

Repaso del capítulo

Vocabulario y gramática

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

- know the new vocabulary and grammar
- can perform the tasks on p. 343

to talk about movies

alquilar	to rent
el amor	love
arrestar	to arrest
capturar	to capture
el crimen	crime
el (la) criminal	criminal
el crítico, la crítica	critic
el (la) detective	detective
enamorarse (de)	to fall in love (with)
(estar) enamorado, -a de	(to be) in love with
la estrella (del cine)	(movie) star
el (la) extraterrestre	alien
fascinar	to fascinate
el fracaso	failure
el galán	leading man
he visto	I have seen
has visto	you have seen
el ladrón, la ladrona, pl. los ladrones	thief
matar	to kill
la película de acción	action film
¿Qué tal es . . . ?	How is (it) . . . ?
recomendar (e → ie)	to recommend
robar	to rob, to steal
será	he / she / it will be
tener éxito	to succeed, to be successful
tratarse de	to be about
la víctima	victim
la violencia	violence
to talk about making movies	
la actuación	acting
el argumento	plot
la dirección	direction
el director, la directora	director
los efectos especiales	special effects
la escena	scene
estar basado, -a en	to be based on
el papel	role
hacer el papel de	to play the role of
el personaje principal	main character

other useful words

no . . . todavía not yet

indirect object pronouns

me	nos
te	os
le	les

present perfect

haber + past participle

he estudiado	hemos estudiado
has estudiado	habéis estudiado
ha estudiado	han estudiado

past participles

hablar → hablado
comer → comido
vivir → vivido

irregular past participles

decir: dicho
devolver: devuelto
escribir: escrito
hacer: hecho
morir: muerto
poner: puesto
romper: roto
ver: visto
volver: vuelto

Más práctica

Practice Workbook Puzzle 6B-8

Practice Workbook Organizer 6B-9

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

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Tema 6 • La televisión y el cine

Review Activities

Suggestions:

To talk about movies: Have students work in pairs. One person will say a word, and another will name the movie genre(s) to which it applies.

To talk about making movies: Use these words as sentence starters. Have students choose a movie that they are familiar with and fill in the rest of the information for each sentence. For example, start the sentence with: *Mi película favorita está basada en . . .* Have students share the results with a partner.

Present perfect, past participles, and irregular past participles: Give students a dictation describing a movie that you saw recently. Use the present tense in the dictation. Have students rewrite the dictation using the present perfect. Have students work in pairs to check each other's work.

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 13, Cap. 6B, Track 13
- Resource Book: Cap. 6B, Clip Art
- Resource Book: Cap. 6B, Situation Cards
- Assessment Program: Chapter Checklist and Self-Assessment Worksheet

Universal Access

Advanced Learners

Have students create true and false sentences based on movies they have seen. For example: *En la película El hombre araña, el galán mató a los extraterrestres.* Collect their sentences and put them on a transparency. Have the entire class read them, say whether they are true or false, and correct false statements.

Students with Special Needs

To reinforce vocabulary, pair advanced learners with visually impaired students. Using the vocabulary list on p. 342, have the advanced learners give clues for each word. For example, students can say a word's definition or its opposite. Have the visually impaired student guess the vocabulary word or phrase and use it in a sentence.

For: Test preparation
Visit: www.phschool.com
Web Code: jdd-0617

Preparación para el examen

On the exam you will be asked to . . .



1 Escuchar Listen and understand as people talk about a movie they have seen

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

Listen as you hear a film critic interview people as they leave the movie *Mil secretos*. What did they think of: (a) the actors; (b) the director; (c) the special effects; (d) the theme; and (e) future award possibilities.

If you need review . . .

pp. 320–323 *A primera vista*
p. 325 Actividad 6
p. 332 Actividad 18



2 Hablar Talk about a recent film you have seen at the movies or at home

You discover that you and an exchange student from Spain share a love of movies. What could you say about a recent movie that you saw? Practice the conversation with a classmate and include: (a) the type of film it was; (b) what the movie was about; (c) who the principal actors were; and (d) why you liked or disliked the movie.

p. 324 Actividad 4
p. 325 Actividad 7
p. 326 Actividad 8
p. 329 Actividades 12–13
p. 332 Actividad 19



3 Leer Read and understand a movie review

Read this review by a popular Spanish movie critic. Do you think he likes the movie? Why or why not?

