¡En Marcha!

an intensive Spanish course for beginners

Carmen García del Río

ROUTLEDGE

¡En marcha!

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C	**C**	**C**	**C**
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D	**D**	**D**	**D**
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Nicknames			
	B		**B**
	The climate in Spain and Hispano-America		Greetings
		C	**C**
		Spain: a cultural melting pot	Words of Arabic origin in the Spanish Language
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¡En marcha!

¡En marcha! 'Let's go!' is a Spanish course book for adult learners who have no prior knowledge of Spanish or who have only a basic knowledge of the language. It provides learners with ample opportunity to develop their listening, speaking, reading and writing skills through exposure to formal and informal Spanish and through carefully structured and graded activities. These integrated components are designed to enable learners to achieve a level of communicative competence by the end of the course sufficient to deal with a wide range of contexts, far beyond the purely transactional. It also aims to provide them with a thorough grounding in the structure of Spanish, taking them step by step from beginner through to intermediate level.

¡En marcha! takes a very pragmatic approach from the beginning. It is highly flexible and has been designed to meet the needs of individual learners and groups, as well as those of tutors.

Structure

The course consists of the following elements:

The preliminary unit, which introduces learners to the special features of Spanish pronunciation and spelling.

Eight further units organised in sections. Every unit has a theme around which the content of the language is developed. All the activities are designed to build confidence by allowing the learner to move forward and consolidate in small stages. Grammar is used as a tool to facilitate communication, not as an end in itself, and the grammatical structures are explained in a clear and simple manner. The author strongly believes in giving students the tools to become independent learners and grammar is just one of these tools.

Each section of *¡En marcha!* starts with a list of essential expressions which can be used by the learner and/or the tutor in various ways: for revision, consolidation or reference purposes. This is followed by a set of activities which introduces new situations, expressions and structures. At the end of the activities, there is a section called *In class or at home* which consolidates what has been studied in class and which learners could tackle independently, working at their own pace. A key to these activities is provided at the back of the book.

Each unit has a section called *Acércate al mundo del español* which includes reading material on a topic related to the cultural theme of the unit. At the end of each unit there is a summary of the most important vocabulary used throughout the unit, called *Essential vocabulary*. The vocabulary is organised thematically to make it easier to learn.

The materials included in each unit have been designed not only to take into account the linguistic needs of the learners, but also to provide broad cultural background information about the Spanish-speaking countries. Learning a language is as much about seeing the world through the eyes of others as acquiring linguistic skills. Throughout *¡En marcha!* there are sections called *C de Cultura* which include notes on cultural points specific to Hispanic countries.

After the units there is a set of worksheets containing 15 role-plays which will enable students to deal in an effective manner with everyday situations such as buying food or clothes, going to a restaurant, seeing the doctor etc. These role-plays are part of the audio material of *¡En marcha!.* The teacher can use them as he/she judges appropriate.

At the end of the book there is an Answer key to the *In class and at home* exercises and a Glossary of grammatical terms. *¡En marcha!* is highly adaptable to the needs of different groups. Groups who are doing a one-year intensive Spanish course, for example, should follow the book systematically from start to finish, while others whose needs are less academic might do some of the writing activities, but possibly focus more on the role-plays.

Note about American Spanish

The author of *¡En marcha!* is from Spain and the Spanish used reflects this. However, within the book there are frequent references not only to the language and culture of Spain, but also to those of Hispano-American countries, in order to reflect the linguistic and cultural wealth of the Spanish-speaking world. The Spanish of Spain is no better or worse than that of Mexico, Chile, Guatemala or Cuba, for example. Spaniards, Mexicans, Chileans understand one another and the learner will be able to understand and be understood by all Spanish speakers, regardless of where they come from.

Support material

Additional material is available freely at the following location: http://cw.tandf.co.uk/languages/en-marcha/. This support material includes audio files and a booklet containing transcripts of the listening passages and a key to the exercises.

Preliminary unit

Before starting the course, you need to have a working knowledge of the basic rules governing Spanish pronunciation, accents and spelling.

Pronunciation

Spanish pronunciation is quite easy compared with that of other languages. The pronunciation of certain sounds varies from region to region and country to country, but these variations are not illustrated here. By learning the standard pronunciation of an educated person from Spain, you will be understood by anybody in the Spanish-speaking world. The best way to start to master the sounds is by listening to the accompanying recording to hear how the words are pronounced and then repeating them, trying to imitate the sound.

