

Paquete de pronunciación para estudiantes de Español

Unless otherwise noted, pages were compiled from handouts in:

Munson, Jeremy. (2001). Formal pronunciation instruction for the beginning adult learner of Spanish: Acoustic measures and criteria of accurate L2 phonology (pp. 74-92). MA thesis, University of Washington.

To be used for educational purposes only.

Note to students: “*See also*” boxes refer you to other useful resources, such as the *Español Nivel 103* or *100* workbooks (abbreviated EN/EN100). A good website to help you compare Spanish and English sounds is the University of Iowa Phonetics Flash Animation Project: www.uiowa.edu/~acadtech/phonetics/

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Introduction to Pronunciation

- Pronunciation is simply another aspect of Spanish to help you communicate more effectively. Accurate Spanish pronunciation should be treated as no more or less important than other aspects of learning a foreign language and communication such as **reading, writing, vocabulary, grammar, customs, and culture**.
- You will all be participating in special activities, 10 – 15 minutes a day, until the end of the quarter. These activities will be focusing specifically on Spanish pronunciation. We will try to emphasize the differences between how native Spanish speakers produce words and letters, and how native English speakers produce them.
- During the pronunciation activity, you will typically:
 1. receive an explanation – usually in English – between a Spanish sound and the English sound.
 2. practice listening and distinguishing between those sounds.
 3. practice producing the sounds with fellow students.
- I will be giving you handouts, at first on a daily basis. Please save them, keep them with your notes, and bring them everyday to class. We will be going back to them several times throughout the quarter.
- The only way to get better is to practice listening and especially speaking the Spanish sounds. If you are learning correctly, then you will make mistakes! It’s okay to “sound funny” – it just means that you are practicing correctly. **You can only improve through mistakes.**
- Furthermore, no matter how “strange” you think you sound or your classmates sound, we should not poke fun at them or ourselves. Help each other! During the pronunciation activity you should help your classmates by letting them know if you think they mispronounce a sound. Giving each other feedback – **both positive and constructive** - will help everyone learn.
- Even though pronunciation won’t be the emphasis in other activities, try to remember the differences between Spanish and English sounds and continually practice them when you speak Spanish. Pretty soon, you won’t have to be conscious of them as they come more naturally.

pronunciation handout #1

Vowel overview

In English it's very easy to "reduce" vowels to what linguists call a "Schwa" – written as / ə /. It sounds something like "uh." For example, this is the sound that most English speakers produce in the first and last syllable of the word, "aroma." But this is true with all English vowels when they are not stressed, not just some instances of the letter "a." How do you pronounce the following words? Do you notice the instances of schwa (ə)?

lunches	lunchəs
university	unəversəti
telephone	teləphone
beverages	bevəɹəgəs

As you might notice, the "reduction" of the vowel happens in English when a vowel is unstressed. Where are the accents on the above words?

In Spanish, this schwa does not exist! **In Spanish, no matter where the accent falls on a word, the vowels do not become schwa.** It's important not to "reduce" the vowel in Spanish because listeners might mistake the word that you are saying. For example, how might you pronounce the following two words with an English accent?

pesado pisado

Listen to the Spanish pronunciation. Now try speaking both words with Spanish pronunciation. Try not to produce the Schwa sound!

English vs. Spanish vowel quality

English Words	Vowel Symbol	Spanish Words	Vowel Symbol
beat	/ i /	si	/ i /
bit	/ ɪ /		
bait	/ e /	me	/ e /
bet	/ ɛ /		
bat	/ æ /		
but	/ ʌ /		
bought	/ a /	sal	/ a /
boat	/ o /	sol	/ o /
bore	/ ɔ /		
boot	/ u /	su	/ u /
book	/ ʊ /		

Say the English words "way" and "oh" slowly or in an exaggerated sing-song manner, as in "no way!" and "ohhhh, now I see." Can you hear how the vowel gradually changes from one quality to another? (This is called a diphthong.) The letters < e > and < o > in Spanish do not behave like this: they are short and do not change as you say them. Compare "say" and "no" in English to "se" and "no" in Spanish, focusing on keeping the Spanish vowels short and steady.
-Valerie Freeman 2010

See also EN p.25-26 (EN100 p.21-22).

Vowel exercise

Paso 1: Listen to your instructor read the following words. Follow along and circle the word that you hear.

