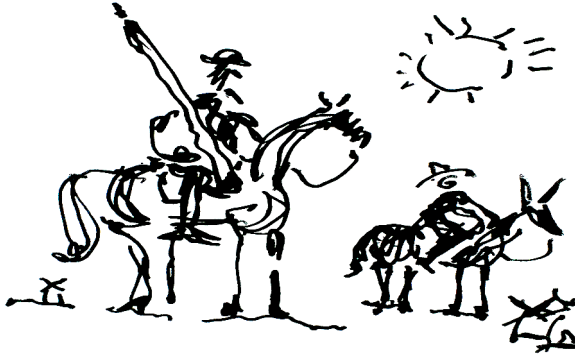


Nuestro idioma



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Español 102 La unidad dos

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iSí, Se Puede!

LANE COMMUNITY COLLEGE**LANGUAGE, LITERATURE AND COMMUNICATION**

| | | |
|---------------|---|----------------|
| COURSE: | First year Spanish | INSTRUCTOR: |
| COURSE#: | Spanish 102 | OFFICE: |
| TERM: | Spring 2018 | OFFICE HOURS: |
| PREREQUISITE: | Spanish 101 or equivalent with passing grade. | Ph: (541) 463- |
| CRN: | | EMAIL: |

Accessibility and Accommodations: To request assistance or accommodations; contact the Center for Accessible Resources at [\(541\) 463-5150](tel:5414635150) or accessibleresources@lanecc.edu. ([link sends e-mail](#))

Publication Access Statement: To request this information in an alternate format please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@laneccc.edu (link sends e-mail).

TEXTS: The following required materials are available in the bookstore: Nuestro idioma by LCC Spanish Program, 3rd edition (Revised); Correct-Aid packet by Arden Woods; La fonética de español 2nd by Cusimano/Luke. Optional: English Grammar for Students of Spanish by E. Spinelli.

COURSE DESCRIPTION: Spanish 102 is the second course in a three-course sequence designed to provide one full year of college level transfer courses at the beginning language level. Each course is conducted in Spanish and they must be taken in sequence. This sequence emphasizes the development of the skills of listening, speaking, reading, writing and culture. In Spanish 102, students will learn to converse in a variety of common, everyday settings using the vocabulary and structures presented in class. Emphasis is also placed on daily writing, reading, listening and learning about Hispanic cultures.

GRADING: MORE THAN 8 CLASS HOURS ABSENT WILL RESULT IN A GRADE OF F.

MATERIALS NECESSARY:

- 1- 1" thick 8 1/2" X 11" loose-leaf notebook for your portfolio
- 1 small box of colored pencils
- 1 box of Cuisenaire rods
- 1 Paradigm of Regular verbs

ACADEMIC CALENDAR:

| | |
|------------------------------------|--------------------|
| Last day to drop w/full refund | April 8 (11:59 PM) |
| Last day for schedule changes | May 25 |
| Spring conference (College closed) | May 4 |
| Memorial Day holiday | May 28 |
| Final exam week* | June 11-16 |

*Check with your instructor for exact date/time of your final exam.

EVALUATION:

The following elements will be calculated to determine your final grade in this course.

| Grading | | | |
|---|------|-------------------------------------|----------------------|
| 1. Tareas | 45% | 90-92%= A- | 93-100%= A |
| 2. Tests and final exam | 35%* | 80-82%= B- | 83-87%= B 88-89%= B+ |
| 3. Journals and Portfolios | 05% | 70-72%= C- | 73-77%= C 78-79%= C+ |
| | | 60-62%= D- | 63-67%= D 68-69%= D+ |
| 5. Professor evaluation/student participation | 10% | 59% or below = F | |
| 6. Encuentros culturales | 05% | | |
| Total | 100% | More than 8 hours absent = F | |

*20% for in-class tests and 15% for final exam.

Attendance:

Roll will be taken every class day. It will soon become apparent that absences are very costly in a language class. When you are absent, you lose participation points and the opportunity to hand in assignments, and it becomes difficult to participate effectively in the class.

Tareas

A tarea = weekly written (in Spanish) homework assignment(s).

Please see the tarea rubric section of the document “Your Class at a Glance” (in this course packet).

- A tarea is based on course content practiced during the previous class(es). It is turned in at the beginning of class (any homework done during class will NOT be accepted). Credit will not be given for late tareas
- **You must correct your errors on all tareas. In order to receive full credit for your tareas, you must correct them using the Correct-Aid packet** (see required texts on the previous page as well as “Student Outcomes” at the end of this syllabus). Your instructor will provide information on how you need to go about correcting your tareas.
- You will complete a minimum of seven tareas in Spanish 102. Your instructor will provide information on tarea content, format and due dates.
- See “Your class at a Glance” in this course packet for additional details.

Study guides and tests/ Final Exam

a. Study guides and tests

In your 102 course packet you will find 4 study guides that you will consult to help prepare you for closed-book tests and to help you to plan your daily study. Each study guide corresponds to a test, so this means there will be four closed-book tests during the term (and the final exam). The timeline for these tests is indicated in your course packet. The content covered by the study guides/tests is as follows:

- Study guide/test one covers content from lesson eleven.
- Study guide/test two covers content from lessons twelve and thirteen.
- Study guide/test three covers content from lessons fourteen and fifteen.
- Study guide/test four covers content MAINLY from lesson sixteen—with some limited content from lesson seventeen.

b. Final exam

Your final exam is also a part of this category and will cover content from throughout the term, including the material from weeks that are not covered by the other four tests. There will be a study guide provided for your final exam.

Please note that your study guides do more than just prepare you for tests and for your final exam. They offer a clear path to follow to help you review, study and practice course material outside of class and they help you to locate gaps in your learning. Therefore, you should take a proactive approach and begin to work with the current study guide soon after the corresponding material is covered in class. If you find that there are concepts that are difficult for you, see your instructor and/or a tutor so that you can learn the material.

Journals and Portfolios

a. Journals

Journal assignments will be written in English and will be due when indicated by your instructor. Your journal provides you with an opportunity to reflect on your language learning experience and content covered in class. Your instructor will give you specific questions to answer and/or relevant topics to address. You will also have the opportunity to give personal feedback and to ask questions in the journal.

b. Portfolio

Your portfolio is the compilation of all the work that you have completed throughout the term. You will organize the work included in your portfolio according to the elements your final grade is based on and submit it at the end of the term in the format indicated by your instructor. As part of the portfolio, you may also be required to include a section in which you self-evaluate as you reflect on the content of your portfolio. The portfolio represents all work completed. YOU CANNOT MAKE UP NOR INCLUDE ANY MISSING OR LATE ASSIGNMENTS.

Professor evaluation: ALL CLASS ACTIVITY MUST BE IN SPANISH.

Class performance, participation, willingness to work in community with others, overall attitude, oral proficiency, the timely completion and correction of tareas and take-home exams, journals, and competency in applying vocabulary, grammar and language learning strategies will be included in the final evaluation. More information will be given to you later.

Encuentros culturales worksheets

You will be required to read two short reading assignments per week and turn-in the accompanying worksheet. Worksheets completed during class will NOT be accepted. The statements over the readings and answer sheets are provided in this packet. You will determine whether each statement is True (cierto) or False (falso). Y will then justify your choice **IN ENGLISH IN COMPLETE SENTENCES**. Keep completed worksheets in your portfolio binder. NO LATE WORK ACCEPTED. Be sure to review "Reading in Spanish" on page 149 of your Nuestro idioma textbook.

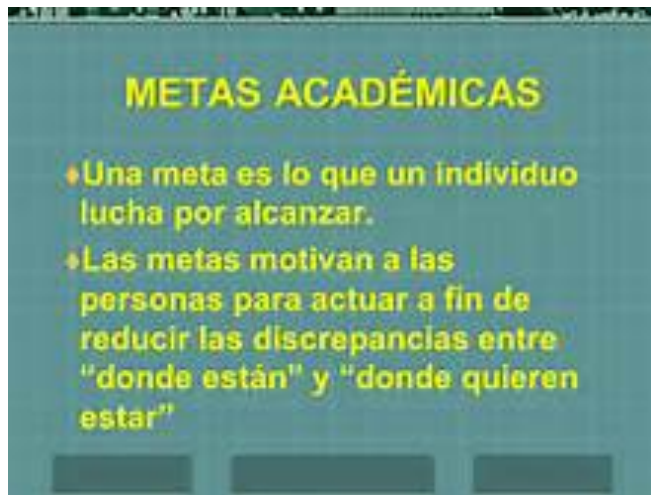
Student learning outcomes 102:

Upon course completion, the successful student will be able to (within the novice low to mid level range, and within the content, context, vocabulary and the topics of this course and those of Spanish 101 as well as its outcomes):

1. Learn and comprehend the topics and themes of the course through the target language (Spanish) itself.
2. Recognize cues in the language and extrapolate meaning from them and the context in which they are encountered, rather than relying on looking up words in a bilingual dictionary or requesting a translation.
3. Practice the interrelatedness of language and culture.
4. Apply learning strategies, goals and skills of organization appropriate to second language acquisition.
5. Hear and read elementary-plus levels of the language with understanding.
6. Speak and write the language at a basic-plus level with accuracy.
7. Pronounce Spanish so that it is intelligible to a native speaker accustomed to dealing with foreigners.
8. Demonstrate an increased knowledge of Spanish-speaking cultures.

