



U.S. INSTITUTE®
OF LANGUAGES

VISUAL[™] LINK[™]
Spanish

SPANISH I

CONVERSATION MANUAL

WORKBOOK

PRONUNCIATION MANUAL

*Produced by DMC Language Labs, LLC
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SPANISH I

CONVERSATION MANUAL

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SPANISH I

WORKBOOK

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SPANISH I

PRONUNCIATION MANUAL

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(? / ANS. / LINK)		GROUP 1	
?			
Why?	- ¿Por qué?	I want	- (Yo) Quiero
Where?	- ¿Dónde?	He/She wants	- (El/Ella) Quiere
(to) Where?	- ¿Adónde?	You want	- (Ud.) Quiere
What?	- ¿Qué?		
When?	- ¿Cuándo?	I need	- (Yo) Necesito
		He/She needs	- (El/Ella) Necesita
		You need	- (Ud.) Necesita
ANSWERS			
yes	- sí	I have to	- (Yo) Tengo que
		He/She has to	- (El/Ella) Tiene que
		You have to	- (Ud.) Tiene que
no	- no		
because...	- porque...	I like	- Me gusta
		He/She likes	- Le gusta
		You like	- Le gusta
LINKS			
because...	- porque...	I can	- (Yo) Puedo
and...	- y...	He/She can	- (El/Ella) Puede
		You can	- (Ud.) Puede
or...	- o...		
but...	- pero...		
Basic Needs		It's important	- Es importante
Sección 1		It's possible	- Es posible

GROUP 2		GROUP 3	
to do/make	- hacer	to the movies	- al cine
		to the bank	- al banco
		to a restaurant	- a un restaurante
to go	- ir	to the post office	- al correo
		to the park	- al parque
to walk	- caminar	to the hotel	- al hotel
		to the store	- a la tienda
to run	- correr	home	- a la casa
		to the bathroom	- al baño
to take a taxi	- tomar un taxi	to the pool	- a la piscina
		to the office	- a la oficina
		to work	- al trabajo
		today	- hoy
		tomorrow	- mañana
		tonight	- esta noche
		now	- ahora
		later	- luego
		in an hour	- en una hora
		in (5) minutes	- en (cinco) minutos
		it/them	- lo/a/s
		also	- también
		something	- algo
		a/the document	- un/el documento
to read	- leer	a/the contract	- un/el contrato
		a/the book	- un/el libro
to study	- estudiar	a/the magazine	- una/la revista
		a/the newspaper	- un/el periódico
		a/the dictionary	- un/el diccionario
to buy	- comprar	food	- comida
		a/the hamburger	- una/la hamburguesa
to prepare	- preparar	a/the salad	- una/la ensalada
		(the) meat	- (la) carne
to cook	- cocinar	(the) fruit	- (la) fruta
		(the) vegetables	- (las) verduras
to eat	- comer	(the) cookies/crackers	- (las) galletas
		water	- agua
to drink	- tomar	juice	- jugo
		a drink	- una bebida
		nothing/anything	- nada

GREETINGS

COMMENTS

RESPONSES

. Hola.	(Hello.)	. Hola.	(Hello.)
. Buenos días.	(Good morning.)	. Buenos días.	(Good morning.)
. Buenas tardes.	(Good afternoon.)	. Buenas tardes.	(Good afternoon.)
. Buenas noches.	(Good evening.)	. Buenas noches.	(Good evening.)
. ¿Qué tal?	(How are things?)		
. ¿Cómo le va?	(How are things going?)		
. ¿Cómo está (usted)?	(How are you?)		
		. Bien.	(Fine.)
		. Bien, gracias.	(Fine, thanks.)
		. Más o menos.	(More or less.)
		. Mal.	(Very bad.)
. ¿Cómo se llama usted?		. Me llamo ____.	
(What is your name?)		(My name is ____.)	
. Mucho gusto.	(Nice to meet you.)	. El gusto es mío.	
		(The pleasure is mine.)	
		. Igualmente.	(Equally or likewise.)
. ¿Qué hay de nuevo?	(What's new?)		
. ¿Qué pasa?			
(What's happening/wrong?)		. No mucho.	(Not much.)
		. Nada.	(Nothing.)
		. ¿Y usted?	(And what about you?)

FAREWELLS

. Adiós.	(Good bye.)	. Hasta mañana.	(Until tomorrow.)
. Chao.	(Chow.)	. Hasta luego.	(Until later.)
. Nos vemos.	(We'll see you.)		
. ¡Qué le vaya bien!		. Gracias.	(Thank you.)
(May everything go well for you!)			

Greetings Sección 2

SURVIVAL EXPRESSIONS!!

Where is a bathroom?
- ¿Dónde está un baño?

Where is a telephone?
- ¿Dónde está un teléfono?

I'm hungry. - Tengo hambre.
I'm thirsty. - Tengo sed.
I want more. - Quiero más.
I don't want it. - No lo quiero.

Please. - Por favor.
Thank you. - Gracias.
You're Welcome. - De nada.
I'm sorry. - Lo siento/Perdón
Excuse me. - Perdón.

If you need to get by someone,
or if you leave a group of people:
- Con permiso.

Ready? - ¿Listo(a)(s)
Let's go. - Vámonos/Vamos.
Fast; quick. - Rápido.
Wait! - ¡Espere!
Look! - ¡Mire!
Listen to me! - ¡Escúcheme!

Come here! - ¡Venga para acá!
Get out of here! - ¡Salga de aquí!

It doesn't matter. - No importa.
I don't think so. - No creo.
Just kidding. - Estoy bromeando

It doesn't work. - No funciona.
Really? - ¿De veras?
Of course! - ¡Claro!

Where do you live? - ¿Dónde vive
I live in - Vivo en . .
Do you speak Spanish? - ¿Habla español?
I speak a little. - Hablo un poquito.

Just a minute. - Un momento.
I'll be right back. - Ahorita vengo.
I'm in a hurry. - Tengo prisa.

Hey! - ¡Oiga!
Be careful! - ¡Tenga cuidado!
Calm down! - ¡Tranquilo!
Hurry up! - ¡Apúrese!

Good luck! - ¡Buena suerte!
Bless you! (sneeze) - ¡Salud!

I think so - Creo que sí
Well... - Bueno...
O.K - O.K.

I don't know. - No sé.
I don't understand. - No entiendo.
I don't understand. - No comprendo.
I forgot. - Se me olvidó.

thing - cosa
place - lugar

Is it O.K? - ¿Está bien?
Can you help me? - ¿Puede ayudarme?

No problem. - No hay problema.
Don't worry. - No se preocupe.

**Survival
Sección 3**

GRAMMAR

	MASCULINE	FEMININE	
<i>a/an</i>	un	una	SINGULAR
<i>some</i>	unos	unas	PLURAL

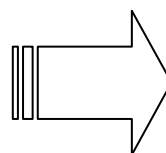
	MASCULINE	FEMININE	
<i>the</i>	el	la	SINGULAR
<i>the (-s)</i>	los	las	PLURAL

Tengo

Tiene

Hay

Había



SPANISH ADJECTIVES

English
The green house.

Spanish
La casa verde.
(The house green)

Grammar
Sección 4

COMPREHENDING NATIVE SPEAKERS

Spanish speakers are very friendly and love to speak with Americans, especially those who are trying to learn their language. By using the following phrases, you can turn an ordinary Spanish speaking person into your personal tutor who will help you improve your Spanish.

REPEAT TECHNIQUE: *(Use when others are speaking.)*

Repeat key words you understand or that sound important in a questioning tone.

COMPREHENSION PHRASES: *(Use when you don't understand.)*

1. Tell them what level you are at and have them speak slower:

No entendí bien . . . I didn't understand very well.

¿Me puede hablar un poco más despacio?

Can you speak a little slower?

(Más despacio, por favor – Slower, please.)

2. Clarify words you don't know:

¿Qué significa _____?

What does _____ mean?

USEFUL PHRASES

¿Cuál es la diferencia entre _____ y _____?

What is the difference between _____ and _____?

¿Cómo se dice _____ en español?

How do you say _____ in Spanish?

¿Cómo se dice esto en español?

How do you say this in Spanish?

¿Cómo se dice eso en español?

How do you say that in Spanish?

¿Está bien dicho?

Did I say that correctly?

<p>Comprehension Sección 5</p>
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(? / ANS. / LINK)		GROUP 1	
?		To want	– Querer
Why?	- ¿Por qué?	I want	- (Yo) Quiero
Where?	- ¿Dónde?	He/She wants	- (El/Ella) Quiere
(to) Where?	- ¿Adónde?	You want	- (Usted) Quiere
What?	- ¿Qué?		
When?	- ¿Cuándo?	Can/To be able to	– Poder
With whom?	- ¿Con quién?	I can/am able to	- (Yo) Puedo
		He/She can	- (El/Ella) Puede
		You can	- (Usted) Puede
ANSWERS			
yes	- sí	To need	– Necesitar
no	- no	I need	- (Yo) Necesito
because...	- porque...	He/She needs	- (El/Ella) Necesita
		You need	- (Usted) Necesita
LINKS		To like	– Gustar
because...	- porque...	I would like	- Me gustaría
and...	- y...	He/She would like	- Le gustaría
or...	- o...	You would like	- Le gustaría
but...	- pero...		
but first...	- pero primero...	It's (very) difficult	- Es (muy) difícil
and then...	- y después...	It's (very) easy	- Es (muy) fácil
(and after...)		It's necessary	- Es necesario
		What?	- Hay que. . .
		FUTURE TENSE	
		To go	– Ir
		I'm going to	- (Yo) Voy a
		He/She is going to	- (El/Ella) Va a
		You are going to	- (Ud.) Va a

Communication Sección 6
--

GROUP 2		GROUP 3	
to do	- hacer	the/a computer	- la/una computadora
		the/a fax machine	- el/un fax
to use	- usar	the Internet	- el internet
		the/a phone	- el/un teléfono
to check/look through	- revisar	the/a message	- el/un recado
to write	- escribir	the/a message	- el/un mensaje
to read	- leer	the/a letter	- la/una carta
to send	- mandar	the/an e-mail	- el/un e-mail
to sign	- firmar	the/a document	- el/un documento
to leave something	- dejar(le)	the/a contract	- el/un contrato
(for him, her, or		the/a fax	- el/un fax
you) and go away.		the/a paper	- el/un papel
		something	- algo
		her/she	- a ella
		him/he	- a él
		them/they	- a ellos
to say/tell		them/they (<i>fem.</i>)	- a ellas
(him/her/you)	- decir(le/s)	you	- a usted (Ud.)
		my/your brother	- a mi/su hermano
to speak, talk (with)	- hablar (con)	my/your sister	- a mi/su hermana
		my/your mom	- a mi/su mamá
to call (him/her/you)	- llamar(*le/s)	my/your dad	- a mi/su papá
		my/your friend (m)	- a mi/su amigo
		my/your friend (f)	- a mi/su amiga
to ask (him/her/you)	- preguntar(le/s)	the boss	- al/el jefe
		the people	- a la gente
		in Spanish	- en español
		in English	- en inglés
to repeat	- repetir	the word(s)	- la/las palabra(s)
		the phrase(s)	- la/las frase(s)
to practice	- practicar	the sentence(s)	- la/las oración(es)
		it/them	- lo/a/s
*Can also be “lo/la/s” if used with a direct object		tomorrow	- mañana
(see Level II Verb Course)		day after tomorrow	- pasado mañana
<i>f.</i> = Feminine		next week	- la próxima semana
<i>m.</i> = Masculine		next week	- la semana que viene
		next month	- el próximo mes
		next month	- el mes que viene

Locations

Always use “estar” with locations.

QUESTIONS

Where is...? / Where is it?	¿Dónde está... ?
Where are...?	¿Dónde están...?
Where are you (<i>formal</i>)?	¿Dónde está (Ud.)?
Where are you (<i>informal</i>)?	¿Dónde estás (Tú)?
Where are all of you?	¿Dónde están (Ustedes)?
How do I get to...?	¿Cómo llego a...?
How far is the...?	¿Qué tan lejos está el/la...?

RESPONSES

(optional) (object from above)	(It) is / He is / She is /	Está...
	You are	
	They are...	Están
	You (plural) are	Están
	I am...	Estoy...
	We are...	Estamos...
	Go...	Vaya...
	Continue...	Siga...

Locations Sección 7

- Places -

Wall Street	la calle Wall
the park	el parque
the mall	el centro comercial
the supermarket	el supermercado
the store	la tienda
the beach	la playa
the movie theater	el cine
the post office	el correo
the university	la universidad
the book store	la librería
the bathroom	el baño
the building	el edificio
the place	el lugar
the church	la iglesia
the hospital	el hospital
the school	la escuela
the library	la biblioteca
Mexico	México
The United States	Los Estados Unidos

- People/Things -

traffic light	el semáforo
corner	la esquina
my mother	mi mamá
your house	su casa
my keys	mis llaves
my book	mi libro
a pencil	un lápiz
a pen	una pluma
the wall	la pared
the table	la mesa
your money	su dinero
the phone	el teléfono
the remote control	el control remoto
my socks	mis calcetines
my pants	mis pantalones
your shoes	sus zapatos
a cup	un vaso
a comb	un peine
a brush	un cepillo

- RESPONSES -**Object Locations**

at/in/on	en
on (top of)	sobre
underneath (of)	debajo de
against	contra (the wall etc.)

Inside / Outside Locations

(over) here	(por) aquí
(over) here	(por) acá
(over) there	(por) allí
(over) there	(por) allá
next to..	al lado de...
in front of (close to)	delante de
behind	detrás de
far (from...)	lejos (de...)
close (to...)	cerca (de...)

Outside Locations

in front of (across from)	frente a
around the corner	a la vuelta
towards	hacia
straight ahead	derecho

Outside Locations (Cont.)

for (5) blocks	por (5) cuadras
at the corner of_ and_	en la esquina de__y__
between __ and __	entre __ y __
a mile away	a una milla
5 blocks away	a 5 cuadra(s)
10 km. away	a 10 kilómetros
17 minutes away	a 17 minutos
of / from	de
turn on to ____	dé vuelta en ____
past ____	pasando la/el ____
turn right	dé vuelta a la derecha
turn left	dé vuelta a la izquierda
until (you get to)	hasta
to the right	a la derecha
to the left	a la izquierda
to the north	al norte
to the south	al sur
to the east	al este
to the west	al oeste

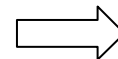
(? / ANS. / LINK)		GROUP 1	
	?	To want	– Querer
Why?	- ¿Por qué?	I want	- (Yo) Quiero
(to) Where?	- ¿(A)dónde?	He/She wants	- (El/Ella) Quiere
		You want	- (Ud.) Quiere
		To need	– Necesitar
What?	- ¿Qué?	I need	- (Yo) Necesito
When?	- ¿Cuándo?	He/She needs	- (El/Ella) Necesita
		You need	- (Ud.) Necesita
With whom?	- ¿Con quién?	To like	– Gustar
How often?	- ¿Qué tan seguido?	I like	- Me gusta
		He/She likes	- Le gusta
		You like	- Le gusta
ANSWERS		Can/To be able to	– Poder
no (but ...)	- no (pero...)	I can/am able to	- (Yo) Puedo
yes	- sí	He/She can	- (El/Ella) Puede
maybe	- tal vez/quizás	You can	- (Ud.) Puede
because...	- porque...	To know (how)	– Saber
LINKS		I know (how..)	- (Yo) Sé
if...	- si...	He/She knows (how..)	- (El/Ella) Sabe
or...	- o...	You know (how..)	- (Ud.) Sabe
and...	- y...	To hope	– Esperar
but...	- pero...	I hope	- (Yo) Espero
and after...	- y después...	He/She hopes	- (El/Ella) Espera
but before...	- pero antes...	You hope	- (Ud.) Espera
Where are you from?	¿De dónde es Ud.?	PAST TENSE	
I am from...	Soy de...	To go	– Ir
		I went to	- (Yo) Fui a
		He/She went to	- (El/Ella) Fue a
		You went to	- (Ud.) Fue a

Becoming Acquainted Sección 8

GROUP 2		GROUP 3	
to do/make	- hacer	the guitar	- la guitarra
to play (instruments)	- tocar	the piano	- el piano
to read	- leer	an instrument	- un instrumento
to sing	- cantar	the newspaper	- el periódico
to listen (to...)	- escuchar	novels	- novelas
to watch	- ver/mirar	songs	- canciones
to practice	- practicar	rock music	- música rock
to play (sports, games)	- jugar	the radio	- la radio/el radio
to teach	- enseñar (a)	TV (television)	- la tele (la televisión)
to learn	- aprender (a)	sports	- (los) deportes
to win/earn	- ganar	football	- (el) fútbol americano
to lose	- perder	basketball	- (el) básquetbol
to kick	- patear	tennis	- (el) tenis
to throw	- tirar	golf	- (el) golf
to hit	- pegar(le a)	soccer	- (el) fútbol
to use	- usar	volleyball	- (el) vólibol (voli)
to paint	- pintar	swimming	- (la) natación
to draw	- dibujar	ping pong	- (el) ping pong
to swim	- nadar	baseball	- (el) béisbol
to ski	- esquiar	as a team	- en equipo
		the championship	- el campeonato
		the game	- el partido/el juego
		the/a ball	- la/una pelota
		the/a ball	- la/una bola
		the/a racquet	- la/una raqueta
		sometimes	- a veces
		always	- siempre
		every once in a while	- de vez en cuando
		frequently	- frecuentemente
		in a little while	- en un ratito
		once/one time	- una vez
		many times	- muchas veces
		yesterday	- ayer
		last week	- la semana pasada
		last night	- anoche
		last month	- el mes pasado
		one week <u>ago</u>	- <u>hace</u> una semana
		one year <u>ago</u>	- <u>hace</u> un año

PERMANENT CHARACTERISTICS

(More than 2-3 weeks at a time)



I am	(Yo)	Soy	We are	(Nosotros)	Somos
You are (<i>informal</i>)	(Tú)	Eres	<i>Ya'll are (Spain)</i>	(vosotros)	<i>sois</i>
You are (<i>formal</i>)	(Usted)	Es	All of you are	(Ustedes)	Son
He/She is	(El/Ella)		They are	(Ellos/Ellas)	

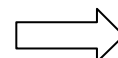
Ud. = usted
Uds. = ustedes

ASKING QUESTIONS:

- What is it like? - ¿Cómo es?
- What is she like? - ¿Cómo es ella?
- What are they like? - ¿Cómo son ellos?
- What do you do (for a living)? - ¿A qué se dedica?

