

SIMON & SCHUSTER'S
PIMSLEUR[®]

THE PIMSLEUR GUIDE



HOW THE PROGRAM WORKS

Travel the world with Pimsleur!

PIMSLEUR® LANGUAGE PROGRAMS

You have just purchased the most effective language program ever developed. As you probably know, learning a new language can be frustrating. Your first experience with a foreign language may have been in school. If the classes seemed difficult, or if your grades were poor, you probably believed you had no aptitude for languages. Even if you did well, you may have been surprised later to discover that what you learned was of little or no use when you tried to converse with native speakers.

Perhaps you waited until later in life and tried adult education classes, language schools, or home training programs. There too you may have found the information hard to retain, the lessons tedious, and your progress slow. Many language students give up early in these programs, convinced they lack the natural ability to understand and use what they read and hear.

The truth is that anyone can acquire a foreign language—with the right teaching system. With the Pimsleur® Method, you will benefit from the years of research and development that have helped create the world's most effective method for teaching foreign languages. The Pimsleur® Language Programs, developed by Dr. Paul Pimsleur, fill an urgent need for self-instructional materials in many languages.

HOW TO USE THE PROGRAM

To get the full benefit of each lesson, choose a quiet place where you can practice without interruption and a time of day when your mind is most alert and your body least fatigued.

The length of each lesson, just under 30 minutes, is that recommended by teaching specialists for a concentrated learning task. Once you've started the program, simply follow the tutor's instructions. The most important instruction is to respond aloud when the tutor tells you to do so. There will be a pause after this instruction, giving you time to reply. It is essential to your progress that you speak out in a normal conversational voice when asked to respond. Your active participation in thinking and speaking is required for your success in mastering this course.

The simple test for mastery is whether you are able to respond quickly and accurately when your tutor asks a question. If you are responding correctly about eighty percent of the time, then you're ready to proceed to the next lesson. It is important to keep moving forward, and also not to set unreasonable standards of perfection that will keep you from progressing, which is why we recommend using the eighty percent figure as a guide.

You will notice that each lesson contains both new and familiar material, and just when you may be worrying about forgetting something, you will conveniently be reminded of it. Another helpful feature of the Pimsleur® Language Program is its rate of "saturation." You will be responding many times in the half-hour. This saturation enables you to make substantial progress within a short period of time.

GUIDELINES FOR SUCCESS

Complete the lesson units in strict consecutive order (don't skip around), doing no more than one lesson per day, although the lesson unit for the day may be repeated more than once. Daily contact with the language is critical to successful learning.

Listen carefully to each lesson unit. Always follow the directions of the instructor.

Speak out loud when directed by the tutor and answer questions within the pauses provided. It is not enough to just silently “think” of the answer to the question asked. You need to speak the answer out loud to set up a “circuit” of the language you are learning to speak so that it is heard and identified through your ears, to help to establish the “sounds” of the target language. Do this prior to hearing the confirmation, which is provided as reinforcement, as well as additional speech training.

Do all required activities according to the instructions, without reference to any outside persons, book, or course.

Do not have a paper and pen nearby during the lessons, and do not refer to dictionaries or other books. The Pimsleur® Method works with the language-learning portion of your brain, requiring language to be processed in its spoken form. Not only will you interrupt the learning process if you attempt to write the words that you hear, but you will also begin to speak the target language with an American accent. This is because the “sounds” represented by the American letters are different from the same-looking letters from the foreign language.

DR. PAUL PIMSLEUR AND HIS UNIQUE METHOD

Dr. Paul Pimsleur devoted his life to language teaching and testing and was one of the world's leading experts in applied linguistics. He was fluent in French, good in German, and had a working knowledge of Italian, Russian, Modern Greek, and Mandarin Chinese. After obtaining his Ph.D. in French and a Masters in Psychology from Columbia University, he taught French Phonetics and Linguistics at UCLA. He later became Professor of Romance Languages and Language Education, and Director of The Listening Center (a state-wide language lab) at Ohio State University; Professor of Education and Romance Languages at the State University of New York at Albany; and a Fulbright lecturer at the University of Heidelberg. He did research on the psychology of language learning and in 1969 was Section Head of Psychology of Second Language Learning at the International Congress of Applied Linguistics.

Dr. Pimsleur was a member of the American Association of Teachers of French (AATF), American Educational Research Association (AERA), Modern Language Association (MLA), and a founding member of the American Council on the Teaching of Foreign Languages (ACTFL).

