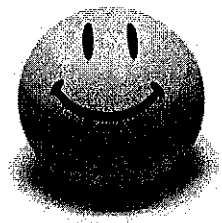


THE ESSENTIAL IB SPANISH V PACKET

2015-2016

1. Verbos Divertidos
2. Gender of Nouns
3. Uses of Direct and Indirect Articles
4. Accentuation and Syllabication
5. The Present Tense
6. The Present Tense (cont.)
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8. Gustar Verbs (Verbs with Indirect Object Pronouns)
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24. Spanish V Units - Essential Questions and Options



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!

VERB TENSE	MEANING	CONJUGATION
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		

GENDER OF NOUNS

1. Almost all nouns are either masculine or feminine. Nouns referring to males are masculine, while those referring to females are feminine.

el hombre la mujer
 el padre la madre
 el rey la reina

a. Feminine Nouns

1. The following endings generally indicate that nouns are feminine.
- ión: la nación, la canción, la estación, la unión, la misión
 - ie: la serie, la superficie, la especie, la planicie
 - ad: la verdad, la felicidad, la libertad, la ciudad, la bondad
 - ud: la juventud, la plenitud, la multitud, la salud, la actitud
 - umbre: la certidumbre, la legumbre, la cumbre, la costumbre
 - sis: la tesis, la crisis, la periferias, la psicosis
 - itis*: la faringitis, la conjuntivitis, la apendicitis, la amigdalitis

NOTE: 1. A few words that end in -o are feminine. They are:

la mano la foto (short form of fotografía)
 la moto (short for motocicleta)

2. Letters are feminine.

la *che*, la *elle*, la *eme*, and so on.

3. Fruits are feminine while the corresponding trees are masculine.

la fruta: la pera, la manzana, la cereza, la castaña
 el árbol: el peral, el manzano, el cerezo, el castaño

b. Masculine Nouns

1. The following endings generally indicate that nouns are masculine.

-aje: el paisaje, el equipaje, el traje, el garaje, el coraje
 -ambre: el enjambre, el calambre, el alambre
 -or: el amor, el valor, el fervor, el despertador, el clamor
 -ma: el programa, el problema, el telegrama, el poema,
 el sistema, el idioma

2. The days of the week and months of the year are masculine.

el lunes el febrero

3. Numbers are masculine.

Hoy es el diez de noviembre.

4. Colors are masculine when used as nouns.

Prefiero el azul.

5. Infinitives that become nouns are all masculine.

El hablar está prohibido durante el examen.

6. Compound words made up of a verb and a noun are masculine.
 el abrelatas, el lavaplatos, el tocadiscos, el paraguas, el rasca-
 cielos

7. The names of rivers, seas, oceans, mountains, and straits are all masculine.

el Amazonas el Estrecho de Magallanes
 el Mediterráneo el Ebro
 el Canal de Panamá el Guadalquivir
 el Popocatepétl el Tajo

8. Languages are masculine.

Se habla el francés y el inglés en el Canadá.

9. The following nouns ending in -a are masculine.

el día el planeta el tranvía

c. Masculine or Feminine

1. Masculine nouns that end in -or, -és, or -n, add -a to form the feminine equivalent.

el profesor la profesora el alemán la alemana
 el docto la doctora el francés la francesa

NOTE: 1. The accent mark is dropped in the feminine form.
 2. Emperador, emperatriz, actor, and actriz are exceptions.

2. Some nouns change only their article to indicate masculine or feminine.

el / la artista el / la dentista el / la testigo
 el / la modelo el / la astronauta el / la periodista
 el / la atleta el / la telefonista el / la ciclista

3. Some nouns change their meaning with a change in gender.

el cura priest la cura cure
 el mañana future la mañana morning
 el orden order; tidiness la orden command
 el capital money la capital capital city
 el corte cut la corte court
 el guía guide, male la guía guidebook
 (female guide)
 el policía policeman la policía police force,
 policewoman
 el radio radio (set) la radio radio (broadcasting
 system)

4. Some nouns maintain a single gender but are applied to both males and females.

Él (Ella) es la víctima del crimen de robo.

El personaje más importante de la novela es Jorge (María).

El bebé se llama Carlos (Ana).

Mi padre (madre) es la persona que me influye más.

USES OF THE ARTICLES

1. The Definite Article

The definite articles *el*, *la*, *los*, and *las* are used before nouns in the following cases:

a. To indicate that the noun refers to a general class or an abstract concept. English, in contrast, states the same by removing the definite article.

El ejercicio es necesario para mantener la salud.
Exercise is necessary to maintain your health.

He / She doesn't like vegetables.

Discrimination is learned.

b. To replace the possessive adjective when referring to parts of the body and clothing. This is particularly common with reflexive verbs and pronouns.

Elena se lava las manos antes de ponerse el suéter blanco.
Ellen washes her hands before she puts on her white sweater.

Le duele la cabeza.
His/Her head hurts. (He/She has a headache.)

c. Before titles, unless the person is being addressed directly. Note that definite articles do not precede the titles of *San*, *Santo*, *Santa*, *don* or *doña*.

El señor Gómez nos visita esta tarde.
Mr. Gómez is visiting us this afternoon.

Buenas tardes, señor Gómez.
Good afternoon, Mr. Gómez.

A Eva Perón la llamaron Santa Evita.
Eva Perón was called Santa Evita.

Don Juan es un símbolo literario universal.
Don Juan is a universal literary symbol.

d. In sentences expressing the time (hour).

Es la una.
It's one o'clock.

Son las tres.
It's three o'clock.

e. To express days of the week, except after the verb *ser*. Before days of the week, *los* indicates that the action or event always occurs on that day.

Fui al teatro el sábado.
I went to the theater on Saturday.

Hoy es domingo.
Today is Sunday.

Visito a mi abuela los domingos.
I visit my grandmother every Sunday.

f. To express seasons, except after *en*, which indicates that the event recurs every season.

