

ANSWER KEY

Spanish 3 Semester 2 Midterm Study Guide

Vocabulario: For definitions see the Human Rights tab of tekolstespanish.weebly.com.

la inmigración-

los Estados Unidos-

México-

la República Dominicana-

Haití-

el ciudadano/la ciudadana-

el/la inmigrante-

el refugiado/la refugiada-

el extranjero/la extranjera-

la naturalización-

inmigrar-

indocumentado/a-

la frontera-

el control fronterizo-

el muro-

los niños migrantes-

los menores de edad-

los menores no acompañados-

el pasaporte-

la visa/el visado-

el permiso de residencia-

el asilo-

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la deportación-

deportar-

la asimilación-

la raza-

el racismo-

la xenofobia-

la tasa-

recomendar-

sugerir-

esperar-

insistir-

prohibir-

necesario-

obligatorio-

importante-

recomendable-

pedir-

la política-

la ley-

la propuesta-

el gobierno-

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Las conjugaciones en el subjuntivo:

Fill in the blank with the correct conjugation of the verb in the PRESENT SUBJUNCTIVE:

1. Es malo que todos los inmigrantes **salgan** (salir) del país por miedo.
2. Es necesario que los inmigrantes **hablen** (hablar) inglés en los Estados Unidos.
3. Es bueno que los americanos **coman** (comer) comida de muchos países diferentes.
4. Espero que **lleguen** (llegar) más inmigrantes haitianos a la República Dominicana.
5. Es peligroso que los niños **cruzen** (cruzar) la frontera sin sus padres.
6. El presidente les dijo a los inmigrantes, “¡**Vengan** (venir) a nuestro país!”
7. Sugiero que ustedes **busquen** (buscar) consejo legal.
8. Recomiendo que la familia **vaya** (ir) al consulado.
9. Es importante que los inmigrantes **sepan** (saber) hablar dos lenguas.
10. Ojalá que tú **entiendas** (entender) la importancia de la inmigración.
11. Es triste que los menores **piensen** (pensar) que el camino es fácil.
12. Siento que tantos inmigrantes **sean** (ser) menores no acompañados.
13. Me sorprende que los padres **quieran** (querer) enviar a sus hijos.
14. Me molesta que la gente no **comprenda** (comprender) la realidad.
15. Me alegro de que **haya** (haber) mucha diversidad en el país.
16. Tengo miedo de que los niños **estén** (estar) en peligro.
17. Temo que el presidente **diga** (decir) muchas mentiras.
18. Necesito que tú me **des** (dar) mi pasaporte.
19. Quiero que Paula **saque** (sacar) su pasaporte de su bolsa.
20. Sugerimos que el gobierno **permita** (permitir) más inmigración legal.

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Ensayo: *Write a persuasive essay in Spanish about a human rights topic of your choice.*

	4	3	2	1	0
Communication	The essay is completely in Spanish and it is clear what the author means to communicate 100% of the time.	The essay is completely in Spanish and it is clear what the author means to communicate, with 1-2 exceptions.	The essay is completely in Spanish but communication is unclear at least 50% of the time.	The essay relies heavily on English for communication.	The essay is not written in Spanish.
Thesis	The thesis statement is in Spanish and provides a clear position on border control with a logical and well-articulated justification.	The thesis statement is in Spanish and provides a clear position on border control with a clear justification.	The thesis statement is in Spanish and provides a clear position on border control with an unclear or incomplete justification.	The thesis statement is in unintelligible Spanish.	The thesis is not written in Spanish.
Strength of Argument	All three points of evidence are articulated in clear Spanish and connected back to the thesis statement in a logical way.	All three points of evidence are articulated in clear Spanish. They connect to the thesis statement, but the author fails to explain them.	The evidence is in Spanish but is unclear or incomplete in a significant way.	The argument is unintelligible.	The argument is not written in Spanish.
Conclusion	The conclusion statement is in clear Spanish and draws a logical inference from the evidence.	The conclusion statement is in clear Spanish.	The conclusion statement is unclear or incomplete in a significant way.	The conclusion statement is unintelligible.	The conclusion is not written in Spanish.
Mechanics	The student demonstrates mastery of level-appropriate grammar including uses of se, accentuation, future tense, present subjunctive, preterite, and imperfect. 1-5 grammar errors.	The student demonstrates proficiency of level-appropriate grammar structures including uses of se, accentuation, future tense, present subjunctive, preterite, and imperfect. 6-12 grammar errors.	The student demonstrates gaps in level-appropriate grammar structures. 13+ grammar errors that do not generally impede understanding.	The essay is unintelligible in many areas due to poor mechanics.	The essay is not written in Spanish.