

# LECCIÓN 2 EL SECRETO

## 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 family words (**Vocabulario del tema**)
- more about greeting others (**Conversaciones**)
- how to express *the* and *a/an* in Spanish (**Gramática 2**)
- about the system of gender that nouns have in Spanish (**2**)
- one way of expressing possession (**3**)
- how to pronounce the letters of the Spanish alphabet (**Pronunciación**)
- more about cognates (**¡Aumenta tu vocabulario!**)

Remember to listen to the audio program for **Lección 2** when you see the headphones symbol and to check your answers in Appendix 1.

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## MÁS ALLÁ DEL EPISODIO

### Actividad A. Juan y Pati, una relación tumultuosa

You have met and learned a little about the principal characters of *Destinos*. But, as the saying goes, there is often more to something than meets the eye. What do you really know about Juan and Pati? What might you *guess* or *infer* about them? Here is a series of statements about Juan and Pati. Choose from the following five responses to express your reaction.

- |   |                       |
|---|-----------------------|
| a. Sé ( <i>I know</i> ) que es cierto.      | d. Creo que es falso. |
| b. Creo ( <i>I believe</i> ) que es cierto. | e. Sé que es falso.   |
| c. No sé. ( <i>I don't know</i> .)          |                       |

1. (uno) — Juan es el hijo favorito de don Fernando.
2. (dos) — Juan es profesor de literatura italiana.
3. (tres) — Pati también es profesora, pero (*but*) de música.
4. (cuatro) — Pati es la segunda (*second*) esposa de Juan.
5. (cinco) — Juan es el segundo esposo de Pati.
6. (seis) — El matrimonio de Juan y Pati es muy estable y es un modelo para otras personas.
7. (siete) — Juan y Pati viven en Nueva York.

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



Juan Castillo, con Pati, su esposa

↑ 2  
FORMAL  
SHE

**J**uan y Pati son esposos. Viven en un apartamento en el Soho, un barrio<sup>1</sup> de la ciudad de Nueva York. Juan es profesor de literatura latinoamericana en la Universidad de Nueva York (NYU). Pati también es profesora en la Universidad de Nueva York, pero no de literatura. Su especialización es el teatro y ha sido<sup>2</sup> la directora de obras como<sup>3</sup> *Bodas de sangre* (*Blood Wedding*) (del dramaturgo español Federico García Lorca). El montaje<sup>4</sup> fue<sup>5</sup> de la compañía «Hispanic Theater of New York».

En este momento,<sup>6</sup> el matrimonio de Juan y Pati es inestable y tenso. Los dos trabajan<sup>7</sup> y las responsabilidades de sus respectivas carreras académicas aumentan la tensión entre ellos. También, sus personalidades están en conflicto: Los dos son muy ambiciosos y hay rivalidad entre ellos. El futuro de su matrimonio es incierto...

<sup>1</sup>neighborhood, district   <sup>2</sup>ha... has been   <sup>3</sup>obras... works like   <sup>4</sup>production   <sup>5</sup>was  
<sup>6</sup>En... Right now, Currently   <sup>7</sup>Los... Both of them work



### 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, on which the speaker will give you some answers, then provide some more information.

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## VOCABULARIO DEL TEMA



### Actividad A. La familia

Listen to each question, then respond with the correct family member described. You will hear the answers on the audio program.

MODELO: (*you hear*) Dos personas que están casados son...

(*you say*) esposos

(*you hear*) Sí, dos personas que están casados son esposos.

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

## Actividad B. Tu familia

Complete each sentence based on your own family. You can use digits for numbers. If the sentence is not true for you, write: **No tengo...** (*I don't have . . .*).

MODELO: Tengo (*I have*) 3 hermanos: 2 hermanas y 1 hermano. OR No tengo hermanos.

1. Tengo \_\_\_\_\_ hermanos: \_\_\_\_\_ hermana(s) y \_\_\_\_\_ hermano(s). (No... \_\_\_\_\_.)
2. Mis padres son \_\_\_\_\_ y \_\_\_\_\_.  
(No... \_\_\_\_\_.)
3. Tengo \_\_\_\_\_ hijos: \_\_\_\_\_ hija(s) y \_\_\_\_\_ hijo(s). (No... \_\_\_\_\_.)
4. Tengo \_\_\_\_\_ tíos: \_\_\_\_\_ tía(s) y \_\_\_\_\_ tío(s). (No... \_\_\_\_\_.)