9. Demonstrate through both oral and written expression in Spanish the ability to:
- Participate in basic-plus question and answer dialogues.
 - Form and use six (6) different verb tenses for self and others while talking about routine action, action in progress, completed action and action in the immediate future when describing past and present events, situations and habits.
 - Use the appropriate structures and expressions to talk about impersonal (measured) concepts of time as well as personal ones (i.e. age, birthdays, etc.).
 - Describe one's daily routine, likes, dislikes and leisure activities.
 - Describe the actions, objects, foods, people, and professions typical of a restaurant setting.
 - Order food and beverages in a restaurant.
 - Negotiate a final selling/buying price in a barter situation.
 - Describe the clothing and apparel worn by self and others in the past, present and immediate future.
 - Demonstrate an understanding of the differences between the description of generality and that of the specific and situational.
 - Use synonyms, antonyms and expressions of contrast and comparison to describe self and others.
 - Form and respond to questions requesting description of self and family members.
 - Form basic formal and impersonal commands.
 - Give and receive directions using a map.
 - Use, in a limited fashion, direct and indirect object pronouns.
 - Make comparisons of equality and inequality using adjectives.

- Practice error management by utilizing:
 - a. Spanish class techniques and learning strategies in oral situations.
 - b. Arden Woods Correct-Aid in written expression.



Your Class at a Glance



Your Class at a Glance
For Spanish 102 and 103 (Versión 2018)

This is a supplement to your syllabus. You must also read your syllabus (carefully!) for additional information.

I. Class materials

A. Nuestro idioma

Nuestro idioma is your course text. It contains your class notes. Study them (and review them!) carefully and often. In addition to the preface for Unidad dos, be sure to read the “prefacio” in Unidad uno at the beginning of your textbook. Familiarize yourself with the textbook components: 1. Índice de materias (table of contents); 2. Prefacio (preface); 3. Las lecciones (Each lesson corresponds to 5 hours of class.); 4. The three appendices in the back of the book; 5. Maps (immediately following the 3 appendices); 6. Index (Note that each Unidad has a corresponding index. This means that Spanish 102 uses the index that corresponds to Unidad 2. In Spanish 103 then, be sure to consult the index that corresponds to Unidad 3.)

B. Correct-Aid packet

The correct-aid packet (available in the bookstore) is what your instructor uses to signal your errors as he or she reads your tareas and other assignments. S/he circles your errors and writes the correct-aid numbers that correspond to the types of errors you have made. When your instructor returns your work to you, take it home and use the correct-aid packet to locate the numbers provided by your instructor. It is normal not to understand every word in the correct-aid packet. If the information provided is lengthy and looks difficult, do not give up. Instead, look at the examples given that illustrate correct usage and compare those examples with what you have written. Can you find what is incorrect? Go back to the corresponding exercise in your text, if necessary. Errors are opportunities to learn. Take advantage of this extremely beneficial aspect of learning. Get into the habit of correcting your errors. See your instructor or go to drop-in tutoring if you need help with this.

C. Miscellaneous materials

Be sure to purchase a miniature fidel, a small box of colored pencils and a paradigm verb conjugation card (available in the bookstore). All of these items are available in the bookstore.

D. Ancillary text

The text English Grammar for Students of Spanish (available in the bookstore and on reserve in the Reserve Library) is a highly useful source of information on grammar. It compares and contrasts English usage with Spanish usage and is designed for those who have little or no formal knowledge of grammatical concepts. Pertinent topic references to this text appear periodically in Nuestro idioma. See page 147 of Nuestro idioma for additional information.

II. Graded categories

A. Las tareas—see syllabus

Tareas are double spaced written assignments (with standard margins at the left, right, top and bottom) that contain practice with the material from your most recent class sessions. Be sure to review your “class notes” in Nuestro idioma. The tareas are due weekly on the days indicated by your instructor.

Follow the “class notes” in Nuestro idioma heading by heading and include those headings on your tarea, followed by practice with the material that corresponds to those headings (including the cultural readings that appear throughout the text). As you continue to review and master older material, you should attempt to incorporate that older material with some of the more recent applications. The result will be a creative (and hopefully fun) application of the material that will lead you to deeper levels of learning. It can be difficult knowing what to do and how to do it. See your instructor for advice or go to a session of drop in tutoring to get help.

Tareas do not contain material from outside of the class. You might be surprised by how much you can create with the language, using only the material that is covered in class. Give it a try!

You are expected to correct your tareas. Your instructor will let you know her/his expectations about this component of the class. Remember that self-correction of your errors is required and is a necessary aspect of the language learning process (see the “prefacio” in Unidad uno). Error management is a required activity because it is vital to your successful learning. Consult your correct-aid packet carefully and consult with your instructor if you do not fully understand how to use it.

Tarea rubric (grading/evaluating criteria)

Grade of “A”

100–90%

Completeness: Student uses all pertinent practices (applications) in Nuestro idioma, including all new nuances (details) mentioned in the text. For example, uses variation of gender and number when working with nouns (people, places, things); uses variety of subjects and contexts. Includes the “Parte creativa”.

Context and clarity: Student indicates who is talking or acting in a conversation (male, female, one or multiple people); the relationship between the people is clear (formal, informal). Student uses drawings and colors to demonstrate knowledge of vocabulary and expressions of objects, colors, positions, people, places, actions and verb usage. Uses numeric digits to graphically demonstrate numbers and time that are written words. Always writes out numbers and time using the appropriate vocabulary.

Real applications/Combinations of prior and current materials:

Student uses strategy of “spiraling” or “recycling” of learned concepts.

Precision/Accuracy: Student has studied and compared tarea work to the class notes in the text (self-correction) prior to turning in work for a grade. Follows standard conventions of spelling and punctuation.

Follows tarea outline: Student includes tarea number, date and name of instructor. Uses double-spacing and writes legibly and with a dark solid-colored writing implement. Writes out all headings and uses them to label and organize the practices (applications). Uses standard margins to left and right, top and bottom. Uses 8.5 X 11 inch lined, loose-leaf paper.

Includes creativity and risk taking:

After practicing the mechanics of an application, attempts to apply the practice in an informed way using “spiraling”, “deduction” and “contextualization through personalizing” of material.

Grade of:

| | | |
|------------|---------------|--|
| “B” | 89–80% | Student uses most of the above. |
| “C” | 79–70% | Student uses some of the above and only superficially. |
| “D” | 69–60% | Sub-standard work: student writes only lists, does not include context (see above), does not use adequate amount of practices/applications, and uses sub-standard precision. |
| “F” | 59–0% | Not passing. |

b. Journals and portfolio–See syllabus.

Journal assignments will be written in English and will be due on the dates indicated by your instructor. Your journal provides you with the opportunity to reflect on your language learning experience and content covered in class. Your instructor will give you specific questions to answer and/or relevant topics to address. You will also have the opportunity to give personal feedback and to ask questions. Your portfolio is the compilation of all work that you have completed throughout the term. You will organize the work included in the portfolio according to the elements your final grade is based on and submit it at the end of the term in the format indicated by your instructor. You may also be required to include a section in which you self evaluate as you consider the content of your completed portfolio. At the end of the term, your portfolio represents work completed. YOU CANNOT MAKE UP NOR INCLUDE ANY MISSING OR LATE ASSIGNMENTS.

c. Encuentros Culturales and encuentros culturales answer sheets–See syllabus and pages 148–149 of Nuestro idioma.

Encuentros Culturales is the cultural text (available in the bookstore) that contains dialogues between a native speaker of Spanish (in a particular country) and a native speaker of English who is visiting that country. In the course of the dialogue, it becomes apparent that a cultural misunderstanding arises. With certain clues at your disposal, your job is to help the native English speaker to understand the nature of the misunderstanding.

In order to help you learn how to read in another language, Nuestro idioma contains a

paged titled “Reading in Spanish (Encuentros culturales)” (see page 358 of Nuestro idioma). Do not allow yourself to grow frustrated from the false expectation that reading in Spanish is like reading in your native language. Also, it is extremely important that you not translate the dialogues word for word into English. Translation is not reading. You will not learn how to read in Spanish by translating. That is a different activity. So, be sure to consult “Reading in Spanish (Encuentros culturales)” on page 358 of Nuestro idioma and start familiarizing yourself with the strategies of reading contained on that page. Follow the instructions on that page and consult it anytime you are presented with a new reading (whether it be from Encuentros Culturales, your textbook or online).

The Encuentros answer sheets are in this packet. For each reading, use the answer sheets to respond to the true/false statements (and one multiple-choice question). See syllabus for additional instructions. **Although this category constitutes only a small percentage of your grade, it is to be considered an essential component of this class and completion of it will also be reflected in the professor evaluation category of your grade.**

E. Tests & final exam (Spanish 102 and Spanish 103)—See syllabus.

F. Professor evaluation—See syllabus.

Read the syllabus carefully for a description of this heading. Although this category may appear subjective, it is no more or less subjective or objective than the other graded categories of the class. Your instructor’s training and experience in the field of Second Language Teaching make her/him fully qualified to assess your performance in all aspects of the class.

