

SPANISH
Basic Course

WORKBOOK

January 1998

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

ACKNOWLEDGMENT

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Our thanks to those members of the Spanish Department, both civilian and military, who contributed activities and participated in the review process.

We gratefully acknowledge the guidance and support of DCI-C.

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INTRODUCTION

This workbook will help you practice and reinforce at home the lesson material you have studied during the day. The majority of activities is directly related to the lesson you are currently studying. Some activities serve as refresher of the material covered in earlier lessons, integrating it into current contexts.

The activities in this workbook are self-paced. They can be done at your speed of comprehension and reaction. Take your time doing the written work. If something is unclear to you, go back to the lesson, especially the Glossary and the Grammar Notes to get help.

Taped material can be listened to as often as you need. You may stop or rewind the tape as much as you need.

Remember to take short breaks within the time you set aside for studying at home. Make sure that you do your work in a setting free from interruptions and disturbances. Try to be regular and consistent in your study habits.

Activity keys should be used wisely. If after doing your work, you find mistakes, try to analyze what you did wrong to arrive at your version rather than just acknowledge what the Key tells you.

If certain listening tasks are too hard for you to handle, the recording scripts in the Workbook Keys booklet can be helpful **if used properly**. Should you find that you are unable to do a particular task, you may want to look up the transcript of the passage that gives you trouble and listen to it **one time while reading along in the transcript**. Then listen again **without reading** and see if you are able to do the task. Do NOT get into the habit of reading the scripts while listening. You will be cheating yourself out of valuable listening comprehension practice.

The following pages will provide you with an overview of all 35 lessons. This will help you look up material from earlier lessons. Also consult the **Cumulative Grammar Notes** and the **Cumulative Glossary** in your book issue.

N.B.: There is no assigned homework for the **Review** and **BRIDGE** lessons.

¡Póngase a trabajar!

UNIT 1: PERSONAL BACKGROUND

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
Pre-Chapter	Spanish alphabet Spanish writing system geography military	recognize and use the Spanish alphabet recognize cognates understand titles/mil. ranks read names of Spanish speaking countries	N/A
1 Personal ID	greetings names titles/mil. ranks geography origin/nationality cardinal numbers 0-20 classroom	exchanging social courtesies introducing oneself, including title or military rank exchanging personal information naming the Spanish speaking countries and their capitals talking about one's immediate surroundings (the classroom) understanding and using high-frequency expressions for the classroom understanding and expressing quantities up to 20 understanding reading texts through cognates	definite/indefinite articles nouns subject pronouns affirmative, negative and interrogative sentences the present tense of ser and estar, and its uses the prepositions de/en interrogative words the present tense of tener the impersonal form of haber: hay
2 Family	family composition physical appearance family events friends colors calendar (weeks/months) cardinal numbers 21-101 marital status age	asking and giving biographical information discussing family relationships and events describing persons, including character traits relating colors to particular objects such as flags of nations using the calendar understanding and expressing quantities up to 101	the present tense of regular verbs ending in -ar, -er, -ir adjectives possessive adjectives (short forms) the prepositions de and con the conjunctions y/e and o/u the verb tener for expressing age
3 Occupations	work places professions/trades salaries calendar (dates, year) clock time schedules cardinal numbers above 101 military base facilities military duties job ads	extracting information from job ads discussing occupations and work places describing a military work day/schedule naming facilities on a military installation telling the time and the date understanding and using numbers to 5,000,000	possessive adjectives (long forms) possessive pronouns present tense of hacer expression hay que expressions for telling time
4 Housing	parts of a house furniture street/mailling addresses types of houses household chores home repairs military housing real estate ads	extracting information from real estate ads comparing living arrangements stating housing, furniture, and home repair needs talking about household chores describing a house, its rooms, and the location of the objects they contain talking about future plans	the present tense of ir the periphrastic future the expression tener que a first look at comparisons the prepositions a and de the contractions al and del
5	Review of Unit 1 and BRIDGE: Hiring a Spanish Teacher		

