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

Unit 4: Comunidad y futuro: deseos y emociones

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

Name _____ Period _____

Lesson 4.1 — Dos idiomas, muchas puertas: carreras bilingües

FLUENCY

1. What is the difference between *un intérprete* and *un traductor*?

2. Give the English for each career: (a) intérprete médico; (b) maestra bilingüe; (c) consejero escolar; (d) periodista; (e) trabajador social.

3. Name the three requirements of the Missouri Seal of Biliteracy.

APPLICATION

4. BLS reports about 73,900 interpreter and translator jobs in 2025 and about 6,000 openings per year from 2025 to 2035. (a) About how many openings is that over the ten years? (b) Openings per year are about what percent of the jobs? (c) The median salary was $60,170 a year; about how much is that per month?

5. Read and answer in English: *Marisol creció en Kansas City en una familia que hablaba mixteco y español. En la preparatoria, ayudaba a sus padres en las citas médicas.* (a) What languages did her family speak? (b) What did she use to do in high school? (c) Which tense shows that the help was a habit?

6. Explain in English why the lesson says “latino” does not mean “hispanohablante.” Name two Indigenous languages from Mexico and two Mayan languages from Guatemala the lesson lists.

7. Identify the present subjunctive verb and its infinitive in each wish: (a) *Quiero que los pacientes entiendan todo.* (b) *Ojalá que el hospital contrate a más intérpretes.* (c) *Espero que mis estudiantes estén orgullosos.*

CHALLENGE

8. Review from Lesson 3.3: write two Spanish comparisons about Marisol and Daniel using the reading: one with *más … que* and one with *tan … como* or *tanto como*.

REVIEW

9. Spanish 2 aims for ACTFL Intermediate Low. Using the lesson, explain in 3-4 English sentences what a student finishing Spanish 2 would still need to do to earn the Missouri Seal of Biliteracy, and name one project that could meet the third requirement.

Lesson 4.2 — El presente de subjuntivo: las formas

FLUENCY

1. Conjugate *hablar* and *vivir* in the present subjunctive (que yo, que tú, que él, que nosotros, que ellos).

2. Give the *que yo* subjunctive form: (a) hacer; (b) salir; (c) conocer; (d) traer; (e) ver; (f) decir.

3. Give the subjunctive of the six irregulars for *que él/ella*: dar, estar, haber, ir, saber, ser.

APPLICATION

4. Complete with the present subjunctive: (a) Espero que tú _____ (venir) a la graduación. (b) Ojalá que nosotros _____ (dormir) bien. (c) Mis padres quieren que yo _____ (ser) feliz. (d) Es importante que ellos _____ (llegar) temprano.

5. Stem changes: give the subjunctive for *que nosotros* and *que ellos*: (a) pensar; (b) volver; (c) pedir; (d) sentir.

6. Indicative or subjunctive? Explain: (a) *Sé que estudias.* (b) *Quiero que estudies.* (c) *Me alegra que estudies.*

7. Translate into Spanish: (a) “My parents want me to study.” (b) “I hope you know the answer.” (c) “We hope they come back soon.”

CHALLENGE

8. Review from Lesson 3.2: give the negative tú command of *hablar*, *comer* and *tener*, and say what they have in common with the subjunctive.

REVIEW

9. The lesson says you already know half the subjunctive from Unit 3. Explain the connection, then use it: give the usted command and the matching subjunctive of *buscar*, *empezar* and *ir*.

Lesson 4.3 — Ojalá que… Deseos y emociones sobre el futuro

FLUENCY

1. Give the meaning: (a) esperar que; (b) alegrarse de que; (c) tener miedo de que; (d) es una lástima que; (e) ¡Que te mejores!

2. Sort into wish, emotion or value: *ojalá, me preocupa que, es necesario que, preferir que, me sorprende que, es bueno que*.

3. Complete each fixed wish: (a) ¡Que te _____ bien! (b) ¡Que _____ un buen día! (c) ¡Que _____ muchos más! (birthday)

APPLICATION

4. Infinitive or *que* + subjunctive? (a) Quiero _____ (estudiar) enfermería. (b) Quiero que mi hermana _____ (estudiar) enfermería. (c) Me alegro de _____ (estar) aquí. (d) Me alegro de que ustedes _____ (estar) aquí. (e) Es importante _____ (dormir) bien.

