

# Vocabulario

## STANDARDS FOR FOREIGN LANGUAGE LEARNING

*Pupil's Edition:* 1.2; 2.1; 3.1; 4.1

*Teacher's Resource Binder:* 1.1; 1.2; 1.3; 2.1; 3.1; 4.1

### Vocabulario en contexto

After students read each story for the first time, have them go back and find the words listed in **Vocabulario esencial** on page 73 of the *Pupil's Edition*, write down the sentences in which the vocabulary words are used, and then define the vocabulary in their own words. The next day, introduce the **Vocabulario esencial** for that story using definitions and synonyms. Have students compare their homework definitions with those you used in your presentation, making any necessary corrections.

#### Group Work



Divide the class into nine groups. Each group is responsible for creating an oral or written practice activity and miniquiz for part of the **Vocabulario esencial**. Assign each group either the adjectives, nouns, or verbs from one of the three stories. After all groups have presented their activities, administer the miniquizes. Check the answers orally. If students did not achieve 80% mastery on a particular quiz, call on the group responsible for those words to reteach the vocabulary, providing help if they need it.

#### A. Faltan palabras *Autobiografía de un esclavo*

Point out that Activity A paraphrases the story from the main character's point of view. Call on volunteers to read sections of the paragraph aloud. Encourage other students to expand upon what is read, adding more details and other events from the story. Some leading questions you might ask are: **¿Cómo era la señora?** **¿Cómo trató ella a Manzano?** **¿Qué le pasó a Manzano cuando fue al Molino?** **¿Cómo era posible que se escapara Manzano?**

#### ANSWERS

1. súbita
2. manillones
3. lío
4. heredera

5. prendas
6. me postré
7. andrajosa
8. muda
9. embotado
10. se inutilizó
11. premeditado
12. incesante
13. cundía
14. diligencias
15. me encomendé
16. fuga

#### B. Faltan palabras «En la noche»

#### ANSWERS

1. pesadilla, remontó
2. ribereño, diseminados
3. atracar, raya
4. aguijón, tendón de Aquiles
5. popa, aferrada
6. tregua, implacable
7. arrobada

#### Thinking Critically

**Compare and Contrast** The vocabulary words from «En la noche» evoke vivid images. After students have completed Activity B, have them substitute each vocabulary word with a synonym or appropriate phrase. Then ask students how the tone and images of the sentences change with the new words.

#### Additional Practice



Have students return to the selection and take turns with a partner paraphrasing each paragraph. As one student paraphrases, the other checks off any words used from Activity B. After completing the story, if a vocabulary word wasn't used, have them go back to the paragraph in which the word appears and paraphrase it again, incorporating the word.

#### C. ¿Qué significa? «En la noche»

#### Additional Practice

All of the underlined words in the activity are similar to English words. Ask students for the English equivalents. Then have students complete the activity.

#### ANSWERS

1. a
2. b
3. a
4. b
5. a

#### D. ¿Qué significa? «Trabajo de campo»

Have students read the definitions first. If there are any words they do not understand, have

them look the words up in a Spanish dictionary. Then have students match the new vocabulary with the appropriate definition.

### ANSWERS

- |      |       |
|------|-------|
| 1. c | 6. a  |
| 2. e | 7. d  |
| 3. h | 8. i  |
| 4. f | 9. g  |
| 5. j | 10. b |

### Pair Work



Have students take turns acting out the vocabulary words from Activity D for their partners to guess.

### E. ¡A escuchar! Autobiografía de un esclavo, «En la noche» y «Trabajo de campo»



Audio CD |  
Track 4

Before beginning the activity, write the titles of the three stories on the board. Ask students to name all the characters from each story orally as you write them down under the appropriate title. Then ask students to describe the characters and explain the roles they played in the stories.

### Script:

- Después de hacer algunas diligencias, emprendió su fuga a La Habana.
- Lo picó una raya cuando se bajaba de su canoa.
- Sus gritos de dolor se convirtieron en bramidos constantes.
- Su señora era la única heredera de todos sus bienes.
- El olor del ajo le impregnaba la piel.
- Era de apariencia pulcra y un poco burguesa.
- No pudo sosegar al saber que lo enviarían de nuevo al Molino.
- Se tragó el disgusto y aguantó las ganas de llorar.
- Rosa le instaba para que reclamara la parte de su herencia.
- Remó por muchas horas con el aliciente de salvarle la vida a su marido.

