

2A Review



Assign Repaso del capítulo

Review Activities

To talk about getting ready: Have students write the words on index cards, and arrange the cards in the order in which they do the activities.

To talk about things you need to get ready: In pairs, have students take turns holding up an index card with an activity while the other names a related or necessary item for that activity.

To talk about a special event: Ask students to show a picture of an outfit, and have students identify to which event they would wear it.

To talk about how you feel: Have students give their partners an example of when they felt each of these emotions.

Reflexive verbs: Have students work in pairs to ask and answer questions about the daily routine of everybody in their household.

Other useful words and expressions: Provide students with a cloze passage to fill in, using these words as their word bank.

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

Student Resources: Realidades para hispanohablantes, p. 68



CD-ROM

Teacher Resources:

- Teacher's Resource Book: Situation Cards, p. 112, Clip Art, pp. 114–117
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet, pp. T56–T57

Repaso

Repaso del capítulo

Vocabulario y gramática

jdd-0289



Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 97

to talk about getting ready

acostarse (o → ue)	to go to bed
afeitarse	to shave
arreglarse (el pelo)	to fix (one's hair)
bañarse	to take a bath
cepillarse (los dientes)	to brush (one's teeth)
cortarse el pelo	to cut one's hair
despertarse (e → ie)	to wake up
ducharse	to take a shower
levantarse	to get up
lavarse (la cara)	to wash (one's face)
pedir prestado, -a (a)	to borrow (from)
pintarse (las uñas)	to paint, to polish (one's nails)
ponerse	to put on
prepararse	to get ready
secarse	to dry
vestirse (e → i)	to get dressed

to talk about things you need to get ready

el agua de colonia	cologne
el cepillo	brush
el cinturón,	belt
pl. los cinturones	
el desodorante	deodorant
la ducha	shower
el gel	gel
las joyas (de oro, de plata)	(gold, silver) jewelry
los labios	lips
el maquillaje	make-up
el peine	comb
el pelo	hair
el salón de belleza,	beauty salon
pl. los salones de belleza	
el secador	blow dryer
la toalla	towel
las uñas	nails

For Vocabulario adicional, see pp. 498–499.

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Tema 2 • Un evento especial

to talk about a special event

la audición,	audition
pl. las audiciones	
la boda	wedding
la cita	date
el concurso	contest
un evento especial	special event

to talk about how you feel

entusiasmado, -a	excited
nervioso, -a	nervous
tranquilo, -a	calm

other useful words and expressions

antes de	before
cómodo, -a	comfortable
depende	it depends
elegante	elegant
lentamente	slowly
luego	then
por ejemplo	for example
rápidamente	quickly
te ves (bien)	you look (good)

reflexive verbs

me acuesto	nos acostamos
te acuestas	os acostáis
se acuesta	se acuestan

ser to be

soy	somos
eres	sois
es	son

estar to be

estoy	estamos
estás	estáis
está	están

possessive adjectives

mío, -a, -os, -as	nuestro, -a, -os, -as
tuyo, -a, -os, -as	vuestro, -a, -os, -as
suyo, -a, -os, -as	suyo, -a, -os, -as

Differentiated Instruction

Solutions for All Learners

Students with Special Needs

Pair hearing-impaired students with advanced learners. After advanced learners have listened to the script and answered correctly, ask them to listen again and write the sentences that they hear. Then have hearing-impaired students complete the **Escuchar** task using those sentences.

Students with Learning Difficulties

To help students focus their review, distribute a photocopy of the vocabulary list and have students bring in three different-colored highlighters. Ask students to use one color to highlight words they already know, a second color for items they are somewhat familiar with, and a third for items they still need to study.

Más práctica

- **Core** Puzzle p. 36, Organizer p. 37
- **Communication** Integrated Performance Assessment p. 222

realidades.com

- Tutorial
- Flashcards
- Puzzles
- Self-test
- Web Code: jdd-0208

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-0289



- 1 Escuchar** Listen and understand as teenagers talk about what they do on the weekend versus during the school week

Everyone does things a little differently on the weekend. Most people sleep later, dress more casually, and do things they don't have time to do during the week. As you listen to each person, decide whether you think they are talking about the weekend or a weekday. Be prepared to explain why you made your choice.

