

Getting started with Spanish 2



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[Getting started with Spanish 2](#)

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Introduction

Introduction

¡En marcha! Let's get up and running!



This is the second beginners Spanish course, *Getting started with Spanish 2*. You might have already gone through the previous course in this program or you might be joining us now for the first time. Regardless, we hope you enjoy the course and find it useful.

This two-week course is the next step in your learning journey. Each week comprises 3–4 hours of interactive activities, explanations, exercises and tips about language-learning. It's a good idea to keep notes either on paper in a notebook or on your preferred digital device; in any case each week you'll be encouraged to add to your own personal phrase book and decide how best you can go about memorising and practising key phrases and vocabulary. There is also a weekly quiz for you to practise what you've been learning.

You'll start by learning how to tell the time in Spanish, but first of all, take some time to decide how you'll allocate your time to your studies. Learning Spanish, like learning any language, is a gradual process; it's often described as 'a marathon, not a sprint.' 'Little and often' is the best approach, so if at all possible spread your 3–4 hours over the week, rather than devoting one whole afternoon or evening. This will give you plenty of opportunities to revisit vocabulary and language structures, to revise quickly what you did

last time and above all to practise and consolidate. This is the best way to learn vocabulary and perfect your accent.

After studying this course, you should be able to:

- ask the time, and tell the time to others
- develop pronunciation, fluency and intonation through practice
- conjugate verbs in the present tense
- report on daily routines and favoured activities
- appreciate the different 'r' sounds in the Spanish language

Open Centre for Languages and Cultures

This course has been developed from extracts of [LXS002 - *Beginners Spanish 2: ¡En marcha!*](#). The Open University have launched a dedicated learning centre called [The Open Centre for Languages and Cultures](#). OpenLearn is supporting this project and is providing extracted units of all courses on The Open Centre in our dedicated [Language and Cultures Hub](#).

The Open Centre for Languages and Cultures is the exciting new home for non-accredited language and intercultural communication short courses. You can study a wide range of language and language related subjects with us anywhere in the world, in any time zone, whatever your motivation – leisure, professional development or academic.

It's the one stop shop for engaging with languages, professional communication and intercultural dialogue.

Our short courses allow us to be agile and responsive to the needs of learners who want to be part of a global society. We offer non-accredited short courses in a range of subjects including modern languages, and languages for business and the workplace. We are also leading the way in developing short courses for academic research methods and pre-sessional English with IELTS, which will be available for registration in due course.

The Open Centre for Languages and Cultures is an international leader in online language learning and intercultural communications, built on our pioneering pedagogy and research.

What makes the Open Centre different?

- The OU is the leader in online learning and teaching with a heritage of more than 50 years helping student achieve their learning ambitions.
- The short courses are underpinned by academic rigour and designed by native speakers experienced in producing engaging materials for online learning of languages and cultures.
- The graduating nature of the courses means that learners can build up their language and skills over time.
- Learners will also gain a better understanding of the culture(s) associated with the language(s) they study enabling the development of intercultural communication skills.
- Learners can mix and match the short courses and study more than one course at a time.

Once this course is complete you will be directed to OpenLearn's hub for language content where you will be able to build on your newly found language skills.

Now that you're fully prepared, it's time to start on [Week 1](#).

Week 1 What time is it?

Introduction

¡Bienvenido/a a semana 1! Welcome to Week 1!

In this first week, you will learn how to tell the time in Spanish, including asking other people and answering others' questions about the time. You will practise this through a variety of speaking and listening activities.

Enjoy the week!

This OpenLearn course is an adapted extract from the Open University course [LXS002 *Beginners Spanish 2: ¡En marcha!*](#)

1 What time is it?

Let's make a start by listening to a group of school children that are learning how to tell the time.

Activity 1

Audio content is not available in this format.



Can you identify how the teacher asks the time? Listen and select the question she asks.

- ¿Qué hora es?
- ¿Es la una?
- ¿Son las dos?

Audio content is not available in this format.



Listen to the recording again and select the two expressions the children use after the time.

- en punto
- y cuarto
- y media
- menos cuarto

2 Asking and telling the time

To ask and tell the time (*la hora*) in Spanish, use the following expressions.

