

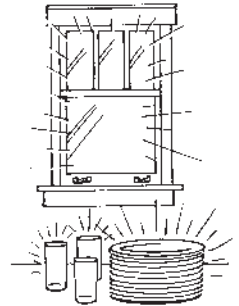
Write the Spanish vocabulary word below each picture. If there is a word or phrase, copy it in the space provided. Be sure to include the article for each noun.



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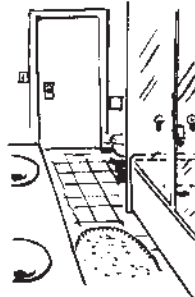
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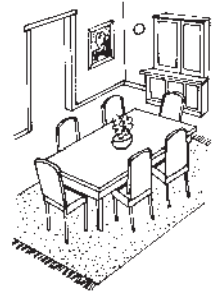
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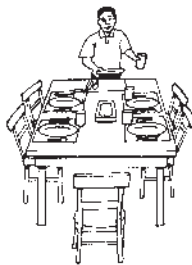
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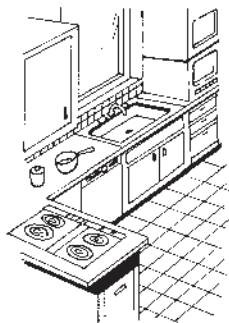
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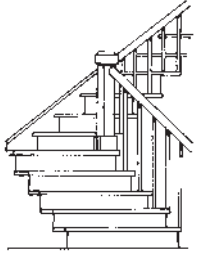
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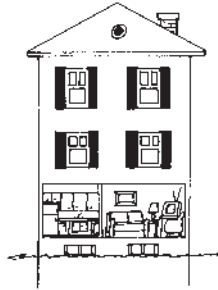
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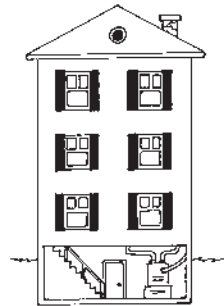
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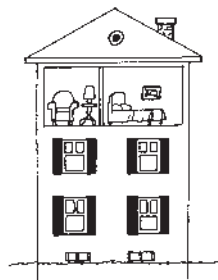
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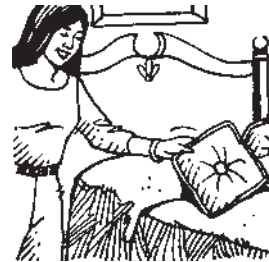
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**el  
piso**

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



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



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



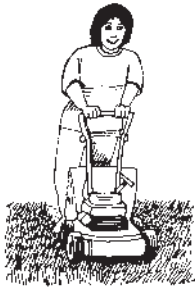
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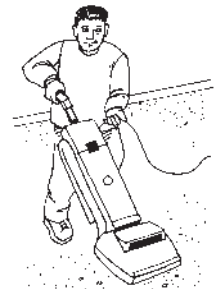
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**ayudar**

\_\_\_\_\_

**cerca  
(de)**

\_\_\_\_\_

\_\_\_\_\_

**los  
quehaceres**

\_\_\_\_\_

\_\_\_\_\_

**dar**

\_\_\_\_\_

**lejos  
(de)**

\_\_\_\_\_

\_\_\_\_\_

**el  
apartamento**

\_\_\_\_\_

\_\_\_\_\_

**poner**

\_\_\_\_\_

**vivir**

\_\_\_\_\_

**el  
cuarto**

\_\_\_\_\_

\_\_\_\_\_

**sucio,  
sucia**

\_\_\_\_\_,  
\_\_\_\_\_

**¿Qué  
estás  
haciendo?**

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

**si**

\_\_\_\_\_

**bastante**

\_\_\_\_\_

**un  
momento**

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

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

**¿Cuáles?**

\_\_\_\_\_

**recibir**

\_\_\_\_\_

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



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

Tear out this page. Write the English words on the lines. Fold the paper along the dotted line to see the correct answers so you can check your work.

