

Repaso del capítulo

Vocabulario y gramática jcd-0499



Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 219

Review Activities

Talking about leisure activities and describing how someone feels: Have students work in pairs to quiz each other. They should take turns being Student A and Student B. Student A can pantomime an activity as Student B says the word in Spanish.

Extending, accepting, and declining invitations; telling what time something happens: Student A will invite Student B to an activity and state what time it will take place. Student B will give an excuse why he or she cannot go based on how he or she feels.

Jugar: Have students write the six pronouns on separate note cards, shuffle the cards, and hold them up one at a time. Student pairs will take turns saying the appropriate form of **jugar**. To reinforce vocabulary, ask them to add a sport to create sentences, for example, *Ellos juegan al tenis*.

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 they feel best demonstrate their achievements in Spanish. Include these items in students' portfolios. Have them include this with the Chapter Checklist and Self-Assessment Worksheet.

Additional Resources

Student Resources: *Realidades para hispanohablantes*, p. 168



CD-ROM

PuzzleView Web Code: jcd-0416

Teacher Resources:

- Teacher's Resource Book: Situation Cards, p. 220, Clip Art, pp. 222–223
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet, pp. T56–T57

to talk about leisure activities

el baile	dance
el concierto	concert
la fiesta	party
el partido	game, match
ir + a + infinitive	to be going to + verb
ir de cámping	to go camping
ir de pesca	to go fishing
jugar al básquetbol	to play basketball
jugar al béisbol	to play baseball
jugar al fútbol	to play soccer
jugar al fútbol americano	to play football
jugar al golf	to play golf
jugar al tenis	to play tennis
jugar al vóleybol	to play volleyball
(yo) sé	I know (how)
(tú) sabes	you know (how)

to describe how someone feels

cansado, -a	tired
contento, -a	happy
enfermo, -a	sick
mal	bad, badly
ocupado, -a	busy
triste	sad

to tell what time something happens

¿A qué hora?	(At) what time?
a la una	at one (o'clock)
a las ocho	at eight (o'clock)
de la mañana	in the morning
de la noche	in the evening, at night
de la tarde	in the afternoon
este fin de semana	this weekend
esta noche	this evening
esta tarde	this afternoon

to extend, accept, or decline invitations

conmigo	with me
contigo	with you
(yo) puedo	I can
(tú) puedes	you can
¡Ay! ¡Qué pena!	Oh! What a shame!
¡Genial!	Great!
lo siento	I'm sorry
¡Oye!	Hey!
¡Qué buena idea!	What a good / nice idea!
(yo) quiero	I want
(tú) quieres	you want
¿Te gustaría?	Would you like?
Me gustaría	I would like
Tengo que ____.	I have to ____.

other useful words and expressions

demasiado	too
entonces	then
un poco (de)	a little

jugar (a) to play (games, sports)

juego	jugamos
juegas	jugáis
juega	juegan



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

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Tema 4 • Los pasatiempos

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. 83
- Practice Workbook: Organizer, p. 84


Go Online
PHSchool.com
For: Test Preparation
Web Code: jcd-0416

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 . . .

jcd-0499  **1 Escuchar** Listen to and understand messages that give information about when and where to meet someone


On your answering machine, you hear your friend asking if you can go somewhere with her this weekend. Based on her message, try to tell: a) where she is going; b) what she is going to do; and c) what time she wants to go.

pp. 198–201 *A primera vista*
p. 203 Actividad 9
p. 206 Actividad 13

 **2 Hablar** Make excuses for not accepting an invitation

You and a friend have planned a camping trip this weekend, but another friend now wants you to do something with him. With a partner, take turns rehearsing excuses for declining his invitation.


p. 202 Actividad 4
p. 203 Actividad 8
p. 204 Actividad 11
p. 207 Actividad 17

 **3 Leer** Read and understand short messages about accepting or declining invitations

You find notes under your desk that were written to the person who was sitting there before you. Read them to see why people declined an invitation to a party:


pp. 198–201 *A primera vista*
p. 203 Actividad 7
pp. 212–213 *Lectura*

- a) Me gustaría, pero no puedo. Tengo que estudiar para un examen.
- b) ¡Genial! ¡Una fiesta! Ay, pero no puedo. Voy de cámping.
- c) ¿A las siete? No puedo. Juego un partido de vóleibol a las siete y media. Lo siento.

 **4 Escribir** Write a short note telling what you are going to do during the week

As a counselor for an after-school program for children, you must write a note to the parents telling them at least three things their children are going to do during the week. (Hint: Start your note with *¡Hola! Esta semana . . .*)

pp. 198–201 *A primera vista*
p. 206 *ir + a + infinitive*; Actividad 14
p. 207 Actividad 15
p. 215 *Presentación escrita*

 **5 Pensar** Demonstrate an understanding of cultural differences regarding extra-curricular activities

Think about what you and your friends typically do after school. Are your activities usually school-related? How would you compare what you do to what some Hispanic teens do in their after-school time?

p. 214 *Perspectivas del mundo hispano*


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Capítulo 4B

Differentiated Assessment
Solutions for All Learners

STUDENTS NEEDING EXTRA HELP



- **Alternate Assessment Program:** Examen del capítulo 4B
- **Audio Program CD 20:** Chap. 4B, Track 10

HERITAGE LEARNERS

- **Assessment Program: Realidades para hispanohablantes:** Examen del capítulo 4B
- **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
 

Student Resources: Realidades para hispanohablantes, p. 169

Teacher Resources: Teacher's Resource Book: Audio Script, p. 213; Audio Program: Track 15; Answers on Transparencias

1. Escuchar

Suggestions: Use the *Audio CD* or read the script.

 **Answers and Script:**

Hola, Toni, soy Susi. Yo voy al centro comercial después de las clases, a las cuatro de la tarde. ¿Te gustaría ir conmigo? Voy a comprar algo para un amigo.

- a. Susi is going to the mall.
- b. Susi is going to buy something for her friend.
- c. Susi is going at 4:00 in the afternoon.

2. Hablar

Suggestions: Remind students that their excuses should sound legitimate. Ask them to tell how they feel, and to mention another activity that is preventing them from attending.

Answers will vary.

3. Leer

Suggestions: Tell students to scan the readings for the key word that says why the person cannot go, and then have them read the entire passage.

Answers:

- a. The person has to study for a test.
- b. The person is going camping.
- c. The person is going to a volleyball game.

4. Escribir

Suggestions: Remind students that verbs will be in the third person since they are describing what students will do.



Answers will vary.

5. Pensar

Suggestions: Have students refer to *Perspectivas del mundo hispano* on p. 214.

Answers will vary.

 **Assessment**

- **ExamView**  **Chapter Test**
- **Assessment Program:** Examen del capítulo
- **ExamView**  **Test Banks A and B**
- **Audio Program CD 20:** Chap. 4B, Track 10