¿Qué hora es? *What time is it? / What's the time?*

La una. / Es la una. *It's one o'clock.*

Las dos. / Son las dos. *It's two o'clock.*

Las tres. / Son las tres. *It's three o'clock.*

Notice that the article *la / las* is always used with times. It is feminine because it refers to the noun *hora / horas*.

Note that the answer is in the singular (*Es la una*) for one o'clock and in the plural for all other times (*Son las dos / tres / cuatro...*).

More precise time is given in the following way.



Son las siete y cinco.



Son las siete y diez.



Son las siete y cuarto.



Son las siete y veinte.



Son las siete y veinticinco.



Son las siete y media.



Son las ocho menos veinticinco.



Son las ocho menos veinte.



Son las ocho menos cuarto.



Son las ocho menos diez.



Son las ocho menos cinco.

3 Practising times

Match the following times with their equivalents in digits. Choose from the list.

Activity 2

Question 1

Las ocho y veinte = las _____

- 00:00
- 12:45
- 20:20

Question 2

La una menos cuarto = las _____

- 12:45
- 20:20
- 11:40

Question 3

Las tres y veinticinco = las _____

- 11:40
- 14:50
- 03:25

Question 4

Las siete y cuarto = las _____

- 07:15
- 09:00
- 22:05

Question 5

Las nueve en punto = las _____

- 07:15
- 22:05
- 09:00

Question 6

Las doce menos veinte = las _____

- 20:20
- 11:40
- 14:50

Question 7

Interactive content is not available in this format.



Question 8

Interactive content is not available in this format.



Question 9

Interactive content is not available in this format.



Question 10

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4 Listening practice

This activity will give you some practice in telling the time as part of spoken conversation.

Activity 3

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Listen to the recording and select all the times mentioned.

- 12:00
- 12:05
- 12:10
- 12:30
- 12:35
- 12:40
- 12:45

5 Speaking practice

Look at the following clock faces and practise saying the times aloud.
You may want to record yourself and then listen to the recording.

Activity 4

¿Qué hora es?



(a)



(b)



(c)



(d)



(e)



(f)

Reflection

Note that with the 24-hour clock the time can also be given by reading the numbers; for example:

2:50 – (Son) *las dos cincuenta*

20:35 – (Son) *las veinte treinta y cinco*

Discussion

The times are as follows, with alternative ways of saying them.

The answers in brackets refer to the 12-hour clock.

- Las cinco y cuarto. Son las cinco y cuarto.
- Las trece cincuenta. Son las trece cincuenta. (Son las dos menos diez).
- La una y diez. Es la una y diez.
- Las dieciséis veinte. Son las dieciséis veinte. (Son las cuatro y veinte).
- Las siete menos cuarto. Son las siete menos cuarto.
- Las diez y cuarto. Son las diez y cuarto.



6 What time is it?

In this activity you will practise asking and telling the time, focusing on the intonation of the questions. You will practise 'shadow reading', that is reading aloud as you listen to the recording of that text. This is a good way to practise your pronunciation, fluency and intonation.

Activity 5

Read out loud the questions below as you listen to the audio recording. Try to imitate the speaker's speed, her pronunciation and intonation, and try to keep up with her!

—¿Qué hora es?

—Martina, ¿qué hora es?

—¿Qué hora es, Pedro?

—Margarita, ¿qué hora es?

Audio content is not available in this format.



Audio content is not available in this format.



Audio content is not available in this format.



Audio content is not available in this format.



Activity 6

Now listen to these prompts, and ask each person the time. There will be a gap for you to ask the question out loud before the model answer is given. Pay attention to the pronunciation of each person's name and to the intonation of the question (the rise and fall of the voice) after addressing each person. Practise as many times as you wish.



1 Aída



2 Merche



3 Roberto



4 Regina



5 Rosario



6 Ángeles

Example

You hear: Ask María.

You say: María, ¿qué hora es?

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Audio content is not available in this format.



Audio content is not available in this format.



Audio content is not available in this format.



Audio content is not available in this format.



7 a.m. and p.m.

Listen to the following times and try to determine the expressions used to indicate whether it is a.m. and p.m.

Audio content is not available in this format.



Activity 7

1. The expression for a.m. is ...

- de la mañana
- de la tarde
- de la noche

2. There are two expressions for p.m., they are ...

- de la mañana
- de la tarde
- de la noche

Discussion

These expressions distinguish different parts of the day: morning, afternoon and evening/night. The next section will explore this more closely.

