

**Spanish 2B**  
**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 B. Refer to these materials as you complete each section.**

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>1. When I Was Young</b> <i>Cuando era joven</i>	1.1, 1.2, 1.3 Exchange, interpret, and present past biographical information about yourself, others, and famous Spanish speakers.	2.2 Identify and describe a typical story or song that a child from a Spanish-speaking country would know.	Imperfect tense of regular and irregular verbs Indirect object pronouns

Using the organizer below, write words that describe you and your interests or activities at a young age. Include with whom and with what you used to play. Use the imperfect tense.

Años	¿Cómo eras de niño/a?	¿Qué hacías?	¿Con quién jugabas?	¿Con qué jugabas?
4	<i>Ex. Era moreno y tímido.</i>	<i>Montaba en triciclo.</i>	<i>Me divertía con Nena.</i>	<i>Jugábamos con su tortuga.</i>
3				
6				
9				
12				

Review the imperfect and the preterit forms of the following verbs:

<b><i>Imperfecto</i></b>	saltar	pelearse	ver	dormir	divertirse	llorar	reírse
Yo							
Él/Ella							
<b><i>Pretérito</i></b>	nacer	morir	crecer	vivir	cumplir	tener	lograr
Yo							
Él/Ella							

Read about a famous Spanish speaker. You may use your textbook or another source of information. List important facts about the person. You will need it to do the next exercise.

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Now, use the *imperfect* and the *preterit* tense of regular and irregular verbs to present biographical information about that well-known Spanish-speaking person. In order to make your writing flow, be sure to include connectors such as *mientras*, *por primera vez*, etc. Write in **Spanish**. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

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Culture – **Cuando era joven** – Read the topic under **Cultures Goal 2**. Write a paragraph about a product or practice and corresponding perspective 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
<b>2. Natural Disasters and Emergencies</b> <i>Los desastres y las emergencias</i>	1.1, 1.2, 1.3 Exchange, interpret and present information about past emergencies, crises, and rescues. 1.1, 1.3 Exchange information and present a description of past weather conditions.	2.1 Identify emergency polices and responses in a Spanish-speaking country. 2.2 Identify an organization in a Spanish-speaking country that one could contact in an emergency situation.	Additional expressions with <i>tener</i> Preterite of irregular verbs Imperfect with weather and descriptions Preterite for completed actions

For each of the natural disasters below, complete the organizer with the words that logically describe each one.

Hubo...	¿Qué tiempo hacía?	¿Qué hizo la gente?	¿Cómo reaccionaron?	¿Quiénes ayudaron?
<i>Ex. Un incendio</i>	<i>Hacia viento.</i>	<i>La gente se escapó de las casas.</i>	<i>Muchas personas estuvieron asustadas.</i>	<i>Los bomberos apagaron el fuego.</i>

Review the imperfect and the preterit forms of the following verbs:

<b>Imperfecto</b>	gritar	oír	decir	creer	rescatar	escaparse	escondarse
La gente							
Ellos/Ellas							
<b>Preterito</b>	gritar	oír	decir	creer	rescatar	escaparse	escondarse
La gente							
Ellos/Ellas							

Write about a natural disaster or emergency event you heard about. You may use information from the organizer on page 3 and expand it using additional vocabulary. Use both the *preterit* and the *imperfect* tenses as appropriate. Write in **Spanish**. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

Use a separate sheet of paper for your answers.

Culture – **Los desastres y las emergencias** - Select one of the topics under **Cultures Goal 2**. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Use a separate sheet of paper for your answers.

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>3. Injuries</b> <i>Las heridas</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about past accidents, injuries, and treatments, including conditions leading up to them.	2.1 Identify cultural perspectives on health.	Reflexive verbs in the preterite tense <i>Doler</i> Review: -Reflexive verbs

Answer the questions in the organizers below to present information about two different past injuries. Use the preterit and the imperfect in your answers.

Event 1

*Ex. Cuando tenía siete años me caí de la bicicleta.*

¿Qué te pasó?	
¿Qué te dolía?	
¿Qué hiciste?	
¿Qué te hicieron?	
¿Qué te dieron?	

Event 2

¿Qué te pasó?	
¿Qué te dolía?	
¿Qué hiciste?	
¿Qué te hicieron?	
¿Qué te dieron?	

Culture – **Las heridas** – Read the topic under **Cultures Goal 2**. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Use a separate sheet of paper for your answers.

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>1. Restaurant Experiences</b> <i>¡Buen provecho!</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about foods and recipes. 1.1, 1.2 Give and receive instructions for making a recipe. 1.1, 1.2, 1.3 Comment on, inquire about, and make selections from a menu.	2.2 Describe food products and dishes typical in Spanish-speaking cultures.	Preterite of <i>-ir</i> stem-changing verbs Informal commands Uses of <i>por</i> Preterite of stem-changing verbs: <i>servir, pedir</i>

List the ingredients and spices of each typical Spanish recipe. Use the definite articles (*el, la*) for each one.

