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

Unit 2: La salud y el bienestar

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

Name _____ Period _____

Lesson 2.1 — Una promotora en Missouri: la salud en la comunidad

FLUENCY

1. Give the English: (a) la garganta; (b) el pecho; (c) la espalda; (d) tener tos; (e) estar mareado/a; (f) la receta.

2. Complete with *duele* or *duelen*: (a) Me _____ la cabeza. (b) Me _____ los pies. (c) ¿Te _____ el estómago? (d) Le _____ las piernas.

3. In one English sentence each, define (a) *una promotora de salud* and (b) *la capacitación*.

APPLICATION

4. Read and identify what each object pronoun refers to: *Cuando una familia recibe una carta de la clínica y no la entiende, Rosa se la explica. Si alguien tiene miedo de ir al médico, Rosa lo acompaña.*

5. The Centro Latino de Salud's promotoras helped 351 people reach 450 medical appointments. (a) About how many appointments per person is that? (b) Of 52 people asked, 96% said the help improved their ability to care for their health. About how many people is that?

6. According to the lesson, why do promotoras work? Name the cultural perspective and give two reasons in English.

7. Read the clinic's message and answer in English: *Su cita es el jueves a las diez de la mañana. Por favor, traiga su tarjeta del seguro médico y la lista de sus medicinas.* When is the appointment, and what two things must the patient bring?

CHALLENGE

8. Review from Lesson 1.2: the reading says *el mes pasado habló con los padres*. Rewrite the idea as a habit in the imperfect: “Every month she used to talk with the parents.”

REVIEW

9. Name two bilingual health careers from the lesson and write two Spanish sentences: one saying what a person in one of those careers does, and one explaining why culture matters in the job.

Lesson 2.2 — Los pronombres de objeto directo e indirecto

FLUENCY

1. Give the direct object pronoun for each noun: (a) la medicina; (b) el jarabe; (c) las pastillas; (d) los médicos.

2. Give the indirect object pronoun: (a) a mí; (b) a Ana; (c) a nosotros; (d) a los padres; (e) a ti.

3. Direct or indirect? Name the object in each sentence and its type: (a) *Tomo la medicina.* (b) *Le doy la receta a Ana.* (c) *Veo al doctor.*

APPLICATION

4. Answer with a pronoun: (a) ¿Tomaste las pastillas? —Sí, _____. (b) ¿Llamaste a la enfermera? —Sí, _____. (c) ¿Viste al doctor? —No, _____.

5. Rewrite to avoid repetition: *Carmen compró el jarabe y tomó el jarabe en la noche.* Then write the second sentence two ways with *ir a*: “She is going to take it.”

6. Translate into Spanish about an invented patient: (a) “Mr. López's back hurts.” (b) “Does your throat hurt?” (tú) (c) “Their feet hurt.”

7. A speaker from Spain says *A Juan le vi ayer*. What would most speakers in Mexico and Central America say? Is the Spanish speaker making a mistake?

CHALLENGE

8. Review from Lesson 2.1: how does the lesson say *doler* works, and how is it like *gustar*? Give one example.

REVIEW

9. Write a 4-5 sentence note in Spanish from an invented promotora, Rosa, about a visit to an invented family, using at least four object pronouns (direct and indirect) to avoid repetition.

Lesson 2.3 — En la clínica y en la farmacia: se lo explico

FLUENCY

1. Replace both objects with pronouns (indirect before direct): (a) *La doctora me explicó el tratamiento*. (b) *Te traigo la medicina mañana*. (c) *¿Nos puede dar las recetas?*

2. Change *le/les* to *se*: (a) *Le doy la receta a usted.* (b) *Les expliqué las instrucciones a los padres.* (c) *Le traje el jarabe a mi abuelo.*

3. Give the meaning of each pharmacy phrase: (a) *Vengo a recoger una receta.* (b) *¿Cada cuántas horas la tomo?* (c) *¿Tiene efectos secundarios?*

APPLICATION

4. Attach both pronouns and add the accent: (a) *¿Me lo puede explicar?* → ¿Puede _____? (b) *Se la estoy preparando.* → Estoy _____.

