



Before you begin working on the study guide, organize your notes and vocabulary lists from semester A. Refer to these materials as you complete each section.

<p>¡Bienvenidos a la clase de español!</p> <p>In Unit 1, you learned and applied:</p> <ul style="list-style-type: none"> • The alphabet • Accent marks • Numbers from 1–100 • <i>Llamarse</i> • <i>Estar</i> with greetings • Present tense of <i>ser</i> with days of the week, dates, and time • Nouns and gender • Date format • Present tense of <i>hacer</i> with weather 		<p>Can you ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> exchange greetings in a culturally appropriate manner? <input type="checkbox"/> make introductions? <input type="checkbox"/> ask about things in the classroom? <input type="checkbox"/> understand classroom commands? <input type="checkbox"/> ask how to spell words? <input type="checkbox"/> tell time? <input type="checkbox"/> tell the date? <input type="checkbox"/> describe basic weather conditions? <input type="checkbox"/> identify the seasons? <input type="checkbox"/> identify use of <i>tú</i> and <i>usted</i>? <input type="checkbox"/> identify some Spanish-speaking countries? <input type="checkbox"/> identify some famous Spanish speakers? <input type="checkbox"/> compare ways of greeting people in Spanish-speaking countries and in the U.S.?
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1. Fill in the column on the left. Spell each noun to your partner. Change roles.

Words I will spell to my partner	Words that my partner spelled to me
One day of the week: _____	_____
One season you like : _____	_____
One greeting: _____	_____
One thing in the classroom: _____	_____
One weather condition: _____	_____
 Any word with an accent: _____	_____

2. Write sentences and questions that could be used in formal and informal greetings and introductions.







Tú









Usted



3. Take turns reading the telephone numbers with a partner.

 6108. 28. 15. 25	 8329. 22. 13. 10	 4317. 23. 16. 31
 7218. 31. 14. 39	 9438. 32. 11. 34	 5519. 12. 17. 09

4. Write birthday dates and times in number format.

 El quince de agosto	 El primero de junio	 El cuatro de mayo
 Es la una y media	 Son las dos menos diez	 Son las cinco y cuarto

5. Write the correct definite article in front of each word.

- | | | | |
|-------------|-----------------|---------------|------------------|
| _____ día | _____ meses | _____ tarde | _____ invierno |
| _____ noche | _____ primavera | _____ semanas | _____ mañana |
| _____ otoño | _____ horas | _____ verano | _____ estaciones |

6. Write a brief weather log for today and your birthday. Include the date, the day of the week, the season, and a reference to the weather. Write in Spanish. Refer to the Rubric for Written Communication as you write. Write your answer on a separate piece of paper.

7. Identify and compare ways of greeting people in Spanish-speaking countries and in the U.S. Then complete the graphic organizer below with as many details as possible. Write in English. Remember to review the Rubric for Scoring Culture.

Products or Practices : _____

In Spanish-speaking Countries	In the U.S.

Nos conocemos

In Unit 2, you learned and applied:

- Infinitive construction with present tense of *gustar* (only *Me gusta ...*, *te gusta ...*)
- Negatives (*no*, *no...nada*, *ni...ni*)
- Adjective agreement
- Placement of adjectives
- Definite and indefinite articles



Can you ...

- communicate about preferences regarding activities?
- express agreement or disagreement?
- communicate about your own personalities and those of others?
- identify some Spanish-speaking countries?
- identify some famous Spanish-speaking people?
- identify music and dances of different Spanish-speaking countries?
- identify attitudes about friendship of people in Spanish-speaking countries and compare them to your own?

8. Read the descriptions of some students. Write the adjective that is best associated with their likes and dislikes.

Jesús	Lucita, ¿te gusta dibujar?	Tomás	Josefina, ¿te gusta estudiar?
Lucita	Sí, soy muy <i>artística</i> .	Josefina	No, no soy _____.
José	María, ¿te gusta trabajar?	Teresa	Me gusta hablar por teléfono.
María	Sí, soy muy _____.	Marta	Eres muy _____, ¿no?
Mateo	Me gusta correr y esquiar.	Fe	Soy muy ordenada. Y tú, ¿eres ordenado?
Marcos	Eres muy _____, ¿no?	Lucas	No, yo soy _____.

