hablar?

3. ¿Adónde acabas de ir?

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Gramática B *Affirmative tú Commands and Acabar de + infinitive*

Level 1, pp. 282-284

UNIDAD 5 • Gramática B
Lección 2

AVANZA! Goal: Tell people what to do and say what people just did.

1 Your friend is having a party at home today and asks for your help. Complete the sentences by choosing the correct affirmative **tú** command.

1. _____ los regalos con papel de regalo.

a. Envuelven	b. Envuelves	c. Envuelve	d. Envuelvo
--------------	--------------	-------------	-------------
2. _____ a buscar a Norma que viene en autobús.

a. Sales	b. Sal	c. Sale	d. Salen
----------	--------	---------	----------
3. _____ esos globos en el patio.

a. Pon	b. Pone	c. Ponen	d. Pones
--------	---------	----------	----------
4. _____ la primera persona en llegar.

a. Soy	b. Son	c. Es	d. Sé
--------	--------	-------	-------

2 You and a few friends have just finished cleaning up after a party. Write a sentence with the elements below. Follow the model.

modelo: ¡Saca la basura! (Carmela y yo)
Carmela y yo acabamos de sacar la basura.

1. ¡Limpia la cocina! (Andrés y Luis)

2. ¡Barre el suelo de la cocina! (yo)

3. ¡Pasa la aspiradora! (Luis)

4. ¡Lava los platos! (tú)

3 Your friend is helping you clean your house. Write two sentences telling him or her what to do using two affirmative **tú** commands.

Gramática C Affirmative **tú** Commands and **Acabar de + infinitive**

Level 1, pp. 282-284

¡AVANZA! Goal: Tell people what to do and say what people just did.

1 Your friend is telling you what to do to help get ready for his party. Complete the sentences with the correct affirmative **tú** command.

1. _____ los globos en la sala. (poner)
2. _____ a la cocina para cocinar. (venir)
3. _____ el suelo en el comedor. (barrer.)
4. _____ los platos sucios. (lavar)
5. _____ a la tienda a comprar decoraciones. (ir)
6. _____ la puerta por favor. (abrir)

2 You ask a friend to help you with your party. Complete the dialog with your requests. Use direct object pronouns.

modelo: **Tu amigo(a):** Tenemos que buscar más globos.
Tú: Búscalos.

1. **Tu amigo(a):** Tenemos que servir el pastel.
Tú: _____
2. **Tu amigo(a):** Tenemos que poner más globos.
Tú: _____
3. **Tu amigo(a):** Tenemos que preparar el jugo.
Tú: _____

3 Write a three-sentence message to your friend explaining what chores you've just done. Then use affirmative **tú** commands to tell him or her what to do to help you get ready for your party.

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Integración: Hablar

Level 1, pp. 285-287
WB CD 03 track 11

UNIDAD 5
Lección 2
Integración:
Hablar

It's Mónica's birthday and her friends Rebeca and Cristina have plans to celebrate. Cristina is in charge of sending invitations, while Rebeca prepares her house for everybody to come.

Fuente 1 Leer

Read the invitation for the surprise party.



Fuente 2 Escuchar CD 03 track 12

Listen to the message left by Rebeca on Cristina's voicemail. Take notes.

Hablar

Cristina is planning to arrive early to the surprise party.

modelo: La fiesta es.....Si Rebeca llega a las..., tiene que...

Integración: Escribir

Level 1, pp. 285-287
CD 03 track 13

The movie *El secreto* advertised and reviewed. Many things happen during the movie, and the sequence of events is supposed to be very entertaining.

Fuente 1 Leer

Read the movie review in a magazine.

El secreto

Esta noche, mírala por televisión.

Busca tu mejor sillón y ponlo delante del televisor. A las ocho de la noche empieza El secreto, película interesante. Una chica trabaja mucho en una casa. Ella barre el suelo, lava los platos, hace las camas y prepara la cena todos los días. Pero hay más, ¡mucho más!

Fuente 2 Escuchar CD 03 track 14

Listen to a review in a radio program about the movie. Take notes.

Escribir

What is the sequence of events in the movie *El secreto*?

modelo: La chica trabaja... Después, ella...

Escuchar A

Level 1, pp. 292-293
CD 03 track 15-16

UNIDAD 5
Lección 2
Escuchar A

¡AVANZA! **Goal:** Listen to what these people have to do.

