

University of Nevada, Reno  
 Department of Foreign Languages & Literatures  
**Course Components - SPANISH 212**

*¡Bienvenidos!* Welcome to Spanish 212, the fourth semester that follows 111, 112, and 211 in UNR's Basic Spanish Language Program. In this course you will cover Chapter 1 to 5 of *Punto y aparte* 4<sup>th</sup> edition. What follows is basic information about the course, information that you should understand thoroughly.

**Metas:** The second-year Spanish program has two primary goals: (1) to enable students to acquire and develop more complex language structures and language skills necessary for meeting foreign language requirement; and (2) to encourage interested students to continue with Spanish study and give them the skills needed to succeed in advanced language, civilization, and literature courses.

**By the end of second-year Spanish you should be able to do the following:**

- (a) speak the language well enough to converse on a variety of topics with class members;
- (b) have short conversations with native speakers of Spanish on everyday topics, such as school, work, and interests;
- (c) comprehend the spoken language well enough to get the main ideas and some details from video material;
- (d) read literary texts and respond to them orally and in writing;
- (e) write compositions several paragraphs long on a variety of topics;
- (f) understand the basic rules of Spanish grammar and use them in writing and speaking;
- (g) understand cultural values of the Hispanic world as well as the underlying similarities and differences between those cultures and your own.

**Who can take this course?** This course is for students who have completed Span 111, 112, and 211 at UNR. If you have had three semesters of college Spanish somewhere else, you may enroll in this course. If you have previous experience with Spanish but do not know if it is enough to enroll in SPAN 212, please take the BYU Spanish placement test. Refer to: [www.unr.edu/cla/fl/BSLP/Placement Policies.doc](http://www.unr.edu/cla/fl/BSLP/Placement_Policies.doc).

- TEXTBOOKS**
- *Punto y aparte*, 4<sup>th</sup> edition
  - *Manual de Actividades*, 4<sup>th</sup> edition; **electronic (Centro)**
  - Good Spanish-English dictionary

- WEBSITES**
- For those using Centro: Access to *Punto y aparte* CENTRO: [www.mhcentro.com](http://www.mhcentro.com)
  - Access to *Punto y aparte* Online Center: [www.mhhe.com/puntoyaparte4](http://www.mhhe.com/puntoyaparte4)
  - Access to syllabus and course components: [www.unr.edu/cla/fl/BSLP/BSLP.html](http://www.unr.edu/cla/fl/BSLP/BSLP.html)

**EVALUACIÓN:**

Exámenes (3)	Examen Oral	Pruebas de Lectura (3)	Composiciones (3)	QUIA-CENTRO (workbook & lab)	Participación oral & quizzes
45%	10%	10%	15%	5% each=10%	10%

**GRADING SCALE:**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

**UNIVERSITY POLICY:** The Department of Foreign Languages and Literatures is committed to equal opportunity in education for all students, including those with documented physical and/or learning disabilities. Any student with a disability needing academic adjustments or accommodations is requested to contact the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange appropriate accommodations. In addition please meet with me at your earliest convenience.

# Course Components of SPANISH 212

Students are responsible for all information contained in this document and for all updates provided.

**1. COURSE POLICY.** All classes are conducted at least 90% in Spanish; English is to be limited to 10% by the instructors or the students. The purpose of this policy is to maximize your contact with the oral language. Please ask your instructor to slow down or repeat if you have not understood something. If you can't express something in Spanish the way you want to, try to think of a simpler way to get the same idea across. You are required to bring your textbook and manual to class every day.

**2. LISTENING COMPREHENSION.** After the first day of class, your instructor will speak exclusively in Spanish. Having a class run exclusively in Spanish is the best way for you to be in daily contact with spoken Spanish. Be cooperative and try your best to speak only Spanish as well. Finally, all the listening activities for the lab manual activities are found on CENTRO [www.mhcentro.com](http://www.mhcentro.com).

**3. VOCABULARY.** The basic building block of understanding and speaking a new language is learning the words in that language. A list of vocabulary themes appears on the third page of each chapter of *Punto y aparte*. Practice in class is not enough; you will have to spend time every day memorizing vocabulary with flash cards, lists, and other strategies for learning and retaining words. To help you do so, there are vocabulary exercises on within CENTRO and the Online Learning Center. Be sure to go back frequently to the vocabulary from earlier chapters so that you don't forget what you have already studied.

