

S P A N I S H

BASIC COURSE

MODULE I

Lessons 1 - 6

PHONOLOGY

Units 1 - 10

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FOREIGN LANGUAGE CENTER

PREFACE

This Workbook is designed to be a self-study/self-evaluation device and is to be used with a correlated set of cassette tapes, which contain the stimuli for the Listening Comprehension component and the Narrative Vocabulary Practice. The Preface of the Student Text contains general information relative to the Spanish (LA) Basic Course as a whole and the way this Workbook fits into the total scheme.

The Key to all exercises contained herein is found at the back portion of the Workbook. Students are encouraged to do all exercises the first time through without reference to the Key. Developing this habit of making honest attempts at understanding or "guessing", when not sure, will pay long range dividends.

Even though activities have been specified for each exercise, the student will soon be aware of the variety of things that can be done with each stimulus, whether it be recorded or printed. A newsbroadcast, for example, might be played repeatedly, almost as background noise, while the student merely absorbs the melody and flow of the language, picking out bits and pieces of meaning here and there. Once familiar with the content, students may wish to try a bit of "simultaneous" translation. In order to grasp the basic message, a good practice is to always keep in mind the questions: Who was involved? What happened? When? Why? Oral and printed stimuli may be gisted, summarized or even rewritten. Throughout this course, the instructor will provide additional activity suggestions for many of the exercises of this Workbook, but self initiative is encouraged.

This Workbook also contains ten units of phonology material. This material has been adapted from the Foreign Institute Spanish Programmatic Course. These are self-study materials but the Keys (voicing scripts) found at the back of the Workbook may be used by the teacher for remedial or supplemental classroom exercises.

TABLE OF CONTENTS

STUDENT'S WORKBOOK	<u>Page</u>
LESSON 1	
Frame 1	1
Frame 2	5
Frame 3	8
Narrative	11
Review Exercises	12
LESSON 2	
Frame 1	14
Frame 2	17
Frame 3	21
Narrative	24
Review Exercises	26
LESSON 3	
Frame 1	28
Frame 2	31
Frame 3	34
Narrative	37
Review Exercises	39
LESSON 4	
Frame 1	41
Frame 2	44
Frame 3	46
Narrative	49
Review Exercises	52
LESSON 5	
Frame 1	54
Frame 2	57
Frame 3	64
Narrative	66
Review Exercises	71
LESSON 6	
Frame 1	73
Frame 2	75
Frame 3	77
Narrative A	80
Narrative B	83
Review Exercises	85

	<u>Page</u>
KEYS to Listening and Reading Comprehension Exercises	89
LESSON 1	90
LESSON 2	92
LESSON 3	94
LESSON 4	96
LESSON 5	98
LESSON 6	101
PHONOLOGY	103
UNIT 1	104
UNIT 2	123
UNIT 3	131
UNIT 4	137
UNIT 5	142
UNIT 6	147
UNIT 7	152
UNIT 8	159
UNIT 9	165
UNIT 10	172

	Page
PHONOLOGY KEY	184
UNIT 1	186
UNIT 2	190
UNIT 3	194
UNIT 4	197
UNIT 5	199
UNIT 6	202
UNIT 7	206
UNIT 8	208
UNIT 9	210
UNIT 10	212



LISTENING COMPREHENSION EXERCISE A

Listen to each of the following sentences. In your workbook, circle the letter of the correct translation for each.

1. (a) The sailor is well.
(b) The sailor is ill.
2. (a) The specialist is quite well.
(b) The special list is very good.
3. (a) The marines are very ill.
(b) The marine is very ill.
4. (a) And how is she?
(b) And how are they?
5. (a) They are fine.
(b) We are fine.
6. (a) How is the lieutenant?
(b) How is the corporal?

LISTENING COMPREHENSION EXERCISE B

Transcribe (copy) each of the following taped Spanish sentences:

- REMEMBER:
1. Write an accent mark on the 3rd persons singular and plural of estar, i.e., está, están.
 2. An upsidedown question mark precedes questions.
 3. The /n/ sound of señor and señora is written as n with a tilde (~), ñ.
 4. The /y/ sound of ellos and ellas is written ll.
 5. The five simple vowels in Spanish have one spelling each:

i = i as in capitán
e = e as in estar

LISTENING COMPREHENSION EXERCISE B (cont.)

/a/ = a as in señora
/o/ = o as in cabo
/u/ = u as in usted

Transcribe the following Spanish sentences:

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

*Optional

LISTENING COMPREHENSION EXERCISE C

PART I

Listen to each of the words below as it is voiced for you on the tape. Draw a line under the vowel in each which receives the strongest stress.

Example. You will hear and see the word N O S O T R O S

Which of the three vowels in this word receives the heaviest stress? Draw a line under it.

Your answer should look like this. N O S O T R O S

Now do the others.

1. C A P I T Á N
2. S E Ñ O R A
3. S A R G E N T O
4. E S T A R
5. C Ó M O

PART II

Listen to each of the following words and write down the symbol for the vowel which receives the greatest stress in each.

REMEMBER: The sound /i/ is written with the symbol i, (or y on occasions), /e/ with the symbol e, /a/ with a, /o/ with o, and /u/ with the symbol u. These are the only vowel sounds in Spanish that you need to be worried about and unlike English, each of the five sounds is consistently written with the same symbol.

Example: You will hear the word DIRECTOR. Since the primary stress is on the final syllable, and the vowel of that syllable is the sound /o/, you should write which letter? _____. Write the letter. You should have written o. Now do the others.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

LISTENING COMPREHENSION EXERCISE C (cont.)

PART III

Translate each of the following Spanish exchanges into English:

1. _____

2. _____

3. _____

END OF FRAME 1

LISTENING COMPREHENSION EXERCISE A

Translate the following Spanish sentences:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- *11. _____
- *12. _____
- *13. _____
- *14. _____
- *15. _____

*Optional

LISTENING COMPREHENSION EXERCISE B

Transcription:

- REMEMBER: 1. The trilled /r̄/ sound is represented by:
- a single r when it is at the beginning of the word;
 - a single r when it occurs after n, l, or s;
 - the double rr when it occurs between vowels.

The tap /r/ sound is always written as a single r.

2. The /ð/ (th) sound as in English rather is written as a d and occurs between vowels as in radio and soldado.

3. The [β] sound is spelled either with a b or a v and must be memorized. Examples are cerveza and grabadora.

4. The /s/ sound can be written with a c, an s, or a z. Any of the three can represent the sound when it occurs before i or e; before the other vowels, however, only s or z will occur, with s being the more common of the two. Examples of the different spellings are clase, cerveza, and zeta (the Spanish word for the letter z).

5. /ks/ is spelled cc as in diccionario or x as in examen (examination).

6. The letter which is written but never pronounced is the letter h, as in ahora. You may have the tendency to pronounce it when you shouldn't and to omit it in writing when it should be written.

Transcribe each of the following sentences, some of which contain examples of the spelling rules listed above:

- _____
- _____
- _____

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

MODULE 1

FRAME 2

LESSON 1

LISTENING COMPREHENSION EXERCISE C

You will hear a series of Spanish words, first in isolation, then in context. Write the English translation of each.

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

END OF FRAME 2

LISTENING COMPREHENSION EXERCISE A

You will hear a series of Spanish words, first in isolation, then in context. Write the English translation of each.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

LISTENING COMPREHENSION EXERCISE B

Transcribe each of the following sentences:

REMEMBER: (Rules for Stress)

1. Word stress in Spanish is usually very predictable (stressed syllables have been capitalized to illustrate the rules):

- a. If the word ends in a vowel or in consonants n or s, the stress falls on the next to last syllable, as in CAbo, TIEnen, and MEsas.
- b. If the word ends in other than a vowel, n, or s, the stress falls on the last syllable, as in teNER, coroNEL, and hospitaL.

A written accent mark is not needed for either of the above.

2. When spoken stress for a word violates either of the above rules, a written accent is used on the stressed vowel, as in están, lámpara, and aquí.

3. There are also words that follow the rules 1.a. and b., but have the stress written anyway. Interrogative and exclamatory words such as ¿dónde?

or ¿cómo? have written accents, as do certain twin words in Spanish such as él ("he") versus el ("the"), or sí ("yes") versus si ("if").

Transcribe each of the following sentences being careful to follow the above rules for writing accent marks (´):

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

LISTENING COMPREHENSION EXERCISE C

Listen to the following Spanish sentences and circle the letter of the best English translation for each:

1. (a) Where is the beer?
(b) How is the beer?
2. (a) The corporal is in the barracks.
(b) Is the corporal in the barracks?
3. (a) The colonel is here.
(b) The colonel is there.
4. (a) The building is to the right of the hospital.
(b) The building is to the left of the hospital.
5. (a) The house is behind the barracks.
(b) The house is in front of the barracks.
6. (a) Are the specialists here now?
(b) Are the specialists there now?
7. (a) The chair is in front of the table.
(b) The chair is beside the table.
8. (a) The house is opposite the park.
(b) The house is within the park.
9. (a) The woman is to the right of the captain.
(b) The woman is to the left of the captain.
10. (a) The lieutenant colonel is behind the major.
(b) The lieutenant colonel is in front of the major.

END OF FRAME 3

LOS ALUMNOS

El cabo Torres y el sargento García no tienen clase. Ellos están en la barraca. La barraca está detrás del edificio. La profesora Ramos tiene clase ahora. Ella está enfrente de los alumnos. El capitán Pérez y la señora Rojas no tienen clase ahora. Ellos están en el pasillo. La señora está al lado del capitán. A la izquierda de la señora está el soldado Benítez. El sargento Ponce está en el baño. Él está bastante mal.

Based on the above narrative, write answers in Spanish to the questions below. Be sure to include the translation of the underlined English words or phrases in your answers.

1. Who is in the barracks?

2. Does Corporal Torres have a class now?

3. Who doesn't have a class now?

4. Where is Mrs. Rojas?

5. Is the captain in the rest room?

6. Benitez is in the hallway. Where is he in relation to Mrs. Rojas?

7. Where is Sergeant Ponce?

8. How is he?

MODULE 1

REVIEW EXERCISE A

LESSON 1

Write the number of each Spanish word by its English equivalent. You will not use all the English translations.

- | | |
|--------------|------------------|
| 1. pasillo | a. () now |
| 2. edificio | b. () soldier |
| 3. barraca | c. () teacher |
| 4. alumnos | d. () sergeant |
| 5. soldado | e. () building |
| 6. baño | f. () corporal |
| 7. ahora | g. () hallway |
| 8. señora | h. () good |
| 9. cabo | i. () barracks |
| 10. sargento | j. () rest room |
| | k. () Mrs. |
| | l. () students |

Write Spanish translations for the following sentences:

1. Corporal Ortiz has a class now.

2. Does the sergeant have a class now?

3. He is in the rest room.

4. The professor is in front of the soldiers.

5. Is Sergeant Ortiz in the barracks?

6. She is to the left of the captain.

7. The captain is next to Mrs. Ponce.

8. The building is behind the barracks.

9. Are the students in the hallways?

10. Do the soldiers have a class now?

LISTENING COMPREHENSION EXERCISE A

Transcribe each of the following sentences:

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

LISTENING COMPREHENSION EXERCISE B

Write English translations for the following exchanges:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

MODULE 1

FRAME 1

LESSON 2

LISTENING COMPREHENSION EXERCISE C

Listen to each of the following sentences and circle the letter of the best response to each.

Example: You will hear ¿Tiene Ud. lápiz?

Read the choices in your workbook and circle the best response.

- (a) Sí, tiene lápiz.
- (b) Sí, tengo lápiz.

The best response is (b).

Go on to the others:

- 1. (a) Sí, está en casa.
- (b) No, está en casa.

2. (a) Es en la mesa.
(b) Está en la mesa.
3. (a) Están bien, gracias.
(b) Estamos bien, gracias.
4. (a) No, yo tengo su libro.
(b) No, yo tengo mi libro.
5. (a) No, yo soy.
(b) No, yo estoy.
6. (a) No, el instituto está enfrente del hospital.
(b) No, está detrás del instituto.
7. (a) Pero los alumnos están allí.
(b) Y él está allí.
8. (a) Sí, somos.
(b) Sí, son.
9. (a) Es mi alumno.
(b) Está enfermo.
10. (a) Sí, es nuestro hermano.
(b) Sí, es nuestra hermana.

END OF FRAME 1

LISTENING COMPREHENSION EXERCISE A

Listen to the following exchanges in Spanish. After each, circle the letter of the English choice in your workbook which makes a true statement about each.

Example: -¿Quién es su secretaria?

-La esposa del señor Ramírez.

1. The secretary is Ramirez's
 - (a) daughter.
 - (b) wife.
 - (c) sister.

The correct answer is (b).

Do the exercises.

1. The captain is
 - (a) not in.
 - (b) sick.
 - (c) busy.
2. The response states that
 - (a) one of the daughters is sick.
 - (b) the children are fine.
 - (c) one boy is fine, the other is sick.
3. The professor is
 - (a) in his room.
 - (b) worried.
 - (c) at dinner.
4. The captain is
 - (a) happy and satisfied.
 - (b) married and working.
 - (c) tired and worried.

5. The library is
- (a) beside the park.
 - (b) opposite the park.
 - (c) behind the park.
6. The books were returned by
- (a) a professor.
 - (b) a woman.
 - (c) a student.
7. The park is
- (a) to the right of the hospital.
 - (b) between the hospital and the house.
 - (c) to the left of the house.
8. The brother is in the
- (a) Navy.
 - (b) Army.
 - (c) Air Force.

MODULE 1

FRAME 2

LESSON 2

LISTENING COMPREHENSION EXERCISE B

Replay Exercise A and write English translations for the Spanish exchanges:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

MODULE 1

FRAME 2

LESSON 2

LISTENING COMPREHENSION EXERCISE C

You will hear a series of sentences in Spanish. Transcribe each sentence, then circle the letter of the correct English translation.

1. _____

- (a) Is the doctor home?
- (b) Is the doctor tired?

2. _____

- (a) The soldier is quite tired.
- (b) The soldier is too tired.

3. _____

- (a) The marines are happy.
- (b) The sailors are happy.

4. _____

- (a) How is your brother?
- (b) How is your sister?

5. _____

- (a) My niece is very happy.
- (b) My nephew is very happy.

6. _____

- (a) My uncle's wife is very sad.
- (b) My aunt's husband is very sad.

7. _____

- (a) Are you worried?
- (b) Are you busy?

8. _____

- (a) My daughter's room has no windows.
- (b) My niece's room has no windows.

9. _____

- (a) Are you all sick?
- (b) Are you sick?

END OF FRAME 2

LISTENING COMPREHENSION EXERCISE A

Listen to the following Spanish sentences. In your workbook write the number of each sentence beside its English equivalent.

1. a. () Do you have a cold?
2. b. () I don't have a rifle.
3. c. () Where is the boat?
4. d. () I don't have a rifle, but I have a pistol.
5. e. () Where are the airplanes?
6. f. () Do you have a fever?
7. g. () We don't have an appointment.
8. h. () Where are the grenades?
9. i. () The tanks are there.
10. j. () Are you cold?
11. k. () We are not well.
12. l. () Do you have any beer? I'm hot.
- m. () The patient is cold.

LISTENING COMPREHENSION EXERCISE B

Transcribe the following sentences:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11.* _____
- 12.* _____
- 13.* _____
- 14.* _____
- 15.* _____

*Optional

LISTENING COMPREHENSION EXERCISE C

Translate the following exchanges in Spanish into English.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

END OF FRAME 3

EN EL CONSULTORIO

Mis amigos Mario Sánchez y Julián Díaz están en el consultorio del doctor Buendía, pero no tienen cita. Ellos no están muy bien. Mario tiene fiebre y Julián tiene un dolor de estómago terrible. Mario y Julián son alumnos de la universidad¹, pero ahora no tienen clase.

¹university

El doctor está muy ocupado. Sus pacientes² son profesores y alumnos de la universidad. Su secretaria es la señorita Santos, pero ella no está ahora en la oficina.

²patients

Based on the above narrative, write answers in Spanish to the following questions. In your answer include the Spanish equivalent of the underlined word(s).

1. Where is Julian Diaz?

2. How are Mario and Julian?

3. What don't they have?

4. What's wrong with Julian?

5. What's wrong with Mario?

6. Is Mario a professor at DLI?

7. What is he?

8. Is the doctor free now?

9. Who is the doctor's secretary?

10. Is Miss Santos in the office now?

Complete the following sentences:

1. Mario Sánchez _____ en la oficina.
(is)
2. María _____ la secretaria del doctor.
(is)
3. Julio no _____ cita.
(has)
4. Los alumnos _____ bastante mal.
(are)
5. Los doctores no _____ ocupados.
(are)
6. Los alumnos no _____ clase.
(have)
7. Samuel tiene _____.
(fever)
8. _____ están en _____.
(The patients) (the doctor's office)

Write the number of each Spanish sentence beside its English equivalent.

- | | | |
|------------------------------|--------|----------------------------------|
| 1. Están en el consultorio. | a. () | She has no fever. |
| 2. Estamos muy ocupados. | b. () | I am his patient. |
| 3. No tenemos amigos. | c. () | They don't have class. |
| 4. Soy su paciente. | d. () | She is very well. |
| 5. No tienen clase. | e. () | They are not in his office. |
| 6. Ella está muy bien. | f. () | He's not in his office. |
| 7. Tienen dolor de estómago. | g. () | They are in the doctor's office. |
| 8. Ella no tiene fiebre. | h. () | They have a stomach-ache. |
| 9. No están en su oficina. | i. () | We don't have friends. |
| | j. () | We are very busy. |

LISTENING COMPREHENSION EXERCISE A

The following Spanish sentences are incomplete. In your workbook, circle the letter of the word or phrase which best completes each sentence.

1. (a) cansado. (b) alegre. (c) teléfono.
2. (a) mi tía. (b) nuestra hija. (c) en el pasillo.
3. (a) civil. (b) como. (c) frío.
4. (a) ellos? (b) nosotros? (c) María?
5. (a) nombre. (b) casado. (c) en el cuarto.
6. (a) cansado. (b) enferma. (c) civil.
7. (a) en la Avenida de las Américas. (b) cuatro cuartos. (c) de los soldados.
8. (a) divorciado. (b) Pedro. (c) en Cuba.
9. (a) Juan. (b) José Matías. (c) Rodríguez.
10. (a) José. (b) Pérez. (c) José Pérez Martínez.

LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish sentences and circle the letter of the best English translation for each.

1. (a) Juan is divorced.
(b) Juan is married.
(c) Juan is tired.
2. (a) His last name is Vicente.
(b) His first name is Vicente.
(c) His middle name is Vicente.
3. (a) I have six children.
(b) I have seven children.
(c) I have five children.
4. (a) Are you a civilian?
(b) Are you a citizen?
(c) Is he a civilian?
5. (a) Matias is a bachelor.
(b) Matias is a widower.
(c) Matias is a divorcee.
6. (a) Gonzalo is a widower.
(b) Gonzalo is a bachelor.
(c) Gonzalo is a divorcee.
7. (a) Mr. Perez has three apartments.
(b) Mr. Perez has four apartments.
(c) Mr. Perez has five apartments.
8. (a) My company has two platoons.
(b) My company has three platoons.
(c) My company has four platoons.

LISTENING COMPREHENSION EXERCISE C

Transcribe the following number phrases:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11.* _____
- 12.* _____
- 13.* _____
- 14.* _____

*Optional

END OF FRAME 1

LISTENING COMPREHENSION EXERCISE A

You will hear a series of sentences in Spanish. Transcribe each sentence, then circle the letter of the correct English translation.

1. _____
(a) Where is Maria from?
(b) Where is Maria?
2. _____
(a) Maria is in Monterey.
(b) Maria is from Monterey.
3. _____
(a) Are they from here?
(b) Are they here?
4. _____
(a) Complete the number, please.
(b) Full name, please.
5. _____
(a) Your last name, please.
(b) Your address, please.
6. _____
(a) I am not married.
(b) I am not tired.
7. _____
(a) She is not tired.
(b) She is not married.
8. _____
(a) My family is from here, but now they are in Puerto Rico.
(b) My family is here now, but we are from Puerto Rico.

LISTENING COMPREHENSION EXERCISE B

Translate the following exchanges into written English:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

LISTENING COMPREHENSION EXERCISE C

Listen to the following Spanish sentences. Write the number of each sentence beside its English equivalent.

1. a. () Is he in Nevada?
2. b. () Are they fine?
3. c. () Are they from Arizona?
4. d. () Where are you from, sergeant?
5. e. () Is the sergeant here?
6. f. () Is she here?
7. g. () Where is the sergeant?
8. h. () Where are your sisters from?
9. i. () Are they in Arizona?
10. j. () Where are your cousins from?
k. () Is he from Nevada?
l. () Is she from here?

END OF FRAME 2

LISTENING COMPREHENSION EXERCISE A

Listen to each of the following words in Spanish. Write the number of each word beside its English equivalent.

1. a. () eight
2. b. () seven
3. c. () to study
4. d. () six
5. e. () to work
6. f. () language
7. g. () five
8. h. () nine
9. i. () boat or ship
10. j. () divorced
- k. () street
- l. () widower

LISTENING COMPREHENSION EXERCISE B

Transcribe the following sentences:

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

MODULE 1

FRAME 3

LESSON 3

LISTENING COMPREHENSION EXERCISE C

Write English translations for the following paragraphs:

Paragraph 1

Paragraph 2

Paragraph 3

END OF FRAME 3

MIS AMIGOS

Tengo unos amigos en el estado de California: Mario Sánchez Castillo, Julián Díaz Méndez, y Gonzalo Moreno Tapia. Mario y Julián son de Nuevo¹ México, y son casados. Sus esposas están ahora en Monterey, pero trabajan en Salinas. Susana es la esposa de Mario. Ella trabaja en el colegio² La Luz, donde enseña³ historia⁴ de los Estados Unidos. Catalina, la esposa de Julián, es intérprete⁵. Habla⁶ dos idiomas⁷: inglés⁸ y español⁹, y trabaja en una oficina del gobierno¹⁰. Julián tiene cinco hijos. Mario tiene dos.

- 1 New
2 (private) school
3 teaches
4 history
5 interpreter
6 she speaks
7 languages
8 English
9 Spanish
10 government

Gonzalo es de Puerto Rico. Él es soltero y tiene un apartamento en Marina. Su dirección es: Calle de los Presidentes, número 10, apartamento 6. Su número de teléfono es: 274-9850. Él tiene una novia¹¹ muy bonita¹² en San Francisco.

