

## Student Progress Card•Spanish 2

**Name** \_\_\_\_\_

How your progress card works: This attached checklist is designed to help you track your development in Spanish. As you learn to do each item, check (√) the "Yes" column. Your instructor or native conversation partner may concur with your assessment by placing his/her initials in the "Yes" column, or they may suggest areas for you to continue to work on.

Alternatively, you may instead wish to indicate your level of confidence in your ability to carry out each objective: do this by using a scale of 1 to 5, 5 being the best, when you check off items in the "Yes" column

Please note: The numbers in parentheses indicate page numbers with relevant information to help you, but there may be other sources of information in other parts of your textbook or in supplementary materials provided by your instructor.

## Interpersonal Communication

I know a phrase or phrases I can use to...	Yes (1-5)
become acquainted with people (2-4, 25)	
address people appropriately according to their age and how well I know them (45)	
make polite comments to people (e.g., "Dinner was delicious," or "Thank you for inviting me.") (see <a href="http://spanlang.stanford.edu/first_year/interpersonal2.html">http://spanlang.stanford.edu/first_year/interpersonal2.html</a> )	
ask questions to get information (13, 26, 115)	
make comparisons (139-142, 159, 176, 183-85)	
suggest or give advice (324-8)	
express...	
my personal interests (10-12, 26, 79, 112, 191-5, 220)	
intentions and future plans (73-74)	
wishes and preferences (191, 295)	
opinions (154, 222, 301)	
emotions such as sympathy, admiration, anger or surprise (260-67, 287))	
talk about...	
friends and acquaintances (201-202, 260-266, 270-275, 278-280, 291-295)	
the interests of others and of the community at large (10-12, 26, 60, 106, 125, 191-192, 195, 270-271, 289-290, 295-296)	
the future plans of others and of the community at large (73-4)	
the interests of the Latino community in the U.S. (class and portfolio activities)	
past experiences and events (81-99, 108-109, 170-173, 177, 185, 238-240, 278, 297, 299-303, 316, 335-336)	
go to a restaurant: (227, 235)	
ask for a table for X people (227, 235)	
order a meal from a menu (227, 235)	
call for the waiter or waitress (227, 235)	
ask for the bill (227, 235)	
participate in an open-air market (see <a href="http://spanlang.stanford.edu/first_year/interpersonal2.html">http://spanlang.stanford.edu/first_year/interpersonal2.html</a> )	
make purchases (17, 57, 161, 163, 191)	
get an attendant's attention	
ask for prices	
react to prices with exclamatory remarks	
bargain for a better price	
express satisfaction or dissatisfaction with a product (10-12, 26, 60, 106, 191-4, 220)	
sometimes correct myself as I speak	

### Interpretive Abilities

I can	Yes (1-5)
understand:	
polite comments	
simple transactions (e.g., purchasing theatre tickets or clothing)	
telephone conversations	
weather reports	
expressions of people's:	
personal interests	
intentions	
wishes and preferences	
opinions	
future plans	
descriptions of experiences and events	
restate key ideas derived from 10-20 minute oral presentations	
take notes on oral presentations	
list the topics in a set of TV news clips	
understand 2-page readings about the Spanish-speaking world/ Latinos in the U.S.	

### Presentational Abilities

I can	Yes (1-5)
present a rehearsed oral report, 10-20 minutes long, on a topic regarding the Spanish-speaking world, such as Latinos in the U.S.	
answer questions about my oral presentation	
write a 2-page report on a topic related to the Spanish-speaking world, such as Latinos in the U.S.	
write about my	
personal interests	
intentions	
wishes and preferences	
opinions	

future plans	
friends and acquaintances	
write about:	
the interests of others and of the community at large	
the future plans of others and of the community at large	
experiences and events	
make comparisons in writing (176, 183, 185)	
edit my work based on material covered in class or in the textbook	
edit my work for frequent errors	