8 Times at different stages of the day

When using the 12-hour clock the expressions *de la mañana*, *de la tarde* or *de la noche* are frequently added to indicate whether it is a.m. or p.m.

Son las ocho y media de la mañana. *It's half past eight in the morning.*

Son las dos de la tarde. *It's 2 p.m.*

Son las diez de la noche. *It's 10 p.m.*

Son las doce. Es mediodía. *It's 12 p.m. It's midday.*

Son las doce de la noche. Es medianoche. *It's 12 a.m. It's midnight.*

Activity 8

Listen to the times and convert them into a full sentence using either *Es* or *Son*, as in the example. There will be a gap for you to ask the question out loud before the model answer is given. You may like to record your answer on a phone and play it back to check your pronunciation.

Example

You hear: *Las tres de la tarde.*

You say: *Son las tres de la tarde.*

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Audio content is not available in this format.



Audio content is not available in this format.



Audio content is not available in this format.



Audio content is not available in this format.



Audio content is not available in this format.



9 This week's quiz

Check what you've learned this week by taking the end-of-week quiz. This is optional practice, but will help to consolidate what you've learned.

[Week 1 quiz](#)

Open the quiz in a new window or tab (by holding ctrl [or cmd on a Mac] when you click the link), then return here when you have done it.

10 Summary of Week 1

Now you have reached the end of Week 1, reflect a little on what you have learnt. In the box below, note down what you have found easy, useful or fun, and what was more difficult.

Week 1 Reflection

What was easy, useful or fun this week?

Provide your answer...

What was more difficult?

Provide your answer...

What do I need to practice?

Provide your answer...

¡Enhorabuena!

You have come to the end of Week 1. Next week you'll be learning how to talk about everyday activities, you'll learn about the sound of the r and you'll be able to work further on your pronunciation and listening skills.

¡Hasta la semana que viene!

You can now [move on to Week 2](#).

Week 2: Everyday activities

Introduction

¡Bienvenido/a a semana 2! Welcome to Week 2!



You will see that this week introduces quite a bit of new vocabulary and grammar, especially the conjugation of new verbs in the present tense. It is really important that you learn these, as there is nothing more frustrating when learning a new language than starting to say a sentence and getting stuck because you can't remember the word or the verb form you need!

Have you got a good dictionary? Do you use a dictionary online? You might need to refer to one for at least one of the activities this week, so think about how you plan to look words up when you need to. There are many online dictionaries available, or perhaps you prefer to use a printed version. Either way, find a dictionary that suits you and that is also reliable and accurate.

Enjoy the week!

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1 Everyday activities

In this activity you will learn vocabulary relating to everyday activities and how to say when you usually do them.

Activity 1

Listen to this clip as various people are asked about their everyday activities. Then look at the drawings below, which depict some of these activities. Drag and drop the descriptions to the matching drawings underneath.

Audio content is not available in this format.



1



2



3



4



5



6

Paseo, paseo por el parque.

Yo leo, normalmente leo.

Trabajo en un restaurante.

Estudio, estudio en la biblioteca.

Veo la televisión.

Juan escribe, escribe novelas en el ordenador

Match each of the items above

to an item below.



1



2



3



4



5



6

2 Saying what you do

To say what you do on a regular basis, use the verb in the present tense (*el presente*).

¿Qué haces normalmente? *What do you usually do?*

Paseo. *I go for a walk.*

Estudio. *I study.*

Veo la televisión. *I watch television.*

You can also talk about **a specific time** in the day.

¿Qué haces normalmente a las diez **de la mañana**? *What do you normally do at ten o'clock in the morning?*

Desayuno a las diez **de la mañana**. *I have breakfast at ten o'clock in the morning.*

To say what you do in **a specific part** of the day:

¿Qué haces normalmente **por la tarde**? *What do you normally do in the afternoon?*

Por la tarde paseo. *I go for a walk in the afternoon.*

Note the contrast between *a las dos de la tarde*, to refer to a specific time in the afternoon (*Como a las dos de la tarde*), and *por la tarde*, to refer to what you do in the afternoon in general (*Estudio por la tarde*).

3 Daily routines

Listen to this audio clip, then answer the questions in the activity beneath.

