RLP-SPAN2B · RLP Spanish 2B — Memories, Well-Being and Community

Unit 1: Cuando éramos niños: recuerdos y leyendas

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

Name _____ Period _____

Lesson 1.1 — Los juegos de mi abuela: recuerdos de la infancia

FLUENCY

1. Give the English for each traditional game or toy: (a) las escondidas; (b) la rayuela / el avión; (c) las canicas; (d) el trompo; (e) la cuerda.

2. Translate each imperfect verb with “used to” or “was/were …-ing”: (a) *jugábamos*; (b) *tenía*; (c) *vivíamos*; (d) *llovía*.

3. Describe *la lotería* in one or two English sentences: what is on the cards, and how do the players play?

APPLICATION

4. Read and sort the verbs into *¿Cómo era?* (habit or description) and *¿Qué pasó?* (one event): *Los domingos, mi abuelo sacaba la lotería y toda la familia jugaba en el patio. Un día, mi abuelo me dio su tabla.*

5. Answer in English from doña Rosa's memory: (a) Where did she live as a child? (b) Why were the children never bored without television? (c) How does her past connect to her present?

6. The lesson names a perspective found in many childhood memories. State it, and write one Spanish sentence with the imperfect that shows it.

7. Write in Spanish the three steps for setting up hopscotch or lotería at home, using only the materials the lesson names.

CHALLENGE

8. Prerequisite review from Spanish 2A: give the preterite of *dar* and *decir* for él/ella, as in "Mi abuelo me _____ su tabla y me _____: Ahora tú cantas."

REVIEW

9. José Martí published *Versos sencillos* in 1891 while living in exile in New York. (a) How old was Martí then (born 1853)? (b) What do Martí and doña Rosa have in common, according to the lesson?

Lesson 1.2 — El imperfecto: cómo era y qué hacíamos

FLUENCY

1. Conjugate *jugar* in the imperfect (yo, tú, él, nosotros, ellos).

2. Conjugate *vivir* in the imperfect (yo, tú, él, nosotros, ellos).

3. Give the imperfect: (a) yo / ser; (b) nosotros / ir; (c) ellos / ver; (d) tú / ser; (e) hay.

APPLICATION

4. Fill in the imperfect: (a) Cuando mi mamá _____ (ser) niña, _____ (vivir) en Tijuana. (b) Todos los veranos nosotros _____ (ir) a la playa. (c) _____ (Hacer) calor y _____ (llover) mucho.

5. Name the use of the imperfect in each sentence (habit, description, physical/emotional state, age/time, weather, action in progress): (a) *Tenía seis años.* (b) *Mi escuela era pequeña.* (c) *Mientras mi mamá cocinaba, yo hacía la tarea.* (d) *Estaba cansada.*

6. Translate into Spanish, thinking about function: (a) “As a child, I used to read a lot.” (b) “There was a park near my house.” (c) “It was eight at night.”

7. The yo and él/ella imperfect forms are the same (*jugaba, tenía*). Rewrite the sentence so the reader knows who did what: *Jugaba y leía.* (I played and she read.)

CHALLENGE

8. Review from Lesson 1.1: the reading uses *jugábamos*, *tenía* and *era*, and also *me dio* and *me sentí*. Which ones are imperfect and which preterite? Why?

REVIEW

9. Write four sentences in Spanish about an invented grandparent's childhood in a small town, using one example each of: a habit, a description, the weather and an age.

Lesson 1.3 — ¿Pretérito o imperfecto? Conversaciones sobre recuerdos

FLUENCY

1. Imperfect or preterite? (a) *Era sábado.* (b) *De repente, sonó el teléfono.* (c) *Siempre íbamos al parque.* (d) *Ese día aprendí a nadar.* Say whether each is background or event.

