

REPASO DE UNIDAD 6

TEST FORMAT (100 points total)

3 listening sections

- *match the word to the picture
- *decide if the statement is true/false
- *decide the correct room of the house

3 reading sections

- *6 multiple choice questions (x2)
- *Matching questions after reading

Remaining sections:

- *Demonstrative adjectives
- *stem changing verbs
- *Columbian/Venezuela culture

Speaking section (20)

- *be prepared to talk with a partner about things you do when hosting parties at your houses.

Writing section (20)

- *be prepared to write a paragraph with details describing your ideal house.

A. VOCABULARY—TELL HOW TO SAY THE FOLLOWING WORDS IN SPANISH. INCLUDE THE ARTICLE IF IT IS A NOUN.

The room: el cuarto The living room: la sala The dining room: el comedor To prefer: preferir

To want: querer Would like: gustaría To think about/plan: Pensar en/de

The fridge: el refrigerador Then/so: entonces The tablecloth: el mantel After: después

Again, another time: otra vez The ground floor: la planta baja The floor: el piso Where: donde

Next to: a lado de The house: la casa To say/tell: decir Not very/little: poco

To feel like: tener ganas de To ask for help: pedir ayuda When: cuando The thing: la cosa

Special: especial

B. READING—Read the conversation below between Marisol and David. Then answer the following true/false questions.

Marisol: Hola ¿Dónde estás David?

David: Estoy en el primer piso en mi cuarto. Pero, tengo sed. Voy a la cocina ahora.

Marisol: Idea excelente. Voy a comer un arepa- tengo hambre.

David: Quiero comer una arepa también. Yo prefiero comer la con mantequilla.

Marisol: Sí voy a comerla cuando yo estudio para el examen de matemáticas.

David: Tengo miedo de este examen. ¿Piensas que es difícil?

Marisol: Sí yo sé, los exámenes siempre son muy difíciles. Yo no tengo miedo, y tú no debes porque estudias mucho.

David: Tengo sueño.Voy a dormir y levantar temprano para estudiar.

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|---|--------|-------|
| 1. Marisol tiene hambre | CIERTO | FALSO |
| 2. David prefiero la pimienta con las arepas. | CIERTO | FALSO |
| 3. David tiene miedo del examen. | CIERTO | FALSO |
| 4. David debe tener miedo. | CIERTO | FALSO |
| 5. David tiene sueño. | CIERTO | FALSO |

C. READING—READ THE PARAGRAPH BELOW AND INDICATE IF THE STATEMENTS THAT FOLLOW ARE TRUE OR FALSE.

Yo soy un hijo bueno. Después de la escuela, yo ayudo mi familia en la casa. Ellos nunca me piden ayuda porque no es necesario. Primero, yo tengo que poner la mesa para la cena con mi hermana. Siempre repito las instrucciones a ella porque no le gusta escuchar. Yo tengo que poner los platos y los cubiertos y mi hermana tiene que poner las servilletas y cubiertos. Mi madre empieza a cocinar la comida, y mi padre enciende las luces. Mis abuelos sirven la comida en el comedor. Mis abuelos dicen que ayudar los adultos es muy importante. Luego, cuando terminamos la cena, yo llevo los platos a mi padre, y mi padre tiene que ponerlos en el lavaplatos. Ellos dicen que mi hermana y yo somos buenos. Siempre pedimos postre por que ayudamos mucho. Frecuentemente mi madre dice “sí” y lo comemos en la sala con los abuelos. Mis abuelos enciendan las luces y miran la television. Yo prefiero mirar la tele, pero tengo que hacer la tarea.

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| 6. Miguel’s family always asks him for help. | CIERTO | FALSO |
| 7. Miguel sets the table with his sister. | CIERTO | FALSO |
| 8. Miguel’s mother serves dinner. | CIERTO | FALSO |
| 9. Miguel’s grandparents turn on the lights and watch TV after dinner. | CIERTO | FALSO |
| 10. Miguel prefers to do homework instead of watching TV. | CIERTO | FALSO |

D. Stem changing verbs: highlight/underline the letter where the stem change occurs, and write the stem change on the line.

11. Empezar e to ie
12. Encender e to ie
13. Pensar (de/en) e to ie
14. Servir e to i
15. Querer e to ie
16. Preferir e to ie
17. Pedir e to i
18. Decir e to i

E. Stem changing verbs: conjugate the verb to the correct subject pronoun

19. Yo **QUIERO** (querer, decir) tener este dibujo para la sala.
20. Tú **PREFIERES** (preferir, empezar) aquel plato.
21. Nosotros **PREFERIMOS** (preferir, pensar) la casa grande y amarilla.
22. Ella **PIENSA** (pensar, encender) en las planes para la semana que viene.
23. Yo **DIGO** (decir, pedir) "bienvenidos".
24. Ustedes **DICEN** "hello" (empezar, decir) "Hola".
25. Ellos **QUIEREN** (querer, preferir) un baño grande a lado del cuarto.
26. Nosotros **QUEREMOS** (prefer, querer) comer arepas.
27. Ustedes **EMPIEZAN** (pensar, empezar) la estufa para preparar la comida.
28. Ustedes **PIENSAN** (pensar, decir) en lo que vamos a comer hoy.
29. Tú **PIDES** (pedir, servir) permiso para ir a la ciudad con tus amigos.
30. Usted **PIDE** (decir, pedir) prestado las películas.
31. Ustedes **SIRVEN** (server, pedir) la comida a aquella mesa.

