

DORWICK / KNORRE / ORDÁS

¿QUÉ TAL?

AN INTRODUCTORY COURSE



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AN INTRODUCTORY COURSE

An abridged version of *Puntos de partida*

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PREFACE

¿Qué tal? An Introductory Course is an abridged version of *Puntos de partida: An Invitation to Spanish*. It is a first year program that emphasizes the four skills considered essential to a communicative approach to language learning. Each chapter has a cultural and/or practical theme, and grammar is introduced and practiced within that context. Each concept is drilled thoroughly, and, in cases where one concept builds on another, the first concept is reviewed before presentation of the second.

¿Qué tal? was written with students in mind, to help them learn how to learn a language and to give them the opportunity to use and enjoy their newly acquired language skills.

Organization

The main text begins with six mini-lessons, the **Pasos preliminares**, which introduce students to the sounds of Spanish and to the text, and which provide students with a preliminary vocabulary that they can use immediately for self-expression. Thirty grammar chapters follow, organized in this manner:

1. **Vocabulario: Preparación**, which presents and practices the thematic vocabulary that will be emphasized in the rest of the chapter
2. **Pronunciación** (in the first six chapters), which continues the presentation of the sounds of Spanish begun in the **Pasos preliminares**
3. **Minidiálogos y estructura**, generally two to three grammar points per chapter. Each grammar point is introduced by a mini-dialog or cartoon, followed by exercises that progress from controlled to open-ended.
4. **Un paso más**: in odd-numbered chapters, consists of an activity or activities that emphasize conversation, creativity, and humor; in even-numbered chapters, a cultural reading with guided writing exercises
5. **Vocabulario**, the chapter vocabulary list, which includes all active words and expressions that are new to the chapter

The text concludes with **Paso final: Preparaciones para un año en el extranjero**, which focuses on aspects of student life abroad.

Additional features of importance include the following:

- **¿Recuerda Ud.?** Brief review sections that provide a link between previously studied grammar points and new material that builds on them. Answers to the brief review exercises are included in Appendix 1.
- **Un poco de todo** Review sections that follow every fifth chapter. Answers are provided in Appendix 2.
- **Study Hints** Give students specific advice on how to acquire language skills: how to learn vocabulary, how to use a bilingual dictionary, and so on. The Hints are placed at logical points throughout the text.

Supplementary Materials

¿Qué tal? may be used most successfully with any of the following components:

1. The *Workbook*, by Professors Alice and Osvaldo Arana (California State University, Fullerton), which provides additional practice with vocabulary and grammatical structures through a variety of written drills, including controlled and open-ended exercises, guided compositions, and activities. Review charts are also included.
2. The *Lab Manual* and *Tape Program*, by Professor María Sabló Yates (Central Michigan University), which offers pronunciation practice, listening comprehension exercises, dictations, pattern practice, and question-answer sequences; a *Tapescript* is available.
3. The *Instructor's Manual*, which contains chapter-by-chapter teaching suggestions and hints, supplementary exercises for developing listening and speaking skills, variations and follow-ups on text exercises, answers to all controlled exercises in the text, one sample quiz per chapter, and sample tests for every five chapters.

Authors

Dr. Thalia Dorwick is the coordinator of the project (text and supplementary materials) and the author of the grammar explanations and most of the exercises and minidiologs; she also served as project editor. Dr. Marty Knorre (University of Cincinnati) is the author of the activities and **Study Hints** and many of the exercises, and is coauthor of the Instructor's Manual. Ruth Ordás (University of California, Davis) is the coordinator of the text and the author of many of the **Vocabulario: Preparación** sections, the **¿Recuerda Ud.?** sections, and many exercises and minidiologs; she is also the coauthor of the Instructor's Manual. The cultural readings and the writing exercises that accompany them were written by the late Dr. William F. Ratliff (Marquette University).

While the authors are responsible primarily for their own sections of the book, all of them participated actively in the creation of the final manuscript, helping each other to realize their ideas.