TEMPORARY CHARACTERISTICS

(Less than 1-2 days at a time)

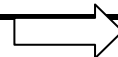


I am	(Yo)	Estoy	We are	(Nosotros)	Estamos
You are (<i>informal</i>)	(Tú)	Estás	<i>Ya'll are (Spain)</i>	(vosotros)	<i>Estáis</i>
You are (<i>formal</i>)	(Usted)	Está	All of you are	(Ustedes)	Están
He/She is	(El/Ella)		They are	(Ellos/Ellas)	
It is					

ASKING QUESTIONS:

- How are you (right now)? - ¿Cómo está usted?

For certain adjectives, "I have" replaces "I am": **"Tener"**



I am	(Yo)	Tengo	We are	(Nosotros)	Tenemos
You are (inf.)	(Tú)	Tienes	<i>Ya'll are (Spain)</i>	(vosotros)	<i>tenéis</i>
You are (formal)	(Ud.)	Tiene	All of you are	(Uds.)	Tienen
He/She is	(El/Ella)		They are	(Ellos/Ellas)	

Describing Characteristics Sección 9

MODIFIERS		ADJECTIVES			
very	- muy	tall	- alto/a/s	short	- bajito/a/s
		fat	- gordo/a/s	skinny	- delgado/a/s
somewhat	- más o menos	pretty	- bonito/a/s	ugly	- feo/a/s
		small	- pequeño/a/s	big	- grande/s
a little	- un poco	old	- viejo/a/s	young	- joven/es
		boring	- aburrido/a/s	intelligent	- inteligente/s
very	- bien	rich	- rico/a/s	poor	- pobre/s
		blond	- rubio/a/s	good looking	- guapo/a/s
too (much) - demasiado		strong	- fuerte/s	weak	- débil/es
		good	- bueno/a/s	bad	- malo/a/s
		fast	- rápido/a/s	slow	- lento/a/s
		expensive	- caro/a/s	cheap	- barato/a/s
		friendly	- amable/s	interesting	- interesante/s
		new	- nuevo/a/s	different	- diferente/s
		funny	- chistoso/a/s	lazy	- flojo/a/s
		PROFESSIONS		business pers.	- comerciante/s
nurse	-enfermero/a/s	doctor	- doctor/médico		
manager	-gerente/s	secretary	- secretario/a/s		
lg. bus. owner	- empresario/a/s	lawyer	- abogado/a/s		
engineer	-ingeniero/a/s	mechanic	- mecánico/a/s		
very	- muy	sad	- triste/s	happy	- feliz/ces
		excited	- emocionado/a/s	bored	- aburrido/a/s
somewhat	- más o menos	in a hurry	- apurado/a/s	busy	- ocupado/a/s
		frustrated	- frustrado/a/s	nervous	- nervioso/a/s
a little	- un poco	tired	- cansado/a/s	ready	- listo/a/s
		divorced	- divorciado/a/s	married	-casado/a/s
too (much) - demasiado		dead	- muerto/a/s	sick	-enfermo/a/s
		hot (things)	- caliente/s	spicy hot	-picante/s
very	- bien	content	- contento/a/s	angry	-enojado/a/s
		good (food)	- rico/a/s	bad (food)	-feo/a/s
		delicious	- delicioso/a/s	broken	-roto/a/s
		asleep	- dormido/a/s	clean	- limpio/a/s
a lot	- mucho/a	hungry	- hambre <i>f</i>	cold	- frío <i>m</i>
		thirsty	- sed <i>f</i>	hot	- calor <i>m</i>
a little	- un poco de	in a hurry	- prisa <i>f</i>	sleepy	- sueño <i>m</i>
		embarrassed	- vergüenza <i>f</i>	lucky	- suerte <i>f</i>
		<i>f = feminine</i>		<i>m = masculine</i>	

(? / ANS. / LINK)		GROUP 1	
?		To need	– Necesitar
What's in it?	¿Qué lleva?	I need	(Yo) Necesito
		He/She needs	(El/Ella) Necesita
How?	¿Cómo?	You need	(Ud.) Necesita
		We need	(Nosotros) Necesitamos
		To want	– Querer
(to) Where?	¿(A)dónde?	I want	(Yo) Quiero
What?	¿Qué?	He/She wants	(El/Ella) Quiere
		You want	(Ud.) Quiere
When?	¿Cuándo?	We want	(Nosotros) Queremos
Who?	¿Quién?	To like	– Gustar
		I would like	Me gustaría
		He/She would like	Le gustaría
		You would like	Le gustaría
		We would like	Nos gustaría
ANSWERS		Can/To be able to	– Poder
no	no	I can/am able to	(Yo) Puedo
yes	sí	He/She can/is able to	(El/Ella) Puede
maybe	tal vez/quizás	You can/are able to	(Ud.) Puede
because...	porque...	We can/are able to	(Nosotros) Podemos
LINKS		To prefer	– Preferir
if...	si...	I prefer	(Yo) Prefiero
or...	o...	He/She prefers	(El/Ella) Prefiere
and...	y...	You prefer	(Ud.) Prefiere
but...	pero...	We prefer	(Nosotros) Preferimos
and then...	y luego...	Before After	Antes de Después de
(and later...)			
but first...	pero primero...	To go	– Ir
		I'm going to	(Yo) Voy a
		He/She is going to	(El/Ella) Va a
		You are going to	(Ud.) Va a
		We are going to	(Nosotros) Vamos a

Restaurant
Sección 10

GROUP 2		GROUP 3	
to sit (<i>down</i>)	-sentar(me/se/nos)	a table for (2)	-una mesa para (dos)
		on the first floor	- en el primer piso
		on the second floor	- en el segundo piso
		next to the window	- al lado de la ventana
to order	-ordenar	bread	- pan
		soup	- sopa
		salad	- ensalada
		chicken	- pollo
to ask for	-pedir	a steak (well done)	- un bistec (bien cocido)
		(medium)	- tres cuartos
		(rare)	- término medio
to taste/try	-probar (el/la/los/las)	fish	- pescado
to cook	-cocinar	pork	- puerco
		potatoes	- papas
to make/do	-hacer	French fries	- papas fritas
		carrots	- zanahorias
to eat	-comer	beans	- frijoles
		rice	- arroz
		broccoli	- brócoli
		ham	- jamón
to cook it	-cocer lo	eggs	- huevos
		more	- más
to drink	-tomar	water	- agua
		milk	- leche
		juice	- jugo
		coffee	- café
to have	-tener	tea	- té
		wine (red/white)	- vino (tinto/blanco)
		beer	- cerveza
		soda	- refresco
to bring	-traer	a/the menu	- un/el menú
to bring me	-traerme	the bill	- la cuenta
to bring him/her	-traerle	a napkin	- una servilleta
to bring you	-traerle	more (water)	- más (agua)
to bring us	-traernos	kechup	- kéchup/cátsup
to accept	-aceptar	salt/pepper	- sal / pimienta
		please	- por favor
		a credit card	- una tarjeta de crédito
		a check	- un cheque
to pay (with)	-pagar (con)	cash	- efectivo

TELEPHONE: SECCIÓN 11

- INITIAL CONVERSATION -

ANSWERING A CALL	MAKING A CALL
¿Bueno? (Hello)	Buenos días/tardes. (Good morning/afternoon.)
¿Aló? (Hello)	Habla (<u>name</u>) de (<u>company</u>) (This is _____ from_____)
¿En qué puedo servirle? (How can I help you?)	¿Con quién hablo? (With whom am I speaking?)
El/Ella habla. (This is he/she)	¿Se encuentra (<u>José</u>)? (Is _____ in?)
¿Con quién quiere hablar? (With whom do you want to speak?)	¿Me puede comunicar con (<u>Juan</u>)? (Can I speak with _____?)
¿Quiere hablar con (<u>José</u>)? (You want to speak with _____?)	No. Con (<u>Paco</u>) por favor. (No. With _____ please.)

HOW TO TRANSFER

Le voy a pasar con _____.
(I'm going to transfer you to _____.)
Un momento por favor.
(One moment please.)

IF THE PERSON IS NOT IN...

ANSWERING A CALL	MAKING A CALL
No está (ahora). (He/she is not in (right now.)	¿Cuándo va a regresar? (When will he/she return?)
Va a regresar en ____ horas/minutos. (He/she will return in ____ hrs/mins.)	TO LEAVE A MESSAGE
ASK TO TAKE A MESSAGE	¿Puedo dejarle un mensaje? (Can I leave him/her a message?)
¿Le gustaría dejar un mensaje? (Would you like to leave a message?)	¿Puede decirle que llamó ____ de ____? (Can you tell him/her that (<u>name</u>) called from (<u>company</u>)?)
¿Me puede dar su teléfono? (Can you give me your number?)	Mi teléfono es (<u>123-456-7890</u>). (My phone number is (<u>123-456-7890</u>).)
Telephone Sección 11	TO CALL BACK LATER
	No, gracias. Yo vuelvo a llamar. (No, thanks. I'll call back.)

TO END A CALL

Gracias. Hasta luego. (Thank you. Until later.)

SECCIÓN 12: TRAVEL

TOPICS:

1. Rent A Car
2. Bank Information
3. Exchange Rate
4. Hotel
5. Shopping
6. Medical Emergencies
7. General Travel Tips

Rent a Car

- | | |
|-----------------------------------|-------------------------------------|
| I need to rent a car. | - Necesito rentar un carro. |
| Where can I rent a car? | - ¿Dónde puedo rentar un carro? |
| Which credit cards do you accept? | - ¿Qué tarjetas de crédito aceptan? |
| How much does it cost per day? | - ¿Cuánto cuesta por día? |
| How much does it cost per km.? | - ¿Cuánto cuesta por kilómetro? |
| I need a car for ____ days. | - Necesito un carro por ____ días. |

Bank

- | | |
|--|--|
| Where's a bank? | - ¿Dónde hay un banco? |
| I need to cash travelers checks. | - Necesito cambiar Cheques de Viajero. |
| I need to exchange dollars for the local currency. | - Necesito cambiar dólares por (<u>pesos</u>). |

Exchange Rate


When you get to a Spanish speaking country, here is how to ask the exchange rate.

¿A cuánto está el dólar? OR ¿Cuál es el tipo de cambio?

Write Exchange Rate Here: _____

When someone gives you the price for something, use the following formula to find out how much it costs in American dollars:

Exchange Rate Formula

Amount something costs (their money).		_____
Divided by the exchange rate.	/	(Write rate here)
Equals the amount in American dollars.	=	_____

HOTEL

I have reservations.	- Tengo reservaciones.
Do you accept travelers checks	- ¿Aceptan cheques de viajero?
When is the check out time?	- ¿A qué hora se registra la salida?

¿Hay...? (Is/Are there...?)	the/a restaurant	- el/un restaurante
	the/an exercise room	- el/un gimnasio
	the/a laundromat	- la/una lavandería
	the/a bar	- el/un bar
	the/some stores	- las/unas tiendas
¿Dónde está ...? (add "n" if plural) (Where is / are ...?)	the/a museum	- el/un museo
	the/a swimming pool	- la/una piscina
	the/a sauna	- el/un sauna
¿Dónde hay ...? (Where is a ...?)	the/a jacuzzi	- el/un jakuzi
	my/a key	- mi/una llave
	another key	- otra llave
Necesito (más)... (I need (more)...)	a room	- un cuarto
	a single bed	- una cama individual
	a queen bed	- una cama queen size
_____ no funciona. (_____ doesn't work.)	room service	- servicio a la habitación
	soap	- jabón
	clean towels	- toallas limpias
	the/a TV	- la/una televisión
	the/a light	- la/una luz
	the air cond.	- el aire acondicionado
	the heat	- la calefacción
	drinkable water	- agua potable
	videos	- videos
	the/a telephone	- el/un teléfono

It's not clean.	- No está limpio.
Will you clean it please?	- ¿Podría limpiarlo? Por favor.

SHOPPING

Where is a Gift shop?	- ¿Dónde está una tienda de regalos?
Where is a Pharmacy / Drug Store?	- ¿Dónde está una farmacia?
Where is a mall?	- ¿Dónde está un centro comercial?
Where is clothing store?	- ¿Dónde está una tienda de ropa?
I would like to buy _____	- Me gustaría comprar _____
How much is this/that?	- ¿Cuánto cuesta esto / eso?
How much is _____?	- ¿Cuánto cuesta _____?

MEDICAL EMERGENCIES

We need help right now!	- ¡Necesitamos ayuda ahora mismo!
He/She needs to go to a hospital.	- (El/Ella) Necesita ir a un hospital.
He/She needs a doctor.	- (El/Ella) Necesita un doctor.
Are there ambulances close?	- ¿Hay ambulancias cerca?
Call an ambulance!	- ¡Llame una ambulancia!
Call a taxi!	- ¡Llame un taxi!

GENERAL TRAVEL TIPS

1. Don't put all your money in one place.
2. Put money in a hidden pocket – under clothes is preferable.
3. Don't leave luggage or valuables unattended.
4. Hold on to your things, especially cameras, suitcases, etc.
5. Don't wear expensive watches or jewelry.
6. If you lose something, it's gone.

BONUS SECTION

TOPICS:

- 1 Months
- 2 Days of the Week
- 3 Seasons
- 4 Colors
- 5 Numbers
- 6 Telling Time

MONTHS		DAYS OF THE WEEK	
January	- enero	Monday	- lunes
February	- febrero	Tuesday	- martes
March	- marzo	Wednesday	- miércoles
April	- abril	Thursday	- jueves
May	- mayo	Friday	- viernes
June	- junio	Saturday	- sábado
July	- julio	Sunday	- domingo
August	- agosto	SEASONS	
September	- se(p)tiembre		
October	- octubre		
November	- noviembre		
December	- diciembre		
		Spring	- primavera
		Summer	- verano
		Fall	- otoño
		Winter	- invierno

COLORS

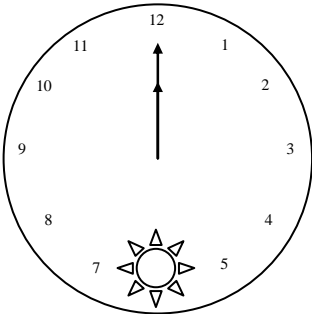
red	- rojo/a/s	maroon	- guinda/s
orange	- anaranjado/a/s	silver	- plateado/a/s
yellow	- amarillo/a/s	gold	- dorado/a/s
green	- verde/s	light blue	- celeste/s
blue	- azul/es	gray	- gris/es
purple	- morado/a/s	gray	- plomo/s
black	- negro/a/s	pink	- rosa/s
white	- blanco/a/s	violet	- violeta/s
brown	- café/s	blond	- güero/a/s
brown	- marrón/es	blond	- rubio/a/s
		brunette	- cabello castaño

NUMBERS

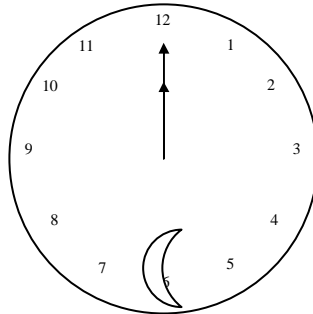
0	cero	60	sesenta
1	uno	61	sesenta y uno
2	dos	62	sesenta y dos
3	tres	70	setenta
4	cuatro	71	setenta y uno
5	cinco	72	setenta y dos
6	seis	80	ochenta
7	siete	81	ochenta y uno
8	ocho	82	ochenta y dos
9	nueve	90	noventa
10	diez	91	noventa y uno
11	once	92	noventa y dos
12	doce	100	cien
13	trece	101	ciento uno
14	catorce	102	ciento dos
15	quince	110	ciento diez
16	dieciséis	111	ciento once
17	diecisiete	120	ciento veinte
18	dieciocho	130	ciento treinta
19	diecinueve	200	doscientos
20	veinte	300	trescientos
21	veintiuno	400	cuatrocientos
22	veintidós	500	quinientos
23	veintitrés	600	seiscientos
24	veinticuatro	700	setecientos
25	veinticinco	800	ochocientos
26	veintiséis	900	novecientos
27	veintisiete	1,000	mil
28	veintiocho	1,001	mil uno
29	veintinueve	1,100	mil cien
30	treinta	1,500	mil quinientos
31	treinta y uno	2,000	dos mil
32	treinta y dos	100,000	cien mil
40	cuarenta	1,000,000	un millón
41	cuarenta y uno	2,000,000	dos millones
42	cuarenta y dos	100,000,000	cien millones
50	cincuenta	1,000,000,000	mil millones

TELLING TIME

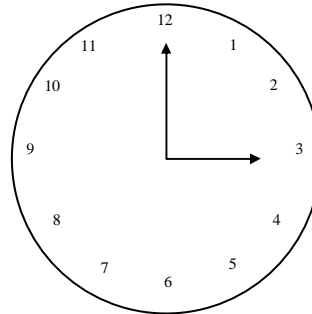
¿Qué hora es?/¿Qué horas son?