1 Listen to Jimena and Mabel. Then, read each statement and answer **Cierto** (*True*) or **Falso** (*False*).

- C F 1. Jimena todavía prepara la comida.
- C F 2. Mabel todavía limpia la sala.
- C F 3. Mabel barre y también pasa la aspiradora.
- C F 4. Eduardo tiene que poner la mesa.
- C F 5. Eduardo no está en casa.

2 Listen to Norma. Then, answer the following questions in complete sentences.

1. ¿Qué van a hacer los hermanos de Norma?

2. ¿Qué hacen los hermanos de Norma en su casa?

3. ¿Qué celebran hoy?

Escuchar B

Level 1, pp. 292-293
WB CD 03 track 17-18

AVANZA! Goal: Listen to what these people have to do.

1 Listen to Mariana and take notes. Then, draw a line from the actions in the right column to the person who does it on the left. One person can do more than one thing.

- | | |
|------------|--------------------------|
| a. Mariana | 1. limpiar la sala |
| b. Luis | 2. limpiar su cuarto |
| c. Cecilia | 3. dar de comer al perro |
| | 4. preparar la comida |
| | 5. cortar el césped |
| | 6. lavar los platos |
| | 7. sacar la basura |
| | 8. planchar la ropa |

2 Listen to Luis and Cecilia. Then, answer the following questions in complete sentences.

1. ¿Qué le dice Cecilia a Luis?

2. ¿Por qué Cecilia no quiere ir a buscarla?

3. ¿Por qué no la trae Luis?

4. ¿Quién va a ayudar a Luis con su cuarto?

Escuchar C

Level 1, pp. 292-293
WB CD 03 track 19-20

UNIDAD 5
Lección 2 • Escuchar C

¡AVANZA! **Goal:** Listen to what these people have to do.

1 Listen to Teresa and her father and take notes. Then, complete the following sentences.

- 1. Teresa acaba de _____
- 2. El padre acaba de _____
- 3. Ahora, Teresa va a _____
- 4. Ahora, el hermano de Teresa debe _____
- 5. El hermano de Teresa está en _____

2 Listen to Osvaldo and take notes. Then, in complete sentences, describe what he says about the following things.

1. Los quehaceres de la casa:

2. Cosas que hacen sus amigos:

Leer A

Level 1, pp. 292-293

UNIDAD 5
Lección 2
Leer A

¡AVANZA! **Goal:** Read about household chores.

Irma's mom is leaving the city. She leaves a note to tell Irma what she has to do at home.

Irma:

¿Puedes ayudar con los quehaceres de la casa?

Hay que preparar el desayuno. Luego, por favor lava los platos. Antes de ir a la escuela, haz la cama, y limpia tu cuarto. Barre la cocina dos veces, en la mañana y en la noche. El domingo hay que cortar el césped del jardín. Luego ¡puedes descansar!

Gracias,

Mamá

¿Comprendiste?

Read the note from Irma's mom. Write the things that Irma has to do in the kitchen. Then write what she must do in her room. Finally, what does she need to do outside?

1. _____
2. _____
3. _____

¿Qué piensas?

¿Piensas que es bueno ayudar con los quehaceres de la casa? ¿Por qué?

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Leer B

Level 1, pp. 292-293

UNIDAD 5
Lesson 2

Leer B

¡AVANZA! Goal: Read about household chores.

Guillermo's father buys a magazine about homes. The following is a letter in that magazine.

¡Hola! Tú eres una persona muy ocupada y quieres tu casa siempre limpia. Aquí hay unas ideas para tenerla así. Primero tu familia debe ayudar. Debes compartir los quehaceres. Tus hijos deben limpiar su cuarto. Ellos necesitan hacer sus camas y limpiar sus cuartos. Pasa la aspiradora en las alfombras una vez por semana. Saca la basura todos los días. Los zapatos necesitan estar limpios antes de entrar a la casa.

¿Comprendiste?

Read the advice from the magazine. Then, complete the sentences.

1. La familia debe _____
2. Los hijos _____
3. Para las alfombras, la familia _____
4. Antes de entrar a la casa, los zapatos _____

¿Qué piensas?

¿Piensas que es importante para una familia compartir los quehaceres? ¿Por qué?

Leer C

Level 1, pp. 292-293

¡AVANZA! Goal: Read about household chores.

