

Getting started with Spanish 3



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[Getting started with Spanish 3](#)

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Introduction

Introduction

¡Adelante! Let's keep moving!



This is the third beginners Spanish course, *Getting started with Spanish 3*. You might have already gone through the previous courses 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 offers you a follow up to 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 make invitations or suggestions, 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 spending on it 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.

Developing your speaking skills

By now, you should start feeling more confident with your listening, and in this course we would like you to pay particular attention to ways to develop your speaking skills. Here's some advice on how to do that.

The first thing to do, is to try to speak Spanish as often as you can. You might say that's impossible, because you don't know any Spanish speakers! Well, when going about your daily life, you can try talking to yourself in Spanish in your head – this will help you anchor your learning into real-life, meaningful contexts.

On the other hand, if one of your motivations for learning Spanish is to speak to people, the best way you can practise that is to... speak to people! Have you got any Spanish-speaking friends you can practise what you are learning with? Are there any Spanish meetups near where you live? Or you might want to find language exchange partners online, using a free online exchange platform? It might feel a bit daunting, but the sooner you start practising your speaking, the more fluent and comfortable you will feel!

After studying this course, you should be able to:

- greet people in different contexts
- invite friends to go out with you, and accept or decline their invitations
- find preferred ways of recording and organising new vocabulary
- interpret information from tone and intonation
- hold formal conversation over the phone, and leave messages.

Open Centre for Languages and Cultures

This course has been developed from extracts of [LXS003 Beginners Spanish 3: ¡Adelante!](#). 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.

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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 How to say hello and goodbye

Introduction

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



This week, you will find out how to describe a variety of different social events. You will then learn about accepting and declining invitations (and how to give reasons for saying no), which you will be encouraged to practise out loud to reinforce your learning. In addition, there will be some tips around recording and organising vocabulary for your later revision – you should consider the approach that will work best for you, as this is a crucial element of language learning.

Enjoy the week!

This OpenLearn course is an adapted extract from the Open University course [LXS003 Beginners Spanish 3: ¡Adelante!](#)

1 Vocabulary for events and activities

Begin with this activity, which asks you to categorise different events. The choices are *evento deportivo*, *evento artístico* and *evento social* – meaning sport, artistic or social.

Activity 1

Decide the category into which each event falls. You may need to look some words up in the dictionary.

1. una exposición fotográfica

- ☐ Evento deportivo
- ☐ Evento artístico
- ☐ Evento social

2. una boda

- ☐ Evento deportivo
- ☐ Evento artístico
- ☐ Evento social

3. una fiesta de cumpleaños

- ☐ Evento deportivo
- ☐ Evento artístico
- ☐ Evento social

4. un partido de fútbol

- ☐ Evento deportivo
- ☐ Evento artístico
- ☐ Evento social

5. una carrera de Fórmula 1

- ☐ Evento deportivo
- ☐ Evento artístico
- ☐ Evento social

6. un concierto de música clásica

- ☐ Evento deportivo
- ☐ Evento artístico
- ☐ Evento social

7. una despedida de soltero

- ☐ Evento deportivo
- ☐ Evento artístico
- ☐ Evento social

8. una obra de teatro

- ☐ Evento deportivo
- ☐ Evento artístico
- ☐ Evento social

9. ir de copas

- Evento deportivo
- Evento artístico
- Evento social
- 10. un torneo de tenis
- Evento deportivo
- Evento artístico
- Evento social

2 Recording and organising vocabulary

It is useful to find what system of recording and organising vocabulary works best for you. Here are some suggestions that you may want to try:

- grouping vocabulary and phrases according to topic (furniture, clothes, a particular hobby that you are interested in, etc.)
- word families: *trabajo* (work), *trabajador* (worker), *trabajar* (to work), *trabajoso* (laborious), etc.
- grouping according to structure or use, e.g. sequence organisers: *primero* (first), *después* (later), *luego* (then), *finalmente* (lastly), etc.
- collocations, i.e. words that tend to go together, like *un calor espantoso* (a terrible heat)

(Adapted from Hurd and Murphy (2005), pp. 113–14)

Here is an example of how you may note down the various phrases in which you can find the verb *ir*.

