

e-SPANISH A1

DE ESPAÑA A LATINOAMÉRICA



ENGLISH EDITION

NEW
with
VIDEOS
and
AUDIOS

BOOK READING SPECIMEN

Author:

Gloria Macchiavello-Pietsch

Common european reference framework

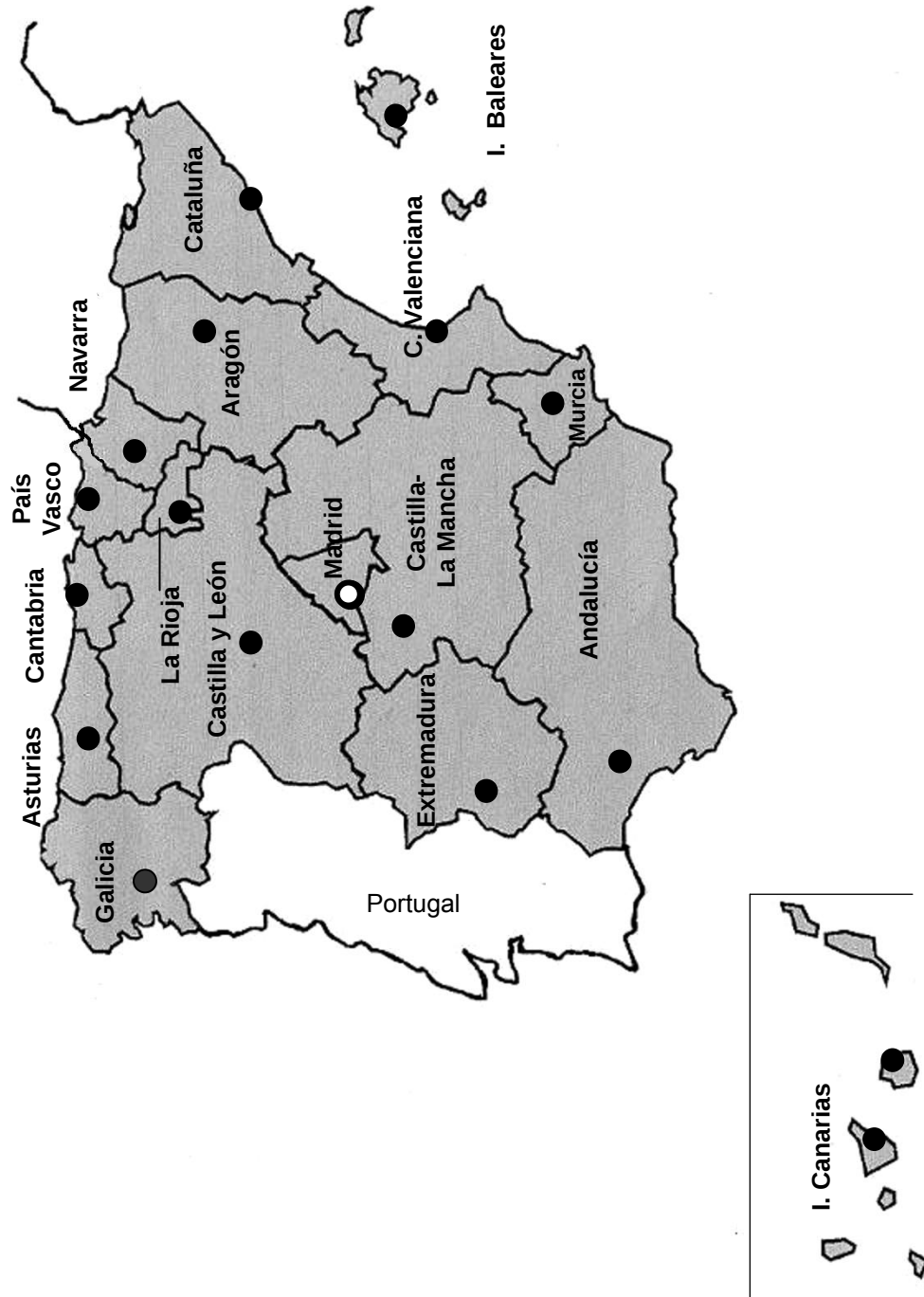


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España con las islas Baleares y las Canarias



Gloria Macchiavello-Pietsch

e-Spanish A1

De España a Latinoamérica

COURSE- and WORKBOOK with VIDEOS

- English subtitles - and AUDIOS

For learners with some previous knowledge of Spanish

G.MAC - SPANISCH MEDIA Herrsching

E-Spanish **A1** – De España a Latinoamérica

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Spanish for English speaking learners

Autonomous Learning

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HISTORY of this BOOK and TECHNICAL APPLICATION:

DE ESPAÑA A LATINOAMÉRICA:

The whole multimedial Spanish Course **A1, A2, B1**

was created in Germany and in Spain for beginners and those with some prior knowledge who want to learn the Spanish language up to level B1 in a relatively short time. The course of study leads in three volumes to level B1 of the Common European Framework of Reference for Languages. The work is multimedia based, takes into account different learning styles, is intensive, systematically progressive, and at the same time realistic, interactive and action-oriented. It has been tested over a long period of time and is successfully being used for UNICert.

Volume 1 has already been converted into an **E-Book**:

E - SPANISCH A1 German edition (2016, 2021)

e - SPANISH A1 English edition (2018) and now **July 2022**.

Volume 2

E - SPANISCH A2 German edition (converted in 2021)

Volume 3 will be converted later on into an **E-Book**

e - SPANISH A1 takes about 70 lessons of 45 minutes each.

Target audience:

- A) young people and adults with some previous knowledge of Spanish, for independent learning as a refresher course
- B) learners with no prior knowledge, who want to learn basic Spanish rapidly, in a very interactive and effective way.
- C) Spanish teachers as a digital teaching assistant

The **E-Books SPANISH A1** contain essentially the same contents as the printed German edition but include videos, listening dialogues, interactive exercises and many internal links.

TECNICAL APPLICATION:

e - SPANISH A1 can be used on PCs, notebooks and tablets.

