

Repaso del capítulo

Vocabulario y gramática

Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 289

Review Activities

Suggestions:

To talk about treatments for medical conditions: Write the words for different injuries on a piece of paper and put them in a box. Have students work in pairs to choose an injury from the box and present it to their partner, who will recommend a treatment.

To explain how accidents occurred: Create two sets of cards. One set contains the infinitives from this vocabulary section. The other set states a tense and person. Students draw one card from each set and must create a sentence using the verb in the tense and person indicated.

To name parts of the body: Give each student a baseball card with the player's whole body shown. Have students take turns pointing to different body parts while their partner names them.

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 11, Cap. 5B, Track 13
- Resource Book: Cap. 5B, Clip Art
- Resource Book: Cap. 5B, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

to talk about treatments for medical conditions

doler (<i>o</i> → <i>ue</i>)	to hurt
el dolor	pain
el enfermero, la enfermera	nurse
examinar	to examine, to check
la inyección, pl. las inyecciones	injection, shot
poner una inyección	to give an injection
la medicina	medicine
las muletas	crutches
las pastillas	pills
las puntadas	stitches
dar puntadas	to stitch (<i>surgically</i>)
la radiografía	X-ray
sacar una radiografía	to take an X-ray
la receta	prescription
recetar	to prescribe
roto, -a	broken
la sala de emergencia	emergency room
la sangre	blood
la silla de ruedas	wheelchair
la venda	bandage
el yeso	cast

to explain how an accident occurred

el accidente	accident
la ambulancia	ambulance
caerse	to fall
me caigo	I fall
te caes	you fall
se cayó	he / she fell
se cayeron	they / you fell
chocar con	to crash into, to collide with
cortarse	to cut oneself
lastimarse	to hurt oneself
¿Qué te pasó?	What happened to you?
romperse	to break, to tear
torcerse (<i>o</i> → <i>ue</i>)	to twist, to sprain
tropezar (<i>e</i> → <i>ie</i>) (<i>con</i>)	to trip (over)

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

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Tema 5 • En las noticias

to name parts of the body

el codo	elbow
el cuello	neck
la espalda	back
el hombro	shoulder
el hueso	bone
la muñeca	wrist
el músculo	muscle
la rodilla	knee
el tobillo	ankle

other useful words and expressions

moverse (<i>o</i> → <i>ue</i>)	to move
pobrecito, -a	poor thing
¡Qué lástima!	What a shame!
sentirse (<i>e</i> → <i>ie</i>)	to feel

preterite of venir

vine	vinimos
viniste	vinisteis
vino	vinieron

preterite of decir and traer

dije	traje	dijimos	trajimos
dijiste	trajiste	dijisteis	trajisteis
dijo	trajo	dijeron	trajeron

preterite of poner

puse	pusimos
pusiste	pusisteis
puso	pusieron

imperfect progressive tense

Use the imperfect-tense forms of *estar* + the present participle to say that something was taking place over a period of time in the past.

present participles:

-ar	stem + -ando → caminando
-er	stem + -iendo → corriendo
-ir	stem + -iendo → escribiendo

● Más práctica

- Practice Workbook Puzzle 5B-8
- Practice Workbook Organizer 5B-9

Universal Access

Advanced Learners

Have students host a quiz show for the class. Ask them to write definitions for the vocabulary on paper squares and tape them up backwards on the board. Classmates will choose a square, read the definition, and respond. If students wrote *Es una parte del cuerpo entre la rodilla y el pie*, the player should say *el tobillo*.

Students with Special Needs

Be sensitive to students who need special test-taking arrangements as they may be self-conscious about their needs. If students' needs are significant, it may be easier to test them individually. Give them practice test questions or review activities to work on while their classmates are taking the test.

