

Summer 6-12-2015

# ¡Mantente en forma! [10th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: ¡Mantente en forma!

Grade Level: 10<sup>th</sup>

Subject/Topic Area(s): Spanish II

Designed By: Leah A. Morton-Gittens

Time Frame: 21 60-minute class periods

School District: KIPP New Orleans

School: KIPP Renaissance High School

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### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit is intended to be used with the ¡Exprésate! Spanish 2 textbook's fourth chapter, ¡Mantente en forma! It addresses two enduring understandings: in order to communicate information effectively one must be able to manipulate time and tense and emotional intelligence is a key competency of effective communicators and global citizens. Students will demonstrate mastery of knowledge and skills through participation in an extended role play. The unit addresses all five categories of National Standards in Foreign Language Education (Communication, Culture, Connections, Comparisons, and Communities), and features a variety of cooperative and communicative learning strategies.

Unit: ¡Exprésate! Capítulo 4: ¡Mantente en forma!

Grade: 10<sup>TH</sup>, Español II

### Stage 1: Desired Results

#### Established Goals (Standards)

- **Communication:** Communicate in Spanish
  - Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
  - Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Cultures:** Gain Knowledge and Understanding of Spanish-speaking Cultures
  - Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
  - Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- **Connections:** Connect with Other Disciplines and Acquire Information
  - Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
  - Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- **Comparisons:** Develop Insight into the Nature of Language and Culture
  - Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Communities:** Participate in Multilingual Communities at Home & Around the World
  - Standard 5.1: Students use the language both within and beyond the school setting
  - Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### Enduring Understandings

In order to communicate information effectively one must be able to manipulate time and tense. Emotional intelligence is a key competency of effective communicators and global citizens.

#### Essential Questions

Why is it important to differentiate between the past, present and future?  
How do personal and social competencies such as body language and non-verbal cues (facial expressions, body movements and posture, gestures, eye contact, touch, and physical space), influence communication across societies and cultures?  
Why is it important to develop empathy?

#### Knowledge

*Students will know*

- what the preterite tense is
- when the preterite tense is used
- what the differences between **ser** and **estar** are in the preterite

#### Skills

*Students will be able to*

- talk about how something turned out
- react to events
- form and use the preterite tense of regular verbs

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| <ul style="list-style-type: none"> <li>• what a reflexive pronoun is</li> <li>• what a direct object is</li> <li>• what an indirect object is</li> <li>• what the differences between direct and indirect objects are</li> <li>• what an adjective is</li> <li>• what a past participle is</li> </ul> | <ul style="list-style-type: none"> <li>• form and use irregular preterites: <b>ponerse</b> and <b>decir</b></li> <li>• form and use the preterite of <b>–ir</b> stem-changing verbs</li> <li>• form and use irregular preterites: <b>ser</b> and <b>estar</b></li> <li>• distinguish between the use of <b>ser</b> and <b>estar</b> in the preterite tense</li> <li>• identify parts of the body</li> <li>• talk about getting hurt</li> <li>• ask for and give advice</li> <li>• use verbs with reflexive pronouns and direct objects</li> <li>• use past participles as adjectives</li> <li>• form and use the preterite of verbs like <b>caer</b></li> </ul> |
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## Stage 2: Assessment Evidence

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| <p><b>Performance Task:</b><br/> <b>¿Qué te pasó?</b><br/> Working in pairs, students will dramatize a conversation between an injured American athlete and a Spanish-speaking doctor.</p> <p><b>Other evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Guided practice</b></li> <li>• <b>Independent practice</b></li> <li>• <b>Pruebas:</b> <ul style="list-style-type: none"> <li>○ <u>Vocabulario 1</u><br/>Talking about how something turned out<br/>Reacting to events</li> <li>○ <u>Gramática 1</u><br/>Irregular preterites: <b>ponerse</b> and <b>decir</b><br/>Preterite of <b>–ir</b> stem-changing verbs<br/>Preterite of <b>ser</b> and <b>estar</b></li> <li>○ <u>Vocabulario 2</u><br/>Parts of the body</li> <li>○ <u>Vocabulario 3</u><br/>Talking about getting hurt<br/>Asking for and giving advice</li> <li>○ <u>Gramática 2</u><br/>Verbs with reflexive pronouns and direct objects<br/>Past participles as adjectives<br/>Preterite of verbs like <b>caer</b></li> </ul> </li> <li>• <b>Examen:</b><br/>¡Mantente en forma!</li> </ul> |  |
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## Stage 3: Learning Activities

| Time Frame                                    | Learning Activities   | Assessments          |
|---|---|----------------------|
| <u>Day 0</u><br>SWBAT: correctly identify and | 1. Homework: flipped instruction video introducing new vocabulary words and modeling correct pronunciation with | Homework assignment. |

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| pronounce vocabulary words associated with extracurricular activities. | accompanying guided note sheet. ( <i>Attached, Resource #1</i> )   |   |
| <u>Day 1</u><br>SWBAT: talk about how something turned out.            | <ol style="list-style-type: none"> <li>1. The teacher will review the new vocabulary and model correct pronunciation with an engaging and interactive Prezi presentation. As she does this, students will complete the missing information on a guided note sheet that features three columns. The first column provides space for the Spanish word, the second its English equivalent, and the third an illustration or pronunciation cue.</li> <li>2. Next, standing in front of the class the teacher will project images that show people playing various sports and make a statement. For example: <b>Los hombres practican el atletismo.</b> Students will indicate that the sentence is <b>cierto</b> (true) with thumbs up or <b>falso</b> (false) with thumbs down. If the statement is false, students will have an opportunity to correct it. For example: <b>Los hombres no practican el atletismo, practican la lucha libre.</b></li> <li>3. The teacher will guide students through a game of charades. She will begin by acting out an extracurricular activity. For example: Toco en <b>la banda escolar.</b> The first student to correctly name the activity will perform the next charade, and so forth until each new term has been practiced by a different student.</li> <li>4. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>5. Homework: vocabulary foldable. (<i>Attached, Resource #2</i>)</li> </ol> | Independent practice, exit ticket, homework practice. |
| <u>Day 2</u><br>SWBAT: react to events.                                | <ol style="list-style-type: none"> <li>1. Students will complete guided notes on how to ask and respond to questions about how something turned out and react to events in Spanish.</li> <li>2. The teacher will provide each pair of students with an envelope containing ten unique pictures and ten sentence strips. Working together, students will match each image with the corresponding sentence.</li> <li>3. Next, students will record responses to the following questions: <b>Practicas algún deporte?</b></li> </ol>  | Independent practice, homework assignment.            |

