

## Review Activities

### Suggestions:

**To talk about getting ready:** Have students write the words on index cards, and arrange the cards in the order in which they do the activities.

**To talk about things you need to get ready:** In pairs, have students take turns holding up an index card with an activity while the other names a related or necessary item for that activity.

**To talk about a special event:** Ask students to show a picture of an outfit, and have students identify to which event they would wear it.

**To talk about how you feel:** Have students give their partners an example of when they felt each of these emotions.

**Reflexive verbs:** Have students work in pairs to ask and answer questions about the daily routine of everybody in their household.

### Other useful words and expressions:

Provide students with a cloze passage to fill in, using these words as their word bank.

## Portfolio

Invite students to review the activities they completed in this chapter, including written reports, posters or other visuals, tapes of oral presentations, or other projects. Have them select one or two items that they feel best demonstrate their achievements in Spanish to include in their portfolios. Have them include this with the Chapter Checklist and Self-Assessment Worksheet.

## Additional Resources

- Audio Program: CD 5, Cap. 2A, Track 13
- Resource Book: Cap. 2A, Clip Art
- Resource Book: Cap. 2A, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

# Repaso del capítulo

## Vocabulario y gramática

### to talk about getting ready

<b>acostarse</b> ( <i>o</i> → <i>ue</i> )	to go to bed
<b>afeitarse</b>	to shave
<b>arreglarse</b> (el pelo)	to fix (one's hair)
<b>bañarse</b>	to take a bath
<b>cepillarse</b> (los dientes)	to brush (one's teeth)
<b>cortarse el pelo</b>	to cut one's hair
<b>despertarse</b> ( <i>e</i> → <i>ie</i> )	to wake up
<b> ducharse</b>	to take a shower
<b>levantarse</b>	to get up
<b>lavarse</b> (la cara)	to wash (one's face)
<b>pedir prestado</b> , -a (a)	to borrow (from)
<b>pintarse</b> (las uñas)	to paint, to polish (one's nails)
<b>ponerse</b>	to put on
<b>prepararse</b>	to get ready
<b>secarse</b>	to dry
<b>vestirse</b> ( <i>e</i> → <i>i</i> )	to get dressed

### to talk about things you need to get ready

<b>el agua de colonia</b>	cologne
<b>el cepillo</b>	brush
<b>el cinturón</b> , <i>pl.</i> los cinturones	belt
<b>el desodorante</b>	deodorant
<b>la ducha</b>	shower
<b>el gel</b>	gel
<b>las joyas</b> (de oro, de plata)	(gold, silver) jewelry
<b>los labios</b>	lips
<b>el maquillaje</b>	make-up
<b>el peine</b>	comb
<b>el pelo</b>	hair
<b>el salón de belleza</b> , <i>pl.</i> los salones de belleza	beauty salon
<b>el secador</b>	blow dryer
<b>la toalla</b>	towel
<b>las uñas</b>	nails

### Más práctica

- Practice Workbook Puzzle 2A-8
- Practice Workbook Organizer 2A-9

96 noventa y seis  
Tema 2 • Un evento especial

To prepare for the test,  
check to see if you . . .

- know the new vocabulary and grammar
- can perform the tasks on p. 97

### to talk about a special event

<b>la audición</b> ,	audition
<i>pl.</i> las audiciones	
<b>la boda</b>	wedding
<b>la cita</b>	date
<b>el concurso</b>	contest
<b>un evento especial</b>	special event

### to talk about how you feel

<b>entusiasmado</b> , -a	excited
<b>nervioso</b> , -a	nervous
<b>tranquilo</b> , -a	calm

### other useful words and expressions

<b>antes de</b>	before
<b>cómodo</b> , -a	comfortable
<b>depende</b>	it depends
<b>elegante</b>	elegant
<b>lentamente</b>	slowly
<b>luego</b>	then
<b>por ejemplo</b>	for example
<b>rápidamente</b>	quickly
<b>te ves</b> (bien)	you look (good)

### reflexive verbs

<b>me acuesto</b>	<b>nos acostamos</b>
<b>te acuestas</b>	<b>os acostáis</b>
<b>se acuesta</b>	<b>se acuestan</b>

### ser to be

<b>soy</b>	<b>somos</b>
<b>eres</b>	<b>sois</b>
<b>es</b>	<b>son</b>

### estar to be

<b>estoy</b>	<b>estamos</b>
<b>estás</b>	<b>estáis</b>
<b>está</b>	<b>están</b>

### possessive adjectives

<b>mío</b> , -a, -os, -as	<b>nuestro</b> , -a, -os, -as
<b>tuyo</b> , -a, -os, -as	<b>vuestro</b> , -a, -os, -as
<b>suyo</b> , -a, -os, -as	<b>suyo</b> , -a, -os, -as

For *Vocabulario adicional*, see pp. 498–499.

## Universal Access

### Students with Special Needs

Pair hearing-impaired students with advanced learners. After advanced learners have listened to the script and answered correctly, ask them to listen again and write the sentences that they hear. Then have hearing-impaired students complete the **Escuchar** task using those sentences.

