

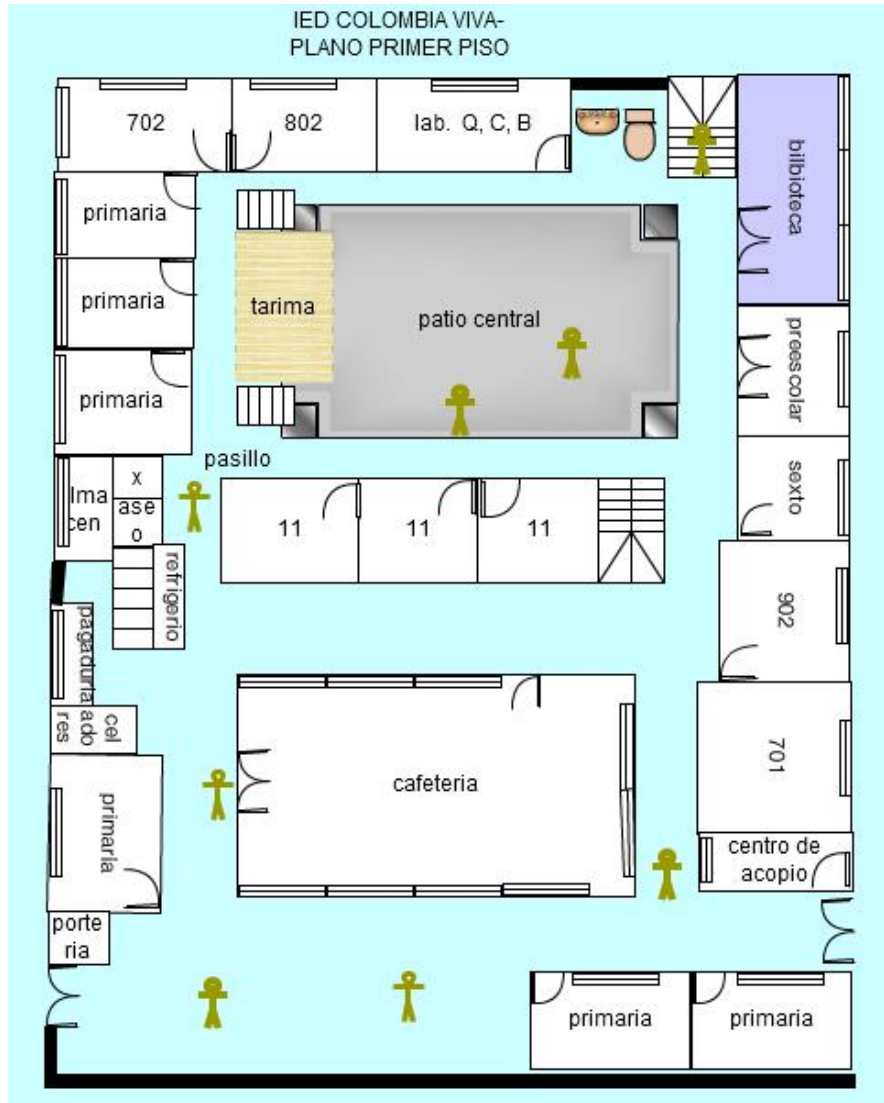
Examen de Unidad 2: La escuela

A.) Vocabulario y leer: Look at the school class schedule below and use it to choose the correct answer to the questions that follow.

Horario	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
8:00	Música (8:00-8:50)	Artes de Lenguaje	Artes de Lenguaje	Artes de Lenguaje	Artes de Lenguaje
	Artes de Lenguaje			9:20-9:50 ELD	
9:50	RECREO	RECREO	RECREO	RECREO	RECREO
10:10	Educación Física	Estudios Sociales	Educación Física	Arte	Estudios Sociales
11:00	ALMUERZO	ALMUERZO	ALMUERZO	ALMUERZO	ALMUERZO
11:40	T.E.M.A.L Todo El Mundo A Leer	TEMAL	TEMAL	TEMAL	Biblioteca 11:45-12:25
12:00	Matemáticas	Matemáticas	Matemáticas	Matemáticas	Jardín 12:30-1:10
1:15	RECREO	RECREO	RECREO	DESPEDIDA	RECREO
1:30	ELD	ELD	ELD		ELD
2:25	Ciencias	Ciencias	Estudios Sociales		Matemáticas