- 11 girl friend; fiancée
12 pretty; beautiful

Circle the letter of the choice which makes a true statement about the narrative.

1. My friends are now in
 - (a) Mexico.
 - (b) New Mexico.
 - (c) Puerto Rico.
 - (d) California.

2. Gonzalo is
 - (a) married.
 - (b) single.
 - (c) divorced.
 - (d) widower.

3. The wives of Mario and Julian live now in
 - (a) New Mexico.
 - (b) Salinas.
 - (c) Monterey.
 - (d) Marina.

4. Catalina
 - (a) works at a college.
 - (b) is an interpreter.
 - (c) teaches history.
 - (d) speaks French.

5. Susana works
 - (a) as an interpreter.
 - (b) for the government.
 - (c) as a teacher.
 - (d) at home.

6. Gonzalo's girl friend is
 - (a) a divorcée.
 - (b) very tall.
 - (c) very pretty.
 - (d) an interpreter.

7. Julian and Mario have _____ children, respectively.

- (a) 2 and 5
- (b) 5 and 2
- (c) 3 and 4
- (d) 4 and 3

MODULE 1

REVIEW EXERCISE A

LESSON 3

I. Match the following numbers:

- | | |
|------------|--------------|
| (a) cinco | 1. () zero |
| (b) siete | 2. () one |
| (c) dos | 3. () two |
| (d) tres | 4. () three |
| (e) nueve | 5. () four |
| (f) seis | 6. () five |
| (g) ocho | 7. () six |
| (h) cuatro | 8. () seven |
| (i) uno | 9. () eight |
| (j) diez | 10. () nine |
| | 11. () ten |

II, Match the following words:

- | | |
|---------------|--------------------|
| 1. enseñar | a. () English |
| 2. intérprete | b. () number |
| 3. estado | c. () government |
| 4. historia | d. () girl friend |
| 5. inglés | e. () pretty |
| 6. hablar | f. () to teach |
| 7. viuda | g. () state |
| 8. español | h. () to speak |
| 9. novia | i. () widow |
| 10. gobierno | j. () Spanish |
| 11. bonita | k. () history |
| | l. () interpreter |

MODULE 1

REVIEW EXERCISE B

LESSON 3

Write answers in Spanish to the following questions. Base the answers on your own situation using the Spanish equivalent of the underlined word(s) whenever applicable.

1. Where are you from? _____
2. Where do you work? _____
3. Are you married or single? _____
4. Do you speak Spanish? _____
5. How many children do you have? _____
6. What is your name? _____
7. What is your address? _____
8. What is your profession? _____
9. What is your telephone number? _____
10. How are you, now? _____

LISTENING COMPREHENSION EXERCISE A

Transcribe the following sentences:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11.* _____
- 12.* _____
- 13.* _____
- 14.* _____
- 15.* _____
- 16.* _____

*Optional

LISTENING COMPREHENSION EXERCISE B

Transcribe the following exchanges into written English:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

- 11.* _____

- 12.* _____

- 13.* _____

- 14.* _____

- 15.* _____

- 16.* _____

*Optional

MODULE 1

FRAME 1

LESSON 4

LISTENING COMPREHENSION EXERCISE C

Listen to each of the following number phrases. Write only the numbers you hear in Arabic numerals. Do not write any other words.

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

END OF FRAME 1

LISTENING COMPREHENSION EXERCISE A

Listen to each of the following Spanish words or phrases. Each is given twice: first in isolation, then in context. Translate each of the words or phrases into English.

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

LISTENING COMPREHENSION EXERCISE B

The following Spanish sentences are incomplete. Circle the letter of the word or phrase which best completes each sentence.

1. (a) en Monterey (b) casa (c) gasolina
 2. (a) diálogo (b) gasolinera (c) ron
 3. (a) club (b) medicinas (c) kilómetros
 4. (a) cerca de aquí (b) su amigo (c) mañana
 5. (a) frase (b) esto (c) explicación
 6. (a) malo (b) mala (c) malos
 7. (a) regular (b) esa (c) lejos
 8. (a) yo (b) mí (c) su
 9. (a) contenta (b) contento (c) cansado

LISTENING COMPREHENSION EXERCISE C

Listen to the following sentences in Spanish. Write the number of each sentence beside its English equivalent.

1. a. () He doesn't understand this.
2. b. () Do they understand this?
3. c. () Where do they live?
d. () Where do they sell that?
4. e. () They buy cigarettes at the club.
5. f. () Gasoline is very expensive here.
6. g. () We live one block from the drugstore.
h. () The gas station is far from here.
7. i. () The book is not in the library.
8. j. () Does he understand my question?
9. k. () The sentence is not in this book.
l. () Do they live behind the bookstore?
10. m. () The house is four blocks from here.
11. n. () That's where they're selling the car.
12. o. () It's five blocks from here.
p. () The house has four rooms.

END OF FRAME 2

LISTENING COMPREHENSION EXERCISE A

Listen to the following sentences in Spanish and circle the letter of the best response to each.

1. (a) Very good, Corporal.
(b) See you later, Corporal.
(c) Welcome, Corporal.
2. (a) Good luck, to you.
(b) Good day, sir.
(c) Good morning, sir.
3. (a) Good-bye, sir.
(b) You're welcome, sir.
(c) Good afternoon, Sergeant.
4. (a) Thank you, Paco.
(b) You're welcome, Paco.
(c) Good-bye, Paco.
5. (a) You, too.
(b) Me, too.
(c) Me, neither.
6. (a) A good house.
(b) I don't know.
(c) I live here also.
7. (a) Yes, I do.
(b) Yes, you do.
(c) Yes, he does.
8. (a) I know you have to do it.
(b) They have it here.
(c) Let me see it.
9. (a) He works for the government.
(b) He is still sick.
(c) He went home.
10. (a) I am at the movies.
(b) I am from Mexico.
(c) I am home.

11. (a) At the office.
(b) From Argentina.
(c) From school.
12. (a) No, he can't.
(b) Yes, he can.
(c) I am.

MODULE 1

FRAME 3

LESSON 4

LISTENING COMPREHENSION EXERCISE B

Translate the following exchanges:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9.

10.

11.*

12.*

13.*

14.*

15.*

16.*

*Optional

END OF FRAME 3

CASAS Y APARTAMENTOS

Julián Díaz Méndez y su familia viven en una casa muy amplia,¹ bastante lejos del Instituto de Lenguas. Esa casa está a ocho cuadras de la farmacia El Producto, y a seis cuadras de una gasolinera Metagás. En esa gasolinera venden buena gasolina. Allí, Julián compra gasolina y aceite² para su auto.

En un apartamento pequeño,³ muy cerca de la farmacia y más o menos a diez kilómetros del Instituto, viven Mario Sánchez Castillo, su esposa Susana, y sus dos hijos. Su dirección es: Avenida del Ejército 10, apartamento número 7. El apartamento es moderno,⁴ pero es muy pequeño para ellos. Ellos necesitan una casa de tres dormitorios.⁵

Mario tiene una grabadora en su apartamento. Allí, él y Julián estudian los diálogos y también hablan en español. Susana no comprende nada de eso.⁶ Sus hijos tampoco comprenden.

1 roomy

2 oil

3 small

4 modern

5 bedrooms

6 none of that

Based on the above narrative, write answers in Spanish to the following questions. In your answers use the Spanish equivalent of the underlined word(s) whenever applicable.

1. Where does Julian live?

2. How is his house?

3. How far is his house from the drugstore?

4. Where is the gas station in relation to the house?

5. How is the gasoline they sell in the gas station?

6. What does Julian buy at the gas station?

7. Where does Mario live?

8. Is his apartment near to or far from the drugstore?

9. How far from the Institute is the apartment, more or less?

10. How is the apartment?

11. What do they need?

12. What does Mario have in his apartment?

13. What do he and Julian do in the apartment?

14. Does Susana understand anything they say?

15. Do her children understand?

Write the number of each Spanish sentence beside its English translation.

- | | | |
|---|----------|----------------------------------|
| 1. Viven en una casa muy amplia. | a. (___) | I don't understand anything. |
| 2. Ella necesita un apartamento pequeño. | b. (___) | They don't sell tape recorders. |
| 3. Es una casa de dos dormitorios. | c. (___) | Does she live near here? |
| 4. Ahora no necesito aceite para mi auto. | d. (___) | Do you speak Spanish? |
| 5. Ella no compra gasolina ahí. | e. (___) | I don't need oil for my car now. |
| 6. ¿Vive ella cerca de aquí? | f. (___) | The house is very modern. |
| 7. Ellos no venden grabadoras. | g. (___) | They don't need gas now. |
| 8. No comprendo nada. | h. (___) | They live in a roomy house. |
| 9. ¿Hablan Uds. español? | i. (___) | She needs a small apartment. |
| 10. La casa es muy moderna. | j. (___) | She doesn't buy gas there. |
| | k. (___) | It is a two-bedroom house. |

Write English translations for the following Spanish sentences:

1. ¿Necesita Ud. algo para su apartamento?

2. ¿Vive María en una casa amplia?

3. Necesitamos una casa de cuatro dormitorios.

4. ¿Tiene Ud. algo para mí?

5. En esa gasolinera también venden aceite.

6. Los cuartos del hospital son pequeños.

7. ¿Quién vive en esa casa?

8. ¿Dónde compra Ud. la gasolina?

9. No tenemos nada para ella.

10. Vivimos lejos de aquí.

LISTENING COMPREHENSION EXERCISE A

Listen to the following Spanish questions and statements and circle the letter of the best English response to each.

1. (a) They are going to school.
(b) I am going to school.
(c) I am from Texas.
2. (a) We are not going.
(b) They are not there.
(c) I am here.
3. (a) At school.
(b) In the office.
(c) Home.
4. (a) I go to school.
(b) I take Avenue of the Americas.
(c) For your house.
5. (a) To Jose Marti Avenue.
(b) From Paseo de la Reforma.
(c) None of the above.
6. (a) Through Washington.
(b) To Washington.
(c) In Washington.
7. (a) It runs parallel to Main.
(b) He is buried in Caracas.
(c) At the library.
8. (a) I prefer coffee.
(b) I am at the drugstore.
(c) Are you going right now?
9. (a) I drive carefully.
(b) I take the long way.
(c) I go once in a while.
10. (a) I go by bus.
(b) I am not very busy.
(c) I never worry.

11. (a) I know she is modern.
(b) No, she doesn't.
(c) We do too.
12. (a) I know, he is very short.
(b) Yes, the bathroom is small.
(c) Yes, only one bed fits in there.

MODULE 1

FRAME 1

LESSON 5

LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish sentences and circle the letter of the best English translation for each.

1. (a) That one goes to that street.
(b) That one goes along that street.
(c) That one comes to that street.
2. (a) He is going by way of San Francisco.
(b) He is going to San Francisco.
(c) He is going thru San Francisco.
3. (a) Who is going?
(b) Who is he?
(c) Who is coming?
4. (a) Please, Miss.
(b) Thank you, Miss.
(c) Excuse me, Miss.
5. (a) We are going to the library.
(b) I am going to the library.
(c) He is going to the library.
6. (a) The streetcar goes down the street.
(b) The bus goes down the street.
(c) The car goes down the street.
7. (a) The sergeant is coming from his house.
(b) The sergeant is leaving his house.
(c) The sergeant is going to his house.
8. (a) Are you coming by bus?
(b) Where are the buses?
(c) Where are the buses going?

9. (a) I go by way of Main Street.
(b) I go to Main Street.
(c) I come through Main Street.
10. (a) The lieutenant goes to the cafeteria.
(b) The lieutenant is at the cafeteria.
(c) The lieutenant comes to the cafeteria.
11. (a) They buy gas and oil.
(b) They sell gas and oil.
(c) They need gas and oil.

MODULE 1

FRAME 1

LESSON 5

LISTENING COMPREHENSION EXERCISE C

Transcribe the following sentences:

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

*Optional

END OF FRAME 1

LISTENING COMPREHENSION EXERCISE A

For each item you will hear a statement which describes one of the two pictures. Circle the letter of the picture being described.

1.

(a)

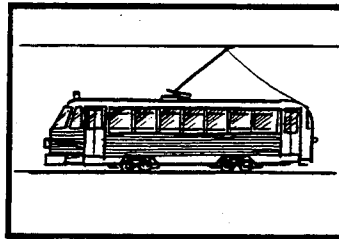
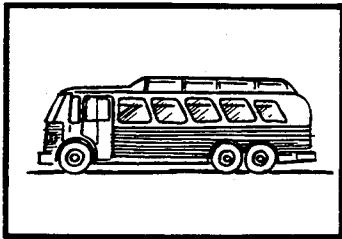
(b)



2.

(a)

(b)



3.

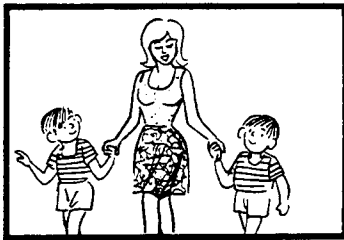
(a)

(b)

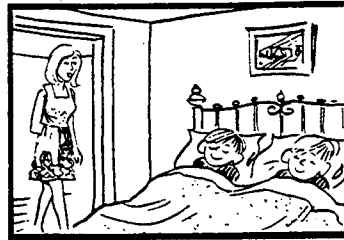


4.

(a)



(b)

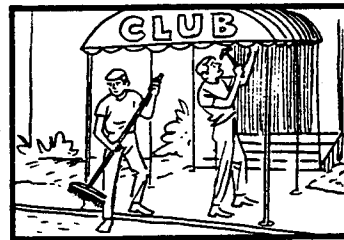


5.

(a)



(b)

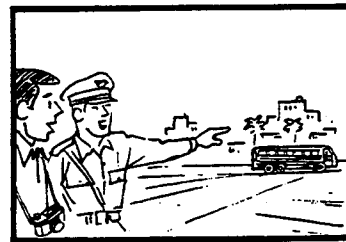


6.

(a)



(b)

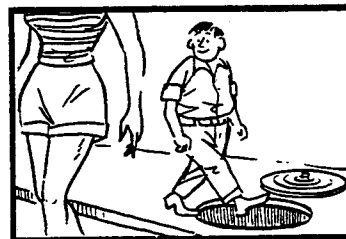


7.

(a)

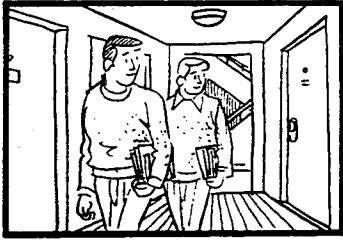


(b)



8.

(a)

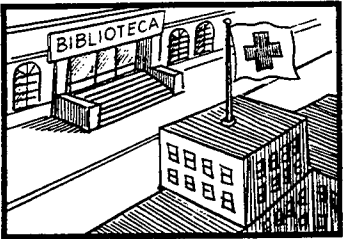


(b)



9.

(a)



(b)



LISTENING COMPREHENSION EXERCISE B

Transcribe the following sentences:

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

LISTENING COMPREHENSION EXERCISE C

Translate the following sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____
10. _____
11. _____
12. _____

MODULE 1

FRAME 2

LESSON 5

LISTENING COMPREHENSION EXERCISE D

Listen to the following conversations and circle the letter of choice which makes a true statement about each.

1. The two men talking were
 - (a) a tourist and a bus driver.
 - (b) a doctor and a patient.
2. This man needed
 - (a) a medicine.
 - (b) directions.
3. Aquel referes to
 - (a) the first speaker.
 - (b) the bus.

4. His office is
- (a) that one on the left.
 - (b) this one on the left.
5. They are
- (a) at the office.
 - (b) at the drugstore.

MODULE 1

FRAME 2

LESSON 5

LISTENING COMPREHENSION EXERCISE E

Listen to each of the following words in Spanish. Each will be given twice: once in isolation, then in context. Translate each of the words into English.

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

MODULE 1

FRAME 2

LESSON 5

LISTENING COMPREHENSION EXERCISE F

Transcribe each of the following Spanish sentences. Then circle the letter of the correct English translation.

1. _____
- (a) The chalkboard is not green, but black.
 - (b) The chalkboard is not black, but green.
2. _____
- (a) My uniform is there.
 - (b) My uniform is that one over there.

3. _____

- (a) What bus goes by that place?
- (b) What bus goes by this place?

4. _____

- (a) The medicine is greasy.
- (b) The medicine is gray.

5. _____

- (a) He works in the white building.
- (b) She works in that building.

MODULE 1

FRAME 2

LESSON 5

LISTENING COMPREHENSION EXERCISE G

Listen to the following questions in Spanish. Write the number of each question beside its best response.

- 1. a. (___) Mi auto is verde.
- 2. b. (___) Aquello es un barco.
- 3. c. (___) Sí, eso es un cañón.
- 4. d. (___) Eso es una granada.
- 5. e. (___) Mi nombre es Pedro.
- f. (___) Éste no pasa, pero aquél sí.

END OF FRAME 2

LISTENING COMPREHENSION EXERCISE A

Listen to each of the following Spanish words or phrases, first in isolation, then in context. Translate each of the words into English.

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

LISTENING COMPREHENSION EXERCISE B

Listen to each of the following number phrases. Write only the numbers you hear in Arabic numerals. Do not write any other words.

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

LISTENING COMPREHENSION EXERCISE C

Transcribe each of the following Spanish sentences. Then circle the letter of the correct English translation.

1. _____
(a) He goes home at 8.
(b) He leaves at 8.

2.

- (a) His apartment is small but modern.
- (b) Her apartment is large but modern.

3.

- (a) Now who is it?
- (b) What time is it?

4.

- (a) They go home at 5.
- (b) They arrive at home at 5.

5.

- (a) They leave class at 4:00.
- (b) He leaves class at 4:00.

6.

- (a) What time is it?
- (b) At what time do you leave?

7.

- (a) We leave the building at 2.
- (b) Both of us live in that building.

8.

- (a) I am cold.
- (b) I have a cold.

9.

- (a) I had something to do for my classes.
- (b) I leave at that time for my classes.

10.

- (a) They arrive at 1:00 p.m.
- (b) One arrives in the afternoon.

END OF FRAME 3

EN LA CIUDAD

Emilio va para la universidad. El
 está ahora en la parada¹ de autobuses de ¹stop
 la Calle Rubén Darío. El siempre² sale de ²always
 su casa a las siete y cuarto de la mañana, y
 toma un autobús rojo con letras amarillas,
 que llega a la universidad en 20 minutos³. ³minutes
 A esa hora pasan por esa calle tranvías
 grises y autobuses azules, verdes y rojos.
 Los autobuses verdes van por la Avenida
 Simón Bolívar y los azules van por la
 Calle Colón. Los autobuses rojos pasan
 cerca de la universidad.

Emilio sale de clase a las cuatro y
 media de la tarde. A esa hora él va
 con sus amigos a la cantina⁴

El Estudiante. A las seis llega a su
 casa, donde lee⁵ el periódico⁶, estudia,
 y descansa⁷.

⁴bar⁵reads⁶newspaper⁷rests

LISTENING COMPREHENSION EXERCISE B

Transcribe the following sentences:

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

LISTENING COMPREHENSION EXERCISE C

Translate the following sentences:

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

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

MODULE 1

FRAME 2

LESSON 5

LISTENING COMPREHENSION EXERCISE D

Listen to the following conversations and circle the letter of the choice which makes a true statement about each.

1. The two men talking were
 - (a) a tourist and a bus driver.
 - (b) a doctor and a patient.
2. This man needed
 - (a) a medicine.
 - (b) directions.
3. Aquel refers to
 - (a) the first speaker.
 - (b) the bus.

LISTENING COMPREHENSION EXERCISE A

Listen to each of the following Spanish words or phrases, first in isolation, then in context. Translate each of the words into English.

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

LISTENING COMPREHENSION EXERCISE B

Listen to each of the following number phrases. Write only the numbers you hear in Arabic numerals. Do not write any other words.

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

LISTENING COMPREHENSION EXERCISE C

Transcribe each of the following Spanish sentences. Then circle the letter of the correct English translation.

1. _____
 (a) He goes home at 8.
 (b) He leaves home at 8.

Based on the above narrative, write answers in Spanish to the following questions. In your answers use the Spanish equivalent of the underlined word(s) whenever applicable.

1. Where is Emilio going?

2. Where is he now?

3. What time does he always leave home?

4. What bus does he take?

5. What kind of vehicles go along Simon Bolivar Avenue?

6. Which buses pass near the university?

7. What time does Emilio get out of class?

8. Where does he go with his friends?

9. What does he do at home in the evening?

Write the number of each Spanish word beside its English equivalent.

- | | | |
|----------------|----------|------------|
| 1. tomar | a. (___) | newspaper |
| 2. universidad | b. (___) | street |
| 3. descansar | c. (___) | to read |
| 4. parada | d. (___) | to take |
| 5. cantina | e. (___) | university |
| 6. leer | f. (___) | bus |
| 7. minuto | g. (___) | always |
| 8. periódico | h. (___) | minute |
| 9. siempre | i. (___) | bar |
| 10. autobús | j. (___) | to rest |
| | k. (___) | (bus) stop |

Fill in the blanks with the Spanish word (or words) which best completes the meaning of the sentence.

1. Julio _____ para su casa.
(is going)
2. Él _____ sale de clase _____.
(always) (at four in the afternoon)
3. ¿Qué autobús _____ Uds. por la mañana?
(take)
4. Por la noche _____ en mi casa.
(I rest)
5. Estamos en la _____.
(bus stop)
6. Vamos a la _____ por la tarde.
(bar)
7. _____ el periódico de la mañana.
(We read)
8. La profesora llega a _____ alegre.
(school)
9. El _____ sale a las cuatro.
(bus)
10. Éste es el _____ de la tarde.
(newspaper)

LISTENING COMPREHENSION EXERCISE A

Listen to each of the following Spanish sentences, then circle the letter of the best response to each.