System requirements: **ADOBE READER**

Important: In order to activate all the functions of the **e-book** (or test reading) **you must first download and store the whole data in your PC!**

INFOS: www.spanisch-multimedia.de Email: g.mac-sm@gmx.de

Acknowledgement

According to the findings of educational psychology, learning processes should be varied, have a connection to the prior knowledge and the learning experiences of the learners, as well as arousing their interest. The learning process should also be socially anchored, have a reference to action, and take into account the individual approaches to learning in order to be able to learn most effectively. These findings are not new. What is new, however, is how the various facets of learning have been observed, didactically and creatively used and implemented by the author, Mrs. Gloria Macchiavello-Pietsch.

Fundamental to the pedagogic design of the course content is that these learning psychology insights are addressed, as well as drawing on the constructivist learning theory, which has become increasingly established in recent years and in which the learners can control their learning process as much as possible. In addition, the author incorporates multimedia based learning methods. The usefulness of media - film, video, television - has been well known in teaching. In our media age, film and television have a great impact on the world of experience, especially on the young and middle aged. Cinematic presentation and preparation of the learning content can have a highly motivating effect and significantly promote individual learning processes.

In addition, there are further didactic advantages of the use of different visualization forms and the author integrates proven elements of suggestive learning. These include in particular:

- the central lively, appealing action which forms the thread of the entire learning course
- the well-coordinated networking of language, image and film which makes the action easily comprehensible and facilitates learning
- the main texts and exercises presented in everyday language which spark lively debates
- the consideration of individual learning types and learning preferences by appealing to different senses
- the integration of many aesthetic aspects in language, film and background music
- the stimulation of feelings, imagination and creativity, e.g. through intercultural comparisons.

DE ESPAÑA A LATINOAMÉRICA has e-Books in German and English besides 3 Course- and Workbooks A1, A2, B1 including:

- two DVD films of the same name
- five audio CDs
- two films about Chile

This range is supplemented by Internet learning aids that can support and facilitate autonomous learning processes.

The course **De España a Latinoamérica A1, A2, B1** is based on an exciting and humorous story and presents events and conflicts of everyday life. The central action focuses on typical life and communication situations in Spain and Latin America. The situations are easily comprehensible, up-to-date and (inter-) culturally shaped. The book can also be used effectively without the additional media. However the use of the accompanying, correspondingly named DVD films is recommended.

The uniqueness of this original, exciting, multimedial Spanish teaching work consists in the cinematic presentation of the textbooks and accompanying DVD films, which are already integrated into the E-BOOKS A1 and E-BOOK A2; B1 will be integrated later on.

Conclusion:

The author, Mrs. Gloria Macchiavello-Pietsch, a very experienced and highly committed university lecturer, is established in proven teaching and learning methods, which she has developed during her foreign language teaching at the University of Munich over the years. Mrs. Macchiavello-Pietsch – trained in suggestopedic techniques in the USA and Germany – has been involved for many years in the implementation and evaluation of suggestive teaching-learning skills within the framework of her teaching activities at the University of Applied Sciences in Munich as well as in the context of specific university teaching projects, methods and multimedia applications in the context of foreign language teaching. These experiences are fundamental to the present publication.

The multimedial based teaching system offers students and all those who are interested in the learning Spanish an effective form of autonomous study which allows a flexible and interactive training based on the individual learning preferences and the individual learning time.

Prof. Dr. Reinhilde Beck
Faculty of Applied Psychology and Education
Munich, October 2021

Foreword

I. General conception

De España a Latinoamérica A1, A2, B1 is designed for education in German- and English speaking countries. It is particularly suitable for intensive Spanish teaching with learners who already have some experience with foreign languages specially with the Spanish language.

For learners who have spent several months in Spain or in Latin America, it is also suitable for independent learning with e-book editions (see IV).

II. Structure of the e - BOOK A1, English edition (see also V.)

COURSE BOOK with **7 CHAPTERS** and a central storyline (see under III.)

Chapter Content

1st page: Objectives of the chapter

2nd page: Main text and then four explanations / additions A, B, C, D to the main text:

A: Grammar in simplified form

B: *Situaciones*, which explain and supplement the main theme of the chapter in short dialogue form

C: *Ejercicios*, many exercises in each chapter

D: Cultural / intercultural texts, sometimes with additional *situaciones*

E: Authentic texts on country customs (cultures and languages of Spain and Latin America)

Additional:

Self evaluations after some chapters

Detailed grammar explanations

Intercultural information

Vocabulary listed by chapters and alphabetically

Texts of the listening exercises Chapter 1 – 7 (*transcripciones*)

Translation of the 7 chapters

Solutions (*soluciones*)

III. Central storyline + variety of short-term dialogues

Some young Spaniards get to know each other in Valencia and experience exciting situations and conflicts of normal life, first in Spain (1st volume), then in Latin America (in the 2nd and 3rd volume). The storyline forms a thread through the chapters of the books. The learner usually identifies with one of the characters (people of all ages are considered).

The presented situations are usually held in dialogue form and show important cultural and intercultural aspects. The contents of the chapters, with a great variety of short dialogues and exercises, allows the learner to speak and make progress in the Spanish language from the beginning. It would be beneficial to study in a Spanish-speaking environment in order to apply and reinforce to Spanish expressions.

IV. Help for hurried learners. The special learning effect of e- Spanish A1 is made possible by:

- Central exciting action through the 7 chapters
- 1 DVD videofilm of chapters 1 – 7 with English subtitles (integrated into the e -Book)
- Translation of the 7 chapters (main texts) by clicking "*traducción*"
- Simplified short grammar explanation (A) after each chapter
- Situations (B), which explain and supplement important themes of the chapter
- Various exercises (C) with gap fill exercises, partner and group exercises
- Solutions to all exercises of the 7 chapters and the self-evaluation tests, links: *soluciones*
- Detailed grammar explanation in the second part of the book, for reference, links under *gramática*
- Vocabulary listed according to chapters and alphabetically ordered, links: *vocabulario*
- 2 audio CDs (integrated into the e -Book)

V. Especial notes on the structure of the chapter content in e- SPANISH A1

The main text:

The content of a main text or texto principal (TP) is identical to the content of the main text appearing in the corresponding video film (subtitles). The corresponding videos are integrated in each chapter and can be seen by clicking

The video-learning film A1 can also be ordered additionally.

