

Destinos: 1-26

**The Main Grammar
Points, and**

**Exercises with
Answer Key**

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Exercises

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I. REGULAR VERBS: PRESENT TENSE

entr-AR		beb-ER		escrib-IR	
entro	entramos	bebo	bebemos	escribo	escribimos
entras	entráis	bebes	bebéis	escribes	escribís
entra	entran	bebe	beben	escribe	escriben

*****This, and all other verb information you will need in this course can be found in “Appendix 2: Verb Charts,” which begins on page 511 of the *Destinos* textbook.**

II. SER, ESTAR and HAY

SER		ESTAR	
soy	somos	estoy	estamos
eres	sois	estás	estáis
es	son	está	son

Some uses of ser:

- to express nationality: Ella *es* peruana.
- with *de*, to express origin: Soy *de* Perú.
- to tell time: Son *las dos y media* de la tarde.
- with *de*, to express possession: La chaqueta *es de* Pablo.
- to identify people, places and things: ¿Qué *es* esto? *Es una manzana.*
- In impersonal expressions such as *es importante*, *es obvio*, *es lástima*, *es cierto*, etc.
- after *para*, to tell for whom or what something is intended: Esta carta *es para* ella.
- after adjectives, to describe basic characteristics: Ella *es alta*, y *es inteligente*.

Some uses of estar:

- to describe conditions that are not inherent: *Estoy cansada*. Este café *está caliente*; no *está frío*. (BUT: El fuego *es* caliente [inherent characteristic])
- with *en*, to convey location: *Están en la biblioteca*; no *están en casa*.

HAY

This extremely useful expression can translate either as “**there is**” or “**there are**”

Hay dos maestras en esa clase. *There are* two teachers in that class.

Hay un alumno que no quiere ir. *There is* one student who doesn’t want to go.

Hay can be confused with forms of *ser* and *estar*, but knowing when to use *hay* can be quite simple: if the word *there* appears with a form of *to be*, you use *hay*. If the words *it* or *they* appear with a form of *to be*, don't use *hay*, use some form of *ser* or *estar*.

It is a fountain.

Es una fuente.

There is a fountain in the square.

Hay una fuente en la plaza.

They are seven sisters.

Son siete hermanas.

There are seven sisters at the party.

Hay siete hermanas en la fiesta.

The **two boys** (=They) are here.

Están aquí los dos muchachos.

There are two boys here.

Hay dos muchachos aquí.

III. A. ARTICLES AND NOUNS: GENDER AND NUMBER

un profesor - a (male) professor

un libro- a book

el profesor - the (male) professor

el libro-the book

una profesora- the (female) professor

una carta- a letter

la profesora - the (female) professor

la carta- the letter

Plurales: **los** profesores, **los** libros; **unos** (=some) profesores, **unos** libros
las profesoras, **las** cartas; **unas** profesoras, **unas** cartas

III. B. EXPRESSING POSSESSION

In Spanish, *adjectives always agree in gender and number with their nouns*, never with the person who possesses the nouns. So, for example, in the sentence “**Do you have my books?**,” even though I am a singular person, *books* is plural, and so *my*, in Spanish, will be plural, not singular: ¿**Tienes mis libros?**

The same is true of “our house” in the sentence “**Our house is white:**” “**Nuestra casa es blanca**”, where *nuestra* is singular (because its noun, *house*, is singular), even though *our* refers to *us*, which is plural. It is the noun, not the possessor, that determines the number and gender of the adjective in Spanish.

III. C. USE OF ADJECTIVES IN GENERAL

- Remember that *all adjectives in Spanish agree in number and gender with their nouns*
- Adjectives that end in *-o* have four forms (el libro *rojo*, la mesa *roja*, los libros *rojos*, las mesas *rojas*).
- Adjectives ending in *-e* have only singular and plural forms, not masculine and feminine forms: el/la estudiante *inteligente*, los/las estudiantes *inteligentes*. The plural is formed by adding *-s*.
- Adjectives ending in consonants also have only singular and plural forms: el libro *útil*, la mesa *útil*, los libros *útiles*, las mesas *útiles*. The plural is formed by adding *-es*
- **Exception: adjectives of nationality that end in a consonant in the masculine singular form add -a to form the feminine singular:** un hombre *español*, una mujer *española*. This is true even when the reference is not to a person: un

diccionario francés, una mesa francesa. The plurals are formed as you would expect: unos diccionarios franceses, unas mesas francesas.

- Pay particular attention to adjectives of possession as regards agreement with their nouns. Remember, adjectives agree with the noun, not with the person(s) possessing the nouns. So *mi casa* means "my house", but "my houses" are *mis casas*. In like fashion, *nuestras casas* **can only mean** "our houses," never "our house" ("Our house is, of course, *nuestra casa*).
- *Qualitative and quantitative adjectives*. **Adjectives that describe** (such as red, pretty, handsome, lamentable, fast, upsetting, etc.) **generally follow their nouns**, while **adjectives that indicate, limit or express magnitude generally precede their nouns**:

nuestra casa (tells which one), but *una casa roja* (tells what kind); *aquella casa*, but *una casa interesante*; *muchas personas*, but *personas españolas*.

Quantitative adjectives include numbers, possessives, demonstratives (=this, that, these, those) and the articles (un, una, el, la, los, las).

The **possessive adjectives** are *mi(s), tu(s), su(s); nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras, su(s)*. If needed to avoid confusion, **the phrase de+subject pronoun may replace the possessive adjective: *su libro* could mean any of the following: *el libro de él, el libro de ella, el libro de Ud., el libro de Uds., el libro de ellas* or *el libro de ellos*.**

DEMONSTRATIVE ADJECTIVES

- **near the speaker**

this	este suéter	esta camisa
these	estos suéteres	estas camisas

***Memory Aid: In Spanish, "*this and these have ts*" (este, esta, estos, estas)

- **not near the speaker; usually, near the person addressed**

that	ese vestido	esa bufanda
those	esos vestidos	esas bufandas

- **even farther away**

that (over there)	aquel zapato	aquellos zapatos
those (over there)	aquella falda	aquellas faldas

IV. SABER Y CONOCER

Saber means *to know facts or pieces of information*. When followed by an infinitive, **saber** means *to know how to do something*.

Sé que aquella chica se llama Carmen.

I know that that girl is named Carmen.

No **sabemos** dónde vive ella.

We don't know where she lives.

¿**Sabes** tocar el violín?

Do you know how to play violin?

---Sí, pero no **sé** tocar muy bien.

----Yes, but I don't know how to play very well.

Conocer means *to know or to be acquainted (familiar) with a person, place or thing*. It can also mean *to meet someone for the first time*. Note the personal **a** used before a specific person.

Teresa Suárez no **conoce** a Raquel todavía. La va a **conocer** muy pronto.

Teresa Suárez doesn't know Raquel yet. She's going to meet her soon.

Conozco a Miguel, pero no sé dónde vive.

I know Miguel, but I don't know where he lives.

Raquel ahora conoce Madrid y Sevilla.

Raquel now knows (is acquainted with) Madrid and Seville.

V. INTERROGATIVES

Know the interrogatives in the list in your text on **page 87**.

Other useful interrogative phrases you should **know** are these:

¿adónde?

where to?

¿Adónde va Raquel?

¿de dónde?

where from?

¿De dónde es ella?

¿a quién?

to whom?

¿A quién habla ella?

¿de quién?

whose?

¿De quién es la cartera?

about whom?

¿De quién hablan?

¿para quién?

for whom?

¿Para quién es la carta?

VI. A NOTE ABOUT STEM-CHANGING VERBS

On our verb sheet stem-changing verbs have vowels in parentheses after the infinitive. Look, for example, at *encontrar(ue)*. The *(ue)* in parenthesis tells you that, in the present tense, four of the six forms change the o of encontrar to ue. Some of you may have heard stem-changing verbs called "boot verbs," because if an irregular box is drawn around the four forms that change in the present tense, the resulting figure looks something like a boot:

encontrar (present tense)

encuentro	encontramos [no change]
encuentras	encontráis [no change]
encuentra	encuentran

Stem-changing verbs have their change *whenever the stress is on the vowel that changes*. In the case of *encontrar*, the vowel in question is the *o*, and it is *unstressed* in the infinitive, and also in the *nosotros* and *vosotros* forms. In the other four conjugated forms of the present tense the *o* is stressed, and so changes to *ue*. (Such changes are not limited to verbs. Think of *siete* and *setenta*, *nueve* and *noventa*. Another example is *Venezuela* and *venezolano* [= someone from Venezuela]). While it is not really possible to predict which verbs will have stem-changes, still, once you do know it you also know which four forms change and which forms don't.

Stem-changing verbs are not irregular verbs. They have the regular endings for their group (-AR, -ER, or -IR). Irregular verbs are irregular because their *endings*, and not just their stems, are different from what you would expect them to be.

VII. THE PRETERITE INDICATIVE TENSE

Like all tenses, the preterite has regular and irregular verbs. Unlike the present indicative tense, the preterite indicative tense has only two sets of endings, not three, for regular verbs:

		entr-AR	
	entré		entramos
	entraste		entrasteis
	entró		entraron
-ER / -IR			
	beb-ER		escrib-IR
bebí	bebimos		escribí
bebiste	bebisteis		escribiste
bebíó	bebieron		escribíó
			escribieron

Worth Noting:

1. The *nosotros* forms of the preterite are **the same as those for the present for regular -ar and regular -ir verbs: entramos, entramos / escribimos, escribimos**; they are **different for regular -er verbs: bebemos, bebimos**.
2. **The vosotros form (2nd person plural) is always the tú form + -is:** entraste+is=*entrasteis*, bebiste+is=*bebisteis*, escribiste+is=*escribisteis*.
3. **-AR and -ER verbs with stem changes in the present tense do not have stem changes in the preterite:** *encuentro, encontré; entiendo, entendíó*. **To form the preterite work from the infinitive, not from the present tense.**
4. Regular verbs in the preterite have accents on the final vowel in the first and third person singular: *bebí, bebíó; escribí, escribíó; entré, entró*. **There are no accents in any of the other forms.** (Verbs *irregular* in the preterite have no accents anywhere.)
5. Some regular verbs have spelling changes in the first person singular form of the preterite, to preserve the original pronunciation of the final consonant of the infinitive: *buscar: busqué; llegar: llegué*.
6. Another spelling change involves changing *i* to *y* when it falls between vowels and is unaccented: **oír: oyó, oyeron (but oíste, oímos, oí, oísteis); creer: creyó, creyeron (creí, creíste, creímos, creísteis).**

STEM-CHANGING VERBS AND THE PRETERITE TENSE

A Useful Rule: **THERE ARE NO -AR AND -ER VERBS WITH STEM-CHANGES IN THE PRETERITE TENSE.**

Encontrar(ue), for instance, has a stem change in the present tense, but not in the preterite.

encontrar		(preterite tense)
encontré	encontramos	
encontraste	encontrasteis	
encontró	encontraron	

Encontrar is typical of *-ar* and *-er* verbs with a stem change in the present tense. **These changes do not appear in the preterite.** This holds true for **ALL *-ar*** and ***-er*** verbs with stem changes in the present tense.

Now let's look at an *-ir* stem-changing verb like *pedir(i,i)*. It has two notations in the parentheses: (i,i). The first of these tells what happens to the forms of the verb in the present tense, and the second refers to the changes in the verb forms in the preterite. So, in the present tense, *pedir* changes exactly where *encontrar* does (and where all other stem-changing verbs do, too):

pedir		(present tense)
pi <u>do</u>	pedimos	
pi <u>des</u>	pedís	
pi <u>de</u>	pi <u>den</u>	

But in the preterite, where *encontrar* (and all other *-ar* and *-er* verbs with stem changes in the present tense) do not change, *pedir* does. However, note that **the pattern of change in the preterite tense does not form a boot.** The change occurs only in the third person singular and third person plural forms of the verb.

pedir		(preterite tense)
pedí	pedimos	
pediste	pedisteis	
pidió	pidieron	

Were we to draw a figure around the stem changing forms of *pedir* (and every other *-ir* verb that happens to have a stem change in the preterite), it would not form a boot, but something more akin to merely the **sole** of a boot or shoe.

VERBS IRREGULAR IN THE PRETERITE

Ser and Ir. One curious fact about the Spanish preterite is that two of its most irregular verbs, *ser* and *ir*, have exactly the same forms in the preterite. It is context that lets us know which verb is being used.

