

**Spanish 1A**  
**Final Examination Study Guide**  
 Montgomery County Public Schools

Name \_\_\_\_\_

**Before you begin working in the study guide, organize your notes and vocabulary lists from semester A. Refer to these materials as you complete each section.**

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
1. Welcome to Spanish Class  <i>Bienvenidos a la clase de español</i>	1.1, 1.3 Exchange names and present basic introductions. 1.1, 1.2 Recognize and use the Spanish alphabet to spell Spanish words. 1.2 Recognize useful classroom expressions, objects, dates, and telling time. 1.2 Recognize spoken numbers. 1.3 Use numbers to exchange telephone numbers. 1.1, 1.2, 1.3 Exchange greetings and present and respond to introductory conversations. 1.2 Recognize and use basic classroom commands and questions. 1.2, 1.3 Interpret and present seasons and weather conditions.	2.1 Recognize appropriate salutations (formal vs. informal) and gestures.	Basic building blocks: Accents Alphabet Numbers 0-30 Date format Classroom commands and questions <i>Hacer</i> with weather <i>Ser</i> with days of the week, dates and telling time <i>Llamarse</i> <i>Estar</i> with greetings

Write four Spanish last names. Use at least two names that include different accent marks. Be sure that both you and your partner can understand names as they are spelled aloud to you.

Names that I will spell to my partner:

\_\_\_\_\_

\_\_\_\_\_

Names that my partner spelled to me:

\_\_\_\_\_

\_\_\_\_\_

Practice saying and writing numbers in sequence. Use numbers in the context of telephone numbers. First, write down telephone numbers of four friends.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now, read the telephone numbers in Spanish to a partner who will write them out using numerals. Then, write with numerals the telephone numbers your partner dictates to you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Practice using **numbers** in the context of dates. Write out the birthdays of four people you know in the culturally correct manner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now, read your birth dates to a partner who will write them out using **numerals**. Then write with **numerals** the birth dates that your partner dictates to you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Write a brief weather log for today and your birthday. Include the date, the day of the week, the season, and a reference to the weather. Write in **Spanish**. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

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Culture – **Bienvenidos a la clase de español** - Read the topic under **Cultures Goal 2**. Write an organized essay, keeping in mind the products, practices, and corresponding perspectives for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Product/Practice \_\_\_\_\_

\_\_\_\_\_

Perspective \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
2. Getting Acquainted  <i>Nos conocemos</i>	1.1 Provide and obtain information about self and others. 1.1 Engage in conversations about leisure time activities. 1.2 Interpret personal data on forms and spoken/written physical descriptions. 1.3 Present a biographical sketch including physical and personality attributes and preferred activities.		Adjective agreement <i>Ser</i> with personal characteristics <i>Ser + de</i> <i>Tener</i> Formal vs. informal <i>Tú vs. Usted</i> (No) <i>Me/Te/Le gusta</i> + infinitive

List in Spanish at least six words and/or expressions that are used to give personal information on forms (last name, address, nationality, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write sentences, phrases, and questions that could be used in formal and informal conversations.

**Tú**

**Usted**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
3. School <i>La escuela</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information related to class schedules including time and period, places in the school, class preferences, school supplies, and school-related activities. 1.3 Recite and use ordinal numbers in context.	2.1 Describe a typical school day in a Spanish-speaking country. 2.2 Explain a typical school schedule from a Spanish-speaking country.	-ar verbs Subject pronouns Definite/indefinite articles (number/gender) Sing/plural of nouns Ordinal numbers Question formation Numbers 30-100 Hay

Identify five objects you see in the classroom – not supplies. Estimate the price of each and write in Spanish the name of the object and its price under column A. Practice exchanging this information with a partner. Write your partner’s information under column B.

*¿Qué hay en el salón?*

Compañero/a A		Compañero/a B	
Objeto	Precio	Objeto	Precio
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

List the classes you take in school. Tell at what time each class begins, what supplies you need for it, and your opinion of each.