Go Online
PHSchool.com
For: Test preparation
Visit: www.phschool.com
Web Code: jdd-0517

Preparación para el examen

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 what has happened at an accident

Listen as a 911 operator takes a call from someone who is at the scene of an accident. See if you can understand: (a) what the victim was doing before the accident occurred; (b) what caused the accident; and (c) what the injury appears to be.

pp. 266–269 *A primera vista*
p. 270 Actividad 5
p. 274 Actividad 12



2 Hablar Ask and answer questions about how someone was injured

You would like to get some training in emergency room questioning techniques. With a partner, practice what you learned by role-playing a situation in which one person asks: (a) what time the patient came to the emergency room and how he / she got there; (b) what caused the injury; and (c) what the person was doing at the time of the injury. Then switch roles.

p. 270 Actividad 6
p. 271 Actividad 8
p. 272 Actividad 9
p. 273 Actividad 10
p. 275 Actividad 15
p. 278 Actividad 20
p. 281 Actividad 26



3 Leer Read and understand an account of an accident

In the newspaper, you see an account of an accident. See if you can understand what happened, as well as what medical treatment the victims received.

Ayer dos niños se chocaron cuando estaban montando en bicicleta en la calle Suárez. La ambulancia llegó rápidamente para llevarlos a la sala de emergencia. Los paramédicos dijeron que uno de los niños tenía la muñeca rota y el otro necesitaba diez puntadas en la rodilla.

pp. 266–269 *A primera vista*
p. 270 Actividad 4
p. 275 Actividad 13
p. 279 Actividad 21
p. 280 Actividad 23
pp. 282–283 *Lectura*



4 Escribir Write an account of what medical treatment was given to injured people

Several children that you were supervising were injured on the playground and you took them to the emergency room. Write a summary, in Spanish, describing the medical treatment each child received.

p. 270 Actividad 4
p. 274 Actividad 12
p. 275 Actividades 13, 15
p. 285 *Presentación escrita*



5 Pensar Demonstrate an understanding of emergency medical services in different countries

Imagine that you've been injured. Where would you go? How would you get there? What type of emergency medical services are available in your community? How are they similar to or different from those in Spanish-speaking countries?

p. 271 *Fondo cultural*
p. 278 *Fondo cultural*
pp. 282–283 *Lectura*
p. 284 *Perspectivas del mundo hispano*

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Capítulo 5B

Performance Tasks

Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 4.2

Resources: Audio Program: CD 11, Cap. 5B, Track 14; Resource Book: Cap. 5B, Audio Script; Practice Answers on Transparencias

1. Escuchar

Suggestions: You may want to have students write what they hear as a dictation.

Script:

Mi hermano tuvo un accidente. Él estaba corriendo con sus amigos cuando, de repente, tropezó con una bicicleta. Creo que se torció su rodilla.

Answers:

- a. He was running with his friends.
- b. He tripped over a bicycle.
- c. He seems to have sprained his knee.

2. Hablar

Suggestions: Give students a scenario to discuss for each dialogue.

Answers will vary but may include:

- a. ¿A qué hora vino la paciente a la sala de emergencia? ¿Cómo llegó aquí?
- b. ¿Qué causó el accidente?
- c. ¿Qué estaba haciendo cuando se lastimó?

3. Leer

Suggestions: Have students scan the text for key words before they begin.

Answers:

Two children who were riding bicycles collided. An ambulance came quickly and took them to the emergency room. One child had a broken wrist and the other needed ten stitches in his knee.

4. Escribir

Suggestions: Have students create a chart that shows each child's name, what the child was doing, what happened, and what medical treatment was received. The students can then create sentences using the information from the chart.

Answers will vary.

5. Pensar

Suggestions: For information on emergency medical services in Spanish-speaking countries, refer students to p. 284.

Answers will vary.

Assessment

- Examen del capítulo: 5B
- Audio Program: CD 21, Cap. 5B, Track 2

Enriching Your Teaching

Teacher-to-Teacher

Help students to prioritize what they need to study by having them use colored stick-on notes to identify important areas of the text. One color can be used to label helpful activities. With another color, students can point out items that they only need to review briefly. They should use a third color for high-priority items that they have not yet mastered.

Alternative Assessment

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