

# ESPAÑOL INTENSIVO

Central Oregon Community College

*Central Oregon Summer Spanish Immersion*



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Level 2

**Beginning Mid**

## Understanding the Verb / Pronoun Charts

Throughout this manual you will see verbs, pronouns and some adjectives broken down into charts similar to the two below. These charts have certain characteristics in common and understanding them will help you be able to change verbs and pronouns into their correct forms.

- The **box above the chart** will show the infinitive of the verb or the category name of the pronouns or adjectives.
- The **top row** of the chart will always represent the first person points of view.
- The **middle two rows** will represent the 2nd person points of view (familiar and formal).
- The **last row** will show the 3rd person points of view.
- The **left side** of the chart will show all of the singular forms.
- The **right side** of the chart will show the plural forms.

		tener		Subject Pronouns	
}	<b>1<sup>st</sup> Person</b>	tengo	tenemos	yo	nosotros/as
	<b>2<sup>nd</sup> Person</b>	tienes	tenéis	tú	vosotros/as
	<i>familiar</i>	-----	-----	-----	-----
	<i>formal</i>	tiene	tienen	usted	ustedes
<b>3<sup>rd</sup> Person</b>	tiene	tienen	él, ella	ellos, ellas	
		↑	↑	↑	↑
		<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>

### Program Information where this manual is used:

Lake Tahoe Community College — Intensive Spanish Summer Institute (*ISSI*):

[www.ltcc.edu/issi](http://www.ltcc.edu/issi)

Central Oregon Community College — Central Oregon Summer Spanish Immersion (*COSSI*):

[www.cocc.edu/cossi](http://www.cocc.edu/cossi)

If you need special accommodations for a certifiable disability that may affect class performance, please notify us as soon as possible so that we may meet those accommodations.

Materials used during the Intensive Spanish Summer Institute at Lake Tahoe are available in alternate formats upon request.

# ESPAÑOL INTENSIVO

COSSI Level 2

## Beginning Mid

For students who have had a brief introduction to Spanish.

Intensive language instruction  
with an emphasis on developing basic communication skills in Spanish.

This course will . . .

- review the present tense,
- review fundamentals of verb conjugation,
- introduce conjunctions and basic prepositions for combining sentences and
- focus on the alphabet and pronunciation differences between English and Spanish

Students will learn . . .

- greetings,
- expressions of courtesy and
- other useful beginning vocabulary.

### **Español Intensivo**

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Certificates of Completion of Summer Program  
Future Spanish Courses at LTCC or COCC



# Una búsqueda

Find a different person for each item.

Someone who:

- \_\_\_\_\_ celebrates *El Cinco de Mayo*.
- \_\_\_\_\_ can sing *La cucaracha*.
- \_\_\_\_\_ has a friend who speaks Spanish.
- \_\_\_\_\_ likes to eat *flan*.
- \_\_\_\_\_ will dance *La Macarena* for our class.
- \_\_\_\_\_ has traveled to a Spanish-speaking country.
- \_\_\_\_\_ is a bilingual teacher.
- \_\_\_\_\_ can play the guitar.
- \_\_\_\_\_ likes to drink *sangría*.
- \_\_\_\_\_ has read *Don Quijote*.
- \_\_\_\_\_ knows how to cook *paella*.
- \_\_\_\_\_ wants a date with *Don Juan*.
- \_\_\_\_\_ likes to listen to Gloria Estefan.
- \_\_\_\_\_ wants to go to Spain next summer.
- \_\_\_\_\_ can tell you the ingredients for *gazpacho*.
- \_\_\_\_\_ has parents or grandparents that speak Spanish.
- \_\_\_\_\_ attended ISSI or COSSI in the past.

## Vocabulario

### Saludos, despedidas y conversaciones (greetings, farewells, and conversations)

buenos días	<i>good morning</i>
buenas tardes	<i>good afternoon</i>
buenas noches	<i>good evening; good night</i>
hola	<i>hello</i>
adiós	<i>good-bye</i>
hasta luego	<i>until (see you) later</i>
hasta mañana	<i>until (see you) tomorrow</i>
¿Cómo está usted?	<i>How are you? (polite)</i>
¿Cómo estás (tú)?	<i>How are you? (familiar)</i>
¿Qué hay?	<i>What's up? What's new?</i>
(muy) bien, gracias	<i>(very) well, thanks</i>
así así	<i>so-so</i>
nada de nuevo	<i>nothing new</i>
¿Cómo se llama usted?	<i>What's your name? (polite)</i>
¿Cómo te llamas (tú)?	<i>What's your name? (familiar)</i>
¿Cómo se llama él/ella?	<i>What's his/her name?</i>
Me llamo ...	<i>My name is ...</i>
Se llama ...	<i>His/Her name is ...</i>
mucho gusto	<i>pleased to meet you</i>
¿De dónde es usted?	<i>Where are you from? (polite)</i>
¿De dónde eres tú?	<i>Where are you from? (familiar)</i>
¿De dónde es él/ella?	<i>Where is he/she from?</i>
Soy de ...	<i>I am from ...</i>
Es de ...	<i>He/She is from ... ; You (polite) are from ...</i>

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## Explicación

When speaking to just one person, either the *tú* form or the *usted* form may be used.

The *tú* form is used in informal situations—for instance, in speaking with close friends or classmates of one's own age.

The *usted* form is used in more formal situations—for example, when speaking to someone older or a stranger. *Usted* is often abbreviated in writing to *Ud.*

In the classroom, students in Spanish-speaking countries normally use *usted* to address their professor and *tú* when speaking to each other. The professor may use *usted* or *tú* in addressing individual students. In your own Spanish class, use *usted* to address your instructor, and *tú* to address another student.

**II. Conversaciones incompletas.** Use *tú* or *usted* (*Ud.*) and *estás* or *está* in order to appropriately complete these conversations.

### A. David y Nora: estudiantes en la universidad.

David: ¡Hola, Nora! ¿Cómo \_\_\_\_\_?

Nora: Bien, David. ¿Y \_\_\_\_\_?

David: Muy bien, gracias.

### B. La profesora Martínez y la estudiante.

Profesora: Buenos días, Marta. ¿Cómo \_\_\_\_\_?

Marta: Muy bien, profesora Martínez. ¿Y \_\_\_\_\_?

Profesora: Bien, gracias.



## Nota cultural

Es costumbre dar un abrazo entre amigos, y dar un beso entre amigas.  
(It's customary that friends hug each other and female friends kiss each other on the cheek.)