El verano que viene voy a España con mi amiga.
Next summer, I'm going to Spain with my friend.

En verano visito a mis abuelos.
Summers I visit my grandparents.

g. To indicate the names of languages, except after the verb *hablar* and the prepositions *de* and *en*. It is generally omitted after *estudiar*, *enseñar*, *aprender*, *saber*, *escribir*, and *leer*.

El portugués es uno de los idiomas romances.
Portuguese is one of the Romance languages.

Felipe habla francés y estudia español.
Felipe speaks French and studies Spanish.

Tenemos mucha tarea en mi clase de español.
We have a lot of homework in my Spanish class.

La carta está escrita en español.
The letter is written in Spanish.

h. To indicate certain geographic locations including countries, cities, rivers, oceans, and seas. These include the following:

la Argentina, el Ecuador, la China, La Habana, el Perú, el Paraguay, el Salvador, el Brasil, el Uruguay, el Japón, el Canadá, los Estados Unidos, el Escorial, el Guadalquivir, el Océano Atlántico, el Ebro.

i. To introduce quantities, weights and measures, whereas the indefinite article is used in English.

Las rosas cuestan mil doscientas pesetas la docena.
Roses cost one thousand two hundred pesetas a dozen.

El queso está a quinientas pesetas el kilo.
Cheese is five hundred pesetas a kilo.

j. The definite article *el* is used before feminine nouns that begin with the stressed syllable *a* or *ha* to avoid the loss of the sound of the definite article. The plural forms, however, retain the *las*.

El agua está fría.
Las aguas del río fluyen al mar.

El ave es azul.
Las aves están volando al sur.

k. The definite article *el* is used before infinitives so that they function as nouns.

El estudiar es necesario para salir bien.
Studying is necessary to succeed.

l. *A* + *el* becomes *al*. *De* + *el* becomes *del*, except before proper nouns. Note that *al* + infinitive means upon + ing verb.

Vamos al partido de fútbol.

Carlos es el mejor jugador del equipo.

El equipo a el Salvador para una competición.

Miguel de Unamuno es el autor de «El otro».

Al entrar vi a mi amigo Felipe.

2. The Indefinite Article

The indefinite articles *un*, *una*, *unos*, and *unas* are used before nouns that are being modified.

Es un profesor erudito y simpático.

He is a learned, nice teacher.

Elena es una amiga fiel.

Elena is a trustworthy friend.

Unlike English, the indefinite article is omitted before nouns that identify professions and political or religious affiliations.

El señor González es abogado.

Mr. González is a lawyer.

Susana es ingeniera.

Susana is an engineer.

Carlos es liberal.

Carlos is a liberal.

It is also omitted before certain words preceded by an indefinite article in English.

Recibí otro regalo.

I received another gift.

Cuesta ciento veinte dólares.

It costs a hundred and twenty dollars.

Tiene más de mil libros.

He has more than a thousand books.

Tal estudiante no es común.

Such a student is not common.

The indefinite article *un* is used before feminine nouns beginning with the stressed *a* or *ha* to avoid the loss of a syllable. The plural form doesn't change.

Es un ave exótica.
Unas aves negras vuelan en el cielo.

Appendix F: Accentuation and Syllabication

A. Stress—Acentuación

1. If a word ends in -n, -s, or a vowel, the stress falls on the *next-to-last syllable*.

lavaplatos examen hola apartamento

2. If a word ends in any consonant other than -n or -s, the stress falls on the *last syllable*.

español usted regular prohibir

3. Any exception to rules number 1 and 2 has a written accent mark on the stressed vowel.

televisión teléfono álbum centímetro

Note: Words ending in -ión lose their written accent in the plural because of rule 1: *nación*, but *naciones*.

4. Question and exclamation words, e.g., *cómo*, *dónde*, *cuál*, *qué*, always have accents.

5. Certain words change their meaning when written with an accent although the pronunciation remains the same.

<i>cómo</i>	how	<i>como</i>	like, I eat
<i>dé</i>	give (<i>command</i>)	<i>de</i>	of, from
<i>él</i>	he/him	<i>el</i>	the
<i>más</i>	more	<i>mas</i>	but
<i>mí</i>	me	<i>mi</i>	my
<i>sé</i>	I know	<i>se</i>	<i>3rd person pronoun</i>
<i>sí</i>	yes	<i>sí</i>	if
<i>sólo</i>	only (<i>adv.</i>)	<i>solo</i>	alone
<i>té</i>	tea	<i>te</i>	you (<i>object pronoun</i>)
<i>tú</i>	you	<i>tu</i>	your

6. You may see demonstrative pronouns with a written accent to distinguish them from demonstrative adjectives (except for *esto*, *eso*, and *aquello*, which are neuter pronouns and never have an accent).

este niño éste estas blusas éstas

Nos vendieron *aquellos* caramelos.

They sold us those candies over there. (Aquellos modifies candies and is a demonstrative adjective and therefore has no accent.)

Aquellos nos vendieron caramelos.

They sold us candies. (Aquéllos is a demonstrative pronoun and refers to those people way over there and can take an accent.)

The Present Tense

STEM-CHANGING VERBS IN THE PRESENT TENSE

In the present tense, some verbs change their stem from *e* to *ie* or from *o* to *ue*. These changes take place in all forms of the present except *nosotros* and *vosotros*. Note the following examples:

1. *e* to *ie* verbs

CERRAR	ENTENDER	PREFERIR
cierro	entiendo	prefiero
cierras	entiendes	preferes
cierra	entiende	prefiere
cerramos	entendemos	preferimos
cerráis	entendéis	preferís
cierran	entienden	prefieren

Common *e* to *ie* stem-changing verbs:

REGULAR VERBS

The present tense of regular verbs is formed by dropping the *-ar*, *-er*, or *-ir* endings of the infinitive and adding the corresponding endings. Subject pronouns are generally omitted in Spanish, unless they are not implied.

