

## Writing and Work-Submission Procedure

Deviation from this procedure may place you in violation of the Intellectual Dishonesty Policies of Carmel Clay Schools and, more importantly, of your own integrity. Never forget that the focus here must be on improvement, not the grade.

1. Carefully **read and follow the prompt and all instructions**, and refer back to them as you plan your writing.
2. Carefully **read the rubric**, and refer back to it as you plan your writing.
3. Make sure your auto-correct is off, or set for Spanish. (It says it will switch languages automatically, but you can't count on it.)
4. **Proofread**, paying special attention to areas of individual emphasis, and to the sheet of common errors to avoid.
5. **Make sure all required information (title, theme, link, etc.) is correctly entered** at the top of the page according to the assignment's instructions.
6. Do *not* put your name on the paper if you would like the peer-editing process to be anonymous.
7. **Submit your paper via Turnitin.com.**
8. **Proofread a peer's anonymous work** from Turnitin.com with the same scrutiny that you gave to your own. This is part of the learning process for *both* of you.
9. After peer proofing, make whatever changes you deem necessary, then **copy the text of your work to SpanishChecker.com** for a final proofing.
10. **Use your judgment** as to whether or not to follow the recommendations you have received. *Learn* from this stage! The site's software is amazing, but it's not perfect. *You* are ultimately responsible for the quality of your work!
11. **Compare the "summary of errors"** on the site with your prior assignments' "areas of emphasis" (above the rubric), "new areas of emphasis" (in the rubric), and/or my comments/corrections on Turnitin from previous work. **Choose three "areas of emphasis" from old work to write on your current rubric sheet.**
12. **Print the "summary of errors" from SpanishChecker**, and print it on the back of (or staple it to) the rubric sheet you will turn in.
13. **Finalize your essay.**
  - a. Consult the prompt, instructions, and rubric one last time.
  - b. Read the paper for overall strength, according to the rubric: understanding of source(s), quality of thought, logical flow, persuasiveness, etc.
14. **Submit the finished product via Turnitin.com.**

## Work Submitted via Google Forms

When you are asked to enter a paragraph of text into Google Forms (as we have done with Reading Logs), please first type the work into Word, or directly into SpanishChecker.com. (If you're on a Mac, you can use the same keyboard shortcuts for accent marks within SpanishChecker.com that you use in Word. On a PC, you'll have to use a symbol palette, or those kooky character codes.) Check your spelling and grammar by pasting your text into SpanishChecker.com, then paste your corrected paragraph(s) into the Google Form. Accent marks will be preserved.

## Accent Marks

### Word for PC (3-digit character codes work whatever application you're using)

For é, ó, etc.: type ctrl+' (nothing happens), then type your letter.

For ñ: type ctrl+shift+~ (nothing happens), then type the *n*.

For ü, type ctrl+shift+u (nothing happens), then type the *u*.

For ¿, type ctrl+shift+?

For ¡, type shift+ctrl+alt+1

### Mac (these shortcuts work no matter what application you're using)

For é, ó, etc.: type opt+e (nothing happens), then type your letter.

For ñ: type opt+n (nothing happens), then type the *n*.

For ü, type ctrl+shift+u (nothing happens), then type the *u*.

For ¿, type opt+shift+?

For ¡, type opt+1

## Areas of Emphasis in Writing

In addition to your areas of personal emphasis, when you write and proofread (for yourself and for your anonymous partner) you need to be aware of the following errors that will result in deductions beyond the deductions for mechanics in the body of the rubric.

### bien/bueno/a(s)

*Bueno/a(s)* is an **adjective** translated as “good” in English. Adjectives modify (give us more information about) nouns, which are persons, places, things, or ideas. You have to pay attention to gender and number agreement with *bueno/a(s)*.

