

LECCIÓN

3 EL COMIENZO

OBJETIVOS

Whereas the materials in the Textbook all had to do primarily with the video segment, the materials in the Workbook/Study Guide will help you expand your knowledge of the Spanish language in general, as well as give you opportunities for self-expression in Spanish. In this lesson you will learn

- more about the numbers 0 through 21 (**Vocabulario del tema**)
- more about greeting people (**Conversaciones**)
- the use of the word *hay* (**Gramática 4**)
- several uses of **estar** (another Spanish verb that means *to be*) (5)
- more about describing what others are doing (6, 7)
- pronunciation of the Spanish vowels (**Pronunciación**)
- more about cognates (**¡Aumenta tu vocabulario!**)

Remember to listen to the audio program for **Lección 3** when you see the headphones symbol and to check your answers in Appendix 1.

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MÁS ALLÁ DEL EPISODIO

Actividad A. La familia Ruiz

In this episode you meet some members of the Ruiz family for the first time, and you learn of the existence of others. Here is a series of statements about Elena; her husband, Miguel; and their two sons, Miguel and Jaime. Choose from the following five responses to express your reaction.

- a. Sé (*I know*) que es cierto.
b. Creo (*I believe*) que es cierto.
c. No sé. (*I don't know*.)
d. Creo que es falso.
e. Sé que es falso.

As you read, remember to guess the meaning of words when you can and skip over those that you don't know. When you see the phrase **le gusta**, the sentence is about something that someone likes—or doesn't like—to do.

- Elena Ramírez tiene mucho trabajo (*work*) con dos hijos.
- Miguel Ruiz, el padre, trabaja (*works*) en la universidad de Sevilla.
- Jaime es el hijo mayor (*older*).
- Miguel no es muy buen estudiante.
- Los dos hermanos no se llevan muy bien (*get along very well*).
- Elena y Miguel padre no se llevan muy bien.
- Teresa Suárez visita a la familia con frecuencia.

The answers you have given are based solely on the very small amount of information you have at this point about the Ruiz family. The following reading passage offers more information. Read it and see whether you wish to change any answers.



Elena y Miguel, con sus dos hijos

Elena Ramírez es la madre de Miguel y Jaime, los dos chicos que Raquel conoce¹ en la calle Pureza. Con dos hijos, Elena tiene mucho trabajo. Jaime, especialmente, le da problemas.

Jaime es un niño con mucha energía. Es el menor² de los dos hijos y le gusta ser el centro de atención. No es muy buen estudiante y Elena habla con frecuencia con su maestro³ y el director de su escuela. Este año,⁴ Jaime tiene muchas dificultades en la clase de matemáticas.

En cambio,⁵ Miguel es un hijo modelo y Elena está muy orgullosa⁶ de él. Miguel es inteligente, estudioso... y sus maestros hablan muy bien de él. Como hermanos típicos, a veces Jaime y Miguel no se llevan bien... y Elena tiene que intervenir en sus peleas.⁷

¿Y el padre de los chicos? ¿Cómo es él? ¿Y cómo es la relación que tiene con Elena, Jaime y Miguel?

¹meets ²younger ³teacher ⁴Este... ⁵En... ⁶On the other hand ⁷proud ⁷fights



Actividad B.

Now return to statements 1–7 and make any changes in your answers that you feel are necessary. Which statements do you still have to guess at or answer **No sé**? Listen to the audio program, in which the speaker will give you some answers and provide some more information.

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VOCABULARIO DEL TEMA



Actividad A. ¿Cuántos?

Listen to the following sentences that contain numbers. Don't worry if you don't understand every word you hear. Listen for the number in each sentence, then write the corresponding digits.

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

Actividad B. Mis clases

Complete the sentences with information about your classes and class schedule. Spell out the numbers in Spanish.

