

## **THE ESSENTIAL IB SPANISH V PACKET 2019-2020**

### **¡BIENVENIDOS!**

1. IB Thematic Areas & Topics
2. IB Themes Blank Chart (Fill out during the year!)
3. Verbos Divertidos – Chart
4. Verbos Divertidos - Todos los tiempos verbales
5. Expresiones para un debate

### **IB READING, WRITING, LISTENING & SPEAKING**

6. Essay Procedures for Spanish V
7. “Conectores” for Spanish V Essays
8. Cognados Falsos - ¡CUIDADO!
9. IB Essays – Types of Text Grid
10. IB Essays – Types of Text Text Grid (cont.)
11. Paper 1 Essay – HL Rubric
12. IB Oral – HL Rubric
13. IB Exam Reading Strategies
14. IB Exam Listening Strategies
15. HL Exam Breakdown

Español B

All units in IB World Languages revolve around the five thematic areas below. Essays and readings will focus on the themes and ways that we have explored them in IB Spanish classes. In addition, Part III of the IB Oral will be an opportunity for you to “show off” your ability to discuss one or more of the five IB themes.

Área temática	Idea principal	Topics Temas	Guiding questions Preguntas posibles
<b>Identities</b>	Explorar la naturaleza del ser y lo que significa ser humano	Lifestyles Health and wellbeing Beliefs and values Subcultures Language and identity	How do we express our identity? How does our culture contribute to our identity?
<b>Experiencias</b>	Explore and tell the stories of events, experiences and journeys that shape our lives.	Leisure activities Holidays and travel Life stories Rites of passage Customs and traditions Migration	How does travel broaden our horizons? How and why do different cultures mark important life moments?
<b>Ingenio humano</b>	Explore the ways in which human creativity and innovation affect our world.	Entertainment Artistic expression Communication Media Technology Scientific innovation	How do the media change the way we relate to and interact with each other? How do the arts help us understand the world?
<b>Organización social</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	Social relationships Community Social engagement Education The working world Law and order	What is our role in our community? How does our community shape our identities?
<b>Cómo compartimos el planeta</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	Environment Human rights Peace and conflicts Equality Globalization Ethics Urban and rural environment	What environmental and social issues present challenges in the world? How do we resolve those challenges?

Estas son las áreas temáticas de BI. Durante el año, cuando hagamos vocabulario y actividades (de leer, de hablar, de reflexionar, de escuchar), debes rellenar esta tabla con ideas que podrás usar en tu oral individual y en el examen final.

Área temática	Lista de vocabulario	Literatura	Lectura	Actividad de escuchar	Videos y Películas
<b>Identidades</b> Explorar la naturaleza del ser y lo que significa ser humano.					
<b>Experiencias</b> Explorar y contar la historia de los acontecimientos, experiencias y viajes que determinan nuestra vida.					
<b>Ingenio humano</b> Explorar cómo afectan a nuestro mundo la creatividad humana y la innovación.					
<b>Organización social</b> Explorar cómo se autoorganizan o son organizados los grupos de personas mediante sistemas o intereses comunes.					
<b>Cómo compartimos el planeta</b> Explorar las dificultades y las oportunidades a las que se enfrentan los individuos y las comunidades en el mundo moderno.					


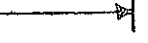
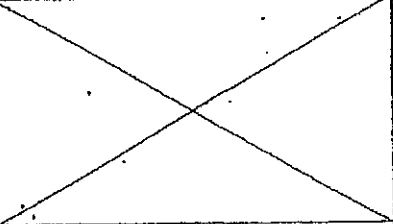
Verbos Divertidos – Hoja de apuntes y repaso

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



<b>VERB TENSE</b>	<b>MEANING</b>	<b>CONJUGATION</b>
Present		
Preterite		
Imperfect		
Present Progressive		
Past Progressive		
Future		
Conditional		
Present Subjunctive		
Imperfect Subjunctive		
Present Perfect		
Past Perfect (Pluperfect)		
Future Perfect		
Conditional Perfect		
Present Perfect Subjunctive		
Past Perfect Subjunctive		
(+) Tú Command		
(-) Tú Command		
(+/-) Usted Command		
(+/-) Ustedes Command		

