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

Unit 3: Nuestro medio ambiente: mandatos y comparaciones

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

Name _____ Period _____

Lesson 3.1 — Agua para todos: ríos, sequías y campañas

FLUENCY

1. Give the English: (a) la sequía; (b) la inundación; (c) el dique; (d) el embalse; (e) la fuga; (f) ahorrar; (g) desperdiciar.

2. Give the word for “faucet” in each region the lesson names: (a) Mexico and Central America; (b) Spain; (c) Argentina and Uruguay.

3. Tú or usted? Say which audience each command addresses: (a) *Cierra la llave.* (b) *Revise si hay fugas.* (c) *No dejes el agua corriendo.* (d) *No lave el carro con manguera.*

APPLICATION

4. Answer in English: (a) Why did the Missouri River flood in March 2019? (b) What happened on the Mississippi in October 2022?

5. In the 2022 low-water backup, 144 boats were waiting with 2,253 barges. About how many barges per boat is that? Why did the low water matter to Missouri farmers?

6. Bogotá's water rationing began on April 11, 2024 and ended on April 12, 2025. (a) About how long did it last? (b) Chingaza's reservoirs went from 16.52% to almost 40%. By about how many percentage points did they rise?

7. Apply the lesson's four questions for persuasive texts to the pamphlet “Cada gota cuenta”: who probably wrote it, for whom, what does it want, and what reasons does it give?

CHALLENGE

8. Review from Lesson 2.4: the heat pamphlet says *Hay que tomar agua antes de tener sed.* Using what this lesson shows about campaign commands, rewrite it as a command for a young reader (tú) and for an adult (usted).

REVIEW

9. The lesson says the environment is also a question of justice. In 3-4 Spanish sentences, explain why, using one fact from the lesson and the UN's 2010 recognition of the right to water.

Lesson 3.2 — Los mandatos: tú, usted y ustedes

FLUENCY

1. Give the affirmative tú command of the eight irregulars: decir, hacer, ir, poner, salir, ser, tener, venir.

2. Give the usted, ustedes and negative tú commands of *cerrar* and *poner*.

3. Give the usted command: (a) buscar; (b) pagar; (c) empezar; (d) ir; (e) dar.

APPLICATION

4. Change each affirmative tú command to negative: (a) Apaga las luces. (b) Tira la basura. (c) Ven tarde. (d) Haz ruido.

5. Replace the object with a pronoun and add accents where needed: (a) Apaga la luz. (b) Recicla los periódicos. (c) No tires las botellas. (d) Traiga su bolsa (usted).

6. Write each command for the audience given: (a) ustedes / no tirar la basura en la calle; (b) tú / levantarse temprano; (c) tú / no ducharse por mucho tiempo; (d) usted / no ir en carro.

7. A friend from El Salvador says *¡Vení! Cerrá la puerta*. What are these forms, and what are the tú forms?

CHALLENGE

8. Review from Lesson 2.3: combine the pronouns in the command *Dé la receta a la señora* (usted): replace both objects.

REVIEW

9. Write a six-command water-saving sign for an invented school in Missouri, three for students (tú) and three for families (ustedes). Include at least two negative commands and two commands with an attached or preceding pronoun.

Lesson 3.3 — Comparar para decidir: más que, tan como, el mejor

FLUENCY

1. Complete with *más*, *menos*, *que* or *de*: (a) El autobús es _____ barato _____ el carro. (b) Reciclamos más _____ cien botellas. (c) El tren usa _____ gasolina _____ los aviones.

2. Give the irregular comparative: (a) bueno; (b) malo; (c) joven; (d) viejo.

3. Give the -ísimo form: (a) limpio; (b) caro; (c) rico; (d) largo.

APPLICATION

4. Complete with the right form of *tan* or *tanto/a/os/as*: (a) El parque es _____ grande como el estadio. (b) No hay _____ agua como el año pasado. (c) Tenemos _____ árboles como ellos. (d) Mi hermano recicla _____ como yo.