1	penar	pinar	<i>to punish vs. a pine grove</i>
2	pisado	pesado	<i>stepped on vs. weighed</i>
3	emito	imito	<i>I emit vs. I imitate</i>
4	pudiendo	pidiendo	<i>is able to vs. is asking for</i>
5	legar	ligar	<i>to delegate vs. to tie</i>
6	perito	purito	<i>dog vs. pure</i>
7	sociedad	suciedad	<i>society vs. dirtiness</i>
8	hambre	hombre	<i>hunger vs. man</i>
9	pena	peina	<i>punishment vs. he combs</i>
10	preposición	proposición	<i>preposition vs. proposition</i>
11	besito	vasito	<i>small kiss vs. small glass</i>
12	acosar	acusar	<i>to pursue vs. to accuse</i>
13	anhelar	anular	<i>to yearn for vs. to repeal</i>
14	plomero	plumero	<i>plumber vs. feather duster</i>
15	pasaron	pesaron	<i>they passed vs. they weighed</i>

Paso 2: In groups of two, each person take a turn reading through the list, saying one of each pair of words. Remember to pronounce each vowel and to avoid schwa (ə). Without letting your partner see, mark down which word you are saying. Your partner should put a mark by the word he or she thinks you are saying on his or her sheet.

After you read through the list, check your responses. If you said one word, but your partner heard another, try repeating that word again.

Each person should read through the list again, this time saying each word much faster – but still producing the quality of each vowel.

*pronunciation handout #4
based on Dalbor (1997)*

Diphthongs

A **diphthong** (*diptongo*) is one syllable formed by two vowels. The vowel that is pronounced more fully is called the *nucleus*, and the less prominent vowel is the *glide*. Either can come first; when the glide is first, it is called an *onglide*; when it is last, it is called an *offglide*. Both English and Spanish have only two glides: [i/y] and [u/w]. As onglides, they sound like [y] and [w]. Offglides are more difficult to notice.

1. Say the following English words aloud, paying attention to how the vowel starts as one sound but ends as another.

Offglide toward [i/y]

[ei] hey, ate, A

[oi] boy, toy

[ai] I, hike

Offglide toward [u/w]

[au] out, ouch, ow!

[iu] ew (~ gross!)

[ou] oh (~ I see!)

2. Look at EN p.32 (EN100 p.28). In Spanish, the “weak” vowels are those which can be glides, <i,u>. When these combine with each other or with a “strong” vowel, a diphthong is formed, unless the <i> or <u> is written with an accent. The boxes marked with a “1” in the EN workbook show these combinations. (Note that <u+i> is not shown, but it is possible.)

3. Table 1 shows all the combinations that form diphthongs in Spanish. Practice pronouncing the Spanish words. Can you think of other examples?

Notes: Ex. 1-2: Two weak vowels: the first is the glide, even if the second is accented.

Ex. 5+ : It doesn't matter if the strong vowel has an accent: the weak vowel is still a glide.

Diphthongs and Hiatuses activities created by Valerie Freeman, 2010.

Table 1. Spanish diphthongs

	Letters	Similar Engl.	Spanish examples	sounds like (stressed syll.)
1	i + u	<i>you</i>	ciu -dad siú -ti-co (<i>snobby</i>)	syoo -dahd syoo -tee-koh
2	u + i	<i>we</i>	cui -da-do Luis pin- güi -no lin- güis -ti-ca	kwee -dah-doh lweess peeng- gwee -no leeng- gweess -tee-kah
3	i + a	<i>yaw</i>	pia -no	pyah -no
4	i + e	<i>yay</i>	pie , tie -ne cié -na-ga (<i>swamp</i>)	pvay , tyeh -nay svay -nah-gah
5	i + o	<i>yo-yo</i>	ra- dio , dios -sión , -ción , -zión	ra- dyoh , dyoss -syohn (-thyohn)
6	u + a	<i>water</i>	sua -ve	swah -bay
7	u + e	<i>way</i>	pue -do lue -go	pway -doh lway -go
8	u + o	<i>whoa</i>	cuo -ta	kwoh -tah
9	a + i	<i>I, aye</i>	vais hab- láis	bice ahb- lice
10	e + i	<i>A, hey</i>	pei -nar ha- béis	pay -nar ah- base
11	o + i	<i>boy</i>	hoy sois	oy soyss
12	a + u	<i>out</i>	pau -sa	pow -sah
13	e + u	(<i>none</i>)	eu -ro far-ma- céu -ti-co	ey'oo-ro far-mah- say'oo -tee-koh
14	o + u	<i>owe</i>	bow -ling	bo -leen

Hiatuses

A **hiatus** (*hiato*) is formed when two adjacent vowels are pronounced as two syllables. In Spanish, a hiatus is formed by two strong vowels, or when a weak vowel is accented.