¿Qué tal? is dedicated to the memory of Bill Ratliff, whose friendship and professionalism were an inspiration to the coauthors.

Acknowledgments

The majority of the material in *¿Qué tal?* is taken from *Puntos de partida*, developed by the authors in consultation with over seventy coordinators of Spanish courses throughout the United States. The publishers would like to thank those instructors again for participating in a series of surveys, the results of which greatly influenced the scope, content, and format of *Puntos de partida*, and, thus, of *¿Qué tal?*

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Many other individuals as well deserve our thanks and appreciation for their help and support. Among them are the persons who, in addition to the coauthors, read the manuscript to help ensure its linguistic and cultural authenticity and pedagogical accuracy: Alice Arana (United States), Oswaldo Arana (Perú), María Sabló Yates (Panamá), and María José Ruiz Morcillo (España). We would also like to acknowledge the help of the following individuals who read sections of the manuscript: Aristóbulo Pardo (Colombia), Paul Figure (Chile), Begoña Zubiri (España), and Felix Menchacatorre (España).

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CONTENTS

Preface iii

Introduction to *¿Qué tal?* 37

PASOS PRELIMINARES 1

PASO UNO:

- Saludos y expresiones de cortesía 2
- El alfabeto español 4
- Cognados 6

PASO DOS:

- Más expresiones de cortesía 8
- Pronunciación: Las vocales *a, e, i, o, u* 9
- Más cognados 10
- Los números **0–15** 11
- Gustar 12
- Spanish as a world language 13

PASO TRES:

- Los días de la semana 14
- Pronunciación: Los diptongos 15
- Los números **16–30** 16
- Hay 18
- ¿Qué hora es? (parte 1) 19
- Hispanics in the United States 20

PASO CUATRO:

- Los meses y las estaciones del año 22
- Pronunciación: Stress and written accent marks 23
- Los números **31–100** 24
- ¿Qué hora es? (parte 2) 25
- The geography of the hispanic world (part 1) 26

PASO CINCO:

- El tiempo 27
- Pronunciación: *d* 28
- Los números **100 y más** 29
- La fecha 30
- The geography of the hispanic world (part 2) 30

PASO SEIS:

- Modismos con tener 32
- Pronunciación: *r, r/rr* 33
- Repaso 34
- Mandatos y frases útiles para la clase 34

VOCABULARIO: Pasos preliminares 36

1 LA UNIVERSIDAD 38

VOCABULARIO: PREPARACIÓN

La universidad 38

PRONUNCIACIÓN: *c, q* 41

MINIDIÁLOGOS Y ESTRUCTURA

1. Singular nouns: Gender and articles 42
2. Nouns and articles: Plural forms 45

UN PASO MÁS: Actividades 48

VOCABULARIO 50

2 LAS MATERIAS 51

VOCABULARIO: PREPARACIÓN

Las materias 51

Las lenguas 51

PRONUNCIACIÓN: *j, g* 53

MINIDIÁLOGOS Y ESTRUCTURA

3. Subject pronouns 54
4. Present tense of *-ar* verbs 56
5. Asking yes/no questions 62

UN PASO MÁS: Lectura cultural (Los gestos) 65

VOCABULARIO 66

3 LA FAMILIA 67

VOCABULARIO: PREPARACIÓN

La familia 67

Los parientes 67

PRONUNCIACIÓN: *b/v* 68

MINIDIÁLOGOS Y ESTRUCTURA

6. Present tense of *ser* 70
7. Possession with *de* 74

8. Contractions <i>del</i> and <i>al</i>	76
UN PASO MÁS: Actividades	77
VOCABULARIO	78

4

LOS AMIGOS 79

VOCABULARIO: PREPARACIÓN	
Los amigos	79
Adjetivos	79
PRONUNCIACIÓN: <i>p, t</i>	
MINIDIÁLOGOS Y ESTRUCTURA	
9. Adjectives: Gender, number, and position	83
10. Pronoun objects of prepositions	89
UN PASO MÁS: Lectura cultural (El compadrazgo)	91
VOCABULARIO	92

