

Review Activities

To talk about your school day: Have students bring in books from other classes. Randomly select a few and call on volunteers to tell what class each is from. For example, using the Spanish book, ask *¿Es para la clase de ciencias naturales?* (No. Es para la clase de español.)

To talk about the order of things and things you need for school:

Have students make a list of their classes for that day, numbering them in order. Have Student A point to a specific class in Student B's list, and have Student B say what time the class is and then to describe it. For example, *En la tercera hora tengo la clase de matemáticas. Es divertida.* Be sure to have students include items they need from the list in *To talk about things you need for school.*

To describe your classes and Other useful words: Using the list created above, have students work in pairs to compare classes. For example, *La clase de tecnología es más difícil que la clase de inglés.* Be sure they use a variety of descriptions and comparisons.

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. Include these products in students' portfolios. Have them include this with the Chapter Checklist and Self-Assessment Worksheet.

Additional Resources

- Audio Program: CD Cap. 2A, Track 14
- Resource Book: Cap. 2A, Clip Art
- Resource Book: Cap. 2A, Situation Cards
- Assessment Program: Cap. 5A, Chapter Checklist and Self-Assessment Worksheet

Repaso del capítulo

Vocabulario y gramática

to talk about your school day

el almuerzo	lunch
la clase	class
la clase de class
arte	art
español	Spanish
ciencias naturales	science
ciencias sociales	social studies
educación física	physical education
inglés	English
matemáticas	mathematics
tecnología	technology / computers
el horario	schedule
en la ... hora	in the ... hour (class period)
la tarea	homework

to describe school activities

enseñar	to teach
estudiar	to study
hablar	to talk

to talk about the order of things

*primero, -a	first
segundo, -a	second
*tercero, -a	third
cuarto, -a	fourth
quinto, -a	fifth
sexto, -a	sixth
séptimo, -a	seventh
octavo, -a	eighth
noveno, -a	ninth
décimo, -a	tenth

*Changes to *primer*, *tercer* before a masculine singular noun.

to talk about things you need for school

la calculadora	calculator
la carpeta de argollas	three-ring binder
el diccionario	dictionary
necesitas	you need
necesito	I need

For *Vocabulario adicional*, see pp. 268–269.

114 ciento catorce
Tema 2 • La escuela

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

- know the new vocabulary and grammar
- can perform the tasks on p. 115

to describe your classes

aburrido, -a	boring
difícil	difficult
divertido, -a	amusing, fun
fácil	easy
favorito, -a	favorite
interesante	interesting
más ... que	more ... than
práctico, -a	practical

other useful words

a ver ...	let's see ...
mucho	a lot
para	for
¿Quién?	Who?
(yo) tengo	I have
(tu) tienes	you have

subject pronouns

yo	I	nosotros	we
		nosotras	we
tú	you (fam.)	vosotros	you
		vosotras	you
usted (Ud.)	you (form.)	ustedes (Uds.)	you (form.)
él	he	ellos	they
ella	she	ellas	they

hablar to talk

hablo	hablamos
hablas	habláis
habla	hablan

Más práctica

Practice Workbook Puzzle 2A-8

Practice Workbook Organizer 2A-9

Universal Access

Heritage Language Learners

Since much of the vocabulary and grammar will already be familiar to students, you may want to encourage them to focus on spelling and accuracy.

Multiple Intelligences

Interpersonal / Social: If students have mastered most of the vocabulary and grammar points in this chapter, suggest that they act as "leader" in study groups, assisting other students and reinforcing their own knowledge.

Preparación para el examen

On the exam you will be asked to ...



1 Escuchar Listen and understand as people talk about their new schedules and what they think of their classes

Here are practice tasks similar to those you will find on the exam ...

Listen to two students who have just attended some of the classes on their new schedules. a) Which class does each one like? Why? b) Which class does each one dislike? Why?