# EASY SPANISH CONJUGATIONS

		PROGRESIVO 	PERFECTO 
"I do" PRESENTE	<u>AR</u> <u>ER</u> <u>IR</u> o          o          o as        es        es a          e          e amos    emos    imos an        en        en	_____ ing estoy } estás } está } + AR = ANDO estamos } están } ER/IR = IENDO	have _____ he } has } ha } + AR = ADO hemos } han } ER/IR = IDO TO,SO,CHO
"I did" PRETERITO	<u>AR</u> <u>ER - IR</u> é                      iste aste                    ió ó                      lmos amos                    leron aron                    leron	was _____ ing estuve } estuviste } estuvo } + AR = ANDO estuvimos } estuvieron } ER/IR = IENDO	
"I was doing" "I used to do" COPRETERITO IMPERFECTO	used to _____ <u>AR</u> <u>ER - IR</u> aba                    ía abas                    ías aba                    ía ábamos                íamos aban                    ían	was _____ ing estaba } estabas } estaba } + AR = ANDO estábamos } estaban } ER/IR = IENDO	had _____ había } habías } había } + AR = ADO habíamos } habían } ER/IR = IDO TO,SO,CHO
"I will do" FUTURO	will _____ <u>AR - ER - IR</u> Infinitivo + { ó as a emos an	will be _____ ing estaré } estarás } estará } + AR = ANDO estaremos } estarán } ER/IR = IENDO	will have _____ habré } habrás } habrá } + AR = ADO habremos } habrán } ER/IR = IDO TO,SO,CHO
"I would do" CONDICIONAL	would _____ <u>AR - ER - IR</u> Infinitivo + { ía ías ía íamos ían	would be _____ ing estaría } estarías } estaría } + AR = ANDO estaríamos } estarían } ER/IR = IENDO	would have _____ habría } habrías } habría } + AR = ADO habríamos } habrían } ER/IR = IDO TO,SO,CHO
"...that I do" SUBJUNTIVO Presente	Wants me to _____ 1st person singular & add <u>AR</u> <u>ER - IR</u> e                      a es                    as e                      a emos                amos en                    an	wants me to be _____ ing esté } estés } esté } + AR = ANDO estemos } estén } ER/IR = IENDO	wants me to have _____ haya } hayas } haya } + AR = ADO hayamos } hayañ } ER/IR = IDO TO,SO,CHO
"...that I did" SUBJUNTIVO Pasado	Wanted me to _____ 3rd person plural & add <u>AR - ER - IR</u> ra                      se ras                    ses ra                      se ramos                semos ran                    sen	wanted me to be _____ ing estuviera } estuvieras } estuviera } + AR = ANDO estuviéramos } estuvieran } ER/IR = IENDO	wanted that I had _____ hubiera } hubieras } hubiera } + AR = ADO hubiéramos } hubieran } ER/IR = IDO TO,SO,CHO

# Expresiones útiles para participar en un debate

## Para expresar un punto de vista personal:

<i>(personalmente) yo creo que/opino que ...</i>	<i>(personally) I think that ...</i>
<i>hasta donde yo sé ...</i>	<i>as far as I'm concerned ...</i>
<i>tengo la impresión de que ...</i>	<i>I get the impression that ...</i>
<i>me parece que ...</i>	<i>it seems to me that ...</i>
<i>en mi opinión ...</i>	<i>in my opinion ...</i>
<i>estoy convencido/a de que ...</i>	<i>I'm convinced that ...</i>
<i>estoy seguro/a de que ...</i>	<i>I'm sure that ...</i>

## Para apoyar un argumento:

<i>es obvio/evidente que ...</i>	<i>it's obvious that ...</i>
<i>está claro que ...</i>	<i>it's clear that ...</i>
<i>no se puede negar que ...</i>	<i>you can't deny that ...</i>
<i>lo que es cierto es que ...</i>	<i>what's certain is that ...</i>

## Para poner de manifiesto una duda:

<i>es cuestionable que ... (+ subjunctive)</i>	<i>it's questionable whether ...</i>
<i>no es cierto que ... (+ subjunctive)</i>	<i>it's not certain that ...</i>
<i>puede que ... (+ subjunctive)</i>	<i>it may be that ...</i>
<i>hasta cierto punto ...</i>	<i>up to a point ...</i>
<i>dudo que ... (+ subjunctive)</i>	<i>I doubt (that) ...</i>

## Para expresar acuerdo:

<i>estoy de acuerdo ...</i>	<i>I agree ...</i>
<i>acepto/puedo aceptar ...</i>	<i>I accept/I can accept ...</i>

## Para expresar desacuerdo:

<i>no estoy de acuerdo ...</i>	<i>I don't agree ...</i>
<i>no acepto/puedo aceptar ...</i>	<i>I can't accept ...</i>
<i>es inaceptable ...</i>	<i>I really can't accept ...</i>
<i>me cuesta aceptar ...</i>	<i>I find it hard to accept ...</i>

## Para expresar nociones opuestas:

<i>sin embargo</i>	<i>however</i>
<i>aunque</i>	<i>although</i>
<i>no obstante</i>	<i>nevertheless</i>
<i>a pesar de</i>	<i>despite</i>
<i>con todo es verdad que ...</i>	<i>it is nevertheless true that ...</i>
<i>al contrario/por otra parte</i>	<i>on the contrary/on the other hand</i>
<i>por una parte ... por otra parte</i>	<i>on the one hand ... on the other hand</i>
<i>puede que usted crea que/piense que ...</i>	<i>you might say/think that ...</i>

We will be writing regularly to practice the Paper 1 Essay component of the IB Exam. "Normal" and Quarterly Essays will be graded using the IB Written Rubric and will go in the Test Category. Below are the procedures for each type of essay.

