

LECCIÓN

# 4 PERDIDO

## 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 academic subjects (**Vocabulario del tema**)
- more about introductions of one person to another (**Conversaciones**)
- more about describing what you and others are doing (**Gramática 8, 9**)
- more about addressing others in Spanish (**9**)
- more about descriptions (**10**)
- about two aspects of Spanish pronunciation, diphthongs and linking (**Pronunciación**)
- more about cognates (**¡Aumenta tu vocabulario!**)

Remember to listen to the audio program for **Lección 4** when you see the headphones symbol and to check your answers in Appendix 1.

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## MÁS ALLÁ DEL EPISODIO

### Actividad A. Raquel Rodríguez

You may have speculated about what Raquel is like and about other details of her life. Here is a series of statements about Raquel. 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 que es cierto.                 | e. Sé que es falso.   |
| c. No sé.                              |                       |
1. \_\_\_\_ Los padres de Raquel viven en California.  
2. \_\_\_\_ Raquel y Pedro Castillo son buenos amigos.



Raquel usa su computadora con frecuencia.

3. \_\_\_ A Raquel le gustan mucho los animales.
4. \_\_\_ Raquel está casada (*married*).
5. \_\_\_ Raquel tiene un hijo.
6. \_\_\_ Es impaciente y arrogante.
7. \_\_\_ Trabaja en San Diego.
8. \_\_\_ Viaja con frecuencia a España.

The answers you have given are based solely on the very small amount of information you have at this point about Raquel. The following reading passage offers more information. Read it and see whether you wish to change any answers. As you read, note that one paragraph starts out in the past; it is a safe bet that other verb forms in that paragraph will also be in the past.

**R**aquel Rodríguez es una abogada mexicoamericana. Es soltera.<sup>1</sup> Es una mujer muy inteligente. Es sensible,<sup>2</sup> sincera y generosa con sus amigos y colegas. También tiene mucha imaginación. A veces,<sup>3</sup> es un poco impaciente. En sus ratos libres,<sup>4</sup> le gusta ir de compras<sup>5</sup> y leer novelas. Los padres de Raquel viven en Los Ángeles. Están jubilados.<sup>6</sup> Raquel es hija única<sup>7</sup> y su madre se mete mucho<sup>8</sup> en su vida. Las dos se pelean<sup>9</sup> con frecuencia. Pero Raquel quiere<sup>10</sup> mucho a sus padres y los visita regularmente. Raquel también tiene familia en México.

Raquel conoció<sup>11</sup> a Pedro Castillo en México. El bufete<sup>12</sup> donde Raquel trabaja tiene una sucursal<sup>13</sup> allí. Pedro ha tenido<sup>14</sup> mucho contacto con esa oficina y siempre ha admirado<sup>15</sup> el trabajo de Raquel. Por eso, Pedro se puso en contacto con Raquel cuando don Fernando reveló el secreto de la carta. Ella aceptó el caso inmediatamente.

Raquel está muy emocionada<sup>16</sup> porque éste es su primer viaje a España. Pero, ¿va a encontrar<sup>17</sup> a Teresa Suárez, la mujer que le escribió una carta a don Fernando? ¿y a Rosario, la primera esposa de don Fernando?

<sup>1</sup>single   <sup>2</sup>sensitive   <sup>3</sup>A... Sometimes   <sup>4</sup>ratos... free time   <sup>5</sup>ir... to go shopping   <sup>6</sup>ya no trabajan   <sup>7</sup>hija... no tiene  
hermanos   <sup>8</sup>se... gets very involved   <sup>9</sup>se... fight   <sup>10</sup>loves   <sup>11</sup>met   <sup>12</sup>law office   <sup>13</sup>branch office   <sup>14</sup>ha... has had  
<sup>15</sup>ha... has admired   <sup>16</sup>excited   <sup>17</sup>va... is she going to find



### Actividad B.

Now return to statements 1–8 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 and then provide some more information.