1. Look at EN p.32 (EN100 p.28). The first box marked with a “2” shows half the possible combinations of two strong vowels. Fill in the rest. (Refer to Table 2, lines 11-13 if necessary.)

2. The second box marked with “2” in the EN book shows all the combinations of one strong plus one weak accented vowel. The reverse order is also possible: an accented <í> or <ú> can come before another vowel. As the circled box in the EN book says, remember that the stress of the word always falls on an accented vowel.

3. Table 2 shows some example hiatuses. Practice saying the Spanish words. Can you think of more examples? (Note: Some combinations are rare.)

Table 2. Spanish hiatuses (with selected examples)

	Letters	Examples	Letters	Examples		
2 strong	1	a + e	ca- <u>er</u>	11	e + a	<u>se</u> -a
	2	a + o	ca-ó-ti-co	12	o + a	to- <u>a</u> -lla
	3	e + o	le-ón	13	o + e	po- <u>e</u> -ma
1 strong, 1 weak	4	a + í	pa-ís	14	í + a	dí-a, Ma-rí-a
	5	e + í	le-í-do	15	í + e	rí-e (<i>laughs</i>)
	6	o + í	o-í-do	16	í + o	pí-o (<i>chirp</i>)
1 strong, 1 weak	7	a + ú	ba-úl (<i>trunk</i>)	17	ú + a	pú-a (<i>quill</i>)
	8	e + ú	fe-ú-cha (<i>homely</i>)	18	ú + e	?
	9	o + ú	?	19	ú + o	dú-o
	10	í + u	?	20	ú + i	?

4. Do the *ejercicio* on EN p.32 (EN100 p.28).

Spelling-to-Sound Correspondences

Spanish spelling is sometimes called “phonetic,” meaning that one letter corresponds to exactly one sound, but this is not completely true. On EN p.20-24 (EN100 p.16-20), some of the sounds that differ from English are described. The Spelling Tables below show spelling-to-sound correspondences that are not one-to-one (similar to EN p.24 (EN100 p.20)).

These letters are used in Spanish but do not sound like they do in English.

English	Spanish	English	Spanish
“z” zone	“s” zona	“so-na”	“x” Mexico
“v” via	“b” vía	“bee-ah”	“r” rock
“g” gentle	“h” gente	“hen-tay”	“rr” carry
“j” joy	“h” joya	“hoy-ah”	“h” (see below)
“qu” quit	“k” quita	“kee-tah”	tap or trill *
			trill *

Spelling Tables. Spanish spellings and sounds

sound	s	s (“th” in Spain)	k	kw	
spelling	a	sa safari	za	cada (each)	
	o	so sonar (ring out)	zo	cota (elevation)	
	u	su sumo (I add up)	zu	custodia (custody)	
	i	si sita (situated)	ci / zi	qui	
	e	se sé (I know)	ce / ze	que	
		za	zafiro (sapphire)	cua	cuadra (block)
		zo	zona (zone)	co	cuota (quota)
		zu	zumo (juice, Spain)	cu	--
		ci / zi	cita (date), zigzag	cui	cuida (takes care of)
		ce, zeta (C, Z)	ce, zeta (C, Z)	cue	cuervo (raven)

The letters < k, w > are pronounced as in English, but they are only used in loan words (not native to Spanish).

koala whisky (wiski)

sound	x (~h) (sounds like a cat's hiss)	g	gw
spelling	a	ja jarra (pitcher)	gua
	o	jo jota (J)	güo
	u	ju justa (fair, just)	--
	i	ji / gi jirafa (giraffe), gira (turns)	güi
	e	je / ge jerga (slang), gente (people)	güe
		ga	guarda (guard)
		go	antigüo (old)
		gu	--
		gui	pingüino (penguin)
		gue	güero (blonde, Mex)

The letter < h > alone is silent, but < ch > is just like in English.