1 Vowels

In Spanish there are 5 vowels: **a**, **e**, **i**, **o**, **u**. Their sound is full, clear and short. Each vowel has only one sound. Listen to how the vowels are pronounced and then repeat them.

a	ala	asa	ama	Panamá	atar
e	ese	mete	de	en	emprender
i	ir	sí	difícil	ti	fin
o	como	corro	son	moto	poco
u	un	su	muro	tú	luna

2 Consonants

You will learn the Spanish alphabet in Unit 1. For now, just concentrate on the pronunciation of some of the letter combinations.

In Spanish there are 22 consonants. Listen to how the following consonants are pronounced and then repeat them.

b and **v** have the same sound:

vivir	beber	bueno	vuelo	hombre

c + **a**, **o**, **u**, **l**, or **r**:

acá	coma	cuco	clase	crema

qu (silent **u**) + **e, i**:

queso	que	quiero	química	aquí

k Very few Spanish words begin with **k**; most that do are foreign:
kárate kilo kilómetro kiwi Kuwait

c + **e, i**:
cero cerilla obedecer cine piscina

z + **a, o, u**:
zapato zona zumo zarzuela

Note: ***c*** and ***z*** are pronounced as ***s*** in parts of southern Spain and Hispano-America.

g + **a, o, u**:
gato rogar gota hago gusto

ch:
chatarra cachete chimenea chorizo chusma

gu + **a**:
guapo agua guante guarda

gu + **e, i** (silent **u**):
guerra Águeda águila guitarra Guillermo

gü + **e, i** (a dieresis is placed over the **u** to indicate that the **u** is pronounced):
cigüeña vergüenza averigüé argüir pingüino

h is ALWAYS silent:
hombre ahora humano huevo ahumado

j + **a, e, i, o, u**:
jabón jefe jinete jota justo

g + **e, i**:
gemela gitano gimnasia

ll:
llamar llorar lleno allá callar

Note: **ll** is pronounced as **y** in parts of southern Spain and Hispano-America.

ñ:
añadir añejo señor niños España

r, rr:

r at beginning of a word:	rama	resto	riesgo	Roma	rumor
r in the middle of a word:	arar	eres	arillo	pero	Irene
rr:	parra	perro	tarrito	arroyo	arrugar

s:
Sara sello silla asomar sueño

x:
between vowels: examen exacto boxeo éxito existir
before a consonant: expresión excluir extraer exquisito explicar

Syllabification

A basic knowledge of the structure of the Spanish syllables will help you not only to acquire a good pronunciation, but also to split written words correctly at the end of a line.

A Spanish syllable consists of at least one vowel.

1 Vowels

- A vowel or a vowel combination can constitute a syllable:
  Eu-ro-pa a-la a-ma-ri-llo
  Spanish vowels are divided into strong (***a, e, o***) and weak (***i, u***) vowels. When two or three vowels are combined, they form either one or two syllables. It is important to understand this in order to know when to use a written accent.
- Two strong vowels (***a, e, o***) do not form a diphthong and are separated into two syllables: r**e**-**o** **a**-**o**r-ta p**o**-**e**-ta
- When a strong and a weak vowel are combined, they form a diphthong and unite as one syllable, as follows:

  Strong + weak: **Eu**-ro-pa r**ei**-na **ai**-re
  Weak + strong: b**ie**n se-r**ie** b**ue**-no
  Weak + weak: v**iu**-do S**ui**-za r**ui**-na
- You sometimes also find a union of three vowels, a stressed vowel between two unstressed ones (**i** or **u**) in the same syllable: estud**iái**s Urug**uay**
- A written accent (see Accentuation below) on a weak vowel (***i, u***) breaks the diphthong, separating the vowels into two syllables:
  Ma-r**í**-a r**í**-o a-cen-t**ú**-an
- Groups of vowels which form a single syllable cannot be divided in written Spanish.

2 Consonants

- A single consonant forms a syllable with the vowel that follows it:
  ca-sa me-sa ro-pe-ro
- **ch, ll, rr** count as single consonants and are never divided between syllables:
  cho-ri-zo ar-ma-di-llo pe-rro
- Two consonants between two vowels are separated into two syllables:
  a**l**-**f**a-be-to ca**m**-**b**iar E**s**-**p**a-ña

  EXCEPT in the following combinations: **pl, pr, bl, br, fl, fr, tr, dr, cl, cr, gl, gr** which are never split: **br**a-ma ca-**br**i-to ha-**bl**a **fr**u-ta **cl**a-ro o-**tr**o

- If three consonants occur between two vowels, the last one goes with the following vowel: tra**ns**-**f**e-rir i**ns**-**p**ec-to-ra

3 Practice

Read the text and mark off the **syllables** of each word with a dash (-) between the letters:

Example: Ma-rí-a es es-pa-ño-la (8 syllables)
1 2 3 4 5 6 7 8

María es española. Vive en la capital de España, Madrid. Ella estudia en la Universidad Autónoma, estudia inglés y geografía. Tiene dieciocho años. Vive en un piso con unos amigos ingleses. Sus amigos estudian español en la universidad.