Forms of *ser* and *ir*

fui	fuimos
fuiste	fuisteis
fue	fueron

Note: Another curious fact about this conjugation is that the three plural forms contain their singular form counterparts: *fui, fuimos; fuiste, fuisteis; fue, fueron*.

Other Irregular Verbs in the Preterite. There are about a dozen commonly used verbs that have irregular forms in the preterite. Most of them are the so-called **strong preterites**, which means that *their stress pattern is like the present tense*, with the emphasis always on the next to the last syllable, never on the last: examples are tuve, estuve, puso, hice, hizo, etc. These verbs have roots different from what we would expect from the infinitive, but they all share the same, unstressed, endings:

"Strong" Preterite Endings

-e	-imos
-iste	-isteis
-o	-[i]eron***

*** **In the third person plural form**, verbs like *decir* and *traer*, which have a **final j in their stem**, use **-eron**; verbs with **any other letter than j as the final letter of the stem** use **-ieron**: *dijeron* and *trajeron*, but *hicieron*, *pusieron*, *anduvieron*, *dieron*, etc.

Worth Noting.

- Because of their common endings, the "strong" preterites are best learned by (1) **memorizing each irregular stem** [such as *hic-* for *hacer*, *tuv-* for *tener*, *pus-* for *poner*, etc.] and (2) **memorizing one set of endings**, those given above. The stems of "strong" irregular preterites that you should know are: *querer: quis-*; *venir: vin-*; *saber: sup-*; *poder: pud-*; *decir: dij-*; *hacer: hic-* (except for hizo); *andar: anduv-*; *tener: tuv-*; *estar: estuv-*; *traer: traj-*. (The forms of *ser* and *ir*, as stated before, must be memorized separately).
- The forms of the verb *dar* are considered irregular because it is an *-ar* verb, but its endings are identical to those for the verb *ver*: *di, diste, dio, dimos, disteis, dieron*. No accents are necessary on the forms of *dar* (or of *ver*, for that matter), because they are one syllable forms (*di, dio; vi, vio*).

Appendix 2, "Verb Charts," which begins on page 511 of the *Destinos* text, should be consulted for reference and for specific conjugations and individual forms.

VIII. THE IMPERFECT INDICATIVE TENSE

The imperfect indicative tense is an easy one to form. The endings are as follows:

For -AR Verbs

entraba	entrábamos
entrabas	entrabais
entraba	entraban

For -ER and -IR Verbs

bebía	bebíamos	escribía	escribíamos
bebías	bebíais	escribías	escribíais
bebía	bebían	escribía	escribían

Worth Noting.

1. The first and third person singular forms are the same: **yo** entraba, **ella** entraba; **yo** escribía, **él** escribía; **yo** bebía, **Ud.** bebía. Because of this fact, the subject pronouns are used with these imperfect forms whenever needed to avoid confusion.
2. For **-AR verbs**, only one form has an accent, *nosotros*: entr**á**bamos, lleg**á**bamos, etc. For **-ER and -IR verbs**, all forms have an accent over the first *í* of the ending: beb**í**a, escrib**í**ais, entend**í**amos, etc.

The three irregular verbs of the imperfect indicative tense. Only *ser*, *ir* and *ver* are irregular in the imperfect:

SER: era	eras	era	éramos	erais	eran
IR: iba	ibas	iba	íbamos	iban	iba
VER: veía	veías	veía	veíamos	veíais	veían

By memorizing the *yo* form of each verb, you should be able to generate all other forms of these three verbs.

IX. THE PRETERITE AND IMPERFECT TENSES COMPARED

Having discussed the forms of these tenses, we now turn to their uses. Any verb in Spanish may be used in either tense, but its meaning will be different. The following is one way to approach the differences between these tenses. It follows, more or less, the explanation in the *Destinos Workbook I*. Other grammar explanations also may prove helpful to you. I have several reference grammars in my office which you are welcome to use. Experience has taught me that any explanation of these two tenses, to be successful, *must be accompanied by examples and (especially) by practice.*

Stated briefly, the imperfect is the Spanish past tense used to express events in progress, habitual or repeated events, descriptions, conditions, and the time of day. In general, functions in the past other than those just summarized are expressed with the preterite.

Examples of Uses of the Imperfect Indicative

- **To talk about events that were ongoing (in progress) in the past.**

This includes simultaneous ongoing events, usually expressed with **mientras**:

Raquel **escuchaba** con atención
mientras doña Carmen **hablaba** de
Ángel.

Raquel listened (was listening)
attentively while doña Carmen
talked (was talking) about Ángel.

Note, however, that **cuando** can have the meaning of *mientras* and thus can be followed by the imperfect:

Cuando **hablaba** con Olga, Raquel
se sentía un poco incómoda.

When (While) speaking with Olga,
Raquel felt a little uncomfortable.

The imperfect also expresses actions in progress that were interrupted by another action (expressed with the preterite).

Mientras **íbamos** a San Germán, el
carro **empezó** a funcionar mal.

While we were going to San Germán, the
car started to run badly.

Salíamos del peaje cuando **se paró** el
carro.

We were leaving the toll both when the
car stopped.

The **ir a** + infinitive structure is almost always in the imperfect.

Ángela **iba a llamar** a su hermano otra vez.

Ángela was going to call her brother again.

- **To describe conditions that were ongoing in the past.**

This includes physical characteristics, states of mind, and emotions, as well as age.

Ángela **era** una joven lista y simpática. **Tenía** 25 años, más o menos.

Ángela was a bright and pleasant young woman. She was about 25 years old.

Se **sentía** muy frustrada por lo del coche.

She felt very frustrated by the situation with her car.

Hacía muy buen tiempo durante el viaje a San Germán, pero **hacía** mucho calor.

The weather was very nice during the trip to San Germán, but it was very hot.

- **To talk about habitual events in the past.**

Often (but not always) this use of the imperfect is signaled by the use of words and phrases that emphasize the habitual nature of the action: **todos los días, siempre, por lo general**, and so on.

De niña, Ángela **visitaba con frecuencia** a su abuela .

As a child, Ángela visited (used to visit) her grandmother often.

- **The imperfect is always used to tell time in the past.**

¿Qué hora **era** cuando Ángela, Raquel y Laura llegaron a la casa de la abuela?

What time was it when Ángela, Raquel and Laura arrived at the grandmother's house?

Eran las once de la mañana.

It was eleven in the morning.

Examples of the Uses of the Preterite Indicative

- **to talk about distinct, individual actions or events in the past**

These may have occurred only once or be seen as having happened individually a number of times

Fuimos a San Germán y **hablamos** con mi abuela.

We went to San Germán and talked with my grandmother.

Le **dije** el número como mil veces.

I told him the number about a thousand times.

Olga **empezó** inmediatamente a hacerle preguntas a Raquel.

Olga immediately began to ask Raquel questions.

La conversación **terminó** tarde.

The conversation ended late.

- **to talk about changes in conditions**

Ángela **se enojó** cuando su abuela criticó a Jorge, y luego **se puso** triste.

Angela got mad when her grandmother criticized Jorge, and then she became sad.

- **to describe actions that occurred within a defined period of time**

A time phrase, such as **por una hora** or **por un año**, is often used in these cases.

¿**Estuvo** en Nueva York?
---Sí, **estuve** por unos días.

---Yes, I was there for a few days.

Durante unos años **vivieron** en la estancia Santa Susana.

For a few years they lived on the Santa Susana Ranch.

Were you in New York?

Preterite and Imperfect Together

When a sentence that talks about the past contains more than one verb, any sequence or combination of these two tenses is possible, depending on what you wish to express: all preterite, all imperfect, or a combination of the two. Remember that one frequent pattern

is as follows: the imperfect describes what was happening when another action (expressed in the preterite) occurred.

Raquel **viajó** a Puerto Rico, **buscó** la casa de Ángel, y **habló** con una vecina de Ángela. (all preterite)

Raquel traveled to Puerto Rico, looked for Ángel's house, and spoke with Ángela's neighbor.

Eran las diez y Ángela **tenía** una cita para ver unos apartamentos a las diez y media. (both imperfect)

It was ten o'clock and Ángela had an appointment to see some apartments at ten-thirty.

Arturo **estaba** en casa cuando lo **llamé**. (imperfect, preterite)

Arturo was at home when I called him.

Cuando nosotras **llegamos**, Jorge **daba** una clase. (preterite, imperfect)

When we arrived, Jorge was teaching a class.

Verbs With Different Meanings in the Preterite and Imperfect

The following five verbs have different English equivalents depending on whether they are used in the preterite or the imperfect: *conocer*, *saber*, *querer*, *poder*, and *haber*.

Conocer

- preterite=*met*, but only in the sense of “met for the first time, or made the acquaintance of” (Note: *conocer* can also mean *meet*=to make the acquaintance of, in the present tense). *Conocer* never means “to encounter” (= *encontrar*).

Raquel **conoció** a los tíos de Ángela.

Raquel met Ángela's uncles and aunts (=made their acquaintance).

Voy a la universidad para **conocer** a Jorge.

I'm going to the university to meet Jorge (for the first time).

- imperfect=*knew*, *was acquainted with*

Arturo no **conocía** bien a su medio hermano.

Arturo didn't know his half-brother well.

Saber

- preterite=found out, learned

Raquel llegó a casa de Ángel y **supo** que estaba muerto.

Raquel arrived at Ángel's house and found out (learned) he was dead.

- imperfect=*knew about, had knowledge of*

Ángela no **sabía** que tenía un tío en la Argentina.

Ángela didn't know she had an uncle in Argentina.

Querer

- **affirmative** preterite=*tried, made an attempt*

Raquel **quiso** avisar a Ángela sobre la personalidad de Jorge.

Raquel tried to warn Ángela about Jorge's personality.

- **negative** preterite=*refused*

Pero Ángela no **quiso** oír la crítica de su novio.

But Ángela refused to hear any criticism of her boyfriend.

- imperfect (affirmative and negative)=*wanted/didn't want*

Raquel no **quería** meterse en sus relaciones con Jorge.

Raquel didn't want to get involved in her relationship with Jorge.

Poder

- **affirmative** preterite=*to succeed in*

Raquel **pudo** convencer a doña Carmen de que el viaje era muy urgente.

Raquel succeeded in convincing doña Carmen that the trip was very urgent.

- **negative** preterite=*failed to*

Jorge no pudo impresionar a Raquel.

Jorge failed to impress Raquel.

- imperfect (affirmative and negative)=*was (not) able to* [description of a state or condition]

Ángela no **podía** comprender por qué todos se oponían a sus relaciones con Jorge.

Ángela couldn't understand why everyone was opposed to her relationship with Jorge.

Haber (hay)

- preterite=*there was/were* in the sense of *occurred, happened, took place*

Hubo un accidente en el sitio de la excavación.

An accident occurred (took place) at the excavation site.

- imperfect=*there was/were, there existed*

Había muchas cosas que hacer.

There were many things to do.

Worth Noting: With these five verbs, in every case, **the preterite meanings involve an action that occurred, an event that took place** (meeting someone for the first time, finding something out, making an attempt, refusing, etc.), while **the meanings associated with the imperfect always involve a description or condition, often of a mental state** (knowing someone or something, wanting or not wanting something, having the capacity to do something, or something that was in existence at a given time). The uses of the preterite and imperfect with these verbs, then, is no different from their uses with other verbs, but the nature of these five verbs is such that the English translations of the preterite and imperfect need to be different to express the meaning correctly.

X. GUSTAR (AND SOME OTHER VERBS LIKE IT)

The verb *gustar*, though it is often translated as “to like,” really means “to be pleasing to.” While the difference in meaning between “to like” and “to be pleasing to” is perhaps negligible, the *grammatical difference* is very significant, and English-speakers who are learning Spanish must be very careful or they will use *gustar* incorrectly.

In the sentences “I like it” and “It is pleasing to me,” the subjects and objects are switched: “I” is the subject of one sentence, “It” is the subject of the other; “it” is the direct object of the first sentence, while “me” is the indirect object of the second one.

English
I like it.

Spanish
Me gusta.

- Note that The word “It” is not expressed with a pronoun in Spanish. The word “it” is in the verb *gusta*.
- *Gustar* is almost **always in the third person, either singular or plural**. If you have put *gustar* in first or second person, you probably have gotten the sentence wrong.

Because the *gustar* construction always takes an indirect object pronoun, sometimes it is necessary to add a prepositional phrase for clarification (or for emphasis).

Example: “He likes apples.” *A él* le gustan las manzanas.
 “She likes apples.” *A ella* le gustan las manzanas.
 “You (Ud.) like apples.” *A Ud.* le gustan las manzanas.