**"NORMAL" ESSAYS: Completed during one class period; no extra time given.**

● **Formatting/Requirements**

- These types of essays will be written in class and announced ahead of time.
- You will not have access to any materials (binder, dictionary, etc.).
  - Study types of text, vocab lists, Conectores, idiomatic exp., etc. prior to the day of the essay.
- Write your **First/ Last Name, Date** (10 septiembre 2019) and **Hour** (1a, 2a, etc.) in the top right corner.
- Written by hand.
- Skip lines.
- These essays will have a word count of 200-300 words, unless expressed otherwise.
  - **"What counts as a word?":** Any words written in paragraphs (not including titles, dates, etc.)
- Include a Word Count once at the end. (Example: **232 palabras**)
- Use 5+ different 'Conectores' in the essay (throughout each paragraph) and underline them.
- Use a variety of precise and sophisticated vocabulary and grammar structures.
  - Each time you use a different verb tense for the first time, **you must circle it**.
- Format the essay according to the "type of text" as appropriate. (IB packet).

● **Organization/Ideas**

- Organize well and separate into multiple paragraphs (4+).
- Staple your Outline/Plan to the back of the essay, for points. To receive full points, the plan needs:
  - Only Spanish.
  - Components for the type of text.
  - Ideas representing main points for each paragraph (4+).
  - Evidence of planning for varied verb tenses, Conectores, idiomatic expressions, etc.
  - Brief points. This is not a rough draft and should not contain complete sentences.
- Use sophisticated and well-developed ideas. Carry out the context and purpose from the instructions. Express opinions, analysis and connections. Go for cultural and world understanding.
- Consult your past Essay Improvement Pages as well as comments written on your essay by your teacher. Reflect after each essay and seek your teacher for ways to improve!
- **Grade:** Graded out of 30 points (Language, Message, Conceptual Understanding). There will be a curve.

**QUARTERLY ESSAYS: Completed over two class periods; no extra time given.**

- These essays practice an IB Exam component, and will use same general guidelines as above, except:
  - Word count will be 450-600 words.
  - You must use a blue or black pen (just like the IB Exam).
  - The score will be doubled and then curved.

**INFORMAL WRITING/PARAGRAPHS:**

- Throughout the year, you will have several opportunities to write informally, usually as a reaction to a reading or stimulus.. This will often be a paragraph response (~100+ words) to a prompt or reading. Use these opportunities to work on developing your ideas and language!
- This will be graded out of 10 points. To receive full credit, your reaction must:
  - Be within the parameters of the Word Count, with a # de palabras.
  - Show effort and critical thought.
  - Include specific ideas from the text. These details are needed to defend your perspectives.
- Apart from the assignment grade, your teacher will give you feedback with this system.
  - ✓+ Ideas and development exceed expectations. This would be a high score for Message.
  - ✓ Ideas and development are adequate. This would be a decent score for Message.
  - ✓- There is opportunity to develop/organize your ideas further. Consult your teacher with questions.

**Word of honor:** As you signed and agreed to, every essay needs to be your own work, and serves as a form of written assessment throughout the year. For essays that you may take home, you may use a dictionary, class notes, your binder, etc. but it may not be edited or proofread by another student, teacher, sibling, or friend. You may not use any type of online translation program (like Google Translate) to edit or improve your Spanish. If there is doubt of whether the essay is the product of the student alone, there will be a conversation with the student and appropriate loss of points and disciplinary action will follow.

"Conectores": Para Ensayos de Español V/BI

Utiliza una variedad de estas frases en cada párrafo (o durante conversación) para conectar tus ideas y ofrecer fluidez para el lector.

