

Spanish III Checklist

I can do the following:	YES	NO
Recognize and use regular and irregular forms in the present tense.		
Recognize and use regular and irregular forms in the preterite tense.		
Recognize and use reflexive verbs.		
Differentiate between “ser” and “estar”.		
Recognize and use regular and irregular forms in the imperfect tense.		
Differentiate between the uses of preterite and imperfect tenses.		
Recognize and use present and past perfect tenses.		
Recognize and use “gustar-like” verbs.		
Recognize and use regular and irregular forms in the future tense.		
Recognize and use regular and irregular familiar (tú) imperative forms.		
Recognize and use regular and irregular formal (Ud.) imperative forms.		
Recognize and use regular and irregular first person plural (nosotros) imperative forms.		
Recognize and use regular and irregular forms of the present subjunctive.		
Recognize and use the present subjunctive with impersonal expressions.		
Recognize and use regular and irregular forms of the present perfect subjunctive.		
Differentiate between present subjunctive and indicative with expressions of emotion.		
Differentiate between present subjunctive and indicative with expressions of doubt and uncertainty.		
Differentiate between present subjunctive and indicative with conjunctions of time.		
Recognize and use present subjunctive with expressions of hope and desire.		
Recognize and use present subjunctive with conjunctions of contingency.		
Differentiate between “por” and “para”.		
Recognize and use the reciprocal reflexive.		
Recognize and use the impersonal “se”.		
Recognize and use the passive “se”.		
Recognize the following cultural topics appearing in ¡En Español Tres! :		
Hispanics in Miami		
Fashion in U.S. & Hispanoamérica		
El Mambo-Tito Puente		
Guatemala- Rigoberta Menchú		
Nicaragua: environment & ecology		
Costa Rica and national parks		
Graduation in Latin America		
Respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes of the course.		
Participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.		
Respond in detail to personal questions regarding oneself, family, and classmates.		
Ask others for information about themselves, family, occupation, education, recreation, and pastimes, et al.		
Describe the action (activities) depicted in a set of visual stimuli.		
Narrate and describe events using indicative tenses.		
Recount a sequence of events that had happened to him/her or to someone else.		
Summarize a movie, T.V. program, book, magazine article, et al.		
Discusses a familiar situation/topic (perhaps school related) and express an opinion in simple, factual terms.		
Ask series of questions for a variety of purposes.		
Seek factual information.		
Elicit the opinion of teacher and classmates.		

I can do the following:	YES	NO
Report on or summarize cultural information disseminated in class.		
Compare/contrast cultural differences when given a specific concept from the instructor.		
Comprehend (at a literal level) a passage of prose-fiction or non-fiction, containing structures and vocabulary presented in the course.		
<u>Recognize and use vocabulary contained in ETAPA PRELIMINAR – Unidad 6 Etapa in ¡En Español Tres!</u>		
Recognize and use subjunctive with nonexistent and indefinite situations.		
Recognize and use subjunctive with disagreement and denial.		
Differentiate between the subjunctive and the indicative moods.		
Recognize and use the forms of the present progressive with “ir”, “andar”, “seguir”.		
Recognize and use the forms of the past progressive.		
Recognize and use interrogative words.		
Recognize and use affirmative and negative expressions.		
Recognize and use possessive pronouns.		
Recognize and use demonstrative adjectives and pronouns.		
Recognize and use relative pronouns.		
Recognize and use direct objective pronouns.		
Recognize and use indirect object pronouns.		
Recognize and use double object pronouns.		
<u>Culture</u> Recognize the following cultural topics appearing in ¡En Español Tres!.		
Puerto Rico		
Columbus Day		
Abolition of Slavery		
Government, patriotism		
Argentina: Jorge Luis Borges		
Uruguay Chile, Paraguay		
Isabel Allende		
Spanish traditions		
Pre-Columbian civilizations		
Arquitecture		
<u>Listening:</u> Respond to comprehension questions based on a listening passage commensurate in difficulty with outcomes of the course.		
<u>Speaking:</u> Participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.		
Respond in detail to personal questions regarding oneself, family, and classmates.		
Ask others for information about themselves, family, occupation, education, recreation, and pastimes, et al.		
Describe the action (activities) depicted in a set of visual stimuli.		
Narrate and describe events using indicative tenses.		
Recount a sequence of events that had happened to him/her or to someone else.		
Summarize a movie, T.V. program, book, and magazine article, et al.		
Discusses a familiar situation/topic (perhaps school related) and express an opinion in simple, factual terms.		
Discusses plans for future event.		
Ask series of questions for a variety of purposes.		
Seek factual information.		
Elicits the opinion of teacher and classmates.		
Clarifies the statements and opinions of teacher and classmates on a variety of topic (e.g., literary analysis).		
Report on or summarize cultural information disseminated in class.		