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Eric W. Vogt, PhD

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McGraw-Hill's

500 Spanish Questions

Ace Your College Exams

Eric W. Vogt, PhD



New York Chicago San Francisco Lisbon London Madrid Mexico City
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Eric W. Vogt, PhD, is the author of numerous books on learning the Spanish language. He is a specialist in Baroque Spanish literature and the author of critical editions of Baroque music and plays. He has translated the complete poetry of St. Teresa of Avila and published scholarly articles on literature in the Spanish language. A professional translator, he owns a translation agency and serves as a cross-border business consultant. He lives in the Puget Sound region of Washington State.

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INTRODUCTION

You've taken a big step toward success in Spanish by purchasing *McGraw-Hill's 500 Spanish Questions: Ace Your College Exams*. We are here to help you take the next step and score high on your first-year exams!

This book gives you 500 exam-style multiple-choice questions that cover all the most essential course material. Each question has a detailed answer explanation. The questions will give you valuable independent practice to supplement your regular textbook and the ground you have already covered in your class.

This book and the others in the series were written by experienced teachers who know the subject inside and out and can identify crucial information as well as the kinds of questions that are most likely to appear on exams.

You might be the kind of student who needs extra study before the exam for a final review. Or you might be the kind of student who puts off preparing until the last minute before the test. No matter your preparation style, you will benefit from reviewing these 500 questions, which closely parallel the content and degree of difficulty of the questions on actual exams. These questions and the explanations in the answer key are the ideal last-minute study tool.

If you practice with all the questions and answers in this book, we are certain you will build the skills and confidence needed to excel on your exams. ¡**Suerte!**

—*Editors of McGraw-Hill Education*

HOW TO USE THIS BOOK

McGraw-Hill's 500 Spanish Questions: Ace Your College Exams is divided into subject areas that will help you focus your studies. The 500 review questions in this book involve translating from English into Spanish. Each sentence involves one or more italicized words or phrases to be translated. By translating only the italicized items you will be able to immediately recognize what grammar elements you are working with. Whether it's relative pronouns or the usage of **haber**, each question encourages you to concentrate on the topic at hand. When you're ready to see how you did on the questions you've answered, the answer key also provides explanations for every question, enabling you to reinforce what you've learned in your studies.

CHAPTER 1

Subject Pronouns, Questions, and *Tú/Usted*

1. She *wants* to buy a new car.
(A) prefiero
(B) quiere
(C) desea
(D) buscas
(E) B y C
2. I *don't know* what we are going to do tonight.
(A) No voy
(B) No conozco
(C) No sabemos
(D) No sé
(E) No creo
3. You aren't going to the baseball game tonight.
(A) Ellos
(B) Tú
(C) Usted
(D) Ustedes
(E) B, C y D
4. Who is that man in front of the bank?
(A) ¿Quién
(B) ¿Qué
(C) ¿Cuándo
(D) ¿Por qué
(E) ¿Dónde
5. They see the truck at the supermarket.

- (A) Ellas
- (B) Nosotros
- (C) Ustedes
- (D) Ellos
- (E) A y D

6. Whose books are those on the desk?

- (A) B y D
- (B) De quién
- (C) Dónde
- (D) De quiénes
- (E) Cuándo

7. I don't have the slightest idea *where* my brother is going.

- (A) dónde
- (B) adónde
- (C) de dónde
- (D) quién
- (E) de quién

8. John, Peter! Are *you* coming with us?

- (A) ellas
- (B) ellos
- (C) ustedes
- (D) vosotros
- (E) C y D

9. My sister and I? *We* are studying tonight.

- (A) Él y yo
- (B) Nosotros
- (C) Nosotras
- (D) Ustedes
- (E) B y C

10. You and my sisters? I think *you* should come to the pool.

- (A) B, D y E
- (B) vosotros
- (C) nosotras
- (D) vosotras
- (E) ustedes

11. *Where* are your grandparents *from*?

- (A) ¿Dónde
- (B) ¿Adónde
- (C) ¿Quién
- (D) ¿De dónde
- (E) ¿Cuál

12. John, *where* are you going with my keys?

- (A) de dónde
- (B) adónde
- (C) qué
- (D) quién
- (E) dónde

13. He and I *are going to go shopping* downtown.

- (A) hacemos compras
- (B) preferimos comprar
- (C) vamos a ir de compras
- (D) vamos a comprar
- (E) compraremos

14. Mr. González, do *you know* if María is going or not?

- (A) sabes
- (B) sabe usted
- (C) conoce usted
- (D) conoces tú
- (E) yo sé

15. Let's see . . . *what* is this?

- (A) para qué
- (B) cómo
- (C) qué
- (D) cuál
- (E) A y C

16. Out of all these shirts, *which one* is your favorite?

- (A) cuáles
- (B) este
- (C) estos
- (D) cuál
- (E) A y D

17. Mom, Dad! Are *you* going to watch the movie with us?

- (A) B y C
- (B) vosotros
- (C) ustedes
- (D) nosotros
- (E) ellos

18. You do *hope* to attend the university, don't you?

- (A) espera
- (B) esperan
- (C) esperas
- (D) esperáis
- (E) All the above

19. John *does not play* with them.

- (A) no hace juegos
- (B) no juega
- (C) juegan
- (D) bailamos
- (E) bailas

20. *They should* study Spanish every day.

- (A) Quieren
- (B) Van a
- (C) Debéis
- (D) Debes
- (E) Deben

21. Marisela, why don't you *come with* me to the movies this weekend?

- (A) va
- (B) vienes
- (C) acompañas
- (D) quieres
- (E) acompaña

22. I believe that you and I *can* do it.

- (A) pueden
- (B) puede
- (C) puedes
- (D) podemos
- (E) podamos

23. *What* are your favorite movies?

- (A) ¿Cuál
- (B) ¿Qué
- (C) ¿Cuáles
- (D) ¿De quiénes
- (E) C y D

24. She and I *open* the shop every day and nine o'clock.

- (A) abren
- (B) abro
- (C) abrimos
- (D) abre
- (E) abramos

25. *What* is this *for*?

(A) ¿Cuáles

(B) ¿Qué

(C) ¿Cuál

(D) ¿Para qué

(E) ¿De quién

CHAPTER 2

Gender and Number Agreement: Articles, Nouns, Adjectives, and Pronouns

26. *My French friends* have invited me to *a French party*.

- (A) Mi amiga francesa / una fiesta francesa
- (B) Amigos franceses / fiesta francesa
- (C) Mi amigo francés / una fiesta de Francia
- (D) Mis amigos franceses / una fiesta francesa
- (E) Mis franceses amigos / una francesa fiesta

27. *The first man* on the moon was Neil Armstrong.

- (A) Primer hombre
- (B) El primero hombre
- (C) El hombre uno
- (D) El hombre primero
- (E) El primer hombre

28. I see you have bought *some pretty skirts and blouses*.

- (A) las bonitas faldas y blusas
- (B) las bonitas faldas y blusas
- (C) unas faldas bonitas y unas blusas bonitas
- (D) unas faldas y blusas bonitas
- (E) las faldas y blusas bonitas

29. Johnny is *a good boy*.

- (A) B, D y E
- (B) un buen muchacho
- (C) un bueno chico
- (D) un buen chico
- (E) un chico bueno

30. She has *a gentle voice*.

- (A) una voz gentil
- (B) la voz gentil
- (C) una voz suave
- (D) una suave voz
- (E) una gentil voz

31. Last year, I took *a hard course*.

- (A) el difícil curso
- (B) un curso difícil
- (C) uno curso difícil
- (D) uno difícil curso
- (E) un difícil curso

32. Benito Juárez was *a great man*.

- (A) un hombre gran
- (B) uno gran hombre
- (C) un gran hombre
- (D) un grande hombre
- (E) un hombre grande

33. We have *one hundred dollars* in the account.

- (A) un cien dólares
- (B) cien dólares
- (C) ciento dólares
- (D) uno ciento dólares
- (E) unos cientos de dólares

34. He read about *Saint Francis* and she read about *Saint Teresa*.

- (A) San Francisco / San Teresa
- (B) Santo Francisco / Santa Teresa
- (C) San Francisco / San Teresa
- (D) San Francisco / Santa Teresa
- (E) Santo Francisco / San Teresa

35. I saw *an old man* and *a young girl* in the bank.
- (A) uno hombre viejo / una joven muchacha
 - (B) un viejo hombre / una joven muchacha
 - (C) un viejo / una joven
 - (D) uno viejo / una joven
 - (E) un hombre viejo / una muchacha joven
36. In eighteenth-century France, *the rich* didn't care for *the poor*.
- (A) el pueblo rico / el pueblo pobre
 - (B) las personas ricas / las personas pobres
 - (C) los ricos / los pobres
 - (D) la gente rica / la gente pobre
 - (E) ricos / pobres
37. *The interesting thing* is that his family was supportive.
- (A) Es interesante
 - (B) Lo interesante
 - (C) La interesante cosa
 - (D) La cosa interesante
 - (E) La interesante
38. She likes *Italian wine* but prefers *French food*.
- (A) vinos italianos / comidas francesas
 - (B) italiano vino / francesa comida
 - (C) el vino italiano / la comida francesa
 - (D) los vinos italianos / las comidas francesas
 - (E) vino italiano / comida francesa
39. He is *a courteous little boy* but she is not *a courteous teen*.
- (A) un cortés chico / una cortés adolescente
 - (B) un niño cortés / una adolescente cortés
 - (C) uno niño cortés / una cortés adolescente
 - (D) uno cortés niño / una adolescente cortés
 - (E) un niño y una adolescente corteses

40. The general surrendered when he saw the war was *a lost cause*.

- (A) una guerra perdida
- (B) una batalla imposible
- (C) una imposible batalla
- (D) una causa perdida
- (E) una perdida causa

41. He'll do the job *some day*.

- (A) un día de éstos
- (B) mañana
- (C) algún día
- (D) en el futuro
- (E) A y C

42. There are *a hundred and one* recipes in that book.

- (A) cien y uno
- (B) ciento uno
- (C) ciento y un
- (D) ciento y uno
- (E) cien y un

43. John Lennon was *English*. Yoko Ono is *Japanese*.

- (A) B y E
- (B) inglés / japonesa
- (C) Inglaterra / Japón
- (D) inglés / japonés
- (E) de Inglaterra / del Japón

44. He thinks that problem is *unimportant* but the others are *very important*.

- (A) no es importante / es importante
- (B) no muy importante / muy importante
- (C) poco importante / muy importantes
- (D) no importa / importa mucho
- (E) de poca importancia / muy importante

45. That woman was *unhappy* because she was *insincere*.
(A) no feliz / insincera
(B) malcontenta / no sincera
(C) poca feliz / no sincera
(D) infeliz / insincera
(E) no muy feliz / poco sincera
46. They were *disagreeable and ungrateful* girls.
(A) mal educadas y descorteses
(B) descorteses y poco amables
(C) desagradables y desagradecidas
(D) desagradables e ingratas
(E) C y D
47. He bought *a red shirt* and *black pants*.
(A) la camisa roja / negros pantalones
(B) una camisa roja / unos pantalones negros
(C) la camisa roja / pantalones negros
(D) una roja camisa / negros pantalones
(E) roja camisa / negros pantalones
48. He is *a young Chinese Buddhist monk* and she is *an old Italian Catholic nun*.
(A) un joven monje budista chino / una vieja monja católica italiana
(B) un monje joven, budista y chino / una monja vieja, católica e italiana
(C) un joven, budista monje chino / una vieja, católica monja italiana
(D) un joven de China, monje budista / una vieja de Italia, monja italiana
(E) un chino joven y monje budista / una italiana vieja y monja católica
49. He built *this brick house* and she gave him *that glass table*.
(A) aquella casa de ladrillos / esa mesa de vidrio
(B) la casa aquí de ladrillo / la mesa allí de vidrio
(C) esta casa de ladrillos / esta mesa de vidrio
(D) esta casa de ladrillos / esa mesa de vidrio
(E) esa casa de ladrillo / esa mesa de vidrio

50. When I grew up, I gave *my old toys* to *the poor*.

- (A) mis antiguos juguetes / los pobres
- (B) mis viejos juguetes / los pobres
- (C) los juguetes viejos míos / la gente pobre
- (D) mis juguetes antiguos / los pobres
- (E) A y B

51. He gave *his beautiful girlfriend* a *gold engagement ring with diamonds*.

- (A) B y E
- (B) su linda novia / una sortija de compromiso de oro con diamantes
- (C) su novia bella / un anillo de compromiso de oro con diamantes
- (D) su novia más linda / una sortija de compromiso de oro con diamantes
- (E) su bella novia / un anillo de compromiso de oro con diamantes

52. He ruled *his people* with *an iron hand* in *a silk glove*.

- (A) sus pueblos / la mano de hierro / el guante de seda
- (B) el país / una mano de hierro / un guante de seda
- (C) su pueblo / mano de hierro / guante de seda
- (D) la gente / las manos de hierro / unos guantes de seda
- (E) las personas / unas manos de hierro / unos guantes de seda

53. Kathy has *a saint's face* and *a cat's claws*.

- (A) una cara de santa / unas uñas de un gato
- (B) la cara de una santa / las uñas de un gato
- (C) su cara como una santa / sus uñas como un gato
- (D) cara de santa / uñas de gato
- (E) cara santa y uñas gatunas

54. My sister is *a lawyer* and my aunt is *a doctor*.

- (A) mi abogada / mi médica
- (B) la abogada / la médica
- (C) una abogada / una médica
- (D) un abogada / un médica
- (E) abogada / médica

55. That guy is *an old friend of his*.

- (A) B y D
- (B) un viejo amigo suyo
- (C) su amigo viejo
- (D) uno de sus viejos amigos
- (E) suyo amigo viejo

56. *The poor children* have no shoes.

- (A) Los niños en la pobreza
- (B) Los pobres niños
- (C) Los niños pobres
- (D) Los chicos pobres
- (E) C y D

57. Goliath was *a big man*.

- (A) un gigante
- (B) un hombre grande
- (C) un grande hombre
- (D) un gran hombre
- (E) muy alto

58. I need to buy *a brand new car*.

- (A) un nuevo auto
- (B) un auto nuevo
- (C) un coche nuevo
- (D) un nuevo coche
- (E) B y C

59. They moved on *the first of January*.

- (A) uno de enero
- (B) el primero de enero
- (C) el primer de enero
- (D) el uno de enero
- (E) primero de enero

60. He lost his coat, *the poor boy*!

- (A) el chico infeliz
- (B) el pobre muchacho
- (C) el muchacho pobre
- (D) un pobre muchacho
- (E) el chico pobre

61. *The white snow* covered the fields.

- (A) Las nieves blancas
- (B) La blanca nieve
- (C) La nieve blanca
- (D) Mucha nieve blanca
- (E) La mucha nieve blanca

62. He told *an amazing story* at the party.

- (A) un cuento fantástico
- (B) una mentira
- (C) un fantástico cuento
- (D) un chiste gracioso
- (E) un chisme gracioso

63. You can find it on *the second line of the third paragraph*.

- (A) la segunda línea / del tercer párrafo
- (B) la línea segunda / del párrafo tercero
- (C) la segunda línea / del párrafo tres
- (D) la segunda línea / del tercero párrafo
- (E) la línea dos / del párrafo tres

64. It was *a very sad moment* for the country.

- (A) una ocasión muy triste
- (B) un momento muy triste
- (C) un muy triste momento
- (D) un triste momento
- (E) A y B

65. *Your dark eyes* captivated me.

- (A) Tus ojos oscuros
- (B) Tus oscuros ojos
- (C) Tus ojos negros
- (D) Tus negros ojos
- (E) A y C

CHAPTER 3

The Present Tense, the Present Progressive, Helping Verbs, and *Ir*

66. My friends and I *are going to go* to the movies tonight.
- (A) van
 - (B) vamos a ir
 - (C) vamos
 - (D) voy
 - (E) B y C
67. In order to learn, *one needs to study*.
- (A) ¡estudie!
 - (B) se necesita estudiar
 - (C) Ud. necesita estudiar
 - (D) tienes que estudiar
 - (E) Ud. tiene que estudiar
68. Right now, *I am writing* an e-mail to my friends in Guadalajara.
- (A) escribo
 - (B) está escrita
 - (C) tengo escrita
 - (D) estoy escribiendo
 - (E) voy a escribir
69. My friends *can swim* well.
- (A) deben nadar
 - (B) nadan
 - (C) están nadando
 - (D) saben nadar
 - (E) pueden nadar

70. You have no options: You *have to do* the work before tonight!

- (A) tengo que hacer
- (B) tenemos que hacer
- (C) haces
- (D) debes hacer
- (E) tienes que hacer

71. My mother *should finish* the project she started last week.

- (A) debe terminar
- (B) termina
- (C) va a terminar
- (D) debe dejar de hacer
- (E) debe poner fin

72. My friends *want to bring* their wives to the party.

- (A) desean llevar
- (B) deben incluir
- (C) quieren traer
- (D) quieren llevar
- (E) A y D

73. Those children *know how to play* the violin.

- (A) saben tocar
- (B) tocan
- (C) pueden tocar
- (D) conocen
- (E) saben jugar

74. Tonight, *I am going to make* a Mexican dish.

- (A) preparo
- (B) voy a hacer
- (C) estoy preparando
- (D) voy a preparar
- (E) A y D

75. My friend *is beginning to learn to paint*.

- (A) B y D
- (B) empieza a aprender a pintar
- (C) sabe pintar ya
- (D) está empezando a aprender a pintar
- (E) aprende a pintar

76. I *know it's difficult* at first, but *it gets* easier.

- (A) sé, es duro / se hace
- (B) conozco, es difícil / llega a ser
- (C) sé, es difícil / se hace
- (D) sabes, es difícil / se hace
- (E) A y C

77. I *see* that when *you go* to a Japanese restaurant, *you order* sushi.

- (A) ves / vas / pido
- (B) veo / vamos / pide
- (C) miro / voy / pides
- (D) veo / vas / pides
- (E) miras / vas / pides

78. The play *begins* at 7 P.M.

- (A) B y D
- (B) comienza
- (C) va a empezar
- (D) empieza
- (E) está comenzando

79. She *is running* to the park right now!

- (A) corriendo
- (B) corre
- (C) va a estar corriendo
- (D) está corriendo
- (E) va a correr

80. Her parents *are building* a new house in the country.

- (A) construyendo
- (B) van a construir
- (C) están construyendo
- (D) construyen
- (E) quieren construir

81. What do *you plan to do* after collage?

- (A) piensas hacer
- (B) va a hacer
- (C) quiere hacer
- (D) piensa hacer
- (E) A y D

82. Why *are you reading* the newspaper? You *should be studying* now.

- (A) B y E
- (B) estás leyendo / debes estar estudiando
- (C) leyendo / estudiando
- (D) lees / debes estudiar
- (E) está leyendo / debe estar estudiando

83. The waiter *serves* the tables well.

- (A) debe servir
- (B) espera
- (C) sirve
- (D) está sirviendo
- (E) servir

84. *Can she come* to our party tonight?

- (A) ¿Puede atender
- (B) ¿Puede asistir
- (C) ¿Puede venir
- (D) ¿Puedes venir
- (E) ¿Puede ir

85. Today *is* Cristina's birthday.

- (A) celebramos
- (B) se celebra
- (C) está
- (D) es
- (E) se está celebrando

86. *I know that we will never forget her.*

- (A) Sé / nunca vamos a olvidarla
- (B) Sé / no vamos a olvidarla nunca
- (C) Sé / no la vamos a olvidar nunca
- (D) Sé / jamás vamos a olvidarnos de ella
- (E) All the above

87. *I am glad to see that she keeps on doing her homework.*

- (A) C y D
- (B) Me alegro de ver / está haciendo
- (C) Me da gusto ver / sigue haciendo
- (D) Me alegro de ver / sigue haciendo
- (E) Estoy alegre / está haciendo

88. I always *put on* my coat when it is cold.

- (A) voy a ponerme
- (B) me pongo
- (C) pongo
- (D) se pone
- (E) estoy poniéndome

89. *She returns* late from lunch every day.

- (A) Regresa
- (B) Vuelve
- (C) Está volviendo
- (D) Va a volver
- (E) A y B

90. They *are going to fly* to Chicago next week.

- (A) piensan volar
- (B) vamos a volar
- (C) están volando
- (D) van a volar
- (E) tienen que volar

91. She *is reading* in her room right now.

- (A) debe leer
- (B) desea leer
- (C) está leyendo
- (D) va a leer
- (E) lee

92. Many elderly people *die* from heart disease.

- (A) van a morir
- (B) se mueren
- (C) mueren
- (D) están muriéndose
- (E) se están muriendo

93. Whenever I see a scary movie, *I dream about* it.

- (A) estoy soñando con
- (B) me suena como
- (C) me sueño con
- (D) sueño con
- (E) tengo sueños de

94. Her little brother always *falls asleep* before nine o'clock.

- (A) se va a dormir
- (B) se duerme
- (C) va a dormirse
- (D) se va a dormirse
- (E) se acuesta

95. Jane *is going to marry* John this summer.

- (A) está casándose con
- (B) se casa con
- (C) se va a casar con
- (D) va a casarse con
- (E) All the above

96. When we *have* a party, I *bring* the beer!

- (A) hay / traigo
- (B) tenemos / traigo
- (C) tengo / traigo
- (D) hacemos / traigo
- (E) B y D

97. This wine *tastes like* berries.

- (A) C y D
- (B) huele a
- (C) tiene sabor de
- (D) sabe a
- (E) gusta

98. She *is at* the library right now and *is returning* the book.

- (A) está / regresa
- (B) está en / está regresando
- (C) es / volviendo
- (D) está en / está devolviendo
- (E) está / está volviendo

99. She *hopes to go* to Madrid next summer.

- (A) Espera viajar
- (B) Va a viajar
- (C) Desea ir
- (D) Espera ir
- (E) A y D

100. *One has to study* in order to learn.

(A) B y C

(B) Es necesario estudiar

(C) Hay que estudiar

(D) Debe estudiar

(E) Tienes que estudiar

CHAPTER 4

Comparatives and Numbers

101. We have *more compact discs than* our friends have.

- (A) muchos más discos compactos que
- (B) muchos discos compactos como
- (C) tantos discos compactos como
- (D) más discos compactos que
- (E) A y D

102. She wants to buy *as many shoes as* her mother.

- (A) muchos zapatos como
- (B) tantos zapatos como
- (C) igual número de zapatos como
- (D) los mismos zapatos como
- (E) B y C

103. Fred is *the tallest person on the team*.

- (A) altísimo
- (B) la persona más alta del equipo
- (C) el más alto del equipo
- (D) el hombre más alto del equipo
- (E) B, C y D

104. *There are no more than six* magazines on the table.

- (A) Hay exactamente seis
- (B) No hay más que seis
- (C) Hay seis
- (D) Hay menos de siete
- (E) A, B y C

105. I have *more than eight* suits.

- (A) hasta ocho
- (B) más de ocho
- (C) no más que ocho
- (D) muchos
- (E) C y D

106. John runs *faster than* Andrew.

- (A) rapidísimo
- (B) más rápido que
- (C) con más prisa que
- (D) tan rápido como
- (E) A y D

107. Susan gets *worse grades than* Linda.

- (A) peores notas que
- (B) notas tan malas como
- (C) las peores notas, como
- (D) malas notas como
- (E) C y D

108. Timothy is *the best athlete in the* school.

- (A) el más atlético de la
- (B) muy atlético
- (C) un atleta sobresaliente en la
- (D) el mejor atleta de la
- (E) B y C

109. *There are no fewer than ten* students in this class.

- (A) Hay menos de once
- (B) No hay más que diez
- (C) No hay menos de diez
- (D) Hay menos de diez
- (E) B y D

110. *There are more coins than bills* on the table.

- (A) No hay tantas monedas como billetes
- (B) No hay tantos billetes como monedas
- (C) Hay tantos billetes como monedas
- (D) Hay más monedas que billetes
- (E) B y D

111. Jim is *older than* his brother.

- (A) más viejo que
- (B) mayor que
- (C) tiene más años que
- (D) menor que
- (E) A, B, y C

112. We want to *climb higher than* your team.

- (A) B y D
- (B) subir más alto que
- (C) ir más lejos que
- (D) escalar más alto que
- (E) llegar más lejos como

113. Peter is *the worst basketball player on the team!*

- (A) juega muy mal
- (B) el peor jugador de básquetbol del equipo
- (C) no juega como los otros jugadores
- (D) juega peor que todos los otros jugadores
- (E) B y D

114. My friend *feels better than she did yesterday.*

- (A) se siente peor que ayer
- (B) no se siente tan mal como ayer
- (C) se siente mejor que ayer
- (D) se sintió peor ayer
- (E) B y C

115. This is *the best movie of the year!*

- (A) el mejor cine que he visto este año
- (B) la mejor película del año
- (C) mejor que las otras películas este año
- (D) la película mejor hasta ahora, este año
- (E) B y C

116. Lucy is *the youngest in the family*.

- (A) tiene hermanos mayores
- (B) tiene hermanas mayores
- (C) es la benjamina
- (D) la menor de la familia
- (E) C y D

117. We can do this job *quicker than you*.

- (A) más rápido que Uds.
- (B) más rápido que Ud.
- (C) más rápido que tú
- (D) más rápido que vosotros
- (E) All the above

118. This house is *bigger than* that one.

- (A) muy grande
- (B) menos pequeño que
- (C) más enorme que
- (D) más grande que
- (E) C y D

119. These pictures are *prettier than* those.

- (A) B, D y E
- (B) más bellas que
- (C) más costosas que
- (D) más bonitas que
- (E) más preciosas que

120. My father is *nine years older than* his sister.

- (A) es mayor que
- (B) es nueve años mayor que
- (C) tiene nueve años más que
- (D) mide nueve más que
- (E) B y C

121. *Are there as many boys as girls in your school?*

- (A) B y D
- (B) Tantos muchachos hay como muchachas
- (C) Hay igual número de chicos y chicas
- (D) Hay tantos muchachos como muchachas
- (E) Hay más muchachos que muchachas

122. *She got to the airport quicker than us.*

- (A) antes que
- (B) más pronto que
- (C) más temprano que
- (D) más rápido
- (E) B y C

123. *Beatriz is the best cardplayer in her family.*

- (A) la que juega mejor a naipes en
- (B) juega a naipes mejor que el resto de su familia
- (C) la familia juega a naipes peor que ella
- (D) la mejor jugadora de naipes de
- (E) A, B y C

124. *I don't see more than five students on the list.*

- (A) más de cinco
- (B) más que cinco
- (C) menos de cinco
- (D) menos de seis
- (E) A y B

125. *John is tall, Jim is taller than John, but Steve is the tallest of the three.*

- (A) alto / menos bajo que / el más alto de los tres
- (B) alto / más alto que / el más alto de los tres
- (C) alto / más alto que / altísimo
- (D) alto / muy alto / aun más alto de los tres
- (E) C y D

126. Alexandra is *a better swimmer than* Jim.

- (A) es la mejor nadadora de los dos
- (B) nada mejor que
- (C) practica la natación mejor que
- (D) sabe nadar mejor que
- (E) B y D

127. This color is *brighter than* that one.

- (A) más brillante que
- (B) brilla más que
- (C) se ve mejor que
- (D) es más llamativo que
- (E) A y B

128. Which of the two movies was *the most interesting*?

- (A) C y D
- (B) la mejor
- (C) la más fascinante
- (D) la más interesante
- (E) interesantísima

129. My brother has *no more than fifty* silver dollars.

- (A) no menos de cincuenta
- (B) no más que cincuenta
- (C) no más de cincuenta
- (D) menos de cincuenta
- (E) no menos de cincuenta

130. You speak *more slowly than* my other teacher.

- (A) no tan rápido como
- (B) más despacio que
- (C) menos rápido que
- (D) muy despacio como
- (E) B y C

131. I ate *more shrimp than you* at the luau!

- (A) muchísimos más camarones que los demás
- (B) todos comieron menos que yo en
- (C) más camarones que tú en
- (D) más camarones que todos en
- (E) A y D

132. She is *totally beautiful*!

- (A) bonitísima
- (B) bellísima
- (C) requetebonita
- (D) lindísima
- (E) All the above

133. This book is *smaller than* that one.

- (A) pequeña en comparación con
- (B) más pequeña que
- (C) menos grande que
- (D) más chica que
- (E) B y D

134. This fruit is *the least bitter of all these*.

- (A) sabrosísima
- (B) la más dulce de todas éstas
- (C) la menos agria de todas éstas
- (D) la más deliciosa de todas éstas
- (E) B y D

135. That basketball player is *tall*!

- (A) C y D
- (B) el más alto de todos
- (C) requetealto
- (D) altísimo
- (E) muy, muy alto

136. Jimmy *played the guitar better than* Carlos does.

- (A) toca bien la guitarra, mejor que
- (B) tocó la guitarra mejor que
- (C) tocaba la guitarra mejor que
- (D) sabe tocar la guitarra mejor que
- (E) B y C

CHAPTER 5

Tener, Ser, Estar, Poner, Haber, and Related Idioms

137. The twins *are five years old*.
- (A) están cinco
 - (B) son cinco
 - (C) tienen cinco años
 - (D) hay cinco años
 - (E) B y D
138. My friends *weren't home* at all last night.
- (A) no fueron a la casa
 - (B) no estaban en casa
 - (C) no estuvieron en casa
 - (D) no habían en casa
 - (E) no están en casa
139. We *had to close* the door quickly.
- (A) Fue necesario cerrar
 - (B) Había que cerrar
 - (C) Debimos cerrar
 - (D) Tuvimos que cerrar
 - (E) A y D
140. His sister *got sad* when she failed the test.
- (A) era triste
 - (B) estaba triste
 - (C) se puso triste
 - (D) se entristeció
 - (E) C y D
141. The boys *put on their coats*.