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|  | <p>(Do you play any sports?), ¿Cómo te sentiste/reaccionaste cuando ganaste/perdiste un partido o una competencia importante? How did you feel/react when you won/lost an important game or competition? They will then rotate around the classroom asking and responding to each question a total of five times.</p> <p>4. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</p> <p>5. Homework: vocabulary practice. ¡Exprésate! Spanish 2, Cuaderno de vocabulario y gramática, pgs. 37, 38, 39.</p>   |   |
| <p><u>Day 3</u><br/>SWBAT: write a narrative where they talk about how something turned out and react to an event.</p> | <p>1. While the teacher plays a recording of a recent school/regional/national sporting event, students will take notes. Then using the vocabulary studied, in pairs, students will write a narrative describing the sport being played, the people in attendance and the outcome of the event.</p> <p>2. Students will complete a vocabulary quiz independently. (Attached, Resource #3)</p>   | Independent practice, vocabulary quiz.                  |
| <p><u>Day 4</u><br/>SWBAT: form and use irregular preterites: <b>ponerse</b> and <b>decir</b>.</p>                     | <p>1. Students will respond to the following prompt in a minimum of five complete sentences: <b>Why is it important to differentiate between the past, present and future?</b> Then, they will turn to the person next to them and discuss their responses. The teacher will ask for students to share out.</p> <p>2. First, using a verb conjugation chart, the teacher will reintroduce students to the preterite of <b>-ar, -er</b> and <b>-ir</b> verbs, <b>-car, -gar</b> and <b>-zar</b> verbs and <b>conocer, andar, tener, venir, dar</b> and <b>ver</b>.</p> <p>3. Next, Students will complete guided notes on two new irregular preterites: <b>ponerse</b> and <b>decir</b>. The teacher will then have students repeat the correct pronunciation of each verb conjugation. She will also point out that there are no accents needed for the third person singular preterite forms of <b>ponerse</b> and <b>decir</b>. Finally, she will inform students that although the verb <b>poner</b> means <i>to put</i>, they should remember that in this context, <b>ponerse</b> means <i>to become</i> or <i>to start</i>.</p> <p>4. The teacher will provide students with a list of twenty subjects and instruct them to work in</p> | Independent practice, exit ticket, homework assignment. |

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|  | <p>pairs to conjugate both <b>ponerse</b> and <b>decir</b> for each. For example: Tú y tus amigos (<b>ponerse, decir</b>) <b>se pusieron, dijeron.</b></p> <ol style="list-style-type: none"> <li>Then, the teacher will provide pairs of students with a list of ten sentence stems and have them work to complete each sentence using a conjugated preterite form of <b>ponerse</b> or <b>decir</b>. For example: <b>Cuando ganamos la competencia...nos pusimos a gritar.</b></li> <li>Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>Homework: grammar review. <b>¡Exprésate! Spanish 2, Cuaderno de vocabulario y gramática, pg. 40.</b></li> </ol>   |  |
| <p><u>Day 5</u><br/>SWBAT: Form and use the preterite of stem-changing <b>-ir</b> verbs.</p> | <ol style="list-style-type: none"> <li>First, the teacher will inform students that in the preterite, <b>-ar</b> and <b>-er</b> verbs do not have stem changes even if they do in the present tense. Next, students will complete guided notes on <b>-ir</b> stem-changing, including: <b>divertirse, pedir, preferir, seguir, servir, sentirse, vestirse (e-i) and dormirse, morirse (o-ue).</b> The teacher will then have students repeat the conjugations after her.</li> <li>The teacher will provide each student with six strips of different colored paper printed with subject pronouns (<b>yo; tú; él, ella, usted; nosotros, nosotras; vosotros, vosotras; ellos, ellas, ustedes</b>). She will then project a series of different verb conjugations and have students hold up the slip of paper with a corresponding subject pronoun.</li> <li>Working in pairs, students will pull one subject pronoun from one envelope and one regular or stem-changing verb from another. Then, they will work together to conjugate each of the verbs first in the present, and the in the preterite. For example: yo (<b>preferir</b>) <b>prefiero, preferí.</b></li> <li>Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>Homework: grammar review. <b>¡Exprésate! Spanish 2, Cuaderno de vocabulario y gramática, pg. 41.</b></li> </ol> | Independent practice, homework assignment. |
| <p><u>Day 6</u><br/>SWBAT: form and use the preterite of <b>ser</b> and <b>estar</b>.</p>    | <ol style="list-style-type: none"> <li>Students will complete guided notes on the preterite of <b>ser</b> and <b>estar</b>. The teacher will remind students of the different uses of <b>ser</b> and <b>estar</b> in the present tense using the acronyms</li> </ol>  | Independent practice, homework assignment. |

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|   | <p><b>D.O.C.T.O.R.</b> and <b>P.L.A.C.E.</b> Then, she will introduce them to the new uses of <b>ser</b> and <b>estar</b> in the preterite tense highlighting the similarities. The preterite of <b>ser</b> can be used to say where an event took place, how someone did, or to sum up what someone or something was like. The preterite of <b>estar</b> can be used to say where someone or something was, how someone felt, or to give your opinion on how something was.</p> <ol style="list-style-type: none"> <li>Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>Homework: grammar review. <b>¡Exprésate! Spanish 2, Cuaderno de vocabulario y gramática, pg. 42.</b></li> </ol>   |  |
| <p><u>Day 7</u><br/>SWBAT: form and use irregular preterites: <b>ponerse</b> and <b>decir</b>; the preterite of stem-changing <b>-ir</b> verbs; the preterite of <b>ser</b> and <b>estar</b>.</p> | <ol style="list-style-type: none"> <li>Students will participate in an interactive Promethean and white board grammar quiz review.</li> <li>Students will complete a grammar quiz independently.</li> </ol>   | Independent practice, grammar quiz.        |
| <p><u>Day 8</u><br/>SWBAT: identify parts of the body in Spanish.</p>   | <ol style="list-style-type: none"> <li>The teacher will guide students in labeling, both previously learnt and new, parts of the body using an outline of the human body. (<i>Attached, Resource #4</i>)</li> <li>The teacher will have all students stand up to play a game of Simon Says. The teacher will give a variety of affirmative and negative commands to students, for example: <b>Simón Dice, tócate la boca. Simón dice no te toques el codo.</b> When a student incorrectly completes a command they must sit down. This will continue until one student remains standing.</li> <li>The teacher will provide each pair of students with a picture of a different monster and ask them to answer a series of basic comprehension questions on its anatomy. For example: <b>¿Cuántas cabezas tiene?</b> Students will then use their completed questions and answers, with additional embellishments, to compose a paragraph detailing the monster's physical appearance.</li> <li>Homework: vocabulary foldable. (<i>Attached, Resource #5</i>)</li> </ol> | Independent practice, homework assignment. |



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| <p><u>Day 9</u><br/>SWBAT: identify parts of the body in Spanish.</p>             | <ol style="list-style-type: none"> <li>1. The teacher will have all students play several rounds of Simon Says. The teacher will give a variety of affirmative and negative commands to students, for example: <b>Simón Dice, tócate la pierna. Simón dice no te toques los dedos de pie.</b> When a student incorrectly completes a command they must sit down. This will continue until one student remains standing.</li> <li>2. Students will complete a vocabulary quiz independently. (<i>Attached, Resource #6</i>)</li> <li>3. The teacher will show a video on gestures across countries and have students respond to the following prompt in a minimum of seven complete sentences: <b>How do personal and social competencies such as body language and non-verbal cues (facial expressions, body movements and posture, gestures, eye contact, touch, and physical space), influence communication across societies and cultures?</b> Next, the teacher will show a video on the power of empathy and have students respond to the following prompt in a minimum of three complete sentences: <b>Why is it important to develop empathy?</b></li> </ol> | <p>Vocabulary quiz.</p>                           |
| <p><u>Day 10</u><br/>SWBAT: Talk about getting hurt; ask for and give advice.</p> | <ol style="list-style-type: none"> <li>1. The teacher will introduce the new vocabulary and model correct pronunciation with an engaging and interactive Prezi presentation. As she does this, students will complete the missing information on a guided note sheet that features three columns. The first column provides space for the Spanish word, the second its English equivalent, and the third an illustration or pronunciation cue. (<i>Attached, Resource #7</i>)</li> <li>2. Next, the teacher will provide each pair of students with an envelope containing seven unique pictures. Each picture illustrates an injury. Working together, students will write two complete sentences for each image. The first will describe the injury and the second will recommend a form of treatment. For example: <b>Me corté el dedo de pie. Ponte ungüento y una curita.</b></li> <li>3. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>4. Homework: vocabulary foldable. (<i>Attached, Resource #8</i>)</li> </ol>   | <p>Independent practice, homework assignment.</p> |