1. (a) De rojo.
(b) Del bar.
(c) Al club.
(d) A casa.
2. (a) Sí, vivimos con el presidente.
(b) No, tomamos con el marinero.
(c) Sí, venimos con él.
(d) No, Uds. comen con él.
3. (a) Venimos a las siete y media.
(b) Leemos el periódico a esa hora.
(c) Vienen a la escuela.
(d) Vengo por la mañana.
4. (a) A las tres de la tarde.
(b) Ellos salen mañana.
(c) Él no tiene avión.
(d) No vamos en el avión.
5. (a) Sí, y ahí viene nuestro autobús.
(b) Sí, ella viene a las siete.
(c) Sí, es nuestro número.
(d) Sí, pero no tengo suerte.
6. (a) Allí, cerca.
(b) En el bar.
(c) Viene ahora.
(d) Tiene más.
7. (a) Con buena suerte.
(b) Yo tampoco.
(c) Yo también.
(d) Con letras rojas.
8. (a) No, no tengo calor.
(b) Es azul.
(c) De cuatro puertas.
(d) Pasamos por la avenida.
9. (a) Sí, tengo seis.
(b) No, tengo una hija.
(c) No, no tengo muchos.
(d) Sí, también tengo sed.

LISTENING COMPREHENSION EXERCISE B

Translate the following Spanish sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

END OF FRAME 1

LISTENING COMPREHENSION EXERCISE A

Listen to the following Spanish sentences, then circle the letter of the best response to each.

1. (a) ¿Por qué viene sin ellos?
(b) ¿Por qué viene sin ellas?
(c) ¿Por qué viene sin comer?
(d) ¿Por qué viene sin estudiar?
2. (a) No, como muy poco.
(b) Sí, tienen mucha comida.
(c) No, menos de cinco dólares.
(d) Sí, son los ocho y media.
3. (a) También tengo sed.
(b) Porque estoy enfermo.
(c) No, no tengo nada.
(d) Porque todos están en casa.
4. (a) Por la tarde son muchos.
(b) Sí, no tienen dinero.
(c) Tienen más o menos veinte.
(d) Sí, son muy baratos.
5. (a) Porque estoy muy bien.
(b) Porque mi hija está contenta.
(c) Porque estoy en la embajada.
(d) Porque mi padre está enfermo.
6. (a) Porque tengo clase ahora.
(b) Porque están ocupados.
(c) Porque tenemos examen mañana.
(d) Porque vamos con Uds.
7. (a) Las dos y cuarto.
(b) Quince centavos.
(c) Es muy pequeño.
(d) Porque es barata.
8. (a) Porque tenemos sed.
(b) Yo tampoco descanso.
(c) Leemos en la biblioteca.
(d) Porque no estamos cansados.
9. (a) Sí, no cuesta mucho.
(b) Porque no son pequeños.
(c) Sí, es muy poca.
(d) Porque no están lejos.

LISTENING COMPREHENSION EXERCISE B

Write the number of each Spanish sentence next to its English translation.

- | | | | |
|----|----|-----|---|
| 1. | a. | () | Because he's not hungry. |
| 2. | b. | () | Because she's coming from the restaurant. |
| 3. | c. | () | They cost less today than tomorrow. |
| 4. | d. | () | Why don't we go with them? |
| 5. | e. | () | Food costs more already, right? |
| | f. | () | Because we're not going with them. |
| | g. | () | Why isn't he hungry? |

END OF FRAME 2

LISTENING COMPREHENSION EXERCISE A

The following Spanish sentences are incomplete. Circle the letter of the word or phrase which best completes each sentence.

1. (a) para el vino (b) con vino (c) sin vino
2. (a) leche (b) bistec (c) sopa
3. (a) al mediodía (b) en la cena (c) por la noche
4. (a) chocolate (b) vino (c) naranja
5. (a) frío (b) mantequilla (c) siempre

LISTENING COMPREHENSION EXERCISE B

Listen to each of the following number phrases. Write only the numbers using Arabic numerals. Do not write any other words.

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

LISTENING COMPREHENSION EXERCISE C

Translate the following Spanish sentences.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 3. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11.* _____
- 12.* _____
- 13.* _____
- 14.* _____
- 15.* _____

*Optional

LISTENING COMPREHENSION EXERCISE D

Listen to the following questions in Spanish. Write the number of each question beside its best English response. There are more possible responses than questions.

1. a(____) I don't like tomato juice.
2. b(____) I seldom drink water.
3. c(____) I usually have two for breakfast.
4. d(____) Not too much. Only \$4.50.
5. e(____) I have 3 cups in the morning.
f(____) Not at noon, but in the morning for breakfast.

END OF FRAME 3

LA COMIDA

Soy un soldado de la Compañía B. En el comedor¹ de esa compañía no pagamos² nada, pero la comida es magnífica. Hoy, por ejemplo³, tenemos algo muy sabroso⁴ para el almuerzo: ensalada, sopa de pollo⁵, bistec con papas, postre⁶, y café. El desayuno es a las seis y media de la mañana, el almuerzo a las doce del día⁷, y la cena a las cinco y cuarto de la tarde.

¹dining room;
mess hall

²we pay

³for example

⁴tasty

⁵chicken

⁶dessert

⁷twelve noon

En el club de los soldados la comida también es buena y no es cara. Por⁸ cuatro dólares un soldado come y toma como⁹ un general. Yo siempre voy al club con el sargento Maldonado a la hora del café, porque a esa hora siempre tenemos hambre. Allí tomamos café y comemos pan con mantequilla.

⁸(In exchange)
for

⁹like

Una taza¹⁰ de café cuesta quince centavos y el pan tostado con mantequilla cuesta veinticinco.

¹⁰cup

Circle the letter of the choice that makes a true statement about the Narrative.

1. I am
 - (a) a private.
 - (b) a corporal.
 - (c) a sergeant.

2. In the mess hall we
 - (a) pay nothing.
 - (b) pay something.
 - (c) pay anyway.

3. Today they have something
 - (a) delicious.
 - (b) special.
 - (c) unusual.

4. Today they don't have
 - (a) potatoes.
 - (b) tomatoes.
 - (c) dessert.

5. Breakfast, lunch and dinner are at
 - (a) 6:15 AM, 12 PM and 5:15 PM.
 - (b) 6:30 AM, 12 PM and 5:15 PM.
 - (c) 6:30 AM, 12 PM and 5:30 PM.

6. At the EM Club the food is not
 - (a) good.
 - (b) tasty.
 - (c) expensive.

7. A soldier eats and drinks well for
 - (a) three dollars.
 - (b) five dollars.
 - (c) four dollars.

8. During the coffee break, Sergeant Maldonado and I

- (a) always go to the club.
- (b) always come to the club.
- (c) never go to the club.

9. At coffee time we

- (a) are thirsty.
- (b) are ready.
- (c) are hungry.

10. There we eat

- (a) toast and jelly.
- (b) bread and butter.
- (c) bread and cheese.

11. Toast and butter costs

- (a) 15 cents.
- (b) 25 cents.
- (c) 35 cents.

UN RESTAURANTE BARATO

Son las nueve menos cuarto de la noche.

Mi amigo Paco Mena y su esposa Margarita vienen ahora del restaurante La Parrilla, donde siempre cenan¹. Van a ese restaurante porque allí gastan² poco y comen mucho.

¹dine; eat
²supper
²they spend

Por la mañana ellos desayunan³ en su casa. Margarita prepara⁴ el desayuno para los dos⁵, mientras⁶ Paco lee el periódico

³have(eat)
breakfast
⁴prepares
⁵both; the two
(of them)

La Noticia. El generalmente come huevos con jamón y toma jugo de naranja, café o té.

⁶while

Al mediodía Paco camina⁷ de su trabajo⁸ a la cafetería La Marina, donde el almuerzo es barato. Allí, por un sandwich y un vaso⁹ de leche pagamos solamente¹⁰ noventa centavos.

⁷walks
⁸job

⁹glass
¹⁰only

Based on the above narrative, write answers in Spanish to the following questions. In your answers, use the Spanish equivalent of the underlined word(s) whenever applicable.

1. What time is it?

2. Where is Paco coming from now?

3. What does he always do there?

4. Who is coming with him?

5. Why do they go to that restaurant?

6. Where do they eat breakfast?

7. What does Margarita do in the morning?

8. What does Paco do in the morning?

9. What does he eat and drink at breakfast?

10. What does he do at noon?

11. How much do you pay for a sandwich and a glass of milk?

Write the English translation for each of the following Spanish sentences:

1. Venimos del comedor de la Compañía A.

2. Aquí la comida es muy mala.

3. Hoy tienen algo muy sabroso para la cena.

4. ¿Por qué no toma sopa de pollo?

5. Un vaso de leche cuesta veinte centavos.

6. ¿Por qué no tiene hambre ahora?

7. ¿Come Ud. postre en el almuerzo?

8. Hoy, por ejemplo, vamos al comedor del club.

9. No tengo hambre. Tampoco tengo dinero.

10. Hoy él va sin su esposa.

Write replies in Spanish to the following questions. Base your answers on your real life situation. Use the Spanish equivalent of the underlined word(s) whenever applicable in your answer.

1. Where do you eat?

2. Is the food good there?

3. Do you pay for the food?

4. Do you go to the club in the evening?

5. What time do you leave home in the morning?

6. What time do you get out of class?

7. Do you drink coffee?

8. How much is a cup of coffee?

9. Are you hungry at coffee time?

10. What do you eat with your coffee?

Write the English translation for each of the following Spanish sentences:

1. Luis gasta mucho dinero en la cantina.

2. ¿Cuánto cuesta el almuerzo en ese restaurante?

3. Generalmente, él camina del trabajo a su casa.

4. Ella prepara el desayuno a las siete y cuarto.

5. Margarita siempre cena con sus hijos.

6. Él está muy contento con esas noticias.

7. Tengo un primo en la Marina.

8. Mi hermana viene aquí solamente por la tarde.

9. José lee el periódico mientras su madre prepara el desayuno.

10. ¿Cuántos soldados tiene un pelotón?

Write the number of each Spanish sentence beside its English translation.

1. No venden vino en ese restaurante. a. (___) How many dollars do you need?
2. ¿Cuánto cuesta un bistec con papas? b. (___) The food is very expensive there.
3. Estoy cansado y tengo sed. c. (___) We are only coming to eat breakfast.
4. Un vaso de agua, por favor. d. (___) He works in the evening and rests at night.
5. Trabaja por la tarde y descansa por la noche. e. (___) This work is very good.
6. ¿Cuántos dólares necesita? f. (___) I am tired and thirsty.
7. Generalmente cenamos a las siete. g. (___) How much is a steak with potatoes?
8. Venimos a desayunar solamente. h. (___) A glass of water, please.
9. Este trabajo es muy bueno. i. (___) We generally dine at seven.
- j. (___) They don't sell wine in that restaurant.

WORKBOOK

Lessons 1 - 6

KEY

LISTENING AND READING COMPREHENSION EXERCISES

MODULE 1

FRAME 1

A. 1.b 2.a 3.b 4.a 5.b 6.a

B. 1. ¿Cómo están ellos? 2. Ellas están muy bien. 3. ¿Cómo está el mayor Torres? 4. Él está muy mal. 5. El señor Molina está bastante mal. 6. Él y ella están bastante bien. 7. La señora Flores está muy bien. 8. Los soldados están bastante mal. 9. ¿Cómo están las señoras? 10. ¿Cómo está ella? 11. Estoy bastante bien, gracias. 12. Nosotros estamos bien, gracias. 13. Él y yo estamos muy mal.

C. PART I

1. Capitán 2. Señora. 3. Sargento 4. Estar 5. Cómo

PART II

1.a 2.o 3.a 4.e 5.i 6.u

1. Captain Gonzalez, how are you?—I'm pretty bad. 2. Good morning, men. How are you?—We're well, thanks. And you, sergeant? 3. Good afternoon, lieutenant. How is the general?—Very bad.

FRAME 2

A. 1. Corporal Molina doesn't have any cigarettes. 2. Do you have matches, lieutenant? 3. How is Major Flores? 4. Do we have any tea? 5. How is the coffee? 6. Mrs. Morales doesn't have a dictionary. 7. Do we have any beer? 8. I don't have any paper. 9. Yes, we have a car. 10. Don't you have a television? 11. Aren't you well? 12. Do they have a tape recorder? 13. Don't they have a book? 14. Does she have paper? 15. Doesn't he have a class now?

B. 1. ¿Tiene Ud. clase ahora? 2. Los alumnos tienen grabadora. 3. Tengo radio y televisión. 4. ¿Tienen Uds. té? 5. El marinero no tiene automóvil. 6. El teniente y la señora no tienen cigarrillos. 7. No, no tengo clase ahora. 8. ¿Tenemos diccionario? 9. ¿Tienen ellos cigarrillos y fósforos? 10. No, el soldado no tiene cerveza.

C. 1. pen 2. dictionary 3. cigarettes 4. matches
5. recorder 6. class 7. car 8. television 9. radio
10. major 11. lieutenant

FRAME 3

- A. 1. the barracks 2. the lamp 3. here 4. the bathroom
5. in front of 6. there 7. in front of 8. chalk
9. building 10. to the left
- B. 1. La silla está detrás de la mesa. 2. La profesora está en la biblioteca. 3. ¿Dónde están los libros, cabo Menéndez? 4. Las sillas están a la izquierda de la ventana. 5. Tenemos la televisión en el pasillo. 6. Los fósforos están al lado de los cigarrillos. 7. El mapa está al lado de la puerta. 8. La tiza está allí. 9. Las barracas están enfrente del parque. 10. Sí, el baño está allí.
- C. 1. a 2. b 3. b 4. a 5. a 6. a 7. b 8. a
9. b 10. b

NARRATIVE

1. El cabo Torres y el sargento García están en la barraca.
2. No, él no tiene clase ahora. 3. El cabo Torres, el sargento García, el capitán Pérez y la señora Rojas no tienen clase ahora. 4. La señora Rojas está en el pasillo.
5. No, el capitán no está en el baño. 6. Él está a la izquierda de la señora Rojas. 7. El sargento Ponce está en el baño. 8. Él está bastante mal.

REVIEW

- A. a(7), b(5), d(10), e(2), f(9), g(1), i(3), j(6), k(8), l(4).
- B. 1. El cabo Ortiz tiene clase ahora. 2. ¿Tiene el sargento clase ahora? 3. Él está en el baño. 4. El profesor está enfrente de los soldados. 5. ¿Está el sargento Ortiz en la barraca? 6. Ella está a la izquierda del capitán. 7. El capitán está al lado de la señora Ponce. 8. El edificio está detrás de la barraca. 9. ¿Están los alumnos en los pasillos? 10. ¿Tienen los soldados clase ahora?

FRAME 1

- A. 1. La señora de García está delante de su esposo.
 2. Él es el capitán de la Compañía C. 3. Ella es la esposa del señor Martínez. 4. Pedro es el hermano del teniente Flores. 5. María es nuestra hermana. 6. Los soldados de mi pelotón están enfrente de la barraca. 7. Francisco es mi amigo. 8. Ellas son amigas de los soldados. 9. Ella es la sobrina del piloto. 10. La esposa del dentista es mi sobrina.
- B. 1. Are you Luisa's father? - No, I'm her uncle. 2. Are you Julio's cousin? - Yes, I'm his cousin. 3. Is she the captain's wife? - No, she's his sister. 4. Where is your sister? - There, in the library. 5. How is your husband, Ma'am? - Fine, thanks. 6. Are you Corporal Smith? - No, I'm Sergeant Smith. 7. Are they your nieces? - No, they're my daughters. 8. Where is your family? - In Arizona. 9. Excuse me, are you the Company B doctor? - Yes, Ma'am.
- C. 1.a 2.b 3.b 4.a 5.a 6.b 7.a 8.a 9.a 10.b

FRAME 2

- A. 1.c 2.c 3.a 4.c 5.b 6.a 7.b 8.c
- B. 1. Is the captain in his office? - Yes, but he's busy.
 2. How are your children? - Jose is fine, but Juan is sick.
 3. Where is the professor? - In his room, but he's very busy.
 4. Are you happy, Captain? - No, I'm tired and worried.
 5. Where is the library? - In front of the park.
 6. Here are your books, Ma'am. - Thanks, professor.
 7. The hospital is to the right of the park. - Yes, and my house is to the left.
 8. Is your brother a soldier? - Yes, he's in the Air Force.
- C. 1. ¿Está el doctor en su casa? (a)
 2. El soldado está bastante cansado. (a)
 3. Los marineros están borrachos. (b)
 4. ¿Cómo está su hermana? (b)
 5. Mi sobrina está muy contenta. (a)
 6. La esposa de mi tío está muy triste. (a)
 7. ¿Está Ud. preocupado? (a)
 8. El cuarto de mi hija no tiene ventanas. (a)
 9. ¿Están Uds. enfermos? (a)

FRAME 3

- A. a(6), b(8), c(10), d(2), e(7), f(9), g(1),
h(3), i(4), j(), k(5), l(12), m(11)
- B. 1. ¿Tiene Ud. (unos) libros? 2. No, pero estamos enfermos. 3. Tengo unos dolores de cabeza terribles. 4. ¿Está el dentista en su oficina? 5. El dentista está enfermo. Tiene catarro. 6. Mi esposa tiene dolor de muelas. 7. José tiene una enfermedad terrible. 8. El doctor no tiene secretaria. 9. Nuestro hijo es piloto de la Fuerza Aérea. 10. Estoy muy cansado. 11. ¿Tienen ellos unas plumas? 12. ¿Qué tiene su hijo? 13. Mi hijo tiene mucho frío. 14. ¿Quién tiene calor? 15. Los marineros tienen calor.
- C. 1. Are you a captain? - No, I'm a lieutenant colonel. 2. Are you cold? - Yes, I'm terribly cold. 3. Where is the student, Miss? - There, in the room. 4. How is your husband, Ma'am? - He has a bad cold. 5. Where is Captain Manso? - He is on (in) the boat now. 6. Does the boat have cannons? - No, it doesn't. 7. Are you Miss Flores' brother? - I'm not her brother, I'm her cousin.

NARRATIVE

1. Julián Díaz está en el consultorio del doctor Buendía.
2. Mario y Julián no están muy bien. 3. Ellos no tienen cita.
4. Julián tiene un dolor de estómago terrible.
5. Mario tiene fiebre. 6. No, Mario no es profesor.
7. Él es alumno de la universidad. 8. No, el doctor está muy ocupado.
9. La secretaria es la señorita Santos.
10. No, la señorita Santos no está ahora en la oficina.

REVIEW

- A. 1. está 2. es 3. tiene 4. están 5. están 6. tienen
7. fiebre 8. Los pacientes -- el consultorio del doctor.
- B. a(8), b(4), c(5), d(6), e(9), g(1), h(7), i(3), j(2)

FRAME 1

- A. 1.c 2.c 3.c 4.a 5.b 6.b 7.a 8.b 9.c 10.c
- B. 1.b 2.a 3.a 4.a 5.a 6.a 7.a 8.c
- C. 1. seis(6) teléfonos 2. cuatro(4) cuartos 3. nueve(9) tanques 4. siete(7) aviones 5. cinco(5) rifles 6. cuatro(4) pistolas 7. dos(2) pelotones 8. un(1) barco 9. diez(10) granadas 10. ocho(8) fusiles 11. tres(3) compañías 12. seis(6) soldados 13. siete(7) pilotos 14. número cinco cero(50).

FRAME 2

- A. 1. ¿De dónde es María? (a)
2. María está en Monterey. (a)
3. ¿Son ellas de aquí? (a)
4. Nombre completo, por favor. (b)
5. Su apellido, por favor. (a)
6. Yo no estoy cansado. (b)
7. Ella no es casada. (b)
8. Mi familia está aquí ahora, pero somos de Puerto Rico. (b)
- B. 1. Where are they from? - They're from New York.
2. Your full name, please. - Matias Perez Gonzalez.
3. Do you have children? - Yes, I have eight.
4. Your last name, please. - Martinez.
5. Marital status? - Single.
6. Are you from Florida? - No, I'm from Texas.
7. Your maiden name, please. - Rodriguez.
8. Where is your office? - On 7 Principal Avenue.
9. Where is the hospital? - In front of the park.
10. Are you married? - No, I'm a widower.
- C. a(6), b(8), c(9), d(1), f(7), g(4), h(3), i(5), k(5), l(2)

FRAME 3

- A. a(9), b(4), c(1), d(2), e(10), f(3), h(8), i(5), j(6), k(7)
- B. 1. Estudiamos en la barraca. 2. Mi primo trabaja en la biblioteca. 3. ¿Dónde trabajan Uds.? 4. ¿Dónde estudian? 5. Mis hijas estudian en la Florida. 6. Estudio en Virginia, pero trabajo en Washington. 7. ¿De dónde son sus sobrinos? 8. ¿Dónde está la Calle Santa Cruz? 9. Tenemos diez fusiles. 10. Trabajamos en una oficina, en Monterey.

FRAME 3 (Continued)

- C. 1. My wife has two friends in Texas: Maria Perez and Juana Gonzalez. Maria works in a hospital in San Antonio. Juana doesn't work. She studies languages.
2. Mario is from San Jose, but he works in San Francisco. He is married and has four children. His wife's name is Margarita. His (Her, Their) children study in the San Jose Institute.
3. My husband's aunt studies in the Washington Language Institute. She is a widow and has a son in Virginia.

NARRATIVE

1.d, 2.b, 3.c, 4.b, 5.c, 6.c, 7.b.

REVIEW

- A. I. 2(i), 3(c), 4(d), 5(h), 6(a), 7(f), 8(b), 9(g), 10(e), 11(j).
- II. a(5), c(10), d(9), e(11), f(1), g(3), h(6), i(7), j(8), k(4), l(2).
- B. 1. (Yo) soy de California (Nevada, ...). 2. (Yo) trabajo en Monterey (Salinas, ...). 3. (Yo) soy casado (soltero). 4. Sí, (yo) hablo español (No, (yo) no hablo español, ...). 5. (Yo) tengo un hijo (una hija, dos hijos, ...). 6. Mi nombre es 7. Mi dirección es: Calle Franklin, número 880, 8. (Yo) soy profesor (militar, intérprete, doctor ...). 9. Mi número de teléfono es: 832-4716, ... 10. (Yo) estoy muy bien (mal,), gracias.

