

Review Activities

Suggestions: The *Repaso del capítulo* summarizes all of the active vocabulary and grammar for the chapter. It provides a useful study tool for review and test preparation. In each chapter, you will find suggestions for review activities to accompany the lists.

To talk about what you do in class:

Have students work in groups to copy each expression on a slip of paper. Give each group a brown paper bag to fill with the expressions. Tell students to take turns choosing a phrase, and acting it out for the others to guess.

To talk about classroom rules: Have partners use flashcards and take turns starting and finishing sentences. Student A gives an oral sentence such as *Hay que llegar a la clase ____*. Student B holds up the correct flashcard. (**a tiempo**) Tell students to use the word **espacio** to indicate where the missing word or words belong.

To name school objects: Some objects are likely to be in the classroom, so Student A can point to an item and ask Student B *¿Qué es esto?* For words for objects not found in the classroom, have students take turns making simple drawings for their partner to identify.

Negative and affirmative words: Have Student A use one of the negatives in a sentence. Student B disagrees, and uses the corresponding affirmative word in a sentence. Partners switch roles for the next word.

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 2, Cap. 1A, Track 12
- Resource Book: Cap. 1A, Clip Art
- Resource Book: Cap. 1A, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

Repaso del capítulo

Vocabulario y gramática

to talk about what you do in class

aprender de memoria	to memorize
contestar	to answer
dar un discurso	to give a speech
discutir	to discuss
explicar	to explain
hacer una pregunta	to ask a question
el informe	report
el laboratorio	laboratory
la palabra	word
pedir ayuda	to ask for help
el proyecto	project
sacar una buena nota	to get a good grade

to talk about classroom rules

a tiempo	on time
entregar	to turn in
llegar tarde	to arrive late
prestar atención	to pay attention
la regla	rule
respetar	to respect
se prohíbe ...	it's forbidden ...

to name school objects

el armario	locker
el asiento	seat
el carnet de identidad	I.D. card
la cinta adhesiva	transparent tape
la grapadora	stapler
los materiales	supplies, materials
las tijeras	scissors

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

40 **cuarenta**
Tema 1 • Tu día escolar

Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 41

negative and affirmative words

alguien	someone, anyone
algún, alguna, algunos, -as	some, any
nadie	no one, nobody
ningún, ninguno, -a	no, none, not any

(See p. 31 for a complete chart.)

other useful words

conocer	to know
lo que	what
sobre	on, about

almorzar (o → ue) to have lunch

almuerzo	almorzamos
almuerzas	almorzáis
almuerza	almuerzan

empezar (e → ie) to start, to begin

empiezo	empezamos
empiezas	empezáis
empieza	empiezan

entender (e → ie) to understand

entiendo	entendemos
entiendes	entendéis
entiende	entienden

repetir (e → i) to repeat

repito	repetimos
repites	repetís
repite	repite

● Más práctica

Practice Workbook Puzzle 1A-8

Practice Workbook Organizer 1A-9

Universal Access

Advanced Learners

Pair teachers with students, and ask students to conduct a survey of rules in other classes. Have them compare rules across classes and compile their results into a graph that shows similarities among rules. Ask them to write a short summary of the results.

Heritage Language Learners

Have students search the Web for the coats of arms of their heritage countries or of their families. Have them write a short paragraph about the key symbols and their significance.

Preparación para el examen

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 to and understand how students describe what they must do and what they cannot do in class

Listen as two students compare their Spanish classes. (a) What are two things that students do in both classes? (b) What are two things that are different? (c) Which class would you prefer? Why?

pp. 18–21 *A primera vista*



2 Hablar Ask and respond to statements made about classroom activities

Your teacher has asked you and a partner to see which classroom activities are the most common. Each of you will make a chart with a list of your classes across the top. Then think of five or six classroom activities and write them down the side of your chart. Write an X next to the activities that you do in each class. Then describe how often you do these activities.

p. 22 Actividad 4
p. 23 Actividades 5–6
p. 24 Actividad 7
p. 28 Actividades 15–16
p. 29 Actividad 17
p. 32 Actividad 21

Doy discursos en las clases de historia, español e inglés. Hablo sólo español en la clase de español todos los días.



3 Leer Read and understand a list of typical classroom rules

Read the rules below. Write the numbers 1–5 and then write a *P* for those statements that you think were the idea of *un(a) profesor(a)* or an *E* for those you think were written by *un(a) estudiante*.

p. 31 Actividad 19
p. 33 Actividad 23
p. 37 *Presentación oral*

1. *Se prohíbe hacer la tarea a tiempo.*
2. *Hay que pedir ayuda si no entiendes.*
3. *Hay que prestar atención.*
4. *Se prohíbe traer libros a la clase de literatura.*
5. *Hay que dormir en las clases.*



4 Escribir Write a paragraph about your favorite class

In a short paragraph, describe your favorite class. Include: (a) what you do in the class; (b) the kind of homework you have.

p. 26 Actividad 12
p. 27 Actividad 14
p. 29 Actividad 17



5 Pensar Demonstrate an understanding of coats of arms

You are researching *los escudos* before creating one for an assignment. A list of Web sites gives historical examples from Spanish-speaking countries. Based on what you have learned, what types of decoration would you expect to find on them? Where would they be displayed?

p. 36 *La cultura en vivo*

Enriching Your Teaching

Alternative Assessment

- ExamView Test Bank CD-ROM
- MindPoint Quiz Show CD-ROM
- Resource Book: Cap. 1A, Situation Cards
- Resource Book: Cap. 1A, Communicative Activities

Teacher-to-Teacher

Have students keep an audio journal. Give each student a cassette tape. At the end of each chapter, give students a list of personalized questions related to the theme. Ask them to record their answers. Use the tapes as an instructional tool to help students feel comfortable speaking and understanding Spanish.

Performance Tasks

Standards:
1.1, 1.2, 1.3, 2.2

Resources: Audio Program: CD 6, Cap. 1A, Track 13; Resource Book: Cap. 1A, Audio Script; Practice Answers on Transparencies

Suggestions: *The Preparación para el examen* provides students with performance tasks very similar to those they will encounter on the chapter test in the Assessment Program. Explain that if they can carry out these tasks, they will be able to succeed on the test.

1. Escuchar

Suggestions: Use the *Audio CD* or read the script.

Script:

Girl #1:

¿Cómo es tu clase de español? En mi clase hay que entregar la tarea cada día y escribir un informe cada semana. También contestamos preguntas y hay que practicar en el laboratorio.

Girl #2:

¡Ay! ¿Mucho trabajo, no? En mi clase hay que prestar atención, pero no entregamos la tarea cada día. Practicamos y contestamos preguntas en el laboratorio. Discutimos algo de interés cada día en español y hacemos muchos proyectos.

Answers:

- (a) They answer questions and they practice in the laboratory.
(b) One student turns in homework every day and writes a report every week. The other student is involved in discussions in Spanish every day and does a lot of projects.
(c) Answers will vary.

2. Hablar

Suggestions: Have students include expressions such as *siempre*, *a veces*, and *nunca* in their responses.

Answers will vary.

3. Leer

Suggestions: Have students discuss your classroom rules before they read.

Answers:

1. E 2. P 3. P 4. E 5. E

4. Escribir

Suggestions: Before they write the paragraph, have students make a T-chart and brainstorm items for each category.

Answers will vary.

5. Pensar

Suggestions: Have students look back at the designs on p. 36 and think of other coats of arms that they have seen.

Answers will vary.



Assessment

- Examen del capítulo: 1A
- Audio Program: CD 20, Cap. 1A, Track 3