Graciela is having a big party at her house. All of her friends receive the following e-mail.

¡Hola!

El sábado voy a dar una fiesta en mi casa. Es mi cumpleaños y quiero estar con todos mis amigos.

Ven a mi fiesta el sábado a las cinco. Trae tus discos compactos para compartir la música que te gusta con todos.

Hoy pongo unas decoraciones muy bonitas en el patio. Mi papá acaba de cortar el césped y toda la familia ayuda a preparar la fiesta.

¡Ah! Trae mi regalo y envuélvelo con un bonito papel de regalo. (ja ja ja)

Besos,

Graciela

¿Comprendiste?

Read Graciela's e-mail and then answer the following questions.

1. ¿Por qué invita Graciela a sus amigos a su cumpleaños?

2. ¿Por qué quiere Graciela los discos compactos de todos?

3. ¿A qué hora es la fiesta?

4. ¿Cómo quiere Graciela sus regalos?

¿Qué piensas?

¿Piensas que es importante invitar a tus amigos a tu cumpleaños? ¿Por qué?

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Escribir A

Level 1, pp. 292-293

UNIDAD 5
Lección 2
Escribir A

AVANZAR Goal: Write about chores and responsibilities.

Step 1

Make a list of the six chores you do most at home.

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

Classify your list in the chart.

Me Gusta	No Me Gusta
1.	1.
2.	2.
3.	3.

Step 2

Write two sentences stating which chores you enjoy doing and three different chores you don't enjoy doing.

Step 4

Evaluate your writing using the information in the table.

Writing Criteria	Excellent	Good	Needs Work
Content	You have stated which chores you enjoy doing and which you don't.	You have stated some chores you enjoy doing and some you don't.	You have stated few chores you enjoy and don't enjoy doing.
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 B

Level 1, pp. 292-293

UNIDAD 5 • Escribir B
Lección 2

AVANZA! **Goal:** Write about chores and responsibilities.

Step 1

Make a chart with five chores.

Quehaceres
1.
2.
3.
4.
5.

Step 2

In a paragraph, say which chores you enjoy the least and which you enjoy the most. Use three ordinal numbers.

Step 3

Evaluate your writing using the information in the table.

Writing Criteria	Excellent	Good	Needs Work
Content	You included five chores and three ordinal numbers.	You included some chores and ordinal numbers.	You included few chores and ordinal numbers.
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.

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Escribir C

Level 1, pp. 292-293

¡AVANZA! Goal: Write about chores and responsibilities.

Step 1

Write a list of six chores your friend has to do to clean his or her house. Use ordinal numbers.

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

Step 2

Write a paragraph telling your friend what chores to do. Use command forms of the verbs and the ordinal numbers.

Step 3

Evaluate your writing using the information in the table.

Writing Criteria	Excellent	Good	Needs Work
Content	You have included six chores and the correct command form.	You have included four to five chores and the correct command form four or five times.	You have included three or fewer chores and the correct command form less than three times.
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.

Cultura A

Level 1, pp. 292-293

UNIDAD 5
Lección 2
Cultura A



Goal: Review cultural information about Ecuador.

1 Ecuador and Panama Complete the following sentences with one of the multiple-choice words or phrases.

1. The languages spoken in Ecuador are _____.
 - a. Spanish, Mayan and other indigenous languages
 - b. Spanish, Nahuatl and other indigenous languages
 - c. Spanish, Quechua and other indigenous languages
2. Ecuadorians celebrate the Festival of San Juan in the month of _____.
 - a. May
 - b. June
 - c. July
3. El tamborito is a traditional _____ from Panama.
 - a. dance
 - b. handicraft
 - c. food

2 Activities and places In Ecuador there are many interesting things to see and do. Draw lines to match each word from the left column with its explanation on the right.

Otavalo	popular dance of Ecuador
Serenatas Quiteñas	tallest active volcano in the world
Sanjuanito	city known for its textiles
Fiestas de Quito	musical tributes to the city
El Cotopaxi	is celebrated every 6th of December

3 Fiestas de Quito The Fiestas de Quito are very joyful and there are many activities. Write about the kinds of activities that are a part of the Fiestas de Quito. What would be your favorite activity and why?

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Cultura B

Level 1, pp. 292-293

UNIDAD 5
Lección 2

Cultura B



Goal: Review cultural information about Ecuador.

