

Review Activities

Suggestions:

To talk about shopping: Have students draw a store and label items and areas.

To talk about colors: Provide students with crayons and have them identify the color of each crayon.

To describe what clothing is made of: Put students in pairs and provide each pair with a clothing catalogue. Have them ask each other questions about what the items are made of.

To discuss clothing purchases: Provide each group of students with a dressed doll or stuffed animal. Have students describe the doll or animal's clothing.

To discuss paying for your purchases: Put students in pairs. Provide each pair with several lists of purchases and prices (for example, *una blusa, \$55* or *pantalones, \$67*, y *un cinturón, \$25*) and have them discuss the price (high, low), how much they are spending, how they will pay, and where they go to pay.

Demonstrative adjectives: Put students in groups of three. Each student displays one page of a clothing catalog and comments on at least one item in each catalog: *Me gusta esta blusa de seda, pero esos pantalones no están de moda, y aquella blusa de tela sintética es fea.*

Other useful words: Create a class story. A student begins the story with a sentence using one of the words or expressions. The next student continues the story with another sentence using a different word or expression, and so on.

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 5, Cap. 2B, Track 13; Resource Book: Cap. 2B, Clip Art; Resource Book: Cap. 2B, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

Repaso del capítulo

Vocabulario y gramática

to talk about shopping

la entrada	entrance
la ganga	bargain
el letrero	sign
la liquidación, <i>pl.</i>	sale
las liquidaciones	
el mercado	market
la salida	exit

to talk about colors

claro, -a	light
de sólo un color	solid-colored
oscuro, -a	dark
pastel	pastel
vivo, -a	bright

to describe what clothing is made of

¿De qué está hecho, -a?	What is it made of?
Está hecho, -a de ...	It is made of ...
algodón	cotton
cuero	leather
lana	wool
seda	silk
tela sintética	synthetic fabric

to discuss paying for purchases

alto, -a	high
bajo, -a	low
la caja	cash register
el cajero, la cajera	cashier
el cheque (personal)	(personal) check
el cheque de viajero	traveler's check
el cupón de regalo, <i>pl. los cupones de regalo</i>	gift certificate
en efectivo	cash
gastar	to spend
el precio	price
tan + adjective	so
la tarjeta de crédito	credit card

Más práctica

- Practice Workbook Puzzle 2B-8
- Practice Workbook Organizer 2B-9

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

124 ciento veinticuatro
Tema 2 • Un evento especial

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

- know the new vocabulary and grammar
- can perform the tasks on p. 125

to discuss clothing purchases

apretado, -a	tight
escoger	to choose
estar de moda	to be in fashion
el estilo	style
exagerado, -a	outrageous
flojo, -a	loose
la marca	brand
mediano, -a	medium
el número	shoe size
probarse (<i>o</i> → <i>ue</i>)	to try on
la talla	size

other useful words and expressions

anunciar	to announce
encontrar (<i>o</i> → <i>ue</i>)	to find
en realidad	really
me / te importa(n)	it matters (it's important) / they matter to me / to you
inmediatamente	immediately
me parece que	it seems to me that
¿Qué te parece?	What do you think? / How does it seem to you?
recientemente	recently

preterite of regular verbs

miré	miramos
aprendí	aprendimos
escribí	escribimos
miraste	mirasteis
aprendiste	aprendisteis
escribiste	escribisteis
miró	miraron
aprendió	aprendieron
escribió	escribieron

demonstrative adjectives

Singular		Plural	
este, esta	this	estos, estas	these
ese, esa	that	esos, esas	those
aquel, aquella	that one over there	aquellos, aquellas	those over there

Universal Access

Advanced Learners

Have students write a review of a clothing store they have visited. They can comment on when they went, why, what kind of clothing the store offers, what the prices are like, how shoppers can pay, etc. Have them read their reviews aloud and see if the class can identify the store.