INGLÉS	ESPAÑOL	ERRORES COMUNES
Actually	De hecho / en realidad	Actualmente
After all	A fin de cuentas / Al fin y al cabo/con todo	
Again	Otra vez	Una otra vez / Otro tiempo
All in all	Considerándolo todo	Todo en todo
Along with / Together with	Junto con	
Also / Too	También	
Although	Aunque	
Another	Otro / Otra	Un otro / Una otra
As a result	Como resultado	
As well as	Así como / Además de	
At first	Al principio	Al principal
At least	A menos (de que + verbo)	
At the same time	A la vez	
Because of / Due to	A causa de (que) / Debido a	Porque de
Certainly	Seguramente / Ciertamente	
Consequently / As a result	Por consiguiente / Por consecuencia	
Equally important	De igual importancia	
Even though	Aunque	
Finally / Lastly	Por último / Finalmente	Al fin
First / Second / Third	Primero (En primer lugar) / Segundo / Tercero	Segundamente
For example / For instance	Por ejemplo	
For this reason	Por esta razón	
Fortunately	Afortunadamente / Por suerte	
Furthermore	Además / Por otra parte	
However	Sin embargo / No obstante	
In addition	Además	
In conclusión	En conclusión / Para resumir	
In contrast	En contraste con / A diferencia de	
In fact / As a matter of fact	De hecho	En facto
In other words	En otras palabras / Mejor dicho / O sea (que + verbo) / Es decir	
In short	En pocas palabras	
In spite of	A pesar de (que + verbo)	
In summary / In short	En resumen / En pocas palabras	
Instead of	En lugar de / En vez de	
Later	Más tarde	
Mainly	Principalmente	
Most of all / Above all	Sobretudo / Ante todo	
Nevertheless	Sin embargo / No obstante	
No doubt (that) / Undoubtedly	No cabe duda (que + verbo) / Sin duda / Indudablemente	
Obviously	Obviamente / Evidentemente	Obvivamente
Of course	Por supuesto / Claro que	
On the contrary	Al contrario	
On the other hand	Por otro lado / Por otra parte	En la otra mano
Similarly / Likewise	De la misma manera / Del mismo modo / Igualmente / Asimismo	Similarmente
Since (+ time)	Desde	
Since (+ verb) / Because (+ verb)	Puesto que (+ verbo) / Ya que (+ verbo)	Desde (+ verbo)
Still	Todavía	
Suddenly	De pronto / De repente	
That is why / For this reason	Por eso / Por esta razón	
Then	Entonces / Luego	
Therefore / Thus	Por lo tanto / Por eso / Por consiguiente / Así (que)	
To begin with	Para empezar	
Unfortunately	Desafortunadamente / Desgraciadamente	
While	Mientras (que + verbo)	
With this in mind	Con esto en mente	

Estos conectores de Español I-III son muy comunes y recomendables para utilizar. Úsalas, pero no cuentan como el mínimo para el ensayo.

After – después (de que)  
 Because – porque  
 Eventually – eventualmente  
 Or – o (u + "o" word)

Already (yet) – ya  
 Before – antes (de que)  
 Generally – generalmente  
 When - cuando

And – y (e + "I" word)  
 But – pero  
 Maybe – quizás/tal vez/posiblemente



Common False Cognates

Commonly missed False Cognate in Spanish	Meaning of False Cognate in English	English Expression with Common False Cognate	Translation of English False Cognate to Spanish
actual; actualmente	present moment; currently	actual	verdadero/a
aplicar	to apply (a theory)	to apply for (a job)	solicitar
argumento	debate	argument	disputa
asistencia	attendance	assistance	ayuda
avisar	to warn	to advise	aconsejar
boda	wedding	body	cuerpo
campo	countryside, field	camp	campamento
carpeta	a folder/ binder	carpet	alfombra
colegio	school	college	universidad
compromiso	commitment	compromise	mutuo acuerdo
costumbre	habit	costume	disfraz
cuestión	matter, issue to be resolved	question	pregunta
cuidar	to take care of someone	to care about something	importar
discutir	to argue, debate	to discuss	hablar de
educado	polite	educated	culto
éxito	success	exit	salida
familiar	family, relative	familiar	conocido, común
grabar	to record	to grab	agarrar, atrapar
grado	grade level in school	grade in class (A, B, C)	nota
largo	long	large	grande
lectura	reading	lecture (public speaking)	conferencia
letra	letter (in alphabet), lyrics	letter	carta
pariente	relative	parents	los padres
quieto	still, motionless	quiet	callado
quitar	to take away	quit	renunciar, rendirse, dejar de
realizar	to carry out, to execute	to realize (information)	darse cuenta de
recordar	to remember	to record	grabar
sensible	sensitive	sensible	sensato, prudente
sopa	soup	soap	jabón
suceder	to happen	succeed	tener éxito

OJO: All Titles/Subtitles/Headings are to be **underlined**. Always.

