

Writing and Work-Submission Procedures

Deviation from these procedures 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.

Work Submitted via Google Forms

When you are asked to enter a paragraph of text into Google Forms (journal entry, reading log, etc.), 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 unless you use *Word*.) Check your spelling and grammar in SpanishChecker.com, then paste your corrected paragraph(s) into the Google Form. Accent marks will be preserved.

When using *Word*, you ARE allowed to use its spelling and grammar resources in Spanish, if you can figure out how to activate them. Be sure to disable the AutoCorrect features in English, however!

Accent Marks and Special Characters

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 ç, type opt+shift+?

For ÿ, type opt+y

PC Shortcuts (these only work within Word; in Google Forms, etc. use numerical codes below)

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 ç, type ctrl+shift+alt+?

For ÿ, type shift+ctrl+alt+y

Character Codes for Windows (these work outside of Word).

Capital Vowels	
Vwl	ALT Code
Á	ALT+0193
É	ALT+0201
Í	ALT+0205
Ó	ALT+0211
Ú	ALT+0218
Ñ	ALT+0209
Ü	ALT+0220

Lower Vowels	
Vwl	ALT Code
á	ALT+0225
é	ALT+0233
í	ALT+0237
ó	ALT+0243
ú	ALT+0250
ñ	ALT+0241
ü	ALT+0252

Other Symbols	
Sym	ALT Code
¿	ALT+0191
¡	ALT+0161
º	ALT+0186 (Masculine Ordinal)
ª	ALT+0170 (Feminine Ordinal)
«	ALT+0171 (Left Angle Quote)
»	ALT+0187 (Right Angle Quote)
€	ALT+0128

Work Submitted via Turnitin.com

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. **Double-space your essay.**
5. **Proofread**, paying special attention to areas of individual emphasis, and to the list (below) of common errors to avoid.
6. **Make sure all required information (title, theme, link, etc.) is correctly entered** at the top of the page according to the assignment's instructions.
7. Do *not* put your name on the paper if you would like the peer-editing (when applicable) process to be anonymous.
8. If a rough draft is required, **submit the rough draft of your paper to Turnitin.com via Canvas.**
9. If applicable, **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.
10. After reading the recommendations of your peers (when applicable) make whatever changes you deem necessary, then **copy the text of your work to SpanishChecker.com** for a final proofing.
11. **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!
12. **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.
13. **Copy the "summary of errors" from SpanishChecker**, and paste it at the end of the document you submit via Turnitin.com.
14. **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.
15. **Submit the finished product to Turnitin.com via Canvas.**

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.

Vogrammulary

muy/mucho/a(s)

Muy is an adverb, translated as “very” in English. Adverbs modify verbs (although *muy* itself never modifies a verb, just as “very” does not), adjectives, or other adverbs.

Shaquille O’Neal es muy alto.

Alto is an adjective describing Shaq, and *muy* modifies it, telling us that he’s not just tall, but **very** tall.

Tiffany toca muy bien el violín.

Bien is an adverb that gives us more information about (modifies) the action of playing the violin. *Muy* modifies *bien*, telling us that she plays not just well, but **very** well.

Mucho/a(s) is often used as an adjective, translated as “much”, “many”, “a lot”, or “a lot of”. It’s an adjective of quantity, so it goes before the noun, and needs to agree.

Compré muchas cosas en Target ayer.

***Muchos* estudiantes están enfermos hoy. Muchos no están en clase.**

Mucho can also be an adverb, describing how much or often something is done. Adverbs do not agree in gender with anything.

María practica mucho, pero canta muy mal.

but what about weather?

When you say “tengo calor” or “hace frío” you’re not really saying “I **am** hot” or “It **is** cold”, but “I **have** heat” and “It **makes** cold”. So it would make no sense to say “I have **very** heat”, now would it? Use *mucho* or *mucha* with most weather expressions and all *tener* expressions.

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**, usually translated “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*.

mal/malo/a(s)

Same deal: *mal* is an adverb meaning “badly”, and *malo/a(s)* is an adjective meaning “bad”.

salir

There are two issues with *salir*:

1. *Salir* means “to leave” only in the sense of to “go out” of a place. *Dejar* is the verb that refers to “leaving” something or someone behind.

Vamos a salir esta noche a Bub's.

Cuando salgas, no te olvides de apagar la luz.

but...

Dejé mis llaves en el coche de mi amigo, y ahora no puedo volver a casa.

2. In English, we leave a place. In Spanish, we leave *from* a place. Use *de* after *salir* when the place is mentioned after.