UNIT 2: EVERYDAY ACTIVITIES

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
6 Clothing	clothing uniforms sizes shopping money/prices currencies sales ads	extracting information from clothing ads and size conversion tables stating clothing needs, both military and civilian shopping for civilian and military clothing discussing work attire understanding the monetary units of the Spanish speaking countries	the present tense of stem-changing verbs, o ⇒ ue: poder and e ⇒ ie: querer the verbs poder/querer/necesitar + infinitive the number uno a first look at the prepositions por and para
7 Weather	climate seasons weather phenomena thermometer scales weather forecasts leisure time activities vacation geography	understanding climates and seasons focusing on the Spanish speaking countries comparing climates extracting details from weather forecasts and briefing this information converting temperatures from one scale to another planning activities depending on the weather and the season selecting weather-appropriate clothing, both military and civilian interpreting for a non-Spanish speaker gathering information	idiomatic uses of hace, está, and hay in weather expressions the present tense of stem-changing verbs e ⇒ i: decir and pedir the verbs pedir and preguntar adverbs siempre and nunca the future tense a first look at progressive constructions and present participles
8 Daily Activities	daily routine schedules of daily activities weekend activities lifestyles	describing a daily routine expressing emotions planning activities based on weather projections negotiating conflicting time schedules to arrange for a meeting talking about civilian and military schedules and lifestyles	reflexive pronouns reflexive verbs the verbs poner and ponerse use of the infinitive after antes de and después de
9 Daily Life	banking post office telephone errands	conducting everyday business transactions at a bank and the post office using the telephone taking messages on the telephone interpreting for a non-Spanish speaker doing errands	demonstrative adjectives and pronouns the adverbial form -mente the adverbs también and tampoco the adjectives and pronouns todo, toda, todos, and todas more about the prepositions por and para the verb venir the verb volver + a + infinitive, the verbs creer and pensar the verbal form quisiera
10	Review of Unit 2 and BRIDGE: Joint Training Exercise		

UNIT 3: FOOD AND SERVICES

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
11 Food	meals restaurants menus service/tipping regional food eating utensils recipes	expressing food and drink needs and preferences reading restaurant menus, ordering meals, and making service-related requests comparing food specialties of Spanish speaking countries to those of the U.S. extending, accepting, and declining invitations	idiomatic uses of the verb <i>tener</i> prepositional pronouns direct and indirect object pronouns personal <i>a</i> the verbs <i>dar</i> and <i>gustar</i>
12 Shopping	shops and stores open air markets money/prices bargaining metric weights/measures (kilo, liter, etc.) food packaging health/diet cooking entertaining	buying food and expressing weights and measures shopping at different types of shops describing a product you need bargaining for best prices talking about healthy foods preparing a special dish	suffixes <i>-ero</i> and <i>-eria</i> verbs <i>traer</i> and <i>llevar</i> double object pronouns: indirect and direct object pronouns used together adjectives and pronouns <i>otro, otra, otros, and otras</i> adjectives <i>mucho, mucha, muchos, muchas, poco, poca, pocos, and pocas</i> pronouns <i>muchos, muchas, pocos, and pocas</i> adverbs <i>mucho</i> and <i>poco</i> affirmative and negative expressions <i>algo, nada, o . . . o, and ni . . . ni</i>
13 Transportation and Travel	means of transportation vacation spots schedules/timetables geography distances (metric) directions	requesting travel information planning trips and making reservations reading travel brochures and timetables asking for and giving instructions and directions comparing means of transportation expressing distances using the metric system	formal commands verbs <i>salir, oír</i> and <i>quedar</i> more about the prepositions <i>por</i> and <i>para</i>
14 Lodging	hotel reservations checking in/out renting homes/cars service complaints ordinal numbers travel agencies	extracting information from travel-related reading material making preparations for a trip making hotel reservations dealing with problems at a hotel talking about renting vacation homes and cars	the verb <i>ver</i> informal commands impersonal constructions: <i>se + verb</i> a first look at passive constructions: <i>se + verb</i> ordinal-numbers more about the prepositions <i>por</i> and <i>para</i>
15	Review of Unit 3 and BRIDGE: Field Trip to Mexico		