### ANSWERS

- el esclavo
- el hombre moribundo

- el hombre moribundo
- el esclavo
- la joven campesina
- la heroína
- el esclavo
- la joven campesina
- el esclavo
- la heroína

### Group Work



To help students review all the vocabulary words before the test, do the following activity. Divide the class into four teams. Call out a word from the **Vocabulario esencial**. Each team must find the word in one of the stories, write down the sentence in which it occurs, write a definition of the word, and then use it in an original sentence. Have each team choose a volunteer to write its sentence on the board.

### ■ Mejora tu vocabulario

#### Los sinónimos

Ask students to explain what a synonym is and give a few examples. Point out that although synonyms express a similar idea, they provide different shades of meaning by giving nuances to a word. Ask students to explain the nuances between the following sets of words: **flaca/esbelta, gordo/corpulento, enojo/ira, afectuoso/cariñoso, gentil/amable, saltar/brincar, pesadilla/sueño, and saludar/dar la bienvenida**. Explain to students that knowing several synonyms for a word not only increases their vocabulary, but may also make their speech and writing more elegant by raising the level of language.

#### Challenge

Have students use a Spanish thesaurus and dictionary to find as many synonyms as they can for the verb **decir**. Ask students to explain the differences in meaning among all the synonyms.

### F. Los sinónimos en Autobiografía de un esclavo y «Trabajo de campo»

### ANSWERS

- alegres
- permiso
- se bañaba, desnivel
- un cariño

5. indiscretos
6. pagar
7. inútil
8. jefe
9. desmoralizante

### Thinking Critically

**Application** After students have finished substituting the synonyms in Activity F, ask them to explain how the tone and meaning of the sentences change as a result of the substitutions.

### Tono y registro

Ask students to explain what the words **tono** and **registro** mean to them. Ask them to name as many circumstances as they can think of when they would use formal language, either written or spoken. Then ask them to list instances when they would use informal language. Write both lists on the board. Have students examine the two lists, then ask them what factors they think influence the type of language used in different situations. Make sure you cover all the factors listed on page 50 of the *Pupil's Edition*. Finally, have students look at the two texts on page 50. Ask them which is an example of informal language and which is an example of formal language. Have them explain the characteristics of the language used that sets the two examples apart.

### G. Tono y registro «Trabajo de campo»

#### ANSWERS

1. No la mortifique, como le convenga
2. horrible, me impregnaba

3. angustiaba
4. labor, delgada
5. acercarme, aterraba
6. Disimulé
7. Tuve deseos de llorar.

### ■ Aplicación

#### H. ¡A contestar!

Review the underlined vocabulary before students begin the activity. Then have students read each question, determine its tone and register, and answer accordingly.

#### ANSWERS

Answers will vary.

#### I. ¡A escribir!

Read the directions for the assignment with the class. Ask students the following questions to help them plan their letters: **¿Cómo deben ser el registro y el tono de la carta? ¿Cómo debe ser la estructura de la carta? ¿Cuáles son algunas expresiones que se usan en una carta de este tipo? ¿Qué información piensas incluir en cada párrafo?**

#### ANSWERS

Answers will vary.

For additional practice, see pp.10–11 of the *Cuaderno de práctica*. For assessment, see pp.11–12 of the *Assessment Program*.

### PARA HISPANOHABLANTES

To practice changing register, ask native speakers to write a formal three-minute speech, to be delivered to the entire student body, in which they accept a prestigious award for work they have done in the school community. Then have them rewrite their speech using informal language. Ask students to present their speeches to the class.

### PARA ANGLOPARLANTES

Ask students to find synonyms for the following words from the **Vocabulario esencial**: **consentimiento, impertinente, súbito, diseminado, extenuación, plazo, valer la pena, recompensa**. Have students add the synonyms to their vocabulary notebooks, using each one in an original sentence.