**4. READING.** Reading occupies an important place in second-year Spanish, since it provides language models, contains lots of cultural information, and can be a starting point for numerous class discussions and activities. Each chapter contains a reading (*Lectura*) that addresses the chapter theme. Pre- and post-reading activities emphasize reading strategies, comprehension, and expansion of the ideas presented in each reading for individual homework and small-group classroom discussion. In addition, there are readings found in the *Ricón cultural* section of each chapter presents readings with points of interest in the chapter's country or region of focus.

For each reading assignment (*Lectura*) it is always recommended that you complete the pre-reading (*Antes de leer*) activity. At home expect to take 1-2 hours to go through the steps of reading and responding to the passage. The questions about the selections are designed to make you think, not just recall what you have read. There will be 3 official “**pruebas de lectura**” during class to test overall comprehension and analytical abilities, followed by follow-up reading activities found in *Después de leer*. Your instructor **will not** review the reading before the reading quiz. If you have trouble understanding the reading, take time to see your instructor during office hours before the day of the quiz.

**5. SPEAKING.** It is expected that both the instructor and the student will use Spanish exclusively in the classroom. The evaluation of speaking will be done in a variety of ways.

- a) You will be graded either daily or weekly for **Oral Participation**. Your instructor will explain how he/she will evaluate you. You should become accustomed to speaking without using notes or a dictionary, since you will be asked to speak spontaneously in class most of the time.
- b) There will be a graded **Oral Interview**, which will test your oral skills with the 7 *Puntos clave* you have practiced during the semester.
- c) In addition, depending on time, your instructor might have you complete extra exercises where you will then present your findings to the class.

**6. GRAMMAR.** The grammar of a language is the way in which meaning and communication are structured. You learned a lot of grammar in Spanish 111 through 211, but maybe did not absorb it all. This is completely normal. In Spanish 212, all the basic grammar is reviewed (*Puntos clave*), but this time you must take greater responsibility for learning the basic rules, the meanings and uses of the verb tenses, and the forms of the verbs themselves. If you try to slide by without learning the grammar, you run a serious risk of failing, since language learning is a cumulative process.

In addition to the grammar exercises and activities in the textbook and the electronic *Manual de actividades*, you will find additional exercises on the Online Learning Center <http://www.mhhe.com/puntoyaparte4> and within CENTRO. These interactive, self-correcting exercises are useful for additional practice and review.

**Note:** Some topics and/or readings in the book will not be treated in this course. If you have any doubts, please consult with your instructor.

**7. WRITING.** In the second year of Spanish study, writing is seen as a way to practice the material you are studying, as well as an art in itself. Each exam will have a short writing section plus there will be 3 in-class compositions that will be written without the aid of the textbook or a dictionary. Consult your instructor for information related to potential topics. There are also writing assignments in the textbook (*¡A escribir!*) that you will prepare as homework or an in-class activity. In addition, there are plenty of writing activities on-line within CENTRO. Your writing assignments will be graded for content (creativity, amount of detail, vocabulary, uses of the 7 puntos clave etc.) and for grammatical accuracy. In-class writing activities are designed to get your ideas flowing, provide structure and allow for instructor feedback.

**8. CULTURE.** The readings in the textbook deal with many aspects of Hispanic culture. Hispanic cultures are varied and fascinating, and if you are interested in any aspect of Latin America or Spain, you will find the material engaging and informative. The **Rincón cultural** and **Lectura** sections cover an abundant of topics. Your instructor will specify which topics to study based on his/her area of interest and experience. You will be quizzed at least once per chapter on some element of Hispanic culture. Consult your instructor for more information.

**9. TESTS.** Although the focus of chapter tests is the current material, keep in mind that language learning is cumulative so that you are always responsible for material already covered.

- a) Each **test** contains 100 points and reflects the activities completed for class and in the electronic *Manual de actividades*.
- b) After reviewing your graded **tests**, they will be filed in your instructor's office. Please visit with your instructor during his/her office hours in order to view them again.
- c) **Oral Interview.** There is one formal **Oral Interview** toward the end of the semester, which will test your oral skills with the 7 *Puntos clave* you have practiced during the semester.
- d) **Quizzes.** Your instructor might assign quizzes at liberty.