### Marisa saluda (greet) a Nora.

- ¡Hola, Nora! ¿Qué hay?
- Nada de nuevo. ¿Cómo estás?
- ¡Muy bien, gracias!

### Tony saluda a Miguel.

- ¡Hola, Miguel! ¿Cómo estás?
- Bien, ¿y tú?
- Así, así.



## Subject Pronouns

		Spanish		English		
Point of View	1 <sup>st</sup> Person	yo	nosotros(as)	I	we	
	2 <sup>nd</sup> Person	<i>familiar</i>	tú	vosotros(as)	you	ya'll
		<i>formal</i>	usted	ustedes	you	ya'll
	3 <sup>rd</sup> Person	él, ella	ellos(as)	he, she	they	
		↑	↑	↑	↑	
		Singular	Plural	Singular	Plural	



## Conjugation of Regular Verbs

### The Infinitive

Verbs are listed in the dictionary in the infinitive (unconjugated) form: *hablar* to speak, *aprender* to learn, *vivir* to live. Infinitives always have a stem (*habl...*, *aprend...*, *viv...*) plus the ending *-ar*, *-er*, or *-ir*. Verbs are classified according to their infinitive ending. The three classes of verbs are called *-ar*, *-er*, and *-ir* verbs.

### Conjugated Forms

The verb changes its ending and sometimes its stem to indicate the person and number of its subject (*yo*, *tú*, *ella*, etc.)

To form the present tense of regular verbs, drop the infinitive ending and add the present-tense ending to the stem.

The use of the subject pronouns is optional. *Yo hablo* = *hablo*

hablar		aprender		vivir	
hablo	hablamos	aprendo	aprendemos	vivo	vivimos
hablas	habláis	aprendes	aprendéis	vives	vivís
habla	hablan	aprende	aprenden	vive	viven
habla	hablan	aprende	aprenden	vive	viven

Subject pronouns, such as *yo*, *tú*, and *nosotros*, are not normally expressed with the verb as they are in English, since the verb ending indicates the subject.

Habl**as** muy bien.

*You speak very well.*

Habl**o** inglés.

*I speak English.*

Habl**amos** español en clase.

*We speak Spanish in class.*

Subject pronouns clarify when otherwise it would not be clear who or what is the subject. For example, the form *habla* could mean *he speaks*, *she speaks*, or *you speak*. The form *hablan* could mean *you speak* or *they speak*.

**Ella** no habla francés.

*She doesn't speak French.*

Spanish present-tense forms have several different equivalents in English.

hablo

*I speak, I do speak, I am speaking*

aprendo

*I learn, I do learn, I am learning*

vivo

*I live, I do live, I am living*

**Práctica. ¿Qué hace Ud.? (What do you do?)** Tell a classmate if you do these activities, which activities you do a lot, and which activities you don't do.

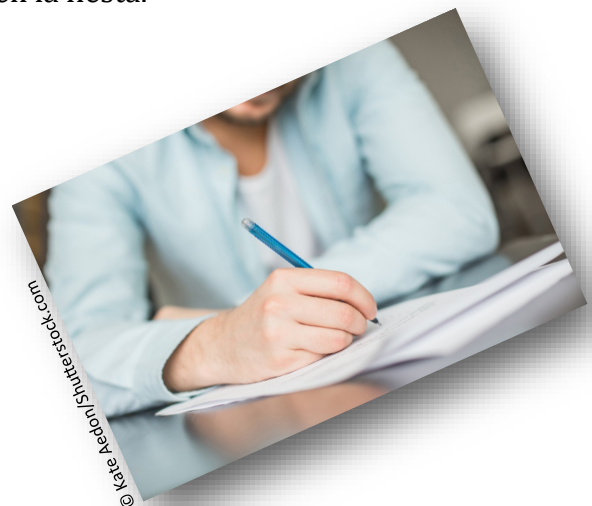
**modelo:** comer hamburguesas → Yo (no) como hamburguesas.  
mirar la televisión → Miro la televisión mucho.

1. escuchar música clásica
2. tocar la guitarra
3. hablar por teléfono con amigos
4. beber café
5. trabajar
6. cantar bien
7. leer novelas
8. comprar muchos libros
9. asistir a muchas fiestas
10. aprender mucho en la clase de español

**Práctica.** Complete the sentences using the correct form of a verb from the list.  
Use each verb once only.

**trabajar**                      **bailar**                      **cantar**                      **escuchar**                      **tocar**  
**vivir**                              **enseñar**                      **mirar**                      **escribir**

1. Fred Astaire y Ginger Rogers \_\_\_\_\_ muy bien.
2. Tú \_\_\_\_\_ el programa *Seinfeld* en la televisión.
3. Mi amiga y yo \_\_\_\_\_ en la oficina.
4. El profesor \_\_\_\_\_ la clase de español.
5. Yo \_\_\_\_\_ la radio.
6. Gloria Estefan \_\_\_\_\_ bien.
7. Yo \_\_\_\_\_ la composición.
8. Ustedes \_\_\_\_\_ la guitarra en la fiesta.
9. Ellas \_\_\_\_\_ en California.



## Vocabulario

### Los numerous 0 - 31

0	<i>ceró</i>	22	<i>veintidós / veinte y dos</i>
1	<i>uno</i>	23	<i>veintitrés / veinte y tres</i>
2	<i>dos</i>	24	<i>veinticuatro / veinte y cuatro</i>
3	<i>tres</i>	25	<i>veinticinco / veinte y cinco</i>
4	<i>cuatro</i>	26	<i>veintiséis / veinte y seis</i>
5	<i>cinco</i>	27	<i>veintisiete / veinte y siete</i>
6	<i>seis</i>	28	<i>veintiocho / veinte y ocho</i>
7	<i>siete</i>	29	<i>veintinueve / veinte y nueve</i>
8	<i>ocho</i>	30	<i>treinta</i>
9	<i>nueve</i>	31	<i>treinta y uno</i>
10	<i>diez</i>		
11	<i>once</i>		
12	<i>doce</i>		
13	<i>trece</i>		
14	<i>catorce</i>		
15	<i>quince</i>		
16	<i>dieciséis / diez y seis</i>		
17	<i>diecisiete / diez y siete</i>		
18	<i>dieciocho / diez y ocho</i>		
19	<i>diecinueve / diez y nueve</i>		
20	<i>veinte</i>		
21	<i>veintiuno / veinte y uno</i>		

### La sala de clase (*the classroom*)

el bolígrafo	<i>the pen</i>
el escritorio	<i>the desk</i>
el/la estudiante	<i>the student</i>
el lápiz	<i>the pencil</i>
la luz	<i>the light</i>
la mesa	<i>the table</i>
el papel	<i>the paper</i>
la puerta	<i>the door</i>
el reloj	<i>the clock</i>
la silla	<i>the chair</i>
la ventana	<i>the window</i>



## HAY

The verb *hay* means *there is* or *there are*.