5

DE COMPRAS 94

VOCABULARIO: PREPARACIÓN	
De compras	94
Tag questions	95
PRONUNCIACIÓN: <i>ñ, y, ll</i>	
MINIDIÁLOGOS Y ESTRUCTURAS	
11. Uses of <i>se</i> : Impersonal <i>se</i> ; passive with <i>se</i> (for recognition)	97
12. Present tense of <i>-er</i> and <i>-ir</i> verbs	100
UN PASO MÁS: Actividades	103
VOCABULARIO	105

UN POCO DE TODO 1: Un repaso de los capítulos 1–5	106
--	-----

6

LAS MODAS 108

VOCABULARIO: PREPARACIÓN	
Las modas	108
Los colores	109
PRONUNCIACIÓN: <i>x, z, s</i>	
MINIDIÁLOGOS Y ESTRUCTURA	
13. <i>Tener, venir, querer, and poder</i>	111

14. Present tense of <i>dar, estar, and ir</i> ; <i>Ir + a + infinitive</i>	114
UN PASO MÁS: Lectura cultural (Las modas)	118
VOCABULARIO	120

7

LA VIDA SOCIAL 121

VOCABULARIO: PREPARACIÓN	
La vida social	121
Las relaciones sentimentales	121
Más preposiciones	123
MINIDIÁLOGOS Y ESTRUCTURA	
15. <i>Ser</i> versus <i>estar</i>	124
16. Interrogatives	127
17. Present tense of <i>hacer, poner, and salir</i>	131
UN PASO MÁS: Actividades	134
VOCABULARIO	135

8

LOS DEPORTES 136

VOCABULARIO: PREPARACIÓN	
Los deportes	136
MINIDIÁLOGOS Y ESTRUCTURA	
18. Present tense of stem-changing verbs	139
19. Possessive adjectives (unstressed)	142
20. Demonstrative adjectives and pronouns	145
UN PASO MÁS: Lectura cultural (La geografía y los deportes de Sud América)	149
VOCABULARIO	152

9

EN UN RESTAURANTE ESPAÑOL 153

VOCABULARIO: PREPARACIÓN	
En un restaurante español	153
MINIDIÁLOGOS Y ESTRUCTURA	
21. Indefinite and negative words	155

22. Present tense of <i>decir, oír, traer</i> , and <i>ver</i>	159
23. Present progressive: <i>estar</i> + -ndo	162
UN PASO MÁS: Actividades	166
VOCABULARIO	167

10

LA COMIDA: GUSTOS Y PREFERENCIAS 168

VOCABULARIO: PREPARACIÓN	
Restaurante «El Charro»	168
<i>Acabar de</i> + infinitive	170
MINIDIÁLOGOS Y ESTRUCTURA	
24. Personal <i>a</i>	171
25. Direct object pronouns	173
26. <i>Saber</i> versus <i>conocer</i>	176
UN PASO MÁS: Lectura cultural (La comida mexicana)	179
VOCABULARIO	181

UN POCO DE TODO 2: Un repaso de los
capítulos 6–10 182

11

EN EL AEROPUERTO 184

VOCABULARIO: PREPARACIÓN	
En el aeropuerto	184
MINIDIÁLOGOS Y ESTRUCTURA	
27. Comparisons	186
28. Indirect object pronouns	190
29. <i>Gustar</i>	194
UN PASO MÁS: Actividades	196
VOCABULARIO	198

12

DE VACACIONES 199

VOCABULARIO: PREPARACIÓN	
De vacaciones	199
MINIDIÁLOGOS Y ESTRUCTURA	
30. Formal commands	201

31. Present subjunctive: Introduction, formation, use with <i>ojalá</i>	205
32. Use of subjunctive after expressions of willing	210

UN PASO MÁS: Lectura cultural (Las maravillas del mundo hispánico: Latinoamérica)	213
VOCABULARIO	216