- Yo tomo (*I take*) _____ horas de clases.
- Tengo _____ clases este (*this*) semestre/trimestre.
- Uso _____ libros de texto este semestre/trimestre.
- Tengo _____ profesores e instructores este semestre/trimestre.
- Los lunes (*On Mondays*) estoy en (*I'm at*) la universidad por _____ horas.

CONVERSACIONES: MÁS SALUDOS



Actividad. El primer encuentro (*The first meeting*)

On the audio program you will hear three brief conversations in which people greet each other for the first time.

Paso 1. Listen to all of the conversations now, then answer the following questions.

1. What does a Spanish speaker say when he or she has just met someone for the first time?
 - a. Hola.
 - b. Mucho gusto.
 - c. ¿Qué tal?

2. What are two responses that the other speaker could make?
 - a. Mucho gusto.
 - b. Hola.
 - c. Igualmente.

Paso 2. Listen to the three conversations from **Paso 1** again. Pay attention to the various ways the speakers tell each other their names.

Paso 3. Based on what you have heard in the conversations, which of the following are acceptable ways for Raquel to identify herself?

- | | |
|--|---|
| a. <input type="checkbox"/> Me llamo Raquel Rodríguez. | c. <input type="checkbox"/> Soy Raquel Rodríguez. |
| b. <input type="checkbox"/> Eres Raquel Rodríguez. | d. <input type="checkbox"/> Raquel Rodríguez. |

GRAMÁTICA

4. ¿QUÉ HAY EN... ?: USING *hay*

Use the verb form **hay**, which you learned in **Lección 1**, to express both *there is* and *there are* in Spanish. **No hay** means *there is not* and *there are not*. **¿Hay... ?** asks *Is there . . . ?* or *Are there . . . ?* Unlike other verb forms you have learned, **hay** does not change form.

hay	there is / there are
no hay	there is not / there are not

En Sevilla **hay** muchos¹ mercados y tiendas.² Pero **no hay** muchas fábricas.³ **Hay** pocas⁴ industrias en el sur de España. **¿Qué hay** en tu ciudad? **¿Hay** mucha industria? **¿Hay** muchas tiendas?

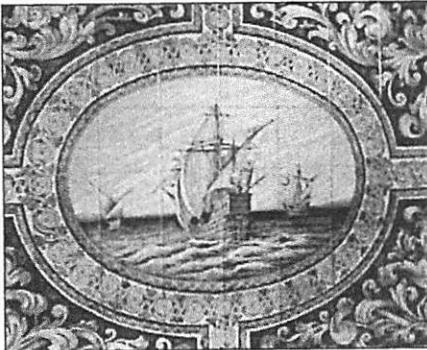
¹many ²stores ³factories ⁴few

Actividad A. ¿Qué hay en Sevilla?

Based on what you have read and heard about Sevilla, is the content of the following sentences **Cierto** or **Falso**? Try to make logical guesses. If you really don't know yet, answer **No sé** (*I don't know*).

- | | |
|--------------------------------|--|
| C F 1. Hay muchas industrias. | C F 4. Hay muchas cerámicas. |
| C F 2. Hay muchos mercados. | C F 5. No hay muchas tradiciones religiosas. |
| C F 3. No hay muchas iglesias. | |

- | | |
|--------------------------------|--|
| C F 1. Hay muchas industrias. | C F 4. Hay muchas cerámicas. |
| C F 2. Hay muchos mercados. | C F 5. No hay muchas tradiciones religiosas. |
| C F 3. No hay muchas iglesias. | |



Actividad B. Una familia española

Listen as the speaker on the audio program asks some questions about this family. Begin your answers with **Hay...** or **No hay...**, as appropriate.



1. 2. 3. 4. 5.



Actividad C. ¿Y tú? ¿Qué hay donde tú vives?

Are the following sentences **Cierto** or **Falso** for the city in which you live?