¿Cuántos pupitres hay?

Hay un restaurante en el hotel.

*How many student desks are there?*

*There is a restaurant in the hotel.*

## Vocabulario

### la sala de clase

el alumno	<i>the student</i>	el mapa	<i>the map</i>
la calculadora	<i>the calculator</i>	la mochila	<i>the backpack</i>
el cuaderno	<i>the notebook</i>	la pared	<i>the wall</i>
el diccionario	<i>the dictionary</i>	la pizarra	<i>the chalkboard</i>
el libro	<i>the book</i>	el profesor	<i>the professor</i>
el maestro	<i>the teacher</i>	el salón	<i>the room</i>
		la tarea	<i>the assignment</i>

**Relaciones.** In each group, indicate the word that is not related to the others.

1. la ventana                      el mapa                      la pared
2. el papel                      el lápiz                      la alumna
3. el estudiante                      la estudiante                      la mesa
4. el bolígrafo                      la pizarra                      el lápiz
5. la sala                      la mesa                      la tarea
6. la puerta                      el escritorio                      la maestra
7. la mochila                      los cuadernos                      la luz
8. la calculadora                      el diccionario                      la silla
9. la silla                      el reloj                      la mesa
10. el profesor                      la luz                      el estudiante



## Forming Questions in Spanish

There are four ways to form questions in Spanish.

- 1) Use the same word order as for a statement but raise the voice pitch at the end of the question.

### STATEMENT

Marta habla español.



### QUESTION

¿Marta habla español?



- 2) Place the subject after the verb and raise the voice pitch at the end of the question.

### STATEMENT

Marta habla español.



### QUESTION

¿Habla Marta español?



- 3) Use a question word and place the subject after the verb. The voice pitch is highest on the question word and falls at the end of the question.

¿Dónde vive Carlos?



¿Cómo está usted?



- 4) Use a tag-question word like *¿verdad?* or *¿no?* (*Right?*) after a statement and raise the voice pitch at the end of the question.

### STATEMENT

Ernesto estudia mucho.



### QUESTION

Ernesto estudia mucho, ¿verdad?



Tú tocas la guitarra.



Tú tocas la guitarra, ¿no?



## Interrogative (Question) Words

**Interrogative words are used to ask questions (interrogate).** In the examples below, the interrogative words are in **boldface**. The *tú* forms are in parenthesis.

¿ <b>Cómo</b> está usted? (¿ <b>Cómo</b> estás?)	<i>How are you?</i>
¿ <b>Cuántos</b> libros hay?	<i>How many books are there?</i>
¿ <b>Cuál</b> es su nombre? (¿ <b>Cuál</b> es tu nombre?)	<i>What is your name?</i>
<i>(Cuál literally means which. This is an alternate way of asking ¿Cómo se llama?)</i>	
¿ <b>Dónde</b> está la carta?	<i>Where is the letter?</i>
¿ <b>Qué</b> estudia usted? (¿ <b>Qué</b> estudias?)	<i>What do you study? / What are you studying?</i>
¿ <b>Por qué</b> estudia usted español? (¿ <b>Por qué</b> estudias español?)	<i>Why are you studying Spanish?</i>
¿ <b>Cuándo</b> estudia usted? (¿ <b>Cuándo</b> estudias?)	<i>When do you study?</i>
¿ <b>Quién</b> es el profesor?	<i>Who is the teacher?</i>
¿ <b>De quién</b> es el lápiz?	<i>Whose is the pencil?</i>

**Entrevista (interview)** Ask and answer the following questions with a classmate.

1. ¿Cómo estás?
2. ¿Cómo te llamas?
3. ¿De dónde eres?
4. ¿Dónde vives?
5. ¿Qué estudias?
6. ¿Lees novelas en casa?
7. ¿Cantas muy bien?
8. ¿Dónde estudias?
9. ¿Qué miras en la televisión?
10. ¿Qué bebes en casa?



In Spanish, questions begin and end with question marks. ¿ -- ?

## Vocabulario

### Colores

amarillo/a	<i>yellow</i>
azul	<i>blue</i>
azul claro	<i>light blue</i>
azul oscuro/marino	<i>dark blue/marine blue</i>
blanco/a	<i>white</i>
color café	<i>brown</i>
gris	<i>gray</i>
morado/a	<i>purple</i>
naranja/anaranjado	<i>orange</i>
rosado/a	<i>pink</i>
rojo/a	<i>red</i>
verde	<i>green</i>

### Verbos

aceptar	<i>to accept</i>
buscar	<i>to look for</i>
comprar	<i>to buy</i>
ir de compras	<i>to go shopping</i>
llevar	<i>to wear</i>
combinar	<i>to go with / to match</i>

gastar	<i>to spend (money)</i>
vender	<i>to sell</i>
negociar	<i>to negotiate</i>
regatear	<i>to bargain</i>
gustar	<i>to like something</i>
pagar	<i>to pay</i>

### Sustantivos

la talla	<i>the size</i>
un descuento	<i>a discount / a sale</i>
una ganga	<i>a bargain</i>
en efectivo	<i>cash</i>
la tarjeta de crédito	<i>the credit card</i>
el cliente	<i>the client</i>
el/la dependiente	<i>the shop assistant</i>
la caja	<i>the cash register</i>
el precio	<i>the price</i>
la tienda	<i>the store</i>
el almacén	<i>the department store</i>
el mercado al aire libre	<i>the open air market</i>

**Práctica.** Draw a line from column A to the corresponding word in column B. Follow the example. ¡Buena Suerte!

A	B
aceptar la	mercado al aire libre
gris	tarjeta de crédito
negro	efectivo
azul	ropa bonita
llevar	color de cielo (sky)
pagar en	color más oscuro
regatear en el	color de blanco y negro
dependiente	simpático

**Práctica. Relaciones.** In each group, circle the word that is not related to the others.

- |  |  |
|--|--|
| 1. rojo, caja, azul claro, verde         | 4. regatear, ir de compras, negociar, gris     |
| 2. azul oscuro, rosado, naranja, manzana | 5. caja, dependiente, talla, cliente           |
| 3. pagar, efectivo, comprar, llevar      | 6. llevar, talla, ganga, descuento, color café |