UNIT 4: PAST EXPERIENCES

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
16 Personal Experiences	biography anecdotes past activities vacation trips	reading and extracting information from biographies comparing personal experiences talking about yesterday and last weekend remembering past vacation trips listening to and extracting information from anecdotes	the preterite tense
17 Past Events	international events crimes accidents last weekend past experiences biography	extracting information from news items about accidents reading newspaper headlines and articles listening to news broadcasts about crimes and accidents talking about last weekend and past experiences listening to and reporting biographical information	more about the preterite tense idiomatic uses of <i>hace</i> + time expressions the verbs <i>conocer</i> and <i>saber</i> more about passive constructions: the passive voice and past participles
18 How Life Used to Be	great inventions technological advances social change childhood basic training crimes accidents	comparing how life used to be and how it is today researching and reporting on technological advances and social change exchanging information about childhood and military experiences comparing basic training past and present extracting information from media reports about recurring events such as crimes and accidents	the imperfect tense adjectives <i>tanto</i> , <i>tanta</i> , <i>tantos</i> , and <i>tantas</i> adverbs <i>tanto</i> and <i>tan</i> comparisons of equality, more about comparisons of inequality, and superlatives Roman numerals
19 People in History	great inventors famous people explorers and conquerors literary and political figures history crimes accidents	discussing historical figures and their accomplishments gathering information from biographies of famous people reading and contrasting information about explorers, conquerors, literary and political figures extracting information from news broadcasts	contrasting the preterite and imperfect tenses more about progressive constructions and present participles
20	Review of Unit 4 and BRIDGE: Publishing a Newspaper		

UNIT 5: OUR WORLD

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
21 Resources and Products	geography (mountains, rivers, coasts, ports) topography (map reading) industry (mining, fishing, forestry, products) agriculture (farming, ranching, products) international trade, import and export transportation net/resources, (the Panama Canal)	applying geographical information and practicing map reading synthesizing information and talking about resources and products talking about exports and imports gathering information about a commercial route: the Panama Canal extracting information from news broadcasts	affirmative and negative expressions alguien, nadie; algún, alguno, alguna, algunos, algunas, ningún, ninguno, ninguna adjectives with shortened forms
22 Natural Disasters	earthquakes floods volcanic eruptions weather time zones oceanography	studying the impact of natural disasters on life, property, and the environment matching headlines with newspaper articles discussing earthquake preparedness gathering information about tides and time zones reconstructing a shipwreck from diary entries interpreting for a non-Spanish speaker in emergency situations	more about past participles a first look at the perfect tenses: the present perfect and the past perfect adverbs ya and todavía
23 Military Operations	military equipment training and operations deployments phonetic alphabet	describing different types of weapons and equipment listening to and reading texts describing military activity using the phonetic alphabet talking about knowledge acquired in basic training talking about military operations in the past	more about the prepositions por and para
24 Health	parts of the body illnesses and injuries medical appointments first aid common diseases	discussing causes and prevention of common diseases describing symptoms, illnesses, and injuries making medical appointments describing first aid procedures, extracting health-related information from the media	verbs that follow the grammatical pattern of gustar the reflexive verb sentirse the verb acabar more about constructions with se + verb: unplanned events
25	Review of Unit 5 and BRIDGE: Developing Training Materials for Disaster Preparedness		