*Salgo **de** la escuela a la cuatro.*

*Cuando salí **del** restaurante, noté que lo habían cerrado hace una hora.*

entrar

In English we enter a place. In Spanish, we enter **into** or **to** a place. Use *en* (preferred) or *a* (also commonly used) after *entrar* when the place is mentioned after.

Claudia va a entrar primero, antes que los otros actores.

*Entramos **en** la escuela a las siete y cinco.*

liking: as a friend/more than a friend (see explanation below, and the “Backward Verbs” video on my site)

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.

Common Gender Mistakes

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.

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

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

The following look masculine, but are feminine: *fuentes, partes, clases, fotos, tele, bici, moto*

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 doesn’t. It should be “uno puede cambiar de carrera...” or “se puede cambiar de carrera”.

Preterite forms

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

Backward Verbs: liking and beyond

Read the explanation below, and view the videos over the backward verbs that are found on the site. To practice, to the activities in *Conjuguemos* entitled "Backward Verbs" levels 1, 2, and 3. Before and during level 3 practice, it is critical that you consult the examples below.

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

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. 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.

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 (state): estar”, “in general (characteristic): ser”, and “location: estar, except for events” and you applied it consistently, your use of these verbs would be very, very good.

Pitfalls with ser and estar

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.

More on ser y estar

To be in the ultra-elite, here’s a little more to learn. These 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. “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. Same with “be safe”, etc.
5. Sanity and insanity are states-of-mind. When describing a person as “loco”, use *estar*.

There’s a song about ser and estar linked on the *mis materiales* page of my site.

Smooth Out Your Spanish by Correctly Using Verb Combinations

It has been said, "master the prepositions, and you 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 *to prepare to*

Salir *to go out to*

Tender (ie) *to tend 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*

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 be sorry, regret*

Followed by **-ndo**, not **infin.**

Acabar *to end up*

Andar *to go around*

Continuar *to continue*

Salir *to go out, leave*

Seguir *to continue*

Terminar *to end up*

Past Participles (the -ed word—a verb changed into an adjective)

To make a verb into an adjective, take off the ending and add -ado to -ar verbs and -ido to -er/-ir verbs:

preparar → preparado/a (prepared), comer → comido /a (eaten), aburrir → aburrido/a (bored)

Some **past participles** are irregular:

decir dicho (said)	abrir abierto (open, opened)	poner puesto (put, placed, set)
hacer hecho (done)	cubrir cubierto (covered)	volver vuelto (returned)
escribir escrito (written)	descubrir descubierto	devolver devuelto (returned)
ver visto (seen)	(discovered, uncovered)	ir ido (gone)
morir muerto (died, dead)	romper roto (broken)	

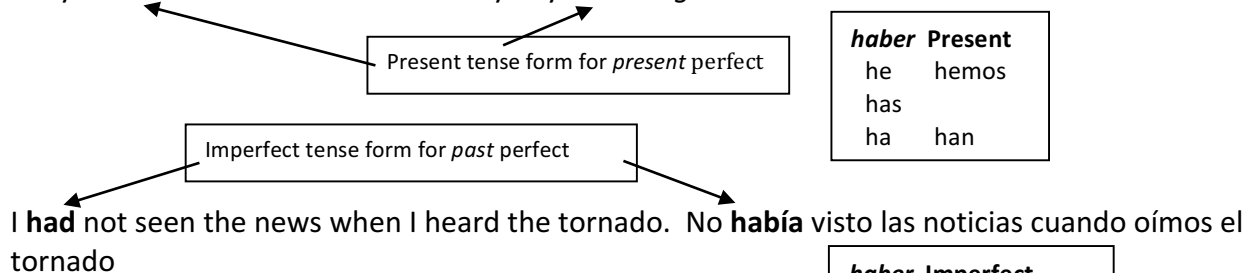
Participles vs. Preterites

Llegado and *llegó* (for example) are both translated as “arrived”, but they are not interchangeable!

The participle is used as part of a PERFECT TENSE...

Perfect Tenses (use *haber* with a past participle to talk about what someone “has” done or “had” done)

They **have** arrived to school late every day. **Han llegado** tarde todos los días a la escuela.



or as an ADJECTIVE.

Los pasajeros ya **llegados** están esperando a los demás cerca de la entrada.

The already-arrived passengers are awaiting the others close to the entrance.

The PRETERITE of the verb refers to the action itself, not the people who performed it...

Algunos pasajeros **llegaron** y están esperando a los demás cerca de la entrada.

Some passengers arrived and are awaiting the others close to the entrance.