*Anoche vi una película muy **buena**.*

*Tuve unas vacaciones muy **buenas** en Florida el año pasado.*

*Bueno* is one of the adjectives that can be used in front of its noun. When it is used before a masculine noun, it is shortened to “*buen*”, as in “*hace **buen** tiempo*”, or “*es un **buen** día para caminar en el parque*”.

*Bien* is an **adverb**, translated as “well”. Adverbs modify verbs, adjectives, or other adverbs.

*Vamos a buscar una canción buena, porque Ricardo canta **bien**.*

The trouble with *bien* is that we are not consistent in English in the way we use the words “well” and “good” (or “bad” and “badly”, for that matter). In proper English, when someone asks “how are you”, the answer is supposed to be “well”, not “good”. When you answer “¿Cómo estás?” with “*Bien*”, you are saying “well” **not** “good”! “*Bien*” is short for “*estoy bien*”—so “*bien*” is modifying the verb “*estoy*”.

**Rule-of-thumb: in general, use “*bueno/a*” with *ser*, and “*bien*” with *estar*.**

### Dejar vs. Salir

*Dejar* refers to leaving something (a thing, a person, a habit) behind.

*Salir* refers to going out of a place.

### Salir de

In English, we leave the classroom. In Spanish, we leave *from* the classroom.

*Cuando salgo **de** mi casa, mi gato va conmigo a la puerta.*

But sometimes you just *leave*--and you don't mention where you're leaving *from*.

*Salimos antes de las 6:00 todos los días.*

## **Entrar en**

In English, we enter a restaurant. In Spanish, we enter *into* a restaurant.

*Entré **en** el restaurante, pero no vi a mi amigo.*

But sometimes you just *enter*, without mentioning what you're going *into*.

*Cuando entraste, ¿por qué no me saludaste?*

## **ser y estar**

I learned, and have taught, *ser* vs. *estar* using a variety of different systems. After a couple of years, I found myself dreading the annual arguments with students about whether something was “temporary” or “permanent”, and whether something might “always” be a certain way. Although I knew what the right answer was supposed to be, the students were usually correct in arguing against the logic underlying the system, and I *hated* arguing with people whom I knew were correct. Most importantly, I never really saw very many students get good at deciding between *ser* and *estar*, so all that arguing ended up being for nothing!

So I tried to create a system that would eliminate the arguments, and that would also reduce the amount of memorization. What I found was that the more I *took out* of the explanation, the more complete the explanation got! Here's how I teach it.

**If all you ever learned about *ser* and *estar* consisted of “at the moment: *estar*”, “in general: *ser*”, and “location: *estar*, except for events” and you applied it consistently, your use of these verbs would be *very, very good*.**

To be in the ultra-elite, here's a little more to learn. For us English-speakers, these cases strain the above reasoning a little bit:

1. When describing food that you're eating at the moment, you're talking about its “state.” When you say it's delicious, etc., use *estar*.
2. When talking about someone's attractiveness in a very carnal way, *estar* is used, even though one may be appreciating certain characteristics of the person's anatomy. “*Está buena*” seems to contradict two different grammatical rules, but it is used quite regularly to say that someone is “hot”.
3. Spanish-speakers usually use *estar* with *hecho* to talk about how something is made, as in “*está hecho a mano*”.
4. “Be good”: When a mom tells her kid to *be* good, she uses *ser*, despite the fact that she's talking about a specific time period.
5. Sanity and insanity are states-of-mind. When describing a person as “*loco*”, use *estar*.

## **The basics again, but deeper**

**Forget** memorized lists of which adjectives go with *ser* and which go with *estar*.

**Forget** “temporary” and “permanent”.

There is **no** place for the word “could” or “always” in your thought process.

“How you feel and where you are, always...” takes too long and can lead to wrong answers.

**You never want any of that stuff going through your head.**

Instead, when you want to say “is” (etc.), just ask yourself if you're talking about the way something is *at the moment* (state: *estar*) or *in general* (characteristic: *ser*).

It doesn't matter what “could” happen to something *later*, what matters is what *you're* talking about *now*. This eliminates all arguments about “temporary” and “permanent” and confusion about whether something is “always” a certain way.