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## VOCABULARIO DEL TEMA



### Actividad A. ¿Qué desean estudiar?

Listen to each description of a grade-school child. Then complete the corresponding sentence with the subject from the list that matches that child and his or her interests. Don't worry if you don't understand every word. Use the information you do know to make the match.

la biología	los estudios agrícolas	la literatura
el comercio	la informática	la psicología

1. Angelina debe estudiar \_\_\_\_\_ en la universidad.
2. Ignacio debe estudiar \_\_\_\_\_ en la universidad.
3. Tomás debe estudiar \_\_\_\_\_ en la universidad.
4. Ana Luisa debe estudiar \_\_\_\_\_ en la universidad.
5. Marta debe estudiar \_\_\_\_\_ en la universidad.

## Actividad B. ¿Y tus materias?

Complete the following sentences about your studies with the correct classes.

1. Este semestre/trimestre yo estudio \_\_\_\_\_
2. El semestre/trimestre que viene (*next*) debo estudiar \_\_\_\_\_
3. Me gustaría (*I would like*) estudiar \_\_\_\_\_ antes de graduarme (*before graduating*) de la universidad.

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## CONVERSACIONES: LAS PRESENTACIONES



### Actividad. Más sobre el primer encuentro (*More about meeting for the first time*)

On the audio program you will hear three brief conversations in which people make introductions. You will hear the following brief presentations used to indicate the person being introduced.

- |              |  |
|--------------|--|
| Éste es...   | to introduce one male friend   |
| Ésta es...   | to introduce one female friend   |
| Éstos son... | to introduce more than one male friend or a group of male and female friends |
| Éstas son... | to introduce more than one female friend                                     |

**Paso 1.** Listen to all of the conversations now and identify the form of introduction used in each one.

éste es...	ésta es...	éstos son...	éstas son...
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

**Paso 2.** Listen to the four conversations again, then write the number of the conversation in which the following family members are introduced.

\_\_\_\_\_ hijas      \_\_\_\_\_ hijos      \_\_\_\_\_ esposo      \_\_\_\_\_ hermana

10

## GRAMÁTICA

### 8. BUSCO A LA SRA. SUÁREZ: FIRST-PERSON SINGULAR FORMS OF REGULAR VERBS (PRESENT TENSE)

RAQUEL: Tengo un caso interesante que investigar. Busco a una señora, Teresa Suárez. Creo que vive en España. Necesito hablar con ella por mi cliente, don Fernando.

#### Forms

In Lección 3 you learned to talk about the actions of others by adding *-a/-an* or *-e/-en* to the stem of regular verbs. To talk about your own actions, add *-o* to the verb stem. These forms, called "first person," refer to "I," the first person in the I-you dialogue.

yo	hablo	(nosotros/nosotras)	-amos, -emos, -imos
creo			
vivo			
(tú)	-as, -es	(vosotros/vosotras)	-áis, -éis, -ís
(usted)	-a, -e	(ustedes)	-an, -en
(él/ella)	-a, -e	(ellos/ellas)	-an, -en

## Uses

Note the English equivalents of the first-person singular verb forms in this paragraph. As you will see, the subject pronoun **yo** is not generally used, since the **-o** ending makes it clear who the subject is. Note also the position of **no**.

MIGUEL: Estudio mucho. Este semestre,  
saco buenas notas. Algun día, deseo  
ser científico. **No** deseo ser guía.

*MIGUEL: I study a lot. This semester,  
I'm getting good grades. Some  
day I want to be a scientist.  
I don't want to be a guide.*



## Actividad A. ¿Quién habla?

You have learned a great deal about Raquel, Pati (Juan's wife), and Elena Ramírez. Indicate whether the following statements would be made by Raquel (R), by Pati (P), or by Elena (E). Don't be misled by the voice you hear on the audio program.

- R P E 1. Vivo en Nueva York, con mi esposo.  
R P E 2. Acepto el caso porque es muy interesante.  
R P E 3. Viajo a España.  
R P E 4. Vivo en Sevilla, con mi esposo y mis dos hijos.  
R P E 5. Trabajo en un teatro.  
R P E 6. Necesito hablar con una señora.  
R P E 7. Visito a\* la abuela de mis hijos con frecuencia.  
R P E 8. Escribo muchos reportes.

## Actividad B. ¿Quién lo diría (would say it)?

Which of your friends (acquaintances, family members) might make these statements about themselves? First, write the person's name in the first blank. Then complete the sentence with the correct **yo** form of the verb in parentheses.