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| <p><u>Day 11</u><br/>SWBAT: talk about getting hurt; ask for and give advice.</p>     | <ol style="list-style-type: none"> <li>1. Working with a partner, using the vocabulary and grammar that they have learnt, students will create an advertisement for medicine for a common ailment.</li> <li>2. Next, students will record responses to the following questions: <b>¿Qué tipo de heridas/lesiones/lastimaduras sufriste practicando deportes?</b> (<i>What type of injuries have you suffered playing sports?</i>), <b>¿Qué te pasó?</b> (<i>What happened to you?</i>), <b>¿Qué dijo el doctor?</b> (<i>What did the doctor say?</i>) They will rotate around the classroom asking and responding to each a total of five times.</li> <li>3. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>4. Homework: vocabulary review. <b>¡Exprésate! Spanish 2, Cuaderno de vocabulario y gramática, pgs. 43, 44, 45.</b></li> </ol>  | <p>Independent practice, homework assignment.</p> |
| <p><u>Day 12</u><br/>SWBAT: talk about getting hurt; ask for and give advice.</p>     | <ol style="list-style-type: none"> <li>1. The teacher will arrange student desks into standard columns and rows, with each column of students representing a team. At the back of the room, the teacher will display a vocabulary word or phrase to the last row of students, for example: <b>Me duele la cabeza.</b> The students will draw an image depicting the word or phrase on a blank slip of paper and pass it up towards the front of their column as quickly as possible. When the slip of paper reaches the first person, they will attempt to correctly write the vocabulary word or phrase associated with the image in Spanish. The team that correctly does this first wins the round. The first person in each column moves to the back and each student shifts forward one seat. This continues until all of the vocabulary words and phrases have been reviewed.</li> <li>2. Students will complete a vocabulary quiz independently. (<i>Attached, Resource #9</i>)</li> </ol> | <p>Vocabulary quiz.</p>                           |
| <p><u>Day 13</u><br/>SWBAT: use verbs with reflexive pronouns and direct objects.</p> | <ol style="list-style-type: none"> <li>1. Students will complete guided notes on the formation and use of verbs with reflexive pronouns and direct objects. She will remind students that reflexive pronouns refer back to the subject and its placement with conjugated verbs, past participles, infinitive and affirmative and negative commands. She will also remind students that direct objects receive the action of verbs and can be a person or thing as well as its placement.</li> </ol>   | <p>Independent practice, homework assignment.</p> |

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|  | <ol style="list-style-type: none"> <li>Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>Homework: grammar review. <b>¡Exprésate! Spanish 2, Cuaderno de vocabulario y gramática, pgs. 46.</b></li> </ol>   |  |
| <u>Day 14</u><br>SWBAT: use past participles as adjectives.  | <ol style="list-style-type: none"> <li>Students will complete guided notes on the use of past participles as adjectives. The teacher will explain to students that past participles can be used to describe nouns. The teacher will remind them that they are also similar to adjectives in that they must agree in number and gender with the nouns they modify.</li> <li>The teacher will provide each pair of students with a list of five different tasks that need to be completed. The students will come up with creative, logical excuses about why they are unable to do them. For example: <b>No puedo escribir las notas...tengo la muñeca rota.</b></li> <li>Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>Homework: grammar review. <b>¡Exprésate! Spanish 2, Cuaderno de vocabulario y gramática, pgs. 47.</b></li> </ol> | Independent practice, homework assignment. |
| <u>Day 15</u><br>SWBAT: form and use the preterite of verbs like <b>caer</b> .   | <ol style="list-style-type: none"> <li>Students will complete a guided note sheet on the formation and use of the preterite of verbs like <b>caer</b>. The teacher will point out the accent marks and spelling changes.</li> <li>Students will work independently to complete a variety of reading and writing activities on the day's objective.</li> <li>Homework: grammar review. <b>¡Exprésate! Spanish 2, Cuaderno de vocabulario y gramática, pgs. 48</b></li> </ol>   | Independent practice, homework assignment. |
| <u>Day 16</u><br>SWBAT: use verbs with reflexive pronouns and direct objects; use past participles as adjectives; form and use the preterite of verbs like caer. | <ol style="list-style-type: none"> <li>Students will participate in an interactive Promethean and white board grammar quiz review.</li> <li>Students will complete a grammar quiz independently.</li> <li>The teacher will review the instructions and complete the first question for each section of the unit exam review.</li> <li>Homework: Unit exam review</li> </ol>   | Independent practice, grammar quiz.        |
| <u>Day 17</u><br>SWBAT: demonstrate mastery  | <ol style="list-style-type: none"> <li>The teacher will explain all components of the performance task, including the accompanying rubric and examples of excellent, good, fair and</li> </ol>  | Extended role play.                        |

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| of knowledge and skills through participation in an extended role play.  | <p>poor finished products.</p> <p>2. In pairs, students will begin writing their extended role play.</p>                           |                                 |
| <u>Day 18</u><br>SWBAT:<br>demonstrate mastery of knowledge and skills through participation in an extended role play. | 1. Students will complete writing their extended role plays and practice dramatizing them.   | Extended role play.             |
| <u>Day 19</u><br>SWBAT:<br>demonstrate mastery of knowledge and skills through participation in an extended role play. | 1. Students will perform their extended role play in front of the class.   | Extended role play.             |
| <u>Day 20</u><br>SWBAT:<br>demonstrate mastery of all concepts learnt with a unit exam.                                | 1. Students will participate in a game of Numbered Heads Together to review all concepts learnt throughout the course of the unit. | Unit exam review.               |
| <u>Day 21</u><br>SWBAT:<br>demonstrate mastery of all concepts learnt with a unit exam.                                | 1. Students will complete a unit exam independently.   | Matente en forma!<br>unit exam. |

Resource #1

¡Mantente en forma! Vocabulario 1

| Español                                | Inglés | Dibujo/Imagen/Pronunciación |
|--|--------|-----------------------------|
| Talking about how something turned out |        |                             |
| animar                                 |        |                             |
| el (la) animador(a)                    |        |                             |
| el atletismo                           |        |                             |
| la banda escolar                       |        |                             |
| la competencia                         |        |                             |
| el debate                              |        |                             |
| empatar                                |        |                             |
| el (la) entrenador(a)                  |        |                             |
| el equipo                              |        |                             |
| la equitación                          |        |                             |
| el esquí acuático                      |        |                             |
| el éxito                               |        |                             |
| fatal                                  |        |                             |
| el fracaso                             |        |                             |
| fue todo un...                         |        |                             |
| ganar                                  |        |                             |
| la gimnasia                            |        |                             |
| el golf                                |        |                             |
| increíble                              |        |                             |
| el (la) jugador(a)                     |        |                             |
| la lucha libre                         |        |                             |
| Me fue muy bien (mal).                 |        |                             |