His many books and articles revolutionized theories of language learning and teaching. After years of experience and research, Dr. Pimsleur developed a new method (The Pimsleur Method) that is based on two key principles: the "Principle of Anticipation" and a scientific principle of memory training that he called "Graduated Interval Recall." This Method has been applied to the many levels and languages of the Pimsleur Programs.

GRADUATED INTERVAL RECALL

The term, “Graduated Interval Recall” is a complex name for a very simple theory about memory. No aspect of learning a foreign language is more important than memory, yet before Dr. Pimsleur, no one had explored more effective ways for building language memory.

In his research, Dr. Pimsleur discovered how long students remembered new information and at what intervals they needed to be reminded of it. If reminded too soon or too late, they failed to retain the information. This discovery enabled him to create a schedule of exactly when and how the information should be reintroduced.

Suppose you have learned a new word. You tell yourself to remember it. However, after five minutes you’re unable to recall it. If you’d been reminded of it after five seconds, you probably would have remembered it for maybe a minute, at which time you would have needed another reminder. Each time you are reminded, you remember the word longer than you did the time before. The intervals between reminders become longer and longer, until you eventually remember the word without being reminded at all.

This program is carefully designed to remind you of new information at the exact intervals where maximum retention takes place. Each time your memory begins to fade, you will be asked to recall the word.

PRINCIPLE OF ANTICIPATION

The “Principle of Anticipation” requires you to *anticipate* a correct answer. Practically, what this means is that you must retrieve the answer from what you have learned earlier in the course. It works by posing a question, asking you to provide a new sentence, using information you’ve learned previously and putting it into a new combination. This provides novelty and excitement which accelerates learning.

A possible scenario:

Speaker’s cue: “Are you going to the movies today?”
(PAUSE)

Drawing on information given previously, you respond
(*in the target language*):

“No, I’m going tomorrow.”

The instructor will then confirm your answer:

“No, I’m going tomorrow.”

The Narrator then may cue:

“Is your sister going to Europe this year?” (PAUSE)

Response: “No, she went last year.”

Before Dr. Pimsleur created his teaching method, language courses were based on the principle of “mindless-repetition.” Teachers drummed words into the students’ minds over and over, as if there were grooves in the mind that could be worn deeper with repetition.

Neurophysiologists tell us however, that on the contrary, simple and unchallenging repetition has a hypnotic, even dulling effect on the learning process. Eventually, the words being repeated will lose their meaning. Dr. Pimsleur discovered that learning accelerates when there is an “input/output” system of interaction, in which students receive information and then are asked to retrieve and use it.

CORE VOCABULARY

While “Graduated Interval Recall” and the “Principle of Anticipation” are the foundation of the Pimsleur® Method, there are other aspects that contribute to its uniqueness and effectiveness. One involves vocabulary. We have all been intimidated, when approaching a new language, by the sheer immensity of the number of new words we must learn. But extensive research has shown that we actually need a comparatively limited number of words to be able to communicate effectively in any language.

Language can be divided into two distinct categories: grammatical structures (function words) and concrete vocabulary (content words). By focusing on the former category and enabling the student to comprehend and employ the structure of the new language, Dr. Pimsleur found that language learners were able to more readily put new knowledge to use. There are few content words that must be known and used every day. The essential “core” of a language involves function words, which tend to relate to human activities.

This course is designed to teach you to understand and to speak the essential elements of your new language in a relatively short time. During each half-hour lesson, you will actually converse with two native speakers, using the level of language spoken by educated citizens in their everyday business and social life. The program’s unique method of presenting dialogue in-situation relieves you of the most common learning problem, the problem of meaning.

ORGANIC LEARNING

The Pimsleur® Method centers on teaching functional mastery in understanding and speaking a language, in the most effective and efficient way possible. You will be working on your vocabulary, grammar, and pronunciation in an integrated manner, as you are learning specific phrases that have practical use in everyday activities.

There are several thousand languages in the world. Because fewer than five hundred of these languages have developed formal systems of writing, linguistic specialists accept that language is primarily speech. For this reason, it is also accepted that the human brain acquires language as speech. Therefore, when Dr. Pimsleur created his language programs, he began teaching with recorded materials, which enabled the learners to acquire the sounds, the rhythm, and the intonation of the target language. The learners did this more rapidly, more accurately, and with great enthusiasm because they found themselves capable of almost instant beginning communication skills.