MODELO: \_\_\_\_\_: (Hablar) \_\_\_\_\_ mucho en la clase. →  
Juan : Hablo mucho en la clase.

1. \_\_\_\_\_: (Escribir) \_\_\_\_\_ muchas cartas.
2. \_\_\_\_\_: (Trabajar) \_\_\_\_\_ en la universidad.
3. \_\_\_\_\_: (Vivir) \_\_\_\_\_ en un apartamento.
4. \_\_\_\_\_: (Buscar) \_\_\_\_\_ trabajo (*a job*).
5. \_\_\_\_\_: (Estudiar) \_\_\_\_\_ ciencias naturales.
6. \_\_\_\_\_: (Caminar) \_\_\_\_\_ a las clases, porque no tengo automóvil.
7. \_\_\_\_\_: (Tomar) \_\_\_\_\_ el autobús para (*in order to*) llegar a las clases.
8. \_\_\_\_\_: (Visitar) \_\_\_\_\_ la iglesia con frecuencia.
9. \_\_\_\_\_: (Deber) \_\_\_\_\_ estudiar más.
10. \_\_\_\_\_: (Revelar) \_\_\_\_\_ siempre los secretos de mis amigos.

## Actividad C. Miguel Ruiz Ramírez habla de sus actividades

In the following paragraph Miguel talks about himself and his life. Complete the paragraph with the appropriate verb forms. It may be possible to use some forms more than once, and there are extra verbs.

camino	creo	debo	deseo	escribo	estudio
necesito	saco	soy	tengo	trabajo	visito

\*Once again, and throughout this chapter, note the use of the word **a** before names or nouns that refer to specific people. This **a** has no equivalent in English. You will learn more about it in **Lección 5**.



**E**stoy en octavo año (8th grade). Mi colegio se llama San Fernando de Paula y está en Sevilla. Yo \_\_\_\_\_<sup>1</sup> al colegio — ¡no hay autobuses! \_\_\_\_\_<sup>2</sup> mucho y siempre \_\_\_\_\_<sup>3</sup> buenas notas. A veces \_\_\_\_\_<sup>4</sup> con mi hermano Jaime, pero no \_\_\_\_\_<sup>5</sup> sus lecciones. \_\_\_\_\_<sup>6</sup> el mercado de los animales con frecuencia porque \_\_\_\_\_<sup>7</sup> tener un pájaro. Pero mi mamá cree que no \_\_\_\_\_<sup>8</sup> tener uno porque \_\_\_\_\_<sup>9</sup> irresponsable a veces. Yo \_\_\_\_\_<sup>10</sup> que \_\_\_\_\_<sup>11</sup> hablar con ella. También es posible hablar con papá, a ver si él decide el caso...

<sup>a</sup>always

### Actividad D. ¿Y tú?

Now it's time to give some information about yourself. Create as many sentences as you can about the following subjects. (Worksheet)

- Where you live and with whom
- Where you are studying and what subjects you are studying
- If you work and, if so, where
- What you write (**¿muchos reportes? ¿muchas cartas?**)
- Whom you speak with in Spanish (**en español**)

## 9. ROSARIO, ¿ERES TÚ?: FORMS OF ADDRESS; SECOND-PERSON SINGULAR FORMS OF REGULAR VERBS (PRESENT TENSE)

RAQUEL: Jaime, ¿y tú? ¿En qué año estás?

JAIME: Estoy en el primer año.

ELENA: ¿Por qué no pasamos por usted a las diez de la mañana? ¿Vale?

RAQUEL: Perfecto.

### Forms of Address

In Lección 3 you learned two questions to ask others how they are feeling: **¿Cómo está usted?**, **¿Cómo estás (tú)?** These questions show two of the subject pronouns used to express English *you* in Spanish: **usted** and **tú**. **Usted** (and the plural **ustedes**) are often abbreviated **Ud.** and **Uds.**, respectively, and will appear in this form in most of *Destinos*.

- Use **Ud.** with people you do not know well or with people to whom you wish to show deference or respect.
- Use **tú** with people of your own age or those younger than you, or with people you know well.

