

## Review Activities

**To talk about family members and possessive adjectives:** Have students draw fictional family trees and use the vocabulary to describe who each person is. Students can take turns asking how old each relative is and what they like: *Mi hermano menor tiene doce años y le gusta comer hamburguesas.*

**To describe activities at parties:** Have students work in pairs and plan a party. Have them create a chart and write what activities they are going to do, what food they are going to serve, and how they are going to decorate. Students will use their charts and discuss their party plans with another pair.

**Tener:** Have students write subject pronouns on note cards and shuffle them, face down. Student A picks a card and says the pronoun and Student B says or writes the appropriate form of **tener**. Students can roll their subject pronoun cubes for this as well.

**To discuss and compare ages, talk about people, likes, and talk about animals:** Have students work in groups of four or five and prepare a list with the names and the age of each member of the group. Have students include two or three activities that each member likes to do and does not like. Then ask each member if they have an animal at home and include it on the list (*Clara tiene X años. Le gusta comer en restaurantes y decorar las fiestas. Ella tiene/no tiene un gato.*)

## 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 with the Chapter Checklist and Self-Assessment Worksheet.

## Additional Resources

**Student Resources:** Realidades para hispanohablantes, p. 188



CD-ROM



Web Code: jcd-0508

### Teacher Resources:

- **Teacher's Resource Book:** Situation Cards, p. 16, Clip Art, pp. 18–20
- **Assessment Program:** Chapter Checklist and Self-Assessment Worksheet, pp. T56–T57

# Repaso del capítulo

## Vocabulario y gramática

jcd-0589



## Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 245

### to talk about family members

los abuelos	grandparents
el abuelo	grandfather
la abuela	grandmother
el esposo, la esposa	husband, wife
los hermanos	brothers; brother(s) and sister(s)
el hermano	brother
la hermana	sister
el hermanastro	stepbrother
la hermanastra	stepsister
los hijos	children; sons
el hijo	son
la hija	daughter
los padres (papás)	parents
el padre (papá)	father
la madre (mamá)	mother
el padrastro	stepfather
la madrastra	stepmother
los primos	cousins
el primo	(male) cousin
la prima	(female) cousin
los tíos	uncles; aunt(s) and uncle(s)
el tío	uncle
la tía	aunt

### to discuss and compare ages

¿Cuántos años tiene(n) ___?	How old is / are ___?
Tiene(n) ___ años.	He / She is / They are ___ (years old).
mayor pl. mayores	older
menor pl. menores	younger

### to talk about people

la persona	person
------------	--------

### to name animals

el gato	cat
el perro	dog

### to discuss what someone likes

(a + person) le gusta(n) / le encanta(n)	he / she likes / loves
--	------------------------

For *Vocabulario adicional*, see pp. 472–473.

244 **doscientos cuarenta y cuatro**  
Tema 5 • Fiesta en familia

### to describe activities at parties

abrir	to open
celebrar	to celebrate
decorar	to decorate
las decoraciones	decorations
hacer un video	to videotape
el video	video
preparar	to prepare
romper	to break
sacar fotos	to take photos
la foto	photo
la cámara	camera

### to discuss celebrations

el cumpleaños	birthday
¡Feliz cumpleaños!	Happy birthday!
los dulces	candy
la flor pl. las flores	flower
el globo	balloon
la luz pl. las luces	light
el papel picado	cut-paper decorations
el pastel	cake
la piñata	piñata
el regalo	gift, present

### other useful words

que	who, that
sólo	only

### to indicate possession or relationship

#### tener to have

tengo	tenemos
tienes	tenéis
tiene	tienen

### possessive adjectives

mi(s) my	nuestro(s), -a(s) our
tu(s) your	vuestro(s), -a(s) your (pl.)
su(s) your (formal), his, her, its	su(s) your (pl.), their

## Differentiated Instruction

Solutions for All Learners

### Students with Learning Difficulties

Have students review the *Repaso del capítulo* and create flashcards for any words that they do not know. Pair them with a student who is more confident with the vocabulary to practice. Before the test, provide students with a practice test, so they can become comfortable with the format.

### Heritage Language Learners

Have students write a few paragraphs telling about their perfect birthday celebration: Where are they going to have it? Whom are they going to invite? What food are they going to eat? What kind of music are they going to play? Encourage them to use as many vocabulary words from this chapter as they can.

## Más práctica

- Practice Workbook: Puzzle, p. 92
- Practice Workbook: Organizer, p. 93

Go Online  
PHSchool.com  
For: Test Preparation  
Web Code: jcd-0508

## Preparación para el examen

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



**1 Escuchar** Listen to and understand someone's description of a family member

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

At a friend's party, a woman is telling you stories about her brother, Jorge. a) How old is her brother? b) Who is older, the woman or her brother? c) What does her brother like to do?