- (A) se ponían los abrigos.
- (B) se pusieron los abrigos.
- (C) se pusieron el abrigo.
- (D) se ponían el abrigo.
- (E) C y D

142. When *I was in junior high, I used to play hooky* sometimes.

- (A) B y E
- (B) estaba en / no iba
- (C) asistía a / jugaba
- (D) estaba en / hacía la pinta
- (E) iba a / faltaba a clase

143. The children *were hungry* last night.

- (A) no tenían comida
- (B) pasaban hambre
- (C) pedían comida
- (D) tenían hambre
- (E) B y D

144. *She became* an accountant.

- (A) Estudió para ser
- (B) Se convirtió en
- (C) Se hizo
- (D) Llegó a ser
- (E) C y D

145. You *cheered up* when your team won the game.

- (A) B y C
- (B) te alegraste
- (C) te animaste
- (D) estabas contenta
- (E) tenías alegría

146. After much hard work and study they *became* engineers.

- (A) se convirtieron en
- (B) llegaron a ser
- (C) se hicieron
- (D) se metieron a
- (E) B y C

147. *There will be* a lot of people at the party.

- (A) Tendremos
- (B) Va a haber
- (C) Habrá
- (D) Serán
- (E) B y C

148. *Where is* your mother from?

- (A) estuvo
- (B) es
- (C) fue
- (D) está
- (E) estaba

149. *Was* that dress made of cotton?

- (A) B y C
- (B) Era
- (C) Fue
- (D) Es
- (E) Estuvo

150. My friends *will be sleepy* when they return.

- (A) se dormirán
- (B) tendrán sueño
- (C) estarán rendidos
- (D) se acostarán
- (E) A y D

151. My friends *will be tired* when they return.

- (A) C y D
- (B) estarán dormidos
- (C) estarán cansados
- (D) estarán fatigados
- (E) serán cansados

152. I decided that she *had been right*.

- (A) tuvo razón
- (B) tenía razón
- (C) había tenido razón
- (D) tenía derecho
- (E) había dicho la verdad

153. If you don't put on your gloves, *you'll be cold*.

- (A) estarás frío
- (B) tendrás catarro
- (C) vas a tener frío
- (D) tendrás frío
- (E) C y D

154. Yesterday, *it was hot*.

- (A) tenía calor
- (B) hacía calor
- (C) estaba caliente
- (D) hizo calor
- (E) se calentó

155. John *will get angry with you* if you lie.

- (A) estará enojado contigo
- (B) se enojará contigo
- (C) se va a enojar contigo
- (D) se enojará con usted
- (E) B, C y D

156. I don't think that sweater *was wool*.

- (A) estaba lana
- (B) era de lana
- (C) fue de lana
- (D) fuera de lana
- (E) sea de lana

157. I went to the coffee shop at three *and you weren't there*.

- (A) y no te encontré allí
- (B) y no te habías ido allí
- (C) y no estuviste allí
- (D) y no estabas allí
- (E) y no fuiste allí

158. Where *is* the pharmacy?

- (A) se queda
- (B) se encuentra
- (C) está
- (D) se ubica
- (E) All the above

159. As soon as Sally got home, *she got down to doing her homework* right away.

- (A) quiso hacer la tarea
- (B) hizo la tarea
- (C) se puso a hacer la tarea
- (D) se sentó para hacer la tarea
- (E) decidió hacer la tarea

160. Your sister *has written* the letter.

- (A) escribió
- (B) has escrito
- (C) ha escrito
- (D) tiene escrita
- (E) escribirá

161. It's doubtful John *has seen* that movie.

- (A) había visto
- (B) ha visto
- (C) haya mirado
- (D) haya visto
- (E) has visto

162. When she saw the flowers, *she cheered up*.

- (A) se alegró
- (B) se alegraba
- (C) se puso alegre
- (D) estaba feliz
- (E) A y C

163. When we came home, our brother *had set* the table.

- (A) hubiera puesto
- (B) había puesto
- (C) había hecho
- (D) ha puesto
- (E) pusiera

164. We *would have told* her if she *had not been sad* already.

- (A) dijimos / no estaría triste
- (B) habríamos dicho / no hubiera estado triste
- (C) decía / no fue triste
- (D) íbamos a decir / no estaba triste
- (E) diríamos / no había sido triste

165. This watch *was made by* the Dutch.

- (A) ha sido hecho por
- (B) fue hecho por
- (C) hizo
- (D) fue fabricado por
- (E) haya sido hecho por

166. If you don't make your bed, mom *is going to hit the roof*.

- (A) te va a gritar
- (B) pondrá el grito en el cielo
- (C) va a pegar el techo
- (D) va a poner el grito en el cielo
- (E) B y D

167. When she got a ticket, her father *really chewed her out*.

- (A) B y C
- (B) la regañó
- (C) la puso como un trapo
- (D) la masticó
- (E) la hizo llorar

168. John and I *haven't seen* that movie yet.

- (A) no veíamos
- (B) no fuimos
- (C) no hemos visto
- (D) no vimos
- (E) no hayamos visto

169. After some disagreement, we *made up*.

- (A) nos reconciamos
- (B) nos perdonamos
- (C) pusimos las cosas en orden
- (D) pusimos todo bien
- (E) A y B

170. His sister *is really boring*.

- (A) se aburre
- (B) está aburrida
- (C) es cansada
- (D) me aburre a muerte
- (E) está cansada

171. After an hour or so, *they started singing*.

- (A) B y C
- (B) se pusieron a cantar
- (C) empezaron a cantar
- (D) cantaron
- (E) cantaban

172. *What's the matter with your friend John?*

- (A) ¿Qué tendrá
- (B) ¿Qué tiene
- (C) ¿Cuál es el asunto con
- (D) ¿Qué le pasa a
- (E) A, B y D

CHAPTER 6

Reflexive Pronouns and Direct and Indirect Object Pronouns

173. *She gave them (books) to him.*

- (A) Ella los dio.
- (B) Los dio a él.
- (C) Se los dio.
- (D) Ella dio libros a él.
- (E) Se dieron libros.

174. *She was hoping to send them (files) to us.*

- (A) Nos los está enviando.
- (B) Espera que nos los mande.
- (C) Esperaba mandárnoslos.
- (D) Nos los esperaba mandar.
- (E) C y D

175. *They will want to bring it (wine) to me.*

- (A) C y E
- (B) Quieren darme vino.
- (C) Querrán llevármelo.
- (D) Me van a dar vino.
- (E) Van a querer traérmelo.

176. *Send that (box) to her! [tú]*

- (A) ¡Mándaselo!
- (B) ¡Envíeselo!
- (C) ¡Envíasela!
- (D) ¡Mándasela!
- (E) C y D

177. He *couldn't get to sleep*.

- (A) B y C
- (B) no pudo dormirse
- (C) no pudo conseguir el sueño
- (D) se quedó despierto
- (E) no pudo acostarse

178. I *buy them* (flowers) *for her* every week.

- (A) se los doy
- (B) ella las recibe
- (C) se las compro
- (D) voy a comprárselas
- (E) se las compré

179. He *hasn't written us one* (a message) yet.

- (A) no nos lo escribe
- (B) no nos lo va a escribir nunca
- (C) no nos lo ha escrito
- (D) no nos escribe mensajes
- (E) no nos lo escribió

180. She always *woke up* before 7 A.M.

- (A) se despertó
- (B) se levantaba
- (C) se despertaba
- (D) siempre se despierta
- (E) se levantó

181. After the children *put them* (shoes) *on*, he turned off the light.

- (A) se los ponían
- (B) se los pusieron
- (C) se los ponen
- (D) se pusieron los zapatos
- (E) iban a ponérselos

182. *She gave it (a gift) to him.*

- (A) Se lo regaló.
- (B) Se lo regala.
- (C) Se lo da.
- (D) Se lo dio.
- (E) A y D

183. *Don't tell him that! [Ud.]*

- (A) ¡No le diga eso!
- (B) ¡No se lo cuente!
- (C) ¡No se lo diga!
- (D) ¡No me diga!
- (E) A, B y C

184. *We were making them (cookies) for her.*

- (A) C, D y E
- (B) Íbamos a hacérselas.
- (C) Estábamos preparándonoslas.
- (D) Se las preparábamos.
- (E) Se las hacíamos.

185. *She used to sing them (lullabies) to us.*

- (A) Iba a cantárnoslas.
- (B) Nos las cantaba.
- (C) Quería cantárnoslas.
- (D) Nos las estaba cantando.
- (E) Nos las cantó.

186. *Call me this evening. [Uds.]*

- (A) C y D
- (B) Favor de llamarme
- (C) ¡Denme una llamada
- (D) ¡Llámenme
- (E) ¡Comuníquese conmigo

187. *I broke it (his arm) playing soccer.*

- (A) Sufrió una rotura del brazo
- (B) Se le rompió
- (C) Se lo rompí
- (D) Le rompí el brazo
- (E) Jugó mal

188. The two people *looked at each other*.

- (A) se miran
- (B) se miraban
- (C) se mirarán
- (D) se miraron
- (E) se mirarían

189. *Wash them (your hands) before you cook. [Uds.]*

- (A) ¡Lávenmelas
- (B) ¡Lávatelas
- (C) ¡Lávenselas
- (D) ¡A lavarse las manos
- (E) ¡Láveselas

190. *Wash them (greens) before you cook. [tú]*

- (A) ¡Lavadlas
- (B) ¡Lávalos
- (C) ¡Lávalas
- (D) ¡Lávelas
- (E) ¡Lávala

191. When the boy *fell off* his bike, he *started to cry*.

- (A) se caía / lloraba
- (B) se bajó / empezó a llorar
- (C) se apeó / lloraba
- (D) se cayó / se echó a llorar
- (E) cayó y lloró

192. *After taking a bath, she did her nails.*

- (A) Después del baño, ella hizo las uñas.
- (B) Después de bañarse, se pintó las uñas.
- (C) Se bañó y después se hizo las uñas.
- (D) Se bañó antes de pintarse las uñas.
- (E) B y C

193. *I wanted to deliver them (packages) to you [tú] yesterday.*

- (A) Te los quería entregar
- (B) Quería entregártelas
- (C) Te los quise entregar
- (D) Quería entregártelos
- (E) A y D

194. *She tried to open it (drawer).*

- (A) La intentó abrir.
- (B) Quiso abrirla.
- (C) Intentó abrirla.
- (D) La quiso abrir.
- (E) All the above

195. *We were unable to call you because we didn't have a cellphone. [tú]*

- (A) B y D
- (B) No podíamos llamarte
- (C) No te pudimos llamar
- (D) No te podíamos llamar
- (E) No pudimos llamarte

196. *John broke his leg skiing.*

- (A) B y C
- (B) se rompió la pierna
- (C) se le rompió la pierna
- (D) la rompió
- (E) rompió su pierna

197. *They bought them (magazines) for them (the kids) before going to the beach.*

- (A) Iban a comprárselas
- (B) Se compraron
- (C) Se las compró
- (D) Los compraron para ellos
- (E) Se los compró

198. *She washed them (plates) for me.*

- (A) Me los lavó.
- (B) Me los lavaba.
- (C) Quiere lavármelos.
- (D) Me las lavaba.
- (E) Me las lavó.

199. *They refused to open it (door) for her.*

- (A) No le quisieron abrir.
- (B) Rehusaron abrirle.
- (C) Se negaron a abrirle.
- (D) No quisieron abrirle.
- (E) All the above

200. *I have covered it (pot).*

- (A) B y C
- (B) Lo he tapado.
- (C) Lo he cubierto.
- (D) Lo tapé.
- (E) Lo cubrí.

201. *They have put them (toys) on the patio.*

- (A) Los echaron
- (B) Los han puesto
- (C) Los pusieron
- (D) Los ponían
- (E) Los dejaron

202. *She has opened them (oysters) for you. [Uds.]*

- (A) Se las abrió.
- (B) Se las ha abierto.
- (C) Se abrió.
- (D) Las abrió.
- (E) Las ha abierto.

203. *She and I have broken them (dishes).*

- (A) las hemos roto
- (B) las hemos ensuciado
- (C) las rompimos
- (D) las rompíamos
- (E) las habíamos roto

204. *John is going to shave tonight.*

- (A) se afeitaría
- (B) se afeitará
- (C) va a afeitarse
- (D) se va a afeitar
- (E) C y D

205. *I cut them (my fingernails) this morning.*

- (A) Iba a cortármelas
- (B) Me las corté
- (C) Me las iba a cortar
- (D) Me las cortaba
- (E) Quería cortármelas

206. *Give them (pencils) to me! [tú]*

- (A) ¡Démelos!
- (B) ¡Dámelos!
- (C) ¡Dádmelos!
- (D) ¡Dámelas!
- (E) ¡Dénmelos!

207. *Take it (camera) to her!* [Ud.]

- (A) B y C
- (B) ¡Llévesela!
- (C) ¡Tráigasela!
- (D) ¡Llévasela!
- (E) ¡Désela!

208. *She kissed me!*

- (A) ¡Me besaba!
- (B) ¡Me besaría!
- (C) ¡Me besó!
- (D) ¡Me dio un beso!
- (E) C y D

CHAPTER 7

The *Se* Construction and the Passive Voice

209. The window *was broken by* the boys.

- (A) han roto
- (B) se rompió
- (C) fue rota por
- (D) la rompieron
- (E) se ha roto

210. The sweater *got lost*.

- (A) fue perdido
- (B) lo perdí
- (C) se me perdió
- (D) se perdió
- (E) estaba perdido

211. *Needed:* A babysitter.

- (A) Necesario
- (B) Se necesita
- (C) Buscándose
- (D) Necesito
- (E) Se requiere

212. *It is said that* freedom is not free.

- (A) Se cree que
- (B) Se dice que
- (C) Es un dicho que
- (D) La gente dice que
- (E) Es verdad que

213. When *you need* a friend, a dog is a good idea.

- (A) es necesario
- (B) usted necesita
- (C) se necesita
- (D) necesitas
- (E) hay necesidad

214. *People used to believe that the Earth was at the center of the universe.*

- (A) Se pensaba que
- (B) Muchos creían que
- (C) La gente creía que
- (D) Se creía que
- (E) C y D

215. *The novel *Don Quixote* was written by Cervantes.*

- (A) fue escrito por
- (B) fue escrita por
- (C) se escribió
- (D) lo escribió
- (E) la escribió

216. *The lamp broke.*

- (A) rota
- (B) roto
- (C) se rompió
- (D) rompió
- (E) se cayó

217. *Interesting items are written every day.*

- (A) son escritas
- (B) se escriben
- (C) son escritos
- (D) han escrito
- (E) están escribiendo

218. *The world was formed billions of years ago.*

- (A) C, D y E
- (B) formó
- (C) fue formado
- (D) se formó
- (E) se creó

219. The war *was ended* quickly.

- (A) terminó
- (B) se terminó
- (C) se acabó
- (D) fue terminado
- (E) B, C y D

220. The rocks *fell* suddenly.

- (A) se bajaron
- (B) bajaron
- (C) se cayeron
- (D) cayeron
- (E) dejaron caer

221. The potatoes *were boiled* for fifteen minutes.

- (A) hirvió
- (B) se hirvieron
- (C) fueron hervidos
- (D) hirvieron
- (E) se asaron

222. *Wanted:* Emilio Escobar.

- (A) Se quiere
- (B) Es deseado
- (C) Se necesita
- (D) Se busca
- (E) Se halla

223. The keyboard *froze up*.

- (A) se descompuso
- (B) se heló
- (C) se hizo hielo
- (D) se congeló
- (E) está congelado

224. Apartment *for rent*.

- (A) el alquiler
- (B) se alquila
- (C) se arrienda
- (D) para alquilar
- (E) B y C

225. Steam power *was invented* in the nineteenth century.

- (A) C y D
- (B) inventaron
- (C) fue inventado
- (D) se inventó
- (E) se descubrió

226. The telephone *was invented by* Alexander Graham Bell.

- (A) fue inventado por
- (B) lo inventó
- (C) se inventó
- (D) inventaron
- (E) se ha inventado

227. The Egyptian pyramids *were constructed* long, long ago.

- (A) han sido construidas
- (B) fueron construidas
- (C) las construyeron
- (D) se construyeron
- (E) ellas construyeron

228. That house *was built by* my grandfather.

- (A) se hizo
- (B) se construyó
- (C) se edificó
- (D) fue construida por
- (E) fue hecha por

229. When *you have* a cold, it's good to have chicken soup.

- (A) se tiene
- (B) ustedes tienen
- (C) tienes
- (D) usted tiene
- (E) ha tenido

230. All the trees on Easter Island *were cut down*.

- (A) fueron cortados
- (B) cortaron
- (C) se eliminaron
- (D) se cortaron
- (E) se los cortó

231. The wine *spilled* on the table.

- (A) he derramado
- (B) se derramó
- (C) derramó
- (D) derramé
- (E) se puso

232. The ship *is sinking*.

- (A) se hunde
- (B) se está hundiendo
- (C) está hundiéndose
- (D) se fue a pique
- (E) A, B y C

233. This portrait *was painted by* Da Vinci.

- (A) B, D y E
- (B) fue ejecutado por
- (C) lo hizo
- (D) fue hecho por
- (E) fue pintado por

234. *They greeted each other.*

- (A) Se encontraron.
- (B) Se estrecharon las manos.
- (C) Se dicen «hola».
- (D) Se saludan.
- (E) Se saludaron.

235. *The wind carried it away.*

- (A) se lo llevaba
- (B) se lo llevó
- (C) lo hizo volar
- (D) lo trajo
- (E) lo llevó

236. *Seeking: Roommate.*

- (A) Se ve
- (B) Se busca
- (C) Se quiere
- (D) Necesito
- (E) Es necesario

237. *Alexandra always looks beautiful.*

- (A) C y D
- (B) me parece
- (C) se ve bonita
- (D) se ve linda
- (E) la veo

238. *The soup was eaten.*

- (A) se toma
- (B) se tomó
- (C) se consumió
- (D) se ha tomado
- (E) B y C

239. The soup *was eaten by* my brother and sister.

- (A) la tomaron
- (B) fue tomada por
- (C) se me tomó
- (D) fue tomado por
- (E) se me consumió

240. This silver bracelet *was made* in Mexico.

- (A) B, C y E
- (B) se hizo
- (C) fue hecha
- (D) se compró
- (E) se fabricó

241. He *got wet* walking in the rain.

- (A) fue mojado
- (B) se mojó
- (C) estuvo mojado
- (D) estaba mojado
- (E) salió mojado

242. They *brushed their teeth* before going to bed.

- (A) Ellos cepillaron los dientes
- (B) Se lavaron los dientes
- (C) Cepillaron sus dientes
- (D) Se cepillaron los dientes
- (E) B y D

243. The music *could be heard from far away*.

- (A) se podía distinguir desde lejos
- (B) se podía oír desde lejos
- (C) podía oírse desde lejos
- (D) es escuchada desde lejos
- (E) B y C

244. Radium was *discovered by* Madame Curie.

- (A) fue encontrada por
- (B) fue descubierto por
- (C) lo descubrió
- (D) la ha descubierto
- (E) fue descubierta por

CHAPTER 8

Prepositions

245. I'll give you this hat *for* that watch.
- (A) para
 - (B) por
 - (C) a cambio de
 - (D) en vez de
 - (E) B y C
246. We made the cake *for* mom because she didn't have time to bake one.
- (A) B y C
 - (B) por
 - (C) en vez de
 - (D) para
 - (E) a cambio de
247. We're *at* home.
- (A) en
 - (B) a
 - (C) por
 - (D) de
 - (E) dentro de la
248. Happy birthday! This is *for* you!
- (A) a
 - (B) por
 - (C) a causa de
 - (D) para
 - (E) debido a
249. *On account of* the poverty in his country, he came to the United States.

- (A) B y C
- (B) Debido a
- (C) A causa de
- (D) Porque
- (E) Puesto que

250. The books were *on* the table.

- (A) para
- (B) en
- (C) por
- (D) encima de
- (E) B y D

251. The fence went *around* the building.

- (A) debajo de
- (B) alrededor de
- (C) por
- (D) entre
- (E) para

252. The train was *headed for* Tucumán.

- (A) iba para
- (B) fue para
- (C) iba por
- (D) viajaba por
- (E) fue hasta

253. The keys were *in* the drawer.

- (A) adentro
- (B) dentro de
- (C) en
- (D) para
- (E) B y C

254. The bus left *at* 5 P.M.

- (A) a eso de las
- (B) a
- (C) a las
- (D) por
- (E) al

255. The children ran *through the* park.

- (A) a lo largo del
- (B) a través del
- (C) dentro del
- (D) por el
- (E) para el

256. The ducks were swimming *along the* riverbank.

- (A) C y D
- (B) dentro del
- (C) por el
- (D) a lo largo del
- (E) para el

257. The light hung three feet *above the* table.

- (A) por la
- (B) en la
- (C) encima de la
- (D) arriba de la
- (E) alrededor de la

258. The car was going eighty miles *per* hour.

- (A) en una
- (B) por
- (C) para
- (D) de
- (E) desde

259. The cookies were two dollars *a* dozen.

- (A) cada
- (B) una
- (C) la
- (D) por
- (E) C y D

260. The books were *to the right of the table*.

- (A) B y C
- (B) al lado derecho de la mesa
- (C) a la derecha de la mesa
- (D) enfrente de la mesa
- (E) debajo de la mesa

261. *What is on your mind?*

- (A) ¿En qué estás pensando?
- (B) ¿En qué piensas?
- (C) ¿Qué te pasa?
- (D) ¿Qué tienes?
- (E) All the above

262. She dreamed *about me*.

- (A) en mí
- (B) sobre mí
- (C) conmigo
- (D) de mí
- (E) acerca de mí

263. The pharmacy is *near* here.

- (A) enfrente
- (B) cerca de aquí
- (C) por aquí
- (D) alrededor
- (E) B y C

264. He *put on* his hat.

- (A) puso en
- (B) se puso
- (C) puso encima
- (D) puso por
- (E) se ponía

265. The car *went over the bridge*.

- (A) fue arriba del puente
- (B) cruzó el puente
- (C) se cayó del puente
- (D) pasó por el puente
- (E) B, C y D

266. Juana *married* José.

- (A) se casaron
- (B) se casaba con
- (C) se casó con
- (D) están casados
- (E) se casaban

267. They made their way *through* the crowd.

- (A) C y D
- (B) para
- (C) por entre
- (D) por
- (E) en

268. *Whose* coat is this?

- (A) ¿De dónde
- (B) ¿Para quién
- (C) ¿De quién
- (D) ¿Cuyo
- (E) C y D

269. Does she want to speak *with me*?

- (A) sobre mí
- (B) por mí
- (C) de mí
- (D) conmigo
- (E) a mí

270. Whom did you want to speak *with*?

- (A) ¿Por quién
- (B) ¿De quién
- (C) ¿Con quién
- (D) ¿A quién
- (E) ¿Para quién

271. The house is *within* ten miles *of the* city.

- (A) adentro de / de la
- (B) dentro de / de la
- (C) cerca de / hasta la
- (D) dentro / desde la
- (E) casi / de la

272. The truck was driving *toward* the zoo.

- (A) hasta el zoológico
- (B) para el zoológico
- (C) por el zoológico
- (D) hacia el zoológico
- (E) B y D

273. Her house is *between* the library and the church.

- (A) D y E
- (B) está en
- (C) está dentro de
- (D) está entre
- (E) queda entre

274. She is *at* home.

- (A) en
- (B) allí
- (C) por la
- (D) entre
- (E) a

275. Let's go *to* his house.

- (A) hasta
- (B) por
- (C) hacia
- (D) a
- (E) para

276. Her purse must be *around here* somewhere.

- (A) en esto
- (B) para allá
- (C) por ahí
- (D) por aquí
- (E) alrededor de aquí

277. I agree *with you*.

- (A) de ti
- (B) contigo
- (C) con Uds.
- (D) para ti
- (E) B y C

278. The shop is *by* my house.

- (A) C y D
- (B) enfrente de
- (C) cerca de
- (D) al lado de
- (E) detrás de

279. She knows a lot *about* mathematics.

- (A) alrededor
- (B) acerca de
- (C) de
- (D) sobre
- (E) B, C y D

280. People often do much *for love's sake*.

- (A) con el amor
- (B) para el amor
- (C) del amor
- (D) por el amor
- (E) sobre el amor

CHAPTER 9

Indefinite and Negative Phrases and Words

281. I don't think there is *anyone* home.

- (A) algo
- (B) nadie
- (C) alguien
- (D) cualquier persona
- (E) nada

282. I *never go swimming* after a meal.

- (A) Nado poco
- (B) No nado nunca
- (C) No nado
- (D) No voy a nadar
- (E) No nadaré

283. I will love her *forever and ever*.

- (A) eternamente
- (B) jamás
- (C) siempre
- (D) por siempre jamás
- (E) A y D

284. I know *someone* who can help you.

- (A) gente
- (B) a alguien
- (C) alguien
- (D) una persona
- (E) cualquier

285. *None* of these engine parts will work.