Accentuation

1 Basic rules

In Spanish, all words are stressed according to specific rules. Words that don't follow the rules MUST have a written acute accent (´) to indicate the change of stress. The basic rules are as follows:

1 Words ending in a **vowel**, **n** or **s** are stressed on the penultimate syllable: c**a**sa trab**a**jan tranqu**i**lo herm**o**sos

2 Words ending in a consonant other than **n** or **s** are stressed on the last syllable: volad**o**r pap**e**l arr**o**z juvent**u**d

ALL words that do not follow these rules MUST have a written accent. So the written accent is an indication that the word does not follow the rules:

- así, rat**ó**n, adem**á**s, cant**ó**, cen**é**, s**á**bado, bol**í**grafo. All these end in a vowel, **n** or **s**, but the stress falls on another syllable. They do not follow the rule and therefore a written accent is required.
- **á**rbol, h**á**bil, car**á**cter, **á**ngel, L**ó**pez. All these end in a consonant other than **n** or **s**, but the stress falls on the penultimate syllable. They do not follow the rule and therefore a written accent is required.

2 Practice

Listen to your tutor and underline the **stressed vowel** of the following words, then write the **written accents**, if required, and explain why.

1 lapiz	**2** examenes	**3** escoces	**4** leccion	**5** alumno
6 telefono	**7** examen	**8** atencion	**9** catedratico	**10** deberes

Special rules

1 The written accent is also used when a combination of vowels that would be expected to form a diphthong does not in fact do so, but instead forms two separate syllables (see diphthongs in Syllabification above) e.g. Ma-r**í**-a.

2 Words that have the same spelling but a different meaning take a written accent in order to differentiate one from the other:

el (*the*) él (*he*, *him*)	te (*you*) té (*tea*)	mi (*my*) mí (*me*)
si (*if*) sí (*yes*)	tú (*you*) tu (*your*)	
solo (*alone*) sólo (*only*)	aun (*even*) aún (*still/yet*)	

3 Question words and exclamations take a written accent.
¿qué? (*what?*); ¡qué! (*what!*); ¿cómo? (*how?*)

3 More practice

Listen to your tutor saying the following words. Underline the **stressed vowel** and insert the **written accents**, if required, and explain their purpose.

1 libertad	**2** camion	**3** petroleo	**4** palabra	**5** donde
6 jovenes	**7** franceses	**8** carcel	**9** ¿cuando?	**10** Oscar

unidad 1

Primeros contactos

A Hola, ¿cómo te llamas?

Hello, what's your name?

Expresiones esenciales	Essential expressions
Hola	*Hello*
Buenos días	*Good morning (6 a.m. until about midday)*
Buenas tardes	*Good afternoon, Good evening (after lunch till nightfall)*
Buenas noches	*Good evening, Good night (after dark) or after dinner*
¿Cómo te llamas? *(informal)*	*What's your name?*
¿Cómo se llama usted? *(polite)*	*What's your name?*
(Yo) me llamo . . .	*My name is . . .*
. . . es mi nombre	*. . . is my first name*
. . . es mi apellido	*. . . is my surname*
. . . son mis apellidos	*. . . are my surnames*
Adiós	*Goodbye*
Hasta luego	*See you later*
Hasta mañana	*See you tomorrow*

1 Saying 'hello', 'good morning', 'good afternoon', 'good evening', 'good night'

¡Hola! Buenos días

¡Hola! Buenas tardes

¡Hola! Buenas noches

A Imagine the different times of day (morning, afternoon / evening, night) and greet other people in your class. In turn, respond to their greetings.

B Working with a partner, read the following situations and decide on the appropriate Spanish greeting.

1. It is 6 p.m. and you have just walked into the office and made eye contact with your boss.
2. It is 10 a.m. on Saturday and you have walked into a bar where your friend is already waiting to have breakfast with you.
3. It is 7 p.m. and your evening-class teacher has just smiled at you on your arrival.
4. You are arriving back at your flat at 10 p.m. and you pass a neighbour on the communal staircase.