## If you need review . . .

pp. 222–225 *A primera vista*  
p. 226 Actividad 4  
p. 227 Actividades 7–8  
p. 229 Actividad 11



**2 Hablar** Describe some members of your family and what they like to do

At your first Spanish Club meeting, your teacher requests that all of you try to talk to each other in Spanish. Since you just learned how to talk about your family, you feel confident that you can talk about some of your family members. Tell about: a) how they are related to you; b) their ages; c) what they like to do; d) their personalities.

pp. 222–225 *A primera vista*  
p. 226 Actividad 4  
p. 227 Actividad 7  
p. 229 Actividad 12  
p. 232 *Gramática: Possessive adjectives*  
p. 237 Actividad 26



**3 Leer** Read and understand someone's description of a problem he or she is having with a family member

Read this letter to an advice columnist. Can you describe in English what Ana's problem is?

*Querida Dolores:*

*Yo soy la hija menor de una familia de seis personas. Uno de mis hermanos mayores, Nacho, siempre habla de mí con mis padres. A él le encanta hablar de mis amigos y de mis actividades. Tenemos una familia muy simpática, pero ¡Nacho me vuelve loca!*  
Ana

pp. 222–225 *A primera vista*  
p. 226 Actividades 4–5  
p. 232 Actividad 18



**4 Escribir** Write a brief note telling at least two facts about a friend or family member

The party planner at a local restaurant is helping you plan a birthday party for your cousin. Write a brief note telling her your cousin's name, age, two things he or she likes to do at a party, the kinds of decorations he or she likes, and one thing he or she loves to eat.

p. 226 Actividad 5  
p. 227 Actividad 8  
p. 229 Actividad 12  
p. 237 Actividad 26



**5 Pensar** Demonstrate an understanding of some ways that Spanish-speaking families celebrate special occasions

Think about what you would consider your most important birthday. Based on what you know about important family traditions, describe why a fifteenth birthday is important for a young Spanish-speaking girl and what you would expect to see at her celebration.

pp. 222–225 *A primera vista*  
p. 226 *Fondo cultural*  
pp. 238–239 *Lectura*  
p. 240 *La cultura en vivo*

doscientos cuarenta y cinco 245  
Capítulo 5A

## Differentiated Assessment

Solutions for All Learners

## STUDENTS NEEDING EXTRA HELP

- **Alternate Assessment Program:** Examen del capítulo 5A
- **Audio Program CD 21:** Chap. 5A, Track 1

## HERITAGE LEARNERS

- **Assessment Program: Realidades para hispanohablantes:** Examen del capítulo 5A
- **ExamView** **Heritage Learner Test Bank**

## ADVANCED/PRE-AP\*

- **ExamView** **Pre-AP\* Test Bank**
- **Pre-AP\* Resource Book,** pp. 74–77

## Performance Tasks



Standards: 1.1, 1.2, 1.3,  
2.1, 2.2



**Student Resource:** *Realidades para hispanohablantes*, p. 189

**Teacher Resources:** *Teacher's Resource Book: Audio Script*, p. 9; *Audio Program: Track 15; Answers on Transparencies*

## 1. Escuchar

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

## Script:

**Pues, en mi familia, yo soy la hija reservada y trabajadora. Mi hermano mayor, Jorge, es muy sociable. Tiene treinta y ocho años. A él le gusta hacer videos. Es muy talentoso.**

**Answers:**

- He is 38 years old.
- Her brother.
- He likes to make videos.

## 2. Hablar

**Suggestions:** Have students use a graphic organizer such as a family tree to discuss their ideas.

**Answers** will vary.

## 3. Leer

**Suggestions:** Have students use context and prior knowledge to determine Ana's problem. Help them comprehend the last line—*¡Nacho me vuelve loca!* (Nacho drives me crazy!)

**Answers:**

Ana's older brother Nacho always talks to their parents about Ana, her friends, and what they do.

## 4. Escribir

**Suggestions:** Refer students to *Actividad 12* on p. 229 for a model.

**Answers** will vary.

## 5. Pensar

**Suggestions:** Have students re-read *A primera vista*, the *Fondo cultural*, *Lectura*, and *La cultura en vivo* and look at the photos in order to write their description.

**Answers** will vary.



## Assessment

- **ExamView** **Chapter Test**
- **Assessment Program: Examen del capítulo**
- **ExamView** **Test Banks A and B**
- **Audio Program CD 21: Chap. 5A, Track 1**