**10. QUIA-CENTRO:** The electronic version of the *Manual de actividades* is also known as QUIA-CENTRO. Instructions on accessing CENTRO will be given to you by your instructor. You will submit two types of activities to your instructor via CENTRO: 1) exercises that will be graded by the website giving you immediate feedback and 2) exercises that your instructor will correct within CENTRO. In order to access CENTRO, you will need:

1. The registration code supplied by QUIA-CENTRO (that you purchase online at: [www.mhcentro.com](http://www.mhcentro.com))
2. Your instructor will provide you an additional registration code specific to the course.

**Grading:**

- 1) You will be allowed to make three attempts to doing the automatically corrected activities.
- 2) Only grades above 80% will be accepted for credit for those activities.
- 3) The system will allow you to submit the work up until midnight of the date set.
- 4) The tallied score that CENTRO keeps will not be the same score your instructor will use in your gradebook. However, the weight/evaluation will be the same.
- 5) You will have points deducted for not correctly using Spanish diacritics (accents, tildes, upside down question marks, upside down exclamation marks). CENTRO has a convenient box where you will find all of these for easy access and insertion.

**The *Manual de actividades* is comprised of two parts (the workbook and lab (i.e. audio component)).** You will complete workbook & lab exercises either as marked on the syllabus or as specified by your instructor.

- Your instructor will specify standards for these exercises.

The workbook & lab will count for **5%** each totaling **10%** of the final grade.

**11. ORAL PARTICIPATION.** Your instructor will inform you as to how she/he will measure your participation in class. The norm is that each week/day you will evaluate your own participation level based on the criteria provided below. Your instructor will indicate whether she/he agrees with your auto-evaluation. You may contact your instructor during office hours to review your participation grade for the week prior. You have two class

meetings following a participation grade assessment to discuss any discrepancy. Student athletes, band members and members of other such university organizations should bring a letter from their supervisor or specific department at the beginning of the semester indicating the dates they will miss. Those days will be averaged out at the end of the semester. Participation points are the only points that you will NOT be able to make-up.

**12. MAKE-UP POLICY.** Any student missing classes, quizzes, examinations or any other class or lab work because of observance of religious holidays should be given an opportunity during the semester to make up the missed work. It is the responsibility of the student to notify the instructor in writing, if the student intends to participate in a religious holiday that does not fall on state holidays or periods of class recess. This policy does not apply if administering an assignment at an alternate time would impose an undue hardship on the instructor or the institution, which could not reasonably have been avoided. Other excused absences are those for which you present a medical excuse that states the time and date that you were in the doctor's office, or certification that you are representing the University of Nevada, Reno in a university sponsored event, etc. **You must present documentation of your excused absence within 2 days of your return to class.** Note that instructors will not accept documentation that is presented more than two days after the absence. It is in your interest to communicate with your instructor before a planned absence (e.g., surgery, inter-collegiate sports event), or to call or e-mail your instructor (or have a friend do it) if you become suddenly ill. Excused absences will allow you to take an exam, write a composition, take an oral, or turn in late homework. Participation points are the only points that you will NOT be able to make-up. It is up to the instructor's discretion whether to allow more than 5 excused absences during one semester.

**13. SPECIAL CIRCUMSTANCES.** Please inform your instructor within the first week of the semester if you have a disability that may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made.

**14. TUTORING CENTER.** If you need extra help, you can contact the Foreign Languages & Literatures Office <http://www.unr.edu/cla/fl/resources/> (775-784-6055) for a list of tutors available. In addition, you can contact the Tutoring Center at 784-6801 or [www.unr.edu/tutoring](http://www.unr.edu/tutoring). This service is no longer free.

**15. ACADEMIC SUCCESS SERVICES:** Your student fees cover usage of the Math Center (784-4433 or [www.unr.edu/mathcenter/](http://www.unr.edu/mathcenter/)), Tutoring Center (784-6801 or [www.unr.edu/tutoring/](http://www.unr.edu/tutoring/)), and University Writing Center (784-6030 or [http://www.unr.edu/writing\\_center/](http://www.unr.edu/writing_center/)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

**16. EXPECTED STUDENT BEHAVIOR.** Students are required to **read and act in accordance** with university policies. Student conduct information is found at the following website: <http://www.unr.edu/stsv/acdispol.html>. Acting in accordance with this policy it is expected that all work (exams, compositions, workbook/lab manual assignments or any other evaluation assigned or offered for a grade or credit) will be the student's own. A tutor or other qualified person may help with explanations or grammatical points and/or answer specific questions, but **compositions**, and all other graded assignments are to be done and corrected by the student **without assistance**. Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper; a failing grade for the entire course; disciplinary action; or dismissal.

