

## Review Activities

### To talk about houses or apartments:

Student A can draw a house plan and write the vocabulary words in English. Student A points to the room, and Student B says the word in Spanish. Have students exchange roles.

**To name household chores:** Students work in pairs to make sketches of household chores on note cards. Have them shuffle the cards and take turns saying the chore in Spanish, including a sentence about who does that chore in their house. Students may have “time trials” to see who can answer the fastest.

**Affirmative tú commands and present progressive tense:** After practicing household chores, Student A will be the “parent” and use commands to tell Student B to clean. Student B will have an excuse and must use the present progressive tense in the reply. Students then reverse 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. Have them include this with the Chapter Checklist and Self-Assessment Worksheet.

## Teacher-to-Teacher

**Careers:** Tema 6 has focused on houses. Have students work in small groups to talk about a career in the construction business. Have them write a list of words and expressions they have learned that would be useful for discussing the construction of a new home or apartment. Ask groups to share their lists.

## Additional Resources

**Student Resources:** *Realidades para hispanohablantes*, p. 248



CD-ROM



Web Code: jcd-0616

### Teacher Resources:

- **Teacher's Resource Book:** *Situation Cards*, p. 98; *Clip Art*, pp. 100–102
- **Assessment Program:** *Chapter Checklist and Self-Assessment Worksheet*, pp. T56–T57

# Repaso del capítulo

## Vocabulario y gramática

jcd-0699



## Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 319

### to talk about where someone lives

<b>cerca (de)</b>	close (to), near
<b>lejos (de)</b>	far (from)
<b>vivir</b>	to live

### to talk about houses or apartments

<b>el apartamento</b>	apartment
<b>el baño</b>	bathroom
<b>la cocina</b>	kitchen
<b>el comedor</b>	dining room
<b>el cuarto</b>	room
<b>el despacho</b>	home office
<b>la escalera</b>	stairs, stairway
<b>el garaje</b>	garage
<b>el piso</b>	story, floor
<b>la planta baja</b>	ground floor
<b>el primer piso</b>	second floor
<b>la sala</b>	living room
<b>el segundo piso</b>	third floor
<b>el sótano</b>	basement

### to name household chores

<b>arreglar el cuarto</b>	to straighten up the room
<b>ayudar</b>	to help
<b>cocinar</b>	to cook
<b>cortar el césped</b>	to cut the lawn
<b>dar (yo doy, tú das)</b>	to give
<b>dar de comer al perro</b>	to feed the dog
<b>hacer la cama</b>	to make the bed
<b>lavar (el coche, los platos, la ropa)</b>	to wash (the car, the dishes, the clothes)
<b>limpiar el baño</b>	to clean the bathroom
<b>pasar la aspiradora</b>	to vacuum
<b>poner (yo pongo, tú pones)</b>	to put, place
<b>poner la mesa</b>	to set the table
<b>los quehaceres</b>	chores
<b>quitar el polvo</b>	to dust
<b>sacar la basura</b>	to take out the trash

318 trescientos dieciocho  
Tema 6 • La casa

### to describe household items

<b>limpio, -a</b>	clean
<b>sucio, -a</b>	dirty

### other useful words

<b>bastante</b>	enough; rather
<b>¿Cuáles?</b>	which (ones)
<b>el dinero</b>	money
<b>un momento</b>	a moment
<b>¿Qué estás haciendo?</b>	What are you doing?
<b>recibir</b>	to receive
<b>si</b>	if, whether

### affirmative tú commands

For regular verbs, use the *Ud. / él / ella* form:

<b>-ar:</b>	<b>habla</b>
<b>-er:</b>	<b>lee</b>
<b>-ir:</b>	<b>escribe</b>

For *hacer* and *poner*:

<b>hacer</b>	<b>haz</b>
<b>poner</b>	<b>pon</b>

### present progressive tense

Use the present-tense forms of *estar* + the present participle to say that you are doing something right now.

present participles:

<b>-ar:</b>	stem + <b>-ando</b> → <b>lavando</b>
<b>-er:</b>	stem + <b>-iendo</b> → <b>comiendo</b>
<b>-ir:</b>	stem + <b>-iendo</b> → <b>escribiendo</b>

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

## Differentiated Instruction

Solutions for All Learners

### Advanced Learners

Have students discuss when they do their chores, naming specific days of the week and times. Have them compare their workload with that of a sibling.

### Students with Learning Difficulties

Give students the format of the actual test and the point values of different parts. This will help take much of the stress out of the testing situation. Help them decide which parts they need to study most. Consider study sessions in class or at a special time.