F. Gustaría: Fill in the correct form of Gustaría.

32. Nosotros **NOS** **GUSTARÍA** mirar las películas.
33. Yo **ME** **GUSTARÍA** un lavaplatos nuevo.
34. Ella **LE** **GUSTARÍA** comer pan con mantequilla.
35. Mis hermanos **LES** **GUSTARÍA** tener cuartos grandes.
36. Tú **TE** **GUSTARÍA** trabajar en el garaje con mis amigos.
37. Ustedes **LES** **GUSTARÍA** tener una piscina.

G. Demonstrative Adjectives: Imagine you are in a store buying items for your new house. Say the items you prefer based off the items in the photos.



38. ¿Qué fregadero prefieres? **Prefiero aquel fregadero.**
39. ¿Qué taza prefieres? **Prefiero esa taza.**
40. ¿Qué reproductor de DVD's prefieres? **Prefiero ese reproductor de DVDs**
41. ¿Qué película prefieres? **Yo prefiero esta película.**
42. ¿Qué televisor prefieres? **Yo prefiero ese televisor.**

H. CULTURA: Venezuela y Colombia—REREAD PAGES 258-259, and 280-281.

38. What does the name Venezuela mean? It means little venice
39. What style of homes are in Venezuela and where can you find them? Venezuela has a diverse style of homes. In the city there are high rise apartments. On the outskirts of the cities there are small homes and shacks crowded together. Indigenous groups prefer communal living. Everyone lives under one roof called the shabono.
40. What's an arepa? An arepa is bread made from corn. To prepare them you combine corn flour with water and a bit of water. You can eat it like bread or put meat on top of it.
41. What's an hallaca? This corn flower dish is stuffed with meat, veggies, spices, and is steamed over plantain leaves.
42. What is the most popular style for Columbian houses? Colonial style (influenced by Spanish settlers).

43. How many floors do Columbian houses have? Typically there are two floors.

44. How does the patio play a key role in the house? It serves for privacy and as a calm place for people to relax. Family members can talk, eat together, and spend time together.

45. What does the patio function for? The patio functions as a place to escape hot or cold weather, for serves to let natural light in, for air to circulate around the room, and for people to grow flowers.

Writing Rubric- U6 Test

Major Focus	Exceeds Expectations Novice-High: 4	Meets Expectations Novice-Mid: 3	Approaches Expectations Novice-Low: 2	Below Expectations Novice-Low: 1
Task <i>How well do I complete the task?</i>	<ul style="list-style-type: none"> ○ I complete the task with learned and recombined phrases. ○ My main ideas are supported with examples and elaboration. ○ I respond fully and appropriately to all or almost all parts of the prompt. 	<ul style="list-style-type: none"> ○ I complete the task with basic words and some memorized phrases. ○ My main ideas are supported with some examples. ○ I respond adequately to most parts of the prompt. 	<ul style="list-style-type: none"> ○ I complete the task with some isolated words with few examples. ○ My main ideas are supported with few examples. ○ I respond inadequately to some parts of the prompt. 	<ul style="list-style-type: none"> ○ I complete the task with few isolated words. ○ My main ideas are not supported with examples. ○ I respond inadequately to most parts of the prompt.
Comprehensibility <i>How well do others understand me?</i>	<ul style="list-style-type: none"> ○ I can be easily understood. ○ The message is clear. 	<ul style="list-style-type: none"> ○ I can be understood. ○ The message is mostly clear. 	<ul style="list-style-type: none"> ○ I can be somewhat understood. ○ The message is partially clear. 	<ul style="list-style-type: none"> ○ I can only be understood with great effort. ○ The message is not clear.
Language Control <i>How accurate is my language?</i>	<ul style="list-style-type: none"> ○ I correctly use grammatical structures appropriate to the task most of the time. ○ Errors do not interfere. 	<ul style="list-style-type: none"> ○ I correctly use grammatical structures appropriate to the task some of the time. ○ Errors occasionally interfere. 	<ul style="list-style-type: none"> ○ I rarely use grammatical structures appropriate to the task. ○ Errors frequently interfere. 	<ul style="list-style-type: none"> ○ I rarely use grammatical structures appropriate to the task. ○ Errors usually interfere.
Communication Strategies <i>How well do I respond to the prompt?</i>	<ul style="list-style-type: none"> ○ My writing is well-organized. ○ There are some sequencing and transition words. 	<ul style="list-style-type: none"> ○ My writing is organized. ○ There are a few sequencing and transition words. 	<ul style="list-style-type: none"> ○ My writing is somewhat organized. ○ There are almost no sequencing and transition words. 	<ul style="list-style-type: none"> ○ My writing is not organized. ○ Information is presented randomly.
Minor Focus	Exceeds Expectations Novice-High: 2	Meets Expectations Novice-Mid: 1.5	Approaches Expectations Novice-Low: 1	Below Expectations Novice-Low: 0.5