- pp. 74–77 *Vocabulario en contexto*
p. 78 Actividad 5
p. 82 Actividad 12

Interpersonal



- 2 Hablar** Talk about your daily routine

Your parents have given you permission to go on the Spanish Club trip to Mexico this summer in which the boys share rooms and the girls share rooms. You want to share a room with a friend who wants to know if you have the same morning routine. Describe your typical routine to your friend.

- p. 78 Actividad 5
p. 79 Actividad 7
p. 82 Actividades 12–13
p. 83 Actividad 15
p. 84 Actividades 16–17

Interpretive



- 3 Leer** Read and understand statements people make about typical and “not-so-typical” daily routines

Read the following statements from an online survey about people's morning routines. In your opinion, which ones would describe a typical daily routine? Which ones would be very unusual?

- (a) *Antes de bañarme, me pongo el maquillaje.*
(b) *Después de ponerme el desodorante, me ducho.*
(c) *Antes de lavarme el pelo, me seco con una toalla.*
(d) *Antes de arreglarme el pelo, me ducho.*

- pp. 74–77 *Vocabulario en contexto*
p. 80 Actividad 8
p. 83 Actividad 14
p. 85 Actividad 18
pp. 90–91 *Lectura*

Presentational



- 4 Escribir** Write briefly about a special event that you look forward to each year

Everyone looks forward to special events during the year. Your teacher asks you to write about one of them. After writing a brief description, exchange your paragraph with a partner to see if he or she can guess what type of event it is. You might include: (a) the time of year that the event occurs; (b) how you usually feel the days before the event; (c) how you usually dress for the event. Give as many clues as you can.

- p. 78 Actividades 4–5
p. 84 Actividad 17
p. 86 Actividad 19

Cultures



- 5 Pensar** Demonstrate an understanding of the living conditions of the indigenous people of the *altiplano* in the Andes

You may have worn a *poncho* during a rainy football game or while camping. Explain where *ponchos* originated, how they are made, and why they are necessary for the people of that region.

- p. 92 *La cultura en vivo*

noventa y siete 97
Capítulo 2A

Review

2A

Performance Tasks



Standards: 1.1, 1.2, 1.3, 2.2

Presentation
EXPRESS
ANSWERS

Student Resource: Realidades para hispanohablantes, p. 69

Teacher Resources: Teacher's Resource Book: Audio Script, p. 106; Audio Program: Disc 4, Track 14; Answers on Transparencias, p. 43

1. Escuchar

Suggestions: Have students note differences in their own weekend routines before they listen.

Script and Answers:

1. Generalmente, me despierto muy lentamente a las diez o diez y media. Me visto en mi ropa favorita, una sudadera vieja con mis jeans cómodos, y no me pongo maquillaje. Es mi día favorito. (*weekday*)
2. Me levanto muy temprano. Me ducho, me cepillo los dientes, y me visto. Pongo los libros en mi mochila y voy a la escuela. (*weekday*)
3. Hago la tarea y me acuesto temprano. (*weekday*)
4. Voy al cine a las 7:00 de la noche y después voy a una fiesta. Me acuesto tarde. (*weekend*)

2. Hablar

Suggestions: Encourage students to say what time they do the activities.

Answers will vary.

3. Leer

Suggestions: Point out to students that they will have to consider the sequence and the effects of each action to determine which is logical.

Answers:

1. d 2. a, b, & c

4. Escribir

Suggestions: Remind students to write about an event other than the one they spoke about for the *Presentación oral* on p. 93.

Answers will vary.

5. Pensar

Suggestions: Refer students to p. 92.

Answers will vary.

Differentiated Assessment

Solutions for All Learners

CORE ASSESSMENT

- **Assessment Program:** Examen del capítulo 2A, pp. 48–54
- **Audio Program:** Disc 20, Chap. 2A, Track 4
- **ExamView:** Chapter Test, Test Banks A and B
- **PresentationExpress:** QuickTake 2A

ADVANCED/PRE-AP*

- **ExamView:** Pre-AP* Test Bank
- **Pre-AP* Resource Book,** pp. 100–103

STUDENTS NEEDING EXTRA HELP

- **Alternate Assessment Program:** Examen del capítulo 2A
- **Audio Program:** Disc 20, Chap. 2A, Track 4

HERITAGE LEARNERS

- **Assessment Program:** Realidades para hispanohablantes: Examen del capítulo 2A
- **ExamView:** Heritage Learner Test Bank

realidades.com

Assess

Assign **Examen del capítulo 2A** or create your own exam using **Test Banks A and B**. Students needing additional practice will receive remediation. Check **Gradebook** for results.