- (A) Nada
- (B) Ninguno
- (C) Ninguna
- (D) Nadie
- (E) Nunca

286. You can find this recipe in *any* cookbook.

- (A) algunos
- (B) algún
- (C) todos
- (D) cualquier
- (E) todos

287. I think there is *something strange going on*.

- (A) tiene algún problema
- (B) pasa algo raro
- (C) pasa algo extraño
- (D) sucede una cosa mala
- (E) pasan algunas cosas extrañas

288. You like flan? *I do too!*

- (A) ¡Yo tampoco!
- (B) ¡Yo también!
- (C) ¡Me gusta, sí!
- (D) ¡Soy como tú!
- (E) ¡Me gusta algo!

289. Would you like, *some time* in your life, to go skydiving?

- (A) en cualquier momento
- (B) alguna vez
- (C) una vez
- (D) un día
- (E) B y D

290. *Juan didn't show up either.*

- (A) Juan no quiso venir.
- (B) Juan no vino para nada.
- (C) Tampoco vino Juan.
- (D) ¿Dónde estaría Juan?
- (E) Juan decidió no venir.

291. *Is there someone here who speaks Turkish?*

- (A) ¿Sabes si alguien aquí
- (B) ¿Conoce Ud. a una persona aquí
- (C) ¿Hay alguien aquí
- (D) ¿Alguien aquí
- (E) ¿Nadie aquí

292. *There isn't a single knife in the kitchen drawer.*

- (A) No encuentro un cuchillo
- (B) No hay cuchillo alguno
- (C) No hay un cuchillo
- (D) Ninguno hay
- (E) No hay nada

293. *None of his sisters has blonde hair.*

- (A) Todas sus hermanas son morenas
- (B) No hay rubias entre sus hermanas
- (C) Nadie tiene pelo rubio
- (D) Ninguna de sus hermanas
- (E) Alguna hermana de él es morena

294. *I never swim at night.*

- (A) No nado durante la noche.
- (B) Nunca nado de noche.
- (C) No es buena idea nadar de noche.
- (D) No nado nunca de noche.
- (E) B y D

295. *Neither the red shirt nor the blue one fits me well.*

- (A) Ni la camisa roja ni tampoco la azul me queda bien.
- (B) No me queda la camisa roja ni la azul.
- (C) Ninguna de las dos me queda bien.
- (D) La camisa roja no me queda bien; ni la azul tampoco.
- (E) No me queda ninguna.

296. *Each and every one of the children* in class reads very well.

- (A) Cada niña
- (B) Casi todos los niños
- (C) Todos los niños
- (D) Cada uno de los niños
- (E) Cada niño

297. You can buy *either* green beans *or* peas.

- (A) éstas o éstos
- (B) unas habichuelas o los guisantes
- (C) o habichuelas o guisantes
- (D) las habichuelas o guisantes
- (E) unas de éstas o éstos

298. *Some of the girls* are taller than the boys in their class.

- (A) Unas cuantas de las alumnas
- (B) Algunas de las chicas
- (C) Unas muchachas
- (D) Pocas de las chicas
- (E) B y C

299. Do you have *some book about* sailing that I could borrow?

- (A) algunos libros sobre
- (B) cualquier libro sobre
- (C) algún libro sobre
- (D) un libro cualquier sobre
- (E) unos pocos libros de

300. *Did someone lose* his wallet?

- (A) ¿Perdió alguien
- (B) ¿Alguien perdió
- (C) ¿Una persona perdió
- (D) ¿Alguna persona perdió
- (E) A y B

301. *I don't see anyone in the pool today.*

- (A) C y D
- (B) No hay nadie
- (C) No veo a nadie
- (D) A nadie veo
- (E) No hay gente

302. *She doesn't like custard or ice cream either.*

- (A) A ella no le gusta ni el flan ni tampoco el helado.
- (B) A ella no le gusta el flan ni el helado tampoco.
- (C) A ella no le gusta el flan ni tampoco el helado.
- (D) Ni el flan ni el helado le gusta a ella.
- (E) All the above

303. *We're going to the zoo and the beach too.*

- (A) Vamos al zoológico y a la playa.
- (B) Vamos al zoológico y también a la playa.
- (C) Vamos al zoológico y además a la playa.
- (D) Vamos al zoológico y a la playa también.
- (E) B y D

304. *Nobody could fix the piano.*

- (A) B, C y D
- (B) Nadie pudo arreglar el piano.
- (C) No pudo nadie arreglar el piano.
- (D) No pudo arreglar el piano nadie.
- (E) No hubo quién pudiera arreglar el piano.

305. *She doesn't want the red sweater, but rather that gray one.*

- (A) pero prefiere el otro, gris
- (B) aquel gris
- (C) pero el gris, sí
- (D) sino ese gris
- (E) ese gris allí

306. *She never cooks and she also never cleans the house.*

- (A) Ella no hace nada en la casa.
- (B) Ella nunca cocina ni limpia la casa tampoco.
- (C) A ella no le gusta cocinar ni limpiar nunca.
- (D) Ella no cocina nunca ni tampoco limpia la casa.
- (E) B y D

307. *I want to go out but first I need to eat something.*

- (A) Deseo irme y primero quiero comer algo.
- (B) No voy a salir sin comer algo primero.
- (C) Quiero salir pero primero necesito comer algo.
- (D) Saldré de casa después de comer.
- (E) No voy a salir si no como antes.

308. *There isn't one athlete here who can run so fast.*

- (A) C, D y E
- (B) No hay nadie aquí entre los atletas uno que pueda correr tan rápido.
- (C) De todos los atletas aquí, ninguno puede correr tan rápido.
- (D) Aquí no hay ningún atleta que pueda correr tan rápido.
- (E) No hay ningún atleta aquí que pueda correr tan rápido.

309. *We'll watch the movie as well.*

- (A) juntos
- (B) muy buena
- (C) tan bien
- (D) también
- (E) con Uds.

310. *María is friendly but not talkative.*

- (A) en cambio
- (B) al contrario
- (C) sino
- (D) sino que
- (E) pero no

311. We don't want the barbecue *but rather* the sushi.

- (A) pero en cambio
- (B) sino
- (C) pero
- (D) sino que
- (E) en vez de esto

312. *He's not working in the yard but rather playing chess.*

- (A) No le gusta el jardín sino el ajedrez.
- (B) Él no está trabajando en el jardín sino que está jugando al ajedrez.
- (C) No le gusta trabajar en el jardín sino que prefiere jugar al ajedrez.
- (D) Él no trabaja en el jardín sino que juega al ajedrez.
- (E) No trabaja sino que juega.

313. *She doesn't like to play music but rather cook.*

- (A) A ella no le gusta la música sino estar en la cocina.
- (B) A ella no le gusta tocar música sino cocinar.
- (C) Ella prefiere la cocina a tocar música.
- (D) Ella no quiere tocar música sino cocinar.
- (E) A ella no le interesa tocar música sino cocinar.

314. She *always* seems ready to recount her worst memories.

- (A) todo el tiempo
- (B) jamás
- (C) a veces
- (D) siempre
- (E) muchas veces

315. *No one was there to open the door for us.*

- (A) C y D
- (B) No había nadie allí para abrirnos la puerta.
- (C) No hubo nadie allí para abrirnos la puerta.
- (D) Nadie estuvo allí para abrirnos la puerta.
- (E) Nadie pudo abrirnos la puerta.

316. *There's not a single car* on the road due to the snow.

- (A) No va ningún carro
- (B) No hay ningún carro
- (C) No hay carros
- (D) No hay carro alguno
- (E) B y D

CHAPTER 10

Relative Pronouns

317. I saw the man *that* ran the red light.
- (A) el que
 - (B) que
 - (C) quien
 - (D) cuyo
 - (E) B y C
318. After returning from Spain, my friend needed someone *to talk with*.
- (A) para hablar
 - (B) a quien hablar
 - (C) de quien hablar
 - (D) con quien hablar
 - (E) por hablar
319. *Whom is this present for?*
- (A) C y D
 - (B) ¿Por quién es este regalo?
 - (C) Este regalo, ¿para quién es?
 - (D) ¿Para quién es este regalo?
 - (E) ¿De quién es este regalo?
320. There were various men in the group, *many of whom* joined the army.
- (A) los cuales
 - (B) muchos de los cuales
 - (C) unos de ellos
 - (D) varios de ellos
 - (E) quienes
321. There were many players, *and the one who* won was my brother.

- (A) y quien
- (B) que
- (C) y el que
- (D) lo cual
- (E) A y C

322. Pick the ice cream *that* tastes the best.

- (A) quien
- (B) que tiene
- (C) el cual
- (D) con
- (E) el que

323. That man over there is *the one I was telling you about*.

- (A) el de quien le hablaba
- (B) el de quien te hablaba
- (C) el que habló
- (D) uno de quien hablé con Ud.
- (E) A y B

324. This is the tool *you use with that machine*.

- (A) C y D
- (B) con que
- (C) que se usa con esa máquina
- (D) que se emplea con esa máquina
- (E) usada con esa máquina

325. Mr. Gómez's daughters, *all of whom* went to college, received scholarships.

- (A) todas ellas
- (B) las que
- (C) todas las cuales
- (D) cada una que
- (E) de que

326. There were several team members, *five of whom* went to the finals.

- (A) de quien
- (B) de los cuales
- (C) los cuales
- (D) de quienes
- (E) de ellos

327. The models *that* these dresses were made *for* all had great photo shoots.

- (A) de quienes
- (B) para ellas
- (C) por ellas
- (D) para quienes
- (E) por quienes

328. *What* tool do you close this can *with*?

- (A) ¿Con esta
- (B) ¿Con cuál
- (C) ¿Cómo se
- (D) ¿Con qué
- (E) B y D

329. The boys *that* the director spoke *to* all were in trouble.

- (A) B, C y D
- (B) a quienes
- (C) con quienes
- (D) a los cuales
- (E) de quienes

330. The soldiers, *among whom* there are no secrets, survived.

- (A) entre todos
- (B) entre ellos
- (C) entre quienes
- (D) entre los cuales
- (E) C y D

331. *What is* this thing?

- (A) ¿Por qué
- (B) ¿Qué
- (C) ¿Cuál
- (D) ¿Para qué
- (E) ¿De dónde

332. They weren't careful with the photocopier, *which* soon broke.

- (A) cual
- (B) que
- (C) la cual
- (D) el cual
- (E) B y C

333. He didn't do well in school, *which is why* he didn't graduate.

- (A) por qué
- (B) y por eso
- (C) por lo cual
- (D) porque
- (E) B y C

334. The reason *why* the market is poor has something to do with greed.

- (A) por qué
- (B) por la cual
- (C) porque
- (D) por el cual
- (E) A y B

335. The platoon members, *of whom* only two survived, were brave to the last.

- (A) C y D
- (B) del cual
- (C) de los cuales
- (D) de quienes
- (E) quienes

336. The fire goddess *in whom* the Hawaiians believed was named Pele.

- (A) para quien
- (B) en la que
- (C) con que
- (D) en quien
- (E) B y D

337. Tell me *with whom* you keep company and I'll tell you what kind of person you are.

- (A) a quién
- (B) de quiénes
- (C) para quién
- (D) con quién
- (E) de quién

338. *Whom* were you talking *to* on the phone?

- (A) ¿De quién
- (B) ¿Quién
- (C) ¿A quién
- (D) ¿Con quién
- (E) C y D

339. *Why* are you going to college?

- (A) D y E
- (B) ¿Qué
- (C) ¿Cuál
- (D) ¿Por qué
- (E) ¿Para qué

340. The man *on whose behalf* we spoke was released.

- (A) de quien
- (B) para quien
- (C) por quien
- (D) a quien
- (E) quien

341. The professor repeated his instructions *for the sake of those* who came late.

- (A) C y D
- (B) para los que
- (C) por quienes
- (D) por los que
- (E) para quienes

342. *Of those who* went to the party, only three left before midnight.

- (A) De los cuales
- (B) De los que
- (C) De quienes
- (D) De quien
- (E) B y C

343. *What* I don't like about Seattle is the rain.

- (A) Que
- (B) Lo que
- (C) Cual
- (D) La cosa
- (E) Lo cual

344. They improved the software, *which* made María happy.

- (A) cual
- (B) que
- (C) lo cual
- (D) el que
- (E) quien

345. Of the three men I saw enter the bank, *the one* I think robbed it was the tall one.

- (A) que
- (B) el que
- (C) el cual
- (D) de quien
- (E) quienes

346. *The girls who* played in the band wore funny hats.

- (A) Las chicas que
- (B) Las quienes
- (C) Las que
- (D) Cuales
- (E) A, B y C

347. *Who* are coming to our party this week?

- (A) ¿Quién
- (B) ¿Quiénes
- (C) ¿Cuáles
- (D) ¿Cuántas personas
- (E) B y C

348. He is a person *that* we have to call.

- (A) que
- (B) a quien
- (C) qué
- (D) al cual
- (E) quien

349. This is an idea *without which* you cannot succeed in life.

- (A) sin quien
- (B) sin la cual
- (C) sin que
- (D) sin ella
- (E) sin lo que

350. This is a book *without which* no library is complete.

- (A) sin él
- (B) sin el cual
- (C) sin que
- (D) sin lo cual
- (E) sin éste

351. She was a person *because of whom* I was always inspired to do well.

- (A) debido a ella
- (B) a causa de quien
- (C) por quien
- (D) para quien
- (E) B y C

352. She was a person *for whom* I would have done anything.

- (A) para que
- (B) para quien
- (C) para qué
- (D) por quien
- (E) por qué

CHAPTER 11

The Preterite and Imperfect Tenses and *Hacer* Time Clauses

353. The kids *were running and singing*.

- (A) corrieron y cantaban
- (B) corrían y cantaban
- (C) corrieron y cantaron
- (D) corrían y cantaron
- (E) correrían y cantarían

354. He *was looking* at the sunset *while she read*.

- (A) Él veía / ella leyó
- (B) Él miraba / ella leía
- (C) Él veía / ella leía
- (D) Él vio / ella leía
- (E) Él vio / ella leyó

355. She and I *have been working* for two months on the project.

- (A) Trabajamos desde hace dos meses
- (B) Dos meses hace que trabajamos
- (C) Hace dos meses que trabajamos
- (D) Llevamos dos meses trabajando
- (E) All the above

356. I *learned* about the scandal *two years ago*.

- (A) Sabemos de / desde hace dos años
- (B) Supe de / hace dos años
- (C) Sé de / por dos años ya
- (D) Sabía de / dos años atrás
- (E) Supieron de / hace dos años

357. *We were going* to the beach park when *it began to rain*.

- (A) Iba / llovía
- (B) Fuimos / dejó de llover
- (C) Íbamos / empezó a llover
- (D) Iban / comenzó a llover
- (E) Voy / va a llover

358. Pershing *was* a great soldier.

- (A) fue
- (B) es
- (C) son
- (D) era
- (E) eran

359. *I was* there at three in the afternoon.

- (A) Estás
- (B) Estaba
- (C) Estuvo
- (D) Estuve
- (E) Estoy

360. My cousins *fell asleep* while they *were watching* TV.

- (A) se duerme / mira
- (B) se durmió / miró
- (C) se dormían / miraban
- (D) se durmió / miraron
- (E) se durmieron / miraban

361. The lecturer *repeated* the instructions once.

- (A) repito
- (B) repitieron
- (C) repite
- (D) repitió
- (E) repiten

362. *I gave* her a nice present for her birthday.

- (A) Di
- (B) Doy
- (C) Daba
- (D) Damos
- (E) Dan

363. The old man *used to be* on the corner to sell newspapers.

- (A) estuvieron
- (B) estuve
- (C) estaba
- (D) estaban
- (E) están

364. *You met her* last night, didn't you?

- (A) La conocías
- (B) La conoció
- (C) La conocí
- (D) La conozco
- (E) La conociste

365. Jorge *set* the table for the holiday dinner.

- (A) puso
- (B) puse
- (C) ponía
- (D) pusiste
- (E) ponías

366. The teacher *wanted* to call her but couldn't find the time.

- (A) quisieron
- (B) quería
- (C) quiso
- (D) quise
- (E) quiero

367. You finally *got* the oyster *open*.

- (A) pude abrir
- (B) puedo abrir
- (C) pudiste abrir
- (D) podías abrir
- (E) pueden abrir

368. My brothers *used to know how to play* tennis better than I did.

- (A) supe jugar al tenis
- (B) sabía jugar al tenis
- (C) supo jugar al tenis
- (D) sabían jugar al tenis
- (E) sabes jugar al tenis

369. *I knew her* back then.

- (A) La conocieron
- (B) La conocía
- (C) La conocí
- (D) La conozco
- (E) La conocimos

370. Carlos *tried to learn to play* the guitar.

- (A) quise aprender a tocar
- (B) quiero aprender a tocar
- (C) quiso aprender a tocar
- (D) querías aprender a tocar
- (E) querían aprender a tocar

371. *They had lived here for three months* when they decided to move again.

- (A) Vivieron aquí por tres meses
- (B) Hacía tres meses que vivían aquí
- (C) Ellos habían vivido aquí por tres meses
- (D) Decidieron mudarse después de tres meses aquí
- (E) A y C

372. My nephew *ordered* chilaquiles.

- (A) pido
- (B) pidió
- (C) pidieron
- (D) pedí
- (E) pedías

373. *You drove* from Puerto Peñasco to Guaymas in a few hours.

- (A) Conduzco
- (B) Conducíamos
- (C) Conducía
- (D) Conduje
- (E) Condujiste

374. *They have been engaged for six months.*

- (A) Han sido prometidos por seis meses.
- (B) Tienen mucho tiempo juntos.
- (C) Hace seis meses que están prometidos.
- (D) Llevan seis meses de prometidos.
- (E) C y D

375. *We used to give* him money for lunch.

- (A) Damos
- (B) Daba
- (C) Di
- (D) Dio
- (E) Dábamos

376. *I made* the cookies.

- (A) Hizo
- (B) Hacía
- (C) Hice
- (D) Hacíamos
- (E) Hago

377. *There were* a lot of people on the street that afternoon.

- (A) Hubieron
- (B) Hubo
- (C) Hay
- (D) Había
- (E) Hubiste

378. *I turned in* the homework.

- (A) Entregamos
- (B) Entregué
- (C) Entregaba
- (D) Entrego
- (E) Entregaste

379. *I looked for* the cat for two hours.

- (A) Busco
- (B) Buscaba
- (C) Buscaste
- (D) Busqué
- (E) Buscó

380. *It was* five in the afternoon.

- (A) Soy
- (B) Era
- (C) Fui
- (D) Eres
- (E) Eran

381. *Did you start* your homework already?

- (A) ¿Empezaste
- (B) ¿Empiezas
- (C) ¿Empecé
- (D) ¿Empiezo
- (E) ¿Empezaba

382. Alexandra *was* five years old when we moved to the house.

- (A) tengo
- (B) tenías
- (C) tenía
- (D) tuve
- (E) tienes

383. You *saw* the man run through the park.

- (A) Vimos
- (B) Viste
- (C) Veías
- (D) Vi
- (E) Veo

384. I *spoke* the truth to Mr. Acero.

- (A) Hablé
- (B) Hablo
- (C) Habló
- (D) Hablan
- (E) Hablaste

385. She *was eating* when I arrived.

- (A) Comíamos / llegamos
- (B) Como / llego
- (C) Comí / llegó
- (D) Comía / llegué
- (E) Comiste / llegaste

386. You *lived* there for three months.

- (A) Viviste
- (B) Vives
- (C) Viví
- (D) Vivía
- (E) Vivo

387. The car broke down *two days ago*.

- (A) dos días atrás
- (B) dos días antes
- (C) hace dos días
- (D) anteayer
- (E) C y D

388. *She had known him for three years when he proposed to her.*

- (A) Él le pidió la mano después de conocerla por tres años.
- (B) Hacía tres años que lo conocía cuando él le pidió la mano.
- (C) Llevaban tres años de conocerse cuando él le pidió la mano.
- (D) Hace tres años que ellos se conocen y él le ha pedido la mano.
- (E) Él le pidió la mano cuando se habían conocido por tres años.

CHAPTER 12

The Future Tense and the Conditional Mood

389. *You will be able to win the race.*

- (A) Puedo ganar la carrera.
- (B) Vas a poder ganar la carrera.
- (C) Puedes ganar la carrera.
- (D) Podrás ganar la carrera.
- (E) B y D

390. *I will put the computer on the table.*

- (A) C y E
- (B) Pongo la computadora en la mesa.
- (C) Pondré la computadora en la mesa.
- (D) Pondría la computadora en la mesa.
- (E) Voy a poner la computadora en la mesa.

391. *I wonder if he had an appointment yesterday.*

- (A) Me pregunto si él tuvo una cita ayer o no.
- (B) ¿Tendría una cita ayer?
- (C) ¿Tenía una cita ayer?
- (D) ¿Sabes si él tuvo una cita ayer?
- (E) Es probable que él tuviera una cita ayer.

392. *There's probably some cake left, right?*

- (A) Tenemos pastel todavía, ¿verdad?
- (B) Es probable que haya pastel todavía, ¿no crees?
- (C) Todavía hay pastel, ¿no?
- (D) Habrá pastel todavía, ¿no?
- (E) ¿Sabes si hay pastel todavía?

393. *What would he do in my situation?*

- (A) ¿Qué haría él en mi lugar?
- (B) Él, en mi lugar, ¿qué haría?
- (C) ¿Qué va a hacer él en mi lugar?
- (D) ¿Qué hará él en mi lugar?
- (E) A y B

394. *She would like to order the roasted chicken.*

- (A) B y D
- (B) A ella le gustaría pedir el pollo asado.
- (C) Ella prefiere pedir el pollo asado.
- (D) Ella querría pedir el pollo asado.
- (E) Ella querrá el pollo.

395. *Yesterday, he probably found out what a liar she was.*

- (A) Es probable que ayer él supiera que ella mentía.
- (B) Ayer sabría sobre sus mentiras.
- (C) Ayer sabría cómo era mentirosa.
- (D) Ayer supo que ella era mentirosa.
- (E) Me pregunto si ayer él supo o no que era mentirosa.

396. *They're probably at the bank right now.*

- (A) ¿Estarán en el banco ahora?
- (B) Estarán en el banco en este momento.
- (C) Creo que están en el banco ahora.
- (D) Es probable que estén en el banco ahora mismo.
- (E) A y B

397. *His relatives will come this weekend.*

- (A) van a venir
- (B) van a llegar
- (C) vendrán
- (D) vendrían
- (E) A, B y C

398. *These items wouldn't be worth having.*

- (A) no valdría
- (B) no valdrán
- (C) no valen
- (D) no valdrían
- (E) no valdrá

399. *You will do your homework!*

- (A) Tienes que hacer la tarea.
- (B) ¡Tú vas a hacer la tarea!
- (C) Es imperativo que hagas la tarea.
- (D) ¡Tú, sí, harás la tarea!
- (E) B y D

400. *You would be able to fix the car if you had the money.*

- (A) Pudiste arreglar / si tenías
- (B) Puedes arreglar / si tienes
- (C) Podrás arreglar / si tienes
- (D) Podrías arreglar / si tuvieras
- (E) Podías arreglar / si tenías

401. *Did they really want to go there?*

- (A) B, C y D
- (B) ¿De veras que querrían ir allá?
- (C) ¿Querrían ir allá de veras?
- (D) ¿Será verdad que querían ir allá de veras?
- (E) ¿Sabes si querían ir allá o no?

402. *They would put the motor in the boat if it fit.*

- (A) Van a poner el motor en el barco si cabe.
- (B) Si cupiera el motor, lo pondrían en el barco.
- (C) Si cabe el motor, póngalo en el barco.
- (D) Pondrían el motor en el barco si cupiera.
- (E) B y D

403. *What will people say?*

- (A) B y D
- (B) ¿Qué va a decir la gente?
- (C) ¿Qué dicen todos?
- (D) ¿Qué dirán?
- (E) ¿Qué dice la gente?

404. *There will be a party at María's house.*

- (A) La fiesta será en casa de María.
- (B) Habrá una fiesta en casa de María.
- (C) Va a haber una fiesta en casa de María.
- (D) Hay una fiesta en casa de María.
- (E) B y C

405. *Those won't fit in this drawer.*

- (A) C, D y E
- (B) No creo que esos quepan en esta gaveta.
- (C) En esta gaveta esos no cabrán.
- (D) Esos no van a caber en esta gaveta.
- (E) Esos no cabrán en esta gaveta.

406. *I'll do what I can to help you.*

- (A) Voy a hacer todo lo posible para ayudarte.
- (B) Haré lo que yo pueda para ayudarte.
- (C) Voy a hacer lo que pueda para ayudarte.
- (D) No sé qué pueda hacer, pero te ayudaré.
- (E) B y C

407. *He won't be able to complete the project.*

- (A) B y C
- (B) No podrá llevar a cabo el proyecto.
- (C) No podrá realizar el proyecto.
- (D) No le será posible realizar el proyecto.
- (E) No puede terminar el proyecto.

408. *What's wrong with them?*

- (A) B y D
- (B) ¿Qué tendrán?
- (C) ¿Qué tiene?
- (D) ¿Qué les pasa?
- (E) Algo les pasa, ¿no?

409. *Let's ask him; he'll know the answer.*

- (A) C y D
- (B) Pregúntele a él; debe saber la respuesta.
- (C) Preguntémosle a él; sabrá la respuesta.
- (D) Vamos a preguntarle a él; sabrá la respuesta.
- (E) Le vamos a preguntar porque va a saber la respuesta.

410. *We'll eat more or we'll eat less.*

- (A) B y D
- (B) Comeremos más o comeremos menos.
- (C) Vamos a comer, más o menos.
- (D) Vamos a comer más o menos.
- (E) Comeremos, más o menos.