Tipo de texto	Propósito / Meta	Componentes esenciales	Registro / Tono	Lector / Audiencia
Artículo	Inform and discuss an issue, event	<p><u>Title (Subtitle)</u> POR AUTOR, Date, Source</p> <p>Text - Information and ideas presented as prompted, often will provide details and "report" on an issue</p>	Formal/often objective	Public - Readers of publication
Blog	Provide information and personal opinion about a topic	<p><u>Title</u> Date (time stamp), por Autor (Username), Web Address</p> <p>Text - Paragraphs are personal and intimate, give opinions, reactions and information while engaging with the followers.</p> <p><u>"Comentarios:"</u> 2-4 brief comments to the blog (Include Usernames)</p>	Informal/ Familiar - Engages with the blog followers	Public/ Specific readers following the blog
Carta al Editor	Written response to article, or issue in community	<p>Date "Estimado Editor,"</p> <p>Text - Intro directly expressing issue (or referencing article), Body, Formal Conclusion (convincing to editor)</p> <p>Atentamente/Cordialmente, Signature (First and Last Name)</p>	Formal	Editor of publication (often printed for public)
Carta Formal	Inform, present ideas or convince the readers	<p>Date "Estimado/a _____," (Title: Dr./Sr./Sra./Srta. and Last Name)</p> <p>Text - Intro "getting to the point" and expressing issue, Body, Formal Conclusion</p> <p>Atentamente/Cordialmente, Signature (First and Last Name)</p>	Formal	Anyone of respect (NOT family or friends)
Carta Familiar	Share personal information, experiences or ideas, Give advice	<p>Date "Querido/a _____," (first name only)</p> <p>Text - Familiar intro (with question or exclamation), Body, Informal Conclusion. Show closeness throughout</p> <p>Informal Closing ("Un abrazo" or something similar) Signature (First Name ONLY)</p>	Informal/ Personal	Friend or family member
Conjunto de instrucciones	Inform and teach	<p><u>Title</u></p> <p>Text - Intro Paragraph. Then list of ideas and instructions for the reader. Could be in bullet points or short paragraphs. Use commands and subjunctive!</p> <p><b>(This text is much like a "Folleto" - No "Yo" in this essay.)</b></p>	Neutral/ Objective	Public
Correo electrónico	Could be purpose of formal or informal correspondence	<p><b>FECHA:</b> el __ de __, 2019 (Timestamp) <b>DE:</b> Nombre (email@____.com) <b>PARA:</b> Nombre (email@____.com) <b>ASUNTO:</b> _____</p> <p><b>THE REST OF THE ESSAY NEEDS <u>ALL</u> OF THE COMPONENTS OF FAMILIAR OR FORMAL LETTER: Refer to that type of text.</b></p>	Formal or Informal based on prompt	Varies

Español V/BI - Essay Types of Text

OJO: All Titles/Subtitles/Headings are to be **underlined**. Always.

Tipo de texto	Propósito / Meta	Componentes esenciales	Registro / Tono	Lector / Audiencia
Diario	Tell about a day or experience, relate personal insight on an issue	<p>Fecha "Querido Diario,"</p> <p>Text - Familiar intro 'greeting' your Diary, Body with personal emotions and thoughts</p> <p>Informal Closing ('Escribiré más mañana' or something similar) Signature (First Name ONLY)</p>	Informal/ Intimate (must share your emotions)	Diario
Discurso / Conferencia / Presentación / Debate	Present information about a topic, or for a specific event	<p>Title: "<u>Discurso: _____</u>" (Underlined) Por _____ (your first and last name)</p> <p>Text - <b>Greet audience</b> directly and present your NAME and your topic in opening paragraph Share thoughts, opinions and perspectives. Often uses ustedes commands. Conclude by leaving them thinking or challenging them, and thank them for their time</p>	Engages audience and shares personal ideas, but could feel more formal or informal based on context	A group of people <b>(USTEDES)</b>
Entrevista	Get personal perspective of person being interviewed	<p><u>Title</u> (including Name of Interviewee) POR AUTOR (reporter doing interview), Date, Name of Publication</p> <p>Text - Introduction paragraph giving information and context about the person being interviewed Questions and responses of Interview (María Gómez: ¿_____? Ricky Martin: _____.) Responses to questions must be full paragraphs "Conclude" the interview with a final response that wraps up</p>	Formal (usted) and personal <b>(OJO: This is a PUBLISHED ARTICLE, not a transcript of a tv show!)</b>	Usually published in newspaper or magazine
Folleto	Inform, convince or sell	<p><u>Title</u> (NO "Por ____")</p> <p>Paragraph of introduction <u>Subtitles</u> (¿? and ¡! encouraged) with subsections/paragraphs Last <u>Subtitled</u> section serves as your Conclusion: contact information or ways to get involved Often uses commands and/or subjunctive. <b>(OJO: Do not use "Yo"; there is no specific author of a Folleto)</b></p>	Enticing and informative (Informal/ Formal)	Public or specific recipient group
Informe	To give info and details to instruct and inform	<p><u>Title</u> POR AUTOR, Date</p> <p>Text - Information and ideas presented as prompted, focus on presenting specific details and information rather than giving critique/opinion. Structure and organize paragraphs well.</p>	Objective/ Formal	According to prompt
Reseña / Crítica	Analyze movie, literature, food, etc.	<p><u>Title</u> POR AUTOR, Date, Source</p> <p>List of info (Title, Director, Actors, etc.) (Título: <u>Crónica de una muerte anunciada</u> Autor: Gabriel García Márquez, Año: 1981)</p> <p>Text - While in the introduction paragraph you can present information about movie/restaurant/etc., most of the review should be analysis/critique/reaction</p>	Subjective - Focus of essay is to provide <b>analysis</b>	Readers of publication