VERBS IRREGULAR IN THE PRESENT INDICATIVE

Irregularities are found in the stems of many of the most common verbs in the present tense. This makes sense when you consider that words used most often have historically evolved the most.

The following verbs are grouped by their common irregularities.

1. Verbs irregular only in the first person, *yo* form of the present indicative:

caber	quepo	hacer	hago	salir	salgo
caer	caigo	poner	pongo	traer	traigo
dar	doy	saber	sé	valer	valgo

2. Verbs irregular in all forms of the present indicative except *nosotros* and *vosotros*.

ESTAR	DECIR	OÍR	TENER	VENIR
estoy	digo	oigo	tengo	vengo
estás	dices	oyes	tienes	vienes
está	dice	oye	tiene	viene
estamos	decimos	oímos	tenemos	venimos
estáis	decís	oís	tenéis	venís
están	dicen	oyen	tienen	vienen

3. Verbs irregular in all forms of the present indicative:

HABER	IR	SER
he	voy	soy
has	vas	eres
ha	va	es
hemos	vamos	somos
habéis	vais	sois
han	van	son

NOTE: *haber* is a helping verb used in compound tenses. *Hay* is the impersonal form of *haber*. It means *there is* or *there are*.

2. *o* to *ue* verbs

CONTAR	VOLVER	DORMIR
cuanto	vuelvo	duermo
cuentas	vuelves	duermes
cuenta	vuelve	duerme
contamos	volvemos	dormimos
contáis	volvéis	dormís
cuentan	vuelven	duermen

Common *o* to *ue* stem-changing verbs:

The Present Tense

3. *e* to *i* stem-changing verbs
This change occurs only in *-ir* verbs.

PEDIR	
pido	pedimos
pides	pedís
piden	piden

Common *-ir* verbs that change stem from *e* to *i*:

CONSONANT-CHANGING VERBS

The following verbs change only in the *yo* form of the present indicative. The change occurs before the *-o* ending.

ENDING	CHANGE	INFINITIVE	YO FORM
<i>-ger</i>	<i>g</i> to <i>j</i>	escoger coger proteger recoger	escojo cuyo protejo recojo
<i>-gir</i>	<i>g</i> to <i>j</i>	afligir corregir dirigir elegir exigir fingir	aflijo corrijo dirijo elijo exijo finjo

ENDING	CHANGE	INFINITIVE	YO FORM
<i>-guir</i>	<i>gu</i> to <i>g</i>	distinguir conseguir extinguir perseguir seguir	distingo consigo extingo persigo sigo
vowel + <i>cer</i>	<i>c</i> to <i>zc</i>	conocer aparecer carecer merecer obedecer ofrecer padecer parecer permanecer pertenecer	conozco aparezco carezco merezco obedezco ofrezco padezco parezco permanezco pertenezco

ENDING	CHANGE	INFINITIVE	YO FORM
consonant + <i>cer</i>	<i>c</i> to <i>z</i>	vencer convencer ejercer torcer	venzo convenzo ejerzo torzo
vowel + <i>cir</i>	<i>c</i> to <i>zc</i>	traducir conducir producir	traduzco conduzco produzco

-UIR, -UAR, AND -JAR VERBS

1. Verbs that end in *-uir* add a *y* in all forms of the present indicative except the *nosotros* and *vosotros*.

HUIR	
huyo	huimos
huyes	huís
huye	huyen

Common *-uir* verbs:

concluir	distribuir	influir
construir	destruir	sustituir
contribuir	incluir	

2. Verbs ending in *-uar* (except for those ending in *-guar*) have a written accent on the *u* in all forms of the present tense except *nosotros* and *vosotros*. The accent is needed to stress the vowel.

CONTINUAR	
continúo	continuamos
continúas	continuáis
continúa	continúan

NOTE: Other *-uar* verbs are: *acentuar* and *graduarse*.

3. Some verbs ending in *-iar* have a written accent on the *i* in all forms of the present indicative except *nosotros* and *vosotros*. The accent is needed to stress the vowel.

ENVIAR	
envío	enviamos
envías	envíais
envía	envían

NOTE: Other verbs like *enviar* are: *fiar(se)*, *confiar*, and *guiar*.

USES OF THE VERBS SER AND ESTAR

Uses of ser

- To identify, describe, or define a subject.
 - Jon Secada es un cantante cubano-americano.
 - ¡Yo! es la tercera novela de Julia Álvarez.
- To indicate origin, ownership, or the material of which something is made.
 - Cristina Saralegui es de La Habana. Esos muebles antiguos son de mi abuelita. Son de madera.
- To describe inherent qualities or characteristics of people, animals, and objects.
 - Cristina es rubia; es lista y amable. Es divertida y muy enérgica.
- With the past participle to form the passive voice. (See pp. 320-322 for the passive voice.)
 - La Florida fue colonizada por los españoles en el siglo XVI.
 - San Agustín, la ciudad más antigua de EE.UU., fue fundada en 1565.
- To indicate time, dates, and seasons.
 - Hoy es miércoles. Son las diez de la mañana.
 - Es octubre; es otoño.
- To indicate the time or location of an event.
 - No se sabe cuándo será el próximo concierto de Gloria Estefán.
 - La fiesta de los estudiantes hispanos es en el Centro Cubanoamericano.
- To form certain impersonal expressions.
 - Es importante luchar por los derechos de los grupos minoritarios.
 - Es fácil olvidar que muchas familias hispanas han vivido en este país por tres siglos.
- *Jon Secada is a Cuban American singer.*
- *¡Yo! is Julia Alvarez's third novel.*
- *Cristina Saralegui is from Havana. Those old pieces of furniture are my grandpa's. They are made of wood.*
- *Cristina is blond; she is smart and kind. She is lots of fun and very energetic.*
- *Florida was colonized by the Spaniards in the 16th century. Saint Augustine, the oldest city in the United States was founded in 1565.*
- *Today is Wednesday. It is ten o'clock in the morning. It is October; it is fall.*
- *No one knows when Gloria Estefan's next concert will be. The Hispanic students' party is at the Cuban American Center.*
- *It is important to fight for the rights of minority groups. It is easy to forget that many Hispanic families have lived in this country for three centuries.*

