

Repaso del capítulo

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

- know the new vocabulary and grammar
- can perform the tasks on p. 205

Vocabulario y gramática

to talk about food and beverages

la cena	dinner
el bistec	beefsteak
la carne	meat
el pescado	fish
el pollo	chicken
la cebolla	onion
los guisantes	peas
las judías verdes	green beans
la lechuga	lettuce
las papas	potatoes
los tomates	tomatoes
las uvas	grapes
las zanahorias	carrots
el arroz	rice
los cereales	grains
los espaguetis	spaghetti
las grasas	fats
la mantequilla	butter

el helado	ice cream
los pasteles	pastries
las bebidas	beverages

to talk about being hungry and thirsty

Tengo hambre.	I'm hungry.
Tengo sed.	I'm thirsty.

to discuss health

caminar	to walk
hacer ejercicio	to exercise
(yo) hago	I do
(tú) haces	you do
levantar pesas	to lift weights
para la salud	for one's health
para mantener la salud	to maintain one's health

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

204 **doscientos cuatro**
Tema 3 • La comida

to indicate a preference

(yo) prefiero	I prefer
(tú) prefieres	you prefer
deber	should, must

to indicate agreement or disagreement

Creo que . . .	I think (that) . . .
Creo que sí / no.	I (don't) think so.
(No) estoy de acuerdo.	I (don't) agree.

to express a question or an answer

¿Por qué?	Why?
porque	because

to express quantity

algo	something
muchos, -as	many
todos, -as	all

to describe something

horrible	horrible
malo, -a	bad
sabroso, -a	tasty, flavorful

other useful words

cada día	every day
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plurals of adjectives

Masculine	Feminine
Singular/Plural	Singular/Plural
sabroso/sabrosos	sabrosa/sabrosas
popular/populares	popular/populares

ser to be

soy	somos
eres	sois
es	son

Más práctica

Practice Workbook Puzzle 3B-8

Practice Workbook Organizer 3B-9

Review Activities

To talk about food and beverages:

Have students work in pairs to quiz each other on the vocabulary. They may use flashcards or use the Food Guide Pyramid. Use classroom posters, plastic foods, or magazines to help students review the vocabulary. Have them include *Tengo hambre* and *Tengo sed* in practicing the foods and beverages.

To discuss health: Have students work in pairs and give each other recommendations using *Para mantener la salud* _____. Have them agree or disagree, saying what is good or bad.

To indicate preference or agreement / disagreement: Give students choices of two items and ask their preference. Then have them agree or disagree with statements you make about whether something is good or bad for health.

To describe something: Give names of activities or foods and have students describe them.

Portfolio

Invite students to review the activities completed in this chapter, including written reports, posters, or other visuals, and tapes of oral presentations or other projects. Have them select a few 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

- Audio Program: CD Cap. 3B, Track 14
- Resource Book: Cap. 3B, Clip Art
- Resource Book: Cap. 3B, Situation Cards
- Assessment Program: Cap. 3B, Chapter Checklist and Self-Assessment Worksheet

Universal Access

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.

Multiple Intelligences

Visual / Spatial: Encourage students to prepare a picture dictionary of the food items from this chapter and from *Capítulo 3A*. Students will number the words to show their alphabetical order, then draw and label the items in that order, with 5–10 entries on each page of their dictionary.

Go Online
PHSchool.com
For: Test preparation
Visit: www.phschool.com
Web Code: jad-0316

Preparación para el examen

On the exam you will be asked to...



1 Escuchar Listen and understand as people describe a healthy or unhealthy lifestyle

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

Listen as two people are interviewed about their habits. See if you can tell which one is an Olympic skier and which one is a drummer. Be prepared to explain your “educated guesses.”

If you need review...

pp. 178–183 *A primera vista*
p. 179 *Actividad 2*



2 Hablar Express your opinion about food preferences

During a telephone survey, you are asked some questions in Spanish about your food preferences. Say whether you think each food choice is good or bad for your health.

p. 187 *Actividad 11*
p. 188 *Actividades 12, 14*
p. 194 *Actividad 23*
p. 197 *Actividad 27*



3 Leer Read and compare what people do and eat in order to determine whether they lead a healthy or unhealthy lifestyle

Read the online conversation that you have just joined in a chat room. Decide whether each person has a healthy or unhealthy lifestyle, based on what they tell each other.

pp. 178–183 *A primera vista*
p. 188 *Actividad 13*
p. 189 *Actividad 15*
p. 196 *Actividad 25*
pp. 198–199 *Lectura*

Chato: ¿Qué hago yo? Cuando hace buen tiempo, corro por treinta minutos. Cuando llueve, levanto pesas.

Chispa: No me gusta hacer ejercicio. Prefiero comer papas fritas. Son muy sabrosas.

Andrés: ¿Papas fritas? Son horribles para la salud. Para mantener la salud, nunca debes comer papas fritas.



4 Escribir Write a list of things a person should do to maintain a healthy lifestyle

Many people think that teens don't know anything about a healthy lifestyle. You and your friends are compiling a top-ten list of ways to improve teens' health. Write at least three suggestions for the list.

p. 188 *Actividad 13*
p. 189 *Actividad 15*
p. 196 *Actividad 25*
p. 201 *Presentación escrita*



5 Pensar Demonstrate an understanding of cultural perspectives regarding healthcare

Give an example of an herbal remedy that is accepted in a Spanish-speaking country as a remedy for a common ailment. Compare this with a similar herbal/natural remedy believed by many in the United States to be a cure for a common ailment.

p. 200 *Perspectivas del mundo hispano*

doscientos cinco **205**
Capítulo 3B



Culture Note

While Spanish explorers took many products from the Americas back to Europe, they also introduced some products from Europe into the Americas. One of these was aloe vera, a plant originally from Africa whose healing properties had been appreciated by many early civilizations, including ancient Greece.

Enriching Your Teaching

Teacher-to-Teacher

Place real or plastic food in a grocery bag. Have students reach in and select an item. Ask students questions, such as *¿Qué vas a comer?* *¿Qué comes en la cena?* or *¿Como son los tomates?* Students should respond based upon the food item they select.

Performance Tasks



Standards: 1.1, 1.2, 1.3, 3.1, 4.2

Resources: Audio Program: CD Cap. 3B, Track 15; Resource Book: Cap. 3B, Audio Script; Practice Answers on Transparencies

1. Escuchar

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

Script and Answers:

- Cada día, a las cinco y media de la mañana, levanto pesas por treinta minutos y camino por una hora. Nunca como los pasteles ni las papas fritas porque son malos para la salud. (*Olympic skier*)
- Nunca como el desayuno porque no tengo tiempo para comer. Para el almuerzo prefiero la comida rápida: una hamburguesa con un refresco. (*drummer*)

2. Hablar

Suggestions: Remind students that adjectives must agree with nouns in gender and number.

Answers will vary.

3. Leer

Suggestions: Have students list the clues to the answers as they read.

Answers:

Chato and Andrés lead healthy lifestyles. Chispa leads an unhealthy lifestyle.

4. Escribir

Suggestions: Have students write their suggestions, then exchange their answers with a partner and correct any mistakes.

Answers will vary.

5. Pensar

Suggestions: Have students reread the del mundo hispano information as homework.



Assessment

- Examen del capítulo: 3B
- Audio Program: CD 20, Track 8
- Alternative Assessment head



Alternative Assessment

- ExamView Test Bank CD-ROM
- Resource Book: Cap. 3B, Situation Cards
- Resource Book: Cap. 3B, Communicative Activities