9. Write the correct definite and indefinite articles in front of each word.

la/una guitarra _____ ventanas _____ carpeta _____ reloj
 _____ lápices _____ computadora _____ cartel _____ mochilas
 _____ chico _____ libros _____ ratón _____ sacapuntas

10. Write about one female and one male friend with a description of things they like and don't like to do and their personality traits. Write in Spanish. Refer to the Rubric for Written Communication as you write. Write your answer on a separate piece of paper.

11. Select one of the topics from the last two bullets under "Can you..." questions for unit 2. Then complete the graphic organizer below with as many details as possible. Write in English. Remember to review the Rubric for Scoring Culture. Write your answer on a separate piece of paper.

Products or Practices : _____	
In Spanish-speaking Countries	In the U.S.

La escuela

In Unit 3, you learned and applied:




- Subject pronouns
- Present tense of *-ar* verbs
- Present tense of *estar*
- Prepositions of location
- Plurals of nouns and articles
- *De* to indicate possession



Can you ...

- communicate about school schedules and course preferences?
- describe your school day?
- communicate about your classroom and the location of items?
- identify some Spanish-speaking countries
- identify courses students take in Spanish-speaking countries and compare them to courses taken in the U.S.?
- identify attitudes about school in Spanish-speaking countries and compare them to those in the U.S.?

12. Identify five objects or supplies you see in the classroom. Write in Spanish the name of the object, its price, and its location in the organizer below. Practice exchanging this information with a partner.

 Objeto <i>El lápiz</i>	 Precio <i>cuesta 2 dólares</i>	 Lugar <i>está encima de...</i>

13. List the classes you take in school. Tell at what time each class begins, what supplies you need for it, and your opinion of each.

Las clases	¿A qué hora empieza?	¿Qué necesitas?	¿Cómo es tu clase?
1 ^a			
2 ^a			
3 ^a			
4 ^a			
5 ^a			
6 ^a			
7 ^a			

14. Use the verbs in the box to complete the sentences about activities that take place during school.




- | | | | |
|-----------|---------|---------|--------|
| necesitar | hablar | dibujar | usar |
| practicar | enseñar | patinar | bailar |
| encima | al lado | estar | ser |

- Laura y José _____ mucho en la clase de arte.
- Tú _____ la computadora en la clase de tecnología.
- Yo _____ una calculadora y una carpeta para la clase de matemáticas.
- Toni y yo _____ deportes en la clase de educación física.
- ¿Quién _____ la clase de ciencias naturales?
- Mari _____ mucho en la clase de español.
- La computadora está _____ de la mesa del profesor.
- La papelería _____ de la puerta.

15. Write an e-mail to a friend with at least five questions about one of her classes. Then write about one of your classes. Describe the classroom and the location of some items. **Write in Spanish.** Refer to the Rubric for Written Communication as you write. Write your answer on a separate piece of paper.

16. Select one of the topics from the last two bullets under “Can you...” questions for unit 3. Then complete the graphic organizer below with as many details as possible. **Write in English.** Remember to review the Rubric for Scoring Culture.

Products or Practices : _____	
In Spanish-speaking Countries	In the U.S.

<p>La comida</p> <p>In Unit 4, you learned and applied:</p> <ul style="list-style-type: none"> • Present tense of <i>-er</i> and <i>-ir</i> verbs • Adverbs and expressions of frequency • Use of present tense of <i>gustar</i> and <i>encantar</i> with plural nouns • Plural of adjectives • Present tense of <i>ser</i> 		<p>Can you ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicate about food and beverages for breakfast, lunch, and dinner? <input type="checkbox"/> communicate about preferences for foods and beverages? <input type="checkbox"/> communicate about foods and exercise to maintain one's health? <input type="checkbox"/> identify some Spanish-speaking countries? <input type="checkbox"/> Identify foods and beverages from Spanish-speaking countries and compare them to those in the U.S.? <input type="checkbox"/> describe breakfast in Spanish-speaking countries and compare it to breakfast in the U.S.?
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17. List in Spanish five foods in various categories. Be sure to label the category in Spanish before you begin.