## Más práctica

- Practice Workbook: Puzzle p. 119
- Practice Workbook: Organizer p. 120

Go Online  
PHSchool.com  
For: Test Preparation  
Web Code: jcd-0616

## 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 teenagers' excuses for not doing a particular chore at the moment they are asked to do it

As you listen to a teenager explain to his mother why he can't do a particular chore at the moment, identify: a) what the mother wants the teenager to do; b) what the teenager says he is busy doing.

pp. 298–301 *A primera vista*  
p. 303 Actividad 7  
p. 304 Actividad 8  
p. 308 Actividad 17  
p. 309 Actividad 18



**2 Hablar** Give advice to someone about how to be successful in school

Your school counselors have asked you to participate in an orientation for new Spanish-speaking students. Offer each student in the group a piece of advice. For example, you might say *Escucha bien en clase* or *Haz la tarea*.

p. 305 Actividad 12  
p. 306 Actividad 13



**3 Leer** Read and understand ads for apartments that you might find in the classified section of a Spanish-language newspaper

A friend is moving to Spain and asks you to help find an apartment. He wants a two-bedroom, two-bath apartment with a small kitchen. He wants to live near a gym and a library. Read this ad and answer the following: a) Is this a good apartment for him? b) How many of his requested features does it have? c) What other features that are mentioned might he like?

pp. 298–301 *A primera vista*  
p. 302 Actividades 4–5  
p. 310 Actividad 21  
p. 315 *Presentación escrita*

Este maravilloso apartamento tiene todo. Está cerca de un parque y un gimnasio moderno. Tiene una cocina pequeña, pero totalmente equipada. Tiene dos dormitorios con estantes y un baño muy grande. También tiene televisión por satélite y un garaje privado. No se permiten animales.



**4 Escribir** Write a list of household chores that you are willing to do

You and your classmates are offering to do chores to earn money for your Spanish club. Make a list of at least eight chores that you would be willing to do.

pp. 298–301 *A primera vista*  
p. 303 Actividades 6–7  
p. 304 Actividad 8  
p. 306 Actividad 14  
p. 307 Actividad 15



**5 Pensar** Demonstrate an understanding of cultural perspectives regarding houses

Explain how the architectural features of many homes in the Spanish-speaking world reflect the importance the owners place on privacy. How do these features compare to those in homes in the United States?

p. 303 *Fondo cultural*  
p. 314 *Perspectivas del mundo hispano*

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Capítulo 6B

## Differentiated Assessment

Solutions for All Learners

## STUDENTS NEEDING EXTRA HELP

- **Alternate Assessment Program:** Examen del capítulo 6B
- **Audio Program CD 21:** Chap. 6B, Track 4

## HERITAGE LEARNERS

- **Assessment Program: Realidades para hispanohablantes:** Examen del capítulo 6B
- **ExamView** test generator **Heritage Learner Test Bank**

## ADVANCED/PRE-AP\*

- **ExamView** test generator **Pre-AP\* Test Bank**
- **Pre-AP\* Resource Book,** pp. 78–81

## Performance Tasks



Standards: 1.1, 1.2, 1.3, 2.2, 4.2



**Student Resource:** *Realidades para hispanohablantes*, p. 249

**Teacher Resources:** *Teacher's Resource Book: Audio Script*, p. 89; *Audio Program: Track 15; Answers on Transparencias*

## 1. Escuchar

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

## Script:

—Miguel, da de comer al perro. Son las siete de la tarde y el pobre Capitán no tiene comida.

—Mamá, el perro está jugando con el gato. No quiere comer ahora. Y yo estoy estudiando para mi examen de matemáticas. No puedo dar de comer a Capitán ahora.

## Answers:

- She tells Miguel to feed the dog.
- He says he is studying for a math exam.

## 2. Hablar

**Suggestions:** Remind students that their advice should use affirmative **tú** commands. Students may want to write their five tips before saying them to the group.

**Answers** will vary.

## 3. Leer

**Suggestions:** Students should make two columns on a sheet of paper. One side will have the friend's criteria for an apartment, the other will be a list of what the apartment actually has. Remind students that they will also be reading to find extra amenities.

## Answers:

a. yes; b. 3; c. satellite television, private garage

## 4. Escribir

**Suggestions:** Have students number their chores. They can include how much each chore will cost and make a small poster.

**Answers** will vary.

## 5. Pensar

**Suggestions:** Have students re-read the appropriate *Fondos culturales* and the *Perspectivas del mundo hispano* and look at the photos throughout the chapter.

**Answers** will vary.



## Assessment

- **ExamView** QuickTake Presenter **Chapter Test**
- **Assessment Program:** Examen del capítulo
- **ExamView** test generator **Test Banks A and B**
- **Audio Program CD 21:** Chap. 6B, Track 4