

Antes de ver el video

Actividad 1

Think about the typical diet of a teenager. Which foods are healthy choices and which ones are not? Make a list of five foods in each category.

Comida buena para la salud ☺

Comida mala para la salud ☹

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

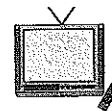
¿Comprendes?

Actividad 2

Write the name of the person from the video who made each statement.

1. "El café de aquí es muy bueno."
2. "No, no; un refresco no; un jugo de fruta."
3. "En Costa Rica, un refresco es un jugo de fruta."
4. "Yo hago mucho ejercicio..."
5. "Aquí en San José, todos caminamos mucho."
6. "... aquí una soda no es una bebida; es un restaurante."
7. "Me encanta el gallo pinto."





Actividad 3

Answer the questions.

1.



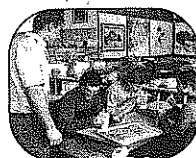
¿Qué es muy importante para Costa Rica?

2.



Según Raúl, ¿qué es bueno de Costa Rica?

3.



Según Tomás, ¿qué es bueno para la salud?

4.



¿Qué hacen todos en San José?

5.



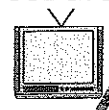
¿Qué más hacen en San José?

6.



¿Qué es una *soda* en Costa Rica?

2



Y, ¿qué más?

Actividad 4

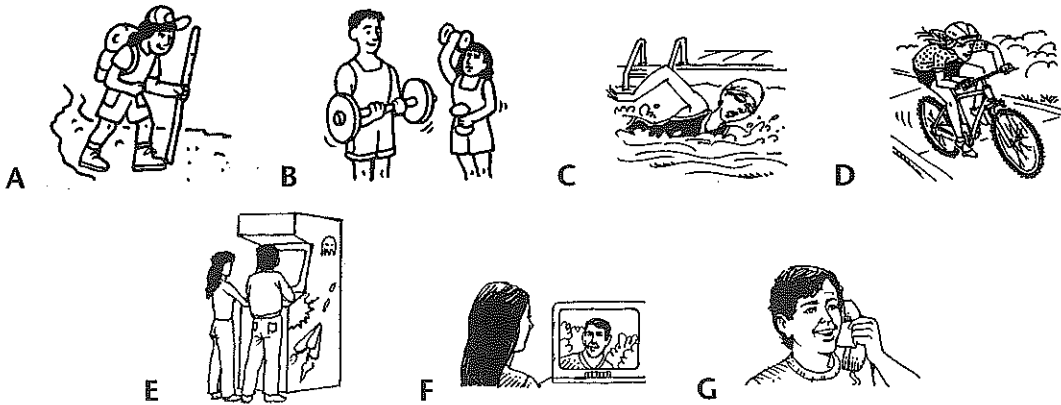
Tomás was confused because he learned that **un refresco** was a soft drink. However, in Costa Rica **un refresco** is fruit juice. Can you think of any examples of English words that have a different meaning depending on where in the United States you go? What are their different meanings?



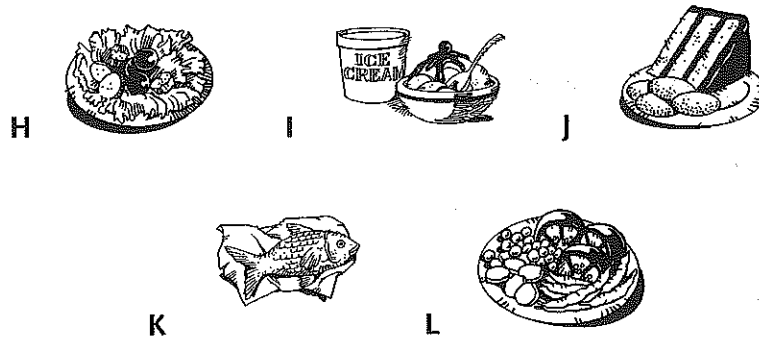
Actividad 5

Listen to a radio announcer as he interviews people at the mall about their lifestyles. Pay close attention to the things that they say they do and eat. What in their lifestyles is good or bad for their health? Match what they say to the pictures below. Then write the corresponding letter in the appropriate column. You will hear this conversation twice.