A:

Grammar: – The "simplified grammar" in part "A" is described by concise examples, often with some gaps and / or questions to the examples: The goal is to motivate the learners to inductively discover the rules of grammar themselves. (The solution is at the end of part A. The learners or self-learners can hold it covered first and read it at the end of the review.)

B:

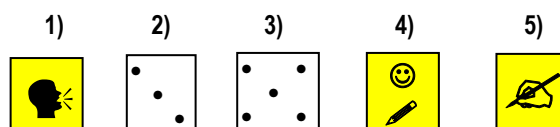
The situations are presented in dialogue form, often with gaps to be filled by the learners. The solution is at the end of part B.

C:

In the ejercicios, different symbols are usually used as a recommendation for how the exercise is to be carried out. Naturally the course instructor or the self-taught person can decide on their preferred method (see symbols).

Symbols:

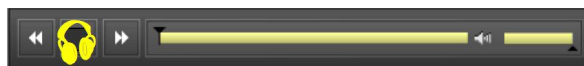
The symbols are mostly self-explanatory. Here they are shown:



Short explanation:

- 1) speaking recommended for flowing pronunciation (or phonetics)
- 2) two or three people
- 3) group exercise
- 4) written exercise possibly working with others together
- 5) written exercise for further exercise

The audio material in each chapter, film and matching listening texts are integrated, and are identified by:



The basic phonetics are reproduced with audio exercises in the chapters 1 – 7 and specially on pages 13 – 14.
Other purely phonetic exercises can be found in the *Transcripciones*.

ABREVIATURAS / ABBREVIATIONS

A) en la gramática

acc	– accusative (acusativo)
adj	– adjective (adjetivo)
adv	– adverb (adverbio)
adj/n	– adjective or noun (adjetivo o sustantivo)
art	– article (artículo)
compar	– comparative (comparativo)
conj	– conjunction (conjunción)
dat	– dative (dativo)
dim	– diminutive (diminutivo)
f	– feminine (femenino)
f.(el)	– feminine with article “el”
fut	– future (futuro)
gen	– genitive (genitivo)
imp	– imperative (imperativo)
impers	– impersonal (impersonal)
ind	– indicative (indicativo)
indef	– “indefinido”- pa.t (pretérito perfecto simple)
impf	– imperfect “pretérito imperfecto” (ind.imperfect)
inf	– infinitive (infinitivo)
intr	– Intransitive (intransitivo)
irr	– irregular, -ly (irregular, -mente)
m	– masculine (masculino)
m/adj/n	– masculine/ adjective/noun (adjetivo+sustantivo m)
nom	– nominative (nominativo)
n	– noun (sustantivo)
opp	– opposed (to), the opposite (of) (opuesto a)
pa. t	– past tense (pasado)
p. part	– past participle (participio)
pass	– passive (voz pasiva)
pl /plur	– plural (plural)
poss	– possessive (posesivo)
pr. part	– present participle (gerundio)
pr. perf	– present perfect (pretérito perfecto compuesto =abbrev.: perfecto)
pred	– predicate (predicado)
prep	– preposition (preposición)
pres	– present tense (presente)
pron	– pronoun (pronombre):
dem. pron	– demonstrative pronoun (pronombre demostrativo)
pron. poss	– possessive pronoun (pronombre posesivo)
rel. pron	– relative pronoun (pronombre relativo)
pronun	– pronunciation
RAE	– Real Academia Española / Highest authority of the Spanish language
reg	– regular (regular)
s	– subject (sujeto)
sing	– singular (singular)
subj	– subjunctive (subjuntivo)
v	– verb (verbo)
v aux	– auxiliary verb (verbo auxiliar)
vi	– intransitive verb <> vt - transitive verb
vi/r	– intransitive verb, also used reflexively
vr	– reflexive verb (verbo reflexivo)
voc	– vocabulary (vocabulario)
vt/i	– transitive & intransitive verb (v. transitivo e intransitivo)

B) generales

abbrev	– abbreviation / short form (abreviatura)
AE	– self assessment (autoevaluación)
Amer	– American
cap	– capítulo / chapter
bef	– before (antes)
Brit	– Britain, British (Gran Bretaña, británico)
c	– circa, “about” (aproximadamente)
cf	– compare (with), (comparar con)
colloq	– colloquial, -ly (coloquial, -mente)
compr	– comprehension (comprensión)
cons	– consonant (consonante)
cont	– continuation (continuación)
corresp	– corresponding (to)
E	– east (este)
econ	– economics (economía)
ed	– edition
e.g. / ej.	– for-example (por ejemplo)
Engl	– English (el idioma inglés)
etc	– et cetera
exc	– except(excepto)
fig	– figurative, -ly (sentido figurado)
Fr	– French (el idioma francés)
freq	– frequent, -ly (frecuente, -mente)
Ger	– German (alemán)
gram	– grammar, grammatical (gramática)
introd	–introduction (introducción)
LatAm	– Latin America (Latinoamérica)
Lat Amer.Sp	– Latin American Spanish
lit	– literal, -ly (literal, -mente)
N	– north (norte)
No.	– number (número)
orig	– origin, -al, - ly (origen, originalmente)
p	– page (página)
pers	– person, -al (persona, personal)
pop	– popular, -ly
Phon	– phonetics (fonética)
p.f.	– por favor / please
rep	– repetition (repetición)
S	– south (sur)
sel	– selection (selección)
sp	– specially (especialmente)
Sp	– Spanish (español)
Span	– Spanien (España)
s.bel	– see below (ver abajo)
summ	– summary (resumen)
TP	– Texto Principal (main text of every chapter) *
Tr	– Audio-CD Track Number
vulg	– vulgar (vulgar)
Univ	– University
usu	– usually (usualmente)
W	– west (oeste)

