

Student Name _____ *Date Submitted* _____

SPANISH 12 (v3)

Section 1.0 Send-In

Complete this send-in as part of your course enrollment. This will be your first mark entered for the course. When this assignment has been received by SCIDES, your course materials will be sent to you.

This send-in consists of:

- Spanish 12 Course Planner _____ / 5 marks
- Activity 1A (1) _____ / 8 marks
- Activity 1A (2) _____ / 8 marks

TOTAL: _____ / 21 marks _____ %



Mail:

- 1) This **Cover Sheet**
- 2) **Return Address** (page 2 or Comment Sheet) – Fill out with your complete name and address.
- 3) **Send-In Assignments** – Completed above noted assignments.

*Be sure to put proper **postage** on the envelope (if necessary) and add your **return address**.*

[This page intentionally left blank.]

Is this a change of address?

Yes

No

Please print in pencil

NAME
ADDRESS
CITY / TOWN, PROVINCE / COUNTRY, POSTAL CODE

Use this address box
if you are mailing
a **TEST**

Please print

NAME
ADDRESS
CITY / TOWN
PROVINCE / COUNTRY
POSTAL CODE

Is this a change of address?

Yes

No

Use this address box
if mailing a
SEND-IN ACTIVITY

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Name: _____

___ / 5 marks

Spanish 1 2 Course Planner

Complete all the following contact information that applies to you and check the one that is the best way to contact you during the day:

Home Phone: _____ Work Phone: _____ Cell: _____

Email: _____

other way to contact you (explain) _____

When is the best time for your teacher or tutor/marker to contact you? ___:___ AM PM

Check your Grade: Grade 10 Grade 11 Grade 12 Graduated

Timetable Options/Course Plan

One of the keys to being successful in anything that you do is to take the time to plan carefully. The objective of this section is to help you create a timetable for managing your schoolwork and enable you to set goals for finishing all of your courses by your desired completion date. **Most full-time students complete 3 to 5 assignments each week.**

The flexibility of our distributed learning program offers you many choices but a plan for completion is essential to success. Most full-time students complete 8 courses in a school year (10 months). The most common timetables are "semestered" (4 courses at a time) or "linear" (8 courses at a time).

What is your planned schedule? Semester System (22 weeks) Linear System (44 weeks)

other: *(explain)* _____

What is your intended **start** date for this course? Now Other date: _____

What is your intended **completion** date for this course? _____ (month) _____ (year)

How many courses are you taking with us this year? _____ How many with other schools/programs? _____

Spanish 12 consists of 18 more send-in assignments and 4 tests. How many assignments/tests per week must you do to complete this course as planned? _____



- *Mark target submission dates on a calendar.*
- *Add this same information from other courses to help you create a schedule for completion.*
- *Record the actual dates you submit work so you can track your progress.*



Delivery Method

Spanish 12 is offered as a print course only. You will receive workbooks in print form and will be submitting your assignments through the regular mail.

If you have access to the Internet, you will find some great online resources to support your learning by searching for key words in the assignments.

Anything else?

Is there anything else you would like us to know about you or your education plans that will help us provide you with better service?

Section 1

Lesson A

REVIEW OF ADJECTIVES, THE *PERSONAL A*, SER AND ESTAR, DEMONSTRATIVE ADJECTIVES AND PRONOUNS, AND DIRECT AND INDIRECT PRONOUNS

Note: Before proceeding to the new work to be covered in Spanish 12, Section 1 will review a few of the most essential topics which you learned in your previous Lessons, and which will frequently recur throughout the course.



Lesson A will review material which you have studied in *SPANISH for Mastery 2, Unidades 1 to 3.*

1. La posición de los adjetivos
2. La *a* personal
3. Ser y Estar
4. Los adjetivos y pronombres demostrativos
5. Los pronombres de complemento directo e indirecto

1. LOS ADJETIVOS

Feminine Forms

Adjectives ending in **-o** in the masculine end in **-a** in the feminine. Most other adjectives have identical masculine and feminine forms.

un amigo simpático, popular, inteligente y cortés
una amiga simpática, popular, inteligente y cortés

Adjectives ending in **-or, -án, -ón** end in **-ora, -ana, -ona** in the feminine.

