

Review Activities

To talk about breakfast and lunch, to talk about beverages: Have students work in pairs to quiz each other on the vocabulary. They may find it useful to create flashcards with pictures on them.

To talk about eating and drinking: Have students ask others what they like to eat and drink.

To indicate how often: Have students make a list of their favorite foods and beverages and talk about how often they eat them.

To show surprise, to say that you like/love something: Have students brainstorm a list of foods and beverages that they like and dislike. Ask them to read their lists to a partner and react using one of these phrases.

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. 3A, Track 14
- Resource Book: Cap. 3A, Clip Art
- Resource Book: Cap. 3A, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet



Assessment

- Examen del capítulo: 3A
- Audio Program: CD 20, Track 7



Alternative Assessment

- ExamView Test Bank CD-ROM
- Resource Book: Cap. 5A, Situation Cards
- Resource Book: Cap. 5A, Communicative Activities

Repaso del capítulo

Vocabulario y gramática

to talk about breakfast

en el desayuno	for breakfast
el cereal	cereal
el desayuno	breakfast
los huevos	eggs
el pan	bread
el pan tostado	toast
el plátano	banana
la salchicha	sausage
el tocino	bacon
el yogur	yogurt

to talk about lunch

en el almuerzo	for lunch
la ensalada	salad
la ensalada de frutas	fruit salad
las fresas	strawberries
la galleta	cookie
la hamburguesa	hamburger
el jamón	ham
la manzana	apple
las papas fritas	French fries
el perrito caliente	hot dog
la pizza	pizza
el queso	cheese
el sándwich de jamón y queso	ham and cheese sandwich
la sopa de verduras	vegetable soup

to talk about beverages

el agua <i>f.</i>	water
el café	coffee
el jugo de manzana	apple juice
el jugo de naranja	orange juice

Más práctica

- Practice Workbook Puzzle 3A-8
- Practice Workbook Organizer 3A-9

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

174 ciento setenta y cuatro
Tema 3 • La comida

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

- know the new vocabulary and grammar
- can perform the tasks on p. 175

la leche	milk
la limonada	lemonade
el refresco	soft drink
el té	tea
el té helado	iced tea

to talk about eating and drinking

beber	to drink
comer	to eat
la comida	food, meal
compartir	to share

to indicate how often

nunca	never
siempre	always
todos los días	every day

to say that you like / love something

Me / te encanta(n) _____. I / you love _____.
Me / te gusta(n) _____. I / you like _____.

other useful words

comprender	to understand
con	with
¿Cuál?	Which? What?
más o menos	more or less
por supuesto	of course
¡Qué asco!	How awful!
sin	without
¿Verdad?	Really?, Right?

present tense of -er verbs

como	comemos
comes	coméis
come	comen

present tense of -ir verbs

comparto	compartimos
compartes	compartís
comparte	comparten

Universal Access

Students with Learning Difficulties

When reviewing for the test, be sure to discuss not only the test content, but also the format. Look at the test for *Capítulo 3A*, and provide sample questions to help students with individual assessment needs.

Advanced Learners

Have students write a paragraph or create a graph they can use to compare their typical diet and favorite foods to those of someone they know (a relative or a friend). Students can present the information to the class orally or turn in a report.

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

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?

If you need review...

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



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

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?

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



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

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?

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

ALMUERZO

hamburguesa	plátanos
pizza	manzana
ensalada	leche



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

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.

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



5 Pensar Demonstrate an understanding of cultural differences regarding snacks

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?

p. 170 *La cultura en vivo*

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

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.