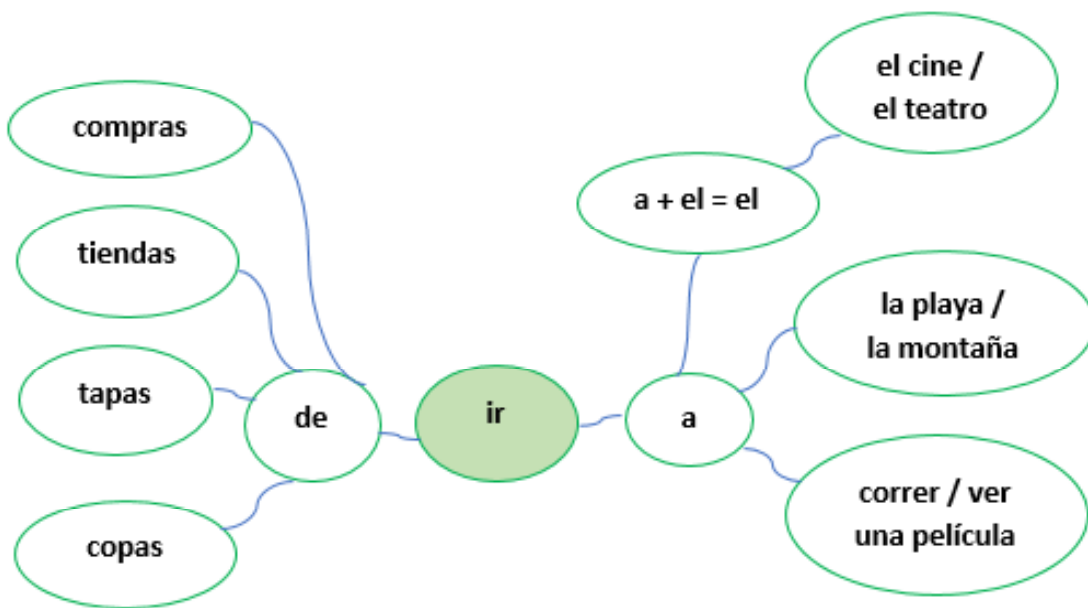


Figure 1 Example of a vocabulary mind map

3 Interpreting tone and intonation

A lot of information is conveyed by tone and intonation, so even if you do not understand everything that the other speaker is saying, you may be able to gather from their tone and intonation whether they are accepting or declining your suggestion, as you would do in your own language.

In the following activity, you will listen to some short dialogues, and answer some questions about the details.

Vocabulario

| | |
|---------|---|
| ponen | <i>verb used for saying what film is on (poner)</i> |
| la peli | <i>short for película (film)</i> |

Activity 2

Listen to each clip and answer the questions beneath. You will be asked which activities are being suggested, and whether the invitations are accepted or not.

Audio content is not available in this format.



1. Select the activity that is being suggested:

- ☐ Ir a un partido de baloncesto
- ☐ Ir a una fiesta
- ☐ Ir al cine
- ☐ Ir al fútbol

2. Select whether the invitation was accepted or not:

- ☐ Accepted
- ☐ Declined

Audio content is not available in this format.



3. Select the activity that is being suggested:

- ☐ Ir a un partido de baloncesto
- ☐ Ir a una fiesta
- ☐ Ir al cine
- ☐ Ir al fútbol

4. Select whether the invitation was accepted or not:

- ☐ Accepted
- ☐ Declined

Audio content is not available in this format.



5. Select the activity that is being suggested:

- ☐ Ir a un partido de baloncesto
- ☐ Ir a una fiesta
- ☐ Ir al cine
- ☐ Ir al fútbol

6. Select whether the invitation was accepted or not:

- ☐ Accepted
- ☐ Declined

Audio content is not available in this format.



7. Select the activity that is being suggested:

- ☐ Ir a un partido de baloncesto
- ☐ Ir a una fiesta
- ☐ Ir al cine
- ☐ Ir al fútbol

8. Select whether the invitation was accepted or not:

- ☐ Accepted
- ☐ Declined

4 Making suggestions

To make suggestions the following expressions are used, all followed by the verb in the infinitive.