Vocabulary Use <i>How extensive and applicable is my vocabulary?</i>	<ul style="list-style-type: none"> ○ I consistently use extensive vocabulary to complete the task. 	<ul style="list-style-type: none"> ○ I use adequate vocabulary to complete the task. 	<ul style="list-style-type: none"> ○ I use limited and/or repetitive vocabulary. ○ My native language interferes occasionally. 	<ul style="list-style-type: none"> ○ I use extremely limited and/or repetitive vocabulary. ○ My native language interferes frequently.
Mechanics <i>How accurately do I use correct capitalization, spelling, and punctuation?</i>	<ul style="list-style-type: none"> ○ I make no or almost no errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> ○ I make occasional errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> ○ I make frequent errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> ○ I make little or no attempt to use correct spelling, capitalization, and punctuation.

Speaking Rubric- Unit 6 test

Major Focus	Exceeds Expectations Novice-High: 4	Meets Expectations Novice -Mid: 3	Approaches Expectations Novice- Low: 2	Below Expectations Novice-Low: 1
Task <i>How well do I complete the task?</i>	<ul style="list-style-type: none"> ○ I complete the task by using a variety of learned statements and questions. ○ I respond fully and appropriately to all or almost all parts of the prompt. ○ My ideas are supported with examples and elaboration. 	<ul style="list-style-type: none"> ○ I complete the task by using some simple learned statements/questions. ○ I respond adequately to most parts of the prompt. ○ My ideas are supported with some examples 	<ul style="list-style-type: none"> ○ I complete the task by using memorized words and high frequency phrases. ○ I respond inadequately to some parts of the prompt. ○ My ideas are supported with few examples. 	<ul style="list-style-type: none"> ○ I complete the task by using only a few very basic memorized words. ○ I respond inadequately to most parts of the prompt. ○ My ideas are not supported with examples.
Comprehensibility <i>How well do others understand me?</i>	<ul style="list-style-type: none"> ○ I can be easily understood. ○ The message is clear. 	<ul style="list-style-type: none"> ○ I can be understood. ○ The message is mostly clear. 	<ul style="list-style-type: none"> ○ I can be somewhat understood. ○ The message is partially clear. 	<ul style="list-style-type: none"> ○ I can be understood only with great effort. ○ The message is not clear.
Comprehension <i>How well do I understand others?</i>	<ul style="list-style-type: none"> ○ I can understand a variety of simple questions and answers. ○ I sometimes need repetition. 	<ul style="list-style-type: none"> ○ I can understand some simple questions and answers. ○ I often need repetition. 	<ul style="list-style-type: none"> ○ I can understand memorized words and some high frequency phrases. ○ I often need repetition. 	<ul style="list-style-type: none"> ○ I can only understand few basic memorized words. ○ I always need repetition.
Fluency/Communication Strategies <i>How well do I keep the conversation going?</i>	<ul style="list-style-type: none"> ○ I keep the conversation going with a few pauses. ○ I often ask for clarification. 	<ul style="list-style-type: none"> ○ I keep the conversation going with some pauses. ○ I often ask for clarification. 	<ul style="list-style-type: none"> ○ I have some difficulty keeping the conversation going. ○ I have frequent pauses. 	<ul style="list-style-type: none"> ○ I do not keep the conversation going. ○ I have many long pauses.

Minor Focus	Exceeds Expectations Novice-High: 2	Meets Expectations Novice-Mid: 1.5	Approaches Expectations Novice- Low: 1	Below Expectations Novice-Low: 0.5
Vocabulary Use <i>How extensive and applicable is my vocabulary?</i>	<ul style="list-style-type: none"> ○ I consistently use extensive vocabulary to complete the task. 	<ul style="list-style-type: none"> ○ I use adequate vocabulary to complete the task. 	<ul style="list-style-type: none"> ○ I use limited and/or repetitive vocabulary. 	<ul style="list-style-type: none"> ○ I use extremely limited and/or repetitive vocabulary. ○ My native language interferes.
Language Control <i>How accurate is my language?</i>	<ul style="list-style-type: none"> ○ I correctly use grammatical structures appropriate to the task most of the time. ○ Errors do not interfere. 	<ul style="list-style-type: none"> ○ I use grammatical structures appropriate to the task some of the time. ○ Errors occasionally interfere. 	<ul style="list-style-type: none"> ○ I rarely use grammatical structures appropriate to the task. ○ Errors frequently interfere. 	<ul style="list-style-type: none"> ○ I do not use grammatical structures appropriate to the task. ○ Errors usually interfere.