- | | |
|--------------------------------|---|
| C F 1. Hay muchas industrias. | C F 4. Hay muchos hoteles. |
| C F 2. No hay muchas iglesias. | C F 5. No hay muchas plazas. |
| C F 3. Hay muchos mercados. | C F 6. Hay muchas personas de habla española (<i>Spanish-speaking</i>). |

5. ¿CÓMO ESTÁS?: THE VERB *estar*

As you read the following conversation that might have taken place in **Episodio 2**, try to determine what two topics are being discussed.

CARLOS: Tío Pedro, mucho tiempo sin verte. ¿Cómo estás?

PEDRO: Sí, sí, Carlos, bien. ¿Cómo estás?

CARLOS: Bien, bien, tío.

PEDRO: Y Gloria, ¿dónde está?

GLORIA: Aquí, tío Pedro.

PEDRO: ¿Y dónde están Carlitos y Juanita?

Forms

Estar is another verb that means *to be* in Spanish. Its forms do not follow a completely regular pattern. Here are the complete forms of **estar**. In this lesson, you will be working with its third-person forms: **está** and **están**.

estar (<i>to be</i>)			
SINGULAR		PLURAL	
estoy	I am	estamos	we are
estás	you are	estáis	you are
está	you are he/she/it is	están	you are they are

In **Lección 1** you learned the forms of **ser**, along with a few of its uses. You will learn more about the differences between **ser** and **estar** in **Lección 10**.

Uses

Forms of **estar** are used to talk about how someone is feeling. You have probably noticed the use of forms of **estar** as members of the Castillo family greet one another and talk about don Fernando. For example, when Juan asks Ramón how he is, “**¿Cómo estás?**”, Ramón answers, “**Yo, bien, pero papá está muy mal.**”

To find out how someone is feeling, one of two different questions is used.

¿Cómo está usted? used in formal situations or to show respect

¿Cómo estás (tú)? used in informal situations or with people you know well

Both of these questions correspond to the English *How are you?* Note the two different ways to say *you* (**usted**, **tú**) and the two different verb forms used.

You will learn more about this system in **Lección 4** to tell where someone or something is located. Here is an example.

Africa **está** al sur de España. Francia y el mar Cantábrico **están** al norte de España. No **están** al sur.

Actividad A. **¿Cómo está usted? ¿Cómo estás?**

Which question from the title of this activity is appropriate in each of the following situations?

- | | |
|---|---|
| 1. Carlos, speaking to his secretary | 4. Raquel, speaking to Pedro |
| 2. Ofelia, his secretary, speaking to him | 5. you, speaking to your Spanish instructor |
| 3. Pedro, speaking to Raquel | |



Actividad B. **¿Dónde está... ?**

Show what you have learned about Spanish geography by selecting the correct answer to complete each sentence you hear.

1. en África / en Europa / en Asia
2. al sur de España / al norte de España / al este de España
3. al sur / al oeste / al este
4. al norte / al este / al oeste
5. en Sevilla / en Madrid / en Barcelona

Actividad C. **¿Dónde están?**

Can you speculate about where some famous people are? Indicate whether each of the following sentences is **Probable (P)** or **Dudosa (Doubtful) (D)**. Change the doubtful ones so they will be probable.

P D 1. Gloria Estefan **está** en Miami.

P D 2. Michael Jackson **está** en Minnesota.

P D 3. Los miembros de Pearl Jam están en Sevilla.

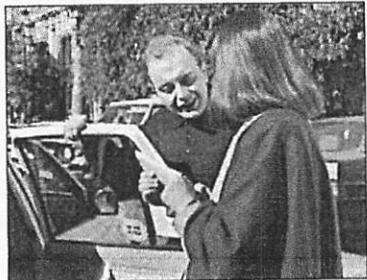
P D 4. Woody Allen está en Moscú (*Moscow*).

P D 5. El presidente y su esposa están en Washington.

P D 6. Elvis está en Graceland.

Actividad D. ¿Quién... ?