Uses of estar

- To indicate location.
 - Mis padres son de California, pero ahora están en Texas.
 - La Florida está al norte de Cuba.
 - With the present participle (-ndo verb ending) to form the progressive tenses.
 - La población hispana de Miami está aumentando cada día.
 - With an adjective to describe states and conditions or to describe a change in a characteristic.
 - La madre está furiosa porque a nadie le gusta el cuadro que pintó su hija.
 - No puedes comer esa banana porque no está madura todavía.
 - ¡Este café está frío!
 - With a past participle to indicate the condition that results from an action. In this case, the past participle functions as an adjective and agrees in gender and number with the noun to which it refers.
 - Action:**
 - Pedrito rompió la taza.
 - Pedrito broke the cup.
 - Adolfo terminó sus quehaceres.
 - Adolfo finished his chores.
 - Resultant condition:**
 - La taza está rota.
 - The cup is broken.
 - Sus quehaceres están terminados.
 - His chores are done (=finished).
- ### Ser and estar with adjectives
- Some adjectives convey different meanings depending on whether they are used with ser or estar. The most common ones are as follows:
- | | |
|-----------------------|------------------------|
| ser (characteristics) | estar (conditions) |
| aburrido boring | aburrído bored |
| bueno good | bueno healthy, good |
| interesado selfish | interesado interested |
| limpio tidy | limpio clean (now) |
| listo smart, clever | listo ready |
| loco insane | loco crazy, frantic |
| malo evil | malo sick |
| verde green (color) | verde green (not ripe) |
| vivo alert, lively | vivo alive |
- Ese muchacho es aburrído. Como no tiene nada que hacer, está aburrído.
 Ese estudiante es listo, pero nunca está listo para sus exámenes.
 Esas manzanas son verdes, pero no están verdes.
- That boy is boring. Since he does not have anything to do, he is bored.
 That student is clever, but he is never ready for his exams.
 Those apples are green (color), but they are not green (unripe).

GUSTAR AND OTHER VERBS USED WITH INDIRECT-OBJECT PRONOUNS

a. The verb *gustar* expresses *to like*.

Me gusta el vestido.

I like the dress.

(Literally: *The dress pleases me.*)

Te gustan las flores.

You like the flowers.

(Literally: *The flowers please you.*)

Le gustaría viajar a Europa.

He would like to travel to Europe.

(Literally: *To travel to Europe would please him.*)

b. *Gustar* is preceded by an indirect-object pronoun. Note that the form of *gustar* agrees with the subject, which generally follows it.

Te gustará el libro.

You will like the book.

Te gustarán los libros.

You will like the books.

Nos gustó la novela.

We liked the novel.

Nos gustaron las novelas.

We liked the novels.

Les gusta cantar.

They like to sing.

NOTE: If the thing liked is not a noun but an "action" (expressed by a verb or clause), *gustar* is used in the third-person singular.

Le gusta cantar y bailar.

He likes to sing and dance.

Me gustaría que vinieras hoy.

I would like you to come today.

c. The indirect-object noun normally precedes the indirect-object pronoun.

A María no le gusta leer.

María doesn't like to read.

A los niños les gusta ir al cine.

The children like to go to the movies.

A Roberto le gustan los dulces.

Roberto likes sweets.

d. Other verbs used like *gustar*:

agradar to be pleased with, to please

Les agradó mi regalo.

They were pleased with my gift.

(*My gift was pleasing to them.*)

bastar to be enough, to suffice

Me bastan tres dólares.

Three dollars are enough for me.

doler to be painful, to cause sorrow

Me duele el pie izquierdo.

My left foot hurts (is painful to me).

faltar
hacer falta } *to be lacking, to need*

Le faltan cincuenta centavos.

He lacks fifty cents. (Fifty cents are lacking to him.)

Le hace falta dinero.

He needs money. (Money is lacking to him.)

parecer to seem

Me parece imposible.

It seems impossible to me.

placer to be pleasing, to be pleased

Me place poder ayudarlo.

I am pleased to be able to help you.

quedar (a uno) to remain (to someone), to have left

Nos queda un solo día.

We have only one day left.

sobrar to be left over, to have too much

Me sobran tres cartas.

I have three cards too many.

tocar (a uno) to be one's turn

A mí me toca lavar los platos.

It is my turn to wash the dishes.

The following verbs are used in the same way as *gustar*:

apetecer to appeal

Me apetecen unos calamares fritos.

doler to hurt

¿Qué te duele? (la cabeza, la garganta, el oído, la espalda, etc.)

encantar to love (used with things)

Me encanta la comida china.

faltar to be lacking, missing

Nos faltan dos tenedores.

importar to matter

¿Te importa el problema?

interesar to interest

Nos interesa tu opinión.

molestar to bother

A Juan le molesta el humo.

parecer to seem, appear

Me parece interesante.

preocupar to be worrying

Me preocupa la contaminación del aire.

quedar to be left

¿Cuánto dinero te queda?

tocar to be the turn (of)

Le toca a María.