The use of these pronouns varies widely throughout the Hispanic world and among different circles of friends or acquaintances. Note in the preceding models that Raquel addresses Jaime with **tú** and that Elena uses **Ud.** with Raquel. In *Destinos* Miguel and Elena address Raquel as **Ud.**, because they have just met. However, they all speak to the children using **tú** forms. This is a very common pattern observed by many Spanish speakers. Young children often address all adults with **tú** until they learn to be more deferential. As you watch future episodes of *Destinos*, note in what contexts people use **tú** or **Ud.**

### NOTA CULTURAL: FORMS OF ADDRESS

Language is a process. It is forever changing, whether we like it or not. An example of language change noted by many experts during recent years is the almost exclusive use of **tú** by Spaniards, particularly young people. Some theorists have suggested that the use of **tú** forms coincides with the emergence of Spain as a democratic nation after the long and repressive Franco dictatorship.

## Second-Person Singular Forms of Regular Verbs

### Forms

“Second person” is the term used to refer to a person to whom you are speaking directly. It is the “you” in the I-you dialogue. Because there are two ways in Spanish to express *you* (singular), there are also two verb forms that correspond to those pronouns.

For **tú**, add **-as** or **-es** to the verb stem. The **Ud.** forms add **-a** or **-e**, as do the third-person forms you have already learned.

(yo)	-o	(nosotros/nosotras)	-amos, -emos, -imos
tú	hablas	(vosotros/vosotras)	-áis, -éis, -ís
	crees		
	vives		
Ud.	habla	(Uds.)	-an, -en
	cree		
	vive		
(él/ella)	-a, -e	(ellos/ellas)	-an, -en

### Uses

The subject pronoun **tú** is not always used, because the **-as** or **-es** ending makes meaning clear. When you hear **tú**, it is often to express *and you?* (*y tú?*) or for emphasis, as in **Rosario, ¿eres tú?** The pronoun **Ud.** is frequently used to clarify meaning, because its verb forms are the same as those for **él** and **ella**.



### Actividad A. Las preguntas de Jaime

Match the following questions Jaime might ask Raquel\* with her answers. Pay particular attention to the question words with which many of Jaime's questions begin. You have heard all of them in the video episodes of *Destinos*. You will hear only the questions on the audio program. Listen to all of them first; then do the activity.

- |         |                                       |  |
|---------|---------------------------------------|--|
| 1. ____ | ¿Dónde vives? ¿en México?             | a. Busco a la Sra. Suárez, tu abuela.                                |
| 2. ____ | ¿Viajas con frecuencia?               | b. Debo llamar a Pedro, el hermano de mi cliente.                    |
| 3. ____ | ¿A quién buscas en Sevilla?           | c. Sí, y también me gusta hablar con ellos por teléfono.             |
| 4. ____ | ¿Cuándo tomas el tren?<br>¿mañana?    | d. No. Vivo en Los Ángeles, en los Estados Unidos.                   |
| 5. ____ | ¿Visitas a tus padres con frecuencia? | e. No. Tomo el tren pasado mañana.                                   |
| 6. ____ | ¿A quién debes llamar ahora?          | f. No. Escribo un reporte, para don Fernando.                        |
| 7. ____ | ¿Qué escribes? ¿una carta?            | g. No, no mucho. Pero me gusta viajar.<br>Es una contradicción, ¿no? |

\*Jaime should not really address her as **tú**, but, as you know, Jaime's behavior often presents problems.

## Actividad B. Miguel Ruiz habla con su hijo

In the following paragraph Miguel Ruiz talks directly to his son, Jaime. Complete the paragraph with the appropriate verb forms. It may be possible to use some forms more than once, and there are extra verbs.

buscas	crees	debes	deseas
escribes	eres	hablas	llamas
llevas	sacas	viajas	visitas



Jaime... Jaime... ¿Qué vamos a hacer contigo?<sup>a</sup> \_\_\_\_\_<sup>1</sup> estudiar más, ¿no \_\_\_\_\_<sup>2</sup>? \_\_\_\_\_<sup>3</sup> mucho con tus amigos y no \_\_\_\_\_<sup>4</sup> las lecciones. No \_\_\_\_\_<sup>5</sup> a la abuela Teresa, pero sí \_\_\_\_\_<sup>6</sup> a todos tus amigos por teléfono y luego<sup>b</sup> \_\_\_\_\_<sup>7</sup> tus juguetes<sup>c</sup> a sus casas. Y a veces \_\_\_\_\_<sup>8</sup> desobediente. Si no \_\_\_\_\_<sup>9</sup> buena nota en el examen de matemáticas pasado mañana, yo no te<sup>d</sup> compro el perro que \_\_\_\_\_<sup>10</sup>. Si \_\_\_\_\_<sup>11</sup> con tu mamá, dile<sup>e</sup> que yo decido el caso.