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| montar a caballo  |  |  |
| la natación   |  |  |
| la oratoria   |  |  |
| el patinaje en línea  |  |  |
| el patinaje sobre hielo   |  |  |
| perder (ie)   |  |  |
| el puntaje  |  |  |
| el trofeo   |  |  |
| <b>Reacting to events</b>   |  |  |
| gritar  |  |  |
| llorar  |  |  |
| Me dieron ganas de (+infinitive)  |  |  |
| Me dio (muchacha) tristeza.<br>... (muchacha) alegría.<br>... (muchacha) vergüenza.<br>... una rabia. |  |  |
| Me puse a (+infinitive)   |  |  |
| Me puse a (+adjective)  |  |  |
| Me reí mucho.   |  |  |
| reaccionar  |  |  |
| reírse (i,i)  |  |  |

| To ask how something turned out       | To respond  |
|---------------------------------------|---|
| ¿Cómo salió la competencia de debate? | Fue todo un éxito/fracaso.<br>Ganamos/Perdimos por 3 a 0. |
|                                       |   |
| ¿Cómo te fue en natación?             | Me fue muy bien/mal.                                      |
|                                       |   |
| ¿Qué tal estuvo la competencia de...? | Estuvo buenísima/increíble/fatal.                         |
|                                       |   |

| Talking about reacting to events             | To respond                               |
|--|--|
| ¿Cómo te sentiste cuando ganaste el partido? | Me dio mucha alegría. ¡Me puse a gritar! |
|  |  |
| ¿Cómo reaccionaste cuando tu equipo perdió?  | Me puse muy contento(a). Me reí mucho.   |
|  |  |
|  | ¡Me dio tristeza/vergüenza/una rabia!    |
|  |  |
|  | Me dieron ganas de llorar.               |
|  |  |

- Direcciones:**
- 1. Study the vocabulary words on this sheet for a minimum of fifteen minutes before beginning.
  - 2. Fold your study sheet so that the last (Spanish) column is not visible. Test yourself in the first blank column.
  - 3. Check the answers you listed in the first column. Highlight any blanks that remain, as well as spelling mistakes and missing accents.
  - 4. Repeat steps one through three until all four blank columns are filled.

| English   | 1 | 2 | 3 | 4 | Spanish  |
|---|---|---|---|---|--|
| to cheer  |   |   |   |   | animar   |
| cheerleader                                       |   |   |   |   | el (la) animador(a)                                    |
| track and field                                   |   |   |   |   | el atletismo   |
| school band                                       |   |   |   |   | la banda escolar                                       |
| competition                                       |   |   |   |   | la competencia   |
| debate  |   |   |   |   | el debate  |
| to tie a game                                     |   |   |   |   | empatar  |
| coach   |   |   |   |   | el (la) entrenador(a)                                  |
| team  |   |   |   |   | el equipo  |
| riding  |   |   |   |   | la equitación  |
| water skiing                                      |   |   |   |   | el esquí acuático                                      |
| success   |   |   |   |   | el éxito   |
| awful   |   |   |   |   | fatal  |
| failure   |   |   |   |   | el fracaso   |
| it was a total...                                 |   |   |   |   | fue todo un...   |
| to win  |   |   |   |   | ganar  |
| gymnastics  |   |   |   |   | la gimnasia  |
| golf  |   |   |   |   | el golf  |
| incredible  |   |   |   |   | increíble  |
| player  |   |   |   |   | el (la) jugador(a)                                     |
| wrestling   |   |   |   |   | la lucha libre   |
| I did very well (badly).                          |   |   |   |   | Me fue muy bien (mal).                                 |
| to ride a horse                                   |   |   |   |   | montar a caballo                                       |
| swimming  |   |   |   |   | la natación  |
| speech, public speaking                           |   |   |   |   | la oratoria  |
| in-line skating                                   |   |   |   |   | el patinaje en línea                                   |
| ice skating                                       |   |   |   |   | el patinaje sobre hielo                                |
| to lose   |   |   |   |   | perder (ie)  |
| score   |   |   |   |   | el puntaje   |
| trophy  |   |   |   |   | el trofeo  |
| to shout  |   |   |   |   | gritar   |
| to cry  |   |   |   |   | llorar   |
| I felt like...                                    |   |   |   |   | Me dieron ganas de (+inf.)                             |
| It made me (very) sad, happy, embarrassed, angry. |   |   |   |   | Me dio (much) tristeza, alegría, vergüenza, una rabia. |
| I started to...                                   |   |   |   |   | Me puse a (+infinitive)                                |
| I felt/became...                                  |   |   |   |   | Me puse a (+adjective)                                 |
| I laughed a lot.                                  |   |   |   |   | Me reí mucho.  |
| to react  |   |   |   |   | reaccionar   |
| to laugh  |   |   |   |   | reírse (i,i)   |