¿**Te apetece** ir al cine?

Do you fancy going to the cinema?

¿**Te gustaría** ir a la fiesta de aniversario de mis padres?

Would you like to go to my parents' anniversary party?

¿**Quieres** ir al museo?

Do you want to go to the museum?

Another way of making a suggestion is by using the first person plural to include both the speaker and the other person.

¿**Vamos** a la playa? *Shall we go to the beach?*

Activity 3

Using the information given below, try to write out full questions asking someone whether they want to go with you to these events. You can write in the boxes below, or in a notebook or similar. Use the day and activity given, and make up a possible time, as in the example.

You can then practise asking the questions aloud. You may want to record yourself and then listen to it.

Example

Suggestion given: *lunes / exposición fotográfica*

You might say: *¿Te gustaría ir a una exposición fotográfica el lunes a las cinco de la tarde?*

1. martes / el cine

Provide your answer...

2. miércoles / un concierto de Shakira

Provide your answer...

3. jueves / un partido de tenis

Provide your answer...

4. viernes / la obra de teatro *La extraña pareja*

Provide your answer...

5. sábado / una verbena

Provide your answer...

6. domingo / el partido de fútbol Real Madrid–Sevilla

Provide your answer...

5 La verbena



Verbenas are popular celebrations that take place in the evening on certain days of the year. One of the most famous is the Verbena de la Paloma in Madrid, which takes place on 15 August. The image of the Virgin, la Virgen de la Paloma, is taken in a procession through the decorated streets, where there is theatre, music and dance as well as stalls that sell churros (fried dough, often dusted with sugar) and other food.

Decide whether the following statement is true or false.

Activity 4

La verbena de la Paloma es una celebración muy popular de Bilbao que se celebra en verano.

- ☐ Verdadero
- ☐ Falso

6 Accepting or declining invitations

In this section you are going to look at how to accept and decline invitations informally in Spanish.

Here are some expressions you can use:

Vocabulario

For accepting:

| | |
|-------------------|-------------------------|
| Vale | <i>Okay</i> |
| ¡Estupendo! | <i>Great!</i> |
| ¡Claro! | <i>Sure!</i> |
| Sí, me encantaría | <i>Yes, I'd love to</i> |
| ¡Venga! | <i>Let's!</i> |
| De acuerdo | <i>Of course!</i> |

For declining:

| | |
|------------------------------------|---------------------------------------|
| No, gracias. No me gusta... | <i>No thanks, I don't like...</i> |
| No puedo porque tengo que trabajar | <i>I can't because I have to work</i> |
| No me apetece | <i>I don't fancy it</i> |
| Lo siento, no tengo tiempo | <i>I'm sorry, I don't have time</i> |

Notice that – as in English – an explanation is often added to a rejection in order to soften it.

7 Accepted or rejected

Decide whether the following expressions are ways to accept (*aceptar*) or reject (*rechazar*) invitations.

Activity 5

1. Vale

- ☐ aceptar
- ☐ rechazar

2. ¡Estupendo!

- ☐ aceptar
- ☐ rechazar

3. ¡Claro!

- ☐ aceptar
- ☐ rechazar

4. No puedo

- ☐ aceptar
- ☐ rechazar

5. Sí, me encantaría

- ☐ aceptar
- ☐ rechazar

6. ¡Venga!

- ☐ aceptar
- ☐ rechazar

7. No me apetece

- ☐ aceptar
- ☐ rechazar

8. No tengo tiempo

- ☐ aceptar
- ☐ rechazar

9. De acuerdo

- ☐ aceptar
- ☐ rechazar

8 Answering questions



A friend is asking you whether you want to go to the Teatro Municipal de Santiago de Chile. Read the text below to find out more about this venue, then have a go at the activity.