## **Vocabulario**

### **Ropa**

el abrigo	<i>the coat</i>	la mini-falda	<i>the mini-skirt</i>
la blusa	<i>the blouse</i>	los jeans	<i>the jeans</i>
la bolsa / el bolso	<i>the purse</i>	los pantalones	<i>the pants</i>
la bota	<i>the boot</i>	las pantuflas	<i>the slippers</i>
la bufanda	<i>the scarf</i>	los pantalones cortos	<i>the shorts</i>
el calcetín	<i>the sock</i>	los (pantalones) vaqueros	<i>the jeans</i>
la camisa	<i>the shirt</i>	la sandalia	<i>the sandal</i>
la camiseta	<i>the T-shirt</i>	el sombrero	<i>the hat</i>
la chaqueta	<i>the jacket</i>	el suéter	<i>the sweater</i>
la corbata	<i>the necktie</i>	el tenis	<i>the sneaker</i>
la cartera	<i>the purse / the wallet</i>	el traje	<i>the suit</i>
la falda	<i>the skirt</i>	el vestido	<i>the dress</i>
		el zapato	<i>the shoe</i>

**Entrevista.** Pregúntele a un compañero / una compañera:

1. ¿Qué lleva usted cuando va a una fiesta? ¿a la oficina? ¿los fines de semana?
2. ¿Tiene mucha ropa? ¿Qué ropa nueva necesita ahora?
3. ¿Le gusta ir de compras (to go shopping)?
4. ¿Cuál es su color favorito? ¿Qué combinación de colores le gusta?
5. ¿Cuándo lava la ropa? ¿Lava la ropa en casa o en una lavandería automática (laundromat)?
6. ¿Gasta mucho dinero cuando va de compras?
7. ¿Paga con efectivo o con tarjeta de crédito?
8. ¿Regatea el precio?



## Vocabulario

### Spanish Slang / Street Spanish

cargar la mano	<i>to overcharge</i>
costar un ojo de la cara	<i>to cost an arm and a leg</i>
echar flores a alguien	<i>to flatter someone / to butter up</i>
estar sin un quinto	<i>to be flat broke</i>
estar pelado	<i>to be stripped of money / to be broke</i>
nadar entre dos aguas	<i>to be undecided / to be on the fence</i>
sentar como anillo al dedo	<i>to fit like a glove</i>
sobre gustos no hay nada escrito	<i>to each his own (taste)</i>



### REGATEAR (to bargain)

To bargain means to negotiate over the price of services or goods. Bargaining is not a pre-requisite when shopping, but can be fun and entertaining. Bargaining is commonly done by tourists and locals in Mexico, Central and South America.

It is important to remember a few helpful tips that will make your experience fun and acceptable as a tourist:

1. Do not bargain in supermarkets, the prices are fixed and not negotiable; keep your bartering to mainly beach vendors and street markets.
2. Don't waste the vendor's time, if you really don't want the item, don't bargain.
3. Don't devalue the seller; remember they are sometimes the creators of the items.
4. Always be friendly and polite while bartering. Make it fun and a learning experience.
5. Try not to barter below seventy-five percent of asking price. Vendors need a profit too.
6. Barter in the afternoon to late-afternoon for best deals.
7. A KNOWLEDGE OF SPANISH CAN HELP THIS PROCESS BE SUCCESSFUL!!!

## Irregular Verbs: **ESTAR**

The verb *estar* ends in *-ar*, but is an irregular verb. The present tense forms are:

estar		to be
estoy	estamos	I am
estás	estáis	you are
está	están	you are
está	están	he is, she is

=

The verb *Estar* is used to . . .

(1) . . . ask how someone is.

¿Cómo está usted?

Estoy bien, gracias.

*How are you?*

*I'm well, thank you.*

(2) . . . ask where someone or something is.

¿Dónde está Isabel?

Está en el parque.

*Where is Isabel?*

*She's at the park.*

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Ellos están en la reunión (meeting).

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La estudiante está en la universidad.

**Práctica.** Using the clues, tell where the people are.

**modelo:** yo / parque

*Yo estoy en el parque.*

1. ella / barrio \_\_\_\_\_

2. el chófer y yo / taxi \_\_\_\_\_

3. las meseras / restaurante \_\_\_\_\_

4. tú / oficina \_\_\_\_\_

5. yo / tienda \_\_\_\_\_

**Práctica.** Using the clues, tell where the people are and what they are wearing.

**Modelo:** yo / Macy's / pantalones / camisa

*Yo estoy en Macy's. Yo llevo pantalones azules y una camisa blanca.*

**\*\*NOTA:** Colors are adjectives and they change according to number and gender.

*corbata amarilla / zapatos amarillos / bufanda roja / pantalones rojos / camisa azul / camisas azules*

1. ella / tienda / mini-falda
2. el cliente / almacén / vestido / botas
3. los dependientes / Nordstroms / trajes / zapatos
4. tú / mercado al aire libre / pantalones cortos / camiseta
5. yo / tienda / bufanda / chaqueta
6. nosotros / partido de fútbol (*soccer match*) / chaquetas / iguales

**Entrevista.** Pregúntele a un/a compañero/a

**MODELO:** —¿Cómo estás esta mañana? —*Estoy excelente esta mañana.*

1. ¿Cómo te llamas? \_\_\_\_\_
2. ¿De dónde eres? \_\_\_\_\_
3. ¿Te gusta hablar español? \_\_\_\_\_
4. ¿Te gusta la clase? \_\_\_\_\_
5. ¿Te gusta viajar (*travel*)? \_\_\_\_\_
6. ¿Adónde te gusta viajar? \_\_\_\_\_
7. ¿Cómo estás hoy? \_\_\_\_\_
8. ¿Dónde estás ahora? \_\_\_\_\_
9. ¿Qué bebes en la casa? \_\_\_\_\_
10. ¿Qué comes en la tarde? \_\_\_\_\_
11. ¿Nadas bien? \_\_\_\_\_
12. ¿Llevas un bikini? \_\_\_\_\_
13. ¿Qué llevas ahora? \_\_\_\_\_
14. ¿Adónde vas después de (*after*) la clase? \_\_\_\_\_

## PRESTAR ALGO

*(to loan an object / to ask to borrow an object)*

In Spanish, instead of asking to borrow something, an Indirect Object Pronoun (*me, te, le, nos, os, les*) is used with the verb *prestar* to ask if someone will loan something *to me, to you, to him, to her, to us or to them*.

—¿Me prestas un dólar?