cerca (de) \_\_\_\_\_

lejos (de) \_\_\_\_\_

vivir \_\_\_\_\_

el apartamento \_\_\_\_\_

la cocina \_\_\_\_\_

el comedor \_\_\_\_\_

el despacho \_\_\_\_\_

la escalera \_\_\_\_\_

el garaje \_\_\_\_\_

la planta baja \_\_\_\_\_

el primer piso \_\_\_\_\_

el segundo piso \_\_\_\_\_

la sala \_\_\_\_\_

el sótano \_\_\_\_\_

arreglar el  
cuarto \_\_\_\_\_

ayudar \_\_\_\_\_

cocinar \_\_\_\_\_

cortar el césped \_\_\_\_\_

Fold In ↓

Tear out this page. Write the Spanish words on the lines. Fold the paper along the dotted line to see the correct answers so you can check your work.

close (to), near \_\_\_\_\_

far (from) \_\_\_\_\_

to live \_\_\_\_\_

apartment \_\_\_\_\_

kitchen \_\_\_\_\_

dining room \_\_\_\_\_

home office \_\_\_\_\_

stairs, stairway \_\_\_\_\_

garage \_\_\_\_\_

ground floor \_\_\_\_\_

second floor \_\_\_\_\_

third floor \_\_\_\_\_

living room \_\_\_\_\_

basement \_\_\_\_\_

to straighten up  
the room \_\_\_\_\_

to help \_\_\_\_\_

to cook \_\_\_\_\_

to cut the lawn \_\_\_\_\_

Fold In ↓



Tear out this page. Write the English words on the lines. Fold the paper along the dotted line to see the correct answers so you can check your work.

dar de comer al perro \_\_\_\_\_

hacer la cama \_\_\_\_\_

lavar los platos \_\_\_\_\_

limpiar el baño \_\_\_\_\_  
\_\_\_\_\_

pasar la aspiradora \_\_\_\_\_

poner la mesa \_\_\_\_\_

los quehaceres \_\_\_\_\_

quitar el polvo \_\_\_\_\_

sacar la basura \_\_\_\_\_  
\_\_\_\_\_

limpio, limpia \_\_\_\_\_

sucio, sucia \_\_\_\_\_

bastante \_\_\_\_\_

el dinero \_\_\_\_\_

recibir \_\_\_\_\_

Fold In ↓

Tear out this page. Write the Spanish words on the lines. Fold the paper along the dotted line to see the correct answers so you can check your work.

to feed the dog \_\_\_\_\_

\_\_\_\_\_

to make the bed \_\_\_\_\_

to wash the dishes \_\_\_\_\_

to clean the bathroom \_\_\_\_\_

to vacuum \_\_\_\_\_

\_\_\_\_\_

to set the table \_\_\_\_\_

chores \_\_\_\_\_

to dust \_\_\_\_\_

to take out the trash \_\_\_\_\_

clean \_\_\_\_\_

dirty \_\_\_\_\_

enough; rather \_\_\_\_\_

money \_\_\_\_\_

to receive \_\_\_\_\_

Fold In ↓

To hear a complete list of the vocabulary for this chapter, go to [www.realidades.com](http://www.realidades.com) and type in the Web Code jcd-0699. Then click on **Repaso del capítulo**.

**Affirmative tú commands (p. 305)**

- Tú commands are used to tell friends, family members, or peers to do something.
- Tú command forms are the same as the regular present-tense forms for Ud./él/ella.