* TP are found on pages: 19, 29, 39, 51, 67, 79, 89

Contenido – Content

e - Spanish A1 : De España a Latinoamérica

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1. Una fiesta de cumpleaños Formal and informal greetings Asking about studies and professions D* - Birthday in Spain: Signification E* - Introduce yourself and others	1) Introduction ¿Cómo se / te llama/s? Understanding: No comprendo. ¿Cómo se escribe? ... Present tense: <i>cantar, estudiar / ser, ir</i> ; articles Nouns; names, professions (<i>selection</i>); numbers 1 – 10 Months; personal pronouns nominative, important endings and plural formation of the nouns Pronunciation: r – rr, Tr ** 2 – 8	18 – 27
2. Una invitación Formulation of an invitation Occupation, study, workplace Asking about origin, residence, telephone D - Short poem of G.A. Bécquer E - Geogr. Location of Spain in Europe	2) Regular verbs: ending in -ar, -er, -ir Irregular verbs: <i>tener, hacer, hay, ser, ir</i> Articles (<i>cont</i>); contraction <i>a + el, de + el</i> Asking for profession and work place Question words: <i>dónde, adónde, qué, quién, cuál ...</i> Negation: no + Verb ; <i>phon P-T cf Tr 6, 7</i>	28 – 37
3. En el restaurante Asking "how are you" / "how are you doing" Ordering and paying in a restaurant D - La cuenta; "tú" <> "usted" E - Asking for the menu	3) Present: <i>invitar / querer, gustar / ser <> estar</i> hay <> tener que ; making questions + answers Numbers up to 30; noun + adj : concordance; <i>pron. in dative (introd)</i> ; application of <i>tú, vos <> usted; vosotros <> ustedes</i> ; pronunciation: <i>c<>qu<>k Tr 12</i>	38– 49
4. Un buen negocio Buying a house; booking a hotel room Semester abroad; famous Spaniards (AE-7) D - Lectura y audición: a flat, travel agency... E - Regions of Spain / Madrid (overview)	4) Present (cont); v + inf: <i>querer, tener que, hay que</i> Perfect (introd) ; personal pronoun 3. <i>pers</i> accusative: <i>lo, la, los, las (introd)</i> ; <i>saber, poder, conocer</i> Numbers: 40 – 140; days of the week, prepositions: <i>a <> en / para <> por</i> ; listening comprehension Tr 13, 14; self assesment of cap 1 – 4	50 – 65
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7. Intercambio ... intercambio Language exchange; a visit; telephoning Buying clothes; apologizing D - Greetings in England <> Spain E - Where do they speak Spanish? Preview of e- Spanish A2: Reading text – "Isabel Allende"	7) Introducing someone; v + inf: <i>necesitar, gustar, ir a + inf</i> Demonstrative pronouns; preposition + <i>pers</i> pronouns Overview of personal pronouns; seasons of the year Roleplays: to offer something to eat and to drink Adv: <i>mucho, bastante <> adj: muchos, bastantes</i> Reading and listening comprehension, Tr 19 a, b, c A short biography using <i>indefinido</i>	88 – 99

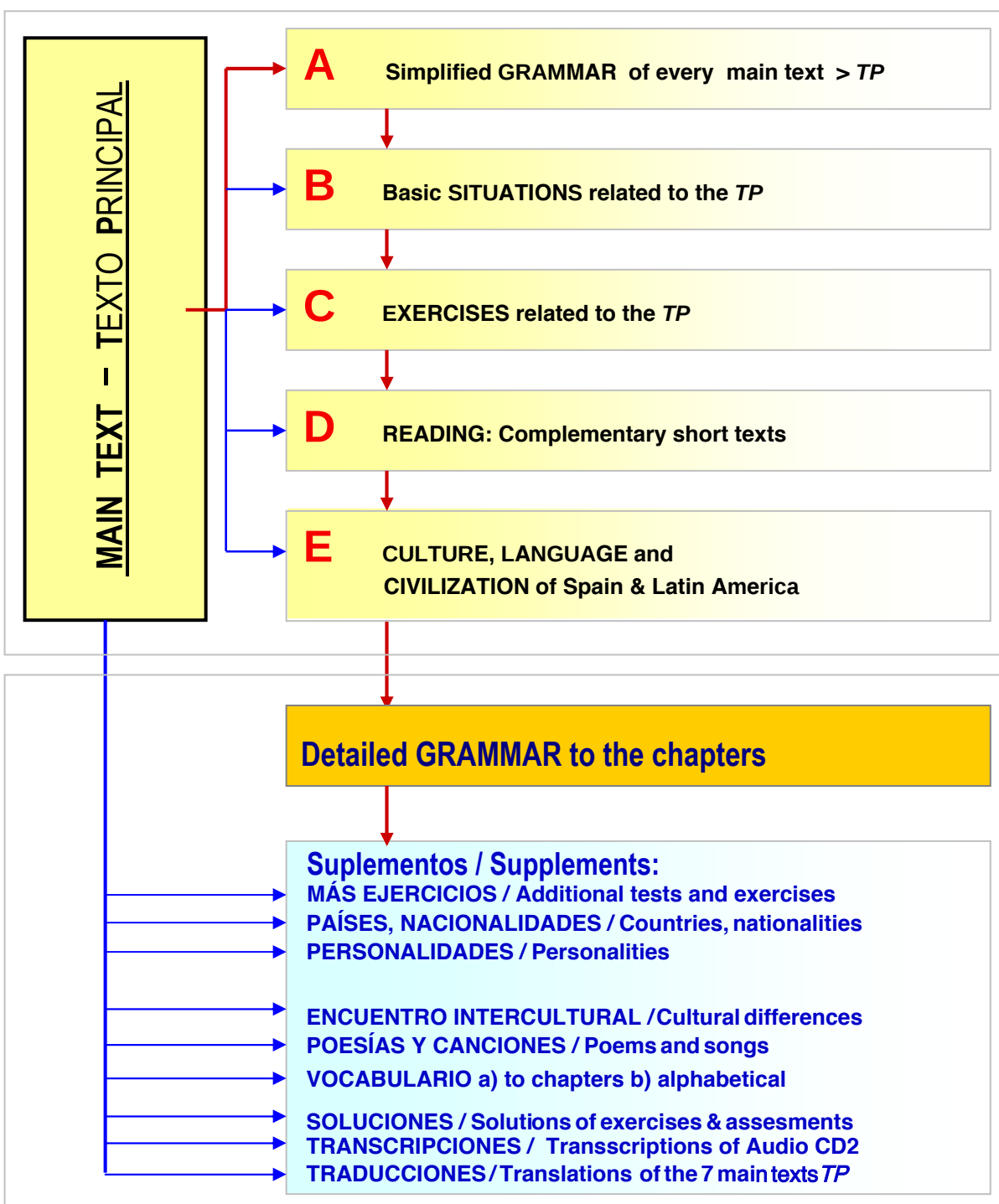
* D, E = Information on Spain and Latin America