### Students with Learning Difficulties

To help students focus their review, distribute a photocopy of the vocabulary list and have students bring in three different-colored highlighters. Ask students to use one color to highlight words they already know, a second color for items they are somewhat familiar with, and a third for items they still need to study.

## Preparación para el examen

Go Online  
PHSchool.com

For: Test preparation  
Visit: www.phschool.com  
Web Code: jdd-0208

**On the exam you will be asked to . . .**

**Here are practice tasks similar to those you will find on the exam . . .**

**If you need review . . .**



**1 Escuchar** Listen and understand as teenagers talk about what they do on the weekend versus during the school week

Everyone does things a little differently on the weekend. Most people sleep later, dress more casually, and do things they don't have time to do during the week. As you listen to each person, decide whether you think they are talking about the weekend or a weekday. Be prepared to explain why you made your choice.

pp. 74–77 *A primera vista*  
p. 78 *Actividad 5*  
p. 82 *Actividad 12*



**2 Hablar** Talk about your daily routine

Your parents have given you permission to go on the Spanish Club trip to Mexico this summer in which the boys share rooms and the girls share rooms. You want to share a room with a friend who wants to know if you have the same morning routine. Describe your typical routine to your friend.

p. 78 *Actividad 5*  
p. 79 *Actividad 7*  
p. 82 *Actividades 12–13*  
p. 83 *Actividad 15*  
p. 84 *Actividades 16–17*



**3 Leer** Read and understand statements people make about typical and “not-so-typical” daily routines

Read the following statements from an online survey about people's morning routines. In your opinion, which ones would describe a typical daily routine? Which ones would be very unusual?

pp. 74–77 *A primera vista*  
p. 80 *Actividad 8*  
p. 83 *Actividad 14*  
p. 85 *Actividad 18*  
pp. 90–91 *Lectura*

- (a) *Antes de bañarme, me pongo el maquillaje.*  
(b) *Después de ponerme el desodorante, me ducho.*  
(c) *Antes de lavarme el pelo, me seco con una toalla.*  
(d) *Antes de arreglarme el pelo, me ducho.*



**4 Escribir** Write briefly about a special event that you look forward to each year

Everyone looks forward to special events during the year. Your teacher asks you to write about one of them. After writing a brief description, exchange your paragraph with a partner to see if he or she can guess what type of event it is. You might include: (a) the time of year that the event occurs; (b) how you usually feel the days before the event; (c) how you usually dress for the event. Give as many clues as you can.

p. 78 *Actividades 4–5*  
p. 84 *Actividad 17*  
p. 86 *Actividad 19*



**5 Pensar** Demonstrate an understanding of the living conditions of the indigenous people of the *altiplano* in the Andes

You may have worn a *poncho* during a rainy football game or while camping. Explain where *ponchos* originated, how they are made, and why they are necessary for the people of that region.

p. 92 *La cultura en vivo*

noventa y siete 97  
Capítulo 2A

## Enriching Your Teaching

### Teacher-to-Teacher

Have students give advice on what people need to do to get ready to go out, and what items will help them. Distribute illustrations of people who are not quite ready to leave the house. Good sources for illustrations are children's books and fashion magazines. Have students

work in pairs to give advice based on the pictures: **Debe cepillarse el pelo. Necesita un cepillo.** For each picture, set a time limit. When time is up, the pair with the most suggestions wins.

## Performance Tasks

Standards:  
1.1, 1.2, 1.3, 2.2

**Resources:** Audio Program: CD 5, Cap. 2A, Track 14; Resource Book: Cap. 2A, Audio Script; Practice Answers on Transparencias

### 1. Escuchar

**Suggestions:** Have students note differences in their own weekend routines before they listen.

#### Script and Answers:

1. **Generalmente, me despierto muy lentamente a las diez o diez y media. Me visto en mi ropa favorita, una sudadera vieja con mis jeans cómodos, y no me pongo maquillaje. Es mi día favorito. (weekend)**
2. **Me levanto muy temprano. Me ducho, me cepillo los dientes, y me visto. Pongo los libros en mi mochila y voy a la escuela. (weekday)**
3. **Hago la tarea y me acuesto temprano. (weekday)**
4. **Voy al cine a las 7:00 de la noche y después voy a una fiesta. Me acuesto tarde. (weekend)**

### 2. Hablar

**Suggestions:** Encourage students to say what time they do the activities.

**Answers** will vary.

### 3. Leer

**Suggestions:** Point out to students that they will have to consider the sequence and the effects of each action to determine which is logical.

**Answers:**

1. d      2. a, b, & c

### 4. Escribir

**Suggestions:** Remind students to write about an event other than the one they spoke about for the *Presentación oral* on p. 93.

**Answers** will vary.

### 5. Pensar

**Suggestions:** Refer students to p. 92.

**Answers** will vary.

✓ **Assessment**

- Examen del capítulo: 2A
- Audio Program: CD 20, Cap. 2A, Track 5

✓ **Alternative Assessment**

- ExamView Test Bank CD-ROM
- MindPoint Quiz Show CD-ROM
- Resource Book: Cap. 2A, Situation Cards
- Resource Book: Cap. 2A, Communicative Activities