Dr. Pimsleur called this “organic learning” because it involves learning on several fronts at the same time. His system enables the learner to acquire grammatical usage, vocabulary, and the “sounds” of the language in an integrated, exciting way. In short, the learner gains the language as a living, expressive form of human culture.

COURSE CONTENT

When you have mastered a Pimsleur® Language Program, you will have a highly-practical, every-day vocabulary at your command. These basic words, phrases, and sentences have been carefully selected to be the most useful in everyday situations when you visit a foreign country. You will be able to handle social encounters graciously, converse with native speakers in travel situations, and use transportation systems with confidence. You'll be able to ask directions and to navigate your own way around the cities and countryside.

The language skills you learn will enable you to participate in casual conversations, express facts, give instructions, and describe current, past, and future activities. You will be able to deal with everyday survival topics and courtesy requirements. You will be intelligible to native speakers of the language—even to those who are not used to dealing with foreigners. What is equally important, you will know how to ask the kinds of questions that will further expand your knowledge of and facility with the language, because you will have been trained by the Pimsleur® open-ended questioning technique.

The Pimsleur® Method becomes a springboard for further learning and growth to take place—the ultimate purpose of any real educational system. This desire to learn will be apparent to the people with whom you speak. It will indicate sincere interest in and respect for their culture.

A NOTE ON REGIONAL LANGUAGE DIFFERENCES

In any large country, and even in many smaller countries, regional differences in language are common. In the United States, for example, a person from Maine can sound very different than someone from Texas. Pronunciations (“accents”) vary, and there are also minor differences in vocabulary. For example, what is called a “drinking fountain” in New York or Arizona is known as a “bubbler” in Wisconsin, and a “soft drink” in one part of America will be called a “soda” elsewhere. The differences in English are even more distinct between North Americans and Britons, or between Britons and Australians. But all are native speakers of English; all can communicate with spoken English, read the same newspapers, and watch the same television programs, essentially without difficulty.

Native speakers of a language can often tell where someone is from by listening to him or her speak. In addition to regional differences, there are social differences. Pimsleur® Language Programs use a standard “educated” speech, which will generally carry you throughout the country without difficulty.

READING IN A PIMSLEUR PROGRAM

A phonetic alphabet, such as the Latin alphabet and the Greek alphabet, is a list of symbols (letters) that are used to represent the sounds of the language in writing. And given that language is primarily speech, the spoken sounds of the language necessarily precede learning how to decode the written form, i.e., learning how to “read” – just as a child first learns to speak and then eventually to read. This is the natural progression Dr. Pimsleur followed in his courses.

After an initial introduction to the spoken language, reading is then integrated into the program and the new alphabet is systematically introduced, associating each letter with the sounds of the new language. Initially, you are sounding out words, mastering the different sounds associated with the new alphabet. You are not, at first, reading for meaning, but rather for sound/symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and “read for meaning.” By the end of the first 30 lessons, you will be reading at the same level as you are speaking.

Pimsleur covers the world of languages. You can choose from over 60 language programs, many with multiple levels, ranging from the most popular to the exotic. Become a Pimsleur learner and travel the world!

Programs available for these languages:

- Albanian
- Arabic (Eastern)
- Arabic (Egyptian)
- Arabic (Modern Standard)
- Armenian (Eastern)
- Armenian (Western)
- Chinese (Cantonese)
- Chinese (Mandarin)
- Croatian
- Czech
- Danish
- Dari (Persian)
- Dutch
- Farsi (Persian)
- French
- German
- Greek (Modern)
- Haitian Creole
- Hebrew (Modern)
- Hindi
- Hungarian
- Indonesian
- Irish
- Italian
- Japanese
- Korean
- Lithuanian
- Norwegian
- Ojibwe
- Pashto
- Polish
- Portuguese (Brazilian)
- Portuguese (European)
- Punjabi
- Romanian
- Russian
- Spanish
- Swahili
- Swedish
- Swiss German
- Tagalog
- Thai
- Turkish
- Twi
- Ukrainian
- Urdu
- Vietnamese

ESL (English as a Second Language):

- Arabic
- Chinese (Cantonese)
- Chinese (Mandarin)
- French
- German
- Haitian
- Hindi
- Italian
- Korean
- Persian
- Portuguese
- Russian
- Spanish
- Vietnamese