5. The pharmacist says *Tómelo cada ocho horas, después de comer.* (a) How many times in 24 hours will an invented patient take the syrup? (b) If the first dose is at 7:00 a.m., when are the next two?

6. Translate into Spanish (formal): “Excuse me, can you repeat it to me? Do I take them before or after eating?” (them = las pastillas)

7. You do not know the word for a body part. Write the lesson's strategy sentence for describing it, and the question for asking for an interpreter of another language.

CHALLENGE

8. Review from Lesson 2.2: answer with a direct object pronoun: (a) ¿Compraste el jarabe? —Sí, _____. (b) ¿Tienes las recetas? —No, no _____.

REVIEW

9. Write an eight-line clinic role-play in Spanish between a doctor and an invented patient card (for example: Marta, 40, stomachache and dizziness since Monday). Use usted, two symptoms with *doler* or *tener*, three doctor questions, one instruction, and a confirmation question with two pronouns.

Lesson 2.4 — Un folleto de salud: el calor y el cuerpo

FLUENCY

1. Give the English: (a) el golpe de calor; (b) la sombra; (c) correr riesgo; (d) la señal de peligro; (e) el aviso de calor.

2. Name the five parts of a health pamphlet, in order.

3. Write OSHA's three words for preventing heat illness in Spanish, with their English meanings.

APPLICATION

4. According to Missouri's DHSS, 23 people died of heat-related illness in Missouri in 2024; the youngest was 9 months old and the oldest 91 years. (a) What is the difference in age, in years? (b) Name three groups the lesson says are at higher risk.

5. DHSS recommends drinking water every 20 to 30 minutes. For a 4-hour outdoor shift, what is the most and the least number of times a worker would drink?

6. Rewrite with pronouns to avoid repetition: *Lleve una botella de agua. Llene la botella en la mañana.* Then write the recommendation "You have to take him to the shade" with *hay que*.

7. Translate into Spanish for a pamphlet (usted): "If a person is confused or does not respond, call 911 and do not give him or her anything to drink."

CHALLENGE

8. Review from Lesson 2.3: in *Le voy a recetar unas pastillas. Tómelas con comida.*, what does *las* refer to, and what is *Tómelas*?

REVIEW

9. Write a short pamphlet (5-7 lines) in Spanish on heat safety for an invented summer sports camp in Missouri. Include a title, the problem, two warning signs, three recommendations using *hay que*, *debe* or *es importante*, and where to find help. Use only facts from the lesson.

Unit 2 checkpoint

1. What is a promotora de salud?
   A. A doctor in a big hospital
   B. A trained community member who connects neighbors with health information and services
   C. A pharmacist
   D. A health insurance company
2. A mi abuelo le _____ (doler) los pies.
3. True or false: According to Rosa, people trust promotoras because they are from the community.
4. ¿Tomaste las pastillas? —Sí, _____ tomé.
   A. lo
   B. la
   C. las
   D. les
5. Which pronoun replaces a los padres as an indirect object?
   A. los
   B. les
   C. las
   D. se
6. True or false: Le lo doy is the correct way to say “I give it to him.”
7. Le doy la receta a usted. → _____ la doy.
8. ¿Puede repetírmelo? means…
   A. Can you give me the prescription?
   B. Can you repeat it to me?
   C. Does it hurt?
   D. Can you call me?
9. OSHA's three words for preventing heat illness are…
   A. agua, descanso y sombra
   B. agua, comida y sueño
   C. sombra, sol y aire
   D. descanso, ejercicio y agua
10. _____ que tomar agua antes de tener sed. (One must)
11. True or false: A health pamphlet should use short sentences and common words because many families read it on a phone.

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