Without the clarifying prepositional phrases “*A él*”, “*A ella*,” and “*A Ud.*” the sentence would be just “*Le gustan las manzanas*,” which could refer to any of the three.

- **The prepositional phrase can never take the place of the indirect object pronoun, which must be present.** So “*Le gustan las manzanas*,” or “*A ella le gustan las manzanas*” are both correct sentences, but “*A ella gustan las manzanas*” is not, because it is missing the indirect object pronoun *le*.

Examples: We like apples. (A nosotros/as) nos gustan las manzanas.
 You like apples. (A vosotros/os) os gustan las manzanas.
 You like apples. (A ustedes) les gustan las manzanas.
 They like apples. (A ellos/ellas) les gustan las manzanas.
 You like apples. (A ti) te gustan las manzanas.
 You like apples. (A usted) le gustan las manzanas.
 S/he likes apples. (A ella/él) le gustan las manzanas.

- Note that the verb in all these sentences is *gustan*, third person plural, because the subject of each sentence is the same, *las manzanas*, so the verb is the same (verbs always agree with their subject; with *gustar* the tricky part is to figure out what the subject is).

- **A tip:** *The person involved in the sentence is almost never the subject, but rather the indirect object.* The subject is some third person object (like “apples”).

Other verbs that work like *gustar*

Other Spanish verbs also employ the same grammatical construction as *gustar*. Perhaps the most common are **importar**= to be important (to someone), and **parecer**, to seem.

Examples:

I don't care.	No me importa (=It's not important to me).
We don't care.	No nos importa (=It's not important to us).
She doesn't care.	(A ella) no le importa.
We care, but <i>he</i> doesn't.	A nosotras sí nos importa, pero no le importa a él.
It seems a good idea to me.	Me parece buena idea.
That doesn't seem good to us.	Eso no nos parece bien.

XI. POR Y PARA

Both of these prepositions can translate as *for*, but they are not interchangeable. With practice, you will come to master the most common uses of these very frequently used prepositions.

When not to use POR or PARA.

- Remember that some Spanish verbs don't require a preposition, even though their English equivalents do: **esperar** = to wait for; **buscar** = to look for; **pedir** = to ask for
- Also, when *for* relates to a verb, it is often expressed with an indirect object rather than with a preposition: *Arturo le compró una campera a Raquel.* = Arturo bought Raquel a jacket (a jacket for Raquel).

Uses of *para*:

- *destined for, to go to, or to be given to someone*

Esta carta es para don Fernando.	This letter is for don Fernando.
----------------------------------	----------------------------------
- *to, in the direction of*

Salieron para Colorado.	They left for Colorado.
-------------------------	-------------------------
- *to be used for or in*

Arturo compró fruta para el picnic.	Arturo bought fruit for the picnic.
La foto fue útil para la búsqueda.	The photo was useful in the search.
- *in relation to (compared to) others*

Para francés, habla bien el inglés.	For a Frenchman, he speaks English well.
-------------------------------------	--

- *in order to* + infinitive (often *in order* is not expressed in the English)

Estudio para aprender.	I study (in order) to learn.
Se sentaron para descansar.	They sat down (in order) to rest.

Uses of *por*:

- *in exchange for*

¡Pagué sesenta dólares por ese libro!	I paid sixty dollars for that book!
---------------------------------------	-------------------------------------
- *for the sake of, on behalf of*

Ella lo hizo por dinero, no por amor.	She did it for money, not for love.
Ella lo hizo por don Pedro.	She did it for don Pedro's sake.
- *for a period of time*

Vivimos en Montana por cinco años.	We lived in Montana for five years.
------------------------------------	-------------------------------------
- *by, by means of*

Fuimos por tren.	We went by train.
Raquel le habló por teléfono.	Raquel spoke to him by phone.
- *through, along*

Corrieron por la Avenida Rivermont.	They ran along Rivermont Avenue.
Anduvieron por el parque.	They walked through the park.
- *during, in* (with morning, afternoon, etc.)

Por la noche fueron a la fiesta.	In the evening (At night), they went to the party.
Me gusta correr por la mañana.	I like to run in the morning.
- *because of, on account of, about*

Fue difícil llegar por las calles bloqueadas.	It was difficult to arrive because of the blocked streets.
Él se preocupaba por su hijo.	He was worried about his son.
- *Por* is also used in quite a number of fixed expressions, like *por lo general* (generally), *por favor* (please), *por ejemplo* (for example), and others.

XII. SUBJECT AND OBJECT PRONOUNS IN SPANISH

You should know and be able to use properly the following five types of pronouns:

1. subject pronouns:	yo	tú	Ud.	nosotros	vosotros	Uds.
			ella	nosotras	vosotras	ellas
			él			ellos

2. direct object pronouns:	me	te	lo,la	nos	os	los,las
3. indirect object pronouns:	me	te	le	nos	os	les
4. reflexive pronouns:	me	te	se	nos	os	se
5. prepositional pronouns:	mí	ti	Ud.	nosotros	vosotros	Uds.
			ella	nosotras	vosotras	ellas
			él			ellos

1. Subject pronouns.

A subject performs the action in the verb. All verbs must agree with their subjects. The **subject pronouns** are often not needed in Spanish, and so are used much less frequently than in English. They are primarily included only for stress, and to avoid confusion (among *ella, él* and *Ud.*, for example.)

Never use *lo* as a subject pronoun. The word *it*, used as a SUBJECT, has no Spanish translation (technically, it does, but it is almost never used). In Spanish, the subject *it* is in the verb. (So "It is true" is translated as "Es verdad." Anything else would be wrong, especially adding "Lo.")

2. Direct object pronouns.

A direct object is a noun or pronoun that *directly* receives the action in the verb. In the sentence "**I give María the book,**" when we ask the question "What do I give (give being the action in the verb), the answer is "the book," and so **book** is the direct object. (I do not give María; I give *something* to María). *If we replace "the book" with a pronoun, we have a direct object pronoun:* I give María *it* (or "I give *it* to María).

The positioning of direct object pronouns is different in Spanish than in English. Direct object pronouns:

- precede conjugated verb forms
- come in between **no** and a conjugated verb form
- may follow and be attached to an infinitive

Examples

Veo a Inés .	I see Inés . (direct object noun)
La veo.	I see her . (direct object pronoun)
Ella me ve.	She sees me . (direct object pronoun)
Quería ver la .	I wanted to see her . (dir. obj. pron.)
Ella <i>no</i> me conoce.	She doesn't know me . (dir. obj. pron.)

Notice that in the last sentence, the object pronoun **me** is placed between *no* and *conoce*.
Worth Remembering: *The verb in Spanish (as in English) always agrees with the subject, not with the object. Because the subject pronouns are frequently absent in Spanish, be careful not to confuse the subject and object when you choose the verb form.*

3. Indirect object pronouns.

An indirect object is a noun or pronoun that *indirectly* receives the action in the verb. In the sentence "I give María the book," where *book* is the direct object, *María* is the indirect object. If we replace the noun *María* with a pronoun, we have an indirect object pronoun: "I give **her** the book."

*Just like the direct object pronouns, the indirect object pronouns precede conjugated verb forms, are placed in between **no** (or other negative words) and the verb, and may be attached to the infinitive.*

Examples

Le doy el libro a María.	I give María the book. (ind. obj. noun)
Le doy el libro (a ella).	I give her the book . (ind. obj. pronoun)
Queremos dar le el libro.	We want to give her the book.(ind obj pron)
Ella me dio el libro.	She gave me the book.(ind. obj. pron.)
No le hablamos (a ella).	We don't speak to her .

Note two things in the last sentence, "No le hablamos" ("We don't speak to her"). First, as with the direct object pronouns, the indirect object pronouns also come between the conjugated verb and *no*; second, the indirect object pronoun often contains the word *to* when we translate into English, whether or not the Spanish word *a* is part of the sentence.

4. Reflexive object pronouns.

Reflexive pronouns are really just special cases of either direct or indirect object pronouns. What is special about them is that the object of the sentence is the same as the subject.

"Ella **se llama** Inés" literally means "She calls herself Inés," where *she (ella)* is the subject and *herself (se)* is the reflexive (direct, in this case) object pronoun.

Oftentimes, but not always, the English translation of reflexive verb forms includes the word "get" (**vestirse**=to get dressed, **casarse**=to get married, **enojarse**=to get mad, **perderser**=to get lost, **levantarse**=to get up).

Like the direct and indirect object pronouns, the reflexive object pronouns precede a conjugated verb, come between the conjugated verb form and *no*, and may be attached to the infinitive.

Examples

Se levantan temprano. They get up early. (reflexive obj. pron.)
Quería despertarme tarde. I wanted to wake up late. (ref. obj. pron.)
Ella *no se* llamaba María. Her name wasn't María. (ref. obj. pron.)

Note that in all of these sentences **the subject, verb and object are all in agreement.**

The "Reciprocal" use of reflexives. The reflexive construction is much more widespread in Spanish than in English. Not only verbs listed in dictionaries as reflexive (like *llamarse* and *despertarse*), but many other verbs may be used reflexively in what is called the reciprocal (or "each other") construction. This use, by its nature, is limited to verbs in the plural. Some examples of this construction are as follows:

Ellas **se hablaban** frecuentemente por teléfono. They frequently talked on the phone.
Elena y Pedro **se aman** mucho. Helen and Pedro love each other very much.
No **nos vemos** mucho. We don't see each other very much.

5. Prepositional object pronouns.

Forms: The prepositional pronouns are **identical in form to the subject pronouns, with two very important exceptions:** instead of *yo* and *tú*, use **mí** (accent) and **ti** (no accent).

There are two special combining forms, used only with the preposition **con**:

con+mí=conmigo; con+ti=contigo.

Uses: As their name implies, these pronouns are used after prepositions (words and phrases such as **de, por, para, con, sin, entre, etc.**).

Examples

Fuimos con **Miguel**. We went with **Michael**. (prepositional noun object)
Fuimos con **él**. We went with **him**. (prep. object pronoun)
Quieren ir **conmigo**. They want to go with **me**. (prep. obj. pron.)
Mi computadora. No quería salir sin **ella**. I didn't want to leave without it.
El libro. No queríamos salir sin **él**. We didn't want to leave without it.
¿Es para **mí** o para **ti** esta carta? Is this letter for you or for me?

Using Two Object Pronouns Together

Reflexive, indirect and direct object pronouns are often used in combinations of two. The rule governing their order is easy: **"Indirect before direct, reflexive first of all."**

Examples

They give the book to us. Nos dan el libro.
They give **it to us**. **Nos lo** dan. (indirect, then direct)
They don't give me the tables. No me dan las mesas.
They don't give **them to me**. No **me las** dan. (indirect, direct)

You wash your hands. Te lavas las manos.
 You wash them. **Te las** lavas. (reflexive, direct)

Important: Whenever the indirect object pronouns LE or LES come before a direct object pronoun beginning with L- (lo, la, los or las), LE(S) changes to SE. (Some students have learned the sentence "You don't lay low, you say low," a reminder that you don't "le lo, you se lo" (or la or los or las)

Examples

I gave them the book. Les di el libro.
 I gave it to them. **Se** lo di.
 I brought him a computer. Le traje una computadora.
 I brought it to him. **Se** la traje.

Because the SE in sentences like these could refer to *her, him, you (Ud.), you (Uds.) or them (either ellas or ellos)*, it is common for an additional phrase to be included for clarity: The two example sentences above would become "Se lo di **a ellas**" and "Se la traje **a él**." **Such phrases can never replace the indirect object pronoun**, even though they mean the same thing; **the indirect object pronoun must be kept in the sentence**. (So, "Lo di a ellas" is considered *wrong*; "**Se** lo di a ellas" would be correct.)

XIII. AFFIRMATIVE AND NEGATIVE WORDS.

Forms

<u>AFFIRMATIVE</u>		<u>NEGATIVE</u>	
algo	something, anything	nada	nothing, not anything
alguien	someone	nadie	no one, nobody, not anybody
algún/alguno/a (algunos, algunas)	some, any	ningún, ninguno/a	no, none, not any
sí	yes	no	no
siempre	always	nunca, jamás	never
también	also, too	tampoco	neither
		ni__ni__tampoco	neither__nor__either

Note that the **alguno/ninguno** pair are adjectives, and so they show gender and number agreement with their nouns, whereas the rest of these words are invariable in form. **Alguno** and **ninguno** shorten to **algún** and **ningún** before masculine singular nouns.

¿Trae **algún** documento?

Do you have any identification (on you)?

Si no hay inconveniente . . .
---**Ninguno**. Será un placer.

