RLP-SPAN1B · RLP Spanish 1B — Food, Community, Free Time and Plans

Unit 4: Mis planes — Plans, Invitations and Community Celebrations

Practice Workbook. The same problems, in the same order, as the Practice sections of the online lessons.

Name _____ Period _____

Lesson 4.1 — Las fiestas de la comunidad

FLUENCY

1. Give the date of each celebration: (a) Día de los Muertos; (b) Mexico's independence day; (c) Central American independence day; (d) Las Posadas; (e) Día de César Chávez.

2. Translate into English: (a) la ofrenda; (b) el cempasúchil; (c) el Grito; (d) la quinceañera.

3. True or false: (a) Cinco de Mayo is Mexico's Independence Day. (b) Día de los Muertos is a "Mexican Halloween." (c) La Guelaguetza is a festival of the Indigenous peoples of Oaxaca.

APPLICATION

4. Read: *Sábado 1 de noviembre: Ofrenda comunitaria en la biblioteca, a las cuatro. Las familias pueden traer fotos. Va a haber pan de muerto y música.* Answer in English: what, when, where, what to bring, and what there is going to be.

5. Describe in English what families put on an ofrenda and why the marigolds are used.

6. Explain in two or three English sentences how Cinco de Mayo changed its meaning as it crossed the border.

7. Give one Missouri fact from the lesson for each: (a) Día de los Muertos in St. Louis; (b) Cinco de Mayo in Kansas City; (c) the Greater St. Louis Hispanic Festival.

CHALLENGE

8. A classmate's flyer says: *Cinco de Mayo: ¡Celebramos la Independencia de México con disfraces de Halloween!* Write two corrections in English and one corrected Spanish title.

REVIEW

9. Review (Lesson 1.1): *cempasúchil* comes from Nahuatl. Name two other food words that came from Nahuatl into Spanish and then into English.

Lesson 4.2 — Ir a + infinitivo: el futuro cercano

FLUENCY

1. Conjugate *ir a bailar* for yo, tú, él/ella/usted, nosotros and ellos/ellas/ustedes.

2. Translate into English: (a) pasado mañana; (b) el próximo sábado; (c) la semana que viene; (d) mañana por la mañana; (e) esta noche.

3. Translate the four futures into English: (a) Voy a trabajar. (b) Quiero trabajar. (c) Pienso trabajar. (d) Tengo que trabajar.

APPLICATION

4. Write in Spanish: (a) My cousins are going to play soccer. (b) We are not going to go out tonight. (c) What are you going to do tomorrow?

5. Complete with *va a haber* or the correct form of *ir a*: (a) _____ música y comida. (b) Mi tía _____ cocinar. (c) _____ muchas personas.

6. Find and fix the error in each: (a) Voy estudiar el sábado. (b) Mis amigos va a venir. (c) Van a haber tres conciertos.

7. Read: *El viernes quiero ir al cine, pero tengo que estudiar. El sábado voy a visitar a mis abuelos. El domingo pienso jugar básquetbol.* For each day, say what the person wants, has, is going or plans to do.

CHALLENGE

8. Write four Spanish sentences about an example teen's plans for next weekend: one with ir a, one with va a haber, one with quiero and one with tengo que. Use at least two time expressions.

REVIEW

9. Review (Lesson 2.2): Complete: (a) Mañana yo _____ _____ la biblioteca. (go to the) (b) El sábado nosotros _____ _____ parque. (go to the)

Lesson 4.3 — ¿Quieres ir conmigo? Invitaciones

FLUENCY

1. Translate into English: (a) ¿Quieres ir al cine conmigo? (b) ¿Te gustaría ir a la Guelaguetza? (c) ¡Me encantaría! (d) ¡Qué lástima!

