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

Unit 4: Viajes: de Missouri al mundo hispano

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

Name _____ Period _____

Lesson 4.1 — El Camino de Santa Fe: otras voces

FLUENCY

1. Give the meaning: (a) el comercio; (b) la caravana; (c) la mercancía; (d) los nuevomexicanos; (e) la perspectiva.

2. Use the infinitive to translate each preterite: (a) vinieron (venir); (b) trajeron (traer); (c) pudieron (poder); (d) murieron (morir).

3. Put the events in order: (a) the railroad reaches Santa Fe; (b) Mexico wins independence and opens trade; (c) the Osage agreement at Council Grove; (d) the U.S. Army of the West marches down the trail. Give the year of each.

APPLICATION

4. Who does what to whom? For each sentence, name the actor (subject) and say whose perspective it shows: (a) *Los comerciantes nuevomexicanos vinieron a Missouri.* (b) *Los jefes osage firmaron un acuerdo.* (c) *Muchos pueblos indígenas tuvieron que vivir en reservas.*

5. Read and answer in English: *Muchos comerciantes nuevomexicanos también vinieron a Missouri con sus caravanas. Trajeron lana y plata, y volvieron a Santa Fe con telas, platos y herramientas.* What did they bring to Missouri, and what did they take back?

6. The trail between Missouri and Santa Fe was about 900 miles; El Camino Real de Tierra Adentro was about 1,600 miles. How much longer was the Camino Real? If goods from Missouri cost about a third of the price of goods from Chihuahua, what would a Missouri version of a $90 Chihuahua item cost?

7. The 1825 Council Grove agreement gave safe passage through Osage territory in exchange for $8,000. Write one Spanish sentence in the preterite with the Osage as the subject, using only words from the lesson.

CHALLENGE

8. Review from Lesson 3.2: write the preterite of *salir*, *ganar* and *abrir* for él/ella, as in “Becknell _____ de Franklin” and “México _____ su independencia y _____ el comercio.”

REVIEW

9. Many trail markers put up beginning in 1906 by the Daughters of the American Revolution mostly tell the traders' story. In 3-4 English sentences, explain why a reader should read them “with care,” and name two groups whose story the lesson adds.

Lesson 4.2 — Más pretéritos irregulares: vine, dije, traje, pidió, durmió

FLUENCY

1. Conjugate *poner* in the preterite (yo, tú, él, nosotros, ellos).

2. Conjugate *decir* in the preterite (yo, tú, él, nosotros, ellos).

3. Give the preterite: (a) ella / dormir; (b) ellos / servir; (c) yo / pedir; (d) usted / preferir; (e) nosotros / dormir.

APPLICATION

4. Fill in the preterite: (a) Mis padres _____ (traer) comida. (b) ¿Tú _____ (venir) en tren? (c) Yo no _____ (poder) encontrar la maleta. (d) Mi hermano _____ (querer) ayudar.

5. Translate, paying attention to the change in meaning: (a) *Ayer supe que mi vuelo salió tarde.* (b) *Conocí a mi mejor amiga en el viaje.* (c) *No quiso comer.*

6. Translate into Spanish: “We came by bus, I asked for help, and they told me the hotel was near.”

7. Correct the errors: (a) *Mis tíos trajieron tamales.* (b) *Yo durmí bien.* (c) *El mesero nos sirvió la cena.* (d) *Ella pudó venir.*

CHALLENGE

8. Review from Lesson 3.3: conjugate *hacer* and *tener* in the preterite for yo and él/ella.

REVIEW

9. Write a four-sentence travel story in the first person for an invented traveler. Use at least five verbs from the lesson's family (for example vine, pude, puse, supe, dije, traje, conocí, pidió, durmió) and one verb whose meaning changes in the preterite.

Lesson 4.3 — En el viaje: en la estación, el aeropuerto y el hotel

FLUENCY

1. Give the English: (a) el boleto; (b) el pase de abordar; (c) el equipaje; (d) la llegada; (e) retrasado; (f) de ida y vuelta.

2. Match each word to the region the lesson gives for it: (a) el billete; (b) el pasaje; (c) la valija; (d) la reservación.