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 why they purchased a clothing item

Listen as Marta explains why she bought her outfit. Was it because: (a) it was a bargain; (b) it was a good brand name; (c) it fit well; or (d) it was very “in style.”

pp. 102–105 *A primera vista*
p. 103 Actividad 2
p. 106 Actividad 4



2 Hablar Talk about when and where you bought the clothing you are wearing today

Your partner really likes your outfit. Tell him or her: (a) where you bought it; (b) how long ago you bought it; (c) if it was very expensive or a bargain; (d) the brand, if you know it. Then reverse roles.

p. 107 Actividad 7
p. 108 Actividades 8–9
p. 109 Actividades 10–11
p. 111 Actividad 14
p. 112 Actividad 17
p. 115 Actividad 21
p. 116 Actividad 23
p. 117 Actividad 24



3 Leer Read and understand a thank-you note for a recently received gift certificate

Your Spanish class recently sent last year’s exchange student from Argentina a gift certificate for her birthday. Read her note about what she bought and what she thought about her purchases.

p. 107 Actividad 6
p. 110 Actividad 13
p. 114 Actividad 19
pp. 118–119 *Lectura*

¡Hola! Muchas gracias por el cupón de regalo para el Almacén Palete. Compré una blusa de colores pastel que me gusta mucho y está muy de moda. También encontré un cinturón de cuero muy bonito para llevar con mis pantalones favoritos. Aquí tienen mi foto. ¿Qué les parece mi nuevo estilo?

Besos, Susi



4 Escribir Write a short description of your most recent shopping trip for clothes, including what you bought, the brand, and how you paid for the items

Your grandmother sent you a check for your birthday and wants to know what you bought. Describe the vacation clothes that you bought and where you bought them. Include as many details as possible.

p. 107 Actividades 6–7
p. 109 Actividades 10–11
p. 110 Actividad 13
p. 112 Actividad 16
p. 121 *Presentación escrita*

You might begin by writing:

Querida abuelita,
Muchas gracias por el cheque que me enviaste para mi cumpleaños. Decidí comprarme ropa para las vacaciones . . .



5 Pensar Demonstrate an understanding of *la parranda* in Spanish-speaking countries

When you ask your parents if you can go to a *parranda* at the home of a Spanish-speaking friend, they have no idea what you are talking about. Explain it to them. What would you compare it to?

p. 120 *Perspectivas del mundo hispano*

ciento veinticinco **125**
Capítulo 2B

Enriching Your Teaching

Teacher-to-Teacher

Have students organize a shopping tour of their town. Their out-of-town guests are all interested in clothing and accessories, but have differing tastes and budgets. Have students work in small groups and organize a tour for one guest. Guests include Carlos, age 10; Ramona, age 14; Jorge, age 45; Ana, age 67.

Alternative Assessment

- ExamView Test Bank CD-ROM
- MindPoint Quiz Show CD-ROM
- Resource Book: Cap. 2B, Situation Cards
- Resource Book: Cap. 2B, Communicative Activities

Performance Tasks

Standards: 1.1, 1.2, 1.3, 2.1

Resources: Audio Program: CD 5, Cap. 2B, Track 14; Resource Book: Cap. 2B, Audio Script; Practice Answers on Transparencias

1. Escuchar

Suggestions: Ask students why they might purchase a particular clothing item. If there are multiple reasons, which are the most important? Which would be the deciding factor?

Script:

Pasé mucho tiempo buscando algo perfecto para llevar al concierto. Encontré un suéter de una buena marca, pero cuando me lo probé, no me quedó bien. En realidad, no me importa mucho la marca. Después de muchas horas, compré uno de otra marca porque me quedó perfectamente.

Answer: c

2. Hablar

Suggestions: Have students review the preterite of regular *-ar*, *-er*, and *-ir* verbs before beginning.

Answers will vary.

3. Leer

Suggestions: Have students scan the note to find out what the exchange student bought. Then have them read for details.

Answers:

Susi bought a pastel-colored blouse that is very fashionable and a very pretty leather belt that she can wear with her favorite pants.

4. Escribir

Suggestions: Have students write a two-level outline for their note, with the first level answering all the questions and the second level listing details that can be included. Have them follow their outlines to write the note.

Answers will vary.

5. Pensar

Suggestions: Refer students to p. 120.

Answers:

A *parranda* is a type of party in which family members and friends of all ages participate. *Parrandas* take place to celebrate a special event. A *parranda* has food, beverages, music, and dancing and can last all day.



Assessment

- Examen del capítulo: 2B
- Audio Program: CD 20, Cap. 2B, Track 6