

- ▶ Review the vocabulary and grammar
- ▶ Demonstrate you can perform the tasks on p. 289

# Repaso del capítulo

## Vocabulario y gramática

### Activities

**Items for medical treatments:** Create the words for different items of paper and put them in pairs to work on the box and present who will recommend a

**Accidents occurred:** Create a set containing the vocabulary section. The tense and person. Write a card from each set and use the verb in the sentence using the person indicated.

**Body:** Give each student a card with the player's name. Have students take notes on different body parts while they play.

Review the activities they did in this chapter, including written reports, recordings, presentations, or other projects. Select one or two items that demonstrate their achievement to include in their portfolios. Have them include this with the checklist and Self-Assessment

### Additional Resources

- Resources:** Realidades para estudiantes, p. 208
- Resources:**
  - source Book: Situation Cards, p. 56, 58–61
  - Program: Chapter Checklist and Student Worksheet, pp. T56–T57

### to talk about treatments for medical conditions

doler (*o* → *ue*)  
el dolor  
el enfermero,  
la enfermera  
examinar  
la inyección, *pl.*  
las inyecciones

poner una inyección  
la medicina  
las muletas  
las pastillas  
las puntadas  
dar puntadas

sacar una radiografía  
la receta  
recetar  
roto, -a  
la sala de emergencia  
la sangre  
la silla de ruedas  
la venda  
el yeso

to hurt  
pain  
nurse

to examine, to check  
injection, shot

to give an injection

medicine  
crutches  
pills  
stitches  
to stitch (*surgically*)  
X-ray

to take an X-ray

prescription  
to prescribe  
broken  
emergency room

blood  
wheelchair  
bandage  
cast

### to explain how an accident occurred

el accidente  
la ambulancia  
caerse  
me caigo  
te caes  
se cayó  
se cayeron  
chocar con

accident  
ambulance  
to fall  
I fall  
you fall  
he / she fell  
they / you fell

to crash into, to collide with  
to cut oneself  
to hurt oneself  
What happened to you?  
to break, to tear  
to twist, to sprain  
to trip (over)

cortarse  
lastimarse  
¿Qué te pasó?  
romperse  
torcerse (*o* → *ue*)  
tropezar (*e* → *ie*)  
(con)

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

288 **doscientos ochenta y ocho**  
Tema 5 • En las noticias

### to name parts of the body

el codo  
el cuello  
la espalda  
el hombro  
el hueso  
la muñeca  
el músculo  
la rodilla  
el tobillo

elbow  
neck  
back  
shoulder  
bone  
wrist  
muscle  
knee  
ankle

### other useful words and expressions

moverse (*o* → *ue*)  
pobrecito, -a  
¡Qué lástima!  
sentirse (*e* → *ie*)

to move  
poor thing  
What a shame!  
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

puso	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 + <i>-ando</i> → caminando
-er	stem + <i>-iendo</i> → corriendo
-ir	stem + <i>-iendo</i> → escribiendo

## DIFFERENTIATED INSTRUCTION

### 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 to review activities to work on while their classmates are taking the test.