Indicate where the following characters from *Destinos* are or whom they are with by matching the names with the descriptions. Use **está** or **están**, as appropriate. Create as many different sentences as you can. (Worksheet)



1. Raquel
2. don Fernando
3. Elena y Raquel
4. los hijos de don Fernando
5. Raquel y los chicos
6. los chicos

en La Gavia, en su habitación (*room*)
en el patio de La Gavia
en el mercado de Triana
en la calle Pureza
en la plaza
en el barrio de Triana

con Elena
con el taxista
con Raquel
con los chicos
con sus hermanos

Actividad E. ¿Y tú?

Describe the following people and places with which you are familiar. Create as many sentences as you can. Select only those items from the left-hand column that are appropriate for you. Use **no** as needed. (Worksheet)

mi padre/mi madre
mis padres
mis hijos
mi abuelo/mi abuela
mis abuelos
mi universidad
mis amigos

(no) está
están

bien
mal
en (ciudad)
en casa (*at home*)
en la calle _____
en clase _____
en ¿_____?

6. RAQUEL HABLA CON... : THIRD-PERSON FORMS OF REGULAR VERBS (PRESENT TENSE)

Forms

As you have learned, third-person verb forms are used to talk about other people. When you and I speak of someone else, we are talking about a "third" party.

Note that the third-person verb forms correspond to the subject pronouns* listed with them in the shaded area of the following chart. As you will see, the Spanish pronouns for third-person forms indicate gender.

(yo)	-o	(nosotros/nosotras)	-amos, -emos, -imos
(tú)	-as, -es	(vosotros/vosotras)	-áis, -éis, -ís
(usted)	-a, -e	(ustedes)	-an, -en
él (<i>he</i>)	habla	ellos (<i>they, male</i>)	hablan
ella (<i>she</i>)	cree	ellas (<i>they, female</i>)	creen
	escribe		escriben

The preceding verb forms are called "regular" because their endings follow predictable patterns: **-a** or **-e** for singular, **-an** or **-en** for plural.

Uses

The present-tense forms of Spanish verbs have the following English equivalents. Note also the position of **no** (before the verb).

Raquel **explica** la historia.

Raquel *explains (is explaining) the story.*

Raquel **no explica** el misterio.

Raquel *doesn't explain the mystery.*

When the context makes meaning clear, subject pronouns are not used with these verb forms. In the following brief paragraphs, you can easily identify the subject of the verbs because it is indicated at the beginning and the context is obvious.

Elena Ruiz vive en Sevilla. No trabaja en una oficina. Tiene esposo y dos hijos.

Don Fernando vive en La Gavia. Ya no trabaja. Tiene cuatro hijos, pero no tiene esposa.



Actividad A. ¿De quién se habla? (Who is being talked about?)

¡OJO! There is more than one possible answer for some items. First, take a few seconds to scan the list of characters.

Raquel

don Fernando

Teresa Suárez

Raquel y el taxista

Miguel y Jaime

Ramón y Mercedes

1. _____ Escribe una carta.

6. _____ Entran en el barrio de Triana en taxi.

2. _____ Viaja a Sevilla.

7. _____ Cree que Rosario está en España.

3. _____ Busca a Rosario.

8. _____ Llega al mercado de Triana con dos chicos.

4. _____ Hablan con Raquel en la calle.

9. _____ Investiga el secreto de don Fernando.

5. _____ Viven en La Gavia, con su padre.

10. _____ Revela un secreto a su familia.

*The subject of a sentence is its topic, what it is about: "Raquel lives in Los Angeles. Fernando's children live in Mexico." Subject pronouns take the place of subject nouns: "She lives in Los Angeles. They live in Mexico."

Actividad B. Los personajes de *Destinos*

Compare the activities of different characters in the series by finishing these sentences.