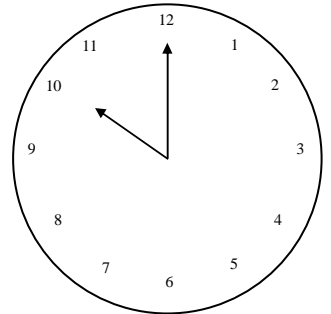
it's/at midday
es/al mediodía



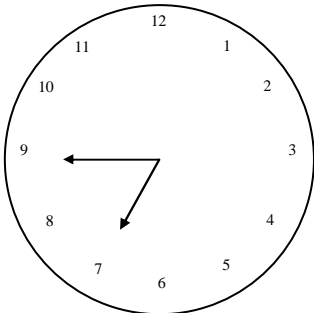
it's/at midnight
es/a (la) medianoche



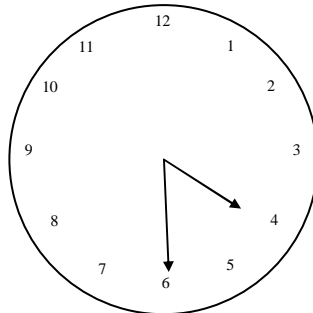
it's/at 3:00
son/a las tres



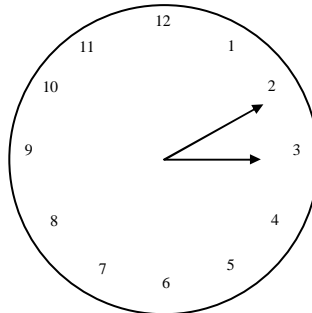
it's/at 10:00
son/a las diez



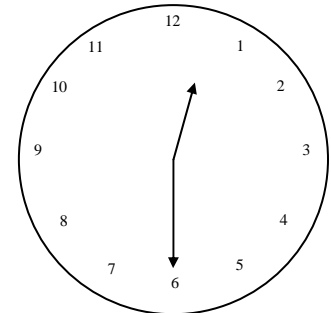
it's/at 6:45
son/al cuarto para las
siete



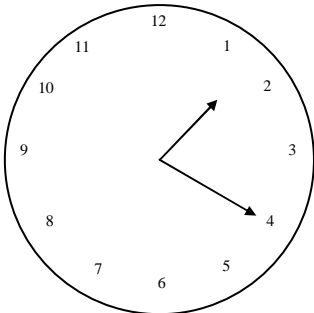
it's/at 4:30
son/a las cuatro
y media



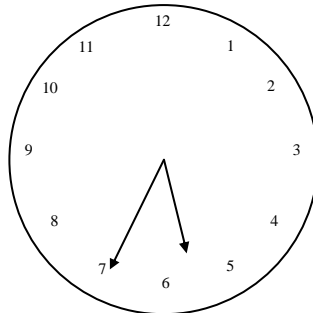
it's/at 3:10
son/a las tres (y) diez



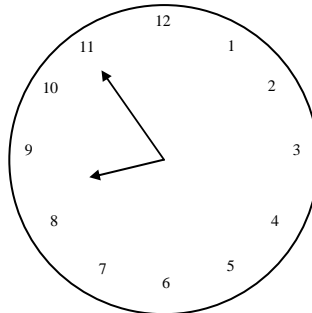
It's/at 12:30
son/a las doce y
media



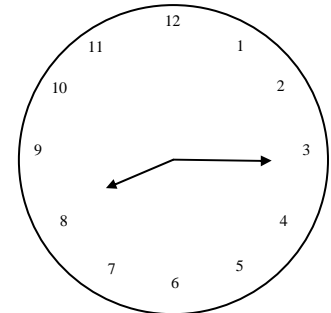
it's/at 1:20
es/a la una (y) veinte



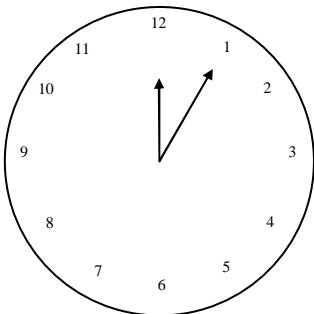
it's/at 5:35
son/a las cinco (y) treinta
y cinco



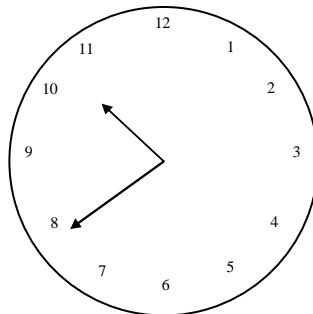
it's/at 8:55
son/a las cinco para
las nueve



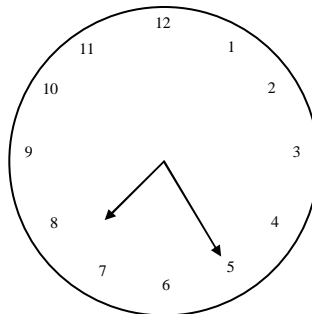
it's/at 8:15
son/a las ocho (y) cuarto



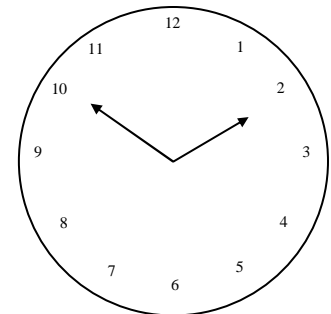
it's/at 12:05
son/a las doce (y) cinco



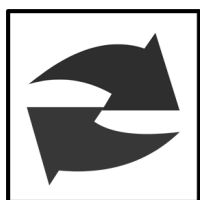
it's/at 10:40
son/a las veinte para las
once




it's/at 7:25
son/a las siete (y)
veinticinco



it's/at 1:50
son/a las diez para las dos



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U.S. INSTITUTE
OF LANGUAGES

Date: _____

Course: _____

Period: _____

Instructor: _____

Student Contract

It is important that you know what is expected of you and what you can expect from this learning experience. Please read the following information, write out your goal, and sign at the bottom.

LEARNING ENVIRONMENT

A degree of professionalism is expected in the classroom, including being courteous, polite, and respectful. Be supportive of others; interact with each other in a positive manner. Other students will benefit from your help and encouragement. *The goal is to create a comfortable learning environment for everybody.*

ATTENDANCE

Do not arrive late, leave early, or miss a class. If you do miss any part of a class, please make arrangements with the teacher so that you can study the material you missed on your own.

Please, come to class prepared to learn, participate and have a good attitude.

OUT-OF-CLASS STUDY

For maximum benefit, we recommend listening to your CDs or working in the Workbook for 20-40 minutes a day. Students who study outside of class are more likely to become fluent and are able to communicate and comprehend at a higher level.

PERSONAL GOAL

What do you plan to get out of this class and what are you willing to do to achieve this goal? Please be realistic and specific:

I, the undersigned, will uphold and follow the items in this agreement.

Print Name _____

Signature _____

Date _____

Classroom Vocabulary

Repitan por favor

Please repeat

Repitan

Repeat

Todos repitan

Everybody repeat

No entiendo

I don't understand

Muy bien

Very good (fine)

Excelente

Excellent

Tengo una pregunta

I have a question

¿Cómo se dice...en español?

How do you say...in Spanish?

¿Qué es eso?

What is that?

¿Qué es esto?

What is this?

Otra vez

Again

¿Qué significa...?

What does ... mean?

¿Qué tal?

How are things?

¿Cómo está Usted (Ud.)?

How are you?

Bien

Fine

Más o menos

More or less

Mal

Very bad

Casi

Almost

Group Exercise – Introductions:

Me llamo (Juan/María)

My name is (Juan/María)

El es _____

He is _____

Ella es _____

She is _____

Ud. es _____

You are _____

Le presento a _____

I'd like to introduce you to _____

Mucho gusto

Nice to meet you

ENGLISH

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough, and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead: it's said like bed, not bead;
For goodness sake, don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).
A moth is not a moth in mother.
Nor both in bother, broth in brother.

And here is not a match for there,
Nor dear and fear for bear and pear.
And then there's close and rose and lose –
Just look them up – and goose and choose,
And cork and work and card and ward,
And font and front and word and sword.
And do and go, then thwart and cart.
Come, come I've hardly made a start.

A dreadful language? Why, man alive,
I'd learn to talk it when I was five,
And yet to write it the more I tried,
I hadn't learned it at fifty-five.

Author Unknown

SECTION 1

BASIC NEEDS

Exercise 1

Directions: Use the expression “me gusta” (I like) or “no me gusta” (I don’t like) to express whether or not you like the following things. Be sure to rewrite the phrase.

Example: correr al parque

Response: Me gusta correr al parque. (or) No me gusta correr al parque.

1. leer el periódico _____
2. comer ensalada _____
3. cocinar carne _____
4. tomar un taxi a la piscina _____
5. ir al trabajo _____
6. caminar a la casa _____
7. tomar agua _____
8. preparar comida _____
9. comer galletas _____
10. ir a un restaurante _____

Exercise 2

Directions: Name five things you like to do and five things you don’t like to do.

Example: Me gusta comer fruta.

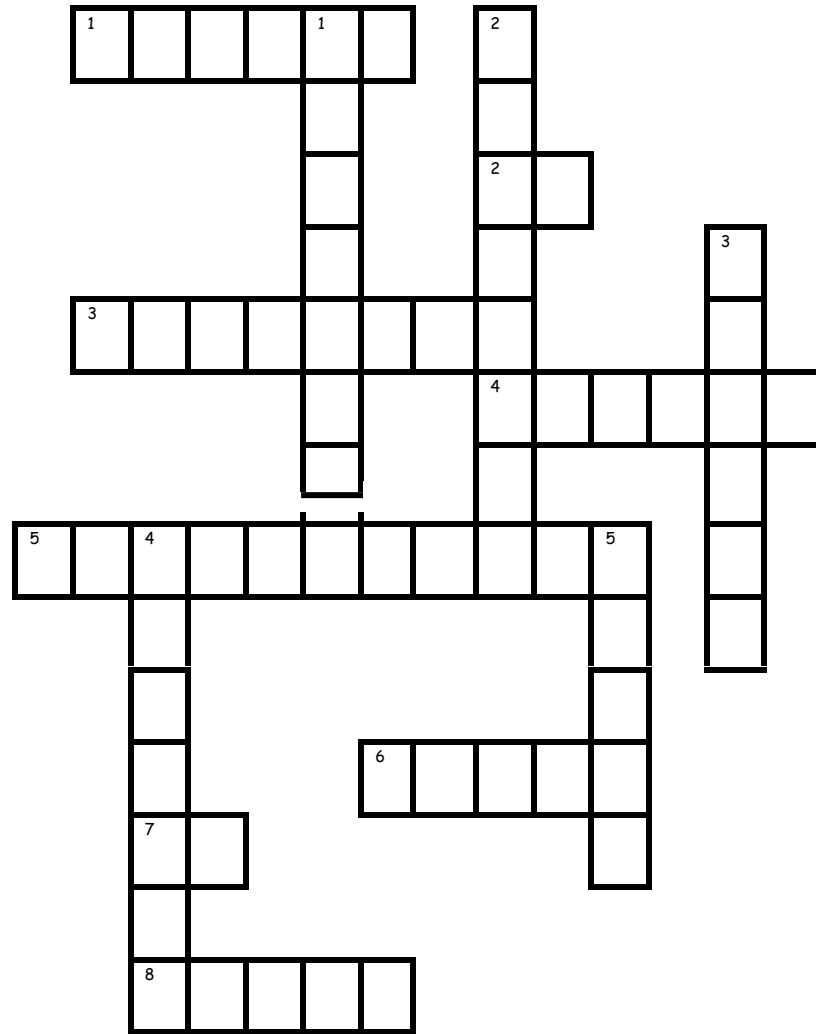
No me gusta comer ensalada.

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

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

Exercise 3

Directions: Complete the crosswords using the words you have learn in class.



Horizontal

Vertical

1. _____ ir a un restaurante.
(I want to)
2. _____ quiero comer en la alberca.
(No)
3. _____ tomar un taxi a la oficina.
(I need to)
4. Mariana _____ comprar fruta.
(wants to)
5. Quiero comer una _____.
(hamburger)
6. ¿_____ correr a la casa?
(Can I)
7. ¿Le gustan las galletas? _____, me gustan mucho.
(yes)
8. Necesito escribir el documento _____.
(now)

1. Quiero comprar una _____.
(magazine)
2. _____ ir a la oficina.
(I have to)
3. Quiero correr en el _____.
(park)
4. _____ leer libros.
(I like)
5. Nos vemos. – _____.
(Good bye!)

Exercise 4

Directions: Speculate about what the following people like using “le gusta”.

Example: A Mark McGuire _____.

A Mark McGuire le gusta tomar jugo.

1. A mi papá _____
2. A mi mamá _____
3. A mi amigo(a) _____
4. A Karl Malone _____
5. A Bill Clinton _____
6. A Marcos _____

**Exercise 5**

You are introducing yourself to a group of people. Tell them your name and mention some things you like or don't like to do.

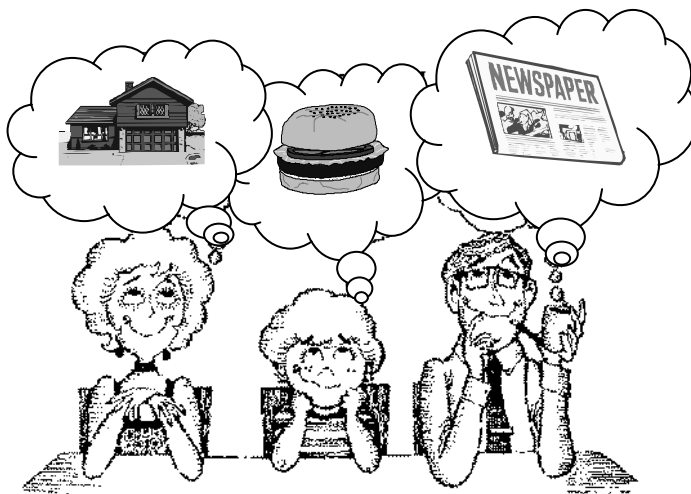
Exercise 6

Name things you want by filling in the blanks with an appropriate response. Make sure your answer agrees with the article.

Example: Quiero una _____.

Response: Quiero una hamburguesa.

1. Quiero un _____
2. Quiero las _____
3. Quiero unas _____
4. Quiero el _____
5. Quiero unos _____
6. Quiero la _____
7. Quiero una _____
8. Quiero los _____
9. Quiero las _____
10. Quiero el _____



Exercise 7

¿Qué quiere hacer? It is getting close to the weekend. Tell five things you want to do.

Example: Quiero ir al parque.

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



Exercise 8

Using your imagination, tell what the following invented people want to do tomorrow.

Example: John _____ mañana.
John quiere estudiar español mañana.

1. Alex _____ mañana.
2. Thomas _____ mañana.
3. Andrea _____ mañana.
4. José _____ mañana.
5. Edgar _____ mañana.
6. Patricia _____ mañana.
7. Karen _____ mañana.

Exercise 9

You have a busy schedule ahead of you today. Discuss the things you need to do.

Example: Necesito ir al banco.

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



Exercise 10

You are in charge of a personal development class for new employees. Tell each member of the class what he/she needs to do in order to take good care of himself/herself.

Example: Mary/comer

Response: Mary, necesita comer más fruta.

1. George/correr _____
2. Steve/tomar _____
3. Julie/estudiar _____
4. Sarah/caminar _____
5. Pablo/leer _____
6. April/ir _____
7. Dave/comprar _____

Exercise 11

Using the following expressions, learn how to give advice.

Es importante...	It is important...
Es posible...	It is possible...
Es imposible...	It is impossible...
Es bueno...	It is good...
Es malo...	It is bad...
Es necesario...	It is necessary...
Es mejor...	It is better...
Es difícil...	It is hard...
Es fácil...	It is easy...
Es divertido...	It is fun...