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## CONVERSACIONES: LOS SALUDOS

This repeating section of the Workbook/Study Guide focuses on language useful for conversational exchanges with others: meeting and greeting people in Spanish, asking for directions, and so on.

### Actividad. Los saludos

**Paso 1.** In the video episode you saw and heard many people greet each other at different times of the day and under different social circumstances. It is important to know when different greetings are appropriate. You will learn many other ways to greet people in later lessons, and the Textbook and Workbook/Study Guide for *Destinos* will repeat the greetings you have heard in this episode, letting you listen to them again and use them.



<b>Hola.</b>	Hello ( <i>used in almost any situation, but not usually to answer the phone</i> ).
<b>Buenos días.</b>	Good morning.
<b>Buenas tardes.</b>	Good afternoon.
<b>Buenas noches.</b>	Good evening.

**Paso 2.** Here are three situations in which people will greet each other. Which greetings do you think they will use?



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_



**Paso 3.** Now listen to the brief greetings and find out whether you were right. How many different greetings did you hear in each conversation?

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## GRAMÁTICA

### 2. EL HIJO, LA HIJA, LOS HIJOS: ARTICLES AND NOUNS—GENDER AND NUMBER

A. Spanish, like English, has a system of articles. In English, the articles are *the* (the definite article) and *a, an, some* (the indefinite articles). In Spanish, however, each article must also reflect the gender and number of its noun (a person, place, thing, or concept). Here is an example.

<b>profesor</b> = male professor	<b>el profesor</b> (the professor)
	<b>un profesor</b> (a professor)
<b>profesora</b> = female professor	<b>la profesora</b> (the professor)
	<b>una profesora</b> (a professor)

Here are the plural forms; note the articles: **el profesor** becomes **los profesores** or **unos profesores**, and **la profesora** becomes **las profesoras** or **unas profesoras**. The paragraphs that follow will explain more about this system.

B. Gender in Spanish is purely a grammatical concept. All nouns have gender, whether they represent people, places, things, or concepts. Gender is either masculine or feminine, but it does not always mean that the noun is viewed as having masculine or feminine traits.

The nouns for all humans and most animals are assigned grammatical gender based on sexual gender. The nouns for most objects, things, and concepts have gender based on their word endings. As you are introduced to nouns, you should make a mental note of their gender. At different points throughout the Textbook and Workbook/Study Guide, you will also learn rules of thumb for determining gender.

C. In addition to gender, all nouns also have number; that is, they are singular or plural. Look at the following chart.

	MASCULINO		FEMENINO	
	<i>singular</i>	<i>plural</i>	<i>singular</i>	<i>plural</i>
<b>definido</b>	<b>el</b> secreto	<b>los</b> secretos	<b>la</b> carta	<b>las</b> cartas
<b>indefinido</b>	<b>un</b> secreto	<b>unos</b> secretos	<b>una</b> carta	<b>unas</b> cartas

D. It is unreasonable for you to expect to master the system of gender immediately or to always use the correct article, but here are some rules of thumb to get you started.

- Nouns that refer to male beings and most nouns that end in **-o** are masculine in gender: **el hombre, el hermano, el concepto**. Can you think of any other examples from this lesson or from **Lección 1**?
- Nouns that refer to female beings and almost all nouns that end in **-a, -ión, and -d** are feminine: **la mujer, la hermana, la compañía, la relación, la universidad**. What other words from this lesson or from **Lección 1** follow the same rule?
- Nouns that have other endings and that do not refer to either males or females may be masculine or feminine. Their gender must be memorized: **el español, la serie**, and so on. Of course, most rules have exceptions. Two words that you have already seen are exceptions to the “most nouns that end in **-a**” rule: **el patriarca, el idioma**.

E. You have probably noticed that for some nouns that refer to people, if the masculine ends in **-o**, the feminine ends in **-a**.



el hijo → la hija  
el esposo → la esposa

What other word pairs of this kind appear in the lesson?