1. Carlos trabaja en Miami. Ramón y Mercedes no _____ en Miami.
2. Pati viaja con frecuencia. Mercedes y don Fernando no _____ con frecuencia.
3. Juan y Pati visitan a don Fernando en La Gavia. Carlos también _____ a don Fernando en La Gavia.
4. Don Fernando toma muchas medicinas. Sus hijos no _____ muchas medicinas.
5. Raquel explica la historia. Miguel y Jaime no _____ la historia.
6. Miguel y Jaime no preguntan dónde vive Teresa Suárez. Raquel _____ dónde vive Teresa Suárez.

Actividad C. ¿Y tú?

Tell about the members of your family and your acquaintances. Create as many sentences as you can. Select only those items from the left-hand column that are appropriate for you. Use **no** as needed. (Worksheet)

mi madre/mi padre	vive(n) en _____ (lugar)
mis padres	habla(n) mucho por teléfono
mi hermano/mi hermana	habla(n) inglés/pañol
mis hermanos	habla(n) otra lengua
mi esposo/mi esposa	trabaja(n) mucho/poco
mi hijo/mi hija	viaja(n) con frecuencia (a _____)
mis hijos	escribe(n) muchas cartas/muchos reportes
mi profesor(a) de español	toma(n) muchas/pocas medicinas
mi amigo/a _____	tiene(n) muchas clases/muchos pacientes
mis amigos/as	trabaja(n) en una oficina/en la universidad
mi doctor	¿_____?
mi ¿_____?	
mis ¿_____?	

Actividad D. ¿Y tú?

How do the activities of your family and acquaintances compare with those of the *Destinos* characters? Use the names of other people as appropriate. (Worksheet)

Note: **tu, tus** = *your* (with people you know well).

1. Ramón y Mercedes viven con su padre. ¿Con quién viven tus amigos? ¿tus hijos? ¿tus abuelos?
2. Pati trabaja en un teatro, en Nueva York. ¿Dónde trabaja tu padre? ¿tu madre? ¿tu mejor (*best*) amigo/a?
3. Carlos escribe muchos reportes. También escribe muchas cartas. ¿y tus amigos? ¿y tus padres?

7. RAQUEL NECESITA HABLAR CON... : INFINITIVES AND THEIR USE

Forms

In English the infinitive is the verb form generally indicated by the word *to*: *to talk, to work, to be*, and so on. In Spanish, all infinitives end in **-r: -ar, -er, -ir**. You have already learned two Spanish infinitives, **ser** and **estar**, that are irregular; that is, their forms are unpredictable. Here are the infinitives of the regular third-person verbs you have worked with so far. You should understand the meaning of all of them. If not, look them up in the **Vocabulario** at the end of this lesson.

REGULAR -ar VERBS	REGULAR -er VERBS	REGULAR -ir VERBS
buscar	necesitar	creer
entrar (en)	preguntar	
explicar	revelar	
hablar	tomar	
investigar	trabajar	
llegar	viajar	
	visitar	

Uses

Some verb forms are created from infinitives by conjugating. To conjugate a Spanish infinitive, it is necessary to substitute a personal ending for the -ar, -er, or -ir of the infinitive. You have already used the personal endings -a, -e, -an, and -en. They are indicated in the following chart.

<i>Infinitive</i>	hablar	creer	vivir
<i>Verb Stem</i>	habl-	cre-	viv-
él/ella	habla	cree	vive
ellos/ellas	hablan	creen	viven

A few Spanish verbs can be followed directly by the infinitive form of another verb. Verbs that can be followed by infinitives include **desear** (*to want, wish*), **deber** (*should, must*), and **necesitar**. As you will notice in the following examples, sometimes this usage corresponds to English, but not always.

Raquel **debe hablar** con Miguel Ruiz.
 Ella **desea encontrar** a Rosario y
necesita saber dónde vive la Sra.
 Suárez.

Raquel should speak with Miguel Ruiz. She wants to find Rosario and she needs to know where Mrs. Suárez lives.

Actividad A. ¿Cierto o falso?

Are the following statements **Cierto** or **Falso** for these famous people? If you don't know, make a logical guess.