Audio content is not available in this format.



Activity 2

Interactive content is not available in this format.



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Reflection

You will have noticed that in your answers the form of the verb always ends in -o (*trabajo, estudio, paseo, leo, escribo*). That is because you are saying 'I work', 'I study', 'I go for a walk', 'I read', 'I write', and the ending for the first person (*l = yo*) of regular verbs in the present is always -o.

Listen again to each person talking about what they do in the morning and repeat out loud their answers.

Audio content is not available in this format.



4 The present tense of regular verbs

Verbs have two parts: a stem and an ending. To find out what the stem of a verb is, drop the *-ar*, *-er* or *-ir* of the infinitive (*trabaj-*, *com-*, *viv-*). For regular verbs the stem does not change. To form the present tense, just add the present tense endings of the respective conjugation to the stem. The endings show the person and the number (for example, *trabajo* = first person singular).

	-ar	-er	-ir
	trabaj-ar	com-er	escrib-ir
(yo)	trabaj- o	com- o	escrib- o
(tú)	trabaj- as	com- es	escrib- es
(él/ella, usted)	trabaj- a	com- e	escrib- e
(nosotros/-as)	trabaj- amos	com- emos	escrib- imos
(vosotros/-as)	trabaj- áis	com- éis	escrib- ís
(ellos/ellas, ustedes)	trabaj- an	com- en	escrib- en

Verbs whose infinitives end in *-ir* have the same endings as *-er* verbs in the present tense, except for the *nosotros* and *vosotros* forms.

5 Reading comprehension

Read this brief email sent by Verónica to her friend Marta. First concentrate on understanding the gist – there is some vocabulary provided below to help. When you have a rough idea of the email's meaning, try completing the multiple choice questions underneath.

Activity 3

Hola Marta:

Soy miembro de Acción Solidaria en Chile. El objetivo de nuestra organización es facilitar y ayudar con trabajar distintos a los discapacitados. ¡Quieren y pueden trabajar! Ofrecemos cursos para fabricar objetos, aprender carpintería, informática y hacer repostería. Los discapacitados fabrican objetos, aprenden carpintería y a usar computadoras. Es bonito. Todos aprendemos mucho.

También trabajamos en escuelas especiales con niños de todas las edades con limitación físicas o mentales. Tenemos colaboradores que usan la lengua de señas en las clases cuando los niños tienen discapacidad auditiva. Los niños aprenden mucho y están contentos.

Mi hermano también colabora con la asociación. Él da clases de carpintería y yo contacto con nuestros colaboradores para organizar actividades. ¿Colabora con nosotros?

Un abrazo,

Vero

Vocabulario

ayudar	<i>to help</i>
discapacitado	<i>a disabled</i>
hacer repostería	<i>baking</i>
la computadora (LAm)	<i>computer</i>
la lengua de señas	<i>sign language</i>
la discapacidad auditiva	<i>hearing disability</i>

Which statement best describes what the email is about?

- Sending Marta publicity about Acción Solidaria, the organisation she works for.
- Telling Marta what sort of work this organisation does.
- The sort of work the organisation does and asking Marta to collaborate.

What does Acción Solidaria do in special schools?

- Acción Solidaria trains teachers.
- Acción Solidaria works with the children.

- Acción Solidaria teaches languages.

What does Verónica's brother do?

- He is a teacher.
- He is a student.
- He works in IT.

6 Finding verbs in a dictionary

When you want to look up a verb in the dictionary, you will generally find only the infinitive form. So, if you are reading a text and come across a verb you don't know, such as *corremos*, you first need to detach the ending (in this case *-emos*) to get the stem (in this case *corr-*) from which you get the infinitive *correr* ('to run'); you know it's an *-er* verb because of the *e* in *-emos*. Now you can look up the verb *correr* in the dictionary.

If the verb form you are looking up happens to be irregular, this procedure for finding the stem may not work. For example, if you have the verb form *es*, you need to know that *es* is the third person singular of *ser*.

7 Using the present tense

Complete the following sentences with the correct form of the verb in brackets. Remember to remove the *-ar* from the infinitive to get the stem and then add the appropriate ending for that person. Remember the accent for the *vosotros* form.