ACTIVIDADES



COMIDA



Bueno para la salud 😊

Malo para la salud ☹️

1. Mariana _____
2. Jorge _____
3. Luz _____
4. Nacho _____

Capítulo 3B

Fecha _____

AUDIO



Actividad 6

Listen as students in a health class in Costa Rica present a list of the “dos and don’ts” of staying healthy. Which are **consejos lógicos** (*logical advice*) and which are **consejos ridículos** (*ridiculous advice*)? Place a check mark in the appropriate box of the chart. You will hear each set of statements twice.

	1	2	3	4	5	6	7	8	9	10
Consejo lógico										
Consejo ridículo										

Actividad 7

A Spanish-speaking telemarketer calls your home to interview you about the food preferences of teens. He must have gotten your name from your Spanish teacher! He asks you to tell him whether you think certain food items are **malo** or **sabroso**. Be sure to listen carefully so that you will be able to use the correct form of the adjective for each item. Write what you would say in the spaces below. You will hear each question twice.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____





Actividad 8

In an effort to improve food in the school cafeteria, students are asked to anonymously call in their opinions about school food. You are asked to chart the responses of the Spanish-speaking students. As you listen to their opinions, fill in the grid. If they say something positive about a particular menu item, put a plus sign in the appropriate column; if they say something negative, put a minus sign in the column. You will hear each set of statements twice.

1										
2										
3										
4										
5										

Actividad 9

Listen as people call in to ask Dr. Armando their health questions on his radio program "**Pregunte al doctor Armando.**" While you listen to their questions and Dr. Armando's advice (**consejo**), fill in the chart below. Do you agree with his advice? You will hear this conversation twice.

NOMBRE	¿LA PREGUNTA?	EL CONSEJO
1. Beatriz		
2. Mauricio		
3. Loli		
4. Luis		

**¡A cenar!**

A. You are having a party, and you need to make a shopping list. Write at least three items that you might want to buy under each category. You may use vocabulary from other chapters.

La ensalada de frutas:

Las verduras:

La carne:

Bebemos:

B. Now write three things your guests might like to eat after dinner.



Más comida

A. Name the most logical food category to which each group of items belongs.

1. el bistec, el pollo, el pescado _____
2. las zanahorias, la cebolla, los guisantes _____
3. las uvas, las manzanas _____
4. el postre, la mantequilla _____

B. Now, answer the following questions logically in complete sentences.

1. ¿Debemos comer las uvas, el helado o los pasteles para mantener la salud?

2. ¿Es sabrosa la ensalada de frutas con las papas o con los plátanos?

3. ¿Comemos la mantequilla con el pan tostado o con el bistec?

4. ¿Bebemos los refrescos o el agua para mantener la salud?

C. Using the foods below, write sentences telling whether we should or shouldn't eat or drink each thing to maintain good health. Follow the model.

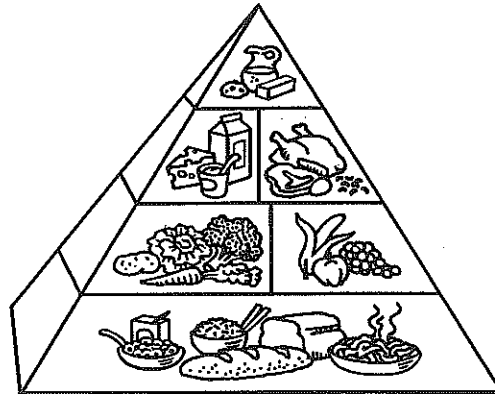
el agua Debemos beber el agua para mantener la salud.

1. los tomates _____
2. las grasas _____
3. los plátanos _____
4. las uvas _____
5. la mantequilla _____
6. la leche _____



La respuesta perfecta

You are learning about fitness and nutrition at school, and your friends want to know more. Answer their questions or respond to their statements in complete sentences.



1. ¿Es el tomate bueno para la salud?

2. ¿Por qué caminas todos los días?

