

Dear 4L Students and Families –

As usual, in these two packets you will find your assignments in the “workbook packet” (W) and instructional material (I) for the ninth week’s work of distance learning.

For supplemental videos please visit <http://www.parnassusteachers.com/> (password: Pegasus)

Check off each assignment as you complete it:

Day	Daily Work	Weekly Work
<b>1</b>	<input type="checkbox"/> <b>Math</b> <ul style="list-style-type: none"> <li>• Pre-Algebra: Lesson 98, #1-30</li> <li>• Algebra: Lesson 99, #1-30</li> <li>• Geometry: See page 28 (W) for assignment</li> </ul> <input type="checkbox"/> <b>English &amp; Penmanship</b> <i>The Pearl</i> Chapter 3 vocab/questions & Chapters 1-3 quiz (P.2-4 W)	<input type="checkbox"/> <b>History/Geography</b> <ul style="list-style-type: none"> <li>• Read/complete Middle East worksheets (P.11-16 W, P.7-35 I)</li> <li>• Optional Enrichment (P.16 W)</li> </ul> <input type="checkbox"/> <b>Science</b> <ul style="list-style-type: none"> <li>• Read Women in Science (P.44-48 I)</li> <li>• Write Women in Science paper (P.37-38 W)</li> </ul>
<b>2</b>	<input type="checkbox"/> <b>Math</b> <ul style="list-style-type: none"> <li>• Pre-Algebra: Lesson 99, #1-30</li> <li>• Algebra: Lesson 100, #1-30</li> <li>• Geometry: See page 28 (W) for assignment</li> </ul> <input type="checkbox"/> <b>English &amp; Penmanship</b> <ul style="list-style-type: none"> <li>• <i>The Pearl</i> Chapter 4 vocab/questions (P.5-6 W)</li> </ul>	<input type="checkbox"/> <b>Latin</b> <ul style="list-style-type: none"> <li>• Read/Complete Chapter 39 exercises (P.36-38 I, P.17 W)</li> <li>• Optional Enrichment (P.38 I)</li> </ul>
<b>3</b>	<input type="checkbox"/> <b>Math</b> <ul style="list-style-type: none"> <li>• Pre-Algebra: Lesson 100, #1-30</li> <li>• Algebra: Lesson 101, #1-30</li> <li>• Geometry: See page 28 (W) for assignment</li> </ul> <input type="checkbox"/> <b>English &amp; Penmanship</b> <ul style="list-style-type: none"> <li>• <i>The Pearl</i> Chapter 5 vocab/questions (P.7 W)</li> </ul>	<input type="checkbox"/> <b>Spanish</b> <ul style="list-style-type: none"> <li>• Read/complete Days 1-5 worksheets (P.49-52 I; P.39-42 W) OR New students read/complete (P.43-45 W)</li> </ul>
<b>4</b>	<input type="checkbox"/> <b>Math</b> <ul style="list-style-type: none"> <li>• Pre-Algebra: Finish Lessons 98-100</li> <li>• Algebra: Finish Lessons 99-101</li> <li>• Geometry: See page 28 (W) for assignment</li> </ul> <input type="checkbox"/> <b>English &amp; Penmanship</b> <ul style="list-style-type: none"> <li>• <i>The Pearl</i> Chapter 6 vocab/questions (P.8 W)</li> </ul>	<input type="checkbox"/> <b>Logic</b> Read/complete Ad Fontem Arguments (P.18-19 W)
<b>5</b>	<input type="checkbox"/> <b>Math</b> <ul style="list-style-type: none"> <li>• Pre-Algebra: Finish Lessons 98-100</li> <li>• Algebra: Finish Lessons 99-101</li> <li>• Geometry: See page 28 (W) for assignment -Enrichment problem (P.33 W)</li> </ul> <input type="checkbox"/> <b>English &amp; Penmanship</b> <ul style="list-style-type: none"> <li>• <i>The Pearl</i> Chapters 4-6 quiz (P.9-10 W)</li> </ul>	<input type="checkbox"/> <b>Physical Education</b> <ul style="list-style-type: none"> <li>• Complete Fitness Tests – three different tests (P.36 W)</li> </ul> <input type="checkbox"/> <b>Music</b> <ul style="list-style-type: none"> <li>• Read/complete Music Visions (P.34-35 W, P.39-42 I)</li> <li>• Further exploration enrichment (P.43 I)</li> </ul> <input type="checkbox"/> <b>Art</b> <ul style="list-style-type: none"> <li>• Gripping Hand Drawing(P.2-5 I, P.1W)</li> </ul> <input type="checkbox"/> <b>EL Scholars</b> <ul style="list-style-type: none"> <li>• See page 6 (I)</li> </ul>

