

Review Activities

The *Repaso del capítulo* summarizes all the active vocabulary and grammar for the chapter. It provides a useful study tool for review and test preparation. In each chapter, you will also find suggestions for review activities.

To talk about what you do in class:

Have students work in groups to copy each expression on a slip of paper. Give each group a brown paper bag to fill with the expressions. Tell students to take turns choosing a phrase, and acting it out for the others to guess.

To talk about classroom rules: Have partners use flashcards and take turns starting and finishing sentences. Student A gives an oral sentence such as *Hay que llegar a la clase ____*. Student B holds up the correct flashcard (**a tiempo**). Tell students to use the word **espacio** to indicate where the missing words belong.

To name school objects: Some objects are likely to be in the classroom, so Student A can point to an item and ask Student B *¿Qué es esto?* For words for objects not found in the classroom, have students take turns making simple drawings for their partner to identify.

Negative and affirmative words: Have Student A use one of the negatives in a sentence. Student B disagrees, and uses the corresponding affirmative word in a sentence. Partners then switch roles.

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, with the Chapter Checklist and Self-Assessment Worksheet.

Additional Resources

Student Resources: Realidades para hispanohablantes, p. 28



CD-ROM

Teacher Resources:

- Teacher's Resource Book: Situation Cards, p. 34, Clip Art, pp. 36–38
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet, pp. T56–T57

Repaso del capítulo

Vocabulario y gramática

jdd-0189

**to talk about what you do in class**

aprender de memoria	to memorize
contestar	to answer
dar un discurso	to give a speech
discutir	to discuss
explicar	to explain
hacer una pregunta	to ask a question
el informe	report
el laboratorio	laboratory
la palabra	word
pedir ayuda	to ask for help
el proyecto	project
sacar una buena nota	to get a good grade

to talk about classroom rules

a tiempo	on time
entregar	to turn in
llegar tarde	to arrive late
prestar atención	to pay attention
la regla	rule
respetar	to respect
se prohíbe . . .	it's forbidden . . .

to name school objects

el armario	locker
el asiento	seat
el carnet de identidad	I.D. card
la cinta adhesiva	transparent tape
la grapadora	stapler
los materiales	supplies, materials
las tijeras	scissors

For Vocabulario adicional, see pp. 498–499.

40 cuarenta
Tema 1 • Tu día escolar

Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 41

negative and affirmative words

alguien	someone, anyone
algún, alguna, algunos, -as	some, any
nadie	no one, nobody
ningún, ninguno, -a	no, none, not any

(See p. 31 for a complete chart.)

other useful words

conocer	to know
lo que	what
sobre	on, about

almorzar (o → ue) to have lunch

almuerzo	almorzamos
almuerzas	almorzáis
almuerza	almuerzan

empezar (e → ie) to start, to begin

empiezo	empezamos
empezas	empezáis
empieza	empiezan

entender (e → ie) to understand

entiendo	entendemos
entiendes	entendéis
entiende	entienden

repetir (e → i) to repeat

repito	repetimos
repites	repetís
repite	repiten

Differentiated Instruction

Solutions for All Learners

Advanced Learners

Pair teachers with students, and ask students to conduct a survey of rules in other classes. Have them compare rules across classes and compile their results into a graph that shows similarities among rules. Ask them to write a short summary of the results.

Heritage Language Learners

Have students search the Web for the coats of arms of their heritage countries or of their families. Have them write a short paragraph about the key symbols and their significance.

Más práctica

- **Core** Puzzle p. 14, Organizer p. 15
- **Communication** Integrated Performance Assessment p. 213

realidades.com

- Tutorial
- Flashcards
- Puzzles
- Self-test
- Web Code: jdd-0107

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 . . .

Interpretive

jdd-0189



1 Escuchar Listen to and understand how students describe what they must do and what they cannot do in class

Listen as two students compare their Spanish classes. (a) What are two things that students do in both classes? (b) What are two things that are different? (c) Which class would you prefer? Why?

pp. 18–21 *Vocabulario en contexto*

Interpersonal



2 Hablar Ask and respond to statements made about classroom activities

Your teacher has asked you and a partner to see which classroom activities are the most common. Each of you will make a chart with a list of your classes across the top. Then think of five or six classroom activities and write them down the side of your chart. Write an *X* next to the activities that you do in each class. Then describe how often you do these activities.

p. 22 Actividad 4
p. 23 Actividades 5–6
p. 24 Actividad 7
p. 28 Actividades 15–16
p. 29 Actividad 17
p. 32 Actividad 21

Doy discursos en las clases de historia, español e inglés. Hablo sólo español en la clase de español todos los días.