**17. Surreptitious or covert video-taping** of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

## Criteria for Grading Compositions

CONTENT - 20%	Points
Provides minimal information; information does not address the assigned topic.	13
Provides limited information; ideas are presented but not developed; lack of supporting details.	15
Provides adequate information; shows some development of ideas; some ideas lack supporting details.	17
Provides very complete information; it is thorough, relevant, on task	20
STYLE - 20%	
Consists of a series of separate sentences with no connectors; ideas do not flow; it reads like a list of disconnected ideas.	13
Has limited order to its content; it lacks logical sequencing; choppy; it is disjointed.	15
Order is apparent in the sequence of ideas; although it is somewhat choppy and/or loosely organized, its main points do stand out.	17
Is logically and effectively ordered; its main points and details are connected through appropriate transition words; it has an excellent flow of ideas	20
VOCABULARY - 25%	
Inadequate knowledge of vocabulary; it is repetitive; it uses new vocabulary incorrectly or does not use it at all; it includes invented words; it demonstrates a very limited vocabulary.	16
The words chosen in the sample confuse meaning; there is limited use of new vocabulary.	18
The sample is adequate but not impressive; it has some erroneous word usage but the meaning is not confusing; some new vocabulary is included.	22
Impressive use of words; its choices are precise and effective; its use of new vocabulary is extensive.	25
PUNTOS CLAVE - 25%	
Frequent errors in subject/verb and noun/adjective agreement; many errors in the use of the <b>7 puntos clave</b> ; demonstrates no evidence of having been edited for language errors.	16
Some errors in subject/verb and noun/adjective agreement; some errors in the use of the <b>7 puntos clave</b> ; the work is poorly edited for language errors.	18
Occasional errors in subject/verb and noun/adjective agreement; minimal errors in the use of the <b>7 puntos clave</b> ; some editing for language errors is evident but not complete.	22
NO errors in subject/verb and noun/adjective agreement; NO errors in the use of the <b>7 puntos clave</b> ; demonstrates evidence being edited for language errors.	25
HORRORES - 10%	
The sample includes more than three errors from the <b>Lista de horrores</b> .	4
The sample includes two to three errors from the <b>Lista de horrores</b> .	6
The sample has one error from the <b>Lista de horrores</b> .	8
The sample has no errors from the <b>Lista de horrores</b> .	10

# Student Self-Evaluation Participation Criteria

## Outstanding = 5 points

- arrives for class on time
- greets people and takes leave using Spanish expressions
- speaks exclusively in Spanish during whole class and group discussion
- during whole group discussion, often initiates interactions by responding to classmates' comments in addition to responding to instructor questions
- works on comprehension skills by listening attentively when others speak
- participates in all activities with enthusiasm and a positive attitude
- often asks questions when something isn't clear
- contributes actively during group activities and has a positive attitude.

## Average = 4 points

- arrives no more than 5 minutes late for class
- sometimes greets people and takes leave using Spanish expressions
- speaks Spanish during whole group discussions, and rarely uses English during small group activities
- during whole group discussion, participation is only sometimes limited to answering instructor questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- participates in all activities, sometimes enthusiastically
- usually asks for help in Spanish when something isn't clear, but not always

## Below Average = 3 points

- arrives late for class
- sometimes uses more English than Spanish during group activities and whole class activities
- during whole group discussion, participation is often limited to answering instructor questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- sometimes contributes actively during group activities
- sometimes contributes to getting the task done in group work

## Unacceptable = 0 points

- arrives late for class
- uses more English than Spanish when speaking with the instructor or class members
- doesn't listen while others talk
- doesn't contribute much to getting the task done in group work
- contributes to the failure of activities by not completing small group or individual assignments
- works on assignments for other classes
- absent

## Oral Grading Components (212)

### ***Communication***

- A** Displays communicative ease with in context(s); creative, resourceful; easily understood; takes risks
- B** Topics handled adequately; ideas clearly conveyed; requires little effort to be understood; some creativity.
- C** Topics handled adequately but minimally; ideas conveyed in general; basically on-task but no more
- D** Requires extra-sympathetic listening; parts of message still not understood; minimally successful
- F** Topics handled in totally unsatisfactory manner; unsuccessful communicative effort.

