

# Activities

¡NUEVOS AMIGOS!

# Spanish 1

FOURTH EDITION




## To the student

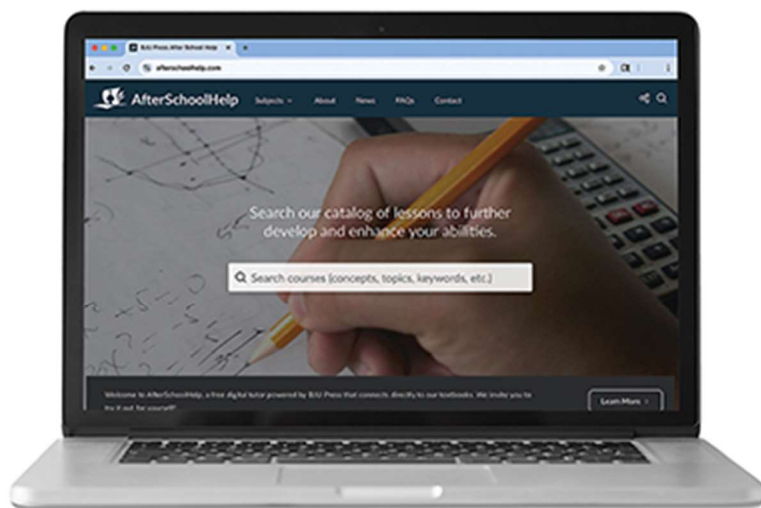
Learning to communicate in another language is a dynamic and rewarding task. One essential component in that process is practice. This *Spanish 1* Activities book is intended to provide you with practice in the vocabulary and structures that you will be studying this year. We hope you find more opportunities to practice your new language skills outside of class as well!

If you compare the types of activities in the Student Edition with those in this book, you will quickly note a key difference. The Student Edition is designed to give you practice in negotiating meaning, acquiring new words and structures, and above all, practicing your interpersonal communication skills. The Activities book, on the other hand, is designed to help you gain a conceptual mastery of the language. It will also help you hone your pronunciation skills and grow your understanding of the culture.

Before you work on these exercises, review the information from the Student Edition. Then complete the exercises without consulting your textbook. If you are

having difficulty with an exercise, go back and review the material and try again. You may also consult the grammar manual at the back of this book. Remember, the stronger you become in your understanding of these patterns, the more successful you will be in completing this course and learning to communicate in Spanish.

Each chapter of this book contains listening activities (identified by this icon  next to the exercise number). These activities will give you the opportunity to practice listening to and understanding Spanish as spoken by native speakers. All the audio files you need for completing these activities can be accessed at [AfterSchoolHelp.com](https://www.afterschoolhelp.com) or by scanning the QR code. May God bless you as you study Spanish this year!



# LOS SALUDOS

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## EJERCICIO 1-1

Complete each greeting in these conversations.

Persona 1: \_\_\_\_\_, ¿cómo estás?

Persona 2: \_\_\_\_\_ muy bien, ¿y tú?

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Persona 1: ¿Cómo te \_\_\_\_\_?

Persona 2: Me \_\_\_\_\_ Jonatán.

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Persona 1: \_\_\_\_\_, Sr. Martínez.

Persona 2: Hola, José. ¿Cómo \_\_\_\_\_?

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Persona 1: \_\_\_\_\_ es Marta, es una estudiante nueva.

Persona 2: \_\_\_\_\_, Marta.

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Persona 1: ¿De \_\_\_\_\_ eres?

Persona 2: \_\_\_\_\_ de Paraguay.

## EJERCICIO 1-2

Listen to each sentence three times. The first time, simply listen and try to understand what the person is saying. The second time, write the sentence in the space provided. The third time, check your work.

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



### EJERCICIO 1-3

You are visiting a Spanish church for the first time, and the pastor of the church comes to greet you. Fill in the blanks to complete the conversation.