Example: comer ensalada

Response: Es bueno comer ensalada.

1. correr al parque _____
2. comer carne _____
3. tomar agua _____
4. leer el diccionario _____
5. estudiar español _____
6. tomar un taxi a Hawaii _____
7. caminar al trabajo _____
8. comprar verduras _____
9. cocinar hamburguesas _____
10. ir a un restaurante _____

Exercise 12

Create a few of your own statements of advice using some of the previous expressions.

Es importante _____

Es malo _____

SECTION 2

GREETINGS

Exercise 1

Directions: Select the correct response to the following greetings and questions.

Example: Buenos días
 Buenos días

1. Buenas tardes _____
2. ¿Cómo está? _____
3. ¿Cómo le va? _____
4. ¿Cómo se llama? _____
5. Mucho gusto en conocerlo(a). _____
6. ¡Qué le vaya bien! _____
7. ¡Hasta luego! _____
8. ¿Qué tal? _____

Exercise 2

Directions: Respond to the following situations with Spanish phrases.

Example: You see a friend on your way to work.
Response: Hola, ¿Qué tal?

1. You meet a Spanish speaking coworker as you arrive to work in the morning. _____

2. You see a friend while eating lunch. _____
3. You pass your boss as you leave work. _____
4. Your neighbor asks you how things are going. _____
5. You meet a new employee who says he is pleased to meet you. _____

6. You say farewell to some friends going on a trip. _____

Exercise 3

Directions: Write three conversations using the expressions learned in class with the specified people.

1. Your best friend.

2. A stranger.

3. Your supervisor.

Exercise 4

Directions: Make the following words plural by adding “s” or “es”.

Example: hamburguesa
Response: hamburguesas

1. libro _____
2. casa _____
3. oficina _____
4. restaurante _____
5. hotel _____
6. parque _____
7. ensalada _____
8. revista _____
9. diccionario _____
10. bebida _____

SECTION 3

SURVIVAL EXPRESSIONS

Exercise 1

Directions: Respond to the following situations using expressions learned.

1. Someone sneezes. _____
2. Your friend is about to cross a very busy street. _____
3. You tell a joke and a coworker becomes angry. _____
4. A group of people is leaving to go to lunch and you want to go with, but have to lock your office.

5. You need to get your boss's attention. _____
6. You need to use the phone but don't know where it is. _____
7. Someone gives you some confusing instructions. _____
8. A worker bumps into you and is really sorry. _____
9. Your machine is broken and your supervisor wants to know what's going on. _____

10. You need to get by a group of people who are blocking the hallway. _____



SECTION 4

GRAMMAR

Exercise 1

Directions: Write un, una, unos, unas.

- | | |
|--------------------|------------------------|
| 1. _____ silla. | 6. _____ restaurantes. |
| 2. _____ oficina. | 7. _____ tiendas. |
| 3. _____ baño. | 8. _____ niños. |
| 4. _____ casa. | 9. _____ albercas. |
| 5. _____ verduras. | 10. _____ documento. |

Exercise 2

Directions: Write el, la, los or las.

- | | |
|---------------------|-------------------------|
| 1. _____ banco. | 11. _____ hamburguesas. |
| 2. _____ revista . | 12. _____ comida. |
| 3. _____ agua. | 13. _____ ensalada. |
| 4. _____ refrescos. | 14. _____ hoteles. |
| 5. _____ muchachas. | 15. _____ cine. |
| 6. _____ profesor. | 16. _____ pluma. |
| 7. _____ maestra. | 17. _____ minutos. |
| 8. _____ mesa. | 18. _____ computadora. |
| 9. _____ fruta. | 19. _____ juegos. |
| 10. _____ señor. | 20. _____ carros. |



SECTION 5

COMPREHENDING NATIVE SPEAKERS

Exercise 1

Directions: Ask about the following words in Spanish. If the word is in English, ask how to say it in Spanish (¿Cómo se dice...?). If the word is in Spanish, ask what it means (¿Qué significa...?).

Example: parachute
¿Cómo se dice parachute en español?
Se dice paracaídas.

1. desk _____
2. typewriter _____
3. cataratas _____
4. machine gun _____
5. cuaderno _____
6. chair _____
7. truck _____
8. mountain _____
9. botella _____
10. manchas _____



SECTION 6

COMMUNICATION

Exercise 1

Directions: Talk about what things you are able to do around the office.

Example: hablar con el jefe
Response: (No) Puedo hablar con el jefe.

1. mandar un fax _____
2. escribir una carta _____
3. leer el documento _____
4. firmar un contrato _____
5. practicar español _____
6. usar la computadora _____
7. llamarle al dueño _____
8. dejar un recado _____
9. usar el internet _____

Exercise 2

Directions: Form some questions to interview a Spanish-speaking applicant. Find out what kinds of tasks he/she is able to do.

Example: ¿Puede usar el fax?

¿Puede _____

¿Puede _____



Exercise 3

Directions: Using the correct form of the verb “ir”, discuss what the following people are going to do today.

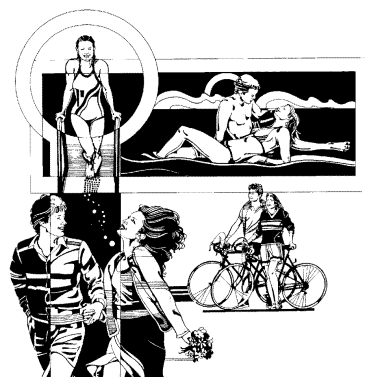
Example: el jefe/leer
El jefe va a leer el documento.

1. Los supervisores/hablar _____
2. El dueño y yo/leer _____
3. El gerente/mandar _____
4. Yo/escribir _____
5. El presidente/usar _____
6. Los trabajadores/practicar _____

Exercise 4

Directions: With the verb “ir”, mention as many things you are going to do this weekend as you can.

Example: Este fin de semana voy a trabajar...

[illegible]

Exercise 5

Directions: Using the following expressions, express what you would like to do in the future

Este verano...	This summer...
Esta Navidad...	This Christmas...
Para mi cumpleaños...	For my birthday...
En un año...	In a year...

Example: Este verano me gustaría leer tres novelas.

Esta Navidad _____

Para mi cumpleaños _____

En un año _____

Este verano _____

En una semana _____

Pasado mañana _____

Mañana _____

El próximo mes _____

Exercise 6

Directions: You are the owner of a company and you've been gone from work for a week. You come back a day before some major changes in the company. Ask questions to your assistant in order to find out what people are doing tomorrow.

Example el supervisor

Response ¿Qué va a hacer el supervisor mañana?

1. Ella _____

2. Los trabajadores _____

3. El jefe _____

4. El gerente _____

5. El presidente _____

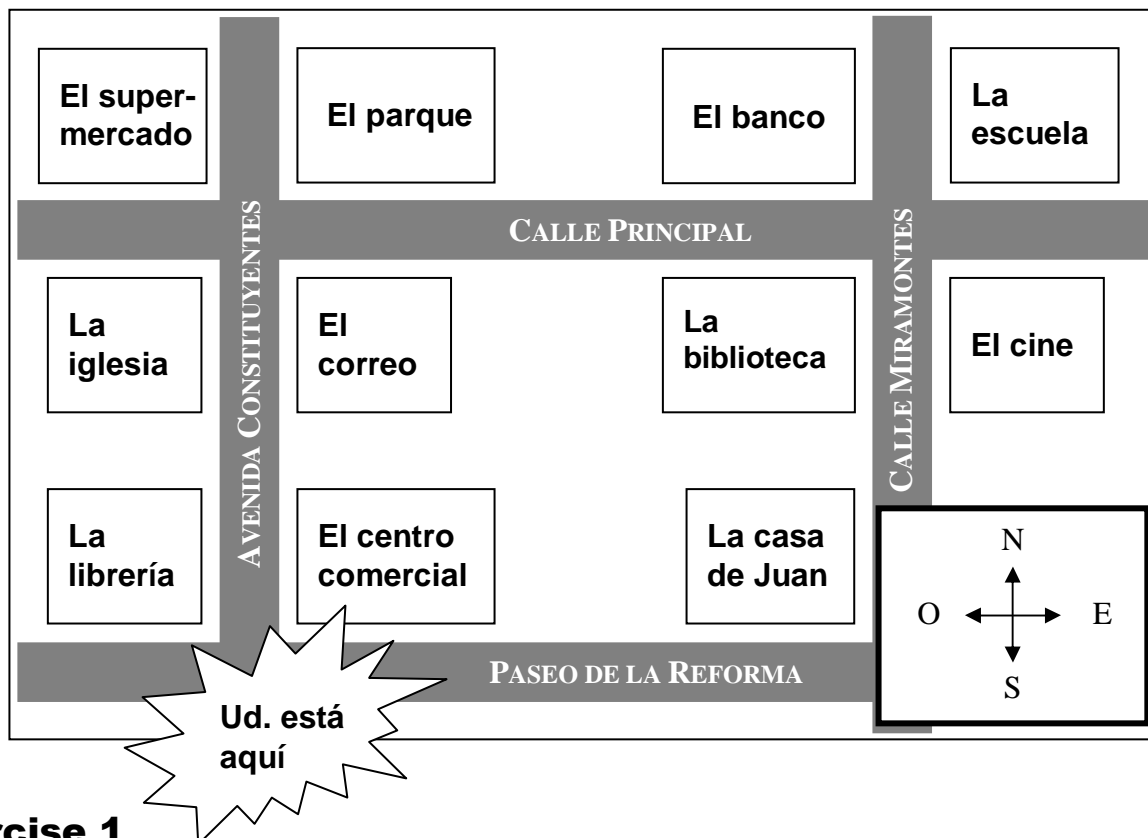
6. Yo _____

7. Los empleados _____

8. Usted _____

SECTION 7

LOCATIONS



Exercise 1

Directions: You are the copilot in the car your significant other is driving. With the help of the map, give directions for how to get to certain places. Begin at the arrow and go to your destination. Try and be as specific as possible.

Example: ¿Dónde está la biblioteca?

Response: La biblioteca está en la calle Miramontes al lado de la casa de Juan.

1. ¿Dónde está la librería? _____
2. ¿Dónde está la escuela? _____
3. ¿Dónde está el parque? _____
4. ¿Dónde está la iglesia? _____
5. ¿Dónde está el supermercado? _____
6. ¿Dónde está el banco? _____
7. ¿Dónde está el cine? _____
8. ¿Dónde está la casa de Juan? _____

Exercise 2

Directions: Using the expression al: norte, sur, este, oeste, noreste, sureste, noroeste, and suroeste, give the general directions for different places.

Example: ¿Dónde está Nueva York?

Response: Nueva York está al este.

1. ¿Dónde está México? _____
2. ¿Dónde está Canadá? _____
3. ¿Dónde está California? _____
4. ¿Dónde está Idaho? _____
5. ¿Dónde está Colorado? _____
6. ¿Dónde está Arizona? _____
7. ¿Dónde está Wyoming? _____
8. ¿Dónde está el polo del norte? _____

Exercise 3

Directions: Give detailed directions to the following places near your home.

Example: A gas station

Response: Dé vuelta a la derecha, siga derecho hasta la calle 20, dé vuelta a la izquierda.....

1. a grocery store _____
2. your favorite restaurant _____
3. the movie theater _____
4. the post office _____
5. the library _____
6. the mall _____
7. the park _____
8. the hospital _____
9. the school _____
10. a church _____

SECTION 8

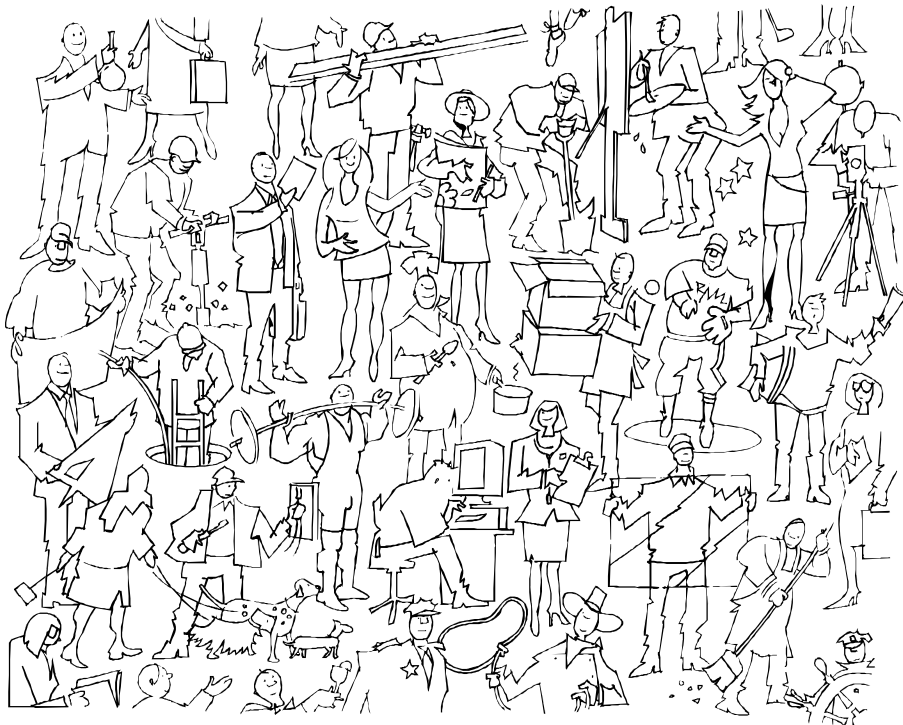
BECOMING ACQUAINTED (SPORTS AND HOBBIES)

Exercise 1

Directions: Using “sé” and “no sé”, tell what things you do and don’t know how to do. Remember, the “how” is built in to the phrase.

Example: jugar tenis
Response: (No) Sé jugar tenis.

1. cantar música rock _____
2. tocar la guitarra _____
3. cocinar hamburguesas _____
4. tirar una pelota _____
5. esquiar _____
6. nadar _____
7. pintar _____
8. jugar fútbol _____
9. enseñar piano _____
10. leer en español _____



Exercise 2

Directions: Use expressions of time to say how often or how seldom you do certain activities.

Example: A veces...

Response: A veces me gusta mirar televisión.

1. De vez en cuando _____
2. Siempre _____
3. En un ratito voy a _____
4. Generalmente _____
5. Frecuentemente _____
6. Los fines de semana _____
7. Los domingos _____
8. Los viernes _____
9. A veces _____
10. A menudo _____

Exercise 3

Directions: Talk about things you hope to learn how to do.

Example: Espero aprender a ...

Response: Espero aprender a esquiar.

1. Espero aprender a ... _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Exercise 4

Directions: You and a friend are talking about things your children know and don't know how to do at 5 years old. When your friend makes a statement, you respond one of four ways depending on the statement: your child does too; your child doesn't either; your child does; your child doesn't. Make sure to answer as realistically as possible.

Example: (Friend) Mi hijo sabe leer.

Possible responses: (You) Mi hijo(a) sabe leer también.

Mi hijo no sabe leer.

1. Mi hijo sabe nadar. _____
2. Mi hijo no sabe tocar el piano. _____
3. Mi hija no sabe hablar español. _____
4. Mi hijo sabe escribir. _____
5. Mi hija no sabe jugar béisbol. _____
6. Mi hijo sabe tirar una pelota. _____
7. Mi hija sabe correr. _____
8. Mi hijo no sabe hablar por teléfono. _____
9. Mi hijo sabe usar la computadora. _____

Exercise 5

Directions: You are giving an account of what activities several children have done and when they did it.

Example: Una vez/Pepe

Response: Una vez Pepe fue a esquiar.

1. Ayer/Juan _____
2. Anteayer/María _____
3. Hace un año/Martha _____
4. Anoche/Pancho _____
5. La semana pasada/Patricia _____
6. El lunes pasado/Marilú _____
7. El mes pasado/Carlota _____

Exercise 6

Directions: Your boss makes a surprise visit to your office and inquires about several activities you are going to do. Let him/her know when you will accomplish the tasks.

Example: ¿Cuándo va firmar el contrato?/mañana

Response: Voy a firmar el contrato mañana.

1. ¿Cuándo va a escribir la carta?/pasado mañana _____

2. ¿Cuándo va a mandar el fax?/la semana que viene _____

3. ¿Cuándo va a llamarle al presidente?/el mes que viene _____

4. ¿Cuándo va a aprender español/el año que viene _____

5. ¿Cuándo va a revisar el documento?/el próximo jueves _____

6. ¿Cuándo va a usar el teléfono?/en una hora _____

7. ¿Cuándo va a ir de vacaciones?/en dos semanas _____

8. ¿Cuándo va a leer el e-mail?/hoy _____

SECTION 9

CHARACTERISTICS

Exercise 1

Directions: Apply the appropriate expression in order to best describe yourself.

Soy (I am) or No soy (I am not)

Example: rubio

Response: (No) Soy rubio. (if male)

(No) Soy rubia. (if female)

1. alto _____
2. rico _____
3. flojo _____
4. inteligente _____
5. débil _____
6. simpático _____
7. chistoso _____
8. viejo _____
9. aburrido _____
10. fuerte _____



Exercise 2

Directions: Complete the description of the following people by using the correct form of the verb and translating the adjective. Remember to make it agree in gender and number with the person(s).

