Standards for Capítulo 1A

To achieve the goals of the Standards, students will:

Communication

1.1 Interpersonal
- Talk about families and celebrations
- Talk about classes and school materials
- Talk about favorite activities and preferences
- Talk about the royal family of Spain
- Talk about personal heroes

1.2 Interpretive
- Read and listen to information about family celebrations
- Read a picture-based story
- Listen to and watch a video about a birthday party
- Read about the royal families of Carlos IV, Juan Carlos I
- Read about the family of Carlos IV
- Read a child's birthday card
- Read about a quinceañera
- Watch and listen to a video mystery
- Read a public service announcement

1.3 Presentational
- Present information about families and celebrations
- Write about how family members are related

Culture

2.1 Practices and Perspectives
- Explain Hispanic names and naming conventions
- Describe celebration traditions like the piñata

2.2 Products and Perspectives
- Discuss Carmen Lomas Garza and her painting
- Discuss papel picado
- Discuss the royal family of Spain
- Discuss Francisco de Goya and his painting
- Discuss the family of Carlos IV
- Discuss Diego Rivera and his portrayal of indigenous people through painting

Connections

3.1 Cross-curricular
- Discuss important artists and their work: Garza, Goya
- Discuss the royal family of Spain

3.2 Target Culture
- Read a version of the fairy tale “La Cenicienta”

Comparisons

4.1 Language
- Talk about new vocabulary through the recognition of cognates
- Compare the uses of tener idioms with English
- Compare the use of possessive adjectives
- Explain the use of diminutives in Spanish

4.2 Culture
- Compare family celebrations
- Compare crafts
- Compare the role of families
- Compare pictorial representations of families

Communities

5.1 Beyond the School
- Identify Hispanic surnames in a local phonebook

5.2 Lifelong Learner
- View a video mystery series

Fondo cultural

Pablo Picasso (1881–1973), one of the best-known Spanish artists of the twentieth century, had a long, productive career creating art in a wide range of styles and forms. He showed remarkable artistic talent as a child and had his first exhibition when he was 13 years old. “Three Musicians” is an example of Picasso’s cubist painting style.

• Study this painting and list some characteristics that show why this style is known as “cubism.”

“Musiciens aux masques / Three Musicians” (1921), Pablo Picasso

Differentiated Instruction

STUDENTS NEEDING EXTRA HELP
Guided Practice Activities
• Vocabulary Check, Flash Cards
• Grammar
• Reading and Speaking Support

Guided Practice Audio CDs
• Disk 1, Track 2

HERITAGE LEARNERS
Realidades para hispanohablantes
• Chapter Opener, pp. 10–11
• A primera vista, p. 12
• Videohistoria, p. 13
• Manos a la obra, pp. 14–21
• ¡Adelante!, pp. 22–27
• Repaso del capítulo, pp. 28–29

ADVANCED/PRE-AP*
Pre-AP* Resource Book, pp. 58–61
¿Qué te gusta hacer?

Chapter Objectives

- Talk about activities you like and don't like to do
- Ask others what they like to do
- Understand cultural perspectives on favorite activities

Video Highlights

A primera vista: ¿Qué te gusta hacer?
GramActiva Videos: infinitives; making negative statements

Country Connection

As you learn to talk about what you and your friends like to do, you will make connections to these countries and places:

Más práctica

- Realia para hispanohablantes, pp. 10–11

Fondo cultural

Resource: Fine Art Transparency 44

Suggestions: Point out that “cubism” comes from the word “cube.” Ask students to describe the properties of a cube before answering the question.

Answers will vary but might include the following: The objects in the painting are made up of squares and other geometric figures.

Teaching with Art

Resource: Fine Art Transparency, p. 34

Suggestions: Show the transparency. Explain that Picasso developed his cubist style after years of study and work in more traditional styles of painting. He felt he could express ordinary things best by using simple geometric shapes.
A primera vista
Vocabulario y gramática en contexto

Core instruction

- Standards: 1.2
- Focus: Presenting new vocabulary about leisure activities and likes and dislikes
- Suggestions: Use the TPR Stories Book or the Input Script from the Teacher’s Resource Book as a source of ideas for presentation of new vocabulary and comprehensible input. Keep in mind that A primera vista is designed for input of new words and lexical presentation of grammatical structures explained in the Manos a la obra section.

Tell students that a primera vista means “At first sight.” Point out that pictures often help us understand the meanings of unfamiliar words. Show Transparency 32 to guide the presentation. Tell students that the words in heavy blue type are the words they will be responsible for knowing.

Read each conversation and dramatize each sentence as you say it. Use gestures, facial expressions, and tone to convey meaning. Ask students to guess the meaning. When they understand the statements, begin substituting words from the visuals, using the transparencies to highlight the substitution.

Ask students to raise their hands when they hear an activity they like. Ask a volunteer to track the responses and tally them on the board to see which are the most- and least-favored leisure activities.

Bellringer Review

Have students practice greeting and introducing themselves to two other classmates.

Additional Resources

- Audio Program: Canciones CD, Disc 22

Differentiated Instruction

Heritage Language Learners

Have students identify the leisure activities that are most popular with young people in their heritage countries. Are there any leisure activities preferred by people in Spanish-speaking countries that are not common in the United States? Are there differences in what the activities are called in various countries?

Students with Learning Difficulties

Use the Organizer from the Practice Workbook to create a written vocabulary list for easy reference for oral, listening, and writing activities throughout the chapter. The list will help students to succeed with the activities. Encourage them to use their lists whenever they need them.
¿Qué te gusta más, ver la tele o montar en bicicleta?
—Pues, no me gusta ni ver la tele ni montar en bicicleta. Me gusta usar la computadora y jugar videojuegos. Y a ti, ¿qué te gusta más?