El Teatro Municipal de Santiago de Chile

El Teatro Municipal de Santiago de Chile está situado en el centro de la ciudad y tiene capacidad para 1400 personas. Inaugurado el 17 de septiembre de 1857 con la ópera *Ernani* de Verdi, es el centro cultural más antiguo del país. Presenta una gran variedad de eventos culturales como conciertos de música clásica y jazz, ópera, ballet y espectáculos infantiles. El Teatro Municipal es administrado por la Corporación Cultural de Santiago y alberga a instituciones fundamentales para el desarrollo artístico nacional, como la Orquesta Filarmónica, el Ballet de Santiago y el Coro del Teatro Municipal además de técnicos en vestuario, zapatería y escultura, entre otros.

Vocabulario

| | |
|---------------|--------------------|
| inaugurado/-a | <i>inaugurated</i> |
| antiguo/-a | <i>old</i> |
| alberga | <i>it hosts</i> |
| el desarrollo | <i>development</i> |

el vestuario *wardrobe*
la zapatería *shoe store*

Activity 6

Write an answer to each of the following invitations. Make sure you accept some and reject others, and include some explanation or commentary where you can.

Example

Question: *¿Te apetece ir a un concierto de música clásica?*

Answer: *¡Claro! Me encanta la música clásica.*

1. *¿Te gustaría ir a un concierto de jazz?*

Provide your answer...

2. *¿Te gustaría ir a la ópera?*

Provide your answer...

3. *¿Quieres ver el ballet?*

Provide your answer...

4. *¿Te gustaría ver una obra de teatro?*

Provide your answer...

5. *¿Te apetece visitar el teatro?*

Provide your answer...

9 Speaking practice

Complete the following activity to practise your intonation by responding to invitations.

Activity 7

Listen to the suggestions and answer aloud, accepting or declining as you wish. Pay attention to the rising intonation of the questions. You can note any phrasing in the empty boxes if useful. You might like to record your answers and play them back to check your pronunciation.

Example

You hear: *¿Quieres ir a tomar un helado después del examen?*

You may answer: *No tengo tiempo, tengo mucho trabajo.*

1.

Audio content is not available in this format.



Provide your answer...

2.

Audio content is not available in this format.



Provide your answer...

3.

Audio content is not available in this format.



Provide your answer...

4.

Audio content is not available in this format.



Provide your answer...

5.

Audio content is not available in this format.



Provide your answer...

6.

Audio content is not available in this format.



Provide your answer...

Ir a tomar algo

The expression *ir a tomar algo* conveys the idea of meeting in some establishment to have a drink, although it is less about drinking and more about socialising. Whether you are asked to *ir a tomar un café*, *ir a tomar una cerveza* or *ir a tomar un helado*, the point is to meet up with friends, have a chat and spend some time together.

10 Time out

Read this cutting from the *Espectáculos* section of a magazine and answer the drag-and-drop questions that follow.

Activity 8

CINE
Ciclo de cine mediterráneo
Hamam, el baño turco
Cine Castillo
Candelaria Goyenechea 3820, Local 2
Teléfono: 2445856
Viernes y sábado 14:15 y 21:45
Domingo 14:15 y 20:30

MÚSICA
Boleros
Tangos y boleros en concierto en vivo, con Carmen Prieto y Vivi Ferrer
Local Naitún, c/ Ricardo Cumming 451
Esta noche a las 23 h

TEATRO
La lluvia de verano
Basada en una obra de Marguerite Duras
Sala Galpón
Martes a sábado a las 19 horas
\$5.000 general y \$2.500 estudiantes

CIRCO
Aéreo de vanguardia
Solo 7, 8 y 9 de noviembre a las 21 h
Compañía francesa "Les Arts Sauts"
En los estacionamientos de Mall Plaza Oeste

Vocabulario

en vivo *live*
los estacionamientos *car park (LAm)*

en el cine Castillo

en la Sala Galpón

en los estacionamientos de Mall Plaza Oeste

en el Local Naitún

Match each of the items above to an item below.

¿Dónde ponen una película?

¿Dónde ponen una obra de teatro?

¿Dónde hay un espectáculo de circo?

¿Dónde puedes escuchar música?

la obra de teatro La lluvia de verano

el espectáculo de circo Aéreo de vanguardia

los tangos y boleros

la película Hamam, el baño turco

Match each of the items above to an item below.

¿Qué espectáculo empieza a las siete de la tarde?

¿Qué espectáculo empieza a las nueve de la noche?