Example: Elena _____ (pretty).

Response: Elena es bonita.

1. Neil y Andrés _____ (ugly).
2. Paul _____ (boring).
3. Usted y yo _____ (new).
4. Yo _____ (fast).
5. Teresa y Linda _____ (interesting).
6. Kate _____ (rich).
7. Nosotros _____ (tall).
8. Carl y Trisha _____ (young).

Exercise 3

Directions: ¿Cómo es? Describe the following people with at least three characteristics.

Example: ¿Cómo es Bill Cosby?

Response: Bill Cosby es muy chistoso, más o menos alto y un poco viejo.

1. ¿Cómo es John Wayne? _____
2. ¿Cómo es Sean Connery? _____
3. ¿Cómo es Saddam Hussein? _____
4. ¿Cómo es Sandra Bullock? _____
5. ¿Cómo es Karl Malone? _____
6. ¿Cómo es Bill Clinton? _____
7. ¿Cómo es Harrison Ford? _____

Instructions: In paragraph format, describe the members of your most immediate family. Be sure to include their professions.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Exercise 5

Directions: Write sentences about these people, tell something about them, give them names, etc...



1



2



3



4



5



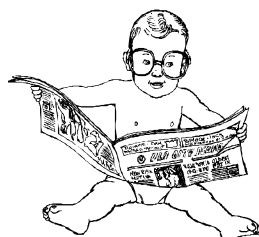
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7



8



9



10



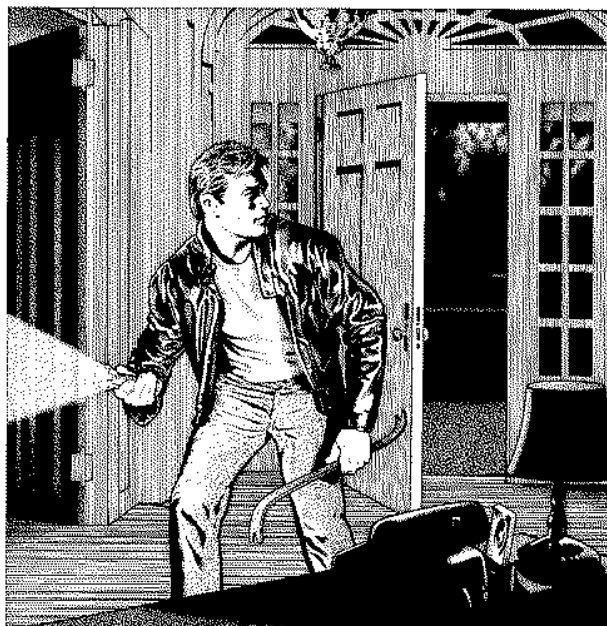
11



12

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Directions: You are at the scene of a crime. As you witness what happens and notice what the criminal(s) look like, you begin to describe them in your mind so it will be easier when police ask you later. What kinds of descriptive things do you notice about the perpetrator(s).

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are no margins, text, or other markings on the paper.

Exercise 7

Directions: Supply the correct form of the verb “estar” and the adjective to tell how the following people are doing.

Example Peter _____(angry).
Response Peter está enojado.

1. Jeremy (frustrated). _____
2. Christi y Jennifer (sick). _____
3. Brandon, Ben y yo (bored). _____
4. Las enchiladas (hot). _____
5. El coche (broken). _____
6. Sus padres (divorced). _____
7. Mi abuelo (dead). _____
8. Yo (tired). _____
9. Ellos (busy). _____

Exercise 8

Directions: Tell how you generally feel in the following places.

Example: en la casa
Response: Estoy contento(a) en la casa.

1. en el trabajo _____
2. en el parque _____
3. en un restaurante _____
4. en un hotel _____
5. en la casa _____
6. en el banco _____
7. en mi carro _____
8. en el baño _____

SECTION 10

RESTAURANT

Exercise 1

Directions: Talk about what kinds of foods you prefer.

Example: jugo de naranja/jugo de manzana

Response: Prefiero jugo de naranja.

1. refresco/cerveza _____
2. brócoli/zanahorias _____
3. pollo/bistec _____
4. puerco/pescado _____
5. té/café _____
6. leche/agua _____
7. sopa/ensalada _____
8. cátsup/salsa _____
9. _____
10. _____
11. _____
12. _____



Exercise 2

Directions: You are the host of a large group dining out at a restaurant. However, the service is not very good. Speak for the group and take your requests to a manager.

Example: Necesitar/servilletas

Response: Necesitamos más servilletas por favor.

1. Preferir/agua _____
2. Gustar/comer _____
3. Querer/ordenar _____
4. ¿Poder/pagar _____
5. Necesitar/más _____

Exercise 3

Directions: You are talking with a group of friends about favorite foods. Tell them what your favorite restaurant is, how to get there, and what you usually order when you go.



A black and white line drawing of a man in a tuxedo playing a violin, standing behind a seated couple at a formal dinner table. The woman is wearing a floral dress and the man is wearing a suit and tie. There are glasses and plates on the table.



Exercise 1

Directions: Respond to the following telephone phrases with an appropriate answer.


Example: ¿Con quién hablo?
Response: Habla Frank de Lee's Auto

1. No está ahora. _____
2. ¿Se encuentra Larry? _____
3. ¿Le gustaría dejar un recado? _____
4. ¿Cuándo va a regresar? _____
5. ¿Bueno? _____
6. ¿Con quién quiere hablar? _____
7. Habla Pedro de Sam's Club. _____
8. ¿Me puede dar su teléfono? _____
9. Va a regresar en una hora. _____
10. Gracias. Adiós.

Exercise 2

Directions: Write out both sides of what might be a typical telephone conversation when you:

1. ...call a friend and he/she answers.

<p style="text-align: center;">You</p>  <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; margin: 10px 0;">rrrrriiiiiinnnnnnngggg</div> <p>Hola</p>	<p style="text-align: center;">Your friend</p> <p>¿Bueno?</p>
--	--

2. ...call to talk to a coworker who is out to lunch (leave a message).

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. ...take a phone call for a family member who isn't home (take a message).

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Exercise 3

Directions: Complete the phone conversation below by filling in the blanks with the best response.

Sí	regresar	ahora	número de teléfono	un mensaje
Adiós	puedo servirle?	en una hora	¿Cuál es	hablar

Maria:
“Buenos días, ¿en que
(1) _____?”

Ana: “Puedo
(2) _____ con Juan?”

Maria: “No está
(3) _____.”

Ana: “¿Cuándo va a
(4) _____?”

Maria: “Va a regresar
(5) _____.
¿quiere dejarle
(6) _____?”

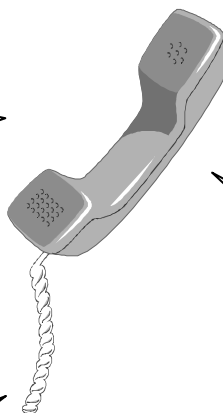
Ana: “(7) _____,
¿Puede decirle que
llamó Ana?”

Maria:
“(8) ¿_____
su número de teléfono?”

Ana: “Mi
(9) _____
_____ es

Maria: “Gracias.
(10) _____”

Ana: “Adiós.”



BONUS

Exercise 1

Directions: Based on the information in the exercise, tell what month we are in.

Example: Es día de san Valentín.

Response: Estamos en febrero.

1. Es Navidad. _____
2. Es año nuevo. _____
3. Es su cumpleaños. _____
4. Es día de Acción de Gracias. _____
5. Es día de la Independencia. _____
6. Es día de los presidentes. _____

Exercise 2

Directions: Using different colors, describe different objects.

Example: Tengo un carro

Response: Tengo un carro blanco.

1. Tengo una casa _____
2. Tengo un libro _____
3. Tengo un teléfono _____
4. Quiero comprar una televisión _____
5. Quiero una mochila _____
6. Prefiero zapatos _____
7. Necesito una pluma _____
8. Tengo pantalones _____
9. Voy a comprar calcetines _____
10. Prefiero salsa _____

Exercise 3

Directions: You are shopping with your child who is determined to know how much everything costs. Let him/her know. Respond to this exercise both written and orally.

Example: ¿Cuánto cuesta la galleta?/\$2.50?

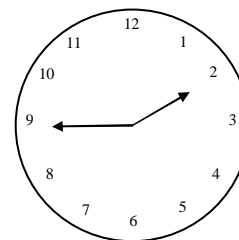
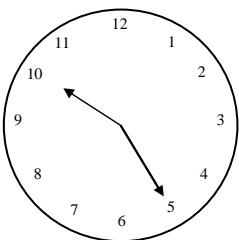
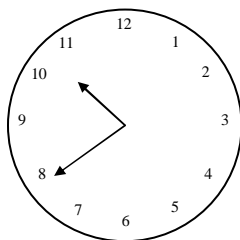
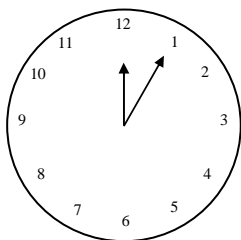
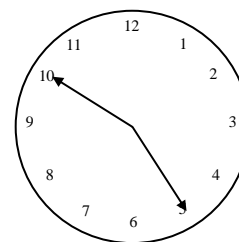
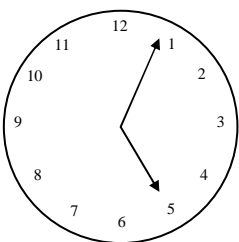
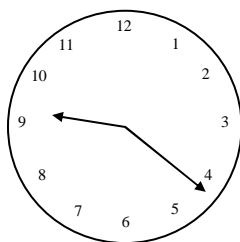
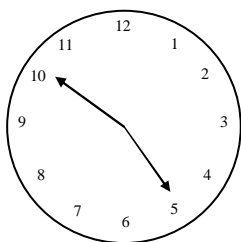
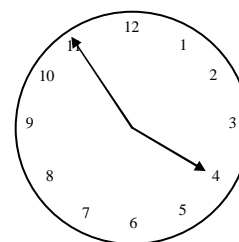
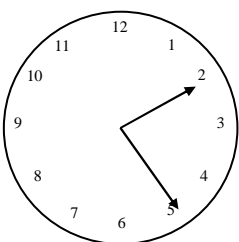
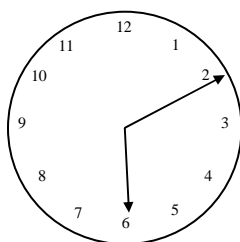
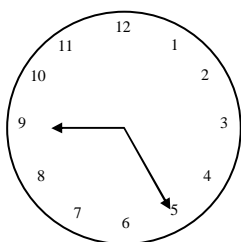
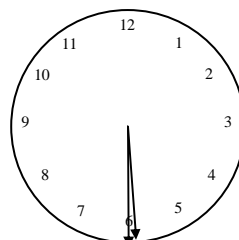
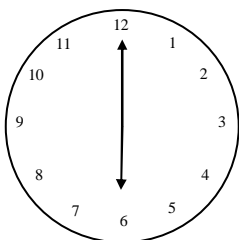
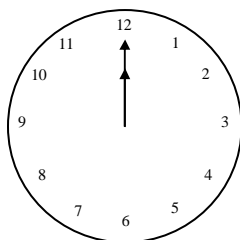
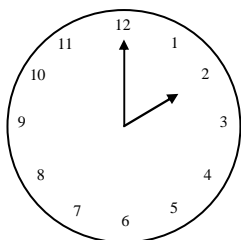
Response: La galleta cuesta \$2.50. (dos cincuenta.)

1. ¿Cuánto cuesta la televisión?/\$562.00 _____
2. ¿Cuánto cuesta el libro?/\$47.00 _____
3. ¿Cuánto cuesta el suéter?/\$89.00 _____
4. ¿Cuánto cuesta la pelota?/\$33.00 _____
5. ¿Cuánto cuesta la guitarra?/\$718.00 _____
6. ¿Cuánto cuesta la música?/\$21.00 _____
7. ¿Cuánto cuestan los zapatos?/\$65.00 _____

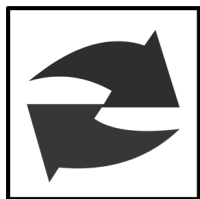


TELLING TIME

¿Qué horas son?/¿Qué hora es?



NOTES:



U.S. INSTITUTE®
OF LANGUAGES

VISUAL LINK™
Spanish

PRONUNCIATION MANUAL

SPANISH I

Learn to Sounds Like a Native Speaker...

Twelfth Edition

Produced by the U.S. Institute of Languages

(801)475-4441; 1-866-977-2647

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Introduction

Welcome to the U.S. Institute of Languages Spanish pronunciation manual.

No matter how many Spanish vocabulary words you may know, without correct pronunciation it can be difficult, or even impossible, for you to be understood by a native Spanish speaker.

If you are learning Spanish for the first time, this manual will teach you to form correct pronunciation habits from the beginning. However, if you have already learned some Spanish, there is a chance that you've developed some incorrect pronunciation habits without realizing it. This manual will assist you in breaking those "incorrect habits" and help you learn correct pronunciation.

This manual covers the 12 Spanish sounds that are the hardest for English speakers. Each sound is emphasized many times in individual words and in sentences so you can form habits of correct pronunciation. After the initial 12 sounds are covered, we will then explore some of the subtle nuances that will help you sound like a native Spanish speaker.

Unlike English probably the best part about Spanish pronunciation is that when you learn the sound of a letter it never changes. The rules stay constant. Once you learn the pronunciation of all the Spanish sounds, you can then look at any new word in Spanish and know exactly how it should be pronounced.

How well you do depends on how much time you put in to learning correct pronunciation. Our research has shown that people who go through the cassette and manual 7 or 8 times and practice saying the words out loud with the cassette generally come out sounding very similar to native speakers. Those who listen just once or twice generally have understandable pronunciation, although individual results may vary. Give it your best effort!

With me to help you learn pronunciation are María and David. María is a native speaker from Mexico City and David is an American who has learned Spanish living abroad. When he talks on the phone with native Spanish speakers, they think he is also native and ask him what Latin American country he is from.

One final note before we begin. After listening to a word, if you want to hear it again, you can use the review feature on your tape recorder. Not all tape recorders have this feature. You can tell if your tape recorder has this feature because the rewind button will also say "review" or "r" "e" "v". With this function, you can rewind and hear a particular word again without stopping the cassette; this way you can easily go back to an exact spot on your cassette and review a word or sentence.

Las Vocales

A **a**
E **e**
I **i**
O **o**
U **u**

Let's listen to a Children's Rhyme

A E I O U
¡El burro sabe más que tú!

El Abecedario

A	a	J	j	R	r
B	b	K	k	R	rr
C	c	L	l	S	s
Ch	ch	Ll	ll	T	t
D	d	M	m	U	u
E	e	N	n	V	v
F	f	Ñ	ñ	W	w
G	g	O	o	X	x
H	h	P	p	Y	y
I	i	Q	q	Z	z

SECTION 1

**The 12 most important
sounds to avoid
sounding like
a gringo . . .**

**. . . and to
being understood!**

1. THE SPANISH CONSONANT “ll”

The “ll” is a letter in the Spanish alphabet that does not exist in English. In South America, especially in Argentina and Uruguay, the “ll” generally is pronounced like the English “j” except a little softer. However, in Mexico the “ll” is sometimes pronounced like the English “y” and sometimes like the English “j”. Listen to the following words, which are first pronounced South American style and then pronounced Mexican style. How you choose to pronounce them is up to you.

SAMPLE WORDS

SOUTH AMERICAN STYLE

- | | | | | | |
|----------------------|-----------|-------------------|-----------------|-------------------|-------------|
| 1. ll amar | - to call | 3. hu ll a | - footprint | 5. ll egar | - to arrive |
| 2. Gu ll ermo | - William | 4. e ll as | - they/them (f) | 6. ll ave | - key |

MEXICAN STYLE

- | | | | | | |
|---------------------|-----------|-------------------|---------|-------------------|----------|
| 1. bi ll ete | - bill | 4. or ll a | - shore | 7. ll orar | - to cry |
| 2. ma ll ar | - to meow | 5. to ll a | - towel | 8. ll uvia | - rain |
| 3. ba ll ena | - whale | 6. a ll í | - there | 9. ll ama | - llama |

SAMPLE SENTENCES

1. Me gusta **ll**amar a Gu**ll**ermo por teléfono. – I like to call William on the phone.
2. Luis tiene que **ll**ever el bi**ll**ete. – Luis has to take the ticket.
3. Yo quiero tener un a**ll**o brill**ll**ante. – I want to have a brilliant ring.
4. El gato ma**ll**la cuando quiere comer. – The cat meows when it wants to eat.
5. Su hu**ll**a debe ser grande. – His footprint must be large.

2. THE SPANISH CONSONANT “ñ”

The “ñ” is a letter in the Spanish alphabet that does not exist in English. The Spanish “ñ” sounds like the “ny” in the English word “ba**ny**ard”.