ch
 ha “ah” cha-cha-cha
 hoy “oy” chocar (crash)
 humo “oo-mo” chulo (neat, cool)
 he “A” che (Arg. hey, dude)
 hice “ee-say” chica (girl)

sound	b	y (“sh” or “zh” in Argentina)
spelling	a	ya / lla
	o	yo / llo
	u	yu / llu
	i	yi / lli
	e	ye / lle
	ba / va	ya (already), llamar (call)
	bo / vo	yo (I), llover (to rain)
	bu / vu	yuca, lluvia (the rain)
	bi / vi	
	be / ve	yeso (plaster), llegar (arrive)

The letter < x > is pronounced differently in different words: as “ks” like in English, or like the Spanish < j >, which is louder than English < h > and is made in the same place as /k/. It sounds like a cat’s hiss or radio static. Some dialects use a “louder” variant made farther back in the mouth; it is a little like gargling air.







éxito (success) “ek-see-toh” México “me-hee-co”

* Note: The pronunciation of the letters < b, d, g, r, rr > will be discussed in later activities.

Spelling charts created by Valerie Freeman, 2010.

See EN p.29-31 (EN100 p.25-27 for rules on word stress and written accents.







Overview of Spanish sounds

Type	Phoneme (symbol)	Place of Articulation	Sound In English	Sound in Spanish	Spanish examples
VOICELESS STOPS	/p/		Aspiration. Vocal chords don't vibrate about 60 milliseconds after release.	No aspiration. Within 10 – 20 milliseconds the vocal chords start to vibrate.	pero puedo por copa
	/t/		Aspiration. Vocal chords don't vibrate about 70 milliseconds after release. Tongue touches alveolar Ridge	No aspiration. Within 10 - 20 milliseconds the vocal chords start to vibrate. Tongue touches the back of the teeth	todo tengo tocar moto chiquito
	/k/		Aspiration. Vocal chords don't vibrate until 80 – 100 milliseconds after release.	No aspiration. Within 20 - 30 milliseconds the vocal chords start to vibrate.	querer que cantar capa
TAP OR FLAP	/ɾ/		In English, found in words like Butter, edit, put it	The tongue hits against the alveolar ridge just once.	pero toro hablar (could be trill)
TRILL	/r/		Not found in English	Tongue tip hits in rapid succession against the alveolar ridge.	rico ropa carro sierra hablar (tap too)
LATERAL	/l/		In English, can be alveolar as in "like." English also has "dark" <l> found at end of words: pull	The tongue always touches the alveolar ridge, always an alveolar <l> in Spanish. Even word finally.	luego lindo el béisbol el sol

