

Review Activities

To talk about leisure activities and places:

Have students work in pairs to quiz each other on the vocabulary. They can create flashcards, writing the Spanish word on one side of an index card and the English meaning on the other. Provide copies of the Clip Art for this purpose.

To ask and tell where, with whom, and when you go: Have students work in pairs to practice asking and answering questions about their leisure activities.

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. 148



CD-ROM



Web Code: jcd-0406

Teacher Resources:

- Teacher's Resource Book: Situation Cards, p. 198, Clip Art, pp. 200–201
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet, pp. T56–T57

Repaso del capítulo

Vocabulario y gramática

jcd-0489



Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 195

to talk about leisure activities

| | |
|----------------------------|----------------------|
| ir de compras | to go shopping |
| ver una película | to see a movie |
| la lección de piano | piano lesson (class) |
| Me quedo en casa. | I stay at home. |

to talk about places

| | |
|----------------------------|---------------------------|
| la biblioteca | library |
| el café | café |
| el campo | countryside |
| la casa | home, house |
| en casa | at home |
| el centro comercial | mall |
| el cine | movie theater |
| el gimnasio | gym |
| la iglesia | church |
| la mezquita | mosque |
| las montañas | mountains |
| el parque | park |
| la piscina | swimming pool |
| la playa | beach |
| el restaurante | restaurant |
| la sinagoga | synagogue |
| el templo | temple, Protestant church |
| el trabajo | work, job |



194 ciento noventa y cuatro
Tema 4 • Los pasatiempos

to tell where you go

| | |
|-----------------------------------|---------------------|
| a | to (<i>prep.</i>) |
| a la, al (<i>a + el</i>) | to the |
| ¿Adónde? | (To) Where? |
| a casa | (to) home |

to tell with whom you go

| | |
|-----------------------------|------------------------|
| ¿Con quién? | With whom? |
| con mis / tus amigos | with my / your friends |
| solo, -a | alone |

to talk about when things are done

| | |
|------------------------------------|----------------------------------|
| ¿Cuándo? | When? |
| después | afterwards |
| después (de) | after |
| los fines de semana | on weekends |
| los lunes, los martes . . . | on Mondays, on Tuesdays . . . |
| tiempo libre | free time |

to talk about where someone is from

| | |
|------------------------|---------------------|
| ¿De dónde eres? | Where are you from? |
| de | from, of |

to indicate how often

generalmente generally

other useful words and expressions

| | |
|--------------------------|---------------------------------|
| ¡No me digas! | You don't say! |
| para + infinitive | in order to + <i>infinitive</i> |

ir to go

| | |
|------------|--------------|
| voy | vamos |
| vas | váis |
| va | van |

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

Differentiated Instruction

Solutions for All Learners

Students with Learning Difficulties

Have students review the *Repaso del capítulo* and create flashcards for any words that they do not know. Pair them with a student who is more confident with the vocabulary to practice. Before the test, provide students with a practice test, so they can become comfortable with the format.

Heritage Language Learners

Have students write a few paragraphs telling about their perfect birthday celebration: Where are they going to have it? Whom are they going to invite? What food are they going to eat? What kind of music are they going to play? Encourage them to use as many vocabulary words from this chapter as they can.

