

Review Activities

Resources: Audio Program: CD Cap. 2B, Track 14

Suggestions:

To talk about classroom items: Point to classroom items and have students tell you what they are. Call on volunteers to tell what vocabulary items aren't found in their classroom. For example: *En la sala de clase hay una mesa pero no hay un sacapuntas.*

To talk about classroom furniture: Have students make a list of the furniture that should be in a classroom. Have Student A point to a specific piece of furniture and have Student B say what it is. For example: *¿Es una mesa? No. Es una silla.*

To talk about parts of a classroom and To indicate location: Using the list created above, have students work in pairs, asking and telling where different items are located relative to the parts of the classroom. For example: *¿Dónde está el escritorio? Está al lado de la ventana.*

To indicate possession, to identify (description, quantity) and To identify gender and quantity of nouns: Have students work in groups. Tell them to put several classroom objects in front of them. Have Student A point to an item and ask what it is and Student B will name the item and say whose it is. For example: *¿Qué es esto? Es una calculadora. Es tu calculadora.*

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

- Resource Book: Cap. 2B, Clip Art
- Resource Book: Cap. 2B, Situation Cards
- Audio Program: CD Cap. 2B, Track 14
- Assessment Program: 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. 145

Vocabulario y gramática

to talk about classroom items

la bandera	flag
el cartel	poster
la computadora	computer
el disquete	diskette
la mochila	bookbag, backpack
la pantalla	(computer) screen
la papelera	wastepaper basket
el ratón	(computer) mouse
el reloj	clock
el sacapuntas	pencil sharpener
el teclado	(computer) keyboard

to talk about classroom furniture

el escritorio	desk
la mesa	table
la silla	chair

to talk about parts of a classroom

la puerta	door
la sala de clases	classroom
la ventana	window

to indicate location

al lado de la / del	next to, beside
allí	there
aquí	here
debajo de la/del	underneath
delante de la/del	in front of
detrás de la/del	behind
¿Dónde?	Where?
en	in, on
encima de la/del	on top of

to indicate possession

de	of
mi	my
tu	your

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

144 ciento cuarenta y cuatro
Tema 2 • La escuela

to identify (description, quantity)

¿Cuántos, -as?	How many?
Es un(a) . . .	It's a (an) . . .
Hay	There is, There are
¿Qué es esto?	What is this?

to identify gender and quantity of nouns

los, las	the
unos, unas	some

estar to be

estoy	estamos
estás	estáis
está	están



Más práctica

- Practice Workbook Puzzle 2B-8
- Practice Workbook Organizer 2B-9

Universal Access

Students with Learning Difficulties

To help kinesthetic learners review vocabulary, have them place labels on items. Before students arrive in the classroom on the day of the review, place labels for classroom objects on your desk. Call on volunteers to come up and choose a label and place it on the appropriate item.

Multiple Intelligences

Kinesthetic: If students have mastered most of the vocabulary and grammar points in this chapter, suggest that they put it all together to act out a brief conversation using all the elements in the chapter.

Preparación para el examen

On the exam you will be asked to...



1 Escuchar Listen to and identify classrooms and locations

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

Listen as a student frantically asks some of his friends where he left his homework. Can you identify all the classrooms and places they suggest that he look?

If you need review...

pp. 118–123 *A primera vista*
p. 124 Actividades 5–6
p. 135 Actividad 27

2 Hablar Talk about where someone is located by describing where that person is in relation to objects in the classroom

You are trying to find out the name of someone in your class. You ask the person next to you, but he doesn't understand whom you are talking about. Give at least three statements that would help him identify the person. You might include where he or she is in relation to the teacher's desk, the window, someone else's desk, and so on.

pp. 118–123 *A primera vista*
p. 125 Actividad 7
p. 126 Actividad 9
p. 130 Actividades 16–17
p. 133 Actividad 24
p. 135 Actividad 27
p. 136 Actividad 29

3 Leer Read and understand a letter that contains questions and concerns about school issues

The school counselor has asked you to help out read a note written by a new Spanish-speaking student at school. After reading it, tell the counselor what questions the student has about her classes?

pp. 118–122 *A primera vista*
p. 128 Actividad 11
pp. 138–139 *Lectura*

Necesito una clase para la primera hora. ¿Cómo es la clase de tecnología, fácil o difícil? ¿Qué necesito para la clase? ¿Cuántos alumnos hay en las clases? ¿Hay mucha tarea?

4 Escribir Write an e-mail to a friend about one of her classes

You have just moved to a new town and are sending an e-mail to a friend from your old school. You have lots of questions for your friend about her classes. Write at least three questions about one of her classes: whether she likes it, how many students are in it, where her desk is in the room, what else is in the room, etc.

pp. 118–123 *A primera vista*
p. 124 Actividad 6
p. 125 Actividad 7
p. 136 Actividad 28
p. 137 Actividad 30

5 Pensar Demonstrate an understanding of cultural differences in schools

Think about how students and teachers interact within a typical classroom in a Spanish-speaking country. What are at least four things that you might find different from most schools in the United States?

p. 127 *Fondo cultural*
p. 134 *Fondo cultural*
p. 140 *Perspectivas del mundo hispano*


Enriching Your Teaching

Teacher-to-Teacher

Have students work in groups to create a board game. Have them draw eight adjoining squares on a sheet of paper and label each square with a classroom item. Then have students create 20 cards with different locations in the classroom. For example: **encima del escritorio**. Have students take turns

choosing cards. If the location on the card describes the location of the object written on their space, they move ahead. If not, it's the next student's turn. The first student to get through all eight squares wins.

Performance Tasks

 Standards: 1.1, 1.2, 1.3, 4.2

Resources: Audio Program: CD Cap. 2B, Track 15; Resource Book: Cap. 2B, Audio Script; Practice Answers on Transparencias

1. Escuchar

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

Script:

Juan: ¡Ay! Mi tarea ... ¿Dónde está? Necesito mi tarea para la clase de matemáticas. Ana, ¿dónde está mi tarea?

Ana: ¿Tu tarea? Está en la clase de ciencias sociales, en el escritorio del profesor.

Juan: Gracias, Ana. ¡Ay! No está aquí. Daniel, ¿dónde está mi tarea de matemáticas?

Daniel: Está en la clase de tecnología ... al lado de la computadora.

Juan: Gracias.

Answer:

En la clase de ciencias sociales, en el escritorio del profesor. En la clase de tecnología ... al lado de la computadora.

2. Hablar

Suggestions: Pair students for this activity. Give them time to prepare before they speak.

Answers will vary.

3. Leer

Suggestions: If students have difficulty reading and understanding this note, refer them to the vocabulary list to study words they do not recognize.

4. Escribir

Suggestions: Have students try this activity without consulting the vocabulary list, notes, or completed activities.

5. Pensar

Suggestions: Encourage students to read the *Perspectivas del mundo hispano* and *Fondos culturales* to prepare for this task.

✓ Assessment

- Examen del capítulo: 2B
- Audio Program: CD 20, Track 6

✓ Alternative Assessment

- ExamView Test Bank CD-ROM
- Resource Book: Cap. 2B, Situation Cards
- Resource Book: Cap. 2B, Communicative Activities