**Pastor:** Hola, ¿cómo te llamas?

**You:** \_\_\_\_\_

**Pastor:** Y yo soy el pastor Orlando Flores.

**You:** \_\_\_\_\_

**Pastor:** ¡Igualmente! ¿De dónde eres?

**You:** \_\_\_\_\_

**Pastor:** ¿Eres estudiante?

**You:** \_\_\_\_\_

**Pastor:** ¡Bienvenido a nuestra iglesia!

**You:** ¡Muchas \_\_\_\_\_

# INFORMAL AND FORMAL GREETINGS IN SPANISH

## EJERCICIO 1-4

Listen to the following dialogs and indicate whether they are formal or informal.

1. formal/informal      2. formal/informal      3. formal/informal



## EJERCICIO 1-5

Margarita often meets her teachers around town on the weekends. For each time of day listed, write how she would greet them.

### Modelo

11:30 a.m. Buenos días.

1. 2:00 p.m. \_\_\_\_\_      3. 9:15 a.m. \_\_\_\_\_      5. 5:00 p.m. \_\_\_\_\_  
2. 8:00 p.m. \_\_\_\_\_      4. 11:45 p.m. \_\_\_\_\_

## EJERCICIO 1-6

Margarita runs into friends and teachers at school and around town during the week. For each person and time of day listed, write how she would greet them. Indicate whether the situation is formal or informal.

1. El profesor Pérez: 10:00 a.m. \_\_\_\_\_ formal/informal  
2. Lucrecia, la hermana de Margarita: 9:30 p.m. \_\_\_\_\_ formal/informal  
3. La directora de la escuela: 1:15 p.m. \_\_\_\_\_ formal/informal  
4. Carlos, el amigo de Margarita: 5:00 p.m. \_\_\_\_\_ formal/informal

## EJERCICIO 1-7

Carla's computer often acts up. This time it scrambled some of her Spanish notes. Help her reorganize her notes by matching each question to the correct translation.

- \_\_\_\_\_ 1. ¿Cómo te llamas?  
\_\_\_\_\_ 2. ¿Cómo se llama usted?  
\_\_\_\_\_ 3. ¿Cómo estás?  
\_\_\_\_\_ 4. ¿Cómo está usted?  
\_\_\_\_\_ 5. ¿De dónde eres?  
\_\_\_\_\_ 6. ¿De dónde es usted?  
\_\_\_\_\_ 7. ¿Qué tal?  
\_\_\_\_\_ 8. ¿Qué pasa?

- A** How are you? (formal)  
**B** How are you? (informal)  
**C** How's it going?  
**D** What's happening?  
**E** What's your name? (formal)  
**F** What's your name? (informal)  
**G** Where are you from? (formal)  
**H** Where are you from? (informal)

## RESPONDING TO GREETINGS

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### EJERCICIO 1-8

Complete the dialogs with the appropriate words.

Juan: ¡Hola, Pedro! ¿Cómo estás?

Pedro: Estoy bien, \_\_\_\_\_. ¿Y \_\_\_\_\_?

Juan: Más o menos, \_\_\_\_\_.

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Sra. Rojas: \_\_\_\_\_ tardes, Sra. Matos.

Sra. Matos: \_\_\_\_\_, ¿Cómo está usted?

Sra. Rojas: Estoy \_\_\_\_\_, gracias. ¿Y usted?

Sra. Matos: Muy \_\_\_\_\_, gracias.

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Rosa: Hola. Me \_\_\_\_\_ Rosa.

Ana: ¡ \_\_\_\_\_, Rosa! Me llamo Ana.

Rosa: Encantada \_\_\_\_\_.

Ana: Mucho \_\_\_\_\_.

# INTRODUCING OTHER PEOPLE IN SPANISH

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## EJERCICIO 1-9

During a school open house, Marta is showing her mom around. As they run into different people, Marta introduces them to her mom. Complete the following dialogs by choosing the most appropriate word or expression from the word bank.

encantada de conocerle    esta    mucho gusto  
encantada de conocerte    este    te presento

Marta: Mamá, \_\_\_\_\_ a mi profesora de español,  
la señora Rodríguez.

Mamá: Mucho gusto, me llamo Dolores Fernández.