—*Will you loan me a dollar?*

—Sí, claro que sí.

—*Yes, of course.*

—¿Me presta usted un lápiz?

—*Will you loan me a pencil?*

—No tengo un lápiz, lo siento.

—*I don't have a pencil, sorry.*

—¿Me prestas tu chaqueta?

—*Will you loan me your coat?*

—Sí, cómo no, amigo. Aquí la tiene.

—*Yes, of course, my friend. Here it is.*

**Práctica.** Ask a classmate if you can borrow the following items. Use the answers provided or be creative and invent your own.

**Modelo:** —¿Me prestas diez dólares?

—No, no tengo diez dólares

### Preguntar (ask)

### Contestar (answer)

1. Ten dollars

I don't have it. I'm poor.

2. Piece of paper to write

Yes, of course, classmate.

3. A dictionary

No, it is in my car.

4. Money for lunch

Sure, I am rich.

5. A pen to write

Here you are.

6. A map

Yes, with pleasure.

7. Black tie

Yes, of course.

8. Credit Card

Are you crazy?

9. Car

I only have a bike.

10. Spanish book

Yes, here it is.

## *El alfabeto*

<u>Letra</u>	<u>Pronunciación</u>	<u>Práctica</u>	<u>Letra</u>	<u>Pronunciación</u>	<u>Práctica</u>
a	a	Ávila	ñ	eñe	España
b	be	Barcelona	o	o	oceano
c	ce	Colombia	p	pe	Panamá
ch*	che	Chile	q	cu	Quito
d	de	Durango	r	ere	América
e	e	España	rr	erre	Sierra Nevada
f	efe	Florida	s	ese	San Miguel
g	ge	Guatemala	t	te	Toledo
h	hache	Honduras	u	u	Uruguay
i	i	isla	v	ve	Venezuela
j	jota	Jalisco	w**	doble ve	Washington
k**	ka	kilómetro		ve doble	
l	ele	Lima	x	equis	excelente
ll*	elle	Sevilla	y	i griega	Yolanda
m	eme	México		ye (as in <i>tortilla</i> )	
n	ene	Nicaragua	z	zeta	Zaragoza

\*The letters *ch* (*che*) and *ll* (*elle*) before 1995 were considered to be separate letters of the Spanish alphabet. This is no longer the case; however you may still see them treated as separate letters in dictionaries and texts printed before 1995.

\*\*The *k* and *w* are not Spanish letters. These letters are found only in foreign words, like *kilómetro* and *Washington*.

### **Práctica.** La Pronunciación del alfabeto

- 1) Practice saying the alphabet and the practice words out-loud with your instructor. Say it once all the way through slowly emphasizing pronunciation of words and phrases rather than individual sounds.
- 2) Now practice starting with one student saying the letter **a**, next student saying **b**, the following student saying **c**, and so on. Try not to look at the written alphabet.

*a . . . b . . . c . . .*

**Práctica. La Pronunciación.** Now listen and repeat the following consonant exercises after your instructor.

## **Las Consonantes**

### **ch**

**The combination of the letters *c* and *h* (*ch*) is pronounced as in the English word *church*.**

mochila / ocho / muchacho / noche / rancho / Sancho

Sancho es un muchacho, y vive en un rancho grande.

Son las ocho de la noche ahora.

### **h**

**The letter *h* is the only silent letter in the Spanish alphabet; never pronounce the *h*.**

historia / hoy / hospital / hola / Héctor / hora / helado

Hay un examen en la clase de historia hoy.

Héctor está en el hospital hoy.

### **ll**

**The double *l* (*ll*) is pronounced like the Spanish consonant *y*. It sounds like the *y* in the English words *yellow*, *your* and *yield*.**

tortilla / calle / llama / Guillermo / yo / Yucatán

En la calle que se llama Yucatán, se sirven tortillas.

### **ñ**

**The *ñ* is similar to the English sound *ny* in *canyon*.**

año / mañana / niña / piñata / cumpleaños / señor / Nuñez

La señora Nuñez hace una piñata muy bonita para su niño.

### **r**

**The letter *r*, when it does not begin a word, is pronounced by a single quick touch of the tongue against the ridge behind the upper front teeth--similar to the *t* in *water*, or the *dd* in *ladder*.**

mejor / pero / grande / profesor / hora / explicar

El mejor profesor es muy grande, pero es muy bueno.

### **rr**

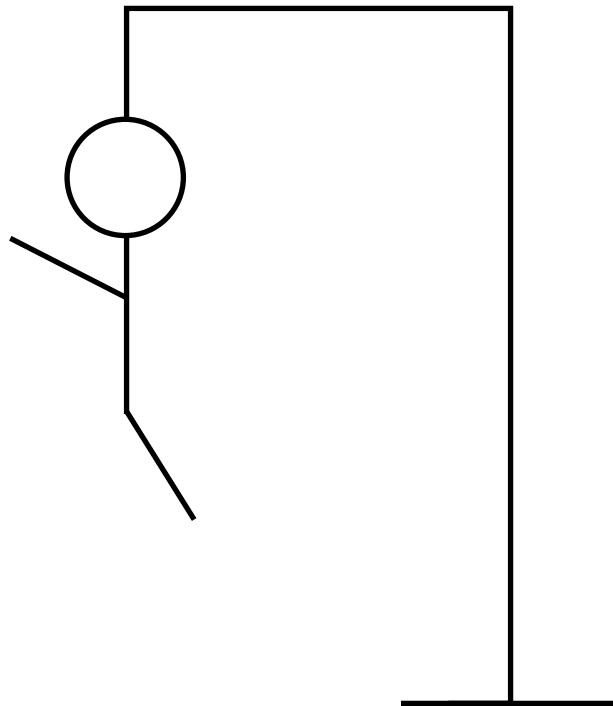
**The double *r* (*rr*) in the interior of a word, and the *r* at the beginning of a word are pronounced by tapping the tip of the tongue rapidly and multiple times on the ridge behind the upper teeth.**

rosa / Ramón / Ruíz / guitarra / barrio / carro

Ramón Ruíz tiene una guitarra y un carro muy grande en su barrio.

**Práctica.** ¡Vamos a jugar a VERDUGO (*Hangman*)!

- Follow your instructor for an example game with the entire class on the front board.
- Choose words from the *vocabulario*!!!
- Practice your correct pronunciation of all vowels and consonants.
- Refer to and use the previous pages of this packet.
- ¡Buena Suerte!
- After a few example games, break into smaller groups.
- Attempt to let everyone have a turn to be the VERDUGO/A



## Las Vocales

**Spanish has five basic vowel sounds:** a, e, i, o, u  
(the letter *y* sometimes makes the *i* sound).

Unlike English, Spanish vowel sounds are crisp and do not "glide." As a general rule, Spanish vowels are pronounced with a short, precise sound--not elongated.