- C F 1. Jennifer López desea trabajar como (*as a*) profesora de matemáticas.
 C F 2. El presidente necesita viajar mucho.
 C F 3. Los detectives de los *X Files* deben investigar muchos casos.
 C F 4. Los actores de *Friends* desean vivir en Montana.
 C F 5. Stephen King necesita escribir más libros (*more books*).
 C F 6. Meg Ryan desea visitar a* su ex esposo.

Actividad B. Obligaciones y deseos

Indicate what the following people need or want to do by combining elements from each column. Use **no** as appropriate. (Worksheet)

- | | | |
|-----------------------------|------------------------|--|
| 1. Raquel
Miguel y Jaime | debe(n)
necesita(n) | hablar con Teresa Suárez / con Pedro Castillo / con Elena Ramírez
buscar a Rosario / a su madre en el mercado / al otro hijo de don Fernando* |
|-----------------------------|------------------------|--|

*Throughout this lesson of the Textbook and Workbook/Study Guide, you have seen the word *a* used before the names of people or nouns that refer to specific persons. You will learn more about this use of *a* in **Lección 5**. This *a* has no equivalent in English. For now, just be sure to use it when you see it.

	desea(n)	visitar a su abuela
		visitar los monumentos históricos de Sevilla
		estudiar mucho
2. mi _____	debe(n)	trabajar más (<i>more</i>) / menos (<i>less</i>)
mis _____	necesita(n)	hablar más / menos (por teléfono)
	desea(n)	viajar más / a _____
		estudiar más / menos

11

PRONUNCIACIÓN: LAS VOCALES—*a, e, i, o, u*

Unlike English vowels, which can have many different pronunciations or be silent, Spanish vowels are always pronounced,* and they are almost always pronounced in the same way. Spanish vowels are always short and tense. They are never drawn out with a *w* or *y* glide as in English: Spanish **lo** is not pronounced *low*, and **de** is not pronounced *day*.



Actividad A.

Listen to the description of how Spanish vowels are pronounced; then repeat the example words you hear. Try to imitate the speaker's pronunciation as closely as you can. Note that when you see an accent mark (') over a vowel, it is stressed. You will learn more about this aspect of Spanish in upcoming lessons.

a: pronounced like the *a* in *father*, but short and tense

padre carta gata

e: pronounced like the *e* in *they*, but without the *y* glide

Pepe trece bebé

i: pronounced like the *i* in *machine*, but short and tense

Mimi Trini Pili

o: pronounced like the *o* in *home*, but without the *w* glide

como poco somos

u: pronounced like the *u* in *rule*, but short and tense

Lulú tutú gurú

¡OJO! As you listened and repeated, did you notice how each vowel was carefully pronounced, even when it did not receive the spoken stress? In English, unstressed vowels are pronounced *uh* (a sound called a schwa), as in these words: *canal*, *motor*, *Ana*. The schwa does not exist in Spanish. Note how each vowel is distinctly pronounced in these identical cognates: **canal**, **motor**, **Ana**.



Actividad B.

Pronounce the following words and phrases, paying special attention to the vowel sounds.

1. habla trabaja cree preguntan deben escribe
2. mamá papá hermano esposa abuelos amigos
3. número secreto oficina director abogado
4. Está en España. Está muy bien. Es mi hermano. Vive en Madrid.

*As you will learn later, there are a few exceptions to this rule. One is the silent *u* in the *que* or *qui* combinations. You are already familiar with the *que* combination in the name *Raquel*.

NOTA CULTURAL: SPANISH IN SPAIN

You have probably noticed a difference between the Spanish you heard in the first two episodes and that spoken in **Episodio 3** by the people who live in Sevilla. Compared to the Spanish spoken by don Fernando and his family and by Raquel, this Spanish is more rapid, and you may perceive that individual words are heard less distinctly. In addition, the letters **z** and (in some positions) **c** are pronounced with a “soft” *th* sound. You can most easily listen for this sound by comparing the way Raquel says numbers in this episode with the way Jaime, the hotel clerk, and others say them.

