

**Español I: 10 Week Benchmark****PLEASE DO NOT WRITE ON THIS TEST.****Parte A. Responden:**

1. ¿Cómo te llamas?

- a. Mi mamá es Roberto.
- b. To llamo de Roberto.
- c. Me llamo es Roberto.
- d. Me llamo Roberto.

2. ¿De dónde eres?

- a. To soy Georgia.
- b. To es: Georgia.
- c. To estoy de Georgia.
- d. To soy de Georgia.

3. ¿Cómo estás?

- a. To estoy bien.
- b. To estoy delgado(a).
- c. To es: alto(a).
- d. To soy alto(a).

4. ¿Cómo eres?

- a. To estoy bien.
- b. To estoy delgado(a).
- c. To es: alto(a).
- d. To soy alto(a).

**Parte B. Lee.** Lee y contesta las siguientes preguntas.

Vivo en una casa muy grande y bonita. En mi casa tenemos cuatro dormitorios, tres baños, una cocina moderna, y un salón grande con dos televisores. En la sala de estar hay tres sillas y una televisión grande. Mis amigos y yo miramos las películas y jugamos videojuegos. En la cocina hay un refrigerador pequeño. Necesitamos un refrigerador más grande, en mi opinión. Me gusta comer mucho. Me gustan decir(a) que soy gordo, pero no es verdad. Soy muy delgado y atlético.

**¿Cierto o Falso? (true or false)**

- |            |       |                                                             |
|------------|-------|-------------------------------------------------------------|
| 5. Cierto  | Falso | The house is small and pretty.                              |
| 6. Cierto  | Falso | The house has 3 old lockers.                                |
| 7. Cierto  | Falso | The speaker watches TV with his friends in the living room. |
| 8. Cierto  | Falso | The refrigerator is small.                                  |
| 9. Cierto  | Falso | The speaker thinks that the refrigerator is too small.      |
| 10. Cierto | Falso | The speaker's mother thinks that he is thin and athletic.   |

**Parte C. Llenar la Ocasión.** Llenar la ocasión con la forma correcta de ser o tener.

11. Ella \_\_\_\_\_, baja y simpática.

- |          |       |           |         |
|----------|-------|-----------|---------|
| a. tiene | b. es | c. tiene: | d. son. |
|----------|-------|-----------|---------|

12. Tú \_\_\_\_\_, ojos grandes.

- |           |        |       |          |
|-----------|--------|-------|----------|
| a. tener: | b. es: | c. es | d. tengo |
|-----------|--------|-------|----------|

13. Yo \_\_\_\_\_, un lápiz y rojo.

- |          |        |            |         |
|----------|--------|------------|---------|
| a. tengo | b. soy | c. tenemos | d. soy: |
|----------|--------|------------|---------|

14. Alejandro \_\_\_\_\_, una cabeza.

- |          |       |         |           |
|----------|-------|---------|-----------|
| a. tiene | b. es | c. son. | d. tener: |
|----------|-------|---------|-----------|

**Parte D: La Familia.** Llenar el espacio con el miembro de familia que describe.

15. El hijo de mi madre es \_\_\_\_\_.

- |            |              |               |
|------------|--------------|---------------|
| a. mi hija | b. mi esposa | c. mi hermano |
|------------|--------------|---------------|

16. El padre de mi padre es \_\_\_\_\_.

- |              |                 |              |
|--------------|-----------------|--------------|
| a. mi abuela | b. mi padrastro | c. mi abuelo |
|--------------|-----------------|--------------|

17. El hermano de mi papá es \_\_\_\_\_.

- |               |           |            |
|---------------|-----------|------------|
| a. mi hermano | b. mi tío | c. mi hijo |
|---------------|-----------|------------|

# Spanish 2b Cumulative Exam Review Answers

**Arturo Cuomo**



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suggestions for course and class preparation principles of teaching that he follows general linguistic syntax lexical phonetic and morphological explanations Spanish language rules Spanish historical cultural and geographical information handouts that have been used a lot by the professor and cards that have been utilized with great success to teach Spanish especially at the beginning of classes Would you like to read information about how to take charge of a class and more about the responsibilities of a teacher Chapter 1 of the book gives the reader the author's philosophy of teaching and much information on his perspectives relating to a teacher's responsibilities Topics such as being in charge of the class being prepared for everything grading practices using time efficiently during class presenting grammar implementing oral drills students speaking as much Spanish as possible during the class and before after class with the teacher being courteous and others will help you be a better teacher professor Would you like to be better organized and run your classes more smoothly Chapter 2 details many subjects important to course organization class preparation and class instruction As part of course organization syllabuses schedule of classes handouts marking up textbooks folders copies tests and examining classrooms are discussed Appertaining to class preparation planning of the activities for the next class grading recording and placing papers in folders handouts and tests are explained Concerning class instruction and activities the following topics are presented directing a class starting a class reviewing homework asking questions presenting new grammar practicing new grammar presenting new homework reading using handouts giving tests exams grading and reviewing tests and ending class Would you like to have some excellent rules that would help you teach your classes more suitably Chapter 3 lists the many rules that the author follows in teaching his classes Some deal with the interaction with students others with the organization of the classroom others with the preparation of classes and others with the way he organizes everything Would you like to have explanations of grammar and linguistics that very much help you teach more competently Chapter 4 which is by far the longest gives explanations of many items in linguistics that can greatly aid Spanish teachers such as synthetic and analytic languages declensions syntactical notation thematic relations and relators complementation arguments vocalic and consonantal languages adverbials markers a sentence moods voices raising pro forms noun phrases cases with pronouns pronouns after prepositions clitics le smo la smo and lo smo relative pronouns clitic doubling determiners homonyms verb phrases verbal complementation verbal particles verbal aspect verb forms the English dummy it usage comparison of auxiliary verbs in English and Spanish prepositional phrases prepositional complementation modifiers position of modifier adjectives conjunctions multiple meanings of English and Spanish verbs and other words affirmative and negative words question words false cognates Spanish and English verb problems the silent h and u juncture phonemes diphthongs phonetic stress vowels and consonants representatives of sounds spelling problems cognates and usage of linguistics in the classroom This chapter aids the teacher to deliver the whys and wherefores to many grammatical problems as for example why the h became silent in Spanish where the name California came from and why the Spanish chose habla

**Big Data in Cognitive**

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Harrison, Dorothy Winters Welker, 2010-07-05 Using mnemonics is an age old technique for remembering names numbers and many other things In Spanish Memory Book William Harrison and Dorothy Welker offer original mnemonic rhymes that are by turns amusing ironic pathetic sentimental and sardonic to help students and independent learners acquire and remember Spanish vocabulary Included are mnemonic jingles for 700 of the 2 000 most commonly used Spanish words Each jingle contains both the sound of the Spanish word and its English meaning The authors have included a general pronunciation guide to Spanish vowels and consonants This innovative approach which the authors have used successfully with their own students is simple effective and entertaining In the words of one student This book teaches me not only Spanish words but English words as well      EMC Keyboarding and Applications Version 2.1 Software Ronald H. Sherron, Jo Ann E. Sherron, 1993

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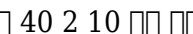
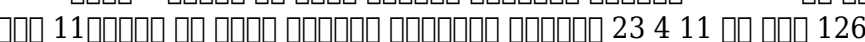
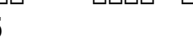
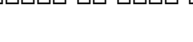
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