¡Te gusta o no te gusta?
You will hear Rosa say what she likes to do and doesn’t like to do. Give a “thumbs-up” sign when you hear her say something she likes to do and a “thumbs-down” sign when she says something she doesn’t like to do.

¿A mí me gusta mucho escribir cuentos y dibujar! ¡No me gusta nada cantar!
—¡Uy! A mí tampoco.

Escribir cuentos
Montar en monopatín
Dibujar
Cantar
Ver la tele
Usar la computadora

Culture Note
Because the climates and cultures of Spanish-speaking countries are so diverse, a variety of leisure activities are available. People in eastern Chile can engage in mountain climbing. In Caracas, Venezuela, free time can be spent surfing and swimming. Throughout Mexico, soccer is a common sport on any open field.

Teacher-to-Teacher
Have students make flashcards using the Clip Art from the Teacher Express CD-ROM or Teacher’s Resource Book. Students can write a Spanish word on one side of each card and paste the picture on the other. For nonvisualized words, have students write the Spanish word.

Language Input

Resources: Teacher’s Resource Book: Audio Script, p. 33; Audio Program: Track 3; Answers on Transparencies
Focus: Listening to someone talk about likes and dislikes; indicating comprehension
Suggestions: Demonstrate the “thumbs-up” and “thumbs-down” signs. Play the Audio CD or read the script to the class. Allow students to listen and display the signs several times.

Script and Answers:
¡Hola! Me llamo Rosa y me gusta mucho bailar. (up) También me gusta escuchar música y cantar. (up) No me gusta ver la tele ni jugar videojuegos. (down) Y tampoco me gusta nadar. (down) ¡Uy! ¡Me gusta más bailar! (up)

Extension: Choose other new vocabulary to vary and extend the activity.

Me gusta . . .
Listen to what some people like to do. Point to the picture of the activity each describes.

Más práctica
• Practice Workbook, pp. 13–14: 1A-1, 1A-2
• WAV Wbk.: Writing, p. 14
• Guided Practice: Vocab. Flash Cards, pp. 25–28
• Real. para hispanohablantes, p. 12
¿Qué te gusta hacer?

You're going to meet eight students from around the Spanish-speaking world and find out what they like and don't like to do. You'll be able to figure out where they live by looking at the globes on the page.

Strategy

Using visuals

Look at the pictures with each postcard to help you understand the meaning of the new words.

• Can you predict what each student likes to do?

Audio

Captions

Saludos desde Madrid

¿Y yo me llamo Ana.
A mí me gusta hablar
por teléfono.

¡Hola! Me llamo Claudia y me
gusta usar la computadora y
pasar tiempo con mis amigos.

Yo soy Teresa. También me gusta
usar la computadora, pero me
gusta más jugar videojuegos.

Advanced Learners

Have students choose one of the places named on the postcards and do Internet or other research on the locale's popular places, events, or holidays. Pictures or other graphics showing the city can add visual interest to the written or oral presentation to the class.

Multiple Intelligences

Verbal/Linguistic: Ask students to bring in a postcard or photo of where they live, as well as a photo of themselves. Ask them to use the Videohistoria as a model to write a brief caption that tells who they are and what they like to do. Post the photos and captions in the classroom.
¡Hola, amigos! Me llamo Angélica y me gusta mucho montar en bicicleta.

¿Qué tal, amigos? Soy Gloria. A mí me gusta ir a la escuela, y también me gusta patinar.

Me llamo Raúl. Me gusta ir a la escuela . . . más o menos . . ., pero me gusta más leer revistas.

¿Qué te gusta más, leer revistas o montar en monopatín?
1. ¿Qué te gusta más, leer revistas o montar en monopatín?
2. ¿Qué te gusta más, jugar videojuegos o bailar?
3. ¿Qué te gusta hacer en junio? ¡Y en diciembre?

Más práctica
- Practice Workbook, pp. 15–16: 1A-3, 1A-4
- WAW Wbk.: Video, pp. 7–9
- Guided Practice: Vocab. Check, pp. 29–32
- Real para hispanohablantes, p. 13

San Antonio has been part of six different nations: Spain, France, Mexico, the Republic of Texas, the Confederate States of America, and the United States of America. The Alamo, built in 1724, was originally part of a Franciscan mission, called Misión San Antonio de Valero. It was fortified in the early 1800s. In 1836, a relatively small group of separatist Texans led by Colonel William Travis, David (Davy) Crockett, and Jim Bowie, defended the Alamo against thousands of Mexican troops for 13 days before they were defeated. The defeat mobilized the movement for independence from Mexico. Today the Alamo remains an important historical symbol to Texans.
Focus: Practicing vocabulary for activities
Suggestions: Show the transparencies to review visualized vocabulary. Remind students that ¡Respuesta personal! means they supply their own answers. Leave the transparencies on the projector as a visual reference while students work.

Answers will vary.

Focus: Practicing vocabulary for likes and dislikes; writing infinitives
Suggestions: Be sure students understand that the words shown on the chart are models. They do not have to include them in their own charts. Remind them to save their charts for Actividad 7.

Answers will vary.

Focus: Communicating likes and dislikes to a partner
Suggestions: Help students understand that this is a real conversation, so they will need to listen to their partners carefully. Be sure Student B understands that he or she should answer truthfully.

Answers will vary.

Give each student at the beginning of a row a blank sheet of paper. Tell them to write a Spanish infinitive and pass the paper to the next person, who will write another infinitive, and so on. Call time. Have a student in one of the rows say one of the infinitives, and tell the rest of the class to pantomime the action. Do this several times. To extend the activity, choose several students to pantomime infinitives, and have the rest of the class write sentences using them.
¿Qué te gusta hacer?

Ask your partner whether he or she likes doing the activities below. Your partner will answer using one of the two responses shown. Then switch roles and answer your partner’s questions.

**Modelo**

A — ¿Te gusta montar en monopatín?

B — Sí, me gusta mucho.

C — No, me gusta nada.