If it's no problem . . .
---None at all. It will be a pleasure.

Todavía tengo **algunas** cosas que hacer.

I still have a few things to do.

¿Desean tomar **algo**?

Do you want something to drink?

Llamé a Roberto, pero **nunca** está en su casa.

I called Roberto, but he's never at home.

Uses

- In Spanish, only one negative word (including *no*) can precede the verb

Nadie estaba en la casa de Ángel cuando llegó Raquel.

Nobody was at Ángel's house when Raquel arrived.

Raquel nunca conoció a Ángel.

or

Raquel no conoció nunca a Ángel.

Raquel never got to meet Ángel.

- Double negatives are common in Spanish. Thus, when *no* precedes the verb, another negative word can appear somewhere after the verb. Such double negatives are grammatically correct in Spanish.

No había **nadie** en la casa de Ángel.

There wasn't anybody at Ángel's house.

Raquel **no** conoció **nunca** a Ángel.

Raquel never got to meet Ángel.

- When the sentence is negative, any included indefinite word **must** also be negative. Such double negatives are not only grammatically correct, they are obligatory.

Me imagino que tu hermano **no** sabe **nada** de esto.

I imagine your brother doesn't know anything about this.

¿Puedes hacer algo en este caso?
---No, **no** puedo hacer **nada**.

Can you do anything in this situation?
---No, I can't do anything.

- Note that questions may have a **no** before the verb but not be negative in meaning. In such cases, the affirmative form of the indefinite word is used.

¿No quieres llevar **algunos** duraznos o frutillas?

Don't you want to bring some peaches or strawberries?

¿No quieres vino **también**?

Don't you want wine too?

XIV. EQUAL AND UNEQUAL COMPARISONS

A. Comparisons of Inequality

Forms.

To make unequal comparisons in Spanish, use one of the following structures:

más + *noun or adjective* + **que** more + *noun or adjective* + than

menos + *noun or adjective* + **que** less/fewer + *noun or adjective* + than

Some adjectives have special comparative forms.

mejor (mejores) que	better
peor (peores) que	worse
mayor (mayores) que	older
menor (menores) que	younger

Uses.

San Juan es **más** importante **que** Ponce y tiene **más** habitantes **que** la segunda ciudad.

San Juan is more important than Ponce and has more inhabitants than the second city.

Hawaii tiene **menos** habitantes **que** Puerto Rico.

Hawaii has fewer inhabitants than Puerto Rico.

Raquel es **mayor que** Ángela.

Raquel is older than Ángela.

- *Much more/less* is expressed with **mucho más/menos**. Note that if the comparison is with nouns, **mucho** must agree with the noun.

Olga tiene **mucha menos paciencia** que los otros tíos.

Olga has much less patience than the other aunts and uncles.

- These structures are also used adverbially, to compare and contrast the actions expressed by verbs or to compare and contrast adverbs.

Raquel trabaja más que Arturo, ¿no crees?	Raquel works more than Arturo, don't you think?
---	--

Jaime estudia menos que su hermano Miguel.	Jaime studies less than his brother Miguel.
--	--

¿Quién corre más rápidamente , Jaime o Miguel?	Who can run faster, Jaime or Miguel?
--	--------------------------------------

- To express *more/less than* + a number, use **más/menos de** + a number.

Puerto Rico tiene más de tres millones de habitantes.	Puerto Rico has more than three million inhabitants.
--	---

B. Comparisons of Equality

Forms.

The structures for the comparison of equal items is:

tanto/a/os/as + *noun* + **como** as much/many + *noun* + as

tan + *adjective or adverb* + **como** as + *adjective or adverb* + as

The word **tanto**, an adjective, modifies nouns; like all adjectives, it agrees in number and gender with the noun it modifies. The word **tan**, an adverb, is invariable in form.

Uses.

Ángel no tenía tantos hermanos como su esposa.	Ángel didn't have as many brothers and sisters as his wife.
---	--

Olga no tenía tanta información como Ángela.	Olga didn't have as much information as Ángela.
---	--

¿Es tan alta Ángela como Raquel?	Is Ángela as tall as Raquel?
--	------------------------------

¿Pintaba Ángel tan bien como Picasso?	Did Ángel paint as well as Picasso?
---	-------------------------------------

- This structure is the equivalent of the English *as . . . as*, but the distinction is made in Spanish as to whether what is being compared is a quantity (a noun) or a quality (an adjective or adverb).

- When the second element of the comparison is not expressed after **tan** or **tanto**, the word **como** is omitted.

Llueve mucho en El Yunque,
pero en San Juan no llueve **tanto**.

It rains a lot in El Yunque, but in San
Juan it doesn't rain as much.

San Juan es una capital como
Buenos Aires, pero no es **tan**
grande.

San Juan is a capital like Buenos Aires,
but it isn't as large.

XV. HACE + QUE IN TIME EXPRESSIONS

A. Expressing AGO in Spanish.

- There is no word to translate English "ago" into Spanish. Instead, the following structure is used:

Hace + (time expression) + *que* + (verb in preterite tense)

<i>Hace</i> tres semanas	<i>que</i> llegó	Raquel a España.
<i>Hace</i> una hora	<i>que</i> nos llamaron	ellas.
<i>Hace</i> diez años	<i>que</i> conocimos	al Señor Díaz.

Raquel **arrived** in Spain three weeks **ago**.

They **called** us an hour **ago**.

We **met** Mr. Díaz ten years **ago**.

This structure also has another form, which you should be able to recognize (you may use it, too, if you want to). In this alternate form, the three sentences above would be expressed as follows:

Raquel llegó a España hace tres semanas.

Ellas nos llamaron hace una hora.

Conocimos al Señor Díaz hace diez años.

This structure retains the use of *hace* and *the preterite tense*, but *the word que is not used*.

B. Talking About How Long Something Has Been Happening

- When the structure presented above (*hace* + time+*que*) is used with a verb in the present tense, it expresses how long something has been going on:

Hace + (time expression) + *que* + (verb in present tense)

<i>Hace</i> una hora	<i>que</i>	<i>comemos</i> .
<i>Hace</i> cinco años	<i>que</i>	<i>viven</i> en esta ciudad.
<i>Hace</i> dos años	<i>que</i>	<i>asisto</i> a esta universidad.
<i>Hace</i> cinco minutos	<i>que</i>	<i>estoy</i> en la clase hoy.

We have been eating for an hour.
 They have been living in this city for five years.
 I've been going to this college for two years.
 I've been in the classroom for five minutes today.

- In both of the expressions with *hace*, *hace* and *que* are invariable terms. **What determines the meaning is the tense of the other verb** (not *hace*, which is always in the present tense).

Hace media hora que **comí**. I **ate** half an hour ago.

Hace media hora que **como**. I **have been eating** for half an hour.

- To ask a question using this structure, the phrase *¿Cuánto tiempo hace que . . .* " is used. Again, it is the tense of the other verb (not *hace*) that determines the meaning.

¿Cuánto tiempo hace que asistes a esta universidad? How long have you been attending this college/university?

¿Cuánto tiempo hace que viniste a esta universidad? How long ago did you come to this college/university?

Note the use of the word *ago* in the English sentence that corresponds to the Spanish sentence where the preterite tense verb *viniste* is used.

XVI. PROGRESSIVE TENSES

As the word "progressive" implies, these tenses are used to describe events *actually in progress*.

A. The Present Progressive Tense

Raquel le **está contando** a Ángela la historia de don Fernando y Rosario. También le **está explicando** los últimos detalles de su investigación. Ángela la **está escuchando** con mucha atención. También, **está pensando** ¡Esta historia parece de novela!

Forms.

The present progressive is formed with the present tense of **estar** and the present participle. In English the present participle is the verb form that ends in **-ing**. In Spanish it ends in **-ndo**.

The Present Participle

Here are the regular present participle endings.

cruzar -ando	entender -iendo	escribir -iendo
cruzando	entendiendo	escribiendo

-Er verbs that have a stem ending in **-a**, **-e**, or **-o** replace the *i* in the ending with *y*

creer---creyendo **traer**---trayendo **oír**---oyendo

-Ir stem changing verbs show the preterite stem change in the present participle.

dormir---durmiendo **sentir**---sintiendo **servir**---sirviendo

Some verbs with irregularities in the present have an irregularity in the present participle as well. The most frequently used is **dic***iendo* (**decir**).

Uses.

¿Qué diablos **están haciendo** aquí que todas las calles están bloqueadas?

What the devil are they doing here that has all the streets closed off?

Disculpe. **Estoy buscando** la calle Sol.

Raquel se **está despidiendo** (or **está despidiéndose**) de Arturo en el aeropuerto.

Excuse me. I'm looking for Sol Street.

Raquel is saying good-bye to Arturo at the airport.

- The present participle is invariable in form. It never shows agreement in number or gender.
- In Spanish, the progressive is used to stress the ongoing nature of an event or a condition. An event expressed with the progressive is actually in progress.
- When object or reflexive pronouns are used with the progressive, they may either be attached to the participle or precede the conjugated verb. The present participle thus combines with pronouns the same way that the infinitive does. When pronouns are attached to the participle, a written accent is required to maintain the stress on the same syllable of the participle (see second example above).
- **Worth Noting.**
 1. The simple present tense in Spanish often expresses the equivalent of the English progressive, especially in the case of verbs of motion such as **ir** and **venir**. The participles of **ir (yendo)** and **venir (viniendo)** are used only infrequently.
 2. The progressive **does not express the idea of future intent** in Spanish, as it often does in English. Note the following examples where *it would be incorrect to use the Spanish progressive*.

I'm going to cross the street.

Voy a cruzar la calle.

I'm leaving for San Germán tomorrow.

Salgo mañana para San Germán.

We are sitting (i.e., we are seated) over there.

Estamos sentados allí.

B. The Past Progressive Tense

Forms.

The past progressive is formed with the past tense of **estar**--usually the imperfect--and the present participle. As with the present progressive, an object or reflexive pronoun may precede *estar* or follow and be attached to the present participle.

Laura **estaba mirando** el mapa.

Ángela **estaba enseñándole** (or le **estaba enseñando**) la copa.

¿Me **estaba proponiendo** matrimonio?

Laura was looking at the map.

Was he proposing marriage to me?

Angela was showing him the goblet.

Uses.

When speaking about the past, it is not always necessary to use the past progressive to express English *was/were -ing*. The simple imperfect can do that. Here are the preceding examples with the imperfect tense.

Laura miraba el mapa.
¿Me proponía matrimonio?
Ángela le enseñaba la copa.

In addition, remember that there are some cases in which the use of the progressive--present or past--is not appropriate.

- The progressive is almost never used with verbs of motion such as **ir** or **venir**. However, the corresponding English verbs are frequently used in the progressive.

Íbamos para San Germán cuando se descompuso el carro. We were going to San Germán when the car broke down.

- The progressive does not express futurity.

Salíamos para San Germán al día siguiente. We were going to leave (*or* were leaving) for San Germán the next day.

XVII. IDIOMS WITH *TENER*

Forms.

The verb **tener** is used with nouns in a number of useful expressions. You probably know most of these. Learn any you do not already know.

tener . . . años	to be . . . years old
tener (much) hambre	to be (very) hungry
tener que + infinitive	to have to (<i>do something</i>)
tener (much) vergüenza	to be (very) ashamed
tener (mucho) éxito	to be (very) successful
tener (mucho) frío/calor	to be (very) cold/hot
tener (much) ganas de + inf.	to feel (very much) like (<i>doing something</i>)
tener (mucho) miedo de	to be (very) afraid of
tener (much) prisa (por + inf.)	to be in a (great) hurry (<i>to do something</i>)
tener (toda la) razón	to be (completely) right
no tener razón	to be wrong

tener (mucho) sed	to be (very) thirsty
tener (mucho) sueño	to be (very) sleepy
tener (mucho) suerte	to be (very) lucky

Note that the English equivalent of these expressions is usually *to be* plus an adjective: *embarrassed, successful, cold*, and so on.

Uses.

Raquel y Ángela tenían mucha sed cuando llegaron al apartamento de Ángela.	Raquel and Ángela were very thirsty when they arrived at Ángela's apartment.
---	--

Ahora tengo ganas de comer una ensalada de frutas.	Now I feel like eating a fruit salad.
---	---------------------------------------

Estuvo delicioso. ¡No sabía que tenía tanta hambre!	It was delicious. I didn't know I was so hungry.
--	--

Como psiquiatra, Arturo tiene mucho éxito en su profesión.	As a psychiatrist, Arturo is very successful in his practice.
--	---

- These commonly used expressions describe a number of basic emotions, conditions, or states.
- Because the imperfect is usually used to describe emotions and states in the past, these expressions usually occur in the imperfect rather than the preterite when they are in the past. (But the preterite is used when the focus is on a *change* in a state, condition or emotion.)