La tutoría (450 Center)



Drop-in tutoring: expected behavior

The Spanish program offers drop-in tutoring for First- and Second- Year students daily in Center 450.

We encourage you to use our tutoring services. Fátima and Norma have years of experience tutoring students in our program and will assist you with understanding, clarifying and practicing the concepts and content covered in class. If you have missed a class, you will need to first meet with your instructor before receiving assistance from the tutors. Remember, the tutors are here to assist you with material that has already been presented to you. It is not a function of their job to give you your first exposure to new material.

You will need to abide by Lane's "Student code of conduct" and any violation of it could result in disciplinary sanctions. (See Judicial Policies: Sanctions.) Pay particular attention to article III, #3 which reads: "Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any member of the college community".

We expect respectful/non-disruptive behavior towards our tutors as well as other students present in the drop-in tutoring suite. If your behavior is not respectful of the rules, you will be cited after one warning.

Oh yes, and please, no food or drink in the tutor suite area.

The tutoring suite is a welcoming place and you will benefit greatly from working with our dedicated and caring staff. Your experience there will help you to focus your attention where it needs to go. Come and enjoy a focused learning experience with us!

Language learning strategies



Strategies and Behaviors for Successful Learning

(1) Become familiar with the aspects of the process. You have just been exposed to the beginning of a language learning process. Think about how you have felt, what you have been directed to do or say and what you and others have done and have said. Enjoy the process without expecting to understand new concepts immediately. Relax. It is common for production to come before meaning. So, in the process of learning, you will sometimes practice material without understanding the meaning of the words you use. It is part of the process and it will challenge you to become more involved in your learning by creating hypotheses and testing them until meaning is attained. Please let go of the judgment, "I need to know what this means in English." You already know what "this" means in English. You are now involved in a process that leads to meanings in Spanish. Think, feel, create hypotheses, test them, and learn from successes and errors. HAVE FUN!

(2) Grant yourself and others the necessary, respectful period of silence. Pay attention to the ways in which silence is used and orchestrated in class. Think back on the presentation and your and other students' participation in the "el molino" activity. Many steps occurred in that activity, each of which utilized silence. In general, silence is a device that lets students experience, from the start, that they can learn better by relying on themselves rather than on an outside authority (e.g. the teacher, a textbook, etc). Trust yourself and listen to your own inner voice of authority during and after periods of silence. Silence also allows the instructors more time and energy to observe their students' involvement in learning and to think of different ways of renewing it. Language learning then is not a "one size fits all" approach. The process is dynamic, not static. The teacher and students must pay close attention to the unfolding process. A major role of the teacher is to guide the students in the hypothesis testing process in which the students are constantly engaged. The teacher too must listen to her/his inner voice of authority to know how to help facilitate the ever-changing process. Searching for meanings in English will disengage you from this process. The latter is an important point to remember. Trust yourself, be patient, be persistent and remain engaged in the process of acquiring meaning without the intrusion of English.

(3) You will benefit from working with a diversity of learning styles. You are now involved in a dynamic learning process along with your peers. You have just worked in groups in class and will continue to do so. Always think back on your experiences of group work as you consider the following. Yes, you will benefit from working with a diversity of learning styles. This means that you will need to work with different people. Working with others helps you to develop confidence in the learning process, confidence in your role in it, confidence in the value of your inner voice and it always allows you to receive and to give valuable feedback. Everyone has something to gain and something to contribute during group work. Pay attention to how others work in class and don't be afraid of testing new ways of learning any body of material. There are many types of material and there are several ways of approaching that material as a learner. Keep aware of what works for you, but remember to try new

approaches, especially whenever you are engaged with material that seems resistant to your old ways of approaching your learning. Expand your repertoire of learning strategies and be prepared to modify them, as needed. Believe in your ability to learn in different ways. For starters, believe in your ability to learn Spanish without the interference of English. You can do it!

(4) Belief desire and expectancy Believe and maintain confidence in yourself, in your classmates, in the process and in your instructor. Your classroom is a cooperative environment. Tell yourself often, "I can learn Spanish! I can do this!" Expect this to happen as a natural part of the process (as long as you are actively involved in it and maintain good study habits). Be accepting of your errors and the errors of others. Also, do not be afraid of making errors, but be sure to make an effort to learn from them and to complete your learning tasks again, only better.

(5) Arrive to class on time and find a table where your presence establishes an even number of students at the table. Be prepared to start practicing right away. Check your non-class related concerns at the door (e.g. "What will I be having for lunch? I wonder what is going to be on my math exam? I've just got to text...", etc.) NEVER work on homework for this or any other class during class time. Recall the strategies of directed/selective attention, cooperative learning and the orchestra analogy. Others are counting on you.

(6) For better, open-minded learning to happen, you need to suspend judgment. Judgments create barriers and limitations to effective learning and they can be damaging to morale. Go with the flow of the class and avoid making unfair, uninformed, premature statements. Have fun and keep an open mind. Rather than criticizing, make a serious effort to understand the purpose of the things we do in class. Also, do not render harsh judgments on your own performance. Do not limit yourself with statements such as "I can't learn this." "Everyone else can do this better than I can." Involve all your senses in your learning and believe in your ability to learn better and better. By doing so, you will relate to the language on deeper levels and you will enjoy your learning to a greater extent. Take advantage of the opportunities to learn and to develop your skills in new and different ways.

(7) Set realistic goals and modify them as needed. Identify your professional, educational and personal goals (short- and long-term goals) and be prepared to adjust them as needed. Be patient, be realistic, and keep your goals flexible as the term progresses. In time you may discover new goals that are of interest or, you may lose interest in an earlier goal. As for short term goals, get in the habit of identifying something new you have learned every day and establish the goal of practicing those items and getting better and better with them. Give yourself credit every time you do something better than the last time and continue to ask yourself how your learning is meeting or changing your goals.

(8) Remember that you are enrolled in a 5-credit class.

Set aside up to 8 hours per week for study, review and practice outside of class. Attend drop-in tutoring sessions for extra practice and help with difficult concepts. Enquire about forming a study group made up of your peers. Get started right! Form good study habits now! Communicate difficulties to your instructor right away. Be proactive.

(9) Review older material on a regular basis and incorporate it into your current tareas. Also, remember to review strategies and to put them into practice, developing, modifying and fine tuning them, as needed.

(10) Self evaluation. After performing any task, ask yourself, "Did I do that correctly? Did I make sense? What strategies did I use or could I use to perform this task? How could I do this task again, only better next time?"

(11) Journal writing. Keep a daily journal of your learning experiences. Include descriptions of how you felt in class on any given day, what worked well, what did not work and remind yourself about what you would like to do better next time. Write about your positive feelings as well as your frustrations and make a proactive plan to deal with your frustrations directly. Write what you think it is you need to do to feel more positive and less frustrated. Write about how you solved a problem, about what you learned today and what strategies or group of strategies seem to be the most helpful. Keep a record of how much time you have needed to set aside for study. Set a reasonable goal in writing that you hope to achieve by a date in the near future.

(12) Be accepting of errors. If you are not making errors, you are not challenging yourself enough. Making errors and learning from them is a natural part of the process. Go ahead and make them, but remember to ask yourself, "Why did I make that error? What led me to that response? How can I do that again only better?" The only bad error is the one from which you learn nothing--you know, the ones that you make over and over again without challenging yourself to 'do it better next time.' However, do not challenge yourself with new material unless you feel confident to do so. Do the basic, "get comfortable and acquainted with the material" practices first. Be sure to challenge yourself when it comes to material you have practiced thoroughly and understand well. Create hypotheses and test them, applying all the appropriate strategies. BE CREATIVE but use only the material from class.

(13) Communication. Do not be afraid or hesitant when it comes to communicating with your instructor, your tutor and with other students. Your instructor wants and needs to know about your successes and your frustrations. Just as you correct your errors so that you can learn from them, please communicate openly with your instructor so that any concerns can be addressed immediately. The sooner you tend to issues that arise, the sooner you will be able to resolve them so that you can move on and learn more and more and always better and better. Also, remember that there are several drop-in tutoring sessions available to you. If

there are time constraints, which make it hard for you to connect with your instructor in an office hour, speak with your instructor about this and/or choose a drop in tutoring time to receive extra practice.

(14) The Fidel. Practice with it often! Whenever you need to hear a word pronounced, see it spelled or see how the syllables are divided, ask another student, a tutor or an instructor to present it for you on the fidel. Present words that you know to your classmates who need help. Imitate the ways in which your instructor signals the letters, how syllables are separated and how the stress in the words (or within a syllable) is indicated. Practice!

(15) Tarea Review. Be sure to review your tareas before handing them in and after they are returned to you. The tarea is one of the principal means through which you and your instructor communicate about your learning. After your instructor returns your tarea to you, be sure to correct the errors so that you will learn from them.

As you write better and better tareas, you will improve not only your writing proficiency but also your proficiency in listening, speaking and reading will reach higher levels.

