

CAPÍTULO PRELIMINAR



Primer paso

Saludos y expresiones de cortesía

A. **Saludos.** Greet the following people in an appropriate manner.

1. a classmate, at any time of day _____
2. la señora Alarcón, at 9:30 P.M. _____
3. el señor Ramírez, at 2:00 P.M. _____
4. la señorita Cueva, at 11:00 A.M. _____

¡RECUERDA! (REMEMBER!)

¿Tú o (or) usted?

1. What form do you use when speaking to a professor? **tú** **usted**
2. What form do you use when speaking to another student? **tú** **usted**
3. To ask a classmate his or her name, say: ¿_____?
4. To ask your instructor his or her name, say: ¿_____?

B. **¡Hola, Carmen!** On your way to class, you meet Carmen, a student from Spain, and exchange greetings with her. Complete the brief dialogue.

TÚ: Hola, Carmen, ¿_____?¹

CARMEN: Bien, gracias. ¿_____?²

TÚ: Regular.

CARMEN: Adiós, _____³ mañana.

TÚ: Adiós, Carmen. _____⁴

C. **Diálogo.** Complete the following dialogue between you and your new Spanish instructor. Be sure to use your own name and that of your instructor in the appropriate blanks.

TÚ: _____¹ noches, profesor(a) _____ (instructor's name).

¿Cómo _____?²

PROFESOR(A): Bien, _____³ ¿Cómo _____⁴ usted?

TÚ: _____⁵ (your name).

PROFESOR(A): Mucho _____⁶.

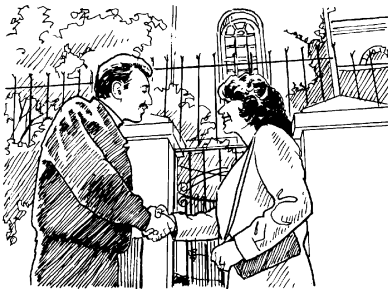
TÚ: _____⁷.

D. Diálogos

Paso 1. In the following dialogues, you will practice greeting others appropriately in Spanish. The dialogues will be read with pauses for repetition. After each dialogue, you will hear two summarizing statements. Circle the letter of the statement that best describes each dialogue. First, listen.

1. MANOLO: ¡Hola, Maricarmen!
MARICARMEN: ¿Qué tal, Manolo? ¿Cómo estás?
MANOLO: Muy bien. ¿Y tú?
MARICARMEN: Regular. Nos vemos, ¿eh?
MANOLO: Hasta mañana.

Comprensión: a. b.



2. ELISA VELASCO: Buenas tardes, señor Gómez.
MARTÍN GÓMEZ: Muy buenas, señora Velasco.
¿Cómo está?
ELISA VELASCO: Bien, gracias. ¿Y usted?
MARTÍN GÓMEZ: Muy bien, gracias. Hasta luego.
ELISA VELASCO: Adiós.

Comprensión: a. b.

3. LUPE: Buenos días, profesor.
PROFESOR: Buenos días. ¿Cómo te llamas?
LUPE: Me llamo Lupe Carrasco.
PROFESOR: Mucho gusto, Lupe.
LUPE: Igualmente.

Comprensión: a. b.



4. MIGUEL RENÉ: ¡Hola! Me llamo Miguel René.
¿Y tú? ¿Cómo te llamas?
KARINA: Me llamo Karina. Mucho gusto.
MIGUEL RENÉ: Mucho gusto, Karina. Y, ¿de dónde eres?
KARINA: Yo soy de Venezuela. ¿Y tú?
MIGUEL RENÉ: Yo soy de México.

Comprensión: a. b.

Paso 2. Now you will participate in a conversation, partially printed in your Manual, in which you play the role of Karina. Complete the conversation using the written cues. When you hear the corresponding number, say Karina's line. Then you will hear Miguel René's response. Continue until you complete the conversation. (If you wish, pause and write the answers.) Here are the cues for your conversation.

buenas tardes cómo te llamas de dónde eres
me llamo mucho gusto yo soy

Now, begin the conversation.