For other nouns that refer to people, if the masculine ends in a consonant, the feminine has a final **-a**.

un profesor → una profesora  
un director → una directora

Many other nouns that refer to people have a single form. Gender is indicated by the article: **el/un estudiante, la/una estudiante**.

**F.** Nouns that end in a vowel form their plural by adding **-s**: **hijo → hijos**. Nouns that end in a consonant form their plural by adding **-es**: **profesor → profesores**. Note the following accent pattern for nouns that end in **-ión**: **lección**, but **lecciones**.

### Actividad A. ¿Masculino o femenino?

**Paso 1.** Give the correct definite article (**el, la, los, las**) for these nouns.

MODELO: hijo → **el** hijo

#### Personas

- |                                       |                   |                                   |
|---------------------------------------|-------------------|-----------------------------------|
| 1. _____ hombre                       | 5. _____ tíos     | 8. _____ directora                |
| 2. _____ mujer                        | 6. _____ tías     | 9. _____ clientes ( <i>male</i> ) |
| 3. _____ estudiante ( <i>male</i> )   | 7. _____ director | 10. _____ abogadas                |
| 4. _____ estudiante ( <i>female</i> ) |                   |                                   |

#### Lugares

- |                       |                    |                    |
|-----------------------|--------------------|--------------------|
| 11. _____ compañía    | 13. _____ oficinas | 15. _____ hacienda |
| 12. _____ universidad | 14. _____ ciudades |                    |

#### Cosas

- |                   |                   |                   |                      |
|-------------------|-------------------|-------------------|----------------------|
| 16. _____ cartas  | 18. _____ memoria | 20. _____ futuro  | 22. _____ relaciones |
| 17. _____ columna | 19. _____ modelos | 21. _____ tensión | 23. _____ rivalidad  |

#### Conceptos

**Paso 2.** Now give the correct indefinite articles for the same nouns. (Worksheet)

MODELO: hija → **una** hija

**Paso 3.** Now change singular nouns to plural and plural nouns to singular. (Worksheet)

MODELO: hija → hijas



### Actividad B. Definiciones

Listen as the speaker on the audio program gives a series of definitions. You will not understand every word of the definitions. Just listen and try to catch the word defined and the gist of the definition. Then write the words defined in the appropriate column: **Personas, Lugares, Cosas, Conceptos**. Be sure to write an article with each word. (Worksheet)

### Actividad C. ¿Es hombre o mujer?

Write the appropriate noun along with its definite article (**el** or **la**) in the first blank of each item to reflect whether the people around you are male or female. ¡OJO! You will *not* use an article in the second blank of each item.

- (Profesor/Profesora) \_\_\_\_\_ de español es (hombre/mujer) \_\_\_\_\_
- (Presidente [¡OJO! *male or female*]) \_\_\_\_\_ de la universidad es (hombre/mujer) \_\_\_\_\_

3. (Abogado/Abogada) \_\_\_\_\_ de mis (*my*) padres es (hombre/mujer) \_\_\_\_\_.
4. (Doctor/Doctora) \_\_\_\_\_ de mi (*my*) familia es (hombre/mujer) \_\_\_\_\_.

### 3. MI HIJO, MIS HIJOS: EXPRESSING POSSESSION (PART 1)

DON FERNANDO: <sup>Σ HAVE</sup> Tengo <sup>1</sup> una familia muy grande. **Mis** cuatro (4) hijos viven en distintas partes del mundo. **Mi** hija Mercedes vive en La Gavia. No tiene hijos. **Mi** hijo Ramón también vive en La Gavia, con <sup>2</sup> **su** esposa Consuelo y **su** hija Maricarmen. **Mi** hijo Carlos vive en Miami, con **su** esposa Gloria y **sus** dos (2) hijos Juanita y Carlitos. **Mi** hijo Juan vive en Nueva York con **su** esposa Pati. No tienen hijos. **Mi** esposa Carmen ya murió; está muerta.

<sup>1</sup> I have    <sup>2</sup> with

The preceding paragraph, written from don Fernando's point of view, shows how words like **mi** (**mis**) and **su** (**sus**) are used in Spanish. You know that **su** (**sus**) can mean *his*, *her*, or *their*, and you can guess that **mi** (**mis**) means *my*. Look at the following chart.