13

EL COCHE 217

VOCABULARIO: PREPARACIÓN	
El coche	217
MINIDIÁLOGOS Y ESTRUCTURA	
33. Use of subjunctive after expressions of emotion	219
34. Use of subjunctive after expressions of doubt	222
UN PASO MÁS: Actividades	226
VOCABULARIO	228

14

COMPRANDO UN COCHE 229

VOCABULARIO: PREPARACIÓN	
Comprando un coche	229
MINIDIÁLOGOS Y ESTRUCTURA	
35. Use of subjunctive after impersonal expressions	231
36. Double object pronouns	234
37. Use of subjunctive after <i>tal vez</i> and <i>quizá(s)</i>	237
UN PASO MÁS: Lectura cultural (Aventuras de transporte)	238
VOCABULARIO	240

15

EN CASA 241

VOCABULARIO: PREPARACIÓN	
Las máquinas domésticas	241
Los quehaceres domésticos	241
MINIDIÁLOGOS Y ESTRUCTURA	
38. Preterite of regular verbs and of <i>dar</i> , <i>hacer, ir, and ser</i>	243

39. Use of the infinitive as a verb complement	247
UN PASO MÁS: Actividades	250
VOCABULARIO	251

UN POCO DE TODO 3: Un repaso de los capítulos 11–15	252
--	-----

16**LA VIDA DOMÉSTICA 254**

VOCABULARIO: PREPARACIÓN	
La vida doméstica	254
MINIDIÁLOGOS Y ESTRUCTURA	
40. Reflexive pronouns	256
41. Reciprocal actions with reflexive pronouns	261
42. Reflexive for unplanned occurrences	262
43. <i>De plus</i> a noun	265
UN PASO MÁS: Lectura cultural (Hablemos de películas)	266
VOCABULARIO	269

17**SITUACIONES Y REACCIONES 270**

VOCABULARIO: PREPARACIÓN	
Situaciones y reacciones	270
To become (get)	272
MINIDIÁLOGOS Y ESTRUCTURA	
44. Irregular preterites	274
45. Diminutives	276
46. <i>Nosotros</i> commands	279
UN PASO MÁS: Actividades	281
VOCABULARIO	282

18**LAS NOTICIAS 283**

VOCABULARIO: PREPARACIÓN	
Las noticias	283
MINIDIÁLOGOS Y ESTRUCTURA	
47. Preterite of stem-changing	

verbs	285
-------	-----

48. Uses of <i>por</i>	288
------------------------	-----

49. Adverbs	291
-------------	-----

UN PASO MÁS: Lectura cultural (Las maravillas del mundo hispánico: España)	293
--	-----

VOCABULARIO	296
-------------	-----

19**¡HUY! ¡PERDÓN! 297**

VOCABULARIO: PREPARACIÓN	
Algunas partes del cuerpo	297
Me levanté con el pie izquierdo	297
MINIDIÁLOGOS Y ESTRUCTURA	
50. Uses of <i>para</i> , and <i>para</i> versus <i>por</i>	300
51. Imperfect of regular and irregular verbs	304
UN PASO MÁS: Actividades	310
VOCABULARIO	311

20**LA SALUD 312**

VOCABULARIO: PREPARACIÓN	
Más partes del cuerpo	312
El consultorio del médico	313
MINIDIÁLOGOS Y ESTRUCTURA	
52. Preterite versus imperfect	316
UN PASO MÁS: Lectura cultural (La lengua española)	323
VOCABULARIO	325

UN POCO DE TODO 4: Un repaso de los capítulos 16–20	326
--	-----

21**EN BUSCA DE UN PUESTO 328**

VOCABULARIO: PREPARACIÓN	
En busca de un puesto	328
Adjetivos ordinales	331
MINIDIÁLOGOS Y ESTRUCTURA	
53. <i>Tú</i> commands	333