3. ¿La mantequilla es buena para la salud?

4. Creo que las grasas son horribles.

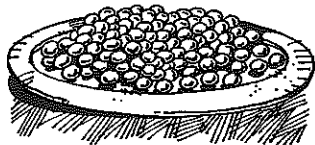
5. ¿Qué debes hacer para mantener la salud?

6. ¿Prefieres levantar pesas o caminar?

7. Creo que los espaguetis son sabrosos. ¿Y tú?

¿Qué comes?

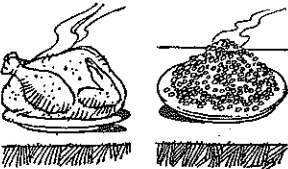
Angel is asking his friend Estela about foods she likes. Fill in the blanks with the foods suggested by the pictures, then complete Estela's answers.



1.

— ¿Te gustan _____?

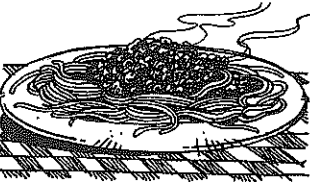
— No, _____.



2.

— ¿Prefieres _____ con _____
en el almuerzo o en la cena?

— _____ en el almuerzo.



3.

— ¿Te gustan _____?

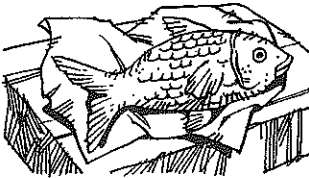
— Sí, _____.



4.

— ¿Prefieres _____ de chocolate o de fruta?

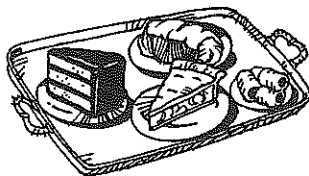
— _____ de chocolate.



5.

— ¿Comes _____?

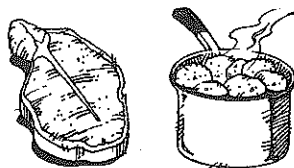
— Sí, _____.



6.

— ¿Siempre comes _____ en el almuerzo?

— No, _____.



7.

— ¿Te gusta el _____ con _____?

— Sí, _____.

Las descripciones

A. Fill in the chart below with the singular and plural, masculine and feminine forms of the adjectives given.

Masculine		Feminine	
singular	plural	singular	plural
sabroso			
	prácticos		
		fácil	
	aburridos		
			difíciles
divertido			
		artística	
			buenas
trabajador			

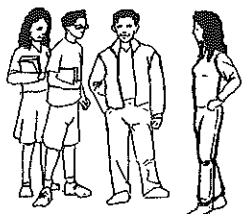
B. Now, complete the sentences below, using some of the words from the chart above. There may be more than one right answer.

- La ensalada de frutas es _____ para la salud.
- Me gustan mis clases; son _____.
- La tarea de matemáticas es _____.
- Te gustan las computadoras porque son _____.
- Mi profesor no come pescado porque cree que no es _____.
- Mis amigos son _____; dibujan muy bien.
- Tus amigos son muy _____; trabajan mucho.
- Esquiar y nadar son actividades muy _____.

¿Cómo son?

Describe the following people using the pictures as clues. Use a form of **ser** plus an adjective. Follow the model.

Modelo



¿Cómo es él?

Es popular

1.



¿Cómo _____ él?

2.



¿Cómo _____ ella?

3.



¿Cómo _____ ellas?

4.



¿Cómo _____ ellos?

5.



¿Cómo _____ nosotras?

6.



¿Cómo _____ yo?

La buena salud

Your cousin Eva has started a new diet and exercise program, and she has sent you an e-mail telling you all about it. Read her e-mail and answer the questions below in complete sentences.

Hola,

Para mantener la salud, como muchas verduras y frutas cada día. ¡Creo que son sabrosas! Yo hago ejercicio también. Me gusta caminar, pero prefiero levantar pesas. Siempre bebo mucha agua, y es mi bebida favorita. No debemos comer los pasteles, porque son malos para la salud. ¿Estás de acuerdo?