KARINA: _____¹

MIGUEL RENÉ: Muy buenas.


KARINA: _____² Karina. ¿_____³?

MIGUEL RENÉ: Me llamo Miguel.


KARINA: _____⁴, Miguel. ¿_____⁵?

MIGUEL RENÉ: Soy de Puerto Rico. ¿Y tú?

KARINA: _____⁶ de Puerto Rico también.

 **E. ¿Formal o informal?** You will hear a series of expressions. Indicate whether each expression would be used in a formal or in an informal situation.

- | | |
|--------------|-------------|
| 1. a. formal | b. informal |
| 2. a. formal | b. informal |
| 3. a. formal | b. informal |
| 4. a. formal | b. informal |
| 5. a. formal | b. informal |

 **F. Situaciones**

Paso 1. You will hear a series of questions or statements. Each will be said twice. Circle the letter of the best response or reaction to each.

- | | |
|---------------------------------|---------------------------------|
| 1. a. Me llamo Ricardo Barrios. | b. Bien, gracias. |
| 2. a. Encantada, Eduardo. | b. Muchas gracias, Eduardo. |
| 3. a. Regular. ¿Y tú? | b. Mucho gusto, señorita Paz. |
| 4. a. Con permiso, señor. | b. No hay de qué. |
| 5. a. De nada, señora Colón. | b. Buenas noches, señora Colón. |
| 6. a. Soy de Guatemala. | b. ¿Y tú? |

Paso 2. Now, listen to the questions and statements again and read the correct answers in the pauses provided. You will hear each item only once. Be sure to repeat the correct answer after you hear it.

1. ... 2. ... 3. ... 4. ... 5. ... 6. ...

El alfabeto español

A. **El alfabeto español.** Answer the following questions about the Spanish alphabet.

1. What are the two letters in the Spanish alphabet that are not found in the English alphabet?

2. What letter in the Spanish alphabet is never pronounced? _____

B. **¿Cómo se escribe... ?** (*How do you write . . . ?*) Write only the name of the underlined letter.

MODELO: ¿Se escribe José con (*with*) ge o con jota? → Con jota.

1. ¿Se escribe general con ge o con jota? Con _____.

2. ¿Se escribe Olivía con be o con ve (uve)? Con _____.

3. ¿Se escribe experto con equis o con ese? Con _____.

4. ¿Se escribe Pérez con ese o con zeta? Con _____.

5. ¿Se escribe Cecilia con ese o con ce? Con _____.

6. ¿Se escribe optimista con i o con i griega? Con _____.

7. ¿Se escribe hasta con o sin (*without*) hache? _____.

❖C. **¿Cómo se llama usted?** Spell your complete name in Spanish.*

MODELO: Me llamo Juan Martínez. → Jota-u-a-ene, eme-a-ere-te-i acentuada-ene-e-zeta

Me llamo _____.

Nota comunicativa: Los cognados

❖A. **Pronunciación.** Read aloud the following pairs of words. The stressed syllable is italicized. Note how the stress shifts in most of the Spanish words. These adjectives can be used to describe a man or a woman.

ENGLISH	SPANISH	ENGLISH	SPANISH
1. <i>normal</i>	<i>nor-mal</i>	8. <i>terrible</i>	<i>te-rri-ble</i>
2. <i>emotional</i>	<i>e-mo-cio-nal</i>	9. <i>responsible</i>	<i>res-pon-sa-ble</i>
3. <i>elegant</i>	<i>e-le-gan-te</i>	10. <i>valiant</i>	<i>va-lien-te</i>
4. <i>cruel</i>	<i>cru-el</i>	11. <i>horrible</i>	<i>ho-rri-ble</i>
5. <i>pesimistic</i>	<i>pe-si-mis-ta</i>	12. <i>important</i>	<i>im-por-tan-te</i>
6. <i>optimistic</i>	<i>op-ti-mis-ta</i>	13. <i>intelligent</i>	<i>in-te-li-gen-te</i>
7. <i>materialistic</i>	<i>ma-te-ria-lis-ta</i>	14. <i>rebellious</i>	<i>re-bel-de</i>

*Exercises marked with this symbol (❖) do *not* have answers in the Appendix nor on the Audioscript.