411. *If you hadn't had coffee, you'd go to sleep.*

- (A) Si no tomaste café, te dormirás.
- (B) Si no hubieras tomado café, te dormirías.
- (C) Si no tomas café, vas a dormirte.
- (D) A no ser por el café que tomaste, te dormirías.
- (E) No tomes café si quieres dormirte.

412. *He and John will repeat the instructions one more time.*

- (A) C y E
- (B) Se repetirán las instrucciones una vez más.
- (C) Él y Juan repetirán las instrucciones una vez más.
- (D) Las instrucciones serán repetidas una vez más por él y Juan.
- (E) Él y Juan van a repetir las instrucciones otra vez.

413. *There would be time to eat if it hadn't been for the accident.*

- (A) No habrá tiempo para comer, debido al accidente.
- (B) Habría tiempo para comer si no hubiera sido por el accidente.
- (C) Si no fuera por el accidente, habría tiempo para comer.
- (D) A causa del accidente, no hay tiempo para comer.
- (E) B y C

414. *In a couple of years, I will want a new car.*

- (A) Quiero un carro nuevo en dos años.
- (B) En un par de años, querré un carro nuevo.
- (C) En dos años, voy a querer un carro nuevo.
- (D) Pasarán dos años y voy a buscar un carro nuevo.
- (E) B y C

415. *At three o'clock yesterday I was probably writing in the library.*

- (A) No sé, pero creo que escribía en la biblioteca a las tres ayer.
- (B) Ayer a las tres, escribiría en la biblioteca.
- (C) Es probable que escribiera en la biblioteca ayer a las tres.
- (D) Lo más probable es que estuviera escribiendo en la biblioteca ayer a las tres.
- (E) ¿Escribía en la biblioteca a las tres ayer?

416. *"Thou shalt not steal!"*

- (A) No se debe robar.
- (B) ¡No robes!
- (C) ¡No robarás!
- (D) No vas a robar.
- (E) No vayas a robar.

417. *We would live in Miami if we could.*

- (A) Si es posible, vamos a vivir en Miami.
- (B) Vamos a vivir en Miami cuando podamos.
- (C) Viviríamos en Miami si fuera posible.
- (D) Viviríamos en Miami si pudiéramos.
- (E) C y D

418. *If there were an interesting movie on TV, they would watch it.*

- (A) Habría una película interesante en la tele si no fuera por el fútbol.
- (B) No hay una película interesante en la tele, así que no van a mirar nada.
- (C) Si hay una película interesante en la tele, la van a mirar.
- (D) Si hubiera una película interesante en la tele, la mirarían.
- (E) Mirarán una película interesante en la tele.

419. *Some day, I shall sing in the opera.*

- (A) B, C y D
- (B) Algún día, cantaré en la ópera.
- (C) Un día, cantaré en la ópera.
- (D) Voy a cantar en la ópera algún día.
- (E) Alguna vez en la vida he cantado en la ópera.

420. *She would wash the dishes if there were soap.*

- (A) Ella lavaría los platos si hubiera jabón.
- (B) Si hay jabón, ella va a lavar los platos.
- (C) Si hay jabón, ella lavará los platos.
- (D) Se lavarían los platos si hubiera jabón.
- (E) Se lavarán los platos cuando haya jabón.

421. *Will you call me this evening?*

- (A) ¿Quieres llamarme esta noche?
- (B) ¿Me llamarás esta noche?
- (C) Llámame esta noche, ¿vale?
- (D) ¿Me vas a llamar esta noche?
- (E) B y D

422. *She would drive but her father won't let her.*

- (A) Maneja cuando su papá se lo permite.
- (B) Manejaría si su papá se lo permitiera.
- (C) Manejaría pero su papá no se lo permite.
- (D) Manejará cuando su papá se lo permita.
- (E) No maneja mientras su papá no se lo permita.

423. *They will serve lamb for the party.*

- (A) Habrá cordero para la fiesta.
- (B) Servirán cordero para la fiesta.
- (C) Se servirá cordero para la fiesta.
- (D) Van a servir cordero para la fiesta.
- (E) B y D

424. *Would you work in Latin America for a nonprofit organization?*

- (A) ¿Trabajarás en Latinoamérica para una organización sin fines de lucro?
- (B) ¿Trabajarías en Latinoamérica para una organización sin fines de lucro?
- (C) ¿Querrías trabajar en Latinoamérica para una organización sin fines de lucro?
- (D) ¿Vas a trabajar en Latinoamérica para una organización sin fines de lucro?
- (E) ¿No trabajarías en Latinoamérica para una organización sin fines de lucro?

CHAPTER 13

The Perfect Tenses

425. *He has not written* the letters yet.
- (A) No has escrito
 - (B) No tiene escritas
 - (C) No ha escrito
 - (D) No había escrito
 - (E) No habías escrito
426. When we arrived, she *had already made* the pie.
- (A) ya había horneado
 - (B) ya había hecho
 - (C) ya han cocinado
 - (D) ya había preparado
 - (E) A, B y D
427. *We would have gone* to the movies but it was late.
- (A) Habíamos ido
 - (B) Habríamos ido
 - (C) Habremos ido
 - (D) Hemos ido
 - (E) Hubimos ido
428. By five o'clock, I *will have read* the rest of the novel.
- (A) habría leído
 - (B) hube leído
 - (C) voy a leer
 - (D) habré leído
 - (E) habrás leído
429. I saw that she *had not covered* it.

- (A) no la ha cubierto
- (B) no la había cubierto
- (C) no la tenía tapada
- (D) no estaba tapado
- (E) no la habría cubierto

430. At three, just when *he had gone*, I left him a voice message.

- (A) había salido
- (B) he salido
- (C) habría salido
- (D) hubo salido
- (E) habrá salido

431. The children *would have eaten* their breakfast but it was cold.

- (A) han comido
- (B) habrían comido
- (C) habían comido
- (D) habrán comido
- (E) iban a comer

432. *We have seen* that movie three times.

- (A) Habríamos visto
- (B) Hemos mirado
- (C) He mirado
- (D) Han visto
- (E) Habremos visto

433. What *would you have done* if not what you did?

- (A) habrían hecho
- (B) habría hecho
- (C) habríais hecho
- (D) habrías hecho
- (E) All the above

434. By eight o'clock, all the tables *will have been set*.

- (A) C y D
- (B) se pondrán
- (C) habrán sido puestas
- (D) se habrán puesto
- (E) se habrían puesto

435. Those two *have never told* the truth about him.

- (A) nunca jamás habrán dicho
- (B) nunca han dicho
- (C) no habían dicho nunca
- (D) jamás han dicho
- (E) B y D

436. We *have always opened* the shop by seven in the morning.

- (A) Siempre abrimos
- (B) Siempre hemos abierto
- (C) Siempre habríamos abierto
- (D) Siempre habremos abierto
- (E) Siempre habríais abierto

437. He *would have broken his leg* if he had fallen.

- (A) has roto la pierna
- (B) se habrá roto la pierna
- (C) tendría la pierna rota
- (D) se habría roto la pierna
- (E) se rompería

438. The guests *have returned* from the tour.

- (A) B y C
- (B) han vuelto
- (C) han regresado
- (D) habrían vuelto
- (E) habían vuelto

439. I'm sorry that your dog *had died* before you got back from vacation.

- (A) se hubiera muerto
- (B) se habría muerto
- (C) se ha muerto
- (D) se había muerto
- (E) se hubo muerto

440. *They would have absolved him but he refused their terms.*

- (A) Lo habrán absuelto
- (B) Se habrá absuelto
- (C) Lo habrían absuelto
- (D) Lo habrían perdonado
- (E) C y D

441. *She hasn't written to me in ages.*

- (A) B y C
- (B) No me ha escrito desde hace mucho.
- (C) Hace tiempo que no me escribe.
- (D) No me había escrito en mucho tiempo.
- (E) Ella no me escribe nunca.

442. *Has she told you about the party this weekend?*

- (A) ¿Te había dicho algo sobre la fiesta este fin de semana?
- (B) ¿Le ha hablado sobre la fiesta este fin de semana?
- (C) ¿Te habría dicho algo sobre la fiesta este fin de semana?
- (D) ¿Te ha dicho algo sobre la fiesta este fin de semana?
- (E) B y D

443. *By the time I'm thirty, I will have seen almost all of Europe.*

- (A) habría visto
- (B) he visto
- (C) había visto
- (D) habré visto
- (E) hubo visto

444. *I would not have cut the trees if they had been healthy.*

- (A) No había cortado
- (B) No he cortado
- (C) No habría cortado
- (D) No habré cortado
- (E) No cortaría

445. The waiter *has lit* the candles.

- (A) he encendido
- (B) había encendido
- (C) habría encendido
- (D) ha encendido
- (E) tiene encendidas

446. The soccer player *has scored* a goal.

- (A) había metido
- (B) ha metido
- (C) he metido
- (D) habría metido
- (E) metió

447. *Have they put* the food in the refrigerator?

- (A) ¿Habrán puesto
- (B) ¿Habían puesto
- (C) ¿Has puesto
- (D) ¿Han puesto
- (E) ¿Habríais puesto

448. She *has lived* in this house.

- (A) había vivido
- (B) he vivido
- (C) habría vivido
- (D) ha vivido
- (E) habrá vivido

449. *They've sent me* two packages in the past two days.

- (A) B y E
- (B) Me han mandado
- (C) Me habían enviado
- (D) Me habrán mandado
- (E) Me han enviado

450. *They had climbed* to the summit before the other team.

- (A) Habrían subido
- (B) Han subido
- (C) Habían subido
- (D) Habrán subido
- (E) Llegaron

451. She *had opened* the letter before I got home.

- (A) tenía abierta
- (B) hubo abierto
- (C) habría abierto
- (D) había abierto
- (E) habrá abierto

452. *We have sung* that song many times.

- (A) Cantamos
- (B) Cantábamos
- (C) Habríamos cantado
- (D) Hemos cantado
- (E) Habremos cantado

453. She and I *had gone into the restaurant* before her parents arrived.

- (A) íbamos a entrar en el restaurante
- (B) habremos entrado en el restaurante
- (C) habíamos entrado en el restaurante
- (D) hubimos entrado en el restaurante
- (E) entramos en el restaurante

454. *You haven't felt well for several days.*

- (A) No te sientes bien desde hace unos días.
- (B) Has estado enfermo por muchos días.
- (C) Hace unos días que no te sientes bien.
- (D) No te has sentido bien por unos días.
- (E) A y C

455. *She has gone to the grocery store.*

- (A) Iba a ir
- (B) Has ido
- (C) Ha ido
- (D) Había ido
- (E) Habría ido

456. *They should have found the letter by now.*

- (A) Habían de hallar
- (B) Deberían haber hallado
- (C) Deberían haber encontrado
- (D) Deben haber hallado
- (E) All the above

457. *We had sighted land before the other ship.*

- (A) Vimos tierra primero
- (B) Hemos visto la tierra
- (C) Habíamos mirado la tierra
- (D) Habíamos avistado tierra
- (E) Habríamos avistado tierra

458. *She had accomplished the task she had been given.*

- (A) Ella realizó el trabajo que se le dio.
- (B) Ella hizo lo que se le había dado.
- (C) Ella había realizado la tarea que se le había dado.
- (D) Ella había cumplido la tarea que le había sido asignado.
- (E) C y D

459. *I have traveled from West to East and back again.*

- (A) Habré viajado
- (B) He viajado
- (C) Había viajado
- (D) Habría viajado
- (E) Hube viajado

460. The plane *would have taken off*, except for the weather.

- (A) había despegado
- (B) habría despegado
- (C) habrá despegado
- (D) ha despegado
- (E) despegaría

CHAPTER 14

Imperatives, the Present and Imperfect Subjunctive Moods, and the Sequence of Tenses

461. Go to the movie!

- (A) ¡Ve
- (B) ¡Id
- (C) ¡Vaya
- (D) ¡Vayan
- (E) All the above

462. I don't believe my sister *will come* to the party tonight.

- (A) B y D
- (B) vaya a venir
- (C) viene
- (D) venga
- (E) vendrá

463. We'll do the work, provided *they pay us*.

- (A) nos paga
- (B) nos paguen
- (C) nos pagan
- (D) nos pagarán
- (E) nos pagara

464. I need a laptop that *has* a good battery.

- (A) tendrá
- (B) tiene
- (C) tenga
- (D) tendría
- (E) tuviera

465. We will go to the beach after the children *put on* their shoes.

- (A) se pondrían
- (B) se pondrán
- (C) se ponen
- (D) se pongan
- (E) se pusieran

466. *Don't leave!*

- (A) ¡No salgan!
- (B) ¡No salgáis!
- (C) ¡No salen!
- (D) ¡No salgas!
- (E) A, B y D

467. We called him *after we ate*.

- (A) después de que comamos
- (B) después de que comimos
- (C) después de que coma
- (D) después de que comiéramos
- (E) al comer

468. I spoke with the secretary *who speaks* Japanese.

- (A) B y C
- (B) que habla
- (C) quien habla
- (D) quien hablara
- (E) que hable

469. She's glad *you have come* to the party.

- (A) que estés
- (B) que vengas
- (C) que has venido
- (D) que hayas venido
- (E) que hubieras venido

470. They hope *you and I will bring* more food tonight.

- (A) traeremos
- (B) llevemos
- (C) llevamos
- (D) traigamos
- (E) B y D

471. The previews will be shown before the movie *starts*.

- (A) B y E
- (B) empiece
- (C) empieza
- (D) comienza
- (E) comience

472. It's obvious that she *had called him* before I *arrived*.

- (A) le ha llamado / he llegado
- (B) le hubiera llamado / llegué
- (C) le llamó / llegué
- (D) le había llamado / llegara
- (E) le haya llamado / he llegado

473. *She didn't believe* that we *had seen* the movie.

- (A) No cree / hemos visto
- (B) No cree / hubiéramos visto
- (C) No cree / veamos
- (D) No creía / hubiéramos visto
- (E) No creía / veríamos

474. *We were hoping* that *you would write* the letter.

- (A) Esperaremos / escriban
- (B) Esperábamos / escribieras
- (C) Esperábamos / escribieran
- (D) Esperamos / escribas
- (E) Esperamos / hayas escrito

475. I didn't want my daughter *to go* to that party.

- (A) que fue
- (B) ir
- (C) que fuera
- (D) que va
- (E) que iba

476. She wanted a dog *that could protect* the house.

- (A) que proteja
- (B) que pueda proteger
- (C) que pudiera proteger
- (D) que protegiera
- (E) para proteger

477. I do not want *to go* to the park tonight.

- (A) vaya
- (B) ir
- (C) voy
- (D) iré
- (E) habré ido

478. I was looking for a recipe *that wouldn't be difficult to follow*.

- (A) Iba a buscar / que no es difícil de seguir
- (B) Busqué / que no era difícil de seguir
- (C) Estaba buscando / que no es difícil de seguir
- (D) Buscaba / que no fuera difícil de seguir
- (E) C y D

479. You needed insurance in case you *had* an accident.

- (A) sufrieras
- (B) tengas
- (C) tuvieras
- (D) había
- (E) A y C

480. *Tell your sister to clean the kitchen.*

- (A) Dígale a su hermana que hay que limpiar la cocina.
- (B) Dile a tu hermana que limpie la cocina.
- (C) Hay que decirle a su hermana que limpie la cocina.
- (D) Dile a tu hermana que la cocina debe estar limpia.
- (E) Dígale a su hermana que la cocina ya está limpia.

481. *I didn't doubt that my friends were telling me the truth.*

- (A) No dudo que mis amigos me han dicho la verdad.
- (B) Creía que mis amigos me decían la verdad.
- (C) No había duda de que mis amigos me estaban diciendo la verdad.
- (D) No dudaba que mis amigos me decían la verdad.
- (E) Es cierto que mis amigos no me mentían.

482. *I asked him to help me fix my computer.*

- (A) Le agradecería si me ayudara a arreglar la computadora.
- (B) Le pedí que me ayudara a arreglar la computadora.
- (C) Le pedía su ayuda para arreglar la computadora.
- (D) Le pediría que me ayudara a arreglar la computadora.
- (E) Le pediré que me ayude a arreglar la computadora.

483. *If I could, I would buy a sailboat.*

- (A) Voy a comprar un barco de vela cuando sea posible.
- (B) Si pudiera, compraría un barco de vela.
- (C) Compraría un barco de vela si fuera posible.
- (D) Si es posible, compraré un barco de vela.
- (E) Cuando llegó a ser posible, compré un barco de vela.

484. *It makes me mad they are going to the beach without me.*

- (A) Van a la playa sin mí y esto me enfada.
- (B) No me gusta que vayan a la playa sin mí.
- (C) Me enfada que vayan a la playa sin mí.
- (D) Me molesta que vayan a la playa sin mí.
- (E) Si me invitaran, iría a la playa con ellos.

485. *My parents want me to get good grades.*

- (A) Les importa a mis padres que saque buenas notas.
- (B) Mis padres quieren que reciba buenas notas.
- (C) Quiero sacar buenas notas porque esto les importa a mis padres.
- (D) Mis padres quieren que saque buenas notas.
- (E) B y D

486. *She was hoping they would come to the party early.*

- (A) Ella esperaba que fueran a la fiesta temprano.
- (B) Ella esperaba que vinieran temprano a la fiesta.
- (C) Ella deseaba que vinieran temprano a la fiesta.
- (D) Le importaba a ella que llegaran temprano a la fiesta.
- (E) Ella se alegraría si ellos vinieran a la fiesta temprano.

487. *It was important the students had read the lesson before class.*

- (A) Es importante / que lean
- (B) Era importante / que hubieran leído
- (C) Fue importante / que leyeran
- (D) Es importante / que hayan leído
- (E) Sería importante / que leyeran

488. *It's urgent that this package be delivered today.*

- (A) Es urgente que entregues este paquete hoy mismo.
- (B) Es urgente que este paquete se entregue hoy mismo.
- (C) Es urgente que este paquete sea entregado hoy mismo.
- (D) Es urgente entregar este paquete hoy mismo.
- (E) B y C

489. *He found your book that had a red cover.*

- (A) B y C
- (B) Encontró / que tenía
- (C) Halló / que tenía
- (D) Encontró / tienes
- (E) Halló / que tiene

490. I know the men *who are working* on the house.

- (A) Conozco a / quienes están trabajando
- (B) Conozco a / que trabajan
- (C) Conocía a / quienes trabajaban
- (D) Sé quienes son / están trabajando
- (E) A y B

491. I need to find the catalog *that has* that pair of shoes I want.

- (A) que tuvo
- (B) que tenía
- (C) que tiene
- (D) que tenga
- (E) que tuviera

492. I was hoping to find instructions that would *make* my job easier.

- (A) haga
- (B) hiciera
- (C) hicieran
- (D) hacen
- (E) harán

493. My brother is working *so he can buy* a car.

- (A) para poder comprar
- (B) entonces podrá comprar
- (C) para que pueda comprar
- (D) y luego comprará
- (E) A y C

494. *Bring* in the garbage cans *before it snows*!

- (A) C, D y E
- (B) ¡Hay que meter / antes de que nieve!
- (C) ¡Trae / antes de que nieve!
- (D) ¡Mete / antes de que empiece a nevar!
- (E) ¡Traiga / antes de que nieve!

495. Her friends brought the food *so that they could contribute* to the buffet.

- (A) para hacer
- (B) para ayudar a hacer
- (C) para que pudieran contribuir
- (D) para contribuir
- (E) C y D

496. She wants to go to the party *without her parents knowing*.

- (A) sin conocer a los padres
- (B) sin que lo sepan los padres
- (C) sin que la conozcan los padres
- (D) sin saber lo que pasa
- (E) sin decir nada a los padres

497. *If we had know about the storm, we would have stayed home.*

- (A) Si supiéramos de la tormenta, nos quedaríamos en casa.
- (B) Si hubiéramos sabido sobre la tormenta, nos habríamos quedado en casa.
- (C) A no ser por la tormenta, nos habríamos salido de casa.
- (D) De haber sabido sobre la tormenta, nos habríamos quedado en casa.
- (E) B y D

498. *So long as you give me* a few dollars, I can buy the wine for the party.

- (A) En caso de que me dé
- (B) Si me das
- (C) Favor de darme
- (D) Con tal de que me des
- (E) Si Ud. me contribuye

499. *Mr. Cazador acts as if he doesn't have to work at all.*

- (A) El Sr. Cazador es bien perezoso y no trabaja.
- (B) El Sr. Cazador se porta como si no tuviera que trabajar nada.
- (C) El Sr. Cazador es tan perezoso que no hace nada.
- (D) El Sr. Cazador no hace nada, como uno que no tiene que trabajar.
- (E) El Sr. Cazador está hecho un vago.

500. We offered to pay her tuition, *provided she work for our company* after college.

- (A) si trabaja para nuestra compañía
- (B) si trabajara para nuestra compañía
- (C) en caso de que trabajara para nuestra compañía
- (D) con tal de que trabajara para nuestra compañía
- (E) con tal de que trabaje para nuestra compañía

ANSWERS

Chapter 1: Subject Pronouns, Questions, and *Tú/Usted*

1. (E) The grammatical subject *she* (**ella**), is a third person singular subject pronoun. Both (B) and (C) are conjugated in the third person singular, present indicative; the verbs are also synonyms. The verbs in the other choices do not agree in person and number with the subject of the sentence.
2. (D) This is the correct answer for two reasons: First, **saber**, not **conocer**, is the proper verb for knowing facts or information; and second, it is conjugated in the first person singular, present indicative. The other choices are wrong either because they are conjugated in the wrong person and number (e.g., **sabemos**), or their meaning does not fit the situation.
3. (E) There are no contextual clues regarding the grammatical subject and so any of the three, third person singular forms grammatical persons are equally possible. Choice (A) is incorrect because it is in the plural. Keep in mind that **usted** is second person in meaning but requires the third person singular form of the verb.
4. (A) The only interrogative pronoun that makes sense is **¿quién?** (*who?*). Choice (E) would not make sense because the person asking the question asks *where* the man is. Choice (B) is a possible answer, but only if one is inquiring about an identification of a different sort: “What is that man . . .?” as in, “Is that man a robber, a policeman, etc.?”
5. (E) Compare with [answer 3](#). In this case, the subject can be any of the third person plural subject pronouns. Keep in mind that **ustedes** is second person plural in meaning but requires the third person plural form of the verb.
6. (A) There is no contextual clue to indicate whether the person asking the question is assuming that the books have one owner or more than one owner. English has one form only, whereas Spanish has a singular and a plural interrogative pronoun corresponding to *who* (also used as a relative pronoun). Choice (E) is illogical, as **cuándo** means *when*.

7. **(B)** When using the verb **ir** (*to go*), one's point of view is that of going toward, not coming from some place, so choices (A) and (C) are incorrect. To indicate the notion of *going toward*, the preposition **a** must be prefixed to the otherwise locative meaning of the interrogative adverb **dónde**. Choices (D) and (E) convey the wrong meaning.

8. **(E)** Choice (B) is incorrect because the speaker is talking to John and Peter, not speaking about them. Since they are both masculine, and not both feminine, choice (A) is incorrect. Choices (C) and (D) are correct when one is one is speaking to them. Choice (D) is the familiar plural form of address common in Spain, the plural of **tú**.

9. **(E)** There are two ways to indicate a first person plural subject—**nosotros** if the speaker is male or if there is one male in the group identified as “we,” or **nosotras** if all concerned are female, including the speaker. Choice (D) is incorrect because it is not a first person plural subject pronoun.

10. **(A)** The speaker is addressing a group, hence a plural subject pronoun is required. The speaker is not including him or herself, which excludes choice (C). Choice (D) is correct only if the person addressed is female; also note that it follows the usage in Spain, as the plural of **tú**. Choice (B) is correct if the person addressed as **tú** is male, also according to the usage in Spain. In the Americas, choice (E) is almost universally correct.

11. **(D)** The question is about the grandparents' origin, not their identity; if choice (C) were plural, then this would have been an admissible interpretation. There is no implication of movement, so choice (B) is incorrect. In addition, choice (E) is singular and also, since it means *which?*, is an incorrect choice from a semantic or lexical point of view.

12. **(B)** A verb of motion, *go* (**ir**) is used to indicate movement away from the speaker toward some other place, not movement from some other place toward the speaker; hence choice (A) is incorrect. Choice (E) is incorrect because it is used only for static location (i.e., when no movement is involved). The other choices are incorrect because their meanings do not fit the situation.

13. **(C)** Choice (A) is incorrect because it means only *we make purchases*. Likewise, choice (D) means only *we are going to buy*; choice (E) means *we will*

buy. The English periphrastic future, formed by *going to* + an infinitive, has its counterpart in Spanish with the verb **ir** + the preposition **a** to introduce the complementary infinitive. In this example, the complementary infinitive is also **ir**. Choice (B) is an example of an auxiliary (or helping) verb that does not require a preposition before the complementary infinitive.

14. (B) Two important concepts are exemplified here. First, when speaking to a person using **Señor**, **Señora**, **Señorita**, or other title followed by the surname, the correct form of address is the formal **usted**. (Note that **don** and **doña**, which are respectful but also familiar, must be followed only by the person's first name.) Second, the verb **saber** is used for knowing information, not **conocer**. Therefore, since Sr. González is the grammatical subject, only choice (B) is correct.

15. (E) Choice (A) asks “What is this *for*?” to elicit an answer regarding the purpose of something, or reason for being. Choice (C) asks about the identity of an object—what something is (e.g., a bottle opener, a screwdriver). The exact intention of the person asking the question is ambiguous in English. The other choices are incorrect because the meanings of the interrogatives do not match the situation: **cuál** (*which*) implies a choice, which is absent in this example, and **cómo** means *how*.

16. (D) The use of the singular *is* reveals that the person asking the question assumes that among all the shirts there is only one favorite, therefore choice (A) is incorrect. The other choices are incorrect because they would not elicit an answer indicating a choice, or are simply ungrammatical (e.g., **este** and **esos** are masculine demonstrative adjectives, not interrogatives).

17. (A) Choice (E) is incorrect because the speaker is addressing his or her parents, not speaking *about* them. Choice (B) is the form of familiar, second person plural address used in Spain.

18. (E) This choice is a reminder that there are four verb forms to indicate *you* in Spanish.

19. (B) Only this choice shows the conjugation of the verb **jugar** (*to play*) in the third person singular, corresponding in this case to John as **él**. Choice (A) means something close to the English expression *to (not) kid around* (i.e., *to be*

serious).

20. (E) Only this choice shows the conjugation of the auxiliary verb **deber** (meaning *should* or *ought*) in the third person plural, present indicative, to agree with *they* (either **ellos** or **ellas**).

21. (C) Since the grammatical subject is addressed by her first name, the second person familiar **tú** form must be used. Of the three choices in this correct person and number, only choice (C) gives the proper meaning. If you selected choice (B) or (D), it probably was because you were unsure of the meaning of the verbs.

22. (D) The compound grammatical subject (**tú y yo**) is the equivalent of **nosotros/nosotras**. The choice then remains between using the indicative, choice (D), or the subjunctive, choice (E). The indicative must be used because there is an assertion of belief in the main clause (**creo**).