Interpretive



3 Leer Read and understand a list of typical classroom rules

Read the rules below. Write the numbers 1–5 and then write a *P* for those statements that you think were the idea of *un(a) profesor(a)* or an *E* for those you think were written by *un(a) estudiante*.

p. 31 Actividad 19
p. 33 Actividad 23
p. 37 *Presentación oral*

1. Se prohíbe hacer la tarea a tiempo.
2. Hay que pedir ayuda si no entiendes.
3. Hay que prestar atención.
4. Se prohíbe traer libros a la clase de literatura.
5. Hay que dormir en las clases.

Presentational



4 Escribir Write a paragraph about your favorite class

In a short paragraph, describe your favorite class. Include: (a) what you do in the class; (b) the kind of homework you have.

p. 26 Actividad 12
p. 27 Actividad 14
p. 29 Actividad 17

Cultures



5 Pensar Demonstrate an understanding of coats of arms

You are researching *los escudos* before creating one for an assignment. A list of Web sites gives historical examples from Spanish-speaking countries. Based on what you have learned, what types of decoration would you expect to find on them? Where would they be displayed?

p. 36 *La cultura en vivo*

cuarenta y uno 41
Capítulo 1A

Review

1A

Performance Tasks



Standards: 1.1, 1.2, 1.3, 2.2



Student Resource: Realidades para hispanohablantes, p. 29

Teacher Resources: Teacher's Resource Book: Audio Script, p. 33; Audio Program: Disc 2, Track 13; Answers on Transparencies, p. 18

Suggestions: The *Preparación para el examen* provides performance tasks similar to those students will encounter on the chapter test in the Assessment Program.

1. Escuchar

Suggestions: Use the *Audio CD* or script.

Script:

Girl #1: ¿Cómo es tu clase de español? En mi clase hay que entregar la tarea cada día y escribir un informe cada semana. También contestamos preguntas y hay que practicar en el laboratorio.

Girl #2: ¡Ay! ¿Mucho trabajo, no? En mi clase hay que prestar atención, pero no entregamos la tarea cada día. Practicamos y contestamos preguntas en el laboratorio. Discutimos algo de interés cada día en español y hacemos muchos proyectos.

Answers: (a) They answer questions and they practice in the laboratory; (b) One student turns in homework every day and writes a report every week. The other student is involved in discussions in Spanish every day and does a lot of projects; (c) Answers will vary.

2. Hablar

Suggestions: Have students include expressions such as *siempre*, *a veces*, and *nunca* in their responses. **Answers** will vary.

3. Leer

Suggestions: Have students discuss your classroom rules before they read.

Answers: 1. E; 2. P; 3. P; 4. E; 5. E

4. Escribir

Suggestions: Have students brainstorm items on a T-chart for each category before writing.

Answers will vary.

5. Pensar

Suggestions: Have students describe other coats of arms that they have seen.

Answers will vary.

Differentiated Assessment

Solutions for All Learners

CORE ASSESSMENT

- **Assessment Program:** Examen del capítulo 1A, pp. 19–25
- **Audio Program:** Disc 20, Chap. 1A, Track 2
- **ExamView:** Chapter Test, Test Banks A and B
- **PresentationExpress:** QuickTake 1A

ADVANCED/PRE-AP*

- **ExamView:** Pre-AP* Test Bank
- **Pre-AP* Resource Book,** pp. 96–99

STUDENTS NEEDING EXTRA HELP

- **Alternate Assessment Program:** Examen del capítulo 1A
- **Audio Program:** Disc 20, Chap. 1A, Track 2

HERITAGE LEARNERS

- **Assessment Program:** Realidades para hispanohablantes: Examen del capítulo 1A
- **ExamView:** Heritage Learner Test Bank

realidades.com

Assess

Assign **Examen del capítulo 1A** or create your own exam using **Test Banks A and B**. Students needing additional practice will receive remediation. Check **Gradebook** for results.