- ¿Qué clase tienes después del recreo el viernes?
 - estudios sociales**
 - educación física
 - amigos de cuarto
 - artes de lenguaje
- ¿A qué hora es la clase de matemáticas (lunes a jueves)?
 - a la medianoche
 - a las dos
 - al mediodía**
 - a las diez
- ¿Cuándo es “amigos de cuarto”?
 - a las nueve y veinte**
 - a las ocho menos cinco
 - a las siete y cincuenta
 - a las once menos veinte
- ¿Cuál es la primera clase de la semana?
 - artes de lenguaje
 - las ciencias
 - matemáticas
 - la música**
- El miércoles a las diez y diez, yo _____.
 - corro**
 - escribo
 - dibujo
 - estudio
- Which class on the schedule do you think is the Spanish equivalent for the English phrase “drop everything and read”?
 - artes de lenguaje
 - todo el mundo a leer**
 - amigos de cuarto
 - biblioteca

B.) Vocabulario y leer: Using *el mapa de la escuela*, read the statements below and choose the correct answer.



7. La cafetería está _____ la escuela.

- A. en el centro de B. al lado de C. encima de

8. La biblioteca está _____ las escaleras.

- A. a la izquierda de B. debajo de C. a la derecha de

9. El baño está _____ del patio central.

- A. dentro B. cerca C. lejos

10. El preescolar está _____ la biblioteca.

- A. lejos de B. al lado de C. detrás de

C.) Leer: These three students were asked about their opinions on school. Read their responses and answer the questions that follow based on their answers.

Ferran Llopart

5 anys. Molins de Rei (Barcelona)

Me gusta la escuela porque es muy grande y hacemos muchas actividades. Hago amigos y hay muchos compañeros. En la escuela trabajo: matemáticas, catalán, medio, castellano, alternativa a la religión, música. Me gustan mucho las matemáticas porque me gusta sumar, restar y multiplicar.

Carla Pedrós

5 años. Sitges (Barcelona)

Me gusta ir a la escuela porque juego mucho. No me gusta cantar y no me gusta ir en pareja. Hago carreras y me cuentan cuentos y voy al patio de arena.

Oriol Cardona

4 anys. Barcelona

No me gusta porque me hacen trabajar mucho. Me gusta ir al patio de la escuela y me gusta hacer una fiesta con mis amigos. Cuando voy de excursión, me gusta mucho. Me gusta jugar con las cosas del patio, con los camiones de la escuela y un tractor gigante.

<http://www.grao.com/revistas/aula-infantil/027-el-aprendizaje-de-una-lengua-extranjera/los-ninos-opinan-sobre-la-escuela>

11. Which is NOT a reason that Ferran likes school?

- A. The school is small**
- B. They do many activities
- C. He makes friends
- D. Math class is fun

12. Carla doesn't like _____.

- A. dancing in pairs and counting
- B. studying and singing in groups
- C. singing and going in pairs**
- D. writing and telling stories

13. What might Carla say to her friends about going back to school?

- A. "¡Estoy nerviosa!"
- B. "¡Estoy depremida!"
- C. "¡Estoy triste!"
- D. "¡Estoy emocionada!"**

14. Why does Oriol not like school?

- A. He has to work on the patio
- B. He has a large tractor
- C. He has a lot of work**
- D. He has no friends

15. Where do all of these students go to school?

- A. Ecuador
- B. Spain**
- C. Mexico
- D. Argentina

D.) Escuchar: Watch and listen to the following video clip about a school in Spain. Choose the best answer for the questions that follow. They are in order.

<https://www.youtube.com/watch?v=vrH-Wy3tzAA>

16. These schools start at _____.
- A. **7:25 am**
 - B. 8:35 am
 - C. 2:10 pm
17. How many classes are in each school day?
- A. 5
 - B. 6
 - C. **7**
18. In the “horario en bloque” alternative schedule, how long does each class last?
- A. 45 minutes
 - B. 60 minutes
 - C. **90 minutes**
19. What do you think “ausencia” means?
- A. audience
 - B. **absence**
 - C. assembly
20. Which website would be blocked at this school?
- A. Addicting Games
 - B. YouTube
 - C. **Facebook**
21. What is the last portion of the video talking about?
- A. Textbooks
 - B. **Homework**
 - C. Schedules

E.) Escuchar: listen to Elvira talk about school and answer the questions that follow.