PLEASE SIGN AND DATE BELOW BEFORE RETURNING:

Student Full Name (First & Last): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# **4L Art**

**Student Name:** \_\_\_\_\_

**Magister Zachman**

First & Last Name: \_\_\_\_\_

Hour \_\_\_\_\_

Red or Blue day \_\_\_\_\_

**4L Work page:** please draw your picture on this sheet.

*4L ENGLISH WORK*

*Student Name:* \_\_\_\_\_

*Mr. Meaney*

***The Pearl* by John Steinbeck**  
**Chapter Three: Vocabulary & Discussion Questions**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Mr. Meaney

**Vocabulary:**

**DIRECTIONS:** As you read, write down a synonym for the word based on the context in which it is used.

1. distillate
2. subjugation

**Chapter Questions:**

1. Steinbeck writes, “Every man suddenly became related to Kino’s pearl...” Use examples from the text to support this statement as true.
2. List some of the items Kino states he will have when he sells the pearl. Explain your opinion of the items Kino wants.
3. In this chapter, Steinbeck writes that Kino “was trapped as his people were always trapped...” Explain what Steinbeck means by this.
4. How has Kino’s discovery of the pearl affected the main characters?

***The Pearl* by John Steinbeck**  
**Quiz: Chapters 1-3**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Mr. Meaney

**DIRECTIONS: Circle the BEST answer for each question. Four points each.**

1. How do we know the doctor has no respect for the villagers?  
A. he calls them animals  
B. he ignores them  
C. he says he is not a veterinary  
D. he has money
  
2. Which is the best explanation of the *minds of the people were unsubstantial*?  
A. they are uneducated  
B. they have a genetic defect  
C. they have small heads  
D. they are very smart
  
3. The characters in the novel are primarily divided by  
A. class  
B. race  
C. education level  
D. canoe size
  
4. Finding the pearl is important to Kino and his family because  
A. Kino can have a new harpoon  
B. Juana can have shoes  
C. everyone will envy them  
D. they can have a better life
  
5. Which of the following is of the most value to Kino and his family?  
A. money  
B. education for Coyotito  
C. new clothes  
D. a rifle

**DIRECTIONS: Answer the following questions by providing the information requested. Write clearly and legibly and in complete sentences. Ten points each.**

Name two ways the canoe is valuable to Kino and his family:

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

Continue on the next page...

Name two people/groups of people who have an interest in the pearl and note why they are interested in it.

8. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. In a well – organized response, explain how people in the novel are divided. Explain what divides them and who is on which side of the divide. **(Forty points)**

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***The Pearl* by John Steinbeck**  
**Chapter Five: Vocabulary & Discussion Questions**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Mr. Meaney

**Vocabulary:**

**DIRECTIONS:** As you read, write down a synonym for the word based on the context in which it is used.

1. leprosy

**Chapter Questions:**

1. How has Kino's treatment of Juana changed over the course of the book? Give evidence to support your ideas.
  
  
  
  
  
  
  
  
  
  
2. Kino says, "I am a man." What does he mean? Do you think he is more of a man now or before he found the pearl? Give examples.
  
  
  
  
  
  
  
  
  
  
3. What does the quote, "The killing of a man was not as evil as the killing of a canoe" mean?
  
  
  
  
  
  
  
  
  
  
4. Do you feel it is right for Juan Tomas to protect Kino from the law after he committed murder? Support your answer with an explanation.
  