*Overview of sounds – page 1 of 2
pictures from Dalbor (1997)*

See also: EN p.27-28 (EN100 p.23-24).
& www.uiowa.edu/~acadtech/phonetics

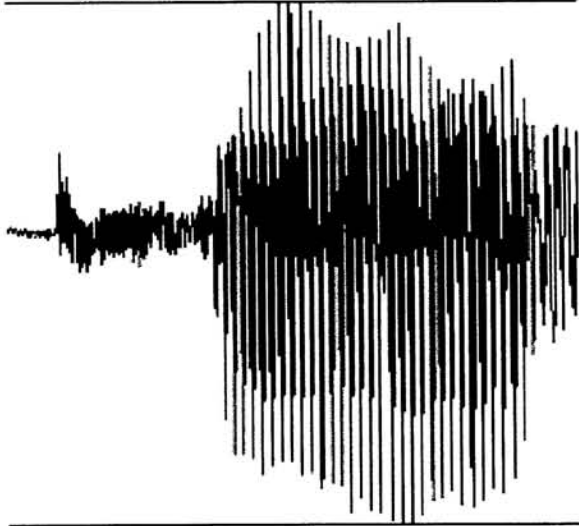
Overview of Spanish sounds

Type	Phoneme (symbol)	Place of Articulation	Sound In English	Sound in Spanish	Spanish examples
THEIR FRICATIVES & VOICED STOPS	/ b /		No pre-voicing. Vocal chords don't vibrate until 10 – 20 milliseconds after release.	Prevoicing. Vocal chords vibrate before lips move apart.	voy bailar venir bien
	/β/		Sometimes in English spoken fast as in hobby.	Spirantized or Fricative . Lips do not quite meet. Occurs when / b / is found between vowel-like sounds.	yo voy yo bailo lobo la boda
	/ d /		No pre-voicing. Vocal chords don't vibrate until 20-30 milliseconds after release. Tongue touches alveolar Ridge	Prevoicing. Vocal chords vibrate before tongue pulls away from the back of the teeth. Tongue touches the back of the teeth	dar dices donde
	/ ð /		In English, found in the word these .	Spirantized or Fricative . Not a full closure. Occurs when / d / is found between vowel-like sounds.	yo doy hablado modo
	/ g /		No pre-voicing. Vocal chords don't vibrate until 20-30 milliseconds after release.	Prevoicing. Vocal chords vibrate before tongue pulls away from the back of the roof of the mouth.	ganar grupo guapo
	/ γ /		Sometimes in English spoken as in sugar.	Spirantized or Fricative . Not a full closure. Occurs when / g / is found between vowel-like sounds.	yo gano agua el lago

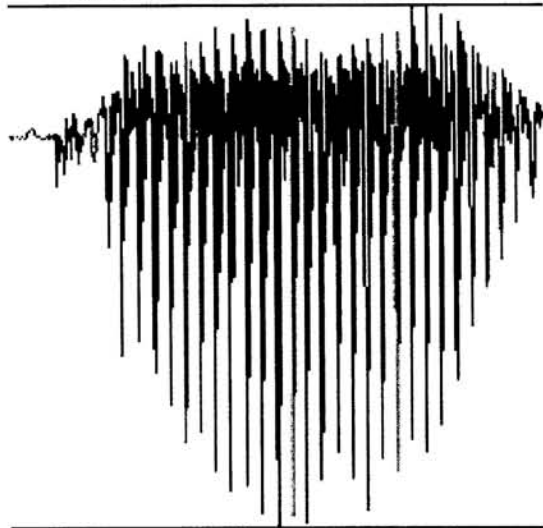
*Overview of sounds – page 2 of 2
pictures from Dalbor (1997)*

See also: EN p.27-28 (EN100 p.23-24).
& www.uiowa.edu/~acadtech/phonetics

English Native Speaker: [ta] in *tarde*.
79ms Voice Onset Time (VOT)



Spanish Native Speaker: [ta] in *tarde*.
16ms Voice Onset Time (VOT)



pronunciation handout #5

Voiceless stop exercise

/p/ /t/ /k/

Paso 1: Listen to the tape or instructor say the each word in English, followed by a similar sounding word in Spanish. After you hear both words, repeat each one while holding a piece of paper in front of your mouth. When you say the Spanish /p/, /t/, or /k/ at the beginning of each word, you should feel very little air come out, unlike in English. Can you feel the difference?

	Inglés	Español
--	--------	---------

1	pot	pata
2	take	teja
3	Kay	qué
4	tome	tomo
5	panel	pana
6	con	cana
7	apart	aparte
8	until	entero
9	occur	ocurre
10	tip-off	tipo
11	penalty	pena
12	cola	cola
13	impel	imprimir
14	deteriorate	deteriorar
15	incredible	increíble
16	poker	póquer
17	tennis	tenis
18	case	queso
19	pistol	pistola
20	two	tú

pronunciation handout #6 – Voiceless Stops
adapted from Dalbor (1997)

Overview of Spanish sounds - Minimal pair activity

Paso 1: With a partner, in the space provided to the right of each sentence, indicate how each word with a bold letter should be produced. Is it aspirated? Is it a fricative? Do you remember its symbol? What's the difference between the sound in English and Spanish?

Paso 2: With a new partner, say one of the sentences **in normal speech**. They should be able to distinguish between the two sentences. Now walk around the room and practice each sentence with a different person. Say the sentence faster... how many people can understand you?

Una pez te conoció. (A fish met you).		Una vez te conoció. (One time, he met you.)	
¿Quieres pesar el pescado? (Do you want to weigh the fish?)		¿Quieres besar el pescado? (Do you want to kiss the fish?)	
¿Hay... prisa ? (Is there a hurry?)		¿Hay... brisa ? (Is it windy?)	
Ganas en la mañana. (You win in the morning.)		Canas en la mañana. (Grey hairs in the morning.)	
Teja la casa. (Put a roof on the house.)		Deja la casa. (Leave the house.)	
Yo quiero todo . (I want it all.)		Yo quiero toro . (I want a bull.)	
¡No coma , Señor! (Don't eat, Sir!)		¡No goma , Señor! (Not rubber, Sir!)	

pronunciation handout #14 – minimal pairs

Voiced or Voiceless Stops? /b/ /d/ /g/ or /p/ /t/ /k/

Paso 1: You will hear a series of 3-word groups. After each group, pick out the word that you think is different from the other two. For example, if you hear *paca, vaca, paca* you would write down "2" because the second word begins with a "v" and the other two begin with a "p". If all the words are the same, such as *tan, tan, tan* then write "igual."