23. (C) This choice, by its use of the plural interrogative **cuáles**, assumes that the person being asked has more than one favorite movie. Choice (D) is incorrect, but, depending on the intention of the person asking, could be admissible had the question aimed at finding out the other person's favorite actors or directors by its use of **de quiénes** (plural) to ask "of (in the sense of *by*) whom?" Choices (A) and (B) are incorrect because (A) presumes a singular response, while the meaning of (B) is inapplicable to the situation.

24. (C) The compound grammatical subject *she and I* (**Ella y yo**) is equivalent to **nosotros/nosotras**; therefore the only possible choices are between (C), present indicative, and (E), present subjunctive. Since the verb is in the main clause, the indicative is the correct choice.

25. (D) Given the meaning of all the other choices, only choice **(D)** would elicit a response in accord with the meaning in this context, which asks "For what purpose?"

Chapter 2: Gender and Number Agreement: Articles, Nouns, Adjectives, and Pronouns

26. (D) It is most likely that the group of friends includes men and women, so the masculine inclusive plural is needed. Adjectives such as **francés**, which end

in **-s**, form their masculine plurals by adding **-es**. On the other hand, the word **fiesta** is feminine singular and must take the feminine singular form of the same adjective, which is formed by adding **-a**. There was no choice offered in which the group was all female, in which case the adjective would have been **francesas**.

27. (E) This is the correct answer for two important reasons. First, because the ordinal adjective **primero** drops the final **-o** before singular masculine nouns. Second, since Spanish sentences cannot begin with a bare noun or adjective, the definite article **el** is needed. Other adjectives that similarly lose the final vowel before singular masculine nouns include **tercero**, **bueno**, and **grande**.

28. (D) While (C) is not grammatically out of the question, since both **faldas** and **blusas** are feminine, the adjective need be used only once and must follow the noun. Further, **unas** is the best way to express the idea of *some*. The choices involving **las**, the definite article, do not express that idea at all.

29. (A) All the choices are correct except (C), which is incorrect because **bueno** should drop the final **-o** before a singular masculine noun.

30. (C) The word **gentil** is a false cognate, making choices (A), (B), and (E) incorrect. There is another lesson here as well: When the literal meaning of a descriptive adjective is needed, it is placed after the noun it modifies.

31. (B) This is the correct answer for two reasons. First, the placement of the adjective after the noun, and second, because the indefinite masculine article is **un**, not **uno**. The word **uno** is the number *one*. You could view it as a case of apocope (shortening), but either way, **un** means *a* or *an*.

32. (C) This is the correct answer for two reasons. First, the word **grande** means either *great* (as in *important*) when it precedes a noun, or *large* when it follows a noun. Recalling that when the literal meaning of a descriptive adjective is needed it follows the noun, you can see from the English that here the figurative meaning is needed. Further, both **uno** and **grande** must be shortened to **un** and **gran**, respectively, before **hombre**.

33. (B) This is the correct answer because the word **ciento** is always shortened to **cien** when the quantity is exactly one hundred, and also because the indefinite

article **un** is not used before **cien**. Other words that are never preceded by **un** (or **una**) include **mil** and **otro**.

34. (D) There is no hard-and-fast rule as to why **Santo** is shortened to **San** before the first names of some famous male saints—for instance, one says **Santo Tomás** and **Santo Domingo**, but **San Gerónimo**. However, for female saints the proper form is always **Santa**, followed by the first name.

35. (C) It is unnecessary to follow **hombre** and **muchacha** by the adjective because such adjectives as are regularly or obviously applied to people can “substantivize”—that is, absorb the noun and function as one grammatically. The indefinite article is required for the same reason it is in English: *an old man, a young girl*.

36. (C) As in [answer 35](#), the adjectives are substantivized, and the definite article is required when using a noun in a collective or general sense. Choice (D) is not grammatically incorrect, but it does not conform to common usage. Choice (B) is often heard on the lips of English-speaking learners of Spanish. Try to avoid using **personas** unless you have specific ones in mind. The word **gente**, a singular collective and feminine noun, is how Spanish speakers often refer to people in a generic or editorial sense.

37. (B) The use of the pronoun **lo** + an adjective is the template for forming abstract subjects in Spanish. When used in this way, **lo** is said to be a neuter pronoun. Using **cosa** is an anglicism. Choice (A) would work only if there were a subordinate clause—in which the subjunctive also would be required.

38. (C) The words **vino** and **comida** are used in the singular to convey a general, collective sense; naturally there is more than one type of Italian wine and there are many French dishes. The definite articles must be used when employing a singular form of the noun in this way. Further, **vino** is masculine and **comida** is feminine, so the articles and adjective forms must agree in gender and number.

39. (B) This choice is correct for two reasons. First, the indefinite article before **niño** is properly **un** (not the number **uno**) and the adjective **cortés**, being used in a literal sense, must follow the nouns it modifies. Choice (E) is incorrect, since **niño** and **adolescente** appear in different clauses, separated by the disjunctive *but*.

40. (D) If you selected choice (A) or (B), you probably missed the fact that the adjective *lost* modifies *cause*, not the word *war*. Since **causa** is feminine and singular, the past participle, **perdido**, must assume its role as an adjective and be made to agree with **causa**; hence, **perdida** is correct.

41. (E) Choice (A) is a very common colloquial expression in Spanish, close in tone to *one of these days*. Choice (C) is more neutral in tone but means the same thing. Choice (B) makes an assumption not stated in the English, and choice (D) strays even farther from the meaning and tone of the English.

42. (D) For all numbers above one hundred, **ciento** is used. Multiples of a hundred, such as two hundred, three hundred, and so forth, also use **ciento** (e.g., **ciento veintitrés**, **cuatrocientos cincuenta**).

43. (A) Choice (B) uses the adjective of nationality, with which the preposition **de** is never used. Choice (E) shows how to show place of origin using **de** + the name of the place of origin.

44. (C) While the other choices offer other ways to express *unimportant* and *important*, only this choice uses the plural to express that other things are important. It also gives a common use of **poco** as a way of translating the idea conveyed by many English adjectives prefixed by *un-*. Any of the other choices would be correct had the second elements been plural—**son importantes**, **importantes**, **importantan**, **importantes**.

45. (D) With adjectives describing moral qualities and emotional states, Spanish tends to be straightforward—the prefix **in-** is used to negate the positive side of such qualities and states. Thus choice (D) is the correct one. Choice (A) is incorrect because **no** is not used before **feliz** to negate it (as *not* does in English). Choice (B) is incorrect first because **malcontenta** means about the same as the English word *malcontent*, and second because in Spanish the opposite of **sincero/a** is **insincero/a**. Choice (C) is likewise incorrect, and here the use of **poca** conveys the notion of *not so very*, instead of simply *unhappy*. Finally, choice (E) is incorrect because *not very happy* is not the same as *unhappy*. Note in passing that when used as an adverb, **poco** is invariable in form. When used as an adjective, the ending must change to agree in gender and number with the noun or nouns it modifies.

46. (E) Both expressions in choice (A) mean the girls were bad mannered; it is redundant—or emphatic, if you prefer. Choice (B) is likewise wrong and also uses **poco**, which is not as strong as *un-*. Choices (C) and (D) give the two most common ways to describe these behaviors, (D) being the more elegant of the two.

47. (B) This is the only choice that properly observes gender and number agreement as well as the proper placement of the descriptive adjective after the noun. It also uses the correct article before each noun.

48. (A) There is a general rule in Spanish that more than two descriptive adjectives should not be placed after a noun. Therefore, their distinguishing characteristics of the first order—the difference in age and gender—should precede the nouns that further identify them as male and female and of different religious orders and traditions. In last place is their nationality. Choice (B) is admissible but less elegant, its best feature being that adjectives that appear in a series in English are almost always broken up by the conjunction *y* in Spanish.

49. (D) Only (D) correctly observes the proper choice, as well as the gender and number, of the demonstrative adjectives so they agree with the nouns *brick* and *glass*.

50. (E) In this context, both **antiguo** and **viejo** can be used to mean *old*. When preceding the noun **juguetes**, they indicate the sense of toys no longer used. When placed after the noun, these adjectives, like all descriptive adjectives, take on their literal meaning.

51. (A) Both **bella** and **linda** mean *pretty* or *beautiful*, but the important point is that these adjectives must precede the noun **novia**; to place either of them after **novia** would imply that he has other **novias** who are not beautiful! Additionally, **anillo** and **sortija** are both acceptable words for *ring* (jewelry).

52. (C) This is the preferred choice, since the phrase is proverbial and doesn't refer to a real hand. Choice (B) suggests a literal image, but is incorrect for the additional reason that **país** is not the best rendering for the notion of *people*, in the sense of *citizenry*, whereas **pueblo**, in the singular, means just that.

53. (D) This, too, is a case of proverbial usage, and the indefinite article

therefore is not used.

54. (E) The indefinite article is not used unless the noun is modified by an adjective.

55. (A) The other choices denote that the friend is a senior citizen!

56. (E) What matters here is that the adjective **pobres** follow the noun, to indicate that the children are poor in monetary terms. When this descriptive adjective precedes the noun, it means *unfortunate*.

57. (B) When the descriptive adjective **grande** follows the noun, it denotes the literal meaning of size and does not shorten to **gran**, as it does when it is used figuratively and placed before a masculine singular noun.

58. (E) Whether you say **auto** or **coche** is not important. The descriptive adjective **nuevo**, when it follows the noun, indicates that the car is right off the assembly line. If you buy a used car, it would be new for you—in which case the adjective would precede the noun, as in (D).

59. (B) When used with days of the week and with dates, the article **el** means *on*. The ordinal **primero** must be used in full form because it functions as a substantivized adjective referring to the first day of January.

60. (B) When a descriptive adjective precedes a noun, its meaning is figurative. Thus, the adjective **pobre** does not refer to money, but to some unfortunate circumstance. Choice (D) is incorrect because the speaker is referring to a definite person.

61. (B) When a descriptive adjective refers to a quality that is normally associated with the noun it modifies, it is placed before the noun. Another example would be **roja sangre** (*red blood*).

62. (A) Of the various adjectives in this question, only **fantástico** can be translated as *amazing*. The adjective **gracioso** means funny, and of course **una mentira** means *a lie*.

63. (A) Ordinal adjectives precede nouns. Additionally, the feminine gender of

línea and the masculine gender of **párrafo** should have helped guide you in selecting your answer.

64. (E) Descriptive adjectives follow the nouns when their sense is literal, even when modified by an adverb such as, in this case, **muy**. The words **momento** and **ocasión** are often interchangeable.

65. (E) The person's eyes are not figuratively dark, they are literally dark. Hence, choice (A) is the first and best choice. Choice (C) is also admissible, since **negro** is often used as an adjective to describe very dark eyes.

Chapter 3: The Present Tense, the Present Progressive, Helping Verbs, and *Ir*

66. (E) Choice (B) is a more literal translation of the English and is correct. Nevertheless, (C) reflects the fact that in Spanish the simple present can refer to events in the not so distant future.

67. (B) Only this choice properly reflects the impersonal use of *one* in English.

68. (D) The use of the phrase *right now* makes (D) by far the best choice, but (A) is also possible, since in Spanish the simple present may also be used when English uses the present progressive. The choice depends on the sense of urgency or immediacy. The more immediate or urgent the action, the more likely the Spanish speaker will use the present progressive.

69. (E) Only this choice, through its use of the verb **poder**, addresses the notion of ability to swim.

70. (E) Only this choice expresses moral obligation to the person addressed as *you* by using the formula **tener** + **que** + infinitive.

71. (A) Only this choice expresses the softened moral obligation, expressed by **deber** as an auxiliary verb, as well as the proper use of this verb. The use of **deber** in choice (E) expresses the speaker's desire that his or her mother simply quit doing the project, not see it to completion. Likewise, choice (D) expresses a wish that the mother should stop working on it.

72. (E) As helping verbs, **desear** and **querer** are interchangeable. While choice (C) is possible, **llevar** is the more common choice of verb when speaking of bringing a person, **traer** being more often used for inanimate objects.

73. (A) When used as an auxiliary verb, **saber**, followed directly by an infinitive (with no intervening preposition) means *to know how*. The word **cómo** is sometimes heard, but unless the notion of how is emphatic, its use is superfluous. Likewise, the verb **tocar** means to play an instrument, whereas **jugar** is used for sports or games. Only choice (A) answers both these requirements.

74. (E) Choice (D) is the one that more literarily translates the futurity of the action, but as you have seen, the simple present is often used when the event is in the near future, making choice (A) viable for a native speaker of Spanish.

75. (A) What has been noted about the use of the simple present and the use of the present progressive once again applies: either is often admissible. The more immediate, urgent, or vivid the action in the present, the more likely the progressive will be used by a native speaker of Spanish.

76. (E) First of all, only these two choices correctly use the verb **saber** and in the first person singular, but beyond that, they also express other ways to say *it's difficult* and *gets*, in this context. The expression **llegar a ser** also means *to become*, and is admissible as a way of saying *to get*—when it refers to becoming—but the other items in choice (B) are incorrect.

77. (D) Only this choice uses the correct verbs in the correct person and number. If you got this one wrong, you probably have problems with subject-verb agreement, the difference between **mirar** and **ver**, or a little of both. The verb **mirar** means *to watch* or *to look at* while **ver** means simply *to see* or *to notice*.

78. (A) Both choices present interchangeable synonyms. Choices (C) and (E) are incorrect simply because in Spanish, the general default tense for what in English is expressed with the present, the present progressive, or even the near future, is the simple present.

79. (D) Of the choices offered, only this one reflects what the English says, although, as seen repeatedly, choice (B) would be admissible, provided that the

speaker wishes to give a sense of immediacy to the action.

80. (C) The probability is low that this action would be expressed in the simple present, due to the fact that it is happening right now and is unlikely to repeat or, even less likely, that her parents normally are building new houses in the country.

81. (E) These two choices are correct for two reasons. First, the verb phrase **pensar** + infinitive means *to plan to do* something and second, because they reflect either the **tú** or **usted** forms of the question. The other two choices ask different questions.

82. (A) Only these two choices are expressed in the present progressive, which requires the use of the auxiliary verb **estar**, lacking in the other choices. While choice (D) is grammatical and to some extent possible in real life, it lacks the immediacy implicit in the English.

83. (C) Of the other choices, (D) is the most likely one you could have mistakenly picked. The statement implies no immediacy; in fact, it implies that the waiter habitually serves tables well, an example of what is known as the aoristic present.

84. (C) The perception of motion toward or from is nearly always perceived from the speaker's point of view. The verb **atender** is a false cognate, whereas **asistir** is used for venues such as classes or meetings. Choice (D) is incorrect simply because it is not conjugated to agree with the third person subject.

85. (D) The verb **ser** identifies the day. The other choices either use the wrong verb, such as choice (C), or express a different idea.

86. (E) Each of these choices express the various way of expressing the idea of not forgetting someone. They demonstrate the various positions for the object pronoun referring to her as a direct object (**la**) and the use and required positions of **no**, **nunca**, and **jamás**.

87. (A) The principal reason that both of these choices are correct is that they use the verb **seguir**, meaning *to continue* or *to keep on (doing something)*, as the auxiliary verb to introduce the gerund. The first half of each choice is

admissible.

88. (B) The verb **poner** means only *to put* or *to place*. In its reflexive form, however, **ponerse** means *to put on (oneself)* and is thus the verb commonly used for getting dressed, along with **vestirse**, which is also reflexive. Choice (E) is incorrect because of the word *always* in the original statement.

89. (E) These two choices show the two verbs commonly used to mean *to return*, as in *to go back to a place from whence someone or something started*. The other choices involve the present progressive and the future, and hence do not reflect the meaning of the English. Further, the use of *every day* eliminates any choice that does not use the aoristic present (see [answer 83](#)).

90. (D) Only this choice uses the periphrastic future (see [answer 13](#))—and in the correct person and number. The other choices do not reflect the same notions. Choice (A), for instance, has to do with *planning to fly*, while choice (E) expresses the moral obligation of flying by its use of the formula **tener + que + infinitive**.

91. (C) The phrase *right now* eliminates any other choice, even without regarding how the helping verbs of the other choices have nothing to do with the progressive aspect.

92. (B) The verb **morir** in its nonreflexive form suggests death from nonnatural causes, such as an accident or crime. While the use of **morir** does not rule out the concept of natural death, it focuses on the simple fact of expiring. However, the reflexive **morirse** focuses on the initial aspect of the action—that is, an action arising from within the subject, which makes sense if you recall that verbs of emotion and sickness also take the reflexive.

93. (D) The Spanish verb **soñar** is always followed by the preposition **con** + the appropriate noun; in English one would say *he dreams about*. The verb **soñar** is not reflexive. One can say he or she *has dreams* or that he or she *is dreaming*, but these are not the notions expressed in this sentence.

94. (B) There is no futurity involved in this sentence, nor is there a focus on his going to bed—he may take a while to actually fall asleep, after all!

95. (E) Choice (A) expresses the futurity of the event with the fervor of the present progressive, to create a vivid present. Choice (B) is prosaic, nonemotional, and uses the simple present to express an event in the future that is perceived as one that will be happening relatively soon. Choices (C) and (D) are literally future tense and differ only with regard to the placement of the pronoun **se**.

96. (E) The only reason choice (A) is incorrect is because it is impersonal. Choice (C) is incorrect because it isn't the speaker's party, but one belonging to a group. In Spanish, one may use **hacer fiesta** or **tener fiesta**. The use of **hacer** is lively, as in *to party* in English as opposed to *have a party* or even *to throw a party*.

97. (A) These two choices are simply two ways of saying *tastes like*. The other choices mean other things. Choice (B) means *to smell like*, which is clearly incorrect. Choice (E) really makes no sense in this context—by itself **gustar** can mean *to try something* that is being offered (e.g., **¿Gustas?**—*Would you like some?*).

98. (D) The verb **regresar** is used when one returns to a place of origin, and, despite linguistic contamination that causes many Spanish speakers to use it incorrectly, **regresar** is not used with direct objects indicating a thing being returned by a subject. The verb **volver** also simply means *to return*, but not with direct objects. The verb **devolver** can mean *to return*, as in *to return merchandise*; in a medical context, it means *to vomit*. Further, the preposition **en** is needed with **estar** to indicate the place where the subject is.

99. (E) Both **viajar** and **ir** mean *to go* after the verb **esperar**. The other choices do not reflect the situation, **desea** indicating desire and **va** indicating futurity.

100. (A) As the English use of *one* denotes, both these choices are used for impersonal or abstract subjects; the other options involve specific, personal subjects.

Chapter 4: Comparatives and Numbers

101. (D) This is the only choice that both deals with the comparison of inequality and does not embellish the English statement, as in choice (A). Choice

(C) is a statement of equality, as is choice (B).

102. (B) While choice (C) expresses the same notion—that of wanting to buy an equal number of shoes—only choice (B) does so in the clear, formulaic way in which comparisons of equality are formed. Even choice (A) comes close, but only conceptually. Choice (D) expresses a wish to have the exact styles.

103. (B) Although choices (C) and (D) convey the same information and also in the proper form for the superlative, the English calls Fred “a person,” and thus they are not the best answers. Choice (A) uses the absolute superlative, and is therefore incorrect.

104. (B) Choice (A) tells the same information as choice (B), but without using the comparative structure as prompted by the English. When **de** is used with **más** instead of **que**, there could be fewer books, but no more than six. When **que** is used with **más**, it indicates that there are exactly six.

105. (B) The use of **de** in a positive assertion tells us that the speaker could have more than eight suits, but that eight is the minimum. Choice (A) indicates that he has as many as eight suits—in other words, that eight is the maximum number of suits he owns. Choice (C) tells us that he has exactly eight (compare with [answer 104](#)).

106. (B) The only other choice that might have been tempting should have been choice (C), but it is incorrect. While **con prisa** means *in a hurry*, it doesn’t tell how fast someone is going. Choice (A) is the absolute superlative and choice (D) is a comparison of equality.

107. (A) This is the only choice that gives a comparison of inequality. Choice (B) indicates that they both get bad grades, without any clear statement of whose grades are worse. Choice (C) says they both get the worst grades in the class, again without any clear idea of how they compare to each other. Choice (D) differs from (C) only in that it says their grades are bad, not that they are the worst.

108. (D) Choice (A) is tempting, but states only that Timothy is the most athletic student in his school, not that he is actually the best athlete, as in the most successful. Choice (B) just says he’s very athletic, while (C) says he stands out

the most as an athlete—but for what?

109. (C) This choice indicates, as in the English, that ten is the minimum number of students possible in the class—there could be more. Choice (A) only says there are fewer than eleven, but that makes it possible for there to be any number up to ten students. Choice (B) says there are not more than ten, whereas choice (D) says there are fewer than ten—and this is not what the English sentence means.

110. (D) Although choice (B) conveys the same information as choice (D)—that is, it is substantively the same—it does not describe the situation with the type of comparative structure pointed at by the English. Choices (A) and (C) likewise convey the same information, but contradict the meaning of the English sentence.

111. (B) While choices (A), (B), and (C) all express the same reality, only choice (B) does so in the way that Spanish speakers are most likely to express which sibling is older. It is true that in order to be older, one has to “have more years,” but choice (C) is far less likely than (B). Similarly, Spanish speakers would not likely use **más viejo** to compare one sibling’s age with another, unless the difference was great or they were both getting on in years.

112. (A) Either **subir** or **escalar** can be used for climbing, just as English can use *climb* or *scale* when speaking of mountain climbing. The other choices have nothing to do with altitude, only distance.

113. (B) Choice (D) expresses the same situation, but not in the usual manner of a superlative construction. The other choices do not indicate the superlative; they simply say he does not play basketball well.

114. (C) This is the only choice that expresses her condition as improved by using **mejor**. True, choices (B) and (D) report her condition yesterday as worse than today, but they do not reflect the comparison of inequality from the point of view of the present being better. Choice (A) is incorrect because it says she is worse off today than she was yesterday.

115. (B) This choice expresses the superlative in a way that reflects the English superlative. Choice (C) is not a superlative but rather a comparative of

inequality, even though it conveys the same judgment as (B). Choice (A) is incorrect because **cine** means *movie theater*, not film. Choice (D) leaves open the possibility that an even better film may come out this year.

116. (D) This choice is straightforward and direct about saying Lucy is the youngest, without mention of brothers, brothers and sisters, or just sisters. As for choice (C), the adjective **benjamín/benjamina** actually means that the person is the youngest, but does so in the positive, not the comparative degree. The adjective—and the name—come from the Old Testament, in the person of Benjamin, the youngest of the sons of Jacob. Incidentally, Benjamin Franklin was the youngest in his family.

117. (E) This is a classic example of the formula for expressing a comparison of inequality—and, in passing, a reminder that there are four ways in Spanish to express *you* as a personal subject pronoun.

118. (E) There is no appreciable difference between saying **grande** or **enorme**, although **enorme** suggests that both houses are quite large compared to most others. Choice (A) is not a comparison and choice (B) uses *small*, not *large*, and thus contradicts the meaning of the English sentence.

119. (A) These choices simply reflect the different ways to express the very common adjective *pretty* in various dialects. Choice (C) means *expensive*, and is thus incorrect. The grammatical structure is, as has been seen in other examples, the basic formula for expressing unequal comparisons.

120. (E) Not only do both of these choices express the same situation as the English, they are both comparisons of inequality. Choice (A) is missing information (the nine-year difference), and choice (D) is incorrect because the verb **medir** refers to measurement, such as height, leaving one to wonder: “Nine what—inches?”

121. (A) The word order of the question is irrelevant. What makes each of these correct is that they follow the formula for expressing a comparison of equality. Choice (E) is an expression of unequal comparison, and choice (C), while it gets at the idea of there being as many of one as of the other, does not do it using the formula for equal comparison.

122. (D) While it is likely that she arrived first (A), if the respective arrivals happened around the same event, such as the arrival or departure of a particular flight, the issue here is quickness, not earliness (C) or being there sooner (B).

123. (D) While all the other choices express the same idea about Beatriz's card-playing skills relative to the other members of her family, and are also grammatically correct, only choice (D) does so using the superlative.

124. (B) The speaker is saying that he or she does see five, no more and no less. Choice (A) would mean that there could be fewer than five, but that five is the maximum—not so likely in real life since one is surely more likely to be able to count that number, or fewer, in a single glance.

125. (B) This choice progressively models the three degrees of description and comparison: the positive degree (an adjective, **alto**, simply describes Jim without comparison), the comparative (in this case, of inequality, **más alto que**), and finally the superlative (**el más alto de los tres**).

126. (B) This choice is better than (D) only because the latter says more than the English sentence by saying that Alexandra *knows how* to swim better than Jim. The other two choices express the same but also go beyond what the English is saying.

127. (E) Note that both of these choices are comparatives. Choice (A) accomplishes this through an adjective (**brillante**) while choice (B) does it with the verb (**brillar**, *to shine*).

128. (A) In this context there is little difference between the two adjectives used to describe the movie. Choice (E) is incorrect because it is the absolute superlative, and choice (B) is incorrect because it expresses a different quality—the relative goodness of the films, which may or may not mean that one was more interesting than the other.

129. (B) As other examples have shown, this means he has fifty silver dollars exactly. Choice (C) would mean he could have fewer than fifty. The other choices are incorrect because, even at a glance, they approach the situation from a point of view not expressed by the English.

130. (B) The other choices, except (D), express the same idea, but only (B) does so using the comparative formula. Choice (D) says that both of the two teachers speak as slowly as each other.

131. (C) Only this choice expresses a comparison between the number of shrimp eaten by the speaker and the number of shrimp that were eaten only by the person to whom he or she is speaking.

132. (E) All these choices express the speaker's opinion that the woman is incomparably beautiful. The differences are purely dialectical. Choices (A), (B), and (D) could be heard anywhere in the Spanish-speaking world, while choice (C) is typically Mexican and common among younger people, although not exclusively so—it is, for instance, common in advertising.

133. (E) Either adjective can be used to express small in size. Choice (A) expresses the same idea but goes beyond what is expressed in English, and choice (C) comes at the description from the point of view of the opposite adjective.

134. (C) This is the correct choice, both in form and because of the use of the proper adjective for *bitter*—**agria**. The other choices express other qualities and/or approach the description from another direction or point of view.

135. (A) Choice (D) is the standard absolute superlative, while choice (C) is typically Mexican (see [answer 132](#)). Note that English has no native absolute superlative (one-word) form. English relies on adverbs or tone of voice to express this idea.

136. (E) Choice (A) is incorrect because it first asserts that Jimmy plays the guitar well, which the English does not assert, and then proceeds to compare him with Carlos. Likewise, choice (D) is incorrect because it says more than the English by saying Jimmy knows how to play better than Carlos. Choices (B) and (C), on the other hand, differ only in the tense of the verb **tocar**.