UNIT 6: OUR PEOPLE

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
26 Culture and Tradition	ethnic groups pre-Columbian cultures: Mayas, Incas, and Aztecs history: the Spanish conquest arithmetic and geometry holidays and celebrations cultural awareness	exploring the ethnic diversity of the Spanish speaking countries gathering information about pre-Columbian cultures and the Spanish conquest learning about arithmetic and geometry understanding traditional holidays and customs relaying wishes, requests, and suggestions	the concept of the subjunctive mood a first look at the present subjunctive more about the present subjunctive: with verbs of volition with indirect commands
27 Entertainment, Sports, and Hobbies	movies organized sports car maintenance and other hobbies entertainment choices	exploring popular entertainment choices of the Spanish speaking countries gathering information about favorite sports in Latin America and Spain talking about hobbies learning about car maintenance offering entertainment choices to a visitor to a Spanish speaking country	more about the present subjunctive: with impersonal expressions with <i>ojalá, tal vez, quizás</i> using <i>tener ganas de + verb</i>
28 Social Issues	illiteracy education poverty unemployment role of women old people	identifying global social issues from spoken and written sources examining the relationship between the economy, education and unemployment looking at the role of government as a provider of social services exploring the educational systems of the Spanish speaking countries comparing social problems of Spanish speaking countries to those of the United States extracting information from media reports about current events related to social issues interpreting for a non-Spanish speaker concerning volunteer work	more about the present subjunctive: with expressions of doubt and denial with <i>cuando</i>
29 Terrorism and Drugs	guerrillas drug production and trafficking terrorist groups drug cartels	identifying global terrorist groups learning about guerrilla movements in Latin America talking about militia and terrorism in the United States exploring the world-wide drug problem extracting information from media reports about terrorism and drugs	more about the present subjunctive: with verbs that express an emotional reaction with adverbial clauses with adjectival clauses diminutives and augmentatives
30	Review of Unit 6 and BRIDGE: Supporting a Latin American Country's War on Drugs		

UNIT 7: A WINDOW TO THE WORLD

LESSON	TOPIC/CONTEXT	FUNCTION/TASK	STRUCTURE
31 Wars and Revolutions	wars and revolutions World War I and II peace treaties war veterans guerrilla fighters	analyzing information about wars and revolutions discussing various peace treaties and resulting events gathering information from an interview with a WW II veteran processing information gathered from the diary of a guerrilla fighter pinpointing the causes and consequences of wars and revolutions	a first look at the imperfect subjunctive uses of the imperfect subjunctive: with verbs of volition, with impersonal expressions with expressions of doubt and denial with cuando with verbs that express emotion with adverbial clauses, and with adjectival clauses
32 Government and Politics	government systems political figures voting and elections human rights emigration immigration role of women in politics	defining and comparing political systems exploring political, social, and economic issues researching and reporting about political figures gathering information about the role of women in Latin American politics exploring causes and effects of emigration	a first look at the conditional uses of the conditional: to express what would or could happen to express a projected event to express curiosity to express hypothetical situations
33 A Changing World	life in the future environment technology communication space personal goals	predicting how technology will change the world discussing the state of the environment exploring advances in communication and space establishing personal goals for the future	the present perfect subjunctive the past perfect subjunctive the future perfect the conditional perfect using the past perfect subjunctive and the conditional perfect to express hypothetical situations
34 The U.S. Military: the 21st Century	role of the armed forces leadership qualities official seals national symbols	discussing the role of the military in the 21st century constructing the profile of a good leader preparing to serve as a cultural ambassador extracting information from news broadcasts	other verbs that change meaning when used in the preterite using the expression como si . . . using haber + past participle of estar + present participle of another verb the present participle of the verbs haber, ser, and estar sequence of tenses using the present subjunctive and the imperfect subjunctive
35	Review of Unit 7 and BRIDGE: Providing Humanitarian Aid		

LECCION 1

TAREA  DIA 1

Actividad 1

Listen to the following greetings or farewells and check the appropriate box. Also write the words that give you the clue.

	Greeting	Farewell	Clue
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



Actividad 2

A. Listen and write the correct number next to its name.

- | | | | |
|--------------|-------|---------------|-------|
| a. quince | _____ | i. diecinueve | _____ |
| b. dieciséis | _____ | j. once | _____ |
| c. catorce | _____ | k. nueve | _____ |
| d. seis | _____ | l. trece | _____ |
| e. ocho | _____ | m. siete | _____ |
| f. once | _____ | n. doce | _____ |
| g. veinte | _____ | o. cinco | _____ |
| h. tres | _____ | p. diez | _____ |

B. Listen to the following sentences and write the number you hear.

- | | | | |
|---------|---------|---------|---------|
| a. ____ | f. ____ | k. ____ | p. ____ |
| b. ____ | g. ____ | l. ____ | q. ____ |
| c. ____ | h. ____ | m. ____ | r. ____ |
| d. ____ | i. ____ | n. ____ | s. ____ |
| e. ____ | j. ____ | o. ____ | t. ____ |



Actividad 3

Match the words expressing ranks in Spanish on the left with their equivalent in English on the right.