  
  
  
  
  
  
  
  
  
5. What does Kino mean by, "This pearl has become my soul. "If I give it up I shall lose my soul..." Do you agree with him? Explain.



***The Pearl* by John Steinbeck**  
**Quiz: Chapters 4-6**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Mr. Meaney

**DIRECTIONS: Answer the following four questions in complete sentences, using specific details.**


1. How has Kino's ignorance added to his problems?

2. How has Kino's finding of the pearl impacted his relationship with Juana?

***The Pearl* by John Steinbeck**  
**Quiz: Chapters 4-6**

3. How is the end of this novel a good example of irony?

4. What is a theme of the novel? Explain your answer.

Please put your name on every page 

# 4L History Week 9





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2. What is the goal of the PLO? Who was its main leader?

3. What was the result of the Six Day War in 1967?

4. What happened in the Yom Kippur War? Which side did the United States support?

5. What was the result of the Camp David Accords?

6. Why was Saddam Hussein removed from power?





### Memory Box

You are living through History right now. At least as far back as 1795, when Paul Revere and Samuel Adams buried a time capsule in the cornerstone of the Massachusetts State House, people have been creating time capsules to share with future generations. In the year 2000, there was a big push for school children to create time capsules. This year, I want you to take a shoebox (or Amazon box) and put in a few physical items from this current situation. It could be an empty cardboard paper towel roll or a letter from a car dealership stating how they are dealing with COVID-19. The items should not be digital. Who knows what kind of computers they will use in 100 years? You can print off a document or photo and put it in your memory box.

### OPTIONAL ENRICHMENT ACTIVITIES

A) Complete the “Film and Viewing Guide” for *America’s Secret War: Minnesota Remembers Vietnam*

<https://www.pbs.org/video/americas-secret-war-minnesota-remembers-vietnam-yfvkds/>

[https://media.tpt.cloud/uploads/2019/02/Viewing\\_Guide\\_Americas\\_Secret\\_War\\_V1.pdf](https://media.tpt.cloud/uploads/2019/02/Viewing_Guide_Americas_Secret_War_V1.pdf)

Go to a search engine and type in “secret war educator toolkit minnesota remembers vietnam”  
Scroll down to “Film and Viewing Guide” and complete the viewing guide.

B) You will recall at the beginning of the year when we watched *The Address* about the Greenwood School. The same filmmaker, Ken Burns, directed a documentary called *Baseball*. The documentary covers the history of baseball in nine films, called “innings.” This documentary can be viewed for free:

<https://www.pbs.org/show/baseball/episodes/season/1/>

Write a one-paragraph summary of each inning.

The documentary is rated TV-PG. In later innings, there are a couple instances of racially offensive language. For the quotes attributed to baseball player Ty Cobb, there is some question of the historical accuracy of this. As always, talk to your parents before going on the Internet.

Please be sure to write your name on  
**EVERY** page of this workbook

# **4L Latin Work**

**Student Name:** \_\_\_\_\_

**Magister Feicht**

# Latin Exercises:

Name: \_\_\_\_\_

(Week of May 29 - June 4)

Hour (1<sup>st</sup>/7<sup>th</sup>/8<sup>th</sup>): \_\_\_\_\_

*Translate sentences 1-5 containing gerunds/gerundives into English*

1. Athēnās moeniīs oppugnandīs capiāmus.

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2. femina frūctuum vēdendōrum causā ad urbem ambulat.

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3. ad iniūriam curandam ad medicum adiit.

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4. Rōmā abībunt ad peregrīnandum Syrācūsās.

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5. magister discendō sē dēdicāvit.

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## 4L Logic

Name: \_\_\_\_\_

Teacher (circle): Meaney or Swanson

For the next two weeks, each logic assignment will include a handful of fallacies. This week the fallacies will be Ad Fontem Arguments (arguments against the source). Ad Fontem Arguments are arguments that distract by focusing attention on the source of the arguments, rather than the issue itself. Here are four different types of Ad Fontem Arguments:

**Ad Hominem Abusive**- arguments that attempt to avoid the issue by insulting an opponent with abusive language.

**Ad Hominem Circumstantial**- arguments that try to discredit an opponent because of their background, affiliations or self interest in the matter at hand.

