

## Review Activites

### Suggestions:

**To talk about natural disasters and weather extremes:** Have students use pictures from news articles to quiz one another. For example, they can ask, *¿Qué pasó en esta ciudad?*

**To discuss the news:** Have students use these words to write logical and illogical sentences for their partner to read and correct if necessary.

**To talk about fires:** Create a cloze passage and have students fill in the blanks with the appropriate word.

**To discuss rescues and to tell a story:** Give students a word bank to write a story about a rescue. Encourage them to write at least four sentences and share them with a partner. Pairs should ask and answer questions about each other's stories.

## Portfolio

Invite students to review the activities they completed in this chapter, including written reports, posters or other visuals, 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 10, Cap. 5A, Track 14
- Resource Book: Cap. 5A, Clip Art
- Resource Book: Cap. 5A, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

# Repaso del capítulo

## Vocabulario y gramática

### to talk about natural disasters and weather extremes

el huracán, <i>pl. los huracanes</i>	hurricane
la inundación, <i>pl. las inundaciones</i>	flood
llover ( <i>o → ue</i> )	to rain
la lluvia	rain
nevar ( <i>e → ie</i> )	to snow
el terremoto	earthquake
la tormenta	storm

### to discuss the news

el artículo	article
investigar	to investigate
el locutor, la locutora	announcer
el noticiero	newscast
ocurrir	to occur
el reportero, la reportera	reporter
tratar de	to try to

### to talk about fires

apagar	to put out (fire)
bajar	to go down
el bombero, la bombera	firefighter
comenzar ( <i>e → ie</i> )	to start
destruir ( <i>i → y</i> )	to destroy
dormido, -a	asleep
el edificio de apartamentos	apartment building
la escalera	ladder
escaparse	to escape
esconder(se)	to hide (oneself)
la explosión, <i>pl. las explosiones</i>	explosion
el humo	smoke
el incendio	fire
los muebles	furniture
muerto, -a	dead
el paramédico, la paramédica	paramedic
quemar(se)	to burn (oneself), to burn up
se murieron	they died
subir	to go up

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Tema 5 • En las noticias

### to discuss rescues

herido, -a	injured
el herido, la herida	injured person
el héroe	hero
la heroína	heroine
rescatar	to rescue
salvar	to save
valiente	brave
la vida	life
vivo, -a	living, alive

### to tell a story

a causa de	because of
afortunadamente	fortunately
asustado, -a	frightened
la causa	cause
de prisa	in a hurry
de repente	suddenly
gritar	to scream
hubo	there was
llamar (por teléfono)	to call (on the phone)
oír	to hear
sin duda	without a doubt
¡Socorro!	Help!

### present of oír

oigo	oímos
oyes	oís
oye	oyen

### preterite of oír

oí	oímos
oíste	oísteis
oyó	oyeron

### preterite of creer

creí	creímos
creíste	creísteis
creyó	creyeron

### preterite of leer

leí	leímos
leíste	leísteis
leyó	leyeron

### preterite of destruir

destruí	destruimos
destruiste	destruisteis
destruyó	destruyeron

### ● Más práctica

Practice Workbook Puzzle 5A-8

Practice Workbook Organizer 5A-9

For *Vocabulario adicional*, see pp. 498–499.

## Universal Access

### Multiple Intelligences

**Verbal / Linguistic:** Have students create a short story and a series of comprehension questions. Remind them to include as many vocabulary words as possible. Encourage these students to guide their classmates through reading and discussion of their story.

### Students with Learning Difficulties

Provide students with semantic maps that have the title of each category in the center. Encourage them to brainstorm as many words as they can. Then have them use a colored pencil or pen to fill in the rest of the words for each category. Remind them to focus on the words in color.