- | | |
|------------------------------------|------------------------------|
| 1. ___ Soldado raso | a. Seaman Recruit |
| 2. ___ Oficial Técnico | b. Specialist |
| 3. ___ Subteniente | c. Airman Basic |
| 4. ___ Cabo | d. Ensign |
| 5. ___ Sargento Administrativo | e. Second Lieutenant |
| 6. ___ Aerotécnico | f. Private |
| 7. ___ Cabo de Lanza | g. Petty Officer First Class |
| 8. ___ Suboficial de primera clase | h. Corporal |
| 9. ___ Marinero recluta | i. Staff Sergeant |
| 10. ___ Contramaestre | j. Warrant Officer |
| 11. ___ Alférez de fragata | k. Lance Corporal |
| 12. ___ Especialista | l. Chief Petty Officer |

  **Actividad 4**

Listen to the following reports and fill in the charts below with the appropriate information.

Report number 1	
First name	_____
Last name(s)	_____
Rank	_____
Service	_____
Origin	_____
Nationality	_____
Social Security Number	_____

Report number 2	
First name	_____
Last name(s)	_____
Rank	_____
Service	_____
Origin	_____
Nationality	_____
Social Security Number	_____

**Actividad 5**

A. Fill in the blanks using the missing Spanish definite article.

1. _____ calendario está en _____ pared.
2. _____ libros están en _____ mesa.
3. ¿Dónde están _____ grabadoras?
4. ¿Cómo se llama _____ profesor?
5. _____ soldado no se llama Jim Brown.
6. _____ alumna tiene _____ diccionario en _____ escritorio.
7. _____ reloj está en _____ clase.
8. ¿Qué hay en _____ techo?
9. _____ borrador está en _____ piso.
10. _____ cinta tiene _____ palabras del vocabulario.

B. Fill in the blanks using the missing Spanish indefinite article.

1. Tengo _____ papel y _____ lápiz.
2. ¿Quién tiene _____ audífonos?
3. ¿Dónde hay _____ marcador?
4. María tiene _____ cuaderno y _____ pluma.
5. Aquí hay _____ mapa de Colombia.
6. _____ estudiante es de Puerto Rico.
7. Tenemos _____ ventana en la clase.
8. Tengo _____ pregunta.



Actividad 6

Fill in the blanks using the impersonal **hay** or the appropriate forms of **ser**, **estar**, and **tener**.

1. El profesor _____ en la sala de clase.
2. Los alumnos también _____ en clase.
3. El profesor no _____ lápiz, _____ una pluma.
4. Nosotros no _____ diccionario.
5. La profesora no _____ de Honduras.
6. Nosotros no _____ en Florida.
7. En la clase _____ dos pizarras.
8. En el instituto _____ cinco profesores de España.
9. El teniente Ramírez _____ salvadoreño.
10. Todos nosotros _____ americanos.



Actividad 7

Read the sentences below and complete the questions that follow each one.

1. El capitán Pérez es de El Salvador.

¿De dónde _____ ?

2. Los libros están en la mesa.

¿Dónde _____ ?

3. En la clase hay doce sillas.

¿Cuántas _____ ?

4. En la sala de clase hay doce libros de español.

¿Cuántos _____ ?

5. El número de teléfono de la oficina del profesor es 345-7896.

¿Cuál _____ ?

6. La profesora se llama María Suárez Navarrete.

¿Cómo _____ ?

7. El cabo tiene un diccionario.

¿Quién _____ ?

8. El diccionario del cabo está en la mesa del profesor.

¿Dónde _____ ?

9. El reloj y el calendario están en la pared.

¿Dónde _____ ?

10. En la mesa hay una pluma, un cuaderno y un lápiz.

¿Qué _____ ?

 **Actividad 8**

Translate the following questions.