De niña, yo tenía miedo de las serpientes.	As a child, I was afraid of snakes.
---	-------------------------------------

Cuando vieron la serpiente, tuvieron miedo.	When they saw the snake, they became afraid. (change in emotional state)
--	---

- The idiom **tener calor** refers only to people. To describe things, use **estar caliente** (hot). Do not use *estar caliente* to describe people.
- Finally, just as with weather expressions (like *hace mucho frío/calor/sol*, the adjective **mucho/a** is used with nouns: **hace (mucho) frío/calor/sol**, and so on. The same is true for **tener** + noun idioms: **mucho/a** (not "muy") is used to express *very*.

XVIII. A FEW ADDITIONAL USES OF THE INFINITIVE

- **Used as a Noun after prepositions**
Used this way, the infinitive is commonly translated into English as a gerund (-ing)

Después de **comer**, salimos.

Without *thinking* twice, she jumped.

Sin **pensarlo** dos veces, saltó.

I want to talk with her before *doing* it.

Quiero hablar con ella antes de **hacerlo**.

After *eating*, we left.

Note: the present participle can never be used after a preposition in Spanish.

- **al** + *infinitive* = *on/upon . . . -ing*

Al conocer a Jorge, Raquel notó que era mujeriego.

On meeting Jorge, Raquel noticed that he was a womanizer.

Al terminar la clase, Jorge les dio una tarea a los alumnos.

On finishing the class, Jorge gave the students an assignment.

- Infinitive = *noun subject of a sentence* (. . . -ing)

(El) **Pintar** era la pasión de Ángel.

Driving can be difficult in large cities.

(El) **Manejar** puede ser difícil en las ciudades grandes.

Painting was Ángel's passion.

Note that the use of the article (**el**) is optional.

This use of the infinitive is common with the verb **gustar** (and verbs like it). In such sentences the infinitives are the subject of the verb **gustar**. The article (**el**) is not used in this construction.

A Ángel le gustaba mucho **pintar**.

Ángela likes driving very much.

A Ángela le gusta mucho **manejar**.

Ángel used to like to paint very much.

I. PRESENT TENSE: REGULAR VERBS

1. (Yo) _____ español y ellos _____ inglés. (HABLAR)
2. Ella _____ en Georgia y nosotras _____ aquí. (VIVIR)
3. (Nosotros) _____ en la cafetería todos los días. (COMER)
4. ¿Dónde _____ (vosotras)? (ESTUDIAR)
5. ¿Dónde _____ (vosotras)? (VIVIR)

6. (Nosotros)_____ a ellos. (LLAMAR)
7. ¿_____ (tú) a ellas a la fiesta? (INVITAR)
8. ¿_____ (tú) en la cocina o el comedor? (COMER)
9. ¿_____ (tú) en Atlanta? (VIVIR)
10. Él _____ y _____ a la vez, y eso no me gusta (LEER, HABLAR).
11. (Yo) _____ aquí, pero _____ en la universidad (VIVIR, CORRER).
12. ¿_____ ustedes si ellas _____ a la Universidad de Tejas? (SABER, ASISTIR)
13. ¿_____ (vosotros) eso? (CREER)

Traduzca.

1. I live in Alabama, work in Virginia, and read a lot.
2. We attend R-MWC. Where do you-all go to school?
3. She studies, eats and lives at the library!
4. Where do you (tú) run, work and write normally?
5. Do you-all speak Spanish, or eat in the cafeteria?

II. SER and ESTAR

Escriba la forma correcta de ser o de estar en el tiempo presente.

1. Raquel Rodríguez _____ mexicanoamericana.
2. María _____ de Perú.
3. Miguel también _____ peruano.
4. María y Miguel ahora _____ en los Estados Unidos.
5. (Nosotras) _____ cansadas.
6. Las muchachas allí _____ mis primas.
7. Don Fernando _____ muy enfermo.
8. ¿ _____ alta o baja tu hermana?
9. La carta _____ para don Fernando.
10. ¿ _____ (ellos) en la biblioteca o en su cuarto?
11. Ese libro no _____ mío.
12. ¿Qué hora _____ ?
13. _____ las tres y media de la tarde.
14. Para buena salud, _____ importante comer bien y hacer ejercicio.
15. Si ustedes _____ en casa, ¿pueden hacerme un favor?

Traduzca: SER, ESTAR, HAY

16. Marta is Cuban, but now she's in Uruguay.
17. Juan is here with me; he's my cousin.
18. The book is for you. It's a good book.
19. There are three letters here that are for you.
20. It's not necessary to be there at eight o'clock in the morning.

III. ADJECTIVES, INCLUDING POSSESSIVES AND DEMONSTRATIVES

1. _____ (This) carta es para usted.

2. _____ (My) casa y _____ (my) carros son blancos.
3. _____ (Many) niños y _____ (a few) niñas asistieron.
4. _____ (Our) libro de español se llama *Destinos*.
5. Me gusta más _____ (this) camisa que _____ (that one-near you) o _____ (that one-over there).
6. Tenemos _____ (her letter), pero dónde está _____ (his letter)?
7. Allí hay _____ (five) mesas _____ (white).
8. _____ (Her) hijos y _____ (her) esposo viven en Colorado.
9. ¡Claro! Él es _____ (Spanish) y ella es _____ (Spanish), también!
10. _____ (Our) hijo, Romeo, tiene interés en _____ (your-familiar plural, the form they use in Spain) hija, Julieta.

Traduzca.

1. This letter is for don Fernando, from Teresa Suárez, and that one (near you) is for Raquel.
2. Our house is not white; it is green. Our cars are red.
3. There are a few very intelligent Mexicans (females) in our literature class.
4. Where are my shirt and my pants?
5. Marisa? I have her books, but I don't have her letters.

IV. SABER and CONOCER (Use Present tense)

1. ¿_____ ellas el número de teléfono de Pepita?
2. ¿_____ (ustedes) bien la ciudad de Boston?
3. ¿_____ ustedes nadar?
4. ¿_____ tú a Lupita Santander?
5. ¿_____ (nosotros) a los Rodríguez de la Calle Main o no?
6. ¿_____ usted al presidente?
7. ¿_____ usted dónde vive el presidente?
8. Don Fernando no _____ a Teresa Suárez.
9. (Nosotras) no _____ lo que ellos quieren hacer ahora.
10. (Yo) _____ a Amaranta, pero (yo) no _____ dónde vive.

Traduzca.

1. I know the city, but I don't know where that street is.
2. Do you (tú) know how to get to Washington, D.C.?
3. We know her, but we don't know her phone number or where she lives.
4. Do you (Ud.) know how to play the piano?
5. Do you (vosotras) know how many people are coming? Do you know any of them?

V. PRESENT TENSE: IRREGULAR VERBS

1. _____ (I HAVE) coche, y _____ (I LEAVE) a las dos.
2. (Yo) _____ (IR) con ustedes, si no les molesta.
3. Yo no lo _____ (SABER). Y tú, ¿lo sabes?
4. (Yo) _____ (PONER) el libro en la mesa, ¿está bien?
5. ¿Qué _____ (DO I DO) ahora?
6. Si tú traes la ensalada, yo _____ (TRAER) el pan, queso y vino.
7. (Yo) _____ (I AM) cansado.
8. (Yo) _____ (I AM) estudiante de esta universidad.
9. _____ (I DON'T SEE) nada por aquella ventana.
10. _____ (I DON'T SAY) eso, pero es posible.
11. Si (yo) _____ (COME) temprano, ¿me puedes ayudar?
12. ¿A quién le _____ (DO I GIVE) el dinero, a ti o a él?
13. _____ (I AM GOING) a cantar "Cielito Lindo."
14. _____ (WE ARE GOING) al concierto. ¿_____ (ARE YOU [tú] GOING), también.?

Traduzca.

1. I'm coming to your party, and I'm bringing my (=the) guitar.
2. I know it, but I don't say it.
3. I'm putting the letters on the table, and then I'm leaving.
4. I am doing my homework now, because I have to finish soon.
5. I don't have a car, but I want (to have) one.

VI. INTERROGATIVES

1. ¿_____ (WHERE) están las otras?

2. ¿_____ (WHO) es esa chica?
3. ¿Sabes _____ (HOW) llegar al restaurante?
4. ¿_____ (HOW MANY) libros hay en vuestro cuarto?
5. ¿_____ (HOW MANY) mesas necesitamos para la fiesta?
6. ¿_____ (WHY) no puedes acompañarnos esta noche?
7. ¿_____ (WHAT) quieren Uds?
8. ¿_____ (WHICH) de las tres prefieres?
9. ¿_____ (WHERE) vas ahora, Miguel?
10. ¿_____ (WHERE FROM) son tus primas?
11. ¿_____ (WHO) son los chicos con Maritornes?
12. ¿_____ (WHO(M)) ves en el parque?
13. ¿_____ (FOR WHOM) es la carta que tienes?
14. ¿_____ (WHOSE) es la chaqueta allí.
15. ¿_____ (ABOUT WHOM) hablan Uds?
16. ¿_____ (WHEN) comemos?

Traduzca.

1. Whose letter is this?
2. What's your name?
3. Who(m) are you writing to?
4. Where are we going tonight?
5. How much is that doggie in the window?
6. What's your phone number? (¡OJO!: In Spanish, it's *which* is your number)
7. When are they arriving?
8. Who's that letter (near you) for?
9. How do we get there? (=arrive)

VII. PRESENT TENSE: STEM-CHANGING VERBS

1. (Nosotras)_____tacos, pero ellas_____
tamales. (PREFERIR)

2. (Nosotras)_____ tacos, pero ellas _____
tamales. (SERVIR)
3. (Yo)_____ ocho horas por la noche.(DORMIR)
4. ¿Cuántas horas _____(vosotros)? (DORMIR)
5. ¿Cuándo _____(nosotros)? (COMENZAR)
6. (Nosotros)_____ a las ocho, pero tú _____ a las
seis. (EMPEZAR)
7. (Tú)_____ a las diez y nosotras _____ a la una. (VOLVER)
8. Ella lo _____; nosotras no lo _____ . (DECIR)
9. (Nosotros) no _____ salir ahora. (QUERER)
10. (Yo)_____ asistir a la fiesta, también. (QUERER)
11. ¿ _____(Nosotros) aquí? Sí, (yo) _____ aquí
con frecuencia, y la comida es excelente. (ALMORZAR)
12. Él _____ al fútbol, pero nosotros nunca _____ con él.
(JUGAR)
13. (Yo)_____ el filete; ¿Qué _____(vosotras)? (PEDIR)
14. Ahora (yo) no _____, pero (nosotras) _____ hacerlo
después. (PODER)
15. Ella no _____ el libro, y nosotros tampoco lo _____
(ENCONTRAR)
16. (Nosotras)_____ tiempo, y yo _____ dinero,
también. (PERDER)
17. (Yo)_____ temprano durante la semana. (ACOSTARSE)

Traduzca.

1. We are serving soup and she is serving paella.

2. *They* are saying that; *we* aren't saying that.
3. We are playing soccer and they are playing baseball.
4. We are returning at ten at night, and you (tú) are returning earlier.
5. They prefer Winter, but we prefer Spring.
6. I can't do it today. Can we do it tomorrow?
7. The party begins at seven in the evening.
8. We're eating lunch at the Mexican restaurant where I eat lunch often.
9. I want to go, but you-all (vosotras) don't want to go.
10. He asks us for help and we ask him for money.

VIII. PRETERITE INDICATIVE TENSE: REGULAR VERBS

1. (Yo) _____ con ellos ayer. (ALMORZAR)
2. ¿A qué hora _____ (tú) anoche? (COMER)
3. ¿Cuántos años _____ Uds. en España? (VIVIR)
4. Ayer (nosotros) _____ cinco horas al fútbol. (JUGAR)
5. Él no las _____ (ENCONTRAR) en su cuarto.
6. Ellas _____ (CORRER) allí ayer.
7. Los muchachos _____ a las tres. (COMENZAR)
8. (Nosotras) no _____ en aquel restaurante anoche. (COMER)
9. (Nosotras) _____ no acompañarlos mañana. (DECIDIR)
10. ¿ _____ (vosotras) la casa? (VENDER)
11. (Vosotros) _____ la carta y la _____. (ESCRIBIR, MANDAR)
12. ¿ _____ (tú) con Patricia la semana pasada? (HABLAR)
13. (Yo) _____ el libro el lunes, lo _____ y _____ mi trabajo anoche. (COMPRAR, LEER, ESCRIBIR)
14. ¿Y _____ (tú) salir con él? (PREFERIR)
15. Ella no lo _____ e _____ en una explicación. (COMPRENDER, INSISTIR)
16. Ellos la _____ anoche. (PERDER)
17. ¡Hoy (yo) _____ a las cinco y media! (DESPERTARSE)
18. ¡Qué bárbaro! (Nosotras) ¡ _____ a las diez y media! (DESPERTARSE)
19. ¿A qué hora _____ tú? (DESPERTARSE)

Traduzca.