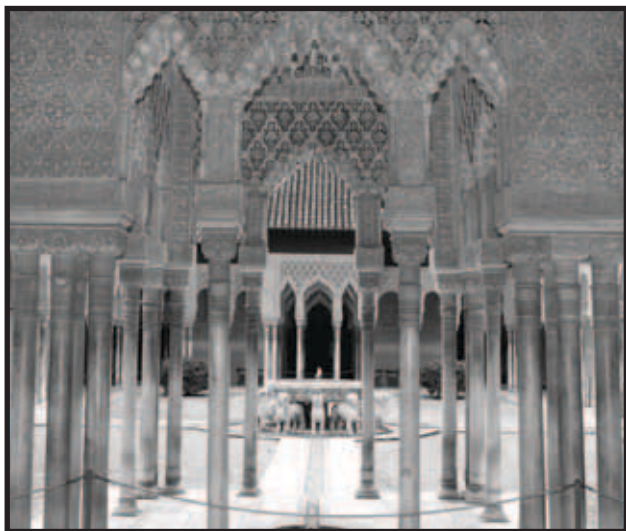
Pimsleur® Language Programs are available
in all of the commonly spoken languages.

Many other languages are also available.
For more information, call 1-800-831-5497
or visit us at www.Pimsleur.com

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SIMON & SCHUSTER'S
PIMSLEUR®

CASTILIAN SPANISH



READING BOOKLET

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: *Travelers should always check with their* :
: *nation's State Department for current* :
: *advisories on local conditions before* :
: *traveling abroad.* :
.....

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CASTILIAN SPANISH

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CASTILIAN SPANISH

Introduction

Spanish is the most widely spoken of the Romance languages, which are a Latin branch of the Indo-European language group. This branch includes French, Italian, Portuguese, and Romanian, among others. Spoken primarily in Central and South America and in Spain --- and by a sizeable and fast-growing population of speakers in the U.S. --- Spanish is the first language of more than 350 million people, more than any other language except Mandarin Chinese. It's the official language of twenty-one countries and is one of the six official languages of the United Nations. Furthermore, Spanish is a common second language --- the most studied after English, and the third most commonly used on the Internet after English and Mandarin.

The language can be called either "Spanish" or "Castilian." Both terms are correct, although political issues or local custom may dictate which is used. The name "Castilian" derives from the Kingdom of Castile (meaning "Land of Castles"), one of several kingdoms that spread across the Iberian peninsula during the Middle Ages. The term "Spanish" is a more recent one that first referred to Spain as a country and was later applied to its predominant language as well.

CASTILIAN SPANISH

Introduction *(continued)*

Modern Spanish/Castilian evolved from several dialects of Latin that were spoken in north-central Iberia during the 8th or 9th century. During this early period it was influenced by local languages such as Basque. Eventually it spread into the surrounding area, particularly the south, where it was further influenced by Arabic. In the 13th century, King Alfonso X (known as “Alfonso the Wise”) was the first king to use Castilian extensively. He also began to standardize it by assembling court scribes and supervising their writing --- in Castilian --- on works of history, law, astronomy, and other fields, thereby establishing Castilian as a language of higher learning.

In the 15th century, Old Castilian, or Old Spanish, began to evolve into what is now Modern Spanish --- the difference being mainly one of pronunciation (the devoicing and shifting of sibilant consonants). Someone who can read Modern Spanish can learn to read Old Spanish with very little difficulty. The difference is much less stark than between Old English and Modern English.

Beginning at the end of the 15th century, the expansion of the Spanish Empire took Spanish beyond Spain’s borders --- to Central Europe, the

CASTILIAN SPANISH

Introduction *(continued)*

Americas, parts of Africa, and several island groups in the Pacific, among other locations. It became an important language for government and trade. In Africa, Spanish is now the official language of only Equatorial Guinea, and it is no longer spoken by many people in the Pacific. In the Americas, however, the descendants of the original Spaniards continued to use Spanish; and in the 19th century, as the colonies overthrew Spanish rule, the new leaders encouraged the population to become fluent in Spanish in order to strengthen national unity. Today it's the official language of most of the South American countries.

In addition to Spanish, Spain has three other officially recognized languages: Catalan, Galician, and Euskara (Basque). The country also hosts several regional dialects. In fact, about a fourth of the country's residents use a tongue other than Spanish as their first language. Language identity and use continue to be pressing political issues in parts of the country.