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19	
20	

pronunciation handout #7 – Stops
adapted from Dalbor (1997)

Voiced Stops - Word-initial and intervocalic

The voiceless stops (/p/, /t/, and /k/) are always pronounced the same, no matter where they fall within a word or sentence. However, the voiced stops, (/b/, /d/, and /g/), change in speech when they are surrounded on both sides by vowel sounds. For example:

	Slow speech	Normal speech
bailo (<i>I dance</i>)	→ Yo bailo	→ Yo β ailo
doy (<i>I give</i>)	→ Yo doy	→ Yo ð oy
gano (<i>I win</i>)	→ Yo gano	→ Yo ɣ ano

Hence, when found between two vowels, either within a word, or between words, voiced stops *spirantize* or become FRICATIVES. This means that where your lips (for /b/) or tongue (for /d/ and /g/) normally close to make the sound, the closure will be almost but not complete!

When a stop becomes a FRICATIVE, we can write it like this:

	English Equivalents
b → β	hobby
d → ð	these
g → ɣ	sugar or beggar

In which of the following words do the stops act like FRICATIVES?

cansado	todo
agua	puedo
bebo	una gota
le doy	gota

Practicing Stops: Exercise #2

Paso 1: With a partner, take turns reading from each group of words. Before you read each set of words, decide which word to replace the question mark with. For example:

daba	?	taba
------	---	------

- You might say, “**d**aba... **d**aba... taba.” Your partner would say “uno” because you replaced the middle word with the first word.
- Or, you might try and be tricky by saying “**d**aba... **d**aba... **d**aba.” Then your partner could respond, “¡Todos son iguales!”
- If you hear the word incorrectly, ask your partner to repeat the words: “Repite, por favor.”

Remember to pronounce the letter ‘z’ like the ‘s’ sound and ‘v’ like the ‘b’ sound. The letters /b/, /d/, /g/ are in bold to remind you that they are pre-voiced.

1	pesar	?	besar
2	d an	?	tan
3	g oza	?	cosa
4	coma	?	g oma
5	g anas	?	canas
6	prisa	?	b risa
7	tanza	?	d anza
8	tomar	?	d omar
9	cala	?	g ala
10	d é	?	té
11	teja	?	d eja
12	d i	?	ti
13	pez	?	v ez
14	v aca	?	paca
15	b eca	?	peca

The tap and trill

/ɾ/ and /r/

A trill is produced when the tip of your tongue touches the alveolar ridge several times in a row. This is not a sound found in English so it takes practice to master.

A flap is produced when the tip of your tongue strikes JUST ONCE against the alveolar ridge. This is actually a sound that is produced all the time in English although it is not written with the letter < r >. For example, say the following words in English.

Butter
 Pretty
 Pott of tea
 Put t on
 Edt

In English, whenever you see the letter < r >, you normally pronounce it in which the tongue doesn't touch any part of the mouth: Try saying the words *red, ranch, car, berry, break...* Can you feel where your tongue is?

This retroflex < r > is not produced in Spanish! Instead, in written Spanish, the letter < r > is always a tap or a trill!

So, how do you know when to produce a tap or a trill?

When do I use the tap or the trill?

	Spelling	Examples
trill	< rr > anywhere	carro barrio perro
	< r > at beginning of word	ropa rico rosa
tap	< r > in the middle of a word	caro
		pero
		toro
tap or trill	< r > at the end of the word	hablar
		ir
		comer
	< r > at the end of a syllable	parte
		parque
		mercado

Why is knowing when to use the tap important? Do you remember that the /d/ between vowels becomes a FRICATIVE? Well, if you accidentally flap the < d > between vowels, Spanish speakers hear the letter < r >!

For example, if you say “Todo” (*all*) in Spanish and FLAP the < d > instead of making it a FRICATIVE, then it sounds like you are saying “Toro” (*bull*). Imagine saying... “Hola, quiero **todo**...”