POSSESSIVE ADJECTIVES					
<i>my</i>	<b>mi</b> hijo/hija <b>mis</b> hijos/hijas	<i>our</i>	<b>nuestro</b> hijo <b>nuestros</b> hijos	<b>nuestra</b> hija <b>nuestras</b> hijas	
<i>your</i>	<b>tu</b> hijo/hija <b>tus</b> hijos/hijas	<i>your</i>	<b>vuestro</b> hijo <b>vuestros</b> hijos	<b>vuestra</b> hija <b>vuestras</b> hijas	
<i>your, his, her, its</i>	<b>su</b> hijo/hija <b>sus</b> hijos/hijas	<i>your, their</i>	<b>su</b> hijo/hija <b>sus</b> hijos/hijas		

The words **mi** (**mis**) and **su** (**sus**) are similar to the articles that accompany nouns in Spanish in that they must agree with the nouns in number. You will learn more about words such as these in later chapters of *Después*.

#### Actividad A. ¿Quién es?

Identify the person described in each group.

¿Quién habla? (*Who is talking?*)

don Fernando      Mercedes  
Gloria              Ramón  
Juan                Raquel

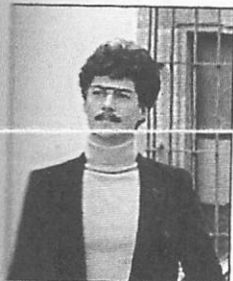


- \_\_\_\_\_ «Mis hijos se llaman Carlos, Juan, Ramón y Mercedes. Su madre ya no vive; está muerta.»
- \_\_\_\_\_ «Mi esposa se llama (*is named*) Consuelo. Mi hija se llama Maricarmen. Mi padre es don Fernando y mi tío es Pedro.»
- \_\_\_\_\_ «Yo soy de los Estados Unidos. Mi profesión es muy importante para mí.»
- \_\_\_\_\_ «Mi esposo se llama Carlos. Su secretaria se llama Ofelia. Mis hijos son Juanita y Carlitos.»

¿De quién se habla? (*Who is being talked about?*)

Carlos      Juan      los hijos de don Fernando      Mercedes      Raquel

- \_\_\_\_\_ Su esposa se llama Pati. Su padre vive en La Gavia. Tiene tres hermanos.



6. Su esposa es Gloria. Tiene tres hermanos. Sus dos hijos viven en Miami.
7. Su padre es don Fernando y su madre es Carmen. Viven en La Gavia, en Miami y en Nueva York.
8. Sus hermanos son Juan, Ramón y Carlos. Su padre vive en La Gavia y su madre ya no vive; está muerta.

### Actividad B. La familia de don Fernando

Return to the paragraph with which Section 3 begins, don Fernando's description of his family. Read through the paragraph, changing words as needed to make the paragraph describe don Fernando's family from your perspective. Here is the beginning of the paragraph done for you. (Worksheet)

Don Fernando tiene una familia muy grande. **Sus** cuatro (4) hijos viven...

### Actividad C. ¿Y tú?

Describe your family by completing the appropriate sentences from this list. (Worksheet)

Mi familia es... (muy) grande  
(muy) pequeña (*small*)  
regular

Mi madre se llama... Vive en...

Mi padre se llama... Vive en...

(No tengo padres.)

Tengo (uno, dos, tres, cuatro, cinco, seis... ) hermanos.

(No tengo hermanos.)

Mi hermano/a \_\_\_\_\_ vive en...

Tengo (uno, dos, tres, cuatro, cinco, seis... ) hijos.

(No tengo hijos.)

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## PRONUNCIACIÓN: EL ALFABETO ESPAÑOL



The Spanish and English alphabets are similar but not identical. Listen as the speaker on the audio program pronounces each letter of the Spanish alphabet, along with a name that contains the letter. Then pronounce the letter and name after you hear them.

a Antonio	e Elena	j José	n Nicaragua	r Clara	v Víctor
b Blanca	f Felipe	k Kati	ñ España	rr Monterrey	w Oswaldo
c Cecilia	g Gloria	l Luis	o Olivia	s Sara	x Félix
ch* Chile	h Héctor	ll* Guillermina	p Pablo	t Tomás	y Yucatán
d Dolores	i Inés	m Manuel	q Raquel	u Agustín	z Zaragoza

Two letters in the Spanish alphabet are different from those in the English alphabet. Which ones are they? Remember that words that begin with **ñ** are in their own section of the dictionary, after the **n** section.