54. Nominalization of adjectives	337
UN PASO MÁS: Actividades	341
VOCABULARIO	342

22

EL TRABAJO 343

VOCABULARIO: PREPARACIÓN	
El trabajo	343
En la oficina: Jefes y empleados	343
MINIDIÁLOGOS Y ESTRUCTURA	
55. Superlatives and absolute superlatives	346
56. Summary of the use and omission of the definite article	349
UN PASO MÁS: Lectura cultural (La educación en los países hispanos)	354
VOCABULARIO	356

23

SE ALQUILAN APARTAMENTOS 357

VOCABULARIO: PREPARACIÓN	
Se alquilan apartamentos	357
¿Dónde vive Ud.? ¿Dónde quiere vivir?	359
MINIDIÁLOGOS Y ESTRUCTURA	
57. Subjunctive after nonexistent and indefinite antecedents	361
58. Subjunctive after certain conjunctions	365
UN PASO MÁS: Actividades	368
VOCABULARIO	369

24

DE VIAJE 370

VOCABULARIO: PREPARACIÓN	
De viaje	370
En la estación de trenes/de autobuses	371
MINIDIÁLOGOS Y ESTRUCTURA	
59. Indicative and subjunctive after <i>aunque</i>	373
60. Subjunctive and indicative after	

conjunctions of time	375
----------------------	-----

UN PASO MÁS: Lectura cultural (Dos museos hispánicos)	378
VOCABULARIO	381

25

¿DÓNDE NOS QUEDAMOS? 382

VOCABULARIO: PREPARACIÓN	
¿Dónde nos quedamos?	382
MINIDIÁLOGOS Y ESTRUCTURA	
61. Past participle used as adjective	385
62. Present perfect tense	389
UN PASO MÁS: Actividades	393
VOCABULARIO	395

UN POCO DE TODO 5: Un repaso de los capítulos 21–25	396
---	-----

26

LA CIUDAD Y EL CAMPO 398

VOCABULARIO: PREPARACIÓN	
La ciudad y el campo	398
Ways of expressing the word <i>time</i>	400
MINIDIÁLOGOS Y ESTRUCTURA	
63. Past perfect tense	401
64. Present perfect subjunctive	
UN PASO MÁS: Lectura cultural (La urbanización hispanoamericana)	407
VOCABULARIO	409

27

EL DINERO 410

VOCABULARIO: PREPARACIÓN	
El dinero	410
MINIDIÁLOGOS Y ESTRUCTURA	
65. Future verb forms	413
66. Future of probability	416
UN PASO MÁS: Actividades	418
VOCABULARIO	420

28

EL MUNDO ACTUAL 421

VOCABULARIO: PREPARACIÓN

Los problemas actuales 421

MINIDIÁLOGOS Y ESTRUCTURA

67. Conditional verb forms 423

68. Stressed possessive adjectives and possessive pronouns 428

UN PASO MÁS: Lectura cultural (El futuro económico de Hispanoamérica—comentarios especulativos) 431

VOCABULARIO 433

29

LOS HISPANOS EN LOS ESTADOS UNIDOS 434

VOCABULARIO: PREPARACIÓN

Los hispanos en los Estados Unidos 434

Los inmigrantes 434

Pero and sino 437

MINIDIÁLOGOS Y ESTRUCTURA

69. Past subjunctive 439

UN PASO MÁS: Actividades 445

VOCABULARIO 446

30

EN EL EXTRANJERO 447

VOCABULARIO: PREPARACIÓN

En el extranjero 447

MINIDIÁLOGOS Y ESTRUCTURA

70. Conditional sentences 450

71. Sequence of tenses with the subjunctive 453

UN PASO MÁS: Lecturas culturales (La monarquía española) 456

(La revolución hispanoamericana) 459

VOCABULARIO 461

UN POCO DE TODO 6: Un repaso de los capítulos 26–30 462**PASO FINAL 464**

Preparaciones para un año en el extranjero 464

Appendix 1: Answers to *Un poco de todo* exercises 466Appendix 2: Answers to *¿Recuerda Ud.?* exercises 468

Appendix 3: Verbs 470

Spanish-English Vocabulary A-1

English-Spanish Vocabulary A-18

Index A-26

PASOS PRELIMINARES



Estudiantes de la Universidad Nacional Autónoma de México.