### ***Accuracy***

- A** Shows exceptional control of required grammar concepts and correctness in a variety of contexts.
- B** Makes some grammar mistakes that do not affect meaning (agreement, articles, etc.); reasonably correct.
- C** Makes more serious mistakes that often give unintended meaning (conjugation, tense inconsistency, word order mistakes, etc.); although generally adequate.
- D** Meaning frequently obscured by grammar mistakes; very poor control of a wide range of concepts.
- F** Meaning completely obscured by grammar mistakes; totally inadequate control.

### **Weighting of Grades**

- A** = 4.5 - 5.0
- B** = 4.0 - 4.4
- C** = 3.5 - 3.9
- D** = 3.0 - 3.4
- F** = below 3.0

### ***Fluency***

- A** Normal, “thoughtful” delay in formulation of thought into speech; language flows.
- B** Takes longer than necessary to organize thoughts; says more than required.
- C** Speech somewhat disjointed because of pauses; language very halting.
- D** Painful pauses make speech hard to follow; says less than required.
- F** Speech totally disjointed; long pauses interrupt flow of thought and meaning.

### ***Vocabulary***

- A** Very conversant with vocabulary required by given context(s); excellent control and.
- B** Vocabulary mistakes generally do not affect meaning (wrong gender, wrong preposition, etc.); attempts at resourcefulness.
- C** Adequate, although more serious mistakes give unintended meaning (wrong preposition, incorrect word choice, mangled words, etc.)
- D** Meaning frequently obscured by minimal/inadequate mastery of vocabulary.
- F** Meaning totally obscured; inadequate vocab.

### ***Pronunciation***

- A** Correct pronunciation and intonation; very few mistakes; almost native-like.
- B** Some mispronunciation; meaning still clear; tries to “sound” like a native Spanish speaker.
- C** Pronounced foreign accent requiring extra-sympathetic listening; comprehensible.
- D** Meaning frequently obscured by poor pronunciation; minimally comprehensible; very “American”
- F** No effort at all to “sound” native like; often incomprehensible.

Communication	_____ x 5 = _____
Accuracy	_____ x 5 = _____
Fluency	_____ x 4 = _____
Vocabulary	_____ x 3 = _____
Pronunciation	_____ x 3 = _____
<b>TOTAL/SCORE:</b>	

### LA LISTA DE HORRORES

«Horror»	Explicación gramatical	Forma debida
la problema la tema la mapa	Careful with gender irregularities! Many words of Greek origin which end in <b>-ma, -pa, -ta</b> are masculine, although they end in <b>-a</b> .	el problema el tema el mapa
Realicé que estaba equivocada.	<b>Realizar</b> is a false cognate. Pay special attention to false cognates as you learn your vocabulary. The <i>Punto y aparte</i> textbook warns you of several.	<b>Me di cuenta de</b> que estaba equivocada.
Vi Silvia ayer.	When the direct object is a specific person or people, it must be preceded by the personal <b>a</b> . If the direct object comes after the verb <b>tener</b> or is an indefinite or unknown subject, you do not use the <b>a</b> .	<b>Vi a Silvia</b> ayer. <b>Tengo tres hermanas.</b> <b>Busco una persona</b> que hable español.
una otra solución	Never use the indefinite article before <b>otro/a/os/as</b> .	<b>otra</b> solución
Busco <b>por</b> el libro. Espero <b>por</b> el autobús.	The use of prepositions must be memorized. Some verbs take no preposition where they do in English, some take a different preposition from their English counterpart, and some take a preposition where they take none in Spanish.	<b>Busco</b> el libro. <b>Espero</b> el autobús.
Sra. Alonso es tan lista como profesor Gómez.	When you are talking about someone, you must include the article before the title. The article is eliminated when speaking directly to the person.	<b>La Sra. Alonso</b> es tan lista como <b>el profesor Gómez</b> . Sergio: « <b>Sra. Alonso</b> , conoce Ud. <b>al profesor Gómez?</b> »
Amor es un problema.	Remember that the direct article is used much more often in Spanish than in English, especially before the subject of the sentence.	<b>El amor</b> es un problema.
cincuenta años <b>pasados</b>	You must use an <b>hace... que</b> construction to express "years, weeks, days ago."	<b>hace</b> cincuenta años
<b>Tuve un buen/mal tiempo.</b>	This has no meaning in Spanish. To express "to have a good/bad time," you must use these expressions:	<b>Lo pasé bien/mal.</b> <b>(No) Me divertí mucho (nada).</b>
Sara y Ingrid; Olivia <b>o</b> Oscar	The word <b>y</b> changes to <b>e</b> before a word beginning with an "i" sound. <b>O</b> changes to <b>u</b> before a word beginning with an "o" sound.	Sara <b>e</b> Ingrid; Olivia <b>u</b> Oscar
<b>muchos tiempos</b>	<b>Tiempo</b> refers to the concept of time and weather. When you want to refer to a number of times use <b>veces</b> .	<b>muchas veces</b>