Remember for your next tarea to "Do it again, only better next time!" Ask yourself, "How can I do this again, only better next time?" Or, "Now that I have done this better, what did I do and how did I do it differently?"

¡OJO! The timely correction of your homework is one of the categories your instructor uses to help determine your class grade. If you are not retrieving your work and correcting it, your instructor will know that you are not making the proper efforts to learn from your errors. This may lead to your production of error patterns which can be very difficult to eliminate once you have waited too long to take action. Be proactive.

¡Sí se puede!

Study guides for closed-book tests

This term you will complete four closed-book tests. These tests will be completed in class. Each test has a corresponding study guide and you will find these guides on the following pages. For more information about your study guides and tests, see your course syllabus at the beginning of this course packet. Also, see the timeline for study guides and for tests on the following page. Tests are to be completed in about 30 minutes.

The study guides offer you a strategic way to get yourself organized for productive and successful learning but always remember that no strategy will function fully for you if not fueled by the single most important strategy of all: “Accept personal responsibility/accountability”. This is what produces the action and experience necessary to achieve outcomes. Please see the strategies section of this course packet and pages 360-362 of your textbook.

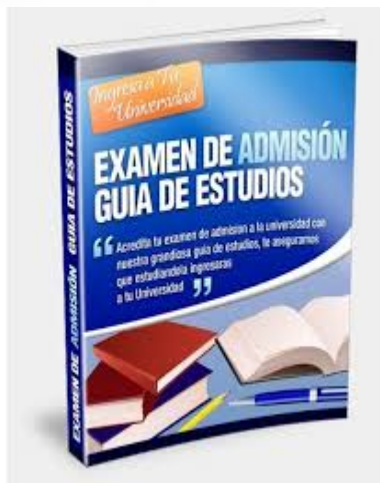
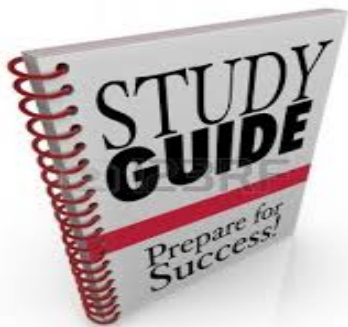


Los estudiantes están bien preparados para el examen.

Timeline for use of study guides and for tests

Ask your instructor for specific test dates.

1. Study guide/test one covers content from lesson eleven. Test one is administered the first or second class session following the completion of lesson eleven.
2. Study guide/test two covers content from lessons twelve and thirteen. Test two is administered during the first or second class session following the completion of lesson thirteen.
3. Study guide/test three covers content from lessons fourteen and fifteen. Test three is administered during the first or second class session following the completion of lesson fifteen.
4. Study guide/test four covers content from lessons sixteen and seventeen (mainly sixteen). Test four is administered during the first or second class session following the completion of lesson seventeen.



Español 102
Guía de estudios uno para el examencito uno
(Lección once)
Versión 2018

Congratulations on completing your first week of Spanish 102! As you study, say everything aloud and give yourself ample opportunities to write words in context. When practicing dialogues by yourself, play the roles of both E1 and E2 or practice with another student or with a tutor while making certain that you trade roles frequently. Learning how to study another language will continue to be very important for your ongoing success and you will get better at it over time. Read and consider the relevance of the learning strategies on pages 360-363 of your textbook as well as those that appear in the strategies section of your course packet. Always remember: ¡Sí se puede!

You will know that you are prepared for your closed book test when you are able to complete everything indicated below without consulting your textbook.

I. ¿Reflexivo o no reflexivo?

- Review the “verbos reflexivos” in the context of Juan on pages 123 and 154.
- Study the A and B columns of infinitivos on page 155 and the corresponding drawings on page 156.
- Thoroughly review and practice with the E1/E2 dialogue structure on page 155. Be prepared to work with that dialogue structure in the context of the infinitivos and drawings (pages 155-156) on the test.
- If you would like to study “los verbos reflexivos” a bit more, consult “What are reflexive pronouns and verbs” in your ancillary book ***English Grammar for Students of Spanish.***

II. Nota cultural: César Chávez y Dolores Huerta

- Pay close attention in class as you go over the reading on page 157.
- At home, read and study “Reading in Spanish” on page 149.
- Using the strategic approach to reading that is outlined on page 149, now apply that approach as you read “Nota cultural: César Chávez and Dolores Huerta” on page 157. **As you follow that approach, consult (if and when you need to do so) the glossary on the following page of this study guide.) ¡OJO!** The publisher made some typos in the last paragraph of the reading on earlier editions of the book on page 157. Here is the final paragraph for you to review without those typos: (If you have the 3rd edition-revised, your book contains the corrected version.)

Dolores Huerta es una activista comunitaria y una organizadora política que dedica toda su vida a defender los derechos de los trabajadores del campo. Nace el 10 de

abril de 1930 en Dawson, Nuevo México pero cuando sus padres se divorcian, se muda con su madre y hermanos al Valle de San Joaquín en California. Junto a César Chávez, cofunda el Sindicato de Trabajadores Agrícolas (U.F.W.). Apoya protestas sin violencia. En 1998, el Presidente Bill Clinton le concede el Premio Eleanor Roosevelt de Derechos Humanos. En 2002, ella funda la Fundación Dolores Huerta que se dedica a formar activistas comunitarios. En 2008, el Presidente Barack Obama y la primera dama le entregan la Medalla de la Libertad por todas sus contribuciones a la nación: su pasión, generosidad y dedicación a la justicia.

- On the test, be prepared to fill in blanks with missing words in sentences taken from the reading. A list of words will be provided from which to choose. Following that section, there will be a “Cierto/Falso?” section.

Glosario para la nota cultural, página 157:

César Chávez

chicano/a---mexicoamericano/a

la vida---antónimo de la muerte.

derechos---rights (as in Civil or Human rights)

los campesinos—farm workers

nace (de “nacer”)---antónimo de “morir(ue)”. Por ejemplo, César nace en 1927 y muere en 1993 a la edad de 66 años.

trabajar---to work

octavo---(número ordinal) primero, segundo, tercero, cuarto, quinto sexto, séptimo, octavo, noveno, décimo.

contra---against

crea (de “crear”)---se refiere a la creación de la asociación.

llega (de “llegar”) + a + infinitivo---to become

el sindicato—union (workers’ union)

lucha (de “luchar”)—to fight or to struggle)

las huelgas---strikes

lo reconoce (de “reconocer”—to recognize) **OJO** “lo” se refiere “a él”.

Dolores Huerta

se muda (de “mudarse”)---ir a vivir en otra ciudad, otra casa.

el valle---por ejemplo, Eugene se encuentra (está) en el Valle de Willamette.

apoya (de “apoyar”—to support)

le concede (de “conceder”—to give, to award) **OJO** “le” se refiere “a ella”.

la primera dama---the First Lady

le entregan (de “entregar”—to give) **OJO** “le” se refiere “a ella”.

III. **La posesión en español**

- Review, study and practice everything on pages 160-162.
- On the test, you will see drawings taken from page 161. Be prepared to answer all three question types as on page 160 as you look at any given pair of drawing (i.e. drawings 1A and 1B, etc.)

IV. **Las formas de sustitución: los pronombres de complemento directo “lo/la/los/las”**

- Review and study page 163.
- Review, study and practice **everything** on page 164.
- On the test, you will be directed to form sentences with certain elements that will be provided. See the “modelo” below.

Modelo:

Create a sentence with the following elements and be sure to use the appropriate “pronombre de complemento directo” (lo/la/los/las) in your sentence.

You see: Enrique *encontrar(ue)* un libro y (Enrique) *lo/la/los/las* *abrir*

You write: Enrique *encuentra* un libro y *lo* *abre*.

A short grammar lesson:

In the above example, the subject (the one who performs the action) is Enrique. We begin our sentence with “Enrique encuentra un libro...” Since we already mentioned “un libro”, we can avoid saying “un libro” a second time by replacing it with the pronombre “**lo**”. Remember, pronombres are words that substitute for other words. We choose “**lo**” because it is *masculino and singular* and takes the place of a *sustantivo (noun)* that is *masculino and singular* (un libro). So, we complete the sentence with:...y **lo** abre.

Check out the following in your ancillary text **English Grammar for Students of Spanish**: “What are objects?” (direct objects) and “What are direct object pronouns?”

V. **Dictado (based on “la familia” on page 166)**

- A. Write what you hear:** (You will write what you hear your professor say in Spanish. Your instructor will repeat each item two times and then move on to the next item. S/he will then quickly repeat each item a third time. There will be no further repetitions.)

- Know the family relations on page 166 and be able to ask and answer the questions on that page that relate to the family tree that you see on that page. *The family member names **will not be the same** on the test.*

B. Draw the scene that corresponds to what you have just written above:

(What your instructor reads to you can be drawn with a simple line drawing in order to demonstrate that you understand what was read to you.)

- Since what you write will be about a family (See the one on page 166), you will then be able to create a partial family tree that is based on what you have heard and written.

Additional advice

As instructed in the “prefacio” to “la unidad dos” of your book (page 146), be sure to budget time to review all the concepts listed. They are concepts that we covered in Spanish 101. Use the book ***English Grammar for Students of Spanish*** to help you review. No need to be overly ambitious here; just choose a concept or two every day and review it/them.