After your instructor demonstrates the sounds of the following vowels, repeat them together.

**a**

**Like the English word *saw*.**

a / da / la / buena / salsa / Tomasa

¡Qué buena es la salsa de Tomasa!

**e**

**Like the English word *grey*.**

e / de / me / Esteban / velero / verde

El velero de Esteban tiene la vela verde.

**i**

**Like the English word *ski*.**

i / mi / ti / vivienda / chiquita / bonita / y / muy / ay / ley / Paraguay

Mi vivienda es Chiquita pero bonita.

**o**

**Like the English word *go*.**

o / libro / Quito / mercado / como / Socorro

Hoy como con Socorro en el mercado en Quito.

**u**

**Like the English word *tutu*.**

u / tú / su / muy / buen / muchacho

Tú eres muy buen muchacho.

**There is a rhyme that children use in primary school to help memorize the vowel sounds:**

***"A, E, I, O, U, el burro sabe más que tú."***



## Diptongos

Weak vowels: u, i

Strong vowels: a, e, o

A diphthong is any combination of a weak vowel and a strong vowel, or the combination of two weak vowels in Spanish.

When you come across a diphthong, pronounce the two vowels as a single sound, giving the strong vowel (or the second weak vowel) more emphasis than the other.

aire / edificio / ciudad / seis / siete / dieta / tiene / vuelvo

El aire en la ciudad tiene mucho humo.

When there is a written accent mark over the weak vowel in this situation, it eliminates the natural diphthong. The two separate vowels will be heard.

tío / día / cafetería

**Practica.** Practice saying the following words out-loud. Remember, if there is an accent mark over a weak vowel then it is pronounced separately.

familia	sucia	ansia	siete	pie	bien
medio	sucio	Dios	ciudad	triumfo	viuda
constitución	día	Segovia	Daniel	adiós	también
mío	fantasía	viene	país	lío	sandía

*cuatro*  
*seis*  
*siete*  
*nueve*  
*diez*  
*veinte*  
 *cincuenta*

## Linking

### Words in Sequence

**Linking is the running together of words.** For beginning Spanish students, phrases and sentences may often sound like one long word. When you are having trouble understanding a long word you hear, it is possible that you are hearing two words linked together. This is because they are "linking" or "running" words together.

### Consonants

**Identical consonants that end one word and begin the next are linked. They are pronounced as one consonant:**

el libro → elibro

los sándwiches → losándwiches

### Same Vowel Sequence

**When a word ends in the same vowel that the next word begins with, only one sound is pronounced. It is pronounced as only one syllable.**

mucha hambre → muchambre (the h is silent)

va a hacer → vacer

mira a Alberto → miralberto

¿Qué es esto → ¿Quéés esto?

¿Dónde estás? → ¿Dóndestás?

Come en el comedor → Comen el comedor

### Different Vowel Combination Sequences

**When a word that ends in a vowel is followed by another word which begins with a different vowel, the two vowels are pronounced together, with no pause or break in the voice (much like a diphthong).**

**Práctica.** Practice the following vowel combination sequences, trying not to break abruptly between the different vowels. Repeat each sentence after your instructor.

1. Es la hermana.
2. Habla español.
3. Habla inglés.
4. Compra otra camisa, por favor.
5. Busca otro cinturón ahora por favor.
6. Compra una blusa blanca para mí.
7. Paga en la caja (*Pay at the cash register*).
8. Son los pantanos de de Ana.
9. Quiere ocho pares de botas nuevas. Está loca.
10. Tiene una mochila amarilla en casa.
11. Hablo alemán (*German*).
12. ¿Cómo estás?

**Práctica.** Now practice saying the following sentences with a classmate:

1. Aprendo inglés cuando aprendo la gramática española.
2. Busco un vestido bonito y barato.
3. ¿Son tu abrigo negro y suéter blanco con rayas (*stripes*)?
4. ¿Qué es su opinión sobre pagar con tarjeta de crédito?

**Práctica. Alphabet review.** Review the alphabet again and then, with a partner, take turns spelling out the following:

1. Tu nombre
2. Tu dirección (*your address*)
3. California
4. Sierra Nevada
5. San Luis Obispo
6. Los Angeles
7. San Diego
8. Sacramento
9. Puerto Rico
10. Cuba
11. Guadalajara, México
12. Antigua, Guatemala
13. Madrid, España
14. Lago Tahoe
15. Me encanta el español



## ***Acentuación***

**In general, in English** when we accentuate a part of a word, we elongate the syllable, for example when we say *father* we pronounce *faaa-ther*. **In Spanish**, to accentuate a syllable we simply say it LOUDER.

- 1. Words that end in a consonant, except —n, or —s automatically have the spoken stress on the last syllable. No accent mark is needed.**

amor / profesor / general / español

- 2. Words that end in a vowel, —n or —s automatically have the spoken stress on the 2nd-to-the-last syllable. No accent mark is needed.**

hablo / hablas / hablamos / hablan

- 3. Accent marks are used to break the above rules.**

difícil / café / dígamelo / América

*Difícil* ends in a consonant. The spoken stress should be on the last syllable. The written accent mark on the second-to-the-last syllable changes the syllable that should be stressed.

*Café*, *dígamelo* and *América* each end in a vowel. The stress should be on the second-to-the-last syllable. The written accent mark on another syllable changes the syllable that should be stressed.

- 4. Interrogative words have written accent marks over the vowel that automatically receives the stress.**

¿Cómo?      ¿Dónde?      ¿Cuándo?      ¡Qué bueno!      ¡Cómo no!

- 5. Some words require a written accent mark to distinguish them from another word that is spelled the same but has a different meaning.**

dé	<i>give</i>	de	<i>from</i>
él	<i>he</i>	el	<i>the</i>
mí	<i>me</i>	mi	<i>my</i>
más	<i>more</i>	mas	<i>but</i>
té	<i>tea</i>	te	<i>you</i>
tú	<i>you</i>	tu	<i>your</i>
sí	<i>yes</i>	si	<i>if</i>
sé	<i>be</i>	se	<i>him/herself</i>

**Práctica.** Write in the accent marks on the words that need them.

nacion	salida	frances	ingles
estas	ciudad	dolar	dificil
martes	arbol	azul	dolor
facil	examen	¿donde?	