## Verbos con preposición

### a

acercarse a (alguien/algo/un lugar)  
acostumbrarse a (algo/alguien)  
acudir a (un lugar)  
adaptarse a (algo/alguien)  
animarse a (hacer algo)  
*aprender a (+ infinitivo)*  
asistir a (algo/un evento)  
ayudar a (alguien/hacer algo)  
dedicarse a (algo)  
*empezar a (+ infinitivo)*  
*enseñar a (+ infinitivo)*  
ir a (un lugar)  
jugar a (un deporte)  
llegar a (un lugar)  
parecerse a (alguien)  
responder a (algo/alguien)  
subir a (un lugar)  
venir a (un lugar; indica destino)

### por

preocuparse por (algo/alguien)  
protestar por (algo)  
asustarse por (algo)

### con

asociarse con (alguien)  
casarse con (alguien)  
chocar con (algo/alguien)  
colaborar con (alguien/una entidad)  
compartir con (alguien)  
comprometerse con (alguien)  
contar con (algo/alguien)  
convivir con (alguien)  
enfrentarse con (algo/alguien)  
entretenerse con (algo)

### de

*acabar de (+ infinitivo)*  
acordarse de (algo/alguien)  
aprovecharse de (algo/alguien/una situación)  
bajar de (un lugar)  
depender de (algo/alguien)  
despedirse de (alguien/un lugar)  
diferenciarse de (algo/alguien)  
disfrutar de (algo)  
divorciarse de (alguien)  
enamorarase de (alguien)  
encargarse de (algo/alguien)  
enterarse de (algo)  
escapar(se) de (algo/alguien)  
fiarse de (algo/alguien)  
huir de (algo/alguien)  
librarse de (algo/alguien)  
marcharse de (un lugar)  
olvidarse de (algo/alguien)  
protegerse de (algo/alguien)  
quejarse de (algo/alguien)  
salir de (un lugar)  
separarse de (algo/alguien)  
servirse de (algo/alguien)  
*tratar de (+ infinitivo)*  
venir de (un lugar; indica origen)

### en

acomodarse en (un lugar)  
aterrizar en (un lugar)  
ayudar en (algo)  
basarse en (algo)  
concentrarse en (algo)  
confiar en (algo/alguien)  
consistir en (algo/una idea)  
encerrar en (un lugar)  
entrar en (un lugar)  
entrometerse en (algo)  
fijarse en (algo/alguien)  
influir en (algo/alguien)  
insistir en (algo/hacer algo)  
integrarse en (algo)  
interesarse en (algo/alguien)  
invertir en (algo)

**OJO:** En español, una oración no puede terminar NUNCA con una preposición.

Esa es la persona con quien hablé. (y no «Esa es la persona hablé con.»)  
Eso es de que quiero hablar. (y no «Eso es que quiero hablar de.»)

**PUNTOS CLAVE CHECKLIST FOR COMPOSITIONS**

<b>PUNTO CLAVE</b>	<b>Checklist</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Descripción</b>	I have checked use of <i>ser</i> and <i>estar</i> .			
	I have checked noun-adjective agreement.			
	I have checked subject-verb agreement.			
<b>Comparación</b>	I have checked comparative forms.			
	I have checked superlative forms.			
<b>Reacciones y recomendaciones</b>	I have used the subjunctive after appropriate trigger phrases.			
	I have conjugated the subjunctive correctly.			
<b>Narración en el pasado</b>	I have checked use of preterite and imperfect.			
	I have checked use of present perfect and past participles.			
	I have checked conjugation of preterite verbs.			
<b>Hablar de los gustos</b>	I have used indirect object pronouns correctly.			
	I have conjugated verbs correctly.			
	I have used <i>a</i> before the name of a person who likes...			
<b>Hacer hipótesis</b>	I have used the imperfect subjunctive in the <i>si</i> clause and the conditional in the main clause  -or- I have used the present indicative in the <i>si</i> clause and the present or future in the main clause			
<b>Hablar del futuro</b>	I have conjugated the future correctly.			
	I have used the present subjunctive in adverbial clauses referring to pending actions.			