C Listen to these greetings and number them in the order in which you hear them.

a ¡Hola! ☐
b ¡Hola! Buenos días ☐
c Buenas noches ☐
d ¡Hola! Buenas tardes ☐
e Buenas tardes ☐

C de Cultura

Buenas tardes

A visitor to Spain will notice straightaway the later times of both the midday meal, which is usually the main meal of the day (rarely earlier than 2 p.m.), and the evening meal (not before 9 p.m.). Shops will close for lunch between 1.30 p.m. and 4 p.m., for example, and will then reopen from 4 p.m. until 8 or 8.30 p.m.. Thus the afternoon runs into the evening and this is reflected in the greeting *Buenas tardes* which means both 'Good afternoon' and 'Good evening'.

2 Saying hello, saying your name and asking someone what his or her name is

A Use this mini-dialogue as a model to find out the names of other people in your class.

¡Hola!
Me llamo Rosa López García.
Y tú, ¿cómo te llamas?

¡Hola!
Yo me llamo Martin Smith.

B **El día de la matrícula en una escuela de idiomas**
• Registration day at a language school

Read these two dialogues and then with a partner take it in turns to be the secretary (*secretaria*) and the student (*estudiante*).

Secretaria: *¡Hola! Buenos días ¿Cómo te llamas?*
Rosa: *¡Hola!*
Me llamo Rosa López García.
Rosa es mi nombre.
López García son mis apellidos.

Secretaria: *¡Hola! Buenas tardes ¿Cómo te llamas?*
Martin: *¡Hola! Buenas tardes.*
Me llamo Martin Smith.
Martin es mi nombre.
Smith es mi apellido.

C de Cultura

Surnames in Spanish

Many Spanish-speaking countries have and use two surnames. Traditionally, a person's first surname (*primer apellido*) is the same as their father's, while their second surname (*segundo apellido*) is their mother's maiden name. For example, if Francisco López Martín and Claudia García Pérez have a daughter and they call her Rosa, her full name will be Rosa López García. Tradition, however, no longer corresponds with contemporary Spanish law. The father's surname does not necessarily have to precede the mother's. Parents can choose.

When she marries, a woman keeps her maiden name. However she can add her husband's surname to hers using 'de': Claudia García de López. A woman can also decide to keep both her mother's and her father's surnames: Rosa López-Martín García or Rosa López García-Pérez. But you could end up with an awful lot of surnames!

C Fill in these forms with Rosa's and Martin's details as if you were the secretary.

nombre: _____

apellidos: _____

nombre: _____

apellidos: _____

Now fill in this form with your own details.

nombre: _____

apellidos: _____

D Here are the names of some Spanish people. What would each one say to introduce himself or herself?

Example: Carlos Rivero Blanco — Me llamo Carlos Rivero Blanco. Carlos es mi nombre. Rivero Blanco son mis apellidos.

a Miguel Machado Fuentes
b Julio Pinos Cara
c Carmen Navas Martín
d Pilar Vargas Iglesias
e Rosario Peralta Benet

3 'You' in Spanish

A **En Recepción** • In Reception

Listen to this mini-dialogue. In what way is it different from the dialogues you have just been practising? Why do you think this is so?

Recepcionista: *¡Hola! Buenos días.*
Chris: *Buenos días.*
Recepcionista: *¿Cómo se llama usted?*
Chris: *Me llamo Chris Anderson. Chris es mi nombre. Anderson es mi apellido.*

G de Gramática

'You' in Spanish

There are different ways of saying 'you' in Spanish according to the number of people you are talking to and the situation in which you find yourself.

you	informal	polite
singular	tú	usted
plural	vosotros / vosotras	ustedes

- In the informal plural, Spanish also distinguishes between:
  you – all female: *vosotras*
  you – all male, or a mix of male and female – *vosotros*
- American Spanish limits the use of *tú* much more closely to family and friends than does European Spanish. *Vos* is used in Argentina, Paraguay, Uruguay, some areas of Chile and Venezuela, Central America and the southern tip of Mexico. *Ustedes* is used for 'you' plural in both formal and informal situations.

B Working with a partner, decide which Spanish word for 'you' should be used when talking to the following people:

a the bank manager
b the hotel receptionist
c your Spanish friend, Ricardo
d a policeman
e Ricardo's sister, Susana
f your friends, Pablo and Margarita
g a group of Spanish delegates
h the section heads of a company

C Listen to these questions and circle whether you are being addressed formally or informally.

a tú / usted
b tú / usted
c tú / usted
d tú / usted
e tú / usted

4 Asking someone else's name

G de Gramática

■ ***Llamarse* (to be called)**

(yo)	me llamo (*I am called*)
(tú)	te llamas (*you are called, informal*)
(usted)	se llama (*you are called, polite*)
(él)	se llama (*he is called*)
(ella)	se llama (*she is called*)

A Fill in the blanks.