**LANGUAGE**

Marks and Level Descriptor	Descriptors for this Level		
<b>1 2 3</b> Command of the language is limited.	Vocab. is sometimes appropriate to the task. Some basic gramm. structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.		
<b>4 5 6</b> Command is partially effective.	Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.		
<b>7 8 9</b> Command of the language is effective & mostly accurate.	Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.		
<b>10 11 12</b> Command of the language is mostly accurate & very effective.	Vocab. is appropriate to task, and nuanced/ varied in a manner that enhances message, including purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.		
Comments	Needs Improvement	Exceeds Expectations	
	Conjugations Lacking varied/complex verb tenses (subjunctive, perfects, etc.) Subject/Verb Agreement (S/V) Preterite/Imperfect Use (P/I) Por/para <u>Gender/# Agreement</u> Vocabulary: many errors (circled), not varied ("cosa/bueno/malo"), needs more for topic	Use of Verb Tenses Ser/Estar/Haber Use (S/E/H) Subjunctive/Indicative/Infinitive Use (S/I) Use/placement of pronouns (lo/le/se) 'Gustar Verbs' Personal 'a'	Verb conjugations are precise Good use of varied verb tenses Complex tenses/structures are effective Good use of Subjunctive/Indicative Good use of Past Subjunctive/Si Clause Proper use/placement of pronouns Wide range of specific, related vocab (idioms)

**MESSAGE**

Marks and Level Descriptor	Descriptors for this Level		
<b>1 2 3</b> The task is partially fulfilled.	Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.		
<b>4 5 6</b> The task is generally fulfilled.	Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented & response is generally structured in a logical manner, leading to mostly successful delivery of message.		
<b>7 8 9</b> The task is fulfilled.	Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.		
<b>10 11 12</b> The task is fulfilled effectively.	Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.		
Comments	Needs Improvement	Exceeds Expectations	
	<u>Introduction:</u> Develop, grab attention more, make thesis/argument clear <u>Organization:</u> clear/organized paragraphs, organized ideas within paragraphs <u>Ideas/Argument:</u> Not fully linked to Prompt "Go deeper," lacks depth / analysis Repetitive Ideas <u>Conclusion:</u> "Wrap up" / leave us thinking <u>Plan ( ____/4):</u> Entirely Spanish, all main ideas, clear structure in 4+ paragraphs	Lacking details/stories/examples to support More specific Hispanic/Global culture "Flow": Transitions and Conectores Does not meet word count (450-600)	Introduction is engaging with clear thesis Ideas well-structured with organization Fully addresses prompt Good stories and detailed descriptions Good depth / analysis (w/ specific examples) Good use of world/Hispanic culture Conclusion "wraps it up" well

**CONCEPTUAL UNDERSTANDING**

Marks and Level Descriptor	Descriptors for this Level	
<b>1 2</b> Conceptual understanding is limited.	The choice of text type is generally inappropriate to the context, purpose and audience of the task. The register and tone are inappropriate. The response incorporates limited recognizable conventions of the chosen text type.	
<b>3 4</b> CU is mostly demonstrated.	The choice of text type is generally appropriate. The register and tone, while occasionally appropriate, fluctuate through the response. The response incorporates some conventions of the chosen text type.	
<b>5 6</b> CU is fully demonstrated.	The choice of text type is appropriate to the context, purpose and audience of the task. The register and tone are appropriate. The response fully incorporates the conventions of the chosen text type.	
Needs Improvement (Circled)		
Skipped Lines	Word Count (once at end)	First Verb Use Circled
Looks/feels like authentic type of text for the situation/audience/purpose	Tú/Usted/Ustedes (consistently used)	6+ Conectores ( <u>underlined</u> )
Incorporates all Components/Conventions of the type of text	More Formal/Informal Tone/Feel	Best type of text is selected for the Prompt
	Authentic intro/Conclusion	

## Internal Assessment Criteria

### Criterion A: Language : How successfully does the candidate command spoken language?

1 2 3	<p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p> <p>Pronunciation and intonation are generally clear, but sometimes interfere with communication.</p>
4 5 6	<p>Vocabulary is generally appropriate to the task, and varied</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors sometimes interfere with communication.</p> <p>Pronunciation and intonation are generally clear.</p>
7 8 9	<p>Vocabulary is generally appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and some more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are mostly clear and do not interfere with communication.</p>
10 11 12	<p>Vocabulary is generally appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and some more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are very clear and enhance communication.</p>

