



## Review



### Preparación para el examen

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



**1 Escuchar** Listen and understand as people describe what they eat and drink for lunch



**2 Hablar** Tell someone what you typically eat for breakfast and ask the same of others



**3 Leer** Read and understand words that are typically found on menus



**4 Escribir** Write a list of foods that you like and others that you dislike



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

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

Listen as three students describe what they typically eat and drink for lunch. Which is most like the kind of lunch you eat? Did they mention anything you could not buy in your school cafeteria?

Your Spanish club is meeting for breakfast before school next week. Find out what other people in your class typically eat for breakfast. After you tell at least two people what you eat for breakfast, ask what they like to eat. Does everyone eat the same kind of breakfast or do you all like to eat different things?

You are trying to help a child order from the lunch menu below, but he is very difficult to please. He doesn't like any white food. And he refuses to eat anything that grows on trees. Which items from the menu do you think he would refuse to eat or drink?

#### ALMUERZO

hamburguesa	plátanos
pizza	manzana
ensalada	leche

Your Spanish club is sponsoring a "Super Spanish Saturday." Your teacher wants to know what foods the class likes and dislikes so that the club can buy what most people like. Write the headings *Me gusta(n)* and *No me gusta(n)* in two columns. List at least four items that you like to eat and drink for breakfast and four items for lunch. Then list what you don't like to eat and drink for these same meals.

Think about food combinations in the United States. What combination in Spanish-speaking countries is similar to coffee and doughnuts? Where are you able to buy it?

#### If you need review...

- pp. 148–153** *A primera vista*
- p. 149** Actividades 1–2
- p. 155** Actividad 8

- p. 156** Actividad 10
- p. 157** Actividad 12
- p. 162** Actividades 19–20
- p. 163** Actividad 21
- p. 171** *Presentación oral*

- pp. 148–153** *A primera vista*
- p. 159** Actividad 15
- p. 167** Actividad 28
- p. 168–169** *Lectura*

- p. 155** Actividades 7, 9
- p. 160** Actividad 16
- p. 163** Actividad 21
- p. 164** Actividad 24

#### p. 170 *La cultura en vivo*

ciento setenta y cinco  
Capítulo 3A **175**

### Enriching Your Teaching

#### Teacher-to-Teacher

Have students create a memory game to review vocabulary and expressions from this chapter. Ask students to write the Spanish word on one square of paper, and its English equivalent on the other. They should choose between 10 and 15 words from the list. Once the cards are

made, they can mix them up and place them face down in rows face down on the desk. Working with a partner, students must take turns looking for pairs. In order to keep their pair, they must use the word in a sentence. The person with the most pairs wins.

### Performance Tasks

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

**Resources:** Audio Program: CD Cap. 3A, Track 15; Resource Book: Cap. 3A, Audio Script; Practice Answers on Transparencies

#### 1. Escuchar

**Suggestions:** Play the Audio CD or use the script. Ask students to answer the questions.

#### Script:

**Marco:** Siempre como una hamburguesa y papas fritas en el almuerzo. Por supuesto, necesito comer frutas y verduras, pero no me gustan.

**Elena:** ¡Qué asco! ¡Una hamburguesa y papas fritas! Nunca como papas fritas. Todos los días como una ensalada de frutas o sopas de verduras, ¡con una galleta, claro!

**Tomás:** ¿Cuál es mi comida favorita? Pues, no como mucho en el almuerzo. Como pizza o un perrito caliente y bebo un refresco.

**Answers** will vary.

#### 2. Hablar

**Suggestions:** Allow time for students to work on this task in class. If students have difficulty with spontaneous conversation, have them write their messages and practice speaking them until they can say them without consulting their notes.

**Answers** will vary.

#### 3. Leer

**Suggestions:** Have students read their answers to the class. Ask which items the boy would eat or drink.

#### Answers:

**Eat:** ensalada, hamburguesa y pizza  
**Not eat:** plátanos, manzana y leche

**Extension:** Have students list food or drink items from the list on p. 174 that the boy would eat or drink.

#### 4. Escribir

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

#### 5. Pensar

**Suggestions:** Remind students that in the United States we often snack on brand-name packaged foods. How does this differ from what they have learned about students in Spanish-speaking cultures?

**Answers:** **Churros** and **chocolate** can be purchased in **churrerías** or at street stands.