Me llamo Pedro y mi amigo se llama Juan.
Me llamo Alfonso y mi amiga se llama Silvia.

a _____ Ramón y mi amigo _____ Esteban.
b _____ Irene y mi amiga _____ Lola.

B Introduce your partner to the other people in the group.

C How would you ask and answer these questions in Spanish?

1 What's your name? *(informal)*	My name is Martin.
2 What's your name? *(polite)*	My name is Chris Anderson.
3 What's his name?	His name is Michael.
4 What's her name?	Her name is Cristina

D Listen to the recording and complete the following sentences with the appropriate forms of the verb *llamarse* (to be called).

1 Yo _____ Pedro.
2 ¿Cómo _____?
3 ¿_____ usted Pablo?
4 _____ Marta.
5 Mi amigo _____ Vicente.

5 Saying 'goodbye' and 'see you tomorrow' / 'see you later'

A Practise saying goodbye to people in your class.

■ Adiós. Hasta luego.

■ Hasta mañana.
Adiós.

■ Adiós.

Consolidation

A What would you say in order to:

a Greet someone in the morning.
b Give your name and surname.
c Ask someone in your class what his or her name is.
d Ask an elderly lady what her name is.
e Greet someone at 7 p.m.
f Greet someone at 10 p.m.
g Say your friend's name is Tom.
h Say goodbye to your tutor.
i Say 'see you tomorrow' to your friends.

In class or at home

A Complete the following dialogue:

■ ¡Hola!
¿Cómo _____?

■ ¡Hola! _____ Marta Suárez Ríos.
Marta es _____
Suárez Ríos _____

B Complete the following sentences with the appropriate forms of the verb *llamarse.*

a Yo _____ Fernando.
b Él _____ Pedro.
c ¿_____ usted Carmen?
d Y tú, ¿cómo _____?
e (Ella) _____ María.

C What would you say in Spanish in order to . . .

a greet your flatmate just after 11p.m.?
b greet someone at breakfast time?
c ask the grandfather of a friend what his name is?
d ask someone at a party what his or her name is?
e ask someone in a work meeting his or her name?
f say goodbye to your friend?
g say 'see you later' to your friend?

D Study this table which shows you the subject pronouns in Spanish.

	singular		plural	
first person	yo	(*I*)	nosotros / nosotras	(*we*)
second person (informal)	tú	(*you*)	vosotros / vosotras	(*you*)
second person (polite)	usted	(*you*)	ustedes	(*you*)
third person	él	(*he*)	ellos	(*they*)
	ella	(*she*)	ellas	(*they*)

E Write the questions that correspond to the following answers:

1 Me llamo Julián Cortés Garrido. (*polite*)
2 Me llamo Luisa. *(informal)*
3 Sí, me llamo Rosalía. (*polite*)
4 Sí, ella se llama Dolores.

F Listen to the recording of the Preliminary Unit on vowels and consonants and practise their pronunciation.

G Read the phrases and mark off the syllables of each word with a dash (-) between the letters.

1 ¡Hola! Me llamo José Reinoso Cao.
2 Buenos días ¿Cómo se llama?
3 Castaño Cabrera son mis apellidos

B Mucho gusto

Pleased to meet you

Expresiones esenciales	Essential expressions
¡Hola! ¿Cómo estás?	*Hello / Hi, how are you?*
¡Hola! ¿Qué tal?	*Hello / Hi, how are things? / How is it going?*
Bien, gracias	*Fine / Well, thanks / thank you*
Muy bien	*Very well*
¿Cómo se escribe tu *(informal)* / su *(polite)* nombre?	*How do you spell your name?*
Mi nombre se escribe . . .	*My name is spelt . . .*
¿Cómo se escribe tu *(informal)* / su *(polite)* apellido?	*How do you spell your surname?*
Mi apellido se escribe . . .	*My surname is spelt . . .*
Éste es (Pedro)	*This is (Peter)*
Ésta es (Marta)	*This is (Martha)*
Éste es el señor...	*This is Mr...*
Ésta es la señora...	*This is Mrs...*
Encantado	*How do you do (man talking)?*
Encantada	*How do you do (woman talking)?*
Mucho gusto	*Pleased to meet you*
El gusto es mío	*The pleasure is mine*

1 Saying how you are and asking someone how he or she is

A Using the mini-dialogues below, practise asking one another how you are.

- ¡Hola! ¿Cómo estás?
- Bien, gracias. ¿Y tú?
- ¡Hola! ¿Qué tal?
- Muy bien. ¿Y tú?

B Now practise using the polite form of address.

- ¿Cómo está usted?
- Muy bien, gracias. ¿Y usted?