5. Translate into Spanish: (a) “I'm sorry you can't go.” (b) “I'm afraid it will rain on the day of the game.” (c) “It's a shame the library closes early.”

6. An invented friend says: *Quiero estudiar para ser técnico de laboratorio, pero tengo miedo de no tener tiempo porque trabajo los fines de semana*. Write three reactions in Spanish: one emotion, one wish with *ojalá*, and one piece of advice with *es importante que*.

7. Correct the errors: (a) *Espero que tú vienes.* (b) *Quiero que yo estudie.* (c) *Ojalá que tienes un buen viaje.*

CHALLENGE

8. Review from Lesson 4.2: give the present subjunctive of *conseguir* (e → i) for tú and nosotros, as in "Ojalá que _____ el trabajo."

REVIEW

9. Write a ten-turn conversation in Spanish between two invented classmates about plans after high school. The listener reacts with at least one wish, one emotion and one piece of advice in the subjunctive; the speaker uses at least one infinitive with the same subject; and it ends with a fixed wish.

Lesson 4.4 — Carta a mi comunidad: un proyecto de servicio

FLUENCY

1. Write the formal letter parts in Spanish: (a) place and date for Sedalia, Missouri, on May 20, 2027; (b) a formal greeting to neighbors; (c) a formal closing.

2. Name the eight parts of the formal community letter, in order.

3. Formal letter or personal e-mail? Sort: (a) *Querida tía Rosa:* (b) *Estimada señora directora:* (c) *Un abrazo,* (d) *Atentamente,* (e) *¿Me puedes dar una idea?* (f) *Les pedimos que nos apoyen.*

APPLICATION

4. Read the model and answer in English: (a) What problem did Sofía see, and when? (b) Why does she use the imperfect in *cuando acompañaba a mi abuela*? (c) What reason does she give with a comparison?

5. Write the proposal and request for an invented project (a book exchange in Spanish at a community center) in formal Spanish: one sentence with *propongo* and one request with *les pedimos que* + subjunctive.

6. Rewrite each wish in the subjunctive: (a) Espero que la biblioteca (nos da) un espacio. (b) Ojalá que más familias (vienen) los sábados. (c) Me alegra que la bibliotecaria (apoya) la idea.

7. Change the register of this personal line to formal (for the library director, usted): *Espero que estés bien. ¿Me puedes dar una idea?*

CHALLENGE

8. Review from Lesson 4.1: the lesson says a bilingual service project can meet one requirement of the Missouri Seal of Biliteracy. Which requirement, and what is another example the lesson gives?

REVIEW

9. Write a 60-80 word personal e-mail in Spanish to Valentina, the course's fictional pen pal in Bogotá who lived through the 2024 water rationing, about an invented service project in your Missouri community. Include an informal greeting, a personal question, your project and why, one request, two subjunctive wishes and a closing.

Unit 4 checkpoint

1. An interpreter…
   A. works only with written texts
   B. changes spoken or signed language in the moment
   C. teaches Spanish in schools
   D. writes newspaper articles
2. True or false: To earn the Missouri Seal of Biliteracy, a student needs at least ACTFL Intermediate Mid in the other language.
3. True or false: According to the lesson, all immigrants from Mexico and Central America speak Spanish as their first language.
4. Espero que tú _____ (tener) un buen viaje.
5. Which is the present subjunctive of dormir for nosotros?
   A. dormamos
   B. durmamos
   C. duermamos
   D. dormimos

6. Which infinitive does NOT belong to the six irregular subjunctives (D-I-S-H-E-S)?
   A. dar
   B. ir
   C. tener
   D. saber
7. Ojalá que nosotros _____ (llegar) temprano.
8. Choose the correct sentence.
   A. Quiero que yo estudie enfermería.
   B. Quiero estudiar enfermería.
   C. Quiero que estudio enfermería.
   D. Quiero estudie enfermería.
9. A friend is sick. What fixed wish do you say?
   A. ¡Que cumplas muchos más!
   B. ¡Que te mejores!
   C. ¡Que te vaya bien en el examen!
   D. ¡Ojalá que llueva!
10. Les pedimos que nos _____ (apoyar).
11. True or false: A formal letter in Spanish puts a colon after the greeting: Estimados vecinos:

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