### Criterion C: Interactive Skills – Communication:

#### To what extent does the candidate understand and interact?

1 2	<p>The candidate provides limited responses in target language.</p> <p>Participation is limited. Most questions must be repeated and/or rephrased.</p>
3 4	<p>The candidate provides responses in the target language and mostly demonstrates comprehension.</p> <p>Participation is mostly sustained.</p>
5 6	<p>The candidate provides responses in the target language and demonstrates comprehension.</p> <p>Participation is sustained with some independent contributions.</p>

### Criterion B1: Message – Literary Extract

#### How relevant are the ideas to the literary extract?

1 2	<p>The presentation is mostly irrelevant to the literary extract.</p>	<p>The candidate makes superficial use of the extract.</p> <p>Observations and opinions are generalized, simplistic and mostly unsupported.</p>
3 4	<p>The presentation is mostly relevant to the literary extract.</p>	<p>The candidate makes competent use of the extract.</p> <p>Some observations and opinions are developed and supported with reference to the extract.</p>
5 6	<p>The presentation is consistently relevant to the literary extract.</p>	<p>The candidate makes effective use of the extract.</p> <p>Observations and opinions are effectively developed and supported with reference to the extract.</p>

### Criterion B2: Message – Conversation

#### How relevant are the ideas in the conversation?

1 2	<p>Candidate consistently struggles to address questions.</p>	<p>Some responses are appropriate and are rarely developed.</p> <p>Responses are limited in scope and depth.</p>
3 4	<p>The candidate's responses are mostly relevant to the questions.</p>	<p>Most responses are appropriate and some are developed.</p> <p>Responses are mostly broad in scope and depth.</p>
5 6	<p>The candidate's responses are consistently relevant to the questions and show some development.</p>	<p>Responses are consistently appropriate and developed.</p> <p>Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.</p>

## Paper 2 - Strategies for Success on Readings

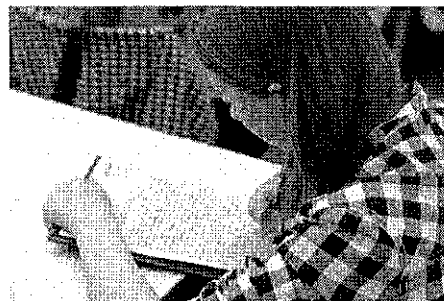
25% of your overall score on the IB Exam will be based on your ability to understand and answer questions about readings, also called Paper 2. Readings are meant to be difficult and give you language and ideas that you may not understand or be comfortable with. The most important thing to remember is to not give up hope - with practice and reflection you can be successful. Below you will find friendly reminders and suggestions on how to tackle an IB reading that has you wanting to pull your hair out. But first, just take a deep breath. It's just a reading. You will get through this.

### While Reading:

- Start with the **title**. What is the general topic? Can you access previous knowledge and vocabulary to help you?
- Use **graphics and photos** to your advantage? They can give you hints!
- **Check below the text**: IB may "gift" you explanation of important vocab, source of the reading, etc. All can help!
- **READ FIRST**: Key to success is to understand the context of the reading: What do you think is the main idea of each paragraph?
  - Do not simply try to answer questions without understanding context first!
- **Mark the text!**: Underline and highlight key/repeated ideas.
- **Write main ideas** in the margins to help guide your understanding as you read.
- Look for **cognates** or vocabulary that you know that will help deepen understanding.
- Remember: On the IB Exam you will have 60 minutes to read and answer questions for 3 texts. That's **20 minutes per text** on average.
  - On the IB Exam, if you have time it is nice to skim the whole text before reading for detail. However, many students don't have time for that. Therefore, "attack" each section/paragraph, using strategies to understand context, before working on questions.

### While Answering Questions:

- **Read the instructions carefully** to each activity: IB often gives the section or line numbers that they come from.
  - If you get a Modelo/Ejemplo, use it to help!
- **Work section by section**. Read for context, then answer questions for that section. Do not work through questions without first trying to understand the context of the reading.
- **Always answer questions by quoting the text** (unless otherwise directed by instructions).
  - Answer as precisely as possible - IB does not want you to copy down entire sentences.
  - Be careful that you have given the essential information, but if it includes details that are overly long or include unrelated ideas, you may lose the point.
- Almost always, **answers will go in order of the text**. Mark answers that you find in the text, and allow them to focus your attention on areas you will find answers to questions you haven't answered yet.
- Know the meaning of basic question words
  - Qué, cuándo, dónde, cuál, quién, cuánto, cómo, por qué
- **Part of speech is important**, especially for "sinónimos." Do you need a verb, adjective, etc.?
  - Sometimes **gender/# agreement** or **conjugation** of the word with help as well.
- **Use process of elimination** when you are given matching or multiple choice. If you have four options, can you eliminate the two that are obviously not the answer? You just doubled your chances!
- If you've exhausted all of the above strategies and are still stuck, give your best "guess." You may get the point!