**Estudiante A**

1. ¿Te gusta ...?

2. ¿Te gusta ...?

3. ¿Te gusta ...?

4. ¿Te gusta ...?

5. ¿Te gusta ...?

6. ¿Te gusta ...?

7. ¿Te gusta ...?

8. ¿Te gusta ...?

**Estudiante B**

¡Respuesta personal!

**Fondo cultural**

Outdoor cafés are popular gathering places throughout the Spanish-speaking world. Friends go there to enjoy a snack or light meal, catch up with one another, or just watch people go by.

- Where do you go to spend time with friends or to meet new ones? How does your experience compare with that of the Spanish teens shown here at a café in Madrid’s Plaza Mayor?

**También se dice ...**

No me gusta nada = No me gusta para nada (muchas países)

**Culture Note**

The Plaza Mayor is one of Madrid’s most famous meeting places. Built in the seventeenth century by Felipe III, it was designed to display his wealth and power. Ceremonies, festivities, and even bullfights have occurred there. Some days it is used as a marketplace. The Plaza Mayor hosts musical performances and visitors from all over the world.
Gramática

Infinitives

Verbs are words that are most often used to name actions. Verbs in English have different forms depending on who is doing the action or when the action is occurring:

- I walk, she walks, we walked, etc.

The most basic form of a verb is called the infinitive. In English, you can spot infinitives because they usually have the word “to” in front of them:

- to swim, to read, to write

Infinitives in Spanish, though, don’t have a separate word like “to” in front of them. Spanish infinitives are only one word, and always end in -ar, -er, or -ir:

- nadar, leer, escribir

¿Cuál es?

On a sheet of paper, make a chart with three columns for the headings -ar, -er, and -ir. Then look at these pictures of activities. Write the infinitive for each activity under the corresponding head. Save your chart to use in Actividad 11.

Students with Learning Difficulties

Give several examples of infinitives in English. Have students give examples themselves. Clarify the relationship between “to…” in English and -ar, -er, -ir in Spanish. You might have them add that to their “activity list” for ready reference until the fact is internalized.

Multiple Intelligences

Verbal/Linguistic: Have students refer to pp. 28–29 and list all the infinitives and infinitive phrases (e.g., pasar tiempo con mis amigos) used in the Videohistoria conversation.
**Actividad 11: Escribir**

**El verbo es . . .**

Here are some verbs in English. Look them up in the English-Spanish glossary at the back of the book and write down the Spanish infinitives on the chart you made in Actividad 9.

- to walk 1. to live 2. to eat 3. to study 4. to have

It's easy to talk about the things you like to do once you know the infinitive, because you just add the infinitive to *Me gusta*. Try writing this sentence in Spanish: I *like to sleep.*

**Actividad 12: Escribir/Hablar**

**Encuesta: ¿Qué te gusta hacer?**

1. Ask four classmates to tell you two things they like to do (¿Qué te gusta hacer?) and two things they don't like to do (¿Qué no te gusta hacer?). Record their names and responses on a chart like this one.

2. Work in groups of four. Add up the results of your interviews to see which activities are the most popular and which ones are the least popular.

3. Share your results with the class.
   - Las actividades más (most) populares:
   - Las actividades menos (least) populares:

**Actividad 13: Escuchar/Escribir**

**Escucha y escribe**

Write the numbers 1–7 on a sheet of paper. You will hear Raúl say seven things that he likes to do. Write them down as he says them. Spelling counts!

**Más práctica**

- Practice Workbook, p. 17: 1A-5
- WAV Wbk.: Writing, p. 15
- Guided Practice: Grammar Acts., pp. 33
- Real. para hispanohablantes, pp. 14–17

**¿Recuerdas?**

Remember to include any accent marks when you spell a word.

**Enrich Your Teaching**

Teacher-to-Teacher

Take time to explain the Glossaries to students. For most, this will be the first time they have used a dictionary with two languages. Point out that there are two sections, one that presents words from Spanish to English, and one that presents them from English to Spanish. Warn of the limitations of using dictionaries and glossaries, especially as this relates to words that have multiple meanings in one language but not the other.

**Practice and Communicate**

**Actividad 11: Standards: 1.3, 4.1**

**Focus: Using the glossary or dictionary to look up unfamiliar words**

**Suggestions: Help students locate the Glossary that starts on p. 496. Show them how to find the first item.**

**Answers:***

1. caminar 4. estudiar
2. vivir 5. tener

**Actividad 12: Standards: 1.1, 1.2, 1.3**

**Focus: Surveying likes and dislikes**

**Suggestions: Using the transparency, have students review infinitives to describe leisure-time activities.**

**Answers will vary.**

**Actividad 13: Standards: 1.2, 1.3**

**Focus: Listening comprehension and writing accuracy**

**Suggestions: Read the ¿Recuerdas? and ask for three examples of words that have accent marks. Play the Audio CD or read the script.**

**Script and Answers:**

1. Me gusta tocar la guitarra.
2. Me gusta ver la tele.
3. También me gusta jugar videojuegos.
4. Me gusta ir a la escuela.
5. Me gusta patinar.
6. Me gusta usar la computadora.
7. ¡Y me gusta mucho escuchar música!

**Enrich Your Teaching**

**Resources for All Teachers**

**Teacher-to-Teacher**

Take time to explain the Glossaries to students. For most, this will be the first time they have used a dictionary with two languages. Point out that there are two sections, one that presents words from Spanish to English, and one that presents them from English to Spanish. Warn of the limitations of using dictionaries and glossaries, especially as this relates to words that have multiple meanings in one language but not the other.

