

Review Activities

Suggestions:

To talk about the outdoors: One student will describe an outdoor scene while the other student draws: *En el cielo hay tres nubes. En el suelo hay dos hormigas y una piedra grande.*

To talk about eating outdoors, using usted and ustedes commands: Have students write a how-to article for their newspaper on how to have the perfect outdoor cookout.

To talk about and describe foods: Go around the room and call on students to describe a food, for example: **fruta, roja, dulce (manzana)**. The student who identifies it first is the next to describe a food item.

Using por in sentences: Create a short cloze passage using **por** expressions and have students fill in the blanks.

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

Repaso del capítulo

Vocabulario y gramática

to talk about the outdoors

al aire libre	outdoors
el cielo	sky
dar una caminata	to take a walk
dentro de	inside
fuera (de)	outside
la hormiga	ant
la mosca	fly
la nube	cloud
la piedra	rock
el sendero	trail
el suelo	ground, floor

to talk about eating outdoors

la fogata	bonfire
el fósforo	match
hacer una parrillada	to have a barbecue
la leña	firewood
a la parrilla	on the grill
el puesto	(food) stand

to talk about foods

el aguacate	avocado
asado, -a	grilled
asar	to grill, to roast
la carne de res	steak
la cereza	cherry
la cesta	basket
la chuleta de cerdo	pork chop
el durazno	peach
los frijoles	beans
la harina	flour
el maíz	corn
la mayonesa	mayonnaise
el melón,	melon
pl. los melones	
la mostaza	mustard
el olor	smell, odor
el pavo	turkey
la piña	pineapple
el sabor	taste
la salsa de tomate	ketchup
la sandía	watermelon

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

396 trescientos noventa y seis
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. 397

to describe foods and the outdoors

dulce	sweet
grasoso, -a	fatty
mojado, -a	wet
picante	spicy
seco, -a	dry

other useful words

acompañar to accompany

using usted and ustedes commands

To form an *Ud.* or *Uds.* command, drop the *-o* of the present-tense *yo* form and add *-e* and *-en* for *-ar* verbs, and *-a* and *-an* for *-er* and *-ir* verbs.

Regular *Ud.* and *Uds.* commands:

preparar:	prepare(n)
comer:	coma(n)
servir:	sirva(n)

Irregular *Ud.* and *Uds.* commands:

dar:	dé, den
estar:	esté, estén
poner:	ponga, pongan
ir:	vaya, vayan
ser:	sea, sean
tener:	tenga, tengan
traer:	traiga, traigan

using por in sentences

To indicate length of time or distance

To indicate movement through, along, or around

To indicate an exchange of one thing for another

To indicate reason or motive

To indicate a substitution or action on someone's behalf

To indicate means of communication or transportation

Más práctica

Practice Workbook Puzzle 7B-8

Practice Workbook Organizer 7B-9

Universal Access

Advanced Learners

Have students make a how-to chart, with pictures or drawings, on grilling the perfect steak or chicken. Students should use **Ud.** commands, vocabulary from the chapter, and time expressions (**primero, segundo, entonces, finalmente**).

Students with Learning Difficulties

Place vocabulary index cards facedown in three piles: *about the outdoors*, *about eating outdoors*, and *about foods*. Have students choose one card from each pile and write a command using as many of the chosen words 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 likes and dislikes about outdoor cooking

A group of teenagers is discussing whether to have a picnic or a dinner at someone's home next Saturday to welcome a group of new students. As you listen to their opinions, decide whether the person is in favor or not in favor of an outdoor picnic.

pp. 374–377 *A primera vista*
p. 378 Actividad 5



2 Hablar Give instructions to a group about what to do to prepare for a cookout

You have volunteered to help a troop leader organize a group of ten-year-old boy scouts to make their first campfire. What would you instruct them to do? For example, you might begin by saying: *Busquen un lugar seco.*

p. 381 Actividad 12
p. 384 Actividad 16



3 Leer Read and understand typical signs you would see in a park or overnight camping site

As you look for firewood around the campgrounds, you come across several signs that give instructions to park visitors. Read the signs below. Which signs focus on: (a) hiking; (b) cooking; (c) using the cabins?

pp. 376–377 *Videohistoria*
p. 379 Actividad 6
p. 385 Actividad 17
pp. 390–391 *Lectura*



4 Escribir Write a list of instructions for an upcoming outdoor party

You are asked to write a “How to” guide for first time campers who are planning to cook outdoors. Write a list of instructions that include: (a) things to take with you; (b) getting the fire started; (c) suggestions for food to eat or grill; (d) rules campers need to follow.

p. 378 Actividad 4
p. 379 Actividad 6
p. 382 Actividad 13
p. 388 Actividad 23
p. 393 *Presentación escrita*



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

Your friend is going to Buenos Aires, Argentina, on vacation and wants to know about the food. What could you tell her about outdoor food markets? How might the places where people buy things to eat be different there?

p. 392 *Perspectivas del mundo hispano*

Enriching Your Teaching

Teacher-to-Teacher

Have students create a travel poster for a vacation spot in a Spanish-speaking country. Have them find out what kind of outdoor activities are available. Are there any precautions one must take? Is special clothing or gear required? Have them include facts, recommendations and suggestions, and pictures on their poster.

Alternative Assessment

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

Performance Tasks

Standards:
1.2, 1.3, 2.2, 4.2

Resources: Audio Program: CD 15, Cap. 7B, Track 14; Resource Book: Cap. 7B, Audio Script; Practice Answers on Transparencies

1. Escuchar

Suggestions: Have students listen to the entire dialogue first. Then have them write the names *Beto*, *Héctor*, and *Ana*. As they listen a second time, they can use a plus or minus sign.

Script and Answers:

BETO: Es más difícil preparar la comida con leña y fósforos. Si llueve el sábado, es imposible. (*not in favor*)

HÉCTOR: Estoy de acuerdo. Queremos hablar con los estudiantes que nos visitan. No queremos pasar el tiempo buscando las piedras y leña. (*not in favor*)

ANA: Es más informal y divertido comer al aire libre. Recojan Uds. las piedras y leña el viernes. (*in favor*)

2. Hablar

Suggestions: Suggest how many steps you want students to provide.

Answers will vary but may include:

1. Busquen un lugar seco.
2. Hagan un círculo de piedras.
3. Pongan leña seca dentro del círculo.
4. Enciendan la leña.

3. Leer

Suggestions: Have students look for key words that relate to hiking (*sendero*), cooking (*fuegos*), and cabins (*radios*).

Answers:

- (a) hiking—sign 3
- (b) cooking—sign 1
- (c) cabins—sign 2

4. Escribir

Suggestions: Before writing, have students make lists for each category.

Answers will vary.

5. Pensar

Suggestions: Have students look at p. 392. Discuss some of the similarities and differences the friend might find. Encourage students who have experienced outdoor food markets to share their reactions.

Answers will vary.



Assessment

- Examen del capítulo: 7B
- Audio Program: CD 21, Cap. 7B, Track 6