1. ¿Qué come Eva para mantener la salud?

2. ¿Eva hace ejercicio?

3. ¿A Eva le gustan las frutas?

4. ¿Qué prefiere hacer Eva para mantener la salud?

5. ¿Cuál es la bebida favorita de Eva?

6. ¿Por qué no debemos comer los pasteles?

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Capítulo 3B

Fecha _____

Guided Practice Activities 3B-1

The plurals of adjectives (p. 156)

- Adjectives, just like definite articles, must match the noun they accompany. Singular adjectives go with singular nouns, and plural adjectives go with plural nouns.
- Adjectives that end in -o or -a must also match the noun. Masculine (-o) adjectives go with masculine nouns and feminine (-a) adjectives go with feminine nouns.
- Adjectives that end in -e do not change to match masculine or feminine nouns. They still change to match singular and plural nouns: *el libro interesante, las clases interesantes.*

	Definite article	Noun	Adjective
masculine singular	el	pan	sabroso
feminine singular	la	sopa	sabrosa
masculine plural	los	jamones	sabrosos
feminine plural	las	galletas	sabrosas

A. Look at each noun. Write **M** if it is masculine or **F** if it is feminine.

- | | |
|---------------------|-----------------------|
| 1. _____ pan | 6. _____ jamón |
| 2. _____ sopas | 7. _____ huevos |
| 3. _____ yogur | 8. _____ quesos |
| 4. _____ salchichas | 9. _____ galletas |
| 5. _____ pizza | 10. _____ hamburguesa |

B. Now, go back to **part A**. Next to the **M** or **F** you wrote next to each noun, write **S** if the noun is singular and **P** if it is plural.

C. Here are the nouns from **part A**. Now there are adjectives with them. Circle the correct adjective form for each noun.

- | | |
|--------------------------------------|--|
| 1. pan (sabroso / sabrosos) | 6. jamón (sabroso / sabrosa) |
| 2. sopas (sabrosos / sabrosas) | 7. huevos (sabrosa / sabrosos) |
| 3. yogur (sabrosos / sabroso) | 8. quesos (sabrosos / sabrosas) |
| 4. salchichas (sabrosas / sabrosa) | 9. galletas (sabrosa / sabrosas) |
| 5. pizza (sabrosos / sabrosa) | 10. hamburguesas (sabrosos / sabrosas) |

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The plurals of adjectives (continued)**D.** Fill in the missing singular or plural form of each masculine adjective in the chart.

Masculine	
singular	plural
divertido	
simpático	
	atrevidos
	serios
artístico	

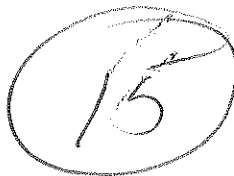
E. Now, fill in the missing singular or plural form of each feminine adjective in the chart.

Feminine	
singular	plural
	divertidas
simpática	
	atrevidas
seria	
	artísticas

F. Choose an adjective from the group of words. Write its correct form in the space provided.

serio	seria	serios	serias
atrevido	atrevida	atrevidos	atrevidas
artístico	artística	artísticos	artísticas

1. Laura y Elena estudian mucho. Son _____.
2. Sandra monta en monopatín. Es _____.
3. Mario dibuja. Es _____.
4. Tomás y Beatriz trabajan mucho. Son _____.
5. Lorenzo y Fernando esquían. Son _____.



The verb *ser* (p. 158)

- You have already learned and used some forms of the verb *ser*, which means *to be*:
Yo soy serio. Tú eres simpática. Ella es artística.
- Ser* is an irregular verb. You will need to memorize its forms.

yo	soy	nosotros/nosotras	somos
tú	eres	vosotros/vosotras	sois
usted/él/ella	es	ustedes/ellos/ellas	son

A. Choose the correct subject pronoun for each form of *ser* and circle it.

- (yo / él) es
- (ustedes / ella) son
- (tú / ella) eres
- (ella / yo) es
- (usted / tú) es
- (nosotros / ellas) son
- (ellos / nosotros) somos
- (yo / él) soy

B. Now, write the correct form of *ser* next to each subject pronoun.

- tú _____
- usted _____
- ellos _____
- él _____
- ellas _____
- nosotras _____
- yo _____
- ustedes _____

C. Complete the exchanges by writing in the correct form of *ser*.

- VERA: Yo _____ estudiante. ¿Y tú?