¿Qué espectáculo empieza a las once de la noche?

¿Qué espectáculo empieza a las dos y cuarto o a las ocho y media los domingos?

11 Declining invitations

In this activity, you will practise declining invitations.

Activity 9

Listen to these invitations then decline them, following the prompts.

Example

You hear: ¿Te gustaría ir al concierto de tango y boleros esta noche?

(I don't have time today, I'm sorry.)

You say: Hoy no tengo tiempo, lo siento.

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.



12 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.

Summary of Week 1

¡Enhorabuena!

You have come to the end of Week 1.

This week's learning has focused on making suggestions, accepting and declining invitations, and new vocabulary to do with events and activities. You've also read about the importance of recording and organising vocabulary and interpreting tone and intonation.

Before you move on to Week 2, take some time to reflect on your experience this week.

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 practise?

Provide your answer...

If you haven't done it yet, you might consider starting up a notebook. If so, you'll need to decide how you'll organise your learning. For example, you could have three different sections:

- Grammar rules and explanations
- Exercises
- Vocabulary

Go through all the new words and expressions covered this week and start memorising them. Little and often is best. Remember that in order to learn a language, knowledge and skills need to be practised and internalised. It is important that you 'digest' the material covered each week and make it yours through individual work.

Have you thought of changing the settings in your mobile phone to Spanish? You will pick up some useful vocabulary without even realising it.

Don't forget to speak Spanish as often as you can. You can also have mini-conversations with yourself and practise spelling out your name. Listen to the audios again and try to repeat aloud what you hear.

Next week you'll be learning how to make formal and informal phone calls, and you'll continue to work on your pronunciation and listening skills.

¡Hasta la semana que viene!

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

Week 2: Making phone calls

Introduction

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



Your study this week will include the vocabulary and expressions used for formal and informal phone calls.

Remember to keep a record of your learning using a simple paper notebook (or whatever suits you best). It is important that you keep track of your learning, so that the key points are together in one place and easily accessible for reference and revision.

This course includes a lot of audio activities, and it's important that you try to do them all. They will help you to attune your ear to Spanish, and ensure you keep practising your speaking throughout your studies.

Enjoy the week!

This OpenLearn course is an adapted extract from the Open University course [LXS003 *Beginners Spanish 3: ¡Adelante!*](#)

1 Formal telephone conversations

Here are some useful phrases to conduct telephone conversations in formal contexts.

Vocabulario

To answer the phone:

| | |
|--------------------------------|---|
| ¿Dígame? / ¿Diga? | <i>Hello. (Literally: Tell me.)</i> |
| Bueno. (México) Aló. (LAm) | <i>Hello.</i> |
| Museo Nacional, buenas tardes. | <i>National Museum, good afternoon.</i> |

To ask to speak to somebody:

| | |
|-------------------------------------|---|
| ¿Me puede poner con el señor Reina? | <i>Can you put me through to Mr Reina?</i> |
| ¿Me pone con Luz Perales? | <i>Can you put me through to Luz Perales?</i> |
| ¿Puedo hablar con la señora Valle? | <i>Can I speak to Mrs Valle?</i> |
| ¿Con Ester García, por favor? | <i>With Ester García, please?</i> |

To ask who is calling or say who is speaking:

| | |
|--------------------------------|------------------------------------|
| ¿De parte de quién? | <i>Who is calling?</i> |
| ¿Con quién hablo? | <i>Who am I speaking to?</i> |
| Soy Matilde Fernández. | <i>It's Matilde Fernández.</i> |
| Habla Matilde Fernández (LAm). | <i>Matilde Fernández speaking.</i> |

To put people through:

| | |
|----------------------|---|
| Le pongo en seguida. | <i>I'm putting you through right away.</i> |
| Un momento, le paso. | <i>One moment, I'm putting you through.</i> |

Activity 1

Read the expressions below, and drag and drop them to match with the appropriate English descriptions.

Sí, un momento, le paso

¿Puedo hablar con el señor Gonzalo Reina?

¿De parte de quién? Match each of the items above to an item below.

putting someone through

asking to speak to a person

asking who is calling

2 Telephone expressions

Listen to the beginning of this telephone conversation, then have a go at answering the questions.