FRAME 1

- A. 1. Tengo un diccionario para Ud. 2. El coronel Hernández es divorciado. 3. Juana es viuda y tiene tres hijas. 4. Los hermanos del teniente Manso son casados. 5. ¿Necesita algo bueno para su apartamento? 6. ¿Es soltero ese teniente? 7. Necesito un libro de español para mi clase. 8. Yo tampoco estudio en la biblioteca. 9. Ella también trabaja en esa compañía del estado. 10. Los soldados están muy cansados. 11. ¿De quién es esa casa? 12. Ese libro está en inglés. 13. ¿Tiene algo para ellas? 14. ¿Cómo está el café? 15. Esta medicina es mala. 16. Esa pluma no es de mi prima, es de mi tía.
- B. 1. Do you gentlemen need something? - No, we don't need anything. 2. Doctor, I need something for a backache. - Very well. Here is some medicine. 3. Do they need that medicine? - No. That medicine isn't good. 4. Do you need something, sir? - Yes, I need a pistol for my wife. 5. Are those books for your children? - Yes. This one is for Matias, and that one is for Jose. 6. These are your books, corporal. - Thank you very much, Lieutenant. 7. Those medicines are very expensive. - These too. 8. Those aren't Gonzalo's books. - Neither are these. 9. I don't have a car. - We don't either. 10. This is great medicine. - Yes, and it's also very cheap. 11. Are you sick? - No, but I'm very worried. 12. Do you have something for me? - No, I don't have anything for you. 13. Do you need a Spanish book for her? - Yes, and also a pen for him. 14. Do you have a room for us? - Yes, a very good room. 15. Is your teacher good? - No, he doesn't teach anything. 16. Whose history book is that? - It's Corporal Torres's.
- C. 1.4 2.8 3.1 4.5 5.9 6.2 7.10 8.7 9.6 10.3

FRAME 2

- A. 1. We don't understand. 2. they sell. 3. I buy. 4. close to (near). 5. we don't buy. 6. Do you buy...? 7. far from. 8. more or less. 9. close (near). 10. we don't sell. 11. Do you live...? 12. a (private) school. 13. government.
- B. 1.a 2.c 3.b 4.a 5.b 6.a 7.c 8.b 9.a
- C. a(3), c(2), d(1), 3(6), g(5), h(4), j(7), k(9), l(8), n(12), o(11), p(10).

FRAME 3

- A. 1.b 2.a 3.b 4.c 5.b 6.b 7.a 8.c 9.b 10.b
11.a 12.c
- B. 1. Thanks a lot for the book.-You're welcome, sir.
2. Well, goodbye and good luck.-Thanks a lot, good-bye.
3. See you later Ines.-See you later, Paco. 4. Good-bye.
Ma'am.-See you later, Robert. 5. Your daughter's name,
please.-Maria Gonzalez. 6. Whose rifle is that?-It's
Sergeant Perez's. 7. Where is the Company C barracks?-
To the right of the park. 8. Excuse me, Miss. Who is
that man? - He is Professor Blanco. 9. Who is sick here?
- I am, doctor. 10. Where do you (all) work? - In a
company in Washington. 11. Do you understand that
question? - Yes, but I don't understand the answer.
12. Where is the Muchogas service station? - Six blocks
from the bookstore. 13. The library is near here. Yes,
it's 7 blocks more or less. 14. Do they (you) understand
the explanation? Yes, you're a very good teacher.
15. Do they speak Spanish? No, but they speak English.
16. Your telephone number, please. - 472-3165.

NARRATIVE

1. Julián vive en una casa. 2. Su casa es muy amplia.
3. Su casa está a ocho cuadras de la farmacia. 4. La gaso-
linera está a seis cuadras de la casa. 5. Venden buena
gasolina. 6. Julián compra gasolina y aceite para su
auto. 7. Mario vive en un apartamento. 8. Su apartamento
está muy cerca de la farmacia. 9. El apartamento está más
o menos a diez kilómetros del Instituto. 10. El aparta-
mento es moderno, pero es muy pequeño. 11. Ellos
necesitan una casa de tres dormitorios. 12. Mario tiene
una grabadora. 13. El y Julián estudian los diálogos y
también hablan español. 14. No, Susana no comprende nada.
15. No, sus hijos tampoco comprenden.

REVIEW

- A. a(8), b(7), c(6), d(9), e(4), f(10), h(1), i(2), j(5),
k(3).
- B. 1. Do you need something for your apartment? 2. Does Maria
live in a roomy house? 3. We need a four-bedroom house.
4. Do you have something for me? 5. In that gas station
they also sell oil. 6. The hospital rooms are small.
7. Who lives in that house? 8. Where do you buy the gas?
9. We don't have anything (have nothing) for her. 10. We
live far from here.

FRAME 1

- A. 1.b 2.a 3.c 4.b 5.a 6.b 7.a 8.c 9.b 10.b 11.c
12.c
- B. 1.b 2.b 3.a 4.c 5.b 6.a 7.c 8.c 9.a 10.a 11.b
- C. 1. ¿Va ese tren para La Florida? 2. ¿Están ustedes ocupados? 3. Ese tren va para Washington. 4. Ese ómnibus va por mi calle. 5. ¿Quién va al club? 6. El tranvía va por esa calle también. 7. ¿Dónde está esa calle? 8. Los alumnos no van a Baltimore. 9. ¿No va usted tampoco? 10. El tren pasa por Washington. 11. ¿No trabaja Ud. aquí? 12. El médico está con un paciente.

FRAME 2

- A. 1.b 2.a 3.a 4.b 5.a 6.a 7.a 8.a 9.a
- B. 1. Este tranvía pasa por la embajada de Bolivia. 2. Estos alumnos no pasan por mi casa. 3. Voy para la Argentina y paso por Bolivia. 4. Él va para su casa, pero no pasa por la embajada. 5. Él tiene cita. 6. Paso por donde él trabaja. 7. Sí, pasamos por allí. 8. Éste no va por la Avenida Sucre. 9. ¿Qué autobús tomo? 10. Él tiene catarro.
- C. 1. I'm going by way of Sucre Avenue. 2. This bus doesn't go along that street. 3. Are you (is he) going home? 4. What streetcar do we (shall we) take at that stop? 5. The United States Embassy is in that building. 6. The sailors also go by Company A. 7. The buses go by the library. 8. I go by where they sell that. 9. Do you go by the pharmacy? 10. The Paraguayan Embassy is there. 11. Does this bus go by 4th of July Avenue? 12. Streetcar number seven doesn't go by here.
- D. 1.a 2.b 3.b 4.a 5.b
- E. 1. red 2. letter 3. yellow 4. that 5. what 6. with
7. whom (who) 8. that 9. place 10. blue

FRAME 2 (Continued)

- F. 1. La pizarra no es negra, es verde. (b)
 2. Mi uniforme es aquél. (b)
 3. ¿Qué ómnibus pasa por ese lugar? (a)
 4. La medicina es gris. (b)
 5. Trabaja en el edificio blanco. (a)

G. a(4), b(2), c(3), d(5), f(1).

FRAME 3

- A. 1. quarter 2. school 3. we sell 4. large (roomy)
 5. at night; P.M. 6. at 11:00 7. (At) what time...?
 8. ten to (minus ten) 9. three blocks from 10. with whom
 (who)...?
- B. 1. 374-5266 2. 19, 17 3. 12 4. 18 5. 14 6. 13 7. 2
 8. 16 9. 15 10. 11
- C. 1. Él sale de casa a las 8. (b)
 2. Su apartamento es pequeño, pero moderno. (a)
 3. ¿Qué hora es? (b)
 4. A las 5 llegan a casa. (b)
 5. Salen de clase a las 4. (a)
 6. ¿A qué hora sale? (b)
 7. Salimos de ese edificio a las 2. (a)
 8. Tengo frío. (a)
 9. Salgo a esa hora para mis clases. (b)
 10. Llegan a la una de la tarde. (a)

NARRATIVE

1. Emilio va para la universidad. 2. Él está ahora en la parada de autobuses. 3. Él siempre sale de su casa a las siete y cuarto de la mañana. 4. Él toma un autobús rojo con letras amarillas. 5. Los autobuses verdes van por la Avenida Simón Bolívar. 6. Los autobuses rojos pasan cerca de la universidad. 7. Emilio sale de clase a las cuatro y media de la tarde. 8. Él va con sus amigos a la cantina El Estudiante. 9. Él lee el periódico, estudia y descansa por la tarde (la noche).

REVIEW

A. a(8) c(6) d(1) e(2) f(10) g(9) h(7) i(5) j(3)
k(4)

B. 1. va 2. siempre--a las cuatro de la tarde 3. toman
4. descanso 5. parada de autobuses 6. cantina
7. Leemos 8. la escuela 9. autobús (ómnibus, colectivo)
10. periódico

FRAME 1

- A. 1.b 2.c 3.a 4.a 5.a 6.a 7.c 8.b 9.d
- B. 1. It's 12:00 noon and I'm very (terribly) hungry.
2. Those green buses do not go by the institute.
3. Whose house is that? 4. My husband comes from San Francisco at 3:00. 5. We study but we don't understand.
6. What newspaper do you buy? 7. We read the morning newspaper. 8. I go to that bar in the afternoon.
9. Do they sell those newspapers at the university?

FRAME 2

- A. 1.a 2.c 3.b 4.d 5.d 6.c 7.b 8.d 9.a
- B. a(), b(5), c(1), d(2), e(3), f(), g(4)

FRAME 3

- A. 1.c 2.b 3.a 4.c 5.b
- B. 1. 21 2. 37 3. 84 4. 45 5. 65 6. 79 7. 55 8. 100
9. 92 10. 52
- C. 1. How much is that? 2. They eat at 6:00 p.m. 3. I eat a lot. 4. Where does she eat? 5. Orange juice costs 35 cents. 6. I eat like you do. 7. I go to your (his, her) house. 8. I come from school. 9. I never drink milk in the morning. 10. We come at 8:00. 11. That costs little money. 12. I don't have many girl friends. 13. Few students come at 7:30. 14. How many eggs do you eat for breakfast? 15. We always have bread and butter at home.
- D. a(4), c(1,2), d(5), e(2), f(3,4)

NARRATIVE A

- 1(a) 2(a) 3(a) 4(b) 5(b) 6(c) 8(b) 9(c) 10(b)
11(b)

NARRATIVE B

1. Son las nueve menos cuarto de la noche. 2. Viene del restaurante La Parrilla. 3. Siempre cena allí. 4. Su esposa viene con él. 5. Van a ese restaurante porque gastan poco y comen mucho. 6. Desayunan en su casa. 7. Por la mañana prepara el desayuno. 8. Desayuna en su casa y lee el periódico. 9. Come huevos con jamón y toma jugo de naranja, café o té. 10. Al mediodía camina de su trabajo a la cafetería. 11. Por un sandwich y un vaso de leche pagamos solamente noventa (90) centavos.

REVIEW

- A. 1. We come (are coming) from the Company A dining room. 2. Here the food is very bad. 3. Today they have something very delicious for dinner. 4. Why don't you have (eat) chicken soup? 5. A glass of milk costs 20 cents. 6. Why aren't you hungry now? 7. Do you eat dessert at lunch? 8. Today, for example, we are going to the club dining room. 9. I'm not hungry. I don't have any money either. 10. Today he's going without his wife.
- B. 1. Como en (mi) casa (el restaurante, el comedor, etc.). 2. Allí la comida es buena (mala, etc.). 3. Sí, pago por la comida (No, no pago ...). 4. Sí, voy al club por la tarde (por la noche) (No, no voy ...). 5. Salgo de casa a las siete (ocho y media, etc.). 6. Salgo de clase a las cuatro (cinco, etc.) de la tarde. 7. Sí, tomo café, (No, no tomo café.). 8. Una taza de café cuesta diez (quince, etc.) centavos. 9. Sí, (siempre, generalmente,...) tengo hambre a la hora del café (No, no/nunca tengo ...). 10. Como pan con mantequilla (huevos con jamón, ...) (No como nada, etc.).
- C. 1. Luis spends a lot of money at the bar. 2. How much does lunch cost at that restaurant? 3. He generally walks home from work. 4. She prepares breakfast at a quarter past seven. 5. Margarita always dines with her children. 6. He's very happy with the news. 7. I have a cousin in the Navy. 8. My sister comes here only in the afternoon. 9. Jose reads the newspaper while his mother prepares breakfast. 10. How many soldiers does a platoon have?
- D. a(6), c(8), d(5), e(9), f(3), g(2), h(4), i(7), j(1)

UNIT 1

PHONOLOGY

ADAPTED FROM

FSI

SPANISH PROGRAMMATIC

COURSE

STRESS AND INTONATION

Intonation is the 'envelope' which transmits the meaning of an utterance. It is an important feature in any language. For example, a student who acquires excellent pronunciation of vowels, consonants, and words of a foreign language, but cannot utter these inside the envelope used by speakers of that particular language, will have difficulty making himself understood. Conversely, a student who has weaker pronunciation but has acquired the ability to utilize proper intonation, may communicate far more successfully.

'Intonation' refers to the rise and fall of the voice. 'Stress' refers to the varying loudness of the voice. When we speak, this rise, or fall, or loudness characteristic of speech conveys information that not only reveals our emotions, but also reveals other vital information such as:

- that a question is being asked
- that a statement is being made
- that emphasis is being injected
- that the speaker anticipates agreement with him
- that the speaker anticipates disagreement
- that the speaker outranks you
- that the speaker is 'kidding'
- that the speaker is making a fool of you
- that the speaker is sure of something
- that the speaker is not sure of something
- that the speaker is insecure
- etc.

An exhaustive listing of the kind of information that is revealed by stress and intonation would require several pages. The point is that this information is not available from just words or phrases, or even sentences, if these are stripped of their stress and intonation.

There are probably dozens of intonation patterns in any language. Of these, however, four or five patterns are the 'work horses' of most discourse. The purpose of the following exercises is to call your attention to intonation and to get you acquainted with the forms of these 'work horses' in Spanish. In so doing, we hope that you will be more careful in both listening for these patterns and in making a serious effort to imitate them.

EXERCISES

(When utilizing the tape recorder for this exercise, keep in mind that you will have to START and STOP the recorder for each of the questions below. First, read the instructions for number 1, then start the tape and listen. When the items under number 1 are completed, stop the tape and read number 2. Then, start the tape and listen to the items under number 2 and, again, stop the tape before going on to number 3, and so forth: This start-stop procedure is to be followed throughout this manner of presentation.

(The parentheses '()' indicate that you will hear something spoken by your instructor's voice on the tape. The number of times you see a pair of parentheses indicates how many times the utterance will be repeated. Thus '() ()' indicates that you will hear the utterance said twice.)

Part 1

Note: Listen carefully and work conscientiously, because every so often you will be tested without a chance to review.

1. Listen to this word, which we will call word 'a'.

(a) (a) (a)

2. Now listen to this word, which we will call word 'b'.

(b) (b) (b)

3. These two words sound very similar to some people and even exactly the same to others. In Spanish these words are 'as different as night and day'. Here are the two words again.

(a) (b) (a) (b) (a) (b)

4. The difference heard in these two words is called 'stress'. That is, these words are different because their stress is different. Here they are again.

() () () ()

5. One of these words means 'potato'. This is the word 'potato'.

() ()

6. The other words means 'Dad'. This is the word 'Dad'.

() ()

7. Here is 'potato' and 'Dad'.

(potato) (Dad) (potato) (Dad)

Frequently, you will be asked a question which you should answer. When you are asked a question, the correct answer will be given in the left margin. You should keep the answer covered (either with your hand or with a piece of paper) until after you produce your answer. Then, slide your hand (or paper) down, revealing the correct answer. This correct answer lets you know if you are learning what you should learn. If your answer is wrong, you need to back up and re-study what you didn't learn.

You will now be asked questions to answer. Before that, let's review what we have done thus far.

8. To Spanish ear, these words are very different.

(a) (b) (a) (b)

9. One of these words means 'potato'. Here it is.

(potato) (potato)

10. The other means 'Dad'. Here it is.

(Dad) (Dad)

11. Question: Which word is being said here, 'potato' or 'Dad'?

(?) (?)

(potato)

12. Which one is being said here?

(?) (?)

(Dad)

13. Which word is 'Dad', No. 1 or No. 2?
 (1) (2) (1) (2)
- (2) 14. Is this the word 'potato'?
 (?) (?)
- (no) 15. Is this the word 'Dad'?
 (?) (?)
- (yes) 16. Which one is 'Dad', No. 1 or No. 2?
 (1) (2)
- (2) 17. Which one is 'potato', No. 1 or No. 2?
 (1) (2)
- (2) 18. Your instructor will now say these words five times in mixed order. How many times does he say 'Dad'?
 () () () () ()
- Again: () () () () ()
- (3) 19. Your instructor will again say these words five times in mixed order. How many times does he say 'potato'?
 () () () () ()
- (2) 20. You have learned to differentiate between two words in Spanish whose only difference is the position of the stress. The stress in 'Dad' falls on the last syllable.
 () ()
21. We say that the loudest part (or the stressed part) is the last syllable in the word 'Dad'.
 () ()
22. The word 'potato' is stressed on the first syllable.
 () ()

23. As you can tell, 'stress' in Spanish acts like another letter of the alphabet. There are hundreds of words in Spanish which are different only in stress. Here is another pair of words which also sound alike, but which are very different to Spanish-speaking people.

(a) (b) (a) (b)

24. Here is another example.

(a) (b) (a) (b)

25. Here are (a) 'potato' and (b) 'Dad' again followed by a new word (c). Is this new word stressed like 'potato' or like 'Dad'?

(a: potato) (b: Dad) (c: ?)

(b. Dad)

26. Again, the same words for (a) and (b), but a new one for (c). Is this new one stressed like (a) or (b)?

(a: potato) (b: Dad) (c: ?)

(b. Dad)

27. Same thing again. Is (c) like (a) or (b)?

(a) (b) (c)?

(a. potato)

28. Is (c) like (a) or (b)?

(a) (b) (c)?

(b. Dad)

29. Is (c) like (a) or (b)?

(a) (b) (c)?

(a. potato)

30. Here are two different words, different in that none of the sounds in the first word appears in the second word. Listen.

(x) (y)

31. Though (x) and (y) are very different, their stress is the same. That is, both are stressed on the first syllable. Listen to them again.

(x) (y)

32. Do these two different words have the same stress?

(r) (g)

(yes)

33. Is the stress the same or different with these two words?
 () ()
 (same)
34. Is the stress the same or different with these?
 () ()
 (diff.)
35. Is the stress the same or different with these?
 () ()
 (diff.)

TEST A

For each item, you will hear a word said twice. You are to identify which is its stressed syllable, the first one or the second one? Put an 'X' in the appropriate column.

		First syllable (like 'potato')	Second syllable (like 'Dad')
1.	() ()	_____	_____
2.	() ()	_____	_____
3.	() ()	_____	_____
4.	() ()	_____	_____
5.	() ()	_____	_____
6.	() ()	_____	_____
7.	() ()	_____	_____
8.	() ()	_____	_____
9.	() ()	_____	_____
10.	() ()	_____	_____
11.	() ()	_____	_____
12.	() ()	_____	_____
13.	() ()	_____	_____
14.	() ()	_____	_____
15.	() ()	_____	_____

(Check with your instructor in class for the right answers.)

Part 2

36. Thus far, you have listened to short words having only two syllables. Spanish has, of course, words which are longer. Here is a long one.

() ()

37. Here is a three-syllable word with stress on the last syllable.

() () ()

38. And here is another very similar word having its stress on the second-last syllable.

() ()

39. These two words mean different things, of course. Here they are in contrast.

(a) (b) (a) (b)

40. As far as stress is concerned, we can say that these two words are similar to 'Dad' and 'potato'. For example, here is 'Dad' and the new word with stress on the last syllable. Notice that it is the last syllable which has the stress.

(Dad) () (Dad) ()

41. Here is 'potato' and the other new word. Both have the stress on the second-last syllable.

(potato) () (potato) ()

42. If two words are stressed on their last syllable, we can say they are of the same kind, or 'family', as far as stress is concerned. Here are two words which belong to the same 'family' since their stress falls on the last syllable.

() () () ()

43. Now listen to these two very different words which belong to the same stress 'family', since their stress is on the same syllable, that is, the second-last syllable.

() () () ()

44. Most Spanish words are of the kind that are stressed on the last or second-last syllable. There are some, however, which are stressed on the third-last syllable, and a very few with stress on the fourth-last syllable. Here is one stressed on the third-last syllable.

() ()

45. And here is one stressed on the fourth-last syllable.

() ()

46. You will now hear a word said two times. It has three syllables which we will count from the end of the word, as shown by the numbers under each space. Which is the stressed syllable, No. 1 (last), No. 2 (second-last), or No. 3 (third-last)?

() () 3 2 1

(1)

47. Here is another three-syllable word. Which is the stressed syllable?

() () 3 2 1

(1)

48. Which is the stressed syllable in this word?

() () 3 2 1

(2)

49. And in this one?

() () 3 2 1

(2)

50. Is ~~this one stressed on 3 or 2?~~

() () 3 2 1

(2)

51. Is this one stressed on 3 or 2?

() () 3 2 1

(3)

52. And this one?

() () 3 2 1

(3)

53. Where is this one stressed?

() () 3 2 1

(1)

54. And this one?

() () 3 2 1

(2)

55. And, finally, this one?

() () 3 2 1

(3)

TEST B

For each item, you will hear a word said twice. Identify which is the stressed syllable by putting an 'X' over the proper number. (These are all three-syllable words.)

1. () () 3 2 1

2. () () 3 2 1

3. () () 3 2 1

4. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
5. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
6. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
7. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
8. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
9. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
10. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
11. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
12. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
13. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
14. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$
15. () () $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$

(Check with your instructor in class for the right answers.)

56. This is a Spanish sentence.
() ()
57. This is an imitation of the rhythm of that sentence.
() ()
58. Notice that the voice rises near the beginning of the sentence.
() ()

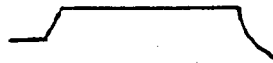
59. Notice also that ~~the voice falls at the end.~~

() ()

60. Listen to this rise and fall, but using the real sentence.

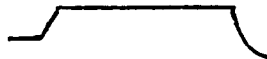
() ()

61. We can represent rise and fall of the voice with a line like this:



() ()

62. This kind of shape for the line represents a normal 'uncolored' statement, that is, a statement having no element of surprise, no element of emphasis, etc.