**For the location of any THING, use *estar*, even if the object is stationary.**

**For the location of an EVENT, use *ser*.**

## Tú vs. Uno:

In the work we're doing this year, there will be no place for phrases like, "you can change your career..." Instead, the more formal phrase, "one can change one's career..." should be used. Sure, that sounds very stuffy in English, but in Spanish, it should be "uno puede cambiar de carrera..." or "se puede cambiar de carrera".

## Backward Verbs

Read the explanation below, and go through the PowerPoint presentation over the backwards verbs that is found in the downloads section of the second-quarter Quia page. Then do the practice activities on Quia, and the activities in *Conjugemos* entitled "Backward Verbs" levels 1, 2, and 3.

### Backward Verbs (see list in box lower right)

I call these verbs "backward verbs" because from an English speaker's point of view, they're backwards. We have already discussed the fact that in Spanish, it's impossible to say "I like tacos." Instead, we say "Tacos please me". Notice that in English, the subject (the person or thing doing the action) is "I"—I like tacos. In Spanish, it seems backwards. The subject is "tacos"—Tacos please me. This is expressed:

*Me gustan los tacos.*

In these sentences, you can't think like English—you have to **understand what the subject is in the Spanish sentence**. If you understand that *los tacos* is the subject, it makes two things clear: 1. There's no *yo*, because "I" is not the subject and, 2. *gustan* has **-an** on the end, because *gustar* has to be conjugated (like all verbs) with the subject "los tacos" (plural). Naturally, it requires the "they" form.

There's one other thing to notice: In Spanish, when talking about things in general, "the" (*el, la, los, or las*) is used. That's why there's a *los* in the sentence above.

**Backward Verb Examples:** In each example, notice the "the", and that plural subjects get plural verbs.

I like soup./Soup pleases (to) me. *Me gusta la sopa.* We like soup./Soup pleases (to) us. *Nos gusta la sopa.*

I love dogs./Dogs enchant (to) me. *Me encantan los perros.* He loves dogs. *Le encantan los perros.*

Languages bore (to) me. *Me aburren las lenguas.* Languages bore (to) him. *Le aburren las lenguas.*

My stomach hurts./The stomach hurts (to) me. *Me duele el estómago.*

My feet hurt./The feet hurt (to) me. *Me duelen los pies.*

You're interested in volleyball./Volleyball interests (to) you. *Te interesa el voleibol.*

I like them (as friends)./They fall on me well. *Me caen bien.*

She likes me (romantically)./I please her. *Le gusto.*

### To clarify:

She (or he) is interested in volleyball/Volleyball interests (to) her (or him) *Le interesa el voleibol.*

Adriana is interested in volleyball/Volleyball interests (to) Adriana. *A Adriana le interesa el voleibol.*

## The Pronouns

When we use the backward verbs, we use them with *indirect object pronouns*. Indirect objects usually answer the question "to whom" or "for whom" after the verb. Notice in the last example that *A*, meaning "to" is included in front of Adriana to show that she's the indirect object. With indirect object pronouns in Spanish, the "to" or "for" is included in the pronoun.

**Indirect Object Pronouns** (*to whom, for whom* after verb)

**me:** *to/for me*

**nos:** *to/for us*

**te:** *to/for you*

**le:** *to/for it, him, her, you (formal)*

**les:** *to/for them, to/for you all (formal)*

### Backward Verbs

aburrir *to bore*

encantar *to enchant*

gustar *to please*

doler (ue) *to hurt*

interesar *to interest*

fascinar *to fascinate*

molestar *to bother*

quedar *to fit*

importar *to matter*

caer bien *to fall well*

## Smooth Out Your Spanish by Correctly Using Verb Combinations

It is said, "master the prepositions, master the language". In Spanish, one challenge is to know which verbs are followed by which prepositions before an infinitive, which ones don't need such prepositions, and which verbs are followed by present participles instead of infinitives.