SAMPLE WORDS

- | | | | | | |
|---------------------|-------------|-----------------------|----------------------|----------------------|----------------|
| 1. el ni ñ o | - the child | 5. compa ñ ía | - company | 9. pi ñ ata | - piñata |
| 2. pi ñ a | - pineapple | 6. ma ñ ana | - morning; tomorrow | 10. ba ñ o | - bathroom |
| 3. tama ñ o | - size | 7. compa ñ ero | - partner; colleague | 11. se ñ ora | - a lady; Mrs. |
| 4. pa ñ al | - diaper | 8. ri ñ ón | - kidney | 12. pa ñ uelo | - handkerchief |

SAMPLE SENTENCES

1. El niño corta el papel con una tijera. – The child cuts the paper with the scissors.
2. Ella siempre come piña. – She always eats pineapple.
3. El hombre recoge leña para la fogata. – The man gathers firewood for the bonfire.
4. Elena trabaja para la compañía. – Elena works for the company.
5. Las niñas rompen la piñata. – The girls break the piñata.

3. THE SPANISH CONSONANT “Z”

The Spanish “z” always has an “s” sound except in parts of Spain where it sounds like a “th”.

SOUND DIFFERENCES

<i>Spanish</i>	<i>English</i>
zoológico	zoo
zona	zone
plaza	plaza

SAMPLE WORDS

1. taza	- cup	6. mozo	- waiter	11. azúcar	- sugar
2. zoológico	- zoo	7. pozo	- well	12. empezar	- to begin
3. zapato	- shoe	8. zona	- zone	13. escasez	- scarcity
4. zanahoria	- carrot	9. zorro	- fox	14. plaza	- plaza
5. zumbar	- to buzz	10. zonzo	- fool	15. manzana	- apple

SAMPLE SENTENCES

1. Quiero ir al zoológico para ver los zorros. – I want to go to the zoo to see the foxes.
2. La manzana es roja y fresca. – The apple is red and fresh.
3. Compré un zapato azul y uno negro. – I bought one blue shoe and a black one.
4. Necesitas poner las zanahorias en las tazas. – You need to put the carrots in the cup.

4. THE SPANISH CONSONANT “d”

In Spanish, the “d” can be pronounced **HARD**, as in the Spanish word “**andando**”, or **SOFT**, as in the Spanish word “**nada**”. The hard Spanish “d” is pronounced in a similar manner to the English “d” except that the tongue makes contact with the teeth instead of the roof of the mouth.

THE HARD “d”

SAMPLE WORDS

“nd”

- | | |
|-------------------------|---------------|
| 1. andar | - to walk |
| 2. indio | - Indian |
| 3. indicar | - to indicate |
| 4. un día | - one day |
| 5. mandar | - to send |
| 6. independiente | - independent |
| 7. indecente | - indecent |

“ld”

- | | |
|----------------------|--------------|
| 8. Aldo | - Aldo |
| 9. caldo | - broth |
| 10. sueldo | - wage |
| 11. el dulce | - the candy |
| 12. el dolor | - the pain |
| 13. el dólar | - the dollar |
| 14. el dinero | - the money |

At the beginning of a phrase or after a pause:

1. **D**ígame si es posible. – Tell me if it’s possible.
2. **D**e vez en cuando hago ejercicio. – From time to time I do exercise.
3. No quiero pero...**d**ebo hacerlo. – I don’t want to but...I ought to do it.
4. Ya recuerdo...**d**ijeron que no quieren. – I remember now...they said they don’t want to.

SAMPLE SENTENCES

1. Acabo de **mandar** una carta con **dinero** ayer. – I just sent him a letter with money yesterday.
2. El **dulce** cuesta un **dólar**. – The candy costs a dollar.
3. **D**ebo llamar al **d**octor el viernes. – I ought to call the doctor on Friday.
4. ¿Puede hacer un **d**ibujo en un **d**ía? – Can you do a drawing in one day.
5. Le gusta ganar **dinero** lavando ropa. – She likes to earn money washing clothes.

When is the “d” HARD?

- After an “n” or “l”.
- When it begins a sentence or phrase.
- After a pause.

THE SOFT “d”

The soft “d” is pronounced like the “th” in the English word “these”.

SOUND DIFFERENCES

Hard “d”

indicar

dinero

dólar

mandar

Soft “d”

nadar

ciudad

nido

poder

When is the “d” SOFT?

- Following a vowel.
- Following any consonant except “n” or “l”.

SAMPLE WORDS

1. nadar - to swim
2. pedir - to ask for
3. poder - to be able to
4. nido - nest
5. contenido - content
6. ruido - noise

7. red - net
8. medio - half
9. cuidado - care; caution
10. universidad - university
11. ciudad - city
12. ídolo - idol

SAMPLE SENTENCES

1. Quiero nadar todos los días durante el verano. – I want to swim every day during the summer.
2. No puede dejar de asistir a la universidad. – You can’t stop attending the university.
3. Algunos grupos indígenas adoran ídolos. – Some indigenous groups worship idols.
4. Siempre escucha ruidos. – He/She always hears sounds.
5. ¿Medellín es una ciudad? – Medellin is a city?

EJERCICIO (EXERCISE) Are the numbered “D’s” below hard or soft?

Yo **debo** ganar un buen sueldo o voy a **pedir** más **dinero**.

1

2

3

4

<<**Debe** mandarme más **dinero** pronto>>....**dijo** el abogado.

5

6

7

8

9

¿**Adónde** va? Voy a la **universidad**.

10 11

12 13

A las **dos**, voy a la **ciudad** de **Medellín** para ver al **doctor**.

14

15 16

17

18

*Please turn to page
15 for the answers.*

5. THE TRILLED “rr” OR “r”

The Spanish “double r” is always trilled. A trill is more than one flip of the tongue against the roof of the mouth. If a single or double “r” should be trilled and is not, a word can take on a completely different meaning. For example, the word “perro” means “dog,” but the word “pero,” with a single trill, means “but,” as in “and” “or” “but.”

THE “rr” IS ALWAYS TRILLED

SAMPLE WORDS

1. párrafo - paragraph	5. jarro - pitcher; container	9. terreno - land
2. perro - dog	6. barro - mud	10. terror - terror
3. carro - car	7. ferrocarril - railway; train	11. horrible - horrible
4. correr - to run	8. tierra - earth	12. cigarro - cigar

*Let's listen to a Spanish Tongue Twister:
Erre con erre cigarro, erre con erre barril,
rápido ruedan los carros cargados de
azúcar al ferrocarril.*

THE TRILLED “r”

Beginning of a word:

1. rojo - red
2. rico - rich
3. rana - frog
4. río - river
5. romper - to break
6. reparar - to repair
7. restaurante - restaurant
8. rubio - blond
9. redondo - round

After “n” or “l”:

10. Enrique - Henry
11. sonreír - to smile
12. enroscar - to coil or wind
13. alrededor - around
14. enredar - to tangle

When is the single “r” trilled?

- At the beginning of a word.
- After “n” or “l”.

SAMPLE SENTENCES

1. Las **r**osas son un buen **r**egalo. – Roses are a good gift.
2. El **perro** **corre** **r**ápido al parque. – The dog runs fast to the park.
3. Es **horrible** ver una película de **terror**. – It is horrible to watch a terror movie.
4. Tienes que **cerrar** la puerta. – You have to close the door.
5. Al **carro** de **Enrique** le falta una **r**ueda. – Henry’s car is missing a wheel.

THE SPANISH “rr” SUBSTITUTE

For people who are physically unable to pronounce the Spanish “rr”, there is an alternative. Listen as the following words are said.

1. corriendo - running	2. gorra - hat	3. zorro - fox
4. burro - donkey	5. guerra - war	6. Enrique - Henry

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6. THE TRIPPED SINGLE “r”

The tripped “r” is pronounced with a single trill (one flip of the tongue against the roof of the mouth).

SOUND DIFFERENCES

double ‘r’ **single “r”**

pa rra	Para
pe rrro	Pero
ca rrro	Caro
R osa	Margar ita

When is the single “r” tripped?

- Anywhere in a word except after an “n” or “l”.
- Anywhere in a word except at the beginning.

The single “r” or tripped “r” is pronounced almost like the English “d” or “der”. The following words show how Spanish words containing “r” would be written and pronounced in English.

SPANISH	English Spelling/Pronunciation
1. ca rr ta	ca d erta
2. pue rr co	pue d erco
3. g rr acias	g d acias
4. t rr uco	t d ooco
5. co rr e	co d e
6. ha rr e	ha d e
7. pa rr a	pa d a
8. pe rr o	pe d o

SAMPLE WORDS

1. pa rra	- for; in order to	7. ce rr o	- zero	13. ¡Cla rr o!	- Of course!
2. pe rr o	- but	8. t rr uco	- trick	14. o rr portunidad	- opportunity
3. co rr e	- to eat	9. me rr o	- mere; pure	15. sa rr e	- to know (info)
4. g rr acias	- thank you	10. te rr co	- stubborn	16. te rr cero	- third
5. ca rr ta	- letter	11. cla rr idad	- clarity	17. Pe rr ú	- Peru
6. ca rr a	- face	12. ca rr idad	- charity		

SAMPLE SENTENCES

1. Las o**rr**portunidades son im**rr**portantes. – Opportunities are important.
2. Le gusta sonre**rr** cuando lee la ca**rr**ta. – She likes to smile when she reads the letter.
3. Mi ca**rr**o es ve**rr**de, mi ca**rr**a rosa. – My car is green, my face is pink.
4. Es cie**rr**to que necesitas una pelota pa**rra** jugar**rr** fútbol. – It’s true that you need a ball to play soccer.

7. THE SPANISH CONSONANT “h”

The Spanish consonant “h” is always silent.

SOUND DIFFERENCES

<i>Spanish</i>	<i>English</i>
h otel	hotel
h abitación	habitation
h ábito	habit

SAMPLE WORDS

1. h aber	- to have	7. h ay	- there is; there are	13. re h abilitar	- rehabilitate
2. h acer	- to do or make	8. h abitación	- habitation; room	14. h ombre	- man
3. h ablar	- to speak or talk	9. h elado	- ice cream	15. h ambre	- hunger
4. h ijo	- son	10. h erencia	- inheritance	16. ah ogar	- to drown
5. h arina	- flour	11. h erramienta	- tool	17. ah ora	- now
6. h ielo	- ice	12. hé roe	- hero	18. ah orrar	- to save

SAMPLE SENTENCES

1. El **h**elado es de fresa. – The ice cream is strawberry flavor.
2. A mi **h**ijo le gusta comer **h**ielo. – My son likes to eat ice.
3. Las **h**erramientas están en la caja. – The tools are in the box.
4. **H**ay una **h**abitación en el segundo piso. – There is a room on the second floor.
5. El **h**ombre se llama **H**éctor. – The man’s name is Hector.

8. THE SPANISH VOWEL “i”

The Spanish vowel “i” is always pronounced like the “double e” in the English word “greet”.

SOUND COMPARISONS

<i>Spanish</i>	<i>English</i>
d iploma	Diploma
un i vers i dad	University
f inal	final
cap i tal	capital

SAMPLE WORDS

1. f inal	- final	3. i rr e sistible	- irresistible	5. m i	- my
2. t riste	- sad	4. d el i cioso	- delicious	6. favor i to	- favorite

7. niño	- child	11. China	- China	15. comida	- food
8. prima	- cousin	12. México	- Mexico	16. capital	- capital
9. lindo	- pretty; cute	13. interesante	- interesting	17. cinco	- five
10. día	- day	14. frito	- fried	18. rica	- delicious; rich

SAMPLE SENTENCES

1. El **f**inal de esta pel**i**cula es muy tr**i**ste. – The end of this film is very sad.
2. El **n**iño de m**i** pr**i**ma es l**i**ndo. – My cousin's son is cute.
3. La p**i**scina es ir**r**esistible. – The pool is irresistible.
4. La com**i**da est**a** r**i**ca hoy. – The food is delicious today.
5. La com**i**da ch**i**na es del**i**ciosa. – Chinese food is delicious.

9. THE SPANISH CONSONANT “j”

The Spanish consonant “j” is produced with the back of the tongue just below the roof of the mouth with air pushing between the tongue and the roof of the mouth creating some friction. This sound is similar to the English “h”. See if you can hear the difference.

SOUND COMPARISONS

Spanish “j”	English “h”
jugo	half
junto	home
japonesa	ham

SAMPLE WORDS

1. jamón	- ham	6. Alejandro	- “Alex”	11. juez	- judge
2. mujer	- woman	7. ajedrez	- chess	12. jugo	- juice
3. jardín	- garden	8. jota	- (letter) “j”	13. jugar	- to play
4. viejo	- old	9. jefe	- boss	14. juego	- game
5. juntos	- together	10. jarro	- pitcher; ontainer	15. japonés	- Japanese

SAMPLE SENTENCES

1. Los **j**aponeses quieren **j**ugar. – The Japanese people want to play.
2. El d**i**jo que es importante **j**ugar a**j**edrez. – He said it's important to play chess.
3. El **j**uez quiere tomar **j**ugo. – The judge wants to drink juice.
4. El **j**efe quiere visitar a todos los **j**óvenes. – The boss wants to visit all the youth.

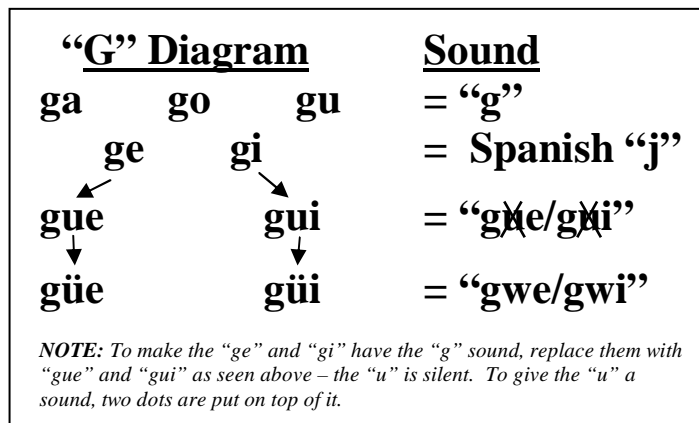
10. THE SPANISH “g”

Generally the Spanish “g” is pronounced like the English “g”. However, if an “e” or an “i” comes after a “g,” it makes the same sound as a Spanish “j.” For example, listen to the Spanish word for “general” - “general.” See the diagram on this page for more details.

SAMPLE WORDS

A “g” with an “a, o” or “u” makes a hard sound

- | | |
|--------------------|------------------|
| 1. a guja | - needle |
| 2. g anar | - to win |
| 3. g ato | - cat |
| 4. a g ua | - water |
| 5. pa g o | - payment |
| 6. po ng o | - I put; I place |
| 7. ha g o | - I make |
| 8. lo g rar | - to achieve |



With “e” and “i”: the “g” sounds like a Spanish “j”

- | | |
|------------------------|--------------|
| 9. g eneral | - general |
| 10. g eneración | - generation |
| 11. ur g ente | - urgent |
| 12. reco g er | - to pick up |
| 13. g irar | - to spin |
| 14. g emelos | - twins |
| 15. an g el | - angel |
| 16. g igante | - giant |

A “g” with a “ue” or “ui” has a hard sound but the “u” is silent

- | | |
|-----------------------|-----------|
| 21. á g uila | - eagle |
| 22. G uillermo | - William |
| 23. g uerra | - war |
| 24. g uía | - guide |

A “g” with a “ua” or “uo” has a hard sound and the “u” is pronounced.

- | | |
|------------------------|-------------|
| 17. amb ig uo | - ambiguous |
| 18. anti g uo | - ancient |
| 19. a g ua | - water |
| 20. G uatemalaa | - Guatemala |

A “g” that has a “ü” followed by an “e” or a “ü” followed by an “i” the “g” is pronounced hard and the “u” is also pronounced.

- | | |
|------------------------|------------|
| 25. desa g üe | - drain |
| 26. pin g üino | - penguin |
| 27. lin g üista | - linguist |
| 28. g üero | - blond |

SAMPLE SENTENCES

- En **g**eneral, creo que le **g**usta reco**g**er **g**atos. – In general, I think he likes to pick up cats.
- ¿Le **g**usta el **g**eneral **g**igante? – Do you like the giant general?
- Hay pin**g**üinos en Ar**g**entina pero no en **G**uatemalaa. – There are penguins in Argentina but not in Guatemala.
- Siempre ha**g**o **g**estos. – I always make gestures.

11. THE SPANISH “c” AND “q”

As in English, the Spanish “c” can have a hard “k” sound or an “s” sound. Take a look at the chart on this page for more details. Unlike English, however, the “c” in Spanish is pronounced without a puff of air. Compare the “c” in the following English and Spanish words.

SOUND DIFFERENCES

English	Spanish
Comb	comer
Culminate	culminar
combine	combinar

SAMPLE WORDS

A “c” with an “a, o” or “u” makes a hard sound.