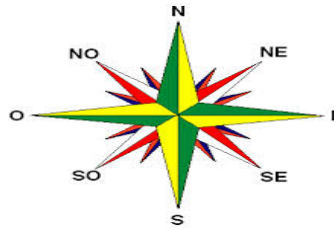
Español 102
Guía de estudios dos para el examencito dos
(Lecciones doce y trece)
Versión 2018

I. La familia: definiciones

- Review the family members vocabulary on page 170.
- Read the section “Unos ejemplos (definiciones) on page 170 AND as you do so, locate the family members on the family tree, page 172.
- Now take the “examencito de comprensión” at the bottom of page 170. Check your answers below.
- Prepare yourself to be able to take a similar “examencito” on this section of the test.

Answers for “un examencito de comprensión, page 170 of your textbook:

1. abuela 2. cuñado 3. nieto 4. yerno 5. suegra



II. La geografía: los mapas

- Study the maps in the back of your textbook that appear immediately before the book’s index and review page 174.
- Be prepared to answer the following question about any nation in the following two ways: (You will be provided with a map showing the nation in question.)

Question:

¿Dónde está _____?
país

You will answer this way:

_____ está entre _____ y _____.
país país país

You will *also* respond this way:

_____ está al norte/sur/oeste/este* de _____ y al
país país
norte/sur/oeste/este* de _____.
país

*También: noroeste, noreste, suroeste, sureste.

III. Un día típico del señor Suárez: antes de y después de + infinitivo

- Study pages 179, 180, 181 and 183. Know the verbs and vocabulary on page 181 that correspond to the drawings on page 180. Note that many of the “verbos” that are used in the “Señor Suárez” practice are “reflexivos”.
- Be prepared to respond to the questions on page 183 (drawings will be provided on the test to which you will refer). Recall that the second of the two questions is a personal question that is being asked of YOU. To expand your verb choices a bit for this second answer, you may also use any of the verbs (where logical) from Susana and Juan on pages 107 and 121. See example, below.

Ejemplo: (Consult the drawings on page 180.)

Question: ¿Qué hace el señor Suárez antes de lavarse la cara?

Answer: (You consult the drawings.) Antes de lavarse la cara, el señor Suárez se estira y bosteza.

Question: Y tú, ¿qué haces antes de lavarte? (Note that the question could also be formal: Y usted, ¿qué hace antes de lavarse?)

Answer: (You can use what is on the drawing on page 180 or respond in your own---logical and relevant---way using the vocabulary from “Susana” and from “Juan” on pages 107 and 121. The following is just an example.)

Normalmente, antes de lavarme, (yo) me lavo, me levanto y me miro en el espejo.

OJO Note that an “infinitivo” is used after the proposition “de” and that a conjugated verb form is used in the other instances:

Antes **de lavarse** la cara, el señor Suárez **se estira y bosteza**.

IV. Intenciones, acciones en progreso y acciones completas

- Study and involve yourself in practice with what you see on page 193.
- Be prepared to answer questions in the context of page 193 but now substituting other things for regletas and lápices. Although this is a bit different from what you did in class, it allows you to demonstrate how you can apply what you know in a new context. This is an important skill that you will use beyond the classroom as you speak Spanish with others. See the “ejemplo” below.

Ejemplo:

Respond to the following using the correct forms of “tomar café” **OJO** “café” is a “sustantivo masculino”.

Pregunta:

¿Qué va a hacer Enrique?



Respuesta:

Enrique va a tomar café.

Pregunta:

¿Ha tomado café Amelie o está tomándolo?



Respuesta:

Amelie está tomándolo. ("lo" is masculine and singular because "café" is as well. Here we had a choice of two answers and we have chosen the one that is logical based on the picture of Amelie above.)

SEE NEXT PAGE.

Pregunta:

¿Va a tomar café Miguel o lo ha tomado?



Respuesta:

Miguel lo ha tomado. (Here we had a choice of two answers and we have chosen the one that is logical based on the picture of the empty coffee cup above.)

VA. Los tres tiempos verbales y las preposiciones (de, a, en, por, etc.)

Review and practice with everything on pages 196-197. Keeping in mind that you cannot substitute nouns with “lo, la, los, las” in this part of the test, answer the 3 questions below with 1) el futuro inmediato; 2) el presente progresivo and 3) el presente perfecto. **OJO YOU MUST ILLUSTRATE YOUR 3 ANSWERS with simple line drawings.**

On the test you will see something similar to the following. The following is a complete example of what you would write, *but you must also illustrate with 3 drawings.*

Antonio/caminar alrededor de la mesa.

Pregunta:

¿Qué va a hacer Antonio?

Respuesta (and illustrate):

Antonio va a caminar alrededor de la mesa.

Pregunta:

¿Qué está haciendo Antonio?

Respuesta (and illustrate):

Antonio está caminando alrededor de la mesa.

Pregunta:

¿Qué ha hecho Antonio?

Respuesta (and illustrate):

Antonio ha caminado alrededor de la mesa.

VB. Los tres tiempos verbales y los verbos reflexivos

Review and practice with everything on page 198. Answer the 3 questions below with 1) el futuro inmediato; 2) el presente progresivo and 3) el presente perfecto. Be prepared to respond for “él/ella/ellos/ellas”.) **OJO YOU MUST ILLUSTRATE YOUR 3 ANSWERS with simple line drawings.**

On the test you will see something similar to the following. The following is a complete example of what you would write, *but you must also illustrate with 3 drawings.*

Irene y Osvaldo/ estirarse

Pregunta:

¿Qué van a hacer Irene y Osvaldo?

Respuesta (and illustrate):

Van a estirarse.

Pregunta:

¿Qué están haciendo?

Answer (and illustrate):

Están estirándose.

Pregunta:

¿Qué han hecho?

Respuesta (and illustrate):

Se han estirado.

VI. Dictado

A. Write what you hear: (You will write what you hear your professor say in Spanish. Your instructor will repeat each item two times and then move on to the next item. S/he will then quickly repeat each item a third time. There will be no further repetitions.)

- Know the 3 new tenses (futuro inmediato, presente progresivo and presente perfecto). Your instructor will say something that includes: 1) the form of substitution

“lo,la,los,las”—study pages 189-193; 2) preposiciones—study pages 196-197; 3) reflexivos—study page 198.

B. Draw the scenes that corresponds to what you have just written above:

(What your instructor reads to you can be drawn with simple line drawings in order to demonstrate that you understand what was read to you.)

Additional advice

Read, study and review the following concepts in English Grammar for Students of Spanish: “What is the Future Tense/” (The part called “Substitutes for the Future”), “What are the Progressive Tenses?”, “What are the Perfect Tenses?” (Read only about the Present Perfect).

Español 102
Guía de estudios tres para el examencito tres
(Lecciones catorce y quince)
Versión 2018

I. Las formas masculinas y femeninas de los adjetivos

Study the adjectives and their forms (masculine, feminine, singular and plural) on page 205. Be prepared to provide the proper forms in fill-in-the-blank sentences. The masculine-singular forms will be provided and you change them (or not) according to the context. See modelo.

Modelo:

Maruja es un poco holgazana. Sus hermanos también son algo holgazán.

holgazanes.

holgazán.

II. Los tres tiempos de los verbos

- Review the “dibujos” and “vocabulario” on pages 180-181.
- Study and engage in the practice on page 207.
- Be prepared to answer the 3 question types you see on page 207. Be sure to study carefully the “ejemplos” at the bottom of page 207.
- On the test, you will **NOT** see the drawing of el señor Suárez. Instead, you will be provided sets of 3 actions (in the order that they are performed by a subject) and you answer questions about those actions and that subject. The vocabulary will be taken from page 181. See modelo.

Modelo:

Sujeto: Carmen

| <i>8 de la mañana</i> | <i>8:30 de la mañana</i> | <i>8:45 de la mañana</i> |
|-----------------------|--------------------------|--------------------------|
| <i>depertarse(ie)</i> | <i>lavarse</i> | <i>vestirse(i,i)</i> |

Pregunta: Son las ocho y media. ¿Qué está haciendo Carmen en este momento?

Respuesta: Carmen está lavándose. (Or, Carmen se está lavando.)

Pregunta: Y ¿qué ha hecho antes (de lavarse)?

Respuesta: Se ha despertado.

Pregunta: Y ¿qué va a hacer después (de lavarse)?

Respuesta: Se va a vestir. (Or, Va a vestirse.)

III. El restaurante

- Study thoroughly the vocabulary of the “restaurante” on pages 210 and 213 as you use the drawing on page 211 to help reinforce some of that vocabulary.
- On the test, you will see a scene or scenes from a restaurant and you must be prepared to answer any of the questions on pages 212-213 about the scene(s) that you see. See modelo.

Modelo:

You see:



Pregunta: ¿Quién es?

Respuesta: Es el cocinero. (Or, Es el jefe de cocina.)

Pregunta: ¿Dónde está?

Respuesta: Está en la cocina.

Pregunta: ¿Qué hace?

Respuesta: Prepara la cena.