Infinitive	Ud./él/ella form	Affirmative tú command
-ar verb: <b>hablar</b>	habla	<b>¡Habla!</b>
-er verb: <b>leer</b>	lee	<b>¡Lee!</b>
-ir verb: <b>escribir</b>	escribe	<b>¡Escribe!</b>

- Two verbs you have learned already, **hacer** and **poder**, have irregular affirmative tú command forms:  
 poner → **pon**      ¡**Pon** la mesa!  
 hacer → **haz**      ¡**Haz** la cama!
- You can tell the difference between a command form and an Ud., él, or ella verb form from the context of the sentence. A comma after the person's name indicates they are being talked to directly. Possessive adjectives can also help you decide if the person is being addressed directly (**tu**) or referred to in the third person (**su**).  
 Marcos lee **su** libro. (él verb form)  
 Marcos, lee **tu** libro. (command form)

**A.** Circle the command form in each sentence.

- |  |                           |
|--|---------------------------|
| 1. María, habla con tu hermano, por favor. | 5. Elena, haz la cama.    |
| 2. Tomasina, escribe tu tarea.             | 6. Sandra, pon la mesa.   |
| 3. Marcos, come el almuerzo.               | 7. Alfonso, lee el libro. |
| 4. Silvia, practica la guitarra.           | 8. Carlos, lava el coche. |

**B.** Now look at each sentence. Write **C** if the verb is a command form. Write **no** if it is not a command form. Follow the models.

**Modelos** Javier estudia en su dormitorio.      no  
 Javier, estudia en tu dormitorio.      C

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1. Alfonso lee el libro. _____       | 5. Ana, lava los platos. _____     |
| 2. Paula, ayuda a tu madre. _____    | 6. Isa juega con su hermana. _____ |
| 3. Roberto escucha a su madre. _____ | 7. David, limpia la casa. _____    |
| 4. Pablo hace la tarea. _____        | 8. Elena, pon la mesa. _____       |

**Affirmative tú commands (continued)****C.** Circle the correct form of the verb to complete each sentence.

- ¡( Plancha / Planchan ) la ropa, por favor!
- Gerardo, ( prepara / preparas ) la comida, por favor.
- Alberto, ( hace / haz ) la tarea ahora.
- Rosa, ( pone / pon ) los platos en la mesa, por favor.
- ¡( Lavas / Lava ) el coche, por favor!
- Linda, ( juega / juegas ) con tu hermana esta tarde.

**D.** Write the affirmative **tú** command forms to complete the following conversations. Follow the model.**Modelo** RAÚL: Ana, (poner) pon los libros en la mesa.ANA: Sí, pero (tomar) toma mi mochila.

1. SEBASTIÁN: Roberto, (lavar) \_\_\_\_\_ los platos, por favor.

ROBERTO: Claro. (Traer) \_\_\_\_\_ los platos sucios aquí.

2. TERESA: Susana, (preparar) \_\_\_\_\_ el almuerzo.

SUSANA: Sí, pero (hablar) \_\_\_\_\_ con mamá para ver qué necesitamos.

3. EDUARDO: Elena, (hacer) \_\_\_\_\_ los quehaceres.

ELENA: Claro. (Escribir) \_\_\_\_\_ una lista.

4. ISABEL: Margarita, (planchar) \_\_\_\_\_ la ropa, por favor.

MARGARITA: Claro, pero (sacar) \_\_\_\_\_ la plancha, por favor.

**E.** Write **tú** command forms to complete each sentence. Use verbs from the list.

hacer	lavar	poner	sacar
-------	-------	-------	-------

- ¡\_\_\_\_\_ la basura!
- ¡\_\_\_\_\_ el coche!
- ¡\_\_\_\_\_ la mesa!
- ¡\_\_\_\_\_ la cama!

## The present progressive tense (p. 308)

- Use the present progressive tense to say what people are doing or what is happening right now.

**Estamos lavando** el coche.      *We are washing the car.*

- The present progressive tense uses forms of **estar** with the present participle.
- Review the forms of **estar**:

yo	<b>estoy</b>	nosotros/nosotras	<b>estamos</b>
tú	<b>estás</b>	vosotros/vosotras	<b>estáis</b>
usted/él/ella	<b>está</b>	ustedes/ellos/ellas	<b>están</b>

- You form the present participle for **-ar** verbs by removing the **-ar** ending and adding **-ando**: **preparar** → **preparando**, **hablar** → **hablando**.
- You form the present participle for **-er** and **-ir** verbs by removing the **-er** or **-ir** ending and adding **-iendo**: **comer** → **comiendo**, **escribir** → **escribiendo**.
- The forms of **estar** change to match the subject of the sentence. The present participle always stays the same, regardless of who the subject is.