**Additional Resources**

- WAV Wbk.: Audio Act. 7, p. 12
- Teacher’s Resource Book: Audio Script, p. 34
- Audio Program: Track 10

**Assessment**

- ExamView® Quiz
- Prueba 1A-3: Infinitives, p. 17
Exploración del lenguaje

Cognates
Words that look alike and have similar meanings in English and Spanish are called cognates (cognados). Here are examples from this chapter:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>popular</td>
<td>popular</td>
</tr>
<tr>
<td>usar</td>
<td>to use</td>
</tr>
<tr>
<td>guitarra</td>
<td>guitar</td>
</tr>
<tr>
<td>computadora</td>
<td>computer</td>
</tr>
</tbody>
</table>

Try it out! Look at pp. 26–29 and make a list of seven cognates from the vocabulary on those pages.

Strategy
Recognizing cognates
Becoming skilled at recognizing cognates will help you understand what you read and will increase your vocabulary.

Bellringer Review
Have students refer to the map on p. xxi and locate the three islands in the Caribbean where Spanish is spoken, and their capitals.

Resource: Fine Art Transparency 24
Suggestions: Have students read the Fondo cultural. Then have students find the Dominican Republic on the map on p. xxi, or on the transparency. Ask them to identify the musical instruments they see. Have students answer the question and discuss their responses.
Answers will vary.

Teaching with Art
Resource: Fine Art Transparency 24
Have students examine the painting Merengue by Jaime Antonio González Colson. The artist was born in the Dominican Republic in 1901. The indigenous peoples of the Dominican Republic were influenced by both Spanish and African cultures, and its music, dance, and art reflect these influences. Ask students: What words in Spanish do you know that describe the actions in the painting? (hablar, tocar, cantar, bailar)

Heritage Language Learners
Students may have items from Spanish-speaking countries in their homes that they can share with their classmates. Ask if anyone has maracas, un güiro, un rascador, una clave, or una cabassa to bring to class. Emphasize, however, that students should not bring valuables or rare items.

Advanced Learners
Have students research artist Jaime Antonio González Colson. Ask them to use the Internet and other resources to find information about his life, other artists who influenced his work, and additional examples of his work. Students can share their research with the class.

Jaime Antonio González Colson (1901–1975) was an artist from the Dominican Republic. His works usually focused on the people and culture of his homeland.

The merengue, the dance shown in this painting, originated in the Dominican Republic in the nineteenth century. One of the instruments used to accompany it is the güiro (shown at the top right), made from a gourd and played by scraping it with a forked stick.

• What instruments set the rhythms in the music that you listen to?

Las maracas, el güiro, la cabassa y las claves son instrumentos típicos de la música del Caribe.

34 treinta y cuatro
Tema 1 • Mis amigos y yo
El baile y la música del mundo hispano

Each country in the Spanish-speaking world has distinct musical styles and traditions. Many of the unique rhythms and dances of Spanish-speaking countries are now popular in the United States. This music features instruments such as guitars, violins, accordions, and various types of percussion such as güiros, sticks, cymbals, cow bells, and drums. As you read the captions, see how many words you can understand due to their similarity to English words. After you read, your teacher will play examples of each type of music. Listen for the different instruments used.

Enrique Barros, Madera, and Mugno, are composers of the República's merengue.

**Conexiones**

La música

El flamenco es un baile típico de España. El instrumento más importante en el flamenco es la guitarra.

En la República Dominicana, el baile tradicional es el merengue. El merengue tiene muchos ritmos africanos.

En Argentina, el tango es muy popular. Es un baile romántico.

En Puerto Rico, la salsa es el baile preferido. El ritmo de la salsa es popular en la música de los Estados Unidos también.

La cumbia es el baile más famoso de Colombia.

- Reread each of the captions and make a list of seven cognates.
- Make a list of instruments you heard in the different songs. You might need to listen to the music again.

**Enrich Your Teaching**

**Culture Note**

Play a merengue CD by Juan Luis Guerra, the Dominican Republic's foremost contemporary composer of songs with this rhythm. Tango rhythms by Carlos Gardel, and Astor Piazzola and salsa music by Celia Cruz or Tito Puente are good selections. Cumbia musicians Juan Madera, Walter Choperana Mugno, José Barros, and Mario García are also good choices. The local library may have music from Spanish-speaking countries, or you may be able to find short clips on the Internet.

**Internet Search**

**Keywords:** merengue, tango, salsa, cumbia

**Practice and Communicate**

**Teacher’s Resources:** Teacher’s Resource Book: Audio Script, p. 35; Audio Program: Tracks 13–18; Answers on Transparencies

**Focus:** Reading for comprehension using cognates and context; making cross-curricular connections to music

**Suggestions:** Read through El baile y la música del mundo hispano with students. Then have them read each of the captions silently, using cognates, the photos, and the globe locators to help with comprehension. Ask volunteers to share their understanding of the captions. Then have students complete the activity.

**Answers:**

Cognates: típico, música popular, romántico, República, tradicional, ritmo(s), africanos, preferido, famoso

Instruments: Answers will vary.

**Common Errors:** Some students may be confused by the general placement of adjectives and adjective phrases after the noun they modify. Explain to students that in Spanish, the noun usually comes first.

**Pre-AP* Support**

- **Activity:** Have students read the captions carefully as a homework assignment. In class the next day, read only a portion of the assigned page as a dictation. (A few sentences should be enough.) Have students write what they hear. After they finish writing, point out the selection that you read in the book and have students correct their answers.
- **Pre-AP* Resource Book:** Comprehensive guide to Pre-AP* communicative skill development, pp. 9–17, 36–46

**Theme Project**

Give students copies of the Theme Project outline and rubric from the Teacher’s Resource Book. Explain the task to them, and have them perform Step 1. (For more information, see p. 24-a.)

**Teacher-to-Teacher**

Bring to class a recording of merengue music. Although it originated in the 19th century, it is still very popular. If you have time, show students pictures of merengue performers, play a few songs, and have them listen for the rhythm, instruments, and any words they understand.
**Gramática**

**Negatives**

To make a sentence negative in Spanish, you usually put no in front of the verb or expression. In English you usually use the word “not.”