IV. **Nota cultural: comidas y palabras**

- Pay close attention in class as you go over the reading on page 232.
- At home, read and study “Reading in Spanish” on page 149. Using the strategic approach to reading that is outlined on page 149, now apply that approach as you read “Nota cultural: comidas y palabras” on page 232. Be sure to take note of the glossed words on page 232 and to study the additional “glosario” below.
- On the test, be prepared to fill in blanks with missing words in sentences taken from the reading. A list of words will be provided from which to choose. Following that section, there will be a “¿Cierto/Falso?” section.

Glosario para la lectura

- a veces—sometimes
- ¿Le gusta...? Do you like?
- cae (de “caer”—to fall)
- el cielo—sky
- las legumbres—vegetables
- cualquier—any
- la fresa—strawberry
- las habichuelas—green beans
- el pavo—turkey

V. **Dictado (based on el restaurante, pages 210-213)**

B. Write what you hear: (You will write what you hear your professor say in Spanish. Your instructor will repeat each item two times and then move on to the next item. S/he will then quickly repeat each item a third time. There will be no further repetitions.)

- Know the vocabulary on pages 210-213.

B. Draw the scene or scenes that correspond(s) to what you have just written above:

(What your instructor reads to you can be drawn with a simple line drawing in order to demonstrate that you understand what was read to you.)

If you have time...



VI. **De pilón (extra credit): los adjetivos posesivos y las prendas de vestir**

- Study the vocabulario pages 222-223.
- Practice the exercise on page 226.
- Be prepared to answer questions JUST LIKE the ones you see on page 226.

Español 102
Guía de estudios cuatro para el examencito cuatro
(Lecciones dieciséis y diecisiete)
Versión 2018

I. En el restaurante: una descripción y acción en progreso en el pasado

- Review and read aloud the verb forms in both “presente” and “pasado” on page 245 and read-consider the contexts provided at the foot of page 245. As you read the verbs of action in both the “presente” and “pasado”, visualize and/or act out the actions signified by the verbs and keep in mind that these are “acciones en progreso”. Keep in mind too that “hay” and “había” are not verbs of action, but rather verbs of description saying what there is or there are (presente) in a scene or what there was or there were (pasado) in a scene. Here are two examples in translation (one in present context and one in past context)

Hay una pareja que baila en la pista de baile. There is a couple that is dancing on the dance floor.

Había una pareja que bailaba en la pista de baile. There was a couple that was dancing on the dance floor.

- Review the vocabulary on page 228.
- Practice with the 8 question and answer exercises on pages 246-247 and pay close attention to the examples that are provided on those pages.
- Be prepared to answer questions (like those on pages 246-247) using a list of vocabulary that will be provided—like the one on page 228. **OJO** You will be expected to use different vocabulary items for each answer rather than limiting yourself to just a few words. See the ejemplos below: (See pages 246-247 as you review the ejemplos below.)

Ejemplos:

Your are asked:

¿Qué había en el restaurante?

Depending on the vocabulary that YOU CHOOSE from the list that will be provided, you write (for example):

Había muchas mesas y dos fuentes que estaban en el patio.

You are asked:

¿Había una banda?

Depending on the way you want to respond, you write (for example);

Sí, había una.

Or, you may prefer to write:

No, no había ninguna.

Next, be prepared to also respond to questions 3-8 on pages 246-247.

II. Las frutas y las legumbres: los gustos

- Study the vocabulary on pages 250-251 **AND** pages 256 and 264. You may wish to prepare flashcards to study this vocabulary.
- Review the practice on page 249 (read it aloud and practice if you can with a study partner or with a tutor).
- Be prepared to answer questions JUST LIKE the ones on the practice on page 249 **AND** with vocabulary from pages 250-251 and 256 and 264. Practice with a classmate or with a tutor if possible. Keep in mind that this practice is in both present and past contexts. In past context, we’ re practicing here with another use of “el imperfecto” . In the previous exercise, we used the “imperfecto” to express “acción en progreso” in past context. Now, we are using “el imperfecto” to state what we “used to like” .

III. Nota cultural: las tapas

- Pay close attention in class as you go over the reading on page 265.
- At home, read and study “Reading in Spanish” on page 149. Using the strategic approach to reading that is outlined on page 149, now apply that approach as you read “Nota cultural: las tapas” on page 265. Be sure to take note of the glossed words on page 265 and to study the additional “glosario” below.
- On the test, be prepared to fill in blanks with missing words in sentences taken from the reading. A list of words will be provided from which to choose. Following that section, there will be a “¿Cierto/Falso?” section.

Glosario para la lectura

- tan sencillo como trozos···—as simple (basic) as pieces···
- el queso—Por ejemplo, el queso Manchego es popular en España y el queso Cheddar es un tipo de queso popular en los EE.UU.
- las aceitunas—Consulten la página 254.
- los cacahuets (o “cacahuates”)—Consulten la página 254.
- asado—roasted or grilled
- las patatas—Se dice “patatas” en España y “papas” en Latinoamérica.
- los camarones—consulten la página 256.

- a la parrilla—



- los hongos—Consulten la página 252 (las legumbres).
- el ajo—Consulten la página 256.
- fritos—fried
- además—as well as (additionally)
-

IV. **El pretérito***

- Review and **thoroughly practice** with (read the verbs aloud) the forms of the pretérito on pages 285-286. Although the irregulars will not appear on this part of the test, they are important and will appear in the extra credit section of this test. You may wish to make flashcards to help with the irregulars. The irregulars are also listed on page 288.
- You will need to fill in blanks with the proper “pretérito” verb forms for any subject, depending on the context (yo, tú, Ud., él, ella, nosotros/as, vosotros/as, Uds., ellos, ellas) as in the ejemplos below: (**Note: On the next page you will find a list of infinitivos to help study for this part of the test.**)

Ejemplos:

- Yo soy mesero. Ayer yo _____ (llegar) un poco tarde al trabajo.

In the above example, you identify the subject as “yo” and you fill in the blank with “llegué” (see page 286) which is the “yo” form of “llegar” in the “pretérito.”

- Miguel y Jimena son cocineros. Ayer, primero _____ (caminar)

a la cocina y luego _____ (cocinar) las especialidad de la casa.

In the above example, you identify the subject as “Miguel y Jimena” (ellos) and you provide the verb forms “caminaron” and “cocinaron”.

- Mi amiga Manuela y yo _____ (celebrar) nuestro

aniversario en nuestro restaurante favorito donde

_____ (pedir) nuestro plato favorito.

In the above example, you identify the subject as “mi amiga Manuela y yo (nosotros/as)” and you provide the verb forms “celebramos” and “pedimos”.

***OJO** Although we did not practice in class with all subjects in “pretérito”, you have been studying the verb forms for all subjects (yo, tú, Ud., etc.) and this part of the test will be a simple fill-in the blank exercise. The challenges for you will be: 1) to know the verb forms for any regular verb form (including the “verbos radicales” and those that take various types of spelling changes) listed on pages 285-286 and 2) to be able to identify the subject of a verb in context.

Infinitivos for part IV of exam four

As promised on the previous page, we are now providing you with a list of infinitivos that you should be able to conjugate for the portion of the test on the “pretérito”. All the infinitivos that you will see on that portion of the test are included below BUT there are some extras as well.



¡OJO! There will be NO IRREGULARS on this part of the test. Irregulars will appear on the “de pilón” portion of this test.

| | <u>yo</u> | <u>tú/usted</u> | <u>nosotros(as)</u> | <u>vosotros(as)/ustedes</u> | <u>ellos/ellas</u> |
|-----|-----------|-----------------|---------------------|-----------------------------|--------------------|
| -ar | é | aste/ó ó | amos | asteis/aron | aron |
| -er | í | iste/ió ió | imos | isteis/ieron | ieron |
| -ir | | | | | |

bailar
servir (i,i)
saludar
seguir (i,i)
despedirse (i,i)
salir
levantarse

SEE NEXT PAGE.

dejar
recoger
llevar
pedir (i, i)
leer
considerar
tocar
cocinar
comer

V. **Dictado (based on el restaurante, pages 246-247—el imperfecto)**

A. **Write what you hear:** (You will write what you hear your professor say in Spanish. Your instructor will repeat each item two times and then move on to the next item. S/he will then quickly repeat each item a third time. There will be no further repetitions.)

- Know the vocabulary on page 228.

B. **Draw the scene or scenes that correspond(s) to what you have just written above:**

(What your instructor reads to you can be drawn with a simple line drawing in order to demonstrate that you understand what was read to you.)

If you have time...



VI. **De pilón (extra credit): los verbos irregulares del pretérito**

- Study the verb forms on pages 285-286 and 288 and be prepared to fully conjugate any irregular verb in the “pretérito” .