12

¡AUMENTA TU VOCABULARIO!

In **Lección 2** you learned about the cognate suffixes **-ción**, **-sión**, and **-dad**. Here are three more useful endings that will help you recognize additional cognate groups.



SPANISH SUFFIX		ENGLISH EQUIVALENT	
-oso	famoso	-ous	famous
	riguroso		rigorous
-ía*	filosofía	-y	philosophy
	teoría		theory
-mente	frecuentemente	-ly	frequently
	rápidamente		rapidly

It is also helpful to know that many words that begin with Spanish *es* + consonant are equivalent to English cognates that begin with *s* + consonant.



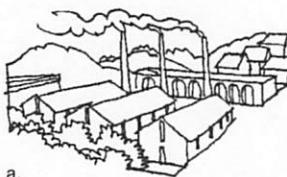
escuela school
estatua statue

estudiante student
España Spain



Actividad A.

By using the suffix patterns given in this section, you should be able to understand the indicated words. Repeat the sentences after the speaker the second time you hear them. Then match them with the appropriate drawing.



a.



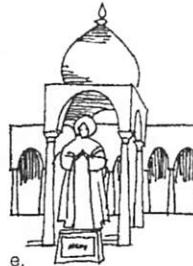
b.



c.



d.



e.

- _____ En Sevilla hay estatuas **maravillosas**.
- _____ En la religión árabe, hay muchas **profecías**.
- _____ Para Jaime, las matemáticas son **especialmente** difíciles.
- _____ En España, la **cortesía** es muy importante.
- _____ La **economía** del norte de España se basa en la industria.

*Almost all nouns that end in **-ía** are feminine. The spoken stress falls on the accented *i*.

Actividad B.

The following paragraph is about Jaime and Miguel. Complete it using words from the list.

biología
estudioso

escuela
fantasías

especialmente
realmente

estudiante
teorías

estudiar
totalmente

Miguel y Jaime son los hijos de Miguel y Elena Ruiz. Miguel es un chico muy _____.¹
Le gusta la _____² y es un buen _____.³ Tiene mucho interés en las _____⁴ de las ciencias naturales, _____⁵ la _____.⁶
Jaime es _____⁷ diferente. No le gusta _____.⁸ estudia _____⁹
muy poco. Pero tiene muchas _____¹⁰ y una en particular: ¡desea tener^a un perro!

^ato have

Have you completed the following sections of the lesson? Check them off here.



Más allá del episodio
Vocabulario del tema
Conversaciones



Gramática
Pronunciación
¡Aumenta tu vocabulario!

Now scan the words in the **Vocabulario** list to be sure that you understand the meaning of most of them.

VOCABULARIO

Los verbos

buscar	to look for
creer	to think, believe
deber (+ inf.)	should, must (<i>do something</i>)
desear (+ inf.)	to wish, want (<i>to do something</i>)
entrar (en)	to enter
escribir	to write
explicar	to explain
hablar	to speak; to talk
investigar	to investigate
llegar	to arrive
necesar (+ inf.)	to need (<i>to do something</i>)
preguntar	to ask (<i>a question</i>)
revelar	to reveal
tomar	to take (<i>transportation</i>); to drink
trabajar	to work
viajar	to travel
visitar	to visit
vivir	to live
estar	to be
está	he/she is
están	they are
hay	there is, there are

Los lugares

el barrio	neighborhood, district
la calle	street

la iglesia
el mercado

church
market

Más saludos

me llamo...	my name is . . .
mucho gusto	pleased to meet you
igualmente	so am I (<i>pleased to meet you</i>)

¿Cómo está usted?

How are you? (*formal*)
¿Cómo estás?