B. Los cognados

❖ **Paso 1.** Scan the following selection, then underline all the cognates and other words that look familiar to you.

Paso 2. Based on your understanding of the article, check the box for either **cierto (C)** (*true*) or **falso (F)** (*false*). ¡OJO! The sentences can help you understand the meaning of the paragraph.

Un producto natural, protector de la salud

El aceite de oliva, especialmente el aceite de oliva virgen, es un producto que cada día gana mayor aceptación en la preparación de las comidas. Contiene mucha vitamina E, un antioxidante por excelencia. Además, el aceite de oliva virgen no contiene colesterol. En efecto, su uso reduce la concentración de colesterol en la sangre. Por lo tanto, es preferible a las grasas de origen animal, que son malas para el sistema cardiovascular.

	C	F
1. Olive oil is gaining more acceptance in the preparation of meals.	<input type="checkbox"/>	<input type="checkbox"/>
2. One of the benefits of this oil is that it contains a lot of vitamin C.	<input type="checkbox"/>	<input type="checkbox"/>
3. Olive oil contains as much cholesterol as animal fats.	<input type="checkbox"/>	<input type="checkbox"/>
4. Animal fats are unhealthy because they are bad for the heart.	<input type="checkbox"/>	<input type="checkbox"/>
5. The use of olive oil reduces the amount of cholesterol in our blood.	<input type="checkbox"/>	<input type="checkbox"/>
6. Olive oil is beneficial for the cardiovascular system.	<input type="checkbox"/>	<input type="checkbox"/>

¿Cómo eres? (Part 1)

❖ **A. Adjetivos.** Read aloud the following adjectives, then choose those that best describe you and use them to complete the sentence.

- | | |
|---------------|---------------|
| arrogante | irresponsable |
| egoísta | optimista |
| emocional | paciente |
| idealista | pesimista |
| impaciente | realista |
| independiente | rebelde |
| inteligente | responsable |

Yo soy _____, _____ y _____.

❖ **B. ¿Qué opinas?** (*What do you think?*) Describe the following people by using appropriate adjectives from the preceding list and from the list in **Los cognados** in your textbook.

1. Jennifer López es _____, _____ y _____.
2. Enrique Iglesias es _____, _____ y _____.
3. Madonna es _____, _____ y _____.
4. Justin Timberlake es _____, _____ y _____.
5. Salma Hayek es _____, _____ y _____.

❖C. **Mi mejor amigo/a** (*My best friend*). Tell your best friend what you think he/she is like. What verb form will you use with **tú: soy, eres, es**?

Tú (soy / eres / es) _____, _____, _____ y _____.

🎧D. **¿Cómo es usted?** You will hear the following brief conversation. It will be read with pauses for repetition. First, listen to the conversation. (Then repeat as directed.)

—¿Cómo es usted?
—Bueno... Yo soy moderna, independiente, sofisticada...



🎧E. **Encuesta** (*Survey*). You will hear a series of questions. For each question, check the appropriate answer. No answers will be given. The answers you choose should be correct for you!

- | | |
|--|--|
| 1. <input type="checkbox"/> Sí, soy independiente. | 3. <input type="checkbox"/> Sí, soy eficiente. |
| <input type="checkbox"/> No, no soy independiente. | <input type="checkbox"/> No, no soy eficiente. |
| 2. <input type="checkbox"/> Sí, soy sentimental. | 4. <input type="checkbox"/> Sí, soy flexible. |
| <input type="checkbox"/> No, no soy sentimental. | <input type="checkbox"/> No, no soy flexible. |

🎧F. **Descripción**. In this exercise, you will practice gisting, that is, getting the main idea, an important skill in language learning. Although some of the vocabulary you hear will not be familiar to you, concentrate on the words that you *do* know. After the exercise, pause and choose the statement that best describes the passage.