# Español II

*El éxito es una elección.*

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Hora: \_\_\_\_\_

Pruebas y exámenes 4.1



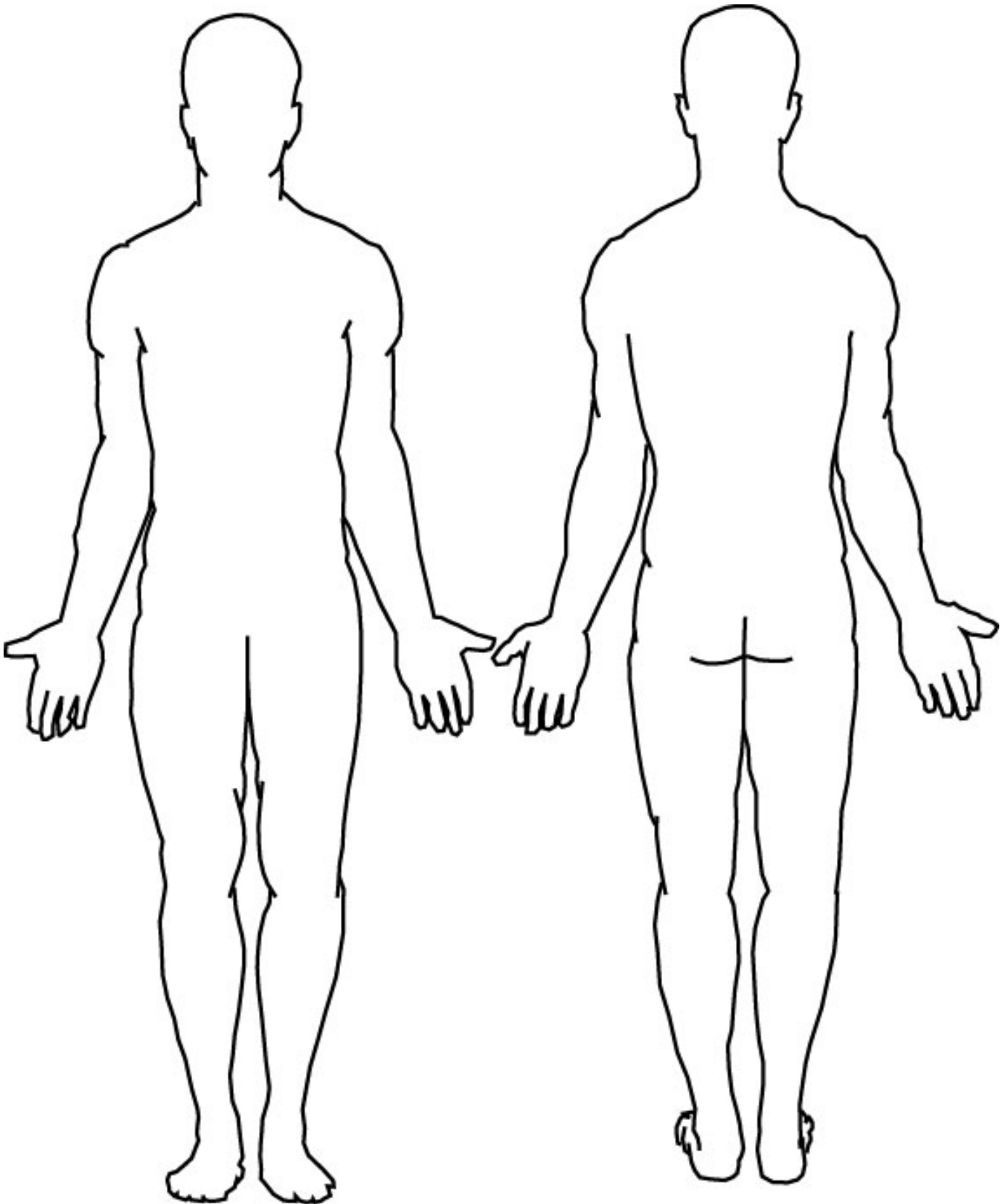
SWBAT: Talk about how something turned out; react to events.

## Prueba de vocabulario: Mantente en forma

**DIRECCIONES:** Write the Spanish equivalent of each English word. Make sure you include an article for each and accents where necessary. \_\_\_\_\_/20

1. coach \_\_\_\_\_
2. competition \_\_\_\_\_
3. failure \_\_\_\_\_
4. I felt like... \_\_\_\_\_
5. I started to... \_\_\_\_\_
6. It made me very angry. \_\_\_\_\_
7. It was a total... \_\_\_\_\_
8. school band \_\_\_\_\_
9. score \_\_\_\_\_
10. success \_\_\_\_\_
11. team \_\_\_\_\_
12. to cheer \_\_\_\_\_
13. to cry \_\_\_\_\_
14. to lose \_\_\_\_\_
15. to react \_\_\_\_\_
16. to shout \_\_\_\_\_
17. to tie \_\_\_\_\_
18. to win \_\_\_\_\_
19. track and field \_\_\_\_\_
20. trophy \_\_\_\_\_

## ¡Mantente en forma! Vocabulario 2



**Direcciones:**

1. Study the vocabulary words on this sheet for a minimum of fifteen minutes before beginning.
2. Fold your study sheet so that the last (Spanish) column is not visible. Test yourself in the first blank column.
3. Check the answers you listed in the first column. Highlight any blanks that remain, as well as spelling mistakes and missing accents.
4. Repeat steps one through three until all four blank columns are filled.

| English              | 1 | 2 | 3 | 4 | Spanish         |
|----------------------|---|---|---|---|-----------------|
| arm                  |   |   |   |   | el brazo        |
| brain                |   |   |   |   | el cerebro      |
| elbow                |   |   |   |   | el codo         |
| heart                |   |   |   |   | el corazón      |
| neck                 |   |   |   |   | el cuello       |
| toe                  |   |   |   |   | el dedo del pie |
| stomach              |   |   |   |   | el estómago     |
| bone                 |   |   |   |   | el hueso        |
| thigh                |   |   |   |   | el musculo      |
| ear                  |   |   |   |   | el oído         |
| bellybutton          |   |   |   |   | el ombligo      |
| chest                |   |   |   |   | el pecho        |
| ankle                |   |   |   |   | el tobillo      |
| mouth                |   |   |   |   | la boca         |
| head                 |   |   |   |   | la cabeza       |
| face                 |   |   |   |   | la cara         |
| back                 |   |   |   |   | la espalda      |
| throat               |   |   |   |   | la garganta     |
| cheek                |   |   |   |   | la mejilla      |
| wrist                |   |   |   |   | la muñeca       |
| nose                 |   |   |   |   | la nariz        |
| ear                  |   |   |   |   | la oreja        |
| calf                 |   |   |   |   | la pantorrilla  |
| skin                 |   |   |   |   | la piel         |
| leg                  |   |   |   |   | la pierna       |
| knee                 |   |   |   |   | la rodilla      |
| finger nail, toenail |   |   |   |   | la uña          |
| eyebrows             |   |   |   |   | las cejas       |
| hands                |   |   |   |   | las manos       |
| fingers              |   |   |   |   | los dedos       |
| shoulders            |   |   |   |   | los hombros     |
| lips                 |   |   |   |   | los labios      |
| feet                 |   |   |   |   | los pies        |
| lungs                |   |   |   |   | los pulmones    |

# Español II

*El éxito es una elección.*

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Hora: \_\_\_\_\_

Pruebas y exámenes 4.3



SWBAT: Label parts of the body in Spanish.

## Prueba de vocabulario: Mantente en forma, 3

**DIRECCIONES:** Label each English body part with the Spanish equivalent. \_\_\_\_\_/21

- |                |                   |                 |                |
|----------------|-------------------|-----------------|----------------|
| a. el cerebro  | b. los labios     | c. la oreja     | d. el tobillo  |
| e. el codo     | f. la mejilla     | g. la piel      | h. la uña      |
| i. el corazón  | j. la muñeca      | k. los pulmones | l. los hombros |
| m. el dedo     | n. los ojos       | o. la nariz     | p. el cuello   |
| q. el estómago | r. los dientes    | s. la espalda   | t. la garganta |
| u. las cejas   | v. el dedo de pie | w. el muslo     | x. la rodilla  |



1. eyebrows \_\_\_\_\_



2. brain \_\_\_\_\_



3. elbow \_\_\_\_\_



4. heart \_\_\_\_\_



5. toe \_\_\_\_\_



6. lips \_\_\_\_\_



7. cheek \_\_\_\_\_



8. wrist \_\_\_\_\_



9. thigh \_\_\_\_\_



10. ear \_\_\_\_\_



11. skin \_\_\_\_\_



12. lungs \_\_\_\_\_



13. knee \_\_\_\_\_



14. ankle \_\_\_\_\_



15. fingernail \_\_\_\_\_



16. teeth \_\_\_\_\_



17. back \_\_\_\_\_



18. stomach \_\_\_\_\_



19. finger \_\_\_\_\_



20. eyes \_\_\_\_\_



21. nose \_\_\_\_\_

## ¡Mantente en forma! Vocabulario 3

| Español   | Inglés | Dibujo/Imagen/Pronunciación |
|---|--------|-----------------------------|
| <b>Talking about getting hurt; asking for and giving advice</b> |        |                             |
| Ahora lo tengo infectado.                                       |        |                             |
| caerse  |        |                             |
| calentarse (ie)   |        |                             |
| las cejas   |        |                             |
| el cerebro  |        |                             |
| el codo   |        |                             |
| el corazón  |        |                             |
| cortarse  |        |                             |
| la curita   |        |                             |
| darle un calambre   |        |                             |
| darse un golpe en...  |        |                             |
| el dedo de pie  |        |                             |
| enfermarse  |        |                             |
| estar mal   |        |                             |
| estar resfriado(a)  |        |                             |
| estornudar  |        |                             |
| Estoy mal. Tengo tos y me duele la garganta.                    |        |                             |
| el hielo  |        |                             |
| hinchado  |        |                             |
| el hueso  |        |                             |
| infectado(a)  |        |                             |
| los labios  |        |                             |
| lastimarse  |        |                             |
| la mejilla  |        |                             |

|  |  |  |
|--|--|--|
| la muñeca  |  |  |
| el muslo   |  |  |
| la oreja   |  |  |
| la piel  |  |  |
| ¡Pobrecito(a)! Tomate unas aspirinas y descansa un poco. |  |  |
| ponerse  |  |  |
| los pulmones   |  |  |
| Quédate en cama y tómate este jarabe.                    |  |  |
| quemarse   |  |  |
| resfriarse   |  |  |
| la rodilla   |  |  |
| romperse (+ body part)                                   |  |  |
| tener cuidado  |  |  |
| tener un calambre  |  |  |
| tener tos  |  |  |
| Tengo un dolor de cabeza que no se me quita.             |  |  |
| el tobillo   |  |  |
| tomarse unas pastillas                                   |  |  |
| torcerse(ue) (+ body part)                               |  |  |
| el ungüento  |  |  |
| la uña   |  |  |
| vendarse   |  |  |

| To talk about getting hurt | To respond                                      |
|----------------------------|---|
| ¿Qué te paso?              | ¡Uf! Me di un golpe en la cabeza con la puerta. |
|                            |   |
| ¿Qué tienes?               | Me corté el dedo. Ahora lo tengo infectado.     |
|                            |   |

| To ask for advice                            | To respond   |
|--|--|
| Estoy mal. Tengo tos y me duele la garganta. | Quédate en cama y tómame este jarabe.                    |
|  |  |
| Tengo un dolor de cabeza que no se me quita. | ¡Pobrecito(a)! Tómate unas aspirinas y descansa un poco. |
|  |  |



- Direcciones:**
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  2. Fold your study sheet so that the last (Spanish) column is not visible. Test yourself in the first blank column.
  3. Check the answers you listed in the first column. Highlight any blanks that remain, as well as spelling mistakes and missing accents.
  4. Repeat steps one through three until all four blank columns are filled.

| English                                       | 1 | 2 | 3 | 4 | Spanish  |
|---|---|---|---|---|--|
| Now it's infected.                            |   |   |   |   | Ahora lo tengo infectado.                                |
| to fall                                       |   |   |   |   | caerse   |
| to warm up                                    |   |   |   |   | calentarse (ie)  |
| to cut oneself                                |   |   |   |   | cortarse   |
| adhesive bandage                              |   |   |   |   | la curita  |
| for someone to get a cramp                    |   |   |   |   | darle un calambre  |
| to bump one's                                 |   |   |   |   | darse un golpe en...                                     |
| to get sick                                   |   |   |   |   | enfermarse   |
| to be sick                                    |   |   |   |   | estar mal  |
| to have a cold                                |   |   |   |   | estar resfriado(a)                                       |
| to sneeze                                     |   |   |   |   | estornudar   |
| I'm sick. I have a cough and my throat hurts. |   |   |   |   | Estoy mal. Tengo tos y me duele la garganta.             |
| ice   |   |   |   |   | el hielo   |
| swollen                                       |   |   |   |   | hinchado(a)  |
| infected                                      |   |   |   |   | infectado(a)   |
| to injure/hurt oneself                        |   |   |   |   | lastimarse   |
| Poor thing! Take some aspirin and rest a bit. |   |   |   |   | ¡Pobrecito(a)! Tómate unas aspirinas y descansa un poco. |
| to put on                                     |   |   |   |   | ponerse  |
| Stay in bed and take this cough syrup.        |   |   |   |   | Quédate en cama y tómate este jarabe.                    |
| to get burned                                 |   |   |   |   | quemarse   |
| to catch a cold                               |   |   |   |   | resfriarse   |
| to break (+body part)                         |   |   |   |   | romperse (+body part)                                    |
| to be careful                                 |   |   |   |   | tener cuidado  |
| to have a cramp                               |   |   |   |   | tener un calambre  |
| to have a cough                               |   |   |   |   | tener tos  |
| I have a headache that won't go away.         |   |   |   |   | Tengo un dolor de cabeza que no se me quita.             |
| to take some pills                            |   |   |   |   | tomarse unas pastillas                                   |
| to sprain, to twist (+body part)              |   |   |   |   | torcerse (ue) (+body part)                               |
| ointment                                      |   |   |   |   | el ungüento  |
| to bandage, to wrap                           |   |   |   |   | vendarse   |

# Español II

*El éxito es una elección.*

SWBAT: Name body parts in Spanish.

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Hora: \_\_\_\_\_

Pruebas y exámenes 4.4



## Prueba de vocabulario: Mantente en forma, 4

**DIRECCIONES:** Write the Spanish equivalent of each English word. Make sure you include an article for each and accents where necessary. \_\_\_\_\_/20

1. to fall down \_\_\_\_\_
2. to warm up \_\_\_\_\_
3. adhesive bandage \_\_\_\_\_
4. to get sick \_\_\_\_\_
5. to sneeze \_\_\_\_\_
6. ice \_\_\_\_\_
7. swollen \_\_\_\_\_
8. infected \_\_\_\_\_
9. to injure/hurt oneself \_\_\_\_\_
10. to get burned/a sunburn \_\_\_\_\_
11. to catch a cold \_\_\_\_\_
12. to break (+ a body part) \_\_\_\_\_
13. to be careful \_\_\_\_\_
14. to have a cramp \_\_\_\_\_
15. to have a cough \_\_\_\_\_
16. to take some pills \_\_\_\_\_
17. to have a cough \_\_\_\_\_
18. to sprain/twist (+body part) \_\_\_\_\_
19. ointment \_\_\_\_\_
20. to bandage/wrap \_\_\_\_\_

# Español II

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Hora: \_\_\_\_\_

Pruebas y exámenes 4.4



*El éxito es una elección.*

SWBAT: Talk about how something turned out and react to events; talk about getting hurt and ask for and give advice.

## ¿Qué te pasó?

**DIRECCIONES:** Working in pairs, you will dramatize a conversation between an injured American athlete and a Spanish-speaking doctor, following the model below. During the course of your conversation, you will be given a curveball card. This card, will name an unexpected situation that needs to be included in your conversation, for example: you begin to experience pain in a different part of your body or the doctor is unable to understand the symptoms of your ailment.