If you don't already know how to type accented and special characters (covered in [Getting started with Spanish 1](#)), then you should find out now. Make sure you can type all of these characters: á é í ó ú ü ñ ç ÿ

On most mobile devices, press and hold a letter on the touchscreen keyboard and you get a popup showing all the possible accents. On a Mac computer or most mobile devices, hold down the letter and select an accent from the pop-up. On a PC, hold down the Alt key and type on the numeric keypad a number code. A further option for both PCs and Macs is to set your computer to use a Spanish keyboard layout; on a PC, go to 'Start' and open the 'Control Panel', then click on 'Date, Time, Language, and Regional Options' ('Region and Language' then 'Keyboards and languages' in Windows 7).

Activity 4

Question 1

Interactive content is not available in this format.



Question 2

Interactive content is not available in this format.



Question 3

Interactive content is not available in this format.



Question 4

Interactive content is not available in this format.



Question 5

Interactive content is not available in this format.



Question 6

Interactive content is not available in this format.



Question 7

Interactive content is not available in this format.



Question 8

Interactive content is not available in this format.



Question 9

Interactive content is not available in this format.



Question 10

Interactive content is not available in this format.



8 Speaking practice

Now try the following activity for some speaking practice.

Activity 5

Listen and answer the questions, following the prompts as in the example you hear.

Example

You hear: ¿Qué haces normalmente en la oficina?

You hear: (trabajar con computadoras)

You say: Trabajo con computadoras.

Audio content is not available in this format.



9 The correct present tense form

Have a go at this activity to practise the present tense form.

Activity 6

Complete the sentences below with the correct present tense form of the verb in brackets. Choose from the drop-down menu.

Interactive content is not available in this format.



10 Sounds for the letter 'r'

Listen to the following pairs of words, in which the only difference is the sound of the letter *r*.

Audio content is not available in this format.



Note that the difference in sound depends on whether the word is spelled with a single *r* or a double *rr*.

- pero *but*
- perro *dog*
- cero *zero*
- cerro *hill*
- caro *expensive*
- carro *cart*
- coro *choir*
- corro *I run*
- curo *I cure*
- curro *slang word for 'work'*

In these pairs the difference in sound and spelling gives a different meaning. Although in general the context would help a listener understand what you mean, you should be aware of the difference and practise these sounds as you come across them.

Sounds for the letter 'r'

The sound for *r* is produced by a single flap of the tongue against the roof of the mouth close to your gums, as in *cero* or *pero*.

The sound for double *rr* is produced in the same way, but by flapping the tongue several times, producing a stronger and longer sound as in *cierra* and *cerrado*.

When the letter *r* is at the beginning of a word it is pronounced with the strong sound of the double *rr* in the middle of a word; for example, *rata*, *ratón*.

11 Listen and repeat 'r' and 'rr'

In this final activity, you will hear and practise the 'r' and 'rr' sounds.

Activity 7

Listen and repeat 'r'

Read the following sequence of words with the softer and shorter sound for the letter *r* (*ere*), then listen and repeat out loud.

hora

abre

¿A qué hora abre?

¿A qué hora abre la panadería?

¿A qué hora abre la zapatería?

Abre por la tarde

Audio content is not available in this format.



Listen and repeat 'rr'

Read the following sequence of words with the stronger and longer sound for the letter *r* (*erre*), then listen and repeat out loud. When the sound occurs in the middle of the word, the word is written with the double *rr*.

Cierra

Correos

¿A qué hora cierra Correos?

Carrera

Correr

¿A qué hora corres?

¿A qué hora empieza la carrera?

Audio content is not available in this format.



11 This week's quiz

Check what you've learned this week by taking the end-of-week quiz. This is optional practice, but will help to consolidate what you've learned.

[Week 2 quiz](#)

Open the quiz in a new window or tab (by holding ctrl [or cmd on a Mac] when you click the link), then return here when you have done it.

11 Summary of Week 2

Now you've reached the end of Week 2, reflect a little on what you've been learning. In the box below, note down what you've found easy, useful or fun, and what was more difficult.

Week 2 Reflection

What was easy, useful or fun this week?

Provide your answer...

What was more difficult?

Provide your answer...

What do I need to practice?

Provide your answer...

¡Enhorabuena!

You have now reached the end of this course.

This OpenLearn course is an adapted extract from the Open University course [LXS002 Beginners Spanish 2: ¡En marcha!](#)

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