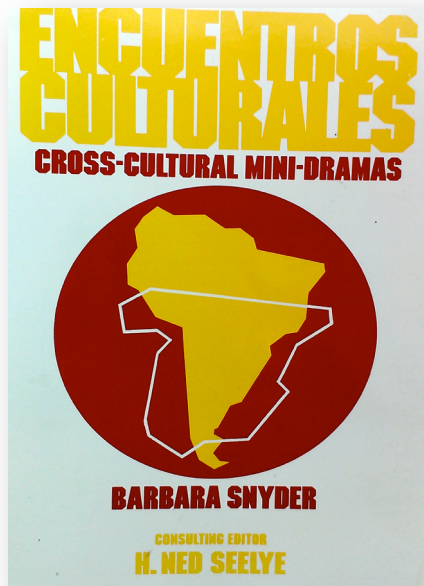
For example, you see the “infinitivo” “tener” and you would be able to write:

yo tuve, tú tuviste, Ud. tuvo, él/ella tuvo, nosotros/as tuvimos, vosotros/as tuvisteis, Uds. tuvieron, ellos/ellas tuvieron.

La unidad dos

Encuentros culturales, Cross Cultural Mini-Dramas

| lecturas | lección |
|-----------------|----------------|
| 1/2 | lección 1 |
| 3/4 | lección 2 |
| 5/6 | lección 3 |
| 7/8 | lección 4 |
| 9/10 | lección 5 |
| 11/12 | lección 6 |
| 13/14 | lección 7 |
| 15/16 | lección 8 |
| 17/18 | lección 9 |
| 19/20 | lección 10 |



¡OJO! You must print out the following answer sheets and submit when due.
Please 3-hole punch the sheets so that you can place them in your portfolio.

Nombre: _____

1 Lectura uno: ¡Jesús! (página 1) ¿cierto o falso?

1. El Salvador está lejos de Bolivia.
2. Mark y Jesús son buenos amigos.
3. Mark es de San Salvador.
4. Jesús es el nombre del amigo de Beto.
5. Beto dice que él no está bien.
6. Jesús dice que debe irse. (debe-expresión de obligación)
7. Why does Beto keep swearing? (multiple choice.)

1. _____

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7. _____

Nombre: _____

2 Lectura dos: María (página 2) ¿cierto o falso?

1. Ann escribe una carta.
2. Juanita dice que no quiere (querer-ie) llegar tarde al cine.
3. Ann escribe la dirección en el sobre.
4. Ann hace un error que no entiende (comprende).
5. Ann no comprende por qué José se llama María también.
6. El amigo de Juanita se llama José Mario.
7. José María vive en Monterrey, México.
8. Ann escribe Monterrey México en vez de México, D.F.
(Distrito Federal, la capital de México). (en vez de=instead of)
9. Why is Ann confused about José's name? (multiple choice.)

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Nombre: _____

3 Lectura tres: ¿Luis? (página 3) ¿Cierto o falso?

1. Belita, Luis y Mela son puertorriqueños (de Puerto Rico).
2. Nancy encuentra (encontrar--ue) a su amiga en la fuente de Sodas.
3. Nancy dice (decir--i,i) que Luis es guapo.
4. Nancy cree (creer) que Luis es de Mayagüez, Puerto Rico.
5. Mela piensa (pensar--ie) que no conoce a LuisVillarreal.
6. Luis no es un nombre corriente (popular) en Mayagüez.
7. Mela no conoce a muchos chicos que se llaman Luis.
8. Luis Pérez Villarreal es un buen amigo de Belita.
9. Luis tiene dos apellidos.
10. Why doesn't Mela know who Luis is? (multiple choice)

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Nombre: _____

4 Lectura cuatro: Adiós (página 4) ¿Cierto o falso?

1. Patty y la Sra. Rodríguez miran a abuela que está en la calle.
2. Abuela le dice a Patty que aprende rápido los nombres en San Miguel de Allende.
3. Abuela y la señora Rodríguez son buenas amigas.
4. La señora Rodríguez saluda a Patty.
5. Lola no entiende (entender--ie) por qué Patty le dice “adiós”.
6. Al final, Patty comprende su error.
7. Why did Patty make another mistake? (multiple choice)

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Nombre: _____

5 Lectura cinco: Una tortilla, por favor (página 5) ¿cierto o falso?

Notas preliminares para leer y comprender: “tengo hambre” = necesito comer.
Un huevo es el producto de la gallina.

1. Paco y Julie son españoles (de España).
2. Paco y Julie toman el desayuno en casa.
3. Julie dice que quiere comer una tortilla y beber jugo y café.
4. Paco quiere tomar leche con pan tostado.
5. Paco quiere comer huevos.
6. Cuando llega el desayuno, Julie cree (piensa) que no hay tortilla.
7. Paco no entiende por qué Julie le pregunta si él quiere huevos.
8. What has Julie confused? (multiple choice)

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Nombre: _____

6 Lectura seis: Está deliciosa. (página 6) ¿cierto o falso?

1. Madrid es una ciudad española.
2. Jaime y Sally están en un restaurante madrileño (de Madrid).
3. Jaime y Sally desean (desear) un gazpacho.
4. Sally no sabe lo que es un gazpacho.
5. El camarero llega con el gazpacho y lo pone en la mesa con la cebolla y los pepinos.
6. Sally no entiende por qué su sopa está fría.
7. El gazpacho de Jaime está caliente y sabroso (delicioso).
8. El camarero le dice a Jaime que la sopa de cebolla está buena y caliente.
9. El gazpacho es una sopa fría de tomate con legumbres.
10. Why doesn't Sally like the gazpacho? (multiple choice)

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Nombre: _____

7 Lectura siete: El vino ¿Cierto o falso?

1. Chile está al este de la Argentina.
2. Los padres de Pilar comen en un restaurante chileno con ella y Jill.
3. El camarero les pregunta si quieren vino.
4. El papá de Pilar le dice a su hija que ella no puede comer una hamburguesa.
5. Después de tomar una copa, Pilar quiere pedir otra copa de tinto (vino rojo).
6. Jill le pasa el vino a papá.
7. Papá dice que la hamburguesa está sabrosa (deliciosa).
8. Pilar tiene dieciséis años y puede tomar vino en el restaurante.
9. Jill no entiende por qué el papá le permite a su hija tomar vino.
10. Why is Pilar permitted to drink wine? (multiple choice)

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Nombre: _____

8 Lectura ocho: Nuevos amigos ¿Cierto o falso?

1. Puerto Rico está en el Mar Caribe.
2. San Juan es una ciudad puertorriqueña.
3. Julián y David son hermanos.
4. David, Julián y Eduardo aceptan la invitación de Gregorio.
5. Eduardo dice que la mamá de Gregorio sirve una comida muy deliciosa.
6. Eduardo quiere disfrutar de* la mejor** comida puertorriqueña. (*Comer con mucho gusto.) (**La comida más deliciosa.)
7. La mamá de Gregorio es comadre del cocinero del Restaurante Zaragozana.
8. La cena va a ser a las ocho.
9. Why are they calling each other “compadre”? (multiple choice)

NOTAS:

vámonos (de “irse”), me gustaría (de “gustar”), veremos = el futuro de “ver”, ven (de “venir”), sirve (de “servir”--i,i)

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Nombre: _____

9 Lectura nueve: ¿Fútbol? ¿Cierto o falso?

1. Chile está junto al Océano Pacífico.
2. Carlos y Tom son chilenos (de Chile).
3. Carlos invita a su amigo Tom a ver un partido de fútbol el sábado por la mañana.
4. Los domingos Carlos juega al fútbol con sus amigos.
5. Tom dice que juega al fútbol en los EE. UU. (Estados Unidos).
6. El domingo Tom, Carlos y sus amigos ven (ver) un partido de fútbol.
7. Tom desea jugar al fútbol pero no puede porque no se siente bien (sentirse—ie, i bien/mal = estar bien/mal).
8. Carlos dice que sus amigos y él son expertos en fútbol.
9. Carlos le dice a Tom que él (Tom) puede jugar al fútbol pero Tom no sabe jugarlo. ("lo" se refiere al fútbol.)
10. Why has Tom changed his mind about playing football? (multiple choice)

NOTAS: sé (de saber), somos (de ser)

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Nombre: _____

10 Lectura diez: El cumpleaños. ¿Cierto o falso?

1. Guatemala es un país centroamericano que está al sureste de México.
2. Chuck es guatemalteco (de Guatemala).
3. El cumpleaños de Chuck es el dieciocho de julio.
4. Cristóbal dice que las mujeres siempre saben la fecha de los cumpleaños.
5. El cumpleaños de Cristóbal es el viernes que viene mientras el (cumpleaños) de Chuck es el miércoles que viene.
6. Chuck quiere celebrar los dos cumpleaños juntos.
7. Cristóbal casi nunca celebra su cumpleaños el 10 de julio.
8. Chuck acostumbra a celebrar su santo el veinticuatro de julio.
9. Cristóbal quiere dar dos fiestas, una el día de su santo y otra, el día del cumpleaños de Chuck.
10. Why doesn't Cristóbal want to celebrate his own birthday? (multiple choice)

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Nombre: _____

11 Lectura 11 Día de fiesta ¿Cierto o falso?

1. Asunción es una ciudad paraguaya.
2. Bárbara va a ir de compras con Pam y su mamá (la mamá de Pam).
3. Pam quiere comprar ñanduti para el cumpleaños de su mamá.
4. Bárbara cree que el ñanduti es un regalo muy malo.
5. Bárbara tiene planes especiales para el cuatro de julio.
6. Bárbara tiene que estudiar el jueves porque tiene un examen de filosofía el viernes.
7. Bárbara dice que el cuatro de julio es un día de fiesta.
8. Bárbara cree que el 4 de julio es el santo de Pam y quiere celebrarlo con una fiesta.
9. Bárbara no sabe por qué Pam quiere celebrar el cuatro de julio.
10. Why doesn't Bárbara seem to know about the fourth of July? (multiple choice)