1. **com**prar - to buy
2. **com**er - to eat
3. **ca**ma - bed
4. **com**ún - common
5. **con**ocer - to be acquainted with
6. **cu**arenta - forty
7. **ca**ballo - horse

With an “e” the “c” makes an “s” sound

8. **ce**loso - jealous
9. **ce**rteza - certainty
10. **ce**ntro - city center
11. **ce**rdo - pig

SAMPLE SENTENCES

1. Vivo en la **ci**udad y manejo un **ca**rro. – I live in the city and I drive a car.
2. **Paco co**no**ce** a muchas **ce**lebridades. – Paco knows a lot of celebrities.
3. En el **ce**ntro **cí**vico **co**operan **cu**arenta personas. – In the civic center forty people cooperate.
4. Me gusta **co**mer **co**liflor en el **ci**ne. – I like to eat cauliflower at the movies.
5. ¿**Q**ué piensas del **q**ueso **pi**cante? – What do you think about hot (spicy) cheese?
6. ¿**Q**uién es esa mujer **tra**nqui**l**a? – Who is that calm woman?

C/Q Diagram			Sound
ca	co	cu	= “k”
	ce	ci	= “s”
que		qui	= “k”
NOTE: To make the “ce” and “ci” have the “k” sound, you must replace them with “que” and “qui” as seen above – the “u” is silent.			

A “c” followed by an “i” also makes an “s” sound.

12. **ci**rco - circus
13. **ci**ne - cinema; theatre
14. **ci**sne - swan
15. **ci**erto - certain
16. **cí**vico - civic

For “que”, and “qui”, the “u” is always silent.

17. ¿**Q**ué? - What?
18. ¿**Q**uién? - Who?
19. **q**ueso - cheese
20. **tra**nqui**l**o - calm

12. THE SPANISH “b” AND “v”

The Spanish “b” and “v” are pronounced identically. Sometimes they have a HARD sound, as in the Spanish word “**v**iejo”, and sometimes they have a SOFT sound, as in the Spanish word “**h**aber”. The “b” and “v” are always pronounced with both lips touching. Neither is pronounced like an English “v”, with the front teeth touching the bottom lip. Compare the hard and soft “b” and “v”.

SOUND COMPARISONS

Hard “b” or “v” Soft “b” or “v”

vacío	cue v a
amb o s	fabuloso
vender	privado
invitar	urb a no

When are the “b” and “v” HARD?

- After an “m” or “n”.
- At the beginning of a phrase or sentence.
- After a pause.

THE HARD “b” AND “v”

SAMPLE WORDS

1. amb o s	- both	7. ver	- to see
2. invitar	- to invite	8. vacío	- empty; void
3. inv e stigar	- to investigate	9. ven i r	- to come
4. invitaci o n	- invitation	10. vend e r	- to sell
5. amb i ente	- atmosphere	11. via j ar	- to travel
6. símb o lo	- symbol	12. bar c o	- boat

SAMPLE SENTENCES

1. Hay un **v**aso sucio. – There is a dirty glass.
2. Hay tres tam**b**ores en **V**alencia. – There are three drums in Valencia.
3. ¿Hay un **b**año en el edificio? – Is there a bathroom in the building?
4. Hay que inv**e**stiguar la situación. – It is necessary to investigate the situation.
5. María dijo . . . <<**V**eo el perro>>. – Maria said . . . “I see the dog.”
6. ¿**V**an a comer? – Are they going to eat?

THE SOFT “b” AND “v”

When are the “b” and “v” SOFT?

- After a vowel.
- After a consonant except “m” or “n”.

SAMPLE WORDS

- | | | | | | |
|-------------------|----------------|----------------------|----------------|------------------------|-------------|
| 1. pa v o | - turkey | 6. ur b ano | - urban | 11. priv a do | - private |
| 2. pol v o | - dust | 7. fab u loso | - fabulous | 12. ár b ol | - tree |
| 3. mo v er | - to move | 8. cub i erto | - covered | 13. cub r ir | - to cover |
| 4. jó v en | - young; youth | 9. lub r icar | - to lubricate | 14. cob r ar | - to charge |
| 5. jab o n | - soap | 10. sub i r | - to go up | 15. obed i ente | - obedient |

SAMPLE SENTENCES

1. Comemos pa**v**o en Na**v**idad. – We eat turkey for Christmas.
2. Necesito cub**r**irlo con jab**o**n. – I need to cover it with soap.
3. Los jó**v**enes deb**e**n traer el lib**r**o. – The young people must bring the book.
4. ¿Sab**e** contar hasta ve**i**nte? – Do you know how to count to twenty?

Page 9 Answers

- | | |
|---------|----------|
| 1. soft | 10. soft |
| 2. hard | 11. hard |
| 3. soft | 12. soft |
| 4. soft | 13. soft |
| 5. hard | 14. soft |
| 6. hard | 15. soft |
| 7. soft | 16. soft |
| 8. hard | 17. soft |
| 9. soft | 18. hard |

SECTION 2

Spanish Vowels

Spanish vowels are short, pure, and always pronounced the same. After memorizing the vowel sounds and practicing them on a regular basis, you will be able to consistently pronounce them correctly.

THE SPANISH VOWEL “a”

The vowel “a” is pronounced like the “a” in the English word “father”.

SOUND DIFFERENCES

<i>Spanish</i>	<i>English (incorrect pronunciation)</i>
mamá	mama
María	Maria
Marta	Marta
gracias	gracias

SAMPLE WORDS

1. mamá	- mom	5. pastel	- cake	9. caja	- box
2. encantada	- pleased; enchanted	6. tarde	- late; afternoon	10. nada	- nothing
3. mañana	- morning; tomorrow	7. hora	- hour	11. María	- Maria
4. gracias	- thank you	8. para	- for; in order to	12. hola	- hi; hello

THE SPANISH VOWEL “e”

The Spanish “e” is pronounced like the “e” in the English word “elephant.”

SOUND COMPARISONS

<i>Spanish</i>	<i>English (incorrect pronunciation)</i>
mesa	mesa (meysa)
verde	verde (verdi)
perfectamente	perfectamente (perfectamentay)
José	Jose (Josay)

SAMPLE WORDS

1. estar	- to be	5. verde	- green	9. este	- east
2. enfermo	- sick	6. tren	- train	10. oeste	- west
3. en	- in; at; on	7. José	- Jose	11. feliz	- happy
4. el	- the	8. primero	- first	12. de	- of; from; about

THE SPANISH VOWEL “i”

(To review this letter, please return to Page 10.)

THE SPANISH VOWEL “o”

The Spanish “o” is always pronounced like the “o” in the English word “hope”. Listen to see if you can hear the difference between the Spanish “o” which is short and pure, and the English “o” which isn’t.

SOUND COMPARISONS

Spanish *English (incorrect pronunciation)*

coco coco

loco loco

no no

ocho ocho

SAMPLE WORDS

- | | | | | | |
|------------|----------|------------|----------|--------------|----------|
| 1. ¿Dónde? | - Where? | 5. comprar | - to buy | 9. loro | - parrot |
| 2. tío | - uncle | 6. ocho | - eight | 10. loco | - crazy |
| 3. sólo | - only | 7. dos | - two | 11. nosotros | - we |
| 4. solo | - alone | 8. ¿Cómo? | - How? | 12. o | - or |

THE SPANISH VOWEL “u”

The vowel “u” is always pronounced like the “u” in the English word “fluke”.

SOUND COMPARISONS

Spanish *English (incorrect pronunciation)*

maduro maduro

turista turista

menú menu

rural rural

SAMPLE WORDS

- | | | | | | |
|-----------|-----------|-----------|-----------------|-----------------|--------------|
| 1. gustar | - to like | 5. bueno | - good | 9. menú | - menu |
| 2. nueces | - nuts | 6. nueve | - nine | 10. restaurante | - restaurant |
| 3. fruta | - fruit | 7. huevo | - egg | 11. chupar | - to suck |
| 4. sueño | - dream | 8. suegro | - father-in-law | 12. jugar | - to play |

Vowel Mixtures/Diphthongs

A Vowel Mixture is a combination of vowels. Listen to and practice the pronunciation of the following mixtures.

SAMPLE WORDS

- | | | |
|---------------------|--------------------------|----------------------------|
| (ai) | (io) | (ua) |
| 1. vaina - sheath | 6. comentario - comment | 10. agua - water |
| (ia) | (ui) | (au) |
| 2. memoria - memory | 7. destruir - to destroy | 11. pauta - guideline |
| (ei) | (iu) | (ue) |
| 3. pleito - dispute | 8. ciudad - city | 12. pueblo - small city |
| (ie) | (eu) | (uo) |
| 4. pie - foot | 9. neutro - neutral | 13. individuo - individual |
| (oi) | | |
| 5. boicot - boycott | | |

SECTION 3

The Remaining Spanish Sounds

This section covers the remaining Spanish sounds that are different from English pronunciation.

THE “NO PUFF” LETTERS

Just like the Spanish “c” (on page 14), the Spanish “p” and “t” are also pronounced without a puff of air.

THE SPANISH CONSONANT “p”

Listen to the following sounds to hear the difference between the English and the Spanish “p.”

SOUND COMPARISON

<i>Spanish</i>	<i>English</i>
P ablo	Pablo
p reparar	prepare
p racticar	practice

NOTE: To practice the “no puff” letters, put your hand or a candle about 3 or 4 inches in front of your mouth. When saying the words, make sure you can’t feel a puff of air on your hand or try not to make the candle flicker.

SAMPLE WORDS

- | | | | | | |
|---------------------|---------------------|-------------------|-------------------|----------------------|---------------|
| 1. p edir | - to ask for | 4. p agar | - to pay | 7. p racticar | - to practice |
| 2. p reparar | - to prepare | 5. p ensar | - to think | 8. p reguntar | - to ask |
| 3. p arece | - it appears; seems | 6. p oner | - to put or place | 9. p referir | - to prefer |

THE SPANISH CONSONANT “t”

The Spanish “t” is pronounced without a puff of air; it is produced with the tongue on the teeth and not on the roof of the mouth.

SOUND DIFFERENCES

<i>Spanish</i>	<i>English</i>
t aco	taco
t entar	tempt
t ostar	toast

SAMPLE WORDS

- | | | | | | |
|------------------|-----------|---------------------|-------------|------------------|---------------------|
| 1. t odo | - all | 4. t eléfono | - telephone | 7. t omar | - to take; to drink |
| 2. t aco | - taco | 5. t al | - tall | 8. t irar | - to throw |
| 3. t ener | - to have | 6. t erminar | - to finish | 9. t ocar | - to touch or play |

THE SPANISH CONSONANT “x”

Generally, the Spanish “x” is pronounced the same as the English “x”.

SAMPLE WORDS

- | | | | | | |
|-------------------------|-----------------|------------------------|--------------|----------------------|-------------|
| 1. e xplicar | - to explain | 3. e xigir | - to demand | 5. e xtra | - extra |
| 2. e xperimentar | - to experience | 4. e xperiencia | - experience | 6. e xcelente | - excellent |

Usually in names of people or places, the Spanish “x” is pronounced like the Spanish “j.”

SAMPLE WORDS

- | | | |
|--------------------|----------------------|-------------------|
| 1. Mé x ico | 3. Me x icano | 5. X avier |
| 2. Oa x aca | 4. Te x as | |

THE SPANISH CONSONANT “ch”

The “ch” is considered a letter in the Spanish alphabet; it does not exist as a single letter in the English alphabet. The Spanish “ch” is pronounced the same as the English “ch”.

SAMPLE WORDS

- | | | | | | |
|----------------------|-------------|------------------|-------|------------------|---------------|
| 1. ch ocolate | - chocolate | 2. ch ico | - boy | 3. mu cho | - much; a lot |
|----------------------|-------------|------------------|-------|------------------|---------------|

THE SPANISH CONSONANT “y”

Like the “ll”, in some Hispanic countries the Spanish “y” can have a “y” sound or an English “j” sound.

SAMPLE WORDS

“y” Sound (more common in Mexico)

- | | | | | | |
|--------------------|--------------|------------------|--------------|----------------------|-------------|
| 1. apo y ar | - to support | 2. y erno | - son-in-law | 3. constr y e | - he builds |
|--------------------|--------------|------------------|--------------|----------------------|-------------|

English “j” sound (more common in South America)

- | | | | | | |
|------------------|-------------|--------------------|---------|-----------------|-------------|
| 4. a y er | - yesterday | 5. pa y aso | - clown | 6. o y e | - she hears |
|------------------|-------------|--------------------|---------|-----------------|-------------|

SECTION 4

Subtle Nuances

There are some subtle nuances that are natural to native Spanish speakers, but generally Americans who have learned Spanish don't know about them. Practice these nuances, and you will sound more like a native speaker.

SOUND TRANSFORMATION

Sound Transformation is when a letter takes on the sound of the letter that follows it. For example, in the English word “uncle,” the “n” is pronounced more like a “c” than an “n.” Say the word “uncle” and notice where your tongue is. Now say the word “nickel” and notice where the “n” is pronounced. Your tongue is in a different place in each word.

“n” TRANSFORMATION

Just like in English, the Spanish “n” can also be pronounced in several different ways. Listen to the following words and concentrate on the different ways the “n” can be pronounced.

SAMPLE WORDS

*If followed by “v” or “b,”
the “n” sounds like a “v” or “b”:*

- | | |
|----------------------------------|-----------------------|
| 1. Invitar | - to invite |
| 2. Ellas quieren <u>n</u> viajar | - They want to travel |

*If followed by “f,”
the “n” sounds like an “f”:*

- | | |
|-----------------------------|-----------------------|
| 7. información | - information |
| 8. Hay <u>n</u> ferrocarril | - There is a railroad |

*If followed by an “m,”
the “n” sounds like an “m”:*

- | | |
|-------------------|---------------|
| 3. <u>n</u> marzo | - immobile |
| 4. inmediatamente | - immediately |

*If followed by a “g,”
the “n” sounds like a “g”:*

- | | |
|---------------------|------------------|
| 9. pongo | - I put or place |
| 10. <u>n</u> gorila | - a gorilla |

*If followed by a “p,”
the “n” sounds like “p”:*

- | | |
|------------------------------------|-----------------------|
| 5. <u>n</u> parque | - a park |
| 6. Ellos juegan <u>n</u> ping-pong | - They play ping-pong |

*If followed by a “c,”
the “n” sounds like a “c”:*

- | | |
|-------------------------|-------------------|
| 11. banco | - bank |
| 12. Hay <u>n</u> camino | - There is a path |

SAMPLE SENTENCES

1. No pude hablar bien n con María. – I couldn’t speak well with Maria.
2. Fue inútil haber hablado con n Gerardo. – It was useless having spoken with Gerardo.
3. Tuvimos n buen año con la compañía. – We had a good year with the company.

“S” TRANSFORMATION

The “s” can either sound like an English “s” or like an English “z” depending on the consonant that follows it. If the consonant after an “s” makes a verbal sound, or is voiced, the “s” makes a “z” sound. To know if a letter is voiced, feel whether or not your throat vibrates while you say it. If your throat vibrates, it is voiced.

SAMPLE WORDS

“s” that sounds like “z”

- | | | |
|------------------------------|-------------------------------------|---|
| 1. cos sm os - cosmos | 4. Es sm ucho. - It’s a lot. | 7. cos sm etología - cosmetology |
| 2. mis sm o - same | 5. pas sm ado - astonished | 8. Os sm o - Oslo |
| 3. is sm a - island | 6. Es sm dinero - It’s money | 9. as sm a - asthma |

SAMPLE SENTENCES

1. La is**sm**a está si**sm**pre limpia. – The island is always clean.
2. Os**sm**an tiene as**sm**a. – Osman has asthma.
3. La cos**sm**etología es **sm**muy caro. – Cosmetology is very expensive.

WORD LINKING

When an English speaker hears a native Spanish speaker, it generally sounds as if he or she is speaking very quickly and as if all the words are being run together into one large word. This is because of “word linking”. Word linking can be defined as two or more words that are connected or “run together.”

One place word linking occurs is when one word ends in a vowel or consonant and the following word begins with a vowel.

EXAMPLES

“consonant” -> “vowel”

1. el papel**o**scuro
2. aprender**a**lgo
3. con**a**ellos
4. pantalón**a**zul
5. libros**a**interesantes

“vowel” -> “vowel”

6. para**a**eso
7. voy**a**ayudar
8. cuarto**a**oscuro
9. ve**a**eso
10. libro**a**interesante

Word linking also occurs when one word ends in a consonant and the next word begins with the same consonant.

EXAMPLES

“consonant” -> “same consonant”

1. el libro
2. los sonidos
3. Ellos comen nueces

Finally, word linking occurs when one word ends with a vowel or consonant and the next word begins with an “h”.