Chapter 5: *Tener, Ser, Estar, Poner, Haber*, and Related Idioms

137. (C) Only the verb **tener** can be used to indicate someone's age. Since the verb **estar** is used to indicate health and location, choice (A) would be used to

indicate how many people or things are present in a certain place. Choice (B), using the verb **ser**, could be used to identify, as in “five are the reasons why,” whereas (D), using **haber** in an impersonal sense, means “there are five” of something.

138. (B) This is the only choice that correctly uses **estar** in the proper tense and number. Choice (C) would be admissible only if a specific time frame had been stated, such as “at nine.”

139. (D) This is the only choice that carries the proper person and number as well as the meaning of **tener**, indicating that the door had to be closed out of personal necessity. Choices (A) and (B) indicate this, but not personally. Choice (C) suggests more than the English in that it implies moral necessity.

140. (E) These two choices represent two common ways of expressing emotions: the use of **ponerse** + an adjective, or simply the reflexive verb to express that emotion, in this case **entristecerse**. The use of either **ser** or **estar** + an adjective does not convey the notion of becoming or getting. The distinction in these latter cases refers to the person being either characteristically sad or just sad right now.

141. (C) Choices (A) and (B) are incorrect because in Spanish, unlike English, the convention is to understand that each boy had one coat. Additionally, choices (A) and (D) are incorrect simply because there is nothing to suggest any progressive nature of the action.

142. (A) The first half of each of these choices reflects the similarity between English and Spanish when referring to going to school or being in a particular grade; both are expressed in a progressive manner. While the first half of choice (C) expresses correctly the idea of attending school, the second half uses the wrong verb for “playing” hooky. The second half shows two ways of expressing the action of cutting class, choice (D) being the most colloquial.

143. (D) Choice (B) suggests a longer state of hunger, which can also indicate starvation. The other choices, while thematically spot on, go beyond the sense of the English statement.

144. (E) These two choices are the ones most commonly used to indicate that someone becomes something due to effort and choice. Choice (B) is used to

express religious conversion and other similar forms of metamorphosis. Choice (A), while it is certainly true of anyone who is a professional, goes beyond the sense of the English.

145. (A) These two choices show two verbs commonly used to indicate happiness. Choices (E) and (D) indicate an ongoing state of cheer that does not show that the win was the cause of the emotion.

146. (B) As in [answer 144](#), we again see two ways to show how someone becomes something, particularly a professional. However, of the two correct choices, (B) is the one that best expresses hard work and effort. The verb **meterse a** is frequently used for joining a religious order or a branch of the military.

147. (E) These two choices are two ways of expressing the impersonal tone of the English and futurity. Choice (A) is personal—“we will have”—and choice (D) is the wrong verb altogether because the people were not being identified, as would be the case if one wished to say they are, for instance, doctors or students.

148. (B) The verb **ser**, not **estar**, is used to express origin, ownership, and material composition, all with the preposition **de**. The other choices were in the wrong tense, although choice (C) would be appropriate if the listener’s mother were deceased.

149. (A) As the answer for 148 showed, **ser** + **de** is needed. The difference between choices (B) and (C) turns upon the difference between preterite and imperfect, which in this case would depend on context not provided in this short sentence.

150. (B) The other choices, although all in the future, express different actions. Choice (A) says *they will fall asleep*, while (C) says *they will be exhausted*, and (D) says *they will go to bed*.

151. (A) These two choices are possible for expressing tiredness. Choice (E) says *they will be boring* (not *bored*, due to the use of **ser** instead of **estar**), and (B) says *they will be asleep*.

152. (C) This is the choice that uses the pluperfect while not additionally

assuming that her statement was also true, as in choice (D). The speaker and the one spoken of could still be incorrect; the speaker only asserts that he or she has decided that the other person had been right.

153. (E) Choice (A) would indicate a personality trait, not a physical state, while (B) expresses a viral infection, not a physical sensation. The two correct choices are simply two ways of expressing futurity, one by the use of the simple future and the other periphrastically—that is, with **ir** + **a** + infinitive (see [answer 13](#)).

154. (B) The most tempting incorrect choice, (C), is incorrect because **calor** is the word used to describe weather. The adjective **caliente** would apply to things, such as the car seat or the sidewalk. Choice (A) describes the physical sensation.

155. (E) To these various choices we could also add a variant on choice (C): **va a enojarse contigo**. These choices all show the various positions where the pronoun **se** can be placed as well as the use of **estar** + an adjective or the use of the reflexive verb **enojarse**.

156. (D) The subjunctive must be used because the verb **ser** is in a subordinate clause (introduced by *I don't think [that]*). The imperfect (past) subjunctive is needed since the sweater's existence is spoken of as belonging in the past, not the present.

157. (C) Although choice (D) will often be heard on the lips of native speakers, there is a definite time stated, and so the preterite is the correct choice. The other choices express different actions.

158. (E) All these choices are common ways for talking about where something immovable is located. Choice (D) is also used to express that one has identified the whereabouts of something whose place is fixed, as with an address on a map.

159. (C) This choice is the only one to express the immediacy of her action, bordering on urgency. The others express different attitudes toward doing homework, all positive, but none of them expresses her “get right down to it” approach.

160. (C) This choice gives an example of the use of **haber** as a helping rather than as an impersonal verb (e.g., **hay**). Note that **escribir** is used in the present

perfect here, and that the past participle is irregular. [Chapter 13](#) addresses the perfect tenses in detail.

161. (D) Another example of the use of **haber** to form the present perfect, but with an added wrinkle—it must be the present perfect subjunctive. Note also the irregular past participle of **ver**. Choice (C) is less desirable in this case only because **mirar** means *to watch*.

162. (E) Here is another example of the use of **ponerse** + an adjective, or the simple reflexive verb, to express the notion of “getting” or “becoming” when speaking of emotion. Additionally, the preterite, not the imperfect, is the tense to show the onset of a past emotion.

163. (B) The correct verb for setting the table is the transitive, not the reflexive, use of **poner**. The pluperfect in Spanish is used just as the pluperfect in English, and the verb would not be in the subjunctive. However, in the Caribbean the imperfect subjunctive is used with the meaning of the pluperfect indicative, making (E) a viable choice for native speakers in that region.

164. (B) This is another example of the use of **haber** as a helping verb, in this case to form the conditional perfect (**habríamos dicho**) and the pluperfect subjunctive (**hubiera estado triste**) to express a contrary-to-fact condition in the past (more on this in [Chapter 14](#)).

165. (B) This is the choice that most simply expresses the English idea of “made.” Choice (D) goes a bit beyond that by stating that the watch *was manufactured*.

166. (E) While choice (A) expresses the same prediction, it misses the colloquial, idiomatic expression of **poner el grito en el cielo**. Choice (C), a literal translation of the English equivalent, would be taken literally!

167. (A) Choice (B) is matter of fact, while choice (C) is colloquial and closer to the colloquial English phrase for chewing someone out. Choice (D) is a literal translation of the English and, well, unappetizing.

168. (C) Another example of the use of **haber** to form a perfect tense, in this case, the present perfect indicative. There is no need for the subjunctive because

the verb phrase is not subordinate.

169. (E) Choices (C) and (D) do not express reconciliation or forgiveness; they point rather at a coming to agreement, which does not oblige anyone to end matters with a restoration of good will.

170. (C) Although choice (D) would also likely come out of the speaker's mouth, the English sentence doesn't make that personal a statement. This answer is a good reminder that choosing either **ser** or **estar** can change the meaning of an adjective.

171. (A) As seen in this chapter in various examples involving emotions, choice (B) uses **ponerse** + **a** + an infinitive to show the onset of an action. And of course, one can always turn to the standard use of **empezar** (or **comenzar**) in the preterite + **a** + an infinitive.

172. (E) Choice (A) shows the use of the simple future to show probability in the present, often a good solution for how to express the sense of "I wonder." Choice (B) is a more matter-of-fact way to ask the same question. Choice (D) is a common way of asking *What's the matter?* Choice (C) is incorrect because, while the dictionary will show that **asunto** means *matter*, its meaning here lies closer to *a business matter* or *dealing*.

Chapter 6: Reflexive Pronouns and Direct and Indirect Object Pronouns

173. (C) Only this choice uses the double object pronoun construction. Choice (B) would be heard on the lips of native speakers and is not incorrect; but it does not fulfill the purpose of this chapter, which is to review the use of object pronouns. Choice (D) likewise is incorrect for this exercise because it does not reduce the object noun to a pronoun (**los**) and states the indirect object pronoun as the object of a preposition (**a él**). Choice (E) is a pseudo-passive construction that ignores both giver and receiver, to concentrate on the action of (probably mutual) book giving.

174. (E) These two choices show the only two positions for the indirect and direct object pronouns when a verb phrase is involved: in front of the main verb or attached to the infinitive or gerund. The other two choices do not express the

same action.

175. (A) Of these two choices, (E) is the more commonly heard. That is, in colloquial speak, the periphrastic future is more frequent. The difference between the simple future and the periphrastic future is that the simple future suggests that the future realization of the action depends on an act of will, a distinction also in English—once more widely observed than nowadays in the usage of *will* and *shall*.

176. (E) These two choices differ only in the verb used to express *to send*. Remember that with the exception of irregular verbs, the **tú** command is formed by simply using the third person singular indicative. Finally, placement of object pronouns in commands is not optional. In affirmative commands they are attached to the end of the verb. Also, in the verb an accent is placed on the vowel that was stressed before the pronouns were added to preserve the original stress.

177. (A) Choice (B) shows the use of the reflexive verb **dormirse**, the standard way to say *to fall asleep*. Choice (C) uses a different verb, meaning *to obtain* or *to get* and the noun meaning *sleep*. The other choices address the situation, but from divergent points of view.

178. (C) The phrase “every week” reveals that the verb must be in the present, while the fact that *flower* is feminine requires the pronoun **la** be used. Finally, if your vocabulary includes **comprar** as the verb *to buy*, all other choices are eliminated.

179. (C) This is the only choice that uses the present perfect, which should reveal it to be correct without further examination. However, note two other reminders in this answer on the placement of the object pronouns: They must always precede the helping verb **haber** in all perfect tenses, and, with a negative, they must follow the negation word **no**.

180. (C) This is a classic example for the use of the imperfect to show habitual or repeated action in the past. Choice (D) is therefore incorrect because the English statement makes no assertions about the subject’s current sleeping patterns.

181. (B) The preterite of **ponerse** must be used since the statement refers to one

completed action in the past. Choice (D) is incorrect because it has not reduced the direct object noun **zapatos** to the masculine plural direct object pronoun **los**. Choice (E) is incorrect because the action of putting on shoes was not anticipated or about to happen, but rather completed.

182. (E) The difference between these two choices is merely in the choice of verb. If the thing given is a gift, then the verb **dar** is somewhat less than complete or accurate, strictly speaking.

183. (E) The verbs **decir** and **contar** are interchangeable in this context, but it is more important to note the ways the word *that* is dealt with in the three viable choices. Even though choice (A) does not reduce the pronoun to the direct object pronoun **lo**, this construction is admissible, since **eso** means “that.” Choices (B) and (C) are equally acceptable, while (D) does not correspond at all to the situation.

184. (A) In this context, **hacer** and **preparar** are interchangeable. All the choices except (B) show the cookie making in progress. Choice (B) reports that it was going to happen. All choices are reminders about the possible placement of object pronouns.

185. (B) Examining the incorrect choices reveals that choice (A) views the action as having been about to happen at some past time, choice (C) introduces the idea of what she wanted (she may not have liked singing), and choice (D) views the past action as in progress—as a memory of a particular night.

186. (A) These are the only two choices that are directed at the second person, plural and formal. Choice (B) ignores the formal or informal forms of address by using **favor de** + an infinitive. Choice (E) is in the **usted** form, but singular, and is additionally incorrect because it does not request a call but rather any form of communication, such as an e-mail or a text message.

187. (C) First, choices (A) and (E) view the situation on the soccer field very differently, (A) by speaking clinically and ignoring the cause of the injury and (E) by ignoring it. Choice (B) is the pseudo-passive (a **se** construction) and also includes the indirect object pronoun to show the person who has suffered, a structure known as the dative of interest. Only choice (C) shows the subject of the sentence as the one responsible, by the use of the first person (**yo**) form of

the verb **romper**.

188. (D) With more context, choice (B) would be admissible. However, as it stands, we can only see the action as an completed event and therefore the preterite must be used. The other choices are all incorrect because of the tenses used. Another important lesson here is to note the use of the mutual reflexive.

189. (C) In choice (A), although directed at **ustedes**, the speaker is telling someone else to wash his or her (the speaker's) hands. Choice (B) is directed at a person addressed as **tú** and choice (D) is an impersonal—and therefore universal—exhortation, formed by the use of the infinitive. Choice (E) is directed at a single person, addressed as **ustedes**.

190. (C) If you know that *greens* are **verduras**, then you only had to find the choice that uses **las** as the direct object pronoun with the **tú** command form. Choice (A) is the affirmative **vosotros** command form, the easiest of all (merely change the **-r** of any infinitive to a **-d**).

191. (D) Since the two actions are in sequence and completed, the preterite is needed to express them both, eliminating choice (A). Choice (E) is incorrect because *falling down* must be expressed by using the reflexive **caerse**; in addition, the text indicates the boy is beginning to cry. Choices (B) and (C) are incorrect, in part because **bajarse** and **aparse** mean simply *to get off* the bike.

192. (B) Choices (C) and (D) are incorrect only because the action of taking a bath is expressed with a personal form of the verb **bañarse** instead of as an infinitive object of a preposition. The noun **baño** is not sufficient to express bathing, making choice (A) incorrect.

193. (E) These two choices show the possible positions of the object pronouns. Choice (B) would be correct except that the object pronoun for **paquetes** is **los**, not **las**. Choice (C) is incorrect because **quise** means *to try*, not *to want*.

194. (E) As noted in [answer 193](#), the verb **querer** in the preterite means *to try*, making choices (B) and (C) correct. The other choices are correct because they show other verbs for expressing *to try*.

195. (A) The preterite of the verb **poder** means either *to succeed* or *to fail*. When

its primary meaning of *being able to* is needed in the past, the imperfect must be used; thus choices (E) and (C) are incorrect. Choices (B) and (D) differ only with regard to the placement of the object pronouns.

196. (A) Choices (D) and (E) are incorrect because the action must be expressed using the reflexive—he broke his own leg in a skiing accident. The correct choices differ only in that choice (C) shows that John is the unfortunate one by the additional use of **le**, the dative of interest encountered in [answer 187](#).

197. (C) The word **revista** means *magazine*, so its corresponding object pronoun in this sentence must be feminine plural—**las**, not **los**. Choice (A) is incorrect because the magazine purchase was completed, not about to happen. The **se** construction in choice (B) focuses on the purchase without any indication of the items bought, by or for whom.

198. (A) The word for *plate* is **plato**, making **los** the proper direct object pronoun. In addition, the washing is viewed as completed, which requires the preterite, not the imperfect seen in choices (B) and (D).

199. (E) In the affirmative, the verb **querer** in the preterite means *to try*; in the negative it means *to refuse*. The other choices show other verbs that always mean *to refuse*, including the common verb phrase of **negar** + **a** + an infinitive.

200. (A) Both **tapar** and **cubrir** mean *to cover*, **tapar** being more common in the kitchen. Note that **tapar** forms its past participle regularly, while **cubrir** is one of a handful of common verbs that form their past participles quite irregularly. While the other options use the right verbs, they do not express the action in the present perfect.

201. (B) Once again, we see the use of **haber** as a helping verb to form, in this case, the present perfect. None of the other choices expresses the action of *putting* from the present perfect point of view. Also, note that the object pronoun **los** precedes the helping verb; it is never attached to the participle or placed between the helping verb and the participle.

202. (B) Here we observe another common irregular past participle in the perfect indicative and a direct object pronoun, but with the added wrinkle of the pronoun **se** being used to show for whom the action has been performed.

203. (A) The verb **romper** forms its past participle irregularly, as seen in two of the choices. However, choice (E) is incorrect because it is used in the pluperfect, as revealed by the imperfect of **haber**.

204. (E) Choice (B) would be correct if the English sentence had read “will shave.” The two correct choices show the only two possible positions for the reflexive object pronoun—or any and all other object pronouns, for that matter.

205. (B) The action is reported as completed; the verb is reflexive. The other choices express the action from other aspects. Choices (A) and (C) express the action as about to happen, and (E) introduces the idea of “wanting.”

206. (B) Since **lápiz** (*pencil*) is masculine, choice (D) is incorrect, despite the correct use of the command form for **tú**. The other choices are not addressed to a person with whom the speaker would use the **tú** form.

207. (A) The two correct choices differ only in the choice of verbs, which in this context are interchangeable. Choice (D) is incorrect because it is in the **tú** form, and (E) is incorrect because it uses the wrong verb.

208. (E) Choices (A) and (B) are incorrect because they use the wrong tenses. The two correct choices differ in that (C) uses the verb *to kiss*, while choice (D) uses the noun for *a kiss*, just as English can do.

Chapter 7: The *Se* Construction and the Passive Voice

209. (C) Spanish speakers tend to avoid using the true passive voice in favor of either the active (*The boys broke the windows*) or a **se** construction. The **se** construction ignores the doer and focuses on the action, as in choices (B) and (E). However, only choice (C) shows how a Spanish speaker would express this if he or she were to opt for the true passive voice.

210. (D) This is an example of the use of the very common **se** construction in Spanish. Choice (C) is incorrect only because the English sentence does not state to whom the sweater belonged. Choice (A) would be the true passive and would have been correct had the English stated that the sweater *was* lost.

211. (B) This choice offers one example of the language seen in signage in the

Spanish-speaking world. Even though the other choices express need or requirement, they simply are not what a native speaker would use in this situation.

212. (B) This is the only choice that both addresses the impersonal tone of the English and uses the corresponding verb **decir**. However, all these short phrases are common ways of introducing expressions of such proverbial sayings.

213. (C) While choices (A) and (E) are also impersonal, only choice (C) addresses this using the **se** construction. The other choices are all personal—that is, they speak to a specific listener, shown by the conjugated verbs exhibiting grammatical person and number.

214. (D) Although all the other choices are correct from the point of view of usage, this is the choice that uses the **se** construction and is the closest verb to the English *believe*. English-speaking students are urged to note that in Spanish, one does not use **personas** in the way English uses *people* in statements of this sort. The nearest approximation is **gente**, as in choice (C), which is a collective singular noun.

215. (B) Unlike in other contexts, when speaking or writing of authorship of works of literature, art, music and so forth, the passive voice is commonly used in Spanish. One likely reason is that the passive voice makes the work the center of attention and relegates its creator to the role of passive agent.

216. (C) The English sentence does not reveal whether there is anyone responsible for the breakage, and therefore the **se** construction is the only viable choice. Note how action is the focus of the **se** construction.

217. (B) As in [answer 216](#), there is no mention of who writes the interesting items (active voice) or by whom they are written (passive voice). The **se** construction, therefore, occupies an important middle ground in which the focus is on the action itself.

218. (A) Note that choices (D) and (E) use the **se** construction because no creator is mentioned. The passive construction in choice (C) is also viable, perhaps because some people feel a need for there to be some intelligent being who formed the world. Using the passive voice in this sentence would not necessarily

arise from any sort of religious conviction, but the lack of mention of an active agent in a construction that almost always includes one makes this an interesting sentence.

219. (E) The two **se** constructions are frequently used to express the ending of some action or situation. The active voice in choice (A) makes *war* the grammatical subject, as if it were a person with a mind of its own. While it is also frequently heard, it does *not* reflect passive construction of the English sentence and so is incorrect in this context. For the same reason, the passive voice makes choice (D) possible, if less likely, since it is often difficult to identify a passive agent in so large a circumstance.

220. (C) This is the only choice that uses the correct verb (**caerse**). Beyond that, however, the English suggests that no one rolled the rocks. They had to fall on their own, and hence the **se** construction is the only viable way to express this circumstance in Spanish.

221. (B) In Spanish **hervir** means *to boil*; **asar** is *to roast* or *to grill*. No passive agent is mentioned, making (B) the correct choice. The passive construction of choice (C) is not unheard of, but the lack of passive agent focuses attention on the action, and thus attracts the use of the **se** construction. Choice (A) would be correct if a specific person (e.g., Juan) were named as the one doing the cooking.

222. (D) This is standard signage for wanted posters, just as the format of the **se** construction also serves for want ads and other similar forms of posted announcements and advertisements. The other choices are incorrect because the drug lord Escobar was not wanted in any happy sense, but rather dead or alive.

223. (D) This phrase is likely just a translation from English, as many tech-oriented phrases are. Choice (A) is incorrect because it means that *it broke down*. The other choices do not reflect the English: Choice (E) is a descriptive statement about the present, while choices (B) and (C) are not what Spanish speakers would say, but are included because they might (incorrectly) come to the mind of English speakers who are learning Spanish.

224. (E) There is a slight difference between these two choices, but both are frequently encountered in advertisements by landlords seeking tenants. The verb **alquilar** means *to rent* and **arrendar** signifies *to lease*. The word **alquiler** is a

noun, not a verb, and means *the rent*.

225. (A) Choice (D) is the better of the two possibilities because no passive agent (inventor) is mentioned. Choice (C) is viable for the same reason that the passive voice was admissible in [answer 218](#).

226. (A) The passive voice, with the inventor mentioned as passive agent, is the only way to properly state in Spanish what the English says. That said, in conversation, most Spanish speakers would use the active voice, as in **El Sr. Bell inventó el teléfono** (*Mr. Bell invented the telephone*).

227. (D) No mention is made of the thousands of workers or even of a pharaoh, because the focus is on the action. This makes the **se** construction far more likely than choice (B). In choice (A), the use of the present perfect in the passive voice places the building of the pyramids too close to our times. Choices (C) and (E) would work only in some version of an active voice construction.

228. (D) In this choice, the passive agent is named and therefore the passive voice is the best reflection of the English. Yet once again, in conversation, most Spanish speakers would prefer an active voice construction. Choice (E) is less desirable only because of the use of the verb **hacer** instead of **construir**.

229. (A) When English speakers use the word *you* in a general or editorial way, they are not addressing the listeners or readers personally. In Spanish, all the personal pronouns that mean *you* are directed at someone. The most frequent solution is to use the **se** construction.

230. (D) While everyone knows that someone had to cut the trees down, that is not the point of the sentence. No passive agent is named; therefore, the **se** construction is the best choice and the verb used in this choice, **cortar**, is preferable, although no less true than **eliminar**.

231. (B) No blame is assigned in naming a passive agent to show by whom the wine was spilled. The active voice constructions of choices (A) and (D) have the speaker admitting guilt. Choice (C), also active voice, by not mentioning the grammatical subject, leaves one wondering who did it.

232. (E) All these choices place the action in the present and focus on the action

by the use of the **se** construction. They also show the various placement choices for the pronoun. Choice (D) uses the preterite and is therefore incorrect.

233. (A) As was seen in [answer 215](#), the passive voice is almost always used in connection with works of art, particularly in writing but less so in conversation. These choices show some other verbs that are used when referring to artistic creation in the plastic arts. The masculine is used because the word for *portrait* is **retrato**.

234. (E) Only this choice uses the correct verb in the correct tense. Choice (A) simply means they found each other or found themselves in some place. Choice (B) means they shook hands. Choice (C) is not what most Spanish speakers would say, but is included because it might (incorrectly) come to the mind of English speakers learning Spanish.

235. (B) When in English verbs are followed by prepositions to form phrasal constructions, the frequent solution in Spanish is to use the reflexive, either to intensify the meaning (as with **irse**, *to leave hurriedly* or *to go away*), or to show some sense of accompaniment, as in this case. The wind carried something away with it, like the house in *The Wizard of Oz*. In this context, the Spanish title for *Gone with the Wind* is **Lo que se llevó el viento**.

236. (B) Here is another case of common signage for advertising. It may seem strange that the verb used in this sort of sign is the same as the one for a wanted poster, but the Spanish verb **buscar** has multiple uses.

237. (A) These two choices differ only in the adjective. The other two choices are incorrect, since choice (B) means, in this context, *she seems to me* and choice (E) means *I see her*.

238. (E) These two choices both reflect the impersonal nature of the English and are in the correct tense, the preterite. The other choices are incorrect because they are in the present and present perfect.

239. (B) The true passive is needed here because the two passive agents are named. Since the Spanish word for *soup* is **sopa**, the passive participle must be feminine singular, making choice (D) incorrect. Choice (A) is active voice and therefore incorrect. Choices (C) and (E) are also active voice and additionally

show the speaker as being affected by the loss of the soup because someone has eaten it.

240. (A) Choices (B) and (E) differ only with respect to the verbs used to express *making*. Choice (C) is passive, and is a reminder that when discussing works of art or other creations the passive is frequently used, even though the artist or maker may not be named.

241. (B) Most English expressions involving the verb *to get* + an adjective are best expressed in Spanish by the use of reflexive verbs because they show an action that affects the subject—whether or not the subject is the doer of the action. They almost always depend on a nonreflexive interpretation of the verb. If taken literally—that is, if taken to mean that the subject is the source of the wetness—this sentence would mean that he wet himself!

242. (E) These two choices exhibit two different verbs for expressing this action. This is an example of the true reflexive, wherein the subject both performs and is the receiver of the action. The other choices suggest the transitive use of the verb, in which the subject would be brushing someone else's teeth.

243. (E) These two choices focus on the action—who is playing the music is not stated. They also show the two choices for the position of the pronoun **se**. Choice (A) is close, but the verb **distinguir** means, in this context, *barely heard*, while choice (D), being passive, would be used if the player of the music were named in some way.

244. (B) This choice both names the passive agent and uses the verb **descubrir**. The verb **encontrar** means simply *to find*. Choice (E) is incorrect because *radium* (**radio**) is masculine. Choices (C) and (D) are active voice.

Chapter 8: Prepositions

245. (E) These are two ways to express an exchange or transaction of goods and services. The preposition **para** is never used in this case. Choice (D) is incorrect because it means *instead of*, not *in exchange for*.

246. (A) The preposition **por** is frequently used to mean *in the place of* or *instead of*, in a sense similar but not identical to exchanges seen in [answer 245](#).

However, in this situation, choice (C) is viable because it involves our replacing her in the kitchen.

247. (A) English-speaking students of Spanish frequently confuse the usage of the Spanish preposition **a**, which usually corresponds to the usage of the English prepositions *at*, *to*, or even *toward*, but not when speaking of being *in* a place.

248. (D) The context of the birthday means that the gift is for the person being addressed, and thus the preposition **para** is used to grammatically mark the intended recipient. The preposition **por** is never used in this case.

249. (A) These are the only two choices here that mean *because of*, *due to*, or *on account of*. In this context, it is worth noting that one very frequent error of English-speaking students of Spanish is to attempt to use **porque de**, which has a different meaning and is used only in phrases such as *because three of every four people*. . . .

250. (E) The more frequent choice of native speakers of Spanish would be choice (B). On the other hand, choice (D) means something a bit more emphatic, as in *on top of* or *on the surface of*.

