

Review Activities

Suggestions:

To talk about places in a community: Ask students to work in pairs to quiz each other. Have them take turns drawing pictures of and identifying different places in the community.

To talk about mail: Ask students to write a postcard about where they went over the weekend. Have them role-play buying stamps, mailing a letter, and locating a mailbox.

To talk about items in a sporting goods store: Show students pictures of famous athletes and ask them to name the items that each would buy at a sporting-goods store.

To talk about pharmacy products: Bring four sets of the pharmacy-related items to class. Put three of the four pharmacy-related items in each of four bags. Give the bags to students. Have them take the items out and tell what they bought and what they forgot to buy (the missing item).

To talk about errands: Provide students with pictures of places in their community, and have them describe the errands they can do at each location. Ask follow-up questions: *¿A qué hora se abre el banco? ¿Vas a la farmacia a pie?*

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 6, Cap. 3A, Track 14
- Resource Book: Cap. 3A, Clip Art
- Resource Book: Cap. 3A, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

Repaso del capítulo

Vocabulario y gramática

to talk about places in a community

el banco	bank
el centro	downtown
el consultorio	doctor's / dentist's office
la estación de servicio, pl. las estaciones de servicio	service station
la farmacia	pharmacy
el supermercado	supermarket

to talk about mail

el buzón, pl. los buzones	mailbox
la carta	letter
echar una carta	to mail a letter
el correo	post office
enviar (i → i)	to send
el sello	stamp
la tarjeta	card

to talk about items in a sporting-goods store

el equipo deportivo	sports equipment
el palo de golf	golf club
los patines	skates
la pelota	ball
la raqueta de tenis	tennis racket

to talk about pharmacy products

el cepillo de dientes	toothbrush
el champú	shampoo
el jabón	soap
la pasta dental	toothpaste

to make excuses

se me olvidó	I forgot
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- **Más práctica**
Practice Workbook Puzzle 3A-8
Practice Workbook Organizer 3A-9

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

152 ciento cincuenta y dos
Tema 3 • Tú y tu comunidad

Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 153

to talk about errands

cerrar (e → ie)	to close
cobrar un cheque	to cash a check
cuidar a	to take care of
el dentista, la dentista	dentist
devolver (o → ue) (un libro)	to return (a book)
la gasolina	gasoline
ir a pie	to go on foot
llenar (el tanque)	to fill (the tank)
el médico, la médica	doctor
sacar (un libro)	to take out, to check out (a book)
se abre	opens
se cierra	closes

other useful words and expressions

caramba	good gracious
casi	almost
¡Cómo no!	Of course!
en seguida	right away
hasta	until
por	for (how long)
pronto	soon
Hasta pronto.	See you soon.
quedarse	to stay
todavía	still
varios, -as	various, several

preterite of ir (to go) and ser (to be)

fui	fuimos
fuiste	fuisteis
fue	fueron

preterite of tener, estar, and poder

tuve	tuvimos
estuve	estuvimos
pude	pudimos
tuviste	tuvisteis
estuviste	estuvisteis
pudiste	pudisteis
tuvo	tuvieron
estuvo	estuvieron
pudo	pudieron

direct object pronouns: *lo, la, los, las*

Universal Access

Multiple Intelligences

Interpersonal / Social: Have pairs of students interview each other to find out what each other's favorite pharmacy products and places to shop are. For example: *¿Qué supermercado te gusta más? Me gusta más King's. ¿Qué jabón te gusta más? Me gusta X.*

Students with Learning Difficulties

For additional vocabulary practice, have pairs of students make vocabulary flashcards for the vocabulary words. Tell them to put photos, postcards, or ads from an old phonebook on one side and the word on the other. Have one student show the picture while the other recalls the vocabulary word or phrase. Then have students reverse roles.

For: Test preparation
 Visit: www.phschool.com
 Web Code: jdd-0308

Preparación para el examen

On the exam you will be asked to . . .



1 Escuchar Listen and understand as people tell where they went and what they did there

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

As sponsor for the school's summer trip to Mexico, the Spanish teacher has heard many excuses about why students don't return to the bus in time to depart for the next stop. Listen to the excuses to determine where the students went and why they were late.