<sup>a</sup>¿Qué... What are we going to do with you? <sup>b</sup>then <sup>c</sup>toys <sup>d</sup>for you <sup>e</sup>tell her



## Actividad C. Más preguntas para Raquel

Here are the questions Jaime asked Raquel in Actividad A. Use them as the basis for asking her the same questions, but address her with Ud. forms. You will hear the correct question on the audio program. Use the pronoun Ud. in the first questions.

MODELO: (you see) ¿Dónde vives? ¿en México? →  
(you say) ¿Dónde vive Ud.? ¿en México?

- |                                    |  |
|------------------------------------|--|
| 1. ¿Dónde vives? ¿en México?       | 5. ¿Visitas a tus padres con frecuencia?<br>(¡OJO! a sus padres) |
| 2. ¿Viajas con frecuencia?         | 6. ¿A quién debes llamar ahora?                                  |
| 3. ¿A quién buscas en Sevilla?     | 7. ¿Qué escribes? ¿una carta?                                    |
| 4. ¿Cuándo tomas el tren? ¿mañana? |  |

## Actividad D. Necesito decirte (to tell you) . . .

Do you have things you would like to tell your friends or others but don't? Choose five people—friends, family members, professors, or your boss (*jefe/jefa*)—and tell them each what they should (**deber**) or need to (**necesitar**) do or not do. (Worksheet)

MODELOS: Joanie, eres mi amiga, pero necesitas. . .  
Es Ud. mi profesor, pero no debe. . .

## 10. MIGUEL Y JAIME SON BUENOS CHICOS: USING ADJECTIVES (PART 1)

From the first episode of *Destinos*, you have been hearing examples of the adjective agreement described in the **Un poco de gramática** section of your Textbook. Although it is a relatively simple concept to grasp, adjective agreement takes time and practice to bring under control when speaking Spanish. Therefore, be patient with yourself as you move through the *Destinos* materials.

This is the first of several sections of the Workbook/Study Guide that deal with adjectives and how to use them. Compare the use of adjectives in the following paragraphs. The one on the left is a description of Osito. The other is a description of an imaginary female cat.

El perro de Jaime se llama Osito porque es pequeño y negro. Osito es un perro inteligente y cariñoso.

La gata de un amigo de Jaime se llama Osita porque es pequeña y negra. Osita es una gata inteligente y cariñosa.

As you probably noticed, adjectives normally follow the noun they modify in Spanish. Note the following additional characteristics of Spanish adjectives, which are similar to those of Spanish nouns.

### Singular adjectives

- Adjectives that end in **-o** have a feminine form: **pequeño/pequeña, cariñoso/cariñosa**.
- Adjectives that end in **-e** or in most consonants have only one singular form: **inteligente, fiel**.

### Plural adjectives

- Adjectives of either gender that end in a vowel add **-s** to form the plural: **pequeño → pequeños, cariñosa → cariñas**.
- Most adjectives that end in a consonant add **-es** to form the plural: **fiel → fieles**.

	MASCULINE	FEMININE
SINGULAR	amigo alto	amiga alta
PLURAL	amigos altos	amigas altas

	MASCULINE	FEMININE
SINGULAR	amigo inteligente amigo fiel	amiga inteligente amiga fiel
PLURAL	amigos inteligentes amigos fieles	amigas inteligentes amigas fieles



### Actividad. Miguel y Jaime: ¡Dos hermanos diferentes!

Listen as the speaker on the audio program reads the following incomplete paragraph with all of the adjectives in place, in their proper form. Then complete the paragraph yourself, using the adjectives from the right-hand column.