**Tu Quoque** – arguments that assume a rival’s recommendation should be discounted because the rival does not always follow it himself.

**Genetic Fallacy**- arguments that state an idea should be discounted simply because of its source of origin.

**Assignment Part One:** For each example, identify which type of fallacy is being committed and your reasoning why.

1. Teacher: “Bob please spit your gum out, remember students are not allowed to chew gum.”

Bob: “But I saw you chewing gum the other day!”

Fallacy Committed:

Reasoning:

2. Bob: “The weatherman says it is going to rain tomorrow.”

Susie: “Oh I am sure it wont rain, the weatherman has been wrong may times before.”

Fallacy Committed:

Reasoning:

3. Susie: "Here let me help you with this math problem that you got wrong."

Bob: "I am sure you cannot help me with this problem because I think your necklace is really ugly."

Fallacy Committed:

Reasoning:

4. Bob: "Hey Susie I think you will be a better soccer player if you kick the ball like this instead."

Susie: "Bob you play basketball, not soccer, so I don't think you know what you are talking about."

Fallacy Committed:

Reasoning:

**Assignment Part Two:** Write four of your own examples of these fallacies being committed, one for each type. Make sure to identify which type of fallacy each example represents.

Example One:

Example Two:

Example Three:

Example Four:



# SAXON MATH (Algebra, Algebra 1/2)

## A N S W E R F O R M

### Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Lesson \_\_\_\_\_

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# SAXON MATH (Algebra, Algebra 1/2)

## A N S W E R F O R M

### Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Lesson \_\_\_\_\_

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# SAXON MATH (Algebra, Algebra 1/2)

## A N S W E R F O R M

### Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Lesson \_\_\_\_\_

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# SAXON MATH (Algebra, Algebra 1/2)

## A N S W E R F O R M

### Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Lesson \_\_\_\_\_

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Name: \_\_\_\_\_

Magister Sage

# Geometry

**Section 11-8 (P.463: #1-8; P.465 Self Test)**  
**Chapter Test (P.471: #1-20)**

Name: \_\_\_\_\_

# *Geometry Work Page*

Magister Sage

Name: \_\_\_\_\_

# *Geometry Work Page*

Magister Sage

Name: \_\_\_\_\_

# *Geometry Work Page*

Magister Sage

Name: \_\_\_\_\_

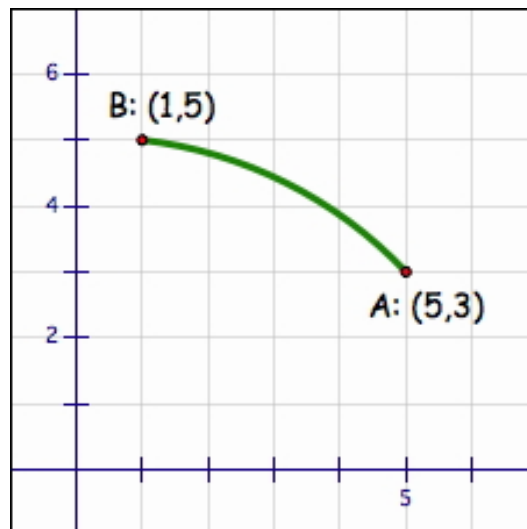
# *Geometry Work Page*

Magister Sage

The arc below has a measure of 40 degrees, and its endpoints are at (1,5) and (5,3). Find the area of the circle that contains the arc.

You will need a few hints to get this one:

- Refer to Theorem 9-5
- Recall the relationship between central angles and arc measures.
- I suggest you make two right triangles. The first right triangle is drawn to calculate the measure of  $\overline{AB}$ . The second right triangle is drawn to calculate the radius of the circle.
- You do not need to know where the center of the circle is. Once you find the radius you are almost done!



**Scholar Name:** \_\_\_\_\_

**SOL Music Lesson**  
**Music Visions**  
**Week of June 1, 2020**

Can a painting or a garden be “musical”?

This week’s music lesson shows how music can be interpreted through other art forms.