<i>Fruits</i>	<i>Meats</i>	<i>Vegetables</i>	<i>Dairy</i>	<i>Bread/Cereal</i>	<i>Drinks</i>

18. Write sentences in Spanish about your three favorite food and drink items for each of the following meals.

En el desayuno... <i>Ejemplo: Como pan y bebo leche.</i>	En el almuerzo...	En la cena...

19. Describe your food preferences, including details about what you eat and when. Write about what you do to maintain your health. Write in Spanish. Refer to the Rubric for Written Communication as you write. Write your answer on a separate piece of paper.

20. Select one of the topics from the last two bullets under “Can you...” for this unit. Then complete the graphic organizer on the next page with as many details as possible. Write in English. Remember to review the Rubric for Scoring Culture. Write your answer on a separate piece of paper.

Products or Practices : _____

In Spanish-speaking Countries	In the U.S.



After checking the “Can you...” questions for each unit, what do you need to review before the final exam?

Grammar

Read the following paragraphs. Then choose the word that best completes each sentence, according to the context.

¡Hola! Me 1 Carlos. Soy de Ecuador.

Aquí, en 2 desayuno comemos frutas como 3 naranjas y los plátanos.

Me 4 comer comida saludable. Cuando tengo hambre, como carne o pescado y bebo refrescos. Y tú, ¿qué tipo de comida prefieres? En el verano 5 calor

y 6 gusta nadar con amigos. ¿Y a ti?

¿También 7 gusta nadar? ¡Ay caramba!

¡ 8 las ocho! Necesito tomar el autobús para la escuela. ¡Nos vemos!

- | | |
|-------------|--------------|
| 1. A. llama | C. llamas |
| B. llamo | D. llaman |
| 2. A. los | C. la |
| B. el | D. las |
| 3. A. los | C. la |
| B. el | D. las |
| 4. A. gusto | C. gusta |
| B. prefiero | D. prefieres |
| 5. A. hace | C. haces |
| B. está | D. estás |
| 6. A. te | C. me |
| B. ti | D. mí |
| 7. A. te | C. me |
| B. ti | D. mí |
| 8. A. Está | C. Están |
| B. Es | D. Son |

¿Qué tal? Soy Marta.

No me gusta mucho mi horario este año.

En la 9 hora tengo clase de estudios

sociales. Nosotros 10 mucho. Esa clase

no es ni 11 ni interesante. 12 la clase

de inglés. Los estudiantes son 13 y

trabajadores. 14 almorzamos a las doce

y por la tarde 15 pesas. Creo que

nosotros 16 mantener 17 salud.

Mi mejor amigo 18 Andrés.

Él 19 cuentos y toca la guitarra porque

es 20 chico artístico. ¿Y tú? ¿Te gusta tu

horario? ¿Quién es tu mejor amigo?

- | | | |
|-----|---------------|----------------|
| 9. | A. una | C. primera |
| | B. primero | D. uno |
| 10. | A. estudias | C. estudia |
| | B. estudio | D. estudiamos |
| 11. | A. práctico | C. trabajador |
| | B. práctica | D. trabajadora |
| 12. | A. Comparto | C. Prefiero |
| | B. Compartes | D. Prefieres |
| 13. | A. sociables | C. divertido |
| | B. fácil | D. favoritos |
| 14. | A. Ellos | C. Tú |
| | B. Yo | D. Nosotros |
| 15. | A. levantamos | C. enseñamos |
| | B. comemos | D. corremos |
| 16. | A. deben | C. debemos |
| | B. están | D. estamos |
| 17. | A. la | C. una |
| | B. el | D. un |
| 18. | A. está | C. eres |
| | B. es | D. estás |
| 19. | A. escriben | C. escribe |
| | B. camina | D. caminan |
| 20. | A. un | C. el |
| | B. uno | D. él |