Lobo

Unidad III Lección II: Guía de Estudiar

Partes A y B: Escuchar

Parte A:

Listen to a boy describe his family. Match the letter of the description with the correct name.

Parte B:

Listen to a mother and daughter organize their calendars. Write the date in Spanish for each birthday they mention.

Partes C-I: Vocabulario y Gramática

Parte C: Tell how different people in Rafael’s family are related. Circle the letter of the answer with the appropriate vocabulary for family members.

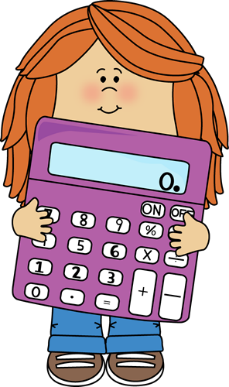
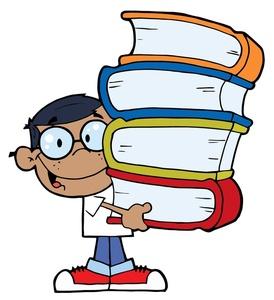
1. Los hijos de sus padres son sus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
2. **hermanos** b.) padrastros
3. El hermano mayor de tu madre es tu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. abuelo b.) **tío**
5. Mi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ es la hija de mis abuelos.
6. prima **b.) tía**

Parte D: The Spanish club is going to sell refreshments at the school’s basketball game. The chart below lists the number of each item that the club needs for the fundraiser. Tell how many of each item the club needs. Write all numbers as words.

| papas fritas | 1000 |
| --- | --- |
| refrescos | 830 |
| helados | 1200 |
| sándwiches | 570 |

1. Helados mil doscientos
2. Papas Fritas mil
3. Sándwiches quinientos y siete
4. Refrescos ochocientos y treinta

Parte E: Several students left their supplies in the classroom. Help your teacher figure out to whom each item belongs. Example: The notebook is Melissa's.

Elsa Margarita Juan Pablo

1. Los libros es de son Pablo
2. La calculadora eres de Elsa
3. El lápiz es de Margarita

Parte F: Write a sentence saying how old your relatives are. Then, write a second sentence giving their birthday. Use the ages and birthdays provided.

1. Mi madrastra (36); cumpleaños 15/1

Mi madrastra tiene treinta años de cumpleanos catorce es uno

1. Mi hermana mayor (25); cumpleaños 1/5

Mi hermana mayor veinticinco anos cumpleanos es el primero de mayo

1. Mi gato (6); cumpleaños 6/12

Mi gato tienes seis años es el seis doce

Parte G:

Fill in the blank with the appropriate possessive adjective: mi(s), tu(s), su(s), or nuestro(a)(s).

1. Mis amigas tienen dos perros. Sus perros son viejos.
2. Tienes cuatro abuelos. Tus abuelos viven en México.
3. Tenemos muchos tíos. Nuestros tíos favoritos se llaman Marta y Juan.

Parte H:

Make a comparison using “más….que,” “menos…que,” “tan…como,” “tanto como” or an irregular comparatives. Use the information given for each item and include a conjugated verb.

1. Alicia/ menor / abuela Alisa es menor que abuela
2. Ramón/mejor estudiante/ yo Ramon es mejor estudiante que yo 
3. Paco/ trabajar tanto/ Mabel Paco trabajar tanto como Mabel
4. Valentina/menos tranquila/Isabel Valentina es meno tranquilla tanta Isabel 

Parte I/J: Leer

Read a conversation between Teresa and Eduardo at his family reunion. She is his girlfriend and is meeting his family and has many questions. Then complete activities I and J.

Parte H: True or false.

Parte I: Answer 3 questions about the reunion, using complete sentences.

Parte N: Escribir

Write a paragraph describing **someone else’s family**. Describe the members of the family and make comparisons between two of them. Mention:

-the names of four people in the family

-the ages of those people

-their relationship with other people

-two comparisons between them

Reflection:

After completing this study guide, reflect on the following.

* I know all the vocabulary from this lesson very well (including spelling and accents)
* I understand and recall very well the grammar from my notes from this lesson
* What I want extra help on from Mrs. Mariano before the test: