

Guía para la Clase de Español BI Nivel Medio (SL)

2016-2017

Fluency

1. Expresiones útiles para expresar tu opinión (para debates/ensayos)
2. Los conectores (para escritura y la exposición oral)
3. Consejos para utilizar y mejorar las presentaciones
4. Verbos Comunes
5. Vocabulario

Grammar and Language

6. Conjugaciones de los verbos
7. Los verbos divertidos- hoja de apuntes
8. Complementos Dobles
9. Gustar y otros verbos
10. El Pretérito y El Imperfecto
11. El Subjuntivo
12. Mandatos
13. Por y Para

IB Speaking and Writing

14. Nacionalidades y países en español
15. Trucos Literarios (rhetorical devices)
16. Guía para escribir acentos y símbolos en español
17. Los Trabajos Escritos de BI – Los componentes de los tipos de texto
18. Los Trabajos Escritos de BI – Tipos de Texto (una tabla para rellenar)
19. Rúbrica para el Trabajo Escrito – Examen SL (Ensayos)
20. Rúbrica para el Examen Oral – Examen SL (IB Oral)
21. Rúbrica con el porcentaje para cada parte del Examen SL
22. Tabla de los temas de BI/Capítulos (para completar)



Expresiones útiles para expresar tu opinion (para debates y ensayos)

Para expresar un punto de vista personal:

(personalmente) yo creo que / opino que...
hasta donde yo sé...
tengo la impresión de que...
me parece que...
en mi opinión...
estoy convencido/a de que...
estoy seguro/a de que...

(personally) I think that...
as far as I'm concerned..
I get the impression that...
it seems to me that...
in my opinion...
I'm convinced that...
I'm sure that...

Para apoyar un argumento:

es obvio / evidente que...
está claro que..
no se puede negar que...
lo que es cierto es que...

it's obvious that...
it's clear that...
you can't deny that...
what's certain is that...

Para poner de manifiesto de duda:

es cuestionable que...(+ subjunctive)
no es cierto que...(+ subjunctive)
puede que...(+ subjunctive)
hasta cierto punto...
dudo que...(+ subjunctive)

it's questionable that...
it's not certain that...
it may be that...
up to a point...
I doubt (that)

Para expresar acuerdo:

estoy de acuerdo...
acepto / puedo aceptar...

I agree...
I accept / I can accept...

Para expresar desacuerdo:

no estoy de acuerdo...
no acepto / no puedo aceptar...
es inaceptable...
me cuesta aceptar...

I don't agree...
I can't accept...
I really can't accept...
I find it hard to accept...

Para expresar nociones opuestas:

sin embargo
aunque
no obstante
a pesar de
con todo es verdad que...
al contrario / por otra parte
por una parte...por otra parte

however
although
nevertheless
despite
it is nevertheless true...
on the contrary / on the other hand
on the one hand...on the other hand

Los conectores (para escritura y la exposición oral)

Only the bolded phrases can be used for minimum transition word requirement in essays.

De tiempo

después (de) = after
ya = already/yet
luego = next/afterwards
enseguida = right away
antes (de) = before

eventualmente = eventually
entonces = then
más tarde = later
mientras tanto = while/meanwhile
mientras = while/meanwhile

de pronto = suddenly
al principio = at first
cuando = when

De importancia

por lo menos = at least
para empezar = to start
sobre todo = above all

principalmente = mainly
seguramente = certainly
no cabe duda que = no doubt

además = further/besides

De comparación

también = also/too/as well
del mismo modo = similarly
igualmente = equally/likewise

otro(a) = another
además = besides/in addition
de la misma manera = in a like manner

y = and
asimismo = in the same way / similarly

De contraste

aunque = although/even though
sin embargo = however
en lugar de = in place of
no obstante = nevertheless

a pesar de que = in spite of
incluso/aún = even
pero = but
por otra parte/en cambio = on the other hand

todavía = still/yet
a diferencia de = unlike
al contrario = on the contrary

De causa

porque = because
dado que = given that/assuming that
puesto que = since/in so much as

a causa de = because OF
ya que = since
por = for/on behalf of

debido a = because OF

De efecto

como resultado = as a result
desde luego = of course
consecuentemente = consequently
por lo tanto = therefore/for that reason

así que = thus/in this way
así pues = therefore
por esta razón = for this reason
se ve que = one can see that/ it is seen that

por consecuencia = therefore
por eso = that's why/therefore

Para concluir

en conclusión = in conclusion
para terminar = to finish
en pocas palabras = in short/in a few words

para concluir = to conclude
considerando todo = all in all
por último = lastly

finalmente = finally
al final/por fin = finally

De lugar

encima de = above/over/on top
a través de = through
alrededor de = around
junto a = next to
fuera de = outside of

sobre = on/upon/over/above/about
detrás de = behind
dentro de = inside/within
debajo de = below/under/underneath
arriba de = above

al lado de = next to
entre = between
cerca de = close to
delante de = in front of
lejos de = far from

aquí = here
allí = there
allá = over there

HOW TO DO A PRESENTATION IN SPANISH

By M. Braun

First, let me explain that there is a danger to memorizing a script. Especially one previously written in English, then translated into Spanish. The danger is that you tend to get "locked in" to a patterned response and limit your creativity. Even if the script is marvelous in English, the chances of it coming out exactly the same in Spanish are very slim. You will feel the words in English, but then merely concentrate on the syntax and pronunciation in Spanish—Our goal is to feel the Spanish. How does one do this? Simple—build slowly.

Start by putting yourself alone in a room, preferably in front of a mirror. Begin by saying whatever you can about the topic, off the cuff. Use no notes. (You might use a minimal outline if the topic is complex, i.e. who? what? where? etc). Speak as long as you can in Spanish about anything that comes to mind. Speak only Spanish.

Do it again, from the top. Add anything more you can.

Next, evaluate the process. If you think of something you wanted to say but could not achieve it, then make a note to look up the particular words or sentence structure. Look up the items and begin again, this time trying to include the new material.

Now, pretend you are presenting the topic to people you may not know what you are talking about. A little salesmanship will help. Feel the words. Match your emotion with your pronunciation and stress.

Repeat your presentation.

By this time you will have presented the material 4 times. Your familiarity with the words will increase as will your ability to pronounce. You may find yourself suddenly adding new material. Do it! You can always edit yourself later or cut yourself off by looking at the clock. The beauty is that you are not limited by a script. Challenge yourself to make the words yours. You now own them—You can call upon them whenever you need them. In addition to this, your desire to look up words or phrases has now stimulated your brain to attach importance to the items. You will remember most of what you put the most effort into.

I recommend that you do this over a period of days. Each session need only take 5 to 10 minutes. Practice daily, not the night before. You need only consult your notes of any new material before beginning. Then confront yourself in the mirror and begin.

If, on your first attempt, you feel like you just don't have enough to say, let your brain flow. Do the best you can with the material you have. At least you can have a solid, comfortable, appealing presentation. (Even if it is short.) You might think of something new at the strangest times. At stoplights, in the shower, driving to school, etc.

A word about visual aids. Yes! Most visuals will help not only help the audience understand better but also help you to remember more of what to say. Presenting is a form of teaching and, at times, labels and words are appropriate. The guideline is if you can do the presentation without the visual aid, then you are in good shape.

The difference between a tourist and a linguist is that the tourist needs to look up his words, can't pronounce them, and is always frustrated. Be a linguist. Feel the Spanish.

Verbos comunes from Spanish I, II, and III

abrir	esperar	preguntar
acostarse	estar	preparar
almorzar	estudiar	querer
amar	haber	recibir
andar	hablar	repetir
aprender	hacer	romper
asistir	hacerse	saber
ballar	Invitar	sacar
beber	Ir	salir
buscar	Irse	seguir
caber	jugar	sentarse
caer	lavar	sentirse
cambiar	lavarse	ser
caminar	leer	servir
cantar	limpiar	tener
cerrar	llamar	tener ganas de
cocinar	llegar	tener que
comenzar	llevar	tener hambre/sed
comprar	llover	tener frio/calor
comprender	luchar	tener + años
conducir	mirar	tener prisa
conocer	morir	tener miedo
construir	nadar	tocar
costar	necesitar	tomar
crear	oír	trabajar
dar	pagar	traer
decir	pasar	usar
despertarse	pasar lo bien	valer
divertirse	pasear	vender
dormir	pedir	venir
dormirse	pensar	ver
empezar	perder	vestirse
encontrar	poder	viajar
entender	poner	vivir
escribir	ponerse	volver
escuchar	practicar	

El Vocabulario

New vocabulary words open your world. They allow you to be more precise in conversation, sound more sophisticated, and deepen your ability to communicate ideas and opinions.

In IB classes, vocabulary students are expected to study and learn the vocabulary outside of class. There will be very few "games" to learn vocabulary. Your goal is to know the vocabulary—not recognize it or guess at it—so that in class we can utilize the expressions to read, speak and explore cultures.

Given this objective, you should study accordingly and often. Start the first day that you receive your list and employ the method that best allows you to master all of the expressions. Studying by simply reading through the list is not going to lead to mastery; just ask former IB Spanish students.

Research says that to know a new vocabulary word, you must experience or review it 17 or more times. How will you review and study so that you know the vocabulary? Here are two main options.

FLASHCARDS

This is the most traditional method, but still is used because it works. Tips:

- Write the word or expression in Spanish on one side of the card. On the other side, you can write the English expression, an example of a sentence, a visual/symbol, or anything that captures the word for you.
- Review and study is the key for flashcards. Unused, they are a waste of time to make. Review daily for a short period of time.
- Study Spanish to English first, for recognition. Then, flip the cards over and study English to Spanish to assure that you can produce the word.
- Keep flash cards organized by chapters using a hole punch and string, or rubber bands. Keep them secure for future studying.

QUIZLET

- Type address and then click "Sign Up" in the upper right-hand corner. Create a user name and password and enter your e-mail.
- In the "Search" box (upper left) type "Forero and Reidel's IB Spanish IV 2016-2017"
 - Click the link for the class (middle column).
 - Click Join to become a member of the class. (Then you will have access to the lists automatically when you log in.)
- Here you will find sets of vocabulary for every chapter that we cover in Spanish.
 - Click on your current chapter to practice, play and learn!
 - Cards: Allows you to hear a native speaker say the word as you are studying.
- Familiarize: an online flashcard that lets you go Spanish-English or English-Spanish.
- LEARN: they give you English and you write the Spanish. This is, knowing the word.
- Test: various sections to assess yourself and see if you're ready for the real thing.
- Speller: This is new, and is a great way to practice your listening skills as you type the word.
- Scatter and Space Race: fun games to practice the vocabulary in new ways. Play them!
- Use the app on your cell phone to practice anywhere.

Preterite Perfect

Yo hube hablado
I had spoken

hube
hubiste
hubo
hubimos
hubierais
hubieron

(for Preterite Perfect, only used in spoken Spanish and is rarely used in writing)

Preterite

Yo hablé
I spoke

-ar
-é
-aste
-amos
-aron
-ir
-iste
-isteis
-ieron

andar, conducir, dar, decir, estar, hacer, ir, poner, poder, querer, salir, ser, tener, traer, venir, ver, yo-form spelling changes, stem changers, i->y spelling changes

Present Perfect

Yo he hablado
I have spoken

he
has
ha
hemos
habéis
han

past participles
-ar → -ado, -er / -ir → -ido
if a vowel precedes the ending, add an accent, e.g. leer → leído

Pluperfect

Yo había hablado
I had spoken

había
habías
había
habíamos
habíais
habían

Imperfect

Yo hablaba
I spoke

-ar
-aba
-abas
-aba
-abamos
-abais
-aban
-er / -ir
-ía
-ías
-ía
-íamos
-íais
-ían

only three irregulars:
ir → iba, ser → era, ver → veía

Present

Yo hablo
I speak

-ar
-o
-as
-a
-amos
-áis
-an
-ir
-o
-es
-e
-imos
-ís
-en

stem changers:
e → ie: cerrar, empezar, entender, pensar, perder, preferir, querer, recomendar, sentir, tener, venir
o → ue: almorzar, contar, dormir, encontrar, morir, mover, mostrar, poder, probar, resolver, volver
e → i: corregir, decir, elegir, medir, pedir, repetir, seguir, servir, vestir
irregular yo form:
caber, dar, estar, saber, ver
-go verbs: caer, decir, hacer, poner, salir, tener, traer, valer, venir
-zco verbs: conducir, conocer, obedecer, ofrecer, parecer, traducir
spelling changes:
-cer/-cir → -zo, -ger/-gir → -jo, -guir → -go, -quír → -co, -uir → -uy
other irregulars:
adquirir(-i-ue), jugar(-i-ue), oler(-o-shue), ir, ser, estar, oír, reír, ir → -í, -uir → -ú

Future

Yo hablaré
I will speak

add to infinitive:
-é
-ás
-á
-emos
-éis
-án

caber → cabré, decir → diré, haber → hablaré, hacer → haré, poder → podré, poner → pondré, querer → querré, saber → sabré, salir → saldré, tener → tendré, valer → valdré, venir → vendré

(also)

Yo voy a hablar
I am going to speak

voy
vas
va
vamos
vais
van

+ a + infinitive

Future Perfect

Yo habré hablado
I will have spoken

habré
habrás
habrá
habremos
habréis
habrán

+ past participle

the verb "haber"

Used by itself, Haber means 'there is' or 'there are'. It can only be conjugated in the third-person singular, regardless of the number of objects in the sentence.

hay → there is, there are
hubo → there was, there were
había → there was, there were
habrá → there will be
habría → there would be
Haber is also used as an auxiliary verb when forming the perfect tense. In that case it means 'to have'.

PAST

Pluperfect

...que yo
hubiera hablado

or

...que yo
hubiese hablado

...that I had spoken

hubiera
hubieras
hubiera
hubiéramos
hubierais
hubieran

+ past participle

(hubiese forms are primarily used in Spain)

Imperfect

...que yo
hablara

or

...que yo
hablase

...that I spoke

third-person plural preterite, drop -ron, add:
-ra
-ras
-ra
-ramos
-rais
-ran

(-se endings are primarily used in Spain)

Present Perfect

...que yo
haya hablado

...that I have spoken

haya
hayas
haya
hayamos
hayáis
hayan

Present

...que yo
hable

...that I speak

first-person present, drop -o, add:
-ar
-e
-a
-amos
-éis
-an

dar, estar, haber, ir, saber, ser
-car → -que, -gar → -gue, -zar → -ce,
-cer → -za, -ger/-gir → -ya, -guir → -ga,
-guar → -gue, -uir → -ya, -quir → -ca

PRESENT

Conditional

Yo hablaría
I would speak

add to infinitive:

-ía
-ías
-ía
-íamos
-íais
-ían

same irregulars as future tense

Conditional Perfect

Yo habría hablado
I would have spoken

habría
habrías
habría
habríamos
habríais
habrían

+ past participle

Los Verbos Divertidos - Hoja de Apuntes

Use this as a resource as you practice Verb Fun through the year. The more you mentally process the meaning and conjugation of the verb structures, the easier and more "fun" it will come!

Tiempo Verbal o Modo	Verbo <u>trabalar</u> Sujeto ella	Significado en Inglés
Presente		
Pretérito		
Imperfecto		
Presente Progresivo		
Pasado Progresivo		
Futuro		
Condicional		
Presente de Subjuntivo		
Imperfecto de Subjuntivo		
Presente Perfecto		
Pasado Perfecto o Pluscuamperfecto		
Futuro Perfecto		
Condicional Perfecto		
Presente Perfecto de Subjuntivo		
Pasado Perfecto de Subjuntivo		
(+) Tú Imperativo o Mandato		
(-) Tú Imperativo o Mandato		
(+/-) Usted Imperativo o Mandato		
(+/-) Ustedes Imperativo o Mandato		

Los complementos © ¡apuntes importantes!

Direct object pronouns

me	nos
te	os
lo, la	los, las

Indirect object pronouns

me	nos
te	os
le (se)	les (se)

***answer the question who? what?**
*** use with an action verb**

***answer the question to whom? for whom?**
***use with an action verb**

Ejemplos: María lo lee = María reads it (el libro) / María nos lo lee = María reads it to us.
 María la lee = María reads it (la novela) / María se la lee = María reads it to Sr. Garza

These five verbs always use indirect object pronouns when referring to a person: decir, hablar, pedir, preguntar, escribir

Las reglas:

1. Reflexives first of all, then indirect object pronouns, then direct object pronouns
2. Never le lo! Replace le or les with se when using two 3rd person pronouns.

Colocación

- Immediately before conjugated verbs
- Attached to the end of an infinitive (needs accent with double pronouns)
- Attached to the end of a gerund (always needs an accent on the ándo / léndo)
- Attached to the end of affirmative commands (may need an accent)
- Before a negative command

Ejemplos: with direct object pronouns only

I sing it (the song).	<i>La canto.</i>	<i>(before a conjugated verb)</i>
I want to sing it.	<i>Quiero cantarla / La quiero cantar</i>	<i>(attached to infinitive / before conj. verb)</i>
I am singing it.	<i>Estoy cantándola / La estoy cantando</i>	<i>(attached to gerund / before conj. verb)</i>
Let's sing it!	<i>¡Cantémosla!</i>	<i>(attached to affirmative command)</i>
Let's not sing it.	<i>No la cantemos.</i>	<i>(before a negative command)</i>

Ejemplos: with direct and indirect object pronouns

I sing it to her	<i>Se la canto</i>	<i>(before a conjugated verb)</i>
I have to sing it to her	<i>Tengo que cantársela / Se la tengo que cantar</i>	<i>(attached to inf. / before conj. verb)</i>
I am singing it to her	<i>Estoy cantándosela / Se la estoy cantando</i>	<i>(attached to gerund / before conj. verb)</i>
Let's sing it to her.	<i>Cantémosela</i>	<i>(attached to affirmative command)</i>
Let's not sing it to her.	<i>No se la cantemos</i>	<i>(before a negative command)</i>

- ✓ Though *gustar* is translated as **to like** in English, its literal meaning is **to please**. *Gustar* is preceded by an indirect object pronoun indicating the person who is pleased. It is followed by a noun indicating the thing or person that pleases.

INDIRECT OBJECT PRONOUN		SUBJECT
Me	<i>gusta</i>	la película.
I	<i>like</i>	the movie. (literally: The movie pleases me.)
¿Te	<i>gustan</i>	los conciertos de rock?
Do you	<i>like</i>	rock concerts? (literally: Do rock concerts please you?)

- ✓ Because the thing or person that pleases is the subject, *gustar* agrees in person and number with it. Most commonly the subject is the third person singular or plural.

SINGULAR SUBJECT	PLURAL SUBJECT
<p>↓</p> <p>Nos gusta la música pop. We like pop music.</p> <p>↓</p> <p>Les gusta su casa nueva. They like their new house.</p>	<p>↓</p> <p>Me gustan las quesadillas. I like quesadillas.</p> <p>↓</p> <p>¿Te gustan las películas románticas? Do you like romantic movies?</p>

- ✓ When *gustar* is followed by one or more verbs in the infinitive, the singular form of *gustar* is always used.

No nos gusta llegar tarde. We don't like to arrive late.	Les gusta cantar y bailar. They like to sing and dance.
---	--

- ✓ *Gustar* is often used in the conditional to soften a request.

Me gustaría un refresco con hielo, por favor. I would like a soda with ice, please.	¿Te gustaría salir a cenar esta noche conmigo? Would you like to go out to dinner with me tonight?
--	---

- ✓ The indirect object can be repeated using the construction *a* + [prepositional pronoun] or *a* + [noun]. This construction allows the speaker to emphasize or clarify who is pleased, bothered, etc.

A ella no le gusta bailar, pero a él sí. She doesn't like to dance, but he does.	A Felipe le molesta ir de compras. Shopping bothers Felipe.
---	--

- ✓ Many verbs follow the same pattern as *gustar*

Aburrir – to bore	hacer falta – to miss
Agradar- please, appeal	hacer gracia- to find funny
Apasionar – to have passion for	horrizar- to horrify
Bastar – to be sufficient	importar – to be important, to matter
Caer bien / mal – to get along well/ badly	interesar – to interest, to be interesting
Cansar – to tire	irritar – to irritate
Convener – to suit	molestar – to bother
Dar asco – to loathsome	parecer – to appear to be
Disgustar – to dislike, hate	picar – to itch
Doler- to be painful	preocupar – to worry
Encantar – to love, like very much	quedar – to be left over, remain, how clothes fit
entusiasmar- to delight	sobrar – to be in a surplus
faltar – to lack, need	sorprender – to surprise
fascinar – to be fascinating to	tocar – to show obligation, turn
	volver loco – to drive crazy

THE PRETERIT TENSE

Note the differences in the way time is perceived and expressed in the preterit and imperfect tenses.

The preterit expresses the following:

1. A completed action in the past.
Nadí en la piscina ayer. *I swam in the pool yesterday.*
2. An action that began or ended at a specific time in the past.
Llamé a María anoche. *I called María last night.*
3. The beginning or end of an action.
Empecé a estudiar a las ocho y terminé a las once. *I began studying at eight and finished at eleven.*
4. Expresses a series of completed events.
Yo comí, estudié y me dormí. *I ate, studied, and fell asleep.*

5.2. THE IMPERFECT TENSE

The imperfect tense expresses the following:

1. A repeated or habitual action.
Yo nadaba en la piscina todos los días. *I used to swim in the pool every day.*
2. An action that continued for a period of time not specified.
Yo llamaba a María a menudo. *I called María often.*
3. Time, in the past.
Eran las ocho de la noche. *It was eight o'clock at night.*
4. Simultaneous ongoing actions.
Yo estudiaba mientras Ana dormía. *I was studying while Ana was sleeping.*
5. Descriptions of people, places, objects, weather, states of mind, and emotions.
La niña tenía miedo porque el dormitorio estaba oscuro y frío. *The child was afraid because the bedroom was dark and cold.*

NOTE: The preterit and imperfect tenses may be used in different clauses in the same sentence. The imperfect expresses an ongoing state or background for an action in the preterit tense.

Yo estudiaba cuando el teléfono sonó. *I was studying when the phone rang.*

EL SUBIUNTIVO

A verb of will is an indirect command. When accompanied by a change of subject, the subjunctive construction is required in the dependent clause. The following are examples of verbs of will:

aconsejar	pedir (i)
decir	permitir
dejar	preferir (i)
desear	prohibir
exigir	querer (ie)
hacer	recomendar (ie)
impedir (i)	requerir (ie)
insistir en	rogar (ue)
mandar	sugerir (ie)

A verb of emotion with a change of subject also requires the subjunctive. A few examples:

alegrarse de	lamentar
asombrarse de	odiar
enojarse de	ojalá
esperar	parece mentira
estar contento/a de	sentir (ie)
estar enojado de	sorprenderse
estar triste de	temer
gustar	tener miedo de

A verb of doubt or denial automatically triggers the subjunctive; no change of subject is needed. Examples:

dudar	no creer
es dudoso	no estar seguro de
negar (ie)	quizás
	tal vez

Impersonal expressions require the subjunctive with a change of subject. A few examples:

basta	es malo
es absurdo	es mejor
es bueno	es necesario
es curioso	es posible
es escandaloso	es preciso
es extraño	es preferible
es fácil	es ridículo
es importante	es sorprendente
es imposible	es triste
es increíble	es urgente
es indispensable	importar
es justo	más vale



*Keep in mind that if a verb does not show doubt or denial, it does not trigger the subjunctive in the dependent clause. A few examples of verbs/expressions that do not trigger the subjunctive:

creer	es seguro
es cierto	es verdad
es claro	estar seguro/a de
es evidente	no dudar
es obvio	no negar (ie)

In Spanish **informal commands** are used to tell a friend or relative (someone you address as **tú**) to do something. Affirmative informal commands are formed by taking the **tú** form of the present tense and dropping the final **-s**.

calientas	→	calienta	Calienta la leche.
comes	→	come	Come las espinacas.

Some verbs have **irregular** affirmative informal command forms.

tener	→	ten	ir	→	ve	hacer	→	haz
venir	→	ven	ser	→	sé	salir	→	sal
poner	→	pon	decir	→	di			

When you use a **pronoun** with an affirmative informal command, attach it to the end of the verb. The stressed vowel of the verb will then have an **accent mark**, unless the verb is only one syllable long.

¿Abro el libro?	Sí, ábrelo .
¿Cuándo hago las camas?	Házlas ahora.

In Spanish There are two types of commands: *formal* and *informal*. **Formal commands** are used to tell people you would address as **usted** or **ustedes** what to do. To form them, replace the final **-o** of the **yo** form with **-e** for **-ar** verbs, and with **-a** for **-er** and **-ir** verbs. Negative formal commands are formed by placing the word **no** before the verb.

HABLAR	hablo	¡Hable Ud!	¡Hablen Uds!
LEER	leo	¡Lea Ud!	¡Lean Uds!
SERVIR	sirvo	¡Sirva Ud!	¡Sirvan Uds!
VENIR	vengo	¡Venga Ud!	¡Vengan Uds!
¡No hable!	¡No hablen!	¡No sirva Ud!	¡No sirvan Uds!

Verbs ending in **-car**, **-gar**, **-zar**, **-ger** and **-guir** have spelling changes in their formal command forms.

SACAR	saco	¡Saque Ud!	¡Saquen Uds!
PAGAR	pago	¡Pague Ud!	¡Paguen Uds!
EMPEZAR	empiezo	¡Empiece Ud!	¡Empiecen Uds!
RECOGER	recojo	¡Recoja Ud!	¡Recojan Uds!
SEGUIR	sigo	¡Siga Ud!	¡Siguen Uds!

Some verbs have irregular forms.

IR	vaya, vayan	DAR	dé, den	SER	sea, sean
----	-------------	-----	---------	-----	-----------

In Spanish **Nosotros commands** are formed using the **nosotros** form of the present subjunctive.

Juguemos al boliche.	No juguemos al boliche.
Descansemos.	No, no descansemos.

Object pronouns are attached to the end of the verb in an affirmative command and placed between **no** and the verb in a negative command.

Escribamos la carta. Escribámosla. No la escribamos.

Reflexive pronouns are also attached to the verb in an affirmative command and placed between **no** and the verb in a negative command. The final **-s** is dropped before adding **nos** when the pronoun is attached to the verb.

Preparémonos. No nos preparemos.

The **irregular** subjunctive verbs remain irregular for **nosotros** commands:

estar → **estemos** dar → **demos** saber → **sepamos** ser → **seamos**

~o~
¿POR

PARA?

1. Duration of time (*during, for, in*)
⇒ *We went to Florida for two weeks.*
⇒ *We do our homework in the afternoons.*
2. on behalf of, for the sake of (*for*)
⇒ *I speak for all of the oppressed people of the world.*
Yo hablo por todos los oprimidos del mundo.
3. In exchange for
⇒ *I paid a fortune for that car!*
4. Through, along, by, around, by means of, per
⇒ *Yesterday we passed by your house.*
Ayer pasamos por tu casa.
⇒ *The quetzal flew through the jungle.*
5. A goal; the object or person being sought (*for*)
⇒ *My mom came to get me at three thirty.*
Mi madre vino por mí a las tres y media.
⇒ *The children always beg for candy.*

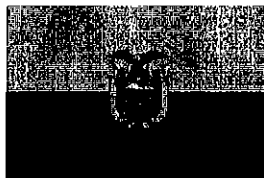
1. For the purpose of, intention (*in order to, for*)
⇒ *I go to class (in order) to learn Spanish.*
⇒ *These shoes were made for walking!*
¡Se hacen estos zapatos para andar!
2. Destination (place or recipient) (*for, to*)
⇒ *This gift is for my mother.*
3. Comparison (*for*)
⇒ *She is very mature for a teenager.*
Ella es muy madura para ser adolescente.
4. Time limits or deadlines (*by, for*)
⇒ *The paper is due by Friday.*
Este trabajo es para el viernes.
⇒ *We should be there by eight.*

A. Decide si se necesita usar "por" o "para" en las frases siguientes. Subraya la frase clave.

- _____ 1. I have to finish this report by tomorrow afternoon.
- _____ 2. We went to the store to buy tortillas for supper.
- _____ 3. Good morning, class. I am subbing for Ms. Boes today.
- _____ 4. For such a small dog, he sure has a big personality!
- _____ 5. You can put it on my desk for now.
- _____ 6. I'll give you my Game Boy for your iPod.



Español BI
Países y Nacionalidades



País en inglés	País en español (siempre en mayúscula – uppercase)	Nacionalidad en español (siempre en minúsculas – lowercase)
----------------	---	--

Norteamérica y Centroamérica (centroamericano)

Belize	Belice	beliceño
Canada	Canadá	canadiense
Costa Rica	Costa Rica	costarricense
El Salvador	El Salvador	salvadoreño
Guatemala	Guatemala	guatemalteco
Honduras	Honduras	hondureño
Mexico	México	mexicano
Nicaragua	Nicaragua	nicaragüense
Panama	Panamá	panameño
United States	Estados Unidos	estadounidense/ norteamericano

América del Sur/Sudamérica (sudamericano)

Argentina	Argentina	argentino
Bolivia	Bolivia	boliviano
Brazil	Brasil	brasileño
Chile	Chile	chileno
Colombia	Colombia	colombiano
Ecuador	Ecuador	ecuatoriano
Paraguay	Paraguay	paraguayo
Peru	Perú	peruano
Uruguay	Uruguay	uruguayo
Venezuela	Venezuela	venezolano

El Caribe (caribeño)

Cuba	Cuba	cubano
Dominican Republic	La República Dominicana	dominicano
Haiti	Haití	haitiano
Jamaica	Jamaica	jamaíquino/jamaicano
Puerto Rico	Puerto Rico	puertorriqueño

África (africano)

Egypt	Egipto	egipcio
Kenya	Kenia	keniano
Morocco	Marruecos	marroquí
South Africa	Sudáfrica	sudafricano
Tanzania	Tanzania	tanzaniano

El Medio Oriente

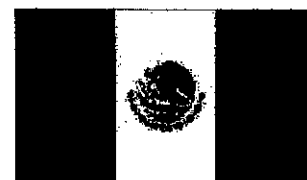
Iran	Irán	iraní
Iraq	Iraq/Irak	iraquí/irakí
Israel	Israel	israelí/israelita
Lebanon	Líbano	libanés/libanesa
Pakistan	Pakistán	pakistaní
Saudi Arabia	Arabia Saudita	árabe saudita
Syria	Siria	sirio

Europa (europeo)

Austria	Austria	austríaco
Belgium	Bélgica	belga
Denmark	Dinamarca	danés/danesa
England (United Kingdom)	Inglaterra (Reino Unido)	inglés/inglesa
Finland	Finlandia	finlandés/finlandesa
France	Francia	francés/francesa
Germany	Alemania	alemán/alemana
Greece	Grecia	griego
Holland/The Netherlands	Holanda/Países Bajos	holandés/holandesa
Hungary	Hungría	húngaro
Ireland	Irlanda	irlandés/irlandesa
Italy	Italia	italiano
Norway	Noruega	noruego
Poland	Polonia	polaco
Portugal	Portugal	portugués/portuguesa
Russia	Rusia	ruso
Scotland	Escocia	escocés/escocesa
Spain	España	español
Sweden	Suecia	sueco
Switzerland	Suiza	suizo

Asia (asiático)

China	China	chino
India	India	indio/hindú
Japan	Japón	japonés/japonesa
Korea	Corea	coreano
Philippines	Filipinas	filipino
Vietnam	Vietnam	vietnamita
Australia	Australia	australiano
New Zealand	Nueva Zelanda	neozelandés/ neozelandesa



Algunas ciudades con nombres diferentes en español

Florence	Florenia
Havana	La Habana
Jerusalem	Jerusalén
London	Londres
Mexico City	México D.F. (Distrito Federal)
New Delhi	Nueva Delhi
New York	Nueva York
Philadelphia	Filadelfia
Rome	Roma
Seville	Sevilla
Tokyo	Tokio
Venice	Venecia

Ejemplos de hipérbole (hyperbole): An exaggeration not meant to be taken literally.

- ¡Eres más lento que una tortuga!
- Llueve a cántaros
- Tengo tanto sueño que podría quedarme dormido aquí de pie
- Te llamaré un millón de veces
- Te mando infinitas gracias
- Te bajaré las luna y las estrellas a tus pies
- ¡Lo sabe todo el mundo!
- ¡Tienes un corazón tan grande que, no te cabe en el pecho!

Ejemplos de metáforas (metaphor): Comparison of one thing to another without "like" or "as" (como).

- *El tiempo es oro*
- *Tus dientes son perlas*
- *Tus ojos son dos luceros*
- *Tus labios son rubíes*
- *Las perlas de tu boca*
- *El blanco algodón que surca el cielo*
- *El tambor de tu pecho delata tus nervios*
- *Está en la flor de la vida*

Ejemplos de símil (simile): Comparison of one thing to another USING "like" or "as" (como).

- Tus ojos son como dos esmeraldas
- Hoy he dormido como un bebé
- El árbol es como una casa para los pájaros
- Eres duro como el acero
- Tus dientes blancos como perlas
- Sus ojos azules como el cielo

Ejemplos de paradoja (paradox): A situation, person, or thing that combines contradictory features or qualities.

- Si quieres paz prepárate para la guerra.
- Solo sé que no sé nada.
- Seamos realistas, pidamos lo imposible.
- Prohibido prohibir
- Es de mala suerte ser supersticioso.
- Así es mi vida. Cuando al fin tengo lo que quería, sale algo mejor.
- Todos somos iguales, pero unos más iguales que otros.

Ejemplos de personificación (personification): Giving an inanimate object the qualities/actions of a person.

- El sol sonríe sobre el campo.
- La brisa fría me muerde.
- Sus ojos me mataron.
- Tu corazón me habló al oído.
- Los nubes bailaban y el sol cantaba.

Ruidos artificiales:

- ¡Pum! ¡Pum! ¡Pum! (disparos)
- ¡Billip! ¡Billip! (sonido de un móvil)
- ¡Clic! (el sonido del botón del ratón de la computadora)
- ¡Crac! (crujido)
- ¡Cronch! (crujido)
- ¡Chof! (líquido derramado)
- ¡Pop! (pequeño estallido)
- ¡Plic! (gota de agua)
- ¡Tilín, tilín! (sonido de una campana)
- ¡Toc, toc! (llamar a la puerta)
- ¡Zas! (golpe)

Ruidos humanos:

- ¡Achul! (estornudo)
- ¡Chissst! ¡Chssst! (pedir silencio)
- ¡Psst! (llamar la atención)
- (¡hic!) (hipo de borracho, entre paréntesis)
- ¡Mua! (beso)
- ¡Nam-fam! (comer)
- ¡Paf! (bofetada)
- ¡Puaf! (asco)
- Zzz, zzz, zzz (sueño profundo)
- ¡Jajaja! (risa fuerte)

Typing Essays in Spanish

IB is now requiring students to type and digitally submit the Written Assignment. Therefore, there will be times this year that we will practice typing our informal essays on the computer.

Keep this in mind as you type:

- Planning and outlining is still required and handwritten.
- Remember the IB Word of Honor: Any use of digital resource or translation device to improve your Spanish is not allowed.
- You will first hand-write your essay and submit it to your teacher for verification. You will then type an exact copy of the handwritten essay, and submit both with the typed version stapled to the top.
- Below are key codes for Spanish accents and symbols. Other possibilities can be found online if you prefer them.



SYMBOL	KEY CODE FOR WINDOWS	KEY CODE FOR GOOGLE DOCS AND PPT (AND WINDOWS)	KEY CODE FOR MAC
á	Control +', A	Alt + 0225	Option + E, A
é	Control +', E	Alt + 0233	Option + E, E
í	Control +', I	Alt + 0237	Option + E, I
ó	Control +', O	Alt + 0243	Option + E, O
ú	Control +', U	Alt + 0250	Option + E, U
ñ	Control + Shift + ~, N	Alt + 164	Option + N, N
À	Control +', Shift + A	Alt + 0193	Option + E, Shift + A
È	Control +', Shift + E	Alt + 0201	Option + E, Shift + E
Ì	Control +', Shift + I	Alt + 0205	Option + E, Shift + I
Ò	Control +', Shift + O	Alt + 0211	Option + E, Shift + O
Ù	Control +', Shift + U	Alt + 0218	Option + E, Shift + U
ü	Control + Shift + :, U	Alt + 0250	Option + U, U
¿	Alt + Control + Shift + ?	Alt + 168	Option + Shift + ?
¡	Alt + Control + Shift + !	Alt + 173	Option + !

Paper 2/Essay Strategies and Essential Components

Tipo de texto	Propósito/Meta	Componentes esenciales	Registro	Lector / Audiencia
Blog	Provide information about a topic	Title, Date, por Author, Text in paragraphs, web address and comments (comentarios) from blog visitors	Informal/ Familiar	Public/Specific reader of the subject
Conjunto de instrucciones	Inform and teach	Title, POR AUTHOR, list of ideas and instructions	Neutral/ Objective	Public
Carta al Editor	Respond to an article or issue	Title and address of recipient, Date, Estimado Editor, Intro with issue, Body, Finish with Atentamente/Cordialmente and Signature	Formal	Editor of publication (and public)
Carta Formal	Inform, present ideas	Title and address of recipient, Date, Estimado/a __, Intro with issue, Body, Finish with Atentamente/Cordialmente and Signature	Formal	Anyone of respect
Carta a un amigo/familia	Give personal information or ideas, Give advice	Date, Querido/a __, Familiar intro, Body, Finish with 'Un abrazo' (or something similar) and Signature	Informal/ Personal	Friend or family member
Correo electrónico	Could be purpose of formal or informal correspondence	FECHA: el __ de __, 2012 DE: Nombre (nombre@yahoo.es) A: Nombre (nombre@yahoo.es) ASUNTO: _____ See other 'Carta' info based on prompt	Formal or Informal based on prompt	Varies
Diario	Tell about a day or experience, relate personal insight on an issue	Fecha, Querido Diario, Familiar intro, Body, Finish with 'Un abrazo' (or something similar) and Signature	Informal/ Intimate (can share your emotions)	Diario
Discurso / Conferencia	Present information about a topic, or for a specific event	Title on top. Greet audience and present yourself, share thoughts, opinions and perspective, Conclude by leaving them thinking, and thank them for their time	Subjective/ Intimate (can share your emotions)	Public – specific to prompt
Artículo / Crónica de Noticias / Informe	Inform and discuss an issue	Title, Subtitle, Date, Source, POR AUTHOR, Information and ideas presented as prompted	Formal/often objective	Readers of publication
Entrevista	Get personal perspective of person being interviewed	Title with Name of interviewee, POR AUTHOR, Paragraph introducing interview and person, Questions and responses of interview, Finish by thanking them for their time	Formal (usted) and personal	Usually published in a newspaper or magazine
Folleto	Inform, convince and sell	Title, Paragraph of introduction, subtitles with bulleted subsections, Ends with contact information or ways to get involved	Informal, enticing and informative	Public
Propuesta	Propose an idea or program	Title, POR AUTHOR, Introduction, Body and Conclusion	Neutral/ Objective	Specific recipient
Reseña / Crítica	Analyze cinema or literature	Title (Subtitle), Source, Date, POR AUTHOR, List of info (Title, Director, Actors, etc.), Information about movie story, direction and ANALYSIS/OPINION	Subjective	Readers of publication

Spanish IV (SL) - Paper 2/Essay Strategies and Essential Components

Tipo de texto	Propósito/ meta	Componentes esenciales	Registro	Lector / Audiencia
Blog				
Carta formal				
Carta a un amigo/familia				
Correo electrónico				
Diario				
Artículo / Crónica de Noticias / Informe				
Entrevista				
Folleto				
Reseña / Crítica				

Paper 2: Written productive skills (SL)

Criterion A: Language

- How effectively and accurately does the student use language?
- Failure to write the minimum number of words will result in a 1-mark penalty.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Command of the language is generally inadequate. A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3-4	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5-6	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7-8	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9-10	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.

Criterion B: Message

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
3-4	The message has barely been communicated. The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5-6	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
7-8	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9-10	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The text type is not recognizable. Conventions appropriate to the text type are not used.
2	The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
4	The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
5	The text type is clearly recognizable and appropriate. Conventions appropriate to the text type are effective and evident.

INTERNAL ASSESSMENT: Individual Oral (SL) and [Interactive Oral activities]

Criterion A: Productive skills

How successfully does the student use the language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language used?
- How much does the student's intonation aid communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2 [1]	Command of spoken language is very limited. The production of language is very hesitant and hardly comprehensible. Language is often incorrect and/or very limited. Intonation interferes seriously with communication.
3-4 [2]	Command of spoken language is limited. The production of language is hesitant and not always comprehensible. Language is often incorrect and/or limited. Intonation sometimes interferes with communication.
5-6 [3]	Command of spoken language is fairly good. The production of language is comprehensible and fluent at times. Language is sometimes correct, with some idiomatic expressions. Intonation does not interfere with communication.
7-8 [4]	Command of spoken language is good. The production of language is mostly fluent. Language is generally correct, varied and articulate. Intonation contributes to communication.
9-10 [5]	Command of spoken language is very good. The production of language is fluent. Language is correct, varied and articulate; errors do not interfere with message. Intonation enhances communication.

Criterion B: Interactive and receptive skills

To what extent does the student understand and demonstrate an ability to interact in a conversation?

- How well can the student express simple and complex ideas?
- How well can the student maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2 [1]	Simple ideas are understood with great difficulty and interaction is very limited. Simple ideas and opinions are presented incoherently. The conversation is disjointed.
3-4 [2]	Simple ideas are understood with difficulty and interaction is limited. Simple ideas and opinions are presented with difficulty, sometimes incoherently. The conversation does not flow coherently.
5-6 [3]	Simple ideas are understood fairly well and interaction is acceptable. Simple ideas and opinions are generally presented clearly. The conversation flows coherently at times but with some lapses.
7-8 [4]	Simple ideas are understood well and interaction is good. Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas. The conversation generally flows coherently.
9-10 [5]	Complex ideas are understood well and interaction is good. Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively. The conversation flows coherently.

Assessment outline—SL

First examinations 2015

Assessment component	Weighting
External assessment	70%
Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core.	25%
Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options.	25%
Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200 word rationale, based on the core.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%
Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%

BI Español IV - Capítulos	Preguntas esenciales	Tema / Opción
Los pasatiempos		
La música		
El trabajo y la educación		
La salud		
La migración		
Hombre y Mujer		
La media y la comunicación		