Las clases	¿A qué hora empieza?	¿Qué necesitas?	¿Cómo es tu clase?
1 <sup>a</sup>			
2 <sup>a</sup>			
3 <sup>a</sup>			
4 <sup>a</sup>			
5 <sup>a</sup>			
6 <sup>a</sup>			
7 <sup>a</sup>			

Culture – **La escuela** - Select one of the topics under **Cultures Goal 2**. Write an organized essay, keeping in mind the products, practices, and corresponding perspectives for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Product/Practice \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Perspective \_\_\_\_\_

\_\_\_\_\_

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
1. Food <i>La comida</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about food preferences, food groups, and eating customs.	2.1 Identify and describe eating customs of Spanish-speaking countries. 2.2 Identify typical food items and their origins from the Spanish-speaking countries.	-er and -ir verbs Gusta(n) Stress pronouns (a mí, a ti...) Querer, preferir as stem-changing verbs

List in Spanish five foods in various categories. Be sure to label the category in Spanish before you begin.

Fruits	Meats	Vegetables	Dairy	Desserts	Drinks

List in Spanish your four favorite food and drink items for each of the following meals.

**DESAYUNO**

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**ALMUERZO**

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**MERIENDA**

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**CENA**

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Describe your food preferences, including details about what you eat (color, taste preferences) and when you eat it. Write in **Spanish**. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

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Culture – **La comida** - Select one of the topics under **Cultures Goal 2**. Write an organized essay, keeping in mind the products, practices, and corresponding perspectives for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Product/Practice \_\_\_\_\_

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Perspective \_\_\_\_\_

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TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
2. Pastimes  <i>Los pasatiempos</i>	1.1 Engage in conversations about leisure time activities in the context of weather and seasons. 1.2 Interpret basic information about leisure activities. 1.3 Present basic information about preferred activities.	2.1 Identify and discuss typical leisure time activities and entertainment in Spanish-speaking countries. 2.2 Identify and describe famous sports or entertainment personalities from Spanish-speaking countries, including their countries of origin and significant contributions.	<i>Jugar</i>  Review: -Present tense <i>-ar, -ir, -er</i> verbs -Question formation and negation in Spanish

Review weather expressions and pastimes. Write five different weather conditions. Tell what you like to do for each weather condition.

**¿Qué tiempo hace?**

**Me gusta....**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List seven activities that people do in their spare time and seven corresponding locations where these activities might take place.

<b>Actividades</b>	<b>¿Dónde?</b>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Cumulative Activity**

**Nos conocemos / Los pasatiempos / La comida / La escuela**

Describe yourself and your interests in Spanish in each of the four categories below.

**¿Cómo eres físicamente?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**¿Cómo es tu personalidad?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**¿Qué te gusta hacer y comer?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**¿Cuál es, cómo es y qué haces en tu clase favorita?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now, look at what you have written about yourself and what a classmate has written about him or herself. Use the above topics and write in Spanish about yourself and a friend. Refer to the **Rubric for Extended Presentational Written Communication** as you write. (There are additional lines on the next page)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Command of Language

Read the following paragraph. Then choose the word that best completes each sentence, according to the context.

*¡Hola! Me \_\_\_\_ Carlos. Soy de Ecuador. Tenemos mucha fruta muy buena, por ejemplo \_\_\_\_ naranjas y las bananas. Me \_\_\_\_ comer en los restaurantes en la playa. ¡ \_\_\_\_ las ocho! Necesito tomar el autobús para la escuela. ¡CIAO!*

1. Me \_\_\_\_\_ Carlos.  
A. llamamos      B. llamas      C. llamo      D. nombre
2. Tenemos mucha fruta muy buena, por ejemplo \_\_\_\_\_ naranjas y las bananas.  
A. las      B. los      C. lo      D. la
3. Me \_\_\_\_\_ comer en los restaurantes en la playa.  
A. gusto      B. gustar      C. gusta      D. gustan
4. ¡ \_\_\_\_\_ las ocho!  
A. Son      B. Soy      C. Es      D. Está

*¿Qué tal, amigo? Yo \_\_\_\_ en la escuela. En mi clase de estudios sociales nosotros \_\_\_\_ los Estados Unidos. El profesor tiene unos mapas \_\_\_\_ Florida y California. Mi familia \_\_\_\_ visitar en el verano. ¡Hasta luego!*

5. Yo \_\_\_\_\_ en la escuela.  
A. estoy      B. estamos      C. está      D. están
6. En mi clase de estudios sociales nosotros \_\_\_\_\_ los Estados Unidos.  
A. estudio      B. estudian      C. estudiamos      D. estudias
7. El profesor tiene unos mapas \_\_\_\_\_ de Florida y California.  
A. bonitos      B. bonita      C. bonito      D. bonitas
8. Mi familia \_\_\_\_\_ visitar en el verano  
A. queremos      B. quiero      C. quieres      D. quiere