

## Review Activities

### Suggestions:

#### To name foods and items in the kitchen:

Have students create word searches or crossword puzzles with the new vocabulary, then pass their puzzle to a partner to complete.

**To follow a recipe:** Have students play “What’s My Recipe?” One group will tell what ingredients are needed and the steps to be followed. The other group has to guess what dish is being prepared. Students can use simple recipes for dips or sandwiches, or recipes they have shared over the course of the chapter.

**To use negative tú commands and talk about food preparation:** Have students prepare a list of dos and don’ts for safe and delicious cooking. Have students use irregular commands as well as other vocabulary from the chapter.

## 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 14, Cap. 7A, Track 13
- Resource Book: Cap. 7A, Clip Art
- Resource Book: Cap. 7A, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

# Repaso del capítulo

## Vocabulario y gramática

### to name foods and items in the kitchen

el aceite	cooking oil
el ajo	garlic
el caldo	broth
el camarón, <i>pl.</i> los camarones	shrimp
la estufa	stove
el fregadero	sink
el fuego	fire, heat
el horno	oven
los mariscos	shellfish
el microondas, <i>pl.</i> los microondas	microwave
la olla	pot
el pedazo	piece, slice
el refrigerador	refrigerator
la salsa	salsa, sauce
la sartén, <i>pl.</i> las sartenes	frying pan
el vinagre	vinegar

### to follow a recipe

añadir	to add
no añadas	don’t add
batir	to beat
calentar ( <i>e</i> → <i>ie</i> )	to heat
la cucharada	tablespoon(ful)
freír ( <i>e</i> → <i>i</i> )	to fry
hervir ( <i>e</i> → <i>ie</i> ) ( <i>e</i> → <i>i</i> )	to boil
el ingrediente	ingredient
mezclar	to mix
pelar	to peel
picar	to chop
probar ( <i>o</i> → <i>ue</i> )	to taste, to try
la receta	recipe

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

370 trescientos setenta  
Tema 7 • Buen provecho

## Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 371

### to talk about food preparation

al horno	baked
apagar	to turn off
caliente	hot
¿Cómo se hace ... ?	How do you make ... ?
¿Con qué se sirve?	What do you serve it with?
congelado, -a	frozen
dejar	to leave, to let
no dejes	don’t leave, don’t let
encender ( <i>e</i> → <i>ie</i> )	to turn on, to light
enlatado, -a	canned
fresco, -a	fresh
frito, -a	fried
olvidarse de	to forget about / to
no te olvides de	don’t forget about / to
tirar	to spill, to throw away
no tires	don’t spill, don’t throw away

### another useful expression

se puede you can

### negative tú commands

No hables.	Don’t speak.
No comas.	Don’t eat.
No escribas.	Don’t write.

### irregular negative tú commands

dar	no des
estar	no estés
ir	no vayas
ser	no seas

## Más práctica

- Practice Workbook Puzzle 7A-8
- Practice Workbook Organizer 7A-9

## Universal Access

### Multiple Intelligences

**Bodily / Kinesthetic:** Write several theme-related scenarios on index cards (for example, eating in a restaurant or preparing baked fish). As a group, students pantomime the scene and the class guesses what is on the card.

### Students with Learning Difficulties

Play a game to reinforce the chapter’s vocabulary and grammar. Have students write five positive and five negative commands, incorporating as many vocabulary words as possible. The students receive one point per vocabulary word used.

## Preparación para el examen

Go Online  
PHSchool.com

For: Test preparation  
Visit: www.phschool.com  
Web Code: jdd-0707

**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 someone giving instructions for cooking a meal

Listen as Gabriel's sister Valeria gives him cooking instructions over the phone. See if you can identify: (a) what he wants to cook; (b) what ingredients he still needs to buy; and (c) the first few steps in the recipe.