CASTILIAN SPANISH

Castilian Spanish

In the United States, the term “Castilian” or “Castilian Spanish” usually refers to the dialect that is the official language of Spain, where it’s used in television and radio broadcasts. It is understood throughout the country, although there are marked regional differences.

The difference between Castilian Spanish as spoken in Spain and Spanish as spoken in the Americas (now called Latin American Spanish) is due to the diminishing contact between Spain and the Americas over the centuries and to the influence of local languages in the Americas. These two main variants of Spanish are mutually intelligible; the difference between them is comparable to that between British English and American English. The main difference is one of pronunciation – most notably of the “c” and “z” before an “i” or “e,” which are pronounced as “s” in Central and South America and as “th” in Spain. (There is a story that this “th” pronunciation is because one of the Spanish kings had a lisp. The story is just that – a story. The pronunciation is the result of the natural evolution of the language.) In addition, there are slight grammatical differences, and certain words have regional differences in meanings or alternate genders assigned to them.

CASTILIAN SPANISH

Castilian Spanish (continued)

Pimsleur's "Castilian Spanish" teaches the official dialect as spoken by the majority of Spanish-speakers in Spain.

The Spanish Alphabet

The Spanish alphabet once had thirty letters. In addition to the twenty-six letters of the English alphabet, "ch," "ll," "rr," and "ñ" were considered separate letters. After a revision by the Spanish Royal Academy in the 1990s, only the "ñ" remains --- for a total of twenty-seven letters. However, some dictionaries and some Latin American countries still use the old system. In this system, words beginning with "ch" follow those beginning with "cz." Similarly, "ll" follows "lz" and "rr" follows "rz."

Unlike English, Spanish pronunciation of the letters and letter combinations is very consistent. Once you know the basic guidelines, you will be able to read Spanish easily.

CASTILIAN SPANISH

Reading Lessons

After an initial introduction to the spoken language, reading is integrated into the program starting with Unit Eleven. In these Reading Lessons you will learn to sound out the Spanish alphabet, starting with short words, then progressing to longer words, word combinations, and short phrases, increasingly building in length until you will be reading complete sentences in context. The Spanish alphabet is systematically introduced and you will learn to associate each letter with the sounds of Castilian Spanish. You will not, at first, be reading for meaning, but rather for sound/symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and read for meaning. By the end of the course, you will be reading at the same level as you are speaking.

The reading items in the lessons have been selected especially to give you practice in the unique Spanish sounds and sound combinations. Your vocabulary acquisition will begin after you've learned the new, different sound system. You should read aloud, as directed. The process of saying the words out loud will reinforce and enhance your Spanish language acquisition and will help lodge the sounds of Spanish in your

CASTILIAN SPANISH

Reading Lessons (continued)

memory. In these Reading Lessons, you will learn to look at the Spanish alphabet with Spanish eyes.

There are twenty Spanish Reading Lessons, which start at the end of Unit Eleven. These lessons are also combined and provided at the end of the course. You may choose to do the Readings along with the units, or you may wait until you have completed the course and do them all together. Repeat the Reading Lessons as often as you wish. Instructions on how to proceed with the Readings are contained in the audio.

CASTILIAN SPANISH

Unit Eleven

1. poco
2. amigo
3. camino
4. pronto
5. calle
6. llego
7. semana
8. lleno
9. ella
10. moreno
11. bello
12. clase
13. sabe
14. tenemos
15. hablo
16. hasta
17. hora
18. llamo
19. Me llamo Carlos.
20. Soy de Sevilla.

CASTILIAN SPANISH

Unit Twelve

1. habla
2. canta
3. dinero
4. damas
5. podido
6. comida
7. por favor
8. el papel
9. calor
10. vamos
11. el señor
12. baño
13. comer
14. ellos
15. la niña
16. comprar
17. entender
18. avenida
19. Hablo un poco de español.
20. Habla muy bien, señor.

CASTILIAN SPANISH

Unit Thirteen

1. Norteamérica
2. ¿Es usted de Norteamérica?
3. Ud.
4. Sí, soy norteamericana.
5. Hablo inglés.
6. entiendo
7. ¿Entiende?
8. ¿Entiende usted?
9. también
10. ¿Dónde?
11. saber
12. lástima
13. bocadillo
14. bañar
15. lloro
16. No importa.
17. ¿Cómo está usted, señorita?
18. Estamos en Madrid.
19. Está bien.
20. Adiós.