EXAMPLES

“consonant”/“vowel” -> “h”

- | | |
|----------------------------------|-----------------------|
| 1. va <u>a</u> <u>h</u> acer | 3. otro <u>h</u> ogar |
| 2. comen <u>n</u> <u>h</u> ígado | 4. el <u>h</u> echo |

SAMPLE SENTENCES

1. La casa a amarilla es más grande que antes. – The yellow house is bigger than before.
2. La reja a azul está hecha de madera. – The blue fence is made of wood.
3. Necesito o el desarmador para a armar una mesa. – I need a screwdriver to assemble a table.
4. Mi a buella tiene e ochenta y tres años. – My grandmother is eighty-three years old.
5. Voy a hacer la comida esta noche. – I am going to make the food tonight.
6. Me gusta i r a la tienda cuando hace frío. – I like to go to the store when it is cold.
7. Hay algo grande y feo en el cuarto. – There is something big and ugly in the room.
8. Me gusta a hablar con mis a migos en mi casa. – I like to talk to my friends at my house.
9. Margarita está enojada hoy. – Margaret is mad today.
10. Ese a bogado es alto, flaco, e inteligente. – That lawyer is tall, skinny, and intelligent.
11. El va a celebrar la Navidad con sus a migos. – He is going to celebrate Christmas with his friends.
12. Gracias por estar tan feliz hoy. – Thanks for being so happy today.
13. Vamos s a la fiesta a esta noche. – We are going to the party tonight.
14. Ella siempre regresa a a las ocho de la noche. – She always returns at 8:00 P.M.
15. Ellos tienen n once hijos menores de ocho años. – They have eleven children under the age of eight.
16. Mi esposa es muy hermosa y joven. – My wife is very beautiful and young.
17. Hay un hombre interessante en mi trabajo. – There is an interesting man at my work.
18. Hay tres lápices en mi mochila a azul. – There are three pencils in my blue backpack.
19. Hay tres cuartos en el edificio. – There are three rooms in the building.
20. Hay un árbol verde en la huerta. – There is a green tree in the yard.

SECTION 5

Spanish Accents

As words are pronounced in Spanish there is an accent or “stress” on certain syllables. This section covers the specific rules that show how words should be pronounced in Spanish and how written accent marks are used. Unlike English, there are no exceptions to these rules in Spanish.

SPANISH ACCENT RULES

If the word has a written accent mark, follow Rule #1:

RULE #1

Stress the part of the word where the written accent mark is found.

- | | | |
|---------------------------------------|------------------------------------|--|
| 1. te-le-vi- sión - television | 6. miér -co-les - Wednesday | 11. pá -ja-ro - bird |
| 2. can- ción - song | 7. es- trés - stress | 12. co- mién -do-lo - eating it |
| 3. na-ta- ción - swimming | 8. sá -ba-dos - Saturdays | 13. co- mió - he ate |
| 4. vein- tiún - twenty-one | 9. ví -ve-res - groceries | 14. gé -ne-ro - gender |
| 5. con-so-la- ción - comfort | 10. ex- á -me-nes - exams | 15. ó -pa-lo - opal |

If the word doesn't have a written accent mark, follow Rule #2 and Rule #3:

RULE #2

If a word ends in an "n", "s", or a vowel, the verbal stress falls on the second to last syllable.

"n" Endings

1. **píen**-san - they think
2. pa-**re**-cen - they seem
3. a-**bu**-rren - they bore us
4. **can**-tan - they sing
5. ob-**tie**-nen - they get
6. des-**can**-san - they rest

"s" Endings

7. **bar**-cos - ships
8. **tién**-das - stores
9. **pier**-des - you lose
10. e-di-**fi**-cios - buildings
11. com-**prue**-bas - you prove

"vowel" Endings

12. **tién**-no - tender
13. **ca**-sa - house
14. **chue**-co - crooked
15. bo-**ni**-ta - pretty
16. **ro**-to - broken
17. ma-ra-vi-**llo**-sa - wonderful
18. e-xce-**len**-te - excellent

RULE #3

When a word ends with any consonant other than "n" or "s", the verbal stress falls on the last syllable.

- | | | |
|-------------------------------------|----------------------------------|-------------------------------------|
| 1. prin-ci- pal - principal | 5. des-can- sar - to rest | 9. po-pu- lar - popular |
| 2. ar-chi-va- dor - filer | 6. co- mer - to eat | 10. es-ca- sez - scarcity |
| 3. ciu- dad - city | 7. in-que- tud - worry | 11. po-ten- cial - potential |
| 4. se-rie- dad - seriousness | 8. es-ta- tal - state | 12. ca- paz - capable |

APPENDIX 1

131 Most Common Spanish Verbs

“ar” VERBS

1. to answer	- contestar	1. to look at/watch	- mirar
2. to arrive	- llegar	2. to look for	- buscar
3. to ask	- preguntar	3. to love	- amar
4. to buy	- comprar	4. to need	- necesitar
5. to call	- llamar	5. to paint	- pintar
6. to carry/take/wear	- llevar	6. to pay	- pagar
7. to change	- cambiar	7. to plan	- planear
8. to clean	- limpiar	8. to practice	- practicar
9. to converse	- conversar	9. to prepare	- preparar
10. to cook	- cocinar	10. to rest	- descansar
11. to dance	- bailar	11. to return	- regresar
12. to deliver	- entregar	12. to send	- mandar
13. to desire	- desear	13. to play (instrument)	- tocar
14. to draw	- dibujar	14. to sing	- cantar
15. to drive	- manejar	15. to speak/talk	- hablar
16. to eat breakfast	- desayunar	16. to spend	- gastar
17. to eat dinner	- cenar	17. to study	- estudiar
18. to enter	- entrar (en...)	18. to swim	- nadar
19. to explain	- explicar	19. to take out, get	- sacar
20. to finish	- terminar (de...)	20. to take/drink	- tomar
21. to fix	- arreglar	21. to teach	- enseñar
22. to go down/lower	- bajar	22. to touch	- tocar
23. to help	- ayudar	23. to travel	- viajar
24. to hit	- pegar	24. to try (to..)	- tratar (de...)
25. to invite	- invitar	25. to use	- usar
26. to jump	- saltar	26. to visit	- visitar
27. to keep/maintain	- guardar	27. to wait for	- esperar
28. to leave something or someone	- dejar	28. to walk	- caminar
29. to listen to	- escuchar	29. to win/earn	- ganar
30. to loan	- prestar	30. to work	- trabajar

“er” VERBS / “ir” Verbs

61. to believe	- creer	71. to surprise	- sorprender
62. to drink	- beber	72. to understand	- comprender
63. to eat	- comer	73. to understand	- entender
64. to learn (to...)	- aprender (a...)	74. to attend	- asistir (a...)
65. to owe ought to, must	- deber	75. to go up	- subir
66. to promise	- prometer	76. to live	- vivir
67. to read	- leer	77. to open	- abrir
68. to run	- correr	78. to permit	- permitir
69. to see	- ver	79. to receive	- recibir
70. to sell	- vender	80. to write	- escribir

Irregular Verbs ar/er/ir

Stem changes “e” – “i”

- | | |
|---------------------------|--------------------------|
| 81. to ask for/to order | - p <u>e</u> dir(i) |
| 82. to follow/to continue | - s <u>e</u> guir(i) |
| 83. to get | - con <u>e</u> seguir(i) |
| 84. to repeat | - rep <u>e</u> tir(i) |
| 85. to serve | - s <u>e</u> rvir(i) |

Verbos “i” to “y”

- | | |
|----------------|----------------------|
| 86. to destroy | - destr <u>i</u> uir |
| 87. to include | - incl <u>i</u> uir |
| 88. to hear | - o <u>i</u> r |

Plain Irregulars

- | | |
|------------------------------------|----------------------|
| 89. to be (permanent) | - ser |
| 90. to be
(temp./location etc.) | - estar |
| 91. to continue | - continu <u>a</u> r |
| 92. to go (to) | - ir (a...) |
| 93. to like (please) | - gust <u>a</u> r |

Stem changes “e” – “ie”

- | | |
|------------------------------|--------------------------------|
| 94. to be sorry/to feel | - sent <u>i</u> r(ie) |
| 95. to begin / start (to...) | - em <u>e</u> pezar(ie) (a...) |
| 96. to close | - cerr <u>a</u> r(ie) |
| 97. to lose | - per <u>d</u> er(ie) |
| 98. to prefer | - pref <u>e</u> rir(ie) |
| 99. to recommend | - recom <u>e</u> ndar(ie) |
| 100. to require | - requ <u>e</u> rir(ie) |
| 101. to snow | - nev <u>a</u> r (ie) |
| 102. to begin / start | - com <u>e</u> nzar(ie) |
| 103. to think | - pens <u>a</u> r(ie) |
| 104. to understand | - ent <u>e</u> nder(ie) |
| 105. to want | - quer <u>e</u> r(ie) |

Irregular in “yo” form

- | | |
|---------------------------|-------------------------|
| 106. to agree | - estar de acuerdo |
| 107. to choose | - escog <u>e</u> r(g-j) |
| 108. to give | - dar |
| 109. to know (personally) | - conoc <u>e</u> r |
| 110. to know (info) | - sab <u>e</u> r |

Go go verbs

- | | |
|----------------------------------|-------------------------------|
| 111. to bring | - traer |
| 112. to come | - ven <u>i</u> r(ie) |
| 113. to do/make | - hac <u>e</u> r |
| 114. to have (to...) | - ten <u>e</u> r(ie) (que...) |
| 115. to leave (from) | - sal <u>i</u> r (de) |
| 116. to put/place; to
turn on | - pon <u>e</u> r |
| 117. to say/tell | - dec <u>i</u> r(i) and (yo) |

Stem changes “o/u” – “ue”

- | | |
|----------------------------|--------------------------|
| 118. to be able to (can) | - p <u>o</u> der(ue) |
| 119. to cost | - cost <u>a</u> r(ue) |
| 120. to count | - cont <u>a</u> r(ue) |
| 121. to die | - mor <u>u</u> r(ue) |
| 122. to eat lunch | - almorz <u>a</u> r(ue) |
| 123. to find | - encontr <u>a</u> r(ue) |
| 124. to move | - mov <u>e</u> r(ue) |
| 125. to play | - jug <u>a</u> r(ue) |
| 126. to rain | - ll <u>u</u> ver(ue) |
| 127. to remember | - record <u>a</u> r(ue) |
| 128. to return | - vol <u>u</u> ver(ue) |
| 129. to return (an object) | - devolv <u>e</u> r(ue) |
| 130. to sleep | - dorm <u>u</u> r(ue) |
| 131. to show | - mostr <u>a</u> r(ue) |

APPENDIX 2

COMMON REFLEXIVE VERBS LIST

Grammar/Verb Conjugation

Lección 12: Present Tense – Gustar

Lección 13: Reflexive Conjugation

“ar” VERBOS

- | | |
|--------------------------------|--------------|
| 1. to bathe (oneself) | - bañarse |
| 2. to shower | - ducharse |
| 3. to break | - romperse |
| 4. to get sick | - enfermarse |
| 5. to brush | - cepillarse |
| 6. to burn | - quemarse |
| 7. to take off, remove oneself | - quitarse |
| 8. to wash oneself | - lavarse |
| 9. to dry (oneself) off | - secarse |
| | |
| 10. to shave | - afeitarse |
| 11. to get angry | - enojarse |

“ar/er/ir” VERBOS

- | | |
|------------------------------|-----------------------|
| 12. to get married (to) | - casarse (con) |
| 13. to be called/named | - llamarse |
| 14. to get oneself ready | - arreglarse |
| 15. to meet | - reunirse |
| 16. to complain | - quejarse |
| 17. to worry (about..) | - preocuparse (por..) |
| 18. to devote oneself (work) | - dedicarse a |
| 19. to get tired | - cansarse |
| 20. to forget to.. | - olvidarse de. . |
| | |
| 21. to remain/stay | - quedarse |
| 22. to get up | - levantarse |

Irregular Reflexive Verbs

Stem changes “e” – “i”

- | | |
|--------------------|-----------------|
| 23. to get dressed | - vestirse |
| 24. to say goodbye | - despedirse(i) |

Stem changes “e” – “ie”

- | | |
|---------------------------|-------------------|
| 25. to feel (well or ill) | - sentirse(ie) |
| 26. to have fun | - divertirse(ie) |
| 27. to sit down | - sentarse(ie) |
| 28. to wake up | - despertarse(ie) |

Stem changes “o” – “ue”

- | | |
|-----------------|-----------------|
| 29. to lay down | - acostarse(ue) |
|-----------------|-----------------|

Irregular in “yo” form

- | | |
|----------------|----------------|
| 30. to realize | - darse cuenta |
|----------------|----------------|

Go Go Verbs

- | | |
|------------------|-----------------------|
| 31. to fall down | - caerse (yo – go go) |
|------------------|-----------------------|

APPENDIX 3

CULTURE PRESENTATION - ASSIGNMENT

This project may be worked on in class as well as outside of class. Each student will select a culture topic (listed below or any other topic if approved in advance). A 5 minute oral report will be prepared and presented to the class.

Starting on day 65 (two weeks from the date the assignment is given), 1 or 2 students will present their reports to the class before each Culture Lección (every 5th Day).

Suggested Topics:

- I. Using 1 or 2 of the following subject areas*, compare the culture of a Spanish-speaking country or region to your own culture.
 - *more specific examples are listed under each subject area.
 - *Be sure to discuss the *perspectives* of your target culture—how the subject you choose affects and is affected by their attitudes and way of thinking and doing things.
 - a. Religion and beliefs
 - i. Predominant faiths, evangelism, *Semana Santa*, superstitions
 - b. Politics and Government
 - i. Political involvement, elections, freedom and rights, systems of government, political parties, monarchy of Spain, corruption and bribes
 - c. Current Events
 - i. Perspectives on major world issues, important local/regional events
 - d. Traditions
 - i. *La Quinceañera*, San Fermines (Running of the Bulls), Weddings, Funerals
 - e. Holidays
 - i. *Día de los Muertos*, *La Navidad*, *Día de Los Tres Reyes*, *Cinco de Mayo*
 - f. Traditional Fine Arts
 - i. Famous artists, writers, and composers
 - g. Music and Dance
 - i. Traditional performances, popular modern musicians and styles
 - h. Media, Movies, and Television
 - i. *Telenovelas*
 - i. Clothing and Traditional Styles of Dress
 - j. Traditional Cuisine
 - i. Staple foods, cooking, *puestos*, restaurants
 - k. Traditional Dwellings/Habitation
 - l. Interpersonal Relationships
 - i. *El besito de saludo*, Personal space, gender roles (machismo), time management (punctuality), formal vs. informal, native relations, prejudice/racism, *compadre/comadre* titles, courtship and dating

- m. Family Relationships
 - i. Family expectations and roles (father, mother, son, daughter, etc...), *padrino/madrina*, extended families and housing space—who lives with whom?
- n. Pastimes and Athletics
 - i. Fútbol, béisbol, voleibol, bullfighting, hobbies, community events, toys (*títeres, trompos*),
- o. Vacations and Tourism
 - i. *Hostales* & Family-owned/small businesses, famous landmarks and attractions, *plaza de armas*
- p. Economy, professions
 - i. Bargaining, street markets, key imports and exports, common employment, median income, disappearing trades (tailor, shoemaker/repair)
- q. Daily Routines
 - i. Hygiene and bathroom habits, meal times, work schedules, siestas, timing, night-life, potable water
- r. Healthcare
 - i. Role of the doctor and the pharmacist, the status of natural medicine; health insurance, emergency care, exercise (walking for transportation)

List of Spanish Speaking Countries:

 Argentina	 Bolivia	 Chile	 Colombia	 Costa Rica
 Cuba	 Dominican Republic	 Ecuador	 Equatorial Guinea	 El Salvador
 Guatemala	 Honduras	 Mexico	 Nicaragua	 Panama
 Paraguay	 Peru	 Puerto Rico	 Spain	 Uruguay
 Venezuela	 Andorra*	 Belize*	 Gibraltar*	 United States*

*Countries with a significant proportion of Spanish speakers.

**Instead of choosing a specific country, you may choose to report on all of Latin America/South America or on Spanish speakers as a whole.

***Students may also choose to report on the culture of an ancient Latin American or Spanish civilization.

APPENDIX 3

FINAL SKIT - ASSIGNMENT

Suggested Instructions:

Each group of 2-4 students will select a scenario based on one of the Conversation and/or Culture Sections of the course. As a group, students will prepare a 5 minute skit to be presented on the final days of class (Week 36, Days 178-180). Students may be encouraged to use props, costumes, music, or any other type of visual aids when making their presentation. Students should be reminded to share speaking time equally. The Final Skits may be graded at the teacher's discretion. It is recommended that a written copy of the skit be required before the first day the skits are performed.

Students should be encouraged to incorporate elements of the Culture and vocabulary studied during the course in the selection and preparation of their skits.

Examples of Final Skit scenarios:

- A birthday celebration at a restaurant
- A bargaining experience at a Spanish street market
- A blond lost in a Spanish city
- A traditional Spanish New Year's Dance
- A first-time Spanish meal with eccentric cuisine
- An argument at a match of Fútbol
- A disaster at a Quinceañera
- A close call at the Running of the Bulls
- A reenactment of a Telenovela
- A visit to the monarchy of Spain
- Comical costumes on El Día de los Muertos
- A tense business meeting
- A chance meeting of friends at a grocery store
- A first-time acquaintance of English and Spanish speakers using comprehension techniques to understand each other
- Individuals meeting each other for the first time at a sporting event and becoming acquainted

- NOTES -

- NOTES -

- NOTES -