() ()

63. If this same sentence were said as a question, it would be a little different. This is an imitation of the rhythm of this sentence, expressed as a question. (Q)

(Q) (Q)

64. Notice that there is about the same kind of rise at the beginning as there was in the previous, normal statement.

(Q) (Q)

65. But notice that the ending is different:

Statement: (S)
Question: (Q)

66. Listen again to the difference between a statement and a question:

Statement: (S)
Question: (Q)

67. Here is the same thing, but this time using real words:

Statement: (S) (S)
Question: (Q) (Q)

68. A question can be represented like this:

(Q) (Q)

69. Which is the question, No. 1 or No. 2?

1: () 2: ()

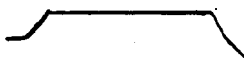
(2)

70. Which is the statement, No. 1 or No. 2?

1: () 2: ()

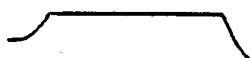
(1)

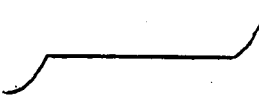
71. The shape of the rising and falling which has been represented by a line as follows:

Statement: 

Question: 

is called the intonation of an utterance. Notice that, even though an utterance may be longer than our models, the intonation is basically the same:

Statement:  (S) (S)

Question:  (Q) (Q)

72. The intonational pattern for a question that you have now learned to identify is a polite or formal intonation. A very common intonation used in the familiar or less formal situations sounds like this:

Familiar Question (FQ): (FQ) (FQ)

73. Compare the polite with the familiar intonation:

Polite Question (PQ): (PQ) (PQ)

Familiar Question (FQ): (FQ) (FQ)

74. The familiar-question can be represented like this:

(FQ):  (FQ) (FQ)

75. Which is the polite (PQ) question, No. 1 or No. 2.

PQ: (1) (2)

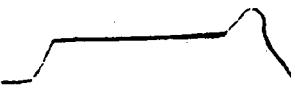
(2)


76. Which is the familiar (FQ) question, No. 1 or No. 2?

FQ: (1) (2)

(2)

77. Which of the following lines represents the familiar (FQ) question intonation?

(1): 

(2): 

(1)

78. This is the FQ with real words:

(FQ) (FQ)

79. Notice again, that even though the utterance is longer, the intonation is basically the same.

(FQ) (FQ)

80. Is this question said in the FQ pattern?

() ()

(yes)

81. Is this one said in the FQ pattern also?

() ()

(no)

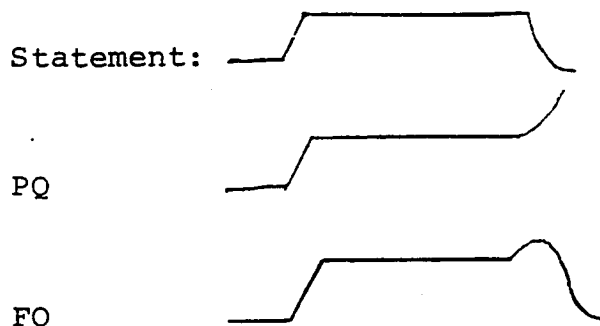
82. Identify this utterance as a statement (S), a polite question (PQ), or familiar question (FQ).

() ()

(FQ)

83. Identify this utterance.
 () ()
 (S)
84. Identify this one.
 () ()
 (FQ)
85. Identify this one.
 () ()
 (PQ)
86. If a person were to ask you this question, is he being formal or informal?
 () ()
 (formal)
87. If a person were to ask you this question, is he being formal or informal?
 () ()
 (informal)
88. If you heard the following utterance, would the speaker be asking or telling you something?
 () ()
 (telling)
89. If you hear this one, would the speaker be telling or asking?
 () ()
 (telling)
90. Would he be telling or asking in this one?
 () ()
 (asking)
91. Would he be telling or asking in this one?
 () ()
 (asking)
92. Would he be telling or asking in this one?
 () ()
 (asking)
93. And here?
 () ()
 (asking)

94. As you have observed, a question is signaled by the speaker by the intonation he uses. Similarly, his intonation reveals if he is simply making a statement.



95. But notice what happens here: this, too, is a question.

() ()

96. This kind of question has the same intonation as a statement. Observe the similarity between the question (Q) and the statement (S).

(Q) (S) (Q) (S)

97. Since the intonation is the same, there is no way to tell by intonation alone whether it is a question or a statement. However, a native speaker knows which are statements. He can tell them apart by the beginning of the sentence: such questions always have a question-word at or near the beginning. For example, this is one of the several Spanish question-words:

() ()

98. This, then, is a question.

(Q) (Q)

99. This, too, is a question.

(Q) (Q)

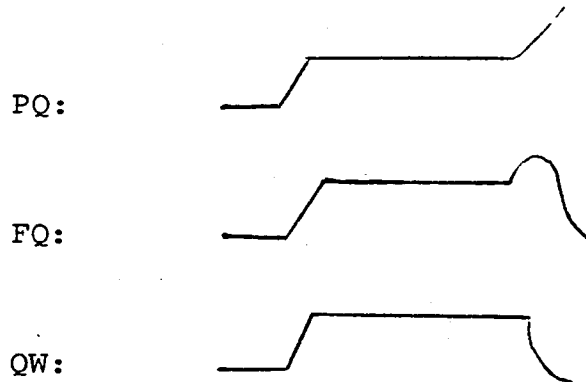
100. A question with a question-word, then, is no different in intonation from a statement. The intonation is the same. The difference is signaled by the question-word. Observe:

Statement (S): (S) (S)

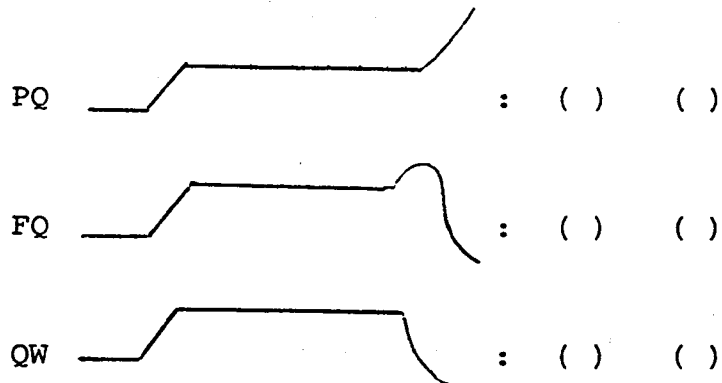
Question w/
question-word

(QW): (QW) (QW)

101. There are, then, three basic types of questions:



102. Observe these three patterns:



103. As a non-speaker of Spanish at this moment, you would be unable to tell if someone were telling you something or asking you something with a question-word, since you do not yet know what the question-words are for Spanish. However, you have learned to spot that this is one of the question words:

() ()

104. Therefore, is this a question or a statement?

()

(question)

105. And, if in these presentations we did not use any other question-word but the one you have learned to identify, you should be able to tell which of the following two is a question:

(1) (2)

(2)

106. Are these both questions, or is one a statement and the other a question?

(?) (?) (?) (?)

(questions)

107. Are both of these questions?

(?) (?)

(no)

108. Are both of these questions?

(?) (?)

(yes)

109. Are both of these questions?

(?) (?)

(no)

110. Which one is a question?

(1) (2)

(1)

111. Here is a series of sentences. Identify which ones are questions.

(1) (2) (3) (4) (5)

Again: (1) (2) (3) (4) (5)

(2,3,5)

112. Which ones of these are statements?

(1) (2) (3) (4) (5)

Again: (1) (2) (3) (4) (5)

(2,3)

113. Is this a polite question (PQ) or a familiar question (FQ)?

() ()

(FQ)

114. Is this a statement (S) or a question with a question-word (QW)?

() ()

(QW)

TEST C

You will hear a number of sentences. Each will be said twice. You are to identify what kind of sentence is being said. Put an 'X' in the appropriate column:

	<u>Statement</u>	<u>Polite Question</u>	<u>Familiar Question</u>	<u>Question with a Question-Word</u>
	(S)	(PQ)	(FQ)	(QW)
1.	() () _____	_____	_____	_____
2.	() () _____	_____	_____	_____
3.	() () _____	_____	_____	_____
4.	() () _____	_____	_____	_____
5.	() () _____	_____	_____	_____
6.	() () _____	_____	_____	_____
7.	() () _____	_____	_____	_____
8.	() () _____	_____	_____	_____
9.	() () _____	_____	_____	_____
10.	() () _____	_____	_____	_____
11.	() () _____	_____	_____	_____
12.	() () _____	_____	_____	_____
13.	() () _____	_____	_____	_____
14.	() () _____	_____	_____	_____
15.	() () _____	_____	_____	_____

(Check with your instructor in class for the right answer.)

NOTE

The purpose of this section on intonation has been to teach you that intonation is important and to encourage you to imitate it.

You will find that one or more of the four patterns presented thus far may not be accepted by a native speaker. There

are several reasons for this rejection:

1. Intonation is such a subtle matter that most native speakers (like yourself in English) are not aware of intonation.
2. Some patterns vary slightly from country to country.
3. The voicing of these intonation patterns on the tape may appear unnatural to a native speaker for two reasons:
 - a. It is almost impossible to produce natural intonation in isolated sentences out of context, as we have tried to do.
 - b. We are guilty of exaggeration of the patterns of intonation in order to allow an untrained student to hear these more distinctly.

If discrepancies exist between the recorded material and your instructor, always imitate and follow your instructor's intonation.

END OF UNIT 1

UNIT 2

Part 1

1. This is a Spanish syllable.
() ()
2. This is the same syllable, but it is pronounced wrong.
() ()
3. Here is the same syllable, right (R) followed by wrong (W).
(R) (W) (R) (W)
4. Which is the right one, No. 1 or No. 2?
(1) (2) (1) (2)
(2)
5. Which is the right one this time?
(1) (2) (1) (2)
(1)
6. Here is a different syllable. Which is the right one?
(1) (2)
(1)
7. Here is a new syllable, first pronounced right and then wrong.
(R) (W) (R) (W)
8. Which is the right one, No. 1 or No. 2?
(1) (2)
(1)
9. You will now hear this syllable and a previous one, both right:
(R) (R)
10. Are both of these right?
() ()
(no)

11. Are both of these right?
() ()
(no)
12. Are both of these right?
() ()
(yes)
13. Here is a new syllable pronounced right then wrong:
(R) (W)
14. Which is the right one?
(1) (2)
(1)
15. Are both of these right?
() ()
(no)
16. Are these right?
() ()
(yes)
17. Here are three syllables. Are all three correct?
() () ()
(yes)
18. Are these three right?
() () ()
(no)
19. Are these three right?
() () ()
(no)
20. Are all of these right?
() () ()
(yes)

21. Here is a new syllable pronounced right then wrong.
(R) (W)
22. Which one is right, No. 1 or No. 2?
(1) (2)
(1)
23. Are both of these right?
() ()
(no)
24. Are these right?
() ()
(yes)
25. Here are the four syllables which you have observed thus far. These are right.
(R) (R) (R) (R)
26. Are all of these right?
() () () ()
(no)
27. Are all of these right?
() () () ()
(no)
28. Which of the following are wrong?
(1) (2) (3) (4)
(3,4)
29. Which ones are wrong this time?
(1) (2) (3) (4)
(3,4)
30. As you have observed, Spanish syllables are rather short and 'clipped.' They are not drawn out. Observe:
() () () ()

31. A speaker of English can duplicate this next Spanish syllable exactly if he can learn to make his lips tense and keep the syllable short. Therefore, pull your mouth back tightly as if to produce a forced grin and repeat after your instructor's model. (From now on, you will notice that an 'X' is used after some parentheses. This 'X' is a reminder to repeat aloud in imitation of what you hear in the parentheses. In this case, the 'X' indicates that you are to repeat after each parentheses.)

()X ()X

32. Keep making a forced grin, and repeat as often as you hear your instructor's model.

()X ()X ()X

33. Similarly, repeat this one:

()X ()X ()X

34. With lips still drawn back, repeat this series of syllables.

()X ()X ()X ()X

35. This next syllable might make you feel a little strange in saying it with your lips drawn back. But you have to.

()X ()X ()X

36. Try these syllables with your lips drawn back:

()X ()X ()X

37. Here is a two-syllable word of a type that is often mispronounced by a speaker of English. You will first hear it right, then wrong.

(R) (W) (R) (W)

38. Here is another two-syllable 'word' pronounced right then wrong. Observe that the wrong part has to do again with the first syllable.

(R) (W) (R) (W)

39. Now, repeat these. Be careful to pronounce the first syllable right, and keep your lips drawn back tightly, the tighter the better.

()X ()X ()X ()X

40. Which one of these is pronounced wrong?

(1) (2) (3)

again (1) (2) (3)

(2)

41. Are both of these right?

() ()

(no)

42. Are both of these right?

() ()

(yes)

43. With the next syllable, you should relax your lips and do not force a grin. Repeat this syllable only where shown by the X. That is, listen to it two times, then repeat it after your instructor's model the third and fourth time.

() () ()X ()X

44. Do this one the same way.

() () ()X ()X

45. And this one, too. Be sure you keep it short.

() () ()X ()X

46. And keep this one short also:

() () ()X ()X

47. We will now begin an exercise with two syllables. The first syllable requires no effort on your part, but the second requires that you pull your lips back in a tight grin. First, just listen, don't repeat.

(a) (b) (a+b) (a+b)

48. Now repeat where shown by the X. Remember to draw your lips back before saying the 'b' part.

(a)X (b)X (a+b)X (a+b)X

49. Listen to this combination.

(a) (b) (a+b) (a+b)

50. Now, imitate it. Remember to draw your lips back for 'b'.

(a)X (b)X (a+b)X (a+b)X

51. Now, listen to this one. Don't repeat.

(a) (b) (a+b) (a+b)

52. Now, repeat where shown. Again, remember to draw your lips back for 'b'.

(a)X (b)X (a+b)X (a+b)X

53. And, finally, listen to this last combination which is similar to the others. Don't repeat.

(a) (b) (a+b) (a+b)

54. Now, try it, and be sure to draw your lips back for 'b'.

(a)X (b)X (a+b)X (a+b)X

Part 2

55. Listen to this English word.

() ()

56. Now, we will change it a little.

() ()

57. Now, we will change it just a little more.

() ()

58. And this is our last change.

() ()

59. Here is a Spanish word involving the last sounds you heard. Listen.

() ()

60. Now, listen for two times, then repeat where shown by the X:

() () ()X ()X

61. You will now hear this word pronounced more rapidly and more normally. Is this word stressed on the last or second-last syllable?

() (): $\frac{\quad}{2}$ $\frac{\quad}{1}$

(1)

62. Here is another word.

() ()

63. Is this word stressed on the last or second-last syllable?

() (): $\frac{\quad}{2}$ $\frac{\quad}{1}$

(2)

64. Where is this one stressed?

() (): $\frac{\quad}{2}$ $\frac{\quad}{1}$

(2)

65. Here is another word, where is it stressed?

() (): $\frac{\quad}{2}$ $\frac{\quad}{1}$

(1)

66. Here is another one. Where is this one stressed?

() (): $\frac{\quad}{2}$ $\frac{\quad}{1}$

(2)

67. And here is still another one. Where is it stressed?

() (): $\frac{\quad}{4}$ $\frac{\quad}{3}$ $\frac{\quad}{2}$ $\frac{\quad}{1}$

(2)

68. All languages make 'funny' changes at times (not always) when certain words are said in proximity to certain other words. For example, if 'don't' is said with 'you', the -t of don't and the y- of you change to something resembling the sound '-ch-', and we normally say something like 'donchou'. You will find a changes of the kind called a reduction or 'shortening.' Here are the two words.

(a) (a) (b) (b)

69. In normal speech, there is this reduction.

(a) (b) (a+b) (a+b)

70. Here is another example of a change. First, listen to the two words said separately.

(a) (b) (a) (b)

71. Listen to the combination.

(a) (b) (a+b) (a+b)

72. In order to 'pin-point' it more clearly, let's illustrate this by using word (a) but followed only by the first sound of word (b).

(a) (-) (a+-) (a+-)

73. Finally, here it is again, in its natural form.

(a) (b) (a+b) (a+b)

END OF UNIT 2

UNIT 3

INTRODUCTION

(Recorded)

1. This is a Spanish word.

() ()

2. This is the same word, but it is now pronounced wrong.

() ()

3. Here is the contrast between the right (R) and wrong (W) pronunciation.

(R) (W) (R) (W)

4. You will now hear the syllables several times.
How many are right?

() () () ()

(3)

5. How many are wrong?

() () () ()

(2)

6. Here is another Spanish syllable.

() ()

7. Here is the same syllable pronounced wrong.

() ()

8. Here is the contrast between the right and wrong pronunciation.

() () () ()

9. How many of these were right?

() () () ()

(All of them)

10. How many are wrong?
 () () () ()
 (1)
11. Here is the same syllable with another sound added to the front of it.
 () ()
12. Here it is in its new form, with the first sound wrong.
 () ()
13. Here is the contrast.
 (R) (W) (R) (W)
14. How many are correct?
 () () () ()
 (3)
15. How many are wrong?
 () () () ()
 (1)
16. This is what the first word of this series, plus this last word, sound like in Spanish.
 () ()
17. This is what they sound like if pronounced wrong.
 () ()
18. These two words will now be said four times. How many are correct?
 () () () ()
 (3)
19. One of these is wrong. Which one is it?
 (1) (2) (3)
 (1)

20. Listen carefully. Is this pronunciation right in every respect?

()

(no)

21. How about this one?

()

(no)

22. Is this one correct?

()

(yes)

23. The R/W difference you have been working with is based on the English speaker's unknowing habit of producing a puff of air with certain sounds. (This is right in English, but it is wrong in Spanish.) This is the English way of saying these words.

(a) (a) (b) (b)

24. This is the Spanish way of saying these words. The difference is simply that there is no puff of air:

(a) (a) (b) (b) (c) (c)

25. Listen twice, then --with lips spread back-- imitate the last two times.

() () ()X ()X

26. Again, listen two times, then imitate the last two with lips spread back.

() () ()X ()X

27. Now, let's combine the two.

() () ()X ()X

28. Which of the following sounds shorter, more 'clipped'?

(1) (2)

(2)

29. Which sounds closer to Spanish?

(1) (2) (1) (2)

(2)

30. Listen to the right and wrong pronunciation of this word:

(R) (W) (R) (W)

31. The previous word is the name of one of the men in the conversation. Which of the following pronunciations is the right one?

(1) (2)

(2)

32. Are these about the same or different?

() ()

(different)

33. Which one is right?

(1) (2)

(1)

34. Sometimes, this same name is said wrong like this:

(W) (W)

35. Which is the right one?

(1) (2) (1) (2)

(1)

36. Are both of these wrong?

(1) (2) (1) (2)

(yes)

37. Are both of these right?

(1) (2) (1) (2)

(yes)

38. Which ones are right?

(1) (2) (3) (4)

(1, 3)

39. Listen words (a) and (b).
 (a) (a) (b) (b)
40. Notice how the s-sound tends to 'buzz' a little when these two words are combined.
 (a) (b) (a+b) (a+b)
41. This 'buzzing' is normal for many speakers; many others say it like this. (Both are 'right'.)
 (a+b) (a+b)
42. Listen to this word.
 () ()
43. We will put a syllable in front of this new word, and say the combination slowly. Listen carefully.
 (a) (b) (a+b) (a+b) (a+b)
44. Listen again.
 (a) (b) (b) (a+b) (a+b) (a+b)
45. The combination you are hearing is an entirely new experience for the average speaker of English. Therefore, you will probably feel a little strange when you try to say it. Chances are, however, that you will be doing it right. Listen and then repeat as best as you can where shown.
 () () ()X ()X
46. We will now develop a new word. Listen carefully, and repeat where shown.
 () () ()X ()X
47. We will now add another syllable.
 () () ()X ()X
48. Here is another part of the word.
 () () ()X ()X

49. Now try it this way.

() () ()X ()X

50. And, finally, this is the word.

() () ()X ()X

51. Do these sound the same?

() () () ()

(no)

52. Which is the more Spanish one?

(1) (2)

(1)

53. Do these sound the same?

() () () ()

(no)

54. Which is the right one?

(1) (2)

(2)

55. Here is this same word, said wrong but in another syllable.

(W) (W)

56. Which is the right one in this case?

(1) (2)

(2)

57. In conclusion, listen and repeat correctly.

() () ()X ()X

END OF UNIT 3

UNIT 4

Remember to keep the answer in the left margin covered (either with your hand or with a piece of paper) until after you produce your answer. Then, slide your hand (or paper) down, revealing the correct answer. This correct answer lets you know if you are learning what you should learn. If your answer is wrong, you need to back up and re-study what you didn't learn.

Review

1. Speakers of English normally have an 'uh' sound in certain syllables, a sound that is produced automatically and, therefore, unknowingly. This is correct in English, but it is something to avoid when pronouncing Spanish. For example, here is the word 'tomorrow' pronounced right (R) and then (W). Notice the 'uh' sound at the end of the word in the (W) manner.

(R) (W) (R) (W)

2. This same word may be said wrong by an English speaker by producing this 'uh' sound in the first syllable. Listen.

(R) (W) (R) (W)

3. An English speaker with considerable resistance to Spanish, will put this 'uh' sound in both the first and last syllables. Listen.

(R) (W) (R) (W)

4. You must guard against this 'uh' sound. It does not exist in Spanish, and when an English speaker uses it, it sounds objectionable to Spanish ears. You can help avoid this sound by keeping your facial muscles tense, as if grinning. Repeat clearly and without any 'uh's':

()X ()X ()X

5. Which one of these has an 'uh' sound?

(1) (2) (1) (2)

(2)

- (1) 6. Which sounds closer to Spanish?
 () () ()
- (yes) 7. Is this Spanish word being said with an 'uh' sound in it? Listen carefully.
 () () ()
- (no) 8. Do you hear an 'uh' sound in this version?
 () () ()
- (yes) 9. Is there an 'uh' sound somewhere in this version of the same word?
 () () ()
10. Repeat the word correctly.
 ()X ()X ()X
- (W) 11. Here is a word from Unit 3. Is this being said (R) or (W)?
 () ()
- (W) 12. Is it now right, or is it still wrong?
 () ()
- (1) 13. Here it is in a phrase. Which is the right one, No. 1 or No. 2?
 (1) (2) (1) (2)
- (W) 14. The word 'party' is well known to Americans. Is this pronunciation right or wrong?
 () ()
- (yes) 15. Is this the right version?
 () ()

New Material

16. Here is a word.
() ()
17. If not careful, once in a while you may unknowingly say it this way:
(W) (W)
18. Which one is right?
(1) (2) (1) (2)
(2)
19. Here is another new word.
() ()
20. Here, too, you may unknowingly say it this way:
(W) (W)
21. Which is the right one?
(1) (2) (1) (2)
(1)
22. And here is another new word.
() ()
23. And here, too, you are apt at times to say it wrong:
(W) (W)
24. Which is the right one?
(1) (2) (1) (2)
(2)
25. Here is a new name you will run across which is well known to Americans.
() ()
26. One of the mispronunciations commonly made is putting the stress on the wrong syllable.
(R) (W) (R) (W)

27. Another error made with this word is, again, the use of this 'uh' sound in the last syllable.

(W) (W)

28. Which is the right one?

(1) (2) (3) (1) (2) (3)

(3)

29. You may hear the following combination where a slight change may (does not have to) occur. Observe this combination:

(a) (b) (a+b) (a+b)

30. Listen to this combination.

(a) (b) (a+b) (a+b)

(a) (b) (a+b) (a+b)

31. Which is the right combination?

(1) (2) (1) (2)

(2)

32. Now, you try it. Repeat where shown, keeping your mouth drawn back in a tight grin.

() ()X ()X ()X

33. Listen to this syllable:

() () () ()

34. Listen to this one.

() () ()

35. Listen to these two syllables.

() () ()

36. Now listen to this phrase.

() () ()

37. And now listen to this combination.

(a) (b) (a+b) (a+b)

Again: (a) (b) (a+b) (a+b)

38. Imitate where shown, exactly as you hear it.

() () ()X () X

39. And finally here is the word used in frame 11 as a review of the 'uh' sound error. Which of the following four is right? (Three are wrong.)