CASTILIAN SPANISH

Unit Fourteen

1. año
2. las horas
3. el año
4. la tarde
5. paella
6. bueno
7. Buenas noches.
8. grande
9. casa
10. la casa grande
11. hambre
12. hombre
13. dos helados
14. Perdón.
15. puerta
16. puedo
17. dueño
18. pollo
19. ¿Puede comer pollo?
20. ¿Por qué no?

CASTILIAN SPANISH

Unit Fifteen

1. quieren
2. quema
3. frase
4. aquello
5. libra
6. está
7. esta
8. aquí
9. ¿Está allí?
10. No está allí, señora.
11. habrá
12. quedo
13. quien
14. No tengo dólares.
15. ¿Dónde está el Hotel La Plata?
16. Está a dos calles de aquí.
17. ¿Es caro?
18. Creo que no.
19. ¿Qué le ha dicho?
20. No me ha dicho nada.

CASTILIAN SPANISH

Unit Sixteen

1. Buenos días.
2. muchacho
3. mañana
4. No quiero.
5. ¡Es estupendo!
6. gente
7. gitano
8. un gran gitano
9. gerente
10. lejos
11. Juan
12. Jorge
13. Tengo un gato.
14. la geografía
15. gracias
16. señor García
17. en el centro
18. José es mi hermano.
19. Vive en Barcelona.
20. No sabe conducir.

CASTILIAN SPANISH

Unit Seventeen

1. Esa mujer ---
2. tiene muchos niños.
3. ¿Quieres beber algo?
4. Hoy es jueves.
5. Ese caballero ---
6. es mi sobrino.
7. Es el número cinco.
8. azul
9. En el mes de septiembre ---
10. empieza el otoño.
11. Estoy en la cocina.
12. Es un gigante.
13. jugar
14. No quiero jugar.
15. el mes de marzo
16. dos cervezas
17. la página
18. el guiso
19. la guerra
20. ¡Qué horror!

CASTILIAN SPANISH

Unit Eighteen

1. correspondencia
2. el cielo cubierto
3. pague
4. llegue
5. Llegó a las diez.
6. ¿Hay tiempo?
7. Busco la Plaza Mayor.
8. Quiero agua fría.
9. Es una zona comercial.
10. Cuidado con el perro.
11. La señora me llama.
12. Necesito alquilar un coche.
13. Toca la guitarra.
14. enseguida
15. Quizá llueva mañana.
16. ¡Me hace daño!
17. ¿De dónde es el señor Aguilar?
18. Es de Guatemala.
19. ¿Va a tomar un café?
20. No, prefiero un té.

CASTILIAN SPANISH

Unit Nineteen

1. buscar
2. vino blanco
3. vivido / bebido
4. Me gusta viajar en barco.
5. Los bandidos se van.
6. ¿Quién va a pagar?
7. según el libro
8. saco / saque
9. la cuenta
10. nueve / jueves
11. llueve
12. el pájaro
13. Julio lo dijo.
14. ¡Qué sonrisa!
15. No creo que lleguen.
16. Voy a beber tres cervezas ---
17. en cuatro minutos.
18. ¿Conoce a Jorge?
19. Sí, le conozco.
20. Pero no sé dónde está.

CASTILIAN SPANISH

Unit Twenty

1. la ley
2. seguir
3. No hay nada.
4. ¿Qué hay allí?
5. Hay muchas cosas.
6. Vamos a comer ahora.
7. Apáguela.
8. Apague la luz.
9. A las cuatro menos cuarto.
10. el número dieciséis
11. ¡Hola, José!
12. Dígame, ¿qué hora es?
13. Ahora son las doce.
14. No entiendo muy bien.
15. ¿Dónde está su esposa?
16. Mi esposa está en Francia.
17. Su nieta vive en París.
18. ¿De veras?
19. Quisiera pedir un vino.
20. Gracias por ayudarme.