C Look at the different ways María can answer the question *¿Cómo estás?*, depending on how she is feeling.

Hola María. ¿Cómo estás?

muy bien	☺ ☺ ☺
bien	☺ ☺
bastante bien	☺
regular	😐
no muy bien	😐 😐
mal	☹
muy mal	☹ ☹
fatal	☹ ☹ ☹

D Work with your partner and take it in turns to answer the question *¿Cómo estás?*, (How are you?) using the symbols given.

a ☺ ☺ ☺ Estoy muy bien.
b 😐 😐 _____
c ☹ _____
d ☹ ☹ ☹ _____

Now find out how other people in your group are today.

E Look at this verb table and then fill in the blanks to complete the sentences in the exercise below.

Estar (to be)			
(yo)	estoy *(I am)*	(nosotros / nosotras)	estamos *(we are)*
(tú)	estás *(you are)*	(vosotros / vosotras)	estáis *(you are)*
(usted)	está *(you are)*	(ustedes)	están *(you are)*
(él)	está *(he is)*	(ellos)	están *(they are)*
(ella)	está *(she is)*	(ellas)	están *(they are)*

Note: Spanish has two main verbs that mean 'to be': *ser* and *estar*. You will learn when and how to use them in different sections of the book.

1 Hola María, ¿cómo _____?
2 Buenos días, ¿cómo _____ usted?
3 Muy bien, gracias. Y vosotros, ¿cómo _____?
4 Buenas tardes, ¿cómo _____ ustedes?
5 ¿Cómo _____ Roberto?
6 ¿Cómo _____ Roberto y Silvia?

G de Gramática

***Estar* (to be)**

One of the uses of *estar* is to express how you are (feeling):
Estoy muy bien (I am very well).

2 Spelling your name and asking someone to spell their name

A **El alfabeto** • The alphabet.
Practise saying the alphabet with your tutor.

Letter	Name	Letter	Name	Letter	Name
a	a	k	ka	t	te
b	be	l	ele	u	u
c	ce	m	eme	v	uve
d	de	n	ene	w	uve doble
e	e	ñ	eñe	x	equis
f	efe	o	o	y	i griega
g	ge	p	pe	z	zeta
h	hache	q	cu		
i	i	r	ere / erre		
j	jota	s	ese		

B Spell out the following names.
a Ana
b Juan
c Santiago
d Rosario
e Elvira

C de Cultura

Since April 1994, the Spanish alphabet has had 27 letters. Double r (*erre doble*) is a separate sound but is not treated as a separate letter. Before 1994, the signs *ch* (*ce hache / che*) and *ll* (*elle*) were treated as separate letters of the alphabet.

C Listen to the recording and tick which of these names is not spelt out:
Carlos Isabel Julián Inés Hugo

D Listen to the recording and complete the dialogue.

Carmen: *Hola. ¿Cómo te llamas?*
Estudiante: *Hola. Me llamo* _____
Carmen: *¿Cómo se escribe tu nombre?*
Estudiante: *Mi nombre se escribe* _____
Carmen: *¿Cómo se escribe tu apellido?*
Estudiante: *Mi primer apellido se escribe* _____.
Mi segundo apellido se escribe _____.

E Using the dialogue you have just listened to as a model, take it in turns with a partner to spell out the following names:
a Ángel Soria Quintos
b Cecilia Ibáñez Godoy
c Jorge Celaya Páez
d Montse Castillo Vázquez

3 Introducing someone

A Study these situations and decide which are informal and which are formal.

– Mira, Marina, éste es Paco.
– Hola, ¿qué tal?
– Hola.

– Mira, Blanca, te presento al señor Romero, director de publicidad.
– Mucho gusto / Encantad**a**.
– El gusto es mío / Encantad**o**.

– Hola papá, mira, éste es mi amigo Pablo.
– Hola, ¿cómo estás?
– Muy bien, ¿y usted?

– Doctor López, ésta es la doctora Grandal.
– Encantada.
– Mucho gusto.

1 What do you think *mucho gusto, el gusto es mío, encantado, encantada* mean?
2 Who says *encantado* and who says *encantada*?
3 Why do you think this changes?

C de Cultura

Greeting people

In the Spanish-speaking world, women usually kiss one another on each cheek, as do men greeting women. Men will shake hands or slap one another on the back. In formal situations, it is customary to shake hands.

B Complete the dialogues.

– Mira, Elena, éste es Carlos.
– _____
– _____

– Señor Jiménez, ésta es la señora Codesido, presidenta del consejo.
– _____
– _____

C Read the following dialogue, then choose the answers.