A. Plato principal: \_\_\_\_\_

Ingredientes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

B. Plato principal: \_\_\_\_\_

Ingredientes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

C. Plato principal: \_\_\_\_\_

Ingredientes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

D. Plato principal: \_\_\_\_\_

Ingredientes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Use the organizer below to practice informal commands:

	Tú – afirmativo	Tú - negativo
picar		
batir		
encender		

Give brief instructions for making a simple recipe, using informal affirmative and negative commands.

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Comment on what took place in a restaurant, by answering the questions below in complete sentences. Be sure to answer using the same verb tense as in the question.

Use a separate sheet of paper for your answers.

¿Qué dijiste como cliente? Yo...

¿Qué dijo el mesero? El mesero...

¿Qué puso el mesero en la mesa?

¿Qué sirvió como plato principal?

¿Qué condimentos contenía?

¿Qué pediste de postre?

¿Qué bebida pediste?

¿Cómo estuvo la comida?

¿Cómo era el servicio?

¿Cómo estaba el ambiente del restaurante?

¿Qué hiciste después de comer?

Culture – ¡**Buen provecho!** – Read the topic under **Cultures Goal 2**. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Use a separate sheet of paper for your answers.

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>2. An unforgettable trip</b> <i>Un viaje inolvidable</i>	1.1 Exchange information on past and future travel activities including weather. 1.2 Interpret information from travel-related documents. 1.3 Present a detailed description of past travel experiences.	2.2 Identify attractions and travel destinations in a Spanish-speaking country.	Review: -Present, past, and near future with regular, irregular, and stem-changing verbs

Review the forms of verb *IR* in the present tense. You will use them to form the near future tense: *ir + a + infinitive*. Ex. *Vamos a acampar este verano*.

Verbo ir	yo	nosotros	él/ella/Ud.	tú	ellos/ellas/Uds.
<i>Presente</i>					

Write a short paragraph telling about your plans for any upcoming weekend. Use the near future tense.

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Now, review the preterit of the following regular and irregular\* verbs used to describe a past trip.

<i>Preterito</i>	<b>yo</b>	<b>tú</b>	<b>nosotros</b>	<b>él/ella/Ud.</b>	<b>ellos/ellas/Uds.</b>
<b>hacer*</b>					
<b>planear</b>					
<b>conducir*</b>					
<b>gastar</b>					
<b>bucear</b>					
<b>disfrutar</b>					
<b>insistir en</b>					
<b>volver</b>					
<b>relajarse</b>					
<b>quedarse</b>					
<b>sentarse</b>					
<b>buscar*</b>					
<b>tener*</b>					

Write a detailed description of a past travel experience. Use the questions below as guides for your writing. Use imperfect and preterit tenses as appropriate.

Use a separate sheet of paper for your answers.

¿Adónde fuiste durante las vacaciones?

¿Qué hiciste antes del viaje?

¿Qué trajiste en tu viaje?

¿Qué hiciste en el aeropuerto?

¿Con quién hablaste?

¿Qué hiciste durante el viaje / el vuelo?

¿Qué viste?

¿Cómo fue el viaje?

Culture – **Un viaje inolvidable** - Select one of the topics under **Cultures Goal 2**. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Use a separate sheet of paper for your answers.

## Command of Language

Read the following paragraph and fill in the blanks with the correct answers.

*Ayer a las 23:07 \_\_\_\_\_ un terremoto desastroso centrado en el estado de Nuevo León. Este desastre \_\_\_\_\_ enteramente una fábrica de petroquímicos. En una entrevista, el comandante de la policía me dijo: «Tú: ¡ \_\_\_\_\_ cuidado! Un incendio enorme consume nuestro pueblo. » Yo \_\_\_\_\_ un hombre muy valiente, pero ahora tengo mucho miedo. A causa del estrés, a mí \_\_\_\_\_ mucho la cabeza. Yo \_\_\_\_\_ dije esto a mi familia.*

1. Ayer a las 23:07 \_\_\_\_\_ un terremoto desastroso centrado en el estado de Nuevo León.  
A. hay                      B. había                      C. hubo                      D. está
2. Este desastre \_\_\_\_\_ enteramente una fábrica de petroquímicos.  
A. destruyó                      B. destruí                      C. destruyeron                      D. destruimos
3. «Tú: \_\_\_\_\_ cuidado!  
A. tenga                      B. ten                      C. tengas                      D. tiene
4. Yo \_\_\_\_\_ un hombre muy valiente, pero ahora tengo mucho miedo.  
A. fui                      B. era                      C. iba                      D. voy
5. ...a mí \_\_\_\_\_ mucho la cabeza.  
A. me duele                      B. me duelen                      C. le duele                      D. le duelen
6. Yo \_\_\_\_\_ dije esto a mi familia.  
A. les                      B. me                      C. le                      D. nos