Tap and Trill
Practice Exercise

Paso 1: You will here a native speaker pronounce one word or phrase from each numbered set of words. In each set, there is one instance of either the tap or the trill. If you hear the tap, then say “ere.” If you here the trill, then say “erre.” In either case, say the other word or phrase next. For example:

If you hear **pero**, say “**ere**” followed by “**perro**” to practice the trill.
If you hear **carro**, say “**erre**” followed by “**caro**” to practice the flap.

- | | | |
|----|----------------------|-----------------------|
| 1 | ahora | ahorra |
| 2 | Viene el torero | Viene el torrero |
| 3 | varios | barrios |
| 4 | la vara | la barra |
| 5 | Formaron un coro. | Formaron un corro. |
| 6 | hierro | hierro |
| 7 | Es un cero. | Es un cerro. |
| 8 | foro | forro |
| 9 | amara | amarra |
| 10 | moro | morro |
| 11 | Está enterado. | Está enterrado. |
| 12 | deriva | derriba |
| 13 | para | parra |
| 14 | Su apellido es Lara. | Su apellido es Larra. |
| 15 | ¿aroma? | ¿A Roma? |

Paso 2: Now repeat the exercise with one of your classmates, only this time, one of you play the part of the speaker you just listened to.

The tap vs. [ð] exercise
< r > vs. < d >

Paso 1: In the following exercise you will hear similar words. The only difference between them will be the tap, the voiced stop /d/, or the voiceless stop /t/. For example:

moto [t]	moro [r] - the tap	modo [d] → [ð]
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First say the group of words. Then listen to the Spanish speaker say them.

1	moto	moro	modo
2	cara	cata	cada
3	mido	miro	
4	seta	sera	
5	lloro	yodo	

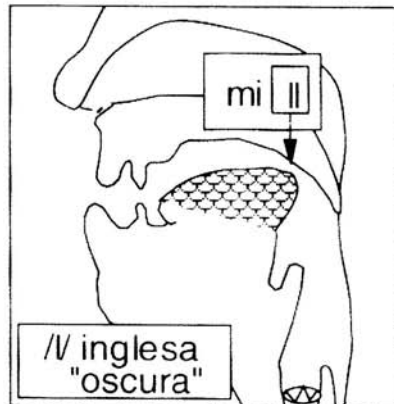
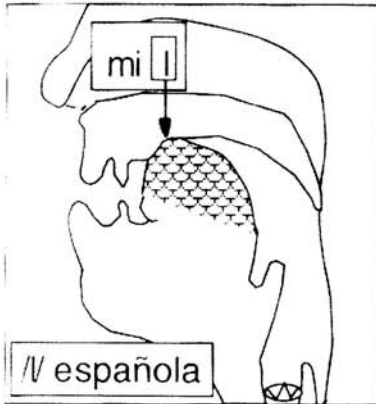
For the second 5 sets of words, listen to the speaker say similar sounding words. In the appropriate space, write either TAP, FRIC (fricative), or / t /. Then compare what you wrote down to what the instructor writes on the overhead.

- | | | | |
|----|-------|-------|-------|
| 6 | _____ | _____ | |
| 7 | _____ | _____ | |
| 8 | _____ | _____ | |
| 9 | _____ | _____ | _____ |
| 10 | _____ | _____ | |

Spanish [l] vs. English dark [ɫ]

Spanish word
"mil" (*one thousand*)

English word
"mill"



Alveolar [l]	Dark [ɫ]
Spanish & English	English only
Found in all environments	Usually found at the end of a syllable or word
<u>Examples:</u> el profesional el béisbol tal (<i>such</i>) el alma (<i>soul</i>)	<u>Examples:</u> mill Mr. Al Green pull apple peal

*pronunciation handout #12 – lateral
picture from Barrutia (1994) p.139*

The Lateral Exercise [l]

Paso 1: In the following list of words practice saying every instance of [l] using the Alveolar [l] in which your tongue always touches your alveolar ridge (e.g. where the skin starts just behind your teeth.)

español
algo especial
el jefe
el balcon
el sol
malo
mal
salgo del restaurante
azul
la falda

Paso 2: With a partner, say the words above, just for fun with an English accent -- using a dark [l]. Can you tell the difference between the Spanish pronunciation and the English?

Paso 3: Do you remember how to pronounce the < ll > that you see here? Remember, it is not an [l] sound! What English sound does it most sound like?

brillante
llevar
lleno
la calle
el bollo

pronunciation handout #13 – lateral exercise