\*Ch and ll were also considered separate letters until 1994. They had their own sections in dictionaries, after c and l, respectively. However, in 1994 the *Real Academia Española de la Lengua* (Royal Spanish Academy of Language), located in Spain, decided that the **ch** and **ll** should no longer be considered separate letters. They are provided for you in this **Pronunciación** section because they are commonly used in Spanish.

Keep in mind that if you use a dictionary published before 1994 or 1995, **ch** and **ll** will still have their own sections, and the word *chocolate*, for example, may appear after *cafe*.

# ¡AUMENTA TU VOCABULARIO!

In **Lección 1** you learned about cognates: words that look alike in both Spanish and English. Beginning in this lesson, you will learn some common cognate patterns that will help you recognize many Spanish words, even if you have never seen them before. In many instances these cognate patterns can also help you come up with the correct word in Spanish if you know the English word.

Here are three pairs of suffixes (word endings) that make up some of the most common cognate groups. Note that all Spanish nouns that end in these suffixes are feminine. The spoken stress falls on the end of the Spanish words.



SPANISH SUFFIX	ENGLISH EQUIVALENT
-ción <b>nación</b>	-tion    nation
<b>preparación</b>	preparation
-sión <b>tensión</b>	-sion    tension
<b>expresión</b>	expression
-dad <b>ciudad</b>	-ty      vitality
	city



## 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 indicate whether the sentences are **Cierto** or **Falso**.

- C F 1. ¿Cuál es la **profesión** de Juan? Es profesor en la **universidad**.  
 C F 2. Hay mucha **tensión** entre las **naciones** del mundo (*world*).  
 C F 3. En la **ciudad** de Los Ángeles, no hay una **comunidad** de mexicanoamericanos.  
 C F 4. En una **conversación**, hay **comunicación** entre (*between*) dos personas.  
 C F 5. Hay programas interesantes en la **televisión**.  
 C F 6. La **opresión** de unos grupos por (*by*) otros grupos no tiene **solución**.

## Actividad B.

The following paragraph is adapted from a reading passage you worked with in **Más allá del episodio**. Complete it using words from the list.

especialización      personalidades      presiones      profesión  
 rivalidad      tensión      universidad

**E**n este momento,<sup>a</sup> el matrimonio de Juan y Pati es inestable y tenso. Los dos trabajan en la \_\_\_\_\_<sup>1</sup> y su \_\_\_\_\_<sup>2</sup> es muy importante. Juan es profesor de literatura, y la \_\_\_\_\_<sup>3</sup> de Pati es el teatro. Las \_\_\_\_\_<sup>4</sup> de sus respectivas carreras académicas aumentan la \_\_\_\_\_<sup>5</sup> entre ellos. También, sus \_\_\_\_\_<sup>6</sup> están en conflicto: Los dos son muy ambiciosos y hay \_\_\_\_\_<sup>7</sup> entre ellos. El futuro de su matrimonio es incierto....

<sup>a</sup>En... Right now    <sup>b</sup>Los... Both of them work



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 lugares (Places)

la ciudad      city  
el mundo      world  
la oficina      office  
la universidad      university

### Los verbos (Verbs)

se llama      (he/she) is called, named  
tengo      I have

### Los saludos (Greetings)

Hola.      Hello.  
Buenos días.      Good morning.  
Buenas tardes.      Good afternoon.  
~~Buenas noches~~      Good evening

### Las palabras adicionales (Additional Words)

mi/mis      my

Now that you have completed the Textbook and Workbook/Study Guide for **Lecciones 1** and **2**, take the Self-Test for those lessons. (It is on page 286.) 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 have taken the Self-Test, here are some of the things you have accomplished in Spanish.

- You can use some basic greetings in Spanish.
- You can now talk simply about your own family and the families of others.
- You can give definite and indefinite articles for a variety of nouns, as well as their plural forms, and you know that all nouns in Spanish are either masculine or feminine.
- You know about several ways to express possession.
- You are familiar with the Spanish alphabet.
- You can recognize more common cognates.
- You have continued to work on listening skills with the video episode and the audio program, and you are comfortable focusing on what you do understand even when you don't comprehend every word.