No me gusta cantar.  
I do not like to sing.

To answer a question negatively in Spanish you often use no twice. The first no answers the question. The second no says, “I do not . . . (don’t).” This is similar to the way you answer a question in English.

¿Te gusta escribir cuentos?  Do you like to write stories?
No, no me gusta.  No, I don’t.

In Spanish, you might use one or more negatives after answering “no.”

¿Te gusta cantar?  Do you like to sing?
No, no me gusta nada.  No, I don’t like it at all.

If you want to say that you do not like either of two choices, use ni . . . ni:

No me gusta ni nadar ni dibujar.  I don’t like either swimming or drawing.

I like neither swimming nor drawing.

**¿Recuerdas?**

Did you remember that nada has another meaning?

• ¿Qué pasa? Nada.

In this case, nada means “nothing.”

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**Leer/Escribir**

**Una persona muy negativa**

Fill in the blanks in the dialogue with one of these expressions: no, nada, tampoco, ni . . . ni.

Tomás es un nuevo estudiante en la clase y es una persona muy negativa.

Ana: Hola, Tomás. ¿Te gusta escuchar música?

Tomás: No, 1. me gusta.

Ana: Pues, ¿qué te gusta más, jugar videojuegos o usar la computadora?

Tomás: No me gusta 2. jugar videojuegos 3. usar la computadora.

Ana: ¿Te gusta practicar deportes?

Tomás: No, no me gusta 4. practicar deportes.

Ana: Pues, Tomás, no me gusta pasar tiempo con personas negativas.

Tomás: ¡A mi 5.!

36 treinta y seis

Tema 1 • Mis amigos y yo

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**Students with Learning Difficulties**

To help visual learners grasp the pattern for negation, write No, I don’t like to sing, and No, no me gusta cantar. Circle No and write the number 1, then circle don’t and write the number 2. In the Spanish version, circle the first No and write the number 1, then circle the second no and write the number 2.

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**Advanced Learners/Pre-AP**

Have students write a paragraph describing what they like to do, what they do not like to do, and what they do not like to do at all. When you hand back their corrected papers, have them rewrite the paragraphs and display them for the class to read.
Practice and Communicate

Bellringer Review

Ask students to name the activities shown in the Student A balloon.

Resources: Answers on Transparencies
Focus: Asking and answering questions using negatives
Suggestions: Remind pairs that Student B will always respond in the negative. When students finish, have them reverse roles and repeat the activity.

Answers:
1. patinar
2. montar en bicicleta
3. nadar
4. usar la computadora
5. dibujar
6. ir a la escuela

Extension: Use Voc. & Gram. Transparencies 32 and 33 to cue additional activities.

Activities

Standards: 1.1

Focus: Asking and answering questions about likes and dislikes
Suggestions: Review the visualized vocabulary with the class. Role-play the Modelo with a student. Stress the ni ... ni to emphasize the negatives. When students have completed the activity, ask several pairs to present the conversation to the class.

Answers:
1. ¿Qué te gusta más, leer o cantar? Pues, me gusta más leer. o: ¿... leer ni cantar.
2. ¿... ver la tele o tocar la guitarra?
3. ¿... jugar videojuegos o montar en monopatín?
4. ¿... hablar por teléfono o pasar tiempo con amigos?

Enrich Your Teaching

Resources for All Teachers

Teacher-to Teacher

Ask students to brainstorm a gesture for each of the vocabulary words in the photos. Then have students work in pairs to give and follow simple instructions using the vocabulary: Student A says hablar por teléfono or tocar la guitarra and Student B acts out the expression.

Student A continues giving instructions until Student B misses one and then they switch roles.

Additional Resources

- WAV Wbk.: Audio Act. 6, p. 11
- Teacher’s Resource Book: Audio Script, p. 34, Communicative Activity BLM, pp. 38–39
- Audio Program: Track 8

Assessment

- ExamView® Quiz
- Prueba 1A-4: Negatives, p. 18

¡No, no me gusta!

Today you feel as negative as Tomás. With a partner, respond to each question saying that you don’t like to do any of these activities.

¿Qué te gusta más?

Find out what your partner likes more. Then switch roles.

¿No, no me gusta . . .
**Core Instruction**

**Standards:** 4.1

**Suggestions:** Be sure students understand that they say *A mi también* to agree with an affirmative statement and *A mi tampoco* to agree with a negative statement. Use the second portion of the GramActiva Video on negatives.

---

**Bellringer Review**

Show Voc. and Gram. Transparency 36 and have students tell a partner one activity they like to do and one activity they don’t like to do using *gustar* expressions.

**Resources:** Voc. and Gram. Transparencies 32–33

**Focus:** Expressing agreement or disagreement in personalized context

**Suggestions:** Ask students to brainstorm leisure activities they like and do not like to do while you write them on the board. Show the transparencies to help them recall the words. Then have students write their own lists.

**Answers** will vary.

---

**Resources:** Answers on Transparencies

**Focus:** Reading comprehension

**Suggestions:** Explain to students that they do not know all these words and should use cognates and context for overall comprehension. Direct students to the glosses.

**Answers:**
1. Rafael; a hobby
2. a sport; that it’s not just a fad, it’s a real sport, and good exercise
3. Answers will vary.

---

**Gramática**

**Expressing agreement or disagreement**

To agree with what a person likes, you use “*a mi también.*” It’s like saying “me too” in English.

<table>
<thead>
<tr>
<th>Me gusta pasar tiempo con amigos.</th>
<th>I like to spend time with friends.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A mi también.</em></td>
<td><em>Me too.</em></td>
</tr>
</tbody>
</table>

If someone tells you that he or she dislikes something, you can agree by saying “*a mi tampoco.*” It’s like saying “me neither” or “neither do I” in English.