**Práctica.** Write in the accents, when necessary, for the underlined words.

1. A el no le gusta el queso fuerte.
2. El hombre quiere trabajar hoy. Es de Honduras originalmente.
3. Yo quiero beber un te.
4. Mi amiga quiere tomar mas agua cuando camina por la ciudad de París.
5. Me gusta tu camiseta.



### Antiguas expresiones españolas *Old Spanish Expressions*

**Practice saying each expression. Write in any written accents needed!!!**

de ningun modo	<i>not at all</i>
se salvo por poco	<i>he had a close call</i>
con mucho gusto	<i>with pleasure / gladly</i>
caer simpatico	<i>to be agreeeeable / to be likeable</i>
¡que le vamos a hacer!	<i>there is nothing we can do!</i>

## Cognados

**Cognates.** The following words have the same spelling and the same meaning in Spanish and English.

actor	chocolate	error	mosquito
alcohol	club	favor	motor
ángel	color	gas	ópera
área	control	general	piano
artificial	criminal	hotel	radio
banana	cruel	idea	regular
cable	director	local	superficial
capital	doctor	menú	taxi

**Práctica.** Listen to your instructor say each word (above) in English and then in Spanish. Then break into smaller groups and say all the words in English and Spanish again. Focus on practicing all of the new letters of the alphabet, diphthongs, and accentuations you have learned in this course.

**Práctica.** There are many cognates that are similar (but not exactly the same) in spelling.

el banco / el bar / el parque / la televisión / el presidente / la doctora.

See if you can come up with any additional cognates.

---

## Cognados falsos

**False Cognates.** Occasionally, words that have similar spellings in Spanish and English have very different meanings. These words are called false cognates. Be careful with such words and learn their proper meanings.

librería	= bookstore	<del>library</del>	lectura	= reading material	<del>lecture</del>
padres	= parents	<del>fathers</del>	pariente	= relative	<del>parent</del>
carpeta	= folder / briefcase	<del>carpet</del>	ropa	= clothing	<del>rope</del>
blanco	= white	<del>blank</del>	sobre	= about / over	<del>sober</del>
constipación	= cold / congested	<del>constipated</del>	sopa	= soup	<del>soap</del>
éxito	= success	<del>exit</del>	vaso	= cup / tumbler	<del>vase</del>

**Práctica.** Now, with the help of your instructor and together as a class, brainstorm more false cognates.

---

## Conjunctions

**A conjunction** is a word that creates a relation among words, phrases, and clauses. Conjunctions have no meaning by themselves. There are many conjunctions that are more than one word, right now we will focus on one word conjunctions.

ni	<i>neither . . . nor</i>
o	<i>either . . . or</i>
pero	<i>but</i>
porque	<i>because</i>
que	<i>than / that / which</i>
y	<i>and</i>

**Práctica.** It is time to be more creative with the Spanish language. Let's make our short sentences longer by adding a conjunction and EXPANDING!!

**Fill in the following blanks with the appropriate conjunction from above.**

1. No quiero comprar las sandalias amarillas \_\_\_\_\_ la blusa roja.
2. En esta tienda aceptan la tarjeta de crédito \_\_\_\_\_ efectivo.
3. Me gusta mucho la corbata \_\_\_\_\_ es muy barata.
4. Busco una bolsa grande \_\_\_\_\_ voy de compras en el mercado al aire libre.
5. Gano (*I earn*) mucho dinero \_\_\_\_\_ siempre regateo en los mercados para el mejor precio (*best price*).
6. Mi esposo lleva talla 36 \_\_\_\_\_ 38 de pantalones.

**Práctica.** Break into small groups and imagine you are on a shopping trip. Create your own dialogue using the conjunctions from above. You may write your dialogue below.

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## Simple Prepositions

a	<i>to / at</i>	excepto	<i>except</i>
ante	<i>in front of / before / with respect to</i>	hacia	<i>toward</i>
bajo	<i>under</i>	hasta	<i>until / up to / as far as</i>
con	<i>with</i>	mediante	<i>by means of</i>
contra	<i>against</i>	para	<i>for / in order to</i>
de	<i>of / from</i>	por	<i>for / through / along / by</i>
desde	<i>from / since</i>	según	<i>according to</i>
durante	<i>during</i>	sin	<i>without</i>
en	<i>in / on / upon</i>	sobre	<i>on / over / about</i>
entre	<i>between / among</i>	tras	<i>after</i>

Voy de compras **sin** mucho dinero, pero **con** muchas ganas.

Compro la ropa **de** Macy's y Nordstroms **en** Sacramento, California.

La muchacha paga **por** la bufanda y el gorro **con** tarjeta de crédito.

El dependiente es muy amable **para** vender mucha ropa.

**Practica.** Translate to Spanish. Do this exercise by yourself and then check it with a classmate. Then your instructor will review the translations with you as a group.

1. The department store is **between** the two restaurants.
2. The shop assistant combines the pants **with** the blouse very well.
3. **During** the sale, we spend a lot of money.
4. The cash register is **on** the first floor (primer piso).
5. The shoes are **in front of** the purses.
6. The light blue pants are inexpensive **according to** the shop assistant.
7. The two men negotiate **over** the price of the black boots.
8. The tie is **under** the coat.
9. The little girl wears the orange T-shirt every day **except** Sunday.
10. We are all going **to** Chicicastenango, Guatemala **for** a fantastic open air market.



**Antiguas expresiones españolas**  
**Old Spanish Expressions**

¡A buena hora!

*It's too late now!*

Mañana será otro día.

*Tomorrow will be another day.*

De cuando en cuando.

*Now and then. / From time to time.*

A medida que pasa el tiempo.

*As time goes by.*



**Concept of Time**

**The concept of time in Spanish-speaking cultures is very different from ours.** This is very apparent when one travels to a Spanish-speaking country for the first time.

In general, being "future oriented" Americans clashes with the Hispanic tendency to live for today.

Did any of the following ever happen to you? If they didn't, they are common and are not considered abnormal when traveling!

