

Review Activities

Suggestions:

To talk about manners and customs:

Prepare cards listing vocabulary for manners and customs. In groups of four, have one student hold up a word or phrase over a second student's head. The remaining students act out clues until the second student guesses the word.

To talk about people: Have pairs create a drawing in which vocabulary words are depicted and write questions to accompany their drawing. Then have pairs exchange their work, respond to the questions, and discuss the answers with the pair who created the activity.

To talk about special events: Bring in five greeting cards for different events. Give one to each group of students. Have students brainstorm as many words as they can about the event. After one minute, have groups switch cards and repeat the activity.

To discuss the past: Prepare a story in the form of a cloze passage. Have students use these vocabulary words as a word bank to complete the passage.

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 9, Cap. 4B, Track 13
- Resource Book: Cap. 4B, Clip Art
- Resource Book: Cap. 4B, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

Repaso del capítulo

Vocabulario y gramática

Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 235

to talk about manners and customs

abrazar(se)	to hug
besar(se)	to kiss
dar(se) la mano	to shake hands
despedirse (e → i)(de)	to say good-bye (to)
los modales	manners
saludar(se)	to greet
sonreír (e → í)	to smile

to talk about people

el bebé, la bebé	baby
contar (o → ue) (chistes)	to tell (jokes)
llevarse bien / mal	to get along well / badly
llorar	to cry
los mayores	grown-ups
los parientes	relatives
reírse (e → í)	to laugh
reunirse (u → ú)	to meet

to talk about special events

alrededor de	around
el aniversario	anniversary
casarse (con)	to get married (to)
charlar	to chat
la costumbre	custom
cumplir años	to have a birthday
el desfile	parade
el día festivo	holiday
divertirse (e → ie)	to have fun
enorme	enormous
¡Felicidades!	Congratulations!
felicitar	to congratulate
la fiesta de sorpresa	surprise party
los fuegos artificiales	fireworks
hacer un picnic	to have a picnic
nacer	to be born
regalar	to give (a gift)
la reunión, pl. las reuniones	gathering

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

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Tema 4 • Recuerdos del pasado

to discuss the past

antiguo, -a	old, antique
frecuentemente	frequently
había	there was / there were
mientras (que)	while
recordar (o → ue)	to remember

using the imperfect tense to describe a situation

La casa donde **vivía** el año pasado **estaba** al lado de un lago.

Había mucha gente en la fiesta de sorpresa. Mis padres me **felicitaban** cuando llegó mi tía.

reciprocal actions

Los estudiantes **se saludaban** todos los días.

Nos veíamos frecuentemente cuando éramos niños.

Se escribían por correo electrónico de vez en cuando.

Más práctica

Practice Workbook Puzzle 4B-8

Practice Workbook Organizer 4B-9

Universal Access

Students with Special Needs

Have hearing-impaired students work in pairs. Give each student 20 index cards with a word or phrase on each one. Have students draw a corresponding illustration on the blank side. Have students exchange cards and identify the words that the drawings represent.

Multiple Intelligences

Intrapersonal: Have students write a reflective essay on a celebration that they learned about in this chapter. Encourage them to incorporate facts as well as their own opinions in their essay. Have students focus on using the vocabulary words as much as possible.

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 and understand as people talk about their childhood memories of family celebrations

To celebrate “Grandparents’ Day,” your teacher invited Spanish-speakers from the community to talk about their favorite childhood memories. Listen as one of them describes one of their favorite family celebrations. See if you understand: (a) the reason for the gathering; (b) who was there; (c) what people used to do at the celebration.

pp. 212–215 *A primera vista*
p. 218 *Actividad 8*
p. 222 *Actividad 13*



2 Hablar Talk about how your family used to celebrate holidays when you were a child

You have been invited to an elementary Spanish classroom to talk to the children about how you used to celebrate holidays when you were their age. What could you say? Try to include: (a) where you used to celebrate most holidays; (b) what you used to do; (c) who got together to celebrate with you.

p. 218 *Actividad 8*
p. 222 *Actividad 14*
p. 226 *Actividad 19*



3 Leer Read and understand a description of activities at a special event

Read part of the notes that Miguel wrote for the wedding reception video he just finished filming for his friend, Mauricio, the groom, and the bride, Luisa. Can you determine who was having a good time and who was not without seeing the video?

p. 219 *Actividad 10*
p. 227 *Actividad 20*
pp. 228–229 *Lectura*

Quando Mauricio besó a Luisa, la madre de Luisa lloraba y el padre de ella sonreía. Los sobrinos pequeños se reían y jugaban con sus juguetes.



4 Escribir Write about your last family celebration

A local Spanish-language radio station is asking people to send e-mails or faxes describing their best birthday. You might begin by writing: *Yo recuerdo bien mi cumpleaños de trece años . . .* Describe people who were there, where it was held, and what happened.

p. 226 *Actividad 19*
p. 231 *Presentación escrita*



5 Pensar Demonstrate an understanding of how some Hispanic families celebrate special days and holidays

Describe a holiday, such as *Las Fallas* or *Carnaval*, that is of special interest to you. How is this holiday similar to one that you celebrate in your community?

p. 210 *Fondo cultural*
p. 214–215 *Videohistoria*
p. 220 *Fondo cultural*
p. 226 *Fondo cultural*
p. 227 *Actividad 20*
p. 230 *Perspectivas del mundo hispano*

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Capítulo 4B

Performance Tasks

Standards:
1.1, 1.2, 1.3, 2.1, 2.2, 4.2

Resources: Audio Program: CD 9, Cap. 4B, Track 14; Resource Book: Cap. 4B, Audio Script; Practice Answers on Transparencias

1. Escuchar

Suggestions: Remind students of conversations that they have had about gatherings. Ask them to list some probable answers to the questions, and determine if their predictions were accurate.

Script:

Buenos días. Me encanta hablar con los jóvenes. Recuerdo bien los domingos con mi familia. Cada domingo nos reuníamos en la casa de nuestra abuela para comer. Cuando los mayores hablaban, los niños jugaban con el perro y el gato.

Answers:

- a) They got together on Sundays to eat at their grandmother’s house.
- b) Grown-ups and children.
- c) The grown-ups talked and the children played with the dog and cat.

2. Hablar

Suggestions: Have students brainstorm information on an index card before sharing it with a partner.

Answers will vary.

3. Leer

Answers may vary but will include: It is possible to determine who was having a good time. The father and the nieces and nephews were having a good time. Luisa’s mother may not have been having a good time.

4. Escribir

Suggestions: Have students organize the information that they want to include in a list before writing their message.

Answers will vary.

5. Pensar

Suggestions: Make a list of holidays discussed in this chapter. Have volunteers summarize the traditions of each one before students begin.

Answers will vary.

Enriching Your Teaching

Teacher-to-Teacher

Have students compile a family photo album. Ask them to illustrate or bring in pictures of at least three of the celebrations mentioned in this chapter. Have them write a caption for each of the photos, including information such as who was there, when it was taken, and what everyone was doing.

Alternative Assessment

- ExamView Test Bank CD-ROM
- MindPoint Quiz Show CD-ROM
- Resource Book: Cap 4B, Situation Cards
- Resource Book: Cap 4B, Communicative Activities



Assessment

- Examen del capítulo: 4B
- Audio Program: CD 20, 4B, Track 10