El estudiante es trabajador. No es holgazán (*lazy*).
La estudiante es trabajadora. No es holgazana.

But: **Mayor, menor, mejor, superior** remain the same in the feminine.

mi hermano mayor mi hermana mayor

Most adjectives of nationality end in **-a** in the feminine.

un doctor español una doctora española
un artista francés una artista francesa

But: un periodista israelí una periodista israelí
un estudiante belga una estudiante belga

Plural Forms

Plural adjectives are formed according to the same patterns as plural nouns.

un estudiante serio y conservador
unos estudiantes serios y conservadores

Position

Adjectives of description usually come after the noun they modify.

Luisa es una estudiante mexicana.

The masculine singular adjectives **bueno, malo, primero**, and **tercero** become **buen, mal, primer**, and **tercer** when used immediately before a noun.

un artista bueno un buen artista
un estudiante malo un mal estudiante
el primero de enero el tercer piso

The adjective **grande** becomes **gran** before a singular noun (masculine or feminine).

un gran problema

una gran reunión

A few adjectives have two different meanings depending on whether they are used before or after the noun they modify.

una ciudad grande

a large city

una gran ciudad

a great (= fabulous) city



el hombre pobre

the poor (= not wealthy) man

el pobre hombre

the poor (= unfortunate) man

una amiga vieja

an old (= elderly) friend

una vieja amiga

an old (= of long standing) friend

also:

el único problema

un problema único

(the only problem)

(a unique problem)

el mismo presidente

el presidente mismo

(the same president)

(the president himself)

Now try the following Self-Marking Activities!



Self-Marking Activity 1 A (1)

SÍ Y NO

Lea las siguientes descripciones. Luego diga lo que son y lo que no son las personas mencionadas, usando los adjetivos entre paréntesis.

Modelo: Luisa es de Madrid. (español/inglés)
Es española. No es inglesa.

1. Roberto y Enrique estudian mucho. (holgazán/trabajador)

2. Inés mide (*measures*) 1 metro 70. (bajo/alto)

3. Bárbara y Mónica son de Nueva York. (irlandés/estadounidense)

4. Andrés y Pablo practican muchos deportes. (débil/fuerte)

5. Marta y Marianela creen en el progreso social.
(liberal/conservador)

6. Esos chicos tienen buenos modales (*manners*). (cortés/mal educado)

7. Esas chicas siempre quieren saberlo todo. (discreto/preguntón
[inquisitive])

8. Las nuevas secretarias tienen mucha experiencia. (eficaz [efficient]/incompetente)
-

_____ marks out of a possible 8



Self-Marking Activity 1 A (2)

DESCRIPCIONES

Describe a las siguientes personas y lugares usando los sustantivos (*nouns*) y adjetivos entre paréntesis. ¡Tenga cuidado con la posición del adjetivo en la oración!

Modelo: El Sr. Ricardo no tiene dinero. (hombre/pobre)
Es un hombre pobre.

1. María y Dolores viven en Bogotá. (chicas/colombianas)

2. Marcos nunca hace la tarea. (estudiante/malo)

3. La Sra. Domínguez tiene 80 años. (señora/vieja)

4. Madrid tiene muchos monumentos interesantes. (ciudad/grande)

5. Paco es un amigo del colegio. (amigo/viejo)

6. Este cocinero (*cook*) siempre prepara platos fabulosos.
(cocinero/grande)

7. Este hombre no tiene familia. (hombre/pobre)

8. ¡Cuidado! Este perro muerde (*bites*). (perro/malo)

_____ marks out of a possible 8