

Review Activities

Standards: 4.1

Suggestions:

**To talk about extracurricular activities:** Have students draw a line to divide a sheet of paper, labeling one side *Actividad* and the other *Persona*. Have Student A say a vocabulary word from the list. Then, have Student B place a coin on the paper under the appropriate heading.

**To talk about athletic activities, music, and drama:** Have students look through a school yearbook. Ask Student A to say a word or expression to Student B, who finds a picture in the yearbook to match. If there is no picture, students should say *No tenemos* (name of activity).

**To talk about actions with activities:** Make grab bags of slips of paper with sentence fragments. Have students select nouns, adverbs, or direct objects to accompany any of these verbs out of the bag. Students may continue choosing until they have a logical sentence.

**To talk about and describe Internet activities:** Provide pairs of students with a list of scenarios, such as *Estoy aburrido y quiero conocer a una persona nueva*. Have Student A read the sentence and Student B offer advice.

**To tell how long something has been going on:** Give students a list of celebrities and the year in which they began their careers. Have students tell how long they have been practicing their trade.

**To make comparisons:** Ask students to compare different extracurricular activities. Suggest that they talk about how long the organization has been around, how much time is involved, or which is more popular.

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

# Repaso del capítulo

## Vocabulario y gramática

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

- know the new vocabulary and grammar
- can perform the tasks on p. 69

to talk about extracurricular activities

las actividades extracurriculares	extracurricular activities
el ajedrez	chess
el club, pl. los clubes	club
el club atlético	athletic club
el equipo	team
la fotografía	photography
el fotógrafo, la fotógrafa	photographer
los jóvenes	young people
el miembro	member
ser miembro	to be a member
el pasatiempo	pastime
la práctica	practice
la reunión, pl. las reuniones	meeting

to talk about athletic activities

el animador, la animadora	cheerleader
las artes marciales	martial arts
hacer gimnasia	to do gymnastics
el hockey	hockey
jugar a los bolos	to bowl
la natación	swimming

to talk about music and drama

la banda	band
el bailarín, la bailarina	dancer
la canción, pl. las canciones	song
el (la) cantante	singer
el coro	chorus, choir
ensayar	to rehearse
el ensayo	rehearsal
el músico, la música	musician
la orquesta	orchestra
la voz, pl. las voces	voice

Más práctica

- Practice Workbook Puzzle 1B-8
- Practice Workbook Organizer 1B-9

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

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Tema 1 • Tu día escolar

to talk about actions with activities

asistir a	to attend
ganar	to win, to earn
grabar	to record
participar (en)	to participate (in)
tomar lecciones	to take lessons
volver (o → ue)	to return

to talk about and describe Internet activities

crear una página Web	to create a Web page
estar en línea	to be online
hacer una búsqueda	to do a search
navegar en la Red	to surf the Web
visitar salones de chat	to visit chat rooms

other useful words

entre	among, between
el interés	interest
la oportunidad, pl. las oportunidades	opportunity

to tell how long something has been going on

¿Cuánto tiempo hace que . . . ?	How long . . . ?
Hace + time + que . . .	It has been . . .

to make comparisons

tan + adj. + como	as + adj. + as
tantos(as) + noun + como	as much / many + noun + as

saber to know (how)

sé	sabemos
sabes	sabéis
sabe	saben

conocer to know, to be acquainted with

conozco	conocemos
conoces	conocéis
conoce	conocen

Universal Access

Students with Special Needs

As an alternative to oral work, you may want to give students time to review the vocabulary and grammar in writing. Provide a word bank for them to use to write a paragraph about the extracurricular activities in their school. Be sure to provide feedback before the exam.

Advanced Learners


Ask students to write and give an oral report about a favorite athlete. Have them include a statement telling how long that person has been involved in the sport. Ask students to include an opinion comparing some aspect of that person's skill with that of another athlete who plays the same sport.

## 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 teenagers talk about what they do after school


Listen as two teenagers describe what they do after school. See if you can understand: (a) what they like to do; (b) why they like to do it; (c) how long they have been participating in that particular activity.