Español V/BI
El Pretérito

LAS TERMINACIONES REGULARES		IR/SER	DAR
-AR:	-ER/-IR:		

LOS IRREGULARES "RAÍCES"	TERMINACIONES PARA "RAÍCES"
Andar → anduv-	
Caber →	Hacer →
Estar →	Querer →
Haber →	Venir →
Poder →	
Poner →	Decir →
Saber →	Producir →
Tener →	Traer →

LOS VERBOS "SANDALIAS" CAMBIAN CON LOS SUJETOS _____ Y _____.		
E → I (SOLAMENTE -IR)	O → U (SOLAMENTE -IR)	DOBLE VOCALES (-ER / -IR)
Divertirse: Me divertí Nos divertimos Te divertiste Os divertisteis _____	Dormir: Dormí Dormimos Dormiste Dormisteis _____	Oír: Oí Oímos Oíste Oísteis _____
Verbos similares:	Verbos similares:	Verbos similares:

LOS VERBOS -CAR/-GAR/-ZAR CAMBIEN CON EL SUJETO _____ SOLAMENTE.		
Buscar → Yo _____	Llegar → Yo _____	Comenzar → Yo _____
Masticar → Yo _____	Pagar → Yo _____	Gozar → Yo _____

Subjunctive with adverb clauses

❖ THE FORMULA:

<u>Principal clause</u>	+	<u>adverbial expresión</u>	+	<u>subjunctive (indicative)</u>
<i>Compraré un coche</i> <i>Marcos va a la fiesta</i>		<i>en cuanto</i> <i>para que</i>		<i>tenga dinero.</i> <i>su amigo <u>conozca</u> a Victoria.</i>
<i>*Me llamaste</i>		<i>cuando</i>		<i><u>llegaste</u> a casa.</i>

❖ These phrases **always** require the subjunctive (GREEN LIGHT):

<u>Propósito</u>	a fin de que para que	(in order that, so that) (in order that, so that)
<u>Condición</u>	a menos que a no ser que en caso de que con tal (de) que *mientras que salvo que sin que	(unless) (unless) (in case) (provided that) (as long as) (except) (without)
<u>Anticipación</u>	antes de que	(before)

****If para que, a fin de que, sin que and antes de que do not have a change of subject, the infinitive is used.**

Voy a llamarte antes de ir a la práctica.

❖ These phrases require the subjunctive when there is an **anticipated action**. **If the action is in the past or present, the indicative is used.** (YELLOW LIGHT)

<u>Tiempo</u>	cuando después (de) que en cuanto hasta que *mientras (que) tan pronto (como)	(when) (after) (as soon as) (until) (while) (as soon as)
<u>Seguridad/ Inseguridad</u>	a pesar de que aun cuando aunque	(although) (if) (although-indicative, even if-subjunctive)

****If hasta que and después de que do not have a change of subject, the infinitive is used.**

Vamos a estudiar hasta entender toda la información.

Subjunctive with adjective clauses

An adjective clause is a group of words that describes a noun. There are three instances in which you need the subjunctive when using adjective clauses.

- When the first part of the sentence contains a negative word to express unknown.
 - I don't see anyone here that I know. = No veo a nadie aquí que **conozca**.
- When something is unknown or nonexistent, or desired, yet not attained.
 - She wants an apartment that is downtown. = Quiere un apartamento que **esté** en el centro.
- When used with a superlative.
 - You have the biggest feet that I have ever seen. = Tienes los pies más grandes que jamás **haya visto**.

The subjunctive with *como si*

Since the expression *como si* (as if) always refers to something that is contrary to the truth, or unreal, it must always be followed by the subjunctive. Only two subjunctive tenses may be used with *como si*, the imperfect subjunctive and the pluperfect subjunctive.

Notice the difference between the following examples.

Mateo duerme como si trabajara mucho.

Mateo always sleeps as if he worked a lot. (but he doesn't)

Elena duerme como si hubiera trabajado mucho.

Elena sleeps as if she had worked a lot. (but she didn't)

Remember that *como si* is always followed by either the imperfect or the pluperfect subjunctive. No other tense may follow *como si*.

Catalina estudia como si tuviera un examen.

Catalina studies as if she had a test. (but she doesn't)

Julio y Rosa se visten como si no hiciera frío.

Julio and Rosa dress as if it were not cold. (but it is)

Me canso como si hubiera estado enferma.

I get tired as if I had been sick. (but I wasn't)

A. El entrenador del equipo de béisbol estaba enfermo. El equipo tenía un partido muy importante el próximo día. A última hora, Paco, el asistente, decidió ayudar a los miembros del equipo. Completa las frases con el pluscuamperfecto de subjuntivo.

1. Paco actuó como si _____ (saber) lo que estaba haciendo.
2. Él les habló a los miembros del equipo como si _____ (tener) autoridad.
3. Los chicos jugaron como si el entrenador _____ (estar) allí.
4. Todos actuaron como si _____ (ser) jugadores profesionales.
5. Los chicos se sintieron como si Paco _____ (ser) su entrenador por mucho tiempo.

The conditional in contrary-to-fact sentences

One of the most important uses of the conditional is to express what would (or would not) happen if something else were to happen (or not). For example, what would happen if...

...you were to eat only sweets?

(You would not be healthy.)

...your sister were to wear shorts in winter?

(She would get sick.)

...your brother were not to practice the piano?

(He would not play well.)

...your friends were not to study for an exam?

(They would not do well.)

In this type of sentence, the *if* clause states something which is not a fact and is not likely to become a fact in the future. You do not eat only sweets, your sister does not wear shorts in winter, etc. This type of condition is called a *contrary-to-fact* condition.

In contrary-to-fact conditions, the imperfect subjunctive is used in the *if* clause; the conditional is used in the clause that expresses the result. In Spanish, the sentences used in the examples above would be:

Si yo comiera sólo dulces, no sería saludable.

Si mi hermana llevara pantalones cortos en el invierno, se enfermaría.

Si mi hermano no practicara el piano, no tocaría bien.

Si mis amigos no estudiaran para un examen, no saldrían bien.

The *-ra* form of the imperfect subjunctive can also be used (instead of the conditional) in the result clause.

Si yo tuviera dieciocho años, podría (pudiera) votar.

If I were eighteen, I could vote.

Note that the order of the clauses is not important. The sentences *If I had the money I would go*, means exactly the same thing as *I would go if I had the money*.

Si tuviera dinero, iría (fuera). = Iria (fuera), si tuviera dinero.

A. Tú visitas a tu amigo Antonio a menudo pero él te visita rara vez. Cambia lo que él dice expresando lo que ocurriría si él te visitara.