1. I woke up at seven thirty, ate, and left the house at twenty-five to nine.

2. Did you (*tú* form) look for the paper and write the letter last night?
3. We got married last year.
4. They played soccer, then read a book.
5. You (*vosotras* form) wrote the letter and then lost it?
6. He decided to leave, but she waited for two hours.

IX. PRETERITE INDICATIVE TENSE, IRREGULAR VERBS

1. Ella _____ que no, y nosotras no lo _____ (DECIR, HACER)
2. (Yo) _____ allí cuatro horas. (ESTAR)
3. (Yo) _____ la ensalada y ellas _____ el arroz con pollo. (TRAER)
4. Cuando (nosotras) lo _____ anoche, no _____ creerlo. (SABER, QUERER)
5. Yo _____ la verdad, pero tú no la _____ (DECIR).
6. ¿ _____ (vosotras) tiempo para hacerlo anoche? (TENER)
7. Yo te _____ el dinero, tú se lo _____ a María, y ella se lo _____ a ellas y ellas se lo _____ a Miguel. (DAR)
8. (Yo) _____ al concierto y ellos _____ a la fiesta. (IR)
9. ¿Quién _____ ? (SER)
10. ¿Dónde _____ ellos la comida? (PONER)

11. Ellas _____ volver más temprano, pero no _____ hacerlo. (QUERER, PODER)
12. (Yo) _____ temprano y ellas _____ tarde. (VENIR)
13. Arturo y Raquel _____ en mateo. (ANDAR)
14. Si (tú) _____ con ellas, ¿con quiénes _____ ella? (IR)
15. (Nosotras) _____ con Micaela, pero ellos _____ con Maribel. (IR)

Traduzca.

1. When I found it out, I went to their house.
2. We were at the party for two hours.
3. We brought the food and they brought the drinks.
4. Because they came last night, she didn't manage to (couldn't) finish it.
5. He made it and put it on the table.
6. The money? They gave it to me last night.
7. I had no time to do it last night.
8. Abraham Lincoln was a great president.

X. PRETERITE INDICATIVE TENSE: STEM-CHANGING VERBS

1. De lo que hicimos anoche, (yo) _____ la cena, pero ella _____ la película. (PREFERIR)
2. ¿Quién _____ la paella? ¿La _____ tú? (PEDIR)

3. (Nosotras) _____ poco anoche, pero ellas _____ mucho. (DORMIR)
4. (Nosotras) _____ arroz con pollo, y ellos _____ frijoles a la polana. (SERVIR)
5. ¿ _____ Mark Twain en el siglo diecinueve o veinte? (MORIR)

XI. IMPERFECT INDICATIVE TENSE

1. Cuando yo _____ niña, mi familia y yo siempre _____ a mis abuelos los domingos. (SER, VISITAR)
2. Cuando ella _____ niña, su familia _____ en España. (SER, VIVIR)
3. ¿ _____ (tú) en aquella tienda cuando _____ joven? (TRABAJAR, SER)
4. (Nosotras) _____ un restaurante francés. (BUSCAR)
5. ¿ _____ (vosotras) la tele anoche a las ocho? (MIRAR)
6. ¿ _____ (vosotras) cuando os llamó Marlina? (COMER)
7. (Nosotros) _____ el periódico cuando lo supimos. (LEER)
8. (Nosotros) _____ a la playa cuando comenzó a llover. (IR)
9. ¿Adónde _____ (tú) cuando te vi anoche? (IR)
10. Ellos lo _____ (VER) mientras _____ (IT WAS OCCURRING).
11. Cuando llegamos anoche, ellas _____ (ESTUDIAR).
12. _____ las dos de la tarde cuando llegamos. (SER)
13. _____ (THERE WERE) dos estudiantes en el cuarto. (HABER; The past tense of *hay* is the regular third person singular imperfect form of *haber*)

Traduzca.

1. When I was young, we used to go to the beach every summer.
2. While Raquel was taking a picture, Ángela was watching her.
3. She was reading while we were eating dinner.
4. They used to play in that park every Saturday.
5. We were seeing it as it happened.
6. It was six o'clock in (=de) the afternoon.
7. When he was young, he worked in that store (over there).
8. There were five women and two men in the store.

XII. PRETERITE AND IMPERFECT: (SENTENCES)

Escribir el pretérito o el imperfecto según el sentido de la oración.

1. Yo _____ muy joven cuando yo _____ mi primer poema. (SER, ESCRIBIR)
2. (Nosotros) _____ en la biblioteca cuando _____ nuestro amigo. (ESTAR, ENTRAR)
3. Ayer yo no _____ al tenis porque _____ mal tiempo. (JUGAR, HACER)
4. _____ las once de la noche cuando yo _____ a mi casa. (SER, LLEGAR)
5. Cuando Ud. me _____ ayer, yo _____ un resfriado (=a cold). (VER, TENER)
6. ¿ _____ vosotros anoche o _____ al cine? (ESTUDIAR, IR)
7. José _____ cuando su padre _____ a la puerta. (DORMIR, LLAMAR)
8. La semana pasada nosotros _____ la carta que (nosotros) _____. (RECIBIR, ESPERAR)
9. ¿ _____ Uds. lo que _____? (ENCONTRAR, BUSCAR)
10. Cuando yo _____ seis años, (yo) _____ a Disneyworld. (TENER, VISITAR)

XIII. PRETERITE AND IMPERFECT: (PARAGRAPHS)

Cambie este párrafo al pasado. Solamente tiene que cambiar los verbos.

Me levanto temprano. Hace buen tiempo cuando salgo para jugar con mis amigos.

Jugamos (por) dos horas, y después voy a casa para comer. Mientras como, me llama por teléfono mi primo Alberto. Mientras hablamos, llega mi mamá. Ella abre la puerta, entra, y me dice "Buenos días." Termino mi conversación con Alberto, y ayudo a mi mamá con sus paquetes.

Cambie al pasado.

Es sábado y me despierto temprano. Son las seis y media. Bajo la escalera, entro en la cocina, preparo el desayuno y lo como. Después salgo. Llevo pantalones y una camisa que son viejos. Hace fresco. Es un día estupendo. Corro a la casa de mi mejor amigo. Cuando llego, él está fuera. Juega al "frisbi" con su perro. Le digo "Hola" y me invita a jugar con ellos. Jugamos (por) una hora.

Cambie al pasado.

Es un día bonito. Hace buen tiempo. Son las cinco y media de la tarde. Una niña camina por el bosque. Lleva un vestido rojo y una bolsa grande. Visita a su abuela todos los sábados. Cuando llega a la casa de su abuela, abre la puerta y entra. La abuela está en la cama. Hay una lámpara cerca de la cama. La niña enciende la luz. ¡Ay! ¡La abuela tiene una nariz muy grande y una boca enorme con muchos dientes! En ese momento la niña tiene miedo y sale corriendo de la casa.

Cambie al pasado.

Me visto rápidamente porque quiero salir temprano. No tengo mucha hambre, y por eso como muy poco. Estoy muy emocionado (=excited) porque mi tío va a pasar para llevarme a un partido de fútbol. Leo en la sala cuando alguien llama a la puerta. Abro la puerta y allí está mi tío Brian. Me dice que tiene las entradas para el partido. El tiene tres, y no dos. Me dice que puedo invitar a un amigo si quiero. Llamo a Miguel y le pregunto si quiere ir con nosotros. Me contesta que sí, con muchísimo gusto. Pasamos por Miguel y vamos al partido. Hace muy buen tiempo. Es un día estupendo para un partido. Llevamos camisetas porque hace sol y hace calor. Estamos allí dos horas. Nuestro equipo gana. Volvemos a casa tarde. Estamos cansados pero muy contentos.

XIV. VERBS WITH DIFFERENT MEANINGS IN PRETERITE AND IMPERFECT

Traduzca.

- 1a. We knew her.
- 1b. We met her last night.
- 2a. She knew his telephone number.
- 2b. She found out his telephone number last night.
- 3a. There was an accident there last night (That is, it “took place, happened”).
- 3b. There were five students there last night.
- 4a. They wanted to go.
- 4b. They tried to go.
- 4c. They refused to go.
- 5a. I managed to do it.
- 5b. I failed to do it (=didn't manage to do it).
- 5c. I could /couldn't, was/ wasn't able to do it (no indication that I tried).

XV. GUSTAR

1. I like books.
2. We like the summer, but they like the spring.
3. Marta likes this shirt, but Elena likes that one (over there).
4. Do you (*tú* form) like to read and write?
5. *They* don't like to play soccer, but *we* do.

XVI. ¿POR O PARA?

1. Lo compró _____ cinco dólares.
2. Esta carta es _____ María.
3. Se casó _____ amor.
4. Me llamaron _____ teléfono.
5. Estos libros son _____ mi estudiante.
6. _____ español, habla inglés muy bien.
7. El llegó ayer, _____ la noche.
8. ¿Cómo vas?, _____ avión o _____ coche?
9. _____ comprar tanto, hay que tener mucho dinero.
10. La novela *Don Quijote* fue escrita _____ Miguel de Cervantes.
11. Los visitó _____ tres días.
12. ¿_____ quién es?
13. _____ nosotros, no hay nada imposible.
14. Estudió mucho, _____ obtener buenas notas.
15. Se murió _____ su familia y su patria.

Traduzca.

1. We bought the car for twenty thousand dollars.
2. We walked along Rivermont Avenue.
3. I talked to her on the phone yesterday afternoon. She told me that she went by plane.

XVII. OBJECT PRONOUNS

I. DIRECT OBJECT PRONOUNS

1. Veo a las muchachas. _____ veo.
2. Veo a los muchachos. _____ veo.
3. Los muchachos y las muchachas _____ ven. (see ME)
4. Los muchachos y las muchachas _____ ven. (see US)
5. Los muchachos y las muchachas _____ ven. (see YOU, *tú* form)
6. Ellas sacan unas fotografías. _____ sacan.
7. Escuchamos la música. _____ escuchamos.

Traduzca.

1. They know us well.
2. Do you (*tú* form) see him?
3. Yes, and he sees us, too.
4. The books. We buy them and read them.
5. María and Marta. We invite them to the party.

II. INDIRECT OBJECT PRONOUNS

1. _____ damos el dinero. (TO HER)
2. _____ damos el dinero. (TO HIM)
3. _____ damos el dinero. (TO YOU, *tú* form)
4. _____ damos el dinero. (TO YOU, *Ud.* form)
5. Ellas _____ dan el dinero. (TO US)
6. Ellas _____ dan el dinero. (TO YOU-ALL, *vosotras* form)
7. Ellas _____ dan el dinero. (TO YOU-ALL, *ustedes* form)
8. Ellas _____ dan el dinero (TO ME), y (yo) _____ doy el dinero a Paquita.

Traduzca.

1. We give him the money; we don't give the money to her.
2. Your (*tú* form) parents. Do you write to them often?
3. She asks us if we are going to the concert with her.
4. We tell them that he is bringing them the salad.
5. We ask her if it is true. (¡OJO! ¿pedir o preguntar?)

III. REFLEXIVE OBJECT PRONOUNS

1. Me gusta levantar____temprano. _____levanto temprano todos los días.
2. ¿A qué hora_____ (ACOSTARSE) tú?
3. (Nosotras)_____ (DESPERTARSE) a las ocho hoy.
4. ¿Cómo_____ (LLAMARSE) ella?
5. Pancho y Margarita_____ (CASARSE) en abril.

Traduzca.

1. My name is Federico. What's yours (*tú* form)?
2. We write to each other every week.
3. They are getting married in June.
4. I want to wake up early tomorrow.
5. You and I see each other every Saturday.

IV. TWO OBJECT PRONOUNS TOGETHER

1. Los libros. (Yo)_____ doy a ella.
2. Los libros. (Yo)_____ doy a ellas.
3. Las cartas. (Yo)_____ doy a ella.
4. Las cartas. (Yo)_____ doy a ellas.