Please visit the music page at [parnassteachers.com](http://parnassteachers.com) to see full-color images and additional resources for this lesson.

**Important: Please put your full name on your completed answer sheet before returning. The remaining music lesson pages are for you to keep.**

Your full name: \_\_\_\_\_ Level: 4L

**Please complete the “Music Visions” reading, then answer these questions.**

What similarities do you notice between Klee’s painting and traditional music notation?

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What piece of music is the Music Garden modeled on? \_\_\_\_\_

How does music animation show us what is happening in the music as we listen to it?

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Which of the three music animation videos (with organ, guitar, or piano) did you like the most, and why?

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How would you interpret music visually? Describe what your visual interpretation would look like.

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# **PHYSICAL EDUCATION**

**Student Name:**

**Teacher Name:**

Name: \_\_\_\_\_

Teacher (Circle): MANGOLD or BECK

Circle: Red or Blue Hour: \_\_\_\_\_

**SOL Gym Class Guide – Week of June 1<sup>st</sup> – 5<sup>th</sup>**

**FITNESS TEST WEEK!**

All 1L, 2L, 3L and 4L Students:

Monday	Tuesday	Wednesday	Thursday	Friday
<b>SIT UP TEST!</b> Time yourself for 1 minute! See how many sit-ups you can do. Lay flat on your back, with your legs bent and feet flat on the floor.		<b>PUSH-UP TEST!</b> Time yourself for 1 minute! Lay on your stomach, place your hands flat on the ground on both sides of your chest.		<b>ENDURANCE TEST!</b> Choose 1 or do both if you want:  Run a mile in your neighborhood. You might have to figure out how far a mile is.
Tuck your feet under the couch or have someone hold your feet. Cross your arms over your chest.		Keep your feet on the ground, keep your back flat with your core muscle tight. Press yourself all the way up.		Or, if you can't safely run outside, please jog in place for a minimum 10 minutes.
Lift your shoulder blades off the ground and touch your elbows to your thighs, then lay back down.		Once your arms are straight, then lower your body down under your arms are bent at 90 degrees. Then press back up and repeat.		<b>Challenge:</b> Figure out how far a mile is in your neighborhood!

**Have your parents/guardians initial when you have completed each test. Write the number or time from your 3 tests below. You can complete these three tests all in one day or spread it out over the week.**

I did \_\_\_\_\_ sit-ups in one minute. Parent/Guardian Initial \_\_\_\_\_

I did \_\_\_\_\_ push-ups in one minute. Parent/Guardian Initial \_\_\_\_\_

I ran a mile in \_\_\_\_\_ (write your time) Parent/Guardian Initial \_\_\_\_\_

I jogged in place inside for a minimum of 10 minutes. Parent Initial \_\_\_\_\_

Email Magister Beck or Mangold with any questions! [beck@parnassusprep.com](mailto:beck@parnassusprep.com) [mangold@parnassusprep.com](mailto:mangold@parnassusprep.com)





# **4L Spanish**

**Student Name:** \_\_\_\_\_

**Senora Serrano**

# Gramática

Repaso

INSTRUCTIONS & WORKSHEET

DAY 1

## Stem-changing verbs

The stem of a verb is the part of the infinitive that is left after you drop the endings *-ar*, *-er*, or *-ir*. For example, the stem of *empezar* is *empez-*. Stem-changing verbs have a spelling change in their stem in all forms of the present tense except the *nosotros(as)* and *vosotros(as)* forms.

There are three kinds of stem-changing verbs that you have learned. To review them, here are the present-tense forms of *poder* (*o* → *ue*), *empezar* (*e* → *ie*), and *pedir* (*e* → *i*).

- Si no puedes contestar una pregunta, ¿qué haces?
- Generalmente le pido ayuda a otro estudiante o al profesor.