Modelo: Si vienes a mi casa, te doy los libros.

Si vinieras a mi casa, te daría los libros.

1. Si me traes un regalo, te lo agradezco. _____
2. Si te quedas mucho tiempo, te invito a cenar. _____
3. Si no te gusta la comida, podemos ir a un restaurante. _____
4. Si hay un programa de televisión bueno, lo vemos. _____
5. Si quieres dar un paseo, te acompaño. _____

Fórmula de los perfectos: _____ + _____ / _____ (OJO: Irregulares)

TENSE	Present Perfect	Present Perfect Subjunctive	Past Perfect (Pluscuamperfecto)	Past Perfect Subjunctive	Conditional Perfect
MEANS	Have verbed				
CONJUG. OF HABER					
HINTS					

A. Traduce las oraciones siguientes.

- I doubt that you have told me the right flight number. _____
- Have you guys traveled to Germany? _____
- Before Spanish class, I hadn't seen that movie. _____
- I would have eaten the bacon if mom had cooked it. _____
- Would Gerardo have known the truth? _____
- It was a surprise that the boys had showered. _____
- Man, we haven't boarded the plane yet! _____
- If Mom hadn't rented a car, we wouldn't have arrived on time. _____
- It's strange that they have canceled the trip. _____
- Have we checked our luggage yet? _____
- Before crossing the border, we had exchanged currencies. _____
- I hope Jaime has reserved his ticket. _____

B. Escribe la conjugación apropiada del verbo en el perfecto (presente, presente subjuntivo, pasado, pasado subjuntivo, condicional) según el contexto. *Cada conjugación se usa una vez.*

- Jaime _____ (tener) más éxito si hubiera estudiado el vocabulario.
- Estamos frustrados que tú nos _____ (decir) una mentira.
- Anoche a las once los estudiantes todavía no _____ (escribir) su ensayo.
- Oye, ¿ _____ (terminar) el proyecto de biología?
- El maestro dudaba que nosotros _____ (romper) su computadora.

3. Object Pronouns

DIRECT OBJECT PRONOUNS	INDIRECT OBJECT PRONOUNS
me you (fam.)	me (to) you (fam.)
lo him, you (m.), it (m.)	te (to) you (fam.)
le* him, you (m.)	le (to) him, her, you (formal), it
la her, you (f.), it (f.)	
lo neuter	nos (to) us os (to) you (fam.) les (to) them, you
nos us	
os you (fam.)	
los them, you (m.)	
las them, you (f.)	

*The usage of *le* as a direct object pronoun occurs mostly in Spain.

a. Object pronouns, direct and indirect, replace direct and indirect objects, respectively. Object pronouns generally precede a conjugated verb.

María me lo contó ayer. Carlos told it to me yesterday.

b. Object pronouns follow and are attached to infinitives and present participles without auxiliary verbs, and to affirmative commands.

A Carlos le gustaría visitarnos. Carlos would like to visit us.

Quiere hacerse bilingüe hablándonos solamente en español. He / She wants to become bilingual by speaking to us only in Spanish.

Ana, escríbele una invitación y mándasela pronto. Ana, write him/her an invitation and send it to him/her quickly.

NOTE: Accent marks are added when a pronoun is attached to maintain the stress on the syllable that was stressed before the pronoun was added.

Dame mi libro. Dámelo, por favor. Give me my book. Give it to me, please.

c. When an auxiliary verb is used with the infinitive or present participle the object pronouns may either precede the auxiliary verbs or be attached to the infinitive or present participle.

Estoy esperándolo con ansia. or **Lo estoy esperando con ansia.** I am anxiously waiting for it.

¿Quieres preguntarle cuando piensa llegar? or **¿Le quieres preguntar cuando piensa llegar?** Do you want to ask him/her when he/she expects to arrive?

d. Object pronouns precede negative commands, but follow and are attached to affirmative commands.

No se lo digas por teléfono. Díselo en persona. Don't tell it to him/her over the phone. Tell it to him personally.

e. The indirect-object pronoun precedes the direct-object pronoun. If both object pronouns are in the third person *se* replaces *le* or *les*. Since *se* has many possible meanings, a + a prepositional pronoun may be used for clarification.

Compramos el boleto que Carlos nos pidió el mes pasado. Se lo daremos a él cuando venga. We bought the ticket that Carlos asked us for last month. We will give it to him when he comes.

FORMS AND PLACEMENT OF PERSONAL PRONOUNS

1. Subject Pronouns

SUBJECT PRONOUNS	
yo I	nosotros (-as) we
tú you (familiar)	vosotros (-as) you (fam. pl.)
él he	ellos they
ella she	ellas they
Ud. you	Uds. you

a. In Spanish, subject pronouns are used less often than in English, since the verb normally indicates the subject. Subject pronouns are mostly used for clarity, emphasis, and politeness.

(Yo) me levanto a las seis de la mañana. I get up at six in the morning.

b. Subject pronouns generally precede the verb, except in a question.

Ellos vienen al baile. They are coming to the dance.

¿Vienen ellos al baile? Are they coming to the dance?

2. Prepositional Pronouns

PREPOSITIONAL PRONOUNS	
mi me, myself	nosotros (-as) us, ourselves
ti you (fam.), yourself	vosotros (-as) you, yourselves
él him, it (m.)	ellos them
ella her, it (f.)	ellas them
sí himself, herself, yourself	si yourselves, themselves
Ud. you	Uds. you

Prepositional pronouns follow prepositions. The preposition *con* is contracted with *mi*, *ti*, and *si* to form *conmigo*, *contigo*, and *consigo*.

Mi hermana Luisa viaja conmigo. My sister Luisa travels with me.

Lleva una maleta grande consigo. She brings along a large suitcase.

Vamos a traer regalos para ti. We are going to bring presents for you.