** Tr = Audio-CD Track-Nr.

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PHONETICS I. part: The alphabet *

Notes / Remarks

< a >	(a)	A, a	ananás, avión, Alemania	
< b >	(be)	B, b	Buenos Aires, Bilbao, Bogotá	softer than Engl "b"
< k >	(ce)	C, c	claro, casa, Cuba	softer than Engl "k"
< θ >			Cecilia, necesita, felicitar	~ in Engl "th"
< tʃ >	(che)	Ch, ch **	muchos coches chinos	~ in Engl "much",
< d >	(de)	D, d	dos damas de Madrid	softer than in Engl "d"
< e >	(e)	E, e	Etiopía, seis elefantes	
< f >	(efe)	F, f	foto, teléfono, telefax	
< g >	(ge)	G, g	amigo, regalo, grande	softer than Engl "g"
			guía, guitarra, guerra	"u" is here mute ***
< x >			gente, Argentina, Gibraltar	~ like in Engl "loch"
--	(hache)	H, h	hoy, hombre, Hispanoamérica	"h" is never pronounced!
< i/ɣ >	(i)	I, i	cinco idillos, Ibiza / dios, diez	<j> : ia, ie, io, iu
< x >	(jota)	J, j	Jorge y Julia viajan a Jamaica	~ like in Engl "loch"
< k >	(ka)	K, k	kilo, kilómetro, Kenia	only in foreign words!
< l >	(ele)	L, l	Málaga, Palma, Alicante	
< ʎ >	(elle)	LI, ll **	Mallorca, Sevilla, Melilla	only one sound: "l + j"
< m >	(eme)	M, m	La Mancha, Murcia, Extremadura	
< n >	(ene)	N, n	Salamanca, Granada, Castellón	
< ɲ >	(eñe)	Ñ, ñ	España, cumpleaños, coñac	like in French "cognac"
< o >	(o)	O, o	no tomo chocolate	
< p >	(pe)	P, p	papá, Perú, Panamá	softer than Engl "p"
< k >	(cu)	Q, q	Enrique, quiere, queso	"u" is here mute
< r >	(ere)	R, r	Baleares, Menorca, Formentera	
< rr >	(erre)		rosa roja // corre, burro	like in Engl "run and correct"
< s >	(ese)	S, s	Semana Santa, Sevilla	"s" here unvoiced
< z >			mismo, las botas, isla	voiced before l, b, m, n
< t >	(te)	T, t	té, patata, tres tomates	softer than Engl "t"
< u/w >	(u)	U, u	uvas // cuota, bueno, guapo	u+o/ u+e/ u+a = "w"
< b >	(uve)	V, v	un vaso, ¡venga, vamos!	v = b
< w >	(uve doble)	W, w	weekend, kiwi, web	only in foreign words!
< ks >	(equis)	X, x	examen, exacto, exótico	like in Engl "exactly", but it sounds often like "s"
< s >			exclusivo, exactamente	
< i >	(i griega)	Y, y	y, lycra, soy, estoy	diphthong: like in Engl "boy"
< j >			yogur, yo, ayer	like in Engl "you"
< θ >	(zeta)	Z, z	Zaragoza, azúcar, zona cruz, paz, feliz	like in Engl "th" (unvoiced)

* In the square brackets are the phonetic signs; letters in bold print are explained on page 14.

** "ch" and "ll" are no longer considered as independent letters (RAE), but they appear in the dictionary

*** but the „ü“ in „güi“ or „güe“ are pronounced, e.g. : „güero“ <guero> is called „blond“.

In the Spanish language, pronunciations and notation are broadly the same.

PHONETICS II. part: Important phonetic features at a glance



< k >	< 0 >	< k >
c + a Caracas o color u Cuba r crema l Claus	c + e Cecilia, Barcelona i gracias,	qu* + e que, queso i quien, quiosco (* u Is not pronounced!)
g + a amiga o amigo u gusto r grande l globo	x + e gente, genial i Gibraltar	g + e guerra gu* + i guía (* u Is not pronounced!)
j + a Japón, Javier o jota, joven u Júcar, Juan reloj x + e Jerez, jefe i jirafa, ají less common		

Strongly pronounced	Specially strong:
< tʃ > ch coche, Cochabamba Chile, China, chofer, chocolate 	< r > (begin of word +) < rr > r + a rápido torre o rojo perro u ruta correo
< ɲ > ñ ñandú niño, niña coñac, señor 	<u>slightly less strong:</u> pero, paro, caro => (cf Tr 7)

Also strongly pronounced	Softly pronounced
< 0 > z + a Zaragoza o zona u azúcar 	< b > bota – vota b = v Bolivia – Valencia banco – veto
< 0 > ~ c + e cero i cine	< b > also softly pronounced: d, p, t; g (+ a,o,u) gu (+ e,i) c (+ a,o,u) qu (+ e,i)
< s > s la sal el sol la sopa	

ALGUNAS EXPRESIONES PARA USAR EN CLASE o en UN GRUPO

Some expressions for use in the classroom or in the social environment

1. PREGUNTAS / Questions

1.1 GENERALES

¿Cómo se dice en español ...?	What is it called in Spanish?
¿Cómo se escribe ... esa palabra?	How to write ... this word?
¿Cómo se pronuncia ...?	How do you pronounce ...?
¿Cómo se deletrea su / tu nombre?	How your name is spelled?
¿Comprende/s?	Do you understand?
¿En qué página está?	On which page is it?
¿Es con acento o sin acento?	Is it with or without accent?
¿En qué sílaba lleva el acento?	On what syllable is the accent?
¿Es correcto decir ... ?	Is it right to say ...?
¿Puede / podría explicar por favor (otra vez) ... ?	Can / could you ... please (again explain)?
¿Puedes / podrías repetir ... ?	Can / would you ... repeat, please?
¿Qué ejercicio hay que hacer?	What exercise is to be done?
¿Qué significa la palabra ... ?	What does that word mean...?