**Francisco está limpiando** la mesa.      *Francisco is cleaning the table.*

**Tú y yo estamos limpiando** el baño.      *We are cleaning the bathroom.*

- A.** Look at each sentence. Underline the form of **estar**. Circle the present participle. Follow the model.

**Modelo** Enrique está lavando los platos.

- Tú y yo estamos pasando la aspiradora.
- Mis abuelos están cortando el césped.
- Mi hermana está quitando el polvo en la sala.
- Yo estoy dando de comer al perro.
- Ustedes están sacando la basura de la cocina.
- Tú estás poniendo la mesa con los platos limpios.
- Ella está haciendo las camas del segundo piso.

- B.** Complete each sentence with the appropriate form of **estar**.

- Yo \_\_\_\_\_ poniendo la mesa.
- Tú \_\_\_\_\_ sacando la basura.
- Ella \_\_\_\_\_ lavando la ropa.
- Nosotros \_\_\_\_\_ preparando el almuerzo.
- Ustedes \_\_\_\_\_ cortando el césped.

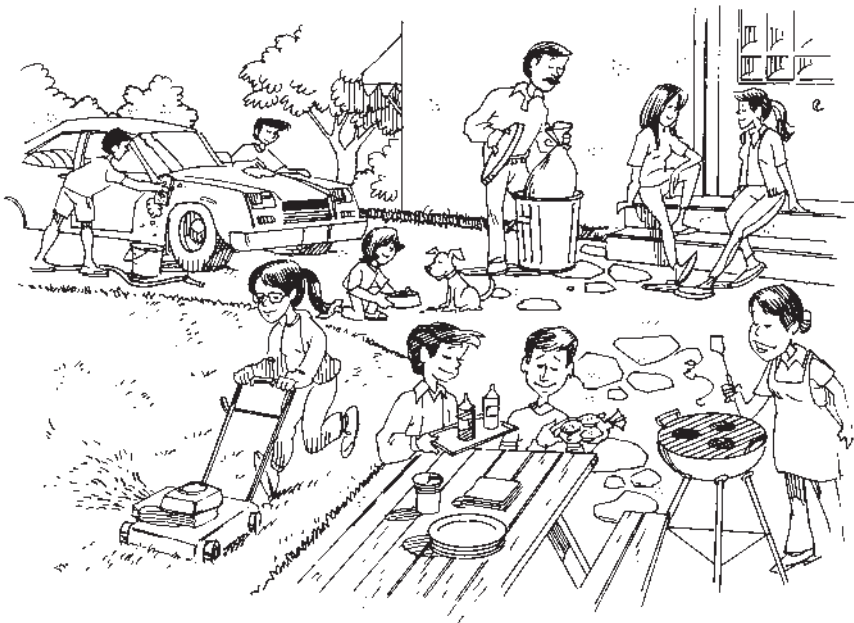
**The present progressive tense (continued)**

**C.** Write the present participles of the verbs shown. Follow the models. Remember to use **-ando** for **-ar** verbs and **-iendo** for **-er** and **-ir** verbs.

**Modelos** ayudar ayudando  
 hacer haciendo  
 escribir escribiendo

- |                 |                |
|-----------------|----------------|
| 1. dar _____    | 5. sacar _____ |
| 2. abrir _____  | 6. lavar _____ |
| 3. comer _____  | 7. jugar _____ |
| 4. romper _____ | 8. poner _____ |

**D.** Look at the drawing. Then write forms of the present progressive (**estar** + present participle) to complete each sentence. Follow the models.