**Student A (Athlete):** Introduce yourself to the doctor and explain two symptoms of your ailment while pointing to the corresponding parts of your body and using gestures to convey meaning.

*Student B (Doctor): Empathize with the athlete and ask about the details surrounding the injury, with wide eyed interest, including what event they were participating in and how it turned out.*

**Student A (Athlete):** Dramatize all applicable details of the event with emphasis on the specific actions that lead to the injury.

*Student B (Doctor): Empathize with the athlete once again, using appropriate gestures and facial expressions. Ask two clarifying questions to determine how each body part is affected.*

**Student A (Athlete):** Answer each of the doctor's questions while pointing to the corresponding parts of your body and using gestures to convey meaning.

*Student B (Doctor): Provide the athlete with two commands to determine the extent of their injury.*

**Student A (Athlete):** Follow each of the commands using appropriate gestures and facial expressions to convey pain.

*Student B (Doctor): Provide the athlete with two recommendations for recovery.*

**Speaking Rubric**

---

|                 |   |   |    |   |    |   |    |   |
|-----------------|---|---|----|---|----|---|----|---|
| Task Completion | ½ | 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 |
| Fluency         | ½ | 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 |
| Pronunciation   | ½ | 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 |
| Vocabulary      | ½ | 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 |
| Grammar         | ½ | 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 |
| Non-Verbal Cues | ½ | 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 |
| Responsiveness  | ½ | 1 | 1½ | 2 | 2½ | 3 | 3½ | 4 |

**Raw Score:** \_\_\_\_\_/28

|      |       |  |      |       |  |      |       |  |     |       |
|------|-------|--|------|-------|--|------|-------|--|-----|-------|
| 28   | 100%  |  | 21   | 75.0% |  | 14   | 50.0% |  | 7   | 25.0% |
| 27.5 | 98.2% |  | 20.5 | 73.2% |  | 13.5 | 48.2% |  | 6.5 | 23.2% |
| 27   | 96.4% |  | 20   | 71.4% |  | 13   | 46.4% |  | 6   | 21.4% |
| 26.5 | 94.6% |  | 19.5 | 69.6% |  | 12.5 | 44.6% |  | 5.5 | 19.6% |
| 26   | 92.8% |  | 19   | 67.9% |  | 12   | 42.8% |  | 5   | 17.9% |
| 25.5 | 91.0% |  | 18.5 | 66.1% |  | 11.5 | 41.7% |  | 4.5 | 16.1% |
| 25   | 89.3% |  | 18   | 64.2% |  | 11   | 39.3% |  | 4   | 14.3% |
| 24.5 | 87.5% |  | 17.5 | 62.5% |  | 10.5 | 37.5% |  | 3.5 | 12.5% |
| 24   | 85.7% |  | 17   | 60.7% |  | 10   | 35.7% |  | 3   | 10.7% |
| 23.5 | 83.9% |  | 16.5 | 58.9% |  | 9.5  | 33.9% |  | 2.5 | 8.93% |
| 23   | 82.1% |  | 16   | 57.1% |  | 9    | 32.1% |  | 2   | 7.14% |
| 22.5 | 80.3% |  | 15.5 | 55.4% |  | 8.5  | 29.3% |  | 1.5 | 5.36% |
| 22   | 78.6% |  | 15   | 53.6% |  | 8    | 66.7% |  | 1   | 3.57% |
| 21.5 | 76.7% |  | 14.5 | 51.8% |  | 7.5  | 26.8% |  | 0.5 | 1.78% |

**Converted Score:** \_\_\_\_\_%

# Español II

*El éxito es una elección.*

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Hora: \_\_\_\_\_

Examen: Mantente en forma



Carefully read the directions for each section before beginning. Silently raise your hand if you have a question during the exam, once you finish place your exam face down in the top left-hand corner of your desk and begin working on your post-exam assignment. Remember to respect yourself and your classmates and do your very best!

## ¡Buena Suerte!

**OBJETIVO:** YWBAT TALK ABOUT HOW SOMETHING TURNED OUT; TALK ABOUT REACTING TO EVENTS.  
**DIRECCIONES:** Match each description with the appropriate word choice, each word may only be used once. \_\_\_\_\_/8

|               |                |             |            |
|---------------|----------------|-------------|------------|
| a. empatar    | b. competencia | c. equipo   | d. trofeo  |
| e. entrenador | f. animadoras  | g. natación | h. puntaje |

1. Es la persona que prepara el equipo. \_\_\_\_\_
2. Ni ganar, ni perder. \_\_\_\_\_
3. Lo que recibe el equipo que gana una competencia. \_\_\_\_\_
4. Los puntos que hace un equipo. \_\_\_\_\_
5. Son las que animan en un partido. \_\_\_\_\_
6. Cuando un equipo juega contra otro, es una... \_\_\_\_\_
7. Es el grupo de personas que juega en un partido. \_\_\_\_\_
8. Se practica con traje de baño, en una piscina. \_\_\_\_\_

**OBJETIVO:** YWBAT TALK ABOUT GETTING HURT; ASK FOR AND GIVE ADVICE.  
**DIRECCIONES:** Poor Arturo had a horrible weekend. Read what happened and complete the paragraph with the correct word choice, each word may only be used once. \_\_\_\_\_/8

|             |                       |             |                |
|-------------|-----------------------|-------------|----------------|
| a. me quemé | b. tengo infectado    | c. me corté | d. me duele    |
| e. lastimé  | f. me dio un calambre | g. me caí   | h. hinchado(a) |

Este fin de semana fue horrible. Fuimos a practicar esquí acuático. Pero cuando empecé, (9) \_\_\_\_\_ en la pierna. Entonces, (10) \_\_\_\_\_ y (11) \_\_\_\_\_ el tobillo. Ahora (12) \_\_\_\_\_ mucho. Luego (13) \_\_\_\_\_ el dedo de pie en la playa cuando salí del agua. Como no me lavé el dedo, ahora lo (14) \_\_\_\_\_. Además, no me puse sombrero y

(15) \_\_\_\_\_ con el sol. Por eso, ahora tengo la cara muy (16) \_\_\_\_\_ y roja.

**OBJETIVO:**

YWBAT FORM AND USE IRREGULAR PRETERITES DAR, DECIR, AND PONERSE

**DIRECCIONES:** Conjugate each of the following verbs to match the provided subject pronoun. \_\_\_\_\_/6

17. tú (dar) \_\_\_\_\_

18. él (dar) \_\_\_\_\_

19. ella (decir) \_\_\_\_\_

20. nosotros (decir) \_\_\_\_\_

21. ellos (ponerse) \_\_\_\_\_

22. yo (ponerse) \_\_\_\_\_

**OBJETIVO:**

YWBAT FORM AND USE THE PRETERITE OF STEM-CHANGING –IR VERBS.

**DIRECCIONES:** Conjugate each of the following verbs to match the provided subject pronoun. \_\_\_\_\_/6

23. yo (sentirse) \_\_\_\_\_

24. tú (dormirse) \_\_\_\_\_

25. usted (morirse) \_\_\_\_\_

26. él (preferir) \_\_\_\_\_

27. ellos (pedir) \_\_\_\_\_

28. yo (vestirse) \_\_\_\_\_

**OBJETIVO:**

YWBAT FORM AND USE THE PRETERITE OF SER AND ESTAR.