251. (B) The preposition **por** can mean, among so many other things, *around*, particularly when motion is involved. In this context (B) is the clearest choice because it is the nature of fences to encircle and they are, of course, motionless. If the subject were a river that flows around something, such as a forest, then choice (C) would be as acceptable.

252. (A) The English sentence shows us the train is already in motion, not starting out, so the preterite choices are incorrect. We are not shown the train as traveling through any space, so choice (D) is also incorrect. We are not told of its arrival at any particular place, so choice (E) is also incorrect. The preposition **para** is used with verbs of motion to show movement in a general direction, toward a place.

253. (E) Since a drawer is something where things are *inside*, choice (C) is admissible. Choice (A) is incorrect because it is adverbial and often used with verbs of motion or, for example, with **estar**, such as **están adentro** (*they are inside*—but inside what?)

254. (C) Only this choice uses the proper structure for telling at what time something occurs. In this case, the Spanish preposition **a** is truly equivalent to the English preposition *at*. In choice (A), the phrase **a eso de las** means *at about such and such (an hour)*.

255. (D) The English sentence gives the clear impression that the children ran from one side of the park to the other, and probably entered and exited the space at both ends. For this reason, the other choices, which convey other senses of the action, are not correct. Choice (A) means *along* its border; choice (B) means *across*, so it is a close contender, but assumes something more restrictive than choice (D). Choice (C) states that the children ran *around within* the park without leaving room for the possibility that they ran all the way through.

256. (A) While choice (C) gives a bit more latitude as to the path the ducks were taking in their swim, it is as good as (D) specifically because the riverbank fixes the path to a line that follows its windings.

257. (D) The other choices mean different things. Choice (A) would most likely convey the idea that the light hung *next to* the table. Choices (B) and (C) place the light *on* the table, as in a table lamp. Choice (E) is difficult to envision, except in some custom-lighting system that puts not one, but many lights on a string wrapping around the table—but where and in what way?

258. (B) The use of **por** is always correct when English uses *per*. Unsurprisingly, since Spanish evolved mostly from Latin, this Latin preposition *per*, adopted by English without modification, is the origin of the Spanish preposition **por**.

259. (E) Just as English can use *per* or the articles *a* and *the* for expressing price by a unit of price per measure, Spanish uses **por** or the definite articles **el** or **la**. Unlike English, the indefinite article is not usually used in this way. One might hear **diez pesos por un kilo** (*ten pesos for one kilo*) with the preposition **por** preceding **un** or **una**, as a means of emphasizing the unit of measure.

260. (A) These two choices show two ways of expressing the location of things on the left or right side of something. Note that in English one can also say *on the right-hand side* or simply *to* or *on the right of* something. The other choices have no relation to left or right and so are incorrect.

261. (E) Although choices (A) and (B) are the only ones that use a preposition, the other expressions are too frequently heard to be omitted. In terms of usage, choice (C) is the question that most assumes something is wrong, followed by choice (D). Choices (A) and (B) would be more merely inquisitive in tone, unless verbal tone suggested otherwise.

262. (C) The verb **soñar** is always followed by **con** to mark grammatically the thing or person about whom or about which the subject dreamed. Admittedly counterintuitive to English speakers, this is a high-frequency verb and therefore should be learned with the correct prepositional usage. Also note that the proper forms of the first and second persons singular used with **con** are **conmigo** and **contigo**; the other persons use the subject forms, for example, **con él**, **con usted**, etc.

263. (E) These two choices reflect the meaning of the English; **cerca** means *near*, *close*, or *nearby* whereas **por** can indicate a general vicinity, much like the English *around here*. This latter English expression does not frequently find its counterpart in the Spanish usage of **alrededor**, since its meaning refers to a range of area and sometimes even time through which something extends or an action occurs, not to specific coordinates in space or time.

264. (B) One puts one's hat (on) oneself. This choice is the only one to express that, and in the preterite. The use of the reflexive pronoun means neither a preposition nor any possessive is needed.

265. (E) The English is ambiguous, since *to go over* can mean *to cross* (A) or *to fall from* (C), or it may refer to the medium or instrument by which the action happens, as in choice (D), which could indicate that it was the bridge by which the car crossed, as opposed to a ferryboat or other conveyance.

266. (C) While it is true that they married *each other* (A) and that they *are married* (D), the English expresses that she married him, without further elaboration. It is a reported past event and does not refer to the process, as choice (B) does. The preposition **con** is always used with the active verb **casarse**.

267. (A) Choice (C) is more vivid because it creates the image of them weaving in and out within a very crowded space. Choice (D) is less vivid in that it simply says that they walked through the crowd.

268. (E) Note, however, that (D) is nearly obsolete in colloquial conversation. The prepositions in the other choices create questions about other matters. Choice (A) inquires where the coat is from, as in where it was made, while (B) asks whom it is for, assuming it to be a gift.

269. (D) This is the only choice possible for saying *with me*. Choices (A) and (C) mean *about me*, as in the speaker being the topic of conversation. Choice (B) means to speak *in his place*, and (E) means *to me*, as in the speaker having little part in the upcoming meeting with her.

270. (C) One of the most frequent errors on the lips of English speakers who are learning Spanish is to end a clause or sentence with a preposition. The preposition **con** is used in this answer for the same reason it was used in [answer 269](#).

271. (B) The first half of this answer refers to the house's location within or inside a radius of a certain size. The second half is a reminder that **de** also means *from* or *of*, either of which work in the English sentence.

272. (E) Recall that **para** is the preposition that can be and frequently is used with verbs of motion to indicate a general direction or trajectory; the word **hacia** is more literally and exclusively used to mean *toward* or *in the direction of*.

273. (A) The verb **quedar** in choice (E) is often heard in speech to indicate the location of fixed objects. Its literal meaning is *to stay* (in place) or *to remain*. In addition, only the preposition **entre** means *between*.

274. (A) If you are doing the exercises in this section without taking a break and missed a previous answer involving this distinct use of the preposition **en** rather than **a** when expressing being *at* a place, you should take note of it here. It is a high-frequency item.

275. (D) When a verb of motion is used to express where one is going to, then the preposition **a** is used in Spanish, just as the preposition *to* is used in English. This answer, and [answer 274](#), are intended to highlight both a difference in and a similarity between the two languages. The use of **para**, as in choice (E), does not guarantee that the speakers intend to arrive there, but only that they are headed that way.

276. (D) When and if found, the purse will be in one place nearby, not relatively distant as in choice (C), nor stretched around in an area near here as in choice (E). Choice (B) would require a verb of motion, and choice (A) would mean *inside this (thing)*.

277. (E) If the speaker is addressing someone as **tú**, then choice (B) is the only possibility. If the speaker is addressing more than one person, then choice (C) is the only one in this set that is admissible.

278. (A) The speaker is not clear about just how close the shop and house are to each other, making both these choices correct. The other choices do not preclude relative proximity but they do not require it either, as the English preposition tends to imply; the shop could be quite a distance *in front of* or *behind* the house.

279. (E) There are many ways to express *about*, as this answer shows. None of them, in this context, is superior to any of the others. It is worth noting that the preposition **de** proves itself to be among the most versatile in the Spanish language.

280. (D) The use of **por** to mean *on account of* or *for the sake of* is one of its most frequent uses, after its spatial and temporal uses and as an equivalent of *per*.

Chapter 9: Indefinite and Negative Phrases and Words

281. (B) The double negative construction, incorrect in English, is correct in Spanish. **Nadie** (*no one* or *nobody*) is the opposite of **alguien** (*someone*), which would be correct in an affirmative sentence.

282. (B) This is a classic example of the use of the double negative in Spanish. Note the formulaic use of **no** in order to negate the verb, followed by the verb, then the second negative word, **nunca**, meaning *never*. The sentence would be more colorful and perhaps more memorable in the third person singular, such as **Él no nada nada** (*He never goes swimming*).

283. (E) Being equal with choice (D) in meaning, choice (A) serves to remind us that prepositional phrases are adverbial in meaning. Among their uses they can show means, manner, and instrumentality by modifying a verb, an adjective, or

another adverb. In choice (D) the phrase modifies love and tells how, or in what manner, she will be loved: always.

284. (B) Among the choices offered, this is the only one that properly includes the preposition **a** to mark a noun or pronoun as an object, usage often referred to as the personal **a**. Choice (D) would have been correct had the personal **a** been included.

285. (B) or (C) The correct gender depends on whether the speaker uses **partes** or **repuestos** to mean *engine parts*. In a full sentence, they would be followed by **de** (*none of . . .*). The other choices have meanings that do not address the English.

286. (D) This is the only choice possible since it is the only word in Spanish that expresses the English idea of *any* (or *anywhere*). The same idea could be approximately expressed by some adjustment of choice (E), but it would not be as emphatic.

287. (B) The other near contender, choice (C), is incorrect because **raro** is the only word that gets at the English meaning of *strange*, which here borders on *weird* or *odd*. The Spanish word **extraño** does not go far enough in this context. In addition, **algo** means *something* whereas **algún** is an adjective approximately meaning *some sort of*. The other choices go too far afield from the meaning of the English for them to be correct here.

288. (B) The adverb **también** means *also*; it shows a mutual like, but not a dislike, of something that the person with whom you are engaged in conversation has expressed a positive opinion about. In passing, choice (E) means *I like it somewhat*.

289. (E) Choice (B) means *at some time* and (D) means *one (of these) day(s)*. Neither pins down a time. Choice (A) has a sense of urgency bordering on invitation, meaning *at any time, on the spur of the moment*. Choice (C) asks if the listener might be open to skydiving *just once*.

290. (C) This choice shows the use of the negative word **tampoco** (*neither*) preceding the noun and replacing the more frequent negation word **no**. If **no** is used before the verb, the negative word must be moved to follow the verb. The

other choices address the same situation but without the use of the important word **tampoco**.

291. (C), (D), and (E) These choices allow important differences to be highlighted. First of all, choice (C) uses the impersonal verb **haber**, prompted by the English *is/are there*. Choice (D) assumes a positive answer by using the affirmative **alguien** (*someone*); choice (E) anticipates a negative answer by use of the negative word **nadie** (*no one*).

292. (B) This is an example of one oddity in the use of only this affirmative word. When **alguno**, normally meaning *some thing*, is placed after a noun that has been introduced by a negative word, it takes on a negative meaning as reflected in this answer by the emphatic usage of *a single* in the English.

293. (D) The hint to this answer being the correct one is that it begins with *none of*. While the other choices describe the same circumstance (and some use negative or indefinite words), only this choice so directly addresses the idea of *none of*.

294. (E) These two choices exemplify the two placement choices for negative constructions using words such as **nada**, **nunca**, and **tampoco**. The other choices describe the same situation, but not so directly.

295. (A) Although all the choices express the speaker's dissatisfaction with the shirts, only this choice reflects the *neither . . . nor* construction of the English, which in Spanish is frequently rendered as **ni . . . ni . . .**. Choices (B) and (D) come in as close second choices.

296. (D) **Cada uno de** is a stock phrase in Spanish, equivalent to *each and every one of*. The other choices could be used to recast the sentence and the same meaning would be obtained.

297. (C) Just as **ni . . . ni . . .** is a standard correlative construction for negative sentences, **o . . . o . . .** is its affirmative counterpart, meaning *either . . . or . . .*. The other choices show the two choices in vegetables, but without this standard construction.

298. (B) Only this choice uses the closest equivalent to the English use of *some*

of. Choice (C) comes in second, since the use of the plural of indefinite articles means *some* or *a few*.

299. (C) The speaker is asking for only *one* book, so choice (A) is incorrect. He or she is not asking for any specific book, making choice (B) incorrect. Choice (D) asks for any old book, seemingly without regard to its quality. Choice (E) asks for a handful, a few books.

300. (E) These two choices reflect the fact that word order is more flexible in Spanish than in English, and also is a reminder that **alguien** means *someone*. Choice (D) inquires in a way that would be expressed in English by *some person* (i.e., no one in particular), which doesn't make as much sense in this context.

301. (A) These two choices exemplify the use of the personal **a** as well as the two constructions of negative sentences in Spanish. Choice (A) and choice (B) could not be used with the verb *to see* because they are impersonal constructions—no grammatical subject is reporting seeing no one. The English states simply that there is no one there.

302. (E) Notice that all these sentences are structured in nearly the same way. The only variance occurs in word order in the second half of the sentence. Choice (D) merely uses the negative correlative construction **ni . . . ni . . .** instead of **tampoco**, although that could even have been added in three places: after the second **ni**, after **gusta**, or after **ella**.

303. (E) The only difference between these two choices is the placement of the affirmative word **también** (*also, too*). Note that in English the choice of *also* or *too* would alter the word order in ways similar to the choices in Spanish for the placement of **también**.

304. (A) These choices also exemplify the flexibility of word order in Spanish negative constructions. Choice (E) is interesting in its use of the subjunctive, but is an incorrect choice because it introduces an idea not present in the English sentence, of there being no one who could fix the piano.

305. (D) When a sentence begins with a negative statement containing information that is subsequently corrected in the second half, the correction is not introduced with **pero** (*but*); instead it must be introduced by **sino** (*but rather*)

if it is directly followed by a noun, adjective, adverb, or infinitive. However, if it is followed by a conjugated verb, **sino** must be followed by **que**.

306. (E) While choices (A) and (C) describe the situation expressed by the English, and even do so with the proper use of double negatives, they omit the idea conveyed by the Spanish negative word **tampoco**.

307. (C) Choice (A) is only incorrect because it says that *I want to eat*, not that I need to eat. Choice (B) misses the mark even though it uses **algo**, because it says **sin comer algo primero** (*without eating something first*). The remaining choices fall far afield from the English, although (E) uses a double negative.

308. (A) The three acceptable choices in this answer exemplify not only the variety of word-order choices, but the variety of ways to express *there isn't one*. Choice (B) is close but is unnecessarily complex with its use of **No hay nadie aquí entre los atletas uno** (*There isn't among the athletes one here*).

309. (D) Along with *also* and *too*, **también** can mean *as well*. Choices (B) and (C) do not express the meaning of *as well* in any way; **tan bien** means *as skillfully* and **muy buena** (*very good*) has no connection with the situation: very good what?

310. (E) Notice that the English sentence begins with an affirmation that is added to, or complemented. It does not begin with a negative statement that is subsequently corrected or contradicted, making **pero** the proper choice, not **sino**.

311. (B) This is an example where **sino** must be used instead of **pero** in order to introduce information to correct previously stated information that had been introduced with a negative statement.

312. (B) This is an example of the use of **sino** followed by **que** in order to introduce contradictory information that contains a conjugated verb. Or, if you like, **que** must be used in order to introduce any clause containing a conjugated verb. Because of the use of the present progressive in English, choice (D) is also admissible if the simple present refers not to a general situation but to a present moment.

313. (B) First, notice that in all the choices except (C), **sino** is followed by an

infinitive, and therefore **que** cannot be used. Beyond that, only this choice also refers to her not liking to play music.

314. (D) This is a straightforward example of the use of **siempre** meaning *always*. It is the opposite of **nunca**, which is used in negative sentences. The other choices, except for (A), do not approximate the meaning of the English.

315. (A) While choice (B) is frequently heard, since there is a particular moment explicit in the situation, the use of the preterite of **haber** makes choice (C) better than choice (B). Note that choice (D) uses the preterite of **estar** for the same reason.

316. (E) In choice (D) we again see the peculiar use of **alguno** following a noun, which makes it a negative. Choice (C) is incorrect only because it does not capture the emphatic tone of the English word *single*.

Chapter 10: Relative Pronouns

317. (E) Both **que** and **quien** can be used as relative pronouns to refer to things and to people, but **quien** can refer only to people. Of the two, **quien** is more formal; however, it is the only choice for referring to people when a preposition is needed, as future items will show.

318. (D) One of the most frequent errors of English-speaking students of Spanish is to place a preposition at the end of a clause or sentence introduced by a relative pronoun. In Spanish they must precede relative pronouns. All the choices except (A), which does not involve a preposition, would be correct in form, but for other circumstances. Only (D) corresponds to the English example.

319. (A) Note that the only difference between these two acceptable choices is the way in which the question is structured. Most important, the preposition **para** comes before the interrogative pronoun **quién**.

320. (B) **Cuales** (*which*, pl.) is often used instead of **quienes** using **de** partitively, to sort out members with **de los** or **de las**. Also possible is **de quienes**, **muchos**. . . The use of **el/la cual** versus **el/la que** (or their plural forms, as appropriate) is that the former is more formal a register.

321. (E) The difference between these two choices is best revealed by translation. Choice (A) means *and (the one) who*, whereas choice (C) means *and the one that*. In practical terms, the difference is that choice (C) is more frequently used in conversation.

322. (B) Although choice (D) means the same thing, it does not use a relative pronoun, which is the point of this chapter. None of the other choices is admissible because their meanings or usage do not correspond to the English.

323. (E) The only distinction between these two choices is the form of address used by the speaker, **tú** or **usted**. The relative pronoun **quien** must be used in either case, because of the need for the preposition **de**.

324. (A) The difference between these two is the choice of verb. The other choices could be used to express different sentences about the same situation but not with the constraints of the English sentence.

325. (C) This is the choice that means *all of whom* or, in cases of nonhuman antecedents, *all of which*. The phrase **de los/las cuales** is also frequently used with **algunos/algunas** instead of **todos/todas** to mean *some of whom* or *which*.

326. (B) This is the only choice that allows for sorting out five members from the rest of the team by the partitive use of **de**. An alternative construction, not presented here, would be **de quienes, cinco** (*of whom, five*).

327. (D) In order to translate this somewhat complex English sentence into grammatically correct Spanish, the relative pronoun and the preposition must be brought into proper order: **Los modelos, para quienes se hicieron los vestidos**.

...

328. (E) The difference between these two choices is that **cuál** is used if a selection is presented or in mind, whereas **qué** is used if seeking an identification. Thus, **cuál** would be used if asking which screwdriver to use as opposed to **qué** to inquire what that tool is for.

329. (A) These are all good choices, but note that (C) means the director spoke *with* them, a somewhat less severe situation. Choices (B) and (D) are different only in the level of style, choice (D) being more formal.

330. (E) The difference between these acceptable choices is partly clarified by translation. Choice (C) is easily rendered into English by *among whom*; choice (D) is best understood as *between whom*, but the need for the use of **los** has to be accepted on faith.

331. (B) An identification is being asked for. Only **qué** elicits identifications, since it means *what*, whereas **cuál** (*which*), seeks a selection among various possibilities. The other choices are not admissible.

332. (E) The difference between these two viable choices is that (B) simply uses *that* whereas (C) uses *which*. Once again, the need for the article **la** before **cual** must be accepted on faith.

333. (E) Of these two choices, (B) is the most frequently heard and most colloquial. Choice (C) is more formal in terms of register, and thus more often encountered in formal settings and in writing. The advantage in the use of **el cual** and such forms is that the gender and number allow one to keep track of the antecedent.

334. (E) Note by way of review that choice (A) means *why*; choice (C) means *because* and therefore is incorrect. Choice (B) is simply more formal. Note that it is correct because **razón** is feminine.

335. (A) Once again, the difference between these two correct choices is the degree of formality, choice (C) being more formal. Choice (E) lacks the partitive element to show that two out of the group survived, while choice (B) is incorrect because the antecedent is *platoon*, a collective noun.

336. (E) The use of **quien** is possible because grammatically gods are treated the same as human beings. The fact that Pele is a female deity (**diosa**) is reinforced by the use of **la** in choice (B).

337. (D) Since one goes about *with* people, this is the only correct choice, given that all the choices also use **quién** or **quiénes**. It would also be correct to use **quiénes**, although it isn't used in the famous Spanish proverb: **Dime con quién andas y te diré quién eres**.

338. (C) Technically speaking, this is the only correct response. However, in the

real world, Spanish speakers and English speakers will often use *with* (**con**). Therefore, choice (D) is also quite acceptable.

339. (A) These two choices are correct, but ask different questions. In English, the person asking may mean *for what purpose* or *why* in the sense of *what for* as in *What's the use?* In Spanish, these two questions are distinguished by the preposition used: **para** asks about purpose and **por qué** asks *why*.

340. (C) This is the only correct choice because in this context, **por** means *for*, as in *on behalf of*, or *in whose name*, *for the sake of whom*, or *in whose place* we spoke. The other choices mean other things—for example, choice (A) means *about whom*.

341. (A) This choice is correct for the same reason as in [answer 340](#), the two choices only distinguishing more formal (C) from less formal (D) expressions. Here, the professor repeated the instructions *for the sake of* the students who came late. However, in this case, **para** would be acceptable if the meaning had been *for their benefit*.

342. (E) Both of these choices result from the fact that **de** can mean *from*—as a means of separating some members of a group from the rest. Choice (A) is incorrect as it would require all partygoers be mentioned first (antecedents), *from which* three left early.

343. (B) This is the choice that typifies how Spanish creates abstract subjects by using **lo + que** or an adjective. The use of **lo +** an adjective creates equivalents for such English expressions as *the good thing about* (**lo bueno de**) or *the interesting thing about* (**lo interesante de**) and innumerable others.

344. (C) This choice shows how to express *the thing which*—a somewhat stilted-sounding phrase in English but one that is very frequently encountered in Spanish to introduce a consequence of some action.

345. (B) This choice simply expresses *the one that* and is the only one among the choices to do so. The article **el** is needed to point back to one singular masculine antecedent so as to single him out.

346. (E) The three choices all inform us that the grammatical subject is feminine

plural and differ only in terms of formality. Of the three choices, (B) is the most formal and (A) the least, since it uses the noun **chicas**, and **las** is simply an article used in its most fundamental way.

347. (B) This choice logically assumes that there will be more than one person coming to the party, expects a plural reply, and thus uses the plural of **quién**. Although choice (D) is also a logical way to elicit the same information, the English did not inquire about how many were coming to the party.

348. (B) Remembering that Spanish must use the personal **a**, and **quien** must be used when the relative pronoun refers to a person, this is the only correct choice.

349. (B) The phrase **sin que** introduces a subjunctive in phrases such as *without their knowing* (**sin que lo sepan**), and therefore choice (C) is incorrect. **Sin** introduces the relative pronoun **que**, but this pronoun requires the word **la** to refer back to the feminine antecedent **idea**.

350. (B) This choice differs from that in [answer 349](#) only in the gender of the antecedent. Choice (D) is incorrect because **libro** (*book*) has a definite gender and must be identified as such.

351. (E) Since **quien** must be used to refer to a human antecedent when introduced by a preposition or prepositional construction, and since **por** means *because of*, these are the only two choices possible. While (A) also has the meaning of *due to*, it contains no relative pronoun, only the subject pronoun **ella**.

352. (B) The speaker names the female person as a potential receiver of some favor, and therefore the preposition **para** must be used before the relative pronoun **quien**. Choice (C) is not admissible because **que** cannot be used to refer to human antecedents when a preposition is needed.

Chapter 11: The Preterite and Imperfect Tenses and *Hacer* Time Clauses

353. (B) This is the correct choice because, without further context, both actions were going on at the same time, not sequenced. The sentence places the reader in the midst of the action—while it is in progress—and not at the onset or end.

354. (B) Once again, there is no sequencing of the actions nor indication that either is causing the other. They are two contemporaneous actions in progress, in the past. The reader does not have any indication of their beginning or end.

355. (E) All four choices are frequently encountered ways of expressing the length of time something has been going on. Choice (C) is a formulaic construction known as a “**hacer** time clause,” taught in most textbooks. Choices (A) and (B) are less frequently seen in texts, but are important to know.

356. (B) In the preterite, the verb **saber** means *to find out*. Combined with the **hacer** time clause, the preterite renders the meaning of the English word *ago*. There is no single Spanish word for *ago*, making this an important formula to master.

357. (C) This is an example of the use of the imperfect, used to set the background for an interrupting action—that is, an event that occurs while the action of the imperfect is in progress.

358. (A) With no context at all, the English sentence appears to be a summarizing statement or conclusion, such as might be found at the end of a story about Pershing. If the imperfect (D) is used, the sentence is likely to be found at the beginning of a story about him, as if opening up the subject and setting the stage for more information.

359. (D) This choice is correct given the mention of a specific time. In the absence of any specific time, choice (B) would have been equally possible. Many native speakers would use (B) over (A), but not most. The native instinct is to use the preterite when there is a limiting time factor.

360. (E) This example shows that the background information, shown by the imperfect, does not have to come first in a sentence. The action of falling asleep is reported as a completed past action by the use of the preterite, an action that happened while the TV was on before, during, and after.

361. (D) The preterite shows this was a one-time event, completed in the past. The lecturer did not keep repeating the instructions. He or she gave them twice and that was it.

362. (A) The preterite shows the giving of the gift is complete. The imperfect would focus on the giving of the gift as an action in progress, as if it were in slow motion. To draw attention to the ongoing-ness of an action highlights its importance as background and creates an expectation of an intervening action.

363. (C) The English formula *used to* must always be rendered as the imperfect in Spanish. The imperfect is used to show habitual or repeated action in the past, even if it was not regular.

364. (E) When it is used in the time-compressing mode of the preterite, the fundamental meaning of **conocer** is *to know* people or *to be familiar with* things, places, ideas, and so forth. In the preterite the meaning of **conocer** becomes *to meet*.

365. (A) The focus is on the fact that he did the job, not on the process of doing it. The use of the simple one-word past in English frequently, but in important ways not always, calls for the use of the preterite in Spanish.

366. (B) The fundamental meaning of the verb **querer** is *to want*. When this meaning is needed in the past, it is always the imperfect and never the preterite that must be used.

367. (C) The fundamental meaning of the verb **poder** is *to be able*; however, when used as a helping verb to introduce an infinitive and subjected to the time-compressing force of the preterite, it means *to succeed* or *to manage to* (or, if negative, *to fail to*).

368. (D) The verb **saber** + an infinitive means *to know how to*, and any additional word for *how* (normally translated as **cómo**) is redundant. As the verb describes a continuous action in the past, the imperfect must be used.

369. (B) The fundamental meaning of **conocer** (*to know*: see [answer 364](#)) is needed and so the imperfect must be used (the preterite would change the meaning to *I met her*). The sentence is descriptive of a state of affairs, the basic purpose of the imperfect.

370. (C) Subjected to the time-compressing force of the preterite that focuses on one completed event, the meaning of the verb **querer** becomes *to try* (or, in the

negative, *to refuse*).

371. (B) This is another form of a **hacer** time clause. The imperfect of **hacer** + another verb in the imperfect produces an equivalent to a pluperfect construction in English. Choice (C) shows what most English speakers would say. The native instinct in Spanish is to not opt for that construction.

372. (B) The action is completed. Note that the third person singular (and plural) of **pedir**, like a handful of other high-frequency verbs, has a vowel-stem change that does not follow the pattern many of these verbs have for their irregular forms in the present.