- This person is describing her country and the sports that are played there.
- This person is describing herself, her studies, and her outside interests.

Now resume listening.

🎧G. **Preguntas** (*Questions*). Ask the following persons about their personalities, using **¿Eres... ?** or **¿Es usted... ?** as appropriate, and the cues you will hear. Follow the model. (Remember to repeat the correct question. If you prefer, pause and write the questions.) You will hear answers to your questions.

MODELO: (*you see*) Marcos (*you hear*) tímido →
(*you say*) Marcos ¿eres tímido? (*you hear*) Sí, soy tímido.

- Ramón, ¿_____?
- Señora Alba, ¿_____?
- Señor Castán, ¿_____?
- Anita, ¿_____?

🎧H. **Dictado: ¿Cómo son?** (*What are they like?*) You will hear five sentences. Each will be said twice. Listen carefully and write the missing words. (Check your answers in the Appendix.)

- | | |
|---|---------------------------|
| 1. El hotel es _____. | 4. El museo es muy _____. |
| 2. El estudiante es muy _____. | 5. Íñigo no es _____. |
| 3. El _____ no es difícil (<i>difficult</i>). | |



Pronunciación y ortografía • El alfabeto español

A. El alfabeto español. You will hear the names of the letters of the Spanish alphabet, along with a list of place names. Listen and repeat, imitating the speaker. Notice that most Spanish consonants are pronounced differently than in English. In future chapters, you will have the opportunity to practice the pronunciation of most of these letters individually.

a	a	la Argentina	ñ	eñe	España
b	be	Bolivia	o	o	Oviedo
c	ce	Cáceres	p	pe	Panamá
d	de	Durango	q	cu	Quito
e	e	el Ecuador	r	ere	el Perú
f	efe	Florida	rr	erre	Monterrey
g	ge	Guatemala	s	ese	San Juan
h	hache	Honduras	t	te	Toledo
i	i	Ibiza	u	u	el Uruguay
j	jota	Jalisco	v	ve	Venezuela
k	ca	(Kansas)	w	doble ve	(Washington)
l	ele	Lima	x	equis	Extremadura
m	eme	México	y	i griega	el Paraguay
n	ene	Nicaragua	z	zeta	Zaragoza

B. Repeticiones. Repeat the following words, phrases, and sentences. Imitate the speaker and pay close attention to the difference in pronunciation between Spanish and English.

1.	c/ch	Colón	Cecilia	Muchas gracias.	Buenas noches.
2.	g/gu	Ortega	gusto	Miguel	guitarra
3.	h	La Habana	Héctor	hotel	historia
4.	j/g	Jamaica	Jiménez	Geraldo	Gilda
5.	l/ll	Lupe	Manolo	Sevilla	me llamo
6.	y	Yolanda	yate	Paraguay	y
7.	r/rr	Mario	arte	Roberto	carro
8.	ñ	Begoña	Toño	señorita	Hasta mañana.

C. Más repeticiones. Repeat the following Spanish syllables, imitating the speaker. Try to pronounce each vowel with a short, tense sound.

1.	ma	fa	la	ta	pa	4.	mo	fo	lo	to	po
2.	me	fe	le	te	pe	5.	mu	fu	lu	tu	pu
3.	mi	fi	li	ti	pi	6.	sa	se	si	so	su

D. Las vocales. Compare the pronunciation of the following words in both English and Spanish. Listen for the schwa, the *uh* sound in English, and notice its absence in Spanish.

English: *banana*
capital

Spanish: **banana**
capital

Now, repeat the following words, imitating the speaker. Be careful to avoid the English schwa. Remember to pronounce each vowel with a short and tense sound.