5. Use the lesson's illustrative table (garden: $2,000, 60 people, 1 month; solar panels: $6,000, 15 people, 4 months). (a) How many times more do the panels cost? (b) How many times more people take part in the garden? (c) Write one Spanish comparison for each.

6. Translate into Spanish: (a) “Public transportation is better for the air.” (b) “This is the least expensive option of all.” (c) “Trains are as comfortable as cars.”

7. Write one negotiating line for each purpose: (a) give your opinion; (b) partly agree; (c) disagree with a reason; (d) propose a compromise; (e) accept.

CHALLENGE

8. Review from Lesson 3.2: give the negative tú command and the ustedes command of *usar*, as in a campaign: “Don't use the car” / “Use the bus.”

REVIEW

9. Write an eight-turn negotiation in Spanish between two invented neighbors deciding between the garden and the solar panels, using the lesson's illustrative data. Each speaker uses at least two comparatives and one superlative or -ísimo form, and the conversation ends with a decision and a reason.

Lesson 3.4 — Campaña de servicio público: las mariposas monarca

FLUENCY

1. Give the English: (a) la mariposa monarca; (b) el algodoncillo; (c) la oruga; (d) el santuario; (e) disminuir.

2. Name the five parts of a good public service campaign.

3. Write the four main causes of the monarch's decline that the lesson names.

APPLICATION

4. A monarch normally flies about 30 miles a day, but with a good wind it can fly 100. (a) How many days would 300 miles take at each rate? (b) In the Xplor story the monarch is in Meadville from September 1 to 13; how many days is that, counting both?

5. The western monarch population went from up to ten million in the 1980s to 1,914 in 2021. What fraction of ten million is 1,914, as a percent? Write one Spanish sentence about the decline using *menos que* or *menos de*.

6. Rewrite the campaign's commands for families (ustedes): (a) Planta algodoncillo nativo. (b) No uses pesticidas. (c) Mira las mariposas, pero no las toques. (d) Díselo a tus amigos.

7. Translate into Spanish (tú): “A native garden needs less water than a lawn, and it is as easy to take care of as a normal one.”

CHALLENGE

8. Review from Lesson 3.3: write the superlative “Milkweed is the best food for caterpillars” and explain why you cannot say “más bueno.”

REVIEW

9. Write a short campaign (6-8 lines) in Spanish for an invented Missouri neighborhood about protecting monarchs, aimed at adults (usted). Include a central message, two reasons with comparisons, four commands (two negative, one with a pronoun), a closing slogan and one cited fact from the lesson.

Unit 3 checkpoint

1. What happened to the Missouri River in spring 2019?
   A. It dried up near Memphis.
   B. It flooded parts of Nebraska, Iowa and Missouri and broke levees.
   C. It froze completely.
   D. It was rationed by turns.
2. True or false: Bogotá's water rationing lasted about one year (April 2024 to April 2025).
3. La canilla is the word for faucet in…
   A. Mexico
   B. Spain
   C. Argentina and Uruguay
   D. Colombia
4. (tú, hacer) _____ la tarea ahora.
5. Which is the negative tú command of apagar?
   A. no apaga
   B. no apagas
   C. no apagues
   D. no apague

6. Las botellas: ¡recíclalas, no _____ tires!

7. True or false: In an affirmative command, the object pronoun goes before the verb.

8. Choose the correct sentence.
   A. El transporte público es más bueno para el aire.
   B. El transporte público es mejor para el aire.
   C. El transporte público es tan mejor para el aire.
   D. El transporte público es mejor que para el aire.

9. No hay _____ agua como el año pasado.

10. Why is milkweed essential for monarchs?
    A. It is the only plant monarch caterpillars eat.
    B. It keeps the butterflies warm in winter.
    C. It is a pesticide.
    D. It grows only in Michoacán.

11. True or false: A campaign for young people should use usted.

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