<table>
<thead>
<tr>
<th>No me gusta nada cantar.</th>
<th>I don’t like to sing at all.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A mi tampoco.</em></td>
<td><em>Me neither.</em></td>
</tr>
</tbody>
</table>

---

**Escribir/Hablar**

**¿También o tampoco?**

Write a list of three things that you like to do and three things that you don’t like to do. Tell your partner the activities on your list. Your partner will agree or disagree based upon his or her personal preferences. Follow the model.

**Modelo**

A — *Me gusta mucho bailar.*
B— *A mi también.*
A — *No me gusta nada cantar.*
B— *A mi tampoco.*
A — *Pues, a mí me gusta cantar.*

---

**Leer/Escribir**

**Opiniones**

Read the opinions of two students on snowboarding. Then answer the questions.

1. Who thinks that snowboarding is “neither a fad nor a sport”? What does he or she consider it to be?
2. What does the other person consider snowboarding to be? What else does this person say about snowboarding?
3. ¿A ti te gusta el snowboard? En tu opinión, ¿es un deporte o una moda?

**Más práctica**

- Practice Workbook, p. 19: 1A-7
- *Guided Practice: Grammar Acts., p. 36*
- *Real para hispanohablantes, pp. 19–21*

---

**Differentiated Instruction**

**Students with Learning Difficulties**

Some students may have difficulty understanding the two choices in the second model for *Actividad* 18. Explain that the first means that they agree with their partner, and the second means that they disagree. Write the model on the board and label the choices as “agree” and “disagree.”

**Heritage Language Learners**

Have students choose two leisure activities studied in this chapter and use the text in *Actividad* 19 as a model to express written opinions appropriate for their selections. Provide feedback on errors in standard Spanish.
**Pronunciación**

**The vowels a, e, and i**

The vowel sounds in Spanish are different from those in English. In Spanish, each vowel has just one sound. Spanish vowels are also quicker and shorter than those in English.

The letter a is similar to the sound in the English word pop. Listen to and say these words:

- andar
- cantar
- trabajar
- hablar
- nadar
- pasar

The letter e is similar to the sound in the English word met. Listen to and say these words:

- tele
- me
- es
- Elena
- deportes

The letter i is similar to the sound in the English word see. As you have already seen, the letter y sometimes has the same sound as i. Listen to and say these words:

- sí
- escribir
- patinar
- lápiz
- ti
- mío

**Try it out!**

Listen to and say this rhyme:

A-E-I El perro canta para ti.
A-E-I El tigre baila para mí.

Try it again, substituting el gato for el perro and la cebra for el tigre.

---

**El español en la comunidad**

Hispanics in the United States make up approximately 13 percent of the total population and are the fastest-growing minority group. By the year 2050, the Hispanic population is expected to be almost 25 percent of the total United States population. Because of this, many Spanish-language media sources—magazines, newspapers, television, radio, and Internet—are available throughout the country.

- Make a list of Spanish-language media sources in your community. Try to find local, regional, national, or even international sources. If possible, bring in examples. How much can you understand?

These sources will help you improve your Spanish, and you’ll learn about Spanish-speaking cultures as well.

---

**Theme Project**

Students can perform Step 2 at this point. Be sure they understand your suggestions. (For more information, see p. 24-a.)

---

**Additional Resources**

- WAV Wbk.: Audio Act. 7, p. 12
- Teacher’s Resource Book: Audio Script, pp. 34–35
- Audio Program: Track 17

---

**Teaching Support**

**Teacher-to-Teacher**

Use this tongue twister to teach the vowels a, e, and i:

Mi mamá me mima y mimo a mi mamá. (“My mom pampers me, and I pamper my mom.”)

---

**Culture Note**

The 2000 Census determined that Spanish-speaking people are the largest minority in 23 of the 50 states. A 2002 Census Survey estimated that 38 million people living in the United States claim Latino heritage, representing one out of nine residents and making Spanish the second most-spoken language in the country.
¿Qué te gusta hacer?

Here are some notes that four students have written to a popular teen magazine. All four are looking for e-pals. As you read their notes, think about how their likes and interests compare to yours.

<table>
<thead>
<tr>
<th>Colombia</th>
<th>Daniel, 13 años</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Me gusta mucho ver la tele y escuchar música clásica. También me gusta tocar el piano y pasar tiempo con amigos en un café o en una fiesta. ¡Y a tí!”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Puerto Rico</th>
<th>Marisol, 14 años</th>
</tr>
</thead>
<tbody>
<tr>
<td>“¿Te gusta practicar deportes y escuchar música? ¡A mí me gusta mucho! También me gusta jugar al básquetbol. ¡Hasta luego!”.</td>
<td></td>
</tr>
</tbody>
</table>

**Bellringer Review**
Ask students to explain what cognates are and give examples.

**Lectura**

<table>
<thead>
<tr>
<th>Core Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards: 1.2, 1.3, 4.1</td>
</tr>
</tbody>
</table>

**Resources:** Voc. and Gram. Transparencies 37–38

**Focus:** Reading about other teens’ likes and dislikes

**Suggestions:**

- **Pre-reading:** Direct attention to the Strategy. Have students quickly scan the selection to see if they can identify any cognates. Remind them that cognates can help them to understand the notes as they read them.

- **Reading:** Have students read each note without interruption. They can predict the meaning of the notes from the context and cognates. Stop after each note and ask volunteers to tell what activities were mentioned.

- **Post-reading:** After students finish reading the four notes, review each one with them. Ask a volunteer to read the first note aloud. Ask: What things does Marisol like to do? Let students suggest activities until all volunteers have spoken. Make sure the class agrees on all of the activities and that they are correct. Ask students to explain how they arrived at their understanding. Repeat the exercise with all four notes.

**Block Schedule**
Divide the class into groups of three or four. Have them write as many cognates as they can in five minutes. Have them agree in their group what cognates are. Call time and ask a representative of each group to give their explanation.