2. Complete with *conmigo*, *contigo* or *con* + pronoun: (a) ¿Vas a la fiesta _____? (with me) (b) Voy _____. (with you, tú) (c) Voy _____. (with her)

3. Write the Spanish for: (a) Where shall we meet? (b) What shall I bring? (c) How about Sunday? (d) At what time?

APPLICATION

4. Decline this invitation politely with the three-part pattern (regret or thanks, a reason, an alternative): *¿Quieres ir al partido conmigo el sábado?*

5. Read: *— ¿Te gustaría ir a la ofrenda comunitaria el sábado? — A ver si puedo… — ¿Y el domingo? — Tal vez.* What might the second speaker really mean, and what should the first speaker do?

6. Rewrite this text message in full Spanish: *Hola, ¿vienes tb? Nos vms a las 6 xq la fiesta empieza a las 7.*

7. Write an invitation in Spanish to a cousin: the mariachi concert, Friday, at seven, in the plaza. Then write the cousin's acceptance and one question about the details.

CHALLENGE

8. Write an eight-line exchange: A invites B to the Guelaguetza on Saturday; B declines with a reason and suggests Sunday; A accepts; they settle the time and place; both close.

REVIEW

9. Review (Lesson 4.2): Explain the difference and translate: *El sábado voy a trabajar* vs. *El sábado tengo que trabajar*.

Lesson 4.4 — Un evento para la comunidad

FLUENCY

1. Translate into English: (a) la entrada es gratis; (b) el taller; (c) el ser querido; (d) ¡Los esperamos!; (e) el volante.

2. Write each date and time in Spanish, day first and month lower case: (a) Saturday, November 1, from 4 to 8 p.m.; (b) Tuesday, March 31, from 9 to 12.

3. Complete with *es* or *está*: (a) La fiesta _____ en la plaza. (b) La plaza _____ enfrente de la iglesia. (c) El concierto _____ a las seis.

APPLICATION

4. Write three Spanish lines for a flyer for a community ofrenda: what there is going to be (va a haber), what an art club is going to do (ir a), and what people can bring.

5. Planning box: 80 people are expected and each eats two pieces of pan de muerto at an illustrative $1.25 each. How many pieces are needed, and what is the cost?

6. Write one or two simple, accurate Spanish sentences explaining Día de César Chávez for a service-project flyer.

7. A bilingual flyer says in Spanish *el sábado 1 de noviembre, a las cuatro* and in English "Sunday, November 1, at 5." What is wrong, and what should the English say?

CHALLENGE

8. Write an eight-sentence spoken announcement for a Guelaguetza in the park on Saturday, July 18, from 3 to 7: greeting and hook; what, when, where; two lines with va a haber and ir a; one sentence on its meaning; what to bring; closing.

REVIEW

9. Review (Lesson 4.1): An announcement calls Día de los Muertos "Mexican Halloween." Write one accurate Spanish meaning sentence to replace it and explain why the change matters.

Unit 4 checkpoint

1. What does Cinco de Mayo commemorate?
   A. Mexico's independence
   B. The Battle of Puebla, 1862
   C. The Grito of 1810
   D. Central American independence
2. The orange marigold of Día de los Muertos is called el _____.
3. True or false: Mexico celebrates its independence on 16 September, beginning the night of the 15th with el Grito.
4. Which sentence is correct?
   A. Voy estudiar mañana.
   B. Voy a estudiar mañana.
   C. Voy a estudio mañana.
   D. Va a estudiar yo mañana.
5. _____ música y comida. (There is going to be)

6. Pienso viajar means…
   A. I have to travel.
   B. I plan to travel.
   C. I'm traveling now.
   D. I think about trips.
7. ¿Quieres ir al cine _____? (with me)
8. Which is the most polite way to decline?
   A. No.
   B. No quiero.
   C. ¡Qué lástima! Tengo que trabajar. ¿Qué tal el domingo?
   D. Voy al partido.
9. True or false: In many Spanish-speaking communities, "A ver si puedo" or "Tal vez" can be a gentle way of saying no.
10. Which line is correct for a flyer?
    A. La fiesta está en la plaza.
    B. La fiesta es en la plaza.
    C. La fiesta hay en la plaza.
    D. La fiesta va en la plaza.
11. 60 people × 2 pieces of pan de muerto × $1.25 = $_____.

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