

Workbook/Laboratory Manual

THIRD EDITION

intercambios

Spanish for Global Communication

James M. Hendrickson

Guiomar Borrás Álvarez

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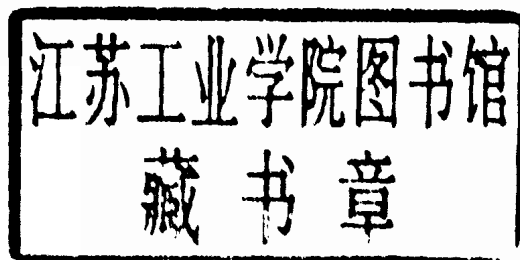
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Thunderbird—The American Graduate School of International Management



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Preface

The *Workbook/Laboratory Manual* for the third edition of ***Intercambios: Spanish for Global Communication*** by James M. Hendrickson and Guiomar Borrás Álvarez is designed to practice and reinforce the concepts and skills introduced in the main text. The manual provides additional practice in developing vocabulary and grammar usage, listening comprehension, and reading and writing skills. The *Laboratory Manual* (and accompanying audio program) is designed to improve students' oral proficiency, with emphasis on learning strategies to understand and reproduce authentic oral discourse in Spanish. Presented throughout the *Workbook/Laboratory Manual* are many notes to the student suggesting areas to recall or review, giving study hints and glossing new vocabulary words.

The *Workbook/Laboratory Manual* contains sixteen lessons (*Lección preliminar* and *Lecciones 1–15*) that correspond to the sixteen lessons presented in the main text of ***Intercambios: Spanish for Global Communication, third edition***. Each lesson in the *Workbook/Laboratory Manual* contains the following sections:

- *Pronunciación esencial* appears in the first ten lessons (*Lección preliminar* and *Lecciones 1–9*) to provide practice in pronouncing the Spanish sounds that are the most problematic for native speakers of English. These sounds are integrated into short dialogues based on the characters and situations introduced in the main text. The dialogues provide samples of authentic discourse in Spanish and are designed to develop students' pronunciation in Spanish well enough to be understood by native speakers who have had little or no contact with non-native speakers. Native speakers of Spanish, representing different regions of the Spanish-speaking world, have recorded the dialogues in this section on the *Laboratory Audio Program* (available on compact disc or cassette).
- *En contexto* dialogues, similar in content to the *En contexto* dialogues in the main text, give students exposure to aural input that contextualizes new chapter content. Students work with the same story line, structures, vocabulary, and topics found in the main text, and demonstrate mastery over new material by completing questions in a variety of formats: true/false, fill-in-the-blank, multiple-choice.
- *Vocabulario esencial* provides discrete listening comprehension activities aimed at vocabulary practice. Students respond to the situations presented by native speakers of Spanish on the audio program and complete the corresponding activities in the *Workbook/Laboratory Manual*.
- *¡A leer!* is designed to practice reading strategies in Spanish using authentic material. Each *¡A leer!* section is divided into three subsections. The *Antes de leer* activities are designed so that students can benefit from pre-reading activities that focus on the topic of the authentic text. This section includes in-class activities and techniques that make use of students' existing knowledge of the world and allow them to brainstorm and produce ideas that might appear in the authentic text. In *Lección preliminar* and *Lecciones 1–3*, the activities are to be completed in English. Beginning in *Lección 4*, the students have acquired enough vocabulary to brainstorm in the target language. The *Vamos a leer* section requires the active participation of the students by encouraging them to use their relevant background information to read authentic texts in Spanish. The reading may be an in-class or out-of-class activity; however, it is important that students do not attempt to read word-for-word, but rather utilize the reading techniques suggested in the *¡A leer!* sections in the main textbook. In particular, the skimming and scanning strategies will help students acquire a global view of the text. The *Después de leer* activities allow students to go beyond the factual details of the text. These post-reading activities place students in contact with the material in realistic settings by means of role play and other activities designed to integrate and personalize information gained from the authentic texts. This final stage links the development of reading skills to development of listening, speaking, and writing skills.

- *Gramática esencial* reinforces the two or three major grammatical structures of Spanish that are introduced in each lesson in the main textbook. These exercises are designed to help students manipulate grammatical structures in written form so that they can visualize how the various structures work within a situational context.
- *¡A escribir!* is divided into three sections. In *Antes de escribir*, students brainstorm ideas about a topic that has been introduced in the lesson from the main textbook. In *Vamos a escribir*, they write about their own experiences or about a situation in which the characters from the main textbook find themselves. In *Después de escribir*, students reflect, share, and examine what they have written. In several instances, a peer editing activity is included that is designed to be done in class.
- *Cultura* reinforces the cultural content of the main text. While culture is presented in a variety of formats in the textbook (within *En contexto* dialogues, *Notas del texto*, *Cultura* boxes, and *Perspectivas* sections), students have an opportunity to recall and synthesize what they've learned in the *Cultura* section of the workbook. This section combines a variety of exercise formats with an occasional cultural reading that expands upon the content covered in the chapter.