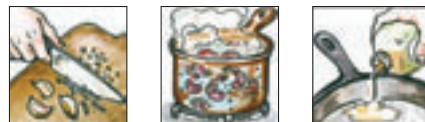
pp. 348–351 *A primera vista*  
p. 354 Actividades 9–10  
p. 358 Actividad 15



**2 Hablar** Tell someone the first steps in making a particular recipe

Based on the illustrations below, tell someone the first three steps in preparing paella.

pp. 350–351 *Videohistoria*  
p. 355 Actividad 11  
p. 358 Actividad 15  
p. 367 *Presentación oral*



**3 Leer** Read and understand as someone gives general advice on cooking

You are reading an article about cooking in a Spanish magazine. Tell which of the following suggestions are focused on: (a) things to do before cooking; (b) things to do while cooking; and (c) things to do after cooking.

pp. 350–351 *Videohistoria*  
p. 353 Actividad 6  
p. 354 Actividad 10  
p. 357 Actividad 13  
pp. 364–365 *Lectura*

1. Apaga el horno cuando terminas de cocinar.
2. Lee primero la receta para saber si tienes todos los ingredientes.
3. No salgas nunca de la cocina mientras algo está hirviendo.



**4 Escribir** Write rules to promote safety in the kitchen

The home economics teacher asks you to write down a list of five rules for cooking safely for her Spanish-speaking students. You might begin with something like: *Ten cuidado cuando picas las verduras.*

p. 356 Actividad 12  
p. 357 Actividad 13  
p. 359 Actividad 16



**5 Pensar** Demonstrate an understanding of how certain foods from one culture are incorporated into another culture

You would like to prepare dinner for your family using some recipes from a Mexican cookbook, but your little brother and sister are very picky eaters. What could you tell them about food(s) from another country that they have eaten before and liked? What might be the best American food or dish to introduce to teenagers from other countries? Why?

p. 366 *La cultura en vivo*

trecientos setenta y uno 371  
Capítulo 7A

## Enriching Your Teaching

### Teacher-to-Teacher

As a culminating activity, tape a few Spanish-language cooking shows and let students watch and write down familiar words. Have students look in Spanish-language cooking magazines and cookbooks to find familiar foods and ingredients. How are they different from what students are used to? Students could also make a collage of different dishes

from Spain, Central America, South America, and the Caribbean.

### Alternative Assessment

- ExamView Test Bank CD-ROM
- MindPoint Quiz Show CD-ROM
- Resource Book: Cap. 7A, Situation Cards
- Resource Book: Cap. 7A, Communicative Activities

## Performance Tasks

Standards:  
1.2, 1.3, 2.1, 2.2, 4.2

**Resources:** Audio Program: CD 14, Cap. 7A, Track 14; Resource Book: Cap. 7A, Audio Script; Practice Answers on Transparencies

### 1. Escuchar

**Suggestions:** Allow students to listen several times before they answer. Suggest they use a chart with the following heads: *¿Qué hace?, Ingredientes, Los pasos.*

#### Script:

**VALERIA:** [answers the ringing phone] Diga.

**GABRIEL:** Valeria, soy yo, Gabriel. Tengo una cebolla, un ajo, unos tomates y unos mariscos. ¿Es bastante para hacer una paella? ¿Cómo se hace?

**VALERIA:** Necesitas comprar un pollo y unas verduras, como guisantes.

**GABRIEL:** ¿Qué hago primero?

**VALERIA:** Primero pica la cebolla y el ajo. Luego corta los tomates en pedazos.

**GABRIEL:** Un momento. Necesito un lápiz para escribir.

**Answers:** a. paella; b. pollo y verduras (guisantes); c. Primero pica la cebolla y el ajo. Luego corta los tomates en pedazos.

### 2. Hablar

**Suggestions:** Remind students to use commands to describe the steps.

#### Answers:

a. Pica la cebolla (el ajo).

b. Hierve los camarones.

c. Calienta el aceite en una sartén grande.

### 3. Leer

**Suggestions:** Have students read the tips first and look for words that will provide clues (*terminas, primero, mientras*).

**Answers:** a. Lee primero la receta para saber si tienes todos los ingredientes. b. No salgas nunca de la cocina mientras algo está hirviendo. c. Apaga el horno cuando terminas de cocinar.

### 4. Escribir

**Suggestions:** Encourage students to use both affirmative and negative commands for their rules.

**Answers** will vary.

### 5. Pensar

**Suggestions:** Have students look back at p. 366. Brainstorm a list of Mexican foods students have eaten. Point out that some children do not like spicy foods, so you could make the recipe using less chile.

**Answers** will vary.



## Assessment

- Examen del capítulo: 7A
- Audio Program: CD 21, Cap. 7A, Track 5