

Review Activities

To talk about things in a bedroom: Ask students to draw the shape of their bedrooms. Have them write the words from this list in the places where the items are located in their rooms. Then have them describe their rooms to their partners, using colors and other adjectives.

To talk about electronic equipment: Ask each student to put this list in the order of each item's importance to them. Or have them put the list in the order in which they would like to buy items they do not own.

To indicate location: Have the class divide into pairs and use these phrases to describe the location of objects in their drawings of their rooms. Have students ask their partners to guess the object they are talking about. Model an example for the class: *Está a la derecha de la cama y a la izquierda de las cortinas.*

Stem-changing verbs: poder and dormir: Student A will be the "child" asking if he or she can do some activity (*¿Puedo ir al cine?*). Student B will be the "parent," telling Student A that he or she cannot do the activity, but suggesting another one. Students then reverse roles.

Portfolio

Invite students to review the activities they completed in this chapter, including written reports, posters, or other visuals, and 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

- Audio Program: CD Cap. 6A, Track 15
- Resource Book: Cap. 6A, Clip Art
- Resource Book: Cap. 6A, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

Repaso del capítulo

Vocabulario y gramática

to talk about things in a bedroom

la alfombra	rug
el armario	closet
la cama	bed
la cómoda	dresser
las cortinas	curtains
el cuadro	painting
el despertador	alarm clock
el dormitorio	bedroom
el espejo	mirror
el estante	shelf, bookshelf
la lámpara	lamp
la mesita	night table
la pared	wall

to talk about electronic equipment

el disco compacto	compact disc
el equipo de sonido	sound (stereo) system
el lector DVD	DVD player
el televisor	television set
el video	videocassette
la videocasetera	VCR

to talk about colors

¿De qué color . . . ?	What color . . . ?
los colores	colors
amarillo, -a	yellow
anaranjado, -a	orange
azul	blue
blanco, -a	white
gris	gray
marrón	brown
morado, -a	purple
negro, -a	black
rojo, -a	red
rosado, -a	pink
verde	green

For *Vocabulario adicional*, see pp. 336–337.

122 ciento veintidós
Tema 6 • La casa

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

- know the new vocabulary and grammar
- can perform the tasks on p. 123

to describe something

bonito, -a	pretty
feo, -a	ugly
grande	large
importante	important
mismo, -a	same
pequeño, -a	small
propio, -a	own

to indicate location

a la derecha (de)	to the right (of)
a la izquierda (de)	to the left (of)

to compare and contrast

mejor(es) que	better than
el / la mejor; los / las mejores	the best
menos . . . que	less, fewer . . . than
peor(es) que	worse than
el / la peor; los / las peores	the worst

other useful words and expressions

la cosa	thing
para mí	in my opinion, for me
para ti	in your opinion, for you
la posesión	possession

stem-changing verbs: dormir and poder

duermo	dormimos
duermes	dormís
duerme	duermen

puedo	podemos
puedes	podéis
puede	pueden

Más práctica

- Practice Workbook Puzzle 6A-8
- Practice Workbook Organizer 6A-9

Universal Access

Heritage Language Learners

Divide up the *Repaso del capítulo* sections and assign one to each heritage student. Ask them to write sentences for some of the words or phrases in the section. Then have students edit each other's work.

Advanced Learners

Have students describe bedrooms either logically or illogically. Encourage them to include descriptions with content, location, and appearance of what is in the room. Ask students to share their descriptions with the class, who will either verify that what they said is logical or correct any illogical statements.

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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 descriptions of bedrooms

You will be spending a month in a Spanish immersion camp. You go to the camp Web site and click on the audio descriptions of the student rooms. Which items are provided? Which items do you have to bring?

pp. 94–99 *A primera vista*
p. 100 Actividad 6
p. 101 Actividad 8
p. 102 Actividad 11



2 Hablar Ask and answer questions about your bedroom and that of a classmate

You are asked to survey several classmates about their bedrooms in order to describe the “typical” teenage room. Ask a partner at least three questions including: a) information about the color of his or her room; b) whether or not there is a TV or sound system in the room; c) whether he or she is able to study well in the room; d) what is on the walls.

pp. 94–99 *A primera vista*
p. 101 Actividad 8
p. 102 Actividad 11



3 Leer Read and understand descriptions of bedroom colors that are associated with particular personality types

Decorators say that the colors of a room’s walls should match the personality of the person living in it. Based on the descriptions of a “yellow personality” and a “blue personality,” what kind of room best suits you? Why or why not?

p. 104 Actividad 14
p. 105 Actividad 15
pp. 116–117 *Lectura*

A las personas más sociables les gustan los dormitorios amarillos. Es el color más popular para los jóvenes a quienes les gusta hablar y hablar por teléfono. ¡Ellos son los mejores amigos! Al contrario, a las personas más serias les gustan los dormitorios azules. Ellos son los mejores estudiantes y los peores cómicos.



4 Escribir Write a short paragraph comparing your bedroom to a friend’s bedroom

After surveying classmates, you are asked to write a comparison of your room to that of one of the people you surveyed. Use the information from Task 2 to practice. You might compare: a) the colors; b) the sizes; c) the types of furniture in the rooms; d) the number of different things on the walls.

p. 101 Actividad 7
p. 107 Actividad 19
p. 119 *Presentación oral*



5 Pensar Demonstrate an understanding of cultural perspectives regarding a celebration

Explain the historical significance of *las luminarias*. What is the history of other decorations used in the celebrations of different cultures?

p. 118 *La cultura en vivo*

ciento veintitrés **123**
Capítulo 6A

Enriching Your Teaching

Teacher-to-Teacher

As a culminating activity, have students work in groups to prepare Spanish-language newspapers. They can include information such as a lead story, a book or movie review, a weather report, a health report, a home section, and an advice

column. Remind them to use the grammatical structures provided, especially comparisons, superlatives, and stem-changing verbs.

Performance Tasks

Standards: 5.2

Resources: Audio Program: CD Cap. 6A, Track 16; Resource Book: Cap. 6A, Audio Script; Practice Answers on Transparencies

1. Escuchar

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

Script and Answers:

¿Vas a pasar el verano con nosotros? Tenemos los mejores dormitorios. Después de un día de muchas actividades, puedes ver la tele o escuchar música. Hay un televisor y un equipo de sonido en todos los dormitorios.

TVs and stereos are provided. Other answers will vary.

2. Hablar

Suggestions: Have students write their questions and the answers to their partner’s questions. Let them practice until they can perform without consulting their notes.

Answers will vary.

3. Leer

Suggestions: Point out that students will be asked about two personality types and their associated colors. If they have difficulty reading and understanding the text, refer them to the vocabulary list.

Answers will vary.

4. Escribir

Suggestions: Have students create a graphic organizer before they begin. Refer them to the chart on p.106 for comparisons.

Answers will vary.

5. Pensar

Suggestions: Have students refer to p.118 to review information on *luminarias*.

Answers will vary.

✓ Assessment

- Examen del capítulo: 6A
- Audio Program: CD 1, Track 3

✓ Alternative Assessment

- ExamView Test Bank CD-ROM
- Resource Book: Cap. 6A, Situation Cards
- Resource Book: Cap. 6A, Communicative Activities