**Modelos** Graciela (dar) está dando de comer al perro.  
 Lola y Elia (hablar) están hablando.

- El padre (sacar) \_\_\_\_\_ la basura.
- La madre (cocinar) \_\_\_\_\_ unas hamburguesas.
- Ana María (cortar) \_\_\_\_\_ el césped.
- Manolo y José (lavar) \_\_\_\_\_ el coche.
- Tito y Ramón (poner) \_\_\_\_\_ la mesa.

**Lectura: Cantaclara (pp. 312–313)**

**A.** The reading in your textbook is similar to the story of Cinderella. Write four facts that you can remember about the Cinderella story in the spaces below. If you are not familiar with the story you will need to find out from someone who is.

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

**B.** Skim through the reading and the pictures in your textbook to find similarities between the story of Cantaclara and Cinderella. Check off any similarities in your list above.

**C.** Since you know that the story in your textbook is like the story of Cinderella, you know that Cantaclara lives with her stepmother and two stepsisters. Below is a dialogue with all four of them. Read the dialogue and answer the questions that follow.

—Cantaclara, saca la basura. Y después, pon la mesa —dice la madrastra.

—Cantaclara, haz mi cama y limpia el baño —dice Griselda.

—Haz mi cama también —dice Hortencia.

—Un momento. Estoy lavando los platos ahora mismo —dice Cantaclara.

1. Circle the names of the four people who are speaking.
2. How is a dialogue written differently in Spanish than in English?  
\_\_\_\_\_
3. Which person does NOT say she wants Cantaclara to make her bed?  
\_\_\_\_\_

**D.** Now, read what takes place at the end of the story. Answer the questions in English that follow.

Son las ocho de la noche. La madrastra y las dos hermanastras están en la sala y ven su programa favorito. Pero, ¿qué es esto? ¡Ven a Cantaclara en la pantalla!

—Mira, mamá. ¡Es Cantaclara! —dice Hortencia.

—¡Oh, no! Si Cantaclara es la nueva estrella del futuro, ¿quién va a hacer los quehaceres? —pregunta Griselda.

1. At what time do the stepmother and stepsisters sit down to watch their favorite show? \_\_\_\_\_
2. Whom do they see on TV? \_\_\_\_\_
3. What problem does Griselda think of at the end? \_\_\_\_\_

**Presentación escrita (p. 315)**

**Task:** Pretend that your family is selling their house, apartment, or that you are selling an imaginary dream home. Create a flyer in Spanish to promote the sale of your home.

**1 Prewrite.** You are going to prepare an informative flyer about your home. In order to provide the most information to potential buyers, you will need to anticipate their questions. Read the potential questions below and write answers about your home in the spaces provided.

a) En general, ¿cómo es la casa o apartamento? (¿Es grande o pequeño?)

\_\_\_\_\_.

b) ¿De qué color es la casa o apartamento?

\_\_\_\_\_.

c) ¿Cuántos cuartos hay en la casa o apartamento? ¿Cuáles son?

\_\_\_\_\_.

d) ¿Cómo son los cuartos? (¿grandes o pequeños?)

\_\_\_\_\_.

e) ¿De qué color son los cuartos?

\_\_\_\_\_.

f) ¿Cuál es la dirección (*address*) y el precio (*price*) de la casa o apartamento?

\_\_\_\_\_.

**2 Draft.** Now, compile the answers you wrote above on a separate sheet of paper to create your rough draft. Organize your answers in a way that will be easy for anyone to read. Your flyer should also include illustrations and colored ink to make it more attractive to potential buyers. The first line on your flyer should read: **Se vende casa** (or **Se vende apartamento**).

**3 Revise.** Read through your ad to see that you have included all the information that a potential buyer might want. Share your draft with a partner who will check the following:

\_\_\_\_\_ Are all words spelled correctly?

\_\_\_\_\_ Is the flyer neat and attractive?

\_\_\_\_\_ Does the flyer need a visual?

\_\_\_\_\_ Is the key information provided?

\_\_\_\_\_ Does the flyer make me want to look at the property?

**4 Publish.** Write a new, final copy of your flyer making any necessary corrections or adding to it anything your partner suggested.