2. Sort the time clues by the tense they usually go with: *ayer, siempre, de repente, mientras, una vez, de niño, por fin, generalmente.*

3. Give the meaning: (a) *¿Te acuerdas de…?* (b) *No me acuerdo bien.* (c) *de repente.*

APPLICATION

4. Complete the interrupted actions: (a) Yo _____ (leer) cuando _____ (sonar) el teléfono. (b) Nosotros _____ (estar) en la playa cuando _____ (empezar) a llover. (c) Mientras mi papá _____ (manejar), mi hermano _____ (dormirse).

5. Translate into Spanish: “I was five years old and I was very nervous. My mom took me by the hand.” (Speaker: a girl.)

6. Explain the difference: *Ayer estaba cansado.* / *Ayer estuve enfermo todo el día.*

7. Which question asks for events and which for a description? Write a likely answer to each about an invented first day of school: (a) *¿Qué pasó cuando llegaste?* (b) *¿Cómo era tu maestra?*

CHALLENGE

8. Review from Lesson 1.2: give the imperfect of *ver* for nosotros and of *ir* for ellos, and write the imperfect of *hay*.

REVIEW

9. Write an eight-turn conversation in Spanish between two invented friends about a scare (un susto). Use *¿Te acuerdas de…?*, *¿Cuántos años tenías?*, *¿Cómo era…?*, *¿Qué pasó…?*, one interrupted action and one reaction.

Lesson 1.4 — Una leyenda contada otra vez: el Cadejo

FLUENCY

1. Give the meaning: (a) la leyenda; (b) darse la vuelta; (c) aparecer / desaparecer; (d) volver a + infinitive; (e) perseguir.

2. In most versions of the Cadejo, what are the two dogs like, and what does each one do?

3. Label each verb from the legend as background (imperfect) or event (preterite): *vivía, oyó, era, apareció, tenía, desapareció*.

APPLICATION

4. Name the five parts of the legend's structure, in order, with one verb from the Cadejo story for each.

5. Translate into Spanish: “One night, while he was walking by the river, he heard footsteps behind him.”

6. Rewrite the ending in your own words, keeping both tenses: *Desde esa noche, Chepe nunca volvió a caminar solo tan tarde, pero siempre dejaba un poco de comida en la puerta.* Explain why each tense is used.

7. Why does the lesson say there is no “correct” version of a legend? What should you say if you retell a legend from an Indigenous community?

CHALLENGE

8. Review from Lesson 1.3: complete the interrupted action: *Chepe _____ (caminar) por el camino del río cuando _____ (ver) un perro enorme.*

REVIEW

9. Write a 6-8 sentence retelling of the Cadejo in Spanish from the point of view of the white dog, in your own words. Include background (imperfect), an interrupted action, at least four events (preterite) and an ending with a change.

Unit 1 checkpoint

1. Which ending is the clearest clue to an imperfect -ar verb?
   A. -ó
   B. -aba
   C. -aron
   D. -é
2. True or false: La rayuela and el avión are both names for hopscotch.

3. In doña Rosa's memory, what happened once, when she was nine?
   A. She played hide-and-seek.
   B. Her grandfather gave her his lotería board.
   C. She moved to Michoacán.
   D. Her brother won with the balero.
4. Cuando yo _____ (ser) niña, vivíamos en Michoacán.
5. Which verbs are irregular in the imperfect?
   A. ser, ir, ver
   B. tener, hacer, estar
   C. jugar, poder, querer
   D. decir, traer, venir
6. Todos los veranos nosotros _____ (ir) a la playa.
7. True or false: “Every summer we would visit my grandparents” uses the conditional in Spanish.
8. Choose the correct pair: Yo _____ cuando _____ el teléfono.
   A. leí / sonaba
   B. leía / sonó
   C. leía / sonaba
   D. leí / sonó
9. Which question asks for a description (imperfect)?
   A. ¿Qué pasó?
   B. ¿Cómo era tu maestra?
   C. ¿Cuándo llegaste?
   D. ¿Qué hiciste?
10. De repente, _____ (aparecer) un perro blanco.
11. True or false: In most versions of the Cadejo, the white dog protects people who walk alone at night.