### Por ejemplo:

*Mis padres quieren aprender **a** hablar español.*

*¿Qué piensas **de** comprar un auto nuevo?*

*Se equivocaron **en** tratar **de** parar **de** involucrarse.*

**But:** *Decidió venir y logró llegar a tiempo.*

*A pesar de las piedras, siguen **andando** sin zapatos.*

The headings above each list indicate what should (or should not) be included after the verb.

### A

Empezar *to start, begin*

Invitar *to invite*

Aprender *to learn*

Ayudar *to help*

Acostumbrarse *to get used to*

Enseñar *to teach*

Obligar *to obligate*

Prepararse

Salir *to go out to*

Volver a *to* \_\_\_\_ *again*

### De

Dejar *to stop, quit*

Tratar *to try*

Tratarse *to be about*

Cansarse *to tire*

Depender *to depend*

Parar *to stop, quit*

Pensar *to think (opinion)*

### En

Consistir *to consist of*

Equivocarse *to err in*

Insistir *to insist*

Persistir *to persist*

Tardar *to delay*

Pensar *to consider*

Fijarse *to focus*

### Con

Contar *to count on*

Soñar *to dream of*

### Not infinitive, -ndo

Acabar *to end up*

Andar *to go around*

Continuar *to continue*

Salir *to go out, leave*

Seguir *to continue*

Terminar *to end up*

### Sin Preposición

Decidir *to decide*

Esperar *to hope, wait*

Intentar *to try*

Lograr *to succeed in*

Olvidar *to forget*

Parecer *to seem*

Pensar *to plan*

Saber *to know how to*

Sentir *to regret*

## Common Gender Mistakes

The following look feminine, but are masculine: *tema, sistema, programa, and problema*

The following look masculine, but are feminine: *parte, clase, tele, bici, moto*

Words that end in *-ción* and *-sión* are always feminine.

As a general rule, words that end in L, O, N, E, R, S are masculine.

As a general rule, words that end in D, CIÓN, SIÓN, and A are feminine.

## Preterite forms

If you are weak on these, there is a practically infinite amount of practice available on my *Conjuguemos* page. Just go to the "P" section and practice any or all of the preterite activities.

## having fun (or a good time)

Although people in Spanish-speaking countries rarely pass up an opportunity to celebrate, there is no word for “fun” in Spanish. There is therefore no phrase related to “having” fun: if it doesn’t exist, how can you “have” it? The concept in Spanish that is closest to the idea of “fun” in English is the word “diversión”, which could obviously be translated as “diversion” in English. In the Spanish language, enjoyable activities are seen as diversions, or distractions from the troubles of life. There is no expression for having a “good time” either. There are two ways to express that you “had fun” or “had a good time”, and neither uses the verb *tener*. Both are a bit complicated.

**Divertirse** (“to divert oneself”)

*Me divertí ayer—vi un partido de basquetbol muy bueno en la casa de mi amigo.*

**Pasarlo bien** (“to pass it well” —“it” refers to “time: el tiempo”)

*Lo pasé muy bien el verano pasado en mis vacaciones.*

## liking: as a friend, or more than a friend?

There is no verb for “to like” in Spanish. *Gustar* means “to please”. Step one when you want to say that you “like” something is to figure out what the subject will be in the Spanish sentence:

To say “I like cheese”, you would actually have to translate the phrase “(the) cheese pleases me” and then write it basically backward—*Me gusta el queso*.

If you use a *gustar* phrase with a person that you know, you’re saying that you like that person not just as a friend, but romantically.

*Estoy triste; me gusta Sara, pero no sé si le gusta a ella.*

*Me gustas mucho. ¿Quieres salir conmigo al cine?*

To say that you like a person as a friend, you’ll actually want to say that that person “falls on you well”:

*Tu amiga Emily me cae muy bien.*

*Me caes muy bien, pero no quiero ser tu novio.*