Activity 2

Audio content is not available in this format.



Part 1. In what order are these expressions used? (drag and drop into the correct numerical order)

¿Puedo hablar con el señor Gonzalo Reina?

¿De parte de quién?

Sí, un momento, le paso.

Match each of the items above to an item below.

1.

2.

3.

Part 2. Match the following Spanish telephone expressions to the English descriptions:

¿Puedo hablar con la señora Núñez?

Lo siento pero está comunicando.

Sí, un momento, ahora le paso.

¿De parte de quién, por favor?

¿Quiere dejar un recado?

Match each of the items above to an item below.

asking to talk to somebody

explaining that the line is engaged

putting the caller through

asking who is calling

asking whether the caller wants to leave a message

3 Speaking practice

In this activity, you will practise speaking aloud as part of a phone conversation.

Activity 3

Listen to the following recordings which initiate phone conversations. Then ask to be put through to the person or place indicated by the prompt. Use any of the expressions you have learned in the previous steps. More than one answer is correct, but an example answer will be given after a short pause.

Example

You hear: —*Ayuntamiento, dígame.*

You hear: *(el señor Rodríguez)*

You say: —*Por favor, ¿puedo hablar con el señor Rodríguez?*

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Audio content is not available in this format.



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4 Speaking on the phone

Speaking on the phone in a language you are learning can be a challenging experience. Besides not being able to see the person you are talking to, you might find it difficult to understand them or even to express what you want to say. Here is some useful advice:

- Make some notes about what you want to say, look up any key words that you will need and practise your sentences aloud first.
- Learn common expressions such as *¿Puedo hablar con...?* or *¿De parte de quién?* so that you can say them confidently and understand them when others say them.
- Be patient and polite, and ask the other person to repeat (*¿Me lo puede repetir?*) or to speak more slowly (*¿Puede hablar más despacio?*) if needed.

Here are some phrases used for situations when it is not possible to speak to someone on the phone.

Vocabulario

| | |
|-----------------------------|--|
| No está, lo siento. | <i>He/she is not here, I'm sorry.</i> |
| Está comunicando. | <i>He/she is engaged.</i> |
| Se ha equivocado de número. | <i>You have the wrong number.</i> |
| ¿Quiere dejar un mensaje? | <i>Do you want to leave a message?</i> |
| ¿Puedo dejar un recado? | <i>Can I leave a message?</i> |
| ¿Quiere llamar más tarde? | <i>Would you like to phone later?</i> |

5 Difficulties when talking on the phone

In this activity, you will hear as Hernán encounters difficulties in reaching his colleague on the phone. Listen to each clip and answer the multiple choice questions about what's going wrong.

Activity 4

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What went wrong?

- ☐ Hernán had the wrong number
- ☐ Mrs Villalobos's line was engaged
- ☐ Mrs Villalobos was not in

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What went wrong?

- ☐ Hernán had the wrong number
- ☐ Mrs Villalobos's line was engaged
- ☐ Mrs Villalobos was not in

Audio content is not available in this format.



What went wrong?

- ☐ Hernán had the wrong number
- ☐ Mrs Villalobos's line was engaged
- ☐ Mrs Villalobos was not in

6 Dialogue practice

This next activity asks you to fill in a dialogue with the correct words.

Activity 5

Complete the dialogue by filling in the gaps with the correct words.

Dígame

pone

está

puedo

pongo

comunicando

dejar Match each of the items above to an item below.

1. ¿_____?

2. ¿Me _____ con el señor Alaejos?

3. El señor Alaejos no _____.

4. Ah. ¿Y _____ hablar con la señorita Prat?

5. Ahora le _____. ¿De parte de quién?

6. (Person 1:) Del señor Echevarría. (Person 2:) Está _____.

7. (Person 1:) ¿Puedo _____ un mensaje? (Person 2:) Sí, por supuesto.

7 Informal telephone conversations

In this section you will learn how to make informal phone calls in Spanish.

Here are some useful phrases to conduct telephone conversations in more informal contexts.