1.	hasta	tal	nada	mañana	natural
2.	me	qué	Pérez	usted	rebelde
3.	sí	señorita	permiso	imposible	tímido
4.	yo	con	cómo	noches	profesor
5.	tú	uno	mucho	Perú	Lupe

E. ¿Español o inglés? You will hear a series of words. Each will be said twice. Circle the letter of the word you hear, either a Spanish word (**español**) or an English word (**inglés**). Note that Spanish vowels are short and tense; they are never drawn out with a *u* or *i* glide as in English.

- | | ESPAÑOL | INGLÉS |
|----|---------|----------------|
| 1. | a. mi | b. <i>me</i> |
| 2. | a. fe | b. <i>Fay</i> |
| 3. | a. es | b. <i>ace</i> |
| 4. | a. con | b. <i>cone</i> |
| 5. | a. ti | b. <i>tea</i> |
| 6. | a. lo | b. <i>low</i> |

F. Dictado

Paso 1. You will hear a series of words that are probably unfamiliar to you. Each will be said twice. Listen carefully, concentrating on the vowel sounds, and write in the missing vowels. (Check your answers in the Appendix.)

1. r____d____ll____
2. M____r____b____l
3. ____n____l____t____r____l
4. s____lv____v____d____s
5. ____lv____d____d____z____

Paso 2. Imagine that you work as a hotel receptionist in Miami. Listen to how some Hispanic guests spell out their last names for you. Write down the names as you hear them. (Check your answers in the Appendix.)

1. _____
2. _____
3. _____
4. _____

Nota cultural: Spanish Around the World

A. Match the geographical area of the United States with the largest Spanish-speaking group(s) that has (have) settled in each area.

- | | |
|--------------------|----------------------|
| 1. _____ Northeast | a. Central Americans |
| 2. _____ Southwest | b. Cubans |
| 3. _____ Southeast | c. Mexicans |
| | d. Puerto Ricans |

❖B. Do you know people who have come from Spanish-speaking countries? Which countries?



Segundo paso

Los números del 0 al 30; Hay

A. Cantidades (Quantities). Write out the numbers indicated in parentheses. Remember that the number **uno** changes to **un** before a masculine noun and to **una** before a feminine noun.

- | | |
|---------------------------------------|---|
| 1. (1) _____ clase (<i>f.</i>) | 7. (20) _____ señoras |
| 2. (4) _____ dólares | 8. (23) _____ personas |
| 3. (7) _____ días | 9. (26) _____ clases |
| 4. (13) _____ personas | 10. (21) _____ señores (<i>m.</i>) |
| 5. (11) _____ señoras | 11. (21) _____ profesoras (<i>f.</i>) |
| 6. (1) _____ estudiante (<i>m.</i>) | 12. (30) _____ estudiantes |

B. Problemas de matemáticas. Complete each equation, then write out the missing numbers in each statement.


- | | |
|----------------------------------|-----------------------------------|
| 1. $14 + \underline{\quad} = 22$ | Catorce y _____ son veintidós. |
| 2. $15 - 4 = \underline{\quad}$ | Quince menos cuatro son _____. |
| 3. $2 + 3 = \underline{\quad}$ | Dos y tres son _____. |
| 4. $8 + \underline{\quad} = 14$ | Ocho y _____ son catorce. |
| 5. $13 + \underline{\quad} = 20$ | Trece y _____ son veinte. |
| 6. $15 + 7 = \underline{\quad}$ | Quince y siete son _____. |
| 7. $\underline{\quad} - 3 = 27$ | _____ menos tres son veintisiete. |

❖**C. Preguntas (Questions).** Answer the following questions that a friend has asked about your university.