### poder (o → ue) To be able

(yo) puedo	(nosotros) podemos
(tú) puedes	(vosotros) podéis
Ud. (él) puede	Uds. (ellos) pueden
(ella)	(ellas)

### empezar (e → ie) To start

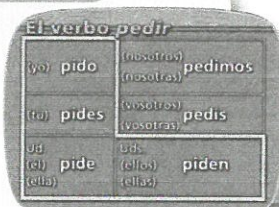
(yo) empiezo	(nosotros) empezamos
(tú) empiezas	(vosotros) empezáis
Ud. (él) empieza	Uds. (ellos) empiezan
(ella)	(ellas)

### pedir (e → i) To ask

(yo) pido	(nosotros) pedimos
(tú) pides	(vosotros) pedís
Ud. (él) pide	Uds. (ellos) piden
(ella)	(ellas)

## GramActiva VIDEO

To learn more about stem-changing verbs, watch the GramActiva video.



## 14 Mi clase favorita

Leer • Escribir

Completa las frases con la forma correcta del verbo apropiado. *Make sure you conjugate the verb. (Present)*

Es increíble pero mi clase favorita 1. (*empezar/entender*) a las siete y media de la mañana. El profesor, el Sr. Díaz, es muy simpático y él 2. (*pedir/entender*) que todos tenemos mucho sueño en la mañana. Ningún estudiante 3. (*dormir/querer*) en esta clase porque siempre estamos muy activos. Yo creo que los estudiantes 4. (*preferir/poder*) las clases que tienen más actividades. Generalmente el Sr. Díaz 5. (*repetir/querer*) las instrucciones para las actividades dos o tres veces. A veces nosotros no 6. (*entender/servir*) los ejercicios en el libro y 7. (*pensar/pedir*) ayuda. El Sr. Díaz siempre 8. (*jugar/poder*) ayudarnos.

8. \_\_\_\_\_

### ¿Recuerdas? \*Read\*

Here are more stem-changing verbs that follow the patterns above.

<u>o → ue</u>	<u>u → ue</u>	<u>e → ie</u>	<u>e → i</u>
almorzar	jugar	entender	servir
costar		pensar	repetir
dormir		preferir	querer

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## Gramática

4L Sra. Serrano - Week 9: May 29 - June 4th

## INSTRUCTIONS &amp; WORKSHEET

Day 2

Affirmative and negative words

By now you know many affirmative and negative words.

Affirmative		Negative	
alguien	someone, anyone	nadie	no one, nobody
algo	something	nada	nothing
algún, alguno(s), alguna(s)	some, any	ningún, ninguno, ninguna	no, none, not any
siempre	always	nunca	never
también	also, too	tampoco	neither, either

*Alguno, alguna, algunos, algunas, and ninguno, ninguna* match the number (singular or plural) and gender (masculine or feminine) of the noun to which they refer.

- ¿Uds. van al laboratorio de computadoras en algunas clases?
- No, no vamos al laboratorio en ninguna clase.

⊛ When *alguno* and *ninguno* come before a masculine singular noun, they change to algún and ningún.

- ¿Vas a dar algún discurso en la clase de inglés?
- No, no voy a dar ningún discurso.

*MASC. noun*

## GramActiva VIDEO

Want to learn more about affirmative and negative words? Watch the GramActiva video.



## 19 Los profesores muy estrictos

Leer • Escribir

Los profesores de la escuela de Hugo son muy estrictos. Completa las descripciones con la palabra apropiada. Circle the correct answer.

¡La profesora de álgebra es la más estricta de la escuela! 1. (*Ninguno/Ningún*) estudiante quiere estudiar con ella. Hay muchas reglas en la clase 2. (*también/tampoco*). En la clase de historia, tenemos 3. (*ninguna/algunas*) reglas, y son muy estrictas. En nuestra escuela 4. (*nunca/siempre*) podemos comer 5. (*nada/algo*) en clase. 6. (*También/Tampoco*) podemos beber. En la clase de ciencias puedo trabajar con 7. (*nadie/alguien*) para hacer la tarea. Pero, para la clase de inglés, no podemos trabajar con 8. (*nadie/alguien*). En la clase de español 9. (*siempre/nunca*) trabajamos en parejas o en grupos para hacer proyectos. No conozco 10. (*ninguna/alguna*) escuela con tantas reglas. ¡Esta escuela tiene 11. (*algunos/algunas*) de los profesores más estrictos!