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LECCIÓN PRELIMINAR

El mundo

ACTIVIDADES Y EJERCICIOS ORALES

Pronunciación esencial

A The alphabet is the best place to start learning the sounds of a new language. It will be helpful to know the alphabet when you need to spell your name or your address in Spanish. It will also help you when you want to know how to spell a word in order to look up its meaning. Listed below are the letters of the Spanish alphabet along with their names. Repeat the letters after they have been modeled.

a	a	j	jota	r	ere
b	be	k	ka	s	ese
c	ce	l	ele	t	te
d	de	m	eme	u	u
e	e	n	ene	v	ve
f	efe	ñ	eñe	w	doble ve
g	ge	o	o	x	equis
h	hache	p	pe	y	i griega
i	i	q	cu	z	zeta

B Pronounce these first and last names and spell them.

Ejemplo: Robin Morán

ere, o, be, i, ene; eme, o, ere, a, ene

John Wilson

Alex Kane

Joe Zimmerman

David Lucas

Alison Marks

Sonia Roger

Reed Wynne

Elisa Holguín

Ben Arnella

C Spell your first name, last name, and address.

En contexto

D Saludos. Listen to the following conversation. Based only on the information you hear, decide whether the statements below are true (*V: verdadero*), false (*F: falso*), or whether there is not sufficient information to decide (*N: No hay información suficiente*), and write down the corresponding letter next to each statement.

- _____ 1. Los estudiantes se llaman Alex y Ben.
- _____ 2. Alex es de Nuevo México.
- _____ 3. Ben es de Nueva York.
- _____ 4. Ben y Alex son amigos.
- _____ 5. Ellos son estadounidenses.

Vocabulario esencial

E Saludar y conocer a tus compañeros(as) de clase. You will hear three conversations. Write the number of the conversation below the picture it matches. (Look at the pictures while you listen and consider everything you see and hear.)







Pronunciation takes practice and experience with the language. Try to match your pronunciation of these words as closely to the pronunciation of the native speaker on the tape as you can.

F Las nacionalidades. Listen to the following nationalities and repeat them after the speaker on the tape.

árabe	cubana	alemana
chino	dominicano	español
japonesa	puertorriqueña	francesa
costarricense	argentino	griego
guatemalteca	boliviana	holandesa
hondureño	chileno	inglés
nicaragüense	colombiano	estadounidense

G Los países y las nacionalidades. Listen to the name of each country and circle the nationality that corresponds. You will hear the name of the country twice.

Ejemplo: *You hear:* el Canadá

You circle:

canadiense estadounidense griego

- | | | |
|------------------|----------------|----------------|
| 1. boliviano | cubano | peruano |
| 2. uruguayo | venezolano | salvadoreño |
| 3. portugués | argentino | panameño |
| 4. indú | inglés | mexicano |
| 5. guatemalteco | ruso | paraguayo |
| 6. canadiense | mexicano | estadounidense |
| 7. griego | guatemalteco | colombiano |
| 8. costarricense | puertorriqueño | ruso |
| 9. salvadoreño | panameño | hondureño |
| 10. argentino | español | portugués |

H ¿Cómo te llamas? You will hear five questions or phrases. Circle the appropriate answer to each.

Ejemplo: *You hear:* ¿Cómo te llamas?

You circle:

Soy de Minnesota. Me llamo Kelly. Bien.

- | | | |
|--------------------------|------------------|-------------------------|
| 1. Buenas tardes. | Buenas noches. | Buenos días. |
| 2. Adiós. | Hola. | Gracias. |
| 3. Bien, gracias. | Soy de Colorado. | Me llamo Sara. |
| 4. Más o menos, gracias. | Adiós, gracias. | Buenas tardes, gracias. |
| 5. Muy bien, gracias. | Soy del Canadá. | Me llamo Mary Ellen. |

I En la clase. You will hear eight commands. Write the number of the command below the picture it matches. (Look at the pictures while you listen and consider everything you see and hear.)



CUADERNO DE PRÁCTICA

¡A leer!: Mercosur

Skimming and scanning are important reading techniques used to gather information quickly. Skim the Aerolíneas Argentinas advertisement to get the gist or general idea of its content. Next, scan or reread the advertisement to find the specific information you need to answer the questions.