If you need review . . .

pp. 130–133 *A primera vista*
 p. 135 Actividad 6
 p. 136 Actividad 8
 p. 143 Actividad 21



2 Hablar Ask and respond to questions about whether you did certain things that you had to do

To avoid any delays for the next day's tour, the sponsor for the Mexico City summer trip asked each student if he or she prepared the night before. She wants you to help her next time. How would you ask someone if he or she did the following: (a) cashed a check; (b) bought stamps; (c) sent postcards to friends; (d) went to the pharmacy to buy soap and toothpaste? With a partner, practice asking and answering these questions.

p. 134 Actividad 5
 p. 135 Actividad 7
 p. 136 Actividad 8
 p. 143 Actividad 20
 p. 149 *Presentación oral*



3 Leer Read and understand what people say they received as gifts in the past

You're helping your classmate read the answers to a survey he is conducting for his Spanish project. The survey question was: *¿Cuál es el regalo más loco que recibiste este año?* Look at the first response. Can you identify what the gift was and why the person thought it was silly?

p. 132–133
 p. 146–147 *Lectura*

Recibí un cupón (coupon) para llenar el tanque de mi coche, pero no tengo coche. Tuve que venderlo el año pasado.



4 Escribir Write responses to questions about things you have bought in the past

You decided to answer some of the other questions on your friend's survey. What would you write for the following question: *¿Qué hiciste para ganar dinero el verano pasado y qué compraste con el dinero?*

p. 137 Actividad 11
 p. 139 Actividad 14
 p. 143 Actividad 22



5 Pensar Demonstrate an understanding of the popularity of outdoor markets in Spanish-speaking countries

Vendors and buyers enjoy the open-air markets so popular in Spanish-speaking countries. How would both of them spend their day at the market? What might they sell and buy?

p. 148 *La cultura en vivo*

ciento cincuenta y tres 153
 Capítulo 3A

Performance Tasks

 Standards:
 1.1, 1.2, 1.3, 2.2, 4.1, 4.2

Resources: Audio Program: CD 6, Cap. 3A, Track 15; Resource Book: Cap. 3A, Audio Script; Practice Answers on Transparencias

1. Escuchar

Suggestions: Have students make two columns on a sheet of paper: *¿Adónde fue?* and *¿Por qué llegó tarde?* Encourage them to take notes.

Script and Answers:

- Lo siento, señora. Fui al banco a las cuatro y media para cobrar mi cheque. El banco se cierra a las cinco y tuve que ir en seguida. *(The person had to rush to the bank before it closed at 5:00.)*
- ¡Caramba, señora! Se me olvidó regresar. Fui a la tienda de equipo deportivo y compré una pelota. *(The person was at the sporting goods store and forgot to come back.)*
- Lo siento, señora. Fui a la farmacia para comprar un nuevo cepillo de dientes, pero la tienda no se abre hasta las dos y tuve que esperar. *(The person went to the pharmacy and had to wait because it didn't open until 2:00.)*
- ¡Hola, señora! Fui al correo para comprar sellos. Tuve que mandar una tarjeta a mi mamá. *(The person went to the post office to buy stamps to mail a card to her mother.)*

2. Hablar

Suggestions: Have students respond negatively to two of the questions.

Answers will vary.

3. Leer

Suggestions: Have students draw a cartoon of the situation to show their understanding of the reading.

Answers:

A coupon for free gas. He didn't have a car.

4. Escribir

Suggestions: Give each person in the class the name of a different place in your community. Have students pretend that they worked at those locations.

Answers will vary.

5. Pensar

Suggestions: Refer students to the photographs on p. 148.

Answers will vary.

Enriching Your Teaching

Teacher-to-Teacher

Have students create a practice test covering all five tasks. Encourage them to use multiple choice, true / false, or short-answer questions. Have students exchange tests with a partner or compile the questions and have students answer them in a game show format.

Alternative Assessment

- ExamView Test Bank CD-ROM
- MindPoint Quiz Show CD-ROM
- Resource Book: Cap. 3A, Situation Cards
- Resource Book: Cap. 3A, Communicative Activities



Assessment

- Examen del capítulo: 3A
- Audio Program: CD 20, Cap. 3A, Track 7