1.2 SOBRE GRAMÁTICA

¿Cuál es el orden correcto (de la frase)?	What is the correct sequence (in the sentence)?
¿Cuál es el participio de ...?	What is the participle of ...?
¿Dónde hay que poner la palabra ...?	Where is the word ... to be placed?
¿Por qué se usa ...?	Why to use ...?
¿Qué diferencia hay entre ...?	What is the difference between ...?
¿Qué verbo es, regular o irregular?	What kind of verb is it: regular or irregular?

2. INSTRUCCIONES

i Complete/a las frases – según el sentido!	Complete the sentences / supplement accordingly!
i Conteste/a!	Answer / reply!
i Escriba/e (con mayúsculas)!	Write (with capital letters)!
i Formule/a!	Express!
i Haga/haz!	Make / do (for example, questions, phrases)!
i Lea/e!	Read !
i Marque/marca!	Mark (with a cross)
i Ordene/a!	Arrange (for example, in the correct order)!
i Pregunte/a!	Ask!
i Rellene/a!	Fill in (the blanks)!
i Repita/e la explicación ... (lentamente) por favor! i Repita/e la palabra / la frase!	Repeat the explanation (slowly, please)!
i Responda/e!	Repeat the word / the sentence!
i Subraye/a!	Answer / reply!
	Underline!

Latinoamérica y el Caribe *



Solutions >>

GREETINGS: ¡HOLA! ¡BIENVENIDOS!

¡BIENVENIDOS AL CURSO DE ESPAÑOL!

WELCOME TO THE SPANISH COURSE!

During the day, before lunch	after lunch	in the evening
		
1 Formal:		
Buenos días, señor Buenos días, señora	Buenas tardes, señores	Buenas noches, señoras y señores
2 Informal:		
Hola, buenos días	Hola, buenas tardes	Hola, buenas noches
3 Coloquial:		
Hola, chicos, ¿qué tal?	¡Hola, buenas!	Hola, chicos, ¿qué hay?

4 ¿CÓMO SE LLAMA USTED? WHAT IS YOUR NAME?



– ¿Cómo te llamas?
What is your name?

– Me llamo Angélica.



¿Cómo? ¡No comprendo! How? I don't understand.

Angélica, me llamo Angélica.

Angelica, my name is Angelica.

Repite lentamente, por favor. Please repeat it, slowly.

A n g é l i c a Angelica

¿Cómo se escribe, con jota? How do you spell it? With "j"? ?

No, con ge (g) No, with "g".

¡Ah, muchas gracias! Ah, thank you very much!

¡De nada! Don't mention it!

Adiós, hasta luego. Good bye, see you later.

Hasta mañana. See you tomorrow.

01

UNA FIESTA DE CUMPLEAÑOS

In this chapter you will learn how to (say)

- a) use informal and formal greetings
- b) introduce yourself and ask someone's name
- c) make an invitation
- d) ask which transport someone uses (taxi, car, tube...)
- e) congratulate someone on his / her birthday
- f) ask whether someone is working or studying
- g) ask where someone works

ESCENA 1: ¿VAMOS A LA FIESTA?

Leo: ¡Eh chicas! ¿Vamos a la fiesta de hoy?

Julia: Sí, naturalmente, ¡vamos!

Leo: ¿Cómo vamos: en metro, en bus o en taxi?

Lola: ¡Vámonos en taxi, ya es tarde!

Julia: ¡Vamos con Juan!

Leo: Y ... ¿tiene coche?

Julia: Claro. ¡Mira, ya está allí!

Traducción >>



ESCENA 2: EN CASA DE EDUARDO. FELICITACIONES

EDUARDO SALUDA A SUS AMIGOS, HOY ES SU CUMPLEAÑOS

Eduardo: ¡Hola, amigos! ¡Adelante, adelante!

Julia: ¡Hola, Eduardo! ¡Feliz cumpleaños!

Eduardo: ¡Hola, Julia, qué alegría!

Julia: Toma Eduardo. Éstos son unos chocolates para ti ...

Eduardo: ¡Hombre, Jorge, tú ... aquí!

Jorge: ¿Qué tal, amigo? ¡Feliz cumpleaños!

Eduardo: ¡Esto es un cava para ti!

Jorge: ¡Gracias, Jorge!

Lola: (exclama) ¡Viva Eduardo!

todos: (exclaman) ¡Viva!

todos: (cantan) ¡Cumpleaños feliz, cumpleaños feliz te deseamos todos, cumpleaños feliz!

Eduardo: ¡Gracias, qué bien cantáis!

Jorge: ¡Y ahora vamos a comer y beber!

Julia: Bueno, yo me llamo Jorge.

Jorge: Y tú, ¿cómo te llamas?

Julia: Me llamo Julia. Mucho gusto, Jorge.

Jorge: ¡Qué bonito nombre! ¡Entonces, bebo por Julia, salud!

Traducción >>



ESCENA 3: EN LA TERRAZA

Jorge: ¿Qué estudias, Julia?

Julia: ¿Yo? No estudio, trabajo.

Jorge: ¿Dónde trabajas?

Julia: Trabajo en IBERIA.

Jorge: ¡Qué interesante! ¿Viajas mucho?

Julia: Sí, viajo muchísimo, soy azafata.

