

2A-1

A.

1. un libro / la clase de español
2. una calculadora / la clase de matemáticas
3. un libro / la clase de inglés
4. una computadora / la clase de tecnología
5. un diccionario / la clase de español
6. una carpeta de apuntes / la clase de ciencias sociales

B.

1. inglés
2. arte
3. diccionario
4. lápiz
5. calculadora
6. tecnología
7. libro
8. español
9. matemáticas
10. tarea

2A-2

Order of answers may vary.

1. Tengo la clase de matemáticas en la segunda hora.
2. Tengo la clase de arte en la tercera hora.
3. Tengo la clase de ciencias sociales en la cuarta hora.
4. Tengo el almuerzo en la quinta hora.
5. Tengo la clase de tecnología en la sexta hora.
6. Tengo la clase de español en la séptima hora.
7. Tengo la clase de educación física en la octava hora.
8. Tengo la clase de ciencias naturales en la novena hora.

2A-3

Answers will vary. All adjectives should be in feminine form.

1. es práctica
2. es fácil y muy divertida
3. es difícil
4. es interesante
5. es aburrida
6. no es fácil
7. no es muy difícil
8. es mi clase favorita

2A-4

1. tengo un libro
2. no necesito una calculadora
3. no tengo una carpeta de apuntes para la clase de matemáticas
4. necesito un diccionario para la clase de español
5. no tengo el cuaderno para la clase de arte
6. tengo un lápiz
7. no necesito el horario
8. tengo un bolígrafo

2A-5

A.

1. él
2. ellas
3. nosotros (nosotras)
4. vosotros (vosotras) / Uds.
5. él
6. ellos
7. ella
8. ellos
9. ellos

B.

1. usted (Ud.)
2. ustedes (Uds.)
3. Uds.
4. tú
5. Ud.
6. tú
7. Ud.

2A-6

A.

- Row 1: _____, hablas, habla, hablamos, _____, _____
- Row 2: estudio, estudias, estudia, _____, _____, estudian
- Row 3: enseño, _____, enseña, enseñamos, _____, enseñan
- Row 4: uso, usas, usa, usamos, _____, usan
- Row 5: necesito, necesitas, _____, necesitamos, _____, necesitan

B.

1. estudio
2. bailo
3. hablamos
4. usan
5. necesita
6. montas
7. dibujan

8. patinamos
9. enseña
10. necesitan
11. camina
12. bailamos
13. cantan

2A-7

A.

1. tú cantas
2. yo hablo por teléfono
3. él patina
4. Ud. dibuja
5. ella practica deportes

B.

1. nosotros (nosotras) cantamos
2. Uds. usan la computadora
3. ellos montan en bicicleta
4. nosotros (nosotras) hablamos por teléfono
5. ellos tocan la guitarra
6. ellos bailan

Crucigrama (2A-8)

Across:

- | | |
|-----------|---------------|
| 2. fácil | 14. aburrida |
| 4. clase | 15. naturales |
| 5. tarea | 16. séptimo |
| 8. física | 17. inglés |
| 12. arte | 18. enseña |

Down:

- | | |
|----------------|-----------------|
| 1. computadora | 9. horario |
| 3. ciencias | 10. quinta |
| 6. almuerzo | 11. matemáticas |
| 7. apuntes | 13. tercero |

Organizer (2A-9)

I. Vocabulary: Answers will vary.

II Grammar

- | | |
|---|----------|
| 1. yo, tú, él, ella, usted, nosotros (-as), vosotros (-as), ustedes, ellos, ellas | |
| 2. Ud. (usted) / tú | |
| 3. -o, -as, -a, -amos, -áis, -an | |
| col. 1. | col. 2. |
| hablo | hablamos |
| hablas | habláis |
| habla | hablan |

Practice Realidades 2b

Michael Brown



Practice Realidades 2b:

Prentice Hall Realidades 2 Prentice Hall Staff, 2004-07-01 REALIDADES is a standards based Spanish curriculum that balances grammar and communication. The program offers technology designed to integrate language and culture to teach and motivate all students. **Realidades 2**, 2008 **Realidades 2**, 2008 **Learn Spanish News Vol.2**: Nik Marcel, LEARN SPANISH NEWS Vol 2 English Spanish THIS EDITION. The dual language text has been arranged into sentences and shorter paragraphs for quick and easy cross referencing. The source text is the Spanish language edition of Voice of America VOA. The Spanish text has been translated into English for this dual language project. The reader can choose between four formats: Section 1 English to Spanish, Section 2 Spanish to English, Section 3 English, and Section 4 Spanish. A methodology for getting the most out of this bilingual format is explained in the book's Foreword. The primary purpose of this text is to equip a foreign language learner with the ability to start reading news in the particular foreign language to be able to read only in the foreign language and extract enough understanding to continue the language learning process fruitfully. This way a reader might like to go back to reading dual language news for reinforcement and further development, returning to foreign language only news with a deeper understanding. By going back to the same old news you are going over words, word patterns, and passages with which you already have a certain familiarity. The process of reinforcement learning or retaining of what is new and exposure to what is unfamiliar is much easier this way, even though the news may seem a little dated. The aim of informing the reader about actual news is secondary, especially given that the content will become less current and less relevant over time. If you are having trouble with the level of difficulty in the text, a suggested path for learning languages is as follows: Familiarise yourself with a basic language instruction book or re-read the one you have. Once a student has studied the basics, a suitable book about basic grammar can be helpful. The suggestion is that any grammar book be studied more with the intent of recognition and understanding rather than memorising and obsessive rote learning. Go through as much of the grammar book as you feel you can digest, maybe even the whole book, skipping over what is not easily understood. After this read through, a portion of text in a book called *Spanish Sentences* by 2LanguageBooks, looking for examples of what you have picked up or gleaned in your hopefully not so arduous study of grammar. Even repeatedly seeing a word that you remember seeing listed as a subject pronoun or a third person plural verb of some sort is a great help. Then, depending on your inclination, return to the grammar book or your basic Spanish book or move on to lengthier bilingual text like in 2LanguageBooks texts containing news or stories, for example, or find some suitable Spanish text, a simple novel, a Spanish news website, etc. Grammar books will likely have some verb charts. However, there are currently good on-line resources that go further: dictionaries with a verb conjugation search option. Many basic language books offer some form of audio support. Internet services, primarily news-based radio stations, offer podcasts. Audio from television is an additional resource and can be formatted for use on various digital platforms. However, if audio is an important component of your interest in languages

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web his many novels include the human comedy 1943 and mama i love you 1956 in his works saroyan often portrays the problems of eccentric good hearted characters they were to eat peaches as planned after her nap and now she sat across from the man who would have been a total stranger except that he was in fact her father

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web there it came to a thoughtful stop who is it the girl said gaston where does he live well he used to live in this peach seed but now that the peach has been harvested and sold and i have eaten half of it it looks as if he s out of house and home aren t you going to squash him

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web aug 26 2014 gaston by william saroyan in 1962 by that time saroyan had been living mostly in paris for three years the

story won of the o henry awards in 1963

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web just like in the story gaston by william saroyan the little girl s relationship with her father is very much like my own when the girl visits him after an undisclosed amount of time they have a moment together with a peach and little bug named gaston the bug gaston symbolizes the father and in relevance to the peach the peach

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web the analysis sort story of gaston william saroyan where does the story take place the story takes place at father s home in paris that most likely in his apartment and the place it s self described by the writer as place that didn t appropriate as a home this description seen in page 2 paragraph 2 line12 home in paris if you

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examination abs candidate missed to take the exam fld candidate failed the exam x candidate did not appear to take the exam for the particular registered subject

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