Isabel:	*Hola Pedro, ¿cómo estás?*
Pedro:	*Bien, Isabel. ¿Y tú?*
Isabel:	*Muy bien, gracias. Mira, Pedro, ésta es mi amiga Silvia.*
Pedro:	*Hola, ¿qué tal?*
Silvia:	*Hola.*
Isabel:	*Y éste es el señor González, el padre de Silvia.*
Pedro:	*Encantado.*
Sr González:	*Mucho gusto.*

1 When Isabel introduces Pedro and Silvia, will they shake hands or kiss?
2 When Isabel introduces Pedro to Silvia's father, will they shake hands or kiss?

G de Gramática

Using personal titles

As in English, personal titles are used in Spanish in formal situations. Some of the more common ones are:

señor (Sr)	*Mr, Sir*
señora (Sra)	*Mrs, Madam*
señorita (Srta)	*Miss, young lady*
doctor (Dr)	*doctor (m.)*
doctora (Dra)	*doctor (f.)*

Definite article with personal titles

The definite article is used when talking about someone: *el señor Gil, la señora Ríos, el doctor García Jiménez.*
It is also used to refer to a couple: *Los señores Gil Peña.*
The article is not used if the person is directly addressed: *Entre, señora López.* ('Come in, Mrs López'.)

Orthography

In Spanish, titles are not capitalised when used with a surname unless they are abbreviated: *la señorita Moreno Díaz* ***but*** *la Srta. Moreno Díaz.*

D In groups of four and according to your sex, take it in turns to play one of the following people:

Elvira / Ignacio is introducing these people to Ana / Juan:
el señor Blas / la señora Blas
Manolo / Margarita

When you have done this, write out the conversation you have just taken part in.

Consolidation

A What would you say in the following situations:

1 You greet your friend Paco.
2 Paco introduces you to his friend Luis.
3 Luis introduces Mrs Gil to you.
4 You want to know how Mrs Gil is.
5 You want to know how Luis is.
6 You want to know how your partner spells his / her name.
7 You want to know how your tutor spells his / her name.
8 You have forgotten Luis's friend's name; ask him what it is.

B Listen to the recording and tick the phrases you hear.

a	b	c
1 ¿Cómo está?	1 Mira, Luisa, éste es Emilio.	1 Mi nombre se escribe ce, e, ce, i, ele, i, a
2 ¿Cómo están?	2 Mira, Luis, ésta es Emilia.	2 Mi nombre se escribe ese, e, ce, i, ele, i, a
3 ¿Cómo estás?	3 Mira, Luis, éste es Emilio.	3 Mi nombre se escribe ce, e, te, i, ele, i, a

C Here are the answers to some questions. Give the questions.

1 Me llamo Baltasar. (informal)
2 Muy bien, gracias. (informal)
3 Me llamo Claudio Martín. (formal)
4 No muy bien. (formal)

In class or at home

A What would you say in Spanish in order to:

1 greet your elderly neighbour in the morning and ask how s/he is.
2 introduce your friend José to your friend Sofía.
3 say 'the pleasure is mine'.
4 say 'pleased to meet you' if you are a woman.
5 ask 'How do you spell your second surname?' (polite).
6 introduce Dr Fuentes Ramos to Mr Márquez.

B Complete the following dialogue:

Miguel: *Hola Paul, ¿_____?*
Paul: *Muy bien, ¿Y tú?*
Miguel: *Muy bien, gracias. Mira, Paul, _____ la señora Ventura, la profesora de español.*
Paul: *Mucho gusto.*
Sra Ventura: _____

C Fill in the blanks.

1 Hola, _____ días.
2 Buenos días. ¿_____ está?
3 Muy _____, gracias. ¿Y _____?
4 Bien, gracias. Mire, señor García, éste es el doctor Sánchez.
5 Encantado.
6 _____ gusto.

D What were the questions asked to obtain the following answers?

1 Me llamo Lola.
2 Mi primer apellido se escribe *a*, *ene*, *a*, *i griega*, *a*.
3 Mi nombre se escribe *a*, *ene*, *a*.
4 Estoy muy bien, gracias ¿Y usted?
5 Estoy fatal. ¿Y tú?

E Write the abbreviated forms of *señor, señora, señorita, doctor, doctora*.

C ¿De dónde eres y dónde vives?

Where are you from and where do you live?