If you need review ...

pp. 86–91 *A primera vista*
p. 87 Actividades 1–2
p. 93 Actividad 7
p. 96 Actividades 10–11



2 Hablar Talk about activities you and your friends have in common

To get to know you, your homeroom advisor asks you to talk or write about what you and your friends have in common, such as school subjects that you all study, and music or activities that you all like. For example, *cantamos*. You might also tell how you and your friends are different. For example, *Yo toco la guitarra y ellos practican deportes*.

p. 96 Actividad 11
p. 103 Actividad 21
pp. 104–105 Actividad 23
p. 111 *Presentación oral*



3 Leer Read and understand someone's e-mail description of his classes

Read this e-mail that your friend received from his e-pal. What does the e-pal study in school? What does he think of his classes? Do you agree or disagree? Why?

pp. 86–91 *A primera vista*
p. 92 Actividad 5
p. 108–109 *Lectura*

¿Cómo son mis clases? A ver ... Yo tengo ocho clases. Estudio ciencias naturales, inglés, español, educación física, geografía, matemáticas, tecnología y ciencias sociales. ¡Me gusta más la clase de inglés! Necesito hablar inglés aquí en Ecuador, pero es MUY difícil. Mi clase de geografía es muy aburrida y mi clase de educación física es muy divertida. Y, ¿cómo son tus clases?



4 Escribir Write your schedule including hour, class, and teacher's name, and give opinions about the classes

Write a note to a counselor listing reasons why you want to drop two of the classes on your schedule. What might be some reasons for wanting to change classes? You might say that your first hour class is boring and that your second hour class is difficult for you.

p. 94 Actividad 8
p. 95 Actividad 9
p. 96 Actividad 10
p. 111 *Presentación oral*



5 Pensar Demonstrate an understanding of cultural practices concerning sports

Think about the sports at your school that attract the most fans. Are these the same sports that are most popular in Spanish-speaking countries? How do spectators show their enthusiasm?

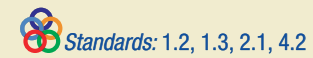
p. 110 *La cultura en vivo*

Enriching Your Teaching

Teacher-to-Teacher

Assign another students' name to each person. then have students generate humorous schedules for one another. They might have the same class multiple times, or several lunch periods, or the wrong teachers, or bizarre starting and ending times. Hand the schedules

to the individuals for which they were written, and then have students describe to the class what their new schedules are like. Encourage exaggerated responses and use of descriptive adjectives to show their reactions.



Standards: 1.2, 1.3, 2.1, 4.2

Performance Tasks

Resources: Audio Program: CD Cap. 2A, Track 15; Resource Book: Cap. 2A, Audio Script; Practice Answers on Transparencias

1. Escuchar

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

Script:

Boy: Me gusta mucho la clase de arte. Me gusta dibujar. Es una clase fantástica. Pero la clase de matemáticas ... ¡Uf! Es mucho más difícil que mi clase de arte. A veces hay mucha tarea.

Girl: ¡La clase de matemáticas no es difícil! La tarea es muy fácil. Me gusta mucho el profesor. Él es muy divertido. Pero no me gusta la clase de educación física. No soy atlética.

Answers:

Boy: a) Art class, because he likes to draw. b) Math, because it's difficult and has lots of homework.

Girl: a) Math, because the homework is easy and she likes the teacher. b) Physical education, because she's not athletic.

2. Hablar

Suggestions: Brainstorm vocabulary needed to describe and compare classes with students. Write the list on the board.

Answers will vary.

3. Leer

Suggestions: Remind students that almost all the vocabulary can be found on p. 114.

Answers:

He studies science, English, Spanish, physical education, geography, math, technology, and social studies. He likes English and thinks that geography is boring. Answers will vary.

4. Escribir

Suggestions: Brainstorm with students about words to use for this activity.

Answers will vary.

5. Pensar

Suggestions: Remind students that they may use a Venn diagram to organize their information before writing.

Answers will vary.



Assessment

- Examen del capítulo: 2A
- Audio Program: CD 20, Track 5



Alternative Assessment

- ExamView Test bank CD-ROM
- Resource Book: Cap. 5A, Situation Cards
- Resource Book: Cap. 5A, Communicative Activities