

## Review Activities

### Suggestions:

**To talk about a sporting event:** Give pairs of students an envelope containing pictures cut out of sports pages. Ask students to use the vocabulary to describe each of the athletes or sporting events in the pictures. Students may invent their descriptions.

**To talk about a contest:** Write a short paragraph about a recent beauty contest, leaving out vocabulary words. Write a definition of each word where it would be found in the paragraph. Have students fill in the correct term.

**To talk about how you feel:** Ask students to write five scenarios on a piece of paper, and cut them into individual strips. Collect all of the sentences and put them in a box. Redistribute five scenarios to each student, and have them give an appropriate word to describe how they would feel.

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

# Repaso del capítulo

## Vocabulario y gramática

### to talk about a sporting event

el aficionado, la aficionada	fan
al final	at the end
aplaudir	to applaud
el/la atleta	athlete
el campeón, la campeona, pl. los campeones	champion
el campeonato	championship
la competencia	competition
competir (e → i)	to compete
el empate	tie
el entrenador, la entrenadora	coach, trainer
fenomenal	phenomenal
el jugador, la jugadora	player
la liga	league
meter un gol	to score a goal
perder (e → ie)	to lose
por . . . vez	for the . . . time
resultar	to result, to turn out
el tanteo	score
último, -a	last, final

### to talk about a contest

el auditorio	auditorium
el comentario	commentary
el concurso de belleza	beauty contest
la entrevista	interview
entrevistar	to interview
un millón de/ millones de	a million/ millions of
el premio	prize
el presentador, la presentadora	presenter
el público	audience
la reina	queen

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

**316** trescientos dieciséis  
Tema 6 • La televisión y el cine

## Chapter Review

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

- know the new vocabulary and grammar
- can perform the tasks on p. 317

### to talk about how you feel

aburrirse	to get bored
agitado, -a	agitated
alegre	happy
emocionado, -a	excited, emotional
enojado, -a	angry
enojarse	to get angry
furioso, -a	furious
ponerse + adjective	to become
volverse (o → ue) loco, -a	to go crazy

### other useful words

dormirse (o → ue, o → u)	to fall asleep
morirse (o → ue, o → u)	to die

### preterite of -ir stem-changing verbs

#### preferir

preferí	preferimos
preferiste	preferisteis
preferió	preferieron

#### pedir

pedí	pedimos
pediste	pedisteis
pidió	pidieron

#### dormir

dormí	dormimos
dormiste	dormisteis
durmió	durmieron

## • Más práctica

- Practice Workbook Puzzle 6A-8
- Practice Workbook Organizer 6A-9

## Universal Access

### Advanced Learners

Have students create a practice test. Remind them to consider the content and structure of previous tests when writing their own. Have them provide an answer key. Make copies of each test so students can lead small groups in reviewing with their practice tests.

### Students with Learning Difficulties

Give students large pieces of paper with one of the categories of vocabulary written at the top of each. Have students brainstorm as many words from the vocabulary list as they can remember without looking at the book. Then have them use a colored pencil to fill in the rest of the words. Encourage them to focus on the words in color while studying.

## 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 people talk about a television program they saw

Listen as people talk about an awards show they saw on television. Try to identify their reactions to this type of show. Did they become angry? Emotional? Excited? Bored? Nervous?

**pp. 294–297** *A primera vista*  
**p. 300** Actividades 8–9



**2 Hablar** Talk about a recent television program you saw and describe your reactions to it

As part of a class project, you may be interviewed about a television program you saw. Practice what you might say by telling a partner: (a) what type of program you saw; (b) when you saw it; (c) how you reacted to the program.

**p. 300** Actividad 10  
**p. 304** Actividad 16  
**p. 306** Actividad 18  
**p. 313** *Presentación oral*



**3 Leer** Read and understand a description of a soccer game

Your friend just returned from a trip to Spain. He brought a newspaper clipping from a soccer game he saw. As you read, see if you can understand what happened.

**pp. 294–297** *A primera vista*  
**p. 298** Actividad 4  
**p. 299** Actividad 6  
**p. 301** Actividad 11  
**pp. 310–311** *Lectura*

### MADRID CONOCE A BARCELONA

Ayer fue una competencia fenomenal. Millones de madrileños vieron el partido en la tele. En los primeros tres minutos del partido, el Real Madrid metió un gol. Treinta minutos más tarde, Morales de Barcelona también metió un gol. Un empate. Todos los aficionados se pusieron muy alegres durante el partido, pero el público se volvió loco cuando Madrid metió otro gol en los últimos dos minutos. Al final, un tanteo de Madrid 2 y Barcelona 1.



**4 Escribir** Write about an occasion when you became angry

You may have heard that rather than acting out your anger, it is better to write about it to get it out of your system. Write about a recent event or situation that caused you to feel angry. Describe what happened and why you became angry.

**p. 300** Actividad 9  
**p. 303** Actividad 14  
**p. 306** Actividad 19  
**p. 307** Actividad 20



**5 Pensar** Demonstrate an understanding of television shows on Spanish-speaking channels

Think about the popularity of soap operas, game shows, and sporting events on television stations in the United States. Do you think they would be popular choices on Spanish-language television stations too? Give examples from the chapter to support your answer.

**p. 308** *Fondo cultural*  
**p. 312** *La cultura en vivo*

trecientos diecisiete **317**  
Capítulo 6A

## Performance Tasks

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

**Resources:** Audio Program: CD 12, Cap. 6A, Track 14; Resource Book: Cap. 6A, Audio Script; Audio Program: Assessment, Cap. 6A; Practice Answers on Transparencias

### 1. Escuchar

**Suggestions:** Allow students to listen to the script more than once.

### Script:

**Female #1:** Me puse loca anoche cuando vi el programa de Premios Velásquez. ¡Lupe Lazo ganó el premio para la actriz del año! Yo grité a la televisión.

**Female #2:** Yo, no. Me aburrí y me dormí durante el programa. No puedo soportar esos programas ridículos.

### Answers:

The first woman got very excited, but the second was bored.

### 2. Hablar

**Suggestions:** Assign students types of television programs to talk about, such as sporting events, sitcoms, or interviews.

**Answers** will vary.

### 3. Leer

**Suggestions:** Distribute copies of the news article or make an overhead transparency. Have students identify the times in the game when each of the three goals occurred.

### Answers:

**Ayer el Madrid le ganó al Barcelona en un partido de fútbol.**

### 4. Escribir

**Suggestions:** Remind students to provide some background information using verbs in the imperfect.

**Answers** will vary.

### 5. Pensar

**Suggestions:** Remind students to be specific in their examples. Refer students to p. 312 for information on programming for Spanish-language television stations.

**Answers** will vary.

## Enriching Your Teaching

### Teacher-to-Teacher

Have students hold a panel discussion about television programs. Ask volunteers to serve as experts on shows they like to watch. Have students not serving on the panel write questions for the experts. Play the role of moderator by asking the panelists and audience members for more details or clarification.

### Alternative Assessment

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



### Assessment

- Examen del capítulo: 6A
- Audio Program: CD 21, Cap. 6A, Track 3