Vocabulario

To ask to speak to someone:

¿Está Mercedes? *Is Mercedes there?*

¿Puedo hablar con Iker? *Can I speak to Iker?*

To ask or say who is speaking:

¿Quién llama? *Who is calling?*

Sí, soy yo. / Sí, soy Marta. *Yes, it's me. / It's Marta.*

Habla Marta / Ella habla. (LAm) *Marta speaking / Speaking.*

Al habla. (LAm) *Speaking.*

8 Listening practice

Now it's time for some more listening practice.

Activity 6

Listen to the beginning of these phone calls. Then complete the multiple choice questions, selecting the best description of the responses given to the caller.

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After asking to speak to Señora García:

- ☐ One moment please.
- ☐ Leave a message.
- ☐ Call later.
- ☐ The line is engaged.
- ☐ Who's calling?

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After asking to speak to Dra. Martinez:

- ☐ One moment please.
- ☐ Leave a message.
- ☐ Call later.
- ☐ The line is engaged.
- ☐ Who's calling?

Audio content is not available in this format.



After asking to speak to Pedro:

- ☐ One moment please.
- ☐ Leave a message.
- ☐ Call later.
- ☐ The line is engaged.
- ☐ Who's calling?

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After asking to speak to Eduardo Gutiérrez:

- ☐ One moment please
- ☐ Leave a message.
- ☐ Call later.
- ☐ The line is engaged.
- ☐ Who's calling?

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After asking to speak to José Herrera:

- ☐ One moment please.
- ☐ Leave a message.
- ☐ Call later.
- ☐ The line is engaged.
- ☐ Who's calling?

9 Different phrases for Spain and Chile

You should keep in mind that Spanish is very widespread, and its usage varies around the world. The following activity will demonstrate this point.

Activity 7

Listen while you read the following dialogues. The first takes place in Spain and the second in Chile. Pay attention to the different phrases they use to answer the phone in each country. Then, using the transcript replicated underneath, focus on the different phrases used to answer the phone, to ask to speak to someone and to say who is speaking.

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Dialogue (a) - Spain

- ¿Sí?
- Buenas tardes, ¿está Marisa?
- Sí, soy yo.
- Hola, soy Luis.
- ¡Hombre, Luis! ¿Qué tal?
- Pues muy bien. Mira, te llamo para decir...

Dialogue (b) - Chile

- ¿Aló?
- Hola, ¿está Julio Alberto?
- Sí, él habla.
- Hola, habla Josefa.
- Hola Josefa, ¿dónde estás?
- !Warning! Calibri not supported**—Estoy en el tren.

10 Making arrangements

Now have a go at this activity which will test your understanding of conversations making social arrangements.

Activity 8

Listen to the dialogue between Pilar and Nacho, then select the correct answers to the questions.

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1. ¿Para qué llama Nacho a Pilar?

- ☐ para comer
- ☐ para salir
- ☐ para ir al cine

2. ¿Cuándo?

- ☐ por la mañana
- ☐ por la tarde
- ☐ por la noche

3. ¿A qué hora?

- ☐ a las seis
- ☐ a las siete
- ☐ a las siete y media

11 Starting a phone conversation

In this activity, you will take part in a conversation with a couple of different gaps for you to fill.

Activity 9

Listen and take part in this conversation, speaking out loud after each prompt. Model answers will be provided after a pause.

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12 Leaving a message

Now it's time to practise your speaking with another multi-part phone conversation – but this time you will be leaving a detailed message for somebody.

Activity 10

You ring a friend to invite her to your birthday party, but she's not there. Listen and follow the prompts in these clips to leave her a message.

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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

This week focused on learning about making phone calls. You've learnt new vocabulary and expressions to do with formal and informal phone conversations.

If you haven't already, you should consider keeping an up-to-date record of your language learning using a notebook or similar. It's important that you add to it regularly, and work to memorise the new words and expressions you learn. Remember that little and often is best.

Now you've reached the end of this week (and the course), 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 [LXS003 Beginners Spanish 3: ¡Adelante!](#)

Visit the [OpenLearn's hub for language](#) content where you will be able to build on your newly found language skills.

References

Hurd, S. and Murphy, L. (2005) *Success with Languages*, Abingdon, Routledge/The Open University

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