

## 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 present progressive tense in the reply. Students will 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. 6B, Track 14
- Resource Book: Cap. 6B, Clip Art
- Resource Book: Cap. 6B, Situation Cards
- Assessment Program: Cap. 6B, Chapter Checklist and Self-Assessment Worksheet

# Repaso del capítulo

## Vocabulario y gramática

### 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

152 ciento cincuenta y dos  
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.153

### to describe household items

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

### other useful words and expressions

<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. 336–337.

### Más práctica

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

## Universal Access

### 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.

## Preparación para el examen

### On the exam you will be asked to . . .


 **1 Escuchar** Listen to and understand teenagers' excuses for not doing a particular chore at the moment they are asked to do it

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

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.


### If you need review . . .

pp. 126–131 *A primera vista*  
 p. 134 Actividad 10  
 p. 136 Actividad 14  
 p. 143 Actividades 25–26

 **2 Hablar** Give advice to others 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. 140 Actividad 21

 **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. 126–131 *A primera vista*  
 p. 133 Actividades 8–9  
 p. 144 Actividad 28  
 p. 149 *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. 126–131 *A primera vista*  
 p. 134 Actividades 10–11  
 p. 136 Actividad 14  
 p. 137 Actividad 15  
 p. 140 Actividad 22

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

Explain how the architectural features of many houses 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. 135 *Fondo cultural*  
 p. 148 *Perspectivas del mundo hispano*

ciento cincuenta y tres **153**  
 Capítulo 6B


## Enriching Your Teaching

### Teacher-to-Teacher

Have students write a letter to a friend, pretending that they have a new house. Students will describe the house. The letter will also describe where the house is located in the

community. Since there are new chores with a new house, the letter should also discuss these duties.

## Performance Tasks

 *Standards: 1.1, 1.2, 1.3, 2.2, 4.2*

**Resources:** Audio Program: CD Cap. 6B, Track 15; Resource Book: Cap. 6B, Audio Script; Practice Answers on Transparencias

### 1. Escuchar

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

### Script:

**Madre:** Miguel, da de comer al perro. Son las siete de la tarde y pobre Rufus no tiene comida.

**Miguel:** 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 Rufus ahora.

### Answers:

- a) She tells Miguel to feed the dog.  
 b) 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 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. three; 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 reread the appropriate *Fondos culturales* and the *Perspectivas del mundo hispano* and look at the photos throughout the chapter.

**Answers** will vary.

## ✓ Assessment

- Examen del capítulo: 6B
- Audio Program: CD 1, Track 4

## ✓ Alternative Assessment

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