1. Where are the students?

2. Where is the Institute?

3. When is your birthday? (**cumpleaños**)

4. What is your last name?

5. Who is your teacher?

TAREA



DIA 3



Actividad 9

Read the following article and fill in the blanks with the appropriate words from the Jumble Box.

El Sr. Jaime Molina _____ capitán del _____ de Panamá, _____ es _____ . También es profesor de _____ escuela militar que _____ en Panamá.

El _____ Molina es profesor de matemáticas. En su clase _____ 19 estudiantes.

La escuela _____ muchos _____. Todos _____ alumnos son miembros de Las Fuerzas Armadas _____ Panamá, pero no todos los profesores son _____, algunos son civiles.

Los profesores _____ de diferente origen pero todos _____ la nacionalidad _____.

panameño	una	son	ejército	es
	militares	está	alumnos	él
hay	civiles	tienen	capitán	tiene
	panameña	los	de	Panamá



Actividad 10

Listen to the following sentences and transcribe them on the first line. Then translate them on the second line. Use the glossary or a dictionary if you don't know how to write a word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

 **Actividad 11**

Listen to the passage. Transcribe it, translate it, and then answer the questions at the end of the exercise.

Transcription

Translation

1. What is Roberto's mother's last name? _____
2. From what city is Roberto's mother? _____

LECCION 2

TAREA  DIA 1

 **Actividad 1**

Listen to eight questions and select the most appropriate response from the options given. Circle the letter.

1. a. Estamos bien.
 b. Estoy bien.
 c. Está bien.

2. a. Sí, tengo hermanos.
 b. Sí, con la profesora.
 c. Sí, es el sábado.

3. a. No, estoy en Arizona.
 b. No, estamos en Arizona.
 c. No, está en Arizona.

4. a. Somos solteros.
 b. Son casados.
 c. Soy divorciado.

5. a. Tengo tres hijos.
 b. Tiene tres hijos.
 c. Tienen tres hijos.

6. a. No, no estamos aquí.
 b. No, está con mi madre.
 c. No, están con su madre.

7. a. Dos niños y una niña.
 b. Unos niños y unas niñas.
 c. Con unos niños.

8. a. No, soy sargento.
 b. No, estoy en el cuartel.
 c. No, estoy en la marina.

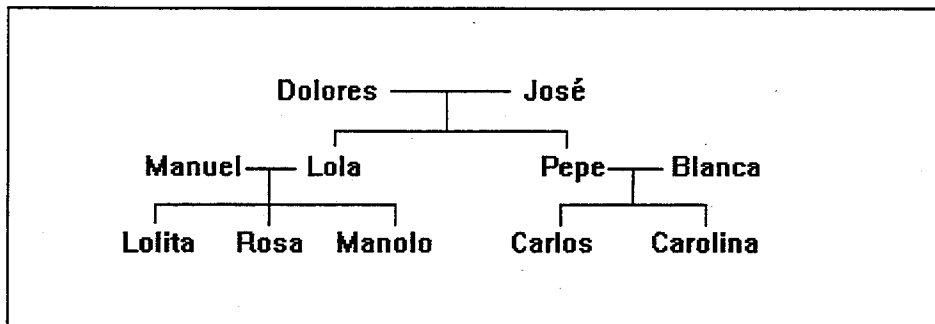
Actividad 2

Listen to the information that a student is giving about his hometown university. Write only the number you hear.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Actividad 3

Listen to some members of Juan's family describing themselves. Using Juan's family tree, identify each speaker by writing his or her name on the lines provided.



¿Quiénes son?

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

**Actividad 5**

Translate the following sentences into Spanish using the spaces provided.

1. Our teachers are from Latin America.

2. Rocio's grandfather is from Panama.

3. Their uncle is Cuban.

4. My brother's wife is in Guatemala.

5. The soldiers' families live in the United States.

**Actividad 6**

Supply the appropriate possessive adjective. Remember that possessive adjectives do not agree with the possessor but with the possessed noun.

1. Tú vives en _____ casa.
2. El profesor está en _____ oficina.
3. La capitana escribe cartas a _____ padres.
4. Yo estudio _____ lecciones de español.
5. Nosotros compramos _____ plumas en la tienda.