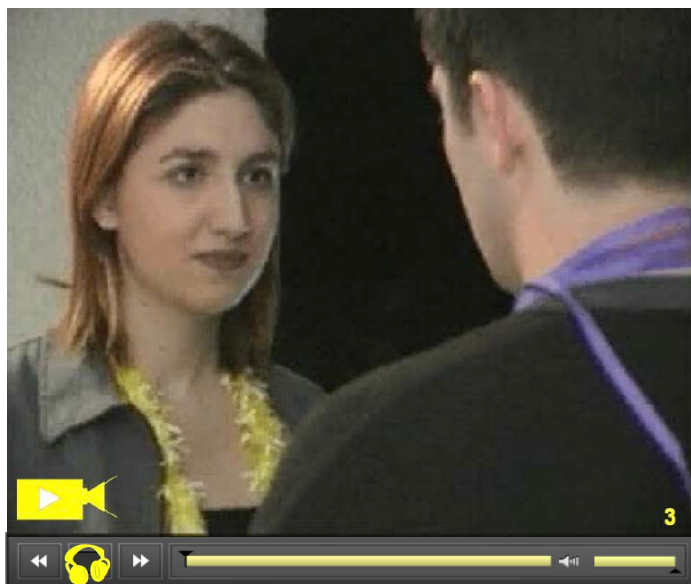
Jorge: ¡Quizás por eso eres tan guapa!

Julia: ¡No es verdad!

Jorge: Pues sí. ¡Y además eres muy simpática!

Julia: ¡Muchas gracias!

Jorge: ¡De nada!



A ¿GRAMÁTICA? – UN POCO / Grammar? – a little bit

1. ALGUNOS VERBOS EN PRESENTE

SOME VERBS IN THE PRESENT TENSE

a)

Verbos en -AR

Julia: (yo)	trabaj	- o	en Iberia
Jorge: (tú*)	¿viaj	- as	mucho?
(él, ella),			
usted* (Ud.)	salud	- a	a sus amigos
nosotros/as)	estudi	- amos	español
(vosotros/as*)	cant	- áis	muy bien
(ellos, ellas,)			
ustedes* (Uds.)	trabaj	- an	mucho

The personal pronouns are usually not used – with the exception of "usted.", "ustedes" (polite form!) – since all endings of the verbs are different and therefore distinctive. The personal pronoun is only used for special emphasis.

*Spanish: "tú" and "usted" = English "you"
also: "vosotros/as" and "ustedes" = English "you"

b)

SER

Julia: (yo)	soy	azafata
Jorge: (tú)	eres	muy simpática
Eduardo: Julia	es	mi prima (Cousine)
Julia: (él)	es	estudiante
usted	es	inteligente
(nosotros/as)	somos	de Barcelona
(vosotros/as)	sois	muy guapos/as
(ellas)	son	mexicanas
(ellos)	son	profesores de física
ustedes	son	simpáticos



Ellos estudian idiomas

c)

IR

(yo)	voy	a la fiesta
¿(tú)	vas	también a la fiesta?
(ella)	va	en taxi
(él)	va	en coche
¿ usted	va	a la biblioteca?
(nosotros/as)	vamos	al festival
(vosotros/as)	vais	a la universidad
(ellas)		a casa
(ellos)	van	a la discoteca
ustedes		en metro

In the **polite form** **usted** (Ud.) is used for the third person singular and **ustedes** (Uds.) also for the third person but in plural.

2. ARTÍCULOS / articles:

Gramática 1.1 >>

A) DEFINITE ARTICLES AND B) INDEFINITE ARTICLES

A) HERE ARE EXAMPLES OF DEFINITE ARTICLES

REFER TO THE CORRESPONDING TABLE!

Leo, Lola y Julia van a **la** fiesta, van en **el** coche de Juan.

Julia y Lola son **las** amigas de Eduardo.



	<i>m</i>	–	<i>f</i>
Singular	el	–	la
Plural	los	–	las

Los chicos cantan “Cumpleaños feliz”.



B) HERE ARE EXAMPLES OF INDEFINITE ARTICLES

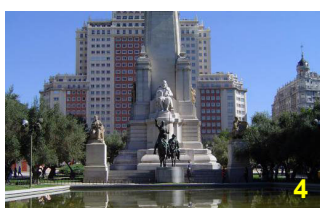
AGAIN: REFER TO THE CORRESPONDING TABLE!

España es **un** país (a country) grande. Madrid, ¿es **una** ciudad (a city) moderna? – Claro, muy moderna.

¿Tienes (do you have) amigos allí? – No, tengo (I have)

unas amigas en Sevilla y **unos** colegas en Barcelona.

	<i>m</i>	–	<i>f</i>
Singular	un	–	una
Plural	unos	–	unas



GRAMÁTICA A1

Grammar

EL ARTÍCULO / THE ARTICLE

1.1 ARTÍCULO

DETERMINADO

ARTÍCULO INDETERMINADO

	definite article		indefinite article	
	Singular	Plural	Singular	Plural
masculine (m.)	el chico the boy	los chicos the boys	un teatro a theatre	unos teatros some theatres
feminine (f.)	la copa the drinking glass	las copas the drinking glasses	una calle a street	unas calles some streets

1.2 CONTRACCIÓN / Contraction of the article “el” and the preposition “a” or “de” →

Preposition + el :

a + el = al

de + el = del

Examples:

2.1: vamos **al** cine
(let's go to the cinema)
but: vamos **a la** fiesta
(let's go to the party)

2.2: el jefe **del** banco *Bilbao*
(the chief executive of the Bank of *Bilbao*)
but: el jefe **de la** biblioteca
(the chief executive of the library)

1.3 POSICIÓN NORMAL / normal position:

<u>article</u>	+	<u>noun</u>
el		vino
los		vinos

1.4 POSICIÓN CASUAL / occasional position:

<u>article</u>	+	<u>adjective</u>	+	<u>noun</u>
el		famoso		escritor

or	<u>article</u>	+	<u>adverb</u>	+	<u>adjective</u>	+	<u>noun</u>
	el		ya		famoso		escritor
	the		already		famous		writer

1.5 Exceptions



“la” / “una” often changes to “el” / “un”, when the feminine noun begins with “a” or “ha”

Example: un agua clara

For reasons of pronunciation, the masculine articles **el / un** are used before feminine nouns in the **singular** which begin with **stressed “a” or “ha”**.

ARTÍCULO MASCULINO EI / UN + SUSTANTIVOS FEMENINOS (sing) que empiezan con a / ha y con acento tónico / with natural accentuation.