**Strategy**
Use what you already know about cognates to figure out what new words mean.

**Multiple Intelligences**

- **Intrapersonal/Introspective:** Have students respond to the four young people from Puerto Rico, Colombia, España, and Guinea Ecuatorial by writing an e-pal note to each one. In their e-mails, students should tell Marisol, Daniel, Silvia, and Pablo about themselves, indicating their own likes and dislikes.

**Students with Learning Difficulties**

Have students divide a sheet of paper into four equal sections. In each section, have them list what each student likes and doesn’t like to do. They may wish to use this list as an aid in answering the questions in the ¿Comprendes? section.

**Differentiated Instruction**
Solutions for All Learners

**Objectives**
- Read about favorite activities of some teenagers
- Understand cultural perspectives regarding dancing
- Give an oral presentation about your activities
- Learn facts about Spain
¿Comprendes?

1. Draw a bar graph. Indicate on the graph how many of the four young people like each of these types of activities: televisión, música, deportes, pasar tiempo con amigos. Which are the most popular?
2. Of the four students, with whom do you have the most in common?
3. Write a personal message similar to those in the magazine. Use one of them as a model.

Guinea Ecuatorial
Pablo, 15 años

“Me gusta mucho jugar al voleibol y al tenis. Me gusta escribir cuentos y también me gusta organizar fiestas con amigos. No me gusta ni jugar videojuegos ni ver la tele. ¡Hasta pronto!”

España
Silvia, 17 años

“No me gusta leer revistas, bailar y cantar. Soy fanática de la música alternativa. También me gusta hablar por teléfono con amigos. ¿Y a ti? ¿Qué te gusta hacer?”

Más práctica

- WAV Wbk.: Writing, p. 17
- Guided Practice: Lectura, p. 37
- Real para hispanohablantes, pp. 22–23

Pre-AP* Support

- Activity: Have pairs of students write one true statement and one false statement about these four students’ likes and dislikes. Share sentences aloud with classmates. Then, have students turn false statements into true statements.
- Pre-AP* Resource Book: Comprehensive guide to Pre-AP* reading skill development, pp. 18–24

Teacher-to-Teacher

If you have the resources, students may enjoy having an e-pal with whom they can practice Spanish. This could take the form of a class-only chat if you have access to a lab or an arrangement with another Spanish class, or with students in a Spanish-speaking country. If Internet access is not available, students may enjoy having a secret pen pal in class. They can draw names and write notes that you collect and distribute.

For Further Reading

Student Resource: Realidades para hispanohablantes: Lectura 2, pp. 24–25
¿Te gusta bailar?

Thanks to the worldwide popularity of Latin music, Latin dances have captured the attention of people of all ages. As a result, people all around the United States are learning dances such as the merengue, tango, and salsa. Here is a dance you can learn. It is called the mambo, and it originated in Cuba in the 1940s.

El mambo

Directions

Beat 1 (of the music):
Step forward with the left foot and slightly raise the right foot in a rocking motion.

Beat 2: Step back down on the right foot.
Beat 3: Place the left foot next to the right foot.
Beat 4: Hold both feet in place with the left and right feet next to each other.

Repeat the same motion, now moving backwards.

Beat 5: Step backward with the right foot and slightly raise the left foot in a rocking motion.
Beat 6: Step back down on the left foot.
Beat 7: Place the right foot next to the left foot.
Beat 8: Hold both feet in place with the left and right feet next to each other.

These steps are repeated throughout the music. If partners dance together, then the male should start with his left foot going forward and the female should start with her right foot going backward.

Think about it! How is doing the mambo with a partner different from dances you might do? What dances do you know from the United States that are danced with a partner?

Heritage Language Learners

Some students may be familiar with the mambo and the music associated with it. If so, allow them to help teach the steps and to share personal experiences if they wish. Others may be familiar with other dances from Spanish-speaking countries and may have interesting stories to share with the class.

Multiple Intelligences

Musical/Rhythmic: If students master the dance quickly, they may find other dances interesting too. Encourage them to research salsa, merengue, or tango and present their findings to the class, preferably demonstrating the dance.
**Presentación oral**

**A mí me gusta mucho...**

**Task**
You are a new student at school and have been asked to tell the class a little bit about your likes and dislikes.

1. **Prepare** Copy this diagram on a sheet of paper. Write a list of at least five activities that you can include in the three different ovals.

   ![Diagram](image)

   Using your list, create a poster or other visual aid to illustrate the three categories and at least five activities. To illustrate the activities, you can make drawings, cut pictures out of magazines, or show photos of yourself doing the activity. Make sure that each activity is easy to identify. You will use this visual as part of your presentation.

2. **Practice** Go through your presentation with a few class members. You can use your notes the first time or two, but then practice using only the visuals.

3. **Present** Talk about yourself using the visual you have created. Remember to look at the Evaluation list below so you know what you need to emphasize in your presentation. Be sure to begin the presentation with your name. During the presentation, try to:
   - use complete sentences
   - speak clearly
   - use the visuals to keep yourself focused

4. **Evaluation** Your teacher may give you a rubric explaining how your presentation will be graded. You might be graded on:
   - how much information you communicate
   - how easy it is to understand you
   - how clearly and neatly your visuals match what you are saying

---

**RUBRIC**

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 3</th>
<th>Score 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How much information you communicate</strong></td>
<td>You mention one detailed example in each category.</td>
<td>You mention four activities and all three categories.</td>
</tr>
<tr>
<td><strong>How easily you are understood</strong></td>
<td>You are difficult to understand and have many patterns of grammatical errors.</td>
<td>You are fairly easy to understand with occasional patterns of grammatical errors.</td>
</tr>
<tr>
<td><strong>How clearly and neatly your visuals match what you are saying</strong></td>
<td>You include three visuals that clearly connect to activities.</td>
<td>You include four visuals that clearly connect to activities.</td>
</tr>
</tbody>
</table>

---

**Communicate: Speaking**

**Portfolio**
Record students’ oral presentations on cassette or videotape for inclusion in their portfolios.

**Pre-AP* Support**

**Pre-AP* Resource Book**: Comprehensive guide to Pre-AP* speaking skill development, pp. 36–46

**Teacher-to-Teacher**
Display the students’ visual presentations for the class. Make time for students to walk around, view each diagram, and take notes or write questions to ask their classmates. Provide time for a class discussion of the diagrams, comments, and questions.

