RLP-SPAN2A · RLP Spanish 2A — Routines, Celebrations and Journeys

Unit 1: ¡Bienvenidos otra vez! Repaso y comunidad

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

Name _____ Period _____

Lesson 1.1 — Los nombres cuentan historias: Missouri, capa por capa

FLUENCY

1. Give the meaning of each word from the lesson: (a) *actual*; (b) *librería*; (c) *largo*. Why are these words called *cognados falsos*?

2. Use word families to work out the meaning: (a) *hispanohablante*; (b) *el viento del sur*.

3. Name the three layers of history the lesson finds on the Missouri map, in order from oldest to newest.

APPLICATION

4. Read the sentence and give its main idea in English: *Creve Coeur significa "corazón roto" en francés.* Which word is a cognate, and which verb tells you what the sentence does?

5. Translate into English: *Kansas City tiene el nombre del río Kansas, y el río tiene el nombre del pueblo kaw.*

6. Sort each place into its layer of history (Native, colonial, present): (a) Missouri (the state's name); (b) Carondelet; (c) Milan, where many Hispanic families live today; (d) Kansas City.

7. Using the 2020 Census figures in the lesson: about 303,000 Missourians were Hispanic or Latino, and about 77,800 of them lived in Jackson County. About what fraction of Missouri's Hispanic or Latino residents lived in Jackson County? Then write one Spanish sentence about it, starting *Muchas personas hispanas viven en…*

CHALLENGE

8. The Missouria called themselves Ñút^{a}chi. What does the name mean, and what does the article say about the Missouria and the Kaw today? Answer in English, then write one Spanish sentence from the article's language: *Hoy, los… son…*

REVIEW

9. Prerequisite review from Spanish 1: the lesson says you met three Missouri names in Spanish 1 that connect to the Spanish-speaking world or to a Native nation. Name them.

Lesson 1.2 — Repaso del presente: regulares, irregulares y cambios de raíz

FLUENCY

1. Conjugate *dormir* (o → ue) in the present: yo, tú, él/ella/usted, nosotros/as, ellos/ellas/ustedes.

2. Give the *yo* form of each verb: (a) hacer; (b) poner; (c) salir; (d) conocer; (e) saber; (f) dar.

3. Conjugate *ir* in the present (yo, tú, él, nosotros, ellos).

APPLICATION

4. Fill in the present tense: (a) Mi hermano _____ (querer) un perro. (b) Nosotros _____ (volver) a las cinco. (c) Tú _____ (jugar) béisbol. (d) Ellas _____ (servir) la comida.

5. Translate into Spanish: “I have two sisters and I come from Joplin.”

6. Translate into English: *Mis amigos almuerzan en la cafetería, pero yo prefiero comer en casa.*

7. Find and correct the error in each sentence: (a) *Nosotros pueden ir al parque.* (b) *Yo pidemos tacos.* (c) *Nosotros duermemos mucho.*

CHALLENGE

8. Review from Lesson 1.1: what are the four reading moves the lesson teaches for connected Spanish texts?

REVIEW

9. The lesson says Spanish speakers often drop the subject pronoun, as in *Duermo ocho horas*. Explain why this sentence is complete without *yo*, and say how English is different.

Lesson 1.3 — Para conocernos: ser, estar, gustar e ir a

FLUENCY

1. Choose *ser* or *estar* and conjugate: (a) Mi mamá _____ enfermera. (b) Yo _____ en la biblioteca. (c) _____ las tres. (d) La fiesta _____ en mi casa. (e) Mis primos _____ cansados.

2. Complete with *gusta* or *gustan*: (a) Me _____ los tamales. (b) A mi abuela le _____ bailar y cantar. (c) ¿Te _____ el fútbol? (d) Nos _____ las rancheras.

3. Write a follow-up or repair phrase for each purpose: (a) turn the question back to a friend; (b) show interest; (c) agree with “No me gusta el frío”; (d) ask someone to repeat.

APPLICATION

4. Explain the difference in meaning: *Mi hermano es aburrido.* / *Mi hermano está aburrido.*

5. Translate into Spanish: “Are you going to go to the game? I'm going to study.” (Use tú.)

6. A says: *Me gusta jugar fútbol. Este sábado voy a jugar con mi equipo.* Write B's reply in Spanish: agree, then ask one follow-up question.

7. Read: *—¿Vos sos de aquí? —No, soy de Sedalia. ¿Y vos? ¿Qué querés hacer?* What is *vos*, where is it common, and what are the *tú* forms of *sos* and *querés*?

CHALLENGE

8. Review from Lesson 1.2: give the *yo* and *nosotros* forms of *pedir* and of *tener*.

REVIEW

9. Write a four-line exchange in Spanish between two invented teenagers, Ana and Luis, that uses all four tools of the lesson (ser, estar, gustar, ir a) and at least one follow-up question.

Lesson 1.4 — Mi perfil: una presentación personal

FLUENCY

1. Give the meaning of each connector: (a) pero; (b) porque; (c) además; (d) por eso; (e) tampoco.

2. Choose *y* or *e*: (a) padres _____ hijos; (b) estudio _____ trabajo; (c) español _____ inglés.

3. Make each adjective agree: (a) las clases (interesante); (b) la música (alegre); (c) mis amigas (chistoso); (d) el profesor (tranquilo).

APPLICATION

4. Join the Novice list into one or two connected sentences using at least two connectors: *Me llamo Ana. Soy de Springfield. Mi familia es de Jalisco. Me gusta el arte.*

5. Translate into Spanish: “My grandmother lives with us; that's why I speak Spanish at home.”

6. Each profile sentence has one error from the lesson's revision checklist (agreement, ser/estar, gustar). Correct it: (a) *Soy contento este año.* (b) *Me gusta las ciencias.* (c) *Tengo clases interesante.*

7. Name the four moves of a profile and the structure each move uses.

CHALLENGE

8. Review from Lesson 1.3: complete with the correct pronoun and verb form: (a) A mí _____ _____ (gustar) los libros. (b) A mi papá _____ _____ (encantar) la cumbia.

REVIEW

9. Write the “what I like” move of a profile for an invented student, Marisol, who loves an interest from the Spanish-speaking world (for example cumbia, folklórico, lotería or fútbol). Use a reason with *porque* and one plan with *voy a* (3-4 sentences).

Unit 1 checkpoint

1. What is the main idea of “Los nombres cuentan historias”?
   A. Missouri's French names are the oldest.
   B. Missouri's map and its people show layers of Native, colonial and present history.
   C. Few Spanish speakers live in Missouri.
   D. Kansas City is named for a Spanish governor.
2. True or false: Largo means “large.”

3. Carondelet is named for…
   A. a Kaw leader
   B. a French village
   C. the Spanish governor of Louisiana
   D. a Missouria word for river

4. Nosotros _____ (dormir) ocho horas.

5. Which form is correct for yo + conocer?
   A. conoco
   B. conozco
   C. conozo
   D. conocemos

6. True or false: In stem-changing verbs, the nosotros form also changes its stem.

7. Choose the correct sentence.
   A. La fiesta está en mi casa.
   B. La fiesta es en mi casa.
   C. La fiesta son en mi casa.
   D. La fiesta estoy en mi casa.

8. A mi abuela le _____ (gustar) las canciones viejas.

9. A friend says “No me gusta el frío.” You agree. What do you say?
   A. A mí también.
   B. A mí tampoco.
   C. ¿Y tú?
   D. ¿Por qué?

10. Estoy cansado _____ trabajo mucho. (because)

11. True or false: Vos is a standard form of “you” in countries such as El Salvador and Guatemala, not slang.