**M**iguel es un chico muy \_\_\_\_\_<sup>1</sup> y es un estudiante muy \_\_\_\_\_<sup>2</sup>. Siempre<sup>a</sup> saca \_\_\_\_\_<sup>3</sup> notas. Le gustan todas las asignaturas, pero su asignatura \_\_\_\_\_<sup>4</sup> es ciencias \_\_\_\_\_.<sup>5</sup> Algún día<sup>b</sup> desea ser un científico \_\_\_\_\_.<sup>6</sup> Cree que los científicos hacen<sup>c</sup> contribuciones \_\_\_\_\_<sup>7</sup> a la sociedad. En cambio,<sup>d</sup> Jaime es un chico realmente \_\_\_\_\_.<sup>8</sup> No le gusta estudiar y siempre saca notas \_\_\_\_\_.<sup>9</sup> Su materia \_\_\_\_\_<sup>10</sup> es educación \_\_\_\_\_.<sup>11</sup> Le gustan mucho los animales \_\_\_\_\_<sup>12</sup>, especialmente los perros. Cree que los perros son \_\_\_\_\_<sup>13</sup> y \_\_\_\_\_.<sup>14</sup>

serio	
bueno, bueno	
favorito, natural	
famoso	
importante	
desobediente	
mediocre	
favorito, físico	
doméstico	
fiel	
cariñoso	

<sup>a</sup>Always    <sup>b</sup>Algún...    <sup>c</sup>Some day    <sup>d</sup>En...    <sup>e</sup>On the other hand

## PRONUNCIACIÓN: DIPHTHONGS AND LINKING

You already know that Spanish vowels are pronounced with a short, “crisp” sound. Two vowels occurring next to each other are sometimes pronounced as a single sound, forming what is called a diphthong. Spanish diphthongs are formed by combinations of the vowels **a**, **e**, and **o** with the vowels **i** or **u**, in any order, or by the vowels **i** and **u** in any order.



### Actividad A.

Repeat the following words that contain common diphthong patterns.

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. (ia) materia estudiar patriarca | 4. (ua) Eduardo lengua cuatro |
| 2. (ie) también siete tiene        | 5. (ue) abuelo nueve bueno    |
| 3. (io) episodio idioma matrimonio | 6. (ei) seis veinte veintiuno |



### Actividad B.

Diphthongs can also occur between words, causing the words to be “linked,” pronounced as one long word. Listen to the following phrases and sentences; then repeat them, imitating the speaker on the audio program. The second time you hear them, write the missing words.

1. Miguel y \_\_\_\_\_
2. Raquel \_\_\_\_\_ taxista.
3. \_\_\_\_\_ es la \_\_\_\_\_ de Juan.
4. No \_\_\_\_\_ en Madrid.
5. \_\_\_\_\_ ahora \_\_\_\_\_ Los Ángeles.



### Actividad C.

Another type of linking occurs when two identical vowels appear next to each other. Repeat the following phrases and sentences, noting in particular how the indicated vowel sounds are reduced to one.

- |                          |                        |
|--------------------------|------------------------|
| 1. la clase de español   | 3. ¿Dónde está Alicia? |
| 2. el hermano de Ernesto | 4. una lengua antigua  |

## ¡AUMENTA TU VOCABULARIO!

Here are some additional cognate suffixes that will enable you to recognize cognate groups.



SPANISH SUFFIX		ENGLISH EQUIVALENT	
-ismo	comunismo	-ism	communism
	racismo		racism
-ista	artista	-ist	artist
	optimista		optimist
-or	director	-er, -or	director
	constructor		builder, manufacturer

IGNACIO M. ROZAS

Constructor de Guitarras

CALLE MAYOR, 66 MADRID 28013 TEL. (91) 542 69 21

Note that nouns that end in **-ista** can refer to males or to females; the article indicates gender: **el artista**, **la artista**. Adjectives that end in **-ista** do not vary when they modify masculine nouns. The plural adds **-s**:

Raquel es optimista al principio; cree que va a encontrar a (*is going to find*) Rosario. ¿Y Pedro? ¿Es optimista? ¿Son pesimistas Ramón y Carlos?