¿Qué tal? is one way of saying *How are you?* in Spanish. As a textbook, its purpose is to provide you with a way to begin to learn the Spanish language and to become more familiar with the many people here and abroad who use it.

Language is the means by which humans communicate with one another. To learn a new language is to acquire another way of exchanging information and of sharing your thoughts, concerns, and opinions with others. *¿Qué tal?* will help you use Spanish to communicate in various ways: to understand Spanish when others speak it, to speak it yourself, and to read and write it. This text will also help you to communicate in Spanish in nonverbal ways—via gestures and through an awareness of cultural differences. *¿Qué tal?*, however, can only show you where to start. Look around you in your own community and across the country, and you will see that Spanish is not only a “foreign” language but a “living” language used extensively in the United States today.

Pasos preliminares (*first steps*) is an introductory chapter that will get you started in Spanish and orient you to the format of *¿Qué tal?*



PASO UNO

Saludos° y expresiones de cortesía

Greetings

1. ANA: Hola, José.
 JOSÉ: ¿Qué tal, Ana?
 ANA: Así así. ¿Y tú?
 JOSÉ: ¡Muy bien! Hasta mañana, ¿eh?
 ANA: Adiós.



2. SR. ALONSO: Buenas tardes, señorita López.
 SR. ALONSO: Bien, gracias. ¿Y usted?
 SR. ALONSO: Hasta luego.



3. PROFESORA: ¿Cómo se llama usted?
 MARÍA: Me llamo María Sánchez.



¿Qué tal? and ¿Y tú? are expressions used in informal situations with people you know well, on a first-name basis. ¿Cómo está? and ¿Y usted? are used to address someone with whom you have a formal relationship. ¿Cómo se llama usted? is used in formal situations. ¿Cómo te llamas? is used in informal situations, for example, with other students.

1. ANA: Hi, José, JOSÉ: How are you doing, Ana? ANA: So-so. And you? JOSÉ: Fine! See you tomorrow. OK? ANA: Bye. 2. MR. ALONSO: Good afternoon, Miss López. MISS LÓPEZ: 'Afternoon, Mr. Alonso. How are you? MR. ALONSO: Fine, thanks. And you? MISS LÓPEZ: Very well, thanks. Good-bye. MR. ALONSO: See you later. 3. PROFESSOR: What's your name? MARÍA: My name is María Sánchez.

Otras expresiones útiles°

useful

buenos días	good morning (used until the midday meal)
buenas tardes	good afternoon (used until the evening meal)
buenas noches	good evening, good night (used after the evening meal)
señor (Sr.)	Mr., sir
señora (Sra.)	Mrs., ma'am } There is no standard Spanish equivalent for <i>Ms.</i> Use Sra. or Srta. , as appropriate.
señorita (Srta.)	
gracias	thanks, thank you
muchas gracias	thank you very much
de nada	you're welcome

Práctica

- A.** Practice dialogs 1 through 3 several times with other students, using your own names.
- B.** How many different ways can you respond to the following greetings?
- | | | |
|-------------------|-------------------|--------------------------|
| 1. Buenas tardes. | 4. Hola. | 7. Muchas gracias. |
| 2. Adiós. | 5. ¿Cómo está? | 8. Hasta mañana. |
| 3. ¿Qué tal? | 6. Buenas noches. | 9. ¿Cómo se llama usted? |
- C.** If the following persons met or passed each other at the given times, what would they say to each other?
1. Mr. Santana and Miss Pérez, at 5:00 P.M.
 2. Mrs. Ortega and Pablo, at 10:00 A.M.
 3. Ms. Hernández and Olivia, at 11:00 P.M.
 4. you and a classmate, just before your Spanish class

El alfabeto español

There are thirty letters in the Spanish *alphabet* (**alfabeto**)—four more than in the English alphabet. The **ch**, **ll**, and **rr** are considered single letters even though they are two-letter groups; the **ñ** is the fourth extra letter. The letters **k** and **w** appear only in words borrowed from other languages.