## Preparación para el examen

**Go Online**  
PHSchool.com  
For: Test preparation  
Visit: www.phschool.com  
Web Code: jdd-0508

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

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

**If you need review . . .**



**1 Escuchar** Listen and understand as someone talks about her experience during a tragic event

Listen as a talk-show host interviews a young woman who recently escaped from a dangerous situation. See if you can understand: (a) what happened; (b) what time it was; (c) what she was doing at the time; and (d) who she considered to be the hero of the day.

**pp. 240–243** *A primera vista*  
**p. 244** Actividad 5  
**p. 250** Actividad 15



**2 Hablar** Talk about and describe how things were during certain times of the day

As part of your school's community service project, you visit an elderly man in an assisted living center. He is from Mexico and speaks little English, but he enjoys hearing about your day. Tell him what the weather was like when you woke up, how you were feeling, and what time it was when you left for school.

**p. 248** Actividad 12  
**p. 249** Actividades 13–14



**3 Leer** Read and understand newspaper headlines

Even though you may not be able to understand an entire newspaper article in Spanish, you can get the idea by reading headlines. Read the following headline and see if you can determine if it refers to: (a) a fire; (b) a flood; or (c) an explosion.

**p. 241** *A primera vista*  
**p. 244** Actividad 4  
**p. 245** Actividad 6  
**p. 252** Actividad 18  
**pp. 256–257** *Lectura*

**Los bomberos salvaron a 200 personas anoche; más de 100 casas dañadas por el agua.**



**4 Escribir** Write about a “disaster movie”

Write a few sentences about your favorite or least favorite “disaster movie.” Be sure to mention what type of disaster it was, where it took place, what people were doing before the disaster struck, and any other details that would help your classmates guess which movie it was.

**p. 246** Actividad 9  
**p. 247** Actividad 11  
**p. 250** Actividad 15  
**p. 253** Actividad 21



**5 Pensar** Demonstrate an understanding of volcano names and legends that are related to them

Your friend is going sight-seeing in Chile. While there, she is going to visit the Parinacota and Pomerape volcanoes. What can you tell her about the legend behind these volcanoes? Do you know any legends about places in your community?

**p. 258** *La cultura en vivo*

doscientos sesenta y tres **263**  
Capítulo 5A

## Enriching Your Teaching

### Alternative Assessment

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

### Teacher-to-Teacher

Have students create the front page of a newspaper. Encourage them to include three articles, as well as titles for other articles that can be found in later pages. Have students write the title, date, edition number, and price of the paper. Remind them to include pictures and captions for their articles.



### Assessment

- Examen del capítulo: 5A
- Audio Program: CD 21, Cap. 5A, Track 1

## Performance Tasks

**Standards:**  
1.2, 1.3, 2.2, 3.1

**Resources:** Audio Program: CD 10, Cap. 5A, Track 15; Resource Book: Cap. 5A, Audio Script; Practice Answers on Transparencias

### 1. Escuchar

**Suggestions:** Allow students to listen to the entire script before they answer. Have them make a chart with the following heads: *Desastre / Hora / Actividades / Héroe.*

### Script:

Era horrible. Tenía mucho miedo. Almorzaba en mi cocina en mi edificio de apartamentos. Escuchaba la radio cuando, de repente, oí una explosión muy cerca. En este instante, miré el reloj. Eran las dos de la tarde. Afortunadamente, un bombero me vio y subió hasta mi ventana. Gracias a él, estoy viva hoy.

### Answers:

- There was an explosion.
- It was 2:00 in the afternoon.
- She was eating lunch and listening to the radio.
- The firefighter is her hero.

### 2. Hablar

**Suggestions:** If possible, have students tape-record their responses to share with a classmate.

**Answers** will vary.

### 3. Leer

**Suggestions:** Copy the passage onto a transparency to review with students. Underline key words or word roots to help them understand.

**Answer:** b

### 4. Escribir

**Suggestions:** Have students make a word web about the details of their movies before they begin writing.

**Answers** will vary.

### 5. Pensar

**Suggestions:** Refer students to p. 258. Have them ask older family members or members of the community about local legends.

**Answers** will vary.

