

### Review Activities

**To talk about places to visit and things to see on vacation:** Have students work in pairs to quiz each other on the vocabulary. Students can create flashcards, writing the Spanish word on one side of an index card and the English word on the other.

**To talk about things to do on vacation:** Have students name a location from the previous section, and then ask one another *¿Qué viste?* or *¿Qué aprendiste?*

**To talk about ways to travel:** Have one student name a vacation place. The other student will suggest an appropriate way to get there.

**To talk about your vacation and to express time:** Have students create a cloze passage in which they leave out vocabulary words and expressions. They should provide a word bank and exchange their passages with another student.

### 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 Cap. 8A, Track 12
- Resource Book: Cap. 8A, Clip Art
- Resource Book: Cap. 8A, Situation Cards
- Assessment Program: Cap. 8A, 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. 397

#### to talk about places to visit on vacation

la ciudad	city
el estadio	stadium
el lago	lake
el lugar	place
el mar	sea
el monumento	monument
el museo	museum
el país	country
el parque de diversiones	amusement park
el parque nacional	national park
el teatro	theater
la obra de teatro	play
el zoológico	zoo

#### to talk about things to see on vacation

el animal	animal
el árbol	tree
la atracción	attraction(s)
pl. las atracciones	
el mono	monkey
el oso	bear
el pájaro	bird

#### to talk about things to do on vacation

aprender (a)	to learn
bucear	to scuba dive / snorkel
(comprar) recuerdos	(to buy) souvenirs
descansar	to rest, to relax
montar a caballo	to ride horseback
pasear en bote	to go boating
tomar el sol	to sunbathe
visitar	to visit

#### to talk about ways to travel

en	by
el autobús	bus
el avión	airplane
el barco	boat, ship
el tren	train

For *Vocabulario adicional*, see pp. 472–473.

396 **trescientos noventa y seis**  
Tema 8 • Experiencias

#### to talk about your vacation

el boleto	ticket
como	like, such as
¿Cómo lo pasaste?	How was it (for you)?
dime	tell me
fantástico, -a	fantastic
Fue un desastre.	It was a disaster.
el hotel	hotel
impresionante	impressive
ir de vacaciones	to go on vacation
Me gustó.	I liked it.
¿Qué hiciste?	What did you do?
¿Qué te pasó?	What happened to you?
regresar	to return
salir	to leave, to go out
¿Te gustó?	Did you like it?
tremendo, -a	tremendous
vi	I saw
¿viste . . . ?	Did you see . . . ?
viajar	to travel
el viaje	trip

#### to express time

durante	during
tarde	late
temprano	early

#### preterite of -er and -ir verbs

aprendí	aprendimos
salí	salimos
aprendiste	aprendisteis
saliste	salisteis
aprendió	aprendieron
salió	salieron

#### preterite of ir

fui	fuimos
fuiste	fuisteis
fue	fueron

## Universal Access

### Heritage Language Learners

Have students write a ten-sentence paragraph describing a trip. The sentences must use the preterite of **-er** and **-ir** verbs, and of **ir**. Encourage them to use different subject pronouns as they tell the story. Have them check their spelling and verb forms carefully.

### Multiple Intelligences

**Logical / Mathematical:** Give students a blank grid on which to create a word search puzzle. Have them choose fifteen vocabulary words or expressions and write them into the grid. Ask them to fill in the remaining blocks with random letters. Underneath the grid, have students write how many words are hidden in the puzzle. Have them exchange puzzles.

**Más práctica** .....

Practice Workbook Puzzle 8A-8  
Practice Workbook Organizer 8A-9

**Go Online**  
PHSchool.com  
For: Test preparation  
Visit: www.phschool.com  
Web Code: jcd-0807

**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 to and understand what someone says he did and where he went during his last vacation

As part of a presentation in Spanish class, a student talked about his last vacation. As you listen, see if you can determine: a) where he went; b) one thing he did; c) one thing he saw.

pp. 374–377 *A primera vista*  
p. 375 *Actividad 1*  
p. 378 *Actividades 4–5*



**2 Hablar** Tell about your best trip or vacation

Find out where your partner went on his or her best vacation, and what he or she did and saw. As you listen, make a drawing that includes details of the trip. Then your partner will ask you to describe your best vacation. Do your drawings match the descriptions?