5. El libro. Ellos _____ dan a nosotras.
6. El libro. (Nosotras) _____ damos a ellas.
7. Las cartas. Quiero dar _____ a ti.
8. El dinero. ¿Quieres dar _____ a mí?
9. La cara. El muchacho _____ lava.

Traduzca.

1. The house. My parents are giving it to us.
2. The table. I am buying it for *her*, I'm not buying it for *him*.
3. The money. We give it to them and they give it to you (*tú* form).
4. My hands. I am washing them.
5. The computer (=computadora). Can you explain it to me? (to explain=explicar)

XVIII. AFFIRMATIVE AND NEGATIVE WORDS

Traduzca.

1a. Do you have something in your hand?

1b. No, I have nothing in my hand.

2a. Did you see someone last night?

2b. No, I saw no one last night.

3a. Do you go there often?

3b. No, I never go there.

4a. Does she have a car, and do you have a car, too?

4b. No, she doesn't have a car, and I don't have a car either.

5a. Do you have some money?

5b. No, I don't have any money.

XIX. COMPARISONS

Traduzca.

1. Today I have as much money as Jaime.
2. Do you have as many classes as I do today?
3. We have as much as they do.
4. She has as many brothers as you do (*tú* form).
5. Are you as thirsty as I am? (*la sed*)
6. Marta is taller than her sister, but their mother is the tallest in the family.
7. She studied less than her roommate last semester.
8. Pedro is older than his cousin Pepe, but Miguel is the oldest of the three.
9. This book is good, that one (near you) is better, and that one (over there) is the best.
10. I think I have more than twenty dollars.
11. She has more work than we do today.
12. This is less important than that.
13. She swims as fast as you do, but Olga swims faster than both of you.
14. Lynchburg is not as large as Richmond.
15. Does she study as much as you do?
16. It rains a lot in Virginia, but in New Mexico it doesn't rain as much.

XX. PRACTICE WITH *HACER* + *QUE* CONSTRUCTIONS

1. We have been reading for an hour.
2. We read it an hour ago.
3. I have been waiting for you for twenty minutes.
4. They left the party twenty minutes ago.
5. I have been studying Spanish for four years.
6. I studied Spanish four years ago.

XXI. A FEW ADDITIONAL USES OF THE INFINITIVE

1. On arriving in Lynchburg, she began to cry.
2. Playing soccer is one of my passions.
3. Before leaving, they turned off the lights and shut the door.
4. Traveling is an education.
5. On seeing each other, the man and the woman began to sing.
6. She likes running a lot, and when she was a little girl she used to like it a lot, too.

ANSWER KEY TO EXERCISES

I. Present Tense, Regular Verbs.

- | | | | |
|----|---------------|-----|----------------|
| 1. | hablo, hablan | 8. | comes |
| 2. | vive, vivimos | 9. | vives |
| 3. | comemos | 10. | lee, habla |
| 4. | estudiáis | 11. | vivo, corro |
| 5. | vivís | 12. | saben, asisten |
| 6. | llamamos | 13. | creéis |
| 7. | invitas | | |

1. Vivo en Atlanta, trabajo en Virginia, y leo mucho.
2. Asistimos a R-MWC. ¿Adónde asisten ustedes? (¿Adónde asistís vosotras/os?)
3. ¡Ella estudia, come y vive en la biblioteca!
4. ¿Dónde corres, trabajas y escribes por lo general (or normalmente)?
5. ¿Habláis español o coméis en la cafetería? (¿Hablan Uds. español o comen en la cafetería?).

II. Ser, Estar and Hay

- | | | | |
|----|---------|-----|-------|
| 1. | es | 9. | es |
| 2. | es | 10. | Están |
| 3. | es | 11. | es |
| 4. | están | 12. | es |
| 5. | estamos | 13. | son |
| 6. | son | 14. | es |
| 7. | está | 15. | están |
| 8. | es | | |

16. Marta es cubana, pero ahora está en (el) Uruguay.
17. Juan está aquí conmigo; es mi primo.
18. El libro es para ti (para Ud.). Es un buen libro.
19. Hay tres cartas aquí que son para Ud. (para ti).
20. No es necesario estar allí a las ocho de la mañana.

III. Adjectives.

- | | | | |
|----|--------------------|-----|----------------------------------|
| 1. | Esta | 6. | la carta de ella, la carta de él |
| 2. | Mi, mis | 7. | cinco mesas blancas |
| 3. | Muchos, unas | 8. | Sus, su |
| 4. | Nuestro | 9. | español, española |
| 5. | esta, ésa, aquella | 10. | Nuestro, vuestra |

1. Esta carta es para don Fernando, de Teresa Suárez, y ésa es para Raquel.
2. Nuestra casa no es blanca; es verde. Nuestros carros son rojos.
3. Hay unas mexicanas muy inteligentes en nuestra clase de literatura.
4. ¿Dónde están mi camisa y mis pantalones?
5. ¿Marisa? Tengo sus libros, pero no tengo sus cartas.

IV. Saber y conocer.

1. Saben	6. Conoce
2. Conocen	7. Sabe
3. Saben	8. conoce
4. Conoces	9. sabemos
5. Conocemos	10. Conozco, sé

1. Conozco la ciudad, pero no sé dónde está aquella calle.
2. ¿Sabes ir (llegar) a Washington, D.C.?
3. La conocemos (Conocemos a ella), pero no sabemos (ni) su número de teléfono ni dónde vive.
4. ¿Sabes tocar el piano?
5. ¿Sabéis cuántas personas vienen? ¿Conocéis algunas (de ellas)?

V. Present Tense, Irregular Verbs.

1. Tengo, salgo	8. Soy
2. Voy	9. No veo
3. sé	10. No digo
4. Pongo	11. vengo
5. hago	12. doy
6. traigo	13. Voy
7. Estoy	14. Vamos, ¿Vas

1. Vengo a tu fiesta, y traigo la guitarra.
2. Lo sé, pero no lo digo.
3. Pongo las cartas en la mesa, y después me voy (salgo) (me marchó).
4. Hago la (mi) tarea ahora porque tengo que terminar pronto.
5. No tengo carro, pero quiero tener uno.

VI. Interrogatives.

1. ¿Dónde	9. ¿Adónde
2. ¿Quién	10. ¿De dónde
3. cómo	11. ¿Quiénes
4. ¿Cuántos	12. ¿A quién
5. ¿Cuántas	13. ¿Para quién
6. ¿Por qué	14. ¿De quién
7. ¿Qué	15. ¿De quién (or De quiénes)
8. ¿Cuál	16. ¿Cuándo

1. ¿De quién es esta carta?
2. ¿Cómo se llama Ud? (¿Cómo te llamas?)
3. ¿A quién escribe(s)?
4. ¿Adónde vamos esta noche?

5. ¿Cuánto cuesta ese cachorro (perrito) que está en la vitrina?
6. ¿Cuál es tu número de teléfono?
7. ¿Cuándo llegan?
8. ¿Para quién es esa carta?
9. ¿Cómo llegamos? (¿Cómo vamos?)

VII. Stem-changing verbs, Present Tense.

- | | |
|--------------------------|----------------------------|
| 1. Preferimos, prefieren | 10. Quiero |
| 2. Servimos, sirven | 11. Almorzamos, almuerzo |
| 3. Duermo | 12. juega, jugamos |
| 4. dormís | 13. pido, pedís |
| 5. comenzamos | 14. puedo, podemos |
| 6. Empezamos, empiezas | 15. encuentra, encontramos |
| 7. vuelves, volvemos | 16. Perdemos, pierdo |
| 8. dice, decimos | 17. Me acuesto |
| 9. queremos | |

1. Nosotras(os) servimos sopa y ella sirve paella.
2. Ellos dicen eso; nosotros(as) no decimos eso.
3. Nosotros(as) jugamos al fútbol y ellas(os) juegan al béisbol.
4. Nosotras(os) volvemos a las diez de la noche, y tú vuelves más temprano.
5. Ellas(os) prefieren el invierno, pero nosotros(as) preferimos la primavera.
6. No puedo hacerlo hoy. ¿Podemos hacerlo mañana?
7. La fiesta comienza (empieza) a las siete de la noche.
8. Almorzamos en el restaurante mexicano donde almuerzo a menudo (frecuentemente) (con frecuencia).
9. Yo quiero ir, pero vosotras no queréis ir.
10. Él nos pide ayuda y [nosotras(os)] le pedimos dinero (a él).

VIII. Preterite Indicative Tense, Regular Verbs.

- | | | | |
|-----|-------------|-----|--------------------------|
| 1. | Almorcé | 11. | Escribisteis, mandasteis |
| 2. | comiste | 12. | ¿Hablaste |
| 3. | vivieron | 13. | Compré, leí, escribí |
| 4. | jugamos | 14. | preferiste |
| 5. | encontró | 15. | comprendió, insistió |
| 6. | corrieron | 16. | perdieron |
| 7. | comenzaron | 17. | me desperté |
| 8. | comimos | 18. | nos despertamos |
| 9. | Decidimos | 19. | te despertaste |
| 10. | ¿Vendisteis | | |

1. Me desperté a las siete y media, comí, y salí de la casa a las nueve menos veinticinco.
2. ¿Buscaste el papel y escribiste la carta anoche?
3. Nos casamos el año pasado.
4. Ellas(os) jugaron al fútbol, y después (entonces) leyeron un libro.
5. ¿Escribisteis la carta y entonces (después) la perdisteis?
6. Él decidió salir (irse, or marcharse), pero ella esperó (por) dos horas.

IX. Preterite Indicative, Irregular Verbs.

- | | | | |
|----|------------------------|-----|---------------------|
| 1. | dijo, hicimos | 9. | fue |
| 2. | estuve | 10. | pusieron |
| 3. | traje, trajeron | 11. | quisieron, pudieron |
| 4. | supimos, quisimos | 12. | Vine, vinieron |
| 5. | dije, dijiste | 13. | anduvieron |
| 6. | ¿Tuvisteis | 14. | fuiste, fue |
| 7. | di, diste, dio, dieron | 15. | fuimos, fueron |
| 8. | fui, fueron | | |

1. Cuando lo supe, fui a su casa.
2. Estuvimos en la fiesta (por) dos horas.
3. Trajimos la comida y ellos(as) trajeron las bebidas.
4. Porque vinieron ellos(as) anoche, ella no pudo terminarlo.
5. Él lo hizo y lo puso en la mesa.
6. ¿El dinero? Ellas(os) me lo dieron anoche.
7. No tuve tiempo para hacerlo anoche.
8. Abraham Lincoln fue un gran presidente.

X. Preterite Indicative Tense, Stem-changing Verbs

- | | |
|------------------------|------------------------|
| 1. preferí, prefirió | 4. Servimos, sirvieron |
| 2. pidió, pediste | 5. ¿Murió |
| 3. Dormimos, durmieron | |

XI. Imperfect Indicative Tense.

- | | |
|----------------------|-----------------------------|
| 1. era, visitábamos | 8. Íbamos |
| 2. era, vivía | 9. ibas |
| 3. ¿Trabajabas, eras | 10. veían, pasaba (ocurría) |
| 4. Buscábamos | 11. estudiaban |
| 5. ¿Mirabais | 12. Eran |
| 6. ¿Comíais | 13. Había |
| 7. Leíamos | |

1. Cuando yo era joven, íbamos a la playa todos los veranos (or "cada verano") .
2. Mientras Raquel sacaba una foto, Ángela la miraba.
3. Ella leía mientras cenábamos (or "comíamos la cena") .
4. Ellos(as) jugaban en aquel parque todos los sábados.
5. Lo veíamos mientras ocurría (or "pasaba") .
6. Eran las seis de la tarde.
7. Cuando era joven, él trabajaba en aquella tienda.
8. Había cinco mujeres y dos hombres en la tienda.

XII. Preterite and Imperfect (Sentences).

- | | |
|---------------------|----------------------------|
| 1. era, escribí | 6. ¿Estudiasteis, fuisteis |
| 2. Estábamos, entró | 7. dormía, llamó |
| 3. jugué, hacía | 8. recibimos, esperábamos |
| 4. Eran, llegué | 9. Encontraron, buscaban |
| 5. vio, tenía | 10. tenía, visité |

XIII. Preterite and Imperfect (Paragraphs).

Me levanté temprano. Hacía buen tiempo cuando salí para jugar con mis amigos. Jugamos (por) dos horas, y después fui a casa para comer. Mientras comía, me llamó por teléfono mi primo Alberto. Mientras hablábamos, llegó mi mamá. Ella abrió la puerta, entró, y me dijo "Buenos días." Terminé mi conversación con Alberto, y ayudé a mi mamá con sus paquetes.