NOTE: Subject pronouns and prepositional pronouns have the same forms except the first-and-second person singular

El Vocabulario

The term "vocabulary" almost is a swear word in a World Language classroom: viewed as a burden or chore in class. However, in reality 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.

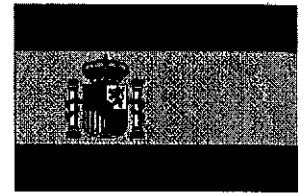
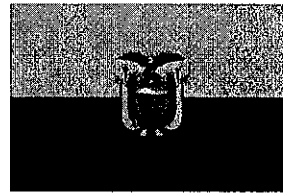
Given this objective, study accordingly and often. Start the first day that you receive your list and employ the method that best allows you to master all of the expressions. Studying by simply reading through the list is not going to lead to mastery; just ask former IB Spanish students.

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.

<u>FLASHCARDS</u>	<u>QUIZLET.COM</u>
<p>This is the most traditional method, but still is used because it works. Tips:</p> <ul style="list-style-type: none">• 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 <u>produce</u> the word.• Keep flash cards organized by chapters using a hole punch and string, or rubber bands. Keep them secure for future studying.	<ul style="list-style-type: none">• 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 right) type "PN Spanish 2015-2016."<ul style="list-style-type: none">○ Click the link for the <u>class</u> (middle column).○ Click "Join" to become a member of the class. (Then you will access lists automatically it when you log in.)• Here you will find sets of vocabulary for every chapter that we cover in Spanish.<ul style="list-style-type: none">○ 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.• <u>LEARN</u>: they give you English and you write the Spanish. <u>This is knowing the word.</u>• 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.

Vocabulary Assessments. This year there will be three main ways to assess vocabulary:

- Controlitos: 6 points (taken out of 5). You will be given three expressions in Spanish and you write the English. You will be given three expressions in English and you write the Spanish.
- Controles: 15 points. You will be given a word bank and use the expressions in context in 10 sentences. The last 5 points will be based on the current grammar concept.
- Exámenes: For the Chapter Test, you will generally show deeper understanding of the words. This could be through writing definitions in Spanish, or selecting the word that does not belong to the group and explaining why in Spanish.



País en inglés	País en español (siempre en <u>mayúscula</u> – uppercase)	Nacionalidad en español (siempre en <u>minúsculas</u> – lowercase)
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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

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

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

El Caribe (caribeño)

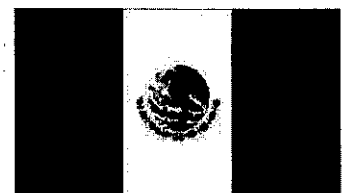
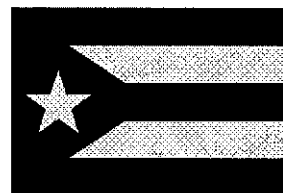
Cuba	Cuba	cubano
Dominican Republic	La República Dominicana	dominicano
Haiti	Haití	haitiano
Jamaica	Jamaica	jamaiquino/jamaicano
Puerto Rico	Puerto Rico	puertorriqueño

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



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

Trucos literarios (Rhetorical Devices) Español BI

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 **rubies**
- Las **perlas** de tu boca
- El **blanco algodón** que surca el cielo
- El **tambor de tu pecho** delata tus nervios

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
- 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 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)
- ¡Biiiiip! ¡Biiiiip! (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:

- ¡Achu! (estornudo)
- ¡Chissst! ¡Chsss! (pedir silencio)
- ¡Psst! (llamar la atención)
- (¡hic!) (hipo de borracho, entre paréntesis)
- ¡Mua! (beso)
- ¡Ñam-ñam! (comer)
- ¡Paf! (bofetada)
- ¡Puaf! (asco)
- Zzz, zzz, zzz** (sueño profundo)
- ¡Jajaja! (risa fuerte)

Español V / BI Essay Procedures

To prepare the writing skill this year, we will practice with three different types of essays. All will be graded on the IB Written Rubric under Special Assignments. Below are the procedures for each type of essay.

“Normal Essays”

- These types of essays will be written in class and announced ahead of time.
- You may use your binder and paper dictionary only.
- Write your name, date (10 septiembre 2015) and hour (1a, 2a, etc.) in the upper right hand corner.
- Written by hand.
- Skip lines.
- Use a minimum of 150 words, but not more than 250.
 - **“What counts as a word?”**: Any words in paragraphs (not including titles, signatures, etc.)
- Include a word count once at the end.
- Use 5+ different ‘frases de enlace’ (transition words) and underline them (IB packet).
- Use a variety of vocabulary and grammar structures. Push yourself to express and articulate with precision.
 - 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).
- Be well organized and separated into multiple paragraphs.
 - Staple your outline to the back of the essay. This will be worth points.
- Use sophisticated and well-developed ideas. Always go for more in explaining ideas and telling stories that best express your points of view. Go for cultural and world understanding.
- Consult the list of “Errores comunes” as well as comments written on your essay by your teacher. Repetition of the same errors will result in a lower grade. Learn by your mistakes!
- At times you will be asked to type your essay. (IB packet: “Typing Essays in Spanish.”)
- The essay will be based on 25 points on a modified IB Writing Rubric (see IB packet):
 - **Lenguaje (L) – 10 puntos, Mensaje (M) – 10 puntos, Formato (F) – 5 puntos**

“Quarterly Essays”

- These essays will use the same general guidelines as above, except:
 - No dictionaries, binders or other sources (only your cabeza).
 - Word count will be higher (generally 250+ words) over two days.
 - You must use a blue or black pen (just like the IB Exam).

Word of honor: As you signed and agreed to, the essay needs to be your own work, and serves as a form of written assessment throughout the year. 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 Internet translation program 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.

- If you would like to know ways to improve your written production, you are always welcome to set up a time to work with your teacher for explanations and advice on how to develop your writing.