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Marta: \_\_\_\_\_ es mi profesor de historia, el señor Nadal.

Mamá: \_\_\_\_\_, señor Nadal.

Sr. Nadal: \_\_\_\_\_, señora Fernández.

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Marta: \_\_\_\_\_ es mi mejor amiga, Ester.

Mamá: Hola, Ester. \_\_\_\_\_.

Ester: Igualmente. Marta habla mucho de usted.

## EJERCICIO 1-10

Give an appropriate question or expression in Spanish for each of the following situations.

1. What question do you ask if you want to ask a friend how he is doing?

\_\_\_\_\_

2. What question do you ask if you want to ask the principal how she is doing?

\_\_\_\_\_

3. What do you ask when you meet a new teacher and wish to learn his name?

\_\_\_\_\_

4. What do you say in polite response to an introduction?

\_\_\_\_\_

5. What do you say to thank someone?

\_\_\_\_\_

6. How would you greet a close friend?

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7. What do you say when someone says “hola” to you?

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8. What do you say when introducing your friend Juan to your principal, Sr. Vázquez?

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9. What do you say when you introduce your friend Elena to your other friend, Jacobo?

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# EL MUNDO HISPANO

## EL ESPAÑOL EN LOS ESTADOS UNIDOS

### Los nombres

When Spain began its conquest of the Americas at the end of the fifteenth century, one of the first activities of the *exploradores* and *conquistadores* was to rename the places they encountered and conquered with Spanish **names**. Since the Spanish rulers of the time were devout Catholics, many of the names chosen honored saints and beliefs of the Catholic Church or referred to familiar places in Spain. In the United States, particularly in Florida and in the southwestern and western parts of the country, this tendency is reflected in names such as Cape Canaveral, San Francisco, Santa Fe, or Alameda County.



San Francisco, California



Tacos dorados

### Las comidas

Due to the significant Hispanic population, a wide variety of **foods** inspired by Hispanic cuisine can be found in most parts of the United States. Mexico, due to its proximity, has had the most influence on food in the United States; in most parts of the country, you can readily find Mexican-themed restaurants. Additionally, food from other Spanish-speaking countries such as Cuba is easy to find in cities such as Miami and New York due to the large immigrant populations that have settled in those areas of the country.

### El espanglish

One result of the large Hispanic population in the United States is the mixing of English and Spanish, forming what is sometimes called **espanglish** or **Spanglish**. In some cases, Spanglish involves simply using English words in Spanish sentences; in other cases the speaker may switch languages for entire phrases or sentences. This is known as code-switching; for example, *Es bastante heavy*. Other times, speakers create new words; for example, *chequear* or *parquear* look like typical *-ar* verbs in Spanish, but they are simply English verbs (to check, to park) borrowed by Spanish.



## La iglesia

With large numbers of Hispanic immigrants in the country, many churches have responded by offering Spanish-speaking ministries, taking advantage of the great door of opportunity that the Lord has opened. As a result, many Hispanic churches now exist across the United States. Christians' responsibility before the Lord is to welcome Spanish-speaking people into the church and help them either put their trust in Christ or grow spiritually.



### EJERCICIO 1-11

Read each statement and indicate whether it is *cierto* or *falso* based on the information in the article about Spanish in the United States.

1. cierto/falso San Diego es un *ejemplo*<sup>1</sup> de una ciudad con el nombre de un *santo*<sup>2</sup>.
2. cierto/falso Los Nachos Fries son un ejemplo de la comida auténtica de México.
3. cierto/falso La frase *es un show* es un ejemplo de espanglish.
4. cierto/falso *Podemos*<sup>3</sup> ver la influencia del español en las iglesias hispanas en los EEUU.
5. cierto/falso Saludar a una persona no es una *forma de*<sup>4</sup> mostrar hospitalidad.

Provide a thoughtful answer to the question below.

How should Christians minister to foreigners living in their own country (see Luke 10:25–37, Rom. 12:13)?



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1. example  
2. saint

3. we can  
4. way to