Examples:

el / un	agua	the / a	(glass of) water
el / un	ama de casa	the / a	housekeeper
el / un	alma buena	the / a	good soul
el / un	hambre	(- / -)	hunger
el / un	hacha	the / an	axe
el / un	arma	the / a	weapon

BUT IN THE PLURAL:

las aguas, **unas** amas, **las** almas ...

The **adjective** is always **feminine**:
aguas **claras**, un ama de casa **buen**a

2. EL GÉNERO DE LOS SUSTANTIVOS / THE GENDER OF NOUNS

Basically the nouns in the Spanish language are either masculine or feminine. Masculine nouns usually end on “o”, feminine nouns usually end on “a”. Names of persons and animals have **the natural gender** like: el camarero, la camarera (the waiter – the waitress); **un** perro – **una** perra (a dog – a female dog). For other endings, see below.

Other nouns:

- rivers, mountains, numbers, years, months, days are **masculine**
- letters, as well as names of countries and cities on **-a** are **feminine**

In most cases the ending of a noun indicates its gender. (This does not apply to endings on -e and -ista; see table below.)

MASCULINE		FEMININE	
Ending	Examples	Ending	Examples
- o	un chico el metro	- a	una chica la fiesta
- r	un señor el licor el escritor	- d	la libertad la ciudad la salud
- l	un español un hotel	-	-
- s	un francés el autobús	- z	la cruz, la luz, la paz
- n	el alemán un balcón	- ión	una habitación la discusión

MASCULINE		FEMININE	
Ending	Examples	Ending	Examples
- e *	el café el viaje el estudiante el pariente	- e	la noche la tarde la estudiante la parienta
- ista*	el turista el artista	- ista*	la turista la artista

* Endings on “e” are mostly **either** masculine **or** feminine. Sometimes, however, they are **both** masculine **and** feminine.

SPECIAL CASES

MASCULINE		EXCEPTIONS	
- ama	el programa el telegrama	el día	la mano
- ema	el problema el esquema	el tranvía el avión	la foto la flor
- ima	el clima	el sofá	
- oma	el idioma	el mapa	la radio

TRANSLATIONS OF THE MAIN TEXTS (TP): CHAPTERS 1 – 7

1. UNA FIESTA DE CUMPLEAÑOS	1. A BIRTHDAY PARTY
1.1 ¿Vamos a la fiesta? Leo: ¡Eh chicas! ¿Vamos a la fiesta de hoy? Julia: Sí, naturalmente, ¡vamos! Leo: ¿Cómo vamos: en metro, en bus o en taxi? Lola: ¡Vámonos en taxi, ya es tarde! Julia: ¡No! ¡Vamos con Juan! Leo: Y ... ¿tiene coche? Julia: Claro. ¡Mira, ya está allí!	1.1 Let's go to the party? Leo: Hey, girls! Shall we go to the party today? Julia: Sure, let's go (to the party)! Leo: Are we going by tube, by bus or by taxi? Lola: Let's go by taxi, it's already late! Julia: No, let's go with John! Leo: But ... does he have a car? Julia: Sure. Look, there he is!
1.2 En casa de Eduardo. Felicitaciones <i>Eduardo saluda a sus amigos, hoy es su cumpleaños.</i> Eduardo: ¡Hola, amigos! ¡Adelante, adelante! Julia: ¡Hola, Eduardo! ¡Feliz cumpleaños! Eduardo: ¡Hola, Julia! ¡Qué alegría! Julia: ¡Toma Eduardo. Estos son unos chocolates para ti ... Eduardo: ¡Hombre, Jorge, tú ... aquí! Jorge: ¿Qué tal, amigo? ¡Feliz cumpleaños! Esto es un cava para ti. Eduardo: ¡Gracias, Jorge! Lola: ¡Viva Eduardo! todos: ¡Viva! todos (cantan): "¡Cumpleaños feliz, cumpleaños feliz te deseamos todos, cumpleaños feliz!" Eduardo: ¡Gracias, qué bien cantáis! ¡Y ahora vamos a comer y beber! Jorge: Bueno, yo me llamo Jorge. Y tú, ¿como te llamas? Julia: Me llamo Julia. Mucho gusto, Jorge. Jorge: ¡Qué bonito nombre. Entonces, bebo por Julia, salud!	1.2 At Edward's house. Congratulations <i>Edward is greeting his friends, today is his birthday.</i> Edward: Hello, friends! Come in, come in! Julia: Hi Edward! Happy birthday to you! Edward: Hello, Julia! (I'm) so glad to see you! Julia: Here Edward. These chocolates are for you... Edward: Hey, George, you're here! George: How are you my friend? Happy birthday... Here is some champagne for you... Edward: Thank you, George! Lola: Cheers Edward! All friends: Cheers (Edward)! All friends sing: <i>Happy birthday to you, happy birthday to you, happy birthday, dear Edward, happy birthday to you.</i> Edward: Thank you! You all sing so well! And now let's eat and drink! George: Well, my name is George. And you, what's your name? Julia: My name's Julia. Nice to meet you, George. George: Such a pretty name! Alright, here is to you, Julia!
1.3 En la terraza Jorge: ¿Qué estudias, Julia? Julia: ¿Yo? No estudio, trabajo. Jorge: ¿Dónde trabajas? Julia: Trabajo en IBERIA. Jorge: ¡Qué interesante! ¿Viajas mucho? Julia: Sí, viajo muchísimo, soy azafata. Jorge: ¡Quizás por eso eres tan guapa! Julia: ¡No es verdad! Jorge: Pues sí. ¡Además eres muy simpática! Julia: ¡Muchas gracias! Jorge: ¡De nada!	1.3 On the terrace George: What are you studying, Julia? Julia: Me? I'm not a student, I work. George: Where do you work? Julia: I work at IBERIA (airlines). George: How interesting! Do you travel a lot? Julia: Yes, I travel a lot, I'm a stewardess. George: Well, that's probably the reason you are so pretty! Julia: That's not true! George: Yes it is, and you are also very nice! Julia: Thank you very much! George: Don't mention it!



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