- ¿Cuántas clases de Español I hay? _____

- ¿Cuántos estudiantes hay en tu (*your*) clase de español? _____


- ¿Y cuántos profesores hay en el Departamento de Español? _____
- ¿Hay clase de español mañana? _____
- ¿Hay un teatro en la universidad? _____

 **D. Canción infantil.** You will hear a reading of the following children's song. It will be read with pauses for repetition. First, listen to the reading of the song.


Canción infantil

Dos y dos son cuatro,
cuatro y dos son seis,
seis y dos son ocho,
y ocho dieciséis.



 **E. ¿Cuántos hay?** (*How many are there?*) Read the following phrases when you hear the corresponding numbers. (Remember to repeat the correct answer.)

- | | | |
|---------------------|------------------|-------------|
| 1. 21 personas (f.) | 3. 1 señora (f.) | 5. 30 cafés |
| 2. 18 profesores | 4. 21 días (m.) | |

 **F. ¿Qué hay en el salón de clase?** (*What is there in the classroom?*) You will hear a series of questions. Each will be said twice. Answer based on the following drawing. (Remember to repeat the correct answer.)



1. ... 2. ... 3. ... 4. ...

Los gustos y las preferencias (Part 1)

A. ¿Qué le gusta? (*What do you like?*) Imagine that you are asking your instructor and several classmates whether they like the following items and activities. Form your questions by combining phrases from the two columns. Then write the answers you think they *might* give.

le gusta	la música jazz	beber café
te gusta	el chocolate	estudiar
(no) me gusta	el programa «American Idol»	jugar a la lotería / al tenis / al fútbol
	esquiar	

1. —Profesor(a), ¿_____?
—Sí (No), _____.
2. —Profesor(a), ¿_____?
—Sí (No), _____.
3. —_____, ¿_____?
(classmate's name)
—Sí (No), _____.
4. —_____, ¿_____?
—Sí (No), _____.

❖B. ¿Qué te gusta? (*What do you like?*)

Paso 1. You will hear a series of questions. For each question, check the appropriate answer. No answers will be given. The answers you choose should be correct for you.

- | | |
|---|---|
| 1. <input type="checkbox"/> ¡Sí, me gusta! | 1. <input type="checkbox"/> ¡No, no me gusta! |
| 2. <input type="checkbox"/> ¡Sí, creo que (<i>I think</i>) es fantástico! | 2. <input type="checkbox"/> ¡No, no me gusta! |
| 3. <input type="checkbox"/> Sí, me gusta. | 3. <input type="checkbox"/> No, no me gusta. |
| 4. <input type="checkbox"/> Sí, me gusta. | 4. <input type="checkbox"/> No, no me gusta. |

Paso 2. Interview Professor Morales about his likes and dislikes using the oral cues. Remember to use **¿Le gusta... ?** and to repeat the correct question. You will hear his answer.

MODELO: (*you hear*) la universidad →
(*you say*) ¿Le gusta la universidad? (*you hear*) Sí, me gusta mucho.

1. ... 2. ... 3. ... 4. ...

C. Los gustos y las preferencias. You will hear a series of questions. Each will be said twice. You should be able to guess the meaning of the verbs based on context. Answer based on your own experience. You will hear a possible answer. (Remember to repeat the answer.)

MODELO: (*you see*) jugar
(*you hear*) ¿Te gusta jugar al tenis? →
(*you say*) Sí, me gusta jugar al tenis. OR No, no me gusta jugar al tenis.

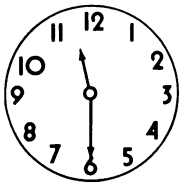
1. jugar 2. estudiar 3. tocar 4. comer

¿Qué hora es?

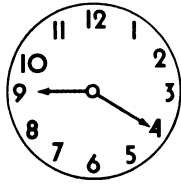
A. **Son las...** Match the following statements with the clock faces shown.

1. ____ Son las cinco y diez de la tarde.
2. ____ Son las diez menos veinte de la noche.
3. ____ Es la una y cuarto de la mañana.
4. ____ Son las once y media de la mañana.
5. ____ Son las cuatro menos cuarto de la tarde.
6. ____ Son las nueve y veinte de la noche.