Esta película, Nuestra familia, nos cuenta la historia de una “familia” de criminales violentos. ¡Es un producto de Hollywood y nosotros somos las víctimas! Sin duda, la película ha capturado la sociedad mala que nos fascina. Está basada en una familia de la vida real y se trata de la vida diaria de ellos. El actor Ramón Robles hace el papel del galán. Él es un hombre físicamente atractivo y talentoso y sólo su participación vale el precio de la entrada. La película tiene una clasificación de prohibida para menores. ¡Debe ser prohibida para TODOS!

p. 324 Actividad 5
p. 328 Actividad 11
p. 330 Actividad 16
pp. 336–337 *Lectura*



4 Escribir Write about a movie that you would like to produce

While searching the Internet for movie reviews in Spanish, you come upon a survey that you decide to answer. You are asked to write a few sentences about: (a) movies that you have seen within the past month; (b) whether or not you liked them; and (c) what the critics have said about these movies.

p. 326 Actividad 8
p. 327 Actividades 9–10
p. 329 Actividades 12–14
p. 334 Actividad 22
p. 339 *Presentación escrita*



5 Pensar Demonstrate an understanding of how movies can reflect the language and culture of the country where they are produced

Your Spanish teacher assigns a Mexican movie to the class as homework. When you rent the movie at your local video store and bring it home, your family wants to know why it is subtitled or dubbed. How could you explain the process to them? What do you think they would be surprised to learn?

p. 338 *Perspectivas del mundo hispano*

trescientos cuarenta y tres **343**
Capítulo 6B

Enriching Your Teaching

Teacher-to-Teacher

Have students make their own movie trailers. Assign genres to groups of students. Each group should choose a director. Videotape the performances and play them for the class. Students should critique the trailers and give reasons why they would or would not want to see each movie.

Alternative Assessment

- ExamView Test Bank CD-ROM
- MindPoint Quiz Show CD-ROM
- Resource Book: Cap. 6B, Situation Cards
- Resource Book: Cap. 6B, Communicative Activities

Performance Tasks

Standards: 1.1, 1.2, 1.3, 2.2, 4.2

Resources: Audio Program: CD 13, Cap. 6B, Track 14; Resource Book: Cap. 6B, Audio Script; Practice Answers on Transparencies

1. Escuchar

Suggestions: Tell students that they will hear interviews with a man and a woman. Ask students to predict who might like the movie more based on its title.

Script:

El Crítico: Buenas tardes, señorita. ¿Qué piensa de *Mil secretos*?

La Mujer: Me fascina el argumento de la película—el de una chica que se enamora de un criminal. Marco Antonio hace el papel del galán. La escena con ella y Marco en el restaurante fue fantástica.

El Crítico: Gracias. ¿Y Ud., señor? ¿Qué piensa?

El Hombre: Fue un fracaso. No va a tener mucho éxito. El director fue horrible. ¡Nunca he visto efectos especiales tan malos! ¡Yo busqué la salida a los diez minutos!

Answers:

- The woman liked the actors.
- The man thinks the director was horrible.
- The man found the special effects to be the worst he had ever seen.
- The woman loved the theme.
- According to the man, it was a failure.

2. Hablar

Suggestions: Encourage students to refer to summaries of movies that they did in this chapter to use as models.

Answers will vary.

3. Leer

Suggestions: Have students point out words that indicate the critic's opinion.

Answers:

The critic doesn't like the movie. He says it should be prohibited.

4. Escribir

Suggestions: Prepare the questions in the format of a questionnaire.

Answers will vary.

5. Pensar

Suggestions: For information on foreign films, refer students to p. 338.

Answers will vary.

✓ Assessment

- Examen del capítulo: 6B
- Audio Program: CD 21, Cap. 6B, Track 4