(1) (2) (3) (4) (1) (2) (3) (4)

(3)

END OF UNIT 4

UNIT 5

Review

1. Which of the following is right?
(1) (1) (2) (1) (2)
2. Which is the right one?
(2) (1) (2) (1) (2)
3. Which is the right one?
(1) (1) (2)
4. Practice saying this word where indicated.
 () () ()X ()X
5. Listen to this combination.
 (a) (b) (a+b) (a+b)
6. Practice saying this phrase where indicated.
 () () ()X ()X
7. Listen to this combination.
 (a) (b) (a+b) (a+b)
8. Practice saying this phrase where indicated.
 () () ()X ()X

New Material

9. Listen to this syllable.
 () () ()
10. Now, listen to it again with another syllable
in front.
 () () ()

11. And now listen to these sounds.

() () ()

12. Repeat where shown, exactly as you hear it.

() () ()X ()X

13. And here is the full word. Repeat where shown.

() () ()X ()X

14. Within any language there are regional differences. Here is the English word 'park' said three different ways used in the United States.

() () ()

15. Spanish also exhibits differences. The difference we are going to illustrate does not have social implications. That is, all three variants are equally acceptable; none is objectionable. Teacher A may say it one way, Teacher B the other way, and Teacher C the third way, depending on where they grew up.

A: () () ()

B: () () ()

C: () () ()

16. This word occurs in the following sentence, and we will use this regional variant in pronunciation.

() () ()

17. Listen to these sounds.

() () ()

18. Listen to these.

() () ()

19. Listen to these.

() () ()

20. And listen to this word.

() () ()

21. Listen, and repeat where shown:

() () ()X ()X

22. Listen again, and repeat where shown.

() () ()X ()X

23. Which one of these pronunciations of the last word is said wrong with an 'uh' sound?

(1) (2) (1) (2)

(1)

24. Which is the right one?

(1) (2) (1) (2)

(2)

25. Listen to another word. Which one has the 'uh' sound and, therefore, is wrong?

(1) (2) (1) (2)

(1)

26. Listen and repeat where shown:

() () ()X ()X

27. Listen and repeat where shown:

() () ()X ()X

28. Listen to this new word, and repeat where shown.

() () ()X ()X

29. Listen to these sounds.

() () () ()

30. Now listen again as we shift the stress to the last syllable.

(a) (b) (a) (b)

31. Listen to this same word (b), and repeat where shown.

() () ()X ()X

32. Listen again, and repeat.
 () () ()X ()X
33. Now listen to the full word. Don't repeat;
 just listen.
 () () () ()
34. Now listen and repeat where shown.
 () () ()X ()X
35. Here is a new word. Listen only.
 () () () ()
36. Listen and repeat.
 () () ()X ()X
37. Listen to the same word as we drop the final
 sound in (b). Listen; DON'T repeat.
 (a) (a) (b) (b) (b)
38. Listen again. DON'T repeat.
 (a) (a) (b) (b) (b)
39. Now, listen and repeat.
 (a) (a)X. (a)X (b) (b)X (b)X (b)X
40. Here is a new word. Listen; DON'T repeat.
 () () ()
41. Here is the same word followed by another one.
 The two often sound the same to speakers of
 English. Listen carefully.
 (a) (b) (a) (b) (a) (b)
42. Listen to these two words again.
 (a) (b) (a) (b) (a) (b)
43. Now, listen and repeat where shown.
 (b) (b) (b)X (b)X

44. Now, listen and repeat where shown.

(b) (b)X (a) (a)X (b)X (a)X (b)X (a)X

45. Word 'b' above does not exist in Spanish. Word 'a' does, however. Listen to it again, and repeat where shown.

() ()X))X

46. This is the same word pronounced right and wrong.

(R) (W) (R) (W) (R) (W)

47. In the wrong one, you will notice a puff of air accompanying the first sound of the word. Listen again.

(R) (W) (R) (W)

48. In the right one, there is no puff of air. Listen once again.

(R) (W) (R) (W)

49. Which is the right one?

(1) (2) (1) (2)

(1)

50. Finally, repeat where shown.

() ()X ()X ()X

51. Here is a review of the words with which we have been working. Repeat where shown.

(a) (a)X (a)X

(b) (b)X (b)X

(c) (c)X (c)X

etc.

END OF UNIT 5

UNIT 6

Review

1. Which of the following three is the right one?
(1) (2) (3)
(3)
2. Which is the right one?
(1) (2)
(1)
3. Which is the right one?
(1) (2)
(2)
4. Repeat these where shown.
(a) (a)X (a)X
(b) (b)X (b)X
(c) (c)X (c)X
(d) (d)X (d)X
(e) (e)X (e)X
(f) (f)X (f)X
(g) (g)X (g)X

New Material

5. Listen and repeat where shown.
() () ()X ()X
6. Listen and repeat where shown.
() () ()X ()X
7. Listen and repeat where shown.
() () ()X ()X

8. Listen to these two words.
 (a) (b) (a) (b)
9. Repeat this second word exactly as you hear it.
 (b) (b)X (b)X
10. Listen and repeat this word.
 () () ()X ()X
11. Listen and repeat this one.
 () () ()X ()X
12. Listen and repeat this one.
 () () ()X ()X
13. Listen to this word.
 () ()
14. Now repeat what you hear, where shown.
1. () ()X ()X ()X
 2. () ()X ()X ()X
 3. () ()X ()X ()X
 4. () ()X ()X ()X
 5. () ()X ()X ()X
 6. () ()X ()X ()X
 7. () ()X ()X ()X
15. Listen to this word.
 () ()
16. Now, repeat what you hear, where shown.
1. () ()X ()X ()X
 2. () ()X ()X ()X
 3. () ()X ()X ()X
 4. () ()X ()X ()X

5. () ()X ()X ()X
6. () ()X ()X ()X
17. Listen to this word.
() ()
18. Now, repeat what you hear, where shown.
1. () ()X ()X ()X
2. () ()X ()X ()X
3. () ()X ()X ()X
4. () ()X ()X ()X
5. () ()X ()X ()X
6. () ()X ()X ()X
19. Listen to this syllable.
() () () ()
20. Listen to the difference between the same syllable and another one.
(1) (2) (1) (2) (1) (2)
21. Now, listen and repeat where shown.
() ()X ()X ()X
22. And now, listen and repeat this word.
() ()X ()X ()X
23. Listen to this difference. Just listen.
(a) (b) (a) (b)
24. Listen again.
(a) (b) (a) (b)
25. These last two words are different. This same difference is observable in these two words.
(c) (d) (c) (d)

26. Now, pronounce the syllable that you hear just as you hear it.

() ()X ()X ()X

27. Now, listen to this change.

() () () ()

28. Now, repeat where shown.

() () ()X ()X

29. Try it again where shown.

() () ()X ()X

30. Now try this similar one where shown.

() () ()X ()X

31. Now try it in this form.

() () ()X ()X

32. Now, smooth it out.

() () ()X ()X

33. Again, smooth it out.

() () ()X ()X

34. Try the other word, smoothed out.

() () ()X ()X

35. Listen to this TARGET WORD, and remember it in order to answer a question in the next frame.

() () ()

36. Which of the following two words contains the sound that is found in the middle of the target word?

(1) (2) (1) (2)

(2)

37. Listen to the target word again.

() () ()

38. Which of the following contains the same middle sound of the target word?

(1) (1) (2) (1) (2)

39. Which one of this pair contains this sound of the target word?

(2) (1) (2) (1) (2)

40. Repeat the word you hear, where shown.

(a) (a)X (a)X

(b) (b)X (b)X

(c) (c)X (c)X

(d) (d)X (d)X

(e) (e)X (e)X

(f) (f)X (f)X

(g) (g)X (g)X

(h) (h)X (h)X

(i) (i)X (i)X

(j) (j)X (j)X

(k) (k)X (k)X

(l) (l)X (l)X

END OF UNIT 6

UNIT 7

Writing Awareness. (Part 1)

1. Listen to this syllable.

() () ()

2. Now, listen and look.

(la) (la)

3. Does this syllable end with the same sound of the syllable la?

() ()

(yes)

4. How would you write this syllable? Write it on the blank line.

() () _____

(ma)

5. How would you write this one?

() () _____

(fa)

6. How would you write this one?

() () _____

(sa)

7. Listen to this syllable.

() () ()

8. Now, listen and look.

(lo) (lo)

9. The same syllable will be said twice, once right and the other time wrong. Listen.

(R) (W) (R) (W)

10. How would you write this syllable?

() () _____

(mo)

11. How would you write this one?
 () () _____
 (so)
12. Write the word you will hear next.
 () () _____
 (fama)
13. Write this word.
 () () _____
 (mala)
14. Write this one.
 () () _____
 (masa)
15. Write this one.
 () () _____
 (mosa)
16. Write this one.
 () () _____
 (malo)
17. Write this one.
 () () _____
 (solo)
18. Write this one.
 () () _____
 (sola)
19. Listen to these syllables.
 (1) (2) (3)
20. Listen and look.
 (se) (se)
21. Listen and look.
 (fe) (fe)
22. How would you write this syllable?
 () () _____
 (me)

23. How would you write this one?
 () () _____
 (se)
24. Write this word.
 () () _____
 (mese)
25. Write this one.
 () () _____
 (mele)
26. Look and listen: is this word being said right
 or wrong?
 (mele) (mele)
 (wrong)
27. Look and listen: is this word being said right
 or wrong?
 (mese) (mese)
 (right)
28. Which is the right one?
Mele: (1) (2)
 (2)
29. How would you write this word?
 () () _____
 (mesa)
30. How would you write this one?
 () () _____
 (mase)
31. How would you write this one?
 () () _____
 (mole)
32. Which of these syllables is being said?
se? sa? () ()
 (se)
33. Read this syllable, then listen to see if you
 were right.
se: (Read it)... () ()

34. Read this one:

sa: ... () ()

35. Now, read this word, then listen.

mesa: ... () ()

36. Now, read this one, then listen.

mese: () ()

37. Which is the right pronunciation for this word?

mese: (1) (2)

(2)

38. This one may be a little tricky. Listen carefully. Which is the right one?

mesa: (1) (2) (1) (2)

(1)

39. This syllable occurs as a word by itself, and it is also a widely used syllable inside many words. Listen:

() () ()

40. This is a word in which this syllable occurs.

() ()

41. Here is another word in which this syllable occurs.

() ()

42. There is only one way to write this syllable. No matter which circumstances this syllable occurs in, it is always written as follows:

que

43. Write this word.

() () _____

(quema)

44. Write this word.

() () _____

(saque)

45. Write this word.

() () _____

(queme)

46. Write this word.

() () _____

(quemo)

47. Listen to the right and wrong pronunciation of this word:

(R) (W) (R) (W)

48. This is very similar to a word that occurred in an earlier Unit. Which is the right pronunciation?

(1) (2) (1) (2)

(2)

49. Here are two words which occurred in an earlier Unit. They are said separately, and then in combination. Notice the reduction that occurs in the combination.

(dónde) (está) = (dónd(e)está)

Again: (dónde) (está) = (dónd(e)está)

50. Listen to the change that occurs in the d in this combination:

(sala) (de clase) = (sala ðe clase)

Again: (sala) (de clase) = (sala ðe clase)

51. The change above is very common in Spanish. This change occurs almost invariably when 'd' comes after a vowel. You have already learned to pronounce it right in the following word.

() ()

52. You have also learned to say it right in another word.

() ()

53. Here are two words in print. Look and listen.

usted~~z~~: () ()

casa~~z~~a: () ()

54. The authentic Spanish writing system writes these words like this.

usted

casada

But we will, for a while, write these words with this kind of a 'ǎ' to show you where it is to be pronounced this special way.

55. Listen to this word. Does the sound 'ǎ' occur in this word?

() ()

(yes)

56. Listen to this one. Does the sound 'ǎ' occur in this word?

(no)

57. Does the sound 'ǎ' occur in this word?

() ()

(yes)

58. Does it occur in this one?

() ()

(yes)

59. Here is a sentence from an earlier Unit. Does 'ǎ' occur in the sentence?

() () ()

(yes)

60. This change from 'd' to 'ǎ' occurs any time a 'd' follows a vowel. Thus, sala + de clase = sala ǎe clase since, when spoken, the three words are said together as if they were one word, as salaǎeclase, and in which case, the 'd' of de now follows the vowel '-a' of sala.

61. Would the 'd' in this word be said as a 'd' or 'ǎ'?

déme

('d')

62. Is the 'd' in this phrase said as a 'd' or a 'ǎ'?

no me dé

('ǎ')

63. Is the 'd' in this phrase said as a 'd' or a 'ð'?

pero déme

('ð')

64. Earlier, you learned that there is only one way to write the syllable that you are going to hear. Listen to it, and then write it.

() () _____

(que)

65. This other syllable is very similar. Listen.

() ()

66. There is only one way to write this other syllable. Look and listen.

(qui) (qui)

67. Therefore, how do you write this word? Listen and write.

() () _____

(aqui)

68. Pronounce this word, then listen to it.

quinta: (say it) () ()

69. Pronounce this word, then listen to it.

quiso: (say it) () ()

70. Does the syllable 'qui' occur in this long word?

() () ()

(yes)

UNIT 8

Writing Awareness. (Part 2)

1. Look and listen.

me: () ()

2. You will now hear a similar syllable said ten times. Write it every time you hear it, right after you hear it. Caution: It is important that you write your syllable right after you hear it--not before, and not during, but immediately after you hear each one.

()__ ()__ ()__ ()__ ()__

()__ ()__ ()__ ()__ ()__

(se)

3. Do the same with this syllable.

()__ ()__ ()__ ()__ ()__

()__ ()__ ()__ ()__ ()__

(le)

4. How would you pronounce this syllable?

sa: ... () ()

5. Now, as before, write the syllable you hear right after you hear it.

()__ ()__ ()__ ()__ ()__

()__ ()__ ()__ ()__ ()__

(sa)

6. Write this one.

()__ ()__ ()__ ()__ ()__

()__ ()__ ()__ ()__ ()__

(ma)

7. Now, write only once what you hear.

- | | |
|-------------------|--------------------|
| 1. () (): _____ | 6. () (): _____ |
| 2. () (): _____ | 7. () (): _____ |
| 3. () (): _____ | 8. () (): _____ |
| 4. () (): _____ | 9. () (): _____ |
| 5. () (): _____ | 10. () (): _____ |

Check your answers below:

- | | |
|---------|------------|
| (1. ma) | (6. la) |
| (2. me) | (7. mesa) |
| (3. sa) | (8. mese) |
| (4. se) | (9. mase) |
| (5. le) | (10. mele) |

8. Write this word.

() () _____
 (que, or qué)

9. Write this word.

() () _____
 (laque)

10. Write this word.

() () _____
 (aquí)

11. Write this word.

() () _____
 (oficina)

12. Write this word.

() () _____
 (clase)

13. Here is a word that will occur in the dialog of this Unit. It is pronounced in three different ways:

1. Probably the most common pronunciation:

() ()

2. Common in some places:

() ()

3. 'Argentine' Spanish:

() ()

14. This is what it looks like, followed by the three varying pronunciations.

silla: (1) (2) (3)

15. Here is another new word. Listen.

() () ()

16. Listen and repeat where shown.

() () ()X ()X

17. This is what it looks like.

libro: () ()

18. Listen and repeat again where shown.

libro: () ()X ()X ()X

19. Write the word that you are going to hear. If you can't remember how to write it, look back to frame 14.

() (): _____

(silla)

20. Again, write this variation.

() (): _____

(silla)

21. And, write this one.

() (): _____

(silla)

22. Spanish writing employs two question-marks: an up-side-down one at the beginning of the question and a right-side-up one at the end. Observe:

¿Dónde estamos?

23. Where is the first question-mark placed, at the beginning of the sentence, or at the beginning of the question part of the sentence? Observe, then answer.

¿Dónde estamos?

Y usted, ¿dónde está?

(At the beginning of the question part.)

24. The up-side-down question mark is written by starting at the top:

-- -- -- -- -- -- -- (writing line)

Then make something that looks like the letter 'c':

-- -- -- -- -- -- --

And, finally, dot it:

-- -- -- -- -- -- --

25. Insert the up-side-down question-mark where needed in the following:

 Dónde estamos?

Y usted, dónde está?

 Dónde están Sánchez y Gómez?

Masculine/Feminine Concept.

26. A 'noun' is the name of something, what you call something. For example, this sentence has a noun: 'The house is big.' In the sentence 'The boy is big.' the noun is .
(boy)

27. A noun does not have to be something physical as 'house' or 'boy'; it may be a concept, as in 'The analysis is interesting', or 'A trend is being established', etc. As a matter of fact, any word that can be used with 'a' or 'the' is a noun: 'a/the period', 'a/the justification', 'a feeling', 'an opinion', etc.

28. In Spanish, there are two kinds of nouns which we may call 'kind X' and 'kind Y'. As a student of Spanish, you will not only have to learn what the meaning of a noun is, but you will also have to learn to what category it belongs.

29. It is essential to know whether a certain noun is an 'X kind' or 'Y kind' since other words in a sentence will change their shape according to the kind of noun they might be used with. One of these words is the counterword for English 'a' or 'an', as in 'a table', 'an ashtray', etc.

30. Examine these three nouns:

mesa 'table'

silla 'chair'

libro 'book'

31. 'a book' is un libro, but

'a table' is una mesa, and

'a chair' is una silla.

32. Grammarians call this difference a matter of 'gender'. And, traditionally, they have referred to one kind of noun as 'masculine nouns', and to the other as 'feminine nouns'. Masculinity and femininity have little to do with whether something is grammatically 'masculine' or 'feminine'. A bracelet, for example, though usually worn by women, is grammatically masculine; a shirt, though usually worn by men, is feminine; and there is certainly nothing feminine or masculine about tables, chairs, books, etc.

33. Mesa and silla are feminine nouns. Write the word for 'a' as it is used before these two nouns:

(una)

34. Write the word for 'a' that is used before feminine nouns:

(una)

35. libro is a masculine noun. Write the form of the word 'a' as it is used before libro:

(un) _____

36. Write the word for 'a' in the form that it is used before a masculine noun:

(un) _____

37. The counterword in Spanish for 'a' (or 'an') has two shapes. Write them in the blanks.

Masculine: _____

Feminine: _____

(un)

(una)

UNIT 9

Writing Awareness. (Part 3)

1. Read these words aloud, then listen to see if you were correct.

- a. me () ()
- b. mesa () ()
- c. oficina. () ()
- d. que. () ()
- e. quema. () ()
- f. saque. () ()
- g. seña () ()
- h. puede. () ()
- i. Si quiere. () ()
- j. acepto () ()

2. Dictation. Write the words that you hear. Then, check your answers below.

- a. () (): _____
- b. () (): _____
- c. () (): _____
- d. () (): _____
- e. () (): _____
- f. () (): _____
- g. () (): _____
- h. () (): _____
- i. () (): _____
- j. () (): _____

Check your answers:

- | | |
|---------------------------|----------------------------|
| a. esto | f. una silla |
| b. oficina (only one 'f') | g. un libro |
| c. puede | h. saque |
| d. casaða (or, kasaða) | i. buscamos (or, buskamos) |
| e. estoy | j. acepto (only one 'c') |

New Material:

3. Listen to this new word.

() ()

4. The same word will be pronounced right (R) then wrong (W).

(R) (W) (R) (W)

5. Which is the right pronunciation?

(1) (2) (1) (2)

(2)

6. Here is the same word; this time, it will be pronounced in a different way.

(R) (W) (R) (W)

7. Is this the right pronunciation?

() ()

(no)

8. Which is the right pronunciation?

(1) (2) (1) (2)

(2)

9. The word above will be combined with this other word:

() ()

10. In the combination, two things happen. For one thing, the 's' at the end of the first word develops a little bit of 'buzzing'. Listen.

() () ()

11. And the 'd' sound in the second word changes to the sound of 'ð' that you learned in puede. Listen again.

() () ()

12. The sound 'd' usually changes to 'ð' after any vowel, after an 's' and after an 'r'. Therefore, we can say that the following combination is correct:

'buenos' + 'días' = 'buenosðías'

13. Is this combination correct?

'de' + 'dónde' = 'deðónde'

(yes)

14. Would this one be correct?

'por' + 'dónde' = 'pordónde'

(no)

15. Write in the blank the correct combination for the following:

'por' + 'dónde' = ' _____ '

('porðónde')

16. Is this combination correct?

'los' + 'dos' = ' _____ '

(no)

17. If 'buenos' + 'días' = 'buenosðías', finish this combination correctly.

'los' + 'dos' = ' _____ '

('losðos')

18. Finish this combination correctly.

'ver' + 'dónde' = ' _____ '

('verðónde')

Written Accent.

Compared to English, the Spanish writing system is one of the most modern, up-to-date systems in the world. It is not without some flaws, but these are few, and they are easy to handle. The system as a whole works, and it works well: so well, in fact, that Spanish dictionaries do not find it necessary to include the pronunciation of words.

Since part of the pronunciation involves the feature of loudness, the writing system includes a marker for this loudness. Thus, once you learn how to pronounce the various combinations of letters and then how to interpret this loudness marker, you will be able to pronounce correctly any word in the dictionary.