You are now ready to continue on with **Lección 3** in the Textbook.

## WORKSHEET: LECCIÓN 2

### Gramática 2: Actividad A

#### Paso 2

- |          |          |           |           |           |           |
|----------|----------|-----------|-----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____  | 13. _____ | 17. _____ | 21. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ | 18. _____ | 22. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ | 19. _____ | 23. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ | 20. _____ |           |

#### Paso 3

- |          |           |           |           |           |
|----------|-----------|-----------|-----------|-----------|
| 1. _____ | 6. _____  | 11. _____ | 16. _____ | 21. _____ |
| 2. _____ | 7. _____  | 12. _____ | 17. _____ | 22. _____ |
| 3. _____ | 8. _____  | 13. _____ | 18. _____ | 23. _____ |
| 4. _____ | 9. _____  | 14. _____ | 19. _____ |           |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |           |

### Gramática 2: Actividad B

Personas

Lugares

Cosas

Conceptos

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### Gramática 3: Actividad B

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

### Gramática 3: Actividad C

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

## SELF-TEST: LECCIONES 1 y 2 (52 puntos) NOMBRE \_\_\_\_\_

### I. El episodio y los personajes

A. Who is described in the following sentences about characters from *Destinos*? (6 puntos)

- \_\_\_\_\_ 1. Esta persona es hijo de don Fernando. No vive en México. Vive en Miami.  
Tiene una esposa y dos hijos.
- \_\_\_\_\_ 2. Esta persona es hermano de don Fernando y es profesor en la universidad. Vive en México.
- \_\_\_\_\_ 3. Esta persona vive en La Gavia, en México. Sus hijos son Ramón, Mercedes, Juan y Carlos. Tiene una carta importante.

B. ¿Cierto (C) o falso (F)? (4 puntos)

- \_\_\_\_\_ 1. Rosario es la esposa de don Fernando y vive en La Gavia.
- \_\_\_\_\_ 2. Juan es hijo de don Fernando y vive en Nueva York.
- \_\_\_\_\_ 3. Pedro es hijo de don Fernando y vive en México.
- \_\_\_\_\_ 4. Raquel es abogada y vive en Miami

### II. El vocabulario

A. Complete the sentences with the appropriate family member term. (6 puntos)

1. Pati es la \_\_\_\_\_ de Juan. 2. Mercedes es la \_\_\_\_\_ de don Fernando.
3. Don Fernando es el \_\_\_\_\_ de Ramón. 4. Juan es el \_\_\_\_\_ de Carlos.
5. Pedro es el \_\_\_\_\_ de Ramón. 6. Carlos y Mercedes son los \_\_\_\_\_ de don Fernando.



B. Listen as a woman named Graciela tells you something about herself. Then fill in the blanks according to what you have heard. (6 puntos)

1. El \_\_\_\_\_ de Graciela se llama Antonio.
2. Profesiones: Graciela es \_\_\_\_\_, Antonio es \_\_\_\_\_ y Roberto es \_\_\_\_\_.
3. Elena vive también en la \_\_\_\_\_ de Sacramento y es la \_\_\_\_\_ de Graciela.

C. Using the verbs **soy** and **tengo**, write three sentences similar to Graciela's about yourself and your family. (9 puntos)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### III. La gramática

A. Write the correct words in the blanks for each of these nouns. (16 puntos)

the      al/an/      my      his  
some

1. \_\_\_\_\_ profesoras
2. \_\_\_\_\_ ciudad
3. \_\_\_\_\_ padres
4. \_\_\_\_\_ esposo

B. Complete the sentences with the correct form of **ser**. (5 puntos)

1. Juan y Pati \_\_\_\_\_ esposos. 2. Yo \_\_\_\_\_ estudiante de español. 3. Ramón: «Carlos y yo \_\_\_\_\_ hermanos.» 4. Pedro: «Don Fernando \_\_\_\_\_ mi hermano.» 5. Carlos: «Pedro \_\_\_\_\_ mi tío.»