3. Write three polite request openers from the lesson and give the meaning of each.

APPLICATION

4. Change each question to the formal register (usted): (a) ¿Me puedes ayudar? (b) ¿Sabes dónde está el andén cinco? (c) ¿Qué hiciste?

5. Translate into Spanish (formal): “Good afternoon, excuse me. I would like a round-trip ticket to Springfield. What time does the bus leave?”

6. Read the announcement and answer in English: *El autobús con destino a Springfield salió con retraso y va a llegar a las cuatro y media. Va a salir del andén número seis.* Then write the sentence you would say to confirm the key information.

7. The agent says *Son ochenta y cinco dólares* for one round-trip ticket. How much do three round-trip tickets cost? Write the number in digits and in Spanish words.

CHALLENGE

8. Review from Lesson 4.2: in the model dialogue, the traveler says *me dijeron que no hay habitación* and *La hice por teléfono el lunes pasado*. Give the infinitive of *dijeron* and *hice*, and explain why *dijeron* has no i.

REVIEW

9. Write a six-line problem report at a hotel between a receptionist and an invented traveler whose suitcase did not arrive with her flight. Follow the lesson's pattern: greeting, what happened (preterite), the problem (present), the agent's question, details, solution, thanks. Use usted and one repair strategy.

Lesson 4.4 — Guía de viaje: un lugar con historia en el Camino de Santa Fe

FLUENCY

1. Give the meaning: (a) vale la pena; (b) le recomiendo; (c) según; (d) la casa de adobe; (e) Un abrazo.
2. Preterite or present? Label each sentence from the model as visit (preterite) or recommendation (present): (a) *Primero visitamos el Palacio de los Gobernadores.* (b) *Le recomiendo empezar en el palacio.* (c) *Vimos casas de adobe.* (d) *Artistas indígenas venden su arte bajo el portal.*
3. Name the four parts of the travel guide in order.

APPLICATION

4. The Palace of the Governors dates to 1610. How old was it in 2026? Some historians think construction began around 1618; how old would that make it in 2026? Write one Spanish sentence using *según* to report the date carefully.

5. Translate into Spanish, addressing the reader as *ustedes*: “If you visit Santa Fe, it's worth it to ask about the history of the Native peoples.”

6. Change the recommendation from formal to informal: *Si usted visita Santa Fe, le recomiendo la plaza*. Then say when you would use each version.

7. Write the “otra voz” sentence for a guide to Santa Fe in Spanish, using a fact from the lesson.

CHALLENGE

8. Review from Lesson 4.1: name two New Mexican trading families from the lesson and one Native nation whose homeland the trail crossed. Write one Spanish sentence with a New Mexican family as the subject.

REVIEW

9. Write a 50-60 word postcard in Spanish to Valentina, the lesson's fictional pen pal in Chihuahua, from an invented trip to Council Grove or Santa Fe. Include a greeting, where you are, three things you did (preterite), one question for her and a closing.

Unit 4 checkpoint

1. In what year did Mexico win independence and open trade with the United States?
   A. 1598
   B. 1821
   C. 1846
   D. 1880
2. True or false: According to the lesson, the Santa Fe Trail was used only by Missouri traders.
3. In Muchos pueblos indígenas tuvieron que vivir en reservas, the Native peoples are…
   A. the actors who choose
   B. acted upon by others' actions
   C. not mentioned
   D. traders
4. Mis padres _____ (traer) comida para el viaje.
5. Choose the correct form: Anoche mi hermano no _____ bien.
   A. dormió
   B. durmió
   C. durmí
   D. dormí

6. True or false: Supe in the preterite means “I found out.”
7. Ayer el mesero nos _____ (servir) la cena.
8. Which is the most polite way to ask for a ticket?
   A. Dame un boleto.
   B. Quisiera un boleto, por favor.
   C. Quiero boleto.
   D. ¿Tienes boleto?
9. El pase de abordar is…
   A. the platform
   B. the boarding pass
   C. the luggage
   D. the delay
10. True or false: In a travel guide, the recommendation for the reader is written in the preterite.
11. _____ el museo, el palacio es de 1610. (According to)