Más práctica

- Practice Workbook: Puzzle, p. 74
- Practice Workbook: Organizer, p. 75

Go Online
PHSchool.com
For: Test Preparation
Web Code: jbd-406

Preparación para el examen

| | | |
|---|--|---|
| <p>On the exam you will be asked to . . .</p> | <p>Here are practice tasks similar to those you will find on the exam . . .</p> | <p>If you need review . . .</p> |
| <p>1 Escuchar Listen and understand as people ask questions about weekend events</p> | <p>Two friends are trying to make plans for the weekend. Based on their dialogue, what do they finally agree on? a) Who is going? b) Where are they going? c) When are they going?</p> | <p>pp. 172–175 <i>A primera vista</i> p. 186 Actividad 17</p> |
| <p>2 Hablar Talk about places to go and things to do on the weekend</p> | <p>Your parents want to know what you're doing this weekend. Mention at least three places you plan to go or things you plan to do. For example, you might say <i>Voy de compras con mis amigos</i>.</p> | <p>pp. 172–175 <i>A primera vista</i> p. 177 Actividad 6 p. 178 Actividad 8 p. 181 Actividad 13 p. 182 Actividad 14 p. 186 Actividad 17</p> |
| <p>3 Leer Read about what a person does on particular days of the week</p> | <p>Someone has left his or her planner at your house. Read the schedule for two days to try to figure out what type of person owns it. Indicate whether you agree or disagree with the statements about the person.</p> <p>MARTES: 6:00 Desayuno 4:00 Lección de piano 5:00 Trabajo 8:30 Clase aeróbica</p> <p>JUEVES: 3:30 Gimnasio 4:30 Piscina 6:00 Trabajo 8:00 Biblioteca</p> <p>¿Estás de acuerdo o no? a) Es muy perezoso(a); b) Es atlético(a); c) Le gusta ir de compras.</p> | <p>pp. 172–175 <i>A primera vista</i> p. 176 Actividad 4 p. 180 Actividad 11 pp. 188–189 <i>Lectura</i></p> |
| <p>4 Escribir Write a short note to a friend to let him or her know where you are going after school</p> | <p>Your friend is taking a make-up test after school, so you need to write her a short note to tell her what you are doing after school today. In the note, tell her where you are going and then at what time you are going home.</p> | <p>p. 176 Actividad 4 p. 179 Actividad 10 p. 181 Actividad 13 p. 182 Actividad 14 p. 186 Actividad 18</p> |
| <p>5 Pensar Demonstrate an understanding of rhymes, songs, and games from Spanish-speaking cultures</p> | <p>Think about your favorite childhood game. How does it compare to the children's games you learned about in this chapter? Describe a traditional game from a Spanish-speaking country.</p> | <p>p. 190 <i>La cultura en vivo</i></p> |

ciento noventa y cinco 195
Capítulo 4A

Differentiated Assessment
Solutions for All Learners

STUDENTS NEEDING EXTRA HELP

- **Alternate Assessment Program:** Examen del capítulo 4A
- **Audio Program CD 20:** Chap. 4A, Track 9

HERITAGE LEARNERS

- **Assessment Program: Realidades para hispanohablantes:** Examen del capítulo 4A
- **ExamView** Heritage Learner Test Bank

ADVANCED/PRE-AP*

- **ExamView** Pre-AP* Test Bank
- **Pre-AP* Resource Book,** pp. 70–73

Performance Tasks

Standards: 1.1, 1.2, 1.3, 4.2
ANSWERS

Student Resource: Realidades para hispanohablantes, p. 149

Teacher Resources: Teacher's Resource Book: Audio Script, p. 191; Audio Program: Track 16; Answers on Transparencies

1. Escuchar

Suggestions: Play the *Audio CD* or read from the script until all students know the answers. Ask students to suggest answers to the questions.

Script:

- ¿Adónde vas el fin de semana?
- El sábado me quedo en casa, pero el domingo voy al cine.
- ¿A qué hora vas?
- A las nueve y media. Y tú, ¿qué haces el fin de semana?
- Yo también voy al cine el domingo.
- ¿Por qué no vamos a las nueve y media?
- Yo prefiero ir a las siete.
- Bien... estoy de acuerdo. ¡A las siete!

Answers:

- a) two boys b) to the movies c) Sunday at 7:00

2. Hablar

Suggestions: Allow individual study time in class. If students have difficulty with spontaneous conversation, have them write what they're going to say and practice until they can say it without consulting their notes.

Answers will vary.

3. Leer

Suggestions: Some students will understand this better if they transcribe it in planner form.

Answers: a) no b) sí c) no

4. Escribir

Suggestions: Have students try this activity without consulting the vocabulary list, notes, or completed activities.

Answers will vary

5. Pensar

Suggestions: Have students reread *La cultura en vivo* if they need to.

Answers will vary.

Assessment

- **ExamView** Chapter Test
- **Assessment Program:** Examen del capítulo
- **ExamView** Test Banks A and B
- **Audio Program CD 20:** Chap. 4A, Track 9