Words that end in **-or** are masculine. Their feminine form ends in **-ora**: **el profesor, la profesora.**



### Actividad A.

Listen to the following groups of cognates; then select the word that does not belong in the group.

1. comunismo, egoísmo, fascismo
2. artista, muralista, dentista
3. instructor, programador, profesor
4. organista, realista, violinista
5. actor, director, pintor



### Actividad B.

You will hear a series of descriptions of people, including some characters from *Destinos* and some people from the real world. Listen carefully and indicate who is being described, selecting names from the list below. Remember that the word **fue** means *he was* or *she was*. That word will give you an important hint. Listen, in addition, for cognates that end in the patterns you have just learned.

- |                      |                  |
|----------------------|------------------|
| a. Mercedes Castillo | c. Pablo Picasso |
| b. Carlos Castillo   | d. Carlos Marx   |

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

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

**sacar** to get, receive (*grades*)

### Las cosas

**la nota** grade (*academic*)

### Las palabras adicionales

<b>a veces</b>	at times
<b>con frecuencia</b>	frequently
<b>siempre</b>	always
<b>tú</b>	you ( <i>informal</i> )
<b>usted (Ud.)</b>	you ( <i>formal</i> )

Now that you have completed the Textbook and Workbook/Study Guide for **Lección 4**, take the Self-Test for that lesson. (It is on page 290.) 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 introduce people to each other in Spanish.
- You know the names of many academic subjects and of some domestic animals.
- You can use a variety of verb forms to talk directly to others and to tell what you are doing.
- You know more about how Spanish vowels are pronounced and how words are joined when they 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 5** in the Textbook.

## WORKSHEET: LECCIÓN 4

### Gramática 8: Actividad D

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### Gramática 9: Actividad D

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## SELF-TEST: LECCIÓN 4 (43 puntos)

NOMBRE \_\_\_\_\_

### I. El episodio y los personajes

A. Choose the correct answers to these questions according to **Episodio 4**. (4 puntos)

1. ¿Quién habla por teléfono con su madre?  
a. Raquel b. Miguel padre c. Miguel hijo
2. ¿Adónde decide viajar Raquel ahora para hablar con Teresa?  
a. a Barcelona b. a Sevilla c. a Madrid
3. ¿Adónde lleva la familia Ruiz a Raquel?  
a. a casa b. a un restaurante muy elegante c. al mercado de los animales
4. ¿Qué compra Miguel en el mercado de animales?  
a. un perro b. unos peces c. un pájaro

B. Who said or might have said the following in **Episodio 4**? (4 puntos)

- \_\_\_\_\_ 1. Debo viajar a Madrid y buscar a la Sra. Suárez.  
\_\_\_\_\_ 2. Bueno, realmente me gustan todas. Pero la verdad es que mi favorita es ciencias naturales.

### II. El vocabulario

A. Write the Spanish name of the courses where you would study the following. (6 puntos)

1.  $\sqrt{230}=?$  \_\_\_\_\_
2. L. da Vinci \_\_\_\_\_
3. S. Freud \_\_\_\_\_
4. Wall Street \_\_\_\_\_
5. Shakespeare \_\_\_\_\_
6. Plato \_\_\_\_\_

B. Use the following words and expressions to write three sentences about yourself: **estudiar, mi curso favorito, sacar... notas en**. (9 puntos)

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### III. La gramática

A. Miguel is talking about school. Complete the paragraph with the correct form of a verb from the list: **ser, estar, estudiar, sacar**. (12 puntos)

Yo \_\_\_\_\_<sup>1</sup> estudiante de colegio. Tú, Jaime, \_\_\_\_\_<sup>2</sup> en el primer año (*first year*).

Yo \_\_\_\_\_<sup>3</sup> ciencias naturales y \_\_\_\_\_<sup>4</sup> buenas notas. Tú \_\_\_\_\_<sup>5</sup> ciencias naturales también pero no \_\_\_\_\_<sup>6</sup> muy buenas notas.

B. Complete the following sentences with what you hear on the audio program. (8 puntos)

- 
1. A Jaime \_\_\_\_\_ el perro.
  2. Los perros son \_\_\_\_\_.
  3. Miguel tiene \_\_\_\_\_ asignaturas.
  4. Al final del episodio, Osito \_\_\_\_\_.