**DIRECCIONES:** Complete the paragraph with the correct form of **ser** or **estar**. \_\_\_\_\_/5

La semana pasada viajé a Miami con mi equipo de natación. Nosotros (29) \_\_\_\_\_ allí por tres días y participamos en una competencia regional. La competencia (30) \_\_\_\_\_ en un lugar muy bonito y moderno. Nos (31) \_\_\_\_\_ muy bien este año y ganamos. Todos nosotros (32) \_\_\_\_\_ muy contentos después de ganar y fuimos a la playa para celebrar. Este año el viaje a Miami (33) \_\_\_\_\_ todo un éxito.

**OBJETIVO:** YWBAT FORM AND USE VERBS WITH REFLEXIVE PRONOUNS AND DIRECT OBJECTS.

**DIRECCIONES:** Conjugate each of the following verbs to match the provided subject pronoun. \_\_\_\_\_/5

34. ¿Vas a cocinar? (lavarse/las manos) \_\_\_\_\_
35. ¿Te duele la rodilla? (vendarse/la rodilla) \_\_\_\_\_
36. ¿Quieres manos bonitas? (no comerse/las unas) \_\_\_\_\_
37. ¿Tienes la oreja infectada? (no ponerse/los aretes) \_\_\_\_\_
38. ¿Estás resfriado? (no quitarse/los calcetines) \_\_\_\_\_

**OBJETIVO:** YWBAT FORM AND USE PAST PARTICIPLES AS ADJECTIVES.

**DIRECCIONES:** Form a past participle with each of the following verbs and provided body part. \_\_\_\_\_/6

39. torcer (el tobillo) \_\_\_\_\_
40. hinchar (la cara) \_\_\_\_\_
41. romper (la pierna) \_\_\_\_\_
42. abrir (los ojos) \_\_\_\_\_
43. cortar (el dedo de pie) \_\_\_\_\_
44. lastimar (las manos) \_\_\_\_\_

**OBJETIVO:** YWBAT FORM AND USE THE PRETERITE TENSE OF VERBS LIKE CAER.

**DIRECCIONES:** Conjugate each of the following verbs to match the provided subject pronoun. \_\_\_\_\_/6

45. Me rompí el brazo cuando (caerse) \_\_\_\_\_.
46. Te lastimaste la rodilla cuando (caerse) \_\_\_\_\_.
47. Ella se lastimó la rodilla cuando (caerse) \_\_\_\_\_.
48. Ustedes se dieron un golpe en la cabeza cuando (caerse) \_\_\_\_\_.
49. Usted se rompió la muñeca cuando (caerse) \_\_\_\_\_.

50. Nosotros nos lastimamos los dedos de pie cuando (caerse) \_\_\_\_\_.

**OBJETIVO:**

YWBAT TALK ABOUT HOW SOMETHING TURNED OUT; TALK ABOUT REACTING TO EVENTS.

**DIRECCIONES:**

Read Marta's story about her competition and respond to the questions below in complete sentences. \_\_\_\_\_/10

Soy Marta y tengo 12 años. Soy una estudiante de Miami. A mí me gusta mucho montar a caballo. Por eso, la semana pasada fui a una competencia de equitación con mi caballo "Valiente." Fui a todos los entrenamientos y escuché todos los consejos de mi entrenador. Él me dio consejos y dijo: << Marta, tú y Valiente tienen que descansar antes de la competencia. >> El día antes de la competencia, monté a Valiente toda la mañana y toda la tarde. No sé por qué no escuché a mi entrenador. La competencia fue todo un fracaso. El día de la competencia, me puse muy nerviosa. Cuando la comenzamos, Valiente no corrió mucho porque se cansó muy pronto. Yo me puse furiosa y grité:<< ¡Vamos, Valiente! >>. Valiente reaccionó muy bien, pero unos minutos después me caí del caballo y me di un golpe. Me dolió mucho y me puse a llorar. Ahora tengo el tobillo torcido y el brazo roto.

51. ¿Qué deporte le gusta practicar Marta?

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52. ¿Cómo se sintió Marta antes de la competencia?

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53. ¿Por qué no corrió mucho Valiente cuando comenzó la competencia?

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54. ¿Qué le pasó a Marta durante la competencia?

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55. En tu opinión, ¿cómo estuvo la competencia?

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OBJETIVO: YWBAT TALK ABOUT HOW SOMETHING TURNED OUT; TALK ABOUT REACTING TO EVENTS.

**DIRECCIONES:** In a minimum of seventy-five words remember or invent a game or competition where something occurred that made you angry, embarrassed or happy. In your response, address the following: What type of game or competition was it? Where did it take place? Who participated? What happened? Who won or lost? Was it easy or difficult, why? How did you feel, why? \_\_\_\_\_/12

\_\_\_\_\_/12

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Palabras

OBJETIVO:

YWBAT TALK ABOUT GETTING HURT; ASK FOR AND GIVE ADVICE.

**DIRECCIONES:** Respond to each of the following questions in complete Spanish sentences.

\_\_\_\_\_/12

1. ¿Practicabas algún deporte?
2. ¿Qué tipo de heridas/lesiones/lastimaduras sufriste practicando deportes?
3. ¿Qué te pasó?
4. ¿Fuiste al doctor?
5. ¿Qué dijo el doctor?

| Writing Rubric  |       |   |       |       |  |     |       |
|---|-------|---|-------|-------|--|-----|-------|
| Task Completion   | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Comprehensibility   | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Level of Discourse  | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Vocabulary  | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Language Control  | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Mechanics   | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| <p style="text-align: right;"><b>Raw Score:</b> _____ /12</p>       |       |   |       |       |  |     |       |
| 12.0  | 100%  |   | 8.0   | 66.6% |  | 4.0 | 33.3% |
| 11.5  | 95.8% |   | 7.5   | 62.5% |  | 3.5 | 29.1% |
| 11.0  | 91.7% |   | 7.0   | 58.3% |  | 3.0 | 25.0% |
| 10.5  | 87.5% |   | 6.5   | 54.2% |  | 2.5 | 20.8% |
| 10.0  | 83.3% |   | 6.0   | 50.0% |  | 2.0 | 16.7% |
| 9.5   | 79.1% |   | 5.5   | 45.8% |  | 1.5 | 12.5% |
| 9.0   | 75.0% |   | 5.0   | 41.6% |  | 1.0 | 8.3%  |
| 8.5   | 70.0% |   | 4.5   | 37.5% |  | 0.5 | 4.2%  |
| <p style="text-align: right;"><b>Converted % Score:</b> _____ %</p> |       |   |       |       |  |     |       |

| Speaking Rubric   |       |   |       |       |  |     |       |
|---|-------|---|-------|-------|--|-----|-------|
| Task Completion   | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Comprehensibility   | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Fluency   | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Pronunciation   | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Vocabulary  | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| Language Control  | 1/2   | 1 | 1 1/2 | 2     |  |     |       |
| <p style="text-align: right;"><b>Raw Score:</b> _____ /12</p>       |       |   |       |       |  |     |       |
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| <p style="text-align: right;"><b>Converted % Score:</b> _____ %</p> |       |   |       |       |  |     |       |