CASTILIAN SPANISH

Unit Twenty-One

1. ¿Qué va a beber?
2. Voy a tomar un zumo de naranja.
3. Puedo beberlo, pero no puedo pagarlo.
4. Hoy no tengo dinero.
5. Yo tengo muchos euros.
6. veinticinco
7. treinta y ocho
8. cuarenta y nueve
9. ¿Vais a comprar un recuerdo de España?
10. Nosotros no lo sabemos.
11. No sabemos qué vamos a comprar.
12. Pero queremos comprar algo.
13. Porque tenemos euros ---
14. --- y tarjeta de crédito.
15. ¡Qué noche más bella!
16. Al día siguiente ---
17. --- llegué a Los Ángeles.
18. Siga por allí.
19. ¿Cuánto tiempo para llegar?
20. Desafortunadamente, no lo sé.

CASTILIAN SPANISH

Unit Twenty-Two

1. Tiene la boca abierta.
2. Se acuesta temprano.
3. Ella queda contenta.
4. No hay ni escuela ni teatro.
5. Nos fuimos después.
6. Vivía con Juanito.
7. Quiso pegarme.
8. No, no es nuestro amigo.
9. ¿Qué quiere hacer mañana?
10. ¡Vamos a la playa!
11. ¿Cómo llegamos?
12. Podemos ir en autobús, o en taxi.
13. El taxi es más rápido y más cómodo.
14. ¡Van a ser unas vacaciones caras!
15. Roberto, ¿dónde estás?
16. Cerró la puerta.
17. Pero, ¿dónde está el perro?
18. Es aquella, la roja.
19. ¿A usted le gusta viajar?
20. Sí, acabo de volver de Costa Rica.

CASTILIAN SPANISH

Unit Twenty-Three

1. Deme un vaso de leche, por favor.
2. Con mucho gusto.
3. Mañana tengo mucho trabajo.
4. Viajé por Francia durante todo un mes.
5. Quiero aprender a hablar español bien.
6. Entonces, necesitas un buen profesor.
7. Voy a tomar un avión ---
8. para ir a Barcelona.
9. Mi amigo me dijo ---
10. que Barcelona es muy bonita.
11. Sí, es una ciudad maravillosa.
12. Dame la mano.
13. Gracias, no quiero ---
14. resbalarme en el hielo.
15. ¿Se casó tu sobrina?
16. Sí, se casó el mes pasado.
17. ¿Cómo se llama su marido?
18. Se llama José María.
19. Él es encantador.
20. José María canta, baila y trabaja mucho.

CASTILIAN SPANISH

Unit Twenty-Four

1. Estamos listos, ¿verdad?
2. Sí, pero no hay tiempo para comer.
3. exclamar
4. ¿Puede explicar esa expresión?
5. los números dieciocho y veinte
6. ¿Quién tiene dinero?
7. Todos mis amigos tienen dinero.
8. La música es malagueña.
9. Esta persona habla muy rápido.
10. Este hombre habla despacio, ¿verdad?
11. ¿Cuál es su número de teléfono?
12. ¿Qué quiere decir esa palabra?
13. Siga derecho; el hotel está a la izquierda.
14. ¿Cuál es la dirección de su amigo?
15. Te lo he dicho, ¿no te acuerdas?
16. Lo siento. No me acuerdo de eso.
17. Buenas tardes. ¿Puedo ayudarle?
18. Solo estoy mirando, gracias.
19. ¿Cuánto cuesta esta camisa?
20. Está rebajada; solo cuesta veinte euros.

CASTILIAN SPANISH

Unit Twenty-Five

1. Ven conmigo a mi casa.
2. ¿Me has entendido?
3. No, no te he entendido.
4. Ya lo he dicho dos veces ---
5. pero voy a decirlo otra vez.
6. Mi padre es profesor.
7. Él vive en Sevilla.
8. La ciudad de Sevilla está en Andalucía, ---
9. cerca del río Guadalquivir.
10. No hemos podido hablar ---
11. con la gente de la región.
12. Cuando mi hijo era pequeño, ---
13. siempre estaba enfermo.
14. Voy a tomar el tren para ir a Marbella.
15. Me ha dicho un amigo ---
16. que hace buen tiempo allí.
17. Esa película nos gusta mucho.
18. La hemos visto tres veces.
19. No me ha contestado todavía.
20. Nuestros amigos nos visitan todos los veranos.