19. The loudness marker is a little line placed over a vowel, like this: á. This line is called 'an accent mark', or simple 'an accent'.
20. This accent serves to indicate where the loudness is. Thus, aquí indicates that the loudness is on the last syllable. Therefore, in speaking Spanish you would pronounce this word with loudness on the last syllable. And in writing this word, you would indicate where this loudness is by accenting the appropriate vowel.

Write this word correctly:

'aquí': _____

(aquí)

21. Similarly, write these words correctly:

'termine': _____

'prepare': _____

(terminé)

(preparé)

22. Listen to this word, and write it correctly.

() (): _____

(terminó)

23. Listen to this word, and write it correctly.

() (): _____

(preparó)

24. Listen to this word, and write it correctly.

() (): _____

(recomendó)

25. Listen to this word, and write it correctly.

() (): _____

recomendé)

26. Listen to this word, and write it correctly.

() (): _____

(está)

27. Listen and write correctly.

() (): _____

(así)

28. The next word is the name of a person. It starts with a capital 'J'. Listen and write it correctly.

() (): _____

(José)

29. Sometimes--in fact, most often--you will notice that many words do not have an accent mark. With words that end in a vowel, the absence of an accent mark indicates that the loudness is supposed to be on the second-last syllable.

Would this word require a written accent mark? Answer 'yes' or 'no'.

() ()

(no)

30. Listen and write correctly.

() (): _____

(papa)

31. Listen and write correctly.

() (): _____

(mesa)

32. Listen and write correctly.

() (): _____

(esto)

33. Listen and write correctly.

() (): _____

(silla)

34. This is a word that you already know. Does it need an accent?

() ()

(no)

35. You have not heard this word before. Does it need an accent?

() ()

(yes)

36. You have not heard this word before. Does it need an accent?

() ()

(yes)

37. Does this word need an accent?

() ()

(no)

38. You have heard only one of these words before. Which one needs an accent?

Word 1: () ()

Word 2: () ()

(1)

39. Which one of these two words needs an accent?

Word 1: () ()

Word 2: () ()

(2)

40. Read this word, then check with the tape.

papá () ()

41. Read this one, then check.

papa () ()

42. Read this one, then check.

terminó. () ()

43. Read this one, then check.

termino. () ()

44. Here are some words you have never seen. Read them, and check after each word.

a. casa () ()

b. casó () ()

c. dame () ()

d. naço () ()

e. colé () ()

45. You have now learned about 40% of the principles involving accent marks. We will conclude the presentation in Unit 10.

UNIT 10

Part 1. Practice

1. Repeat these words accurately.

a. ()X ()X ()X

b. ()X ()X ()X

c. ()X ()X ()X

2. Now, listen and write these words in the blanks.
Check your spelling after each one.

(carta) a. () (): _____

(parte) b. () (): _____

(corte) c. () (): _____

3. Repeat these words accurately.

a. ()X ()X ()X

b. ()X ()X ()X

c. ()X ()X ()X

4. Now, listen and write these words in the blanks.
Check your spelling after each one.

(tarde) a. () (): _____

(borde) b. () (): _____

(cordero) c. () (): _____

5. Repeat these words accurately.

a. ()X ()X ()X

b. ()X ()X ()X

c. ()X ()X ()X

6. Now, listen and write these words in the blanks. Check your spelling after each one.

- (padre) a. () (): _____
(madre) b. () (): _____
(cuadro) c. () (): _____

7. Try to make these contrasts accurately.

- a. (a)X (a)X (b)X (b)X
b. (a)X (a)X (b)X (b)X
c. (a)X (a)X (b)X (b)X

8. Now, listen and write these words in the blanks. The second of each pair contains -rr-.

- (pero) a. () (): _____
(perro) () (): _____
b. () (): _____
(caro) () (): _____
(carro) c. () (): _____
(para) () (): _____
(parra)

9. Notice that the second word in each of the following pairs begins with the sound similar to -rr-. Listen and repeat.

- a. (a)X (a)X (b)X (b)X
b. (a)X (a)X (b)X (b)X

10. When this -rr- sound is at the beginning of a word, it is written as a single -r-. Listen and write, and check each one.

- (ropa) a. () (): _____
- (rata) b. () (): _____
- (rico) c. () (): _____

Part 2. New Material.

11. Listen to the way this word is pronounced.

basto: () ()

12. Listen to this one.

vasto: () ()

13. Here are the last two words again. Do they sound different?

(basto) (vasto) (basto) (vasto)

(no)

14. A difference in the pronunciation between 'b' and 'v' began to disappear early in the history of the Iberian Peninsula, as evidenced in the early hispano-romantic inscriptions. Today, practically all speakers of Spanish pronounce them as one and the same sound. A few speakers may at times make a difference, but these are very much in the minority. In the opinion of the leading Spanish phonetician, T. Navarro Tomás (p. 92, Manual de pronunciación española, 6a. edición; Madrid 1953) to make a distinction between 'b' and 'v' is not in any fashion a requirement of Spanish pronunciation.

15. Read these words in accordance with the pronunciation adopted for this text, and check your pronunciation.

- a. basto: () ()
- b. vasto: () ()
- c. vaca: () ()
- d. verde: () ()
- e. busque: () ()
- f. vende: () ()
- g. vino: () ()

16. Listen to 'b' in these words:

sa**b**e: () ()

sa**b**or: () ()

17. Now, listen to the 'v' in these words:

pa**v**or: () ()

la**v**e: () ()

18. Here they are in pairs. Notice that there is no difference between the 'b' and the 'v'.

a. (sa**b**e) (la**v**e)

b. (sa**b**or) (pa**v**or)

19. The sound represented by 'b' or 'v' is heard by 'English-speaking ears' as approximately the sound of English 'v'.

This explains why the capital of Cuba is spelled 'Havana' even though it is spelled in Spanish 'Habana'.

20. The sound for 'b' or 'v' that we represent as 'b' or 'v' in our text occurs after any vowel.

lava = 'la**v**a'

cabo = 'ca**b**o'

21. Write these words using the writing principles used in this text.

lave : _____

cabo : _____

Diva : _____

llave: _____

vino : _____

(la**v**a, ca**b**o, Di**v**a, ll**v**e, vino)

22. Does this represent our text's writing system?

'la yaca'

(yes)

23. Does this represent our writing system?

'de vino'

(no)

24. Write this phrase using our system.

de vino: _____

(de yino)

25. As in the case of 'ð', 'b' and 'v' become 'þ' and 'v' after an 's' or 'r'. Thus:

las + veces = las veces

dar + voces = dar voces

26. According to our system, is this right?

'las þocas'

(yes)

27. Is this one right according to our system?

'los veranos'

(no)

28. Write this according to our system.

los veranos: _____

(los yeranos)

29. Listen how the 's' before y or þ tends to 'buzz' a little, just as it did before 'ð'.

las þocas: () ()

las veces: () ()

30. The 'd' is pronounced 'ð', as you know, after a vowel, after 's', and after 'r'. That is, the 'd' becomes 'ð' after the same kind of things that make 'b' or 'v' become 'þ' or 'y'.

cada = 'caða'

tarde = 'tarðe'

lava = 'lavya'

larva = 'larya'

cabo = 'caþo'

árbol = 'árþol'

desde = 'desðe'

desvelo = 'desʎelo'

asbesto = 'asβesto'

31. The 'b' or 'v' become 'β' or 'ʎ' after one more letter: 'l'. Thus,

Melba = 'Melβa'

32. Is this one right or wrong?

selva = 'selʎa'

(right)

33. Is this one right or wrong?

al ver = 'al ver'

(wrong)

34. Write this one correctly.

al ver: _____

(al ʎer)

35. Now let us shift our attention to another matter.

() () ()

36. This is what the word looks like: 'hoy'.

37. Now look at the word while you are listening to it, then repeat where shown.

(hoy) (hoy) (hoy)X (hoy)X

38. Do you hear an 'h' sound?

(no)

39. The Spanish letter 'h' does not represent any sound. It is commonly referred to as 'silent'. For the time being, we will remind you that the 'h' is not pronounced by drawing a slant line through it, like this: 'h̄'.

40. Here is a familiar word. Listen and repeat where shown.

() () ()X ()X

41. This is how the word is written using our system: 'h̄ola'.

42. Write this word, using our system.

'hola': _____

(Hola)

43. Here's another familiar word. Listen and repeat where shown.

() ()X ()X

44. In print this word looks like this: 'hasta'. However, we are going to write it like this:

(Hasta)

45. Read this word aloud, then check your rendition with the voice on the tape.

'Milo': () ()

46. Now, once again, here is the new word from the present dialog. Read it aloud, then check with the tape.

'hoy': () ()

Part 3. The Written Accent Mark. (Cont'd)

47. You know this word. Is it written correctly?

'aquí'

(yes)

48. Listen and then decide if this word has been written correctly.

() (): papa

(wrong)

49. Listen, and then write this word.

() (): _____

(papá)

50. Listen, and then decide if this word is written correctly.

() (): mesa

(right)

51. Is this one written correctly?

() (): lata

(right)

52. Is this one right?
 () (): tápa
 (wrong)
53. Re-write this word correctly.
 'tápa': _____
 (tapa)
54. Is this one right?
 () (): péso
 (wrong)
55. Re-write this word correctly.
 'péso': _____
 (peso)
56. Is this one right?
 () (): mayesa
 (right)
57. Listen, and write this word correctly.
 () (): _____
 (masa)
58. Listen, and write this word correctly.
 () (): _____
 (casé)
59. Is this statement apparently right or apparently wrong? 'Words ending in a vowel, and which are loudest on the last part, should have a written accent mark on that last vowel.'
 (right)
60. Is this statement apparently right or apparently wrong? 'If you are reading a word that has been correctly written, and it ends in a vowel and there is no accent mark, you should pronounce the second-last syllable the loudest.'
 (right)
61. Of course, all words don't end in a vowel. A great number end in a consonant. Listen to these; they are all written correctly, that is, these do not need an accent mark.

papel : () ()

costar : () ()

usted : () ()

señor : () ()

profesor: () ()

62. Does this word need an accent mark?

() ()

(no)

63. Does this one?

() ()

(no)

64. Is this word written correctly?

() (): sacár

(no)

65. Re-write it correctly.

'sacár': _____

(sacar)

66. Is this word written correctly?

() (): neceðað

(yes)

67. Listen to this word, and write it correctly.

() (): _____

(canal)

68. Listen to this one, and write it correctly.

() (): _____

(altar)

69. Listen to this one, and write it correctly.

() (): _____

(está)

70. Listen to this one, and write it correctly.

() (): _____

(tapa)

71. Next you will examine some verbs which resemble their English counterparts. This resemblance will more than likely make you mispronounce them. One of these verbs is the 'idea of defending'.

() () ()

72. Listen to the right and wrong pronunciation.

(R) (W) (R) (W)

73. This is what it looks like; repeat it.

defender: ()X ()X ()X

74. Which is the right pronunciation, 1 or 2?

(1) (2) (1) (2)

(2)

75. Here is another verb. It is the 'idea of selling'. (Notice its resemblance to English 'vending' as in 'vending machines'.)

vender: ()X ()X ()X

76. Listen to the wrong and right pronunciation:

(W) (R) (W) (R)

77. Which is the right one?

(1) (2) (1) (2)

(2)

78. The 'idea of offering' is ofrecer. Here it is pronounced by syllables. Imitate this slow pronunciation exactly as you hear it.

o-fre-cer: ()X ()X

79. Now imitate it at normal speed. Make an effort to keep the middle syllable right.

'ofrecer': ()X ()X ()X

80. The 'idea of permitting' is permitir. Imitate it exactly as you hear it.

per-mi-tir: ()X ()X ()X

81. Now, normal speed. Be careful with the middle syllable.

'permitir': ()X ()X ()X

82. Here are the last two; one is the 'idea of deciding' and the other the 'idea of receiving'.

de-ci-dir: ()X ()X ()X

re-ci-þir: ()X ()X ()X

83. Now, at normal speed. Watch that middle syllable.

'deciþir': ()X ()X ()X

'reciþir': ()X ()X ()X

84. Finally, here are all of them.

'defender': ()X ()X ()X

'vender': ()X ()X ()X

'ofrecer': ()X ()X ()X

'permitir': ()X ()X ()X

'deciþir': ()X ()X ()X

'reciþir': ()X ()X ()X

85. (You have now learned about 60% of the principles of accenting words. The subject will be concluded in the next Unit.)

86. In the last Unit you were exposed briefly to the use of yo, 'I', and nosotros, 'we'. Which is the loudest syllable to nosotros?

nosotros
3 2 1

(2)

87. What is the meaning of Estoy aquí?

a. I'm here.

b. I'M here (but Bill isn't).

(I'm here.)

88. What is the meaning of Yo estoy aquí?

a. I'm here.

b. I'M here (but Bill isn't).

(I'M here.)

89. What is the meaning of Nosotros lo-terminamos?

a. We finished it.

b. WE finished it (but they didn't).

(WE finished it.)

90. What is the meaning of Lo-terminamos?

a. We finished it.

b. WE finished it.

(We finished it.)

91. Apparently, the use of yo or nosotros in a sentence conveys the notion of _____.

(emphasis)

92. The absence of yo or nosotros is the normal type of statement having no _____.

(emphasis)

93. Therefore, if you were to use yo and nosotros as often as you do when speaking English, you would give the impression to the Spanish speaker that you speak too often with undue _____.

(emphasis)

94. The presence of usted or ustedes in a sentence is not entirely the same as with yo or nosotros. The absence of usted or ustedes, of course, is the normal type of statement having _____ emphasis.

(no)

95. The presence of usted or ustedes, however, may or may not _____ convey emphasis.

(not)

96. The presence or absence of words like 'he' or 'she' (to be learned later) and of 'they' (also to be learned later) are like yo and nosotros. Spanish 'he' or 'she' does convey some _____.

(emphasis)

97. (Summary): Words like 'I', 'we', 'he', etc. are called 'subject pronouns'. These words exist in Spanish, of course, but when a Spanish person uses a _____ pronoun in a sentence, more than likely he is conveying _____.

(subject;
emphasis)

UNITS 1 - 10

KEY

PHONOLOGY

K E Y

This Key contains all of the voicing script that does not appear in printed form in the Workbook (Phonology). Excepting those parts that are shown in parentheses, everything else is voiced.

The numeral following many of the items represents the number of times something is voiced.

Models of phrasal intonation (i.e., Unit 1, from 56 and following) contain marking systems which are not related to normal orthographical practices:

1. Accent marks are used only to indicate the pivotal points of the intonational contour.
2. A period '/./' represents the normal fall of a statement.
3. A question mark '/?/' represents the rise of a polite question.
4. A double question mark '/??/' represents the sharp rise and rapid fall of a familiar question.

UNIT 1

Part 1. (Page 1.2)

- | | |
|------------------------------------|------------------------------|
| 1. Word 'a': <u>papa</u> (3 times) | 19. papa papá papá papa papá |
| 2. Word 'b': <u>papá</u> (3 times) | 20. papá (2) |
| 3. papa/papá (3) | 21. papá (2) |
| 4. papa/papá (2) | 22. papa (2) |
| (p. 1.3): | (p. 1.5): |
| 5. papa (2) | 23. caso/casó (2) |
| 6. papá (2) | 24. Quito/quitó (2) |
| 7. papa/papá (2) | 25. papa papá mamá |
| 8. papa/papá (2) | 26. papa papá casa |
| 9. papa (2) | 27. papa papá casa |
| 10. papá (2) | 28. papa papá tomó |
| 11. papa (2) | 29. papa papá salgo |
| 12. papá (2) | 30. sigo luna |
| (p. 1.4): | 31. sigo luna |
| 13. 1.papa/2.papá (2) | 32. lago quise |
| 14. papá (2) | (p. 1.6): |
| 15. papá (2) | 33. casé subí |
| 16. 1.papa/2.papá (2) | 34. lana colé |
| 17. 1.papá/2.papa | 35. saltó nada |
| 18. papa papá papá papa papá | |
- Again: papa papá papá papa papá

Test A - (Page 1.6)

- | | | |
|-------------|---------------|-------------------|
| 1. casa (2) | 6. peste (2) | 11. quise (2) |
| 2. casé (2) | 7. mamá (2) | 12. loza (2) |
| 3. pasó (2) | 8. taza (2) | 13. 'dos-mil' (2) |
| 4. paso (2) | 9. tendí (2) | 14. 'los-dós' (2) |
| 5. pase (2) | 10. canta (2) | 15. cantos (2) |

Part 2. (Page 1.7):

- | | |
|--------------------------|-----------------|
| 36. plenipotenciario (2) | 46. decidí (2) |
| 37. caminó (3) | 47. manejé (2) |
| 38. camino (2) | 48. Manolo (2) |
| 39. caminó/camino (2) | 49. archive (2) |
| 40. papá/caminó (2) | (p. 1.9): |
| 41. papa/camino (2) | 50. ventana (2) |
| 42. empapó/dediqué (2) | 51. sépalo (2) |
| (p. 1.8): | 52. dígame (2) |
| 43. consigo/encima (2) | 53. manatí (2) |
| 44. dígame (2) | 54. delante (2) |
| 45. préstemelo (2) | 55. búscalo (2) |

Test B - (Pages 1.9, 1.10)

- | | | |
|--------------------|-----------------|-----------------|
| 1. búscaló (2) | 6. cantate (2) | 11. escapó (2) |
| 2. dígame (2) | 7. artista (2) | 12. cáspita (2) |
| 3. comando (2) | 8. díganos (2) | 13. Isabel (2) |
| 4. máatala (2) | 9. Pablito (2) | 14. almidón (2) |
| 5. 'se-le-fue' (2) | 10. vëndeme (2) | 15. amibas (2) |

(p. 1.10):

56. /Estámos contentos./ (2)
 57. /nanána nanána./ (2)
 58. /nanána nanána./ (2)

(p. 1.11):

59. /nanána nanána./ (2)
 60. /Estámos conténtos./ (2)
 61. /Estámos conténtos./ (2)
 62. /Estámos conténtos./ (2)
 63. /nanána nanána?/ (2)
 64. /nanána nanána?/ (2)
 65. Statement: /nanána nanána./
 Question: /nanána nanána?/
 66. Statement: /nanána nanána./ (1)
 Question: /nanána nanána?/ (1)
 67. Statement: /Estámos conténtos./ (2)
 Question: /Estámos conténtos?/ (2)

(p. 1.12):

68. /Estámos conténtos?/ (2)
 69. No. 1: /nanána nanána./ (1)
 No. 2: /nanána nanána?/ (1)
 70. No. 1: /nanána nanána./ (1)
 No. 2: /nanána nanána?/ (1)
 71. Statement: /mañana compra un carro nuevo./ (2)
 Question: /mañana compra un carro nuevo?/ (2)
 72. Familiar Question: /nanána nanána??/ (2)
 ('??' = rapid rise and fall at ending)
 73. Polite Question: /nanána nanána?/ (2)
 Familiar Question: /nanána nanána??/ (2)

(p. 1.13):

74. /nanána nanána??/ (2)
 75. No. 1: /nanána nanána??/ (1)
 No. 2: /nanána nanána?/ (1)
 76. No. 1: /nanána nanána?/ (1)
 No. 2: /nanána nanána??/ (1)
 77. (No voice)
 78. /Estámos conténtos??/ (2)
 79. /mañana compra un carro nuevo??/ (2)
 80. /Se fueron anoche??/ (2)
 81. /Se fueron anoche?/ (2)
 82. /Se comieron todo el dulce??/ (2)

(p. 1.14):

83. /Se comieron todo el dulce./ (2)
 84. /Se comieron todo el dulce??/ (2)

85. /Se comieron todo el dulce?/ (2)
 86. /Compraron la casa grande?/ (2)
 87. /Ustedes salian todos los dias??/ (2)
 88. /Me dijeron que me fuera./ (2)
 89. /No se donde esta./ (2)
 90. /Terminaron el examen??/ (2)
 91. /Le traigo todos los papeles??/ (2)
 92. /Le subo las maletas??/ (2)
 93. /Mando todas las camisas?/ (2)
- (p. 16):
94. (No voice.)
 95. /A donde lo mandaron./ (2)
 96. /A donde lo mandaron./ /A Pablo lo mandaron./ (2)
 97. /A donde/ (2)
 98. /A donde lo mandaron./ (2)
 99. /A donde fuiste anoche./ (2)
 100. Statement: /A Luisa le dijeron que fuera./ (2)
 Question W/Q-word: /A donde le dijeron que fuera./ (2)
- (p. 17):
101. (No voice.)
 102. Polite question: /Mandaron todo a la embajada?/ (2)
 Familiar question: /Mandaron todo a la embajada??/ (2)
 Question with Q-word: /A donde quieren ir los niños./ (2)
 103. A donde (2)
 104. /A donde piensas llevarlo./
- (p. 18):
105. No. 1: /Le llevo a mi casa./ (2)
 No. 2: /A donde te llevo./ (2)
 106. /Te espero en mi casa??/ (2)
 /A donde se fue Carlos./ (2)
 107. /Y quiere que se lo mande./ (1)
 /A donde se lo mando./ (1)
 108. /Quiere que se lo mande?/ (1)
 /A donde vamos con ella./ (1)
 109. /Pedi mas de cinco docenas./ (1)
 /A donde se lo mandaste./ (1)
 110. No. 1: /A donde fuiste con ella./ (1)
 No. 2: /Y el salio con ella./ (1)
 111. No. 1: /La Carmen quedo contenta./ (1)
 No. 2: /A donde salieron ellos./ (1)
 No. 3: /La Carmen quedo contenta??/ (1)
 No. 4: /Mande todos los que habia./ (1)
 No. 5: /La Carmen quedo contenta?/ (1)
 Again: (Repeat 1 - 5).
 112. No. 1: /Entendiste todo lo que oiste?/ (1)
 No. 2: /Mañana salgo temprano./ (1)
 No. 3: /Vendio la casa en seguida./ (1)
 No. 4: /Y quieres que te mande otro??/ (1)
 No. 5: /A donde quiere que mande esto./ (1)
 Again: (Repeat 1 - 5).