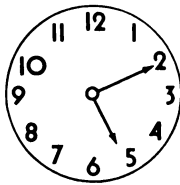
a.



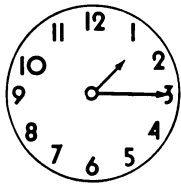
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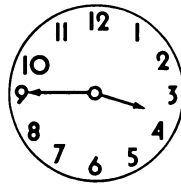
c.



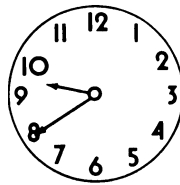
d.



e.



f.



Nota comunicativa: Para expresar la hora


¿Qué hora es? Write out the times indicated. Use *de la mañana*, *de la tarde*, or *de la noche*, as required.

1. It's 12:20 A.M. _____
2. It's 1:05 P.M. _____
3. It's exactly 2:00 A.M. _____
4. The reception (**La recepción**) is at 7:30 P.M. _____
5. The class is at 10:50 A.M. _____
6. It's 9:45 P.M. _____
7. It's 1:30 A.M. _____
8. It's 8:15 A.M. _____
9. It's at 3:25 P.M. _____
10. It's 4:10 A.M. _____

¡OJO!

In Spain, as in most of Europe, times in transportation schedules are given on a 24-hour clock. A comma is often used instead of a colon. Convert the following hours from the 24-hour system to the A.M./P.M. system.

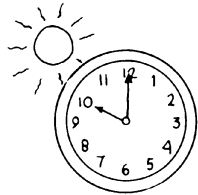
- a. 16,05 = _____ b. 20,15 = _____ c. 22,50 = _____

 **B. ¿Qué hora es?**

Paso 1. You will hear a series of times. Each will be said twice. Circle the letter of the clock face that indicates the time you hear.

MODELO: (you hear) Son las diez de la mañana. → (you circle the letter a)

a.



b.



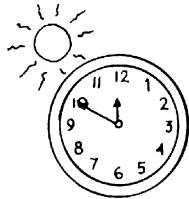
1. a.



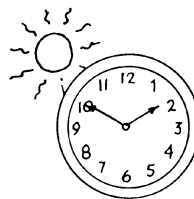
b.



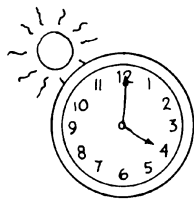
2. a.



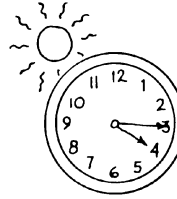
b.



3. a.



b.



4. a.

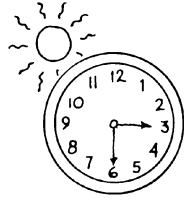


b.



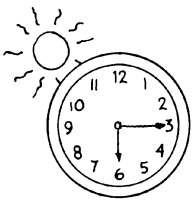
Paso 2. Now when you hear a number, tell the time that you see on the corresponding clock. Repeat the correct answer.

MODELO: (you see) 1.

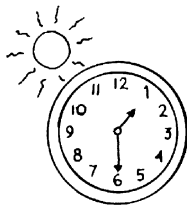


(you hear) uno →
(you say) Son las tres y media de la tarde.

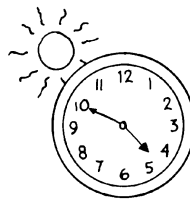
2.



3.




4.



5.



 **C. ¿A qué hora es... ?** You will hear a series of questions about Marisol's schedule. Answer based on her schedule. (Remember to repeat the correct answer.) First, pause and look at the schedule.

MODELO: (you hear) ¿A qué hora es la clase de español? →
(you say) Es a las ocho y media de la mañana.

1. ... 2. ... 3. ... 4. ...