Listen carefully as your instructor pronounces the names listed with the letters of the alphabet.

Letters	Names of letters	Examples		
a	a	Antonio	Ana	la Argentina
b	be	Benito	Blanca	Bolivia
c	ce	Carlos	Cecilia	Cáceres
ch	che	Pancho	Concha	Chile
d	de	Domingo	Dolores	Durango
e	e	Eduardo	Elena	el Ecuador
f	efe	Felipe	Francisca	Florida
g	ge	Gerardo	Gloria	Guatemala
h	hache	Héctor	Hortensia	Honduras
i	i	Ignacio	Inés	Ibiza
j	jota	José	Juana	Jalisco
k	ka	(Karl)	(Kati)	(Kansas)
l	ele	Luis	Lola	Lima
ll	elle	Guillermo	Guillermina	Sevilla
m	eme	Manuel	María	México
n	ene	Noé	Nati	Nicaragua
ñ	eñe	Íñigo	Begoña	España
o	o	Octavio	Olivia	Oviedo
p	pe	Pablo	Pilar	Panamá
q	cu	Enrique	Raquel	Quito
r	ere	Álvaro	Clara	el Perú
rr	erre <i>or</i> ere doble	Rafael	Rosa	Monterrey
s	ese	Salvador	Sara	San Juan
t	te	Tomás	Teresa	Toledo
u	u	Agustín	Lucía	Uruguay
v	ve <i>or</i> uve	Víctor	Victoria	Venezuela
w	doble ve, ve doble, <i>or</i> uve doble	Oswaldo	(Wilma)	(Washington)
x	equis	Xavier	Ximena	Extremadura
y	i griega	Pelayo	Yolanda	Paraguay
z	zeta	Gonzalo	Esperanza	Zaragoza

Práctica

- A. The letters listed below represent the Spanish sounds that are the most different from their English counterparts. You will practice the pronunciation of these letters in upcoming sections of *¿Qué tal?* For the moment, pay particular attention to their pronunciation when you see them. Can you match the Spanish spelling with its equivalent pronunciation?

Spelling

1. **ch**
2. **g** before **e** or **i**; also **j**
3. **h**
4. **g** before **a**, **o**, or **u**
5. **ll**
6. **ñ**
7. **r**
8. **r** at the beginning of a word or **rr** in the middle of a word
9. **v**

Pronunciation

- a. like the *g* in English *garden*
- b. similar to *dd* of *caddy* or *tt* of *kitty* when pronounced very quickly
- c. like *ch* in English *cheese*
- ch. like Spanish **b**
- d. similar to a “strong” English *h*
- e. like *y* in English *yes* or like the *li* sound in *million*
- f. a trilled sound, several Spanish **r**’s in a row
- g. similar to the *ny* sound in *canyon*
- h. never pronounced

B. Spell your own name, using the Spanish alphabet, and listen as your classmates spell their names. Try to remember as many of their names as you can.

C. Identify as many of your classmates as you can, using the phrase **Te llamas** ____ (*Your name is* ____). Then spell the name in Spanish.

MODELO Te llamas María: eme a ere i a.

D. Use the Spanish alphabet to spell these U.S. place names, all of which are of Hispanic origin: **Toledo, Los Ángeles, Texas, Montana, Colorado, El Paso, Florida, Las Vegas, Amarillo, San Francisco.** Pronounce the names in Spanish before you begin to spell them.



E. Think of several other U.S. place names of Hispanic origin and spell them aloud, using the Spanish alphabet. Your classmates should give the place names that you spell.

Cognados

Many Spanish and English words are similar or identical in form and meaning. These related words are called *cognates*.