373. (E) Only the preterite is an acceptable choice here, for either of two reasons: the trip is over, and a specific time span is given. Note that the verb **conducir** is irregular in the preterite.

374. (C) The familiar use of the **hacer** time clause produces the meaning of a present perfect construction in English—imitated in choice (A)—which, while grammatically correct in Spanish, ought to be avoided in situations like this.

375. (E) The imperfect is the only tense that can show repeated or habitual action in the past.

376. (C) The action is completed and thus the preterite is the only choice possible. Note that **hacer** is a high-frequency verb that is irregular in the preterite. It belongs to a group of verbs, all of which are used in this chapter, that have a vowel change in the stem.

377. (D) The vagueness of the time frame makes this the most likely choice. However, there is often a psychological element in the choice between the preterite and the imperfect. Many native speakers might be thinking of the afternoon as a completed unit of time and use choice (B) instead.

378. (B) This action refers to a single event. Many English-speaking students of Spanish “overthink” the issue of repeated action and, observing that turning in homework is something that is repetitive, incorrectly will opt for the imperfect. Note the spelling change required in the first person singular only in order to preserve the pronunciation.

379. (D) The specific time frame makes the preterite the only choice. Note the spelling change required in the first person singular to preserve the pronunciation.

380. (E) Expressing both time of day and age in the past requires the use of the imperfect, never the preterite. Remember, since the preterite compresses time, to use the preterite for telling time would imply that after that moment, time was no more!

381. (A) Whenever the beginning or the end of a past action is expressed in Spanish, the preterite must be used. It helps to view the preterite as expressing an action either as an opening parenthesis, a closing one, or the whole parenthetical statement as a complete or summarizing unit.

382. (C) Only the imperfect of **tener** can be used to express someone's age in the past—it is descriptive, and that is the primary function of the imperfect, whereas the function of the preterite is narrative.

383. (B) The preterite must be used because the action is viewed as completed. Again, do not overthink the problem. All actions, no matter how brief, take time. The choice of preterite or imperfect depends not on the duration of the action but how it is viewed—as either complete (preterite) or in progress (imperfect).

384. (A) Although the speaker might report that this took a considerable time, the action is viewed as completed—even if the speaker plans to speak to Mr. Acero again or even if several conversations took place.

385. (D) The background information—the circumstance in which the speaker's arrival occurred—is in the imperfect because it describes the situation. The arrival took place against that background. Note the spelling change required in the first person singular only to preserve the pronunciation.

386. (A) The explicit mention of a specific time frame calls for the use of the preterite. Again, do not overthink the situation. This is a summarizing statement that encloses a completed period of time.

387. (E) Choice (C) shows how the idea of two days ago can be expressed by the use of a **hacer** time clause, in which case the verb **descomponerse** (*to break*

down) would need to be in the preterite. Choice (D) shows the single word that means *the day before yesterday*. The other choices, particularly (A), are often heard but are anglicisms and to be avoided.

388. (B) While all the choices express the idea grammatically and in ways that any native speaker might choose—with choice (E) being the least likely—this last answer illustrates another instance of a **hacer** time clause in a full sentence.

Chapter 12: The Future Tense and the Conditional Mood

389. (E) There are two ways to express future action in Spanish: the simple (one-word) future and the periphrastic future, formed by **ir** + the preposition **a** + an infinitive. The simple future equals the English *will* or *shall*, while the periphrastic future equals *going to* + a verb.

390. (A) Just as in [answer 389](#), these choices show both the simple and the periphrastic forms of the future. The difficulties for English-speaking students of Spanish arise from confusion about forming the simple future: endings are added to the infinitive instead of removing the infinitive endings first, and a handful of common verbs have irregular stems.

391. (B) This is an example of the use of the conditional to express probability in the past. Choice (A) shows a very common way to express the English *to wonder*, and the other choices likewise inquire properly but without using the conditional in this special way, which is the point of this chapter.

392. (D) This is an example of the use of the simple (one-word) future to express probability in the present. As in [answer 391](#), the other choices are other ways of getting at the same information, but not in the way this chapter seeks to reinforce.

393. (E) These two answers simply reflect the flexible word order of Spanish. Choices (C) and (D) assume that the subject will truly be in the speaker's position, thus (D) is not an example of probability in the present.

394. (A) Note that although different verbs are used in each of these choices, both are in the conditional. Choice (B) literally means that it would please her to order chicken, whereas choice (D) says she would wish to order chicken. There

is no verb in Spanish that really means *to like*.

395. (C) Although choice (B) uses the conditional to express probability in the past, the rest of the sentence does not correspond to the meaning of the English; it says that he probably found out about her lies, not that he probably found out that she was characteristically dishonest.

396. (E) The only difference between these two correct choices is that one is in the form of a question while the other is a statement. The important thing is that they both employ the future of probability in the present.

397. (E) These three equally correct choices differ only with regard to either the use of the simple versus the periphrastic future, or in their choice of verb. Remember that the simple future implies a future action that depends more on the will of the subject than when the periphrastic future is used.

398. (D) The verb **valer** (*to be worth*) is one of a handful of high-frequency verbs whose stem in the future and conditional is irregular. The use of the conditional and future are also often confused with each other because of their morphological similarity.

399. (E) Of the two choices, choice (D), which uses the simple future, is the most emphatic because the action depends on the will of the subject. It is as if the speaker were trying to instill willpower in the person being spoken to.

400. (D) The use of the conditional, when it is truly conditional as opposed to being used to express probability in the past, is associated with the imperfect subjunctive, which expresses a hypothesis or contrary-to-fact condition. The conditional is used to express the consequence.

401. (A) The first two choices use the conditional of probability in the past to express the suspicion that the English speaker reveals by stressing the word *really*. Choice (D) uses the future of probability in the present—in a general or aoristic sense—to inquire about the truth of what they wanted, or possibly did not want, to do.

402. (E) These two choices reflect the fact that the *if*-clause (stating the hypothesis or contrary-to-fact condition with the imperfect subjunctive) and the

clause in which the consequence is expressed by the use of the conditional, can be placed in either order.

403. (A) The more interesting of these two correct responses is choice (D). It is what people say when they are concerned about their public image. As English speakers would express it: “What will the neighbors say?” The phrase is so common that it has even become a noun used to express the notion of concern about others’ opinions: **el quédirán**.

404. (E) These two choices reflect the use of **haber** in the simple future and as the infinitive in the periphrastic future construction. Since both are impersonal expressions the difference is minimal, but the one-word construction can be taken to imply a more deliberate rather than a spontaneous planning of the party.

405. (A) These three choices, besides using the two forms of expressing the future, also exemplify the flexibility of Spanish word order. Choice (B), while it expresses the same situation, also shows the present subjunctive of **caber**, where a spelling change is required in order to preserve pronunciation.

406. (E) Besides showing the two forms of expressing the future, the simple future in choice (B) shows just how irregular the stem of **hacer** is in the future and conditional. Choice (A) is incorrect because it does not express as directly as choices (B) and (C) what English requires of the rest of the sentence.

407. (A) The expressions **llevar a cabo** and **realizar** are nearly interchangeable for talking about *carrying out* or *making a plan a reality*. The verb **realizar** is a notorious false cognate that English speakers nearly all try to use instead of **darse cuenta de**.

408. (A) For the purposes of this chapter dealing with the future and conditional, choice (B) is the most correct and expresses a probability in the present that *something simply must be wrong with them*. In real life, however, choice (D) would be heard much more often.

409. (A) These two choices differ in their way of forming the imperative in the first part of the sentence. Choice (E) is incorrect because although it correctly uses the future in the second half of the sentence, the first half is declarative, not imperative.

410. (A) Choice (B) is often heard when, shortly after a party has begun, those present are wondering who might still show up and how much food there might be for those who come. Choice (D) is less likely due to ambiguity in how it might be spoken, but is still possible. Incorrect choices (C) and (E) differ from the correct choices (B) and (D) because of the comma in (C) and (E). The pause makes these sentences mean that “we’ll eat, more or less” and not in regard to the quantity.

411. (B) To form a contrary-to-fact statement in the past, you must use the pluperfect subjunctive in the *if*-clause and the conditional perfect to express the consequence. The most likely cause of errors in the usage of these tenses and moods, and the imperfect subjunctive and conditional for such statements in the present, is incorrect English usage.

412. (A) Choices (B) and (D) are incorrect because they are impersonal in the first case and passive voice in the second. The correct choices again show the simple future (C) and periphrastic constructions (E).

413. (E) The difference between these two choices is that **no hubiera sido** means *hadn’t been for*, while **no fuera por** means *weren’t for*. Their difference in meaning is negligible: the use of **fuera** places the time of the accident prior to the time of eating, just as well as the use of the pluperfect subjunctive.

414. (E) These choices show the two forms of the future. In addition, choice (B) shows the irregular stem of the high-frequency verb **querer** in the future and conditional, formed by removing the vowel from the infinitive ending.

415. (B) This choice shows the use of the conditional to express probability in the past. The other choices approach the situation in grammatically different ways, but not with the conditional.

416. (C) The simple future is the way that Spanish expresses strong prohibitions, such as those of the ten commandments. The periphrastic future cannot serve this function because its mood is simply declarative.

417. (E) These choices exemplify how expressing possibility and *to be able to* often amounts to the same thing. Once again, the use of the imperfect subjunctive and conditional creates counterfactual statements.

418. (D) Yet another contrary-to-fact statement. Choice (A) is also counterfactual but does not address the idea as stated in the English. Choice (B) is a straightforward declaration of fact.

419. (A) The differences between these choices are in their ways of expressing *some day*, as well as in exemplifying the two ways to express future action in Spanish.

420. (A) The reason that choice (D) is incorrect is that it is an impersonal expression of a contrary-to-fact condition; a personal one is needed because the English mentions a subject. Choice (E) is worth noting in that the use of the present subjunctive with the impersonal verb **haber** is an example of the subjunctive of anticipation in adverbial time clauses.

421. (E) Once again, these two correct choices exemplify the two ways that Spanish has for expressing future action. By using the simple future, the speaker in choice (B) implies that the other person will likely make a deliberate effort to call, and thus lends a bit more importance to it.

422. (C) The use of the conditional in this choice is truly conditional, because even though it is not used in conjunction with an *if*-clause containing the imperfect subjunctive, the contrary-to-fact nature of the statement is still clear.

423. (E) The incorrect choices involve impersonal expressions, whereas the correct ones name the subjects if only by the use of the verb ending that relates to the grammatical person.

424. (B) As in [answer 422](#), the use of the conditional is truly conditional because a hypothetical job offer is implied. Choice (E) is incorrect only because the English prompt is not framed as a negative question, although it seeks to elicit the same information in a response. The other choices, even the questions, assert or assume the future reality of a job or suggest it.

Chapter 13: The Perfect Tenses

425. (C) The other choices exemplify errors English speakers make with perfect tenses: irregular participles and the perception that **has** (the present indicative **tú** form of **haber**) equals the third person English *has*. Choice (B) is a construction

that does exist, roughly translating as *he is not in possession of the already composed letters*.

426. (E) The only difference among these choices is in the verb used for the past participle. All choices are pluperfect. Only choice (C) is highly unlikely, since **cocinar** means *to cook*—too general for the meaning of bake.

427. (B) The conditional perfect is always used either with an explicitly constructed *if*-clause, typically in the pluperfect subjunctive or, as here, with an implied counter-factual (contrary-to-fact) clause—*if it hadn't been too late*.

428. (D) The future perfect is an interesting and useful tense. It views a future action from another, yet more future perspective, making it a sort of past-in-the-future tense. Note that **haber** is one of the few verbs whose future and conditional stem is irregular.

429. (B) Only this choice is pluperfect, which is what the English prompt calls for. Choices (C) and (D) describe the situation, but with other constructions.

430. (D) This is the ideal choice because of the mention of a specific time. Choice (A) is therefore not technically correct, but many native speakers are likely to say it in casual, less careful speech.

431. (B) Just as in [answer 427](#), there is an implied contrary-to-fact clause in the sentence—*if it had not been cold*. This, and the relationship of the two past actions, make the conditional perfect the only proper choice.

432. (B) This is the only choice in the present perfect. Also note the verb **mirar** generally is better than **ver** for seeing a movie. **Ver** focuses on *seeing* as one of the five senses; **mirar** adds mental attention: *to watch* or *look at* (the sense of the preposition *at* is included in the Spanish verb, so no preposition is needed).

433. (E) All these choices are possible because of the four forms of *you* in Spanish. The conditional perfect is needed because of the contrary-to-fact situation expressed by *if not what you did*.

434. (A) First the tables will be set, then, after some unspecified amount of time, it will be five o'clock. The future *perfect* expresses setting the tables because,

from the perspective of five o'clock, it is in the past. The difference between choice (C) and choice (D) is that the first is passive, like the English, and the second is an impersonal **se** construction, more often encountered as the counterpart to English passive voice constructions.

435. (E) The two correct choices are reminders of the two forms for saying *never* in Spanish. There are more choices than these for dealing with the negative construction. To agree with the English tense, only the present perfect is correct.

436. (B) This choice is interesting for two reasons. First, the past participle is irregular, and second, it shows that in spoken English particularly, an adverb can be placed between the helping verb and the participle. This can never be done in Spanish.

437. (D) The conditional perfect is needed. The contrary-to-fact or *if*-clause would have to use the pluperfect subjunctive. The other choices are either in the wrong tenses and/or the wrong person.

438. (A) Both **volver** and **regresar** mean *to return* in this sort of situation. Note that the past participle of **volver** is irregular. Both are high-frequency verbs; **regresar** shows the formation of the past participle for regular **-ar** verbs.

439. (A) The first action is that the dog died. The second action is the return of the person being spoken to. Notwithstanding, the speaker is expressing an emotional response to a pluperfect action (the death of the dog), and thus the pluperfect subjunctive must be used.

440. (E) Both **absolver** and **perdonar** are appropriate in this sort of situation, although **absolver** has a more religious tone. Note that its past participle is also irregular. The situation calls for the conditional perfect due to the contrary-to-fact phrase beginning with the word *but*.

441. (A) These two choices show the two ways of expressing a present perfect action when a time clause is involved, despite the fact that (C) uses the present. This is because of the way it handles the **hacer** time clause construction in contrast to choice (B). This sort of situation typically will follow one of these two patterns.

442. (E) These two choices, both in the present perfect as in the English, differ only with respect to the two forms of address. Choice (B) is formal, using the **usted** form, as revealed by **le**; choice (C) is informal as shown by the use of **te**.

443. (D) The first action will be seeing most of Europe. Some time later, the speaker will turn thirty. Therefore, on the speaker's thirtieth birthday, seeing Europe will be a memory, so the future perfect is needed.

444. (C) The *if*-clause in the past makes the conditional perfect necessary to explain the consequence of the contrary-to-fact statement. Remember that the English phrase *would have* always requires some person and number of the conditional perfect.

445. (D) While choice (A) is also present perfect, **he** is the first person (**yo**) form of the helping verb **haber**, not the **él** form! The third person singular, present tense of **haber** is **ha**, which corresponds to the English *has*. The pitfall is that in Spanish, **has** is the **tú** form of **haber** in the present tense.

446. (B) Given the sense of the English, only the present perfect is possible and only choice (B) is in the correct person and number of **haber**.

447. (D) The original sentence shows how in English question formation, the subject pronoun is placed between the helping verb and the participle. In Spanish this is not admissible. Fortunately, in Spanish the subject is implicit in the ending of the conjugated verb. Choice (C) shows the correct form for **tú**, not for **ellos**.

448. (D) Only this choice corresponds to the third person singular and is in the present perfect. Choice (B) is in the **yo** (first person) form, and the others are in tenses that do not correspond to what is called for by the English.

449. (A) These two choices differ only in the choice of verb and are in the present perfect as called for by the English. The other two choices are in other tenses.

450. (C) The English calls for the pluperfect indicative, always characterized in English by the use of the word *had*.

451. (D) The other pluperfect choice, (B), is incorrect because no specific time

frame is mentioned. The others are not pluperfect and thus incorrect. Choice (A) is interesting because it translates roughly as *She had in her possession a letter that was open*.

452. (D) The other two choices in perfect tenses are (C), *would have*, and (E), *will have*. Thus only (D) is correct, being in the perfect indicative.

453. (C) As in [answer 451](#), the other pluperfect choice, (D), is incorrect because no specific time frame is mentioned. Choices (A) and (E) do not respond to what the English calls for, and choice (B) is future perfect, as the irregular stem of **haber** should reveal immediately.

454. (E) These correct choices exemplify typical patterns for the use of **hacer** time clauses. When the present tense of **hacer** is used with a present tense verb in these constructions, the meaning conveyed is the present perfect. Choices (B) and (D), while grammatically correct, follow the way English expresses such ideas.

455. (C) Remember that the English helping verb *has* is not the equivalent of **has** (from **haber**) in Spanish. The third person form in Spanish is **ha**. It is also worth noting that choice (A) means *She was going to go*.

456. (D) The use of **deber** and **haber** ceases to be confusing when one considers the many analogous English expressions involving the helping verbs *ought* or *should* when used with the English helping verb *have* (whose uses are nearly identical to **haber**). Choice (A) means *had to find*, choices (B) and (C) *ought to have found*. The use of the simple present (D), conditional, or the imperfect subjunctive of the helping verb **deber** have no impact on the meaning, and differ only in the degree of politeness or style.

457. (D) First of all, **avistar**, and not **mirar** or **ver**, is the proper verb to use for sighting something far away. At the same time, this choice gives the proper tense to address what the English calls for—the pluperfect.

458. (E) Choices (A) and (B) are incorrect because they are not in the pluperfect. The other two differ only in their choice of two high-frequency ways to express the idea in the English.

459. (B) Remember that **he**, the **yo** form in the present indicative of **haber**, is a verb. It is not the English pronoun *he*.

460. (B) The most likely error when selecting among these choices is to mistake the future perfect (C) for the conditional perfect, since the helping verb **haber** has the same irregular stem in both tenses.

Chapter 14: Imperatives, the Present and Imperfect Subjunctive Moods, and the Sequence of Tenses

461. (E) These choices show the four forms of imperatives corresponding to the four ways of addressing the second person, in both singular and plural forms. Choice (A) is the **tú** command; choice (B) is the **vosotros** command; choices (C) and (D) show the **usted** and **ustedes** commands.

462. (A) The difference between these two is that choice (B) says *going to come* and choice (D) says *will/may come*. The present subjunctive applies to both the future and the present because the future subjunctive (and future perfect subjunctive) are obsolete, except in legal documents. The subjunctive is needed in the subordinate noun clause introduced by a main clause with a verb of doubt.

463. (B) The subjunctive is needed because the action is anticipated and the adverbial clause requires it. The present subjunctive is used because, as noted, the present subjunctive covers the future.

464. (C) The subjunctive is needed in the subordinate adjective clause because the antecedent noun that the adjective clause modifies, *laptop*, is considered a vague antecedent, one the speaker does not yet have.

465. (D) The time frame is established in the first part of the sentence so as to make the action following the adverbial expression *after* an anticipated one; it thus requires the subjunctive.

466. (E) All the choices except (C) are negative imperatives, or command forms. Note that all negative commands are present subjunctive in form.

467. (B) The time frame is established by the first verb being in the past, which makes the action expressed following the adverb *after* not an anticipated one, but

rather a mere report and therefore not subjunctive.

468. (A) The secretary can be identified. Therefore, the verb in the subordinate adjective clause is in the indicative. It is in the present because the English does not say that she *spoke* but that she *speaks* Japanese. The use of **quien** instead of **que** when it refers to people is a matter of style.

469. (D) The use of the present perfect in the English calls for the same tense in Spanish (except in connection with **hacer** time clauses). The subjunctive is needed in the subordinate noun clause because it is introduced by a verb of emotion in the independent clause.

470. (E) The verb *hope* in the independent clause makes the subjunctive necessary in the subordinate clause and the time frame is present/future, thus the present subjunctive is used. The two choices reflect the only two verbs that could be used.

471. (A) Regardless of time frame, the subjunctive must always be used after the adverbial phrase **antes de que** (*before*), because the action that follows it is anticipated in all cases. The question of which of the four subjunctive tenses to use depends on logic. The two choices arise from two verbs that mean *to start*.

472. (D) The main clause expresses a certainty, so no subjunctive is used in the subordinate clause. Verbs of emotion and perception can introduce verbs expressing actions in any time frame, in this case the pluperfect. However, the subjunctive must be used after this adverbial expression, and the past time frame calls for the imperfect subjunctive.

473. (D) The main clause has a verb of disbelief in the past, so the verb in the subordinate clause must be subjunctive. The added problem is that the action in the subordinate clause is pluperfect, hence the pluperfect subjunctive.

474. (B) The verb in the main clause is one of hope and is in the past. Therefore the verb in the subordinate clause must be in the imperfect subjunctive.

475. (C) The main clause has a verb of wanting, expressed in the negative, but that does not eliminate the requirement for the subjunctive in the subordinate clause. Since the time frame is past, according to the tense of the main clause,

the imperfect subjunctive must be used in the subordinate clause.

476. (C) The time frame is established in the main clause, which is past: *she wanted*. The antecedent, *a dog*, is vague because she didn't have one yet. The verb phrase in the subordinate adjective clause *could protect* must be in the subjunctive. Note: Only the helping verb, **poder**, is conjugated in the imperfect subjunctive.

477. (B) The subject of the main clause, **yo**, is also the person who will (or won't) go to the park. Since there is no change of subject, there is no subordinate clause and therefore no subjunctive, but rather the infinitive, as in English.

478. (D) Choice (C), the most likely error, is incorrect because the English makes it clear by the use of the indefinite article *a* that the noun *recipe* is a vague antecedent, and therefore the verb in the subordinate adjective clause must be in the subjunctive. Since the time frame is past, it has to be in the imperfect subjunctive.

479. (E) The adverbial expression *in case* (**en caso de que**) always requires the subjunctive; the time frame is past but looking forward, so the imperfect subjunctive is needed. This is a clear example of the anticipatory subjunctive. The two choices are examples of high-frequency verbs used when speaking of accidents.

480. (B) The main clause contains an imperative directing the listener to tell someone else to do something. This means that the subordinate clause is introduced by a verb of requiring or commanding, and therefore the verb in the subordinate clause must be in the present subjunctive.

481. (D) The idea of doubt in the main clause is both past and negated. When a verb of doubt is negated, it removes the requirement for the subjunctive, but not the logical need for the proper sequence of tense. Therefore, this is the ideal choice. Choice (C) is incorrect because it does not mention the subject of the main clause in the English.

482. (B) Choice (C) is incorrect because the asking was not a repeated or habitual action. The other choices are in other time frames that are called for by the English.

483. (B) Choice (C) expresses the same sentiment as choice (B)—close enough to almost include it as correct also—but it treats a person *being able to* as equivalent to an impersonal statement about possibility. The other choices, although they look at the same situation, express it in ways that do not correspond to the English.

484. (C) This is an example of the subjunctive in a subordinate noun clause introduced by a verb of emotion in the main clause. The time frame is present/future, and hence the present subjunctive is used. Choice (D) is incorrect because **molestar** means *to annoy*.

485. (E) The English gives no hint on how the Spanish must be structured. Spanish requires a subordinate noun clause introduced by **que**. The verb of the main clause explains why the subjunctive must be used in the subordinate clause. The tense of the main verb sets the time frame in the present, requiring the subordinate verb to be in the present subjunctive. When speaking of grades, **recibir** and **sacar** are interchangeable.

486. (B) Choice (A) is incorrect because the subject's perspective views the action of guests as coming to her, not going in some other direction. Choice (C) is incorrect because **desear** is not close enough to the meaning of **esperar**. The subordinate verbs in choices (D) and (E) are correct, but not the main clauses.

487. (B) This is an example of an impersonal expression of emotion (urgency), in the past, which requires the verb in the subordinate clause to be in the subjunctive. The use of the pluperfect in the English then requires the pluperfect subjunctive in Spanish.

488. (E) These two choices differ only in that (C) uses the true passive—a less common native choice—while (B) uses the impersonal **se** construction. Choice (D) eliminates the subordinate clause and uses an infinitive because impersonal clauses allow for it, just as the English could have said *It's urgent to deliver this package today*.

489. (A) No subjunctive is needed because the antecedent described by the subordinate adjective clause is identified—it is not unclear. The choices require awareness of the logic of sequence of tense, a good command of the forms of verbs in Spanish, and attention to the tenses of the English. Choices (D) and (E)

are incorrect because their second verbs are in the present.

490. (E) The correct choices differ slightly in that the relative pronoun referring to people can be either **que**, or more formally **quien/quienes**, and in the use of either the simple present or the present progressive. English uses the progressive much more than Spanish, so without more context (B) has to be an admissible choice.

491. (A), (B), or (C) The speaker has no doubt about the catalog in which he or she saw a pair of shoes advertised. Therefore, the catalog is not a vague or nonexistent antecedent and the verb **tener** cannot be in the subjunctive. The tense of the verb is a matter of temporal perspective: shoes . . . “that had,” “was displaying,” or “shows.”

492. (C) Although the main clause has a verb of hope in the past, this is not the reason the imperfect subjunctive must be used in the subordinate clause. The verb of hope is completed by the complementary infinitive *to find*, which has the plural direct object *instructions*. The subordinate clause modifies that word and since the instructions are vague, the imperfect subjunctive must be used.

493. (E) This is an example of the obligatory use of the subjunctive in an adverbial purpose clause. As choice (A) shows, often it is possible simply to use **para** + an infinitive.

494. (A) Choice (B) is incorrect only because it uses an impersonal expression; it does require the subjunctive, as do the other responses. All choices express the same idea and have the same structure. The subjunctive must be used because of the adverbial expression **antes de que**.

495. (E) Choice (D) shows **para** + an infinitive to show purpose; it remains clear that her friends are the subject of the verb **contribuir**. Choice (C) makes them explicitly the subject by creating a purpose clause where they appear in the verb ending of **poder**, in the imperfect subjunctive, due to the past time frame of the main clause.

496. (B) This answer exemplifies another adverbial clause formed by **sin + que** (the conjunction that introduces clauses with subjects and conjugated verbs). It always requires the subjunctive.

497. (E) This question exemplifies a contrary-to-fact statement in the past. It also shows how to express the *if*-clause without the use of the pluperfect subjunctive, but still necessarily with **de** + **haber** + a past participle. The clause expressing the consequence must still be expressed with the conditional perfect.

498. (D) Only this choice shows the adverbial statement expressing *provided that* (**proviso**). Choice (A) means *in case you give me*, which does not reflect the English but is an expression that always requires the subjunctive.

499. (B) While all the choices express the same perception about Mr. Cazador, only this choice uses the expression **como si** (*as if*), an adverbial expression that not only always requires the subjunctive, but exclusively either the imperfect or the pluperfect subjunctive.

500. (D) Since the main verb sets the time frame in the past and the adverbial expression of **proviso** (see [answer 498](#)) requires the subjunctive, this is the only choice—even if she is still in college or has not even started in order to observe the sequence of tense.