NOTAS:

supongo (de "suponer") tenga (de "tener")

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Nombre: _____

12 Lectura 12 Muy macho ¿Cierto o falso?

1. Felipe, Pedro y Teresa son mexicanos.
2. La casa de Teresa y Pedro está en Durango.
3. Pedro se va (irse) con su amigo Felipe mientras llegan Carlos y Juan.
4. Después de despedirse (decir “adiós”) Teresa y Cheryl hablan de Pedro.
5. Teresa piensa que Felipe es guapo.
6. Felipe le parece macho a Cheryl.
7. Felipe siempre abraza a Pedro.
8. Cheryl se preocupa mucho porque Felipe deja su brazo sobre los hombros de Pedro.
9. Teresa le dice a Cheryl que no entiende por qué se preocupa tanto.
10. What is bothering Cheryl? (multiple choice)

NOTAS:

vámonos (forma de instrucción de “irse”), que lo pasen bien (=divertirse),
digas (de “decir”[i,i])

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Nombre: _____

13 Lectura 13 ¡Qué salerosas! ¿Certo o falso?

1. La República Dominicana está al oeste de Puerto Rico.
2. Sandra y Doris son dominicanas.
3. Doris dice que sí hace calor pero es tolerable porque hay una brisa del mar.
4. Sandra no quiere salir de Santo Domingo porque le gusta la ciudad.
5. El joven dice que las dos señoritas son salerosas.
6. El joven está enojado con las dos chicas y las insulta.
7. Doris y Sandra quieren irse porque creen que el joven las ha ofendido (a ella y a su amiga).
8. El joven no piensa que ha insultado a las chicas.
9. El joven no puede explicar que sus palabras no son insultos porque las señoritas no quieren esperar.
10. Why are the girls so angry? (multiple choice)

NOTAS: váyase (forma de instrucción formal de “irse”) vente (forma de instrucción informal de “venir”. Aquí es equivalente a “acompañame”) no nos insulte (forma de instrucción formal negativa de “insultar”)

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Nombre: _____

14 Lectura 14 El paseo ¿Cierto o falso?

1. Taxco es una ciudad mexicana.
2. Miguel y Alicia quieren ir de paseo juntos.
3. Carol quiere ir al cine porque hay una buena película.
4. Alicia piensa que es muy divertido ir al paseo.
5. No pueden ir al paseo el lunes.
6. El domingo hay un concierto en el zócalo.
7. Carol dice que quiere dar un paseo en el jardín.
8. Si Carol y Alicia no van al paseo el domingo, no van a oír el concierto.
9. Miguel les dice a Carol y Alicia que les va a gustar mucho el paseo.
10. Why are Carol and Alicia failing to communicate about this? (multiple choice)

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Nombre: _____

15 Lectura 15 Ocho días ¿Cierto o falso?

1. México es más pequeño que Colombia.
2. A Carol le gusta mucho el paseo.
3. Alicia dice que la banda es muy *divertida* (alegre).
4. Tomás les pregunta a Carol y Miguel si quieren ir al paseo la semana que viene.
5. Tomás, Miguel y sus amigas (Alicia y Carol) se han divertido mucho.
6. Alicia, Carol y sus amigos Tomás y Miguel van a verse en ocho días.
7. Carol quiere saber si van a ir al paseo el domingo que viene.
8. Tomás y Alicia han invitado a Miguel y Carol el domingo y el lunes.
9. Siempre dan los conciertos los domingos pero no hay paseo el lunes.
10. Why does Carol seem confused about when they are going to meet? (multiple choice)

NOTAS:

termine (de "terminar")

gustaría (would like, de "gustar")

invitaron (they invited, de "invitar")

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Nombre: _____

16 Lectura 16 Una fiesta ¿Cierto o falso?

1. Colombia está al sur de Venezuela y al norte de Ecuador.
2. Scott, Ramón y Carlota esperan a Cali en la casa de Isabel.
3. Scott se preocupa porque piensa que va a llegar tarde a la fiesta.
4. Ramón va a tocar un disco porque Carlota no está lista todavía.
5. Ramón piensa que le va a gustar el album de Julio Iglesias a Carlotta.
6. Scott no quiere escuchar todo el disco porque piensa que van a perder la mitad de la fiesta.
7. Ramón dice que Scott va a llegar a tiempo para bailar mucho con Isabel.
8. Ramón cree que hay que (tiene que) llamar a Roberto para decirle que van a llegar tarde.
9. Roberto sabe que sus amigos van a llegar a la fiesta.
10. Why isn't Ramón worried about being late? (multiple choice)

NOTAS:

empieza (de "empezar--ie) **te preocupes** (de "preocuparse") **eso** = that
pensará = el futuro simple de "pensar" = va a pensar **lleve** de "llevar")

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Nombre: _____

17 Lectura 17 ¡Ay de mí! ¿Cierto o falso?

1. Panamá está entre un mar y un océano.
 2. Eliseo cree que Sue y él deben* salir pronto.
 3. El baile todavía está animado a las dos de la madrugada (de la mañana).
 4. Sue se divierte muchísimo pero se preocupa porque piensa que es hora de salir.
 5. Sue le pregunta a Eliseo si él puede llevarla a casa.
 6. Dolores quiere saber a qué hora va a terminar la fiesta.
 7. Nadie (ninguna persona) sabe a qué hora va a terminar la fiesta.
 8. Cuando vienen Eliseo y Tomás, Sue está contenta porque piensa que ella y Eliseo van a irse.
 9. Al fin, Eliseo no intenta irse (no tiene la intención de irse).
 10. Why are Eliseo and Dolores staying so late at the dance? (multiple choice)
- *"deber + el infinitivo" expresa obligación.

NOTAS: **me divierto** (de "divertirse" [ie, i]) **dirá** (el futuro de "decir" [i, i])
puedes (de "poder" [ue, u]) **lleve** (de "llevar")

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Nombre: _____

18 Lectura 18 ¿Otro baile? ¿Cierto o falso?

1. Chile es un país centroamericano.
2. Peggy y Mateo han bailado el rock por media hora y tienen calor.
3. Mateo está cansado de bailar al rock.
4. Peggy invita a Mateo a tomar un refresco porque ella tiene sed.
5. Mateo quiere tomar un refresco después de bailar más.
6. Peggy no reconoce el baile que Mateo quiere bailar.
7. Mateo dice que piensa que la cueca es un baile para los viejos.
8. Mateo quiere enseñarle a Peggy a bailar la cueca porque es un baile muy divertido.
9. Peggy no tiene ganas de bailar pero Mateo le promete que van a tomar refrescos después de bailar.
10. Why is Mateo insisting on this particular dance?

NOTAS: **espérate** (el mandato informal es “esperarse”) **reconozco** (la forma “yo” del presente simple de “reconocer”--identificar) **vámonos** (el mandato de nosotros de “irse”)

dame prisa (el mandato informal de “darse prisa”)

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Nombre: _____

19 Lectura 19 ¿Puedo ayudar? ¿Cierto o falso?

1. El Perú está al norte del Ecuador.
2. La Sra. Castro es peruana
3. Mamá quiere saber si Janie puede ayudar a lavar los platos.
4. Janie hizo la cama de Lupe esta mañana.
5. Janie agradece mucho la hospitalidad de los Castro.
6. Mamá está alegre porque Janie está muy contenta en la casa de los Castro.
7. Mamá va a traer los pasteles.
8. Mamá le pregunta a Janie si puede ir al cine con ella y Lupe.
9. Lupe es la invitada de la familia Castro.
10. Why can't Janie help?

NOTAS: **hizo** = el pretérito de "hacer" **agradezco** (de "agradecer")
esté (de "estar") **nuestra** (posesión de "yo y otra(s) persona/s")

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Nombre: _____

20 Lectura 20 La película ¿Cierto o falso?

1. Víctor y Jim son amigos estadounidenses que estudian en el D.F.
2. Jim tenía planes de estudiar por la noche.
3. Jim le prometió a Carmen que iba a llevarla al cine para ver "Los olvidados."
4. El "violinista sobre el tejado" es una película clásica de Luis Buñuel.
5. Jim quiere ver las dos películas esta noche.
6. Jim cree que tiene bastante dinero para ir al cine hoy y mañana.
7. Víctor quería prestarle dinero a su amigo.
8. Jim y Víctor van a ir con las chicas al cine mañana.
9. Víctor dijo que las películas costaban muy poco en México.
10. Why didn't Jim want to go to the movies with Víctor at first?

NOTAS:

iba a estudiar = el pasado de "voy a estudiar" **lo siento** (de "sentir"--ie,i)

prometí = el pretérito de "prometer" **llevaría** = would take **terminen** (de "terminar")

cuesta (de "costar"--ue) **llegue** (de "llegar") **llevaremos** = el futuro de "llevar"

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