CASTILIAN SPANISH

Unit Twenty-Six

1. ¡Espere un momentito!
2. Voy a acompañarle.
3. Lo que ha dicho no es interesante.
4. Es un sistema característico y normal.
5. El médico ha hablado ---
6. usando muchas palabras latinas.
7. Tengo que irme ahora. Hasta luego.
8. Cuando se fue me quedé llorando.
9. Los habitantes del pueblo no tenían dinero.
10. ¿Podrías enviarme una carta?
11. La ciudad está demasiado lejos; ---
12. no podemos llegar allí.
13. No me ha gustado ese trabajo.
14. Los hombres con barba ---
15. tal vez tienen un aspecto bárbaro.
16. No hay ninguna persona en la escuela.
17. Dicen que la vida es sueño.
18. Deme la dirección de su casa, por favor.
19. En la visita a Toledo nos lo pasamos muy bien.
20. Cuando llueve oscurece más temprano.

CASTILIAN SPANISH

Unit Twenty-Seven

1. ¿Qué tal? ¿Cómo estáis vosotros?
2. El señor Salazar es de España.
3. ¡La película es demasiado exagerada!
4. En el zoo hay dieciocho cebras.
5. Está lejos, pero a mí me gusta caminar.
6. ¡Nunca hay suficiente tiempo!
7. Siete personas pueden pasar por aquí.
8. ¿Puedes ir a la fiesta con nosotros?
9. Necesitamos hacer una reserva.
10. El restaurante está abierto hasta las once.
11. Su nombre es Felipe.
12. ¿Podría mostrarme en el mapa ---
13. dónde está la calle Serrano?
14. Quiero comprar estas cosas ---
15. pero no puedo.
16. Hoy pago yo.
17. Hoy quiero pagar yo.
18. Tú puedes pagar mañana.
19. Muy bien, pagaré mañana.
20. Vámonos.

CASTILIAN SPANISH

Unit Twenty-Eight

1. Él es de El Salvador, ¿no?
2. Sí, es de El Salvador, ---
3. pero vive en España desde hace muchos años.
4. ¿Conoces a su familia?
5. No, sus padres son mayores y no viajan.
6. No quiero ir al cine.
7. ¿Prefieres ir a un restaurante?
8. Mi madre ha recomendado *La Barraca*.
9. No, tengo que quedarme en casa.
10. Esta tarde tengo que ---
11. quedarme en mi cuarto ---
12. porque me duele la cabeza.
13. Quiero papel.
14. ¿Cuántas hojas necesitas?
15. Unas veinticinco hojas.
16. ¡Es mucho! Solo tengo veinte.
17. ¡El examen fue un desastre!
18. ¿Qué ocurrió?
19. Solo contesté ocho preguntas.
20. ¡Caramba! Yo tampoco finalicé una de las partes.

CASTILIAN SPANISH

Unit Twenty-Nine

1. ¿Te gusta este artista?
2. Sí. ¿Sabías que es de Madrid?
3. No, creía que era aragonés.
4. ¿Hablas inglés?
5. No, yo solo hablo español, ---
6. pero entiendo inglés.
7. ¿Terminó Carmen sus estudios universitarios?
8. No, está en el tercer año.
9. ¿Estudia medicina?
10. Sí, le gusta estudiar el cuerpo humano.
11. Ella es trabajadora e inteligente.
12. ¿Recibieron el regalo?
13. Todavía no.
14. Entonces voy a llamar a la oficina de correos.
15. ¿Vas a ir al circo?
16. No, no voy porque tengo miedo ---
17. de los payasos.
18. ¿Cómo te describirías a ti mismo?
19. Soy alto y fuerte y ---
20. tengo los ojos marrones y el pelo castaño.

CASTILIAN SPANISH

Unit Thirty

1. Soy norteamericano, de Nueva York.
2. Me gusta mucho viajar, y me gusta ir al cine.
3. Ahora estoy en España, para estudiar español.
4. He viajado a Córdoba con una amiga.
5. Hemos ido a un restaurante muy bueno.
6. Hemos comido paella.
7. Después hemos ido al cine ---
8. para ver una nueva película española.
9. Mi profesor me ha dicho que es excelente.
10. Pero no me ha gustado.
11. En la película hablan demasiado rápido.
12. He entendido un poco, pero no mucho.
13. Además¹, la película no era muy interesante.
14. Después de la película, he visto a mi profesor en un café.
15. ¡Qué casualidad²!
16. Me ha preguntado si era una buena película.
17. Yo le he dicho que era excelente.

1 besides, moreover

2 coincidence

CASTILIAN SPANISH

Unit Thirty (continued)

18. Es una mentira³ pequeña.
19. Pero yo soy un gran actor.
20. ¡Creo que prefiero el teatro al cine!

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