**pp. 46–49** *A primera vista*  
**p. 51** Actividad 7  
**p. 57** Actividad 17  
**p. 59** Actividad 20

 **2 Hablar** Talk about the extracurricular activities that you are interested in doing after school and how long you have been doing these activities

Imagine that you meet a new classmate from Venezuela who is going to your school. Since you both seem to like the same types of things: (a) tell him about some of the things you do after school that you think would interest him; (b) ask him to go with you to one of your activities.

**p. 51** Actividad 6  
**p. 52** Actividad 8  
**p. 54** Actividad 13  
**p. 58** Actividad 18  
**pp. 59** Actividades 19–20

 **3 Leer** Read and understand a letter written by a student about a problem at school

Read the following letter to an advice columnist. What problem is the writer describing? How does he compare himself to his brother?

**p. 53** Actividad 11  
**p. 57** Actividad 16  
**pp. 62–63** *Lectura*


*Mi hermano mayor es muy estudioso y deportista. Pero yo . . . ¡no! A mí me interesa visitar a mis amigos en los salones de chat en la Red. Según mis amigos, soy increíble con mi computadora. ¡El problema es que todos mis profesores piensan que soy tan estudioso y deportista como mi hermano! Mis padres dicen que debo ser como mi hermano. No me gusta.*

—Frustrado

 **4 Escribir** Write briefly about your extracurricular activities

You're trying to get an after-school job. Most of the applications you have picked up ask the same questions: *¿En qué actividades extracurriculares participas? ¿Cómo te van a ayudar estas actividades en este trabajo?* Write a brief paragraph describing your extracurricular activities and mention why you like these activities.


**p. 50** Actividad 4  
**p. 52** Actividades 8–9  
**p. 57** Actividad 16  
**p. 59** Actividad 19  
**p. 65** *Presentación escrita*

 **5 Pensar** Demonstrate an understanding of the differences between schools in the United States and Spain

Your friend's father is being transferred to Spain for one year, so your friend will be attending school in Madrid. Based on this chapter, what could you tell him about the differences that he will probably find in his new school there?

**p. 64** *Perspectivas del mundo hispano*

## Performance Tasks

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

**Resources:** Audio Program: CD 3, Cap. 1B, Track 13; Resource Book: Cap. 1B, Audio Script; Practice Answers on Transparencias

### 1. Escuchar

**Suggestions:** Have students listen to the entire script once before they answer.

#### Script:

**Person #1:** No conozco a muchas personas en la escuela. Soy un nuevo estudiante aquí y soy bastante tímido. Por eso, después de las clases regreso a mi casa. Me gusta visitar salones de chat en la Red. También me gusta cantar. Hace cinco años que canto con mi hermana en una banda musical.

**Person #2:** ¿Te gusta cantar? ¡A mí también! ¿Quieres ir conmigo a la práctica del coro esta tarde? Hace dos años que canto en el coro. Es muy divertido.

#### Answers:

- Person #1 likes to visit chat rooms and sing. Person #2 also likes to sing.
- Person #1 likes to visit chat rooms because he is new at school and shy and doesn't know many people.
- Person #1 has been singing in a band for five years. Person #2 has been singing in a chorus for two years.

### 2. Hablar

**Suggestions:** If students are not involved in extracurricular activities, ask them to answer according to which ones might appeal to a new student.

**Answers** will vary.

### 3. Leer

**Suggestions:** To help students relate to this letter, have them list ways they differ from their own brothers or sisters.

#### Answers:

- Sus padres y profesores piensan que él debe ser tan estudioso y deportista como su hermano.
- Él dice que no es tan estudioso y deportista como su hermano, pero usa la computadora muy bien.

### 4. Escribir

**Suggestions:** Ask students to brainstorm things they have learned from extracurricular activities.

**Answers** will vary.

### 5. Pensar

**Suggestions:** Refer students to the article on p. 64 to help explain the differences.

**Answers** will vary.

## ✓ Assessment

- Examen del capítulo: 1B
- Audio Program: CD 20, Cap. 1B, Track 4

## Enriching Your Teaching

### Teacher-to-Teacher

As a culminating activity, have students create their own class "yearbook." They could include the paragraphs they wrote about each other for various activities in this chapter. Encourage them to add photos, news items, and other information about classmates throughout the year.

### Alternative Assessment

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