<http://www.audio-lingua.eu/spip.php?article1349>

22. ¿Qué clase tiene la tercera hora?
- A. **matemáticas**
 - B. francés
 - C. recreo
23. ¿Dónde está el recreo?
- A. en el gimnasio
 - B. en la biblioteca
 - C. **en la cafetería**
24. ¿Qué clase tiene la quinta hora?
- A. inglés
 - B. **lengua**
 - C. ciencias sociales
25. ¿A qué hora van a casa?
- A. **tres menos cuarto**
 - B. tres y media
 - C. tres y cuarenta

F.) Escribir: Pretend that you are writing a letter to your pen pal Pedro in México. He wants to know all about your life and school experiences. Structure your letter by answering the following:

- Greet Pedro
- Say how you are doing & ask how Pedro is doing
- Tell how old you are
- Describe yourself using at least 4 adjectives (physical and personality)
- Talk about at least 2 things you like to do
- Describe your school schedule
- Discuss at least 2 classes in more detail (teacher, like or dislike, etc.)
- Say goodbye

Use complete sentences in Spanish and make sure to add lots of details! If you need more space you may use a separate sheet of paper. The rubric you will be graded on is on the following page.

Querido Pedro,

Sinceramente,

Student Name: _____

RUBRIC

TOTAL SCORE: _____/100

Category Score Range Criteria

Content	30-27	Excellent: Task clearly understood and all aspects completed (8/8). Excellent development of topic. Writing fully relevant.
	26-22	Good: Task mostly understood and most aspects completed (6-7/8). Good development of topic. Writing mostly relevant but may lack detail.
	21-17	Fair: Task somewhat understood but many aspects incomplete (6-5/8). Underdeveloped topic. Writing sometimes irrelevant and lacking detail.
	16-13	Poor: Task misunderstood and most aspects incomplete (<4/8). Topic not developed or writing irrelevant. Not enough to evaluate.

Coherence	20-18	Excellent: Fluent expression and cohesive ideas. Ideas are clearly stated. Very well-organized. Logical sequencing. Easy to understand.
	17-14	Good: Writing may be somewhat choppy. Main ideas are clear. Loosely organized. Logical but incomplete sequencing. Sympathetic reader can understand.
	13-10	Fair: Writing is not fluent and very choppy. Ideas are disconnected. Poor organization. Readers must struggle to understand.
	9-7	Poor: Virtually no fluency. Writing very choppy. Communication is hindered. No organization. Very difficult to understand.

Vocab	20-18	Excellent: Rich and complex vocabulary related to self and school. Varied word choice appropriate to task. Mastery of word form. Meaning clear.
	17-14	Good: Language is varied and mostly appropriate to task. Some errors in word choice. Good mastery of word form. Meaning not obscured.
	13-10	Fair: Vocabulary repetitive or only somewhat appropriate to task. More frequent errors in word choice. Some mastery of word form. Word choice interferes with meaning.
	9-7	Poor: Very frequent errors in vocabulary and word choice. No mastery of word form. Meaning obscured.

Grammar	20-19	Excellent: Very minor errors in agreement, number, gender, articles, pronouns, word order, prepositions, and verb form. All constructions used correctly. Errors do not affect comprehension.
	18-17	Good: Some errors in agreement, number, gender, articles, pronouns, word order, prepositions, and verb form. Simple constructions used correctly, some problems with complex. Errors rarely affect comprehension.
	16-15	Fair: Several errors in agreement, number, gender, articles, pronouns, word order, prepositions, and verb form. Simple and complex constructions both misused. Errors may somewhat affect comprehension.
	14-13	Poor: Many pervasive errors in agreement, number, gender, articles, pronouns, word order, prepositions, and verb form. All constructions misused. Errors severely affect comprehension.

Mechanics	5	Excellent: Great mastery of convention. Few errors in spelling, punctuation, and capitalization. Meaning not obscured.
	4	Good: Good mastery of convention. Some errors in spelling, punctuation, and capitalization. Meaning is rarely confused or obscured.
	3	Fair: Some mastery of convention. Frequent errors in spelling, punctuation, and capitalization. Meaning is sometimes confused or obscured.
	2	Poor: No mastery of convention. Pervasive errors in spelling, punctuation, and capitalization. Meaning is confused or obscured throughout. Handwriting illegible.