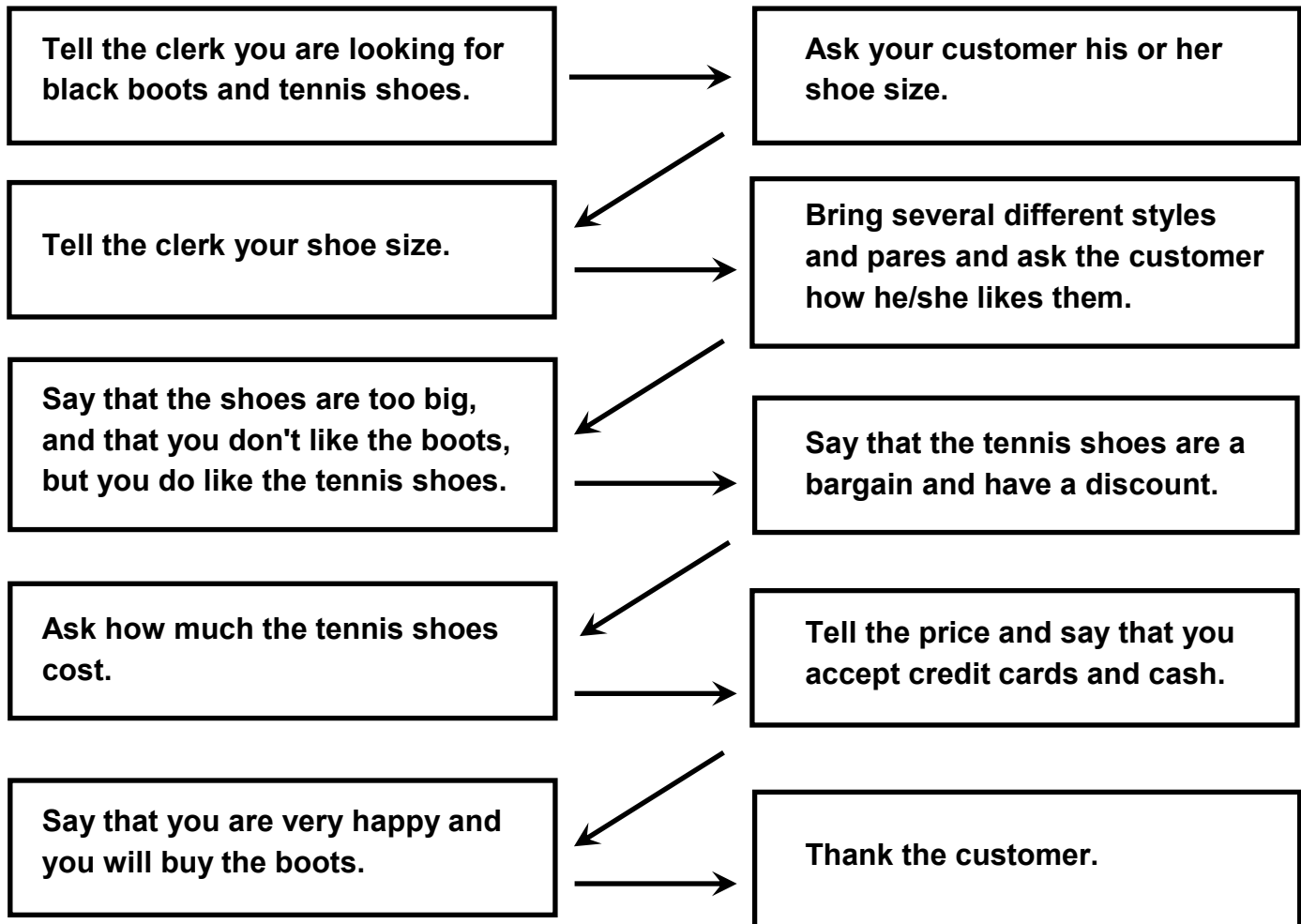
- Nobody at the ferry station knows the schedule? They say it is usually the same, but not sure from which island the ferry comes nor to which it goes. You might have to wait and ask each ferry attendant separately until your ferry arrives.
- It is Sunday, and the busses don't run on Sunday, the metro underground has just gone on strike, and they don't know when it will be up and running.
- Your friends tell you to meet them at 8:00 p.m. at the Metro Station. You wait patiently until 8:35 p.m. and then they walk around the corner. They don't acknowledge that they are late. 8:00 p.m. means around 8:00--if under an hour late no apology is needed.
- You plan to have a plumber come to install a sink. You arrange for 3 different plumbers to come at 12 noon the following day. Only one comes and he arrives at 1:30 p.m. without acknowledging being "late."
- You go to the museum after your lunch time, around 2:30-3:00 p.m. (hours that the guide book says they are open). You find out that they are closed until 5:00 p.m.--FOR SIESTA!

**Share your stories with the class about experiences you have had related to time and the Spanish-speaking cultures.**

**Práctica. Mini-Diálogos.** Haga (*make*) diálogos cortos con un/a compañero/a. Be sure to switch roles and then create your own diálogos!

Cliente/a

Dependiente/a



***Pronunciation Differences***

**As a class, discuss the pronunciation differences that you notice, or have noticed between the different Spanish-speaking countries.**

Which letters/sounds can't you hear? Can't understand?

Where were those Spanish-speakers from?

What letters sound totally different?

What instructors here at the program have these distinct different pronunciation?

Which accent is easiest to understand? The most difficult?

Which accent do you use? Which do you want to use?

Which accent do you like the best? The least? Why?

Which accent does your instructor use for this class?

# ***PICTIONARY***

## **Instructions:**

- 1) Depending on class size, divide into groups of 5-7 students each. Teams are playing against each other.**
- 2) Tear apart the bottom sections of this paper. Each group has the same words. Turn the pieces of paper over and mix them up.**
- 3) One person picks one piece of paper, goes to the board and without speaking tries to draw the word. His/her teammates must guess the word IN SPANISH within one minute. The other teams should not help. If the playing team guesses the word, they get a point. If they don't guess the word within a minute, they get no points.**
- 4) The next team now has a turn.**

**Another option is to divide into groups of 4 or 5 students. Follow the above instructions, except drawing is done on a piece of paper within the group and not in front of the entire class. Points may be kept for the individuals in the group.**

<b>la ventana</b>	<b>el cuaderno</b>
<b>naranja / anaranjado</b>	<b>ir de compras</b>
<b>regatear</b>	<b>la caja</b>
<b>la mini-falda</b>	<b>el zapato</b>
<b>prestar</b>	<b>alfabeto</b>
<b>mosquito</b>	<b>entre</b>

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Don Quijote ... dijo ... ves allí, amigo Sancho Panza, donde se descubren treinta o poco más desaforados gigantes con quien pienso hacer batalla, ... ¿Qué gigantes? dijo Sancho Panza. ... no son gigantes, sino molinos de viento, ...

Bien parece, respondió Don Quijote, que no estás cursado en esto de las aventuras;



**Miguel de Cervantes Saavedra  
Don Quijote de la Mancha**