p. 379 *Actividad 6*  
p. 380 *Actividad 8*  
p. 382 *Actividad 11*  
p. 385 *Actividad 16*  
p. 386 *Actividad 18*  
p. 393 *Presentación oral*



**3 Leer** Read and understand a vacation postcard

Read the postcard Javier sent to his friend last summer during his family vacation. Which things does he say he liked? Was there anything he didn't like?

p. 379 *Actividad 7*  
p. 381 *Actividad 9*  
p. 388 *Actividad 21*  
pp. 390–391 *Lectura*

*¡Hola! Salí de vacaciones la semana pasada y ahora estamos aquí en Puerto Rico. Visitamos a nuestra tía en San Juan. Ayer fuimos al Viejo San Juan, donde vi muchos monumentos. También vi El Morro, un lugar muy famoso. ¡Fue fabuloso! Hoy fui a la playa de Luquillo y tomé el sol. Los otros bucearon por tres horas, pero a mí no me gusta el mar. Después, comimos arroz con pollo en un restaurante. ¡Uf! ¡Siempre arroz con pollo aquí! Regreso el sábado. ¡Hasta luego! Javier*



**4 Escribir** Write a brief narrative about an imaginary character's trip

You have been asked by a first-grade teacher to write a story in Spanish for her students. She has a stuffed bear in her room, *el Oso Teo*, so you decide to write the story about him and his trip. Tell where he went, what he did, what he saw, and what he ate. Begin with something like, "*El Oso Teo fue de viaje a su parque favorito . . .*"

p. 378 *Actividad 4*  
p. 384 *Actividades 14–15*  
p. 386 *Actividad 18*  
p. 389 *Actividad 22*  
pp. 390–391 *Lectura*



**5 Pensar** Demonstrate an understanding of cultural perspectives regarding artwork and crafts

Think about a gift you might give someone to symbolize good luck and good fortune in our culture. Compare it to a traditional craft from Mexico that is given for the same reason. Describe its significance and history in the Spanish-speaking world.

p. 392 *La cultura en vivo*

trescientos noventa y siete **397**  
Capítulo 8A

**Performance Tasks**



Standards: 1.1, 1.2, 1.3, 2.1, 3.1

**Resources:** Audio Program: CD Cap. 8A, Track 13; Resource Book: Cap. 8A, Audio Script; Practice Answers on Transparencias

**1. Escuchar**

**Suggestions:** Students may want to create three columns on their paper: Where they went; What they did; What they saw.

**Script:**

**Oye. Todo fue tremendo. Fuimos de vacaciones al parque nacional por una semana. Monté a caballo con mis primos y paseé en bote con mi padre. ¡Vi unos árboles más grandes que una casa!**

**Answers:**

- a) He went to the national park.
- b) He went horseback riding.
- c) He saw trees bigger than houses.

**2. Hablar**

**Suggestions:**

Encourage students to draw quickly while they listen, sketching out the main idea rather than focusing on drawing with a lot of detail.

**Answers** will vary.

**3. Leer**

**Suggestions:** Encourage students to make a list of pros and cons to determine what Javier liked about his trip and what he didn't like.

**Answers:**

**What Javier liked:** San Juan, monuments, and El Morro  
**What Javier didn't like:** the sea, *arroz con pollo*.

**4. Escribir**

**Suggestions:** Have students organize their thoughts by taking notes to answer these questions: Who? Where? What did he do? What did he see? What did he eat?

**5. Pensar**

**Suggestions:** Refer students to the reading on pp. 390–391 to prepare them to answer the questions.

**Answers** will vary.

**Enriching Your Teaching**

**Teacher-to-Teacher**

Arrange students in small groups. Ask one student to begin a sentence that tells where he or she went on vacation. Example: *Fui a la ciudad y visité el zoológico*. The next student will add another sentence, perhaps telling what

he or she saw at the zoo. Another student will add how he or she got there. As students practice this technique have them use as many vocabulary words as possible from this chapter.



**Assessment**

- Examen del capítulo: 8A
- Audio Program: CD 21, Track 7



**Alternative Assessment**

- ExamView Test Bank CD-ROM
- Resource Book: Cap. 8A, Situation Cards
- Resource Book: Cap. 8A, Communicative Activities