GONZALO: Yo _____ estudiante también.
- PABLO: Tú _____ muy deportista, ¿no?

ENRIQUE: Sí, pero yo también _____ muy estudioso.
- INÉS: Susana y Olivia _____ muy divertidas.

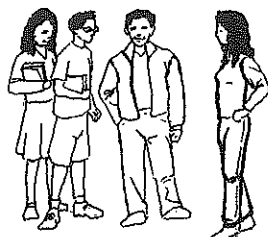
MARCOS: Sí. Olivia _____ muy simpática también.
- PACO Y LUIS: Nosotros _____ perezosos. No estudiamos mucho.

ANA: Bueno, yo _____ muy trabajadora. Me gusta estudiar.

The verb *ser* (continued)

D. Look at each drawing. Complete the question with a form of *ser*. Follow the model.

Modelo

¿Cómo es él?

1.



¿Cómo _____ él?

2.



¿Cómo _____ tú?

3.



¿Cómo _____ ellas?

4.



¿Cómo _____ nosotras?

5.



¿Cómo _____ yo?

E. Now, complete each sentence with the correct form of *ser* and the correct adjective ending. Refer back to the art in part D. Follow the model.

Modelo Él es simpático.

1. Él _____ artístico.

2. Tú _____ perezoso.

3. Ellas _____ estudiosas.

4. Nosotras _____ inteligentes.

5. Yo _____ atrevido.

Lectura: La comida de los atletas (pp. 162–163)

Skimming is a useful technique to help you get through a reading. You think of general information that you are looking for. Then you quickly read the words to find it.

A. List three things you would expect to find in an article about an athlete's eating habits.

1. _____
2. _____
3. _____

B. Skim the article and check off the things in your list from **part A** that you find.

C. Note that the pie chart in your textbook shows how much of an athlete's diet can be divided into three categories. Next to each category below, write the English translation of the word. Then fill in the percentage number according to the pie chart.

	English	Number
1.	carbohidratos _____	_____ %
2.	proteínas _____	_____ %
3.	grasas _____	_____ %

D. The reading in your textbook gives a picture and a short description of what foods are good for each big meal of the day. Next to each food given below circle whether the reading says it is best for **D (desayuno)**, **A (almuerzo)**, or **C (cena)**.

- | | |
|------------------------------|----------------|
| 1. D A C pan con mantequilla | 4. D A C papas |
| 2. D A C pasta | 5. D A C jalea |
| 3. D A C yogur | |

E. Read the selection below and answer the questions that follow.

La noche antes del partido, el jugador bebe un litro de jugo de naranja, y durante el partido bebe hasta dos litros de agua y bebidas deportivas.

1. Circle the three kinds of drinks mentioned in the reading.
2. What is a *litro* in English? _____
3. When does the player drink a *litro* of orange juice? _____

Presentación escrita (p. 165)

Task: You will make a poster in Spanish with three suggestions for better health. You will need to research what are proven good eating and exercise habits.

① Prewrite. Talk to classmates, teachers, the school nurse, or your parents about good eating and exercise habits, especially for teens. Then list their ideas under the following headings to help you organize your information:

- Debes comer _____.
- No debes comer mucho(a) _____.
- Debes beber _____.
- No debes beber mucho(a) _____.
- Debes _____ para mantener la salud.

② Draft. Create your first draft on a separate sheet of paper. (You do not need to use posterboard for this draft.) List your ideas from the prewrite stage. Organize them in a neat or artistic way. Sketch out the visuals you want to include on the poster.

③ Revise.

A. Someone else will check your work for the following:

- _____ Have you communicated the three suggestions well?
- _____ Do the visuals help with the meaning?
- _____ Will the visuals make the poster attractive?
- _____ Are all words spelled correctly?
- _____ Are grammar and vocabulary used correctly?

