

Review Activities

To describe people: Have students bring in photos or pictures from a magazine. Student A will describe a person and Student B will identify the person being described. Have students reverse roles.

To describe how someone is feeling: Ask students to write three sentences to describe situations when someone would be warm, cold, or sleepy. Then have students get together in pairs and try to guess how their partner is feeling. For example, Student A says: *Son las diez de la noche y estudias en la biblioteca.* Student B says: *Tengo sueño.*

To describe table settings: Have students write a sentence describing what each item is used for without naming the object. Then have them work in pairs and guess the name of the object that is being described.

To talk about eating out: Have students work in pairs to practice a conversation between a waiter and a client in a restaurant.

Venir, ser, and estar: Have students play tic-tac-toe to practice conjugating the verbs. Students should set up a game board for each verb. Tell them to write a different subject pronoun in the corner of each box. They should then take turns filling in the boxes with the correct form of the verb, using the same strategy as tic-tac-toe. If the verb form is incorrect, the other person has a chance to take over the box by writing the correct conjugation.

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

Repaso del capítulo

Vocabulario y gramática

to talk about people

el hombre	man
la mujer	woman
el joven	young man
la joven	young woman

to describe people and things

alto, -a	tall
bajo, -a	short (<i>stature</i>)
corto, -a	short (<i>length</i>)
guapo, -a	good-looking
joven	young
largo, -a	long
viejo, -a	old
el pelo	hair
canoso	gray
castaño	brown (chestnut)
negro	black
rubio	blond
pelirrojo, -a	red-haired

to describe how someone is feeling

tener calor	to be warm
tener frío	to be cold
tener sueño	to be sleepy

to talk about food

delicioso, -a	delicious
desear	to want
pedir (<i>e → i</i>)	to order
el plato principal	main dish
de plato principal	as a main dish
el postre	dessert
de postre	for dessert
rico, -a	rich, tasty

to describe table settings

el azúcar	sugar
la cuchara	spoon
el cuchillo	knife
la pimienta	pepper
el plato	plate, dish
la sal	salt
la servilleta	napkin
la taza	cup
el tenedor	fork
el vaso	glass

to talk about eating out

el camarero,	waiter, waitress
la camarera	
la cuenta	bill
el menú	menu

to express needs

Me falta(n)...	I need...
Quisiera	I would like
traer	to bring
Le traigo...	I will bring you...
¿Me trae...?	Will you bring me...?
yo traigo	I bring

other useful words and expressions

ahora	now
¿Algo más?	Anything else?
De nada	You're welcome
otro, -a	other, another
¡Qué + adjective!	How...

venir to come

vengo	venimos
vienes	venís
viene	vienen

Más práctica

- Practice Workbook Puzzle 5B-8
- Practice Workbook Organizer 5B-9

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

90 noventa
Tema 5 • Fiesta en familia

Universal Access

Advanced Learners

Tell students to bring in a magazine photo of a restaurant scene. Have them describe the people in the scene. Then have them write a short conversation between the server(s) and client(s).

Students with Learning Difficulties

Have students use the graphic organizer from the *Practice Workbook* to create a study list and to reinforce their knowledge of the chapter's vocabulary and grammar.

Preparación para el examen

On the exam you will be asked to . . .

 **1 Escuchar** Listen and understand as people complain to room service that something is missing from their order

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

As you listen to complaints about room service, see if you can tell if there is
a) missing silverware; b) missing food;
c) missing condiments; d) all of the above.

If you need review . . .

pp. 64–69 *A primera vista*
p. 65 Actividad 2
p. 73 Actividad 11
p. 74 Actividad 13
p. 82 Actividad 26
p. 83 Actividad 27

 **2 Hablar** Describe physical characteristics of family members to another person

Your aunt and uncle are going to celebrate their anniversary with you in a restaurant, but they're late. You describe them to the waiter so that he can recognize them when they arrive. Mention at least two physical characteristics about each person, such as hair color, height, or age.

pp. 64–69 *A primera vista*
p. 70 Actividad 6
p. 71 Actividad 7
p. 76 Actividad 17

 **3 Leer** Read and understand a letter about an upcoming visit with a relative

As you read part of a letter about an upcoming trip to Santa Fe, can you determine what the writers are most looking forward to in the trip? What questions do they have about it?

p. 75 Actividad 14
pp. 84–85 *Lectura*

*Queridos Alicia y Pedro,
Nosotros también esperamos impacientemente nuestra visita a Santa Fe en el verano. Me encanta la idea de visitar una ciudad con mucha historia. Nuestra ciudad también es muy histórica. ¿Qué es una comida típica del Rancho de las Golondrinas?*

 **4 Escribir** Write a short report telling whether people are coming to an event and what they are bringing with them

You and your classmates decide to bring either a main dish, dessert, eating utensils, glassware, plates, or condiments for the Spanish Club party. Write a note to the club president indicating who is coming and what they are bringing. For example: *Ryan viene y trae las servilletas.*

p. 76 Actividad 16
p. 77 Actividades 19–20
p. 87 *Presentación escrita*

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

Think about how you spend lunch or dinner time during the school week. What would be at least three things that would be different at mealtime if you were an exchange student in a Spanish-speaking country? What is a *sobremesa*?

p. 72 *Fondo cultural*
p. 82 *Fondo cultural*
p. 86 *Perspectivas del mundo hispano*

Enriching Your Teaching

Teacher-to-Teacher

Review adjectives by playing *Veo Veo*. Have students prepare a description of someone in the classroom. Then have students read their description out loud without naming the person they are describing. Have the other students guess who is being described.

Performance Tasks

 Standards: 1.1, 1.2, 1.3, 2.1, 4.2

Resources: Audio Program: CD Cap. 5B, Track 15; Resource Book: Cap. 5B, Audio Script; Audio Program: Assessment, Cap. 5B; Practice Answers on Transparencias

1. Escuchar

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

Script:

Soy el señor Chávez. Me faltan sal y pimienta. Por favor, necesito sal para la hamburguesa y pimienta para las papas fritas.

Answers:

c) missing condiments: Sr. Chávez is not missing silverware or food. He is missing salt and pepper.

2. Hablar

Suggestions: Remind students that adjectives must agree in number and gender with the person or thing they are describing.

Answers will vary.

3. Leer

Suggestions: Before beginning, have students skim the *Lectura* about Santa Fe on p. 84. Remind students that cognates can help them understand unfamiliar words.

Answers:

They are looking forward to visiting the historical part of the city. They have questions about the meals served at the restaurant.

4. Escribir

Suggestions: Brainstorm a list of items that students would bring to a Spanish Club party. Review the forms of *venir* and *traer*.

Answers will vary.

5. Pensar

Suggestions: Have students discuss what time they usually eat breakfast, lunch, and dinner. Refer students to the *Perspectivas del mundo hispano* on p. 86 to review.

Answers will vary.

✓ Assessment

- Examen del capítulo: 5B

✓ Alternative Assessment

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