Capítulo 1B

Fecha Week 9: May 29 - June 4th

Core Practice 1B-5

Sra. Serrano

Use grammar instructions and study guide (1B) to help you with this worksheet.

Las actividades en nuestra escuela

José Luis is explaining things about the school to a new student. Use comparisons with tan ... como or tanto(a) ... como to find out what he says. Follow the models.

Model

el karate / ser popular / el ajedrez

El karate es tan popular como el ajedrez.

All the verbs that are circled have to be conjugated in the Present.

clubes / hay en nuestra escuela / equipos

Hay tantos clubes en nuestra escuela como equipos.

1. el club de ajedrez / tener reuniones / el club de computadoras
2. la natación / ser popular / el hockey
3. los miembros de la banda / ser talentoso / los miembros del coro
4. el periódico de la escuela / tener fotografías / fotógrafos
5. la música de la banda / ser bonita / la música de la orquesta
6. la orquesta / tener músicos / la banda
7. la cantante / cantar canciones / el cantante



4L Sra. Serrano - Week 9: May 29 - June 4th  
Day 4 Read both pages - "Ecuador - País de maravillas"

Nombre \_\_\_\_\_ Grado 4L

Day 5

LECTURA: Ecuador-País de maravillas

Answer these questions in SPANISH and in complete sentences according to the reading.

1. ¿Por qué crees que el Ecuador es una destinación turística tan popular?

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2. ¿Por qué puede ser difícil un viaje al Ecuador?

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3. ¿Dónde está localizada la capital de Quito?

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4. ¿Qué sitios importantes se pueden ver en el centro histórico de Quito?

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5. ¿Por qué se llama así el monumento a la Mitad del Mundo?

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6. ¿Cuáles son los grupos más importantes de las culturas indígenas en el Ecuador?  
Nombra tres y explica lo que hacen.

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7. ¿Qué hace el gobierno del Ecuador para preservar las Islas Galápagos?

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8. ¿Qué partes del Ecuador te gustaría visitar? ¿Por qué?

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9. ¿Crees que el turismo es bueno para las Islas Galápagos? ¿Por qué?

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NEW STUDENTS ONLY!

**Indirect object pronouns (p. 264)**

- An indirect object tells to whom or for whom an action is performed. In order to identify an indirect object, take the verb in the sentence and ask "For whom?" or "To whom?"

**Te** traigo un recuerdo. → *I bring you a souvenir.*  
 "To whom do I bring a souvenir?" "To you."

- Indirect object pronouns must agree with the person they refer to.

	Singular		Plural
(yo) <u>I</u>	me (to/for) me	(nosotros) <u>we</u>	nos (to/for) us
(tú) <u>you</u>	te (to/for) you (familiar)	(vosotros) <u>you all</u>	os (to/for) you
(Ud./él/ella) <u>he/she</u>	le (to/for) you (formal), him, her	(Uds./ellos/ellas) <u>They (masc/fem)</u>	les (to/for) you (formal), them

- Like direct object pronouns, indirect object pronouns go before a conjugated verb.

**Te** compré una tarjeta. → *I bought you a card.*

- When there is an infinitive with a conjugated verb, the indirect object pronoun can attach to the end of the infinitive or go before the conjugated verb.

**Me** van a comprar una camiseta. → *They are going to buy me a T-shirt.*

Van a comprarme una camiseta. → *They are going to buy me a T-shirt.*

**A. Underline the indirect object pronoun in each sentence.**

- Te escribí una tarjeta.
- Me trae un vaso de agua.
- Le ayudo con la tarea.
- Nos dan regalos.
- Les compramos una camiseta.
- Le llevamos unos libros.

**B. Circle the correct indirect object pronoun. Follow the model.**

**Modelo** tú: → ( Te / Le ) damos un boleto de avión.

- yo: ( Me / Nos ) ayudan con la tarea.
- tú: ( Te / Les ) llevo un regalo.
- ella: ( Le / Les ) escribo una tarjeta.
- nosotros: ( Nos / Les ) compraron unos zapatos.
- ellos: ( Le / Les ) trae un vaso de agua.
- él: ( Le / Me ) lavo el coche.
- tú: ( Me / Te ) damos unas flores.
- tú y yo: ( Me / Nos ) traen un recuerdo de las vacaciones.