Horario escolar*

Nombre: Marisol Abad
Dirección: Calle Alfaro, 16
Teléfono: 72-45-86

8:30	Español
9:40	Ciencias
11:00	Matemáticas
12:25	Inglés
2:15	Arte

*School schedule

Lectura cultural: La geografía del mundo hispánico

Un poco de (A little bit of) **geografía.** Match these geographical names with the category to which they belong.

- | | |
|----------------------|-------------------|
| 1. _____ los Andes | a. una cordillera |
| 2. _____ Titicaca | b. una isla |
| 3. _____ Cuba | c. un lago |
| 4. _____ el Caribe | d. una península |
| 5. _____ el Amazonas | e. un río |
| 6. _____ Yucatán | f. un mar |



iRepasemos! (Let's review!)*



A. En el periódico (*newspaper*). You will hear a series of headlines from a Spanish newspaper. Each will be said twice. Write the number of the headline next to the section of the newspaper in which it most likely appears. Try not to be distracted by unfamiliar vocabulary; concentrate instead on the key words in the headline. First, listen to the list of sections.

- _____ Política _____ Espectáculos (*Entertainment*) _____ Economía
 _____ Libros (*Books*) _____ Deportes (*Sports*)

B. Entrevista. You will hear a series of questions. Each will be said twice. Answer based on your own experience. Pause and write the answers.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Mi diario

Yo soy... It is a good idea to have a separate notebook for your **diario** entries. Before you begin writing, reread the pages about **Mi diario** in *To the Student* (page vi). Include at least the following information in your first entry:

- First, write today's date in numerals. Note that in Spanish the day comes first, then the month, and finally the year. Thus, 8/9/08 is September 8, 2008.
- Now greet your diary as you would a friend and introduce yourself.
- Write down what time it is. (Write out the hour.)
- Describe your personality, using as many adjectives as you can from page 5 of the Workbook/Laboratory Manual.
- List two things you like (or like to do) and two things you do *not* like (or do not like to do).



Ponte a prueba

A ver si sabes...

A. ¿Cómo eres? Fill in the blanks with the appropriate form of **ser**.

1. yo _____ 2. tú _____ 3. usted, él, ella _____

*No answers are given for ¡Repasemos! activities.

B. Saludos y expresiones de cortesía. Complete the following phrases.

1. To a friend: ¡_____! ¿Qué tal?
2. Fill in the blanks with the correct form of **bueno**.
_____ días. _____ tardes. _____ noches.
3. To ask a classmate her name, you say: ¿Cómo _____?
4. The responses to **muchas gracias** are: _____

C. Los gustos y las preferencias. Fill in the blanks with the appropriate word(s).

—¿Te _____¹ el chocolate?

—No, no _____.²

D. ¿Qué hora es?


1. To ask what time it is, you say:
¿_____?
2. To answer, use:
_____ la una (y cuarto, y media).
_____ las dos (tres, etcétera).

Prueba corta

A. Preguntas. Contesta en español.

1. Ask your instructor what his or her name is. _____
2. Ask the student next to you what his or her name is. _____
3. Now ask where he/she is from. _____
4. What do you say when someone gives you a gift? _____
5. How does that person respond? _____
6. Tell your best friend what he or she is like. Use at least three adjectives.

7. Ask your instructor if he or she likes **el jazz**. _____
8. Ask a classmate if he or she likes **el chocolate**. _____
9. Write out the numbers in the following series: tres, _____, nueve, _____,
_____, dieciocho, _____, veinticuatro, veintisiete, _____.
10. Express 11:15 P.M. in Spanish: _____

 **B. Hablando (Speaking) de las clases.** You will overhear a conversation between Geraldo and Delia. Listen carefully. Try not to be distracted by unfamiliar vocabulary; concentrate instead on what you do know. Then, you will hear a series of statements. Circle **C (cierto)** if the statement is true and **F (falso)** if it is false.

1. C F
2. C F
3. C F
4. C F
5. C F