**Additional Resources**

**Student Resources**: Realidades para hispanohablantes, p. 27; Guided Practice: Presentación oral, p. 38

**Assessment**

- Assessment Program: Rubrics p. T28

Give students copies of the rubric before they begin the activity. Review the different levels of performance. After assessing students, help individuals understand how their performance could be improved.
España

The Spanish empire once included parts of Italy and the Netherlands, much of the Americas and the Caribbean, the Philippines, and colonies in Africa. Today, Spain is a country of rich regional and cultural traditions with a population of more than 40 million people.

Spain was one of the most important provinces of the ancient Roman empire. The Spanish language is very closely related to Latin, the language of that empire. Roman engineering also left its mark on the Spanish landscape, and some Roman bridges are still in use after almost 2,000 years! This photo shows the Roman aqueduct in Segovia, which was constructed entirely without mortar or clamps.

¿Sabes que...?

Spain has five official languages: Spanish, Catalan, Basque, Galician, and Valencian. Originally the language of Castile in central Spain, Spanish is the primary national language and is also spoken in most of Spain's former empire in North, Central, and South America.

Para pensar

Spain has been influenced by many civilizations, including those of the ancient Greeks, Romans, and Moors. What civilizations have most affected the language, culture, and customs of the United States?

Advanced Learners

Have students research Spain's monarchy that defeated the Moors in 1492. Have them answer questions such as: Who were the monarchs at that time? What regions were occupied by the Moors? Does the monarchy still exist?

Heritage Language Learners

Have students research the languages that influenced their heritage country. Have them answer the question: Why is Spanish spoken there? Also, have them find some words used in their heritage country that, due to non-Spanish influences, may not be used in Spain.
Spain’s last complex above) is a strongly fortified and beautiful complex of palaces and gardens. It was also the last stronghold of the Moors in Spain, falling to Spain’s Catholic monarchs in 1492.

Arabic-speaking Moors from North Africa ruled much of Spain for nearly 800 years. Córdoba in southern Spain became one of the most important cities in Islam, and its mosque, the Mezquita, was one of the largest in the world. The Alhambra in Granada (shown above) is a strongly fortified and beautiful complex of palaces and gardens. It was also the last stronghold of the Moors in Spain, falling to Spain’s Catholic monarchs in 1492.

Originally a royal retreat, the Parque del Buen Retiro is now a favorite place for the traditional Sunday-afternoon paseo (stroll). Throngs of people come to enjoy the Retiro’s lakes, gardens, and museums, or simply to spend time with friends or family. What are your favorite places to go walking with friends? Why?

Suggestions: Some students may have difficulty understanding the timeline. Spain was part of the Roman empire before the Moors occupied it and later acquired its own possessions in other regions and continents after defeating the Moors in 1492.

Point out how Spain has maintained its history (the buildings from the time of the Moors) while incorporating the very up-to-date (the Guggenheim Museum).

Direct attention to the Para pensar section and have students discuss the question.

Answers will vary.

Extension: Have students research the official languages of Spain. Direct them to the ¿Sabes que…? section and have them find out where in Spain each language is spoken. Note that Spanish (Castilian) was originally the language of Castile.

Go Online
The Online Atlas provides detailed maps of the locations mentioned here.

Theme Project
Students can perform Step 3 at this point. (For more information, see p. 24-a.)

Teacher-to-Teacher
Allow those who did the research described in the Teaching All Students sections to present their findings to the class. You may wish to have a bulletin board where students can display photos or reports. This will allow others to review them.

Teacher-to-Teacher
Let students work together to create a map showing Spain as a Roman colony and Spain as a colonial power. Have them display it on a wall or bulletin board in the classroom.
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 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

Student Resources: Realidades para hispanohablantes, p. 28

MindPoint CD-ROM

Web Code: jcd-0107

Teacher Resources:

• Teacher’s Resource Book: Situation Cards, p. 42, Clip Art, pp. 44–46
• Assessment Program: Chapter Checklist and Self-Assessment Worksheet, pp. T56–T57

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.

Vocabulario y gramática

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

<table>
<thead>
<tr>
<th>to ask others what they like to do</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué te gusta hacer?</td>
<td>What do you like to do?</td>
</tr>
<tr>
<td>¿Qué te gusta más?</td>
<td>What do you like (prefer) better?</td>
</tr>
<tr>
<td>¿Te gusta ___?</td>
<td>Do you like to ___?</td>
</tr>
<tr>
<td>¿Y a ti?</td>
<td>And you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>other useful words and expressions</th>
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<tbody>
<tr>
<td>ni . . ni</td>
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<td>o</td>
</tr>
<tr>
<td>pues . .</td>
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<tr>
<td>sí</td>
</tr>
<tr>
<td>también</td>
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<td>y</td>
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</table>

For Vocabulario adicional, see pp. 472–473.
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

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?

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?

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

Read this pen pal e-mail from a Spanish-language magazine. What types of things 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?

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 pen pal your name and what you like to do and don’t like to do.

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?

cuarenta y siete 47
Capítulo 1A

Performance Tasks

Student Resource: Realidades para hispanohablantes, p. 29
Teacher Resources: Teacher’s Resource Book: Audio Script, p. 35; Audio Program: Track 22, Answers on Transparency
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 repeat the answers.

Script and Answers:

Pues, ... a mi me gusta practicar deportes y pasar tiempo con 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.