Tipo de texto	Propósito/Meta	Componentes esenciales	Registro	Lector / Audiencia
Blog				
Conjunto de instrucciones				
Carta al Editor				
Carta Formal				
Carta a un amigo/familia				
Correo electrónico				

Tipo de texto	Propósito/Meta	Componentes esenciales	Registro	Lector / Audiencia
Diario				
Discurso / Conferencia				
Artículo / Crónica de Noticias / Informe				
Entrevista				
Folleto				
Propuesta				
Reseña / Crítica				

Paper 2: Written productive skills (HL)

SECTION A

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 limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	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.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	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.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. 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 been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
5–6	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	The message has been communicated very well. The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly 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.

Paper 2: Written productive skills (HL)

SECTION B

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 limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	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.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	Command of the language is effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective

Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The development of ideas is very poor, and the argument is unclear and unconvincing. The structure of the argument is vague and confusing. The ideas are irrelevant.
3–4	The development of ideas is poor, and the argument is rarely clear and convincing. The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5–6	The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing. The structure of the argument is evident. The ideas are generally relevant.
7–8	The development of ideas is good and methodical; the argument is clear and fairly convincing. The structure of the argument is coherent and organized. The ideas are well expressed
9–10	The development of ideas is very good and methodical; the argument is convincing. The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

INTERNAL ASSESSMENT: Individual Oral (HL) 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 limited. The production of language is hesitant and not always comprehensible. Language is often incorrect and/or limited. Intonation sometimes interferes with communication.
3–4 [2]	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.
5–6 [3]	Command of spoken language is good. The production of language is mostly fluent. Language is generally correct, varied and articulate. Intonation contributes to communication.
7–8 [4]	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.
9–10 [5]	Command of spoken language is excellent. The production of language is fluent and generally authentic. Language is varied and idiomatic. 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 difficulty and interaction is limited. Simple ideas and opinions are presented with difficulty, sometimes incoherently. The conversation does not flow coherently.
3–4 [2]	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.
5–6 [3]	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.
7–8 [4]	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.
9–10 [5]	Complex ideas are understood very well and interaction is excellent. Complex ideas and opinions are presented clearly, coherently and effectively. The conversation flows coherently in a natural manner.

Written assignment: Receptive and written productive skills (HL)

Criterion A: Rationale and task

- How well does the student use the rationale and the task in order to accomplish the assignment?
- How clearly has the task been introduced in the rationale?
- How successfully does the task achieve the aim(s) stated in the rationale?
- How appropriate is the choice of the text type to the task?

Note: "Creative piece of writing" refers to the fact that a formal (literary) essay is not an acceptable text type for the written assignment; however, artistic merit is not assessed.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below. The student uses the rationale and the task in a limited way and may have partially accomplished the assignment. There is an introduction but there is very little explanation of how the task is connected to the literary work(s). The student has barely explained what his or her aim(s) are. The task is not a creative piece of writing and is not connected to the literary work(s). The chosen text type is inappropriate to the audience and purpose stated in the rationale.
1-2	The student uses the rationale and the task in order to accomplish the assignment to a certain extent. The student has sometimes explained how the task is connected to the literary work(s). The student has explained what his or her aims are but not how he or she intends to achieve them. The task is creative but not connected to the literary text(s). The chosen text type is not completely appropriate to the audience and aim(s) stated in the rationale, and is applied inconsistently throughout the task.
3-4	The student uses the rationale and the task adequately in order to accomplish the assignment. The student has explained how the task is connected to the literary text(s). The student has explained what his or her aim(s) are and how he or she intends to achieve them. The task is creative but sometimes connected to the literary work(s). The chosen text type is not completely appropriate to the audience and purpose stated in the rationale, but is applied consistently throughout the task.
5-6	The student uses the rationale and the task well in order to accomplish the assignment. The student has clearly explained how the task is connected to the literary text(s). The student has clearly explained what his or her aims are and how he or she intends to achieve them. The task is a creative piece of writing and generally connected to the literary work(s). The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied throughout the task.
7-8	The student uses the rationale and the task effectively in order to accomplish the assignment. The student has clearly and fully explained how the task is connected to the literary text(s). The student has clearly explained what his or her aims are and how he or she intends to achieve them. The task is creative piece of writing and consistently connected to the literary work(s). The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied consistently throughout the task.
9-10	The student uses the rationale and the task effectively in order to accomplish the assignment. The student has clearly and fully explained how the task is connected to the literary text(s). The student has clearly explained what his or her aims are and how he or she intends to achieve them. The task is creative piece of writing and consistently connected to the literary work(s). The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied consistently throughout the task.

Criterion B: Organization and development

How effectively are ideas organized and developed?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The organization and development of ideas is mostly ineffective.
3-4	Ideas are organized and developed mostly effectively.
5-6	Ideas are organized and developed effectively.

Note: Criterion B is applied on the task only.

Criterion C: Language

How appropriately and effectively does the student use language in relation to the task?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below. The use of language is mostly limited.
1-2	Vocabulary is limited or is generally inappropriate to the task. Simple sentence structures are rarely clear. The rhetorical devices are not used, or are used inappropriately.
3-4	The use of language is generally adequate. Vocabulary shows range but is sometimes used inappropriately to the task. Simple sentence structures are clear but no complex structures have been attempted. There is limited use of appropriate rhetorical devices.
5-6	The use of language is appropriate and is generally effective. Vocabulary shows range and is mostly appropriate to the task. Simple sentence structures are clear but there are errors in complex structures. The rhetorical devices are used appropriately.
7-8	The use of language is appropriate and effective. Vocabulary shows good range and is consistently used appropriately to the task. Complex sentence structures are clear and effective. The rhetorical devices are varied and used effectively.

Note: Criterion C is applied on the task only.

Preguntas Esenciales y Temas
Español V/BI

Tema	Preguntas Esenciales	Opcion(es) Relacionada(s)
Jóvenes		
Medio ambiente		
Sociedad en crisis		
Artes y tradiciones		
Medios de comunicación		
Viajes		
Gobiernos y revolución		