Era sábado y me desperté temprano. Eran las seis y media. Bajé la escalera, entré en la cocina, preparé el desayuno y lo comí. Después salí. Llevaba pantalones y una camisa que eran viejos. Hacía fresco. Era un día estupendo. Corrí a la casa de mi mejor amigo. Cuando llegué, él estaba fuera. Jugaba al "frisbi" con su perro. Le dije "Hola" y me invitó a jugar con ellos. Jugamos (por) una hora.

Era un día bonito. Hacía buen tiempo. Eran las cinco y media de la tarde. Una niña caminaba por el bosque. Llevaba un vestido rojo y una bolsa grande. Visitaba a su abuela todos los sábados. Cuando llegó a la casa de su abuela, abrió la puerta y entró. La abuela estaba en la cama. Había una lámpara cerca de la cama. La niña encendió la luz. ¡Ay! ¡La abuela tenía una nariz muy grande y una boca enorme con muchos dientes! En ese momento la niña tuvo miedo y salió corriendo de la casa.

Me vestí rápidamente porque quería salir temprano. No tenía mucha hambre, y por eso comí muy poco. Estaba muy emocionado (=excited) porque mi tío iba a pasar para llevarme a un partido de fútbol. Leía en la sala cuando alguien llamó a la puerta. Abrí la puerta y allí estaba mi tío Brian. Me dijo que tenía las entradas para el partido. El tenía tres, y no dos. Me dijo que yo podía invitar a un amigo si quería. Llamé a Miguel y le pregunté si quería ir con nosotros. Me contestó que sí, con muchísimo gusto. Pasamos por Miguel y fuimos al partido. Hacía muy buen tiempo. Era un día estupendo para un partido. Llevábamos camisetas porque hacía sol y hacía calor. Estuvimos allí dos horas. Nuestro equipo ganó. Volvímos a casa tarde. Estábamos cansados pero muy contentos.

XIV. Verbs With Different Meanings in Preterite and Imperfect.

- 1a. La conocíamos (or "Conocíamos a ella").
- 1b. La conocimos anoche (or "Conocimos a ella anoche").
- 2a. Ella sabía el número de teléfono de él.
- 2b. Ella supo anoche el número de teléfono de él.
- 3a. Hubo un accidente allí anoche.
- 3b. Había cinco estudiantes allí anoche.
- 4a. Ellas(os) querían ir.
- 4b. Ellas(os) quisieron ir.
- 4c. Ellas(os) no quisieron ir.
- 5a. Pude hacerlo.
- 5b. No pude hacerlo.
- 5c. (No) podía hacerlo.

XV. Gustar.

1. Me gustan los libros.
2. A nosotras(os) nos gusta el invierno, pero a ellos(as) les gusta la primavera.
3. A Marta le gusta esta camisa, pero a Elena le gusta aquélla.
4. ¿Te gusta leer y escribir?
5. A ellas(os) no les gusta jugar al fútbol, pero a nosotros(as) (sí que) nos gusta.

XVI. Por o para.

- | | |
|-------------|----------|
| 1. por | 9. para |
| 2. para | 10. por |
| 3. por | 11. por |
| 4. por | 12. para |
| 5. para | 13. para |
| 6. para | 14. para |
| 7. por | 15. por |
| 8. por, por | |

1. Compramos el carro por veinte mil dólares.
2. Anduvimos por la Avenida Rivermont. (Caminamos, Pasamos)
3. Hablé con ella por teléfono ayer por la tarde. (Ella) me dijo que fue por avión.

XVII. Object Pronouns.

Direct Object Pronouns.

- | | |
|--------|--------|
| 1. Las | 5. te |
| 2. Los | 6. Las |
| 3. me | 7. La |
| 4. nos | |

1. Ellos(as) nos conocen bien.
2. ¿Lo ves? (or ¿Ves a él?)
3. Sí, y él nos ve, también.
4. Los libros. Los compramos y los leemos.
5. María y Marta. Las invitamos a la fiesta.

Indirect Object Pronouns.

- | | |
|-------|-----------|
| 1. Le | 5. nos |
| 2. Le | 6. os |
| 3. Te | 7. les |
| 4. Le | 8. me, le |
1. Le damos el dinero a él; no le damos el dinero a ella.
 2. Tus padres. ¿Les escribes con frecuencia (a menudo) (frecuentemente) (mucho)?
 3. Ella nos pregunta si la acompañamos al concierto. (si vamos con ella al concierto)
 4. Les decimos que él les trae la ensalada.
 5. Le preguntamos (a ella) si es verdad.

Reflexive Object Pronouns.

- | | | | |
|----|-----------------|----|------------------------------|
| 1. | levantarme, me | 4. | se llama |
| 2. | te acuestas | 5. | se casan (van a casarse) (se |
| 3. | Nos despertamos | | van a casar) |
-
1. Me llamo Federico. Y tú, (¿Cómo te llamas?)
 2. Nos escribimos todas las semanas. (cada semana)
 3. (Ellos) se casan en junio.
 4. Quiero despertarme temprano mañana.
 5. Tú y yo nos vemos todos los sábados.

Two Object Pronouns together.

- | | | | |
|----|--------|----|----------|
| 1. | Se los | 6. | se lo |
| 2. | Se los | 7. | dártelas |
| 3. | Se las | 8. | dármelo |
| 4. | Se las | 9. | se la |
| 5. | nos lo | | |
-
1. La casa. Mis padres nos la dan.
 2. La mesa. Se la compro a ella, no se la compro a él. (La compro para ella, no para él.)
 3. El dinero. Se lo damos a ellos(as), y ellas(os) te lo dan (a ti).
 4. Las manos. Me las lavo.
 5. La computadora. ¿Puede(s) explicármela?

XVIII. Affirmative and Negative Words.

- 1a. ¿Tiene(s) algo en la mano?
- 1b. No no tengo nada en la mano. (Or, "No, nada tengo en la mano.")
- 2a. ¿Viste (Vio Ud.) a alguien anoche?
- 2b. No, no vi a nadie anoche. (Or, "No, a nadie vi anoche.")
- 3a. ¿Vas (Va Ud.) allí con frecuencia?
- 3b. No, nunca (jamás) voy allí. (Or, "No, no voy allí nunca (jamás).")
- 4a. ¿Tiene carro ella, y tienes tú carro, también?
- 4b. No, ella no tiene carro, ni yo tampoco.
- 5a. ¿Tiene(s) algún dinero?
- 5b. No, no tengo ningún dinero. ("Ningún dinero tengo" is also possible)

XIX. Comparisons.

1. Hoy tengo tanto dinero como Jaime.
2. ¿Tienes tantas clases como yo hoy?
3. Tenemos tanto como ellos.
4. Ella tiene tantos hermanos como tú.
5. ¿Tienes tanta sed como yo?
6. Marta es más alta que su hermana, pero su madre es la más alta de la familia.
7. El semestre pasado, ella estudió menos que su compañera de cuarto.
8. Pedro es mayor que su primo Pepe, pero Miguel es el mayor de los tres.
9. Este libro es bueno, ese es mejor, y aquél es el mejor de los tres.
10. Creo que tengo más de veinte dólares.
11. Ella tiene más trabajo que nosotras(os) hoy.
12. Esto es menos importante que eso. (or "Esto importa menos que eso.")
13. Ella nada tan rápido (rápidamente) como tú, pero Olga nada más rápido (rápidamente) que ustedes (vosotras) dos.
14. Lynchburg no es tan grande como Richmond.
15. ¿Estudia ella tanto como tú?
16. Llueve mucho en Virginia, pero en (el estado de) Nuevo México no llueve tanto.

XX. Practice With Hacer + que Construction.

1. Hace una hora que leemos. (or "Leemos hace una hora".)
2. Hace una hora que lo leímos. (or "Lo leímos hace una hora".)
3. Hace veinte minutos que te espero. (or "Te espero hace veinte minutos".)
4. Hace veinte minutos que salieron (se fueron) de la fiesta. (or "Salieron de la fiesta hace veinte minutos".)
5. Hace cuatro años que estudio (el) español. ("Estudio el español hace cuatro años.")
6. Hace cuatro años que estudié (el) español. ("Estudí el español hace cuatro años.")

XXI. A Few Additional Uses of the Infinitive.

1. Al llegar a Lynchburg, ella empezó (se puso, comenzó) a llorar.
2. (El) jugar al fútbol es una de mis pasiones.
3. Antes de salir (irse, marcharse), ellos(as) apagaron las luces y cerraron la puerta.
4. (El) viajar es una educación.
5. Al verse, el hombre y la mujer se pusieron (comenzaron, empezaron) a cantar.
6. A ella le gusta mucho (el) correr, y cuando era niña también le gustaba mucho.

Verbs from Destinos, 1-26

- acostarse(ue)-to go to bed
- almorzar(ue)-to have lunch
- andar-to walk
- aprender-to learn
- ayudar-to help
- bailar-to dance
- bajar-to go down; to lower
- bañarse-to take a bath
- besar-to kiss
- buscar-to look for
- casarse con-to get married (to)
- cenar-to have dinner
- comenzar(ie)-to begin
- comer-to eat
- comprar-to buy
- comprender-to understand
- conocer-to meet; to be acquainted with
- contestar-to answer
- correr-to run
- creer-to believe
- cruzar-to cross
- dar-to give
- decidir-to decide
- decir(i,i)-to say, tell
- dejar-to allow
- despedirse(i,i) de-to say good-bye to
- despertarse(ie)-to wake up
- dormir(ue,u)-to sleep
- dormirse(ue,u)-to fall asleep
- encontrar(ue)-to find, encounter
- entrar (en)-to enter
- escribir-to write
- escuchar-to listen
- esperar-to wait
- estar-to be
- estudiar-to study
- explicar-to explain
- extrañar-to miss (someone); to be strange
- funcionar-to work or function
- gustar-to be pleasing to
- hablar-to speak
- hacer-to make, to do
- insistir (en)-to insist (on)
- invitar-to invite
- ir-to go
- jugar(ue) (al)-to play a sport or game
- leer-to read
- levantarse-to get up
- llamar-to call
- llegar-to arrive
- llevar-to take; to wear (clothing)
- mandar-to send; to command
- manejar-to drive; to manage (affairs)
- mirar-to look at
- molestar-to bother
- morir(ue,u)-to die
- mostrar-to show, demonstrate
- necesitar-to need
- oír-to hear
- parar-to stop
- parecer-to seem
- pasar-to happen; to go by
- pedir(i,i)-to ask for
- perder(ie)-to lose
- poder(ue)-to be able
- poner-to put; to turn on (appliance)
- preferir(ie,i)-to prefer
- preguntar-to ask a question
- preparar-to prepare
- quedarse-to remain, to stay
- querer(ie)-to want
- recibir-to receive
- reconocer-to recognize
- saber-to know (facts), to know how
- salir-to leave
- ser-to be
- servir(i,i)-to serve
- tener(ie)-to have, possess
- tomar-to take; to drink
- trabajar-to work
- tratar (de)-to try (to)
- traer-to bring
- vender-to sell
- venir-to come
- ver-to see
- viajar-to travel
- visitar-to visit
- vivir-to live
- volver(ue)-to return

acabar de (+ inf.)-to have just+ (EX: “Acabo de comer,” means “I have just eaten.”)
 aceptar-to accept
 acostumbrarse-to be used to
 adaptarse-to get used to, to adapt
 alegrarse (de)-to be happy (about)
 cansarse-to get tired
 comunicarse (con)-to get in touch (with)
 contar(ue)-to count; to tell (a story)
 desayunar-to eat breakfast
 descansar-to rest
 desear-to want, desire
 divertirse(ie,i)-to have a good time
 divorciarse (de)-to get divorced
 doblar-to turn (a corner); to fold
 empezar(ie)-to begin
 enfadarse-to get mad
 enfermarse-to get sick
 enojarse (con) -to become angry (at)
 enterarse (de)-to find out (about)
 fumar-to smoke
 investigar-to investigate
 llevarse bien/mal (con)-to get along well/badly (with)
 llorar-to cry
 meterse (en)-to get involved (in)
 molestarse-to bother about
 mudarse-to move (residence)
 nadar-to swim
 oponerse (a)-to be opposed (to)
 pelearse (con)-to fight, argue (with)
 perderse(ie)-to get lost
 preocuparse-to worry
 reponerse-to recover (strength)
 sacar-to take out; to take (a photograph)
 sorprender-to surprise
 temer-to fear