RLP-SPAN1A · RLP Spanish 1A — Greetings, School, Family and Likes

Unit 1: ¡Hola! Me presento — Greetings, Identity and Numbers

Practice Workbook. The same problems, in the same order, as the Practice sections of the online lessons.

Name _____ Period _____

Lesson 1.1 — Saludos y despedidas

FLUENCY

1. Write the Spanish greeting you would use at each time: (a) 9:00 a.m.; (b) 2:00 p.m.; (c) 9:30 p.m., after dark; (d) any time, to a friend.

2. Write the English meaning of each farewell: (a) *adiós*; (b) *hasta luego*; (c) *hasta mañana*; (d) *nos vemos*.

3. Write *tú* or *usted* for each person: (a) your cousin, age 14; (b) a store clerk you do not know; (c) a classmate; (d) an older neighbor.

APPLICATION

4. Read the exchange and answer in English: *— Buenas tardes, señor Ruiz. ¿Cómo está usted? — Muy bien, gracias. ¿Y tú? — Más o menos.* (a) Is it morning, afternoon or night? (b) Who uses usted, and why? (c) How does the younger speaker feel?

5. Rewrite this greeting so it fits your friend's grandmother instead of your friend Marco: *Hola, Marco. ¿Cómo estás?*

6. Write the Spanish for: "Very well, thanks. And you?" (a) to a friend; (b) to a teacher.

7. You arrive at a family party at 4:00 p.m. where several adults and children are in the room. Write what you say as you walk in and what you say when you leave, the way many Latin American communities expect.

CHALLENGE

8. A friend at school says *¿Qué onda?* Later that day an adult you have just met says *Háblame de tú*. Explain in English what each speaker means and how you would answer each one in Spanish.

REVIEW

9. Recall from this lesson's opening: about how many Missourians age five and older speak Spanish at home, and what share is that in Kansas City?

Lesson 1.2 — El alfabeto, los acentos y los números

FLUENCY

1. Write each number in Spanish words: (a) 7; (b) 15; (c) 16; (d) 22; (e) 31.

2. Write the days of the week in Spanish, starting with the day most Spanish-language calendars start on.

3. Spell *Gómez* the way the lesson does, naming each letter in Spanish.

APPLICATION

4. Write each date in Spanish words, day first: (a) 16/9; (b) 1/5; (c) 22/4; (d) 23/10.

5. A friend from Guatemala invites you to a party on 3/8. On what date is the party, in English and in Spanish?

6. Use the two stress rules to explain why *hablan* needs no written accent but *miércoles* does.

7. Add the missing written accents where they are needed, and leave the others alone: (a) ¿Como se escribe? (b) Tu eres de Joplin. (c) Si, es mi cumpleaños. (d) el lunes

CHALLENGE

8. Explain what happens on *el dieciséis de septiembre* and why the date matters, in two or three English sentences.

REVIEW

9. Review (Lesson 1.1): write a complete, polite exchange in Spanish in which you greet your friend's mother at 10:00 a.m., ask how she is, and she answers that she is well and asks back.

Lesson 1.3 — ¿Cómo te llamas? ¿De dónde eres?

FLUENCY

1. Match each question to its answer: (1) ¿Cómo te llamas? (2) ¿De dónde eres? (3) ¿Cuántos años tienes? (4) ¿Cuándo es tu cumpleaños? — (a) Tengo catorce años. (b) Es el ocho de junio. (c) Me llamo Daniela. (d) Soy de Columbia.

2. Write the usted form of each question: (a) ¿Cómo te llamas? (b) ¿De dónde eres?

3. Write the Spanish for each repair phrase: (a) More slowly, please. (b) I don't understand. (c) How do you say "locker" in Spanish?

APPLICATION

4. A student writes *Soy quince años*. Correct the sentence and explain the mistake.

5. Translate into Spanish: "I'm from Oaxaca, but I live in St. Louis."

6. Use the invented identity from the lesson, *Mateo Ruiz, de Joplin, catorce años, cumpleaños el veinte de octubre*, to write Mateo's four answers to the prompt-card questions.

7. Write a six-line conversation in Spanish between two invented teenagers, Ana and Luis, who meet for the first time. Include names, mucho gusto with its reply, origin, one repair phrase, and age.

CHALLENGE

8. You are introduced to your friend's aunt. Explain in English why you would not ask her *¿Cuántos años tiene usted?*, and write two questions you could ask her instead.

REVIEW

9. Review (Lesson 1.2): write in Spanish words the birthday of Itzel from this lesson's conversation, January 30, and of the invented student Sofía Torres, March 3.

Lesson 1.4 — Me presento: los pronombres y el verbo ser

FLUENCY

1. Complete with the correct form of ser: (a) yo _____; (b) tú _____; (c) ella _____; (d) nosotros _____; (e) ustedes _____.

2. Write the subject pronoun for each group: (a) Ana and María; (b) Ana and Pedro; (c) you and your friends (Latin America); (d) Pedro and I.

3. Translate into English: *Somos de Columbia, pero ella es de Oaxaca.*

APPLICATION

4. Fill in the correct form of ser: (a) Mi familia y yo _____ de Sedalia. (b) ¿Ustedes _____ de Kansas City? (c) La señora Pérez _____ doctora. (d) Tú _____ estudiante.

5. Rewrite more naturally by dropping the pronoun where Spanish would: *Yo soy estudiante. Yo soy de Joplin. Yo soy de familia salvadoreña*. Then explain when you would keep *yo*.

6. Write a six-sentence introduction in Spanish for the invented student *Sofía Torres, de Springfield, quince años, cumpleaños el tres de marzo*, following the lesson's plan (greeting, name, origin, age, birthday, one more fact with ser) and closing with a farewell.

7. A student from Argentina says *Vos sos de Buenos Aires*. Write the same sentence with tú, and explain whether the student made a mistake.

CHALLENGE

8. Explain why the Missouri town *New Madrid* has that name and what happened in St. Louis on March 9, 1804. Then write how a person from there says where they are from.

REVIEW

9. Review (Lesson 1.3): answer each question in a full Spanish sentence for the invented student Mateo Ruiz (de Joplin, catorce años): (a) ¿De dónde eres? (b) ¿Cuántos años tienes?

Unit 1 checkpoint

1. It is 3:30 p.m. and you arrive at practice. Which greeting fits?
   A. Buenos días
   B. Buenas tardes
   C. Buenas noches
   D. Hasta mañana
2. Which question would you ask your friend's grandmother?
   A. ¿Cómo estás?
   B. ¿Qué onda?
   C. ¿Cómo está usted?
   D. ¿Y tú?
3. True or false: In many Latin American communities, a person arriving at a party greets only the person they came to see.
4. The number 16 in Spanish is _____.
5. A friend writes the party date as 7/9. When is the party?
   A. July 9
   B. September 7
   C. July 7
   D. September 9
6. True or false: Tu and tú mean the same thing; the accent is optional.
7. Which answer fits ¿Cuántos años tienes?
   A. Soy quince.
   B. Tengo quince años.
   C. Es el quince de mayo.
   D. Soy de Joplin.
8. To ask someone to speak more slowly, say: Más _____, por favor.
9. Complete: Nosotros _____ de Columbia.
   A. soy
   B. eres
   C. somos
   D. son
10. True or false: A student from El Salvador who says vos sos is using a standard form of Spanish.
11. Spanish rule over Missouri ended in a ceremony in St. Louis on March 9, _____, remembered as Three Flags Day.