

Review Activities

To talk about what you and others are like: Have students work in pairs to quiz each other on the vocabulary. They can pantomime the adjectives and have classmates guess which words they are acting out.

To ask people about themselves or others: Have students walk around the room and ask three people about themselves or another person. Each student should ask and answer three questions.

To talk about what someone likes or dislikes: Have students talk in pairs about what their friends like and dislike, using infinitives from the learned vocabulary in the structure *(No) le gusta* ____.

To describe someone: Have students work in small groups to describe themselves or another person using *(No) Soy* ____ and *Es* _____. Tell them to use as many adjectives as they can.

To tell whom are you talking about: Have the class write short sentences (*Es un chico...*) using correct verb forms and gender endings to describe themselves or someone else.

Other useful words: Refer students to this section and remind them to practice these expressions as they create sentences throughout this review.

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

Additional Resources

- Audio Program: CD, Cap. 1B, Track 14
- Resource Book: Cap. 1B, Clip Art
- Resource Book: Cap. 1B, Situation Cards
- Assessment Program: Cap. 1B, Chapter Checklist and Self-Assessment Worksheet

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. 83

Vocabulario y gramática

to talk about what you and others are like

artístico, -a	artistic
atrevido, -a	daring
bueno, -a	good
deportista	athletic
desordenado, -a	messy
estudioso, -a	studious
gracioso, -a	funny
impaciente	impatient
inteligente	intelligent
ordenado, -a	neat
paciente	patient
perezoso, -a	lazy
reservado, -a	reserved, shy
serio, -a	serious
simpático, -a	nice, friendly
sociable	sociable
talentoso, -a	talented
trabajador, -ora	hardworking

to ask people about themselves or others

¿Cómo eres?	What are you like?
¿Cómo es?	What is he/she like?
¿Cómo se llama?	What's his/her name?
¿Eres...?	Are you...?

to talk about what someone likes or doesn't like

le gusta...	he/she likes...
no le gusta...	he/she doesn't like...

to describe someone

es	he/she is
soy	I am
no soy	I am not

to tell whom you are talking about

el amigo	male friend
la amiga	female friend
el chico	boy
la chica	girl
él	he
ella	she
yo	I

other useful words

a veces	sometimes
muy	very
pero	but
según	according to
según mi familia	according to my family

adjectives

Masculine	Feminine
ordenado	ordenada
trabajador	trabajadora
paciente	paciente
deportista	deportista

definite articles

el	the
la	the

indefinite articles

un	a, an
una	a, an

- **Más práctica**
 - Practice Workbook Puzzle 1B-8
 - Practice Workbook Organizer 1B-9

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

82 ochenta y dos
Tema 1 • Mis amigos y yo

Universal Access

Students with Learning Difficulties

Cut out magazine pictures of people who could be described using the vocabulary in this chapter. Hold up two of the pictures and give a short description of one of them. Have students tell you which one you are describing.

Multiple Intelligences

Logical / Mathematical: Have students make a word-search puzzle with all the new adjectives mixed in among other letters. Instead of listing the words to search for, have students write sentences that are clues. For example: *Me gustan los deportes. Soy (deportista). No soy paciente, soy (impaciente).*

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Preparación para el examen

On the exam you will be asked to...



1 Escuchar Listen to and understand a description of a friend

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

Listen as a character in a Spanish soap opera describes his ex-girlfriend. What does he think her good qualities are? What does he think her shortcomings are? Can you understand why he broke up with her?

If you need review...

pp. 56–61 *A primera vista*
p. 62 Actividad 5
p. 63 Actividades 6–7
p. 64 Actividad 8
p. 65 Actividad 10



2 Hablar Talk about yourself in terms of how you see yourself

While you're talking to your Spanish teacher, you realize that she doesn't know the "real you." Tell her some things about yourself that would help her understand you.

p. 66 Actividades 11–13
p. 69 Actividad 18
p. 74 Actividad 27



3 Leer Read and understand a description of someone

In a popular Spanish magazine, you see an interview with the actor who plays the part of a teenager, Carlos, in a TV show you have been watching. See if you can understand what he is saying about the character he plays:

¡No me gusta nada el chico! Él es muy inteligente, pero le gusta hablar y hablar de NADA. Es ridículo. Es muy impaciente y perezoso. Él no es ni simpático ni gracioso. Yo soy un actor . . . ¡no soy como Carlos!

pp. 56–61 *A primera vista*
p. 69 Actividad 17
pp. 76–77 *Lectura*



4 Escribir Write a short paragraph describing yourself

The first issue of your school's online newspaper is called "Getting to Know You." Submit a brief profile of yourself. Mention what your family thinks of you and list some things you like to do. For example:

Yo soy una chica deportista y muy sociable. Según mi familia, soy graciosa. Me gusta patinar y hablar por teléfono.

p. 66 Actividades 11–13
p. 69 Actividad 18
p. 74 Actividad 27
p. 75 Actividad 28
p. 79 *Presentación escrita*



5 Pensar Demonstrate an understanding of cultural perspectives on friendship

Explain the differences between the terms *amigo* and *conocido* in Spanish-speaking cultures. How does this compare to words that we use in the United States?

p. 78 *Perspectivas del mundo hispano*

ochenta y tres **83**
Capítulo 1B

Enriching Your Teaching

Teacher-to-Teacher

Have students work in groups, pretending to be the teacher and students. The "teacher" will ask the students questions, focusing on vocabulary from this chapter.

Performance Tasks



Standards: 1.1, 1.2, 1.3, 2.1

1. Escuchar

Resources: Audio Program: CD Cap. 1B, Track 15; Resource Book: Cap. 1B, Audio Script; Practice Answers on Transparencias

Suggestions: Play the *Audio CD* or read the script. Have students suggest answers to the questions. Have students say adjectives that would describe the ideal girlfriend for this boy.

Script:

¿Cómo es María Elena? Pues... es una chica inteligente y talentosa, pero es muuuy seria. Y no es sociable. Yo soy un chico gracioso y muy sociable. A mí me gustan más las chicas atrevidas.

Answers:

Elena is talented and intelligent, but very serious. One of her shortcomings is that she is not sociable. He likes more outgoing or daring girls.

2. Hablar

Suggestions: Tell students to use as many adjectives as they can. For more practice, have students describe themselves as the opposite of what they are like.

Answers will vary.

3. Leer

Suggestions: Remind students to look for cognates. Ask them to point out the phrases that describe personality traits.

Answers may vary but should include:

1. Es ridículo. Es muy impaciente y perezoso. Él no es ni simpático ni gracioso.
2. Él es muy inteligente, pero le gusta hablar y hablar de nada.

4. Escribir

Suggestions: Tell students they can either describe themselves as they are or write about an imaginary version of themselves.

Answers will vary.

5. Pensar

Suggestion: Allow students to speak spontaneously about the issue or speak from a short outline of their thoughts.

Answers will vary.



Assessment

- Examen del capítulo: 1B
- Audio Program: CD 20, Track 4



Alternative Assessment

- ExamView Test Bank CD-ROM
- Resource Book: Cap. 1B, Situation Cards
- Resource Book: Cap. 1B, Communicative Activities