

Review Activities

To talk about activities: Have students work in pairs to quiz each other on the vocabulary. Have them create flashcards. Creating and collecting these cards may prove helpful to students throughout the *Realidades* course.

To say what you like and don't like to do: Have students work in pairs and tell each other what they like to do and don't like to do. Students can respond with: **A mí también** or **A mí tampoco**.

To ask others what they like to do: Have students interview each other about activities they like to do. Ask students to brainstorm a list of activities and write five questions using **¿Te gusta...?** Tell them to interview a different classmate for each question. Encourage students to use the phrases in *Other useful words and expressions* in their responses. After they have completed the interview, ask volunteers: **¿Qué te gusta hacer?**

Portfolio

Invite students to review the chapter activities, 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. 1A, Track 21
- Resource Book: Cap. 1A, Clip Art
- Resource Book: Cap. 1A, Situation Cards
- Assessment Program: Cap. 1A, Chapter Checklist and Self-Assessment Worksheet

Repaso del capítulo

Vocabulario y gramática

to talk about activities

bailar	to dance
cantar	to sing
correr	to run
dibujar	to draw
escribir cuentos	to write stories
escuchar música	to listen to music
esquiar	to ski
hablar por teléfono	to talk on the phone
ir a la escuela	to go to school
jugar videojuegos	to play video games
leer revistas	to read magazines
montar en bicicleta	to ride a bicycle
montar en monopatín	to skateboard
nadar	to swim
pasar tiempo con amigos	to spend time with friends
patinar	to skate
practicar deportes	to play sports
tocar la guitarra	to play the guitar
trabajar	to work
usar la computadora	to use the computer
ver la tele	to watch television

to say what you like to do

(A mí) me gusta ____.	I like to ____.
(A mí) me gusta más ____.	I like to ____ better. (I prefer to ____.)
(A mí) me gusta mucho ____.	I like to ____ a lot.
A mí también.	Me too.

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

- know the new vocabulary and grammar
- can perform the tasks on p. 53

to say what you don't like to do

(A mí) no me gusta ____.	I don't like to ____.
(A mí) no me gusta nada ____.	I don't like to ____ at all.
A mí tampoco.	Me neither.

to ask others what they like to do

¿Qué te gusta hacer?	What do you like to do?
¿Qué te gusta más?	What do you like better (prefer)?
¿Te gusta ____?	Do you like to ____?
¿Y a ti?	And you?

other useful words and expressions

más	more
ni...ni	neither...nor, not...or
o	or
pues	well...
sí	yes
también	also, too
y	and



Más práctica

- Practice Workbook Puzzle 1A-8
- Practice Workbook Organizer 1A-9

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

52 cincuenta y dos
Tema 1 • Mis amigos y yo

Universal Access


Students with Learning Difficulties

The *Vocabulario y gramática* page contains a good deal of information, perhaps too much for some students to absorb and understand at once. Break the review into smaller sections and give several examples for each explanation. The Organizer in the *Practice Workbook* is a useful tool for this purpose.

Advanced Learners

Give students copies of the Clip Art (*Teacher's Resource Book*) and copies of the Communicative Activities (*Teacher's Resource Book*). Tell them to use the art to test their vocabulary knowledge, and the Communicative Activities to practice the sentences.

Preparación para el examen

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


1 Escuchar Listen to and understand a description of what someone likes to do

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

Listen to a voice mail from a student looking for a “match-up” to the homecoming dance. a) What are two things this person likes doing? b) What is one thing this person dislikes doing?


If you need review...

pp. 26–31 *A primera vista*
 p. 27 Actividades 1–2
 p. 38 Actividad 18

 **2 Hablar** Talk about yourself and what you like and don't like to do and ask the same of others


You agreed to host a student from the Dominican Republic for a week. What can you tell him or her about yourself in a taped message? Include a brief description of what you like to do. How would you ask the student to tell you something about himself or herself?

p. 32 Actividad 7
 p. 33 Actividades 8–9
 p. 34 Actividad 10
 p. 38 Actividades 16–17
 p. 43 Actividades 22–23
 p. 49 *Presentación oral*

 **3 Leer** Read and understand someone's description of himself or herself


Read this pen pal e-mail from a Spanish-language magazine. What does the person like to do? Does this person have anything in common with you? What is it?
¡Hola! A mí me gusta mucho usar la computadora y tocar la guitarra. No me gusta ni ir a la escuela ni leer. En el verano me gusta nadar y en el invierno me gusta esquiar. ¿Y a ti? ¿Qué te gusta hacer?

pp. 26–31 *A primera vista*
 p. 31 Actividades 3–4
 p. 35 Actividad 11
 p. 42 Actividad 21
 p. 45 Actividad 26
 pp. 46–47 *Lectura*

 **4 Escribir** Write about yourself with a description of things you like and don't like to do

A school in the Dominican Republic wants to exchange e-mails with your school. Tell your e-pal your name and what you like to do and don't like to do.

p. 31 Actividad 5
 p. 32 Actividades 6–7
 p. 38 Actividades 16–17
 p. 44 Actividades 24–25
 p. 47 *¿Comprendes?*, no. 3

 **5 Pensar** Demonstrate an understanding of cultural differences regarding dancing

How would you describe the Latin dances that have become popular in the United States? With what countries do you associate each dance? With what type of music or rhythms do you associate each dance?

p. 41 Actividad 20
 p. 40 *Fondo cultural*
 p. 48 *La cultura en vivo*


Enriching Your Teaching

Teacher-to-Teacher

After students review the vocabulary and work together in pairs, organize a “vocabulary bee.” Have all students stand in a circle around the room. Give students an English word and ask them to name its Spanish equivalent or give a Spanish word and ask for the English version.

One by one, ask them to identify the correct word when you prompt them. When students do not know a word, they have to sit down. The last student standing is the winner.

Performance Tasks

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

Resources: Audio Program: CD Cap. 1A, Track 22; Resource Book: Cap. 1A, Audio Script; Practice Answers on Transparencias

Suggestions: Explain the format of the chapter test to students. The first portion will assess their knowledge of vocabulary and grammar. The second portion is performance-based and will have tasks very similar to those shown here.

1. Escuchar

Suggestions: Play the *Audio CD* or read the script until all students can say the answers. Ask students to suggest answers to the questions.

Script and Answers:

Pues, ... a mí me gusta practicar deportes y pasar tiempo con mis amigos. (This person likes to practice sports and spend time with friends.) ¿Y bailar? No me gusta nada bailar. ¿Y a ti? (This person doesn't like to dance).

2. Hablar

Suggestions: Allow time for students to work in class. If they have difficulty speaking spontaneously, have them write their messages and practice them until they can say them without consulting their notes.

Answers will vary.

3. Leer

Suggestions: Remind students that cognates can help them understand unfamiliar words.

Answers: *usar la computadora, tocar la guitarra, nadar, esquiar; answers will vary.*

4. Escribir

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

5. Pensar

Suggestions: Ask students to call out the names of various dances. Elicit comments about rhythms, instruments, dance steps, etc.



Assessment

- Examen del capítulo: 1A
- Audio Program: CD 20, Track 3



Alternative Assessment

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