### Reviewing and Correcting IB Exam Readings: How to receive full points

- **Correcting your answers and reflecting on strategies is more important than "the score you got."**
  - Engage yourself in the process, ask questions, and make notes in another color.
  - Frustration is good: use that to reflect on ways to "beat IB" the next time.
- On each reading, **make a list of 3+ unfamiliar words in Spanish from the reading** that you think are important or beneficial for the future. When you have fully completed the activities, **use a resource to translate them into English**.
- **To receive full points for a practice reading that came from an IB exam, you must have:**
  - First/Last Name and Hour at the top
  - The text marked and notes (words) written in margins.
  - Corrections written in another color - For wrong answers, the correct one must be written out.
  - Total Minutes used to complete the reading and activity.
  - Total Points received, over the total possible (Example: 7/14 puntos)

## Paper 2 - Listening Strategies

Beginning with the 2020 IB Exam, 25% of your overall score on the IB Exam will be based on your ability to understand and answer questions while listening to recordings of native speakers in a variety of contexts. Many of the strategies you will use will be similar to how you attack IB readings, something you are becoming comfortable with. Stay calm and keep going: With practice, focus, and the right attitude, you will grow as a listener.

### IB Exam: May

- The listening component will be part of Paper 2 (along with reading) and will be worth 25% of the IB Exam.
- It will be worth 25 marks.
- During this time, you will listen to three different "Texts": A, B, and C over 60 minutes.
  - Each Text will be played twice. You will have 4 minutes to read questions before the first playing, 4 minutes between the first and second, and a couple minutes after the second.
  - The listening Texts will vary in type: podcasts, radio announcements, interviews, commercials, etc.
  - You may hear Spanish accents from all over: Spain, Mexico, the Caribbean, and Central and South America.
- A, B and C will increase in length. Text A will be worth 5 points, and B and C will be worth 10 points each. Assessment questions will be one of five types:
  - Multiple choice
  - Short answer
  - Identify true statements from a group
  - Gap-filling, using no more than three words
  - Matching statements with their sources
- Strategies for success on IB Listening Texts:
  - Take every moment given prior and after the listenings to read and review the questions.
  - Listen for context! Even if you don't understand every word, what is the main idea?
  - As you listen, write down clear/easy answers, and eliminate options that are clearly not correct.
  - Always have in mind what future questions are coming, so if you don't hear one you aren't lost.
  - Especially in Texts B and C, you could have two different question sections for one listening. It is important to read through all questions and be prepared to switch from the first to second section.
  - Don't get discouraged. Even if you are confused or don't understand, keep listening for context all the way through!

### In Class Practice:

- To prepare you for the Paper 2 Listening, we will utilize a variety of informal and formal activities and assessments, including:
  - Daily partner, group and class conversation, all in Spanish.
  - A variety of audio and video segments related to each unit, for comprehension and discussion.
  - Practice sections resembling the IB Listening Texts.
  - A test listening section for each unit.
- Beginning with the first week of class, take advantage of each opportunity to engage in the process, refine your ear, and practice the strategies.

### What can I do outside of class to prepare for the Paper 2 Listening Section?

1. **Speak** - Take every opportunity to interact with other students, and find chances to talk with native speakers. Every interaction will help to develop your listening comprehension.
2. **Watch** - There are so many entertaining ways to hear Spanish from all over the world! Check out Spanish options on your tv provider, Netflix, Youtube, or many other platforms. You can start with English or Spanish subtitles, but work towards watching without subtitles.
3. **Listen** - You can find a variety of podcasts online or on your phone, relating to a wide range of topics and spoken by a variety of accents.
4. **Music** - This is a powerful way to enjoy yourself as you build your ear for Spanish. Download or stream songs and artists that you like!

# **IB HL SPANISH EXAM**

<b>Breakdown</b>	<b>75% External Exam (in May)</b> <ul style="list-style-type: none"><li>- Paper 1 (25%)</li><li>- Paper 2 (50%)</li></ul> <b>25% Internal Exam (carried out and assessed by the teacher in March)</b> <ul style="list-style-type: none"><li>- Individual Oral</li></ul>
<b>Paper 1 (25%)</b>	<b>450-600 word essay based on one of the three options (all based on different thematic areas). Student will have to choose the best of three text types to fulfill the task.</b>
<b>Paper 2 (50%)</b>	<b>Listening Comprehension - 1 hour (25 points)</b> <ul style="list-style-type: none"><li>- Exercises for 3 different audio selections based on the IB themes</li></ul> <b>Reading Comprehension - 1 hour (40 points)</b> <ul style="list-style-type: none"><li>- Exercises for three reading texts based on the IB themes</li></ul>
<b>IB ORAL (25%)</b>	<b>A conversation with the teacher based on a passage of one of the literary works studied in class, followed by a discussion based on one or more of the thematic areas.</b> <ul style="list-style-type: none"><li>● 20 minutes (preparation)</li><li>● 12-15 minutes (presentation &amp; discussion)</li></ul>