

Más vocabulario...

cocinar
to cook
cortar el césped
to cut the grass
hacer la cama
to make the bed
hacer los quehaceres
to do the chores
limpiar
to clean
sacar la basura
to take out the trash

17 ¿Dónde?

Leamos/Hablemos Complete each sentence with a logical place.

- El carro y las bicicletas están en _____.
a. el garaje b. la sala
- Almorzamos en _____.
a. el baño b. el comedor
- Hay muchas plantas en las ventanas _____.
a. de la sala b. del baño
- Descanso y veo películas en _____.
a. la sala b. el garaje
- Preparamos la comida en _____.
a. la cocina b. la habitación
- Hay dos habitaciones en _____.
a. la sala b. la casa
- Hay un escritorio y una cama en _____.
a. el jardín b. la habitación

18 Donde vivo

Escribamos Complete the paragraph so that it's true for you.

MODELO Vivo en las afueras. Mi dirección es calle Mercado, número 3232.

Vivo en _____. Mi dirección es _____. Mi _____ es bastante _____. Es de _____ piso(s) y tiene _____ habitaciones. Tiene _____ baños. Casi siempre comemos en _____. Me gusta estudiar en _____. Mi familia ve televisión en _____.

¡Exprésate!

To ask about responsibilities	To respond
¿Qué te parece tener que ayudar en casa? <i>What do you think about having to help out at home?</i>	A veces tengo que cuidar a mis hermanos, pero me parece bien. No es gran cosa. <i>Sometimes I have to take care of my brothers and sisters, but it's all right with me. It's no big deal.</i>
¿Qué te toca hacer a ti? <i>What do you have to do?</i>	A mi siempre me toca pasar la aspiradora en la sala. ¡Qué lata! <i>I always have to vacuum the living room. What a pain!</i>
¿Y a Juan?	A menudo tengo que arreglar mi cuarto. <i>I often have to pick up my room.</i>
	A Juan nunca le toca lavar los platos. Me parece injusto. <i>Juan never has to do the dishes. It seems unfair to me.</i>



Vocabulario y gramática,
pp. 55-57



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Lucas Murillo,Laila M. Dawson,2009-12-09 Con br o Second Edition celebrates the rich diversity of the Spanish speaking
world This 12 chapter Introductory Spanish program designed to address the needs and life circumstances of a broad
audience takes a highly practical approach that focuses on useful vocabulary presented through each chapter s unique visual
escenas functional grammar of high frequency usage situational and contextual activities and cultural selections relevant to
everyday life and everyday interactions *Books Out Loud* ,2007 **Children's Books in Print, 2007** ,2006 Spanish
for Oral and Written Review Mario Iglesias,Walter Meiden,1975 Joyce in the Belly of the Big Truck; Workbook Joyce A.
Casio,2005-05 **Exprésate** Nancy A. Humbach,2008 An Evaluation of Communicative Activities in First-year High
School Spanish Textbooks Marcella C. Martínez,2010 The study analyzed activities of Spanish Level 1 textbooks used in high
school to determine the extent to which they incorporate some of the most respected theories of communicative language
learning in particular the theories of Krashen Swain Long and Nunan Five well known Spanish books were chosen Realidades
Expr sate As se dice Avancemos and Aventura For each book Chapter 2 and Chapter 5 were chosen to be evaluated by two
raters The activities in these chapters were analyzed according to four criteria derived from the abovementioned theories
Results suggest that textbooks may not be in alignment with major theories of how language is acquired The majority of the
activities may fall under the category of meaningless drills which it is claimed do not contribute to acquisition of a second
language Holt Spanish 2 Expresate! para Hispanohablantes Holt Rinehart & Winston,2007-01-01 *Expresate* Holt
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