Sra. Serrano

NEW STUDENTS ONLY!

**The present tense of *pedir* and *servir* (p. 320)**

- You have learned other verbs with stem changes in the present tense (*pensar*, *querer*, *preferir*), where the stem changes from *e* to *ie*.
- Pedir** (to ask for) and **servir** (to serve, or to be useful for) are also stem-changing verbs in the present tense, but their stem changes from *e* to *i*.
- Here are the present tense forms of **pedir** and **servir**. Notice that the **nosotros/nosotras** and **vosotros/vosotras** forms do not change their stem.

*pedir = To ask for*

yo	<b>pido</b> <i>I ask ---</i>	nosotros/nosotras	<b>pedimos</b>
tú	<b>pides</b>	vosotros/vosotras	<b>pedís</b>
usted/él/ella	<b>pide</b>	ustedes/ellos/ellas	<b>piden</b>

*servir = To serve*

yo	<b>sirvo</b> <i>I serve --</i>	nosotros/nosotras	<b>servimos</b>
tú	<b>sirves</b>	vosotros/vosotras	<b>servís</b>
usted/él/ella	<b>sirve</b>	ustedes/ellos/ellas	<b>sirven</b>

**A. Complete the chart with the correct forms of *pedir* and *servir*.**

	<b>pedir</b>	<b>servir</b>
yo	pido	
tú		sirves
Ud./él/ella		
nosotros/nosotras		
Uds./ellos/ellas		

**B. Write *e* or *i* in the blank to complete each verb form.**

- yo p\_\_\_\_do
- tú s\_\_\_\_rves
- nosotros s\_\_\_\_rvimos
- ellos p\_\_\_\_den
- Ud. s\_\_\_\_rve
- ellos s\_\_\_\_rven
- nosotros p\_\_\_\_dimos
- ella s\_\_\_\_rve
- yo s\_\_\_\_rvo
- tú p\_\_\_\_des

**The present tense of *pedir* and *servir* (continued)**

New Students only!

C. Circle the correct form of pedir or servir to complete each sentence.

1. Tú ( sirve / sirves ) café con leche y unas galletas.
2. Yo ( pido / pedimos ) una hamburguesa con papas fritas para el almuerzo.
3. Nosotros ( pido / pedimos ) un jugo de naranja.
4. Este libro ( sirves / sirve ) para aprender química.
5. Ellos ( pedimos / piden ) un tenedor limpio.
6. Todos los domingos mi madre ( sirve / sirven ) pescado para la cena.
7. Tú y yo ( pido / pedimos ) ayuda con la computadora.
8. Las computadoras ( sirven / servimos ) para conectar los sitios Web.

D. Write the correct form of the verb in the blank. Follow the model.

**Modelo** Yo siempre (pedir) pido yogur para el desayuno.

1. Mis amigos (servir) \_\_\_\_\_ café con el postre.
2. Nosotros siempre (pedir) \_\_\_\_\_ café con leche.
3. Las computadoras (servir) \_\_\_\_\_ para navegar la Red.
4. Tú y yo (servir) \_\_\_\_\_ jugo de naranja con una ensalada de frutas.
5. Tú siempre (pedir) \_\_\_\_\_ pizza para la cena.
6. Mis hermanos siempre (pedir) \_\_\_\_\_ huevos para el desayuno.

E. Complete the following sentences in a logical manner. Follow the models for ideas.

**Modelos** Los bolígrafos (servir) sirven para escribir.

En el restaurante mexicano, yo siempre (pedir) pido enchiladas.

1. Mi computadora (servir) \_\_\_\_\_  
Conjugate the verb - Page 151
2. Para el desayuno, yo siempre (pedir) \_\_\_\_\_  
Conjugate the verb - Page 151
3. Para el almuerzo, la cafetería siempre (servir) \_\_\_\_\_  
Conjugate the verb - Page 151
4. Cuando vamos a un restaurante, mis amigos y yo (pedir) \_\_\_\_\_