Actividad 7

Write the conjunction that is needed to connect these words.

1. (*and*) el capitán _____ el teniente
2. (*or*) libro _____ cuaderno
3. (*and*) padres _____ hijos
4. (*and*) leones _____ hienas
5. (*or*) Francia _____ Holanda



Actividad 8

Fill in the verbs with their proper endings. An example is provided.

	yo	tu	Ud./él/ella	nosotros	Uds./ellos/ellas
ser	soy				
estar					
tener					
trabajar					
comer					
vivir					
estudiar					
comprender					
escribir					



Actividad 9

Listen to the following sentences about a family. From the three choices you have, select the one that corresponds to the sentence you hear.

1. a. My uncle has
b. My aunt and uncle have
c. I have

2. a. First name
b. Last name
c. Maiden name

3. a. He studies
b. She studies
c. They study

4. a. His parents
b. His relatives
c. His godparents

5. a. We live
b. I live
c. They live



Actividad 10

This is a conversation between two students. Fill in the missing words. Select the appropriate words from the Jumble Box. There are extra words in the box.

- A. Buenas _____. Yo soy Luisa. B. Mucho _____, yo soy José.
- A. ¿De dónde _____ Ud., José? B. Yo _____ de Puerto Rico. ¿Y Ud.?
- A. Yo soy de Florida. B. ¿Qué hace _____ en California?
- A. _____ español. ¿Y Ud.? B. Yo _____ en las fuerzas armadas de los EE. UU.
- A. ¡Yo también! Yo _____ en la fuerza aérea. B. Yo soy _____ mayor.
- A. ¿_____ aquí su familia? B. No, _____ padres y hermanos _____ en Nueva York.
- A. ¿Dónde _____ Ud., en el cuartel? B. No, _____ en _____ apartamento.
- A. Bueno, entonces hasta la _____. B. Hasta _____.

sargento	dónde	es	vivo	gracias
aquí	soy	gusto	trabajo	
de	estudio	mis	tardes	está
vista	estoy	gusto	están	vive
	hasta		un	

**Actividad 11**

Listen to the following exchanges between a major and a civilian and answer the questions.

1. a. Where is the major's family?

b. With whom is Ramon speaking?

2. a. How many children does Ramon have?

b. Which members of Ramon's family are here?

3. a. How many children does the major have?

b. How old is the major's older daughter?

4. a. Who has been in California for 25 years?

b. From where are Ramon's parents?

5. a. Who is from Los Angeles?

b. From where are the major's daughters?

 **Actividad 12**

Listen and write as much information as possible about the following people.

Name	Marital Status	Age	Languages Spoken	Physical Appearance	Type of Personality
Irene					
Matilde					
Ignacio José					
José María					
Maruja					

LECCION 3

TAREA  DIA 1

Actividad 1

You will hear numbers indicating how many people in the United States speak languages other than English in their homes. Write the numbers (you do not need to spell them out!) you hear in the space provided next to the corresponding language.

1. navajo _____
2. ruso _____
3. japonés _____
4. chino _____
5. español _____

Actividad 2

Listen to the following passage taken from a Peruvian news source and decide if the statements below are True or False. Mark them accordingly.

1. This passage is about a pianist. T F
2. This person is German. T F
3. Chopin is one of his favorite composers. T F
4. This individual now lives in Peru. T F
5. The concert tickets are 15 soles. T F

 **Actividad 3**

Listen to the following business announcements and write the numbers you hear.

1. Oficina de los ingenieros Henríquez y Meléndez
Joaquín Bernal número _____
piso _____
oficina número _____
teléfono _____
horario _____

2. Consultorio del doctor Antonio Díaz Jurado
calle Maipú número _____
piso _____
oficina número _____
teléfono _____
horas de atención _____

3. Dra. Julia Vargas Medina, dentista
calle Principal número _____
piso _____
oficina número _____
teléfono _____
horas de atención _____

4. Martínez Ruiz y Sánchez Ganivet, arquitectos
avenida Sucre número _____
piso _____
oficina número _____
teléfono _____
de lunes a jueves _____