Antes de leer

A Can you answer these questions even before reading the Aerolíneas Argentinas advertisement?

1. What does Mercosur mean?

2. What countries in Latin America belong to Mercosur?

3. What are the goals of this group?

Mercosur

Mercosur is the name for the Southern Common Market. The countries that belong to this group now are: Argentina, Paraguay, Uruguay, and Brazil. Chile, Bolivia, Venezuela, Colombia, and Peru have also shown great interest in joining. The member countries of Mercosur have a combined population of 190 million people living in an area larger than the total surface of the European continent. Some of Mercosur's goals are the free transit of goods, the elimination of customs rights, and open competition among the member countries.



Chile

Brasil

Paraguay

Uruguay

Argentina

DIARIO AL MERCOSURY

SGO. DE CHILE

Aerolíneas Argentinas le ofrece la mejor forma de llegar al centro de sus negocios en la capital de Chile. Con las ventajas y beneficios de la Clase Club Gold y la comodidad de su nueva generación de asientos. Sume puntos con su tarjeta Aerolíneas Plus. Aerolíneas Argentinas, su línea directa con el Mercosur. Si desea más información, **consulte en su agencia de viajes** o llame a Aerolíneas Argentinas: Tel.: (91) 564 25 26, Internet: [Http://WWW.AEROLINEAS.COM.AR](http://WWW.AEROLINEAS.COM.AR).



Vamos a leer

B Find this information without spending too much time deciphering the whole advertisement.

1. ¿Cómo se llama el mapa en la publicidad? _____
2. ¿Cómo se llama la aerolínea? _____
3. ¿Cuál es la dirección del Internet? _____
4. ¿Cómo se llaman los países que visita la aerolínea? _____

Después de leer

C Now that you have read the ad in greater detail, think about what the airline is offering.

1. If you were flying with Aerolíneas Argentinas, to which city or cities would you like to travel and why?

2. Why do you think Aerolíneas Argentinas wants to fly to the countries that belong to Mercosur?

3. What type of people will go to these countries?

4. What do you think are the advantages of flying the Gold Club Class?

Gramática esencial

D Las capitales. Match the following capitals with their countries and then write a sentence using the appropriate definite articles (*el, la, los, las*), according to the example.

Ejemplo: Beijín _____ China.

Beijín es la capital de la China.

- | | |
|-----------------------|-------------------|
| _____ 1. Moscú | a. El Salvador |
| _____ 2. San Juan | b. Argentina |
| _____ 3. Washington | c. Puerto Rico |
| _____ 4. San Salvador | d. Estados Unidos |
| _____ 5. Buenos Aires | e. Rusia |

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

E Personas famosas. Complete the following sentences with the appropriate indefinite article (*un, una*). Some Spanish nouns always end in *-a*, whether they are referring to a man or a woman. For example: (*un/una*) *artista*. Pay attention to the gender of the famous people in this activity.

1. Isabel Allende es _____ autora chilena.
2. Carlos Fuentes es _____ novelista mexicano.
3. Pedro Almodóvar es _____ director español.
4. Ronaldo es _____ futbolista brasileño.
5. Pablo Neruda es _____ poeta chileno.
6. Gloria Estefan es _____ cantante cubana.

F Personas y productos. Complete the following sentences with appropriate definite (*el, la, los, las*) or indefinite articles (*un, una, unos, unas*).

1. _____ líderes del mundo son responsables.
2. _____ presidente de Francia es inteligente.
3. _____ presidente de Nicaragua es interesante.
4. Costa Rica es _____ país fascinante.
5. Kiwi es _____ fruta de Nueva Zelanda.
6. _____ papaya es _____ fruta tropical.
7. _____ teléfonos de Taiwán son fantásticos.
8. _____ computadoras de los Estados Unidos son excelentes.
9. _____ autos de Corea son prácticos y buenos.
10. _____ bicicletas de Italia son maravillosas.

¡A escribir!

Antes de escribir

G Look at the map on the next page and list five countries you would like to visit.

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





Vamos a escribir

H Use the map to find the capital of each country listed below and write a short sentence for each one.

Ejemplo: el Egipto

La capital del Egipto es Cairo.

1. México

2. España

3. Francia

4. Australia

5. Italia

Después de escribir

I Use the lines provided to write your responses or you may use *Atajo: Writing Assistant for Spanish*.

1. Select one country from your list in Exercise G on the previous page and write a short paragraph in English about why you would like to visit that particular country.

2. Read the paragraph you have just written. Do you already know how to write some of the words you used above in Spanish? If so, list them here.

J Share the *Antes de escribir* and *Después de escribir* exercises with a fellow student. Working together, can you come up with additional Spanish words to add to the list in Exercise I?