Expresiones esenciales	**Essential expressions**
¿De dónde eres? *(informal)*	*Where are you from?*
¿De dónde es usted? *(polite)*	*Where are you from?*
Soy de + país	*I'm from . . . (country)*
Soy + nacionalidad	*I'm . . . (nationality)*
¿Quién es + nacionalidad?	*Who is . . . (nationality)?*
de	*from, of*
donde	*where*
¿Dónde vives? *(informal)*	*Where do you live?*
¿Dónde vive (usted)? *(polite)*	*Where do you live?*
Vivo en . . .	*I live in . . .*

1 Nationalities

A Match the country with the nationality.

País (*country*)			
1	Inglaterra	**7**	Portugal
2	Estados Unidos	**8**	Rusia
3	España	**9**	Australia
4	Francia	**10**	China
5	Alemania	**11**	Argentina
6	Japón	**12**	Perú

Nacionalidad (*nationality*)			
a	argentina	**g**	inglesa
b	portuguesa	**h**	alemana
c	australiana	**I**	estadounidense
d	española	**j**	rusa
e	peruana	**k**	francesa
f	china	**l**	japonesa

B Read these sentences:
Ricardo es español. Ana es española.

1 Why is Ricardo *español* and Ana *española*?

2 Read the following sentences and look at how the adjective of nationality can change according to the gender of the person. Notice, too, that some do not change.

Rafael es colombian**o**.	Gloria es colombian**a**.
Michel es francé**s**.	Françoise es frances**a**.
Hans es alemá**n**.	Sabine es aleman**a**.
Mike es canadiens**e**.	Margaret es canadiens**e**.

3 Ricardo y Eduardo son español**es**.
Ana y Carmen son español**as**.
Why is it *español**es*** for Ricardo y Eduardo **but** *español**as*** for Ana y Carmen?

4 Complete these sentences.
Rafael es mexicano. Rafael y Juan son _____.
Laura es mexicana. Laura y Teresa son _____.
Jan es holandés. Jan y Pieter son _____.
Mike es canadiense. Mike y Margaret son _____.

C Complete the table below. Make sure that you write the nationality with a lower-case initial letter.

país	nacionalidad			
	singular		plural	
	masculino	femenino	masculino	femenino
Portugal	portugués			
Francia			franceses	
Escocia	escocés			
Gales		galesa		
Irlanda				irlandesas
Italia	italiano			
Grecia			griegos	
Alemania	alemán			
Brasil	brasileño			
Holanda	holandés			
Estados Unidos				

2 Saying where are you from and asking someone where he/she is from

A Read this mini-dialogue and give your reply.
– ¡Hola! Me llamo Rosa López García. Soy de España. Soy española.Y tú, ¿cómo te llamas? ¿De dónde eres?
– Me llamo Simon. Soy de Inglaterra. Soy inglés. Y tú, ¿cómo te llamas? ¿De dónde eres?
– Yo me llamo . . .

B Find out the nationalities of people in your group.

C Give yourself a new name and nationality, then find out the new names and nationalities of the others in your group. How many have the same nationality as you?

3 Saying where other people are from

G de Gramática

Ser (to be)

- One use of *ser* is to express **origin**: *¿De dónde eres?* (Where are you from?)
  Soy de China. Soy chino. (I'm from China. I am Chinese.)
- Another use is to **identify**: *¿Quién es?* (Who is (he / it)?)
  Es Ramón. (It is Raymond.)

Ser (present tense)			
(yo)	soy (I am)	(nosotros / nosotras)	somos (we are)
(tú)	eres (you are)	(vosotros / vosotras)	sois (you are)
(usted)	es (you are)	(ustedes)	son (you are)
(él)	es (he is)	(ellos)	son (they are)
(ella)	es (she is)	(ellas)	son (they are)

A Complete these sentences with the correct form of the verb *ser* in the present tense.

1 Me llamo Cristina, _____ italiana.
2 ¿Tú _____ alemán?
3 María _____ portuguesa.
4 Alberto _____ colombiano.
5 Bill y yo _____ canadienses.
6 ¿Rafa y tú _____ españoles?
7 Consuelo y Ricardo _____ argentinos.
8 Jeanne y Marie _____ francesas.

B Rewrite the following sentences using the correct adjective of nationality.

Example: Pedro es de España. Pedro es español.

1 Bob es de Canadá.
2 Michelle es de Francia.
3 Yo soy de Escocia.
4 Somos de Italia.
5 ¿Eres de Portugal?
6 Ellas son de Alemania.
7 ¿Sois de Grecia?
8 Ellos son de Rusia.

G de Gramática

Questions and exclamation marks in Spanish

In Spanish, question marks and exclamation marks appear twice. At the beginning of the question or exclamation, they are written upside down (¿ ¡) and at the end, the right way up (? !).

¿De dónde eres? (Where are you from?)
¡Qué lástima! (What a pity!)