

The verb *estar* (continued)

D. Complete the conversation with correct forms of **estar**.

LUISA: ¡Buenos días! ¿Cómo _____ ustedes?

ANA E INÉS: Nosotras _____ bien. ¿Y tú? ¿Cómo _____?

LUISA: Yo _____ muy bien. ¿Dónde _____ Marcos y Marta?

ANA: Marcos _____ en la clase de español. Marta _____ en la clase de matemáticas.

E. Create complete sentences with **estar**. Follow the model.

Modelo usted / estar / en la clase de matemáticas

Usted está en la clase de matemáticas

1. tú / estar / en la clase de español

2. ellas / estar / en la clase de arte

3. nosotros / estar / en la clase de inglés

4. usted / estar / en la clase de matemáticas

5. yo / estar / en la clase de tecnología

6. él / estar / en la clase de ciencias sociales

The plurals of nouns and articles (continued)

D. Identify whether each of the words from part C are masculine or feminine. Write M for masculine or F for feminine next to each word.

- | | |
|------------------|-------------------|
| 1. _____ cartel | 5. _____ bandera |
| 2. _____ teclado | 6. _____ reloj |
| 3. _____ mochila | 7. _____ disquete |
| 4. _____ mes | 8. _____ profesor |

E. Now, look at the words from part D in the plural. Circle the correct definite article, masculine or feminine.

- | | |
|---------------------------|-----------------------------|
| 1. (los / las) carteles | 5. (los / las) banderas |
| 2. (los / las) teclados | 6. (los / las) relojes |
| 3. (los / las) mochilas | 7. (los / las) disquetes |
| 4. (los / las) meses | 8. (los / las) profesores |

F. Look at each noun below and write *los* or *las*, depending on whether the word is masculine or feminine.

- | | |
|-------------------|--------------------|
| 1. _____ puertas | 4. _____ lápices |
| 2. _____ ventanas | 5. _____ ratones |
| 3. _____ horarios | 6. _____ pantallas |

G. Look at the words from part E again. This time, circle the correct indefinite article, masculine or feminine.

- | | |
|-----------------------------|-------------------------------|
| 1. (unos / unas) carteles | 5. (unos / unas) banderas |
| 2. (unos / unas) teclados | 6. (unos / unas) relojes |
| 3. (unos / unas) mochilas | 7. (unos / unas) disquetes |
| 4. (unos / unas) meses | 8. (unos / unas) profesores |

H. Look at the nouns from part F again. Now, write *unos* or *unas*, depending on whether the word is masculine or feminine.

- | | |
|-------------------|--------------------|
| 1. _____ puertas | 4. _____ lápices |
| 2. _____ ventanas | 5. _____ ratones |
| 3. _____ horarios | 6. _____ pantallas |

Lectura: El UNICEF y una convención para los niños (pp. 114–115)

A. The reading in your textbook talks about the organization UNICEF (United Nations International Children’s Emergency Fund). You will see many cognates in the reading. Look through the reading and find the Spanish words that most closely resemble the ones below. Write the words in the spaces provided.

- | | | | |
|---------------|-------|---------------|-------|
| 1. convention | _____ | 6. diet | _____ |
| 2. dignity | _____ | 7. opinions | _____ |
| 3. nations | _____ | 8. community | _____ |
| 4. protection | _____ | 9. violence | _____ |
| 5. special | _____ | 10. privilege | _____ |

B. Look at the first paragraph from the reading in your textbook. Write down three things that are said to be privileges for children.

1. _____
2. _____
3. _____

C. Read the following excerpt from your textbook and answer the questions that follow.

|| *UNICEF...tiene siete oficinas regionales en diversas naciones y un Centro de Investigaciones en Italia.* ||

1. Where does UNICEF have seven regional offices?

2. Where is there a Center of Investigation for UNICEF?

D. Look again at the bulleted list in your textbook and list five things in the spaces below that the convention said that all children need.

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