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

- T F 1. The languages spoken in Ecuador are Spanish, Quechua, and other indigenous languages.
- T F 2. The city of Quito was founded on December 6.
- T F 3. Ecuador is located in South America.
- T F 4. The Otavalos of Ecuador are famous for their food.
- T F 5. The **Sanjuanito** is an Ecuadorian dance with a sad rhythm.

2 Ecuadorian culture Complete the following sentences with the words from the box.

Otavalos	Reina	San Juan	fritada
----------	-------	----------	----------------

- 1. The festival of _____ is celebrated in the month of June.
 - 2. The _____ is a popular food in Ecuador.
 - 3. The textile designs of the _____ may have geometric figures.
 - 4. The _____ de Quito pageant is celebrated during the Fiestas de Quito.
- 3 Serenatas** Music is very important in all Spanish-speaking countries. During the Fiestas de Quito, many people sing **serenatas quiteñas**. Write a full sentence to explain what the **serenatas** are. Then write a short **serenata** (one verse) of your own.

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Cultura C

Level 1, pp. 292-293

UNIDAD 5
Lección 2 • Cultura C

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

- 1 Ecuador** Choose the correct word to complete the following sentences.
1. Aside from Spanish, (Quechua / Maya) is spoken in Ecuador.
 2. The (Tamborito / Sanjuanito) is an Ecuadorian dance with a joyful rhythm.
 3. The Otavalos of Ecuador are famous for their (food / textiles).
 4. The celebration of the Fiestas de Quito last for (one week / one month).

- 2 Geography and events** Answer these questions about Ecuador in complete sentences.
1. What is the tallest active volcano in the world and where is it? _____

 2. What is the name of the vast mountain chain in South America? _____

 3. What popular activities are held every year during the Fiestas de Quito? _____

- 3 Otavalo** Describe the textiles created by the Otavalos. Where do they sell them? Compare the Otavalan textiles with other textiles or handicrafts you have seen in the United States that represent various cultures. Look at the photograph on page 284 of your book to help with your comparison.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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Comparación cultural: ¡Así celebramos!

Level 1, pp. 294-295

UNIDAD 5 • Comparación cultural
 Lección 2

Lectura y escritura

After reading the paragraphs about how María Elena, Carla and Daniel enjoy parties and celebrations, write a paragraph about a party or celebration of your own. Use the information on your chart to write sentences, and then write a paragraph that describes your party or celebration.

Step 1

Complete the chart describing as many details as possible about your celebration.

tipo de fiesta y lugar		
invitados	comida	actividades

Step 2

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

Comparación cultural: ¡Así celebramos!

UNIDAD 5 • Comparación cultural
 Lección 2

Lectura y escritura (continued)

Step 3

Now write your paragraph using the sentences you wrote as a guide. Include an introductory sentence and use the verbs **celebrar**, **venir**, **traer**, and **poner** to write about your celebration.

Checklist

Be sure that...

- all the details about your celebration from your chart are included in the paragraph;
- you use details to describe your celebration, the place where you celebrate, as well as the guests, food, and activities;
- you include new vocabulary words and the verbs **celebrar**, **venir**, **traer**, and **poner**.

Rubric

Evaluate your writing using the rubric below.

Writing criteria	Excellent	Good	Needs Work
Content	Your description includes many details about your celebration.	Your description includes some details about your celebration.	Your description includes few details about your celebration.
Communication	Most of your description is organized and easy to follow.	Parts of your description are organized and easy to follow.	Your description is disorganized and hard to follow.
Accuracy	Your description has few mistakes in grammar and vocabulary.	Your description has some mistakes in grammar and vocabulary.	Your description has many mistakes in grammar and vocabulary.

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Comparación cultural: ¡Así celebramos!

Compara con tu mundo

Now write a comparison about your celebration and that of one of the students from page 295. Organize your comparison by topics. First, compare the type of celebration, then the place where you celebrate and the guests, and lastly the food and activities.

Step 1

Use the table to organize your comparisons by topics. Write details for each topic about your celebration and that of the student you chose.

Categoría	Mi Fiesta	La Fiesta de _____
tipo de fiesta		
lugar		
invitados		
invitados		
comida		
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 **celebrar**, **venir**, **traer**, **poner** to describe your celebration and that of the student you chose.

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 Lección 2