How are you? (*informal*)

Las palabras adicionales

él/ella	he/she
ellos/ellas	they (<i>masculine/feminine</i>)
bien	well
con frecuencia	frequently
¿dónde?	where?
mal	badly, not well
mucho*	a lot
muchos/muchas*	many
poco*	little, not much
pocos/pocas*	few
¿qué?	what?

*Don't be confused by the different forms in this section of the vocabulary list. Just learn to recognize the meaning of these words in context. You will learn to use them in upcoming chapters.

Now that you have completed the Textbook and Workbook/Study Guide for **Lección 3**, take the Self-Test for that lesson. (It is on page 288.) Remember to use the audio program when you see the headphones symbol and to check your answers.

— **Self-Test**

Now that you have worked through the Textbook and the Workbook/Study Guide and taken the Self-Test, here are some of the things you have accomplished in Spanish.

- You can use some additional greetings in Spanish.
- You can use and understand some numbers.
- You can use a variety of verb forms to talk about what people are doing, where people and things are located, and how people are.
- You know how Spanish vowels are pronounced.
- You can recognize more common cognates.
- You have continued to work on listening skills.

You are now ready to continue on with **Lección 4** in the Textbook.

WORKSHEET: LECCIÓN 3

Gramática 5: Actividad D

Gramática 5: Actividad E

Gramática 6: Actividad C

Gramática 6: Actividad D

1. _____
2. _____
3. _____

Gramática 7: Actividad B

1. _____
2. _____

SELF-TEST: LECCIÓN 3 (49 puntos)

NOMBRE _____

I. El episodio y los personajes

A. Which character in **Episodio 3** said or might have said the following? (6 puntos)

- _____ 1. Mamá. Hay una señorita aquí que busca a la abuela Teresa.
- _____ 2. Mi cliente, don Fernando, vive en México.
- _____ 3. Mi esposo trabaja ahora. Esta noche habla con Ud.

B. Tell which of these things happened in **Episodio 3** by indicating **Sí** or **No**. (4 puntos)

- Sí No 1. Raquel habla con Teresa Suárez.
Sí No 2. Miguel y Jaime le explican a Raquel que Teresa es su abuela.
Sí No 3. Elena Ramírez revela que Teresa vive en México.
Sí No 4. Raquel le pregunta unas cosas al esposo de Elena.

II. El vocabulario

A. The sentences you will hear contain numbers. Write the numbers in words. (8 puntos)

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

B. Match words from the two groups. The words in the second group are not translations but rather items related to the words in the first group. (8 puntos)

- | | | | |
|-----------------|-------------------|-------------------|-------------------|
| _____ 1. abuela | _____ 3. apellido | _____ 5. chicos | _____ 7. mercado |
| _____ 2. nombre | _____ 4. iglesia | _____ 6. revelar | _____ 8. barrio |
| a. secret | c. Triana | e. food | g. Ramírez |
| b. Raquel | d. worship | f. la Sra. Suárez | h. Jaime y Miguel |

III. La gramática

A. Complete the paragraph with the correct form of a verb from the list. Be sure that the verb form fits the paragraph: **buscar, creer, desear, escribir, estar, hablar, necesitar, preguntar, revelar, tomar, trabajar, viajar, visitar, vivir**. (14 puntos)

En Sevilla, Raquel _____¹ un taxi para ir (*go*) al barrio de Triana. Raquel _____² que la Sra. Suárez _____³ todavía (*still*) en la calle Pureza. Ella _____⁴ hablar con Teresa Suárez porque su cliente, don Fernando, desea saber si Rosario y su hijo _____⁵ vivos o muertos. En el barrio de Triana, Raquel habla con Elena Ramírez y sus hijos Miguel y Jaime. Raquel le _____⁶ a Elena si sabe algo (*if she knows something*) de Rosario. Raquel _____⁷ el secreto de don Fernando.

B. Use these verbs to write three original sentences about your family: **estar, trabajar, vivir**. (9 puntos)

WORKSHEET: LECCIÓN 4

Gramática 8: Actividad D

Gramática 9: Actividad D
