

## Prueba 1

### Vocabulario

Level 2, pp. 36–38

Luisa and Victoria are planning a trip to Costa Rica. Select the best choices from the following statements about their trip. (20 points)

- Luisa y Victoria visitan \_\_\_\_\_ para hablar de su itinerario.
  - la oficina del profesor
  - el reclamo de equipaje
  - la parada de autobuses
  - la agencia de viajes
- Ellas \_\_\_\_\_ en casa. ¡Primero, ponen los trajes de baño!
  - abordan el avión
  - hacen las maletas
  - van de vacaciones
  - pasan por seguridad
- Victoria llama al aeropuerto para \_\_\_\_\_.
  - beber un refresco
  - confirmar el vuelo
  - abordar el avión
  - auxiliar de vuelo
- Ellas tienen \_\_\_\_\_ para el 15 y el 23 de diciembre.
  - boletos de ida y vuelta
  - pantallas
  - piscinas
  - puertas
- En el aeropuerto las chicas \_\_\_\_\_ porque las maletas son grandes.
  - almuerzan
  - estudian
  - facturan el equipaje
  - viajan
- Al abordar, Luisa y Victoria le dan sus \_\_\_\_\_ al auxiliar de vuelo.
  - tarjetas de embarque
  - viajes
  - trajes de baño
  - desayunos
- Cuando llegan a San José, las chicas necesitan \_\_\_\_\_ antes de salir del aeropuerto.
  - jugar al fútbol
  - ir a casa
  - cortar el césped
  - pasar por la aduana
- Luisa y Victoria \_\_\_\_\_ con los otros pasajeros para abordar el avión.
  - hacen cola
  - pasan la aspiradora
  - practican deportes
  - preparan el equipaje
- Después de llegar a Costa Rica, ellas dan sus \_\_\_\_\_ al oficial de seguridad.
  - puertas
  - pasaportes
  - verduras
  - agentes
- Por fin Luisa y Victoria salen del aeropuerto y deciden \_\_\_\_\_ para ir al hotel.
  - bajar del tren
  - compartir un postre
  - tomar un taxi
  - subir el vuelo

## Leccion 3 Prueba B Answers

**Pablo Valencia, Maureen  
Weissenrieder**



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*Como Se Dice . . . ?* Ana C. Jarvis, Raquel Lebrede, Francisco Mena-Ayllón, 1996      **Dime!: Extended teacher's edition**  
Fabián A. Samaniego, 1997      **Workbook** Jean Paul Valette, 1984 A high school text providing an introduction to the  
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Stanley Whitley, Luis González, Claudia Ospina, 2020-07-01 E Textbooks are now available to purchase or rent through  
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Lebrede, Francisco Mena-Ayllón, 1994      **Pase el examen de ciudadanía americana** Mary Masi, 2001 A guide to passing  
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Christopher Kendris, Theodore Kendris, 2003 Popular phrases words and expressions accompany the complete conjugation of  
common Spanish verbs      **¡Ánimo! The Once a Week Spanish Class** E. Charland, M. Wegbreit, 2012-04-18 Help your  
students form a solid basis of the Spanish language Written for a one to two hour per week Spanish class for students in  
grades 3 8 this book covers over 300 vocabulary words and short phrases Most importantly this text along with the instructor  
s edition provides extensive practice and review so that students can return to class the following week having mastered the  
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Spanish telling time talking about the weather polite conversation the city the farm the home numbers to 60 the family the

classroom the parts of the body and Bienvenidos-Span.1b-Writing ACT.Wkbk Schmitt,1996-03 **Discover the World of Work** ,1976 Second Language Anxiety Richard L. Sparks,2025-07-11 This book traces and summarizes theoretical insights and empirical findings on the topic of whether or not anxiety for language learning could be a causal variable for individual differences in language learning The author brings together three decades of research to show that first language L1 skills and second language L2 aptitude are confounding variables in studies of language anxiety and that learners levels of anxiety for L2 learning are strongly related to their levels of language achievement These findings have suggested that language anxiety instruments reflect students accurate self perceptions of their language skills and their levels of L1 achievement and L2 aptitude The research presented in this book holds the potential to change the ways in which L2 educators and researchers think about language anxiety how language anxiety is assessed how investigations into language anxiety are conducted and how L2 teachers respond to anxiety in the classroom

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