B. Rewrite your poster using the person's suggestions.

④ Publish. Your final draft will be on some sort of posterboard. You will want to carefully add any illustrations and designs you had sketched out in an earlier stage.

⑤ Evaluate. Your teacher will tell you how your poster will be graded. Your teacher will check:

- your completion of the task
- the accuracy of your vocabulary and grammar
- your effective use of visuals

Capítulo 3B

Fecha _____

WRITING

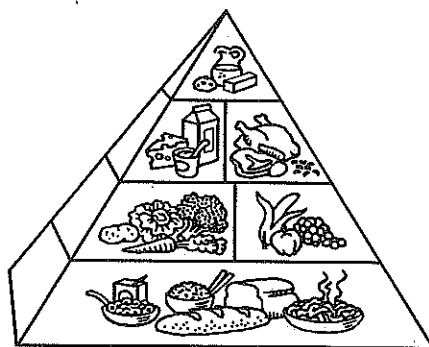


Actividad 10

A. The school nurse has compiled information on what everyone eats and is now telling you which foods are good for your health and which are not. Remember what you wrote for her survey? List the items you eat on a daily basis. Be sure to use words from the previous chapter as well as ones from this chapter.

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

B. Now, use the nutrition pyramid shown and what you know about a well-balanced diet to fill in what the nurse would say. Follow the model.



Modelo

Los espaguetis son buenos para la salud. Ud. debe comer mucho pan y muchos cereales.

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



Actividad 11

Write your opinions of the following foods. Use the correct forms of the following adjectives in your sentences.

bueno	malo	sabroso	divertido
malo para la salud		bueno para la salud	
interesante		horrible	

Modelo



Las uvas son sabrosas.

1.



2.



3.



4.



5.



6.



7.



8.





Realidades 1

Nombre _____

Hora _____

Capítulo 3B

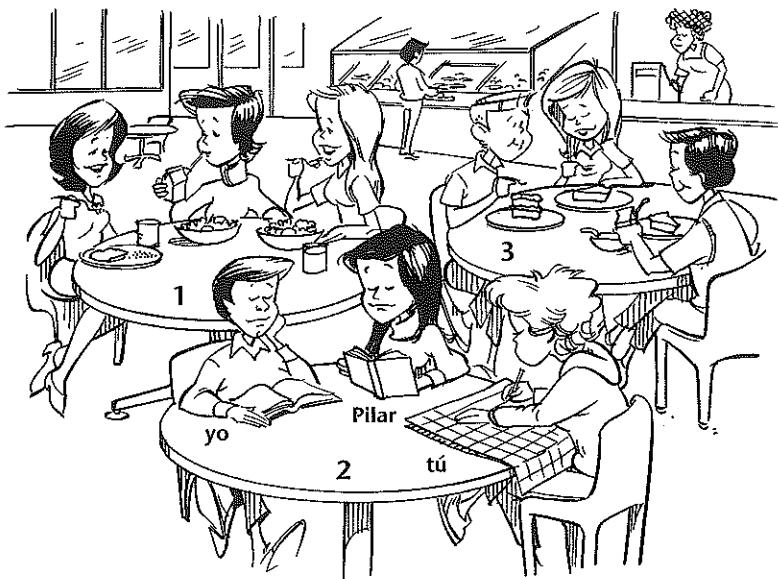
Fecha _____

WRITING



Actividad 12

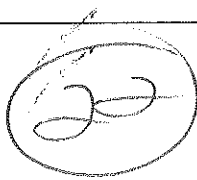
Below you see three groups of friends sitting at tables in a cafeteria. Describe the people and items at each table.



Mesa 1:

Mesa 2:

Mesa 3:





Realidades 1

Nombre

Hora

Capítulo 3B

Fecha

WRITING



Actividad 13

Write a letter to your Spanish-speaking pen pal about a restaurant that you and your parents like to go to for dinner. Tell what you and your family members normally eat and drink, what the food is like, and what the waiters (**camareros**) are like.

Estimado(a) _____ :

[illegible]

Un abrazo,

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