113. /Lo súbbo en seguidíta??/ (2)
114. /A dónde quiere que lo lléve./ (2)
(p. 19):

Test C - Page 19

- (S) 1. /Estámos en cása./ (2)
(PQ) 2. /Estámos en cása?/ (2)
(QW) 3. /A dónde vamos ahora./ (2)
(FQ) 4. /Quiéres ir conmigo??/ (2)
(FQ) 5. /Le súbbo el água??/ (2)
(S) 6. /Mañana llega el cóche./ (2)
(QW) 7. /A dónde llevaste el búlto./ (2)
(S) 8. /Manuél me lo trájo./ (2)
(FQ) 9. /Estás seguro de éso??/ (2)
(PQ) 10. /Deséas que te pida ótro?/ (2)
(QW) 11. /A dónde fuiste anoche./ (2)
(PQ) 12. /Sábes si esta en la oficina?/ (2)
(QW) 13. /A dónde le-mandaste la carta./ (2)
(FQ) 14. /Le díje que iba mañana??/ (2)
(PQ) 15. /Usted termino con el trabájo?/ (2)

UNIT 2

INTRODUCTION

Part 1 (p. 2.1)

1. ma (2)
2. máa (2)
3. ma/máa (2)
4. /No. 1: máa No. 2: ma/ (2)
5. No. 1: ma No. 2: máa (2)
6. No. 1: la No. 2: láa (1)
7. me/mée (2)
8. No. 1: me No. 2: mée (1)
9. me ma (1)
10. me máa (1)

(p. 2.2)

11. mée ma (1)
12. me ma (1)
13. si síi (1)
14. No. 1: si No. 2: síi (1)
15. si síi (1)
16. si si (1)
17. ma me si (1)
18. ma mée síi (1)
19. ma me síi (1)
20. ma me si (1)

(p. 2.3)

21. mo mow (1)

22. No. 1: mo No. 2: mow (1)

23. mo mow

24. mo mo (1)

25. ma me mi mo (1)

26. ma me m*í*i mo

27. ma me mi mow (1)

28. No. 1: ma No. 2: me (1)

No. 3: m*í*i No. 4: mow (1)

29. No. 1: mo No. 2: mi (1)

No. 3: m*é*e No. 4: mow (1)

30. fe la si no (1)

(p. 2.4)

(Note: '...' indicates that student is to be allowed time to repeat.)

31. si ... si ...

32. si ... (3)

33. se ... (3)

34. si ... se ... me ... mi ... (1)

35. ma ... (3)

36. sa ... fa ... ma ... (1)

37. as*í*/uhs*í* (2)

38. es*í*/uhs*í* (2)

(p. 2.5)

39. as*í* ... (2) es*í* ... (2)

40. No. 1: as*í* No. 2: uhs*í* No. 3: es*í* (1)

Again: (Repeat series.)

41. as*í* uhs*í* (1)

- 42. así esí (1)
- 43. mo (2) mo ... (2)
- 44. mu (2) mu ... (2)
- 45. so (2) so ... (2)
- 46. su (2) su ... (2)
- 47. u si úsi úsi (1)

(p. 2.6)

- 48. u... si... úsi... úsi... (1)
- 49. O fi ófi ófi (1)
- 50. O... fi... ófi... ófi... (1)
- 51. don de donde donde (1)
- 52. don... de... donde... donde... (1)
- 53. o la óla óla (1)
- 54. o... la... óla... óla... (1)

Unit 2. Introduction. Part 2.

- 55. bathe (2)
- 56. -athe (2)
- 57. -ath(e) (2)
- 58. -eth (2)

(p. 2.7)

- 59. usteǎ (2)
- 60. usteǎ (2) usteǎ... (2)
- 61. (normal speed) usteǎ (2)
- 62. hola (2)
- 63. hola (2)
- 64. cómo (2)

- 65. así (2)
- 66. dónde (2)
- 67. oficina (2)

(p. 2.8)

- 68. donde (2) está (2)
- 69. donde (1) está (1) dónde está (2)
- 70. su/oficina (2)
- 71. su/oficina (1) swoficina (2)
- 72. su/O- swo- (2)
- 73. su/oficina (1) swoficina (2)

UNIT 3

(p. 3.1)

1. que (2)
2. k'e (2)
3. que/k'e (2)
4. que k'e que que (1)
5. que k'e que k'e (1)
6. al (2)
7. aL (2)
8. al/al (2)
9. al (4)

(p. 3.2)

10. al al aL al
11. tal (2)
12. t'al (2)
13. tal/t'al (2)
14. tal tal t'al tal (1)
15. tal tal tal t'al (1)
16. ¿Qué tal? (2)
17. ¿K'e t'al? (2)
18. Qué tal Qué tal Qué tal k'e t'al (1)
19. No. 1: k'e tal No. 2: quétal
No. 3: quétal (1)

(p. 3.3)

20. quétaL (1)
21. qué t'al (1)

22. qué tal (1)
23. k'e (2) t'al (2)
24. que (2) tal (2) ¿Quétal? (2)
25. que (2) que... (2)
26. tal (2) tal... (2)
27. ¿Qué tal? (2) ¿Quétal?... (2)
28. No. 1: taal No. 2: tal

(p. 3.4)

29. No. 1: ¿Qué taal? No. 2: Qué tal? (2)
30. Sánchez/Suhnchez (2)
31. No. 1: Suhnchez No. 2: Sánchez (1)
32. Sánchez Suhnchez (1)
33. No. 1: Sánchez No. 2: Suhnchez (1)
34. Sanchuhz (2)
35. No. 1: Sánchez No. 2: Sanchuhz (2)
36. No. 1: Sanchuhz No. 2: Suhnchez (2)
37. No. 1: Sánchez No. 2: Sánchez (2)
38. No. 1: Sánchez No. 2: Suhnchez
No. 3: Sánchez No. 4: Sanchuhz

(p. 3.5)

39. es (2) la (2)
40. es (1) la (1) ez-la (2)
41. es-la (1) ez-la (1)
42. bien (2)
43. te(1) bien(1) (slowly:) te**þ**ien(3)
44. te(1) bien(2) (slowly:) te**þ**ien (3)
45. te**þ**ien (2) te**þ**ien ... (2)

- 46. na (2) na ... (2)
- 47. ána (2) ána ... (2)
- 48. añá (2) añá ... (2)

(p. 3.6)

- 49. añána (2) añána... (2)
- 50. mañana (2) mañana... (2)
- 51. ána/ánuh (2)
- 52. No. 1: ána No. 2: ánuh (1)
- 53. mañana/mañanuh (2)
- 54. No. 1: mañanuh No. 2: mañana (1)
- 55. muhñana (2)
- 56. No. 1: muhñana No. 2: mañana (1)
- 57. mañana (2) mañana... (2)

UNIT 4

(p. 4.1)

1. mañana/mañanuh (2)
2. mañana/muhñana (2)
3. mañana/muhñanuh (2)
4. mañana... (3)
5. No. 1: así No. 2: uhsí (2)

(p. 4.2)

6. No. 1: Sánchez No. 2: Sánchuhz (2)
7. oficinuh (3)
8. oficina (3)
9. uhficina (3)
10. oficina... (3)
11. buhstante (2)
12. bastantuh (2)
13. No. 1: bastánteþien. No. 2: bastantuh bien (2)
14. fiestuh (2)
15. fiesta (2)

(p. 4.3)

16. conoce (2)
17. c'noce (2)
18. No. 1: c'noce. No. 2: conoce (2)
19. chica (2)
20. chicuh (2)
21. No. 1: chica No. 2: chicuh (2)
22. baila (2)

- 23. bailuh (2)
- 24. No. 1: bailuh No. 2: baila (2)
- 25. Gómez (2)
- 26. Gómez/Goméz (2)

(p. 4.4)

- 27. Gómuhz (2)
- 28. No. 1: Gómuhz No. 2: Goméz No. 3: Gómez (2)
- 29. es(1) la(1) ezla(2)
- 30. que(1) baila (1) que ~~h~~baila (2)
again: (Repeat above line.)
- 31. No. 1: que baila No. 2: que ~~h~~baila (2)
- 32. que ~~h~~baila (1) que ~~h~~baila...(3)
- 33. ðo (4)
- 34. ðe (3)
- 35. (no stress) aðe (3)
- 36. hija ðe (3)
- 37. hija (1) de (1) hija ðe (2)
again: (Repeat above line.)

(p. 4.5)

- 38. hija ðe(2) hija ðe...(2)
- 39. No. 1: buhstante No. 2: bastantuh
No. 3: bastante No. 4: buhstantuh
Again: (Repeat above again.)

UNIT 5

(p. 5.1)

1. No. 1: mañana No. 2: mañanuh (2)
2. No. 1: oficinuh No. 2: oficina (2)
3. No. 1: chica No. 2: chicuh (1)
4. baila (2) baila ... (2)
5. que (1) baila (1) que ~~baila~~ (2)
6. la que ~~baila~~ (2) la que ~~baila~~ ... (2)
7. bastante (1) bien (1) bastante ~~bien~~ (2)
8. bastante ~~bien~~ (2) bastante ~~bien~~ ... (2)
9. ~~do~~ (3)
10. -~~ádo~~ (3)

(p. 5.2)

11. -~~aða~~ (3)
12. -~~áða~~ (2) -~~áða~~ ... (2)
13. casa~~ða~~ (2) casa~~ða~~ ... (2)
14. /pəhk/ /park/ /pahk/ (1)
15. A: /yama/ (3)
B: /ɭama/ (3)
C: /žama/ (3)
16. ¿Cómo se llama? (3)
17. éri (3)
18. éra (3)
19. téra (3)
20. soltera (3)

(p. 5.3)

21. soltera (2) soltera ... (2)
22. soltera (2) soltera ... (2)
23. No. 1: solteruh No. 2: soltera (2)
24. No. 1: solteruh No. 2: soltera (2)
25. No. 1: Noruh No. 2: Nora (2)
26. soltera (2) soltera ... (2)
27. Nora (2) Nora ... (2)
28. claro (2) claro ... (2)
29. Māri (4)
30. māri/marí (2)
31. marí (2) marí ... (2)

(p. 5.4)

32. marí (2) marí ... (2)
33. María (4)
34. María (2) María ... (2)
35. mayōra (4)
36. mayōra (2) mayōra ... (2)
37. mayōra (2) mayōr (3)
38. mayōra (2) mayōr (3)
39. mayōra (1) mayōra ... (2)
mayōr (1) mayōr ... (3)
40. pero (3)
41. pero/bero (3)
42. pero/bero (3)
43. bero (2) bero ... (2)

(p. 5.5)

44. bero bero ... pero (1)
pero ... bero ... pero ... (1)
bero ... pero ... (2)
45. pero (1) pero ... (2)
46. pero/p'ero (3)
47. pero/p'ero (2)
48. pero/p'ero (2)
49. No. 1: pero No. 2: p'ero (2)
50. pero (1) pero ... (3)
51. casada (1) casada ... (2)
soltera (1) soltera ... (2)
claro (1) claro ... (2)
pero (1) pero ... (2)
Nora (1) Nora ... (2)
María (1) María ... (2)
mayor (1) mayor ... (2)

UNIT 6

(p. 6.1)

Review

1. 1. Aficina 2. oficinuh 3. oficina (1)
2. 1. swoficina 2. swaficina (1)
3. 1. p'ero 2. pero (1)
4. a. casada (1) casada ... (2)
b. soltera (1) soltera ... (2)
c. claro (1) claro ... (2)
d. pero (1) pero ... (2)
e. Nora (1) Nora ... (2)
f. María (1) María ... (2)
g. mayor (1) mayor ... (2)

New Material

5. -eǎǎ- (2) -eǎǎ- ... (2)
6. queǎarse (2) quedarse ... (2)
7. (Falling intonation): ¿Por qué? (2) ¿Por qué? ... (2)

(p. 6.2)

8. ¿Por qué? / (monotone): porque (2)
9. porque (1) porque ... (2)
10. quiero (2) quiero ... (2)
11. quiere (2) quiere ... (2)
12. salir (2) salir ... (2)
13. temprano (2)

14. 1. ára (1) ára ... (3)
2. pára (1) pára ... (3)
3. pará (1) pará ... (3)
4. p(uh)rǎ (1) p(uh)rǎ ... (3)
5. prá (1) prá ... (3)
6. temprá (1) temprá ... (3)
7. temprano (1) temprano ... (3)

15. gracias (2)

16. 1. -ára (1) -ára ... (3)
2. gára (1) gára ... (3)
3. gará (1) gará ... (3)
4. g(uh)rǎ (1) g(uh)rǎ ... (3)

(p. 6.3)

5. grǎ (1) grǎ ... (3)
6. gracias (1) gracias ... (3)

17. traje (2)

18. 1. -ára (1) -ára ... (3)
2. tára (1) tára ... (3)
3. tará (1) tará ... (3)
4. t(uh)rǎ (1) t(uh)rǎ ... (3)
5. trá (1) trá ... (3)
6. traje (1) traje ... (3)

19. pwe- (4)

20. a. pwe- / 2. pu-e (3)

21. pwe- (1) pwe- ... (3)

22. pweǎe (1) pweǎe ... (3)

23. a. caro b. carro (2)
24. a. caro b. carro (2)
25. c. pero d. perro (2)

(p. 6.4)

26. kar- (1) kar- ... (3)
27. ka-rr (4)
28. ka-rr (2) ka-rr ... (2)
29. ka-rr (2) ka-rr ... (2)
30. pe-rr (2) pe-rr ... (2)
31. ca-rro (2) ca-rro ... (2)
32. carro (2) carro ... (2)
33. carro (2) carro ... (2)
34. perro (2) perro ... (2)
35. perro (3)
36. 1. cero 2. cerro (2)
37. perro (3)

(p. 6.5)

38. 1. perra 2. pera (2)
39. 1. moro 2. morro (2)
40. puede (1) puede ... (2)
 quedarse (1) quedarse ... (2)
 ¿Por qué? (1) ¿Por qué? ... (2)
 porque (1) porque ... (2)
 traje (1) traje ... (2)
 temprano (1) temprano ... (2)

quiero (1) quiero ... (2)

quiere (1) quiere ... (2)

salir (1) salir ... (2)

ir (1) ir ... (2)

gracias (1) gracias ... (2)

carro (1) carro ... (2)

(p. 7.1)

UNIT 7

Writing Awareness. (Part 1)

- | | |
|---------------|-------------------------|
| 1. la (3) | 24. mese (2) |
| 2. la (20) | 25. mele (2) |
| 3. ma (2) | 26. meli (2) |
| 4. ma (2) | 27. mese (2) |
| 5. fa (2) | 28. 1. meli 2. mele (1) |
| 6. sa (2) | 29. mesa (2) |
| 7. lo (3) | 30. mase (2) |
| 8. lo (2) | 31. mole (2) |
| 9. lo/low (2) | 32. se (2) |
| 10. mo (2) | 33. se (2) |

(p. 7.2)

11. so (2)
12. fama (2)
13. mala (2)
14. masa (2)
15. mosa (2)
16. malo (2)
17. solo (2)
18. sola (2)
19. me/se/le (1)
20. se (2)
21. fe (2)
22. me (2)

(p. 7.3)

23. se (2)

(p. 7.4)

34. sa (2)
35. mesa (2)
36. mese (2)
37. 1. mesi 2. mese (1)
38. 1. mesa 2. mesuh (2)
39. que (3)
40. busque (2)
41. Márquez (2)
42. (no voice)
43. quema (2)
44. saque (2)

(p. 7.5)

45. queme (2)
46. quemo (2)

47. clase/c'lase (2)
48. 1. c'laro 2. claro (2)
49. dónde/está/dóndestá (2)
50. sala/de clase/sala de clase (2)
51. usted
52. casaða (2)
53. usted (2) casaða (2)

(p. 7.6)

54. (no voice)
 55. seða (2)
 56. donde (2)
 57. queðarse (2)
 58. puede (2)
 59. Es la hija de Gómez (3)
- (60, 61, 62, (p. 7.7) 63: no voice)
64. que (2)
 65. qui (2)
 66. qui (2)
 67. aquí (2)
 68. quinta (2)
 69. quiso (2)

Writing Awareness. (Part 2)

1. me (2)
2. se (10) (Allow time for writing.)
3. le ... (10) (Allow time for writing.)
4. sa (2)
5. sa ... (10) (Allow time for writing.)
6. ma ... (10) (Allow time for writing.)

(p. 8.2)

7. 1. ma ... (2) (Allow time for writing.)
2. me ... (2) (Allow time for writing.)
3. sa ... (2) (Allow time for writing.)
4. se ... (2) (Allow time for writing.)
5. le ... (2) (Allow time for writing.)
6. la ... (2) (Allow time for writing.)
7. mesa ..(2) (Allow time for writing.)
8. mese ..(2) (Allow time for writing.)
9. mase ..(2) (Allow time for writing.)
10. mele ..(2) (Allow time for writing.)

8. qué (2)
9. (no stress) laque (2)
10. aquí
11. oficina
12. clase
13. 1/síya/ (2)

(p. 8.3)

- 2/sf̄la/ (2) 3/siža/ (2)

14. 1/síya/ (1) 2/síļa/ (1) 3/siža/ (1)
15. liþro (3)
16. liþro (2) liþro ... (2)
17. liþro (2)
18. liþro (1) liþro ... (3)
19. /síļa/ (2)
20. /siža/ (2)
21. /síya/ (2)
- (22. and following numbers: no voice.)

(p. 9.1)

UNIT 9

Writing Awareness. (Part 3)

- | | |
|--------------------------|----------------------------|
| 1. a. me (1) | f. saque (2) |
| b. mesa (2) | g. seña (2) |
| c. oficina (2) | h. pueñe (2) |
| d. que (2) | i. Si quiere (2) |
| e. quema (2) | j. acepto (2) |
| 2. a. esto ... (2) (Wr.) | f. una silla ... (2) (Wr.) |
| b. oficina ... (2) (Wr.) | g. un libro ... (2) (Wr.) |
| c. pueñe ... (2) (Wr.) | h. saque ... (2) (Wr.) |
| d. casada ... (2) (Wr.) | i. buscamos ... (2) (Wr.) |
| e. estoy ... (2) (Wr.) | j. acepto ... (2) (Wr.) |

(p. 9.2)

New Material.

3. buenos (2)
4. buenos/bu-enos (2)
5. 1. bu-enos/2. buenos (2)
6. buenos/buenuhs (2)
7. buenuhs (2)
8. 1. buenuhs/2. buenos (2)
9. días (2)
10. buenozdías (3)

(p. 9.3)

11. buenosdías (3)

(12 through 21: no voice)

(p. 9.4)

22. terminó (2)

- 23. preparó (2)
- 24. recomendó (2)
- 25. recomendé (2)
- 26. está (2)

(p. 9.5)

- 27. así (2)
- 28. José (2)
- 29. pápa (2)
- 30. pápa (2)
- 31. mesa (2)
- 32. esto (2)
- 33. silla (2)
- 34. libro (2)
- 35. libró (2)

(p. 9.6)

- 36. salí (2)
- 37. sale (2)
- 38. 1. terminó (2) 2. término (2)
- 39. 1. tengo (2) 2. subí (2)
- 40. papá
- 41. pápa (2)
- 42. terminó (2)
- 43. término (2)
- 44. a.... casa (2)
- b.... casó (2)
- c.... dame (2)
- d.... naço (2)
- e.... colé (2)

UNIT 10

(p. 10.1)

Part 1. Practice.

1. a. carta ... (3)
b. parte ... (3)
c. corte ... (3)
2. a. carta (2) ...
b. parte (2) ...
c. corte (2) ...
3. a. tarde ... (3)
b. borde ... (3)
c. cordero ... (3)
4. a. tarde (2) ...
b. borde (2) ...
c. cordero (2) ...
5. a. padre ... (3)
b. madre ... (3)
c. cuadro ... (3)

(p. 10.2)

6. a. padre (2) ...
b. madre (2) ...
c. cuadro (2) ...
7. a. pero ... (2) perro ... (2)
b. caro ... (2) carro ... (2)
c. para (2) ... parra (2) ...
8. a. pero (2) ... perro (2) ...
b. caro (2) ... carro (2) ...
c. para (2) ... parra (2) ...

9. a. perro ... (2) rato ... (2)
b. parra ... (2) ropa ... (2)

(p. 10.3)

10. a. ropa (2) ...
b. rata (2) ...
c. rico (2) ...

Part 2. New Material

11. basto (2)
12. (Use b-) vasto (2)
13. basto/vasto (2)
14. (No voice)
15. a. ... basto (2)
b. ... vasto (2)
c. ... vaca (2)
d. ... verde (2)
e. ... busque (2)
f. ... verde (2)
g. ... vino (2)

(p. 10.4)

16. sa~~b~~e (2) sa~~p~~or (2)
17. pa~~y~~or (2) la~~y~~e (2)
18. a. sa~~b~~e/la~~y~~e
b. sa~~p~~or/pa~~y~~or

19. - 21. (No voice)

(p. 10.5)

22. - 28. (No voice)

29. las bocas (2) las veces (2)

30. (No voice)

(p. 10.6)

31. - 34. (No voice)

35. hoy (3)

36. (No voice)

37. hoy (2) hoy ... (2)

38. - 39. (No voice)

40. hola (1) hola ... (2)

41. (No voice)

(p. 10.7)

42. (No voice)

43. hasta (1) hasta ... (2)

44. (No voice)

45. ... hilo (2)

46. ... hoy (2)

Part 3. The Written Accent.

47. (No voice)

48. papá (2)

49. papá (2)

50. mesa (2)

51. lata (2)

(p. 10.8)

52. tapa (2)

53. (No voice)

54. peso (2)

55. (No voice)

- 56. mavesa (2)
- 57. masa (2)
- 58. casé (2)
- 59. - 60. (No voice)

(p. 10.9)

- 61. papel (2)
costar (2)
usted (2)
señor (2)
profesor (2)
- 62. marfil (2)
- 63. pastel (2)
- 64. sacar (2)
- 65. (No voice)
- 66. necesidad (2)
- 67. canal (2)
- 68. altar (2)
- 69. está (2)
- 70. tapa (2)
- 71. defender (3)

(p. 10.10)

- 72. defender/defuhnder (2)
- 73. defender ... (3)
- 74. 1. defuhnder/2. defender (2)
- 75. vender ... (3)
- 76. vuhnder/vender (2)
- 77. 1. vuhnder/2. vender (2)

- 78. o-fre-cer (2)
- 79. ofre- cer ... (3)
- 80. per-mi-tir ... (3)
- 81. per-mi-tir ... (3)
- 82. de-ci-dir ... (2)

(p. 10.11)

- re-ci-bir ... (3)
- 83. de-cidir ... (3) re-cibir ... (3)
- 84. de-fen-der ... (3)
- ven-der ... (3)
- ofre- cer ... (3)
- per-mi-tir ... (3)
- de-cidir ... (3)
- re-cibir ... (3)